

THE EFFECT OF EMOTIONAL INTELLIGENCE AND TEACHER SELF-EFFICACY ON CLASS MANAGEMENT MODERATED WITH TRANSFORMATIONAL LEADERSHIP STYLE

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Abstract : *The purpose of this study is to examine and analyze the effect of emotional intelligence and teacher self-efficacy on classroom management moderated by transformational leadership style at SMA Negeri sub rayon 03 Semarang city. This type of research is explanatory research because this research explains the influence between variables and tests the research hypotheses that have been formulated. The population in this study were teachers of SMA Negeri sub rayon 03 Semarang city which were taken as a sample of 151 people. The analysis technique uses multiple linear analysis multiple linear regression analysis. The results showed that emotional intelligence has an effect on classroom management, teacher self-efficacy has a negative effect on classroom management, transformational leadership style does not moderate the effect of emotional intelligence on classroom management, transformational leadership style moderates the effect of teacher self-efficacy on classroom management.*

Keywords: *Emotional intelligence, teacher self-efficacy, classroom management, and transformational leadership style.*

1. Introduction

Professional teachers are people who are involved in education whose task is not only to transfer knowledge from teachers to students but more than that. The teacher acts as a substitute for parents in schools whose job is to direct students to achieve educational goals and make them fully human through exemplary examples, enthusiasm, or encouragement to become better, and guidance or direction so that they are always on the path of truth in developing existing potential on him.

The teacher acts as a mentor, namely guiding students to be able to determine the various potentials they have as their provisions, guiding students to be able to achieve and carry out their developmental tasks, so that with these achievements they can grow and develop as ideal human beings who are the hope of every parent and child. Public. The task of the teacher is to maintain, direct and guide so that students grow and develop according to their potential, interests, and talents.

The role of the teacher as a learning manager is that the teacher must be able to play a role in creating a learning climate that allows students to learn comfortably through classroom management. As learning managers, teachers have 4 general functions, namely: planning learning objectives;

organizing various learning resources, and leading and supervising. However, the success or failure of learning in the classroom is not only determined by the teacher's day but also by many influencing factors.

The teacher during the learning process should be able to understand how to behave and interact with students. By having good emotional intelligence, teachers are expected to be able to manage the class well too. Emotional Intelligence plays an important role in the learning process.

Emotional intelligence is a person's skill in combining thoughts and feelings that are reflected in oneself and have an impact on others (Mehmood, T. 2013). In addition to having good emotional intelligence, a teacher is required to have good self-efficacy. Based on a review of previous research results, shows that emotional intelligence has a positive effect on classroom management (Asrarul-Haq, et al 2017; Turia, et al 2018; Ignata, Clipa; 2021). While the results of other studies show that emotional intelligence has no effect on classroom management (Nerves, 2016).

Self-efficacy is an individual's belief or confidence about his ability to motivate himself to perform professional tasks and to manage effective relationships (Friedman, I.A, 2002). The results of a review of previous studies show that teacher efficacy has a positive effect on classroom management (Yusuf, 2011; Waitshega Tefo Smitta Dibapile, 2012; Isaac A Freedman, 2001;) Different findings indicate that teacher efficacy does not have a positive effect on classroom management (Hakan Kurta et al, 2013; Stephanie & Diamond, 2012)

In addition to the factors of emotional intelligence and teacher efficacy, the school's leadership style also influences the realization of good classroom management. Transformational leaders are leaders who inspire and encourage their subordinates to be more innovative and creative in achieving learning goals. Based on a review of the findings of previous studies, it shows that there are still different research findings of the influence of emotional intelligence and teacher self-efficacy on classroom management. So further research is carried out by including transformational leadership style as a moderating variable

2. Literature Review

Emotional intelligence

The concept of emotional intelligence (emotional intellectual) has been known to the public since 1920 when Thorndike for the first time conceptualized emotional intelligence into three dimensions, namely abstract intelligence, mechanical intelligence, and social intelligence. Because the role of previous experts made Alovey and Mayer (1990) develop the concept of "emotional intelligence". In the years that followed, emotional intelligence was studied extensively in the literature, organizational behavior, human resources, management, and many other disciplines. Emotional intelligence is an individual skill that includes the ability to recognize one's emotions, control oneself, be able to motivate oneself, have enthusiasm and perseverance, be optimistic, be able to build relationships with others, easily recognize other people's emotions and be attentive. In other words, emotional intelligence means how to build good relationships in society, at school, in the classroom by using emotions effectively to achieve goals. According to Dibapile (2012) there are 5 dimensions in

emotional intelligence: Self-awareness of emotional intelligence, self-confidence, ability to control oneself, achievement, developing others, conflict management.

Self-Efficacy

Self-efficacy plays a very important role in everyday life, a person will be able to use his potential optimally if self-efficacy supports it. One aspect of life that is influenced by self-efficacy is achievement. Self-efficacy is an individual's belief or confidence in his ability to motivate himself to perform professional tasks and to manage effective relationships. (Friedman, I.A. 2002) Self-efficacy is a person's belief in his ability or competition to perform a task, achieve goals, or overcome certain obstacles. (Bandura, 1997). Bandura further explained that self-efficacy is a person's belief that the person can control a situation and produce a positive outcome. Self-efficacy can not only be understood as a person's belief in his abilities but can also be seen as an assessment of one's own abilities. The individual's thoughts on self-efficacy then determine how much effort is devoted and how long the individual will persist in the face of the obstacles that are being experienced. Bandura divides the dimensions of self-efficacy into three dimensions, namely level, generality, and strength.

Transformational Leadership Style

Transformational leadership is a leadership style that identifies the changes needed, develops a vision that will pave the way for changes to be made and implements the plans needed for those changes to occur. It is easy to see why this leadership style is important in today's ever-changing world (Srdan Nikezić, et, 2012). Sudarwan Danim (2009: 59) explains that transformational leadership comes from the word "to transform" which means to transform or change something into a different form. For example, transforming vision into reality, potential into actual, latent into manifest and so on. Thus, the principal can be categorized as applying this rule, if he is able to change the energy of human resources. A transformational leader is a leader who can be said to be a visionary leader. Visionary leaders are empathetic, confident, and often act as agents of change. Affiliate leaders are also empathetic with the power of building relationships and managing conflict. Democratic leaders motivate collaboration and teamwork and communicate effectively, particularly as excellent listeners. And coaching leaders are emotionally self-aware, empathetic, and skilled at identifying and building on the potential of others. Thus, transformational leadership will be able to have a positive influence on subordinates, leaders and organizations, especially in the current conditions of globalization, where there have been various changes in the strategic environment of the organization with very high dynamics, development, complexity and level of competition. The dimensions of transformational leadership according to Avolio et al (2004) are as follows: Idealized influence (or charismatic influence), Inspirational motivation, Individualized consideration.

Class management

Classroom management is a set of teacher activities to grow and maintain an effective class organization which includes: timing, room arrangement (facilities), and grouping students in learning (Dibapile, 2012). Management is all efforts directed at creating an effective and fun learning atmosphere and can motivate students to study well according to their abilities. Or it can be said that classroom management is a conscious effort to organize learning activities systematically. The purpose of classroom management is to provide facilities for various student learning activities in the social,

emotional, and intellectual environment of the classroom. The facilities provided allow students to study and work, create a social atmosphere that provides satisfaction, an atmosphere of discipline, intellectual, emotional, and attitude development, and appreciation of students (Liaw, E.C. 2009). In carrying out classroom management there are principles that a teacher must pay attention to warmth and enthusiasm, challenges, variation, flexibility, emphasis on positive things, instilling self-discipline

Hypothesis Development

The Effect of Emotional Intelligence on Classroom Management

Teacher emotional intelligence is the ability of teachers to understand, recognize, improve, manage, and motivate themselves and students to optimize the learning objectives to be achieved. Teachers with high emotional intelligence can take appropriate actions and are able to manage the class well. This is in accordance with the results of research conducted by Modi, 2019; Asrar-ul-Haqa et al, 2017; Mehmood, 2013; Parlina R, 2011; Turia, et al, 2018; Dole, et al, 2017; Amaludin, 2020; Nur Azizah, 2015 it can be concluded that emotional intelligence has a positive and significant influence on classroom management. Based on the description above, the hypothesis is formulated as follows:

H1: Emotional Intelligence has a positive effect on classroom management for teachers at SMA Negeri Sub Rayon 03 Semarang City

Effect of Self-Efficacy on Classroom Management

The belief in a sense of being able to manage something is a psychological construct that describes a person's belief in his own capability to organize and decide the steps needed to achieve certain goals. Teacher self-efficacy means the teacher's self-confidence in the capability to organize and decide the steps needed to successfully fulfill a teaching and educational task in a particular context. High teacher efficacy has a very positive impact on improving student learning outcomes because high efficacy teachers have the great psychological energy to devote all their resources and potential for educational success. This is in accordance with the research results of Gencer (2007), Afriedman (2002), Yusuf (2011), Hayat, et al (2020), Kurta, et al (2014) which can be concluded that self-efficacy has a positive and significant influence on classroom management. Based on the description above, the hypothesis is formulated as follows:

H2: Self-efficacy has a positive effect on classroom management of teachers at SMA Negeri Sub Rayon 03 Semarang City

Transformational leadership moderates emotional intelligence with Classroom management

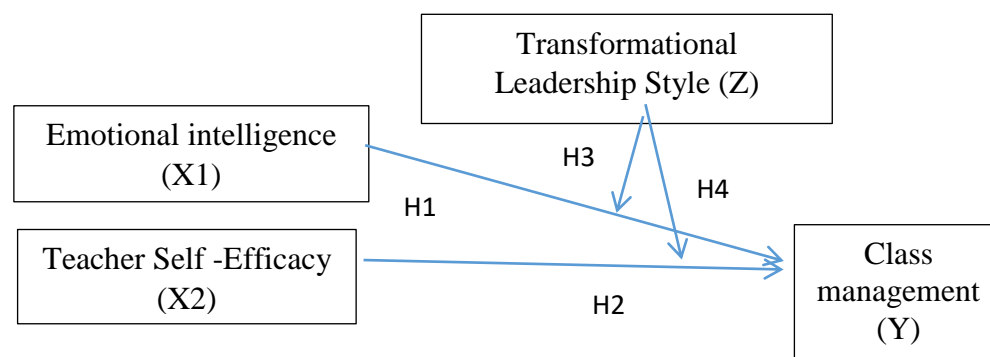
The principal must be able to manage a comfortable work environment and atmosphere, free from pressure, psychological and physical, create harmonious social relationships, support, and closeness in order to develop good behavior. The social support provided bridges the adjustment process. Social support from the principal and the surrounding environment plays a major role in the formation of teachers' emotional intelligence and classroom management. This is in accordance with the results of research by Ovolio (2004), Aliakbari et al (2012), Daniels and Alan (2014) which state that transformational leadership style has a positive and significant effect on classroom management. Based on the description above, the following hypothesis is formulated:

H3: Transformational leadership style strengthens the influence of Emotional intelligence on classroom management of teachers at SMA Negeri Sub Rayon 03 Semarang City.

Transformational leadership Moderates the effect of self-efficacy on classroom management

High self-confidence and supported by a transformational principal's leadership style will further enhance the ability of teachers to be able to manage classes well. Thus the hypothesis can be formulated:

H4: Transformational leadership style strengthens the effect of self-efficacy on classroom management of teachers at SMA Negeri Sub Rayon 03 Semarang City.



Source: Developed for this research.

Figure 1. Research Framework

3. Methods

The population in this study were public high school teachers in the sub-rayon 03 areas of Semarang city. The data collection technique is using a sampling technique through a questionnaire. The sampling model used is non-probability sampling, which does not provide equal opportunities or opportunities for each element or member of the population to be selected as a sample. The sampling technique is purposive sampling, which is a sampling technique that is based on criteria (Sugiyono, 2010). The criteria include Teachers of SMA Negeri Sub Rayon 03 Semarang City, Age, Period of Work, and Group. With a sample of 147 respondents. The data analysis method uses multiple linear regression analysis.

4. Result And Discussion

Research Instrument Test

Testing the instrument using validity and reliability tests. Based on the results of the validity test on all four research variables, there is a value of KMO and Bartlett's test (> 0.50) with a significance value (< 0.05), then the sample is declared to meet the feasibility so that further data analysis can be carried out. The value of Cronbach's alpha on the emotional intelligence variable is

0.958, the teacher self-efficacy variable is 0.963, the classroom management variable is 0.928, and the transformational leadership style variable is 0.940. Thus the action of data analysis can be continued.

Coefficient of Determination Test Results (Test R^2)

In the summary model, the magnitude of the coefficient of determination can be seen in R^2 which shows the number 0.857 while adjusted R^2 shows the number 0.853. This means that emotional intelligence, teacher self-efficacy, in influencing classroom management is 85.3%, while the remaining 14.7% is explained by other variables outside the model.

F Test Results (Goodness of Fit)

Based on the results of the F test (Goodness of Fit) it shows that the F value is 219.206 and the significance level is 0.000. This means that the model meets the requirements of Goodness of Fit (Sig < 0.05). This means that all the independent variables of Self-Emotional Intelligence, self-efficacy, and transformational leadership style affect the dependent variable, namely Class Management, the regression model can be used to meet the goodness of fit requirements (Sig < 0.05)

Path Analysis and Hypothesis Testing

Table 1. Hypothesis Test Results

Hypotesis	Coefficience	P-Value	Result
Emotional intelligence → Class Management	1.074	0.023*	H1 accepted
Teacher self-efficacy → Class Management	-0.414	0.384	H2 Rejected
Emotional intelligence * Transformational Leadership Style → Class Management	-1.570	0.076**	H3 Rejected
Teacher self-efficacy * Transformational Leadership Style → Class Management	1.839	0.035**	H4 Rejected

*** : significant at 0.001 . level

** : significant at 0.01 . level

* : significant at 0.05 . level

Source : ...

The results of the model test analysis in table 4.13 show that; emotional intelligence has an effect on classroom management which is indicated by a significance value of 0.023. Teacher self-efficacy has a negative effect ($\beta = -0.414$; sig = 0.384) on classroom management, transformational leadership style negatively moderates or weakens the effect of emotional intelligence on classroom management (sig = 0.075; $= -1.570$), and transformational leadership style moderates the effect of efficacy teacher self (sig = 0.039; $= 1.839$) on classroom management

Discussion

Self Emotional Intelligence affects Class Management

Based on the hypothesis test, it shows that emotional intelligence has a positive effect on classroom management ($\beta = 1.074$; sig = $0.023 < 0.05$). This means that the findings of this study

indicate that the higher the emotional intelligence of the teacher, the better the classroom management. With high emotional intelligence, a teacher will increasingly understand, recognize, feel, manage and control his feelings for himself and others and be able to apply it in personal and social life, motivate himself and others in this case students, to optimize energy functions for achieving goals. desired. The results of this study are in accordance with research conducted by Sanchika Modi (2019), Muhammad Asrar-ul-Haqa et al (2017), Tahir Mehmood (2013), Tjalla Parlina R, (2011), Jamshid Ali Turia et al (2018), Asep Amaludin, 2020) who found that emotional intelligence had an effect on classroom management

Teacher self-efficacy has no effect on Class Management

The results of the hypothesis test showed that teacher efficacy had no effect on classroom management ($\beta = -0.414$; $\text{sig} = 0.2385 > = 0.05$). Although the mean value of the respondents' questionnaire results is included in the high category or the response rate is good. However, teacher self-efficacy has no effect on classroom management. Many factors affect classroom management, namely external factors, and students' internal factors. Student external factors are related to the problem of the learning environment, student placement, student grouping, number of students, and so on. The problem of the number of students in the class will color the dynamics of the class. The larger the number of students in the class, for example, twenty people and above, the more likely it is that conflicts will occur. On the other hand, the smaller the number of students in the class, the less likely there will be conflict. Internal factors relate to problems of emotions, thoughts, and behavior of students and teachers. So it is clear that teacher self-efficacy has no effect on overall classroom management. The results of this study are supported by This is in line with research conducted by Asep Amaludin (2020), Waitshega Tefo Smitta Dibapile (2012) which states that self-efficacy has a negative and insignificant effect on Class Management.

Transformational Leadership Style weakens the Effect of Emotional Intelligence on Classroom Management.

The results of hypothesis testing indicate that transformational leadership style weakens emotional intelligence on classroom management ($\beta = -1.570$; $\text{sig} = 0.076 > = 0.05$). These findings prove that the implementation of the Transformational Leadership Style weakens the influence of emotional intelligence on classroom management. Teachers of SMA Negeri sub rayon 3 in Semarang City already have high emotional intelligence because the average age is > 30 years and shows maturity in good emotional management so that the existence of a transformational leadership style actually makes the teacher's emotional intelligence weak influence on manage class. Apart from the analysis of education, age, and class, the researchers also proved the elements of the research variables. The principal who treats the teacher as more of an individual than just a member of the group does not affect the teacher's ability to refuse to act that is not in accordance with his opinion. Teachers will have their own stand without being influenced by anyone including the principal. Precisely with a transformational principal, the emotional intelligence of teachers will be constrained detected, and weakened.

Transformational leadership style strengthens the effect of self-efficacy on classroom management

The test results show that transformational leadership style strengthens the effect of self-efficacy on classroom management ($\beta = 1.839$; $\text{sig} = 0.035 > = 0.05$), meaning that transformational leadership style influences and supports teachers who have teacher self-efficacy on classroom management. Teachers who show good self-efficacy will feel happy with the transformational leadership style in their work environment so that it will have a good impact so as to reduce work that wastes time at work and is lazy in their work environment. Teachers who have high self-efficacy are believed to be people who are able to behave in certain ways to be able to achieve the desired results, besides that they are more active and more diligent in trying. The results of the study are in line with research conducted by Bruce J. Avolio, (2004), Mohammad Aliakbari, Rahil Darabi, (2012), Rita Daniels & Alan K., (2014) which showed that the transformational leadership style has a positive and significant influence on Classroom Management.

5. Conclusion

The conclusion of the study is that Emotional Intelligence has a positive and significant effect on Class Management at SMA Negeri Sub Rayon 03 Semarang City. Teacher self-efficacy has no effect on Class Management at SMA Negeri Sub Rayon 03 Semarang City. Transformational leadership style does not moderate the influence of Emotional Intelligence on Class Management at SMA Negeri Sub Rayon 03 Semarang City. Transformational leadership style strengthens the influence of teacher self-efficacy on Class Management at SMA Negeri Sub Rayon 03 Semarang City.

Research Limitations

The limitations of this study, among others, lie in the limited object of research, namely only the teacher population of SMA Negeri Sub Rayon 03 Semarang City so that it is not representative of the entire teacher population, especially private ones. This study only includes variables of emotional intelligence, self-efficacy, and transformational leadership style. Even though there are many other variables that can affect class management.

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