Emotional Intelligence of Madrasah Principals in Improving Teacher Performance (Multi Site Study at MTsN Pacitan and MTs Ma'Arif Pacitan)

Mohammad Khusnul Hamdani[1], Imam Fu'adi[2], Prim Masrokan Muthohar[3], Maftukhin[4], Akhyak[5]

[1,2,3,4,5] UIN Sayyid Ali Rahmatullah (SATU) Tulungagung, East Java, Indonesia

ABSTRACT	Published Online: August 07, 2023

This study aims to describe in depth about 1) Madrasah Principal's self-awareness in improving teacher performance at MTsN Pacitan and MTs Ma'Arif Pacitan 2) Madrasah Principal's self-management in improving teacher performance at MTsN Pacitan and MTs Ma'Arif Pacitan 3) Principal Empathy Madrasas in improving teacher performance at MTsN Pacitan and MTs Ma'Arif Pacitan 4) Social skills of Madrasah Principals in improving teacher performance at MTsN Pacitan and MTs Ma'Arif Pacitan 5) Motivation of Madrasah Principals in improving teacher performance at MTsN Pacitan and MTs Ma'Arif Pacitan. This study uses a qualitative approach with a multi-site study design. Data collection was carried out using in-depth interview techniques, participant observation, and documentation. Data analysis techniques use data condensation, data presentation and conclusion. While checking the validity of the data using credibility, dependability, transferability, and confirmability techniques. The results of this study indicate that: (1) the self-awareness of the madrasa principal shows a good personal approach, facing problems calmly, and being responsible. (2) madrasa head self-management with patience, controlling emotions, reducing conflict and understanding each other. (3) empathy for the head of the madrasah with a harmonious relationship, fast response, mutual cooperation, providing solutions and providing a comfort zone to the teacher. (4) social skills are demonstrated by good communication, understanding feelings, deliberation in making decisions and good interactions. (5) the motivation of the madrasa head is shown by supervision activities, motivating with words via whatsapp, appreciation for achievers, holding teacher competitions, and giving jokes.

KEYWORDS:
Intelligence,
Emotional,
Performance

1. INTRODUCTION

Concentration towards improving the quality of education is still on the national education policy agenda. Crucial issues faced by the nation until now are still around improving the performance and quality of human resources. The skills and professionalism of a teacher in education need to be improved in the future. Most teachers experience problems in carrying out learning innovations in schools with a variety of diverse student personalities.

The priority of a teacher in carrying out his duties and functions can be well realized in his daily performance. Extensive knowledge of the teacher becomes a provision to carry out their duties properly. The ability of the teacher to master the teacher's basic performance has implications for learning targets in the classroom. The teacher's own ability in teaching and learning contributes to realizing the ideals of general education in the general teaching and learning process (Waryani, 2021).

Another problem regarding the professionalism of teachers is due to the low performance of teachers who are increasingly fading. The cause of another setback was due to the pressure of the economy which was getting worse. The wrong orientation occurs with the compulsion to become a teacher so that teaching is less than optimal and has an impact on students. This gap is further widened by physical fatigue which affects the quality of the teaching and learning process. Teacher fatigue due to involvement in small businesses such as food, clothing and buying and selling brokerage. Other

jobs carried out by teachers such as farming, gardening, servicing motorcycles, and motorcycle taxi drivers are obstacles to teacher performance. Time that is not well divided and physically limited which results in a lack of maximum performance in realizing good performance (Imam, 2019).

Research conducted by ludger Woessmann (2010) found that there is a correlation between performance and student achievement. Apart from that, balancing salary and performance can motivate teachers to improve teaching and learning. In the long term salary will have implications for a person's performance in carrying out tasks. The actual dot estimates are larger, suggesting that the broad cultural patterns served did not drive the results. The specification controls for a number of alternative salary adjustment mechanisms not based on performance but based on criteria such as teaching conditions, teacher qualifications, and teacher demographics. In fact, apart from salary adjustments for taking on management responsibilities, no other specific adjustment schemes were significantly related to student achievement. A deficit financial impact on a teacher's performance in carrying out their duties. Salary in an institution has an impact on the seriousness of teachers. The teacher's duties besides teaching are also managing time and setting boundaries between school and family.

Research conducted by John P. Papay, Eric S. Taylor, John H. Tyler and Mary Laski (2020) found that there was an increase in performance which correlated with teacher treatment and patterns. Analysis of the work environment and learning from the surrounding environment have an impact and contribute to improving performance. Learning theory and technology obtained always develop according to the times and teachers must be able to adapt to learning from around them.

Problems in the world of teacher education are not just a matter of understanding technology and academic culture as competence, but also correlate with the structure of policies that govern the education system. The problem of getting used to technology and academic culture is a challenge for teachers today, because learning needs require technology according to its development. These factors make the field of education and science grow rapidly.

Teachers who do not master technology are a problem for educational institutions to keep abreast of technological developments caused by age, family busyness and not having the desire to develop. The learning process can run effectively requires creativity and innovation in teachers by using technology. Education in the current era requires teachers who have the desire to develop according to their competence (Abdollah, 2020). Advances in technology are a challenge for teachers in maximizing their competencies and can develop according to the needs of the times. Teachers who are left behind with technology will become a problem and have a psychological impact, namely work stress.

The madrasa head in carrying out his leadership does not only require thinking intelligence but requires other factors. Poor communication will have a negative impact on the success of the principal's leadership. Emotional intelligence is one of the intelligences that contributes to monitoring and recognizing the emotions of oneself and others. The function of this intelligence is to support performance with the dimensions of self-regulation, motivation, empathy, self-assessment, and social skills (Khaerul, 2018). As mentioned above, it can be seen that emotional intelligence is the ability and skill of humans in utilizing their psychological potential, such as abilities in the areas of reasoning, taking advantage of opportunities, managing time, communicating, adapting, cooperation, persuasion and moral connection. if all this potential is implemented then human dignity will be in a position that makes him happy, both in this world and the hereafter.

Improving teacher performance towards quality education requires the leadership competency of a professional madrasah head. The role of the madrasa head in relation to the existence of the school as an institution is not just a leader, but more than that the madrasa head also functions as an accumulator, drafter, and manager. At this level the madrasa head not only plays the function of being able to move, influence and compel but is a responsible and contributing figure. Madrasah heads who cannot adjust to the current work pattern will have an impact on the educational process (Hendarman, 2018).

Emotional intelligence is important, especially in leadership. Various leadership theories, the concept of emotional intelligence leadership has received quite a lot of attention. Emotional intelligence as an individual's ability to manage themselves and their relationships effectively, and the ability to learn emotional intelligence and improve performance over time. Goleman has divided emotional intelligence into four dimensions, namely self-awareness, self-management, social awareness, and relationship management. According to this model, emotional intelligence abilities range from the continuum of recognizing emotions to managing emotions.

The discussion above aims to integrate theoretical and empirical research lines that influence and shape employee work experience. There is a relationship between leader behavior, a key component of emotional intelligence, and employees' ability to respond positively to challenges in the workplace. This pattern is important for employee engagement, affective commitment which leads to job satisfaction, increased performance, and job satisfaction. Employees' perceptions and abilities to shape their work roles are the basis for driving change through collective action. Employees' capacity to exercise control over their work lives can lead to positive and productive forms of power that increase their sense of empowerment. Emotional intelligence with its emphasis on empowerment through managing

emotions seems to be a complementary tool to support effective leadership (Sonia, 2020).

II. LITERATURE REVIEW
A. Emotional Intelligence of Madrasah Principals
1. The Concept of Emotional Intelligence

Emotional intelligence, the essence of intelligence itself, is one's awareness of understanding one's condition both in words, deeds and thoughts that are being carried out. Every individual in doing something will definitely experience various things, so that they are able to assemble, plan, make analogies, and make decisions (Baranda, 2013).

Salovey places Gardner's personal intelligence in his basic definition of emotional intelligence and divides it into five areas. First, self-awareness, namely recognizing feelings when they occur, is the basis of emotional intelligence. Second, self-management, namely handling feelings that are revealed according to which depends on self-awareness. Third, empathy is an empathic sense of being more able to catch hidden social signals that hint at what other people need and want. Fourth, social skills, namely a person's skills in communicating and interacting so that they have broad associations. Fifth, self-motivation is managing emotions as a tool to achieve goals by giving attention, motivating oneself (Goleman, 2007).

Emotional intelligence consists of two words "intelligent" and the word "emotional". According to Nurdin in his book Ali Muhtar said that intelligence is a matter of intelligence (as a noun) or the perfection of the development of reason (such as intelligence and sharpness of mind). Intelligence or intelligence can be interpreted as a general ability to acquire a skill that contains various components (Mutasar, 2019).

Goleman argues in his research about emotional intelligence in a person how to respond to a new environment. High emotional intelligence in a person will make it easier to condition with something new. Good social relations are the essence of coordination between individuals. Goleman also further argues how a person is able to motivate himself, deal with failure, delay gratification, and manage his psyche. Emotional intelligence is a person's ability to regulate emotions, understand, and create stable emotional flows in living their lives (Robbin, 2019).

Daniel Goleman says a person's success is determined by emotional intelligence rather than intellectual intelligence. A person's success is found in the number 80% emotional intelligence while 20% intellectual intelligence determines. In essence, EQ and IQ have the same role in determining a person's effectiveness. Emotional intelligence plays a significant role in one's success, namely changing from emotion to

being a source of information in determining every step of life. One of the high emotional intelligence, for example, is someone in dealing with an institution not to experience job loss with a stable and constructive emotional reaction. This will reduce the level of threat to a person (Manz, 2003).

2. Benefits of Emotional Intelligence

Davis argues that the most basic skill that emotional intelligence contributes is the ability to recognize emotional intelligence accurately. The reason is simple, the inability to recognize emotions, or to correctly differentiate one emotion from another, renders all other skills useless. Davis mentions that emotion is a kind of natural resource that can be useful in several ways, including (Tambunan, 2018):

a. Using emotions to improve performance.
b. Using emotions to improve yourself in general.
c. Using emotions to influence others.
d. Use emotions to better resolve conflict.

Someone who has emotional intelligence will find it easier to solve the problems they face or make important decisions in allowing them to do this in a special way and in a short time. Goleman said that people who have emotional intelligence will have broader experience and knowledge than individuals with lower emotional intelligence. Individuals who have high emotional intelligence will be more critical and rational in dealing with various kinds of problems. Thus, individuals who have high emotional intelligence will also think about the consequences that might occur in the future (Sipayung, 2010).

EQ functions to control the negative things that exist in a person, to focus on positive things such as empathy, love, motivation and the ability to respond appropriately to sadness or joy. The key to emotional intelligence is honesty and conscience. In addition, humans also have a layer of the limbic brain which has a function in emotional Intelligence which is located in the God Spot. This emotional intelligence has a big role in socializing and relating to fellow creatures of God. With this intelligence, humans can provide high-value meaning in every activity of their work and life in the world, and make their life more meaningful (Santoso, 2010).

3. Components of Emotional Intelligence

The emotional intelligence component has several parts, namely the first expression, which means it can be seen from the expression. Second, physiological change, namely emotions that cause permanent physiological changes. The three subjective states are emotions which are usually followed by feelings of fear, anxiety or excitement (a subjective state) (Danarjati et al, 2013).

There are five components in emotional intelligence, namely self-awareness, self-management, motivation, empathy and social skills. Indicators of self-awareness are confident, realistic in assessing, always humorous. The indicators of self-management are trustworthiness, ambiguity and integrity. Indicators of motivation are passion for work, strong will, optimism, and commitment. An indicator of empathy is the ability to attract and develop towards the surrounding environment. Social skills indicators are effectiveness in building networks and leading change. Self-awareness includes being aware of one's own strengths and weaknesses and understanding one's emotions and personality. Understanding one's emotions is a component of emotional intelligence (Ulum, 2012).

The components of emotional intelligence are self-knowledge, self-control, motivation, empathy, social skills. Self-knowledge aims so that a person is able and able to recognize the strengths and weaknesses in each person, also to recognize the equal rights, obligations and degrees of himself with others. Self-control is an act of controlling or directing one's behavior by making prior considerations before deciding something by disciplining the will or impulses within oneself, as well as managing emotions, being careful and responsible in acting in order to achieve the desired results and goals. (Sari and Wirama, 2019).

4. Emotional Intelligence in Islamic Perspective

Emotional intelligence emerges from the heart and aql, namely patience, empathy, teamwork, faith, and a balanced attitude towards humans and God. Commendable morality is a characteristic of Islamic education which is part of emotional intelligence. This is in line with the goals of Islamic education which fosters to achieve a noble personality.

Some opinions say the role of education is not only oriented to intellectual intelligence, but also pays attention to emotional intelligence. Emotional intelligence needs to be nurtured to form the soul mentioned above which is part of Islamic teachings. The nature of helping each other, forgiving, loving, sympathizing, and not being arrogant is the realization of a clean conscience. Islamic education also provides training to accustom commendable qualities to print future moral generations (Romlah, 2016).

The Islamic perspective on this matter, someone who is able to control lust is a reflection of good intelligence. Lust control is more needed not only oriented to academic expertise. Improving emotional intelligence in an Islamic perspective is by realizing that everything must be based on God, motivating oneself about events that happen to them there will be wisdom, thinking positively, and doing good deeds for God (Salman, 2015).

The third verse of the letter al-Fatihah: Arrohmanirrohim (Most Gracious, Most Merciful). This verse talks about the touch of God's compassion in creating the universe. Allah designed this nature in such a way that it is easy for His creatures and can be enjoyed. Allah also shows His love by continuing to accept repentance from His servants who have already done wrong.

The third verse of Surah Al-Fatihah gives emotional intelligence so that one has the ability to empathize, namely concern for feelings (compassion) for others (Supriyo, 2017). Actually, patience is the key to emotional intelligence. In Islam, especially in the science of Sufism, humans have two dimensions of personality. The first dimension, called the angelic dimension, originates in the angelic realm. This dimension encourages doing good, touching the suffering of others, and inviting people to help those in need. The second dimension, namely the animalistic dimension. It is this dimension that encourages humans to do bad things, makes our hearts untouched when we see the suffering of others, and creates jealousy when other people are luckier than us.

5. Emotional Intelligence of the Madrasa Head

Madrasa principals in creating a school climate are not only determined by their intellectual abilities but also by their emotional abilities. Even Goleman, said that "emotional intelligence is as powerful, and sometimes more powerful than IQ. Emotional intelligence is formed from experience and will develop over time. Rohiat also said "the function of emotional intelligence in leadership is to help leaders understand their existence and feel the presence of people".

The madrasa head and teachers must be able to be role models for students in terms of emotional intelligence, so that there will no longer be a madrasa head whose job is just to sit pretty in the office, sign signatures, meetings, and other formal activities while never caring about the development of students. Things that include emotional intelligence are about how the principal and teachers interact and communicate with students (Haerudin, 2015).

Goleman argued that leaders can build individual emotional intelligence. Leadership styles that can build emotional intelligence are models of self-management, communication, conflict management, leadership, being an agent of change, and building engagement. The head of the madrasa as education management in applying emotional intelligence to his leadership is strongly influenced by various factors, including: educators, staff, students' parents, funds, facilities and atmosphere and environmental factors where the school is located.

Therefore, madrasa heads must have adequate emotional intelligence (Sarif, 2017).

Andrias emphasized that the success of a leader in life is not only determined by the cognitive aspect, namely intelligence (IQ), but the affective aspect, namely emotional intelligence (EQ), namely the ability to hold oneself, control one's emotions, understand other people's emotions, have high motivation, be creative. , having empathy, being tolerant and so on which are characteristics that are much more important than just intelligence (Heppi et al, 2015).

B. Teacher performance
1. Performance Concept

Performance or performance is the equivalent of English work performance or job performance. In Indonesian, performance is often referred to as work performance. While performance in terms of administrative science or management science has almost the same meaning. Krikpatrick and Nixon define performance as a measure of success in achieving predetermined goals. Murphy and Cleveland provide an understanding of performance as a calculation of the final result or in terms of Rue and Syars as the level of achievement of results or completion of organizational goals (Sagala, 2017).

Meanwhile John Whitmore said that performance is related to the level of knowledge and ability to solve problems. Performance is the implementation of the functions demanded by someone. Performance is also a sign of the success or failure of a person in carrying out real work that is applied to the highest standards of that person beyond what is requested or expected (Suwanto, 2019).

The quality of education and student performance is highly dependent on the teacher which is reflected in the implementation of their duties. Teacher performance is the school's most important and main input in determining student achievement, so teachers are given a central role in education. Teacher performance also describes the competencies teachers have and are not only needed in achieving didactic tasks based on the curriculum, but also in developing student competence in learning. Many researchers in the sociology of education are of the opinion that teacher quality is one of the main drivers of student achievement. This shows the importance of the teacher's role in improving the quality of education which is very urgent and important to do through the actualization of good performance and must be continuously measured. Several studies have found that teacher performance varies widely in influencing the development of different types of behavior and student achievement. Blazar and Kraft revealed that learning theories have emphasized the important role of students in the learning process. This is relevant to the findings of Dinama et al. who found that the teacher as the cornerstone in effective implementation. The teaching and learning process must have in-depth knowledge of content and pedagogy and also have adequate assessment skills (Tjabolo and Otaya, 2019).

The performance of professional teachers is solely aimed at realizing service quality assurance for all students, which is their responsibility. In this case, the professional teacher develops and practices what is called altruistic motivation. Meanwhile, the content and volume of teacher performance conditions are periodically accountable to the leadership of the educational unit where the teacher is assigned (Prayitno, 2009).

2. Factors Affecting Performance

According to Robert l. Mathis and John H. Jackson, the factors that influence the performance of individual workers, namely:

a. Ability
In the form of the capacity to think logically, practically, and analyze according to the concept, as well as the ability to express himself clearly. Someone who has the ability according to the workload will make it easier to reach a quality institution. Capabilities that are not in line with expectations will slow down the achievement of institutional goals (Susanto, 2016).

b. Motivation
Someone works hard because there is a strong urge embedded in his soul, which is then called self-motivation. The work motivation is the motivation that raises enthusiasm or encouragement to work. Work motivation is called driving morale. The strength and weakness of a person's work motivation also determines his work performance. Lack of motivation will impact on lower performance. Motivation obtained from within and from other people contributes to one's career (Saefullah, 2019).

c. Support received
Organizational support that provides an opportunity to do something. Organizational support includes resources, leadership, work environment, organizational structure and job design. Support from all of this will contribute to personal self-development and innovation as well as thoughts for learning (Mangkunegara, 2017).

d. Their relationship with the organization.
With the existence of organizational commitment it is formulated to have an influence on individual performance in the organization. When there is an increase in organizational commitment to an individual, it will be followed by an increase in

performance. Thus organizational commitment has a positive and significant relationship to employee performance. Contribution to the organization goes well with good loyalty and commitment. relationships can be established effectively with a sense of mutual benefit between the organization and personal (Imron, 2018).

3. Performance Assessment Indicators

There are several types of performance indicators that are often used in the implementation of organizational performance measurement, namely: input indicators, process indicators, output indicators, outcome indicators, benefit indicators, impact indicators.) (Uha, 2017). While those that can be used as indicators of teacher performance standards include:

Standard 1: knowledge, skills, and dispositions is the ability to translate knowledge into practical terms so that the desired goals are achieved. A skilled person will show a level of independence at work, is reliable in completing work and professional in the field he is engaged in and has good self-quality (Sofyang et al, 2017). Teachers have the knowledge and skills needed to innovate and have responsibility in completing work.

Standard 2: assessment system and unit evaluation is an assessment that is oriented towards providing continuous and comprehensive information about the process and learning outcomes that have been achieved by students. The assessment is based on three elements, namely cognitive, affective and psychomotor. Guba and Lincoln in their book Muhammad Ilyas Ismail (2020) explain that evaluation is essentially a systematic and continuous process to determine quality based on considerations and criteria in making decisions. Assessment and evaluation have a significant correlation to show the quality of the teacher in determining assessment and evaluation that has a sustainable impact on students.

Standard 3: field experience and clinical practice is experience and effective practice with a variety of approaches and strategies. Experience that has occurred makes teachers learn to create an effective and efficient learning environment. In practice, in the field, the teacher acts as an observer, companion, coach, and leader in the classroom (Gigit and Sudjalil, 2020). The experience and practice of a teacher can be decisive in determining actions in making learning formulations that are appropriate to the situation.

Standard 4: diversity determines the degree to which educational units design, implement, and evaluate curricula and provide diverse experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. The experience provided to candidates includes

working with diverse populations, including higher education and school faculty, candidates, and students in schools (Elias and Arnold, 2006).

Standard 5: faculty qualification, performance, and development The fifth standard, faculty qualification, performance, and development, asks faculty to model best professional practice. to do this, they need to assess the effectiveness of their own performance. College professors need to model the reflective process, as well as teach teachers how to do this.

Standard 6: unit governance and resources governance units and resources. the unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, to prepare prospective teachers to meet professional, state, and institutional standards. The governance and resources found in the NCATE standard and the INTASC principles call for its units and facilities on campus, in conjunction with partner schools, to support the intellectual and professional growth of pre-service teachers. This unit assumes a leadership role in the management of curriculum, teaching and resources for the preparation of high-quality teachers. partner schools that align themselves with the unit need to support prospective teachers in meeting the standards. they should also support the latest developments in technology that enable faculty to model the use of technology and teacher candidates to practice its use for instructional purposes.

4. Teacher Performance Evaluation

Performance evaluation is the process of measuring a person's performance. Another opinion defines performance evaluation as a process of evaluating, reviewing and measuring performance. The purpose of performance evaluation is: 1) to provide an assessment of work results or work achievements obtained by the organization, team or individual, 2) provide feedback on performance goals and objectives, planning and performance implementation processes.

The performance evaluation meeting is the basis for assessing three key elements of a performance, namely; contribution, competency and sustainable development. For performance success it is necessary to evaluate or assess performance based on the parameters and indicators that are determined which are measured effectively and efficiently such as productivity, effectiveness using time, funds used and unused materials. Meanwhile, work evaluation through behavior is carried out by comparing and measuring a person's behavior with co-workers or observing a person's actions in carrying out the orders or tasks given, how to communicate tasks and work with other people. This is reinforced by the opinion of As'ad and Robbins who state that evaluating a person's performance can be done using three types of criteria,

namely: 1) task results, 2) Behavior, and 3) Individual characteristics (Darmadi, 2018).

III. RESULTS

1. **Madrasah Principal's Self-awareness in Improving Teacher Performance**
   a. The principal is responsible for improving the professionalism of teacher performance. establish communication, set an example in applying discipline.
   b. Self-assessment in improving teacher performance by knowing strengths and weaknesses, balancing assignments, making schedules and setting boundaries.
   c. Confidence in improving teacher performance by motivating, inviting sharing, and setting an example.

2. **Self-Management of Madrasah Principals in improving Teacher Performance**
   a. Controlling emotions in improving teacher performance by holding back emotions, keeping words, supporting each other, and not being selfish.
   b. Self-organization in improving teacher performance by enforcing discipline and effective policies.
   c. Self-development in improving teacher performance by participating in training, facilitating, and increasing teacher potential in innovation.

3. **Empathy of the Madrasah Principal in improving Teacher Performance**

   Madrasa head empathy in improving teacher performance by being sensitive, responding quickly and forming solid collaboration.

4. **The capability of the Madrasah Principal in improving Teacher Performance**
   a. Communication skills in improving teacher performance by prioritizing deliberations and holding sharing in solving problems.
   b. Cooperation skills in improving teacher performance by building cooperation, transparent information, and increasing brotherhood.
   c. Conflict management skills in improving teacher performance with a personal approach, maintaining differences, and mutual respect.

5. **Motivation of the Madrasa Head in improving Teacher Performance**

   Motivating madrasah heads in improving teacher performance by supervising, providing encouragement, giving awards, and motivating with social media.

IV. DISCUSSION

A. **Madrasah Principal's Self-awareness to Improve Teacher Performance**

   Self-awareness needs to be built continuously, especially in an environment that shows increasingly complex symptoms and tendencies. If you think about the importance of continuing to develop deep self-awareness, you will feel that learning will be accepted/addressed as the obligation of every adult anywhere and any time. The goal is prioritized to deepen and strengthen self-awareness (self-consciousness), which then continues to collective consciousness or collective consciousness (collective consciousness), and complete awareness in faith.

   The madrasa principal's leadership skill in this case is recognizing one's own emotions, while knowing how to manage responses to choose the appropriate action. Leaders who can understand themselves well so that they have the intuition to react quickly and sensitively and act based on good decisions. This skill can harmonize feelings so that the results achieved are productive.

   Good school principals are constructive in the current situation. The ability to hear other people and respect the opinions of others and give trust to all school members will have a positive impact on the development of school institutions that are led while at the same time providing opportunities for all parties to solve the problems they face (Mukhtar, 2015). The madrasa head's self-awareness in responding to the needs of the surrounding environment has an impact on improving teacher performance. Appreciation and recognition of the teacher's presence in the forum when giving opinions is a motivation in itself.

B. **Self-Management of Madrasah Principals to Improve Teacher Performance**

   The next intelligence in leadership based on emotional intelligence according to Daniel Goleman is related to the emotions felt by other people. This leader has the skills to manage the emotions of those around him. This skill is obtained as a continuation of his ability to manage his own emotions. Processes of managing personal emotions are now used to manage the emotions of other people (Harianto, 2020).

   Managing emotions is an individual's ability to reach feelings so that they can be expressed properly or in harmony, so that a balance is achieved within the individual. Keeping disturbing emotions under control is the key to emotional well-being. Excessive emotions, which increase with too much intensity will tear one's stability. This ability includes the ability to entertain oneself, let go of anxiety, depression, offense and the

consequences it causes, and the ability to rise from pressing feelings.

Principals who can manage themselves tend to be able to control their emotions and even channel them in useful ways. Headmaster who is calm to face things and clear-headed under high pressure. The principal in reality in this intelligence can adjust to the challenges of assignments, be flexible, agile with change, and always learn to give the best. Another attitude to the management of the school principal's emotions in addressing problems is always being optimistic, taking the initiative, seeing opportunities not threats in difficulties.

C. Empathy of Madrasah Principals to Improve Teacher Performance

The link between empathy and caring is real. When someone feels the suffering of others, then that person has a sense of care and wants to take action. Daniel Goleman quotes a researcher named Martin Hoffman when he argues that empathetically feel the suffering of others and move to help. Empathy invites all to pay attention to issues of social need and injustice that demand action in reality (Wipperman, 2007).

Bungai in her book Fitri Yeni also emphasized that madrasah heads who have emotional intelligence will be able to respect their subordinates, have empathy for situations, focus on problems not on individuals, are able to create high teacher morale by establishing harmonious relationships with teachers and staff. Madrasa principals need to improve their ability to recognize other people's emotions (empathy) and build relationships (cooperation) with teachers at school. Those who are able to empathize with the feelings of other parties are not easy to blame. Be tolerant and be able to respect other parties, so be friendly and cheerful. Have attention so that they are able to be proactive, sensitive, caring, and able to work, receive feedback or accept the opinions of others.

Empathy has a role in the principal's actions in determining attitudes towards subordinates according to their potential. The principal will not be able to work optimally alone if he cannot communicate with teachers in solving the problems faced to achieve maximum work results. Optimal performance of the madrasa environment has a positive impact on the best graduates. The principal's concern for work and being able to contribute is a form of empathy (Djafri, 2017).

D. Capability of Madrasah Principals to Improve Teacher Performance

Strenberg et al suggested that the characteristics of intelligence from the viewpoint of the cloud are: (1) the ability to solve practical problems that stand mainly the ability to think logically, (2) verbal (oral) abilities which are characterized by the ability to speak clearly and fluently while having knowledge in certain fields, (3) social competence is primarily characterized by the ability to accept other people such as admitting mistakes, being interested in social problems, and being on time when flooded (Sumar, 2018).

Social skills, is the ability to handle one's emotions well when dealing with other people and carefully read social network situations, interact smoothly, use skills to influence and lead, consult, resolve disputes to work together in teams. In managing their own emotions, humans must first be able to handle the emotions of others. According to Goleman, handling other people's emotions is an art that determines relationships, requiring the maturity of two emotional skills, namely self-management and empathy (Jamaludin, 2020).

The ability to build relationships with other people is a skill that cannot be separated from emotional intelligence and the five strategies for emotional and social effectiveness. Interacting with others requires someone to be able to respect themselves and others. Respecting yourself can encourage someone to also respect others. A person is increasingly able to understand what is happening to other people and the better the response to both, the better the relationship between the two. A good relationship has trust and loyalty in it. Improving relationships with others, then will achieve authentic success.

Based on research findings at MTsN Pacitan and MTs Ma'arif regarding social skills, there is an effort from the madrasa environment to establish good communication. good communication by deliberating, sharing and paying attention to feelings around contributes to finding solutions. An attitude that prioritizes deliberation will make it easier to find solutions and respect the existence of people around you. Good communication has an impact on social relations that are established effectively.

One form of communication that benefits all schools is honesty between teachers and principals. Honesty and transparency contribute to prioritizing trust between one another. Apart from that, choose words that do not offend other people, such as when you are angry spontaneously because of the habit of speaking harsh words that hurt other people. These words will have an impact on the performance of a teacher, especially in his professionalism as a teacher.

E. Motivating Madrasa Heads to Improve Teacher Performance

Motivation, namely using the deepest desire to move and guide towards goals, helping to take the initiative to act effectively and to survive failure or frustration that has been experienced by someone. Organizing emotions as a tool to achieve goals is very important when it comes to paying attention, motivating yourself, controlling yourself, and being creative. According to Daniel Goleman, the characteristics of people who have an optimistic attitude include being diligent in pursuing goals that have many obstacles or failures; work with the expectation of success and are not afraid of failure and perceive failure/setbacks as situations that can be controlled rather than as personal deficiencies.

The classical theory of motivation from Frederick W.Taylor argues that a person is willing to work if there is a reward in the form of one kind of item, especially money. The basic conception of classical motivation theory is that a person will be willing to work well if he believes that he will receive a reward that is directly related to the implementation of his work. Patricia Patton in her book EQ leadership skills argues that giving motivational advice is a way of increasing employee potential and realizing the organization's mission. The contents conveyed in a speech by a leader must be adhered to because subordinates also don't want to be fooled. Realizing means having personal responsibility for achieving results. A leader must always be actively involved in the change process.

The form of motivation from the principal to improve the quality of teacher performance by giving advice, suggestions and if his orders are followed by the teacher. Excess knowledge and experience possessed to help teachers develop into professional teachers. The function of the head as a supervisor is to supervise, build, correct and seek initiatives for the course of the teaching and learning process in the school environment. Besides that, the principal also has the duty to foster harmonious relationships in order to build cooperation to achieve goals effectively.

Based on research related to the motivation of madrasa heads at MTsN Pacitan and MTs Ma'arif Pacitan with various efforts, namely supervision activities by looking at weaknesses and strengths to be approved to be better. Through supervision, which means supervision and assessment have been carried out by the head of the madrasah to improve teacher performance. In addition, setting an example is one way to influence the teacher to participate in what the head of the madrasa is doing. For Duha prayer, the head of the madrasa goes to the mosque early and every time he enters is also on time. The head of the madrasa always supports activities that can increase professionalism such as seminars, webinars, workshops and training.

The principal of the madrasa never gets tired of always reminding and giving pearls of wisdom via WhatsApp. It is hoped that by giving the words of the teacher motivated so that enthusiasm in the learning process. Sometimes giving jokes to teachers so they don't get too stressed with their teaching job. Or motivating teachers who have not completed their responsibilities in completing lesson plans or syllabus.

V. CONCLUSION

The conclusions of the Madrasah Principal's Emotional Intelligence in Improving Teacher Performance from research at the two institutions are as follows:

1. The self-awareness possessed by the madrasa head in improving teacher performance with a sense of responsibility in carrying out duties as a teacher, self-assessment of one's own strengths and weaknesses, and self-confidence in carrying out learning. Decision making that is in accordance with the teacher's abilities, monitoring and evaluation are carried out consistently.

2. The self-management of the madrasa head in improving teacher performance by controlling emotions in determining attitudes towards problems that occur, good self-management by conditioning oneself according to needs, and self-development to increase potential, talent and innovation in learning. Self-management with emotional control with the example of a leader has an impact on performance. Besides that, there is an efficient daily life between energy, mind, and time.

3. The empathy that the madrasa head has in improving teacher performance with an attitude of understanding others by responding to circumstances around the work environment. Develop others by providing direction, support, motivation, and giving trust. empathize, be tolerant, and respect others around him. In addition, empathy is manifested by being sensitive, proactive, caring, and able to work together with colleagues in educational institutions.

4. The madrasa head's social skills in improving teacher performance with communication skills by prioritizing deliberation and sharing. Collaboration skills by building cooperation, transparency, and increasing a sense of solidarity. Skills in managing conflict by maintaining differences and mutual respect. Ability to build relationships with various groups and mutual respect. Build effective and constructive communication and mutual respect between one another. Improving a harmonious relationship with the work environment in achieving common goals.

5. Motivate the madrasah head in improving teacher performance with an attitude of encouragement for achievement by providing enthusiasm, appreciation, and creating constructive programs. The initiative of a leader by holding discussions and giving breadth to the teacher. Optimistic in carrying out tasks by providing trust and support. Efforts with various constructive activities such as training, teacher training, evaluation meetings and motivating teachers. Besides that, the supervision program is consistently implemented for teachers. Another motivation is using social media as an intermediary to increase enthusiasm.

REFERENCES

1. Abdollah. Menjadi Guru Profesional: Studi Tentang Budaya Organisasi, Kepemimpinan Dan Kinerja Guru di Zaman Milenial. Jakarta: UNJ Press, 2020.
2. Al.Tridonanto Baranda Agency. Melejitkan Kecerdasan Emosi (EQ) Buah Hati. Jakarta: Elex Media Komputindo, 2013..
3. Al-Farisi, Salman. Ayat-Ayat Langit. Yogyakarta: Istana Media, 2015.
4. Darmadi. Manajemen Sumber Daya Manusia Kepala Sekolahan. Yogyakarta: Deepublish, 2018.
5. Djafri, Novianty. Manajemen Kepemimpinan Kepala Sekolah (Pengetahuan Manajemen, Efektivitas, Kemandirian Keunggulan Bersaing dan Kecerdasan Emosi. Yogyakarta: Deepublish, 2016.
6. Elias, Maurice J., dan Harriett Arnold, ed. The Educator's Guide To Emotional Intelligence And Academic Achievement: Social-Emotional Learning In The Classroom. Thousand Oaks, Calif: Corwin Press, 2006.
7. Fitri Yenni, Heppi, Tomo Djudin, dan Syukri M. "Kecerdasan Emosional Kepala Sekolah dan Iklim Organisasi Sekolah Serta Hubungannya Dengan Kepuasan Kerja Guru." Jurnal Pendidikan dan Pembelajaran Khatulistiwa Vol. 4, no. No. 7 (2015). https://jurnal.untan.ac.id/index.php/jpdpb/article/view/10746.
8. Goleman, Daniel. Emotional intelligence: why it can matter more than IQ. Paperback ed. London: Bloomsbury, 1996.
9. Harianto, Yudi Asmara. Kepemimpinan Rasulullah Dalam Persitiwa Hudaibiyah, Bojonegoro: Perkumpulan Zhena Ardh Grumma, 2020. Bojonegoro: Perkumpulan Zhena Ardh Grumma, 2020.
10. Hendarman. Revolusi Kinerja Kepala Sekolah. Jakarta: PT Indeks, 2018.
11. Ilyas Ismail, Muhammad. Evaluasi Pembelajaran: Konsep Dasar, Prinsip, Teknik, dan Prosedur. Depok: Rajawali Press, 2020.
12. Imron. Aspek Spiritualitas Dalam Kinerja. Magelang: UNIMMA Press, 2018.
13. Jalu Santoso, Eko. Life Balance Ways. Jakarta: PT Elex Komputindo Kelompok Gramedia, 2010.
14. Jamaludin, Jaja. Memahami Pendidikan Multilevel Multidimensional. Magelang: Tidar Media, 2020.
15. Ki Temurose, Supriyo. Salat Mencerdaskan Otak dan Memuliakan Manusia. Yogyakarta: Diandra Kreatif, 2017.
16. Manz, Charles C. Emotional discipline: the power to choose how you feel: 5 life changing steps to feeling better every day. San Francisco: Berrett-Koehler, 2003.
17. Mohtar, Imam. Hubungan Antara Motivasi Kerja dan Pengalaman Kerja Dengan Kinerja Guru Madrasah. Ponorogo: Uwais Inspirasi Indonesia, 2019.
18. Muhamad Haerudin, Mamang. Berkah Islam Indonesia. Jakarta: Elex Media Komputindo, 2015.
19. Mujianto, Gigit, dan Sudjalil. "Pengelolaan kelas pada Praktik Pengalaman Lapangan (PPL) Pendidikan Profesi Guru (PPG) prajabatan bidang studi bahasa Indonesia di SMA Negeri 7 Malang." Kembara: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya 6, no. 2 (Oktober 2020). https://doi.org/10.22219/kembara.v6i2.14057.
20. Mukhtar. "Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada SMP Negeri di Kecamatan Masjid Raya Kabupaten Aceh Besar." Jurnal Magister Adminitrasi Pendidikan Universitas Syiah Kuala 3, no. 3 (Agustus 2015). http://jurnal.unsyiah.ac.id/JAP/article/view/2873.
21. Mutasar, Ali, Masril Masril, David David, Suswati Hendriani, dan Wahidah Fitriani. "Pengaruh Kecerdasan Emosional Dan Kepribadian Terhadap Kepemimpinan Kepala Madrasah Di Kabupaten Agam." al-fikrah: Jurnal Manajemen Pendidikan 7, no. 2 (22 Oktober 2019): 129. https://doi.org/10.31958/jaf.v7i2.1590.
22. Nawawi Uha, Ismail. Budaya Organisasi Kepemimpinan dan Kinerja. Jakarta: Kencana, 2017.
23. Papay, John P., Eric S. Taylor, John H. Tyler, dan Mary E. Laski. "Learning Job Skills from Colleagues at Work: Evidence from a Field Experiment Using Teacher Performance Data." American Economic Journal: Economic Policy 12, no. 1 (1 Februari 2020): 359–88. https://doi.org/10.1257/pol.20170709.
24. Prabu Mangkunegara, A.A. Anwar. Evaluasi Kinerja SDM. Bandung: PT Refika Aditama, 2017.
25. Prasetia Danarjati, Dwi, Murtiadi, dan Ari Ratna Ekawati. Pengantar Psikologi Umum. Yogyakarta: Graha Ilmu, 2013..

26. Prayitno. Dasar Teori dan Praktik Pendidikan. Jakarta: Grasindo, 2009.

27. Robbins, Stephen. Perilaku Organisasi. Jakarta: Salemba Empat, 2019.

28. Romlah. Manajemen Pendidikan Islam. Lampung: Harakindo Publishing, 2016.

29. Sagala, Syaiful. Manajemen Strategik dalam Peningkatan Mutu Pendidikan. Bandung: Alfabeta, 2017.

30. Sipayung, Hendra. Menantu vs Mertua: Trik Ampuh Membina Hubungan Baik antara Menantu dan Mertua. Jakarta: PT Elex Komputindo Kelompok Gramedia, 2010.

31. Sofyang, Andi Rasyid Pananrangi, dan Gunawan. "Pengaruh Motivasi, Lingkungan Kerja Dan Keterampilan Terhadap Kinerja Pegawai Pada Kantor Dinas Pendapatan Pengelolaan Keuangan Dan Aset Daerah Kabupaten Soppeng." Jurnal Mirai Management 2, no. 1 (Oktober 2017). https://doi.org/10.1234/mirai.v2i1.40.

32. Sony Tambunan, Toman. Kepemimpinan Berbasis Kecerdasan. Yogyakarta: Expert, 2018.

33. Sukma Mutiara Pramita Sari, Made, dan Dewa Gede Wirama. "Pengaruh Komponen Kecerdasan Emosional pada Pemahaman Akuntansi." E-Jurnal Akuntansi Vol. 28, no. No. 1 (Juli 2019): 485. https://doi.org/10.24843/EJA.2019.v28.i01.p18.

34. Sumar, Warni Tune. Strategi Pemimpin Dalam Penguatan Iklim Sekolah Berbasis Budaya Kearifan Lokal (Budaya Huyula). Yogyakarta: Deepublish, 2018.

35. Susanto, Ahmad. Manajemen Peningkatan Kinerja Guru Konsep, Strategi, dan Implementasi. Jakarta: Pranada Media, 2016.

36. Suwanto. Budaya Kerja Guru. Lampung: CV Gre Publishing, 2019.

37. Tjabolo, Siti Asiah, dan Lian Gafar Otaya. "The Evaluation of Islamic Education Teachers' Performance." Jurnal Pendidikan Islam 5, no. 1 (30 Juni 2019): 25–38. https://doi.org/10.15575/jpi.v5i1.3627.

38. U.Saefullah. Manajemen Pendidikan Islam. Bandung: CV Pustaka Setia, 2019.

39. Uddin, Sarif. "Kepemimpinan Kepala Sekolah Berbaisi Kecerdasan Emosional di SMAN 1 Soppeng Riaja Kabupaten Barru Propinsi Sulawesi Selatan." FIKROTUNA 3, no. 1 (20 Februari 2017). https://doi.org/10.32806/jf.v3i1.2707.

40. Udod, Sonia A., Karon Hammond-Collins, dan Megan Jenkins. "Dynamics of Emotional Intelligence and Empowerment: The Perspectives of Middle Managers." SAGE Open 10, no. 2 (April 2020): 215824402091950. https://doi.org/10.1177/2158244020919508.

41. Ulum, Chazienul. Leadership: Dinamika Teori Pendekatan dan Isu Strategis Kepemimpinan di Sektor Publik. Malang: Universitas Brawijaya Press, 2012.

42. Umam, Khaerul. Manajamen Organisasi. Bandung: Pustaka Setia, 2012.

43. Waryani. Dinamika Kinerja Guru dan Gaya Belajar. Indramayu: Adab, 2021.

44. Wipperman, Jean. Meningkatkan Kecerdasan Emosional. Jakarta: Prestasi Pustakaraya, 2007.

45. Woessmann, Ludger. "Cross-Country Evidence on Teacher Performance Pay." Economics of Education Review 30, no. 3 (Juni 2011): 404–18. https://doi.org/10.1016/j.econedurev.2010.12.008.