

# **Influence Of Emotional Intelligence, Work Motivation, And Managerial Knowledge Of Work Effectiveness Head Of Provincial Islamic Senior High School (Mts) Jambi**

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## **ABSTRACT**

The general and main problem in the pattern of educational services, especially in educational services in Madrasah (Schools) is the factor of the availability of human resources as teachers and in school managerial. It is realized that the need for human resources is more determined by the special qualifications of teachers and leaders (managerial). The condition of education in Jambi City has not escaped the problems regarding the managerial of the principal. The purpose of this study is to determine and prove the direct or indirect influence of: 1) Emotional intelligence on work effectiveness 2) Work motivation towards managerial knowledge; 3) managerial knowledge of work effectiveness; and 4) Emotional Intelligence to managerial knowledge; and 5) work motivation towards managerial knowledge. The method used is a survey method with a path analysis approach to test the direct and indirect influence of free variables to bound variables. The population in this study was all principals of madrasah Tsanawiyah in Jambi as the target population and as an affordable population as a sample framework was 70 heads of madrasahs in Jambi. Sampling using a simple random sampling method, which is to get 60 sample units. The results in this study show the existence of a direct and indirect causal influence of emotional intelligence on managerial knowledge, emotional intelligence on the effectiveness of the principal's work, and managerial year on the effectiveness of the principal's work with the important conclusion that emotional intelligence has a direct causal effect on the effectiveness of the main work and managerial ability also has a significant causal influence on the effectiveness of the principal's work school.

**Keywords:** Work effectiveness, emotional intelligence, work motivation, managerial knowledge.

## **I. INTRODUCTION**

### **A. Background**

Work success in a work unit is a system that provides an overview of the effectiveness of the work of an institution. The level of work effectiveness can also describe performance; therefore, it is important to evaluate the level of effectiveness. The role of leaders in an organization is a common problem as a basis for the running of an organization. For this reason, challenges to a leader become a determining factor. Leadership challenges according to Posner (2004:13) hint at the role of the leader into five categories, namely: exemplifying ways, inspiring personal visions, challenging processes, allowing others to act, and influencing the soul.

In particular, in relation to managerial patterns in school institutions, indicators of the effectiveness of school services are largely determined by technical and non-technical factors. Technical factors include proficiency in administrative skills and the substance of special education services in the organizational hierarchy, namely, leadership, administrative, teaching, consultative, and coordination. In addition, there are non-technical factors related to situations and conditions in creating performance, including the organizational climate, interpersonal communication, work motivation, discipline, and so on.

A common problem in the pattern of educational services, especially in educational services in Madrasah is the factor of the availability

of human resources as teachers and in school managerial. It is realized that the need for human resources is more determined by the special qualifications of teachers and leaders (managerial).

The condition of education in Jambi has not escaped problems related to the managerial of the principal, this is even a concern for the Work Deliberation of the Principal of SMP/MTs in Jambi which holds meetings every month to improve the quality of principals in Jambi. This activity was held to increase the effectiveness of the principal's leadership. Various materials to improve the quality of principals are presented ranging from general policies on quality, introduction to teacher induction systems, curriculum development, micro and team teaching, observation, class visits, teacher performance assessments, class-based assessments, and problem identification. The material covered also concerns class-based assessment, ICT skills, the effectiveness of the principal's leadership, and the school's development process. Other materials are about school financial management, the role of parents and the community, school action research, group tasks in compiling private universities, mgmp cluster studies, compiling programs to carry out on-service activities, compiling instruments, clinical supervision, and compiling reports on the results of study visits.

With so many issues discussed, it is hoped that there will be more knowledge of the principal about the development of quality schools so that in the future the principal will be able to become a good school management leader who will be in line with the growth of schools in Jambi City as a quality school.

Efforts to brand the principal's leadership as an effective leader should be able to grow frequently the principal's journey in leading the school, however, the reality encountered by many principals in Jambi is still constrained in achieving work effectiveness in the institutions he leads. This fact is shown from the low performance of the school in the form of, among others, the non-creation of important achievements described from the school's vision and mission. This performance is largely influenced by the low effectiveness of the principal's work.

In the context of his perspective, it is clear that effectiveness is an effective action when achieving a specific goal set, and being effective means re-concentrating on what is an unnecessary

side task. According to Richard (1991:259) that effectiveness is a high consistency of work to achieve the goals set. In the context of organization effectiveness is one of the most pervasive organizational concepts in relation to the participation of members in the continuity of the organization. Robbins: 1990:49) defines effectiveness as the degree of achievement of goals that an organization can realize.

The manifestation of the effectiveness of leadership work on an organizational scale by Mullins (2005: 959), explained that effectiveness in its services will be influenced by leadership abilities, target groups of relationships, and work motivation as a path of individual unity. Meanwhile, in the organizational environment, the work system and organizational structure will be influenced by aspects of financial capability, physical environment, and technology. The alignment between the individual path and the organizational environment path is optimally able to provide a better level of work effectiveness. This provides clues that aspects of leadership and aspects of the organizational climate can directly affect the effectiveness of the organization. Even so, the individual aspect, namely work motivation, can be a trigger in creating a dynamic work environment and individual work ability to achieve optimal effectiveness. In education management, the high and low quality of education is due to various factors, including facilities, infrastructure, curriculum, quality of teachers, quality of principals and community participation in education. Noting that this educational problem is complicated, the researcher is interested in conducting a scientific study on the effectiveness of the principal's work.

The principal's factor as the head of the organization is related to leadership development as explained by Mullins based on the results of research by Development Dimensions International (DDI), there has been no staff confidence in the ability of their leaders to direct the organization in the future. The results of the DDI survey found that leaders of various levels need the core development of leadership skills. Future leadership is expected to release the heavy burden of the task of governing and controlling the basis of hierarchical leadership.

Based on the description above, leadership factors in school organizations are determined by factors that affect the effectiveness of leadership in

managing the organization in achieving organizational targets. For this reason, the researcher intends to examine the factors that affect the effectiveness of the principal's work by taking an approach to Islamic faith-based school organizations, namely madrasahs. This is based more on the perspective that madrasah-based schools have not optimally implemented an accurate organizational model in their implementation.

### **B. Problem Identification**

From the background of the problem, it can be known that many factors affect the effectiveness of the principal's work, including: organizational culture, leadership, work environment, work motivation, work perspective, interpersonal communion, school characteristics, emotional intelligence, and managerial insight. Furthermore, from these factors, problems can be identified regarding the effectiveness of the principal's work as follows: 1) the influence of organizational culture on the effectiveness of work; 2) the influence of leadership on the effectiveness of the principal's work; 3) the influence of the work environment on work effectiveness; 4) the influence of work motivation on work effectiveness; 5) the influence of the work perspective on the effectiveness of work; 6) the influence of interpersonal communication on work effectiveness; 7) the influence of school characteristics on the effectiveness of work; 8) the influence of emotional intelligence on work effectiveness; 9) the influence of school characteristics on the effectiveness of work; and 10) the influence of managerial insights on work effectiveness.

### **C. Problem Restrictions**

Based on the identification of the problems above, in this study there are many factors that affect the effectiveness of the work of the madrasah principal. Therefore, it is impossible for all factors affecting the effectiveness of the principal's work to be studied, given the limited time, funds and resources needed, so in an effort to obtain sharper and in-depth study results, it is necessary to limit the problem. The problems revealed are limited to, "the influence of emotional intelligence, work

motivation, and managerial knowledge on the effectiveness of the principal's work"

### **D. Problem Formulation**

Based on the problems that have been identified above, the formulation of the problems studied in relation to this study is as follows:

1. Is there a direct influence of emotional intelligence on work effectiveness?
2. Is there a direct influence of work motivation on work effectiveness?
3. Is there a direct influence of managerial knowledge on work effectiveness?
4. Is there a direct influence of emotional intelligence on managerial knowledge?
5. Is there a direct influence of work motivation on managerial knowledge?

### **E. Use of Research Results**

Theoretically, the results of this research can be used in order to contribute to the development of scientific characteristics in the field of educational management. In this form of an overview of the causal relationship between emotional intelligence, work motivation and managerial knowledge of work effectiveness. It also provides an empirical picture of the influence of emotional intelligence, work motivation, and managerial knowledge on work effectiveness.

Practically speaking, education managers can be used as consideration in formulating policies in order to improve the quality of education, especially in madrasahs. Furthermore, for research, it can be used as a comparison for other researchers to develop a more in-depth study of the effectiveness of the principal's work.

## **II. THEORETICAL STUDIES**

### **A. Definitions**

#### **I. Work Effectiveness**

The definition of effectiveness put forward by experts from various fields of science gives different meanings, according to their respective points of view and interests. According to Patron and Sawicki,

effectiveness is an evaluation criterion about measuring the success of a policy or planning compared to the expected consequences or results.<sup>1</sup>

Effectiveness is also one of the most pervasive organizational concepts in relation to the participation of members in the continuity of the organization. Robbins defines effectiveness as the degree of achievement of goals that an organization can realize. This is also in line with the statements of Koontz and Weihrich, that effectiveness is <sup>2</sup>the achievement of the goal of "effectiveness is the achievement of objectives". The achievement of the goal in question is the fulfillment of the criteria for a product produced.<sup>3</sup>

Prokopenko says, "Effectiveness is the degree to which goals are attained". The characteristic of effectiveness in this case is the achievement of goals. Kontz and Weinrich also said the same thing that <sup>4</sup>"Effectiveness is the achievement of objectives". These two statements indicate that the effectiveness is measured and the achievement of the goals and something the activities carried out. Stoner and Freeman, meanwhile, <sup>5</sup>effectiveness, in contrast, is ability to choose appropriate, namely the ability to choose the right one. This definition more specifically refers to a person's ability to choose from a variety of available resources such as material resources, equipment, opportunities and information.

Several factors that affect the effectiveness of the School/principal organizationally according to Mullins, it is clear that the effectiveness of the organization in its services will be influenced by leadership ability, target groups of relationships, and work motivation as an individual unitary path. Meanwhile, in the organizational environment, the work system and organizational structure will be influenced by aspects of financial capability, physical environment and technology. The alignment between the individual path and the organizational environment path is optimally able to provide a better level of work effectiveness. This provides clues that aspects of leadership and aspects of the organizational climate can directly affect the effectiveness of the organization. Even so, the individual aspect, namely work motivation, can be a

trigger in creating a dynamic work environment and individual work ability to achieve optimal effectiveness.<sup>6</sup>

The effectiveness of a school organization is to measure to what extent the organization's goals are adequate, and how well the organization is achieving those goals. Robbins, says that effectiveness is measured by an organization's ability to utilize its environment in order to acquire scarce and valuable resources. Buhler, however, defines effectiveness itself as a measure of the level of output obtained compared to the targeted output.<sup>7</sup>

Based on the description of theories about effectiveness, it can be synthesized that what is meant by effectiveness is the ability of an organization to efficiently optimize resources in achieving the goal of satisfaction in the work process.

In relation to the work of the principal, the leadership category in supporting effectiveness is central to the strength of management. The scope of work of the principal is as the responsibility of the managerial post. According to Yulk, the taxonomy of duties and responsibilities of managerial positions consists of supervision, planning and organizing, decision making, monitoring indicators, supervision, representation, coordination, consultation, and administration. In line with the managerial duties and responsibilities put forward by Yulk above, Wagner III and Hollenbeck, Managers are people who plan, organize, direct, and control in order to manage organizations and organizational units. that the Manager is the one who plans, organizes, directs and supervises in supervising organizational units. This means that the manager's job is to plan, organize, direct and supervise.<sup>8</sup>

The principal is in charge of managing all educational activities ranging from administrative activities, teaching, finances, curriculum, facilities and infrastructure. To improve the quality of education that produces students who have the ability / intelligence, the principal must activate all school activities effectively and efficiently. He must be able to manage school personnel, ensure that school activities run well, use school funds effectively, efficiently and openly. He should accommodate parental input and suggestions, and various other

activities. In order to provide proper education to students and serve teachers well, the principal must work effectively.

The effectiveness of the principal's work can be measured by the extent to which the principal can achieve the goals of each of the tasks he performs. The understanding of effectiveness can be traced from the understanding of effectiveness and the understanding of the principal's work can be traced from the duties and responsibilities of the principal.

From the conceptual description above it can be synthesized that, what is meant by work effectiveness is the achievement of the objectives of the tasks and functions in efficiently optimizing resources during the work process.

## 2. Emotional Intelligence

According to Segel, emotions play an important role in life. There is a lot of evidence that feelings are the most powerful resource we have. Emotions are lifelines for self-awareness and self-continuity that deeply connect us with ourselves and with others as well as nature and the cosmos. Emotions tell us about the things that are most important to us society, values, activities and needs that give us motivation, passion, self-control and persistence.<sup>9</sup>

According to Krug and Cass, "Basic emotions that in organisms described as adaptive behavior related to biological processes, such as: acceptance, fear, anger, joy, sadness, anticipation and surprise." <sup>10</sup> The basic emotions that appear in the organism are described as adaptive behaviors related to biological processes, such as: acceptance, worry, anger, pleasure, sadness, anticipation and surprise. A person who is in a state of calm will receive information well, but a person who is in a state of worry will show a high attitude of suspicion or anxiety, a person who is angry often acts directionlessly and dangerously. On the contrary a person in a state of pleasure will open up and be easy to talk to. The emotional state of a person will determine his actions and behavior when dealing with others or in the face of a problem.

The existence of emotional variations that have an impact on a person's perception and behavior, Hurlock, said that emotions color an

individual's perception of himself and his environment and have an impact on a person's behavior. A person who is in an emotional state usually does not think calmly. Blood flow to the brain is very high at the time when a person is in an emotional state, and in this state, a sense of dissatisfaction or a sense of dissatisfaction/pressure that requires gratification or relaxation. With conditions like this it can be understood that a person's perception can be disturbed, so the actions he performs are often not as expected.<sup>11</sup>

Gerow says there are four components of an emotional reaction: 1) a subjective feeling or influence; fear, pleasure, sadness or anger, 2) cognitive reactions of knowing and recognizing what is happening, logical reactions, 3) psychological reactions that develop deeply, causing glands, hormones of internal organs, 4) behavioral reactions that can be seen. These four emotional reactions are derived from social distractions or stimuli. The principal as the leader and manager of education in the school receives stimulation or social disturbance from students, teachers, school employees, parents, the environment, officials and the community. Any stimulation obtained from people around him, even from his family environment can affect the four components of the above emotional reactions. If the stimulation is positive, the principal will act more calmly, but when the stimulation is negative, the principal will be more depressed. The principal who can manage these positive and negative stimuli is the principal who has emotional intelligence.<sup>12</sup>

According to Goleman, emotional intelligence is metaability, which determines how well a person is able to use the skills possessed, including intellectual abilities that have not been honed/explored. Another thing Goleman said, <sup>13</sup>Emotional intelligence or personal intelligence is the ability to understand self emotion, manage emotion, motivate himself or herself, to recognize other people emotion and to make good relation between himself or herself with another. That is, emotional intelligence is the ability to recognize the emotions of the self, manage emotions, motivate emotions, recognize the emotions of others, and cultivate relationships in interacting with others. McCluskey details aspects of emotional intelligence

by saying that emotional intelligence is<sup>14</sup> a skill of understanding oneself, motivation, and empathy that is a very powerful and trustworthy predictor of success in the workplace. A person who is able to understand oneself, motivate and empathize allows the person to be aware of oneself with the emotions of others and the act of adjustment to the existing circumstances.<sup>15</sup>

Just as a component of emotional reactions experienced by a person due to a relationship with the surrounding environment, emotions are the result of the interaction of two parties, namely the individual who gets the stimulation and the one who gives the stimulation. This means that a person who gets emotional stimulation must be able to manage his emotions and towards the person who provides the stimulation so that a good relationship arises. The creation of good relations and the circulation of emotions in the two parties that intersect with each other is a form of emotional intelligence.

Based on the conceptual description above, it can be synthesized that what is meant by emotional intelligence is a person's ability to recognize self-emotions, manage self-emotions, motivate themselves, recognize the emotions of others / empathize in fostering relationships in interacting with others.

### 3. Work Motivation

As greenberg and barons say, that motivation is a process that explains an individual about the intensity, direction, and persistence of trying to achieve a goal. Intensity pertains to how one tries hard. Direction or direction is concerned with the quality of effort and consistency while persistence is concerned with a measure of how long a person can keep his efforts.<sup>16</sup>

Thus, it can also be said that work motivation is a psychological process, where there is an interaction between attitudes, needs, perceptions, learning processes and problem solving. Donovan says, "motivation is a set of energetic forces than originates both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity and

duration". In free translation, motivation is a group of drivers who have the following characteristics: coming both from within and from outside, can give rise to work behavior and can also determine the form, purpose, intensity and duration of the behavior.<sup>17</sup>

Jhon defines that: "motivation" is concerned with how behavior is activated, maintained, directed and stopped. Ivancevich defines that: <sup>18</sup>"motivation" is the attitudes that predispose a person to act in a specific goal-oriented way. It is an internal state that directs a person's behavior. <sup>19</sup> That is to say that motivation is an attitude that influences a person to act in a specific purpose and a directed way. This is an internal condition that leads a person to behave or do something. According to Greenberg and Baron, motivation is a set of processes that activate, direct and maintain behavior towards the achievement of goals. Meanwhile, according to Hadari, motivation is a condition that encourages or causes a person to do something that is done consciously, although it is not closed to the possibility that in a state of being forced to someone may do an activity that he does not like. Activities that are driven by something that is not liked in the form of activities that are forced to be carried out tend to be ineffective.<sup>20,21</sup>

It is known that there are two types of motivation that are generally studied and studied, especially in organizational behavior, namely: First, according to Content theories that focus on the "what", identify the factors that cause individuals to make efforts at work. Thus, this approach seeks to identify the relatively strong needs of a person and the objectives pursued to meet those needs. Second, according to Process theories which focuses on "how" individual steps put effort into. Thus, this approach seeks to identify the relationship between the factors that make up the motivation. This approach also explains how motivation is activated, so it tends to be able to explain the choice, the constancy of meaningful effort, its focus on how the behavior is initiated, directed and maintained or maintained. In a general sense, the theory of work motivation is actually not much different from other motivation theories, but it is necessary to know that if you look closely, there is actually a very basic

difference where, the theory of work motivation is more specific, specifically focused more on work-related behavior in a particular institution or organization.

So the theory of work motivation always tries to explain or explain things that only concern certain work problems, for example why one should work hard and diligently complete a task load (amanah) even though it is as difficult as anything, at the expense of everything that is owned or why there is someone in the organization refuses to be promoted and so on. Talking about work motivation, it can actually be divided into three major groups, namely: motivation based on need, awareness, and providing support or what is often also known as reinforcement.

In life, man always carries out various activities or activities. One of those activities according to As'ad is embodied in movements called work. On the contrary, something that is meaningless and meaningless, cannot be categorized as a worker.<sup>22</sup>

According to George and Jones "work motivation can be defined as the psychological force within a person that determine the direction of a person's behavior in an organization, a person's level of effort, and a person's level of persistence". That is, that work motivation is a psychological impulse inside a person that determines the direction of organizational behavior, the degree of effort and the degree of perseverance.<sup>23</sup>

The direction of behavior is the behavior of a person in working in accordance with the mechanisms and rules that have been established by the organization. Meanwhile, the level of effort shows how a person works according to behavioral choices in carrying out his main task. In terms of the degree of perseverance shows the level of a person in the face of various obstacles, obstacles as well as how to overcome them.

Based on the above conceptual description, it can be synthesized that what is meant by work motivation is a psychological force in a person that determines the direction of behavior in the organization expressed as the level of perseverance and effort made.

### 3. Managerial Knowledge

Man knows an object starting from those around him, based on the knowledge he has. Knowledge of the object is obtained through information. Krech, Crutchfield, and Ballachey say that illustrations from the human chapter of man acquiring knowledge of an object are essential in the development of his attitude towards that object. The information that makes up the knowledge of an object is obtained because there is a stimulus or stimulus towards a person. However, humans realized that not all the information obtained by a person can produce a knowledge. Information that can generate knowledge for a person is information that has something to do with knowledge that the person does not or does not yet have.<sup>24</sup>

Suriasumantri said, knowledge is essentially all what man knows about a certain object. The object in the sense is intended as the natural environment. In accordance with this opinion, Poedjariyatno posited that knowledge is the result of knowing. This means that human knowledge of an object, in addition to being obtained from information, is also because humans have contact with the environment through sensory devices. These sensory tools can sometimes be misleading, so that reliable knowledge is not derived from experience, but from the world of the mind. Suriasumantri, therefore, quotes Locke's view of the mind as a tool that captures and stores<sup>2526</sup> sensory experiences. Thus, knowledge is the result of scientific activities that combine rational and empirical approaches.<sup>27</sup>

Man acquires knowledge based on ability as a being who thinks, feels, and senses. The knowledge gained includes the information as rational knowledge, while the knowledge gained through the tools of the senses is experiential knowledge or empirical knowledge. In addition, man can also gain knowledge through intuition and revelation.

Romiszowski, also divided the taxonomy of educational goals that match Bloom's opinion into four skills, namely: 1) cognitive skills, 2) psychomotor skills, 3) reactive skills, and 4) interactive skills. When compared to the realm of learning according to Bloom, cognitive skills are commensurate with the realm of cognitive learning, reactive and interactive skills are commensurate with

the affective realm, while psychomotor skills are commensurate with affective competencies that are mainly about oneself such as paying attention, judging or developing a value system. While interactive skills are concerned with affective competencies especially those necessary in interaction with others, such as speech habits, good behavior in associations and the nature of the leader.<sup>28</sup>

Knowledge within the framework of thought processes according to Krech, Crutchfield, and Ballachey is the result of selectively organized learning from a number of facts, information and principles that it has from various experiences with others. Zimbardo posits that knowledge is nothing but a mastery of facts related to memory. Memory is used to express the mental capacity to store, remember or re-recognize the things that a person hears, sees, experiences, and learns.<sup>2930</sup>

Knowledge according to Bloom, et al., is broken down into nine aspects grouped into three groups, namely: (1) knowledge of specific things, including: a) terminology (terms) and b) specific facts, (2) knowledge of rules or how to handle things about specific things, including: c) conventions/habits, d) trends and sequencing, e) classifications and categories, f) criteria, g) methodology, and (3) knowledge of universal and abstract matters, including: h) principles and generalizations, and i) theory and structure. Knowledge according to Bloom's revision is divided into four types of knowledge, namely: (1) <sup>3132</sup>factual (relating to actual facts), (2) conceptual (relating to conception/understanding), (3) procedural (relating to its implementation), (4) metacognitive. Each of the aspects can be further explained as follows:<sup>33</sup>

First, factual knowledge, has its own characteristics of knowledge, the content of its own elements of a small piece of information that must be known by students to solve problems including: knowledge of terminology (relating to terms), and more specific and basic knowledge. Instead, conceptual knowledge is more complex and organized knowledge, including: (1) knowledge from classifications and categories, (2) knowledge from principles and generalizations, and (3) knowledge from theories, models and structures.

Second, procedural knowledge is knowledge of how to work on things, including: (1) basic knowledge of specific skills and algorithms, (2) basic knowledge of specific techniques and methods, and (3) knowledge of the criteria used to establish and or consider when to work on things in a special domain and discipline.

Third, metacognitive knowledge is knowledge of cognition in general such as concern and knowledge of oneself, including: (1) knowledge of strategies, (2) knowledge of cognitive tasks including proper conceptions/definitions and conditional/conditional knowledge, and (3) own knowledge.

From the foregoing, it can be obtained the understanding that knowledge basically refers to everything that a person knows regarding terms, specifications, classifications and categories, principles and generalizations, theories and models and structures, special skills and algorithms, special techniques and methods, criteria, strategies, definitions and conditionals and knowledge of oneself.

In an organization, institution, or company, to become a good manager requires good managerial knowledge as well. Managers touch the life of the mansia in many ways. Schools, hospitals, government agencies and small and large businesses all require systematic management. Management is defined as the process of working with and through others to achieve organizational goals in an efficient and ethical way. An effective manager is a player in a team who authorizes and encourages others who control the opposition within him. Every good manager risks himself to carry out their development role.

An effective picture of a manager's expertise is to clarify goals and ideals, encourage participation, plan and organize, have technical and administrative expertise, provide work facilities through team forms and training, provide feedback, keep things going, control everything, apply reasonable pressures for the achievement of goals, power and delegation and recognize and reward the well-worthy.

According to Kreitner, the evolution of 21st century managers emerged because the scope of work is currently undergoing major and permanent



changes. Organizations are being rebuilt for greater speed, efficiency, and flexibility. Control and command management provides opportunities for participatory and empowering management. Leaders who attach importance to the ego are replaced by leaders who attach importance to customers. Employees are slowly being viewed as internal customers. All of them generate power for new managers in the 21st century.<sup>34</sup>

According to Zimbardo, employees as a combination of behavior, beliefs, and needs are complex. Managers are advised to motivate work ability rather than just asking for it as an <sup>35</sup>interesting strategy rather than encouraging. A school principal, in addition to being able to carry out management processes that refer to management functions, is also required to understand and apply the entire substance of educational activities.

Koster, stated that in the context of MPMBS, the principal is required to have the ability to: (1) describe school resources to support the implementation of the teaching and learning process, (2) the head of administration, (3) as a planning manager and teaching leader, and (4) have the task of organizing, organizing and leading the overall implementation of educational tasks in the school. As the head of administration, the principal is in charge of establishing school management and is responsible for implementing management decisions and school policies. On the other hand, Kreitner put forward five types of skills needed by a manager, which include:<sup>36</sup>

First, cultural flexibility is a skill that refers to cultural awareness and sensitivity, where a manager is required to be able to appreciate the value of cultural diversity that exists in his organization. The principal as a manager in the school is very likely to be faced with school residents, with diverse cultural backgrounds, both teachers, administrative staff and students. Therefore, the principal is required to be able to appreciate the diversity of this culture.

Second, communication skills are manager skills related to the ability to communicate, both in oral, written and non-verbal forms. Communication skills are very important for a principal, as most of the principal's duties and work always involve and relate to others. Effective communication will go a

long way towards the success of the organization as a whole.

Third, human resources development skills are manager skills related to the development of a learning climate, designing training programs, developing information and work experience, assessing performance, providing career counseling, creating organizational changes, and adjusting learning materials. In the schooling perspective, principals are required to have skills in developing the human resources available in their schools, so that they can truly be empowered and contribute to the achievement of educational goals in schools.

Fourth, creativity is a manager's skill that is not only related to the development of his own creativity, but also a skill to provide a climate that encourages everyone to be creative. In this regard, a principal is required to have skills in creating a climate of creativity in the school environment that encourages all school residents to develop various creativity in carrying out their duties and work.

Fifth, self-management of learning is a manager's skill that refers to the need for continuous learning to gain a variety of new knowledge and skills. In this case, the principal is required to always try to update the knowledge and skills he has.

From the conceptual description above, it can be synthesized that what is meant by managerial knowledge is a person's mastery of terms, specifications, and classifications in carrying out management functions starting from planning, organizing, leading, and controlling.

## **B. Theoretical Framework**

### **I. Emotional Intelligence and Work Effectiveness**

The effectiveness of work in a work organization is characterized by a pattern of efficiency and resource allocation in optimizing the achievement of goals. One of these resources is the potential of human resources as a driver of organizational work. According to Mullins, the capacity of human resources in the work system is the creation of harmony between individual paths and synergistic organizational paths. Individual paths are determined individual work abilities. These abilities include

emotional intelligence. According to McKluskey, where with a person's ability to understand themselves, motivate and empathize can be a very strong predictor of achieving success in the workplace.<sup>3738</sup>

The synergism of human resources, which can be created by the leadership (principal) is based on their ability to control emotionally so as to increase the trust of subordinates for the achievement of organizational goals. The principal's ability to carry out duties and functions to optimize resources efficiently will have an impact on satisfaction in the work process. Such duties and functions include supervision, planning and organization, decision returns, supervision, representation, coordination, consultation and administration. Self-control factors in the process of running the organization will affect more approaches in facing and assessing problems and problem solving in achieving organizational targets. Principals with high emotional intelligence will be able to focus on better work effectiveness patterns, compared to leaders with low emotional intelligence. At the same time emotional intelligence at an optimal level is able to improve the performance of subordinates to better participate in the running of the organization.

For this reason, the experience factor as a school principal will be able to answer the factors of problems in the work mechanism, and on the other hand that work experience and in line with experience in facing work problems will have more strong potential that emotional intelligence has a strategic effect in creating work effectiveness. Thus it can be presumed that there is a positive direct influence of emotional intelligence on the effectiveness of work.

## **2. Managerial Knowledge and Work Effectiveness**

The effectiveness of work in a work organization is characterized by a pattern of efficiency and resource allocation in optimizing the achievement of goals. One of these resources is the potential of human resources as a driver of the leadership of an organization. According to Kreitner, managerial knowledge in leadership is the capacity to achieve

organizational goals with certain skills and competencies. In reality, successful managers today require all conceptual, engineering, administrative, and interpersonal skills. In this case, knowledge relates to the aspect of knowledge capacity as a foundation for work. For this reason, managerial knowledge is a driver, driver and trigger in a principal in leading a school organization has a special strength, namely a potential direction.<sup>39</sup>

Effectiveness is supported by the synergism of human resources, then a manager must show a synergistic leadership pattern that is able to increase the trust of subordinates for the achievement of organizational goals. The principal as a form of a manager who has the task and function of optimizing resources efficiently in achieving goals and satisfaction in the work process will be deeper in duty and function as supervision, planning and organization, decision returns, supervision, representation, coordination, consultation and administration. Thus, it can be presumed that there is a positive direct influence of managerial knowledge on the effectiveness of work.

## **3. Emotional Intelligence and Managerial Knowledge**

Effectiveness in the utilization of human resources cannot be separated from the factor of managerial knowledge. In hierarchical relationships of organizations, then the managerial role at each level of the structure will be affected by the high and low emotional intelligence possessed by each individual in the organization. According to Harlock, in emotional intelligence, emotional factors color an individual's perception of himself and his environment. People who are in an emotional state usually do not think calmly. In fact, it is explained by Krug and Cass, that the person who is in a state of calm will receive information well, on the contrary the person who is in a state of worry will show an attitude of suspicion or high anxiety. This kind of situation will be a disruptive factor in a person's perception so that the information received can be disturbed.<sup>4041</sup>

Judging from managerial knowledge, related to the existence of emotional intelligence will affect

the mechanics of the principal to build his managerial knowledge. A controlled emotional state will bring a positive perception of the managerial principal. It is based on that managerial factor constitute the psyche of each individual.

For this reason, in school organizations, emotional intelligence factors that have indicators of recognizing self-emotions, managing self-emotions, motivating themselves, recognizing the emotions of others / empathizing in fostering relationships when interacting with others will determine the high and low of managerial knowledge. Thus it can be presumed that there is a positive direct influence of emotional intelligence on managerial knowledge.

#### **4. Work Motivation and Work Effectiveness**

Work effectiveness that focuses on the pattern of utilizing resources in running the organization in achieving targets. The targets to be achieved are oriented towards the efficiency of human resources, materials, products produced, equipment utilized, and funding needed. If you pay attention to the risk of work motivation, then the determination of the implementation of high work motivation is very decisive as the starting point of a job.

According to Ivancevich and Matterson, with work motivation, people will act with a specific goal and a directed way. Such internal conditions that lead a person to do something. This means something that in the context of this study the effectiveness of work will be a target achieved by the principal. The goal-achieving orientation of the motivational impulse is very strong also emphasized by Greenberg and Baron, that motivation is a set of processes that the individual has in activating, directing and maintaining behaviors in achieving goals.<sup>4243</sup>

It is at this stage that work motivation as also expressed above is a psychological impulse to perform a job whose indicators are seen in the needs of existence; (its existence in the organization), the need for relationships (communication with other parties) and the need for development that leads to a continuous progress. When someone the principal is able to carry out activities and see the results of hard work in accordance with the expectations or goals of the organization, then it is also seen that someone will have the effectiveness of their work.

The effectiveness of the principal's work is due to various driving factors for performing an organizational task, especially specific tasks in the led organization. Thus, it can be suspected that there is a positive direct influence of work motivation on work effectiveness.

#### **5. Work Motivation and Managerial Knowledge**

Each principal has its own uniqueness. In accordance with this uniqueness a person has motives that may be different from other people even if they are in the same job, the same time and the same background. That is why a person may get a different salary in amount but each completes their work well/effectively, and conversely it could be that they have the same but do not have the same work achievement a principal who has the drive to get success means he has a high work motivation because of the encouragement of meeting needs and others.

According to content theories, a person identifies the factors that are the cause of making efforts in work, so that he will identify those needs and will pursue them to meet them. The strong influence of work motivation on managerial knowledge is determined by the strong influence of the target to be achieved by the principal, namely work effectiveness. With high managerial knowledge, a principal will be better able to compress resources in his organizational unit.<sup>44</sup>

A schoolmaster who has the impetus to create work effectiveness then he will try to carry out his duties and work well and effectively. If a principal does not do his job well, then he or she will be disrupted and even threatened with being fired so that his income will be lost. Therefore, if a principal has the impetus to get job experience as a successful principal, then he will try to do his best so that his experience improves.

If a principal has the impetus to get achievements in his work, then he will try to work with good work effectiveness so that his achievement needs are met. This design shows that the higher the principal's work motivation, the higher the level of managerial knowledge and vice versa. Thus, it can be suspected that there is a positive direct influence of work motivation on managerial knowledge.

### C. Research Hypothesis

Based on the theoretical framework above, the following hypothesis can be proposed:

1. There is a positive direct influence of emotional intelligence on the effectiveness of work.
2. There is a positive direct influence of work motivation on work effectiveness.
3. There is a positive direct influence of managerial knowledge on work effectiveness.
4. There is a direct positive direct influence of emotional intelligence directly on managerial knowledge.
5. There is a positive direct influence of work motivation on managerial knowledge.

### D. Research Objectives

This research was conducted to find out and prove the work effectiveness model ( $X_4$ ), in terms of emotional intelligence ( $X_1$ ), work motivation ( $X_2$ ), and managerial knowledge ( $X_3$ ). Operationally, the research objectives to be achieved are to find out and prove the following:

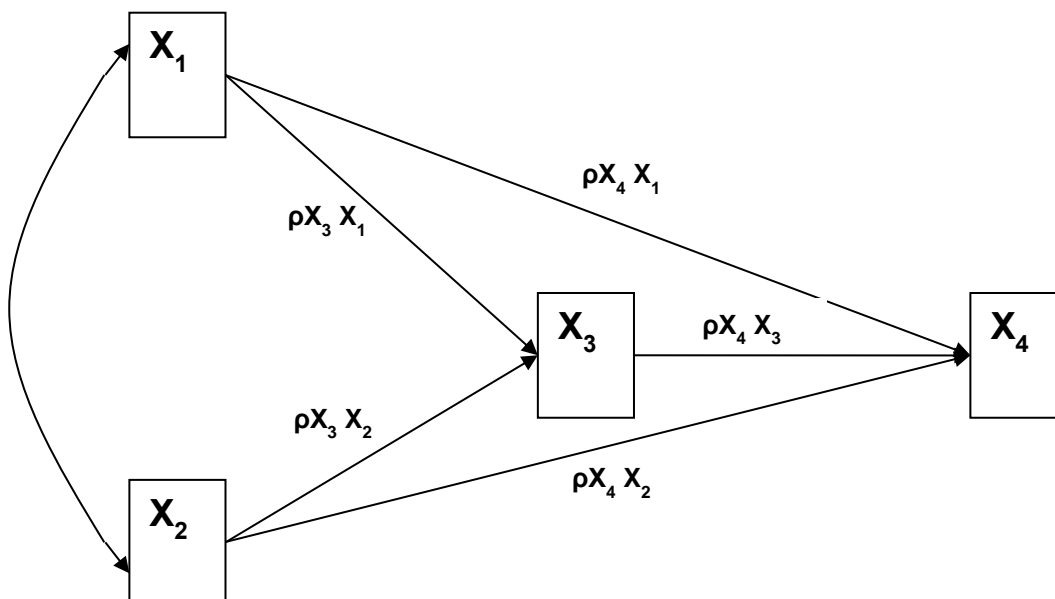
1. The direct influence of emotional intelligence on the effectiveness of work.
2. The direct influence of work motivation on the effectiveness of work.
3. The direct influence of managerial knowledge on the effectiveness of work.
4. The direct influence of emotional intelligence on managerial knowledge.
5. The direct influence of work motivation on managerial knowledge.

### E. Place and Time of Research

This research was conducted in all Madrasah Schools at the Tsanawiyah level (MTs) in Jambi. In fact, this research is planned to be carried out within 6 (six) months, namely the first month used to arrange research permits, instrument trials, calibration, and instrument refinement. Then the next five months are used for data refinement, analysis, writing and research seminars. However, because it encounters some obstacles, researchers can complete it in a longer period of time than originally planned.

### F. Research Methods

The research method used is a survey method with a path analysis approach to test the direct or indirect influence of free variables on bound variables.



**Information:**

**$X_1$  = Emotional Intelligence;**

**$X_2$  = Work motivation**

**$X_3$  = Managerial Knowledge;**

## X<sub>4</sub>= Work Effectivity

### Figure 1. Constellation of Influences Between Research Variables

## G. Population and Sampling Techniques

The target population in this study is all heads of MTs in Jambi totaling 283 heads of MTs. While the population reached as a sample framework is 70 heads of Madrasah. Sampling using simple random sampling.

Technical retrieval is taken by: (1) determining the number of affordable populations, namely people who perform their duties as principals of Tsanawiyah Madrasah Schools, (2) randomly taking 20 people as samples for instrument trials, and (3) randomly taking as many as 60 people from the total population as research samples.

## H. Statistical Hypothesis

First hypothesis (Testing the effect of X<sub>1</sub> on X<sub>4</sub>)

$$H_0: \beta_{41} \leq 0 \text{ and } H_1: \beta_{41} > 0$$

Third hypothesis (Testing the effect of X<sub>2</sub> on X<sub>4</sub>)

$$H_0: \beta_{42} \leq 0 \text{ and } H_1: \beta_{42} > 0$$

Fifth hypothesis (Testing of the influence of X<sub>3</sub> and X<sub>4</sub>)

$$H_0: \beta_{43} \leq 0 \text{ and } H_1: \beta_{43} > 0$$

Second hypothesis (Testing the effect of X<sub>1</sub> on X<sub>3</sub>)

$$H_0: \beta_{31} \leq 0 \text{ and } H_1: \beta_{31} > 0 \text{ and } H_1: \beta_{32} > 0$$

Fourth hypothesis (Testing of the effect of X<sub>2</sub> on X<sub>3</sub>)

$$H_0: \beta_{32} \leq 0 \text{ and } H_1: \beta_{32} > 0$$

## Information:

$\beta_{41}$  =The path coefficient of the emotional intelligence variable (X<sub>1</sub>) to the work effectiveness variable (X<sub>4</sub>).

$\beta_{42}$  =The path coefficient of the work motivation variable (X<sub>2</sub>) to the work effectiveness variable (X<sub>4</sub>).

$\beta_{43}$  =Coefficient of path of managerial knowledge variable (X<sub>3</sub>) to work effectiveness variable (X<sub>4</sub>)

$\beta_{31}$  =The path coefficient of the emotional intelligence variable (X<sub>1</sub>) to the managerial knowledge variable (X<sub>3</sub>).

$\beta_{32}$  =The path coefficient of the work motivation variable (X<sub>2</sub>) to the managerial knowledge variable (X<sub>3</sub>).

## III. RESULTS OF RESEARCH AND DISCUSSION

### A. Description of Research Data

No.	Variabel	X Min	X max	Score Range	Mean	Mo	Me	S
1	Work Effectiveness	93	129	36	109,62	100,00	108,00	10,53
2	Ingenuity. Emotional	11	24	13	18,78	19,00	19,00	3,1735
3	Peng. Manjerial	16	27	11	21,93	23,00	22,00	2,78
4	Work Motivation	82	108	26	97,47	98,00	98,00	5,32

## B. Test Data Analysis Requirements

The test results of the data analysis requirements that have been carried out consisting of data normality tests and linearity tests, regression coefficient significance and correlation can be described below.

### I. Normality Test of Estimated Error

Based on the results of calculations that have been carried out using a significance level of 0.05 ( $L_{table\alpha} = 0.05$ ,  $n = 60$  then  $L_t = 0.886$ :  $\sqrt{60} = 0.114$ ). The results of the estimated error normality test can be detailed in the following summary of the results of the data normality test calculation.

Summary Table of Estimated Error Normality Test Results

No.	Estimated Error	N	$L_{omaks}$	$L_{table}$ (= 0.05) $\alpha$	Test conclusion
1.	$X_4$ over $X_1$	60	0,023	0,114	Normally distributed
2.	$X_4$ over $X_2$	60	0,035	0,114	Normally distributed
3.	$X_4$ over $X_3$	60	0,035	0,114	Normally distributed
4.	$X_3$ over $X_1$	60	0,059	0,114	Normally distributed
5.	$X_3$ over $X_2$	60	0,023	0,114	Normally distributed
6.	$X_2$ over $X_1$	60	0,030	0,114	Normally distributed

Based on the results of the overall calculation, the variables tested show that the homogeneity conditions are met and this gives the understanding that further analysis using parametric statistical analysis can be carried out.

## 2. Test of Linearity, Significance of Regression Coefficient, and Correlation

### Linearity Test of Work Effectiveness Regression over Emotional Intelligence ( $X_4$ over $X_1$ )

The results of the calculation of constants ( $\alpha$ ) and regression coefficients ( $\beta$ ) regression of work effectiveness ( $X_4$ ) on emotional intelligence ( $X_1$ ) obtained the regression equation  $X_4 = 78.427 + 1.666X_1$ . From this regression equation obtained the results of the significance test  $F_{\text{calculate residue}} = 19.116^{**} > F_{(0.05)(1;58)} = 4.01$  then the regression coefficient is very significant. Similarly, the error variant calculation results show the value of  $F_{\text{count error}} = 0.746^{ns} < F_{(0.05)(15;43)} = 1.88$  then the linear regression model.

The price of the correlation coefficient of  $X_1$  with  $X_4$  ( $r_{41}$ ) is = 0.498 and after being tested for significance with the t test obtained the calculated t price =  $6.72^{**} > t_{(0.05)(59)} = 1.67$ . It turns out that  $t_{\text{calculation}} > t_{\text{table}}$  then it can be concluded that the correlation coefficient is very significant.

### Linearity Test of Work Effectiveness Regression of Work Motivation ( $X_4$ over $X_2$ )

The result of the calculation of the constant ( $\alpha$ ) and regression coefficient ( $\beta$ ) regression of work effectiveness ( $X_4$ ) on work motivation ( $X_2$ ) obtained the regression equation  $X_4 = 60.487 + 0.337X_2$ . from this equation obtained the results of the significance

test  $F_{\text{calculate residue}} = 46.54^{**} > F_{(0.05)(1;58)} = 4.01$  then the regression coefficient is very significant. Similarly, the error variance calculation results show the value of  $F_{\text{count error}} = 0.89^{ns} < F_{(0.05)(19;39)} = 1.84$  then the linear regression model.

The price of the correlation coefficient of  $X_2$  with  $X_4$  ( $r_{42}$ ) is = 0.667 and after being tested for significance with the t test obtained the calculated t price =  $9.23^{**} > t_{(0.05)(59)} = 1.67$ . It turns out that  $t_{\text{calculation}} > t_{\text{table}}$  then it can be concluded that the correlation coefficient is very significant. From the F test, the residue calculation obtained a very significant regression coefficient, the F test  $t_{\text{calculated the error}}$  obtained a significant regression coefficient and the correlation significance test  $t_{\text{count}}$  obtained a very significant correlation coefficient, then the regression equation  $X_4 = 60.487 + 0.337 X_2$  linear pattern.

### Linearity Test of Work Effectiveness Regression over Managerial Knowledge ( $X_4$ over $X_3$ )

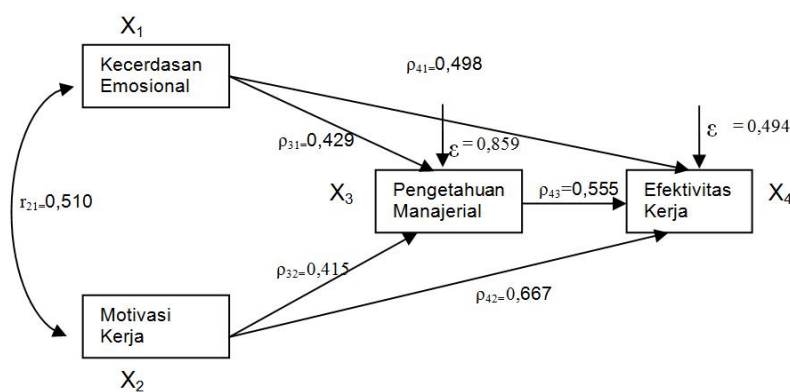
The result of the calculation of constants ( $\alpha$ ) and regression coefficients ( $\beta$ ) regression of work effectiveness ( $X_4$ ) on managerial knowledge ( $X_3$ ) obtained regression equation  $X_4 = 5.845 + 0.147X_3$ . From this equation, the results of the F significance test for the residual calculation obtained a very significant regression coefficient, the F test  $t_{\text{calculated the error}}$  obtained a significant regression coefficient and the correlation significance test  $t_{\text{count}}$  obtained a very significant correlation coefficient, then the regression equation  $X_4 = 5.845 + 0.147 X_3$  linear pattern.

### Managerial Knowledge Regression Linearity Test over Emotional Intelligence ( $X_3$ over $X_1$ )

The results of the calculation of the constant ( $\alpha$ ) and regression coefficient ( $\beta$ ) regression of managerial knowledge ( $X_3$ ) over emotional intelligence ( $X_1$ ) obtained the regression equation  $X_3 = 14.825 + 0.38X_1$ . From the regression equation  $X_3 = 14.825 + 0.38X_1$  obtained the results of the significance test  $F_{\text{calculate}} \text{residue} = 13.086^{**} > F_{(0.05)(1;58)} = 4.01$  then the regression coefficient is very significant. Similarly, the error variance calculation results show the value of  $F_{\text{counterror}} = 0.695^{ns} < F_{(0.05)(15;48)} = 1.88$  then the linear regression model.

The price of the correlation coefficient of  $X_3$  with  $X_1$  ( $r_{31}$ ) is = 0.429 and after being tested for significance with the t test obtained the calculated t price =  $1.18^* > t_{(0.05)(59)} = 1.67$ . It turns out that  $t_{\text{calculation}} > t_{\text{table}}$  then it can be concluded that the correlation coefficient is significant. From the F test, the residue calculation obtained a significant regression coefficient, the error calculation F test obtained a significant regression coefficient and the correlation significance test  $t_{\text{count}}$  obtained a very significant correlation coefficient, then the regression equation  $X_3 = 14.825 + 0.38X_1$  is linear patterned.

### Managerial Knowledge Regression Linearity Test of Work Motivation ( $X_3$ over $X_2$ )



### Image of the Empirical Causal Relationship between $X_1$ , $X_2$ , $X_3$ and $X_4$

#### Hypothesis Testing Results Summary Table

No.	Hypothesis Statistics	Line Coefficient Pricing	UJi Results Path Coefficient Precision	Test Conclusion

The result of the calculation of the constant ( $\alpha$ ) and regression coefficient ( $\beta$ ) regression of managerial knowledge ( $X_3$ ) on work motivation ( $X_2$ ) obtained the regression equation  $X_3 = 80.079 + 0.793X_2$ . From the regression equation  $X_3 = 80.079 + 0.793X_2$  obtained the results of the significance test  $F_{\text{calculate}} \text{residue} = 12.04^{**} > F_{(0.05)(1;58)} = 4.01$  then the regression coefficient is very significant. Similarly, the error variance calculation results show the value of  $F_{\text{counterror}} = 1.02 < F_{(0.05)(19;39)} = 1.84$  then the linear regression model.

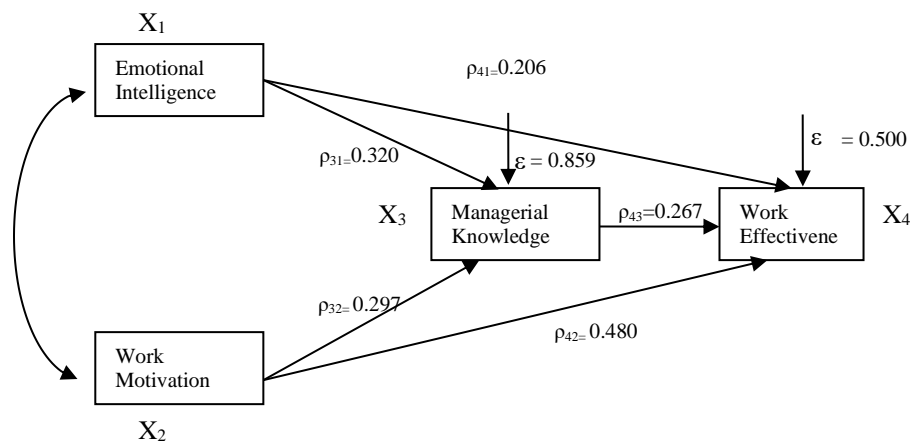
The price of the correlation coefficient of  $X_3$  with  $X_2$  ( $r_{32}$ ) is = 0.292 and after being tested for its significance with the t test obtained the calculated t price =  $2.33^* > t_{(0.05)(59)} = 1.67$ . It turns out that  $t_{\text{calculation}} > t_{\text{table}}$  then it can be concluded that the correlation coefficient is significant. From the F test, the residue calculation obtained a significant regression coefficient, the error calculation F test obtained a significant regression coefficient and the correlation significance test  $t_{\text{count}}$  obtained a very significant correlation coefficient, then the regression equation  $X_3 = 80.079 + 0.793X_2$  linear pattern.

### C. Hypothesis Testing

Based on the results of the path coefficient test, both for sub-structure 1 and sub-structure 2, it can be argued that a complete diagram depicting empirical causal relationships between the following variables.

1	$H_0 : \beta_{41} \leq 0$ $H_1 : \beta_{41} > 0$	$\rho_{41} = 0.206$	$t_{hit} = 2,067^*$ ( $H_0$ rejected)	There is a direct positive influence of emotional intelligence on the effectiveness of work that Significant
2	$H_0 : \beta_{42} \leq 0$ $H_1 : \beta_{42} > 0$	$\rho_{42} = 0.480$	$t_{hit} = 4,859^{**}$ ( $H_0$ rejected)	There is a very significant direct influence of work motivation on work effectiveness.
3	$H_0 : \beta_{31} \leq 0$ $H_1 : \beta_{31} > 0$	$\rho_{31} = 0.320$	$t_{hit} = 2,606^{**}$ ( $H_0$ rejected)	There is a very significant direct positive influence of emotional intelligence on managerial knowledge
4	$H_0 : \beta_{32} \leq 0$ $H_1 : \beta_{32} > 0$	$\rho_{32} = 0.297$	$t_{hit} = 2.42^{**}$ ( $H_0$ rejected)	There is a very significant direct positive influence of work motivation on managerial knowledge.
5	$H_0 : \beta_{43} \leq 0$ $H_1 : \beta_{43} > 0$	$\rho_{43} = 0.267$	$t_{hit} = 2.63^{**}$ ( $H_0$ rejected)	There is a direct positive influence of managerial knowledge on the very effectiveness of work Significant

Furthermore, the amount of the determination index price multiplied by the figure of 100% can be obtained the percentage of the influence (contribution) of exogenous variables on endogenous variables. The magnitude of such influence can be seen in the following figure.



**Figure of Path Coefficient between  $X_1$ ,  $X_2$ ,  $X_3$ , and  $X_4$**

To obtain the magnitude of both positive direct influences and positive indirect influences, it can be explained as follows:

#### **Direct Effect of Emotional Intelligence on Work Effectiveness**

Based on the figure, it can be explained that emotional intelligence ( $X_1$ ) has a direct influence on work effectiveness ( $X_4$ ) with a path coefficient ( $\rho_{41}$ ) = 0.206 or variable  $X_1$  has a direct effect on work effectiveness by 7.13%. The influence of other factors ( $\varepsilon_1$ ) on work effectiveness was 92.87%.

#### **The Direct Influence of Emotional Intelligence on Managerial Knowledge**



Based on the figure, it is explained that emotional intelligence ( $X_1$ ) has a direct influence on managerial knowledge ( $X_3$ ) with a path coefficient ( $\rho_{31}$ ) = 0.320 or variable  $X_1$  has a direct effect on managerial knowledge by 10.24 %. The influence of other factors ( $\varepsilon_1$ ) on managerial knowledge was 89.76%.

### Direct and Indirect Influence of Emotional Intelligence on Work Effectiveness

Based on the figure, it can be shown that emotional intelligence ( $X_1$ ) has a direct influence on work effectiveness ( $X_4$ ) with a path coefficient ( $\rho_{41}$ ) = 0.206 or variable  $X_1$  has a direct effect on work effectiveness by 4.24%. The indirect influence of variable  $X_1$  through the managerial knowledge variable ( $X_3$ ) with the path coefficient ( $\rho$ ) = ( $0.206 \times 0.267 = 0.055$ ) or by 5.50%, and the influence of other factors on work effectiveness outside these two research variables was 92.26%.

### Direct Effect of Work Motivation on Managerial Knowledge

Based on the figure, it can be explained that work motivation ( $X_2$ ) has a direct influence on managerial knowledge with a path coefficient ( $\rho_{32}$ ) = 0.297 or a direct influence of variable  $X_2$  on managerial

knowledge of 8.82%. The influence by other factors ( $\varepsilon_1$ ) on managerial knowledge was 91.18%.

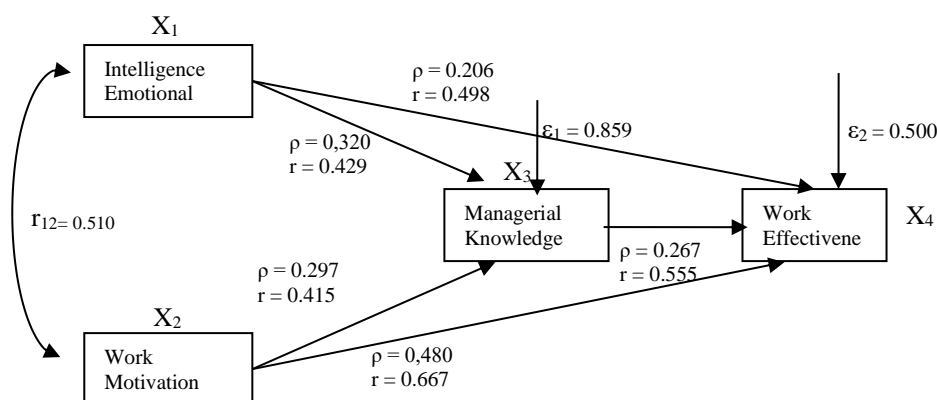
### Direct and Indirect Effect of Work Motivation on Work Effectiveness

Based on the figure, it can be shown that work motivation ( $X_2$ ) has a direct influence on work effectiveness with a path coefficient ( $\rho_{42}$ ) = 0.480 or variable  $X_2$  has a direct effect on work effectiveness by 23.04%. The indirect influence of variable  $X_2$  through the managerial knowledge variable ( $X_3$ ) with the path coefficient ( $\rho$ ) = ( $0.297 \times 0.267 = 0.079$ ) or by 8.54%, and the influence of other factors on work effectiveness outside these two research variables was 67.66%.

### Direct Effect of Managerial Knowledge on Work Effectiveness

Based on figures obtained the direct influence of managerial knowledge ( $X_3$ ) on work effectiveness with a path coefficient ( $\rho_{43}$ ) = 0.267 or the influence of variable  $X_3$  on work effectiveness of 7.13%. The influence of other factors outside the variables of this study on work effectiveness was 92.87%.

From the test results, both the correlation coefficient and the path coefficient can be described as follows:



**Figure Recapitulation of Correlation Coefficient and Path Coefficient on the relationship between  $X_1$ ,  $X_2$ ,  $X_3$  and  $X_4$**

From the Recapitulation Figure which describes all test results, both direct and indirect influences

between the variables described above, the results of the calculation of the correlation coefficient and path coefficient can be summarized. From the calculation and description of causal relationships it can be said that of the variables  $X_1$ ,  $X_2$ , and  $X_3$  studied only the variables  $X_2$  and  $X_3$  directly and visibly affect  $X_4$ .

**Table 4.25 Correlation Coefficients and Path Coefficients**

Correlation	Correlation koef ®	Koef Line ( $\rho$ )	R <sup>2</sup> direct		R <sup>2</sup> is not straightforward	Outside Influences ( $\varepsilon_1$ )	Outside Influences ( $\varepsilon_2$ )
			Separate	Together			
<b>X<sub>1</sub> - X<sub>4</sub></b>	0,498	0,206	4,24%	39,10%	5,50%	-	85,90%
<b>X<sub>1</sub> - X<sub>3</sub></b>	0,429	0,320	10,24%		-	-	
<b>X<sub>2</sub> - X<sub>4</sub></b>	0,667	0,480	23,04%	53,90%	8,54%		
<b>X<sub>2</sub> - X<sub>3</sub></b>	0,415	0,297	8,82%		-	-	
<b>X<sub>3</sub> - X<sub>4</sub></b>	0,555	0,267	7,13%	-	-	-	
<b>X<sub>1</sub> - X<sub>2</sub> - X<sub>3</sub> against X<sub>4</sub></b>			57,10%		-	-	50,00%

The direct and indirect influences between variables can be detailed as follows:

1. Separately, the direct influence of emotional intelligence (X<sub>1</sub>) on work effectiveness (X<sub>4</sub>) was 4.24%.
2. Separately, the direct influence of emotional intelligence (X<sub>1</sub>) on managerial knowledge (X<sub>3</sub>) was 23.04%, but also indirectly influenced through work effectiveness (X<sub>4</sub>) on work effectiveness was 5.50%.
3. Simultaneously, the influence of emotional intelligence and managerial knowledge (X<sub>3</sub>) on work effectiveness (X<sub>4</sub>) was 39.10%.
4. Separately, the direct effect of work motivation (X<sub>2</sub>) on work effectiveness (X<sub>4</sub>) is as much as
5. Separately, the direct influence of work motivation (X<sub>2</sub>) on managerial knowledge (X<sub>3</sub>) was 17.20%, but also indirectly affected the effectiveness of the work of madrasah heads through managerial knowledge (X<sub>3</sub>) of 10.08%
6. Separately, the direct effect of work motivation (X<sub>3</sub>) on the effectiveness of the principal's work (X<sub>4</sub>), was 8.82%
7. Separately, the direct influence of work motivation (X<sub>2</sub>) on managerial knowledge (X<sub>3</sub>) was 10.24%, but also had an indirect effect on work effectiveness (X<sub>4</sub>) of 8.84%.
8. Simultaneously, the increase in work motivation (X<sub>2</sub>) and managerial knowledge (X<sub>3</sub>), to work effectiveness (X<sub>4</sub>) was 53.90%.
9. Separately, the direct influence of managerial knowledge (X<sub>4</sub>) on work effectiveness (X<sub>4</sub>) was 7.13%.
10. Simultaneously, the influence of emotional intelligence (X<sub>1</sub>), work motivation (X<sub>2</sub>) and managerial knowledge (X<sub>3</sub>), on work effectiveness (X<sub>4</sub>) was 57.10%.
11. In causal relationships there is an influence from outside ( $\varepsilon_1$ ), on managerial knowledge (X<sub>3</sub>), amounting to 85.90%
12. In the causal relationship there is an outside influence ( $\varepsilon_2$ ), on the effectiveness of work (X<sub>4</sub>), amounting to 50.00%

#### D. Discussion of Research Results

Based on the results of hypothesis testing in this study, as summarized by the results in Table 4.19, it can be obtained that all five research hypotheses have been tested. Because all hypotheses are tested, empirically this research has succeeded in proving the underlying theories in the preparation of a theoretical framework in order to attract research hypotheses tested through this research. With these results, it means that the results of this study do not contradict the theories that are the reference for submitting research hypotheses.

In this section, the discussion of the results of the study explains rationally and theoretically about the factors related to work effectiveness supported by empirical data. This result further explains the meaning of the proven research hypothesis linked to previous theories and studies in order to reveal the factors that affect work effectiveness. Based on the results of testing the research hypothesis can be described as follows:

First, the results of the first hypothesis test can be shown that separately empirical data provide evidence that there is a direct influence of emotional intelligence ( $X_1$ ) on work effectiveness ( $X_4$ ). The test results are supported by significant empirical evidence of both correlation coefficients and path coefficients. However, through managerial knowledge ( $X_3$ ) emotional intelligence variables ( $X_1$ ) also have an indirect effect on work effectiveness (by 5.50%).

The reality of the results of this first hypothesis test is supported by the conception put forward by Meyer & Herscovich; Snape & Redman; Scholl, that the role of emotional intelligence and work motivation is a determining factor of work effectiveness. High emotional intelligence will support the achievement of the effectiveness of the work of a principal despite the lack of organizational support as well as madrasa schools. A principal will still give the best for the teachers. For the principal in his leadership the recognition of teachers and colleagues is important, not merely the recognition of the organization of the madrasa institution alone. Thus, through the first hypothesis test in this study, it was successfully proven that emotional intelligence has a direct effect on the effectiveness of the principal's work.<sup>454647</sup>

Second, the results of the second hypothesis test can be proved that there is a direct influence of emotional intelligence on managerial knowledge. The results of this hypothetical test do not contradict the theories that explain the relationship between emotional intelligence and managerial knowledge. This reality is supported by the conception put forward by Hurlock, that emotional variation has an impact on a person's perception and behavior. Emotions color an individual's perception of himself and his environment and have an impact on a person's behavior. A person who is in an emotional state usually does not think calmly. A person who is in a state of calm will receive information well. Such a situation means that with high emotional intelligence will support the mastery of one's information in the form of high managerial knowledge as well. Thus, through the second hypothesis test in this study, it was successfully proven that emotional intelligence

has a direct effect on the effectiveness of the principal's work.<sup>4849</sup>

Third, the results of the third hypothesis test can be proven that there is a direct influence of work motivation on work effectiveness. The results of this hypothetical test do not contradict theories that explain the relationship between work motivation and work effectiveness. This fact is supported by the conception put forward by Rendall which reveals that work motivation is the most powerful predictor of work effectiveness. Greenberg and Baron, provide the limit that motivation is the process that explains an individual about the intensity, direction and persistence of trying to achieve a goal. This means that with high work motivation possessed by the principal, it will strengthen his efforts in achieving his leadership goals so that it will help in achieving the effectiveness of work in the led school. Thus, through the third hypothesis test in this study, it was successfully proven that work motivation has a direct effect on the effectiveness of the principal's work.<sup>5051</sup>

Fourth, the results of the fourth hypothesis test can be proven that there is a direct influence of work motivation on managerial knowledge. The results of this hypothesis test do not contradict the theories that explain the relationship between work motivation and managerial knowledge. This fact is supported by the conception put forward by Ivancevich that, motivation is an attitude that influences a person to act in a certain purpose and a directed way. This is an internal condition that leads a person to behave or do something.<sup>52</sup>

The position of work motivation to be a person's driver in trying can also be seen from the process theories that focus on "how" individual steps place effort. This approach explains how motivation is activated, so it tends to be able to explain the choice, the constancy of meaningful effort, its focus on how the behavior is initiated, directed and maintained or maintained.<sup>53</sup>

The high motivation of a person in working as well as someone who occupies the position of principal can encourage his efforts to succeed, namely being effective in work. This state of affairs can be achieved well if it is supported by his high knowledge of managerial. This means that the goal

of achieving the effectiveness of the principal's work requires good managerial knowledge. Thus, through the fourth hypothesis test in this study, it was successfully proven that work motivation has a direct effect on the managerial knowledge of the principal.

Fifth, the results of the fifth hypothesis test can be proved that there is a direct influence of managerial knowledge on work effectiveness. The results of this hypothesis test do not contradict the theories that explain the relationship between managerial knowledge and work effectiveness. This fact is supported by the conception put forward by Ajzen, in his research reports that the effectiveness of the principal's work is unstable because it is influenced by the changing responses of the principal to the managerial knowledge in his duties. Madrasa heads' responses to managerial knowledge based on the results of frequency distribution analysis showed that overall, most of the distribution of managerial knowledge scores was below the average price (43.33%). This is an indication that most respondents consider the support of managerial knowledge, conceptual knowledge and technical knowledge, as well as knowledge in human relations in jambi city madrasahs inadequate and requires an improvement in order to develop the effectiveness of the work of jambi principals at this time. Thus, through the fifth hypothesis test in this study, it was successfully proven that managerial knowledge has a direct effect on the effectiveness of the principal's work.<sup>54</sup>

In addition to the five hypotheses above, in this study simultaneously (as a whole) was also successfully tested, namely: there is an influence of emotional intelligence, work motivation, and managerial knowledge on work effectiveness. This means that emotional intelligence, managerial knowledge, and work motivation determine the high effectiveness of the principal's work.

## G. Research Limitations

First; related to the data collection instrument, the analysis of the statement items and the calculation of the estimated reliability of each scale were carried out after the trial of the instrument, and the researcher assumed that each respondent could be considered to have understood and understood what each item of statement meant in the questionnaire. However, there

are still scales that require improvement such as the scale of work motivation and the scale of work effectiveness of the principal. On the scale, it still contains normative statements that are considered difficult for respondents to interpret or answer honestly.

Secondly; a sample of respondents, the analysis unit of this study is the principal as a Civil Servant (PNS), they have dual loyalty as a principal (loyalty to the profession) and as a civil servant (full loyalty to the institution), while a professional must be based on voluntary will as assumed by Ajzen's (Buchan) theory of planned behavior. The weakness of this study is that it does not compare with principals who have non-civil servant status so that if it can be done, conclusions and more balanced information about effective principals will be obtained.<sup>55</sup>

Third; respondent participation, if you look at the participation rate of respondents who gave answers to the questionnaire was still low, the researcher realized that respondent participation could be increased again if the researcher went directly to the respondents one by one (not represented) and accompanied by the provision of adequate souvenirs as a substitute for participation.

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