



## Madrasah Principal Leadership Through Emotional Intelligence (EQ) in Building Partnerships at SDN 1 Margototo

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**Abstract:** *Madrasah Principal Leadership Through Emotional Intelligence (EQ) has a significant impact in forming a positive learning environment and creating meaningful educational experiences for students, staff and the madrasah community. The following are the conclusions from the discussion: 1) Emotional Intelligence Directs Leadership: Madrasah heads who have high emotional intelligence are able to manage themselves and build relationships with other people better. They can overcome challenges, manage conflicts, and motivate staff and students more effectively. 2) The Importance of a Positive Learning Environment: Madrasah principals who excel with emotional intelligence tend to create a positive and inclusive learning environment. This has a positive impact on student motivation, staff performance and the overall quality of education. 3) Effective Conflict and Stress Management: Emotional intelligence helps madrasa heads manage conflict and stress wisely, so that they can take the right decisions and avoid negative impacts on the madrasa environment. 4) Encouraging Students' Emotional Growth: Madrasah principals who pay attention to emotional intelligence will also pay attention to students' emotional well-being. They can create programs that support students' social and emotional growth. 5) Personal Development and Continuous Learning: It is important for madrasa heads to continue to develop their emotional intelligence through training, mentoring and self-reflection. This helps them become more effective and resilient leaders in facing various challenges in the world of education. Thus, emotional intelligence is not only a valuable addition to madrasah leadership, but also an important foundation for creating a positive and meaningful learning environment for all madrasah members.*

**Keywords:** *Leadership, Emotional Intelligence.*

### INTRODUCTION

Leadership of Madrasah Heads through Emotional Intelligence (EQ) can be understood from changing demands and dynamics in the world of education as well as understanding the importance of emotional aspects in leadership. Rapid changes in the world of education, both in terms of technology, student needs, and social and economic demands, place madrasa heads in great challenges (Mahanani, Maghfiroh, and Efendi 2024) . They must be able to adapt to these changes to ensure the quality and relevance of the education they provide. The quality of leadership has a significant impact on the quality of education provided by a madrasa. An effective madrasah principal not only

requires skills in academic and administrative management, but also the ability to understand and manage emotions, both of oneself and others. Understanding of the importance of emotional intelligence (EQ) in leadership is increasing. Studies show that leaders who have high EQ tend to be more successful in leading and inspiring others, including in educational contexts (Hamid et al. 2023) .

Madrasah is not only an educational institution, but also a community where interaction between the madrasa head, staff, students and parents. Madrasah heads need to be able to build and maintain harmonious relationships in contexts that sometimes give rise to conflict and pressure. Awareness of the importance of students' emotional well-being is also increasing. Madrasah heads need to lead by paying attention to this aspect, both in terms of curriculum, teaching patterns, and in supporting students in managing their stress and emotions. Effective madrasa leadership not only requires intellectual intelligence, but also good emotional intelligence. The combination of the two will help madrasa heads face complex challenges in the world of modern education (Sulaiman, Al Hamdani, and Aziz 2018) .

The leadership of a madrasah head that is built through emotional intelligence (EQ) is very important in managing an educational institution. Emotional intelligence allows a leader to understand, manage and interact well in various situations, including in the context of madrasah education. Madrasah principals who have good self-awareness can recognize their emotions and personal reactions to certain situations. They understand their strengths, weaknesses and personal values, so they can manage themselves well in facing challenges. Self-awareness is the main key in developing emotional intelligence for a madrasa head. By having good self-awareness, a madrasa head can: They can identify what emotions they are feeling in various situations. For example, do they feel depressed, frustrated, or happy (Swandewi, Ariawan, and Sulindawati 2024) .

Madrasah principals who have good self-awareness can also understand how these emotions influence the way they think, act and communicate. They can recognize their personal reaction patterns to certain situations. With an understanding of personal strengths, weaknesses and values, a madrasa principal can manage their emotions better. They can know when and how to express emotions appropriately, as well as when and how to control emotions that may be disturbing (Djafri 2017) . With strong self-awareness, madrasah heads can face challenges more calmly and rationally. They can take appropriate steps to overcome problems without getting caught up in unproductive emotional reactions. Self-awareness is an important foundation for the development of broader emotional intelligence. By having a good understanding of oneself, a madrasa head can become a more effective and resilient leader in facing various situations and challenges that occur in the educational environment (Rusanti 2024) .

Madrasah principals need to be able to control their emotions and actions, especially in challenging situations. They must be able to stay calm and think clearly even when faced with pressure or conflict. The ability to control

emotions and actions in challenging situations is key to effective madrasah leadership. In situations of conflict or stress, uncontrolled emotional reactions can exacerbate problems and disrupt relationships between madrasah principals, staff, students and parents. When madrasa heads can remain calm and think clearly, they can maintain a positive learning environment in the madrasa. This will create an atmosphere conducive to student learning and growth. Madrasa heads who are able to control their emotions can make decisions rationally and wisely, even in difficult situations. This will increase staff, students and parents' confidence in their leadership (Selvia et al. 2024) .

Madrasah heads who are able to control their emotions provide a good example for all madrasah members on how to face challenges with a cool head and a positive attitude. To develop this ability, madrasa heads can train themselves with techniques such as breathing exercises, self-reflection, and practicing stress management. Additionally, they can also seek support from colleagues, mentors, or coaches to help them better manage their emotions and actions in challenging situations. Madrasah principals who are able to motivate themselves and others have the ability to inspire and guide staff, students and the school community towards higher goals. They have a strong vision and are able to communicate that vision effectively to others. An empathetic madrasah principal can understand the feelings, needs and perspectives of other people, including staff, students and parents (Sudarmin et al. 2024) . They listen carefully, acknowledge others' feelings, and act with their best interests in mind. Madrasah principals who have good social skills can build strong relationships with all stakeholders, including staff, students, parents and the community. They are effective at communicating, working together, and resolving conflicts. By using this emotional intelligence, madrasah heads can create a positive, inclusive and supportive environment for all members of the school. They can also motivate staff and students to achieve better, improve the quality of education, and achieve the overall goals of madrasah education.

## **RESEARCH METHODOLOGY**

In this study, research was used descriptive in the form of written words or oral of people or observed behavior . Moleong explain that qualitative research is tradition certain in knowledge social knowledge that is fundamentally dependent on observation to man in the area Alone And relate with these people in the language And in the term is good in a way personal nor in relationship with the context (Miles and Huberman 2007) . Location research was carried out at SDN 1 Margototo . Data sources used are primary data and secondary data . Technique data collection uses technique interview And questionnaire . Technique data analysis according to Miles and Huberman quoted in book method study education approach quantitative , qualitative R&D essay Sugiyono , with step that is data reduction , data presentation , withdrawal conclusion or verification (Sugiyono 2013) .

## **RESULTS AND DISCUSSION**

Leadership Head of Madrasah Via Intelligence Emotional (EQ) discusses about How intelligence emotional influence method a the head of the madrasa leads , as well Why matter This important in context education . The head of the madrasah owns it intelligence highly emotional capable manage conflict between individual And stress that arises in madrasa environment with more effective (Hafidz 2024) . They Can take the right decision And calm in challenging situation . Intelligence emotional possible head of madrasah for understand And respond feeling as well as need staff , students and parents with more Good . This help in build positive relationship And strengthen collaboration in madrasahs. A capable madrasa head understand emotion staff And student can inspiring And motivating they with more effective . They capable guide others going to objective together with understand What makes they motivated . A the head of the madrasah leads with intelligence emotional can create environment positive learning And inclusive . This matter support development student in a way holistic And increase quality education .

In an era of rapid change , madrasah heads need capable adapt self with changes that occur in education . Intelligence emotional help they For still flexible And lead with wise in face change the . The madrasa head understands intelligence emotional Also will notice well-being emotional student . They will creating programs and supporting activities development social And emotional students , so create environment learn more safe And comfortable . The head of the madrasa can follow training and development programs focused self on development intelligence emotional . This can help they increase ability they in recognize And manage emotions , as well build good relationship with other people. Engaging self in mentoring and collaboration with fellow madrasa head or professional education other Also can help in development intelligence emotional . Exchange experience And learning from other people can become source inspiration And valuable insight . The head of the madrasa can practice caring leadership awareness self , setting self , empathy , motivation , and Skills social . With become good example , they are can inspiring staff And student For develop intelligence emotional they Alone . With understand And apply draft intelligence emotional in madrasa leadership , the head of the madrasa can create environment learn more good , motivating staff And students , as well increase quality education in a way whole .

Madrasah Principal Leadership Through Emotional Intelligence (EQ) has a significant impact in shaping a positive learning environment and creating meaningful educational experiences for students, staff and the madrasah community. Madrasa heads who have high emotional intelligence are able to manage themselves and their relationships with others better (Mataputun 2018) . They can overcome challenges, manage conflict, and motivate staff and students more effectively. Madrasah principals who lead with emotional intelligence tend to create a positive and inclusive learning environment. This has a positive impact on student motivation, staff performance and the overall quality of education. Emotional intelligence helps madrasa heads manage conflict and stress wisely, so they can make the right decisions and avoid

negative impacts on the madrasah environment. Madrasah heads who pay attention to emotional intelligence will also pay attention to students' emotional well-being. They can create programs that support students' social and emotional growth. It is important for madrasah heads to continue to develop their emotional intelligence through training, mentoring and self-reflection. This helps them become more effective and resilient leaders in facing various challenges in the world of education. Thus, emotional intelligence is not only a valuable addition to madrasah leadership, but also an important foundation for creating a positive and meaningful learning environment for all madrasah members.

A school principal needs to have emotional intelligence (EQ) because it has a significant impact on leadership effectiveness and the quality of the learning environment. Here are some reasons why emotional intelligence is important for a school principal: 1) Managing Interpersonal Relationships: School principals interact with various parties, including staff, students, parents, and community members. The ability to understand and respond well to other people's emotions helps in building good and productive relationships. 2). Managing Conflict: In a school environment, conflict can arise between students, between students and staff, or even between staff themselves. Principals with high emotional intelligence can manage conflict wisely, listen to all parties objectively, and find solutions that satisfy everyone. 3). Building Motivation: Principals who understand the emotions of staff and students can motivate them to achieve common goals. They can provide appropriate support, recognition and praise to inspire enthusiasm and commitment. 4). Managing Stress: School leadership often involves high levels of pressure and stress. Emotional intelligence helps school principals manage stress well, so they can still think clearly and make the right decisions under pressure. 5). Building a Positive Learning Environment: Principals who have a high EQ tend to create a positive, inclusive, and safe learning environment for students and staff. They understand the importance of emotional support and psychological wellbeing for student development and staff performance. 6). Wise Decision Making:\*\* Principals with good emotional intelligence are able to evaluate information better, consider emotions and logic in decision making, and avoid decisions based solely on emotions. By having high emotional intelligence, a school principal can become a more effective leader, build strong relationships, motivate staff and students, and create a learning environment that is conducive to optimal growth and development.

## CONCLUSION

Leadership Head of Madrasah Via Intelligence Emotional (EQ) has significant impact in forming environment positive learning And create experience meaningful education for students , staff , and madrasah community . Following conclusion from discussion the : 1 ) Intelligence Emotional Influence Leadership : The head of the madrasah owns it intelligence highly emotional capable manage self they Alone And connection with other people with more Good . They can overcome challenges , managing conflict , and motivating staff

as well as student with more effective . 2 ) Importance Environment Positive Learning : The head of the madrasah takes the lead with intelligence emotional tend create environment positive learning And inclusive . This matter give impact positive on motivation students , performance staff , and quality education in a way whole . 3 ) . Management Conflict And Effective Stress : Intelligence emotional help head of the inner madrasah manage conflict And stress with wise , so they can take the right decision And avoid impact negative on madrasa environment . 4 ) . Push Growth Emotional Students : The madrasa head who pays attention intelligence emotional Also will notice well-being emotional student . They can create supportive programs growth social And emotional student . 5 ) . Development Self And Learning Sustainable : Important for head of madrasah for Keep going develop intelligence emotional they through training , mentoring, and reflection self . This matter help they become more leader effective And Empower stand in face various challenge in world education . With thus , intelligence emotional No only become valuable addition in madrasa leadership , however Also become important foundation For create environment positive learning And meaningful for all madrasa members .

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