

# Training Module Development of Emotional Intelligence of the School Principal Based on Contextual Teaching

Jasrial<sup>1</sup>, Syafril<sup>2</sup>, Rifma<sup>3</sup>, and Y. Santoso<sup>4\*</sup>

<sup>1</sup> Dep. of Educational Administration, Universitas Negeri Padang, Padang, Indonesia,

<sup>2</sup> Dep. of Educational Technology, Universitas Negeri Padang, Padang, Indonesia,

<sup>3</sup> Dep. of Educational Administration, Universitas Negeri Padang, Padang, Indonesia,

<sup>4</sup> Dep. of Educational Administration, Universitas Negeri Padang, Padang, Indonesia,

\*Corresponding author. Email: [yuliantosantoso@fip.unp.ac.id](mailto:yuliantosantoso@fip.unp.ac.id)

## ABSTRACT

This paper aims to explain the results of research on the training modules development of emotional intelligence of principals' based on the contextual teaching and learning (CTL). Through this research was produced a material training for emotional intelligence for principals using modules that designed to be able to practice independently based on the Contextual Teaching and Learning (CTL) method. So that the principal does not depend on the training carried out by the related parties. From preliminary observations about the analysis of the training needs of emotional intelligence, it was found that principals desperately needed training in emotional intelligence, but were constrained by the availability of time, budget and rules. Thus, modules are developed by using the ADDIE model with 5 stage of development are analysis, design, development, implementation and evaluation that can be used at any time and anywhere.

**Keywords:** Training Module, School Principal Emotional Intelligence, Contextual Teaching and Learning (CTL)

## 1. INTRODUCTION

If we consider the current emotional intelligence of the principal, it is far from the definition of the formulated emotional intelligence. The indication is the lack of understanding of the principal about the essence and attributes of emotional intelligence, was not maximized in building emotional awareness as an asset for principals, emotional skills possessed by principals still not managed well, very rarely applied emotional intelligence as a driver in improving the performance of principals, and has not been carried out maximally towards existence of emotional intelligence in principals as a basis to support the task of school leadership.

The support of emotional intelligence in achieving someone success in work, is stated in the research of Rees & McBain, namely that the combination of Intelligent Intelligence (IQ) with a well-developed Emotional Intelligence (EI) will give someone far greater success than if the person is armed with IQ alone[1]. Furthermore, Rees & McBain found that IQ only explained a quarter of someone's "success" variation.

Referring to the definition of emotional intelligence above, it can be identified seven elements that shape a person's emotional intelligence namely: (1) Self-awareness, self-awareness of one's own feelings and ability to recognize and organize those feelings, (2) Emotional elasticity is an ability to work well and consistently in various situations and pressures, (3) Motivation is an energy that encourages someone to succeed at work, (4) interpersonal sensitivity, the ability to feel what others feel, (5) influence, the ability to persuade and change the views of others, (6) responsiveness, the ability to respond quickly to events that occur, and (7) responsibility and integrity, having a commitment to an action when facing challenges and being consistent in attitude.

Based on the research above, emotional intelligence needs to be given to the school principal in a learning activity[2]. Emotional intelligence material is made in a modules that are written based on Contextual Teaching and Learning (CTL), which is also called contextual learning. CTL is a concept of learning activity that can help teacher making connected the learning material that they are teach with the real world situation of the school principal and to encourage the

principals to make a connections between knowledge and application in their lives as members of the school community[3]

Contextual learning (CTL) as a learning model provides facilities for learning activities for school principals to find, process, and find more concrete learning experiences (related to real life) through the involvement of school principals in trying, doing, and experiencing themselves. There are seven principles of contextual Teaching and Learning (CTL), namely: constructivism, finding, asking questions, learning society, modeling, reflection, and actual evaluation[4]. The seven principles contained in

contextual learning are applied in the preparation of the emotional intelligence learning module for the School Principal.

The learning module developed is used to provide learning to the school principal. This module is more oriented to the school principal as a learner, with the aim of helping the school principal to learn independently without being dependent on the instructor [5]. That's way modules are written in simple, interesting, and arranged in such a way as if the module is a "teaching language" which is providing learning to learners. To be more easily understood, it can be seen from the conceptual approach framework below:

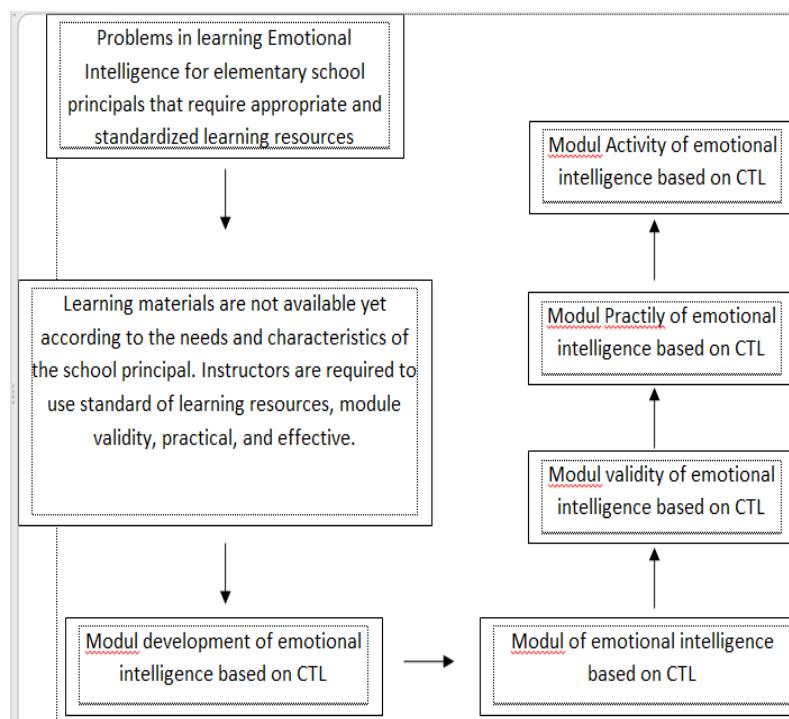


Figure 1: Conceptual Approach Framework

## 2. METHOD

The research that has been done, was developed using the ADDIE model with 5 stages of development, namely: analysis, design, development, implementation. For the stage of analysis of the emotional intelligence of school principals, the data was collected using a questionnaire on 64 school principals. Furthermore, the data were analyzed using a percentage formula to determine the ability of the school principal to drive emotional intelligence.

## 3. RESULTS AND DISCUSSION

The results of this research describe based on the aspects of reading resources that are owned and used by the principal in enriching knowledge and understanding of the tasks of the head of the school. From the results of data analysis, it is still in the low category.

Whereas from the work experience of the principal who has the results of the data analysis shows that it is categorized quite well. Likewise, the results of data analysis related to the managerial abilities possessed by the principal in being in a fairly good category.

From the research results of the emotional intelligence data analysis, it was concluded that there was a need for training of emotional intelligence of the school principal. The analysis of emotional intelligence training material was prepared according to the needs of the school principal as a school manager and academic supervisor in managing school institutions.

Emotional intelligence is one of the potentials of each individual to be developed in supporting the duties of the school principal [7]. Emotional intelligence developed was analyzed in the form of Main Competence, Companion Competence, training material indicators, and training material objectives.

The training material used is arranged according to the needs of the school principal in developing his emotional intelligence. However, before analyzing the training material, the training analysis instrument is validated in advance by experts. The results of the validation carried out, it can be stated that the instruments used are appropriate and suitable to be used, with the meaning that the indicators and training objectives have supported Main Competencies and Companion Competencies.

#### 4. CONCLUSIONS

Based on the analysis of school principals it was found that the reading resources of school principals did not support yet to their competence in carrying out management tasks at school. Even so the Principal already has managerial experience as the school principal, including carrying out supervision [8]. But the implementation needs to be accompanied by emotional intelligence, so that the implementation and results are more maximal.

Starting from the conclusions stated above, it is expected that the modules compiled can be tested in knowing the practicality and efficiency. So that this model can really to be used in school principals' competency training, especially related to the school principal's emotional intelligence.

#### ACKNOWLEDGMENT

This research was carried out because of a research grant from the Padang State University. We also thank the research respondents, namely the principals who were involved in the development of the training module development of emotional intelligence of principals' based on contextual teaching and learning (CTL). We hope that the results of this research and development can be used by various parties in order to improve the competence of school principals

#### REFERENCES

- [1] Rees, David & McBain, Richard. (2007). *People Management: Challenges and opportunities*. New York: Palgrave Macmillan Bar-On, R. (2000). *Emotional and social intelligence: Insights from the Emotion Quotient Inventory*. In R. Bar-On & J. Parker (Ed's.), *The Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass.
- [2] Goleman, D., Boyatzis, R.E., & McKee, A. (2002). *Primal Leadership: Realising the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Press.
- [3] Rusman. 2012. *Model-model Pembelajaran*. Jakarta: PT. Raja Garfindo Persada.
- [4] Semmel, Thiagarajan S. D. S & Semmel, M. I. 1974. *Instructional Development for Training Teachers of Exceptional Children*. Minneapolis, Minnesota: Leadership Training Institute/Special Education, University of Minnesota
- [5] Smaldino, Sharon E, & dkk.(2008). "Instructional Technology and Media for Learning (Ninth Edition)". Columbus, Ohio: NJ: Pearson Education
- [6] Sugiyono. (2006). Metode Penelitian Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta.
- [7] Lane, R.D. (2000). *Levels of emotional awareness: Neurological, psychological, and social perspectives*. In R. Bar-On & J. Parker (Ed's.), *The Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass.
- [8] Krasnoff, Basha, 2015. "Leadership Qualities of Effective Principals". the Northwest Comprehensive Center, 2015 Education Northwest.