

ANALYSIS OF THE EMOTIONAL INTELLIGENCE INFLUENCES, LEADERSHIP STYLE, AND INTERPERSONAL COMMUNICATION ON THE DECISION MAKING BY PRINCIPALS OF STATE JUNIOR HIGH SCHOOLS IN SOUTH JAKARTA, INDONESIA

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Abstract- This causal research is aimed at obtaining the effect of emotional intelligence, leadership style, and interpersonal communication on the principal's decision making. Survey was applied in this study which data have been analyzed by path analysis after all variables put into correlation matrix. In this research, the school principals have been chosen as a unit analysis and 40 samples were selected randomly. The result of the study finds out that the principal's decision making is effected directly by emotional intelligence, leadership style, and interpersonal communication. It also found that principal's decision making is effected indirectly by emotional intelligence and leadership style as well, both through interpersonal communication. Based on those findings, it could be concluded that variation which occurred at decision making of the principals might have been effected by the variations of emotional intelligence, leadership style and interpersonal communication.

Keywords- Emotional Intelligence, Leadership Style, Correlation Matrix, Interpersonal Communication, Decision Making

I. INTRODUCTION

Every human has the ideal that he/she wishes to achieve individually or in groups. In groups, the ideal is achieved through the medium of organization as the tool to coordinate all relevant elements so as to ensure that the direction and action can be performed in accordance with the procedures and with clear target.

School is a formal organization that organizes education pursuant to laws on National Education System and is led by a principal who is in charge of educational organization. The principal has the duty and function as the *educator, manager, administrator, supervisor, leader, innovator and motivator*. As the holder of authority in the organization of education in the school, the principal needs to have a comprehensive understanding on the education process and the ability to properly perform his/her duties and functions so as to ensure that organization of education in the school is carried out in accordance with the purpose of achieving the ultimate purpose in an effective and efficient manner through accurate and quality decision making.

In reality, it often occurs decision making by a principal which is inappropriate in term of the process or the purpose of decision making, for example: 1) weak decision making that results in weak program planning for short term, medium term or long term, 2). Decisions made not based on well-thought consideration concerning their positive or negative impacts, 3). Decisions made not adequately and not evenly communicated to the subordinates or school elements, 4).

Decisions made not in open manner, hastily and not involving the relevant components hence resulting in poor participation by the subordinates (teachers and employees) and consequently failure in properly implementing the decision, and 5). Weak evaluation on the decision made so as causing difficulty to measure the success of the decision implementation.

Decision making by the principal is very important because the principal's decision and policy will determine the school development in the future in term of how the school responds to the opportunities of school development and how it settles problems that hamper the achievement of the school's short-term, medium-term or long-term objectives. Sometimes, the principal is not accurate or not effective in making a decision due to his/her limited control over the problem and instead blames it on other parties, while the fact is it is due to his failure to understand and master the approaches, methods and techniques in making strategic decisions.

Based on the above-mentioned background and description, we are going to conduct study with three hexogen variables namely emotional intelligence, leadership style and interpersonal communication, and one endogen variable namely decision making. The problem statement is as follows:

1. What is the influence of emotional intelligence on decision making ?

2. What is the influence of emotion on interpersonal communication?
3. What is the influence of leadership style on decision making ?
4. What is the influence of leadership style on interpersonal communication?
5. What is influence of interpersonal communication on decision making ?

II. THEORETICAL DESCRIPTION

1. Decision Making

Decision making is the core of leadership, while leadership is the derivation of management system. Hence, decision making is an inseparable part of the management system, and the school's management system in this matter must be performed by the school principal as the holder of policy control.

In the management term it is known as "*decision making*", namely the process of generating and evaluating alternatives and making choices among them. Each management involves decision making. In fact, management is one continuous string of decisions (Mondy, 1993: 10).

The above excerpt explains that decision making is a series of decisions in evaluating alternatives and making choice out of the alternatives.

Owen (1988: 314) is of the opinion that the best decision making should be made by many people. Joint decision will produce decision with better quality. Joint decision by the group tends to be of higher quality as compared to decision made individually, even though the decision is made by the best individuals in the group. In addition, a decision will have a good quality if it is preceded by analysis on the existing situation and condition. It means that decision making is a process of producing and evaluating the selection of problem solution. In the management you have decision making and in fact management is continuation of the decision making process.

Getting a best decision requires methodological thinking through the steps as shown in the Robert Heller (2005 :8) figure as follows:

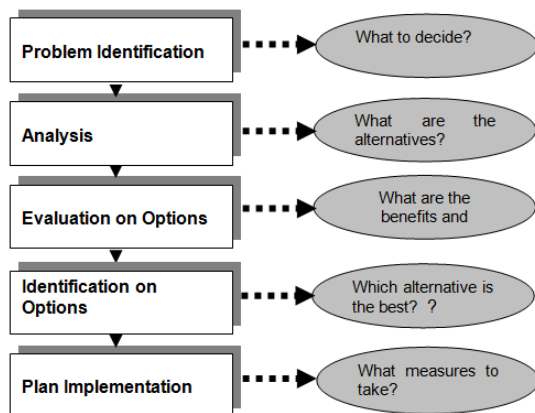


Fig 1. Steps in Making Decisions

The first step as in the above illustration is to determine the problem to be solved, second to find or determine several alternative solutions, third to identify the strengths and

weaknesses of each option, fourth to decide the best alternative as opposed to other alternatives and fifth is the actions to take with regard to the decision made.

According to Judith R. Gordon (1996: 228) the quality of a decision depends on the skill level of the decision maker such as his/her technical capacity and interpersonal skill which refers to the knowledge of that person in making decision. Interpersonal skill is closely related to the way a person performs the activities of leading, communicating, motivating and influencing other people. Such skill to make decision cannot be separated from the rational process in analyzing the situation, evaluating and selecting alternative decisions.

The decisions that have been stipulated can be grouped into four categories, as stated by Supranto (1998: 11-14) namely: decision under the condition of certainty, decision under the condition of risk, decision under the condition of uncertainty, and decision under the condition of conflict.

- a. Decision under the condition of certainty
If all information required to make decision are complete, the decision is said to be under the condition or situation of certainty. In other words we can accurately predict the result of each action.
- b. Decision under the condition of risk
Risk occurs if the result of decision making can be known with certainty or only the possibility.
- c. Decision under the condition of uncertainty
Uncertainty in a decision making can occur if the result of decision cannot be known at all because the thing to be decided has never occurred before.
- d. Decisions under the condition of conflict.
A conflict situation occurs if there are two or more interests of the decision makers that are in contradiction in a competitive situation.
Based on the above description, decision making is an action taken in stipulating a decision to make plan, organize, direct and supervise activities in the context of achieving the planned objective with the following indicators: 1. Identification of problems, 2. Stipulation of alternatives, 3. Communication of the decision, 4. Implementation of the decision, 5. Evaluation of the decision.

2. Emotional Intelligence

Emotion is a part of human's psychology which in this modern age has become the object of special studies on emotional intelligence. Intelligence under general definition has very important role in achieving life success, be success in study or success in career. Humans are actually controlled by one or more emotional sources. Under normal condition human's emotion cannot be seen because it is routine activity hence emotion is not active, while under other condition emotion appears in the form of anger or joy (Levesque 1992: 44). According to Ekman in (Carlson, 1991: 568) human emotion can be seen from facial expression, voice intonation, facial mimics, body language, and condition of sad, contempt, happy and angry. This emotion expression cannot be separated from human life especially if it is implemented in relation with other people who need each others (Covey, 1997: 297-298).

Human intelligence has different psychological potentials, namely :

1. Humans have 8 to 9 intelligences
2. The dimension distinguishing one human from the others is his/her intelligence.
3. The methods or actions taken by someone are his/her plusses or intelligence which are different from one to another (Gardner, 2003: 8).

Emotional intelligence (EQ) is defined as the ability to feel, understand and effectively apply emotional force and sensitivity as a source of energy, information, and humane influence. Emotional intelligence is the ability of an individual in managing and integrating the above three components to improve his/her life quality. This concept develops based on the concept of social intelligence that was first developed by Thronike. Psychology has developed various concepts of intelligence which are presently classified into three big groups, namely:

- a. *Abstract Intelligence*, namely the ability to understand and work with math symbols and language.
- b. *Concrete Intelligence*, namely the ability to understand and work with objects.
- c. *Social Intelligence*, namely the ability to understand and manage relationships with others. Emotional intelligence is the development of this social intelligence (Didik Suryo & Subroto Wijoyo, 2000: 56-58).

Emotional intelligence refers to an ability to understand the feeling of one self and of other people, the ability to motivate oneself and properly manage the emotions that appear in his/herself and in his/her relationship with others (Mustaqim, 2001: 154).

Semiawan (1997: 153) explains that emotional intelligence is the ability to read one self and others so that the person concerned is able to put him/herself in another person's situation and at the same time able to control him/herself. This is in line with the statement that emotional intelligence can regulate every action and reaction in a controlled manner (Les Brown, 1987: 115).

Emotional intelligence is the ability to control oneself, spirit and diligence, as well as the ability to motivate oneself (Goleman, 1995: xii).

Salovey in Goleman (1996: 43-44) divides emotional intelligence into five main areas, namely *identifying emotion, managing emotion, motivating oneself, identifying other people's emotion and building relationship with others*. The explanation of the five areas is as follows:

- a. *Identifying emotion*
The ability to identify the emotion being felt is the basis for emotional intelligence. The ability to identify self emotion is an important thing in understanding oneself because the inability to observe one's feeling actually makes his/her life under other people's pity.
- b. *Managing emotion*
The ability of an individual to keep and manage his/her emotion is the ability that can build his/her self awareness. Basically, individuals have been accustomed to manage his/her emotion and the ability to manage emotion can narrow and get rid of stresses, reduce anxiety, sadness and sensitivity.
- c. *Motivating One Self*
The ability to motivate his/herself is the foundation for someone to be successful by way of channeling his/her emotion to a more productive purpose. The said ability namely self control and creativity controls the mood so

that it would facilitate not hamper the thinking so that he/she can maximally display his/her capacity.

- d. *Identifying other people's emotion*
The ability to understand other people's feeling will guide an individual to be able to respond precisely other people's feeling and take actions that will not harm others. The ability to identify other people's emotion which indicate high sympathy and empathy tends to make the said individual able to synchronize him/her self with social signals.
- e. *Developing relationship with other people*
The capacity to express him/her self and the feeling is an art in developing relationship with other people. Expressing oneself and feelings will give an opportunity to other people to know him/her.

The direction of emotional development is stated by Megginson (1993: 98) to center on efforts to study which development highly depends on his/her self (self management). The development of this emotional response can be viewed clearly from the responses appeared in each stimulus (Logan & Ferraro, 1978: 217).

Based on the above-mentioned theory description, we can conclude that emotional intelligence is the capability of an individual in identifying, controlling and managing him/her self in accordance with the need with the following indicators : 1. Identifying self emotion, 2. Controlling emotion, 3. Motivating one self, 4. Identifying other people's emotion, and 5. Accepted by others.

3. Leadership Style

Leadership is a process of defining (meaningful direction) collective efforts which cause the willingness to make efforts to achieve the objective (Yukl, 1994: 2). Leadership is an integral part in the management that must be performed in influencing other peoples or subordinates not to do wrong things but instead directed to perform activities that support the achievement of the organization's objective (Davis & Newstrom, 1985: 152).

In directing other people, each individual has different techniques and art, some with orientation to employees and some other with orientation to job, carried out democratically but some authoritatively.

Leadership style is a collection of characteristics applied by the leader to influence his/her subordinates in order to achieve the organization's objectives (Timpe, 1992: 134).

The above excerpt explains that leadership style is the identification of leadership in general on how a leader carries out his/her leadership, and which style is most effective to be used with other styles.

Based on the above definition, we can say that the elements involved in leadership is an individual who can influence others, influential individuals, objectives to be achieved, series of actions taken to influence and to achieve a certain objective.

Leadership is the activity in influencing others to work hard with full willingness to achieve the group's objective. The success of a leader is viewed from the sources and existence of authorities within the leader and how the leader applies these authorities to his/her subordinates. As expressed by Allan R. Cohen (1992: 352) a leader does not use the same style and method in every situation. He is very flexible in

accordance with the situation and condition but would not detach from his role and function.

According to Hersey & Blanchard (1998: 41) principally, the leadership style has two tendencies, namely oriented to task (*task behavior*) and oriented to relationship (*relationship behavior*). The first style is marked by several indications such as: the leader gives directives to his/her subordinates, carries out strict supervision, ensures the subordinates that the tasks must be performed in accordance with the intention of the leader and the leader gives more focus on task implementation rather than guidance and development of subordinates. Meanwhile, the second leadership style is marked by several symptoms as follows: the leader gives motivation more than supervising his/her subordinates, the leader involves his/her subordinates in the decision making, the leader is more like a family, trustful, cooperation relations which are mutually respectful among members of the group. Furthermore, Hersey and Blanchard (1982) distinguish the two tendencies into four leadership styles, namely: *Telling*, *Selling*, *Participating* and *Delegating*.

The leadership style of *Telling* is marked with the following characteristics: high duties low relation, the leader gives specific orders, strict supervision, the leader explains to the subordinates what to do, how to do, when to do it and where the work has to be done. The leadership style of *Selling* is marked with the following characteristics: high duties and high relationship, the leader explains the decision, the leader gives an opportunity for explanation, the leader still has more time to give directives, the leader makes two-way communication. The leadership style of *Participating* is marked with the characteristics of high relation and low duties where the leader and the subordinates mutuality give ideas and make decision. The leadership style of *Delegating* is the leadership style marked with the characteristics: low relation and tasks, the leader delegates decision making and the implementation to his/her subordinates.

Principally, the difference between applications of styles in leading is caused by the motivation and orientation of the leader in performing his tasks. Lewin proposed three leadership styles, namely: Autocratic style, democratic style, and *laissez faire* style. (Robbins & Coulter, 1999: 56). The autocratic style is the style of a leader that focuses more on authority, dictating, makes decisions unilaterally and imposes certain limitations for the subordinates to involve. The leadership style of *democratic* is the style of a leader that involves the subordinates in the decision making, grants work authority and opens opportunity for the subordinates to involve in various matters. Meanwhile, the leadership style of *laissez faire* also referred to as the free control style tends to give full freedom to the subordinates in the decision making and the process of work implementation.

Based on the above definition, we can conclude that referred to as the leadership style is the behavior that becomes the characteristics of the school principal in guiding, developing and influencing his/her subordinates in performing the work in order to achieve the stipulated school objectives with the following indicators: 1. Assigning duties to the subordinates, 2. Directing the subordinates in working, 3. Assessing the work result of the subordinates, and 4. Formulating policies.

4. Interpersonal Communication

Communication is an interactive process under which one party is delivering information and the other receives the information, and to ensure that the communication runs effectively the communicator usually use various media so that the message is easily understood by the receiver. This is in line with the opinion of Gibson et. al (1997: 232) who establishes that communication is delivery of information and understanding through the use of general symbols, verbally or non verbally. The communication process has five elements, namely: (1) Communicator, (2) Message, (3) Media, (4) Receiver, and (5) Feedback.

Essentially, interpersonal communication is an interaction between individuals (interpersonal) eventhough in the realization it is performed jointly or representing their respective groups. In principle, communication takes place as interaction between individuals or in the form of interpersonal communication as the social function in a decision making. According to Rul and Bayrs (1996: 47) the communication process between individuals includes delivery and reception of message verbally or non verbally between two persons.

Interpersonal communication is an interaction between a person with another person during which the two persons are mutually adapting as unique individuals. Gouran (1992: 40) is of the opinion that interpersonal communication is a unique communication which is different from other communications because; first, there several participants involved, second very close interaction, third, the interaction can be in the form of observing, listening, touching, and smiling with several channels, and fourth the feedbacks can be immediate. Meanwhile Curtis, Floyd, and Winsor (1992: 26) maintain that interpersonal communication is a communication that takes place between two or more people, taking place naturally and can result in a productive relation.

The above statement indicates that if two people are involved in a communication, for example in the form of conversation, communication will take place or continue so long as there is a common perception on the topic of conversation. The same language used in the conversation would not necessarily create common perception. In other words, understand the language would not necessarily understand the meaning carried by the language. The conversation between the two persons can be communicative if both in addition to understand the language used also understand the meaning of the language used.

Each communication activity involves two dimensions, namely *task dimension* and *relationship dimension*. Task dimension refers to the object, phenomenon, persons or events taking place outside us, while relationship dimension refers to the message not expressed but involving special relation between the message conveyor and message receiver (Hanna, 1991: 91).

Communication can takes place effectively if the communicator and communicant share the same meaning and or objective. The communicator is demanded to have special ability to understand the condition of the communicant namely the technique to influence and the technique to use various instrument so that the communicant gives positive response. This is line with the opinion of Wrigh Neo who maintains that the ability is related to the conversation or skill

of a person in properly carrying out his/her activities (Wright & Neo, 1995: 276).

The above excerpt indicates that communication is the process of delivering a message by the communicator through a media which causes certain effect. The process of communication is essentially the process of conveying a thought or feeling by a person (communicator) to another person (communicant). The thought can be idea, information, opinion et cetera that come from his/her mind. To ensure the thought can be understood, accepted and even implemented the communicator must have the ability.

There are three types of interpersonal communication, namely:

- Oral communication*, namely exchanges of information carried out orally. This is the most common and oftentimes used method.
- Written communication*, namely communication through writing in the form of letters, reports and notes. This type of communication requires proper documentation so that the message is well kept.
- Non verbal communication*, namely the communication carried out without using words or writing. This communication can be identified through symbols such as body language, posture, eye movements and other expressions. (Steers & Black, 1993: 439)

The interpersonal communication as described above applies in all organizations, formally or informally. Both formal and informal communication have high urgency for the effectiveness of interpersonal communication taking place in school. In relation to the effectiveness of interpersonal communication, Devito in Toha (2000: 166-167) maintains that a communication can be effective if the communication covers openness, empathy, supports, positiveness, and common perception.

Based on the above excerpt, we can conclude that referred to as interpersonal communication is a reciprocal relations between two or more persons in delivering and receiving verbal or non verbal messages with the following indicators : 1. Open in delivering information, 2. Delivering and receiving message, 3. Cooperating in performing duties, 4. Giving feedbacks.

III. HYPOTHESIS OF THE STUDY

Based on the above conceptual framework, the hypothesis of the study can be formulated as follows:

- Emotional intelligence has positive and significant influence on decision making.
- Emotional intelligence has positive and significant influence on interpersonal communication.
- Leadership style has positive and significant influence on decision making.
- Leadership style has positive and significant influence on interpersonal communication.
- Interpersonal communication has positive and significant influence on decision making.

The theoretical model of this study can be illustrated as follows:

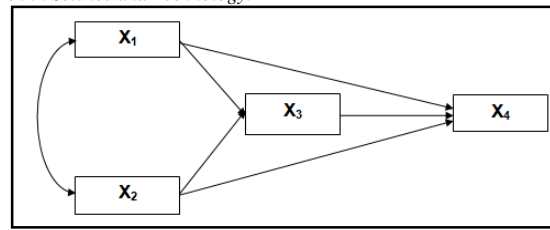


Fig. 2. Theoretical Framework of the Study

- X₁ : Emotional intelligence
 X₂ : Leadership style
 X₃ : Interpersonal communication
 X₄ : Decision making

IV. RESEARCH METHODOLOGY

The method used in this study is survey with *path analysis*. The study was conducted at state junior high schools in South Jakarta, Indonesia from January to February 2012. The population in this study was all principals of state junior high schools in South Jakarta, Indonesia. The samples were 40 school principals by applying the techniques of *simple random sampling*.

This instrument in this study is the Likerta-scale questionnaire which was first tested on 20 respondents. The result of test reveals that the variable of decision making has 27 out of 30 items valid with the reliability score of 0.930; the variable of emotional intelligence has 25 out of 30 items valid with the reliability score of 0.923; the variable of leadership style has 24 out of 30 items valid with the reliability score of 0.915, while the variable of decision making has 27 out of 30 items valid with the reliability score of 0.948.

The technique of data analysis used path analysis to identify the extent of direct and indirect influence as well as the total influence of each variable.

V. RESULT OF STUDY

This chapter discusses the result of study which includes examining on the requirements, testing of the study hypothesis, discussion on the result of study and study limitation.

1. Examination on Normality and Linearity Requirements

The Lilliefors Test is used to identify the normality of error distribution with the following result:

Table 1. Summary of Error Normality Test

No	Error Estimation	N	L _{cal}	L _{table} α:0.05	Remarks
1	X ₄ over X ₁	40	0.009	0.1401	Normal
2	X ₄ over X ₂	40	0.041	0.1401	Normal
3	X ₄ over X ₃	40	0.013	0.1401	Normal

The above table indicates that the score L_{calculation} is smaller than L_{table}. Hence all data pairs in each variable have normal distribution. While based on the linearity test with the

calculation of variance analysis, the following score is obtained:

Table 2. Summary of Linearity Test

Variance	Linearity Test		Remarks
	F _{calculation}	F _{table} $\alpha : 0.05$	
X ₁ with X ₄	0.36	2.70	Linear
X ₂ with X ₄	3.33	3.86	Linear
X ₃ with X ₄	1.36	2.16	Linear

In above table, all pairs of data of free variables with dependent variables are in the form of linear because $F_{\text{calculation}} < F_{\text{table}}$ at the alpha of 0.05. This requirement test can continue with further test to analyze the influence of inter variables.

2. Model Testing

The result of calculation of causality model with the path analysis produces the value of path coefficient as follows:

Table 3. Result of calculation and testing of Path Coefficient

Path	Correlation	Path coefficient	t _{calc}	t _{0.95(37)}	Decision
X ₄ X ₁	0.61	0.29	2.47	1.68	Significant
X ₃ X ₁	0.52	0.40	2.77	1.68	Significant
X ₄ X ₂	0.69	0.45	4.00	1.68	Significant
X ₃ X ₂	0.46	0.30	2.08	1.68	Significant
X ₄ X ₃	0.62	0.26	2.18	1.68	Significant

Remarks: * Path Coefficient is very Signifikant at $\alpha : 0.05$

The above Table indicates the path coefficient between the hexogen variable and endogen variabel. The path coefficient between Emotional Intelligence and Decision Making (p_{41}) is 0.29; the path coefficient between Emotional Intelligence and Interpersonal Communication (p_{31}) is 0.40, the path coefficient between Leadership Style and Decision Making (p_{42}) is 0.45; the path coefficient between Leadership Style and Interpersonal Communication (p_{32}) is 0.30; the path coefficient between Interpersonal Communication and Decision Making (p_{43}) is 0.26. If tested using the t test, the $t_{\text{calculation}} > t_{0.95(37)}$ is = 1.687, then the above path coefficient indicates significant figures in all hexogen variable against the endogen variabels, we can conclude that the path coefficient is significant.

3 Hypothesis Testing

After obtaining the path coefficient, the next step is interpreting all the above findings, particularly to explain whether the path coefficient between each variable is significant before model modification or after model modification. This will be explained based on each substructure equation as follow:

- a. Emotional intelligence (X₁) has direct influence on Decision making (X₄).

The Significance test is administered by comparing $t_{\text{calculation}}$ with t_{table} . After the calculation process the value

of path coefficient $P_{41} = 0.29$ with $t_{\text{calculation}} = 2.47$ and the level of significance $\alpha : 0.05$ the t_{table} is 1.68. Because the value of $t_{\text{calculation}} (2.47) > t_{\text{table}} (1.68)$ then the path coefficient is significant. Based on the above finding the emotional intelligence (X₁) has direct influence on decision making (X₄).

- b. Emotional intelligence (X₁) has direct influence on Interpersonal communication (X₃).

The Significance Test is administered by comparing $t_{\text{calculation}}$ and t_{table} . After the calculation process the value of path coefficient $P_{31} = 0.40$ with $t_{\text{calculation}} = 2.77$ and the level of significance $\alpha : 0.05$ the t_{table} is 1.68. Because the value of $t_{\text{calculation}} (2.77) > t_{\text{table}} (1.68)$ then the path coefficient is significant. Based on the above finding the emotional intelligence (X₁) has direct influence on interpersonal communication (X₃).

- c. Leadership style (X₂) has direct influence on Decision Making (X₄).

The Significance Test is administered by comparing the $t_{\text{calculation}}$ and the t_{table} . After the calculation process the coefficient value of P_{42} path = 0.45 with the $t_{\text{calculation}} = 4.00$ and the level of significance $\alpha : 0.05$ the t_{table} is 1.68. Because the value of $t_{\text{calculation}} (4.00) > t_{\text{table}} (1.68)$ then the path coefficient is significant. Based on the above finding, the leadership style (X₂) has direct influence on decision making (X₄).

- d. Leadership style (X₂) has direct influence on Interpersonal communication (X₃).

The significance test is administered by comparing the $t_{\text{calculation}}$ with the t_{table} . After the calculation process the coefficient value of P_{32} path is 0.30 with the $t_{\text{calculation}} = 2.08$, and with the level of significance $\alpha : 0.05$, the t_{table} is 1.68. Because the $t_{\text{calculation}} (2.08) > t_{\text{table}} (1.68)$ then the path coefficient is significant. Based on the above finding the leadership style (X₂) has direct influence on interpersonal communication (X₃).

- e. Interpersonal communication (X₃) influence on Decision Making (X₄). The significance test is administered by comparing the $t_{\text{calculation}}$ with the t_{table} . After the calculation process the values of coefficient path P_{43} 0.26 with the $t_{\text{calculation}} = 2.18$ and with the level of significance $\alpha : 0.05$ the t_{table} is 1.68. Because the $t_{\text{calculation}} (2.18) > t_{\text{table}} (1.68)$ then the path coefficient is significant. Based on the above finding the interpersonal communication (X₃) has direct influence on decision making (X₄).

- f. Direct Influence, Indirect influence, and Total Influence

The direct influence, indirect influence, and total influence can be viewed in the following table:

Table 4. Percentage of Direct and Indirect Influence

Variable	Direct influence	Indirect Influence through	Total Influence
	X ₄	X ₃	
X ₁	0,0841	0,104	0,1881
X ₂	0,2025	0,078	0,2805

The direct influence of the variable of emotional intelligence (X₁) on changes in the variable of decision making (X₄) is 8.41%. Meanwhile, the indirect influence through causality relation with the variable of interpersonal communication (X₃) is 10.4 %. This means that the total influence of the variable of emotional intelligence (X₁) on the varied change of the variable of decision making (X₄) is 18.81 %. While the direct influence of the variable of leadership style of the school principal (X₂) on changes in the variable of decision making (X₄) is 20.25 %. While the indirect influence through the relation of causality with the variable of interpersonal communication (X₃) is 7.8 %. Hence it can be explained that the total influence of the variable of leadership style of the principal (X₂) on the variation of change in the variable of decision making (X₄) is 28.05 %.

Based on the above testing, it is apparent that leadership style has more influence as compared to the influence of emotional intelligence.

VI. DISCUSSION ON THE RESEARCH RESULT

Based on the research, the emotional intelligence and leadership style of the principal have influence on the varied changes in the making of decisions by the principal. Based on this finding the existence of a principal should not only have rationality capacity but should also need other intelligences in the form of emotional intelligence namely the mental capacity of the individual in controlling, managing and regulating his/her emotion in accordance with the need so as to support work implementation.

As the highest authority in the management activities within the school, the principal highly require emotional intelligence in performing educative interaction which would not only use rationality capacity. As mentioned above, emotional intelligence is the mentality that brings that the attitudes of courageous, motivated, self confident and responsible that a leader should have. Emotional intelligence indicates the ability to understand one's feeling as well as other people's feeling, and properly manage the emotions appearing from within and in his/her relations with others (Mustaqim, 2001: 154).

The attitude of being responsible is the mental attitude of audacious to do jobs with rational considerations and not evading the existing risks. The principal as the highest authority is required to have high responsibility as the holder of mandate out of many education stakeholders.

The leadership of a school principal as an important part of the management requires the Principal to plan and organize each component in influencing the teachers and other employees related to the school system to achieve the stipulated objective. A leader with weak planning might cause the group members to go to a wrong direction and each

of them works for a different objective hence making it difficult to achieve the institution's objective. Such statement asserts that leadership is an integral part of the management that must be performed in relation to influence other people or subordinates not to do wrong things but instead directing them to carry out activities that support the achievement of the organization's objectives (Davis & Newstrom, 1985: 152).

Successful leadership depends on the correct attitude, skills and actions as well as the methods applied in controlling, influencing and cooperating with the subordinates or other coworkers. The efforts to achieve the education's objective cannot be performed optimally without cooperation from all the relevant parties such as the school principal, teachers, parents, students and the community. Therefore, formal or interpersonal effective communication need to be built in order to bridge various matters that require speed in anticipating it.

Communication is a media that can be used in establishing cooperation. Interpersonal communication applies almost in the entire organization, formally or informally. Both formal communication and informal communication have high urgency for the effectiveness of interpersonal communication taking place within the school. Vertical communication takes place between the school principal and teachers or staff, and horizontal communication takes place among fellow teachers, homeroom teachers, staff, employees of the school and so forth. Teachers as one of the school elements that absolutely need interaction with all parties including the elements of school, such as the students, principal, administration staff members, school assistants, even with the parents grouped under the school committee or not. Interpersonal communication is very important and functions to create understanding between the two parties or more (Schermerhorn, 1998: 46)

A synergy between the school principal and other parties, internally or externally needs to be created in the context of achieving optimization of objective. It is difficult for the principal to reach the objective maximally without support from other parties comprehensively and consistently because systematically the existence of sub systems is the important factor of a complete system

Specifically, the duties of a principal are to draw up plan, innovate, create strategy or policies, find education sources, provide facilities, control the education with all his/her authorities through decision making namely determining the choice from various alternatives in making decision through clear and accountable phases and have positive impact to the said institution.

Considering the duties and function of a principal as mentioned above, as a manager, the principal should play a role more on the concept and managerial skill (not technical skill) especially in the making of strategic decisions in order to improve the education quality and anticipate increasingly flowing information and free market era.

The role and authorities of a principal are very important, and this requires the principal to be consistent in the performance of his/her duties so that his/her existence as the central figure in the decision making can give certainty to his/her subordinates that the principal is consequent in his policy and hence the decision can be implemented continually supported by all parties.

A school principal often face various problems and opportunities that he/she must respond to through numerous studies personally or jointly with the fellow teachers, administration staff members, partners and stakeholders so that the principal can perform his/her leadership effectively and efficiently through the orientation of togetherness, synergize the existing potentials so that he/she can face the problems or opportunities and follow them up by issuing decision of the principal that receive support from various parties.

Since the launch of regional autonomy, management of education shifts from centralistic to decentralist by which schools are given loose role through school-based management in relation to improving the efficiency, quality and distribution of education although schools as a bureaucracy have link with government institutions vertically or horizontally with the indication such as hierarchical position, authority relation, special functions, rules and regulations, management, duties, and interaction with the supporting environment. Loose school management requires the principal to have skill and commitment to formulate policies and decisions for developing the school resources to be quality and accountable to the parents, community and the government. Not well-prepared decision has the impact and consequence to the principal's internal or external environments.

The commitment to implement decision is the consequence of all parties involved in the school system especially the school principal as the decision maker. A decision would not have positive impact if there is no commitment from the organization members to implement it.

VII. CONCLUSION

Based on testing on the study hypotheses, the followings are found:

1. Emotional intelligence (X_1) has direct influence on decision making (X_4) by 8.41% and path coefficient 0.29.
2. Emotional intelligence (X_1) has direct influence on interpersonal communication (X_3) by 16 % and path coefficient 0.40.
3. Leadership style (X_2) has direct influence on decision making (X_4). The score obtained is 20.25 % with the path coefficient of 0.45.
4. Leadership style (X_2) has direct influence on interpersonal communication (X_3) by 9 % and path coefficient 0.30.
5. Interpersonal communication (X_3) has direct influence on decision making (X_4) by 6.76 % and path coefficient 0.26.
6. Emotional intelligence (X_1) has indirect influence on decision making (X_4) through interpersonal communication (X_3) by 10.4 %.
7. Leadership style (X_2) has indirect influence on decision making (X_4) through interpersonal communication (X_3) by 7.8%.

Based on the above finding, we can conclude that variation in the decision making by the principals of state junior high school in South Jakarta is influenced by variations of emotional intelligence, leadership style and interpersonal communication.

VIII. RECOMMENDATION

Based on the above conclusion and implication, we can recommend the followings:

1. Decision making as a skill that every one may have as it can be learned and made accustomed should be improved especially for junior high school principals in South Jakarta, Indonesia. Hence the quality of education in the future will be more improved as reflected from the quality and professionalism of the principals in stipulating the policies by prioritizing strategic and visible policies.
2. It is necessary to change the paradigm of thinking due to shift of the world development. Therefore, a school principal should play more role and function as a working partner that needs to be criticized without undermining his/her role and function as a *decision maker*.
3. With the ratio of 20 percent IQ and 80 percent emotional intelligence as the factor of success, the leadership of a principal should not only focused on his/her cognitive capacity but on the quality of his/her emotional intelligence as one of the requirements to be a school principal.
4. In the context to make effective the stipulated decision it is necessary for the school principal to make well-thought planning through the vision, mission, purpose and the target to be achieved, routine work program, evaluation and continuous observation on the implementation of the decision.

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