

Emotional Questions and Communication Intelligence as Predictors of Transformational Leadership and Performance of Modern Islamic Boarding School Ustadz in Lebak Regency, Banten

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Abstract - *The purpose of this study was to analyze: the direct effect of the Emotional Question on transformational leadership ability; the direct influence of Communication Intelligence on transformational leadership ability; the direct influence of Emotional Questions on the performance of the ustadz; the direct influence of Communication Intelligence on the performance of the ustadz; the direct influence of transformational leadership on the performance of ustadz; the indirect effect of Emotional Questions on the performance of clerics through transformational leadership; the indirect influence of Communication Intelligence on the performance of Ustadz through Lebab Banten's transformational leadership. The method used is quantitative research, the population in the study is all ustadz who teach in modern Islamic boarding schools in Lebak. The number of samples was determined using the formula from the hair results (225 respondents). Data was obtained by using a questionnaire. Data was analyzed by using smart pls 3.0. The results of the study found: that there is a significant influence of emotional questions on transformational leadership; there is a significant influence of communication intelligence on transformational leadership; there is a significant influence of emotional questions on the performance of the ustadz; there is a significant influence of communication intelligence on the performance of the cleric; there is a significant influence of emotional questions on the performance of ustadz through transformational leadership mediation; there is a significant influence of emotional questions on the performance of ustadz through transformational leadership mediation.*

Keywords – Emotional Question; transformational leadership; Communication Intelligence; teacher performance

INTRODUCTION

Islamic boarding schools, Surau and meunasah are evidence of the history of Islamization that occurred in Indonesia, where the three Islamic education places, as well as da'wah media, are the relics of ancestors whose existence was born at the same time as the development of Islam [1]. This is in line with the opinion that the establishment and development of pesantren in a multiculturalist society in

Indonesia is known to have existed since the time of Walisongo [2].

Although it had experienced setbacks during the Dutch East Indies and Japanese colonial periods, today the development of modern Islamic boarding schools has increased every year. Referring to Law No. 20/2003 concerning the National Education System, the position and existence of Islamic boarding schools have a special place. The existence of pesantren as a driving force for religious

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education has gained strong legitimacy in the national education system. Article 30 explains that religious education is organized by the government and/or community groups from religious believers by laws and regulations [3]. In addition to the regulations of Law No. 20/2003, the government's alignment with Islamic boarding schools can also be seen with the ratification of Law No. 18/2019 concerning Islamic Boarding Schools. There are at least five important points in Law No. 18/2019, "namely access and recognition of Islamic boarding schools. Recognition of the academic traditions of pesantren, maintaining the uniqueness of pesantren, maintaining the independence of pesantren, maintaining national commitment [4]."

The function of modern Islamic boarding schools is not only a tool of Islamization but also to contribute to national development [5]. Management of the development of Islamic boarding schools in the modern era. Starting with identifying the historical dynamics of the development of Islamic boarding schools to be able to develop the right educational system to be applied to modern Islamic boarding schools. This needs to be done to find out the right strategy to be applied to Islamic boarding schools to improve their existence as Islamic educational institutions in the current conditions that have changed in modern ways. Therefore, the performance of

modern Islamic boarding schools is very important in realizing the goals of national education and the mandate of the preamble to the 1945 Constitution [6].

Based on statistical data, the Ministry of Religious Affairs noted the high distribution of Islamic boarding schools in Indonesia which reached 26,973 spread across 34 provinces in 2020 and 2021 as many as 31,385 Islamic boarding schools with a total of around 4.29 million students.

Banten is in 2nd position with a total of 4,579 Islamic boarding schools, all of which need to be improved in performance so that Islamic boarding school graduates can compete for both in the mastery of religious science and work skills, all of which are highly dependent on the performance of their ustadz [1].

With a significant number of Islamic boarding schools having economic potential, they can be the driving force of the people's economy and the sharia economy. Santri can build Indonesia by improving learning performance under good leadership the real Islamic law such as KH Wahid Hasyim, Syaifuddin Zuhri, and Idham Cholid [7]. This is because students are the main key to the success of Pesantren's efforts to achieve the vision, mission, and educational goals (See Figure 1).

Table 1. Number of Islamic Boarding Schools in Banten Province and Lebak Regency

Province No	Boarding	Types of Islamic boarding schools		Number of students	
		Education Unit	Education Unit Organizer	Mukim	No mukim
Banten	4579	2884	1695	60.897	96.042
Kab egeg	232	191	41	5303	6085

Source: Ministry of Religious Affairs, 2021

From Table 1, the number of rapids in Banten Province as many as 4,579 is in second place after East Java, especially in Lebak Regency. The number of Islamic boarding schools in Lebak is 232 Islamic boarding schools with a total of 41 educational units, with a total of

11,388 students with details of 5,303 sub-districts and 6,085 non-sub-districts.

Seeing the potential of pesantren and its extraordinary existence in Indonesia is not accompanied by its contribution to increasing human resources needed in national development. Various problems in the

implementation of education, including socio-cultural background, affect the expected contribution of the posiphyte from students. Rapid graduates are still low-skilled because there are still few Islamic boarding schools that provide life skills and entrepreneurship for their students, so when students graduate or leave Islamic boarding schools, they become unemployed.

To improve the quality of pesantren graduates, previous researchers have linked it to the problems of education management and learning independence. Educational management in Islamic boarding schools has zero entrepreneurial content and is weak in the field of mastery of technology digitalization [8].

Yasin et al., (2020) also found that the majority of pesantren alumni are not ready to work, not ready to compete in the workforce, and do not have the work skills needed by the company. This happens because in pesantren the priority is only the mastery of religious knowledge, not combined with life skills and entrepreneurship [9].

The state of the art of this research can be confirmed by the research of Hariyanto and Hamid (2021) showing that Islamic boarding schools can develop character education which is reflected in the cultivation of theoretical values obtained from book studies into the form of real practices in daily life, but weak in the field of life skills [10].

The state of the art can also be confirmed by the results of research by Hamdi and Muhajir (2021), which found that new Islamic boarding schools can form independence and good character for students, but are not yet able to face the future, both in terms of mastery of life skills and entrepreneurship [11].

The hypothesis is a provisional conjecture that still needs further research, the research hypothesis proposed is as follows:

H1 It is suspected that there is a positive and significant direct influence of Emotional Questions on Transformational Leadership Ustadz in the modern Islamic boarding school Lebak Banten

H2 It is suspected that there is a positive and significant direct influence of communication intelligence on transformational leadership *ustadz* in the modern Islamic boarding school Lebak Banten

H3 It is suspected that there is a positive and significant direct influence of emotional questions on the performance of *ustadz* in modern Islamic boarding schools in Lebak Banten.

H4 It is suspected that there is a positive and significant direct influence of communication intelligence on the performance of *ustadz* in modern Islamic boarding schools in Lebak Banten.

H5 It is suspected that there is a positive and significant direct influence of transformational leadership on the performance of *ustadz* in modern Islamic boarding schools in Lebak Banten.

OBJECTIVES OF THE STUDY

The objective of this research is to analyze: the direct influence of Emotional Questions on transformational leadership abilities; the direct influence of Communication Intelligence on transformational leadership abilities; the direct influence of Emotional Questions on the performance of the *ustadz*; the direct influence of Communication Intelligence on the performance of *ustadz*; the direct influence of transformational leadership on the performance of *ustadz*; the indirect influence of Emotional Questions on kiai performance through transformational leadership; The indirect influence of Communication Intelligence on Ustadz performance through transformational leadership in the Lebak Banten area.

MATERIALS AND METHOD

Research Design

The type of research used in this study is quantitative research. A quantitative research method is a type of research whose specifications are systematic, planned, and structured clearly from the beginning to the creation of the research design.

Population and Sample

The population and sample in a study need to be determined with the aim that the research carried out gets the data as expected.

The population of pesantren is all modern pesantren in Lebak Regency. The population of the *ustadz* in the study was all *ustadz* who taught at the Modern Islamic Boarding School in Lebak which amounted to 307 *ustadz*.

This study has 45 indicators so the minimum number of samples is $45 \times 5 = 225$ so the sample size ranges from 225 – 1013

respondents. The author decided to take a maximum sample of 225 respondents from the calculation results. This aims to anticipate the collection of invalid samples. $\frac{45 \times 45 + 1}{2} = 1013$

The sampling technique used in this study is the proportional Random Sampling technique, which is a sampling method that is carried out when population members are considered homogeneous or relatively homogeneous. This sampling technique is carried out proportionally by paying attention to the number of the research population.

Table 2. Population and Sample of the Study

No	Name of Islamic Boarding School	Address	Population	Sample
1	Pumps Al Farhan	Cipanas Lebak	56	$(56/307) \times 225 = 41$
2	Modern Pumps La Tansa	Parakansantri, Lebakgedong, Lebak, Banten	58	43
3	Modern Al-Mizan Pumps,	Ancol, Cimangeunteung, Rangkasbitung	57	42
4	Nurul Madany Modern Boarding School	Babakan Pedes, Sipayung, Lebak	72	53
5	Daar El Azhar Modern Boarding School	East Ciujung Estuary, Rangkasbitung	64	47
Sum			307	225

Source: Ministry of Religion of Lebak Regency

Types and Data Sources

Most research objectives are to obtain relevant, trustworthy, and accountable data. In the preparation of this study, the author obtained data from two sources, namely:

The primary data of this study was obtained from the results of distributing questionnaires to respondents, namely the Lebak Islamic Boarding School, Bante Province which was compiled in the form of statements or questions related to the indicators of the research variables including emotional questions, communication intelligence, learning performance, and transformational leadership.

Data Collection Methods

Data collection methods are methods carried out to obtain data and information needed in research. Questionnaire; namely a data collection technique that is carried out by giving a set of written statements to respondents to answer.

Data Analysis Methods

In this study, inferential analysis was carried out using a variation-based structural equation test or Partial Least Square-Structural Equation Model (PLS-SEM).

RESULTS AND DISCUSSION

The Outer model analysis defines how each manifest relates to its latent variable.

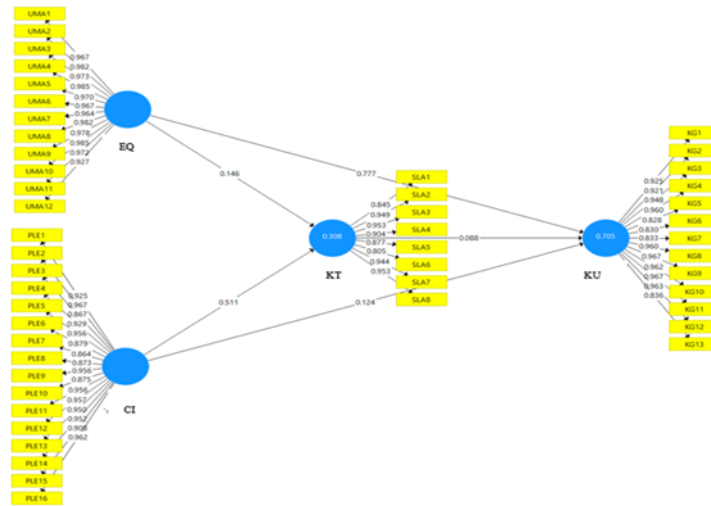


Figure 1 Run PLS Algorithm

Based on the data output in the figure above, it can be seen that the average of each variable manifest studied has a Loading Factor value > 0.7 . So based on these results, it can be concluded that overall the manifest used in this study has met the criteria for reliability and can be used for further analysis.

methods on samples. This test aims to minimize the problem of abnormalities in the research data. The results of the test with the bootstrapping method using SmartPLS software are as follows:

Bootstrapping Results

In SmartPLS, testing each relationship is carried out using simulations with bootstrapping

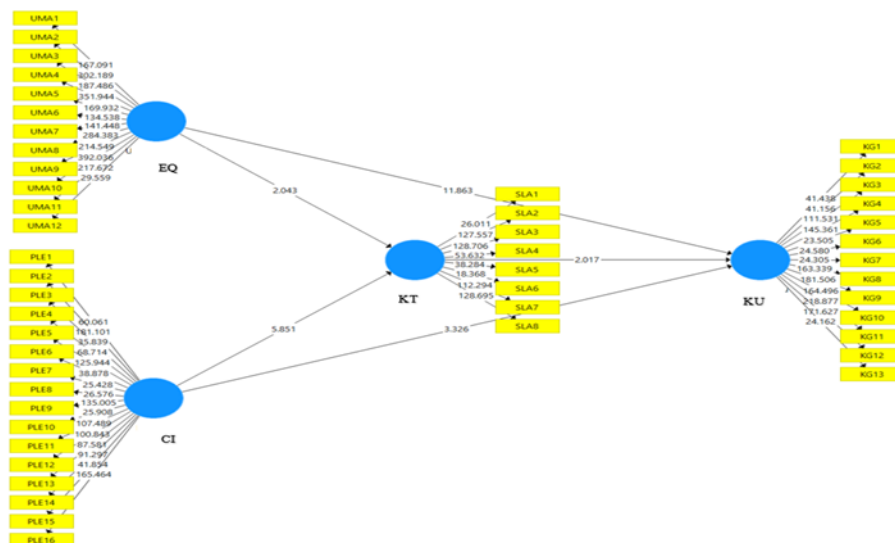


Fig 2 Bootstrapping Inner Model

Table 3. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Emotional Question -> Transformational Leadership	0.146	0.138	0.071	2.043	0.042
Communication Intelligence -> Transformational Leadership	0.511	0.506	0.087	5.851	0.000
Emotional Question -> Ustadz's performance	0.777	0.773	0.065	11.863	0.000
Communication Intelligence -> Ustadz's performance	0.124	0.124	0.037	3.326	0.001
Transformational Leadership -> Ustadz's performance	0.088	0.084	0.044	2.017	0.044

Source: Data processed by SmartPLS

After the bootstrapping process on the measurement model, the results of hypothesis testing are obtained as follows:

a. H1: There is a significant influence of Emotional Questions on Transformational Leadership

From the results of the path coefficient obtained between Emotional Question on Transformational Leadership of 0.146 with a P-Value of $0.042 < 0.05$, it is concluded that there is a significant influence between Emotional Question on Transformational Leadership. A positive value in the parameter coefficient means that the higher the Emotional Question, the higher the Transformational Leadership, and the H1 is accepted.

b. H2: There is a significant influence of Communication Intelligence on Transformational Leadership

From the results of the path coefficient obtained between Communication Intelligence and Transformational Leadership of 0.511 with a P-Value of $0.000 < 0.05$, it was concluded that there was a significant influence between Communication Intelligence and Transformational Leadership. A positive value in the parameter coefficient means that the higher the Communication Intelligence, the higher the Transformational Leadership, and the H2 is accepted.

c. H3: There is a significant influence of Emotional Questions on Ustadz Performance

From the results of the path coefficient obtained between Emotional Question and Ustadz Performance of 0.777 with a P-Value of $0.000 < 0.05$, it was concluded that there was a significant influence of Emotional Question on Ustadz Performance. A positive value in the parameter coefficient means that the higher the Emotional Question, the higher the Ustadz Performance, then H3 is accepted.

d. H4: There is a significant influence of Communication Intelligence on Ustadz Performance

From the results of the path coefficient obtained between Communication Intelligence and Ustadz Performance of 0.124 with a P-Value of $0.001 < 0.05$, it is concluded that there is a significant influence between Communication Intelligence and Ustadz Performance. A positive value in the parameter coefficient means that the higher the Communication Intelligence, the higher the Ustadz Performance, and the H4 is accepted.

e. H5: There is a significant influence of Transformational Leadership on Ustadz Performance

From the results of the path coefficient obtained between Transformational Leadership on Ustadz Performance of 0.088 with a P-Value

of $0.044 < 0.05$, it was concluded that there was a significant influence between Transformational Leadership on Ustadz Performance. A positive value in the parameter coefficient means that the higher the Transformational Leadership, the

higher the Ustadz Performance, the H5 is accepted [2].

Mediation Test

Table 4. Total Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Communication Intelligence -> Ustadz's performance	0.169	0.166	0.050	3.418	0.001
Emotional Question -> Ustadz's performance	0.790	0.785	0.062	12.686	0.000

From the results of the mediation test above, the testing of the intervening variable hypothesis:

- a. H6: There is a significant influence of Emotional Questions on Ustadz Performance through the mediation of Transformational Leadership.**

From the Sobel Test test, it is known that Emotional Questions do not affect Ustadz Performance through Transformational Leadership where the z-value is $1.43 < 1.96$ with a significance level of 5%. From the results of the total effects analysis, it was found that the relationship between Emotional Question and Ustadz Performance was still significant with a P-value of $0.000 < 0.05$ (alpha significance of 5%). Thus, it can be concluded that the absence of this mediation is only partial (partial mediating), so H6 is rejected.

- b. H7: There is a significant influence of Communication Intelligence on Ustadz Performance through the mediation of Transformational Leadership**

From the Sobel Test test, it is known that Communication Intelligence does not affect Ustadz Performance through Transformational Leadership where the z-value value is $1.89 < 1.96$ with a significance level of 5%. From the results of the total effects analysis, it was found that the

relationship between Communication Intelligence and Ustadz Performance was still significant with a P-value of $0.001 < 0.05$ (alpha significance of 5%). Thus, it can be concluded that the absence of this mediation is only partial (partial mediating), so H7 is rejected.

Discussion

The Influence of Emotional Questions on Transformational Leadership

The first hypothesis test is whether Emotional Questions have a positive effect on Transformational Leadership. The results of this study prove that Emotional Questions have a positive effect on Transformational Leadership. This proves that the higher the Emotional Question in the teaching and learning process, the higher the Transformational Leadership.

The findings of this study are in line with previous research conducted by Phipps (2021) which stated that Emotional Questions have a positive and significant effect on Transformational Leadership [12]. However, it is not in line with the results of Quinones, et. al (2015) that there is no influence of innovative attitudes on Communication Intelligence [13].

The Influence of Communication Intelligence on Transformational Leadership

The second hypothesis test is whether Communication Intelligence has a positive effect on the handling of Transformational Leadership. The results of this study prove that Communication Intelligence has a positive effect on Transformational Leadership. This means that the higher the Communication Intelligence then the higher the *ustadz* to have Transformational Leadership.

The findings of this study are in line with previous research conducted by Al-Husseini, et.al (2018) which stated that Emotional Questions have a significant positive effect on Transformational Leadership [14]. However, it is not in line with the results of Abraham's (2020) research that there is no significant influence between Emotional Questions on Transformational Leadership [15].

The Influence of Emotional Questions on *Ustadz* Performance

The third hypothesis test is whether Emotional Questions have a positive effect on *Ustadz*'s performance. The results of this study prove that Emotional Questions have a positive effect on *Ustadz*'s Performance. This proves that the higher the Emotional Question, the higher the *Ustadz* Performance.

The findings of this study are in line with previous research conducted by Zahratulliza et al. (2020) which states that Emotional Questions have a significant positive effect on *Ustadz* Performance [16]. However, it is not in line with the results of the study by Brewer et al. (2016) that the attitude of creativity and innovation does not affect *Ustadz* Performance [17].

The Influence of Communication Intelligence on *Ustadz* Performance

The fourth hypothesis test is whether Communication Intelligence has a positive effect on *Ustadz* Performance. The results of this study prove that Communication Intelligence had a positive effect on *Ustadz*'s performance. This proves that the higher the Communication Intelligence that the perpetrator of an educator has, the higher the performance he obtains.

The findings of this study are in line with previous research conducted by Kanfer & Ackerman (2019) which stated that Communication Intelligence has a significant positive effect on *Ustadz* Performance [18]. However, it is not in line with the results of the study Kusweri (2016) that Communication Intelligence does not affect *Ustadz* Performance [19].

The Influence of Transformational Leadership on *Ustadz* Performance

The fifth hypothesis test is whether Transformational Leadership has a positive effect on *Ustadz*'s Performance. The results of this study prove that Handling Transformational Leadership has a positive effect on *Ustadz* Performance. This proves that the more optimal the Transformational Leadership, the higher the performance that an *ustadz* has.

The results of this study support the findings of Li & Elly (2022) which prove that Transformational Leadership has a positive effect on the performance of internal *Ustadz* [20]. Meanwhile, in the research Lowe et.al. (2016) states that the findings reveal that there is no significant influence between Transformational Leadership and *Ustadz* Performance [21].

The Influence of Emotional Questions on *Ustadz* Performance Through Transformational Leadership Mediation

The sixth hypothesis test is whether Emotional Questions affect *Ustadz* Performance through the mediation of Transformational Leadership. The results of this study show that that Transformational Leadership does not have a pseudo-mediating effect between Emotional Questions and *Ustadz* Performance. This shows that Emotional Questions can directly affect *Ustadz* Performance but do not affect indirectly through mediation Transformational Leadership. The results of this study are in line with the findings Maghbouli & Moradi, (2021) that transformational leadership is able to be intervening, but it is weak [22].

The Influence of Communication Intelligence on Ustadz Performance through Transformational Leadership Mediation

The seventh hypothesis test is whether Communication Intelligence affects the performance of Ustadz through the mediation of Transformational Leadership. The results of this study show that Transformational Leadership does not have a pseudo-mediation effect between Communication Intelligence on Ustadz Performance. This shows that Emotional Questions can directly affect Ustadz's performance but do not affect indirectly through mediation Transformational Leadership. The results of this study are in line with the research of Lagur, et.al (2018) that transformational leadership can be an intervening variable, but it is weak [23].

CONCLUSION AND RECOMMENDATION

Hypothesis testing 1 (one) accepts the conception that the higher the Emotional Question which is a computer program or software application designed to run on mobile devices such as mobile phones, tablets, or watches. Mobile apps are often different from desktop apps that are designed to run on desktop computers, and web apps that run on mobile web browsers rather than directly on mobile devices will affect Transformational Achievement Leadership to aid human development in terms of children's socialization experiences and self-regulation.

The acceptance of hypothesis 2 (three) shows that the higher the Communication Intelligence, the higher the Transformational Leadership Achievement. Communication Intelligence is fun learning when children develop their imagination and physical, cognitive, and emotional strengths. With Communication Intelligence, an *ustadz* will improve Transformational Achievement Leadership.

The empirical test carried out has received hypothesis 3 (three) which states that the higher the Emotional Question, the more positive

the Ustadz Performance. This research focuses on Emotional Questions on *Ustadz* Performance.

The 4th (fourth) hypothesis states that the higher the Communication Intelligence, the higher the *Ustadz* Performance. The acceptance of this hypothesis empirical test can be argued that Communication Intelligence it can improve the quality of work with indications of mastering materials, managing the teaching and learning process, and managing learning classes.

The 5th (five) hypothesis tested states that the higher the Transformational Leadership Achievement, the higher the *Ustadz* Performance. The acceptance of this hypothesis empirical test can be argued that cognitive, affective, and psychomotor competencies in madrassas will encourage success in achieving learning achievements.

An *ustadz* plays an important role in the learning process; Therefore, they must be able to continuously improve their professional abilities and fulfill the responsibilities and obligations associated with their careers. Because *ustadz* is a cognitive agent, a moral and political agent, an agent of discovery, an agent of cooperation, and an agent of education and social equality.

The rejection of the empirical test of hypothesis 6 (six) which states that Communication Intelligence can mediate the relationship between Emotional Questions and *Ustadz* Performance. The rejection of the hypothesis can be interpreted as an Emotional Question is something that an *ustadz* must have to improve his performance, with or without Transformational Achievement Leadership.

The rejection of the 7th (seventh) hypothesis test stated that Transformational Leadership Achievement can mediate the relationship between Communication Intelligence and *Ustadz* Performance. The rejection of the hypothesis can be interpreted as Communication Intelligence is something that an *ustadz* must have to improve his performance, with or without Transformational Leadership Achievement.

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