

# **Emotional Intelligence and Supervision of Madrasah Heads on Teaching Competence and Its Implications for the Performance of Tangerang Regency Private Madrasah Aliyah Teachers**

**Maniyatinufus<sup>1\*</sup>, Nurul Tri Ardiansah<sup>2</sup>**

*<sup>1,2</sup>Master of Management, Postgraduate Program, Universitas Bina Bangsa, Indonesia*

**Abstract** - The research was conducted to investigate the influence of emotional intelligence and supervision of Madrasah heads on teaching competence and its implications for the performance of private Madrasah Aliyah teachers. The research location is in Tangerang district, Banten Province. Quantitative research methods with a descriptive approach were used for research purposes. The sample used was 215 respondents. The results reveal that the higher a person's emotional intelligence affects the teaching competence and performance of Madrasah teachers. Likewise, the higher the supervision of the madrasa head, the higher the teaching competence and performance of madrasa teachers. Supervision of madrasah principals is the principal's effort to develop teachers so that they can improve the quality of their teaching by going through the stages of planning, implementing actual teaching, and making rational modifications to improve student learning outcomes. Teaching competency is also able to support the performance of madrasa teachers in implementing learning activities so that the performance of Tangerang Regency madrasa teachers increases. However, the supervision of madrasah principals cannot mediate the relationship between emotional intelligence and madrasah teacher performance. This is because emotional intelligence is something that a teacher must have to improve his performance, with or without teaching competency. Meanwhile, teaching competency can mediate the relationship between the supervision of madrasa heads and the performance of madrasa teachers in the Tangerang Regency. This is because, through evaluation and supervision, the principal will encourage teachers to improve their teaching competence in designing and implementing learning evaluations with indications of sub-summative evaluation, summative evaluation, and formative evaluation.

**Keywords** – Emotional Intelligence, Supervision, Teaching Competence, Performance, Private Madrasah Aliyah

## **INTRODUCTION**

Education is a very vital basic need for every human being, whereas in education there are efforts made to obtain knowledge that will later be useful for a person's life. A person can obtain education through a formal level of administration or an informal level of education. Formal education can be interpreted as a set of subjects set by the government in the national education unit. Meanwhile, non-formal education

is in the form of exercises, teaching, and sciences which are skills that are useful in the community.

Education for Indonesian citizens plays a role as a core that is indispensable and must be obtained by all people because it is through education that we can create quality, quality, and integrity for Indonesian citizens. The basis for the implementation of this education is the State Law of the Republic of Indonesia Number 20 of 2003, which aims to regulate the national education

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<sup>1</sup> This article was presented at **The 1<sup>st</sup> BB International Conference, Research and Innovation (The 1<sup>st</sup> BBIC 2024)** on November 26, 2024, in Banten Province, Indonesia. This is the first conference organized by Universitas Bina Bangsa in collaboration with the College of Business and Public Administration, Pangasinan State University Philippines, <https://pbic-uniba.com/>

system. Invite – This law explains that: "The purpose of National Education is to develop the potential possessed by students so that they are expected to become human beings who believe in and worship God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen".

To see teacher performance, there are three important aspects, namely planning or preparing learning tools, learning implementation, and evaluation. These three devices will later create quality results. To be able to achieve optimal learning outcomes, of course, teachers must have and display maximum performance during the teaching and learning process by adjusting to the development of science and technology that is growing rapidly.

The success of teaching and learning activities in education can be achieved by being supported by several factors, including students, educators, curriculum, educational facilities, allowances, and even emotional intelligence that also strongly supports the implementation of the teaching and learning process. Emotional intelligence has a very important role in success in the business field, especially in the field of education.

Many people think that what is very important is brain intelligence alone while other abilities are less important. Emotional intelligence has limitations, emotional intelligence is the ability to understand emotions, use and utilize emotions to help the mind, recognize emotions and knowledge of emotions, and direct emotions reflectively so that it leads to the development of emotions and intellect.

A teacher needs to have emotional intelligence because emotional conditions can affect thoughts, words, and behaviors, including when teaching. In behaving, emotions are often interpreted as something negative and a person's angry attitude. Aisah Indiaty in Purwa Atmaja Prawira said that there are various emotions including sadness, fear, disappointment and so on which become negative connotations, while other emotions such as happiness, satisfaction, and others become positive connotations. A teacher

who has emotional intelligence will be able to know his emotional state and how to express his emotions appropriately so that his emotions can be controlled and provide many benefits, especially in achieving his performance. Teacher performance is expected to boost the quality and relevance of education.

In general, the phenomenon that often occurs in the field is that there are still teachers who are lacking in terms of evaluating their performance, many teachers who carry out their obligations in teaching just carry out the demands of their profession without wholeheartedly, resulting in low teacher performance which will later result in a low quality of educational output. Based on UNESCO data in the Global Education Monitoring (GEM) report 2016, education in Indonesia ranks 10th out of 14 developing countries and teacher quality ranks 14th out of 14 developing countries in the world. The number of teachers has increased by 36% to more than 3 million people, while the increase in the number of students is only 17% of the existing 3.9 teachers, there are still 25% of teachers who have not met the academic qualification requirements and 52% of them do not have professional certificates. This shows that quantity does not guarantee the quality of an educational process, but the educational process must be of high quality so that it will produce quality educational output as well. Thus, it is very necessary to improve the performance of teachers to carry out their duties and obligations optimally.

In general, the performance shown by the teachers at Madrasah Aliyah Negeri Tangerang Regency is quite good, this is shown by the role of teachers in educating and managing learning in madrasahs is quite good. The relationship shown by fellow teachers and students also looks very good. However, even though the performance shown has been classified as good, there are still things that can reduce the good performance of the teacher, one of which is that there are still teachers who do not come to the madrasah on time, do not have the encouragement to become someone competitive in work, this is if it is the influence of the weak performance shown.

Judging from the completeness of the administration, MA teachers are also still low. This indicates that their performance will also be low. On average, there are still 15% of private teachers who are incomplete in preparing learning administration, starting from learning program plans, syllabus, student absences, student daily test scores, student summative grade scores, assignment grades, and others.

### **OBJECTIVES OF THE STUDY**

The research was conducted to investigate the influence of emotional intelligence and supervision of Madrasah heads on teaching competence and its implications on the performance of private Aliyah Madrasah teachers. The research location is in Tangerang district, Banten Province.

The hypotheses used in this study include the following:

1. It is suspected that there is a direct influence of emotional intelligence on the teaching competence of teachers of Private Aliyah Madrasah in Tangerang Regency.
2. It is suspected that there is a direct influence of emotional intelligence on the teaching competence and teachers of Private Aliyah Madrasah in Tangerang Regency.
3. It is suspected that there is a direct influence of emotional intelligence on the performance of teachers of Private Madrasah Aliyah Tangerang Regency.
4. It is suspected that there is a direct influence of the supervision of the head of the madrasah on the performance of teachers of the Private Aliyah Madrasah in Tangerang Regency.
5. It is suspected that there is a direct influence of teaching competence and its implications on the performance of teachers of Private Madrasah Aliyah Tangerang Regency.
6. It is suspected that there is an indirect influence of emotional intelligence on its implications on teacher performance.
7. It is suspected that there is an indirect influence of the principal's supervision on its

implications on teacher performance through teaching competence.

### **MATERIALS AND METHOD**

#### **Research design**

This study uses a descriptive type of research. According to Sugiyono (2015), Descriptive research is a method that functions to describe or give an overview of the object being studied through data or samples that have been collected as it is, without conducting analysis and making general conclusions.

#### **Population and Sample**

Population is the whole subject of research [2]. Population by Djarwanto & Subagyo (2005) is a research object as a target to obtain and collect data. The population in the study was all teachers of Private Aliyah Madrasah in Tangerang Regency.

This study has 45 indicators so the minimum number of samples is  $43 \times 5 = 215$  so the sample size ranges from 215 – 925 respondents. The author decided to take a maximum sample of 215 respondents from the calculation results. This aims to anticipate the collection of invalid samples.  $\frac{43 \times 43 + 1}{2} = 925$

#### **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:

Primary data is data obtained directly from the field [2]. The primary data of this study was obtained from the results of distributing questionnaires to respondents, namely Private Aliyah Madrasah Teachers in Tangerang Regency which are prepared in the form of statements or questions related to the indicators of the research variables including teacher performance, teaching competence, emotional intelligence and supervision of the head of the madrasah.

#### **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). The use of PLS-SEM is based on the reason that the PLS method is the right method for testing the influence of predicting relationships between variables in a model. In addition, PLS can also be operated on

data that is not normally distributed, does not require various assumptions, and can be tested on research models with a weak theoretical basis [4].

### RESULTS AND DISCUSSION

Analysis Outer model defines how each manifest *is* related to its latent variable.

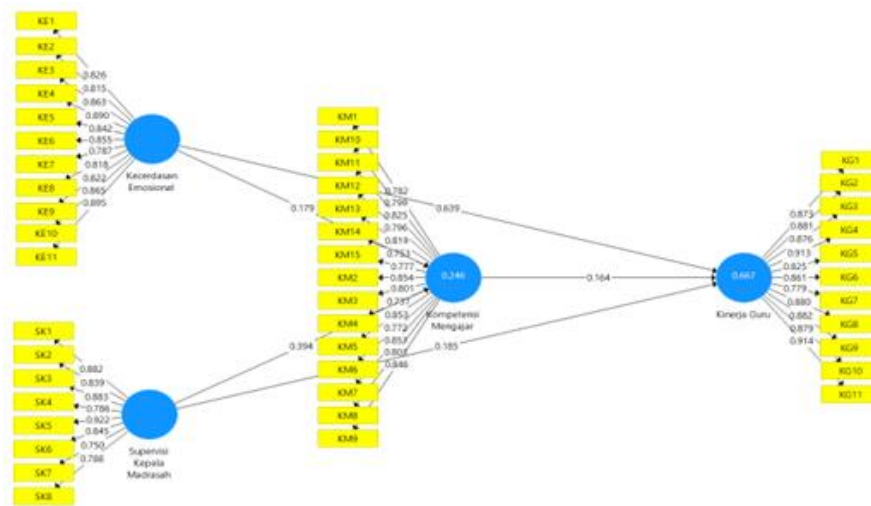


Fig 1 Run PLS Algorithm  
a. Variables of Emotional Intelligence

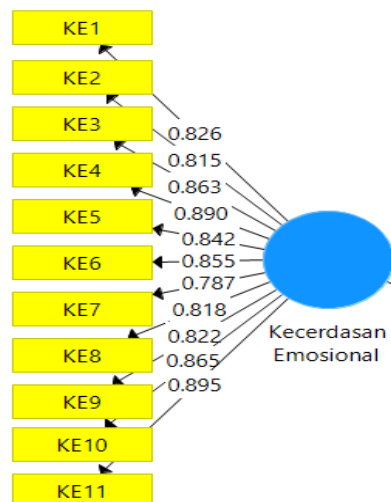
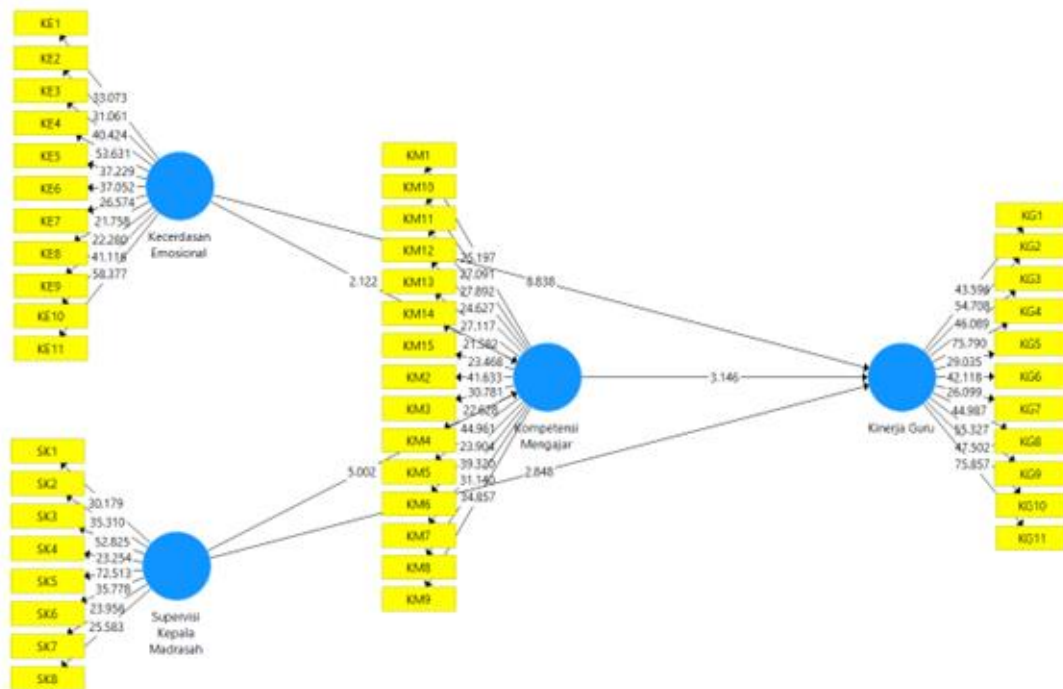


Fig 2. Variable *Output* of Emotional Intelligence

From the results of data processing with SmartPLS seen in Figure 2 above, it can be seen that all manifests in the Emotional Intelligence variable in this study have a loading value greater than 0.7. This shows that variable manifests that have a loading value greater than 0.70 have a high level of validity, so they meet convergent validity.

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



**Evaluate Path Coefficients**

Path coefficient evaluation is used to show how strong the effect or influence of independent variables is on dependent variables. From Figure 3, it can be explained that the largest path coefficient value is shown by the influence of Emotional Intelligence on Teacher Performance of 8.838. Then followed by the influence of the Supervision of Madrasah Heads

in the Teaching Competency of 5,002. Furthermore, Teaching Competence on Teacher Performance was 3,146, followed by the influence of Madrasah Head Supervision on Teacher Performance by 2,848. Finally, the influence of Emotional Intelligence on Teaching Competence was 2,122.

Table 1. Path Coefficients

Construction	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Emotional Intelligence ->	0,179	0,176	0,086	2,082	0,038

Teaching Competencies Supervision of Madrasah Heads - >	0,394	0,400	0,081	4,849	0,000
Teaching Competencies Emotional Intelligence ->	0,639	0,631	0,070	9,137	0,000
Teacher Performance Supervision of Madrasah Heads - >	0,185	0,192	0,067	2,781	0,006
Teacher Performance Teaching Competence ->	0,164	0,163	0,050	3,306	0,001

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 Intelligence on Teaching Competence**

From the results of the path coefficient obtained between Emotional Intelligence to Teaching Competence of 0.179 with a *P-Value* of  $0.038 < 0.05$ , it was concluded that there was a significant influence between Emotional Intelligence and Teaching Competence. A positive value on the parameter coefficient means that the higher the Emotional Intelligence, the higher the Teaching Competence, then H1 is accepted.

**b. H2: There is a significant influence of Madrasah Head Supervision on Teaching Competence**

From the results of the path coefficient obtained between the Supervision of Madrasah Heads on Teaching Competence of 0.394 with a *P-Value* of  $0.000 < 0.05$ , it was concluded that there was a significant influence between the Supervision of Madrasah Heads on Teaching Competence. A positive value on the parameter coefficient means that the higher the Supervision of the Head of the Madrasah, the higher the teaching competence, then H2 is accepted.

**c. H3: There is a significant influence of Emotional Intelligence on Teacher Performance**

From the results of the path coefficient obtained between Emotional Intelligence on Teacher Performance of 0.639 with a *P-Value* of  $0.026 < 0.05$ , it was concluded that there was a significant influence of Emotional Intelligence on Teacher Performance. A positive value on the parameter coefficient means that the higher the Emotional Intelligence, the higher the Teacher's Performance, then H3 is accepted.

**d. H4: There is a significant influence of Madrasah Head Supervision on Teacher Performance**

From the results of the path coefficient obtained between the Supervision of the Head of Madrasah on Teacher Performance of 0.185 with a *P-Value* of  $0.006 < 0.05$ , it was concluded that there was a significant influence between the Supervision of the Head of Madrasah on Teacher Performance. A positive value in the parameter coefficient means that the higher the Supervision of the Head of the Madrasah, the higher the Teacher Performance, then H4 is accepted.

**e. H5: There is a significant influence of Teaching Competence on Teacher Performance**

From the results of the path coefficient obtained between Teaching Competence on Teacher Performance of 0.164 with a *P-Value* of

0.001 < 0.05, it was concluded that there was a significant influence between Teaching Competence and Teacher Performance. A positive value in the parameter coefficient means

that the higher the Teaching Competence, the higher the Teacher Performance, and the H5 is accepted.

**Mediation Test**

Table 2. Total Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Emotional Intelligence -> Teacher Performance	0,668	0,661	0,072	9,314	0,000
Supervision of Madrasah Heads -> Teacher Performance	0,249	0,257	0,078	3,185	0,002

Source: Data processed by SmartPLS

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

- a. **H6: There is a significant influence of Emotional Intelligence on Teacher Performance through the mediation of Teaching Competence.**

From the Sobel Test test, it is known that Teaching Competence is not able to mediate the relationship between Emotional Intelligence and Teacher Performance where the z-value is 1.76 < 1.96 with a significance level of 5%. From the results of the total effects analysis, it was found that the relationship between Emotional Intelligence and Teacher Performance was still significant with a P-value of 0.000 < 0.05 (alpha significance of 5%). Thus, it can be concluded that H6 is rejected.

- b. **H7: There is a significant influence of Madrasah Head Supervision on Teacher Performance through the mediation of Teaching Competence**

From the Sobel Test test, it is known that Teaching Competence has a positive effect on Teacher Performance through Teaching Competence where the z-value value is 2.72 > 1.96 with a significance level of 5%. From the results of the total effects analysis, it was found that the relationship between Emotional

Intelligence and Teacher Performance was still significant with a P-value of 0.002 < 0.05 (alpha significance of 5%). Thus, it can be concluded that this mediation is only partial or partial, then H7 is accepted.

**Discussion**  
**The Influence of Emotional Intelligence on Teaching Competence**

The first hypothesis test is whether Emotional Intelligence has a positive effect on Teaching Competence. The results of this study prove that Emotional Intelligence has a positive effect on Teaching Competencies. This proves that the higher the Emotional Intelligence in an educational organization, the higher the Teaching Competencies.

There is a close relationship between emotional intelligence and the level of competence of a teacher which is shown in the form of self-motivation, empathy, and the ability to establish relationships. This shows that teachers have a mentally mature personality if they can sympathize with students and form healthy relationships with them. There is a strong association between strong levels of self-motivation and effective instruction. This shows that to facilitate the learning process effectively, a teacher needs to have high motivation.

The findings of this study are in line with previous research conducted by [5]–[10] which states that Emotional Intelligence has a positive and significant effect on Teaching Competencies. However, it is not in line with the results of the study [11], [12] that there is no influence of Emotional Intelligence on Teaching Competence.

### **The Influence of Madrasah Head Supervision on Teaching Competence**

The second hypothesis test is whether the Supervision of Madrasah Heads has a positive effect on the handling of Teaching Competence. The results of this study prove that the Supervision of Madrasah Heads has a positive effect on Teaching Competence. This means that the higher the Supervision of Madrasah Heads then the higher the Teaching Competence of Madrasah Teachers.

A teacher is obliged to be professional because of the heavy responsibility he carries. Professional teachers are those who have specialized skills and knowledge in the field of education, thus allowing them to perform their duties and responsibilities as educators to the fullest. To be said to be professionally competent, teachers need to have a broad and in-depth knowledge of the subject matter (field of study) to be taught, as well as mastery of methodology, which includes mastery of theoretical concepts, as well as the ability to choose the right method and apply it in the teaching and learning process.

The findings of this study are in line with previous research conducted by (Eyal & Roth, 2011; Fink & Resnick, 2001; Grissom & Loeb, 2011; O'Donnell & Hite, 2005; Petersen, 2014; Smylie & Brownlee-Conyers, 1992; Stiggins, 2001) which states that Supervision of Madrasah Heads has a significant positive effect on Teaching Competence. However, it is not in line with the results of the study Lustick & Sykes (2016) and Youngs & King, (2002) that there is no significant influence between Emotional Intelligence and Teaching Competence.

### **The Influence of Emotional Intelligence on Teacher Performance**

The third hypothesis test is whether Emotional Intelligence has a positive effect on Teacher Performance. The results of this study prove that Emotional Intelligence has a positive effect on Teacher Performance. This proves that the higher the Emotional Intelligence, the higher the performance of madrasah teachers.

In carrying out their responsibilities, teachers as teachers and educators must be able to develop into exemplary individuals and be role models, both for students and their parents and the community. In addition, a teacher must have social awareness and an empathetic attitude towards colleagues and students. Having empathy is being able to put oneself in the shoes of others, in this case, students, to understand the nature of the challenges faced by students in the process of receiving instruction and to be able to modify learning practices in learning to suit the needs of students. Thus, this finding can be concluded that emotional intelligence can improve the performance of Aliyah madrasah teachers in the Tangerang Regency.

The findings of this study are in line with previous research conducted by [5], [10], [22]–[26] which states that Emotional Intelligence has a significant positive effect on Teacher Performance. However, it is not in line with the results of the study [27]–[29] that Emotional Intelligence on Teacher Performance.

### **The Influence of Madrasah Head Supervision on Teacher Performance**

The fourth hypothesis test is whether the Supervision of Madrasah Heads has a positive effect on Teacher Performance. The results of this study prove that the Supervision of Madrasah Heads has a positive effect on Teacher Performance. This proves that the higher the Supervision of Madrasah Heads the higher the Teacher's Performance.

A person who knows and is skilled in efficient management and effective supervision is qualified to hold a position of principle. The ability of the head of the madrasah to carry out effective learning, form a well-behaved leadership character, develop staff, manage educators, be able to form a responsive and



anticipatory attitude towards madrasah personnel, be able to bring the madrasah towards change for the better, and be able to create a safe and orderly madrasah environment is an indicator of the success of supervision. In addition to being able to supervise effectively, madrasah heads must also be able to lead openly and inspire madrasah teachers to show their full potential.

The findings of this study are in line with previous research conducted by (Duyar et al., 2013; Finnigan, 2010; Gumus et al., 2013; Kurt et al., 2012; Meyer et al., 2020; Piyaman et al., 2017; Sehgal et al., 2017) Supervision of Madrasah Heads has a significant positive effect on Teacher Performance. However, it is not in line with the results of the study (Hallinger & Leithwood, 1994; Marks & Printy, 2003) that the supervision of the Head of Madrasah does not affect Teacher Performance.

### **The Influence of Teaching Competence on Teacher Performance**

The fifth hypothesis test is whether the handling of Teaching Competency has a positive effect on Teacher Performance. The results of this study prove that The handling of Teaching Competencies has a positive effect on Teacher Performance. This proves that the higher the Teaching Competence, the higher the performance of madrasah teachers.

The results of this study support the findings of (Eton et al., 2019; Richards, 2010; Santagata & Sandholtz, 2019; Tao, 2013; Trentham et al., 1985; Zhu et al., 2013) which proves that Teaching Competence has a positive effect on internal Teacher Performance. Meanwhile, in the research Rahbaw, P. (2016) states that the findings reveal that There was no significant influence between Teaching Competence and Teacher Performance.

### **The Influence of Emotional Intelligence on Teacher Performance through Teaching Competency Mediation**

The sixth hypothesis test is whether Emotional Intelligence affects Teacher Performance through the mediation of Teaching Competence. The results of this study show that

the Supervision of Madrasah Heads does not have a mediating effect between Emotional Intelligence and Teacher Performance. This shows that Emotional Intelligence can directly affect Teacher Performance but does not have an indirect effect through mediation Supervision of Madrasah Heads.

This emphasizes that emotional intelligence is something that a teacher must have to improve his performance, with or without teaching competence. According to their level of emotional intelligence, teachers are born with traits that affect the way they see things. Emotional intelligence is the ability that people already have to sustain life in the form of emotions, to recognize their feelings and those of others, to motivate themselves, and in relationships." Commitment, devotion, and sensitivity are components of emotional intelligence that teachers need to become professionals. There will be differences in student achievement based on the emotional intelligence of each teacher, resulting in differences in efforts to improve the quality of education in schools. Personal intelligence and social intelligence are components of emotional intelligence that focus on inner growth and can lead to success as well as the ability to provide perceptions about interacting with the surrounding environment.

If we consider the relationship between personal competence, social competence, personal intelligence, and social intelligence, it appears that there are many markers for teaching competence and emotional intelligence. The close relationship between teacher competence and emotional intelligence is that teacher competence as an educator's reality will produce more optimal results if it begins with the teacher's emotional intelligence as a view of facing daily events. This is because a teacher must first have an understanding of a situation before tackling it based on his or her skills. Thus, emotional intelligence is a very vital factor in improving teacher performance.

### **The Influence of Madrasah Head Supervision on Teacher Performance through Teaching Competency Mediation**

The seventh hypothesis test is whether the supervision of the Head of the Madrasah affects Teacher Performance through the mediation of Teaching Competence. The results of this study show that Teaching Competencies have a pseudo-mediating effect between Emotional Intelligence and Teacher Performance. This shows that Emotional Intelligence can directly affect Teacher Performance or indirectly through mediation Teaching Competencies.

Teachers are very important for the success of the education system in Indonesia. As professional educators, teachers also need supervision and direction to improve their application in the teaching and learning process. A teacher who is considered capable of doing his or her job based on the requirements they met before being appointed as a teacher still needs supervision from various sources. The supervision provided by the head of the madrasah is one of them. A madrasah head must be aware of his responsibilities and functions in the madrasah. If the head of the madrasah can understand his responsibilities and functions, then he will be able to carry out all his responsibilities easily, especially about the supervision that he will provide.

Teachers as educators whose main responsibility is to teach science, as well as disposition or personality. The personality of the teacher, as shown in his behavior, not only affects the behavior of students, but also has an impact on the teaching and learning process in schools. Therefore, a teacher must have a solid and integrated personality competence in order to be able to carry out teaching activities that produce educational outputs that shape students into adults with personality.

## **CONCLUSION AND RECOMMENDATION**

Hypothesis testing 1 (one) which accepts the conception that the higher the emotional intelligence which is a person's ability to recognize one's own feelings and others, the ability to motivate oneself and others, the ability to manage emotions well in oneself and when

interacting with others, the ability to empathize with what others experience and feel, and being able to build and foster good relationships with others will affect teaching competence in improving pedagogical competence, personality competence, social competence, and professional competence.

The acceptance of hypothesis 2 (three) shows that the higher the supervision of the head of the madrasah, the higher the teaching competence of madrasah teachers. The supervision of the head of the madrasah is an effort by the principal to foster teachers so that they can improve the quality of their teaching by undergoing the stages of planning, implementing actual teaching, and making rational modifications to improve student learning outcomes.

The empirical test carried out has received hypothesis 3 (three) which states that the higher the emotional intelligence, the more positive the performance of madrasah teachers. This study focuses on emotional intelligence in the performance of madrasah teachers in Tangerang Regency.

The 4th (fourth) hypothesis tested states that the higher the supervision of the madrasah head, the higher the performance of madrasah teachers in Tangerang Regency. The acceptance of this hypothesis empirical test can be argued that through supervision, the principal can evaluate in learning activities in the form of subsummative evaluation, summative evaluation and formative evaluation.

The 5th (five) hypothesis tested states that the higher the teaching competence, the higher the performance of madrasah teachers in Tangerang Regency. The acceptance of this hypothesis empirical test can be argued that pedagogic competence, personality competence, social competence and professional competence in Tangerang Regency madrasahs will encourage schools in the implementation of learning activities so that the performance of Tangerang Regency madrasah teachers will increase.

The rejection of the empirical test of hypothesis 6 (six) which states that the supervision of the head of the madrasah can

mediate the relationship between emotional intelligence and the performance of madrasah teachers. The rejection of the hypothesis can be interpreted as emotional intelligence is something that a teacher must have to improve his or her performance, with or without teaching competence.

The 7th hypothesis (seven) tested states that teaching competence can mediate the relationship between supervising madrasah heads and the performance of madrasah teachers in the Tangerang Regency. The acceptance of this hypothesis empirical test can be argued that evaluation and supervision of the school principal will encourage teachers to improve their teaching competence in designing and implementing learning evaluations with indications of sub-summative evaluation, summative evaluation, and formative evaluation.

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