

Human Resource Leadership Management Based on Emotional Intelligence in Educational Institutions

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ABSTRACT

Leadership in educational institutions is very important because educational institutions have a main mission, namely to produce the next generation of smart and useful for themselves, society, and the surrounding environment. Educational institutions become a very important place for individuals to seek knowledge and apply the knowledge gained, the function of education management is very important to apply. Management is basically a process of using resources effectively to achieve certain goals or objectives in an organization or institution. This research focuses on how leadership management improves the emotional intelligence of individuals in educational institutions. This research method the author uses the library research method, where in making this journal the main sources are obtained from books, journals, and scientific articles. Therefore, a leader is able to foster a spirit of learning and always motivate the nation's successors/students and understand and realize the abilities that a person has towards what he experiences either through thoughts, words or deeds, not only carrying out obligations or fulfilling obligations but more than that emotional intelligence must be truly realized clearly.

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1. INTRODUCTION

A critical issue in an educational institution is the management of leadership. The growth and development of an institution largely depend on the effectiveness of its systems and management. In other words, if the institution's management is positive, it can foster individuals who are beneficial and of high quality for their surroundings, which in turn contributes to the progress and advancement of the institution. On the contrary, if the institution's leadership management is less effective or negative, the institution will tend to fall behind or stagnate in various aspects.

Emotional intelligence-based leadership refers to the ability to regulate and manage emotions. A leader who possesses emotional intelligence can direct their emotional responses positively. Under the guidance of an emotionally intelligent leader, individuals tend to feel more comfortable and motivated, and the opposite is also true. Emotional intelligence plays a very significant role in leadership. According to Goleman, Primal Leadership always involves emotions in leadership.

An emotionally intelligent leader will be able to inspire others and drive strong performance (Goleman, 2006). In this context, the fundamental task of a leader is to cultivate positive feelings within oneself, so they can manage themselves and their relationships effectively in order to lead an institution toward its vision and goals.

Emotional intelligence is defined as the ability to perceive, understand, and apply emotional sensitivity as a resource for human connection, information, and influence (Yulisatiani et al., 2020).

Leadership based on emotional intelligence involves emotional skills, including self-control, resilience in facing problems, self-motivation, mood regulation, empathy, and the ability to build relationships with others (Wuwung, 2020). Emotional intelligence is essential and necessary in leading educational institutions, especially in today's context where it is increasingly rare to find leaders with high sensitivity and emotional management skills. Intellectual intelligence alone is not sufficient to ensure successful leadership in education; thus, it must be balanced with emotional intelligence.

A study conducted by Moh. Mansur Fauzi on emotional intelligence according to Luqman Al-Hakim (an analytical study of Surah Luqman, verses 12–19) identified seven components of emotional intelligence in Islamic teachings: (1) having principles, (2) forgiveness, (3) trustworthiness, (4) good communication, (5) empathy, (6) patience, and (7) gratitude. Therefore, it is crucial for a leader to possess emotional intelligence in building relationships.

Through emotional intelligence, a leader can understand both themselves and their surroundings, enabling the creation of comfort and harmony within the institution. Leadership management in educational institutions serves as a key benchmark for evaluating the quality of those institutions. It all depends on how well the management is conducted. Many of the challenges faced in education today stem from misaligned goals or ineffective policies within the institutions.

To address these issues, it is necessary to conduct studies or research in this area so that educational institutions can significantly improve their quality and provide meaningful contributions to society and the nation. In developing this journal, the researcher used a library research method, where the primary sources were obtained from books, scientific journals, and academic articles.

2. Leadership Management

Leaders and leadership are inseparable, they are a unity. A leader must have a leadership spirit. This leadership spirit is formed from a process over time until it finally crystallizes in a form of leadership characteristics. Someone who has a leadership spirit, with persistent effort will be able to help the birth of affirmation of leadership attitudes in himself (Fahmi, 2012). According to Robbins, leadership is the ability to influence a group towards achieving goals (Robbins, 2003).

Meanwhile, according to Stoner, leadership is the process of directing and influencing activities related to the work of group members (James A. F. Stoner, R. Edward Freeman, 1996). From this definition, there are four important implications, namely:

- a. Leadership involves other people - subordinates or followers. Their willingness to accept direction from the leader will help determine the status or position of the leader and make the leadership process run. Without subordinates, all the qualities or qualities of leadership from a manager become irrelevant.
- b. Leadership involves an unequal distribution of power between leaders and group members. Leaders usually have greater power and have the authority to direct various activities of members of the institution.
- c. Leadership is the ability to use various forms of power to influence the behavior of followers in various ways. Leaders can not only order subordinates "what" to do, but can also influence "how" subordinates will carry out their orders.
- d. Leadership is about "values". A leader must pay attention to the moral component in carrying out his leadership. Leaders must be able to be examples or ethical teachers for their subordinates or followers.

In carrying out this leadership function, leadership management is very much needed by an institution. Leadership management is a science that comprehensively examines how someone carries out leadership by using all available resources and always prioritizing the concepts and rules that apply in management science (Fahmi, 2012). One of the most important parts of management science is using the art of moving others to achieve the goals of the institution.

With this art, a leader can provide direction to someone to carry out a job properly. A good leader, who is ideal for an institution, is reflected in the characteristics he has. Choosing someone to be a leader should not be done carelessly. A person who will be chosen as a leader should have certain characteristics and traits that will be able to support him in running his leadership. According to George R. Terry in Brantas, the characteristics of a leader are (Brantas, 2009):

- a. Energy: having mental and physical strength.
- b. Emotional stability: a leader must not have bad prejudices, be able to control himself, and must not get angry quickly with subordinates, and have considerable self-confidence.
- c. Human relationship: having knowledge about human relationships.
- d. Personal motivation: the desire to be a leader must be great and be able to motivate oneself.
- e. Communication skill: having the ability to communicate.
- f. Teaching skill: having the ability to teach, explain, and develop subordinates.

- g. Social skill: having expertise in the social field, he likes to help, likes when subordinates progress, is friendly, and flexible in socializing.
- h. Technical competence: having the ability to analyze, plan, organize, delegate authority, formulate concepts, and make decisions.

Furthermore (Zainun, 1989), stated that every leader will succeed in leading an institution if he/she has the following requirements:

- a. Having high enough intelligence to think and find solutions to every problem that arises in a proper, wise and possible way to implement.
- b. Having stable emotions, not easily swayed by the ever-changing atmosphere and being able to separate between personal, household and organizational problems.
- c. Having the skill to deal with people and being able to make subordinates feel at home, happy and satisfied in working.
- d. Having the expertise to organize and move subordinates wisely in realizing the goals of the institution and knowing exactly when and to whom responsibility and authority are delegated.
- e. Leaders must also have:
 - 1. social skills, namely the skills to solve problems that arise in a society.
 - 2. Management skills, namely skills in using methods, techniques and equipment to carry out specific tasks (technical skills), the ability to understand motivation and work with others (human skills), and the ability to understand the complexity of institutions and act in accordance with the overall goals of the organization (conceptual skills).

3. Emotional Inteligent

Emotional intelligence is a non-cognitive form of intelligence, which lies outside the realm of skills and knowledge. It refers to the ability to understand oneself and others, particularly when interacting with others and adapting to one's environment. From this definition, it can be interpreted that emotional intelligence reflects how knowledge is applied and developed throughout a person's life. On the other hand, emotional intelligence can also be seen as a form of competence (cognitive in nature).

Thus, even though it is instinctive and emotional, it can still be learned and trained. In other words, emotional competence is acquired as a person matures. According to Goleman, emotional intelligence is the ability to initiate one's own feelings, to manage emotions well within oneself, and in relationships with others. Meanwhile, Stephen P. Robbins defines emotional intelligence as a non-cognitive ability, skill, capability, and competence that influences an individual's ability to succeed in coping with environmental demands and pressures. From these definitions, several key components of emotional intelligence can be identified:

- a. Self-Management: The ability to control or direct impulses and moods to regulate one's behavior.
- b. Self-Awareness: The ability to recognize and understand moods, self-confidence, and realistic self-assessment.
- c. Social Awareness: The ability to understand the character and emotions of others, and the skill to treat others according to their emotional reactions.
- d. Social Skills: The ability to manage relationships and build networks within one's environment.

Therefore, emotional intelligence plays a vital role in an individual's job performance. In fact, emotional intelligence may be more crucial than academic intelligence. Individuals with high levels of emotional intelligence tend to exhibit higher performance. Consequently, emotional intelligence becomes a trait of high-performing individuals who are capable of establishing better interpersonal relationships. There are several steps necessary to develop emotional intelligence:

- a. Assessing the type of emotional intelligence required for a specific position.
- b. Personally evaluating the emotional intelligence level of candidates for the position.
- c. Measuring individuals' readiness to improve their emotional intelligence.
- d. Motivating individuals to believe in the benefits of the learning experience.
- e. Focusing on clear and defined goals.
- f. Preventing unavoidable declines in ability.
- g. Providing performance feedback.
- h. Encouraging individuals to apply their progress in practical work situations.
- i. Modeling desired behaviors.
- j. Encouraging and creating a climate for self-improvement.
- k. Evaluating based on reliable performance outcome measures.

Emotional intelligence is not only about understanding oneself but also about interacting effectively with others. By enhancing emotional intelligence (EQ), individuals can achieve greater personal and social well-being.

4. Leadership Management in Educational Institutions Based on Emotional Intelligence

Leadership management or a leader in an educational institution must possess a strong leadership spirit to reflect a conducive atmosphere and positive relationships within the institution. The performance and progress of an educational institution largely depend on whether the leadership management is effective. The leadership management of an institution must have good quality and competence, which should at least refer to four main aspects:

- a. Traits and skills in leading;
- b. Problem-solving or conflict-handling abilities to find appropriate solutions;
- c. Social skills;
- d. Professional knowledge and competence (Husaini & Fitria, 2019).

These four competencies serve as essential provisions for leaders in developing educational institutions. A leader is expected to have the character and ability to influence their subordinates wisely, becoming a role model and helping the institution grow and improve. Furthermore, leadership management is also expected to resolve problems rather than create new ones. In this regard, conflicts within institutions must be handled well through what is known as conflict management. Disharmony should be addressed through consensus, prioritizing intellect over brute force. Educational leaders must be able to resolve conflicts such as:

- a. Internal (self) conflict, where a leader is faced with a dilemma, for example, choosing between being punctual at work or handling a sudden family matter. Both options carry risks, but not many leaders are willing to delay personal matters and choose punctuality to set an example for their subordinates.
- b. Conflict between a leader and their subordinates, where disharmony may arise due to differing opinions in discussions or problem-solving. This situation is quite common within educational institutions.

Therefore, leadership management must continuously improve in terms of knowledge and professionalism. A capable leader can influence their followers towards positive change. With sufficient knowledge, they can bring about innovation, creativity, and increased productivity within the institution. Effective leadership management must possess the right components to achieve wise and optimal performance. Joseph C. Rost defines leadership as an influence relationship between leaders and followers who intend real changes that reflect their mutual purpose (Budiono, 2018).

This definition highlights the vital role of a leader in determining the success of an institution. Hence, selecting leaders must be based on specific criteria, such as the ability to solve problems, recognized intellectual capacity, and charisma to lead organizational changes. This consideration is due to the dynamic nature of leadership, which is constantly faced with opportunities and risks that affect the entire organization, including the delegation of authority. One essential requirement for a good leader is emotional intelligence.

As stated by psychologist Howard Gardner (Howard, 2002), emotional intelligence allows a person to broaden their perspective and critically face various challenges within an organization or institution. Emotional competence includes self-control, enthusiasm, perseverance, and the ability to self-motivate. Emotional intelligence can be taught and provides greater opportunities to maximize intellectual potential. It is crucial in addressing traits such as selfishness, violence, and other harmful behaviors. Great leaders inspire us by awakening our spirit and bringing out the best in us. No matter how well-prepared everything may be, if a leader fails in the fundamental task of channeling emotions appropriately, their efforts will not produce the desired outcomes.

5. CONCLUSIONS

Based on the discussion of the journal titled "Human Resource Leadership Management Based on Emotional Intelligence in Educational Institutions," the researcher concludes that leadership is essential for any institution. The success or failure of an institution in achieving its goals greatly depends on its leader. Leadership is the process of directing and influencing work-related activities of group members. A leader is responsible for integrating the needs and desires of the members with the goals of the institution.

It is important for organizations to implement leadership management that supports the institution in achieving its objectives. Leadership in an institution must be supported by strong leadership character and the proper implementation of leadership principles. When leadership character and principles are instilled throughout the organization, members will come to understand, internalize, and practice them, thus creating a leadership climate within the institution.

This leadership climate enables the organization to effectively carry out the management cycle planning, organizing, actuating, and controlling. Consequently, the organization's goals can be achieved more easily and with better outcomes. Leadership based on emotional intelligence, in terms of personal competence, includes self-awareness and self-regulation such as being patient, not easily angered or judgmental, and showing initiative by sharing ideas and thoughts to create innovations that benefit the institution.

Such leaders are also capable of motivating others. In terms of social competence, it includes social awareness and the ability to manage relationships. Emotional intelligence is not only about understanding oneself

but also about interacting effectively with others. By enhancing emotional intelligence (EQ), individuals can achieve greater personal and social well-being.

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