RESEARCH ARTICLE

IMPROVING THE SCHOOLS QUALITY THROUGH THE SCHOOL LEADERSHIP AND EMOTIONAL INTELLIGENCE

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ABSTRACT

This study aims to determine the relationship of school leadership and emotional intelligence on the quality of schools. This study uses quantitative methods through descriptive analysis of correlation and regression. The research data was collected using an instrument with a Likert scale. The instrument related to school leadership, emotional intelligence and the quality of schools. The sample in this research is the teachers who served in State Elementary School Kalideres Sub-district, West Jakarta. The results of this study indicate that school leadership and emotional intelligence have a high relationship and simple the quality of schools. The changing and improving the quality of school leadership and emotional intelligence you have will have a positive impact on school improvement.

INTRODUCTION

The achievement of education quality starts from improving the quality of human resources of the school, including the principal and teachers. Improving the quality of schools is closely associated with school leadership and teachers' activities. The achievement of quality learning process depends on the ability of teachers in implementing the learning process. School principal of an educational leader works to realize the harmonious human relations in order to foster and develop cooperation among personal. School quality improvement can be influenced by the leadership of the principal. The school managing all activities within the schools depends on the school leadership. Mahmood (1993) said that the success and failure of a school in many places rely on the schools that principals and teachers, but the school leadership is a very important variable in influencing the management of school resources. Study Cheng (1996), Scheerns and Bosker (1997) showed that the role of the leader is an important element in bringing about change and the success of a school, for the improvement and development of school quality depend on the readiness and capability of the principals in managing the school. Principals who succeeded is capable of understanding the organization of the school as an organization that is complex, unique and distinctive, and able to carry out the role and functions as the principal. Quality schools, the achievements of high school, studies conducted by Edmonds (1979), Brookover *et al*., (1979), Sapore (1983), and Rutter *et al*., (1979).

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Likewise Korze (1983) says that an outstanding school principal have to understand the role they play in teaching program at her school. Teachers who have high emotional intelligence, able to control and manage one's emotions, it can really help teachers overcome the problem and the implementation process of learning in schools. Interaction between teachers and students is an important component of many components that support student achievement. Cooper and Sawaf as quoted by Fatimah (2006) defines that the core of emotional intelligence the ability to feel, understand, and selectively apply power and emotional sensitivity as a source of energy and human influence. Some research indicates that learning achievement is also influenced by the teachers' teaching skills. Therefore, emotional intelligence has an important role in improving an individual's performance (Mohyi, 1999; Goleman, *et al.,* 2005). The success of teachers in carrying out any activity in school is influenced by emotional intelligence held by teachers. According to Goleman (1995) that emotional intelligence has a very important role in the success of one's life. In the view of Patton (1997), emotional intelligence is the power behind the throne of intellectual abilities. The success of a teacher in carrying out his duties as an educator can not be separated from the emotional intelligence of teachers. Goleman (1995) also states that the percentage contribution of a person's IQ preformance support the success of not more than 20 per cent supported oeh other factors, including emotional intelligence. Mike Brearly was quoted as saying by Ginnis (2007) states that, emotional intelligence as the ability to control and use emotions to improve our success in this aspect of our lives. Emotional intelligence is not opposed to the intellectual, but the two interact dynamically both at the conceptual level and in the real

world (Shapiro, 1997). It is also consistent with the results of research conducted by Amrullah (2008) which explains that emotional intelligence has a relationship with the teacher's performance, and the higher the emotional intelligence of a teacher, the higher the performance. Finally, the school leadership and good emotional intelligence can improve the quality of education in their schools improvement. The quality of education in schools has a direct impact on improving the quality of the school itself. Improved quality of schools can be carried out with the improvement of school leadership and emotional intelligence at schools. Therefore, this study will try to get answers to some main issues in this study were associated with a title that includes the issues of school quality variables influenced by variables of school leadership, as well as their emotional intelligence variables. The achievement of quality schools rely heavily on school leadership and emotional intelligence held by teachers. So in this study, the researchers focused on the achievement of the quality of schools through school leadership and emotional intelligence. In general, this study aims to know for sure the quality of the school consists of two aspects: (1) leadership principals, and (2) emotional intelligence. The specific objective of the research is to be achieved is to: 1) how the stages of school leadership, emotional intelligence and school quality, 2) determine the relationship of school leadership on the quality of schools, 3) determine the relationship of emotional intelligence on the quality of schools, 4) determine the relationship school leadership and emotional intelligence together the quality of schools, 5) the dominant factor of school leadership and emotional intelligence that affect the quality of schools.

Literature Review

Leadership Principals

School principal as a leader and role model in the school organizational environment which is crucial in an organization, then a school principal has a duty and responsibility is very heavy, exercises effective leadership in any circumstances. The principal as leader mentioned by Hasibuan (1995) are those who use formal authority to organize, direct and control his subordinates in charge, so that all parts of the work are coordinated in order to achieve the company's goal, in this case the school. School principal is one of the most educational components that play a role in improving the quality of education. As disclosed Supriadi (1998) that the close relationship between the quality of principals with various aspects of school life such as school discipline, school cultural atmosphere, and decreasing juvenile delinquency behavior. Gardner (1990), says that leadership is a process to encourage and pursue the aim to influence others leaders of strength or power. According Nawawi and Martini (2000), leadership can be defined as the ability or intelligence of a person to drive a number of people (two or more) in order to cooperate in carrying out the activity of the organization's activities are focused on achieving common goals that have been set. Mulyasa (2002) suggested that the principal can be simply defined as a functional staff of teachers who were given the task to lead the school is a place where the convening of the learning process, or the place where the interaction between teachers sand students. Similarly, the Squires, et.al, (1983) argues that, The pricipal is one of the most important people in the school when it comes to setting the school climate and

providing leadership. The principal of make sure the staff has the supervision needed to support professional improvement. Leadership is something that comes from within and is the result of a person's decision to be the leader. The leader should be trying to influence subordinates in accordance with the authority and leadership ability. Opinions Nurdin (2001) who promoted that leadership means the ability and readiness of a person to be able to influence, encourage, persuade, lead, moving, and if necessary to force others to accept the influence it and then do something that will help to achieve something mean or specific purposes.

Principal leadership is complex due to the school as an organization in which there are various dimensions to each other interrelated and mutually determine. Lipham (1976) classifies the principal task into five types, namely: (1) The teaching program; 2) Fostering staff; (3) Maintaining and managing the student; (4) Manage finances; (5) Managing the relationship with the school community. According to Toha (1986) there are four kinds of the role of the principal as decision makers, namely: (1) the role of entrepreneur, (2) the role of the barrier disorder (disturbance-handler), (3) a role as a divider source (resource allocator), (4) role as a negotiator.

Emotional Intelligence

Goleman (1999) says that emotion is "any activity or processing thoughts, feelings, desires, any undue mental state or overflowing. Emotions show a typical feelings and thoughts, a state biologist and someone who tends to act ". Thus emotions are feelings diiikuti to the action. According to Goleman (2003) through his research says that emotional intelligence accounts for 80% of the determinants of success someone, whereas the other 20% is determined by IQ (Intelligence Quotient). Emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourself, the ability to manage emotions in oneself and in relationships with others (Goleman, 2003). Patton (1998) says that people who have emotional intelligence will be able to face the challenges and make a human being a responsible, productive, and optimistic in the face and solve problems, where these things are needed in the work environment.

According to Alder (2001) there are five areas that includes the ability to understand the emotions themselves, namely; able to manage emotions themselves; motivate themself; understand emotions in others; fostering relationships between people. According Suharsono (2003) consists of Intelligence or Intelligence quetion intellectual intelligence (IQ), emotional intelligence or emotional Intellegence (EI), or Spiritual quetion spiritual intelligence (SQ). Emotional intelligence function to assist and guide the minds and curiosity, makes us think about how to avoid the danger of mad help us overcome-Courant Courant to get what we need and we can find happiness with someone else.

Quality of School

Quality school has good quality management. To provide quality assurance and quality toward educational institutions need to know exactly what is needed by customers. In the field of education, quality includes input, process and output in the world of education (Sukmadinata, 2006).

According to Kotler (2002) is the overall quality attributes and properties of a product that affect its ability to satisfy stated or implied. According Garperzs (1997) gives a sense of quality by stating that the quality is defined as everything that determine customer satisfaction and efforts to change towards the continuous improvement so known by the term Q = MATCH (Quality = Meets Agreed Terms and Change). Schools can be said to be successful if it is able to provide service according to customer expectations. According to the Ministry of Education (1999), mentions three (3) things that a successful coverage of the school management, is:

- Students are satisfied with the service to the school, with lessons learned, the treatment of teachers, leaders, satisfied with the facilities provided by the school or the students enjoy school situation well.
- Parents of students were satisfied with the service on his son, the services received by a report on the progress of their learning and programs run by the school.
- The user of grad satisfied that accept graduates with high quality and as expected, dand. Teachers and school employees are satisfied with the service, in bentukpembagian work, relationships and communication between teachers or leaders, employees, salaries and services.

To specify that a quality education or can not be seen from the indicators of quality of education. Indicators of quality of education according to Sallis (2008) can be seen from two perspectives, namely the school as an educational service providers (service providers) and students as a service user (customer) in which there are parents, communities and stakeholders.

RESEARCH METHODS

This study uses a quantitative method with deskpritif analysis, correlation and regression, according Kerlinger (1993) quantitative review of the most appropriate method is used to examine the relationship between variables. Selection of this method is based on the consideration that the purpose of the research is expected is to obtain information relating to the status of existing symptoms and seek factual particulars about individuals, which is related to school leadership, emotional intelligence and school quality. The data collected in this study were analyzed using statistical techniques, both descriptive statistics and inferential statistics. Descriptive statistics were used was the size of the central symptoms of which include on average, and the size of the spread or variability using a standard deviation. Presentation of data each variable research is done by presenting the mean and standard deviation. While used the inferential statistical test of correlation analysis, and regression analysis test. According to Nazir (1988) is a descriptive research study to find facts with proper interpretation, including studies to accurately describe the nature of some phenomenon, groups or individuals. Correlation analysis is used to determine how much the relationship between the two variables that will be examined. For the purpose of interpreting the values obtained from Pearson correlation coefficient, guidelines used from Cohen (1988), according to Cohen (1988), correlation values between +0.1 to +0.29 showed little relationship, values between 0.30 till +0.49 + is a simple, whereas +0.50 to +1 indicates a great relationship.

Regression is a technique for determining the linear correlation between some free form of capables changing to the make it better and make-correlation in the linear fashion (Majid, 1990). This study is basically meant to get a picture of how much influence the variables of school leadership and emotional intelligence, the quality of schools. The population in this study is all public elementary school teachers in Kalideres Sub-district, West Jakarta, which amounted to 980 people. The sample in this research is the teachers who served in State Elementary School Kalideres Sub-district, West Jakarta. The sample in this study amounted to 176 people. The sample in this study was set at 176 people or 18% of the population of 980 people.

Sampling as many as 176 people refer to the opinions Singarimbun and Efendi (1989) that the large sample of normal distribution is a sample of> 30 cases, and if the analyzed data used is the correlation technique then the samples must be taken at least 30 cases. Besides the procedure of determining the sample size refers to the opinion Arikunto (2006) says that if the subject is less than 100, better taken all that research was population research. But if a large number of subjects, it can be between 10-15% or 15-20% or more. Also added by Airasian et.al. (2012) which showed that 10-20% of the population sample is enough to do the research. Sampling was conducted using simple random sampling technique. According Sugiono (2002), random sampling is a research method where the sample size of each population has an equal chance to become members of the sample.

Data collection tools in this study using the instrument, the instrument related to the research problem that school leadership, emotional intelligence and the quality of schools. The instrument used in this study was a questionnaire or a questionnaire compiled by Likert scale model. Instruments are arranged in sentences statements related to the three variables of the study. The questionnaire was structured in a statement that will be answered by the respondents who have changed and adapted to study problems. Instruments for measuring the variable quality of schools follow the opinion Holsinger and Cowell (2000), which suggests several indicators of the quality of education, namely (1) educators, (2) students, (3) learning, (4) infrastructure and learning facilities, and (5) school management, which has been modified and adapted to research by the number of items of 30 items.

Instrument school leadership seen from the task of a leader, the instrument changed and adapted to the study by the opinion research Lipham (1976), which classifies the principal task into five types, namely: (1) The teaching program; 2) Fostering staff; (3) Maintaining and managing the student; (4) Manage finances; (5) Managing the relationship between the school and the community, with a number of items of 30 items. The emotional intelligence indicators in this research Followed by Goleman (2006) that are consists of 1) self-awareness, 2) empathy, 3) management correlation, 4) managing feels, and 5) motivation, totaling 30 items. Instrument compiled and calculated its validity is tested reliability. The validity of this instrument is the validity of the content or validity of the content. This is done with the aim to ensure the quality of the instrument in question, when used for data collection in the study.

RESULTS

Stages of the Principal Leadership, Emotional Intelligence, and quality of school

To know the stages of school leadership, emotional intelligence and the quality of schools, in this research using descriptive analysis. The descriptive analysis can be seen in Table 1. From Table 1 shows that the overall variable in this study has a value of stages was good, variable school leadership through the indicator teaching program has a value (mean = 22.00 SD = 3.117), indicator foster staff have values (mean = 22.16, SD = 2.906), indicator of fostering and managing students (mean = 21.87, SD = 2.850), indicator of financial management (mean = 21.73, SD = 3.252), indicator managing relations schools with the public of (21.56, SD = 3.258). From the results of this study indicate that school leadership in high school, the principal task and function as a leader in professional schools, the leader is responsible for all management activities in schools.

Variable emotional intelligence through the indicator of self-awareness has a value of (mean = 22.41, SD = 4.554), indicators of empathy has a value of (mean = 22.52, SD = 4.285), indicator management correlation has a value of (mean = 22.24, SD = 4.464), managing feels indicator values (mean = 22.20, SD = 4.185), motivation indicator values (mean = 22.80, SD = 4.033). From the results of this study indicate that emotional intelligence is a teacher in the school is very good, high value of emotional intelligence provides evidence that teachers have to have emotional intelligence in themselves, their emotional intelligence within the teacher has a role in every action and attitudes of teachers in the management of the learning process in schools, teachers who are able to control emotions in yourself will be able to carry out its duties and functions as an educator in the school. The variable the quality of schools through the indicator educators have a value of (mean = 22.05, SD = 4.210), indicator learners have values (mean = 22.32, SD = 4.670), indicator of the learning process has a value (mean = 22.30, SD = 4.629), indicator facilities for learning has a value (mean = 22.03, SD = 4.753), the school has a management indicator values (mean = 22.29, SD = 5.056). From the results of this study indicate that the the quality of schools through the indicator has a value of stages was good, the quality of high school seen from the quality of teachers, learners, learning activities in schools, their infrastructure and learning facilities, as well as the quality of school management. High or low the quality of schools is closely related to all of the resources that exist in schools, management and implementation of management activities both in school impact on the high or low quality of school.

The relationship between the school leadership to the quality of schools

To determine the relationship between the leadership of the principal on the quality of schools, in this study used correlation analysis. The results of the study the relationship between variable can be seen in Table 2. From Table 2 above shows that school leadership has a high correlation to the quality of the school, the relationship is visible also on indicators of leadership that has a relationship to the quality of the school.

Relationships are highly visible on the indicator teaching program for indicators of educators at (r = 0.535), the indicator learners (r = 0.501), the indicator of school management for (r = 0.536), and the variable quality of the school at (r = 0.592). Indicators build and manage the quality of schools for students (r = 0.528), indicators of financial management of the quality of school (r = 0.511). Indicators managing relationships with public schools for (r = 0.551), and the variable of school leadership has a relationship with indicators of educators at (r = 0.622), the indicator learners at (r = 0.593), the indicator of the learning process for (r = 0.603), the indicators infrastructure and learning facilities for (r = 0.565), the school of management indicators (r = 0.606), as well as the variable of school quality (r = 0.702).

From the findings, it seemed also the leadership of school principals have a simple relationship to the quality of schools through indicators teaching program for indicators of infrastructure and learning facilities for (r = 0.444), an indicator of builder staff of indicators educator (r = 0.467), the inidikator learners (r = 0.398), the learning process indicators (r = 0.475), the indicator means and learning facilities (r = 0.361), the school management indicators (r = 0.385), and the quality of schools (r = 0.488). Indicators build and manage student to the indicator educators (r = 0.462), the indicators learners (r = 0.483), the indicator of the learning process (r = 0.403), the indicators infrastructure and learning facilities (r = 0.449), the management indicators of school (r = 0.451). Indicators of financial management have a simple relationship to the indicator educator (r = 0437), the indicators learners (r = 0.426), the indicator of the learning process (r = 0.448), the indicators infrastructure and learning facilities (r = 0.424), the indicator school management (r = 0.439). Indicators manage the relationship of the school with the community to the indicator educator (r = 0.470), the indicators learners (r = 0.452), the indicator of the learning process (r = 0.463), the indicators infrastructure and learning facilities (r = 0.470), the management indicators school (r = 0.490). Thus the results of this study prove that school leadership has a strong relationship

to the quality of schools, the quality of high school can be caused by the presence of school leadership quality, the results of this study also indicate the principal's leadership through the indicator has a high relationship and simple the quality of schools. In other words, a principal in the management of the school greatly affects the quality of schools, principals are able to improve the quality of schools is the school principal that has quality in the lead, have a quality of leadership and carry out their duties and functions as the leader in a professional manner.

The relationship between emotional intelligence and the quality of schools

To determine the relationship betwenen emotional intelligence and the quality of schools in this study using correlation analysis. The relationship between variable can be seen in Table 3. From Table 3 above, it can be seen that emotional intelligence has a high relationship and simple the quality of schools. High relationship can be seen from indicators of self-awareness to the indicator educator (r = 0.506). The indicator learners (r = 0.536), the school management indicators (r = 0.561), and the quality of schools (r = 0.592). Indicators empathy has a relationship to the indicator educator (r =

0.521), the indicators learners (r = 0.510), the school management indicators (r = 0.522), the quality of schools (r = 0.585). Indicators on the quality of school management correlation (r = 0.536). Indicators managing feels the indicators educator (r = 0.572), the indicators learners (r = 0.522), the indicator of the learning process (r = 0.514), for indicators of school management (r = 0.564) and the quality of schools (r = 0.621), Indicators of motivation have been associated with the learning process indicators (r = 0.514), the school management indicators (r = 0.507), the quality of schools (r = 0.574). Variable emotional intelligence has a high relationship to the indicator learners (r = 0.560), the indicator learners (r = 0.591), the indicator of the learning process (r = 0.544), the indicators infrastructure and learning facilities (r = 0.517), the school management indicators (0.593), and the quality of schools (r = 0.659).

Emotional intelligence has a simple relationship to the quality of the school as seen from indicators of self-awareness of the learning process indicators (r = 0.432), the indicator means and learning facilities (r = 0.481). Indicators of empathy towards the learning process indicators (r = 0.496), the indicators infrastructure and learning facilities (r = 0.445). Indicators Management of correlation to the indicator educator (r = 0.429), the indicators learners (r = 0.489), the indicator of the learning process (r = 0.488), the indicators infrastructure and learning facilities (r = 0.418), for indicators of school management (r = 0.457). Indicators managing feels to have a simple relationship with indicators of infrastructure and learning facilities (r = 0.474). Indicators of indicators educator motivation (r = 0.478), the indicators learners (r = 0.487), the indicators infrastructure and learning facilities (r = 0.458). Thus the results of research can prove that emotional intelligence greatly affect the quality of schools, emotional intelligence held by teachers closely associated with high or low quality of school generated, emotional intelligence of teachers can be seen from the management of the learning process is carried out in schools, teachers who have intelligence high emotional able to cope with any problems that arise during the learning process, being able to manage and produce quality learning process. Thus emotional intelligence held by teachers will contribute to the achievement of quality high school. it can be said that the quality of high school due to their emotional intelligence held by teachers at school.

The relationship between of school leadership and emotional intelligence and the quality of schools

To determine the relationship between school leadership and emotional intelligence together the quality of schools, conducted by using multiple regression analysis, multiple regression analysis is used to indicate the index of the relationship between school leadership and emotional intelligence together the quality of schools. The relationship a variable can be seen in Table 4. Intelligence to produce a B on school leadership for 0.819, the variable emotional intelligence by 0.666, as well as the constant value of 23.276. From these results it can be concluded regression $Y = 23.276 + 0.819X_1 + 0.666X_2$. Strength multivariate correlation between the variables of school leadership and emotional intelligence to quality schools correlation coefficient R = 0.771. These findings prove that the variables of school leadership and emotional intelligence have a relationship to the quality of the school. With the value of F = 126.665, sig = 0.000, (p <0.005)

showed that the association has a significant relationship. The coefficient of determination between the variables of school leadership and emotional intelligence on the quality of the school is for $R_2 = 0.594$. It shows that 59.4% of variation in school quality can be affected by variables of school leadership and emotional intelligence, through the regression equation

$$Y = 23.276 + 0.819X_1 + 0.666X_2.$$

It can be seen that the quality of schools can be developed and enhanced in the presence of a good school leadership as well as their emotional intelligence possessed by educators. Improved quality of the school depends on the quality of leadership of school principals in managing the school as well as school resources, as well as the internal factors of the inner teacher especially emotional intelligence possessed a teacher as educators in schools, the learning process will not work properly if a teacher does not have the emotional intelligence in the course of the learning process. It can be concluded that an increase in the quality of schools is influenced jointly by the school leadership and emotional intelligence of teachers, the higher the school leadership and emotional intelligence of teachers in the school, the higher the quality of school generated.

Dominant Factor of school leadership and emotional intelligence Affecting the Quality Schools

The next question is the dominant factor affecting the quality of the school. To search for a dominant factor affecting the quality of schools in the study using correlation analysis and stepwise regression, to conduct multivariate regression analysis using stepwise, first performed a correlation analysis as Table 5. From Table 5, it was found that the correlation value at factor managing feels for 0.621, with a correlation value determination for 0386. This means that approximately 38.6% of school quality can be explained by managing feels, after being added by the factor to manage the relationship of the school with the community found a correlation value of 0.697 with the correlation value determination by 0.486. It means that 48.6% of the factor of managing feels and manage the relationship of the school with the community affects the quality of schools, as well as the value of the correlation factor managing feels, manage the relationship of the school with the community, self-awareness, have correlation value is of 0.742 with the value of the determination of 0.551. It means that 55.1% of school quality can be explained and influenced by factors managing feels, manage the relationship of the school with the community and self-awareness, on the model into four namely factor managing feels, manage the relationship of the school with the community, self-awareness and teaching programs have a correlation value by 0768 the value of determination for 0.590, which means 59.0% of school quality can be explained and influenced by factors managing feels, manage the relationship of the school with the community, self-awareness and teaching programs, as well as the factor of managing feels, manage the relationship of the school with the community, self-awareness, teaching programs and developing and managing student has a correlation value of 0.782 with a value of determination for 0.611. It means 61.1% of school quality can be explained and influenced by factors managing feel, manage the relationship of the school with the community, self-awareness, teaching programs and developing

and managing student and the tray will be explained by other factors. Furthermore, to determine the dominant factor on the quality of schools were analyzed using stepwise regression analysis. Stepwise regression analysis can be seen in Table 6. From Table 6 above, It shows that the calculation of multivariate regression using stepwise method on the first model towards regression X_1 for 2.945 to factor c4 (managing feels) with a constant value of 45.581. The second model towards regression X_1 for 2.237 to factor c4 (managing feels) shows X_2 for 2.137 to factor b5 (managing relationships with public schools) with a constant value of 19.665. The final form of multivariate regression direction X_1 for 1.317 to factor c4 (managing feels), the direction X_2 by 2.070 to factor b5 (managing relationships with public schools), the direction X_3 for 1.407 to factor c1 (self-awareness) with a constant value of 5.601. In the fourth model towards regression X_1 for 0.945 to factor c4 (managing feels), the direction X_2 by 1.618 to factor b5 (manage the relationship of the school with the community), the direction X_3 for 1.281 to factor c1 (self-awareness), direction X_4 by 1.568 to factor b1 (teaching program), with a constant value of 8.094. In the fifth model towards regression X_1 for 0.897 to factor c4 (managing feels), the direction X_2 by 1.332 to factor b5 (manage the relationship of the school with the community), the direction X_3 for 1.134 to factor c1 (self-awareness), direction X_4 by 1.380 to factor b1 (teaching program), amounting to 1.199 for the X_5 direction factor b3 (fostering and managing students), with a constant value of 19.665.

The final form of multivariate regression the quality of schools can be described by the regression equation

$$\hat{Y} = 19.665 + 0.897X_1 + 1.332X_2 + 1.134X_3 + 1.380X_4 + 1.199X_5.$$

Thus it can be seen that the improvement and enhancement of the quality of schools is influenced by factors managing feels, managing relationships with the school community, self-awareness, teaching programs, develop and manage student. Before being used for the purposes of divination, this regression equation regression testing should be performed interests. To determine the degree of interest of a multiple regression equation, F test and the results are presented in Table 7 as follows.

Based on the analysis of variance regression in Table 7 above note on the first model by a factor c4 (managing feels) value Fcount 109.159 with sig = 0.000, the second model by a factor c4 (managing feels) and b5 (manage the relationship of the school with the community) value Fcount 81.846 with sig = 0.000, the third model by a factor c4 (managing feels) and b5 (manage the relationship of the school with the community) and c1 (self-awareness) value Fcount 70.276 with sig = 0.000, the fourth model with factor c4 (managing feels) and b5 (manage the relationship of the school with the community), c1 (self-awareness), b1 (teaching program) value Fcount 61.491 with sig = 0.000, the fifth model by a factor c4 (managing feels) and b5 (managing relationships with public schools), c1 (self-awareness), b1 (teaching program), and b3 (foster and manage student) value Fcount 53.418 with sig = 0.000. It can be concluded regression $\hat{Y} = 19.665 + 0.897X_1 + 1.332X_2 + 1.134X_3 + 1.380X_4 + 1.199X_5$, very significant. These findings prove that the dominant factor and significantly affecting the quality of the school is of a factor managing feels, managing relationships with the school community, self-awareness, teaching programs, develop and manage student.

Tabel 1. Descriptive Analysis of Research Variables

Variable and Indicator	N	Mean	Standar Deviation	Int
Principal Leadership		109.32	11.722	
1 The teaching program;	176	22.00	3.117	High
2 Fostering staff;	176	22.16	2.906	High
3 Maintaining and managing the student;	176	21.87	2.850	High
4 Manage finances;	176	21.73	3.252	High
5 Managing the relationship between the school and the community	176	21.56	3.258	
Emotional Intelligence		67.16	11.523	
1 Self-awarness,	176	22.41	4.554	High
2 Empathy,	176	22.52	4.285	High
3 Management correlation,	176	22.24	4.464	High
4 Managing feels,	176	22.20	4.185	High
5 Motivation	176	22.80	4.033	High
quality of school		110.98	19.852	
1 Educators,	176	22.05	4.210	High
2 Student,	176	22.32	4.670	High
3 Learning,	176	22.30	4.629	High
4 Infrastructure and learning facilities,	176	22.03	4.753	High
5 School management	176	22.29	5.056	High

Tabel 2. The relationship between the school leadership to the quality of schools

The quality of schools / Leadership	educator	student	Learning	Infrastructure and learning facilities	School management	Quality of schools
The teaching program;	.535**	.501**	.505**	.444**	.536**	.592**
Fostering staff;	.467**	.398**	.475**	.361**	.385**	.488**
Maintaining and managing the student;	.462**	.483**	.403**	.449**	.451**	.528**
Manage finances;	.437**	.426**	.448**	.424**	.439**	.511**
Managing the relationship between the school and the community	.470**	.452**	.463**	.470**	.490**	.551**
Principal leadership	.622**	.593**	.603**	.565**	.606**	.702**

**Correlation is significant at the 0.01 level (2-tailed).

Table 3. The relationship between emotional intelligence and the quality of schools

Quality of School Emotional intelligence	Educator	Student	Learning	Infrastructure and learning facilities	School management	Quality of school
Self-awarness,	.506**	.536**	.432**	.481**	.561**	.592**
Empathy,	.521**	.510**	.496**	.445**	.522**	.585**
Management correlation,	.429**	.489**	.488**	.418**	.457**	.536**
Managing feels,	.572**	.522**	.514**	.474**	.564**	.621**
Motivation	.478**	.487**	.514**	.458**	.507**	.574**
Emotional Intelligence	.560**	.591**	.544**	.517**	.593**	.659**

**Correlation is significant at the 0.01 level (2-tailed).

Table 4 the relationship between of school leadership and emotional intelligence and the quality of schools

Variable	B	Beta (β)	Nilai T	F	R	R2	Sig
(Constant)	23.276		-2.574	126.665	.771	.594	.000
school leadership	.819	.483	8.242				
emotional intelligence	.666	.387	6.593				

Predictors: (Constant), emotional intelligence, school leadership
Dependent Variable: the quality of schools

Table 5. Correlation analysis between dimensions variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621[a]	.386	.382	15.606
2	.697[b]	.486	.480	14.312
3	.742[c]	.551	.543	13.422
4	.768[d]	.590	.580	12.861
5	.782[e]	.611	.600	12.561

a. Predictors: (Constant), C4 (Managing feels)
b. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community)
c. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community), C1 (Self-awarness).
d. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community), C1 (Self-awarness), B1 (The teaching program)
e. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community), C1 (Self-awarness), B1 (The teaching program), B3 (Maintaining and managing student).

Table 6. Stepwise Regression Analysis on the Quality Schools

Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	45.581	6.369		7.156	.000
	C4	2.945	.282	.621	10.448	.000
2	(Constant)	15.248	7.827		1.948	.053
	C4	2.237	.286	.472	7.829	.000
	B5	2.137	.367	.351	5.822	.000
3	(Constant)	5.601	7.593		.738	.062
	C4	1.317	.326	.278	4.043	.000
	B5	2.070	.344	.340	6.009	.000
	C1	1.407	.283	.323	4.971	.000
4	(Constant)	8.094	8.026		1.009	.015
	C4	.945	.325	.199	2.906	.004
	B5	1.618	.348	.266	4.644	.000
	C1	1.281	.273	.294	4.693	.000
	B1	1.568	.388	.246	4.042	.000
5	(Constant)	19.665	8.713		2.257	.025
	C4	.897	.318	.189	2.818	.005
	B5	1.332	.353	.219	3.773	.000
	C1	1.134	.271	.260	4.186	.000
	B1	1.380	.384	.217	3.596	.000
	B3	1.199	.394	.172	3.042	.003

a. Predictors: (Constant), C4 (Managing feels)
b. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community)
c. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community), C1 (Self-awarness).
d. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community), C1 (Self-awarness), B1 (The teaching program)
e. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community), C1 (Self-awarness), B1 (The teaching program), B3 (Maintaining and managing student).
f. Dependent Variable: Quality of schools

Table 7. Variant Analysis of Multiple Linear Regressions
$$\hat{Y} = 19.665 + 0.897X_1 + 1.332X_2 + 1.134X_3 + 1.380X_4 + 1.199X_5$$

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	26587.087	1	26587.087	109.159	.000[a]
	Residual	42379.862	174	243.562		
	Total	68966.949	175			
2	Regression	33530.070	2	16765.035	81.846	.000[b]
	Residual	35436.879	173	204.837		
	Total	68966.949	175			
3	Regression	37980.889	3	12660.296	70.276	.000[c]
	Residual	30986.060	172	180.152		
	Total	68966.949	175			
4	Regression	40683.131	4	10170.783	61.491	.000[d]
	Residual	28283.817	171	165.402		
	Total	68966.949	175			
5	Regression	42143.258	5	8428.652	53.418	.000[e]
	Residual	26823.691	170	157.786		
	Total	68966.949	175			

a. Predictors: (Constant), C4 (Managing feels)
b. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community)
c. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community), C1 (Self-awarness).
d. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community), C1 (Self-awarness), B1 (The teaching program)
e. Predictors: (Constant), C4 (Managing feels), B5 (Managing the relationship between school and community), C1 (Self-awarness), B1 (The teaching program), B3 (Maintaining and managing student).
f. Dependent Variable: quality of school.

DISCUSSION

The effort of improving the quality of education is a strategic point in efforts to create a quality education. Grade school associated with the human resources quality school anyway. The success of a school principal is to improve the quality or the quality of schools. Improved quality of education in schools can not be successfully implemented without the leadership to run a school principal. The results showed that school quality can be improved by their school leadership and good emotional intelligence. High correlation between school leadership and emotional intelligence on the quality of schools show that school quality is very dependent on school leadership and emotional intelligence of teachers in the implementation of the learning process in schools. According to Soetopo and Soemanto (1994), that leadership is the ability to move education to achieve educational goals, and implementation is shown in the two functions to be performed by a leader, namely: (1) functions relating to the objectives and (2) functions relating to the creation of healthy work atmosphere and fun while maintain.

Thus the principals will be able to give a great influence to the improvement of the quality of education in schools. In connection with the teacher, according to Mochtar Buchori (1994) is five things that affect the quality of teacher behavior, namely: (1) the type of authority that actually handed over to the teacher; (2) Quality of superiors who supervise and control the behavior of the teacher; (3) the freedom given to teachers, both inside and outside the classroom; (4) The relationship of teachers to students; (5) the knowledge of teachers about themselves and belief in himself. In improving the quality of teacher behavior in school takes good emotional intelligence. Emotional intelligence affects the success of the work. The success or failure of a person in the job is not solely dependent on the intellectual. Sometimes people are regular intelligence level but even more successful due to emotional factors. A person's emotional intelligence is basically derived from emotional development is owned by the person that can be detected through behaviors that Appear from a state of feelings and physiological responses. Patton (1997) says that sign of lack of emotional intelligence in organitation where there is no cooperation Among the members, leaders irritability, hard work is not appreciated. The boss is Often criticized, do not trust your fellow members, the feeling is depressed, bored, members can modestly businesses respectively. This is because of uncontrolled emotions, lack of empathy and consideration and this will hamper the work productivity. Research conducted by Bahtiar (2009), shows that there is a relationship between emotional intelligence and academic achievement. From the research, it was also showed that school quality can be improved through some indicators derived from the principal's leadership and emotional intelligence. These indicators are of factor managing feels, manage the relationship of the school with the community, self-awareness, teaching programs, develop and manage student. Repair and improvement of school quality is a priority of the principal as a leader by promoting improvements dominant factors affecting the quality of schools. The improvement and enhancement of these factors impact more tangible to repair and improve school quality, without ruling out various other factors that give influence on the quality improvement of the school. Thus to achieve the quality of schools, it requires the support of school leadership and emotional intelligence in schools. It can be formulated that the factor of school leadership and emotional intelligence is a factor that contributes to the success of school improvement.

Conclusion

Quality schools becomes the flagship product of an educational institution. The resulting quality of the school to be a barometer in achieving satisfaction and willingness of the various parties. Learners, parents, community and other relevant parties are school customers, so that the resulting quality of school can affect customer ratings of the quality of the school's school. School leadership greatly affects a variety of learning activities in schools.

The achievement of quality schools will not succeed achieved without the leadership of the principal professional. The high or the low of school leadership was shown by the ability of the principal in managing all school resources optimally, effective and efficient in the quality of high school achievement. In addition, from this study also it shows that school quality is strongly influenced by emotional intelligence possessed an educator. A teacher's ability to manage the learning process in schools requires control of high emotion, various problems will arise in the implementation of learning activities that require control of emotional well from a teacher in solving various problems related to the learning process. For that a teacher who is able to control their emotions and have a high emotional intelligence will give a higher contribution in the achievement of the learning process in accordance with the purpose of education. To that end, the school produces good quality, it takes a variety of strategies and policies that can provide a direct impact on the quality of schools, school leadership and emotional intelligence of teachers became the main pillars that must be addressed and improved if want their schools and quality improvement. This is very important as tackling the various problems that arise in learning activities in schools this is due principals and teachers are the parties directly involved in a variety of learning activities in schools, poor school leadership and emotional intelligence held by teachers may worsen the quality of schools, can degrade the quality of the learning process in schools that will ultimately reduce student achievement in schools.

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