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The Influence of Transformational Leadership and Emotional Intelligence of Madrasah Principals on Teacher Performance at MTSN 7 Jakarta

Susianingsih¹, Yuni Pratikno², Jamal Hanaffy³.

¹Management and Business Study Program, Mitra Bangsa University, Jakarta, susanwiharto@gmail.com.

²Management and Business Study Program, Mitra Bangsa University, Jakarta, yuni.pratikno@gmail.com.

³Management and Business Study Program, Mitra Bangsa University, Jakarta, jamalhanaffy@umiba.ac.id.

Corresponding Author: susanwiharto@gmail.com¹

Abstract: Teacher performance is a strategic factor in determining the quality of the learning process and the achievement of educational goals, especially at State Islamic Junior High School (MTsN) 7 Jakarta. Improvement in teacher performance is influenced by various internal factors, including transformational leadership and emotional intelligence. This study aims to analyze the influence of transformational leadership on teacher performance, the influence of emotional intelligence on teacher performance, and the influence of transformational leadership and emotional intelligence simultaneously on teacher performance at MTsN 7 Jakarta. This study uses a quantitative approach with a survey method that emphasizes the collection and processing of data in numerical form so that the results of the analysis can be interpreted objectively and measurably. To enrich the understanding of the variables studied, this study is also supported by qualitative data in the form of verbal statements in questionnaires and open comments from respondents. The study population was 58 teachers, with a sampling technique using total sampling, so that the entire population was used as respondents. Hypothesis testing was conducted using multiple linear regression analysis with the help of SPSS software version 29. The results showed that partially transformational leadership and emotional intelligence have a positive and significant effect on teacher performance. Simultaneously, both variables also showed a significant effect on teacher performance. The coefficient of determination (R Square) value of 0.495 indicates that 49.5% of the variation in teacher performance can be explained by transformational leadership and emotional intelligence, while the remaining 50.5% is influenced by other factors outside the research model. This finding confirms that strengthening the transformational leadership style and developing teachers' emotional intelligence are important factors in improving teacher performance at MTsN 7 Jakarta.

Keyword: Transformational Leadership, Emotional Intelligence, Teacher Performance, MTsN 7 Jakarta.

INTRODUCTION

Education is the primary foundation for developing high-quality and competitive human resources. As the spearhead of education, teachers play a strategic role in shaping a generation that is not only academically competent but also virtuous and able to balance intellectual and emotional abilities. Teacher quality directly impacts the quality of learning, student academic achievement, and curriculum effectiveness. In the era of Education 4.0, demands on teacher competency are increasingly complex, including the ability to integrate technology, pedagogical creativity, and emotional management in the learning process. Therefore, research examining the factors influencing teacher performance is crucial, particularly in the context of Islamic education at MTsN 7 Jakarta (Dessler, 2020; Robbins & Judge, 2019).

One factor thought to significantly influence teacher performance is the principal's leadership. Transformational leadership, which emphasizes inspiration, motivation, empowerment, and the development of individual potential, is believed to positively change teacher behavior. This type of leadership focuses not only on administrative oversight but also on building emotional connections, fostering commitment, and encouraging teachers to deliver their best performance. Previous research has shown that principals who adopt a transformational leadership style can create a collaborative, innovative, and productive work culture in the educational environment (Bass & Riggio, 2019; Yukl, 2013).

As a formal leader, the principal plays a strategic role in creating a conducive work climate. The principal's ability to inspire, motivate, and provide strategic direction impacts the achievement of educational goals, improving the quality of learning, and teacher professional development. Transformational leadership encompasses four key characteristics: idealizing influence, inspirational motivation, intellectual stimulation, and individualized attention to teachers, all of which contribute to the continuous improvement of teacher performance (Northouse, 2016; Lussier & Achua, 2015).

In addition to leadership, a principal's emotional intelligence is a crucial internal factor. A principal who is able to recognize, understand, and manage his or her own and teachers' emotions can build effective communication, minimize conflict, and create a positive work climate. Emotional intelligence also helps in making appropriate decisions in stressful situations, managing stress, and providing constructive feedback for teacher development. This aligns with Goleman's (2018) theory, which emphasizes five components of emotional intelligence: self-awareness, self-management, self-motivation, empathy, and social skills.

The synergy between transformational leadership and emotional intelligence is believed to significantly enhance teacher performance. An inspiring and empathetic principal can encourage teachers to be more motivated, adaptive, and innovative. Teachers who receive support from transformational leadership and a principal with high emotional intelligence are better able to face learning challenges, maintain healthy interpersonal relationships, and increase classroom productivity (Rivai & Mulyadi, 2020; Darajat & Rukmana, 2021).

MTsN 7 Jakarta, as a strategic state Islamic educational institution, faces various challenges, ranging from the demands of the national curriculum, adapting to digital learning methods, to the need for student character development. Variations in teacher performance indicate that leadership and emotional intelligence factors of madrasah principals require systematic research. This study aims to analyze the influence of transformational leadership and emotional intelligence of madrasah principals on teacher performance, while also providing an empirical basis for developing teacher development strategies, improving learning quality, and strengthening professionalism at MTsN 7 Jakarta (Arifin, 2020; Milkovich & Newman, 2021).

Theoretically, this research strengthens the literature on educational management, transformational leadership, and educational psychology, particularly in the context of Islamic

education. Practically, the research findings are expected to provide recommendations for developing the capacity of madrasah principals, developing emotional intelligence training, and developing more effective teacher mentoring programs. Therefore, this research makes a significant contribution to consistently and sustainably improving teacher performance, while simultaneously strengthening madrasah competitiveness at the local and national levels (Fajar, 2020; Hadi, 2021).

Transformational Leadership of Madrasah Principals

Transformational leadership is a leadership style that emphasizes the leader's ability to inspire, motivate, and develop individual potential to achieve optimal performance. Bass and Riggio (2019) explain that transformational leaders are able to encourage their subordinates to transcend personal interests for the benefit of the organization through idealizing influence, inspirational motivation, intellectual stimulation, and individual attention. In the educational context, madrasah principals who implement transformational leadership not only provide administrative direction but also guide teachers to develop professional and pedagogical competencies (Northouse, 2016).

Furthermore, Yukl (2013) stated that transformational leadership plays a crucial role in establishing a positive work culture, increasing intrinsic motivation, and strengthening teachers' commitment to organizational goals. Robbins and Judge (2019) added that this leadership style increases employee job satisfaction, loyalty, and productivity through empowerment and recognition of achievement. Meanwhile, Lussier and Achua (2015) emphasized that transformational leadership facilitates innovation and collaboration among team members, making teachers more responsive to changes in curriculum and educational technology.

In practice in madrasahs, the transformational leadership of a principal can encourage teachers to think creatively, take initiative, and actively participate in learning development. Arifin (2020) emphasized that a principal who consistently integrates inspiration and intellectual stimulation will create motivated, adaptive, and competitive teachers, thereby sustainably improving the quality of education.

Emotional Intelligence of Madrasah Principals

Emotional intelligence is an individual's ability to recognize, understand, manage, and utilize their own and others' emotions in social interactions and decision-making (Goleman, 2018). In the context of educational leadership, a principal's emotional intelligence enables leaders to build effective communication, minimize conflict, and create a positive work climate that supports teacher productivity (Salovey & Mayer, 1990).

According to Bar-On (2006), emotional intelligence consists of several key components such as self-awareness, self-management, empathy, self-motivation, and social skills, all of which play a role in facilitating healthy interpersonal relationships in the school environment. Mayer, Caruso, and Salovey (2016) added that emotional intelligence directly influences a leader's ability to make sound decisions, cope with work pressure, and provide constructive feedback to teachers.

Furthermore, McKee, Boyatzis, and Johnston (2013) demonstrated that principals with high emotional intelligence are able to motivate teachers, increase emotional engagement, and create a supportive learning environment. In educational practice, emotional intelligence is a crucial factor in supporting the implementation of transformational leadership, enabling teachers to feel valued, heard, and more motivated to improve their performance (Darajat & Rukmana, 2021).

Teacher Performance

Teacher performance is a teacher's ability to carry out professional duties and responsibilities, including delivering learning materials, classroom management, and

developing student potential. Robbins and Judge (2019) state that individual performance is influenced by a combination of internal factors such as competence, motivation, and discipline, as well as external factors such as leadership and organizational support. Armstrong (2020) adds that teacher performance can be measured through learning effectiveness, pedagogical innovation, involvement in school activities, and student academic achievement.

According to Griffin and Moorhead (2014), teacher performance encompasses more than just technical teaching skills, but also interpersonal skills, classroom management, and adapting to developments in educational technology. This aligns with the perspective of Milkovich and Newman (2021), who emphasize that teacher performance is heavily influenced by organizational environmental factors and the teacher's relationship with the principal, who acts as a transformational leader.

Furthermore, Rivai and Mulyadi (2020) stated that teacher performance can improve if supported by inspirational leadership and emotional intelligence from the principal, as this fosters intrinsic motivation, loyalty, and commitment to learning. As a result, teachers are able to adapt to the demands of modern curricula, utilize educational technology effectively, and positively impact student character development and academic achievement.

METHOD

Types of research

This study uses a quantitative approach with a correlational research type, which aims to analyze the influence of transformational leadership and emotional intelligence of madrasah principals on teacher performance at MTsN 7 Jakarta. Correlational research was chosen because it allows researchers to identify relationships and influences between variables without conducting experimental manipulation, so that the research results reflect real conditions in the field (Sugiyono, 2018; Creswell, 2014). The quantitative approach also facilitates the processing of numerical data and statistical hypothesis testing to determine the direction, strength, and significance of the relationship between variables (Ary, Jacobs, & Sorensen, 2014; Sekaran & Bougie, 2016). With this design, the study can assess the extent to which transformational leadership and emotional intelligence of madrasah principals contribute to improving teacher performance empirically and systematically.

Population and Sample

The population in this study was all 58 teachers at MTsN 7 Jakarta. Considering the relatively small and limited population, all teachers were used as research samples (total sampling), so that the sample size was equal to the population size, namely 58 respondents. The total sampling approach was chosen to obtain representative data and ensure that statistical analysis could be carried out comprehensively without causing sampling bias (Sugiyono, 2018; Creswell, 2014). Thus, each teacher had an equal opportunity to provide information regarding their perceptions of the leadership of the madrasah principal, the emotional intelligence of the leader, and their own performance.

Method of collecting data

Data were collected using a closed-ended questionnaire as the primary research instrument, designed with a 1–5 Likert scale to measure respondents' level of agreement with statements related to transformational leadership, emotional intelligence, and teacher performance. The questionnaire was chosen because it is effective in collecting data from the entire population quickly, systematically, and easily analyzed quantitatively (Sekaran & Bougie, 2016; Creswell, 2014). The use of the questionnaire also allows for consistent measurement of teachers' subjective perceptions, allowing for comparison between respondents and statistical testing. Furthermore, the questionnaire was validated by experts and tested for

reliability using a pilot test to ensure the accuracy and consistency of the collected data (Hair et al., 2022).

Research Instruments

This research instrument covers all research variables, namely the transformational leadership of the madrasah principal, the emotional intelligence of the madrasah principal, and teacher performance. The transformational leadership variable is measured through four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual attention (Bass & Riggio, 2019; Northouse, 2016). The emotional intelligence variable includes self-awareness, self-management, self-motivation, empathy, and social skills (Goleman, 2018; Mayer, Caruso, & Salovey, 2016). Meanwhile, teacher performance is measured through indicators of professional ability, learning effectiveness, pedagogical innovation, classroom management, and involvement in madrasah activities (Armstrong, 2020; Rivai & Mulyadi, 2020). All instruments have been tested for validity and reliability to ensure the data collected is accurate, consistent, and scientifically accountable.

Data Analysis Methods

The collected data were analyzed using SPSS version 29 software. The analysis was conducted descriptively to examine the characteristics of respondents and data distribution, and inferentially using multiple linear regression to simultaneously test the effect of transformational leadership and emotional intelligence on teacher performance (Hair et al., 2022; Ghozali, 2018). Classical assumptions such as normality, multicollinearity, and heteroscedasticity were also tested to ensure the regression model met statistical criteria. The results of this analysis will indicate the direction, strength, and significance of the influence of the independent variables on the dependent variable, thus providing an empirical basis for research conclusions and recommendations for improving teacher performance at MTsN 7 Jakarta.

Validity Testing

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{n(\sum X^2) - (\sum X)^2} \cdot \sqrt{n(\sum Y^2) - (\sum Y)^2}}$$

The basis for decision making in validity testing is as follows :

- 1) If the r value is positive and the r result is > r table , then the item or variable is valid.
- 2) If the r value is negative and r result < r table or r result is negative > r table then the item or variable is invalid.

A questionnaire is declared valid if the r value obtained from the calculation results (r_{xy}) is greater than the table r value (5%).

Instrument Reliability Test

According to Arikunto (2020:221), reliability refers to the degree to which an instrument is sufficiently reliable to be used using the Cronbach's Alpha formula. The formula used in this reliability test is as follows:

$$r_1 = \left[\frac{k}{(k-1)} \right] \left[\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right]$$

The basis for decision making in the reliability test in this study is as follows: 1) If the r alpha value is positive and $r_{\text{alpha}} > r_{\text{table}}$, then the item or variable is reliable. 2) If the r alpha value is negative and $r_{\text{alpha}} < r_{\text{table}}$ or r_{alpha} is negative $> r_{\text{table}}$, then the item or variable is not reliable.

Multiple Regression Analysis

Sugiyono (2019:277) proposed multiple linear regression analysis used to make predictions, how the value of a variable changes dependent if the value of the independent variable is increased or decreased. This analysis is used by involving two or more independent variables. between the dependent variable (Y) and the independent variables (X_1 , and X_2), This method is used to determine the strength of the influence between several factors. independent variables simultaneously with the dependent variable

$$\mu_{Y/X_1, X_2, \dots, X_n} = A + B_1X_1 + B_2X_2 + \dots + B_nX_n$$

technique used in this study was multiple linear regression. The analysis was conducted computerized using the computer program Statistical Product and Service Solutions (SPSS) Version 29 for Windows .

Hypothesis

Hypothesis 1

H0: Transformational leadership does not have a positive and significant effect on teacher performance at MTsN 7 Jakarta.

Ha1: Transformational leadership has a positive and significant influence on teacher performance at MTsN 7 Jakarta.

Hypothesis 2

H02: The emotional intelligence of the madrasah principal does not have a positive and significant effect on teacher performance at MTsN 7 Jakarta.

Ha2: The emotional intelligence of the madrasah principal has a positive and significant influence on teacher performance at MTsN 7 Jakarta.

Hypothesis 3

H03: Transformational leadership and emotional intelligence of the madrasah principal simultaneously do not have a significant effect on teacher performance at MTsN 7 Jakarta .

Ha3: Transformational leadership and emotional intelligence of the madrasah principal simultaneously have a positive and significant influence on teacher performance at MTsN 7 Jakarta.

F test

The F test is used to determine whether there is a simultaneous influence between the independent variables on the dependent variable. The F test formula according to Sugiyono (2019:190) is as follows:

$$F = \frac{R^2/k}{(1-R^2)/(n-k-1)}$$

Information:

- F = F value (F count)
- R2 = Multiple correlation coefficient
- K = Number of independent variables
- n = Sample size

The basis for making the decision is as follows: 1) If F count < F table , then H 0 is accepted. 2) If F count > F table , then H0 is rejected.

Coefficient of Determination

The definition of the coefficient of determination according to Andi Supangat (2018:350) is: " The coefficient of determination is a quantity to show the level of strength of the relationship between two or more variables in the form of a percentage (showing how much percentage of the diversity of y can be explained by the diversity of x), or in other words how much x can contribute to y."

Mudrajad Kuncoro (2021:100) states that the coefficient essentially measures the model's ability to explain variation in the dependent variable. The coefficient of determination is between zero (0) and one (1). A small r2 value indicates that the independent variables' ability to explain variation is very limited. A value close to one indicates that the independent variables provide almost all the information needed to predict variation in the dependent variable.

The magnitude of the relationship between the variables “X 1 ” and “X 2 ” with the variable “Y” can be determined by using the coefficient of determination analysis, which is obtained by squaring the correlation coefficient. Based on the definition above, the coefficient of determination is part of the total diversity of the dependent variable that can be calculated by the diversity of the independent variable calculated with the coefficient of determination with the basic assumption that other factors outside the variable are considered fixed or constant. To determine the value of the coefficient of determination, it can be calculated using the formula:

$$K_d = r^2 \times 100\%$$

Information:

- Kd = Value of coefficient of determination
- r = Correlation coefficient value.

RESULTS AND DISCUSSION

T-Test (Partial)

T-Test Results Table

| Coefficients ^a | | | | | |
|-------------------------------|-----------------------------|------------|---------------------------|-------|--------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 17,115 | 3,875 | | 4,416 | <0.001 |
| 1 Transformational Leadership | 0.211 | 0.081 | 0.264 | 2,614 | 0.012 |
| Emotional Intelligence | 0.454 | 0.08 | 0.575 | 5,696 | <0.001 |

a. Dependent Variable: Teacher Performance

Source: SPSS Data Processing 29, 2025

Based on the results of the t-test to determine the influence of each independent variable on Teacher Performance, the following results were obtained:

1)Transformational Leadership (X₁) The test results show a calculated t value of 2.614 > from t table 2.004 with a significance level of 0.012. The significance value is smaller than 0.05, so H₀ is rejected and H₁ is accepted. Thus, it can be concluded that Transformational Leadership has a positive and significant effect on Teacher Performance. This shows that the better the Level of Transformational Leadership , the more Teacher Performance will increase.
 2)Emotional Intelligence (X₂) The t-test results show a calculated t-value of 5.696 > from t table 2.004 with a significance level of <0.001. A significance value smaller than 0.05 indicates that H₀ is rejected and H₂ is accepted. Thus, Emotional Intelligence has a positive and significant effect on Teacher Performance. This means that the better the teacher's Emotional Intelligence will have an impact on improving Performance.

F Test (Simultaneous)

F-Test Results Table

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|--------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 543,245 | 2 | 271,622 | 27,006 | <,001 _b |
| | Residual | 553,186 | 55 | 10,058 | | |
| | Total | 1096,431 | 57 | | | |

a. Predictors: (Constant), Transformational Leadership, Emotional Intelligence
 b. Dependent Variable: Teacher Performance

Source: SPSS Data Processing 29, 2025

Based on the results of the F test, the calculated F value was obtained at 27.006 > from f table 3.16 with a significance level of <0.001 (<0.05). This indicates that Transformational Leadership and Emotional Intelligence simultaneously have a positive and significant effect on Teacher Performance . Thus, the regression model used is appropriate to explain the influence of independent variables on the dependent variable.

Coefficient of Determination Test (R²)

Table of Results of the Determination Coefficient Test (R²)

| Model Summary ^b | | | | |
|----------------------------|-------------------|----------|-------------------|--------------------------------|
| Model | R | R Square | Adjusted R Square | Standard Error of the Estimate |
| 1 | .704 ^a | 0.495 | 0.477 | 3,171 |

a. Predictors: (Constant), Transformational Leadership, Emotional Intelligence
 b. Dependent Variable: Teacher Performance

Source: SPSS Data Processing 29, 2025

Based on the analysis results, the R Square (R^2) value was obtained at 0.495. This indicates that 49.5% of the variation in Teacher Performance can be explained by the Transformational Leadership and Emotional Intelligence variables, while the remaining 50.5% is influenced by other variables outside this research model.

The Adjusted R Square value of 0.477 shows that after adjusting for the number of independent variables, the contribution of the two variables to Teacher Performance is 47.7%.

The results of the study indicate that Transformational Leadership has a positive and significant effect on Teacher Performance. This finding indicates that the better the implementation of transformational leadership by the madrasah principal, the more teacher performance tends to improve. The results of the hypothesis test show a t-statistic value of 2.614, which is greater than the t-table of 2.004, with an influence coefficient (β) of 0.211 and a P-value of 0.012 (<0.05). Thus, the hypothesis stating that transformational leadership has a positive and significant effect on teacher performance can be accepted.

These findings align with the transformational leadership theory proposed by Bass and Riggio (2014), which states that transformational leaders can improve subordinate performance through inspiration, motivation, intellectual stimulation, and individual attention. In the educational context, madrasah principals who implement transformational leadership not only act as administrators but also as agents of change, encouraging teachers to work beyond minimum standards, innovate in learning, and increase commitment to their professional duties. This finding is further supported by Yukl (2019), who asserted that transformational leadership has a direct impact on increasing the motivation and effectiveness of organizational members.

Empirically, the results of this study align with previous research conducted by Rivai and Mulyadi (2020), which found that principals' transformational leadership significantly impacted teacher performance by increasing motivation and organizational commitment. Another study by Sari, Wahyudi, and Suhardi (2021) also concluded that principals who are able to inspire and empower teachers personally tend to produce more optimal teacher performance, particularly in the planning and implementation of learning. Thus, the findings of this study strengthen the empirical evidence that transformational leadership is a crucial factor in improving teacher performance.

Furthermore, the results of the study indicate that Emotional Intelligence has a positive and significant effect on Teacher Performance. This is indicated by the t-statistic value of 5.696, which is much greater than the t-table of 2.004, with an influence coefficient (β) of 0.454 and a P-value <0.001 . This finding indicates that the higher the level of teacher emotional intelligence, the better the performance shown in carrying out their professional duties.

These findings are consistent with the theory of emotional intelligence proposed by Goleman (2018), which states that emotional intelligence plays a crucial role in determining individual success in jobs that require high levels of social interaction, such as teaching. Teachers who possess good self-awareness, emotional control, empathy, and social skills tend to be better able to manage work stress, build positive relationships with students and colleagues, and maintain high work motivation. This finding is further supported by Mayer, Caruso, and Salovey (2016), who asserted that emotional intelligence contributes significantly to individual performance through adaptive emotional management and more effective decision-making.

The results of this study also align with previous empirical findings, including research by Darajat and Rukmana (2021), which found that emotional intelligence significantly influences teacher performance, particularly in classroom management and pedagogical interactions. Another study by Syafitri and Anwar (2019) showed that teachers with high emotional intelligence have better performance levels because they are able to maintain emotional stability, increase empathy for students, and work collaboratively within the school environment. These findings reinforce the findings of this study, which demonstrate that emotional intelligence is a significant determinant of teacher performance.

Based on the beta coefficient value, it is known that Emotional Intelligence ($\beta = 0.454$) has a more dominant influence compared to Transformational Leadership ($\beta = 0.211$) on Teacher Performance. This shows that although the transformational leadership of the madrasah principal plays an important role, internal factors in the form of teacher emotional intelligence have a greater contribution in determining the success of performance. This finding supports the view of Sy, Tram, and O'Hara (2006) who stated that emotional intelligence has a strong influence on individual performance in jobs that are full of social interactions and high emotional demands.

Overall, the results of this study confirm that improving teacher performance at MTsN 7 Jakarta depends not only on the quality of the principal's transformational leadership but also on the teachers' own emotional intelligence. Therefore, efforts to improve teacher performance need to be carried out simultaneously by strengthening the principal's transformational leadership and developing teachers' emotional intelligence through training, coaching, and ongoing human resource development programs.

CONCLUSION

The results of the study indicate that the principal's transformational leadership has a positive and significant effect on teacher performance at MTsN 7 Jakarta. This finding suggests that a principal who is able to implement a transformational leadership style through inspiration, motivation, intellectual stimulation, and individual attention can encourage teachers to work more optimally, innovate in learning, and increase their commitment to their professional duties. Theoretically, this finding aligns with Bass and Riggio (2014) and Yukl (2019), who emphasize the role of transformational leaders in improving the motivation, effectiveness, and performance of subordinates. The empirical results are also consistent with research by Rivai and Mulyadi (2020) and Sari, Wahyudi, and Suhardi (2021), which confirms the positive influence of transformational leadership on teacher performance through increased motivation and organizational commitment.

Furthermore, this study shows that teachers' emotional intelligence has a positive and significant impact on teacher performance. Teachers who possess good self-awareness, emotional control, empathy, and social skills tend to be able to manage work pressure, build positive interpersonal relationships, and maintain high motivation in carrying out professional duties. These findings support the theories of Goleman (2018) and Mayer, Caruso, and Salovey (2016), which emphasize the crucial role of emotional intelligence in individual success, particularly in jobs that require high social interaction. Previous research, such as Darajat and Rukmana (2021) and Syafitri and Anwar (2019), also shows that teachers with high emotional intelligence perform better because they are able to maintain emotional stability, empathize with students, and collaborate effectively in the school environment.

Based on the beta coefficient analysis, emotional intelligence ($\beta = 0.454$) has a more dominant influence than transformational leadership ($\beta = 0.211$) on teacher performance. This indicates that although the principal's transformational leadership plays a significant role, internal factors in the form of teacher emotional intelligence have a greater contribution in determining performance success. This finding is in line with the views of Sy, Tram, and O'Hara (2006) regarding the strong influence of emotional intelligence on individual performance in jobs that require high social interaction and emotional management. Overall, improving the performance of MTsN 7 Jakarta teachers needs to be done simultaneously by strengthening the principal's transformational leadership and developing teacher emotional intelligence through training, coaching, and ongoing professional development programs.

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