

Effect Of Emotional Intelligence, Education And Training, And Personality On Job Satisfaction And Attention Decision Of The Head Of State Aliyah Madrasah In South Sulawesi

by PDTI Master Turnitin

Submission date: 28-Mar-2024 09:11AM (UTC+0800)

Submission ID: 2333257713

File name: 2178_JPB.pdf (615.49K)

Word count: 15153

Character count: 83239

EFFECT OF EMOTIONAL INTELLIGENCE, EDUCATION AND TRAINING, AND PERSONALITY ON JOB SATISFACTION AND ATTENTION DECISION OF THE HEAD OF STATE ALIYAH MADRASAH IN SOUTH SULAWESI

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ARTICLE INFO	ABSTRACT
Article history: Received 20 February 2023 Accepted 08 May 2023 Keywords: Emotional Intelligence; Education and Training; Personality; Job Satisfaction; Decision Making.	Purpose: The aim of this research is to analyses the impact of emotional intelligence, education and training, as well as decision-making identity for Head of State Madrasah Aliyah in South Sulawesi. Theoretical framework: This job recognition has a positive and important impact on decision-making. Emotional intelligence due to job satisfaction does not importantly influence decision-making. Training for job satisfaction has a positive impact on decision making. Job satisfaction does not have an important impact on decision-making. Design/methodology/approach: This research uses a survey method. This research was conducted in 32 Islamic public secondary schools located in South Sulawesi and included 32 public secondary school principals to determine the sample using a sativa sampling technique. The questionnaire results data were analyzed through the Smart pls 3.2.9 application using the Structural Equations Model (SEM). Findings: The results of the study show that emotional intelligence has a positive and important impact on work. Training has a positive and important impact on job satisfaction. Personality has a positive and useless effect. Emotional intelligence has a positive and low impact on decision making. Research, Practical & Social implications: The party has a positive and low impact on decision-making. Personality has a negative impact and has a negative impact on decision making. Originality/value: From the descriptive analysis, it was found that the three variables had an average value in a very high category which indicated a very good perceived value of the variable, but this was not able to realize the real contribution of the personality variable to job satisfaction. Doi: https://doi.org/10.26668/businessreview/2023.v8i5.2178

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EFEITO DA INTELIGÊNCIA EMOCIONAL, EDUCAÇÃO E TREINAMENTO E PERSONALIDADE NA SATISFAÇÃO NO TRABALHO E DECISÃO DE ATENÇÃO DO CHEFE DE ESTADO ALIYAH MADRASAH NO SUL DE SULAWESI

RESUMO

Objetivo: O objetivo desta pesquisa é analisar o impacto da inteligência emocional, educação e treinamento, bem como a identidade de tomada de decisão para o Chefe de Estado Madrasah Aliyah em South Sulawesi.

Referencial teórico: Este reconhecimento do trabalho tem um impacto positivo e importante na tomada de decisão. A inteligência emocional devido à satisfação no trabalho não influencia de forma importante a tomada de decisão. A formação para a satisfação no trabalho tem um impacto positivo na tomada de decisão. A satisfação no trabalho não tem um impacto importante na tomada de decisão.

Desenho/metodologia/abordagem: Esta pesquisa utiliza um método de levantamento. Esta pesquisa foi realizada em 32 escolas secundárias públicas islâmicas localizadas no sul de Sulawesi e incluiu 32 diretores de escolas secundárias públicas para determinar a amostra usando uma técnica de amostragem sativa. Os dados dos resultados do questionário foram analisados através do aplicativo Smart pls 3.2.9 utilizando o Modelo de Equações Estruturais (SEM).

Resultados: Os resultados do estudo mostram que a inteligência emocional tem um impacto positivo e importante no trabalho. A formação tem um impacto positivo e importante na satisfação profissional. A personalidade tem um efeito positivo e inútil. A inteligência emocional tem um impacto positivo e baixo na tomada de decisão.

Pesquisa, implicações práticas e sociais: A festa tem um impacto positivo e baixo na tomada de decisões. A personalidade tem um impacto negativo e tem um impacto negativo na tomada de decisão.

Originalidade/valor: A partir da análise descritiva, verificou-se que as três variáveis tinham um valor médio em uma categoria muito alta, o que indicava um valor percebido muito bom da variável, mas isso não foi capaz de perceber a real contribuição da variável personalidade à satisfação no trabalho.

Palavras-chave: Inteligência Emocional, Educação e Formação, Personalidade, Satisfação no Trabalho, Tomada de Decisão.

EFFECTO DE LA INTELIGENCIA EMOCIONAL, LA EDUCACIÓN Y ENTRENAMIENTO Y LA PERSONALIDAD EN LA SATISFACCIÓN LABORAL Y LA ATENCIÓN DECISIÓN DEL JEFE DE ESTADO ALIYAH MADRASAH EN SULAWESI DEL SUR

RESUMEN

Propósito: El objetivo de esta investigación es analizar el impacto de la inteligencia emocional, la educación y la capacitación, así como la identidad en la toma de decisiones para el Jefe de Estado Madrasah Aliyah en South Sulawesi.

Marco teórico: Este reconocimiento laboral tiene un impacto positivo e importante en la toma de decisiones. La inteligencia emocional debida a la satisfacción laboral no influye de forma importante en la toma de decisiones. La formación para la satisfacción laboral tiene un impacto positivo en la toma de decisiones. La satisfacción laboral no tiene un impacto importante en la toma de decisiones.

Diseño/metodología/aproximación: Esta investigación utiliza un método de encuesta. Esta investigación se llevó a cabo en 32 escuelas secundarias públicas islámicas ubicadas en el sur de Sulawesi e incluyó a 32 directores de escuelas secundarias públicas para determinar la muestra utilizando una técnica de muestreo sativa. Los datos de los resultados del cuestionario se analizaron a través de la aplicación Smart pls 3.2.9 utilizando el Modelo de Ecuaciones Estructurales (SEM).

Hallazgos: Los resultados del estudio muestran que la inteligencia emocional tiene un impacto positivo e importante en el trabajo. La formación tiene un impacto positivo e importante en la satisfacción laboral. La personalidad tiene un efecto positivo e inútil. La inteligencia emocional tiene un impacto positivo y bajo en la toma de decisiones.

Implicaciones de investigación, prácticas y sociales: el partido tiene un impacto positivo y bajo en la toma de decisiones. La personalidad tiene un impacto negativo y tiene un impacto negativo en la toma de decisiones.

Originalidad/valor: Del análisis descriptivo se encontró que las tres variables tenían un valor promedio en una categoría muy alta lo que indicaba un muy buen valor percibido de la variable, pero esto no lograba dar cuenta del aporte real de la variable personalidad a la satisfacción laboral.

Palabras clave: Inteligencia Emocional, Educación y Formación, Personalidad, Satisfacción Laboral, Toma de Decisiones.

INTRODUCTION

Madrasah is a formal education unit, under the auspices of the Ministry of Religion, and organizes general and professional education with the particularity of the Islamic religion, including Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah and Madrasah Aliyah Vocational. The progress of madrasahs in Indonesia is quite rapid; this can be seen in the increase in the number of madrasahs from year to year. According to Emispendis data from the Indonesian Ministry of Religion (2019), until the end of the 2019-2020 school year, the number of madrasahs from raudhatul athfal to madrasah aliyah has reached 82,418. Of these, 4.9% or 4,010 madrasahs are state madrasahs, while 95.1% are madrasahs under the management of the private sector. Furthermore, there are 8,005 private Madrasah Aliyah and state Madrasah Aliyah with 802 institutions. Of the total 8,807 public and private madrasah aliyah, 416 (4.72%) of them are in South Sulawesi Province, with details of 32 (0.36%) public madrasahs and 384 (4.36%) private madrasahs. Furthermore, data from the Website of the Indonesian Central Bureau of Statistics (BPS RI) shows that the increase in Public and Private Madrasah Aliyah over ten years is quite important. The increase in the amount can be seen in the following table:

Table 1. Number of Madrasah Aliyah in the Last 10 Years

No	Year	Number of MA
1	2012/2013	6728
2	2013/2014	7260
3	2014/2015	7843
4	2015/2016	7843
5	2016/2017	7843
6	2017/2018	8790
9	2018/2019	8977
10	2019/2020	9143
11	2020/2021	9448

Source: Prepared by the authors (2023).

The distribution of the total population of public madrasah aliyah (MAN) in South Sulawesi is uneven. Of the 24 regencies/cities in South Sulawesi, there are three regencies that do not yet have MAN. The regencies are Maros, Takalar, and North Toraja. On the other hand, Bone Regency and Makassar City are the districts/cities with the most MANs in South Sulawesi, with 4 and 3 MANs, respectively. The number of madrasahs spread across the country is expected to help the distribution of education in Indonesia. With this amount, the community has easy access to further education. It cannot be denied that madrasahs, since their inception in Indonesia, have played an active role in educating the life of the nation. In addition, Armai in Alawiyah (2014) said that the contribution of madrasahs to the development of science is quite

large. As a center of learning, madrasahs have a conservative role and socialization of religious knowledge, especially among Sunnis. Therefore, madrasahs can be one of the driving forces for the advancement of education in Indonesia. The success of a madrasah cannot be separated from the skills and expertise of a madrasah head.

Relevant to that, the head of the madrasah is an educational leader at the education unit level whose job is to lead and manage teachers and staff to work as well as possible to achieve the goals of the madrasah. A leader works by inviting and motivating members of the organization to optimize their performance and contribution to the team in achieving organizational goals, not just fulfilling tasks and targets. Leaders focus more on processes and people. In contrast, the manager performs five managerial functions, namely the function of planning (al-itqān), the function of organizing (organizing/al-tanzīm), the function of coordinating (coordinating/al-tansīq), function of supervising (controlling/al-riqābah), and the function of moving (al-targīb) Hambali & Mu'alimin, (2020). Managers strive to manage resources efficiently and concentrate on work and profit. Leaders can do the right thing (do the right thing) while managers do the right thing (Zainal, 2020). Therefore, the headmaster of the madrasah must really understand his main duties and functions as a leader and manager so that he can become an effective headmaster of the madrasah. Tony Bush (2008) emphasized that successful educational institutions must have competent and healthy leadership, whereas the failure of educational institutions is also correlated with inadequate leadership. According to Greenfield, as quoted by Mulyasa (2012), The indicators of efficient principals can be seen in three main points: First, the commitment of the school to the exercise of its functions and duties. Secondly, to develop a guide for the administration and correction of the school. Third, it always focuses its activities on teacher learning and performance. Therefore, the director of the madrasah plays his main role and is responsible for the success of studying in the classroom at micro and macro level in school. According to a study conducted by Budi Susanto (2018), the leadership of the madrasah leader had a positive and important impact on the quality of education in schools in Tarowang district, in Jenepon, so increasing the quality and role of the virgin's head could conclude that the teacher's performance would improve. This will have an impact on improving the quality of education in schools. The results of the research of Ikhwandura (2013) found that the leadership of the madrasah head importantly influences the activity of teachers. This means that the performance of teachers increases if the performance of the madrasah boss is improved. The same was conveyed by the association Ria Diana et al (2021), which has an important influence on the quality of learning in public secondary schools

in the district of Muaradua. In addition, according to a study carried out by the company Sukandar (2018), the role of the madrasa head is very important and predominimissive to improve teaching performance, both in terms of increasing competence and work motivation, as well as building an efficient work system and creating a harmonious, safe and pleasant work environment (Sathya et.al 2022).

In carrying out their leadership role, madrasah heads will be faced with a variety of problems, both internal and external to the institutions they lead, so to overcome these problems, madrasah heads are required to be skilled at finding the best solutions and taking appropriate policies. The expertise of a leader in concocting as well as establishing policies and making decisions greatly determines the achievement of an organization in achieving the stated goals. Therefore, the leadership of an institution cannot be separated from decision-making. Effective leaders can be defined and differentiated by their decision-making skills. Qualified decision-making in an institution is an integral element of organizational success (Johnson & Kruse, 2009).

Decision-making is interpreted as a process in determining alternative solutions from various formulated solutions. A decision must be analytical and flexible and can be implemented with the help of existing facilities and infrastructure (Hayati, et al., 2021). The decision-making process involves a series of processes that begin with identifying problems, collecting and analyzing data, making several alternative decisions, choosing one alternative, implementing decisions, and monitoring and evaluating the implementation of decisions. Decision-making that is carried out haphazardly will have a negative impact on the organization, whereas decision-making that is carried out correctly will have a good impact on the organization. Referring to the research conducted by Tita Meitia (2010), it was found that accurate decision-making increases the empowerment of educators in schools. On the other hand, Nina Martina (2017) suggests that although decision-making is seen as a determining factor for the course of an organization, decision-making often becomes an obstacle in achieving organizational goals, so it is not uncommon to cause overall organizational performance to be suboptimal, especially with regard to attitudes and behavior of employees in showing the quality of work results as a form of the totality of performance achievement. When associated with work productivity, this compliance is not robotic compliance, but situational compliance and is full of dynamics. This means that the right decisions are needed to achieve organizational goals through better employee work productivity.

Several factors influence decision-making. These factors include past experiences, cognitive biases, age and individuality differences, beliefs about self-importance, and increasing commitment. Understanding the factors that influence the decision-making process is critical to understanding what decisions are made. Factors influencing the process can influence outcomes (Dietrich, 2010). The same was explained by Suwatto (2019); He explained that decision-making is also related to physical, emotional, rational, practical, interpersonal and environmental factors. In addition, according to a study by Haris (2012), five factors influence decision-making. The study received samples from 174 professors and workers of the University of Gorontalo, indicating the internal nature of the institution, accessible information, the external situation of the institution, its personality and decision skills (the personality and ability of the recipient to make decisions) and other factors such as the type of problem, the objective and the type of decision adopted. In terms of personality and decision-making skills, this study shows that these five variables importantly influence the decision-making process. The reason is that human beings, as decision recipients, cannot be separated from their identities and abilities. These identities and skills include experience, personal characteristics, position, organizational position, level of intelligence, and others. Therefore, a quality decision-making process encompasses different factors, both material and cognitive and emotional, from the point of view of decision makers. The above explanation also shows the importance of personality and decision-making skills. In this sense, this study will analyze the impact of emotional intelligence, education and training, as well as personality to make decisions as a variable that intervenes through job satisfaction. The selection of these elements refers to previous studies that demonstrate the need to make decisions.

When related to emotions, Antonio Damasio shows that in a decision-making process the emotional brain is as important as the reasoning brain. According to a study conducted by neurologists at the University of Iowa, patients with premature and tonsilla damage do not have any restrictions on IQ or cognitive ability, decision-making systems have a serious impact. These patients make fatal decisions in their business activities and personal lives, and may become obsessed with a decision as simple as making an appointment.

The consequences of early education also demonstrate that emotional intelligence has a positive and important impact on the quality of decision-making (Budiono & Wening, 2021). In this analysis, five aspects of emotional intelligence are used as reference points that influence school decision-making: self-awareness (emotional awareness, self-introspection, self-confidence), self-folding (self-control, confidence, awareness, adaptability and innovation),

motivation (achievement, commitment, initiative and optimism), empathy (service orientation, development of others, maximization of diversity and in people). Impact awareness) and communication (leadership, change). catalysts, conflict management, unity, cooperation and cooperation, and collective skills). Of these five benchmarks, only four dimensions of emotional intelligence receive special attention from school principals, i.e. self-culturation, self-culturation and empowerment, and the aspect of communication is not described in this research.

The study was conducted by the company Félix et al. (2015), which used the same variable of emotional intelligence as Budiono and Wening, and concluded that emotional intelligence influences decision making. According to the study, the empathy dimension influences more than the other four dimensions. The study, conducted by the company Saputra et al. (2017), has confirmed that it has a great impact on decision-making among emotional intelligence and that all benchmarks have a great impact, which has a great impact. According to the results of Kováček (2022), organizational leaders use emotional intelligence to achieve goals in the decision-making process. Kováček's research highlights the emotional intelligence of both capacities, i.e. personal (intrapersonal) capacity and social (interpersonal) capacity. On the other hand, confirmed emotional intelligence maintains a positive and meaningful relationship. The results of the study show that workers with high emotional recognition are more likely to have a higher degree of satisfaction in internal work (Çekmecelioglu et al., 2012). These findings are reinforced by the results of Ignat et al. (2012), which confirm that good emotional intelligence of teachers is positively related to work and job satisfaction.

The factors that also influence decision-making are the education and training of creditors. Government Regulation No. 101 describes education and strengthening (generally strengthening processes) as a process of organizing teaching and learning to improve the competencies of civil servants (Government of the Republic of Indonesia, 2000). The training was conducted as an effort to improve the quality of human resources to meet employment demands. Krehbiel has referred to Lutfauziah et al. (2020) and suggested that making decisions is a daily routine. Decision-making skills have materialized in everyday life, consciously or unconsciously by human beings. Therefore, decision-making skills must be taught or trained. According to a study published in ScienceDirect, training can help improve the quality of individual decision-making (Siebert et al., 2021). Meanwhile, according to a study by La cieszlik (2016), educational level did not importantly influence the decisions of new entrepreneurs. Cieszlik has highlighted that entrepreneurs with academic training in business administration

tend to make more causal decisions than entrepreneurs who come from different careers. For its part, nuralam (2020) called for education and training to establish the job satisfaction of educators. These data reinforce the author's suspicion of a close relationship between education and training and decision-making, as well as between training and job satisfaction.

When making decisions, the personality of the director is not so important. Larviamto and Ratnawati (2018) argue that identity is a permanent and unique trait, with a person who can describe the nature of the individual when faced with the circus environment. In this sense, he explained that the identity of Hasibuan (2014) is a fairly fixed feature and that, in general, it is integrated by heritage, environment, society and culture. The study Erjavec et al. (2019) showed that signs of identity can importantly influence self-confidence and the quality of decision-making. Regarding the impact of personality on job satisfaction, Zhai et al. (2013) noted that this extraction (one of the elements of personality known as the Big Five) affects job satisfaction. Zhai, Pratama and al. (2012) did not affect the Big Five. The researcher added that the lack of influence of personality will probably be that of other variables that influenced job satisfaction more. According to the researchers' study on research variables, data from policy makers have sought to develop and improve educators' and learners' emotional intelligence, training implementation, personality growth and job satisfaction, which is expected to be used to formulate policies in madrasahs. With regard to emotional intelligence and personality competence, in educational and training activities, the interested aspects of the Ministry of Worship guide the educators of the Ministry of Culture, in addition to the importance and intellectual intelligence of emotionally and spiritually intelligent educators. In addition, it highlights in the students the need to develop these three types of intelligence. (Ministry of Religion, 2019).

The Ministry of Culture of Sulawesi Province provides education and training to future madrasah chiefs and stepmothers. This activity is carried out to maintain and improve the quality of teachers in the Ministry of Religion of the South. From 6 to 14 September 2018, the South Sulawesi Ministry of Religion authorized madrasah management, as all participants were in the hands of South Sulawesi Madrasahs. In this activity, participants received material on eight educational standards, i.e. graduate competence standard, content, process, educational and educational personnel, facilities and infrastructure, administration, educational financing and educational evaluation. The objective of this activity is, in general, to improve the quality of the madrasahs and to make madrasah known so that they have a global vision (Ministry of Religion South Sulawesi, 2018). Meanwhile, in order to increase the job satisfaction of madrasah chiefs,

the Ministry of Culture provides grants for activities and promotion and training opportunities for madrasa chiefs. It is hoped that these things can improve the management skills of the bosses of the madradas, especially in decision-making. In decision-making, he stressed the importance of debate as an attempt to find the most appropriate solution to the problem. Researchers discovered this from the results of observations from a second Islamic school in the state. Changes in research results and data found in this area, as presented above, reinforce researchers' confidence to review the impact of these variables on decision-making. Based on the above description, the authors want to conduct research to learn how emotional intelligence, education and training, an identity that influences job satisfaction, influence the decision-making of madrasa directors in South Sulawesi. Therefore, the research title proposed by the authors is "an impact of emotional intelligence, education and training", as well as the decision-making of the directors of madrada of the state of Aliyah.

METHODOLOGY

Research Approach

This study is a quantitative study with a survey method. Isaac and Michael are characterized by:

1. The research design is made systematically so that the implementation is efficient.
2. The research data was collected from a sample that came from a predetermined population.
3. The data collected can be analyzed by various methods, depending on the conclusions to be drawn from the data collected.
4. Data can be expressed quantitatively.

This study discusses five variables: three exogenous variables (affecting): emotional intelligence (X1), training (X2), personality (X3), one intermediation variable, i.e. job satisfaction (Y1) and endogenous variable (with effects). That is: making decisions for the head of a state-state, Aliyah, in South Sulawesi (Y2).

Data Types and Sources

The type of data used in this study is quantitative data. Quantitative data is data in the form of a number (Winarni, 2018). These numbers show the magnitude of the variable they represent. The quantitative data for this study are a summary of the questionnaires distributed

to the head of the MAN, the place of research. The source of the data is the people or things that the researcher can analyze, read, or discover the data. In general, data sources can be classified into three types: person, role, and place (Arikunto, 2014). The data were obtained by the leaders of the MARK, distributed among the 32 (thirty-two) who conducted research surveys in the province of Sulawesi. The data is also obtained through documents important for research.

Population and Sample

Population

Population is a general area in which objects/subjects, with certain characteristics and characteristics defined by researchers, must be analyzed and extracted (Sugiyono, 2014). Sutrisno Hadi (2001) describes the population as all research subjects of a common nature, and some of the individuals analyzed are samples. The inhabitants of this study are Madrasah Aliyah (MAN), in the province of South Sulawesi, in the 2022/2023 academic year. Regarding the database of the Ministry of Worship, he explained that in the province of Sulawesi there are 32 MAN, 24 regenerations and their extension through the cities of South Sulawesi, as well as the real ones of Takalar, Maros and Toraja del Norte, which until now do not have MAN.

Sample

In this study, the saturated sampling technique was determined. Saturated sampling (padrón) is a sampling technique used when all members of the population are used as samples. This is done because the population is relatively small (Sugiyono, 2014). As presented above, the number of South Sulawesi's MAN leaders is 32. With a relatively small number, the sample is a sample of the entire population, i.e. 32 head of MAN in South Sulawesi.

The number of 32 samples is relatively small and may be considered not to meet all requirements, when the minimum sample is subject to the general standard known as the ten-epoch SEM standard:

1. 10 (ten) times the largest number of formative indicators used to measure a construct,
2. 10 (ten) times the largest number of structural paths that lead to a particular construct in the structural model Hair, et al., (2017).

This research consists of 5 variables consisting of 18 dimensions (formative and reflective). The variables with the largest dimensions are personality variables (5 dimensions)

and job satisfaction variables (5 dimensions). If you refer to the ten times rule above, the minimum number of samples should be 50 samples. However, researchers believe that consideration of sample size does not play a role in the application of PLS-SEM (Hair, et al., 2017). Garson (2016) states that PLS is often chosen as an analytical tool because of its ability to process data with small samples, however, he emphasizes that too small a sample (<20 samples) can produce inaccurate results (flawed results). Chin and Newsted in Hair et.al. (2017) suggested that in two early studies systematically evaluated the performance of PLS-SEM with a small sample size and concluded that the performance of PLS-SEM was good. Furthermore, Chin in Zuhdi, etc. al (2016) states that the smallest sample size used by PLS-SEM is 30-100 sample sizes. Thus, it can be concluded that the minimum sample size used by PLS-SEM is smaller than SEM. Based on these arguments, the researcher believes that this research with a total sample of 32 samples can be analyzed using SEM PLS.

Data Collection Techniques

The data collected in this study had five variables: emotional intelligence (X1), training (X2), assonity (X3), decision making of head of state Madrasah Aliyah in South Sulawesi province (Y1) and job satisfaction (Y2). The data collection techniques to be used in this study are questionnaires or questionnaires, notes and documentation. The questionnaire is a way to collect research data, sending or sending a list of questions or questionnaires for respondents. Taking into account that the questionnaire was prepared by the respondents themselves, the data per questionnaire were collected only with an adequate educational level for the respondents. In addition, questionnaires need the necessary instructions to give respondents a misinterpretation of the questions of De Surahman et al., (2016). Suharsimi Arikunto (2014) is a questionnaire, a set of written questions that are used to obtain information from respondents, in the sense of reports about identity or things. Questionnaires, such as lists of statements or questions, may be sent directly or indirectly to respondents, for example by mail or through an intermediary (Kothari, 2004). Winarni (2018). Explain that a questionnaire is called a correct questionnaire, if it is sent or delivered directly to the person who wants to consult the questionnaire, and an indirect questionnaire is a questionnaire sent to someone who is asked for opinions about the nature of other people. The questionnaire of this research was used as a tool to collect the opinions of the respondents to give answers to the questions and statements made in this study (Kesavan et.al 2022). The researchers began distributing the questionnaires to respondents defined in the research. They then asked respondents to choose alternative answers.

The distribution of the questionnaire will be carried out twice, the first is a test questionnaire and the second a research questionnaire. Get data in this study using a tool to measure the Likert scale. The researchers used a Likert scale, which is an inventory of evidence. Inventories are generally used to measure a person's attitude, with alternative responses with a weighted score of 4-1. For the realization of variable tools in this study, options were used: very adequate (SS), adequate (S), not adequate (ST) and very inadequate (STS) (Riduwan, 2020). The term appropriate is used as a response option on a scale that measures the state of the subject and, therefore, when responding to the element, the first subject takes into account to what extent the content of the expression is a description of its state or a description of the behavior (Azwar, 2013). The observation method is materialized through the collection of data, observing and systematically recording the phenomena analyzed.

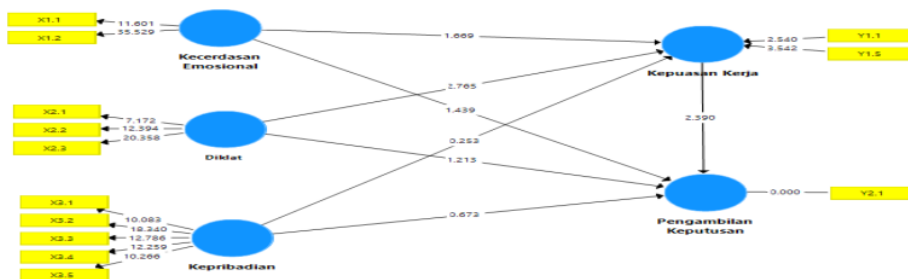
Data Analysis Technique

According to the Sugiyono study (2013, p. 238), the analysis of the data is carried out after the collection of data from all respondents or other sources. Among the data analysis activities are the collection of data based on variables and types of respondents, the tabulation of data based on the variables of all respondents, the presentation of data for each variable studied, the calculation of the actions of response to the formulation of the problem and the calculation of the test actions of the proposed hypotheses. The objective of data analysis is, among other things, to provide answers to the hypotheses proposed in the research, as well as to turn them into material to draw conclusions, as well as useful effects and suggestions for future research (Misbahuddin and Hasan, 2014). The data analysis method in this study uses minimal partial tail vision (PLS) with smartPLS 3.2.9 software. Partial least square (PLS) is an alternative method for modeling structural equations (SEM), which can be used to deal with very complex relationships between variables, but the sample size of the data is low (Haryono, 2016). PLS is a structural equation modeling (SEM) model, based on components or variants. The PLS is an alternative view based on variation from a covariance -based perspective. PLS-SEM analysis usually consists of two sub models, i.e., the measurement model or often called the external model, and what is often referred to as a structural model or often an internal model. (Ghozali, 2021).

RESULTS AND DISCUSSION

After testing, the outer model meets the requirements, and the model is fit, then testing the structural model (inner model) is carried out. These tests will be used to test the research hypothesis with the bootstrapping technique. Bootstrapping aims to determine the direction of the relationship and the significance of each latent variable. Hypothesis testing is done by looking at the p-value; if the p-value is less than 0.05 ($P\text{-value} < 0.05$), then there is an important influence between one variable and the other variables, as stated in the hypothesis. Vice versa, if the important value (P-value) is greater than 0.05 ($P\text{-value} > 0.05$), then the effect between variables can be said to be in important. The test results can be described as follows:

Figure 1. Model 3 Inner Model Test Results (Bootstrapping)



Source: Prepared by the authors (2023)

The internal model test results appear in the following table, showing the original sample, mean, standard deviation, t-statistic, and P values. The direct results of the Bootstrapping PLS-SEM analysis (direct effects) are as follows: as shown below in the image.

Table 2. PLS-SEM Bootstrapping Results Direct and Indirect Effects (Direct and Indirect Effects)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Direct Influence					
Emotional Intelligence -> Job Satisfaction	0,345	0,317	0,207	1,669	0,048
Training -> Job Satisfaction	0,510	0,517	0,185	2,765	0,003
Personality -> Job Satisfaction	0,048	0,052	0,190	0,253	0,400
Emotional Intelligence -> Decision Making	0,278	0,218	0,193	1,439	0,075
Training -> Decision Making	0,257	0,273	0,212	1,213	0,113
Personality -> Decision Making	-0,109	-0,074	0,162	0,673	0,251

Job Satisfaction -> Decision Making	0,529	0,527	0,221	2,390	0,009
Indirect Influence					
Emotional Intelligence -> Job Satisfaction -> Decision Making	0,182	0,179	0,145	1,261	0,104
Training -> Job Satisfaction -> Decision Making	0,270	0,266	0,149	1,809	0,035
Personality -> Job Satisfaction -> Decision Making	0,025	0,021	0,108	0,235	0,407

Source: Prepared by the authors (2023)

The bootstrapping results table can be described as follows:**1. Influence of emotional intelligence on job satisfaction (X1) (Y1)**

The magnitude of the parameter coefficient for variable X1 is 0.345 in Y, which means that there is a positive impact of X1 on Y1. Or that the higher the value of X1, the higher Y1 will be. The rise of one unit of X1 will increase the Y1 by 34.5%. Based on the calculations, using bootstrap or resampling, the estimated results of the X1 to Y1 coefficient test are 0.317, with a value of 1.669 t and a standard deviation of 0.207. So, the p-value is $0.048 < 0.05$, so accept the H1 or that means that the direct impact of X1 on the Y1 is important or important.

2. Impact of training (X2) on job satisfaction (Y1)

The magnitude of the parameter coefficient for variable Y1 for variable X2 is 0.51, which means that there is a positive effect of X2 on Y1 or that the higher the value of X2, the higher the Y1. An X2 unit will be expanded, it will be increased by 51%. Based on the calculations, using bootstrap or resampling, the estimated coefficient test results from X2 to Y1 are 0.517, with a tactical value of 2.765 and a standard deviation of 0.185. So, the p-value is $0.003 < 0.05$, so it accepts H2 or means that the direct effect of X2 on Y1 is statistically important or important.

3. Influence of identity (X3) (Y1)

The magnitude of the parameter coefficient for the variable X3 of Y1 is 0.048, which means that there is a positive effect of X3 on Y1, or that the higher the value of X3, the higher the Y1. One more X3 unit will grow by Y1 by 4.8%. It is estimated that, using bootstrap or resampling, the estimated results of the X3 and Y1 coefficient test are 0.052, with a t-value of 0.253 t and a standard deviation of 0.190 tons. So, the p-value is $0.400 > 0.05$, so it rules out H3 or means that the direct effect of X3 on Y1 is neither important nor statistically important.

4. Influence of emotional intelligence on decision-making (X1) (Y2)

The magnitude of the parameter coefficient for variable X1 of Y2 is 0.278, which means that the positive impact of X1 on Y2 or the highest value X1 will be Y2. The X1 unit will be expanded, with a 27.8% increase in the Y2. Based on calculations, using bootstrap or resampling, the estimated results of the X1 to Y2 coefficient test are 0.218, with a value of 1.439 t and a standard deviation of 0.193. Therefore, the p-value is $0.075 > 0.05$ and excludes H4, or it means that the direct impact of X1 on Y2 is not important or not statistically important.

5. Impact of training on decision-making (X2) (Y2)

The magnitude of the parameter coefficient for the variable X2 of Y2 is 0.257, which means that there is a positive impact of X2 on Y2 or that the higher the value of X2, the higher the Y2. X2 will grow one more unit, 25.7%. Based on calculations made with bootstrap or resampling, the results of the estimated coefficient test X2 to Y2 are 0.273, with a value of 1.213 t and a standard deviation of 0.212. Therefore, the p-value is $0.113 > 0.05$ and excludes H5 or means that the direct impact of X2 on Y2 is not important or statistically important.

6. The influence of personality (X3) on decision-making (Y2)

The magnitude of the parameter coefficient for the variable X3 on Y2 is -0.109, which means that there is a negative effect of X3 on Y2 or it can be interpreted that the lower the value of X3, the lower the value of Y2. A one-unit decrease in X3 will decrease Y2 by 10.9%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X3 to Y2, the bootstrap result is -0.074 with a t-value of 0.673 and a standard deviation of 0.162. Then the p-value is $0.251 > 0.05$, so it rejects H6 or means that the direct effect of X3 on Y2 is not important or not statistically important.

7. The influence of job satisfaction (Y1) on decision making (Y2)

The magnitude of the parameter coefficient for the variable Y1 on Y2 is 0.529, which means that there is a negative effect of Y1 on Y2 or it can be interpreted that the higher the value of Y1, the higher the value of Y2. An increase of one unit of Y1 will increase Y2 by 52.9%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test Y1 to Y2, the bootstrap result is 0.527 with a calculated t value of 2.390 and a standard deviation of 0.221. Then the p-value is $0.009 < 0.05$, so it accepts H7 or means that the direct effect of Y1 on Y2 is statistically important or important.

8. The impact of emotional intelligence on decision-making (X1) through job satisfaction (Y1)

The magnitude of the parameter coefficient of the variable Y2 to Y1 X1 is 0.182, which means that there is a positive indirect effect from X1 to Y1. Or the higher the value of X1, the

more it will grow from Y2 to Y1. One unit of X1 will be increased by Y1 by 18.2%. Based on calculations made with bootstrap or resampling, in which the results of the estimated coefficient test from X1 to Y1 are 0.179, with a value of 1.261 t and a standard deviation of 0.145. So, the p-value is $0.104 > 0.05$, so discard H8 or that the indirect impact of X1 on Y2 on Y2 is not important or not statistically important.

9. Impact of training on decision-making (X2), through job satisfaction (Y2)

The magnitude of the parameter coefficient for variable X2 is 0.270 in Y1, which has a positive indirect impact on Y1. Or the higher the value of X2, the more it will grow between Y2 and Y1. One X2 Y1 drive will increase by 27%. From bootstrap or resampling calculations, the estimated results of the X2 and Y1 coefficient test are 0.266, with a value of 1.809 tons and a standard deviation of 0.149 tons. Therefore, the p-value is $0.035 < 0.05$, so the H9 statement or indirect effect ranging from X2 to Y1 is statistically important or important.

10. The impact of identity on decision making (X3) through job satisfaction (Y1)

The magnitude of the parameter coefficient for variable X3 is 0.025 at Y1, which means that there is a positive indirect effect between X3 and Y1. Or X3, the higher the value of the Y1, the more it will grow. One more unit of X3 over Y1, 18.2%. From calculations made with bootstrap or resampling, the results of the estimated coefficient test from X3 to Y1 are 0.021, with a t-value of 1.235 and a standard deviation of 0.108. So, the p-value is $0.235 > 0.05$, so ruling out H10 or the indirect impact of X3 on Y2 on Y2 is neither important nor statistically important.

DISCUSSION OF RESEARCH RESULTS

This debate is based on decisions that arise from the testing of hypotheses, as an attempt to respond to the formulation of the research problem. The debate and the results of this study are an explanation of the relationship between each variable and the indicators observed, recommendations for the results of the research and descriptions based on indicators that construct variables. This study also discusses the direct and indirect effects that have positive and negative meanings that can determine the degree of significance of each variable, which are related or protected by important Orana theories, previous studies, and verses.

The Results of the Hypothesis Test Analysis are as Follows:

1. The effect of emotional intelligence on the job satisfaction of the head of MAN

Emotional intelligence plays a very important role in one's life. Emotional intelligence is the skill of establishing relationships with others that is rooted in a person's ability to understand himself and others. In the previous description it was explained that the components that make up emotional intelligence consist of personal competence and social competence. Emotions are well managed to foster good relationships with others. Based on this explanation, it is understood that emotional intelligence, in religious language, is synonymous with the term *habl min al-nās* (relationships with fellow human beings). Wahab in Kamri and Ramlan (2015) describes two basic dimensions of human relations, namely the relationship with God and the relationship with fellow human beings. Furthermore, both of them explain this verse by quoting *Tafsīr al-Munīr* by al-Zuhaili, which describes the two forms of this relationship. *Habl min Allāh* is interpreted as having faith in Him, and adhering to religious teachings, especially the teachings contained in the Qur'an. Meanwhile, *habl min al-nas* is described as a fabric of intimacy, maintaining unity, and avoiding hostility and inviting what is good, and prevent what is wrong. Emotional intelligence centered on *qalb* (heart). The heart activates the deepest values, turning something that is thought into something that is lived (Zainal et al., 2021). Therefore, the emotional intelligence possessed by a Muslim reflects the piety and purity of the heart of a servant of Allah. Zainal et al.'s explanation further emphasize that what is in humans (personality competence) determines the quality of relationships with other people (social competence).

The results of this research coincide with the results of previous research investigated by Lee (2018). The results of the study show that emotional intelligence affects positively and importantly. In summary, Lee explained that one of the efforts to increase job satisfaction is emotional intelligence training. The results of the study conducted by Ealias and George (2012) and Supramaniama and Singaravello (2020) show a positive relationship between emotional intelligence and job satisfaction. Several studies that do not correspond to the results of this research include a study conducted by the company Sembiring et al. (2021). According to the study, emotional intelligence does not influence job satisfaction. Also, with the study conducted by nurjanah and Indawati (2021). They concluded that emotional intelligence does not influence job satisfaction.

2. The effect of education and training on the job satisfaction of the head of MAN

Education and training are an effort to improve the quality of employees so that they can be more optimal in carrying out their main tasks and functions within the organization. the training includes several important elements, namely the time of the training, namely when and

how long it takes; training participants, namely anyone who will take part in the activity; training methods concerning the learning process or transfer of knowledge and skills in training; instructor which includes the instructor's ability and mastery of the material presented; Training facilities and infrastructure, which includes the convenience of the place and the availability of facilities that will be used during the training; training materials relating to the extent to which the knowledge and skills acquired during the training can be applied in the training participants' work. Based on the results of the PLS-SEM analysis, it was concluded that education and training had a positive and important effect on job satisfaction. This means that if the education and training process is followed by *kamad* according to what it should be, then employees can feel satisfaction at work. Training is a process for someone to gain capabilities to help achieve organizational goals. Because it relates to various organizational objectives, training can be viewed narrowly/limitedly, or broadly. In a limited sense, training provides employees with specific, identifiable knowledge and skills for use in their current jobs.

Based on the descriptive analysis, it is known that the average training variable is in a very good category as well as the level of *kamad* job satisfaction. The results of this study are in line with the theory put forward by Ping He et al. (2018), and Asgarova (2019). Both of these studies underline the role of education and training in employee satisfaction. Specifically, Asgarova stated that education and training have a major influence on a person's values, capabilities, norms, expectations, and behavior. At the micro level, these characteristics that a person acquires in training affect the human resources of the organization where they work. Employees who have competencies that match the needs of the organization will make the maximum contribution to the institution. The results of this study contradict the research conducted by Andri (2011). This research shows that there is no important positive effect between training programs on job satisfaction. This means that no matter how good the education and training programs are, they will not have a direct effect on job satisfaction.

3. The influence of personality on the job satisfaction of the head of MAN

The results of the descriptive statistics presented previously found that the personality of the *kamad* was classified as very high as well as the job satisfaction of the *kamad*. On the other hand, the results of the SEM-PLS test show that personality has no important effect on job satisfaction. The test results show the low contribution of personality to job satisfaction variables. The results of the analysis are contrary to hypothesis 3 in the study, so hypothesis 3 is rejected. This illustrates that the strong personality of the *kamad* has not contributed to the job satisfaction of the *kamad*. Personality is a picture of an individual's perspective on the reality

faced, while job satisfaction is a set of personal feelings, pleasant-unpleasant, towards policies, work environment, and work performed. Policies that have an impact on changes, for example, changes in employee rights and obligations, organizational expectations for employees to be more productive and creative in the context of work efficiency, and disciplinary rules, can lead to an attitude of pleasure (positive) or displeasure (negative) from existing employees within the organization. Differences in individual perspectives on work and matters related to its cause personality to not contribute importantly to job satisfaction. On the job satisfaction variable, the kamad are satisfied with the perceived salary in accordance with the workload, while on the personality variable, the kamad are able to understand the existing conditions even though they are not in line with expectations.

This shows the inconsistency of kamad's attitude. In addition, the kamad highlighted the existing promotion policies within the organization. The value for the promotion aspect, even though it is good or high, is the lowest value in the promotion dimension of job satisfaction. Thus, the ambiguity of Kamad's attitude towards these two elements can be seen. On the one hand, respondents stated that the salary given as kamad was appropriate and that made kamad job satisfaction high in this aspect, while on the other hand, kamad stated that even though the conditions were not as expected, the kamad could make peace with these conditions. The results of this study are in line with research conducted by Yildirim et al. (2016), who concluded that there is no important relationship between satisfaction and personality. In fact, the study found that extraversion, one of the big five personality dimensions, has a negative effect on job satisfaction. Research conducted by Chandrasekara (2018) found that in general, the big five personality does not have a important effect on job satisfaction with the exception of the easy-to-get-along dimension (agreeableness). This research is not in line with the research conducted by Jalal et al. (2019), previously quoted on the conceptual framework, which concluded that the big five personalities in general, has an important positive effect on job satisfaction, in addition to the neuroticism dimension which, although it has an important negative effect on job satisfaction.

4. The influence of emotional intelligence on the decision making of the head of MAN

Emotional intelligence in many theories is expressed as a factor that greatly influences one's success. Emotional intelligence is measured by the ability to hold back. Based on the results of descriptive statistics it is known that the emotional intelligence of kamad is very high. This is marked by the high average value of the emotional intelligence variable. According to

Jalaluddin Rakhmat emotional intelligence in Islam is called patience. Patience is being able to endure. The most patient people are the ones with the highest emotional intelligence. Furthermore, Rakhmat revealed that the theory of emotional intelligence could be summed up in one Arabic proverb: مَنْ صَبَرَ ظَفَرَ Whoever is patient will be successful. It shows the relationship between success and patience. Decision-making as a thinking process requires a high level of patience so that the decision-making process goes well. Referring to the results of descriptive statistics, it is understood that, in general, kamad are individuals with high emotional intelligence. Kamad recognizes his emotions and is able to manage these emotions (illustrated in statements 1 to 10). The kamad are perceived as individuals who are able to maintain the mood of the people around them, as illustrated in the respondents' responses on the dimension of social competence, for example, described in statements 15 and 16, which state that kamad avoids saying and acting that can offend other people. If it is associated with decision-making, as many as nine madrasah heads disagree if decision-making is contrary to the opinions of others, as reflected in the responses to the statements in the decision-making variable, while others will agree and strongly agree to make decisions even though they are in conflict with others. This results in the non-accommodation of various suggestions and opinions that can enrich the quality of decision-making. In contrast to the results of this study and the findings of Khan et al., quoted earlier, Navaneedhan and Kamalanabhan (2020) underlined the important role of emotional intelligence in decision-making.

5. The effect of education and training on the decision-making of the head of MAN

Decision-making is a skill. Skills in utilizing resources to solve the problems faced. A good decision-maker is someone who really understands the problem and knows what steps should be taken to solve it. Decision-makers will collect relevant information related to the problem at hand. This information was obtained from various sources. Kamad as the leader of an educational institution, is faced with various internal and external problems. Therefore, the ability of kamad to make decisions is vital for the progress of the organization they lead. As previously described, kamad are teachers who are given additional assignments by the state to manage educational institutions. Before sitting as kamad, kamad candidates will be given training aimed at increasing the insights and skills of kamad candidates in managing and leading madrasahs. The results of the descriptive statistical test illustrate that the training variable has an average value that is in the very high category. This indicates that the kamad's perception of kamad training is very good. On the other hand, the decision-making variable also has a mean value that is in the very high or very good category.

The results of this study contradict the research conducted by Hardianto et al. (2021), which explains that education and training are of the factors that influence the decision-making of kamad. Siebert et al. (2021) suggest that relevant practical training (practical relevance of training) will result in effective decision-making. There are various factors that make education and training not have a important effect on decision-making. These factors include the irrelevance of the training materials to the decision-making process, the complexity of the problems encountered, or the presence of intervention in the decisions to be taken. Abraham (2017) suggests that ineffective training can be caused, among other things, by failure to prepare the environment for transfers and lack of management support. Regardless of what participants learn from the training program, without transferring it to the job, a person's abilities will not change, and the training program will fail. This training-transfer issue has been a critical issue in training and development for decades. Unfortunately, research continues to show that between 60 and 90% of what is learned is not applied in the workplace. The knowledge obtained in training is not irrelevant to the world of work; it's just that this knowledge cannot be applied due to external factors.

6. The influence of personality influences the decision-making of the head of MAN

Personality is the face a person uses when interacting with fellow human beings, the environment, and situations. Personality is permanent. As leaders of educational institutions, kamad will very often interact with fellow human beings from various backgrounds and will face a variety of situations from easy to difficult. The good personality of the kamad will greatly assist the kamad in managing human resources and overcoming situations that are not easy at the madrasa. The Big Five personality traits are considered to be the established personality theory to describe a person's personality. The Big Five personality traits consist of openness to new things, conscientiousness, extraversion, easygoing/friendly, and neuroticism. Openness to new things includes kamad's willingness to be involved with activities that are new, their ability to think outside the box, his happiness with change, and innovation. Prudence includes thorough, diligent, conscientious, never giving up, and discipline. Extraversion reflects the tendency of kamad to socialize, maintain friendly relations, and be the center of attention. Easy to get along with refers to the way you build relationships with other people, which are characterized by forgiveness, mutual trust, altruism (happy to help), simplicity, empathy and sympathy. Extraversion focuses on how much network the relationship has, whereas it is easy to get along on how quality the relationship is. Neuroticism reflects the level of emotional stability of the kamad and their perspective on the events they face.

The results of this study are in line with previous research by Helena and Widjaya (2021), which argued that the majority of the Big Five personality dimensions have no effect on decision-making. The absence of a important influence of the big five on decision-making is caused by people with strong personalities as reflected in the results of descriptive statistics, who tend to be rational and unhurried in making decisions, while decision-making in an educational institution setting is often made. quickly and is influenced by external factors that are not predicted by decision-makers. Although this study, in its findings, stated that some of the Big Five dimensions were not important, there was no negative effect.

7. The influence of job satisfaction on the decision-making of MAN heads

Based on the results of the descriptive analysis, it is known that the job satisfaction level of the kamad is very high, and the perception of the decision-making variables is also very high. This shows the fact that kamad has very high job satisfaction. On the other hand, kamad are perceived to have a true understanding of the steps for making the right decision. This is in line with the results of the PLS-SEM analysis, which found that job satisfaction has a positive and important effect on decision-making. Decision-making in Madrasah is heavily influenced by internal conditions or the spiritual atmosphere of kamad. Decision-making is not only a matter of logic ratio but also involves feelings. Kamad, who does not have good job satisfaction, is thought to be unable to make the right decisions. Job satisfaction is a psychological condition that is related to the work being carried out. As mentioned in the previous section, job satisfaction is an individual's view of his work. The view is in line with the values held by the individual. Istianjo in Muayyad (2016) explains that in the Islamic value system, work is worship, so a Muslim can also work hard because of the desire to obtain material and non-material rewards or rewards such as salary or income, a better career, and a position. With this perspective, every Muslim will not work just to work as long as he gets a salary, gets a letter of appointment, or simply maintains prestige so that he is not called unemployed because awareness of working productively and based on the spirit of monotheism and responsibility is one of the characteristics of the character or personality of a Muslim. The relationship between job satisfaction and decision-making is due to a conducive atmosphere within the kamad. The atmosphere is the fulfillment of salaries and benefits, promotions that are right on target, ongoing supervision, supportive co-workers, and interesting work. This atmosphere led the kamad to be able to think clearly and make the right decisions. The results of this study are in line with the research put forward by Muindi (2011). The research concluded that there is a strong relationship between decision-making and employee job satisfaction.

8. The effect of emotional intelligence through job satisfaction on the decision-making of the head of MAN

Based on the results of PLS-SEM it is known that emotional intelligence has a positive and important effect on job satisfaction (no.1), job satisfaction has a positive and important effect on decision making (no.7), and emotional intelligence has no positive and important effect on decision making (no.4). Emotional intelligence consisting of personal dimensions and social dimensions has an average that is in the very good category. The average job satisfaction with its five dimensions also has an average classification with very good; meanwhile, the respondents perceive decision-making as very good. Even so, the high level of job satisfaction is not able to mediate between the variables of emotional intelligence and decision-making, even though emotional intelligence has a positive and important effect on job satisfaction. The kamad's emotional intelligence is marked by the ability to see the positive side of the situation and conditions faced (statement 10), the ability to adapt to the environment (statement 11), the ability to formulate goals (statement 12), outline strategic organizational steps (statement 13), and implementing the program (statement no. 14), decision-making consists of 3 phases, namely the intelligence phase (gathering information from various sources), the design phase (processing the information obtained and mixing it into a number of options) and the deciding phase (choosing options and implementing them), while Job satisfaction is described as a feeling of kamad towards his job. Satisfaction is influenced by various factors, namely organizational factors, work environment, the work itself, and personal factors. Several studies have found that job satisfaction can be a mediating variable for emotional intelligence and performance, for example, research conducted by Auda (2016), Tahir (2018), and Usman (2019). However, based on the results of the PLS-SEM analysis, it is concluded that emotional intelligence through job satisfaction has no important effect on decision-making. The results of this study are in line with the theory put forward by Effendi et al. (2021), Bagis, et al. (2021) and Safitri, et al. (2022), who found that job satisfaction cannot be a mediating variable on performance.

9. The effect of education and training through job satisfaction on the decision-making of the head of MAN

Based on the results of the PLS-SEM analysis, it was concluded that training through job satisfaction has no important effect on decision-making. In the previous discussion, it was conveyed that based on the results of the analysis it was found that there was a positive and important effect of education and training on job satisfaction and there was a positive and

important effect of job satisfaction on decision making. Job satisfaction variable can be a mediating variable for education and training and decision making. This influence is partial or partial influence. This means that through training, which is a program to add insight and skills, kamad are able to realize job satisfaction. If the kamad are satisfied with their work, the kamad will be able to make good decisions. The results of this study are in line with research conducted by Fitri et al. (2020) and Nugraheni and Prabawani (2019). Both found that job satisfaction can mediate training and employee performance.

10. The influence of personality through job satisfaction on the decision-making of the head of MAN

Based on the results of the PLS-SEM analysis, it was concluded that personality through job satisfaction has no important effect on decision-making. From the descriptive analysis, it was found that the three variables had an average value in a very high category which indicated a very good perceived value of the variable, but this was not able to realize the real contribution of the personality variable to job satisfaction. On the different side, even though the job satisfaction variable is capable of influencing kamad decision-making, the job approval variable is not capable of being a mediating variable for personality variables and decision-making.

RESEARCH FINDINGS

Based on the results of the discussion that has been put forward, this study provides several findings, namely:

1. Personality has a negative effect on the decision-making of the Head of State Madrasah Aliyah in South Sulawesi. This negative effect is caused by the highly easygoing attitude of madrasah principals, while based on studies, people with easy-to-get-together personalities have the expectation of making everyone happy with their decisions. Familiarity with other people makes people with a high degree of getting along lose objectivity and professionalism by prioritizing feelings over ratios. In addition, respondents will accommodate many interventions, prioritize subjectivity, and avoid conflict in decision-making.
2. There is a path that has a positive and inimportant effect, namely the personality path of job satisfaction, emotional decision-making intelligence, decision-making education, and training.
3. Job satisfaction as a mediating variable cannot mediate emotional intelligence variables with decision-making variables and personality variables with decision-

making variables. In contrast, emotional intelligence has a positive and important effect on job satisfaction, and job satisfaction has a important positive effect on decision-making.

4. Paths that have a positive and important influence, namely: emotional intelligence Job job satisfaction, Job Satisfaction education and training, and Job Satisfaction Decision Making. These findings indicate the need for policymakers in the Ministry of Religion to maintain job satisfaction and maintain the Madrasah Principal Education and Training policies that have been implemented so far, even if possible to be improved. Increasing job satisfaction can be done by paying attention to the financial and non-financial aspects of kamad.

5. Job satisfaction can mediate training variables and decision-making variables. This shows the importance of employee job satisfaction in decision-making. Training will have the maximum impact if it is accompanied by employee job satisfaction.

CONCLUSIONS AND SUGGESTIONS

Based on the analysis of research results and discussion, it can be concluded as follows: Emotional intelligence has a positive and important effect on job satisfaction. Elements in emotional intelligence consisting of personal competence and social competence can increase the job satisfaction of the head of the State Madrasah Aliyah in South Sulawesi. Training has a positive and important effect on job satisfaction. Training produces employees who are more competent and capable in carrying out mandated tasks so that employees feel happy with the work they are doing. Kamad feels that the material obtained in training can be applied in the world of work. Personality has no important effect on job satisfaction. In general, kamad are people with a high level of tolerance for variable dimensions of job satisfaction such as salary, promotion, supervision, co-workers, and the job itself. On the other hand, some kamad perceive that the promotion system has not met their expectations. Thus, there is an ambiguity in the attitude of the kamad. Emotional intelligence has no important effect on decision-making. Among the causes of the inimportant influence of emotional intelligence on decision-making is that in the personal competence of emotional intelligence, a decision-maker will accommodate various suggestions, advice, and interests in the decisions to be made, while in the decision-making process, facts and data must be the basis for decision choices. Training has a positive and inimportant effect on decision-making. There are various factors that make education and training have no effect on decision-making. These factors include an

unsupportive workplace culture or the absence of opportunities to use the knowledge and skills acquired in training. Personality has a negative and inimportant effect on decision-making. Agreeableness has a big influence on kamad decisions. Kamad's decisions are influenced by factors prioritizing subjectivity, trying to avoid conflict, being intervened, and factors worrying about risk. Job satisfaction has a positive and important effect on decision-making. The relationship between job satisfaction and decision-making is due to the existence of a conducive atmosphere within the kamad. The atmosphere is the fulfillment of salaries and benefits, promotions that are right on target, ongoing supervision, supportive co-workers, and interesting work. Emotional intelligence through job satisfaction has no important effect on decision-making. Emotional intelligence has a positive and important effect on job satisfaction, as well as job satisfaction on decision making, but as a mediating variable, job satisfaction is unable to provide a mediating effect on the two variables. Training through job satisfaction has a important effect on decision-making. The results of this study illustrate that decision-making can be improved by training through job satisfaction, considering that training does not directly influence decision-making. Personality through job satisfaction has no important effect on decision-making. Personality variables do not influence directly or indirectly on decision making. Suggestion Based on the research results and conclusions put forward above, some suggestions that can be put forward in this dissertation are: Future researchers are advised to create a more appropriate research model with a larger number of respondents with a more varied classification of respondents. Future researchers need to be sharper in highlighting the big five issues of emotional intelligence and personality in relation to job satisfaction, supported by relevant theories and current research. The next researcher is expected to be able to explore internal and external factors in decision-making in the educational environment.

RESEARCH LIMITATIONS

This research has several limitations, including

1. The answers given by respondents through the questionnaire are based only on perception, which is determined by memory and self-assessment so that there is a tendency for bias in measurement.
2. Researchers have made every effort to compile instruments that can be understood by each research respondent; however, due to the different abilities of

respondents in understanding the research instruments provided, some of the indicators do not meet the required test.

3. Even though the scope of the research area covers the entire area of South Sulawesi, it only includes the head of the State Aliyah Madrasah as a research respondent so that the sample taken is very limited. It is hoped that researchers who are interested in this topic will conduct research that includes all Heads of Madrasah Aliyah, both public and private

4. The various weaknesses and limitations that have been presented do not reduce the validity of the research significance obtained. PLS-SEM is a tool that has predictive power and excels in testing weak theories or data. As a prediction technique, PLS assumes that all variance measures are useful variances to explain, so the latent variable estimation approach is considered a linear combination of indicators and avoids the problem of factor indeterminacy (uncertainty). Hopefully, this research can be used as a reference, and reference material for the Ministry of Religion in finding solutions related to decision-making for Madrasah heads in South Sulawesi.

RESEARCH RECOMMENDATIONS

The recommendations for future research are as follows:

1. It is recommended that further research be carried out with more respondents so that the aspects or variables studied are more focused.
2. The next researcher compiled a reliable questionnaire so that it was not selected for the construct validity test.

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