



Effect of emotional intelligence and self-concept of self-management Case study on teachers and education personnel at State Junior High School 23 Bekasi

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Abstract

Education is the work done by planned, integrated and continuous or lifelong education. Education is a process of civilization and human culture.

The research aims to analyze the influence of emotional intelligence and self-concept of the self-management so that one can work optimally in accordance with the objectives of the organization.

The study was conducted on teachers and education staff at State Junior High School 23 Bekasi as much 48 respondents, the sampling technique using random sampling by means of regression analysis.

The results showed that emotional intelligence and self-concept in a positive and significant effect on self-management.

Keywords: emotional intelligence, self-concept and self-management

1. Introduction

Everyone wants him good success on learning, socializing, career, family and success in this world and hereafter. The initial step to success is to know themselves, learn self-quality, to understand the advantages and disadvantages of self. Self-understanding and self-quality is a very important process in improving the quality of life. Self-understanding leads to qualified life stages. Not just in the mix and interact with others, but also to direct and develop themselves, planning, education and career, solving personal problems of social realistically adapt to changes in life to be able to mutually accept and respect others and expect and develop skills in the use of basic principles of reasoning and reasoning.

Human resources has many advantages compared with other creatures of Almighty God's creation, especially the most prominent is the human intelligence for improve its ability to utilize and optimally utilize the existing potential in him. Intelligence human being can be more advanced and developed in line with the experience human life itself. Life experience is everything that is felt, experienced, learned by humans that can affect the physical development, attitude and behavior even the human view of themselves and the environment.

Efforts to form a defense yourself for the future is education. Education is a conscious effort to prepare students through education, teaching and training for its role in the future. Thus the field of education has an important and strategic role to face the challenges of the future. Education is the work done by planned, integrated and continuous or lifelong education. Education is a process of civilization and human culture. How important the role of education in human life, it was appropriate for the implementation of education in accordance with national objectives need to settle at attention and support from all parties, both as a manager of education and the actors in the educational process. In an effort to achieve the national

goals, the quality of human resources must always be improved to anticipate the challenges of the times that are increasing.

This research aims to analyze the influence of emotional intelligence and self-concept of the self-management so that one can work optimally in accordance with the objectives of the organization.

Operation of education involve various to component including teachers, staff, students, facilities and infrastructure, curriculum, costs, administrative personnel, means and technologies that require experience systematically so that goals can be achieved with good. Relative to the researchers have done research about emotional intelligence, self-concept of the self-management on teachers and education personnel at State Junior High School 23 Bekasi, West Java, Indonesia.

2. Literature review

2.1 Emotional intelligence

Emotional intelligence is to recognize your feelings, the feelings of others, motivate themselves, manage emotions well and relate to others (Goldman, 1999) ^[5].

Indicators of emotional intelligence are:

1. Self-regulation: self-control, gesture trustworthy, alert, adaptive and innovative.
2. Motivation: encouragement of achievement, commitment, initiative and optimism.
3. Empathy: understanding other people, service, help the development of others.
4. Respond to differences and political awareness.
5. Social skills: influence / persuasion skills of communication, leadership.
6. The catalyst and change, conflict management, familiarity and teamwork.
7. Self-awareness: awareness of emotions in assessing personal and confident.

2.2 Self-concept

Theory self-concept comes from Rogers's theory of personality. Self-concept is a person's view or feelings about himself, the perception of the self that is social, psychological, and physical, the self-esteem associated with the abilities, skills possessed by a person, the sense of self-esteem that shows the desired personal honor, and the efforts to maintain and develop themselves.

Indicators of self-concept are:

1. Confidence that is a belief someone will be able or ability to carry out the task or job
2. Pride the feelings and values of a person about how well that person wanted him.

2.3 Self-management

The theory comes from the theory of self-management Cormick (1985) [6] suggested that the management of self is an effort to move the entire power / potential to realize the ideals and goals optimally.

Indicators of self-management are:

1. Mike to planning themselves through:
 - a. vision (ideals)
 - b. mission (concrete steps to achieve goals)
2. Organize self through:
 - a. To know the potential of self.
 - b. Directing yourself to self-development activities, talents, interests and more.
 - c. Work hard at work and pursue self-development activities.
3. Evaluate yourself through:
 - a. Measure the achievement of the results step by step
 - b. Reorganize for success.

3. Research methods

The research location at State Junior High School 23 Bekasi, West Java, Indonesia is located at Jl. Jatikramat Indah 2 Jatiasih Bekasi. Sample research is all teachers and education personnel, numbering 48 people. The technique of using a simple random sampling with regression analysis.

4. Result

Based on the results of validity and reliability by using *Split Half* method of Pearson (Subino, 1987: 123-126) [7]. The validity test results of the questionnaire distributed are valid. Reliability test results emotional-intelligence variables obtained $r = 0.810$ with $t = 8$. Significant at 0.995 level. Value instrument is the self-concept value $r = 0.832$ with $t = 8.97$ significant at the 0.995 level while for the self-management instrument obtained $r = 0.809$ with $t = 8.97$ significant at the 0.995 level.

5. Effect of Emotional Intelligence against Self-Management

By using simple linear regression analysis showed that there are significant positive and significant correlation between emotional intelligence on self-management, visible from the

regression coefficient of variable X_1 at 0,806. R value of 0.872 for the variable X_1 shows a very strong relationship between emotional intelligence variables with self-management variables and R^2 value of 0.7604 shows the contribution of emotional intelligence variable to self-management variable equal to 76%. For t-test obtained by t calculate equal to 16.3 (significant level of alpha 0.05). T-test arithmetic greater than t-table shows a positive and significant effect. To more clearly shown in the following table:

Table 1: The Influence of Emotional Intelligence on Self-Management

Variables Independent	Variables Dependent	Rho (r)	R ²	t count	t table
Emotional Intelligence	Self-Management	0.872	0.7604	16.3	1.66

Source: Primary data processed

6. Effect against Self Concept Self-Management

By using simple linear regression analysis it can be seen that there is a positive and significant influence between self-concept to self-management, seen from variable regression coefficient X_2 of 0.817. R value of 0.896 for variable X_2 , it shows a very strong relationship between self-concept variable (X_2) to self-management variable (Y). The value of R^2 is 0.932, showing the real contribution of self-concept variable (X_2) to self-management variable (Y) of 93.2%. While t test obtained t count equal to 3.88 with t table 1.66 (significant at alpha level 0.05), t count bigger than t table, that show positive and significant influence. For more details can be shown through the following table:

Table 2: The Influence of Self Concept of Self-Management

Variables Independent	Variables Dependent	Rho (r)	R ²	t count	t table
Self-Concept	Self-Management	0.896	0.932	3.88	1.66

Source: Primary data processed

7. Effect of Emotional Intelligence and Yourself against Self-Management Concepts

By using multiple linear regression analysis it can be seen that there is positive and significant influence between emotional intelligence (X_1) and self-concept (X_2) to self-management (Y). Value Rho (r) obtained was 0.832 R^2 value obtained 0.927, this shows that emotional intelligence and self-concept jointly able to explain the self-management amounted to 92.7%. F-test of emotional intelligence variables together at 57.93 with F table 3.44 significant at the alpha level of 0.05. Then F count larger than F table so that it can be concluded there is a positive and significant influence between emotional intelligence and self-concept together against the self-management and education personnel at State Junior High School 23 Bekasi. To more clearly seen through the following table:

Table 3: The Influence of Emotional Intelligence and Self-Concept on Self-Management

Variables Independent	Variables Dependent	Rho (r)	R ²	F count	F table
Emotional Intelligence and Self-Concept	Self-Management	0.832	0.927	57.93	3.44

Source: Primary data processed

8. Conclusion

Emotional intelligence and self-concept partially or simultaneously positive and significant impact on the real level of 93% of the self-management in the early education personnel and teachers at State Junior High School 23 Bekasi. Based on these conclusions, that teachers and educational personnel have clear functions and duties that is to educate the nation's children then with a high level of emotional intelligence, good self-concept then it can further improve self-management so as to provide the best service for the community. A happy person is one who can know himself, nurture and position himself according to his place. The success of a person depends on the extent to which he is able to manage itself effectively. The more solid and orderly management program itself the greater the success.

A good self-management strategies, namely:

- a. Self-Monitor: an early stage in the process of self-alteration.
- b. Reward Yourself: a step of giving a reward / reward / reward to yourself when someone has tried / successfully practice a positive attitude.

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