

Full Length Research Paper

The emotional intelligence and the interpersonal communications in decision making

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This research was conducted in South Jakarta first state junior high school to reveal the influence of emotional intelligence and interpersonal communication to principal decision making, and gratitude to Prof. Dr. H. Syafwandi, MSc and Dr. H. Adi Suminto, MH., M.Si. who has guided the execution of writing on this scientific research. The importance of decision-making quality by the principal is based on the role and function of the principal as the leader in charge of controlling the direction of the school organization's movement in achieving the desired vision. For that, the survey has been done to find the data and then analyzed by using path analysis. The unit of analysis in this study is the principal with the number of samples taken as many as 40 people with simple random sampling technique. The findings of this research that the decision of the principal is influenced by emotional intelligence and interpersonal communication. The results of the above research, useful as a consideration of policy makers to guard decision-making done principals by taking into account the factors that influence it. Keywords: Emotional intelligence, interpersonal communication, decision making.

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INTRODUCTION

The school is a formal organization in charge of providing education in accordance with the National Education System Act, headed by a school principal as the responsible education administrator in charge of and functioning as an educator, manager, administrator, supervisor, leader, innovator and motivator. As the holder of authority in the implementation of education in schools, the principal needs to have a comprehensive understanding of the educational process and able to implement the functions and duties properly so that the implementation of education can be implemented in accordance with the efforts to achieve the final goal of education effectively and efficiently through appropriate decision-making and quality. Inadequately prepared principals' decisions have impacts and consequences on internal and external environments such as internal conflicts that are expressed in the form of negative comments, interdependent and less participatory behavior in school activities.

The decision of the principal to be counterproductive, whereas the decision made by the principal has an important meaning in the strategy of determining the goals of school organizations and face various problems because principally the decision of the principal as a

choice of action in realizing the mission and vision of the school expressed in the goal school organization as well as action in overcoming the problems faced. Reality at school, often the occurrence of the decision of the principal that is not appropriate both in terms of process and the purpose of decision-making itself, for example:

- 1). Weak decision-making so that it affects the weakness of short-term, medium-term and long-term program planning,
- 2). Decisions are often not based on careful consideration of positive impacts or negative,
- 3). Decisions taken less communicated to subordinates and school elements evenly,
- 4). Decisions are taken in a non-open, hasty and non-engaging component so that the participation of subordinates (teachers and employees) is weak resulting in the decision not being properly implemented.
- 5). Weak evaluation of decisions that have been established so difficult to make measurements on the success of the implementation of the decision.

The above conditions are issues that contribute to the low quality of decisions taken, because a decision can be

said to be good if it meets the four requirements, namely rational, logical, realistic, and pragmatic. Thus, the effectiveness of the decision maker is determined by his ability to properly combine the three types of approaches.

First, an approach based on theoretical and scientific principles developed by the theorists who deepen the decision-making process. Theories and scientific principles have characteristics of universality that are not tied to situations, conditions, times and places.

Secondly, approaches that utilize creative, innovative, and intuitive thinking skills are accompanied by emotional engagement. Creative, innovative, and intuitive mindedness coupled with emotional involvement in addition to being generic, is also evolving because of the ability to take account of situational, conditional, temporal, and spatial impacts.

Third, the ability to learn from experience in making decisions in the past, either because of success or because of lack of success or even failure. Based on the above description of the background, then the formulation of the problem: does emotional intelligence affect the administrative decision-making? does interpersonal communication have an effect on administrative decision making, and does emotional intelligence and interpersonal communication have an effect on collectively on administrative decision making?

THEORETICAL CONCEPTS.

Decision Making In management terms:

Decision making is known as the "decision making" of the process of generating and evaluating alternatives and making the choices among them. Each management involves decision making. In fact, management is one continuous string of decisions "(Mondy. 1993: 10). The above quotation explains that decision-making is a series of actions in evaluating alternatives and making choices of alternatives. This activity is part of a leadership function that plays a role in influencing and controlling all resources to achieve organizational goals. The purpose of constructing the theory of decision making which is the essence of management is to help the realization of the conditions of maximizing expectations. The expectation of each decision is determined by any potential outcomes of all values that are part of any logical consequence or consequential consequence of a particular action. If an action is to be carried out thoroughly, then the probability of the relevant event will be determined. The determination of the probability value thus follows the description of the action to be carried out. Decision making that will achieve maximum expected results (maximum expectation) will be selected and implemented. (Darmawan. 2004: 66). Shared decisions will result in better decision quality. Group decisions tend to be more qualified than self-made decisions, although

the decision-making is taken by the best individuals in the group. In addition, the decision will have a good quality, if preceded by an analysis of the situation and conditions that exist. It means that decision-making is a process of generating and evaluation of alternative problem taking. In management there are decision-making and in fact that management is a continuation of the decision-making process. Decision-making is "Mechanism by which the need for abandoning the status quo is evaluated and, if change is needed, the means by which a new direction is selected." (Beach, 1993: 91). That is, that decision-making is defined as the necessary mechanism to leave the status quo by conducting an evaluation and using a new way if changes are needed. Decision-making is an assessment between two or more alternatives arising from any situation or problem. According to Robbins that the process of determining the alternative is done through several stages, namely to understand the need for decisions, prepare criteria, allocate criteria, develop alternative solutions, evaluate alternative solutions, and choose one of the best alternative (Sowiyah. 2006: 10). In order to achieve a good decision, methodological thinking is needed through steps: identifying problems, analyzing, identifying options, evaluating available options, and undertaking action plans (Heller, 2005: 8). According to Judith R. Gordon (1996: 228) that the quality of decisions depends on the level of decision-making skills, such as technical skills and interpersonal skills that refer to the individual's knowledge in making decisions. Interpersonal skills are closely related to the way a person conducts lead activities, communicates, motivates and influences others. The ability to make this decision is inseparable from the rational process of situational analysis, evaluation and selection of alternative decisions. According to Ahmed and Omotunde (2012: 53) there are several kinds of strategies in determining the choice and alternative decision-making, as follows:

DESCRIPTION STRATEGY.

Optimizing Being optimistic is the strategy of selecting the best option from available alternatives The effectiveness of this strategy can depend on how important the problem, the time limit, the availability of resources, the cost required, and the psychological condition of the person making the decision Satisficing Satisfactory is the first strategy taken in determining alternatives.

The word satisfaction is a derivative of the word satisfying and sufficiency that is in the process of determining the best option Maximax This strategy is to maximize something that is maximum. In this strategy is evaluated in setting an alternative that is by taking the best option and the maximum profit. This strategy is to maximize something that is minimum. This strategy is considered for pessimists that are used when the price of

Table 1. Deskripsi Data Variable

	x1	x2	y
N. Valid	40	40	40
Mean	98,6250	101,0000	98,7250
Median	99,5000	101,0000	100,0000
Mode	96,00 ^a	94,00 ^a	100,00 ^a
Std. Deviation	9,07713	11,19295	12,94562
Variance	82,394	125,282	167,589
Range	38,00	47,00	55,00
Minimum	78,00	75,00	70,00
Maximum	116,00	122,00	125,00
Sum	3945,00	4040,00	3949,00

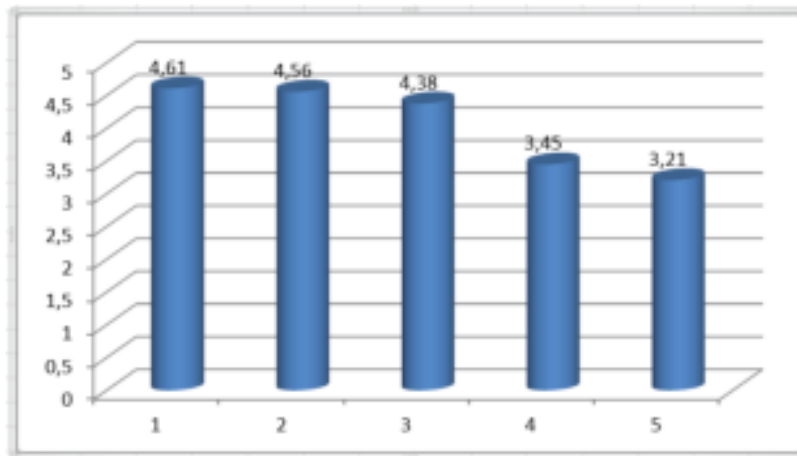


Figure 1. Emotional Intelligence Indicator Data.

failure is very expensive and cannot be tolerated. Based on the above description, that decision-making is the action taken in determining the decision to make planning, organizing, directing and supervising activities in order to achieve the goals of the institution.

Emotional Intelligence. Emotion is a part of the human psyche that plays an important role in determining human success because humans are actually controlled by one or more of the sources of emotion. Under normal circumstances human emotions cannot be seen because of routine activities so emotion is not active, while in other circumstances emotions appear both in the form of anger and joy.

This emotional state according to Motamedi (2017: 101) has a vital role in the organization, the expression of social experience, shaping and directing energy in the move. Expression of emotion is inseparable from human life, especially if implemented in relationships with others who each other need each other. Emotional intelligence (EQ) is the ability to sense, understand and effectively apply emotional power and sensitivity as a source of human energy, information, and influence. It is like Zaccaro in Esfahani & Soflu that Emotional intelligence as the power of logical reception and understanding of a

series of emotions. According to Suzanne Reed, et. al (2015: 2): emotional intelligence as one's ability to recognize the emotions and the emotions of others, and to use this understanding to successfully navigate important interactions. That emotional intelligence is the ability to recognize the emotions of oneself, the emotions of others, and use that understanding in interacting with others. Emotion and reason are two parts of one whole. EQ and IQ are synergistic resources, without which one, then the other becomes imperfect and ineffective. The area of EQ is personal and interpersonal relationships, the EQ is responsible for self-esteem, self-awareness, social sensitivity, and social adaptability. (Segal, 2000: 26) There are three models of emotional intelligence:

- 1) Salovey and John Mayer model: Emotional Intelligence as a form of pure intelligence, that is, emotional intelligence is a cognitive ability,
- 2) Reuvan Bar-On model, emotional intelligence is a mixed intelligence consisting of cognitive abilities and personality aspects,
- 3) Daniel Goleman model, emotional intelligence as amixed intelligence involving cognitive abilities and personality aspects (Esfahani & Soflu, 2013: 107).

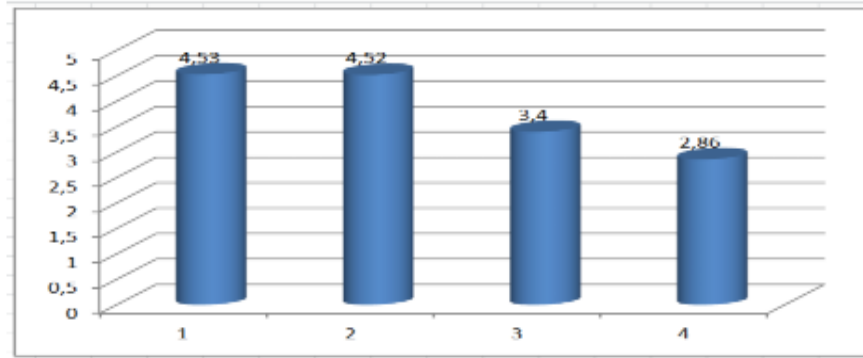


Figure 2. Interpersonal Communication Indicator Data.

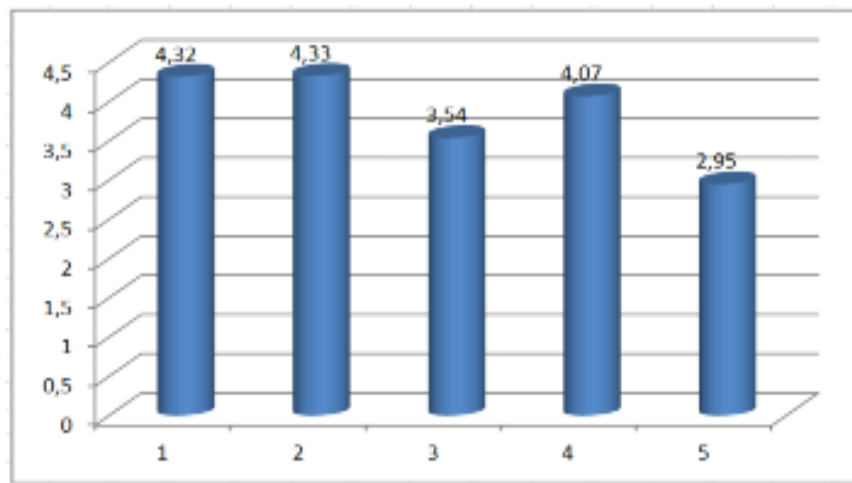


Figure 3. Data of Decision Making Indicators.

Salovey in Sowiyah (2006: 10) divides emotional intelligence into five main areas,

- (1) recognition of self emotion, namely the ability to recognize emotions that are perceived as the basis for emotional intelligence,
- (2) managing emotions ie the ability of individuals to maintain or managing emotions so as to narrow or eliminate stress, reduce anxiety, sadness and frailty,
- (3) motivating ones' self that is self-motivating ability by channeling emotions to more productive goals, self-mastery and creativity, and set the mood to display
- (4) recognition of others'emotion ie the ability to understand the feelings of others, respond appropriately to the feelings of others and take actions that do not harm others
- (5) making rapports namely the ability to express themselves and foster relationships with others . Based on the description above, that emotional intelligence is the capability of a person in recognizing, controlling and managing the emotions he has in accordance with needs.

4. Interpersonal Communication. The nature of interpersonal communication is the interaction between the individual (interpersonal) although in realization done jointly or representing each group in principle communication continues as individual interaction or in the form of interpersonal communication as a social function in decision making, according to Rue and Bays (1996 : 47), interpersonal communication process including sending and receiving messages both verbal and non verbal between two people.

Communication is the process of exchange or transfer of information in the form of facts, ideas, views, emotions, behavior from one person to another (Mariia Soter, 2016: 88). That is, that in communication there are efforts to send and receive messages to create understanding of both parties or more. Interpersonal communication is the interaction between a person and another person in a time where both adapt to each other as unique individuals. Gouran (1992: 140) argues that interpersonal

Table 2. Summary Model.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,578 ^a	,334	,298	10,84955

Tabel 3. Coefficients.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	13,411	20,116		,667	,509
x1	,485	,225	,340	2,154	,038
x2	,371	,183	,321	2,031	,049

communication is a unique communication and different from other communications because; first there are some participants involved, the two interactions are very close, the three interactions can be by seeing, listening, touching, smiling through several channels, and all four feedbacks can happen immediately. Sailer (1992: 343) defines interpersonal communication as an exchange between two or more persons who awakened relationships with others. While Curtis, Floyd, and Winsor (1992: 26) suggests that interpersonal communication is a communication that occurs between two or more people that take place naturally and able to produce a productive relationship. The statement indicates that if two people are involved in communication, in the form of a conversation, then the communication will occur or last as long as there is a common meaning of what is spoken. In interpersonal communication everyone has their own way and style as James L Gibson's statement (2003: 424) "Interpersonal communication style refers to how an individual prefers to relate to others". This means that the style of interpersonal communication performed by each individual refers to how the individual interacts with people.

Communication can happen effectively if communicator and communicant have the same meaning and or purpose, on the basis of that communicator is required to have special ability to understand communicant condition both technical influence and technique use various device, so that communicant give positive response, this is in accordance with opinion of Wrigh Neo who states that the ability (ability) is related to a conversation or a person's skills in doing activities properly (Wrigh & Neo, 1995: 276) The above quote gives an idea that communication is the process of delivering messages by communicators to the communication through media that cause effects certain. Communication process is essentially a process of delivering thoughts or feelings by a person (communicator) to others (communicant). Thoughts can be ideas of information, opinions and others that arise from his mind, so that the mind can be accepted and accepted even implemented then communicators must be determined to have the ability.

Based on the above description, that interpersonal communication is a reciprocal relationship between two or more people in the delivery and acceptance of messages both verbal and nonverbal.

RESEARCH AND DISCUSSION RESULTS

The results of descriptive statistical calculations, the data show each variable as follows: From the table above, it can be explained that for the emotional intelligence variable (X1) has the lowest score = 78, highest score = 116, score range = 38, average score = 98.62, median = 99.50, mode = 96, and standard deviation = 9.07. Intepersonal communication variable (X2) has lowest score = 75, highest score = 122, score range = 47, mean score = 101, median = 101, mode = 94, and standard deviation = 11,19. Last is the dependent variable (Y) has lowest score = 70, highest score = 125, score range = 55, mean score = 98,72, median = 100, mode = 100, and standard deviation = 12.94. Based on the above description, the three research variables are quite good, meaning that the condition of emotional intelligence, interpersonal communication, and decision making by the principal is good. The first independent variable is emotional intelligence with 5 indicators that can be described as follows:

From the picture above, it can be explained that emotional intelligence consists of 5 indicators derived from the theory. The tendency of respondents' answers to the questionnaires given to them for indicators to recognize the emotions of 4.61 is very good, the emotional manage indicator 4.56 is very good, the self of motivating indicator 4.38 is very good, recognizing the emotions of others 3.45 is quite good and indicators acceptable to others 3.21 are good. Thus, the lowest indicator is acceptable to others, but if it is averaged it can be said that the head's emotional intelligence is very good. The second independent variable is interpersonal communication with 4 indicators which can be described as follows:

The picture above, it can be explained that the

interpersonal communication variable consists of 4 indicators derived from the theory. The tendency of respondents' answers to questionnaires given to them for indicators of openness in communicating 4.53 is very good, indicator of delivery and message reception 4.52 is very good, indicator relationship with subordinate 3.40 is good, and feedback indicator 2.86 quite enough. Thus, the lowest indicator is feedback, however if it is averaged it can be said that the principal's interpersonal communication is good. The final variable is decision making as the dependent variable with 5 indicators which can be described as follows:

it can be explained that the decision-making variable consists of 5 indicators derived from the theory. The tendency of respondents' answers to questionnaires given to them for data acquisition indicator 4.32 is very good, looking for 4.33 alternatives are very good, indicator socialization decision 3.54 is good, indicator implement decision 4.07 pertained very good, and indicator evaluation of the 2.95 decision is sufficient. Thus, the lowest indicator is the evaluation of the decision, meaning that the principal in Jakarta is still weak in evaluating the decisions. However, if it is averaged it can be said that the decision of the headmaster is good, that is fulfilling the indicator as the theory. Based on the results of inferential statistical analysis obtained scores as listed in the following table:

Based on the above table, obtained a double correlation coefficient score of 0.576 and the coefficient of determination 0.334 which means the contribution of emotional intelligence and interpersonal communication 33.4%. The form of the multiple regression equation is shown by the form $= 13.411 + 0.485X_1 + 0.371X_2$. This regression equation means that every one point increase in the decision-making variable comes from the contribution of the emotional intelligence variable of 0.485 and the interpersonal communication variable of 0.371. To know the significance of the above regression coefficient, hypothesis test is done by comparing the score of significance with the alpha level of 0.05. Table 2 shows a t-score of 2,154 and a significance score of 0.038 < 0.05 and a second variable is obtained t count 2.031 and a significance score of 0.049 < 0.05 which means the null hypothesis is rejected and the alternative hypothesis is accepted so it can be said that emotional intelligence (X1) and interpersonal communication (X2) have a positive effect on decision making done by headmaster. The research findings above that generally in decision making needed some steps so that the decision is correct and relevant with which expected, that is:

1. Identification of problem, meaning what problems are actually faced and need to be solved,
2. Conducting analysis, meaning any alternative solutions to problems encountered,
3. Evaluating options, meaning any restrictions and terms

of choice to be taken,

4. Identify the choice, it means choosing the best alternative which is in accordance with existing terms and constraints.

5. Implementation of planing, meaning planning the action to be taken in implementing the decisions taken.

In decision-making through the steps as mentioned above, can be done well if the emotional condition is stable, but if otherwise the quality of the decision will be affected because in decision-making required strong and accurate data based on careful consideration. This condition is in line with the research findings that the indicator is still low is the evaluation of this decision turned out there is with indicators that are also low on the independent variable is the indicators received by others and feedback. A decision can be said to be a good decision if it meets the four requirements, namely rational, logical, realistic, and pragmatic. The four requirements in fulfilling decision-making can be achieved if the principal process is done through the right stages and procedures, without proper procedures and good then the decision is difficult to achieve well, and if the decision is not good, then the effectiveness cannot be achieved. Stages and procedures in the decision-making process mentioned above can be passed by way of communication with subordinates or with fellow principals in the process of finding out and evaluate it.

CONCLUSION.

Based on the results of the analysis, obtained research findings:

- 1) Emotional intelligence (X1) has a positive effect on decision making (Y). This is because in the case of decision making is not only based on the logic of thinking but also need emotional considerations,
- 2) Interpersonal Communication (X2) has a positive effect on decision making (Y). This means that the decision is meaningful when useful for many audiences that need to be communicated effectively,
- 3) Emotional Intelligence (X1) and Interpersonal Communication (X2) influence together to decision making (Y). This means that decisions taken by the principal relate to humans who have feelings and emotions, so they must be approached with intelligent emotions and good communication.

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