The Effect Of Teacher's Concern To Innovation And Emotional Intelligence On The School Effectiveness Mediated By The Professional Competency Of Teachers And School Culture

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Abstract. A qualified educational institution is the one which fulfill the effectiveness, efficiency and productivity, so it is the responsibility of leaders to pioneer, create and encourage the growth of a quality culture in schools through forward-thinking leaders who is capable of handling change and creating educational improvements toward quality so that can be achieved effectively school predicate. The effectiveness of schools is influenced by external and internal factors, so a review of teacher professional competence and school culture mediates the influence of teachers' concern on innovation and emotional intelligence on school effectiveness. Samples of research are 333 teachers of State Elementary School in Malang City with civil servant status (PNS) in Malang and data analysis was done by using Structural Equation Models (SEM). The results show that there is influence of teacher awareness to innovation and emotional intelligence to teacher professional competence and school culture. There is an effect of teacher awareness on innovation, professional competence of teachers and school culture on school effectiveness, while emotional intelligence cannot contribute to school effectiveness. Teacher professional competence is able to mediate the influence of teacher's concern on innovation and emotional intelligence on school effectiveness, as well as school culture can mediate the influence of teacher's concern on innovation and emotional intelligence on school effectiveness.

Keywords: Teacher's Concern for Innovation, Emotional Intelligence, Teacher Professional Competence, School Culture and School Effectiveness

1. Introduction

The role of education in life is indeed very significant. UU no. 20 of 2003 on the National Education System states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual, self-control, personality, intelligence, noble character, and the necessary skills in life, society, nation and

state. Thus, the importance of the role of education, then in the 1945 Constitution mandates that every citizen is entitled to get education, teaching and the government seeks to organize a national education system whose implementation is regulated in law.

Based on the Human Development Index (HDI), Indonesia is ranked 113th by 2015. Previously, HDI ratings for Indonesia in 2014 was the 110th. In 2014. Education expenditures fell 0.3% from 3.6 to 3.3 (% of GDP). Adult literacy skills (age 15+) rose 1.1% from 92.8% to 93.9%. The number of students dropped out of school dropped from 11% to 18.1%. Education gap remains at 20.8% (Wikipedia, UNDP 2016). Therefore, in the framework of improving the quality of human resources as a whole, improving the quality of education which is the policy and program that must be implemented optimally, then this improvement effort must start from the most basic education unit that is elementary school.

Decentralization gives the schools the freedom to develop management measures that are oriented towards initiatives to achieve a quality culture. In management terminology, qualified educational institutions are those that meet the requirements of effectiveness, efficiency, and productivity. It is the responsibility of leaders to pioneer, create and encourage the growth of a quality culture in school through a forward-thinking leader capable of handling change and creating educational improvements toward quality so as to achieve effective school predicates.

School effectiveness is influenced by external and internal factors (Sanders & Wiggins, 1985). Another opinion about the effectiveness of education in school according to Heneveld (in Taylor & Botoch, 1994) is influenced by the interaction between external factors and internal factors. External factors such as community and parent support, government support, environmental resources support, and characteristics of prospective students. While the internal factors of the school are: School Climate, Leadership curriculum, resources and facilities. In this regard there is a view that factors such as organizational characteristics, environmental characteristics, worker characteristics, policy characteristics. and management practices affect organizational effectiveness (Steers, 1989).

In addition, there are also mentioned that environmental factors, technology, strategy, structure, process, and climate cooperation / culture influence or cause of organizational effectiveness (Gibson, 1998).

Lipham, Rankin. and Hoeh (1985) illustrate that school effectiveness can be assessed through organizational performance and organizational maintenance. Organizational achievements include productivity variables, tuition fees, adoption of innovation programs, and student achievement levels. While organizational maintenance includes variable staff and student satisfaction, motivation, and morale. Thus, the rate of change in organizational performance and the level of change in organizational maintenance is a key indicator that can be used to assess the effectiveness of schools.

Teacher's concern for innovation contributes to school effectiveness. Rogers (1983) says that innovation is an idea, technique or practice or object that a person or group consciously and accepted to adopt. At school, innovation plays an important role, in addition to being a source of innovation, schools also accept and run innovations for school progress. Bafadal, (1995) concludes

that the implementation of innovative education in elementary schools is in the form of a cycle of activities that includes the introduction of innovation, the creation of conditions, implementation, assessment, improvement, institutionalization and implementation of innovation the good elementary school thanks to the role of the agents of change, especially agents of internal change. Lipham, Rankin. and Hoeh (1985) illustrate that school effectiveness can be assessed through the adoption of innovation programs. Stoll (1992) school effectiveness is influenced by initiation, improvisation, and reform.

Emotional intelligence can give effect to school effectiveness. According to Goleman (2009) emotional intelligence is the ability to motivate yourself and survive frustration, controlling impulse and not exaggerating pleasure, regulating moods and keeping stress burden does not cripple the ability to think, empathize and pray. While Cooper and Sawaf (2002) say that emotional intelligence is the ability to sense, understand and effectively apply the power and sharpness of emotions as a source of energy, information and influence. Stoll (1992) revealed that to get an effective school needs to be done with three stages of initiation, improvisation, and reform. Lezote, et al (1985) concluded that superior school characteristics are a safe school environment, school climate, high expectations, instructional leadership, clear and focused missions, learning opportunities that are lyrical, and student learning tasks.

Teacher's concern for innovation and emotional intelligence can contribute to the professional competence of teachers and school cultures. Rice & Bishopi (1971) states that professional teachers are self-managing teachers in performing their daily tasks, while Glickman (1981) states that professional teachers are when they have high abilities and high work motivation. McGee (2006) shows that there is a relationship between the implementation level of the initiative and the improvement of the curriculum in the score score, and the level of the teacher's stage of consern and the level of implementation. The study also showed a potential influence on teachers' attitudes, beliefs and concerns including the form of learning teams; support of leaders, support for curriculum development and the time available to implement the new curriculum initiatives. Serotkin (2006) suggests that the model assimilation is holistic in the learning of information use in research that is influenced by factors such as learning responsibility, degree of support, and impact on change. The teacher's positive attitude to this model is very good as it will provide opportunities for professional development.

The school culture as an organization has its own culture that is shaped and influenced by the values, perceptions, habits, educational policies and the behavior of the people inside them. Because of its abundance and naturalness, school culture is difficult to learn (Hoy & Miskel, 1991). Values, beliefs, attitudes, and behaviors are the essential components of culture that shape the character of the school. School culture should be recognized by all constituents as basic assumptions and beliefs that can make the school have a proud image of stakeholders. Therefore, all individuals have a similar position to lift the image through performance that refers to an effective school culture.

Xiaorong (2001) points out that educational networks are determined by political, economic and cultural contexts, and school principals have a positive attitude toward a goal-oriented school

management evaluation program. Maslowski (2001), concludes that there is a relationship between school culture and school performance and there is a relationship between school culture and student achievement. Ololube (2006), shows that teachers with high academic qualifications are more effective than low-qualified teachers, higher academic qualifications play an important role in improving their performance, professional training teachers can improve, teachers with professional qualifications motivate students to learn harder and more intimate, professional-qualified teachers tend to use various learning methods to improve their learning performance, professionalism tends to use appropriate evaluation methods rather than untrained teachers, there is a significant difference in work effectiveness between trained and non-trained teachers trained, there is a significant difference between the effectiveness of untrained and untrained teachers in competence using the methodology, there is a difference in professional effectiveness between unprofessional and non-professional teachers professional in the competence of material use. Green (2005) shows that teachers, parents and students agree on five characteristics of school effectiveness: a supportive environment, a positive school climate, high student expectations, ongoing assessment and monitoring of success and basic skills.

Based on the above description it is necessary to conduct a study of teacher professional competence and school culture to mediate the influence of teacher's concern on innovation and intelligence emotional to school effectiveness

2.Literature Review

School effectiveness by Prince George County Public Schools (Taylor, 1990) is a school whose resources are organized and utilized to ensure that all students, regardless of their taste, gender, or socioeconomic status, can learn the essential curriculum materials in the school. Cheng (1944) revealed the effectiveness of schools showing the ability of schools to perform their functions maximally, both economic functions, social functions of humanity, political function, cultural function and educational function. The economical function of the school is to provide supplies to students in order to perform economic activities so as to live prosperous. The social function of school humanity is as a medium for students to adapt to people's lives. The political function of the school is as a vehicle to gain knowledge about the rights and duties of a citizen. Cultural function is a medium for cultural transmission and transformation. The function of education is the school as a vehicle for the process of maturation and formation of student personality. Levine and Lezotte (1995) identified six school characteristics with high achievement. These characteristics are collaboration and collaboration skills, a neat environment, broad principal support to teachers, parent involvement, emphasis on active learning and academic success, respect for cultural and environmental differences. Johnson, Livingston, Schwartz and Slate (2000), identified seven school effectiveness: strong leadership, a clean environment, a clear curriculum, parental involvement, high expectations, student progress monitoring and staff professional development.

Rogers (1983) stated that innovation is an idea, technique or practice or object that a person or group consciously and accepted to adopt. The occurrence of a social change based on three stages

in sequence is the invention is a process where new ideas are created and developed, diffusion such as the process of new ideas communicated to the social system and the consequences of changes that occur in the social system as a result of adoption or rejection new ideas and the totality of social change are the result of communication. At school, innovation plays an important role, that is, in addition to being a source of innovation, schools also accept and run innovations for school progress. Therefore, there is a need for innovation in diffusion. The diffusion of innovation has elements that must be understood: the clarity of innovation, meaning whether the adoption of innovation, imitation or modification of ideas, practices and concepts can benefit the organization, the elements of communication through various channels to share the ideas to be practiced and the elements of time, that innovation takes time to be understood and followed by members.

The term emotional intelligence was leveled in 1990 by psychologist Peter Salovey of Harvard University and John Mayer of the University of New Hampshire to explain the emotional qualities that seem important to success. According to Goleman (2009) emotional intelligence is the ability to motivate oneself and survive against frustration, controlling impulse and not exaggerating pleasure, managing moods and keeping stress burden does not cripple the ability to think, empathize and pray. While Cooper and Sawaf (2002) stated that emotional intelligence is the ability to sense, understand and effectively apply the power and sharpness of emotions as a source of energy, information and influence.

School culture as an organization, has its own culture that is shaped and influenced by the values, perceptions, habits, education policies and the behavior of the people inside them. Because of its abundance and naturalness, school culture is difficult to learn (Hoy & Miskel, 1991). There is no simple way to discover what assumptions and values a person can do. The level of measurement of values and beliefs includes the setting of behavior or ritual norms, the use of language, organizational philosophy, variations in policy implementation, informal rules to relate well to procedures, opinions, traditions, symbols, distinguishing characteristics, ceremonies and stories (Hoy & Miskel, 1991. Schein 1985; Stoll & Fink 1996). In discussing the identification of the cultural dimension of school, cannot be separated from the opinion based on the results of research presented by experts. Such opinions are, for example, Deal, 1986; corbett, Firestone, & Rossman, 1987; Hargreaves, 1995; Stoll & Fink, 1996; Deal & Peterson, 1999) helps to think and understand about school culture holistically so as not to split the school culture partially. The school culture builds on several aspects of the school's function, in understanding the dimensions can help because it will thoroughly explore in depth and analyze that can provide information for researchers, policymakers and practitioners. For example, the classification of school culture is said to be. 'Toxic' (Deal & Peterson 1999). Or 'strolling' (Stoll & Fink, 1996), can help understand the phenomenon of parts of the school, a dimensional structure can consider in more detail the elements of cultural issues. Thus, understanding the school culture in relation to these dimensions, provides more specific and information that can be done. Providing thought as a guide to understanding the cultural aspects of improving school quality.

Broke and Stone (1995) suggested that teacher competence as: descriptive qualitative nature of teacher behavior appear to be entirely meaningful. Louise Moqvist (2003) argued that

"competency has been defined in the light of actual circumstances relating to the individual and work. Meanwhile, from Trainning Agency as stated by Len Holmes (1992) states that: "A competence is a description of a person who works in a given occupational area should be able to do. It is a description of an action behavior or outcome which a person should be able to demonstrate. "Of the three opinions above we can draw the red thread that the competence is basically a picture of what one can do (be able to do) a person in a job, in the form of activities, behaviors and outcomes that should be displayed or shown. In order to be able to do (be able to do) something in his work, of course must have the ability (ability) in the form of knowledge (knowledge), attitude (attitude) and skills (skills) in accordance with field work. Sahertian (1994) asserts that competence is the ability to perform teaching and educating tasks gained through education and training ".

3. Methodology

This study uses a quantitative approach, with explanatory research because the purpose of this study is to prove empirically and explain the influence of teacher's concern on innovation and emotional intelligence on school effectiveness mediated by the professional competence of teachers and school culture. Technique of collecting data using observation by doing direct observation at research location. Furthermore, the questionnaires distributed by giving questionnaires to the respondents selected to be a research sample.

Research respondents are teachers of State Elementary School in Malang City with civil servant status (PNS) in Malang. Based on the number of population as many as 1987 teachers, then by using tables Isaac and Michael with 5% sampling error rate obtained the number of samples as many as 333 teachers of State Elementary School in Malang City civil servant status (PNS) in Malang. Sampling using probability sampling method, with Proportional Area Random Sampling technique, is proportional sampling for each region. Data analysis using Structural Equation Models (SEM).

4. Survey Instrument

The research instrument is a tool used by researchers in collecting data by measuring a variable that contains the indicator. The variables in this study can be explained as follows:

Tabel 1. Summary of Variables

Variables	Indicators
Concern against innovation	Self
	Task
	Impact
Emotional Intelligence	Empathy
	Ability to Express Yourself
	Self-Adjustment
	Self-awareness
	Social Skills
Teacher's Professional Competence	Lesson planning
	Implementation of learning process
	Assessment / evaluation
School Culture	Professional Orientation
	Organizational Structure
	The quality of the learning environment
	Focus on students
School Effectives	Clarity of Missions
	Positive School Climate
	High Expectations
	Monitoring
	Learning Opportunities
	Parental involvement

Source: Researcher

5. Measurement Model

Testing of the goodness of fit model should be done to ensure that structural models that have been prepared can explain the direction of the effect properly and do not cause bias estimation. The complete modeling test is used to explain whether the hypothesis model is supported by empirical data. The complete SEM analysis can be seen in Figure 1 and Table 1.
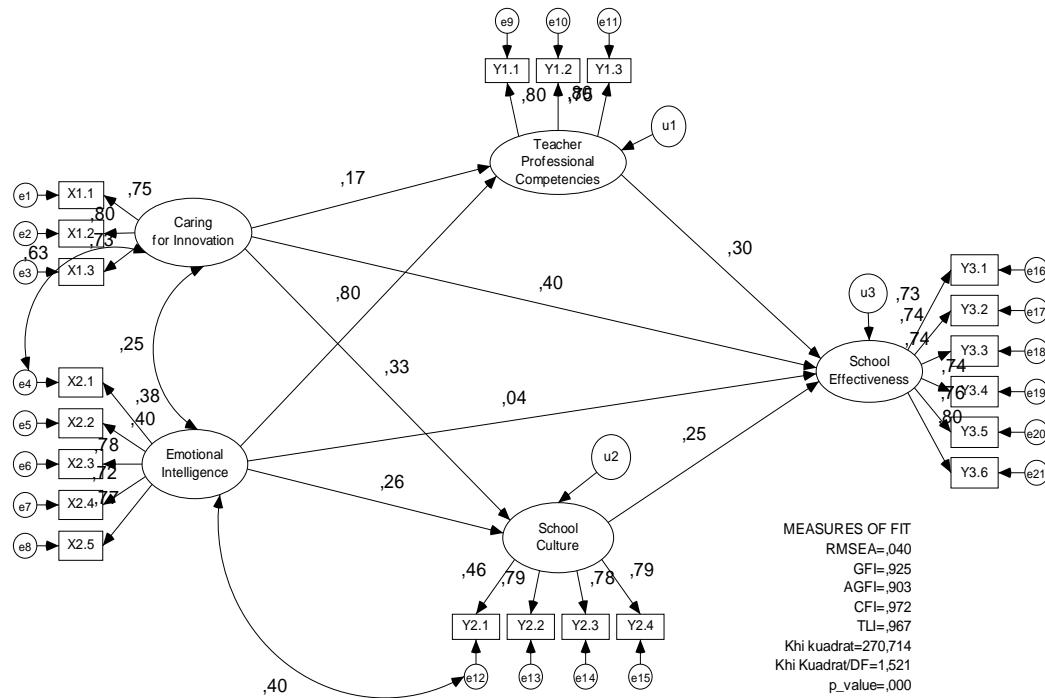
Figure 1 Path Diagram of SEM Analysis

Table 1. Testing Result of *Goodness of Fit Overall Model*

Criteria	*Cut-of value*	Model Result	Notes
Khi Kuadrat	Small	270.714	Less Proper Model
p-value	≥ 0.05	0.000	
CMIN/DF	≤ 2.00	1.521	Good Model
GFI	≥ 0.90	0.925	Good Model
AGFI	≥ 0.90	0.903	Good Model
TLI	≥ 0.95	0.967	Good Model
CFI	≥ 0.95	0.972	Good Model
RMSEA	≤ 0.08	0.040	Good Model

Goodness of Fit Overall test results based on Figure 1 and Table 1, it is known that all the criteria show good model, therefore the model can be categorized suitable and feasible to be used, so that can be interpreted for further discussion.

6. Analysis

Structural Equation Model (SEM) analysis using AMOS 18.0 was used to test the hypothesis proposed by the researcher. As a basis for testing the hypothesis used Critical ratio (Cr) from the output regression Weight. In which hypothesis will be accepted if p value <of significance of 5%. The analysis results are presented in Table 2.

Table 2. *Standardized structural estimates of the structural modelDirect Effect*

			Estimate	C.R.	P
Teacher_Professional_ Competencies	<---	Caring_for Innovation	0,174	3,435	0.000*
School_Culture	<---	Caring_for Innovation	0,327	4,861	0.000*
Teacher_Professional_ Competencies	<---	Emotional_Intelligence	0,805	11,619	0.000*
School_Culture	<---	Emotional_Intelligence	0,258	3,948	0.000*
School_Effectiveness	<---	Caring_for Innovation	0,403	6,158	0.000*
School_Effectiveness	<---	Emotional_Intelligence	0,045	,347	0.728
School_Effectiveness	<---	Teacher_Professional_ Competencies	0,296	2,185	0.029*
School_Effectiveness	<---	School_Culture	0,252	4,371	0.000*

Description: * significance at the level of 5%

Based on table 2, the effect of teacher's concern on innovation and emotional intelligence on teacher professional competence and school culture is significant at 5% level, that is, teacher's concern for innovation and emotional intelligence contributes to the improvement of teacher professional competence and school culture. The results of examination of teacher's influence on innovation, professional competence of teachers and school culture on school effectiveness are significant at 5% level, that is, teacher's concern for innovation, professional competence of teachers and school culture contributes to school effectiveness, while emotional intelligence cannot contribute school effectiveness.

Tests of indirect effects are used from some direct impact test results. The complete test results of direct effects are presented in the following table.

Table 3. Hypotesis Testing Result of Indirect Effect

The Effect between Variables	Direct Effect	Indirect Effect Through TPC	Indirect Effect Through SC	Total Effect
CI on TPC	0,174	-	-	0,174
CI on SC	0,327	-	-	0,327
EI on TPC	0,805	-	-	0,805
EI on SC	0,258	-	-	0,258
CI on SE	0,403	0,174 x 0,296 = 0,052	0,327 x 0,252 = 0,082	0,537

EI on SE	0,045	0,805 x 0,296 = 0,238	0,258 x 0,252 = 0,065	0,348
TPC on SE	0,296	-	-	0,296
SC on SE	0,252	-	-	0,252

Table 3, explains that teacher's competence is able to mediate the influence of teacher's concern on innovation and emotional intelligence on school effectiveness as indicated by total value greater than direct impact teacher's concern for innovation and emotional intelligence on school effectiveness.

7. Discussion

The study result of the teachers' concern on innovation and emotional intelligence for teachers' professional competence school culture can be explained by teachers should always be open to various aspirations or criticism. Teachers are required to be ready to have good discussions with colleagues, with students, parents or with the surrounding community that care about progress, so that an open teacher can always accommodate the aspirations of various parties and schools can be agents of change and teachers become the main supporters. Just as, concern for innovation, professional competence is influenced by emotional intelligence. Goleman (2006) emphasized the importance of emotional intelligence for teachers in creating effective learning. The teacher's emotional intelligence plays an important role in improving his performance in teaching and interacting with all components of the school, especially students. The ability of emotional intelligence will have an impact on teacher's success in managing the interaction between teacher and student, between student and other students so that a teacher can maintain and control classroom order, manage the learning activity so that effective learning occurs. Rice & Bishopi (1971) stated that professional teachers are performing in their daily tasks, while Glickman (1981) states that professional teachers are high motivational and high motivational.

The influence of teacher's concern on innovation and emotional intelligence on school culture, it can be explained that the school has a good culture if the teacher has a concern for educational innovation. A strong school culture is formed by Relative, Compatible, complexity, easy to observe, financing, capital return, efficiency, risk, communicability, scientific status, orality level, target involvement. Xiaorong (2001) points out that educational networks are determined by political, economic and cultural contexts, and school principals have a positive attitude toward a goal-oriented school management evaluation program. Maslowski (2001), concluded that there is a relationship between school culture and student achievement.

8. Conclusion

The influence of teacher awareness on innovation, professional competence of teachers and school culture on school effectiveness has significant results. This leads to the development of competence and existence of strong cultural role built by leadership. Steers, (1989) reveals that factors such as organizational characteristics, environmental characteristics, worker characteristics, policy characteristics. and management practices affect the effectiveness of the organization. In

addition, there are also mentioned that environmental factors, technology, strategy, structure, process, and climate cooperation / culture influence or cause of organizational effectiveness (Gibson, 1998). Rankin. and Hoeh (1985) illustrate that school effectiveness can be assessed through the adoption of innovation programs. Stoll (1992) school effectiveness is influenced by initiation, improvisation, and reform.

Emotional Intelligence does not affect school effectiveness, this result proves that the teacher's emotional intelligence is an individual behavior of a teacher, reflected in the concern for self-understanding and others effectively, relate well with others, and adapt to the environment in order to more successful in facing environmental demands. In principle, the behavior leads to the ability to recognize one's own feelings, the feelings of others, self-motivate, manage emotions well, and connect with others. The behavior that a teacher possesses through emotional intelligence cannot contribute to school effectiveness, because school effectiveness is more at the level of a complementary system such as service.

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