

TEACHER'S EMOTIONAL INTELLIGENCE, CLASS MANAGEMENT, AND SCHOOL ORGANIZATIONAL CLIMATE ON INTERACTION BEHAVIOR AMONG TEACHERS AND STUDENTS

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ARTICLE INFO

Date received : June 27, 2022
Revision date : July 10, 2022
Date received : July 21, 2022

Keywords:

Teacher-student interaction behavior; teacher's emotional intelligence; class management; school organization climate

ABSTRACT

The problems of classroom interaction among teachers and students arise in conditions of academic demands that assume the practice of teachers' social competence in class. This paper aims to study the effect of teachers' emotional intelligence, classroom management, and school organization climate on interaction behavior among teachers and students in *SPK* High School. A survey method with path analysis was applied to test the hypothesis and conduct interviews among 105 teachers and students by proportional random sampling technique. Upon this research, the conclusion is obtained. (1) A teacher's emotional intelligence, class management, and school organization climate positively affect teacher and student interaction behavior. (2) A teacher's emotional intelligence has a positive direct effect on school organization climate. Class management has a positive direct effect on the school organization climate. (3) A teacher's emotional intelligence has a positive direct effect on class management. (4) A teacher's emotional intelligence positively affects teacher and student interaction behavior through the school organization climate. (5) Class management positively impacts teacher and student interaction behavior through the school organization climate. The conclusion is that the teacher and student interaction behavior is affected by the teacher's emotional intelligence, class management, and school organization climate.

INTRODUCTION

According to Permendikbud 31 of 2014, Educational Cooperation Unit (*SPK*) is an educational institution organized in collaboration with the Foreign Education Institution (*LPA*). In principle, this institution organizes education in schools under regulations determined by the Government. However, the institution is unique because of the programs and the management system. *SPK* is a response to the trend of globalization that carries diversity in unity. This global and futuristic vision has become the distinctive paradigm of *SPK*. It intersected with the goals of education to create an individual with good quality and strong character who also has a broad

How To Cite:

Listiyawati, Sari, E., & Hanafi, I. (2022). Teacher's Emotional Intelligence, Class Management, and School Organizational Climate on Interaction Behavior Among Teachers and Students. *Journal of Social Science*. 3(4). <https://doi.org/10.46799/jss.v3i4.376>

E-Issn:

2721-5202

Published By:

Ridwan Institute

view of the future to achieve an expected goal and the ability to adapt to various environments quickly and precisely (Sari, 2019). The global paradigm presented in the local experience becomes a laboratory for students to meet various academic and social experiences. This experience provides insight into the knowledge and fosters self-class management for a student to be ready to enter the world community in the future.

Considering their encounters, the most apparent interaction between teachers and students occurs intensively in the classroom, where the school organizational climate is sown and developed. Teachers as school representatives are the backbones of a positive and productive school climate. Building a conducive classroom is a challenge that is no less important as the foundation of academic priorities. In *SPK*, most students experience stress due to the excessive volume of assessments due to the implementation of dual curriculums. The relationship between teachers and students in classroom management tends to rely on pedagogical and professional competencies, namely teaching content and how to teach it (Wubbels et al., 2014).

Meanwhile, the social dimension, such as non-intellectual relations, which underlies the overall communication in the classroom, tends to be neglected. However, looking at the cases above, there is a need for every teacher to attain further development related to the subjective dimension of background experience that forges their own unique personal character as a teacher. This means that a teacher is equipped with intellectual and personal intelligence to manage relationships in the classroom. The teacher's presence as an exemplary figure can be an agent of change for the students in the class.

Teachers have a significant role in influencing students' emotions and academic performance (Nizolek, 2015). These social skills are part of the four main competencies of teachers (pedagogical, professional, classroom management, and social competencies). However, the existence and role of social competencies are often missed from the sustainable development program of teacher professional development. A teacher will have difficulties fulfilling his role as a teacher and an educator without social competence. To construct effective communication, a teacher needs to be critical, starting from the knowledge of himself and how to present himself in front of students, parents, and other fellow teachers. Theoretical knowledge and ability to deliver the material to students and the unique dimensions of classroom management will only be constructive for students if effective communication practices cover it.

Emotional intelligence is a person's ability to understand himself (emotions, feelings, affection) and control it through behavior towards others. Significant conceptual overlap exists between emotional intelligence and personality evaluation (Ain, Munir & Suneel, 2021). In the classroom context, the teacher-student relationship plays a role in educators' ability to introspect and understand themselves and others to build healthy teacher-student relationships (Parsons & Stephenson, 2005). Based on the opinions above, both theoretically and juridically, it can be explained that the relationship between teachers and students does not only concern the dimensions of academic qualifications. The difference between this study and the previous there is a teacher-student non-academic (affective) area that has broader potential to be explored further, considering its latent and significant influence and role in the presence of a healthy and conducive learning environment. Spilt, Koomen, and Thijs (2011) stated that the influence of student behavior on the teacher (which causes stress) would be better understood from the perspective of the teacher-student relationship itself.

For this reason, the authors suspect that the emotional intelligence of teachers relates to classroom management abilities and the organizational climate that affects teacher and student interactions. Therefore, more detailed and structured efforts are needed in the form of

research on the relationship between emotional intelligence, classroom management, and organizational climate in teacher and student interactions. This effort also departs from the lack of academic review of the quality of teacher-student relationships in the school environment (Herliani, 2016). On the other hand, these factors are recognized as essential things that cannot be ignored for establishing an ideal learning environment.

METHOD

This study uses a mixed-method between quantitative and qualitative. This method is chosen due to the comprehensive possibility of the mixed method to accommodate both significant positive data and descriptive data from reality in the classroom and school environment to conclude (Creswell, 2012). This strategy collects and analyzes quantitative data, followed by the collection and analysis of qualitative data, which builds on the initial quantitative results. The priority weight of this strategy rests on quantitative data. Quantitatively, this research uses a survey method through a path analysis approach. The instrument used on all variables is in the form of a questionnaire. Before being used in the study, the instrument was tested to test the validation and reliability of each item of the instrument so that it could be used in research. The study was conducted on 105 high school teachers as a sample in *SPK* at the Senior High school level in South Tangerang City, Indonesia. The number of samples was taken as a sample using the Slovin formula. The data in this study were collected using an instrument in the form of a questionnaire that included a questionnaire on teacher-student interaction behavior, emotional intelligence, classroom management, and school organizational climate, which had gone through the stages of empirical validation through instrument testing. The relationship between each variable in this study is presented in the form of a constellation as follows:

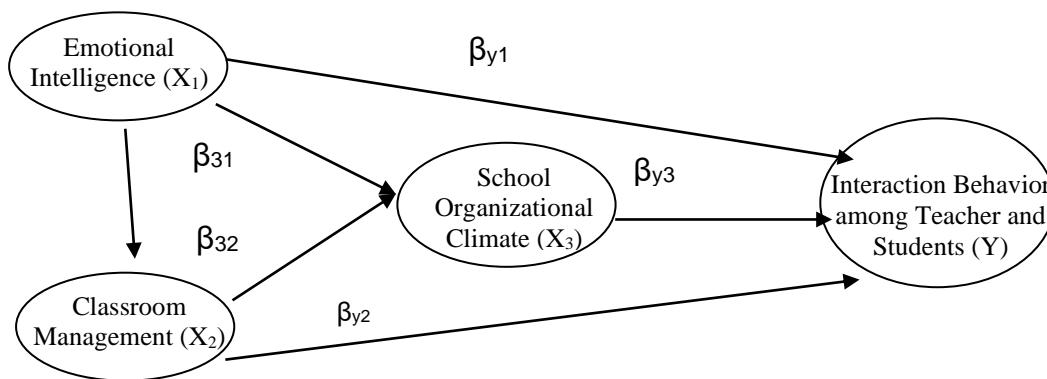


Figure 1: Constellation

RESULTS AND DISCUSSION

For regression analysis to be carried out, requirements testing is a must. Data analysis to test the research hypothesis was carried out by statistical analysis or path analysis. Before testing the hypothesis, the requirements analysis test was carried out, which included the following: (1) normality test for the estimated error, and (2) significance test and regression linearity.

The normality test for the estimated error used the Liliefors test. The test criteria are if $L \text{ count} < L \text{ table at} = 0.05$, then the regression equation is usually distributed. Based on the

estimated normality error test calculation, everything shows that $L_{count} < L_{table}$ so that all regression equations are typically distributed.

Table 1
Normality Test Results

No	Estimated Error	L_{count}	L_{table}	Results Normality test
1	Y top X_1	0.040	0.086	Normal Distribution
2	Y over X_2	0.077	0.086	Normal Distribution
3	Y over X_3	0.067	0.086	Normal Distribution
4	X_3 top X_1	0.075	0.086	Normal Distribution
5	X_3 over X_2	0.054	0.086	Normal Distribution
6	X_2 top X_1	0.062	0.086	Normal Distribution

For the significance test, the ANOVA calculation with the test criteria is if $F_{count} > F_{table}$ at $\alpha = 0.05$, then the regression coefficient between variables is significant. Based on the calculation of the significance test, everything shows that $F_{count} > F_{table}$, then the regression coefficient between all variables is very significant. To test the linearity of the simple regression equation with the criteria that if $F_{count} < F_{table}$, the relationship between variables is linear. Based on the linearity test calculation results, everything shows that $F_{count} < F_{table}$, then all relationships between variables are linear.

Table 2
Significance Test Results and Linearity Test

Reg	Equality	Significance Test		Linearity Test		Conclusion
		F_{count}	$F_{table} = 0.01$	F_{count}	$F_{table} = 0.05$	
Y top X_1	$= 35,726 + 0.793 X_1$	76.529	6,887 ^{ns}	0.878	1,830 ^{**}	Very Significant/linear
Y over X_2	$= 59.161 + 0.610 X_2$	31,430	6,887 ^{ns}	1,486	1,830 ^{**}	Very Significant/linear
Y top X_3	$= 44.113 + 0.711 X_1$	60.030	6,887 ^{ns}	0.821	1,830 ^{**}	Very Significant/linear
X_3 on X_1	$\bar{X}_3 = 47.258 + 0.697 X_1$	85.023	6,887 ^{ns}	1,790	1,830 ^{**}	Very Significant/linear
X_3 on X_2	$\bar{X}_3 = 62.339 + 0.574 X_1$	40.947	6,887 ^{ns}	0.856	1,830 ^{**}	Very Significant/linear
X_2 on X_1	$\bar{X}_3 = 91.332 + 0.381 X_1$	19,105	6,887 ^{ns}	1,291	1,830 ^{**}	Very Significant/linear

After the estimated error normality test, significance test, and regression linearity were carried out, and path analysis was carried out to test the research hypothesis. The following table describes the results of the calculation and testing of path coefficients with $t_{table} = 1.659$ for $\alpha = 0.05$ with the criteria if $t_{count} > t_{table}$ then h path coefficient test results show that the path is significant and $t_{table} = 2,363$ for $\alpha = 0.05$ with the criteria if $t_{count} > t_{table}$ then the results of the path coefficient test show that the path is very significant in explaining the influence between variables.

Table 3
Results of Calculation and Testing of Path Coefficients

Track	Correlation coefficient	Path Coefficient	T count
X ₁ against Y	$r_{1y} = 0.653$	$p_{y1} = 0.433$	4,581
X ₂ against Y	$r_{2y} = 0.484$	$p_{y2} = 0.201$	2,429
X ₃ against Y	$r_{3y} = 0.607$	$p_{y3} = 0.208$	2.026
X ₁ against X ₃	$r_{13} = 0.672$ _	$p_{31} = 0.547$ _	7,457
X ₂ against X ₃	$r_{23} = 0.533$	$p_{32} = 0.317$ _	4,320
X ₁ against X ₂	$r_{12} = 0.396$ _	$p_{21} = 0.396$ _	4,371

Thus, it can be concluded that the path between emotional intelligence variables to Teacher and Student Interaction Behavior, classroom management towards Teacher and Student Interaction Behavior, and school organizational climate towards Teacher and Student Interaction Behavior, emotional intelligence to school organizational climate, classroom management on school organizational climate, and emotional intelligence on classroom management, the path coefficient is significant because the t value > from t table. The results of the path coefficient test in this study indicate that the path is very well shaped and can explain the influence of emotional intelligence, class management, and school organizational climate on the Interaction Behavior of Teachers and Students in *SPK* at the Senior High School level in South Tangerang City, Indonesia. Thus, it can explain the effect of the exogenous variables with the analyzed endogenous variables.

A. Effect of Emotional Intelligence on Teacher and Student Interaction Behavior

Calculating the influence of work emotional intelligence on the interaction behavior of teachers and students obtained a path coefficient of 0.433 and the t-arithmetic value of this path coefficient of $t\text{-arithmetic} = 4.581 > t\text{-table} = 2,363$, then the research hypothesis is accepted. It can be concluded that emotional intelligence has a direct positive influence on the interaction behavior of teachers and students. That is, an increase in emotional intelligence will increase teacher-student interaction behavior. It can be interpreted that the emotional intelligence of the teacher causes an increase in the interaction behavior of teachers and students in *SPK* at the Senior High School Level in South Tangerang City, Indonesia. Based on this empirical evidence, it is said that this finding shows that emotional intelligence is one of the variables that directly affect the teacher-student interaction behavior variable.

The results of this study are by the opinion of Cherniss (2001), who states that emotional intelligence includes not only our emotions but also the moods and feelings that we express during interacting with other people, in this case, students in class. For this reason, the teacher's ability to manage his mentality influences the teaching and learning situation in the classroom, namely the interaction between the teacher and the students themselves. The same thing was conveyed by (Ravhuhali, Kutame, & Mutshaeni, 2015) in their research on emotional behavior in teacher-student relations in the nursing class for 45 students and 4 teachers at Venda University, South Africa, showing that teacher emotions will contribute to each of them well. Thus, good emotional intelligence increases the interaction behavior of teachers and students in *SPK* at the Senior High School Level in South Tangerang City, Indonesia.

B. The Effect of Classroom Management on Teacher and Student Interaction Behavior

The calculation of the influence of class management on the interaction behavior of teachers and students obtained a path coefficient of 0.201, and the t-arithmetic value of this path coefficient of $t\text{-arithmetic} = 2,429 > t\text{-table} = 2,363$, then the research hypothesis is accepted. Thus, it is concluded that classroom management has a direct positive influence on the interaction behavior of teachers and students. The results of the study indicate that classroom management affects teacher-student interaction behavior. It can be interpreted that good classroom management will lead to increased teacher-student interaction behavior in the classroom of *SPK* at the Senior High School Level in South Tangerang City, Indonesia. Based on this empirical evidence, it can be said that this finding shows that classroom management is one of the variables that directly affect the teacher-student interaction behavior variable.

In a narrow sense, class management means minimizing student behavior that interferes with the course of the class (Spilt et al., 2011). Duchesne and McMaugh (2018) state that classroom management lies in the teacher's decision to support and offer maximum learning opportunities. Meanwhile, in Seng, Parsons, Hinson, and Sardo-Brown (2003), classroom management involves activities to facilitate order in an encouraging environment. Everyday classroom activities such as material preparation, planning and organization, classroom decoration, and enforcing classroom rules require efforts to maintain an atmosphere to provide favorable conditions for learning. A teacher with classroom management skills will create effective communication in doing his or her job. An attitude of mutual trust will be formed. Thus, good classroom management increases the interaction behavior of teachers and students in *SPK* at the Senior High School Level in South Tangerang City, Indonesia.

C. The Effect of School Organizational Climate on Teacher and Student Interaction Behavior

The calculation of the influence of school organizational climate on teacher-student interaction behavior obtained a path coefficient of 0.208. The t-arithmetic value of this path coefficient of $t\text{-arithmetic} = 2.026 > t\text{-table} = 1.651$, then the research hypothesis is accepted. Thus, it is concluded that there is a positive direct effect on school organizational climate on teacher and student interaction behavior. The study results indicate that the school organizational climate affects the interaction behavior of teachers and students. It can be interpreted that an increase in the school organizational climate perceived by teachers will lead to an increase in the interaction behavior of teachers and students in *SPK* at the Senior High School Level in South Tangerang City, Indonesia. Based on this empirical evidence, it can be said that this finding shows that the school organizational climate is one of the variables that directly affect the interaction behavior of teachers and students.

The interaction of various school and classroom climate factors can create a support network that enables all members of the school community to teach and learn at optimal levels. By Dernowska (2017), a positive school climate means an environment that creates conditions for students and teachers to work and study effectively, feel supported, safe, motivated, and satisfied with their results, and be ready to contribute to school improvement. Thus, it can be said that the reality of the school climate gives a general picture of how teacher-student interactions occur. Thus, a good school organizational climate increases the interaction behavior of teachers and students in *SPK* at the Senior High School Level in South Tangerang City, Indonesia.

D. The Effect of Emotional Intelligence on School Organizational Climate

The results of the calculation of the influence of emotional intelligence on the school organizational climate, the path coefficient is 0.547, and the t-arithmetic value of this path coefficient is $t\text{-arithmetic} = 7,457 < t\text{-table} = 2,363$, then the research hypothesis is accepted. Thus, it is concluded that emotional intelligence has a positive direct effect on the school organizational climate. Good emotional intelligence will have an impact on improving the school's organizational climate. It can be interpreted that the right emotional intelligence possessed by teachers will increase the school organizational climate in *SPK* at the Senior High School Level in South Tangerang City, Indonesia. Based on this empirical evidence, it is said that these findings indicate that emotional intelligence is one of the variables that directly affect the classroom management variable.

Some instructions based on emotional intelligence are given to teachers to support the development of their classroom management as teachers. The results of this study are supported by [Morton \(2014\)](#), an intrinsic case study that tries to understand the impacts that occur when knowledge of emotional intelligence is transmitted to teachers and its application in the school environment. It turns out that teachers' emotional intelligence can indeed be developed, and from there, it positively affects the school climate. Thus, good emotional intelligence results in an improvement in the organizational climate of *SPK* at the Senior High School Level in South Tangerang City, Indonesia.

E. The Effect of Classroom Management on School Organizational Climate

The results of the calculation of the influence of class management on the school organizational climate, the path coefficient is 0.317. The t-arithmetic value of this path coefficient is $t\text{-arithmetic} = 4.320 < t\text{-table} = 2.363$, then the hypothesis is accepted. Thus, it is concluded that classroom management has a positive direct effect on the school organizational climate. The study results indicate that classroom management affects the school's organizational climate. It can be interpreted that good classroom management will lead to an increase in the level of school organizational climate in South Tangerang City *SPK*. Based on this empirical evidence, it can be said that this finding shows that classroom management is one of the variables that directly affect the school organizational climate variable.

A good school climate or high student achievement is not possible without the collective use of high-quality classroom management practices that make it possible. This was stated by [Shindler, Jones, Williams, Taylor, and Cardenas \(2012\)](#), who revealed that if we want to improve the quality of the school climate, the way is through improved pedagogy, including more effective classroom management practices. Classroom management practice not only has the effect of generating conditions for learning but is a teaching practice that will lead to student achievements. His findings in 30 schools in California showed a strong correlation between classroom management and school organizational climate. Teachers who apply discipline in the classroom by imposing logical consequences and refrain from punishing or shaming students with an orientation on student progress get a positive response from the class so that students are motivated and focus on their studies. Thus, good classroom management improves the school organizational climate in *SPK* at the Senior High School Level in South Tangerang City, Indonesia.

F. Effect of Emotional Intelligence on Class Management

The calculation of the influence of emotional intelligence on classroom management obtained a path coefficient of 0.396. The t-arithmetic value of this path coefficient is $t\text{-arithmetic} = 4.371 < t\text{-table} = 2,363$, then the research hypothesis is accepted. Thus, it is concluded that emotional intelligence has a positive direct effect on classroom management. It can be interpreted that a teacher's good emotional intelligence will lead to increased class management in *SPK* at the Senior High School Level in South Tangerang City, Indonesia. Based on this empirical evidence, it is said that these findings indicate that emotional intelligence is one of the variables that directly affect the classroom management variable.

The results of this study are supported by the opinion of [Meanwell and Kleiner \(2014\)](#), showing that teachers with higher levels of emotion and lower frustration are those who teach more, focusing on what students do and experience in class. However, high emotions do not necessarily include the anger of a teacher. [McPherson, Kearney, and Plax \(2003\)](#) see that teacher anger is not a violation of classroom etiquette. Anger is an expression of emotion that should be included in personal awareness. If the teacher controls his anger and tries to calm down and discuss the problem with the class, it must be acceptable behavior. On the other hand, if the teacher's reaction to dissatisfaction with the class is to use emotional language or act physically, it will be difficult for students to accept it. Thus, good emotional intelligence improves the organizational climate of schools in *SPK* at the Senior High School Level in South Tangerang City, Indonesia.

CONCLUSION

Empathy is an indicator of emotional intelligence that has the most significant influence on the interaction behavior of teachers and students, with a path coefficient of 0.436. Control or supervision is an indicator of classroom management that has the most significant influence on the interaction behavior of teachers and students, with a path coefficient of 0.444. School resources are indicators of school organizational climate that have the most significant influence on teacher-student interaction behavior, with a path coefficient of 0.463. Relationships with other people are an indicator of emotional intelligence that significantly influences the school organizational climate with a path coefficient of 0.545. Control is an indicator of classroom management that has the most significant influence on the school organizational climate with a path coefficient of 0.490. Relationships with other people are an indicator of emotional intelligence that has the most significant influence on classroom management, with a path coefficient of 0.278. Emotional intelligence has a positive indirect effect on the interaction behavior of teachers and students through the school organizational climate with a partial correlation coefficient of 0.416. Class management positively affects the interaction behavior of teachers and students through the school's organizational climate with a partial correlation coefficient of 0.238. The problem of teacher-student interaction behavior is a problem that should receive serious attention. The higher emotional intelligence, good classroom management, and a very conducive school organizational climate will increase the interaction behavior of teachers and students in *SPK* at the Senior High School Level in South Tangerang City, Indonesia.

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Journal of Social Science

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