

# Effect Of School Culture On Students Emotional Intelligence In SMPN 8 Yogyakarta

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**Abstract:** This study aims to investigate the effect of school culture on emotional intelligence. This research is quantitative with a descriptive approach. Data were collected through questionnaires from a population of 959 students in SMPN 8 Yogyakarta with a sample of 282 students determined using Slovin. The validity of questionnaires was measured using CFA. The reliability instrument was calculated using Cronbach's alpha. Data were analyzed using the simple regression analysis method at the significance level of 0,05. The result shows that there is a positive effect of school culture on emotional intelligence, indicated by a regression coefficient of 0.430 with a significance of 0.000 <0.050. The R2 value of the school culture variable is 0.190. This evidences that 19% of school culture influences emotional intelligence and the remaining 81% is influenced by other variables.

**Index Terms:** Emotional intelligence, School culture.

## 1 INTRODUCTION

The interaction among parties in school creates school culture. This is one of essential factors in helping pupils to become optimistic, brave, confident, behave cooperatively, and possess personal and academic skills. Also, school culture can improve school performance in the development of education and commitment of school members. Further, school culture creates a family atmosphere that has a good impact on children.

In terms of school culture development, Zuchdi [1] evidenced that students' negative behavior in the aspects of discipline, honesty, brotherhood, and worship observance can be resolved by implementing character education. Students' negative behavior can be influenced by internal and external factors. Internal factors are those that exist within the individual. This means that negative behavior originates from the students themselves.

After family education at home, school plays a significant role in children's development. Nevertheless, schools merely focus on cognitive abilities, neglecting character education. Interaction with their peers, can affect a student behavior. This implies that negative influence can shape a student's behavior adversely. This problem should be resolved and one of the available solutions for this is by enhancing students' emotional intelligence. Emotional intelligence refers to personal characteristics, not intellectual intelligence. This level of emotion influences a person's decision making and action. As a result, high emotional intelligence will lead to better self-control.

## 2 LITERATURE REVIEW

### 2.1 School Culture

Culture is a view of life that is jointly recognized by a community, which includes ways of thinking, behavior, attitudes, values that are reflected both in physical and abstract forms.

William Waller [2] stated that school has a culture that is

definitely their own. Each school has their own culture that becomes their school identity. School culture is the beliefs and values that exist in schools that and practiced by all school members (teachers, students, and administrative staff). This school culture is inherited from generation to generation, in the form of values and beliefs as a tool to deal with current and potential problems. It also acts as a guideline for school members to think and behave [8].

School culture can be positive and negative. Moerdiyanto [4] explained that positive culture in school promotes quality of school and life of all its members. This expected quality corresponds to healthy, dynamic, active, and professional individuals in school. This positive culture will influence schools to function effectively and efficiently. For individuals in school, positive culture will encourage them to perform enthusiastically and they are likely to improve themselves. On the other hand, negative culture can be characterized as anarchist, negative, toxic, biased, and dominant. Schools that are easily satisfied with their achievement are part of negative culture. This is because they tend to be averse to change to enhance their quality.

The dynamics of school culture occurs continuously and can change behavior patterns. Deal and Peterson [2] declared that school culture affects every part of school. According to them, functions and the effects of school culture are as follows:

- Culture fosters school effectiveness and productivity
- Culture improves collegial and collaborative activities that foster better communication and problem-solving practices
- Culture fosters successful change and improvement efforts
- Culture builds commitment and identification of staff, students, and administrators
- Culture amplifies the energy, motivation, and vitality of a school staff, student, and community
- Culture increases the focus of daily behavior and attention on what is important and valued

Deal dan Peterson [2] stated that other concepts used to capture the deep underpinning of school culture include values, beliefs, assumptions, and norms. This can be explained as follows:

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#### a. Values

Value determines the standard of virtues, quality, or excellence that underlies motivation and decision making. Values are more than merely goals or results. Values are those things people believe to be important in the way they live and work.

#### b. Beliefs

Beliefs are cognitive views about truth and reality that are consciously held. Beliefs are significant in schools, as they represent a core understanding of the schools capacity.

#### c. Assumptions

Assumptions are often identified as a system of trust, perception, and value. Assumptions can strongly form thoughts and actions. Every school has basic assumptions in regard with the appropriateness and inappropriateness of students' behavior. The assumption of culture is difficult to judge as it is closely related to myths.

## 2.2 Emotional Intelligence

Intelligence is a gift given to humans from birth. This gift however changes depending on how humans develop it. In terms of emotional intelligence, Shapiro [6] defines it as a set of mental functions that involve the ability to monitor the intensity of feelings or emotions, both on oneself and others. Emotional intelligence shapes children and according to Walgito [7], emotional intelligence is influenced by internal and external factors. For the former, the factors originate from within the individuals themselves, in the forms of physical and psychological aspects. While for the latter, the factors are those from the surrounding environment.

Goleman [3] stated that there are five components in emotional intelligence. They are:

- Self-awareness. This means knowing what a person feels at one time, and using it to guide his/her own decision making. It also has a realistic benchmark for self-ability and self-confidence.
- Emotional management. This deals with how a person managing his/her emotions. Good emotional management will cause a person to be outstanding in implementing tasks, sensitive to conscience, able to delay pleasure before achieving a goal, and able to rise from stress and pressure.
- Self-motivation. This is how a person utilizes his/her deepest desires to achieve his/her goals, take initiatives and perform optimally, and survive against failure and frustration.
- Empathy. This relates to the ability to feel what others feel and understand others' perspectives. This capability will foster quality relationship based on trust with people and surrounding community.
- Relationship management. This refers to how effective a person handling and controlling his/her emotions when in a relationship with people. The efficacy of relationship management will cause a person to be able read situations and social networks, interact smoothly, as well as understand and act wisely in human interrelations.

## 3 METHODOLOGY

The type of this research is quantitative with a descriptive approach. The target population of is all students of SMPN 8 Yogyakarta with the total of 959. A sample of 282 students was established using Slovin Formula. Afterwards, the samples of each class were determined using proportionate random sampling. In all, the samples of students were 94 from class 7, 86 from class 8, dan 102 from class 9. Data were collected through questionnaires using rating scales. The validity of questionnaire was measured using CFA. The reliability instrument was calculated using Cronbach's alpha. The data analysis used a simple regression analysis at the significance level of 0,05.

## 4 RESULT AND DISCUSSION

The following are the results of a descriptive analysis of the research variables school culture and emotional intelligence:

TABLE 1  
DESCRIPTIVE DATA

Variable	Minimum	Maximum	Mean	Std. Deviation
School Culture	29	68	49,68	8.852
Emotional Intelligence	57	116	91,94	12.945

For the criteria used in the respondent's answer category, to simplify the analysis, 3 categories are used. They are: high, medium, and low with the formula as follows:

TABLE 2  
CATEGORIZATION OF RESPONDENTS' ANSWERS

High	: $X \geq M + SD$
Medium	: $M - SD \leq X < M + SD$
Low	: $X < M - SD$

Based on the results of descriptive statistics, the categories of respondents' answers for each variable are as follows:

TABLE 3  
VARIABLE CATEGORIZATION OF SCHOOL CULTURE

Category	Score Interval	Frequency	Percentage (%)
High	$X \geq 58,53$	62	21,98
Medium	$40,82 \leq X < 58,53$	178	63,12
Low	$X < 40,82$	42	14,90
Total		282	100

The data shows that the majority of students have medium category school culture with percentage greater than others.

TABLE 4  
VARIABLE CATEGORIZATION OF EMOTIONAL INTELLIGENCE

Category	Score Interval	Frequency	Percentage (%)
High	$X \geq 104,89$	58	20,56
Medium	$79,00 \leq X < 104,89$	183	64,90
Low	$X < 79,00$	41	14,54
Total		282	100

The data evidences that the majority of students have moderate category emotional intelligence with percentage greater than others. The simple regression analysis obtains a constant value of 60.011 and the regression coefficient of 0.439. Positive values indicate that school culture has a positive effect on emotional intelligence. This means that the higher the school culture, the higher the emotional intelligence of students, and vice versa. In addition, this finding can be interpreted that if the school culture value increases by 1, then the value of emotional intelligence will also increase by 0.439. The regression line equation obtained as follows:

$$Y = 60,011 - 0,439X_1.$$

For the F value in the school culture variable, a value of 67.030 was obtained with a significant  $0,000 < 0,050$ . The R2 value of the school culture variable is 0.190. This shows that 19% of school culture affects emotional intelligence and the remaining 81% is influenced by other variables.

$$Y = 60,011 - 0,439X_1.$$

The F value of the school culture variable is 67.030 with a significance  $0,000 < 0,050$ . The R2 value of the school culture variable is 0.190. This exhibits that 19% of school culture influences emotional intelligence and the remaining 81% is influenced by other variables. The results of the study show that the culture of SMPN 8 Yogyakarta, including the school's physical environment, school rules, various habits performed by the school community, school vision and mission, attitudes held by the school community, relationships between school members, and beliefs held firmly by the school members, is in the good category. This proves the suitability between the research results and accreditation of SMPN 8 Yogyakarta as well as cultural heritage. In addition, this study also found that school culture had a significant positive effect on students' emotional intelligence. The findings of this study are in line with Mirta R. Segredo [5] stating that school culture relates to emotional intelligence. The results of the study revealed that there was a significant relationship between emotional intelligence and school culture. Anderson [10] explained that a culturally considerate school demonstrates awareness of the many cultures represented within the school community in a variety of ways including teaching styles, personal attitudes, and behaviors. This emphasizes the importance of school culture in building teacher performance and the formation of children's personality. In other words,

positive school culture will impact students' personality and emotional intelligence positively. This positive culture will influence schools to function effectively and efficiently. For individuals in school, positive culture will encourage them to perform enthusiastically and they are likely to improve themselves. Schools that have a positive culture will direct their students, teachers, and staff to focus on activities that can improve school quality. This eventually will help schools to achieve their vision and mission [9].

## 5 CONCLUSION

Based on the findings and discussion, school culture has a positive and significant effect on students' emotional intelligence as much as 19%. The regression coefficient value is 0.439. This indicates that if school culture value increases by 1, then the value of emotional intelligence will also increase by 0.439. School culture has a positive influence on students' emotional intelligence, meaning that the higher the school culture, the higher the students' emotional intelligence.

## ACKNOWLEDGMENT

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