



Integrating Student Programs to Encourage Emotional Intelligence: A Holistic Approach in School

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ABSTRACT

Keywords:

Leadership, Quality
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This study explores the role of leadership in building a quality culture based on local wisdom at school. The primary objective is to identify effective strategies and approaches for integrating local values into the school curriculum and programs. Utilizing a qualitative descriptive approach, data were collected through participatory observation, in-depth interviews, and documentation at SMA Negeri 1 Pakong, Pamekasan, East Java. The thematic analysis method was employed to analyze the data, revealing that effective leadership significantly enhances the integration of local cultural values in education. The findings indicate that leadership which involves collaboration between school and parents, enhances not only academic achievements but also character and moral development of students. This holistic approach ensures the sustainability of quality culture in schools. The study concludes that leadership plays a pivotal role in fostering an inclusive and supportive learning environment, which is crucial for the holistic development of students.

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INTRODUCTION

In the era of increasingly advanced globalization, education in Indonesia faces great challenges in maintaining local cultural identity (Fossati, 2021; Ansori et al., 2023; Beribe, 2023). One way to overcome this challenge is to integrate local wisdom values in the school curriculum (Hidayati et al., 2020; Tohri et al., 2022; Hasanah & Hefniy, 2023). This research is interesting to study because it combines aspects of leadership and local culture in the context of education. The social environment including local culture plays an important role in the development of individuals (Luna-Nemecio et al., 2020; Brondízio et al., 2021; Norman et al., 2024). This is relevant to the school's efforts in developing students who are not only academically intelligent but also have strong character based on local values (Lutfi, 2021; Salwa, 2023; Sri Rahma, 2023). Therefore, research

on the role of leadership in building a quality culture based on local wisdom at SMA Negeri 1 Pakong is important and needs to be discussed academically.

SMA Negeri 1 Pakong is a public school located in Pakong Village, Pakong District, Pamekasan Regency. This school strongly supports efforts to improve the intelligence of students and their potential. The intellectual conditions possessed by students are very diverse from one to another. In addition, the emotional state of each student also varies. Some have a fairly high sense of confidence, can appreciate time by coming to school before the bell rings, besides that there are also those who have a great leadership spirit when viewed from the spirit of learning and high work ethic.

The main problem that this research focuses on is how school leadership can build and integrate a quality culture based on local wisdom at SMA Negeri 1 Pakong. Effective leadership is key in creating a conducive learning environment and supporting the holistic development of students. However, many schools in Indonesia still face difficulties in implementing this approach effectively. According to transformational leadership theory, effective leaders must be able to inspire and motivate organizational members to achieve common goals. In this context, school principals need to have a clear vision and the right strategy to integrate local values into school curricula and programs (Cut Maitrianti, 2021; Bening, 2021; Sri Rahma, 2023).

Previous research relevant to this topic includes the study of leadership in education, the integration of local cultures in the curriculum, and the development of student character. First, research by Fossati, (2021) shows that transformational leadership can improve the quality of education through improving the motivation and performance of teachers and students. Second, a study by Brondízio et al., (2021) emphasizes the importance of integrating local cultural values in the curriculum to improve students' sense of belonging and identity. Third, research by Beribe, (2023) reveals that character education based on local values can strengthen students' morals and ethics.

Although previous research has examined various aspects of leadership and integration of local culture in education, there is still a gap in understanding how school leadership can effectively implement and integrate a quality culture based on local wisdom in schools in Indonesia, especially in SMA Negeri 1 Pakong. This research aims to fill the gap by focusing on leadership strategies and approaches that can be used to overcome challenges in the application of local values in education.

The novelty of this research lies in a holistic approach that combines transformational leadership theory with the integration of local wisdom values in the school curriculum. This research not only focuses on the academic aspect but also on the development of students' character and morals based on local

values. In addition, this research offers a new perspective in understanding the role of leadership in building a sustainable quality culture in schools, which can be a model for other schools in Indonesia.

The main purpose of this study is to explore and understand how school leadership can build a quality culture based on local wisdom in SMA Negeri 1 Pakong. This study seeks to identify effective strategies and approaches in integrating local values into school curricula and programs. Through this exploration, it is hoped that a leadership model can be found that is able to combine the values of local wisdom with efforts to improve the quality of education in a sustainable manner.

The argument of this research is based on the importance of the role of leadership in creating a conducive learning environment and supporting the holistic development of students. By implementing inclusive and collaborative leadership, schools can ensure that local cultural values are not only taught but also applied in students' daily lives. This will strengthen students' cultural identity while improving their academic achievement and character. The holistic approach applied at SMA Negeri 1 Pakong is expected to be a model for other schools in Indonesia in an effort to build a quality culture based on local wisdom.

RESEARCH METHODS

This study uses a qualitative type of research. The qualitative approach was chosen because this study aims to explore and understand the perceptions, experiences, and views of the respondents regarding the role of leadership in building a quality culture based on local wisdom at SMA Negeri 1 Pakong, Pakong District, Pamekasan Regency. A descriptive approach is used to describe phenomena systematically and accurately based on data obtained from the field.

The data collection techniques in this study involve participatory observation, in-depth interviews, and documentation (Akyıldız & Ahmed, 2021). The observation was carried out at SMA Negeri 1 Pakong which is located on Jl. Raya Pakong No. 75, Pakong District, Pamekasan Regency, East Java. In-depth interviews were conducted with school principals, teachers, and parents of students to obtain comprehensive information on their role in building a quality culture based on local wisdom. Documentation involves the collection of related documents such as school programs, curriculum, and activity reports.

The data analysis technique used in this study is thematic analysis. Data obtained from observations, interviews, and documentation are analyzed by identifying the main themes that emerge. The analysis process includes interview transcription, data coding, theme grouping, and interpretation of findings (Tomaszewski et al., 2020). Thematic analysis is used to understand the patterns

and relationships between the various aspects studied, as well as to interpret the meaning of the data obtained to answer research questions.

RESULTS AND DISCUSSION

Emotional Intelligence

Emotional intelligence is the ability to use emotions to effectively manage emotions and positively affect relationships with others. The principal stated, "We recognize that understanding and managing emotions is key to building a good relationship between students and teachers (I_KS_2023)." The teacher adds, "We teach students to recognize their own emotions and understand how those emotions affect their actions (I_Gr_2023)." Parents added, "We support the school's efforts by teaching our children the importance of empathy and stress management at home (I_Ortu_2023)."

The results of the interview above have a relationship with a scientific study from Subagio in Dhiona Ayu explaining that emotions are a very complex series of interactions between subjective and objective factors that come from the human nervous or hormonal system (Dhiona, 2021). Emotional intelligence is the ability to use emotions to effectively manage emotions and positively affect relationships with others. Using emotions effectively will achieve the goal of building productive relationships and achieving success (Dhiona, 2021).

According to Masril in Sri Rahma, emotional intelligence is intelligence in managing feelings, regulating moods, controlling the heart, not exaggerating joys and sorrows, maintaining emotional pressure or stress burdens so as not to paralyze the ability to think, the ability to survive frustration, the ability to motivate oneself, empathize and pray (Sri, 2023). According to Suryatni, he argues that emotional intelligence is a component that makes a person intelligent in using emotions. Human emotions are deep down, hidden instincts, and emotional sensations, when recognized and respected, emotional intelligence provides a deeper and more complete understanding of oneself and others (Sri, 2023).

Unsur-unsur Kecerdasan Emosional

Sustainable student program planning in the digital era is becoming increasingly important because of the rapid development of technology and the changes in the educational environment that have occurred recently. (Dilla, 2023), (Ahmad, 2022).

Table 1. Elements of Emotional Intelligence (Cut, 2021).

1.	Self-Awareness	<ol style="list-style-type: none">1. Recognize and feel your own emotions.2. Understand the factors that cause the feeling to arise.3. Recognize the influence of emotions on actions.
2.	Managing Emotions	<ol style="list-style-type: none">1. Be tolerant of frustration.2. Able to control anger better.3. can control aggressive attitudes that can damage yourself and others.4. Have positive feelings towards yourself and others.5. Able to overcome stress.6. It can minimize loneliness and anxiety.
3.	Harnessing Emotions Productively	<ol style="list-style-type: none">1. have an attitude of responsibility.2. Can focus on the task at hand.3. Don't have a spontaneous attitude.
4.	Empathy	<ol style="list-style-type: none">1. Be able to accept the opinions of others.2. Have sensitivity to the feelings of others.3. Can listen to others.
5.	Building Relationships	<ol style="list-style-type: none">1. Understand the importance of building relationships with others.2. Can overcome problems with others.3. able to communicate well with others.4. Have a friendly attitude or easily get along with others.5. Have an attitude of care.6. Have concern for the interests of others.7. Can live in harmony with his group.8. Love sharing feelings and collaborating.9. Be democratic in interacting with others.

Table 1 outlines the five main elements of emotional intelligence: self-awareness, emotional management, productive use of emotions, empathy, and the ability to build relationships. Self-awareness involves recognizing one's own emotions, understanding their causes, and their impact on actions. Emotional management includes tolerance of frustration, anger control and aggressive attitudes, and the ability to cope with stress. Productive use of emotions means having responsibility, focusing on tasks, and avoiding spontaneous attitudes. Empathy involves accepting opinions, sensitivity to the feelings of others, and the ability to listen. Building relationships includes the importance of building relationships, overcoming problems, communicating well, being friendly, caring, living in harmony, sharing feelings, collaborating, and being democratic. These elements allow the student body at the school to measure the emotional intelligence of students. With the above element of emotional intelligence, students in schools can measure the extent of emotional intelligence possessed by students.

Holistic Approach

A holistic approach is a comprehensive strategy that involves all parties in the educational process, including students, teachers, school staff, and parents. Cooperation between the school and parents is able to create a supportive and cohesive environment.

The principal stated, "Cooperation between the school and parents is essential to creating an environment that supports the development of our children (I_KS_2023)."

This is also reinforced by a statement delivered by one of the teachers where he revealed, "Parents play a big role in helping us instill the values taught in school (I_Gr_2023)."

The principal in the interview session stated, "With a holistic approach, we can help students not only academically, but also in character and moral development (I_KS_2023)."

The results of the interviews show the importance of collaboration between schools and parents in creating an environment that supports child development. The principal emphasized that this collaboration is essential to ensure children receive comprehensive support at home and school. The great role of parents in helping to instill the values taught in schools, shows that parental involvement strengthens the educational efforts carried out by schools. In addition, the principal added that the holistic approach allows the school to help students not only in the academic aspect but also in character and moral development. It confirms that a holistic approach that involves all stakeholders, including parents, is key to supporting students' overall development, both academically and emotionally.

The purpose of implementing a holistic approach in developing students' character is to provide comprehensive guidance to them, help them develop intellectual and social skills, and form a strong foundation for their lifelong learning (Dian, 2022; Riza, 2023; Ismi, 2023).

Emotional Intelligence Analysis with a Holistic Approach

The role of student management in supporting the development of students' emotional intelligence in schools is very important. Based on the results of the researcher's interview with the principal, it was stated that there are several main roles, namely: Student management is in charge of designing and managing student programs that include the development of emotional intelligence. provide support and guidance to students who are experiencing emotional or social difficulties. They may work closely with school counselors to provide counseling services, deal with conflicts, or provide advice and guidance to

students who need them. And also responsible for monitoring and evaluating student programs that focus on emotional intelligence. Through this role, student management can play an important role in supporting the development of students' emotional intelligence in schools, creating a safe, inclusive environment, and supporting student growth holistically (Cut, 2021).

Overall, the role of student management in supporting the development of students' emotional intelligence not only affects the well-being of individual students but also creates a safe, inclusive environment and supports the holistic growth of the entire school community.

In addition to the role of student management, parents also have an important role in improving students' emotional intelligence. According to the principal's statement, parents have an important role in supporting the school's efforts in developing students' emotional intelligence. They can provide support, set an example of healthy behavior, and collaborate with schools on emotional intelligence development programs. Parents can also teach skills such as empathy, problem-solving and stress management at home, while communities can be a place to share helpful resources and experiences. With collaboration between schools, parents, and the community, students can have a supportive environment to grow and develop emotionally (Ahmad, 2022).

This statement is very appropriate in the context of education and student development. The role of parents in supporting school efforts in developing students' emotional intelligence cannot be underestimated. Parents have a great influence in shaping the character and behavior of their children. Their support in setting examples of healthy behaviors, providing encouragement, and teaching emotional skills such as empathy and stress management is essential. In addition, collaboration between parents and schools in emotional intelligence development programs can amplify the impact (Dhiona, 2021).

With strong collaboration between the school and parents, students can have a supportive environment to grow and develop emotionally, providing a solid foundation for their success in life and future careers. The opinion of the principal above is in line with the opinion expressed by Indra Devi et al that coordination between all stakeholders in the school, such as teachers, school staff, management, and parents is very important, which requires cooperation in order to ensure that the student program can be carried out properly as planned at the beginning and is also expected to have a positive impact (Indra, 2023).

To integrate student management with a focus on developing students' emotional intelligence, schools can plan programs that focus on social skills training, self-awareness enhancement, and emotional management. This can include curriculum development that includes social-emotional learning, training for teachers and administrative staff, and parental involvement in

supporting their children's emotional growth. The plan may also include the creation of a supportive school environment, such as meditation rooms or mentorship programs between students to strengthen social and emotional relationships (Dilla, 2023).

Social-emotional learning focuses on developing interpersonal skills and decision-making, while character education emphasizes civic and ethical responsibility. By combining existing approaches, we can develop students' social, emotional, and character skills holistically. Collaborate with parents and the community to support character development. Collaboration between educators, parents, and the community can strengthen the values and learning taught in schools (Nafiah, 2023).

To achieve the planned goals, it is very important for schools to involve teachers, education staff, parents, the community and other stakeholders. Involving the community is also important to understand the needs and desires of students and the surrounding community (Mustaqim, 2022).

This program is a very positive step to improve the overall well-being of students. By focusing on developing emotional intelligence, schools can help students better manage their emotions, improve social relationships, develop more mentally and emotionally resilient individuals. Involving teachers, administrative staff, and parents in this process is also important to create a supportive and integrated environment. Concrete steps such as curriculum development, training, and the creation of a supportive school environment are the right steps in achieving this goal.

The researcher obtained additional information from the head of student affairs about the application of a holistic approach to support students' emotional growth. This method includes: 1) Preparation of Integrated Student Affairs Program. existing student programs not only focus on academic aspects, but also include the development of emotional intelligence. 2) Teacher and Staff Professional Training and Development. Provide regular training for teachers and school staff on how to support students' emotional growth beyond the academic field. Collaboration with Parents: Involving parents in the school's efforts to support students' emotional growth focused on developing emotional skills. 3) Continuously monitor and evaluate the effectiveness of student programs in supporting students' emotional growth, and make adjustments, when necessary, based on input from students, teachers, and parents. 4) Integrating the concept of emotional intelligence into the overall school curriculum, not just as an addition, but as an integral part of holistic education. 5) Provides personalized coaching and support services to students in need, with an emphasis on developing social skills, independence, and mental resilience.



Figure 1. Applying a Holistic Approach to Support Students' Emotional Growth

This research significantly contributes to the field of Educational Management and Leadership by providing a comprehensive model for integrating local wisdom into the school culture through effective leadership practices. It highlights the importance of a holistic approach that involves collaboration between school leaders, teachers, parents, and the community to support students' emotional and character development. By demonstrating how local cultural values can be embedded into the educational framework, the study offers practical strategies and insights that can be replicated in other educational institutions. This research not only advances theoretical understanding of transformational leadership in education but also provides actionable recommendations for school administrators to enhance the overall quality of education through culturally responsive leadership.

CONCLUSION

The conclusion of this study reveals the significant role of leadership in building a quality culture based on local wisdom at SMA Negeri 1 Pakong. Effective leadership, involving close collaboration between the school and parents, is crucial in integrating local cultural values into the curriculum and school programs. This approach enhances academic achievements while fostering the character and moral development of students. The thematic analysis highlights that inclusive and supportive leadership practices create a conducive

learning environment, promoting both emotional intelligence and cultural identity among students.

This research underscores the importance of a holistic approach, where principals, teachers, parents, and the community work together to support students' overall growth. Embedding local cultural values into education helps students develop a strong sense of identity and belonging, essential for their success in life and future careers. Future studies should explore the long-term impacts of this integration and conduct comparative research across different regions to provide deeper insights into the effectiveness of various leadership strategies in diverse educational settings.

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