

# Effect Of Emotional Intelligence, Education and Training, And Personality on Job Satisfaction and Attention Decision of the Head of State Aliyah Madrasah in South Sulawesi

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## Abstract

This research was conducted with the aim of analyzing the effect of emotional intelligence, education and training, and personality on decision-making with job satisfaction as a mediating variable for the Head of State Madrasah Aliyah in South Sulawesi. This study uses a survey method. This research was conducted at 32 public Islamic senior high schools in South Sulawesi with a total population of 32 public high school heads using a saturated sampling technique to determine the sample. Questionnaire result data were analyzed using the Structural Equation Model (SEM) through the Smartpls 3.2.9 application. The results of the study show that emotional intelligence has a positive and significant effect on job satisfaction. Training has a positive and significant effect on job satisfaction. Personality has a positive and insignificant effect on job satisfaction. Emotional intelligence has a positive and insignificant effect on decision-making. Training has a positive and insignificant effect on decision-making. Personality has a negative and insignificant influence on decision-making. Job satisfaction has a positive and significant effect on decision-making. Emotional intelligence through job satisfaction has no significant effect on decision-making. Training through job satisfaction has a significant positive effect on decision-making. Personality through job satisfaction has no significant effect on decision-making.

**Keywords:** Emotional Intelligence, Education and Training, Personality, Job Satisfaction, and Decision Making

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## I. Introduction

Madrasah is a formal education unit under the auspices of the Ministry of Religion which organizes general and vocational education with the specificity of the Islamic religion which includes Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, and Madrasah Aliyah Vocational. The development of madrasahs in Indonesia is quite rapid; this can be seen in the increase in the number of madrasahs from year to year. According to Emispendis data from the Indonesian Ministry of Religion (2019), until the end of the 2019-2020 school year, the number of madrasahs from raudhatul athfal to madrasah aliyah has reached 82,418. Of these, 4.9% or 4,010 madrasahs are state madrasahs, while 95.1% are madrasahs under the management of the private sector. Furthermore, there are 8,005 private Madrasah Aliyah and state Madrasah Aliyah with 802 institutions. Of the total 8,807 public and private madrasah aliyah, 416 (4.72%) of them are in South Sulawesi Province, with details of 32 (0.36%) public madrasahs and 384 (4.36%) private madrasahs. Furthermore, data from the Website of the Indonesian Central Bureau of Statistics (BPS RI) shows that the increase in Public and Private Madrasah Aliyah over ten years is quite significant. The increase in the amount can be seen in the following table:

Table 1 Number of Madrasah Aliyah in the Last 10 Years

No	Year	Jumlah MA
1	2012/2013	6728
2	2013/2014	7260
3	2014/2015	7843
4	2015/2016	7843
5	2016/2017	7843
6	2017/2018	8790
9	2018/2019	8977
10	2019/2020	9143

Data source: BPS RI, 2022

The distribution of the total population of public madrasah aliyah (MAN) in South Sulawesi is uneven. Of the 24 regencies/cities in South Sulawesi, there are three regencies that do not yet have MAN. The regencies are Maros, Takalar, and North Toraja. On the other hand, Bone Regency and Makassar City are the districts/cities with the most MANs in South Sulawesi, with 4 and 3 MANs, respectively. The number of madrasahs spread across the country is expected to help the distribution of education in Indonesia. With this amount, the community has easy access to further education. It cannot be denied that madrasahs, since their inception in Indonesia, have played an active role in educating the life of the nation. In addition, Armai in Alawiyah (2014) said that the contribution of madrasahs to the development of science is quite large. As a center of learning, madrasahs have a conservative role and socialization of religious knowledge, especially among Sunnis. Therefore, madrasahs can be one of the driving forces for the advancement of education in Indonesia. The success of a madrasah cannot be separated from the skills and expertise of a madrasah head.

Relevant to that, the head of the madrasah is an educational leader at the education unit level whose job is to lead and manage teachers and staff to work as well as possible to achieve the goals of the madrasah. A leader works by inviting and motivating members of the organization to optimize their performance and contribution to the team in achieving organizational goals, not just fulfilling tasks and targets. Leaders focus more on processes and people. In contrast, the manager performs five managerial functions, namely the function of planning (*al-itqān*), the function of organizing (*organizing/al-tanzīm*), the function of coordinating (*coordinating/al-tansīq*), function of supervising (*controlling/al-riqābah*), and the function of moving (*al-targīb*) Hambali & Mu'alimin, (2020). Managers strive to manage resources efficiently and concentrate on work and profit. Leaders can do the right thing (do the right thing) while managers do the right thing (Zainal, 2020). Therefore, the headmaster of the madrasah must really understand his main duties and functions as a leader and manager so that he can become an effective headmaster of the madrasah. Tony Bush (2008) emphasized that successful educational institutions must have competent and healthy leadership, whereas the failure of educational institutions is also correlated with inadequate leadership. According to Greenfield, as quoted by Mulyasa (2012), indicators of effective madrasah principals can be seen from three main points as follows: First, commitment to the school's vision in fulfilling its duties and functions. Second, make the school's vision a guideline in administering and leading the school. Third, always focus their activities on teacher learning and performance. Thus, the principal of the madrasah plays a central role and is the person responsible for the success of learning in the classroom at the micro level as well as at school at the macro level. Research conducted by Budi Susanto (2018) found that the leadership of the madrasah head had a partial positive and significant influence on the quality of education in MTs schools in the Tarawang District, Jenepono Regency, so it could be concluded that increasing the quality and role of the madrasah head, the teacher's performance would improve. which will have an impact on improving the quality of education in schools. The results of Ikhwandra's research (2013) found that the leadership of the madrasah head significantly influences teacher performance; this means that teacher performance increases if the performance of the madrasah head is improved. The same thing was also conveyed by Ria Diana et al. (2021) that there is a significant influence from the leadership of the madrasah head on the learning quality of public junior high schools in the Muaradua District. In addition, a study conducted by Sukandar (2018) confirms that the role of the madrasah head is very important and dominant in improving teacher performance, both in terms of increasing competence and work motivation and in building an effective work system and creating a harmonious, safe and enjoyable work climate.

In carrying out their leadership role, madrasah heads will be faced with a variety of problems, both internal and external to the institutions they lead, so to overcome these problems, madrasah heads are required to be skilled at finding the best solutions and taking appropriate policies. The expertise of a leader in concocting as well as establishing policies and making decisions greatly determines the success of an organization in achieving the stated goals. Thus, leadership in an organization cannot be separated from decision-making. Effective leaders can be defined and differentiated by their decision-making skills. Having skilled decision-makers in an organization is an integral element of organizational success (Johnson & Kruse, 2009).

Decision-making is interpreted as a process in determining alternative solutions from various formulated solutions. A decision must be analytical and flexible and can be implemented with the help of existing facilities and infrastructure (Hayati, et al., 2021). The decision-making process involves a series of processes that begin with identifying problems, collecting and analyzing data, making several alternative decisions, choosing one alternative, implementing decisions, and monitoring and evaluating the implementation of decisions. Decision-making that is carried out haphazardly will have a negative impact on the organization, whereas decision-making that is carried out correctly will have a good impact on the organization. Referring to the research conducted by Tita Meitia (2010), it was found that accurate decision-making increases the empowerment of educators in schools. On the other hand, Nina Martina (2017) suggests that although decision-making is seen as a determining factor for the course of an organization, decision-making often becomes an obstacle in achieving organizational

goals, so it is not uncommon to cause overall organizational performance to be suboptimal, especially with regard to attitudes and behavior of employees in showing the quality of work results as a form of the totality of performance achievement. When associated with work productivity, this compliance is not robotic compliance, but situational compliance and is full of dynamics. This means that the right decisions are needed to achieve organizational goals through better employee work productivity.

There are several factors influencing decision-making. These factors include past experiences, cognitive biases, age, and individual differences, beliefs about personal relevance, and escalation of commitment. Understanding the factors that influence the decision-making process is essential to understanding what decisions are made. Factors that affect the process can affect the results (Dietrich, 2010). The same thing was explained by Suwatno (2019); he revealed that decision-making is also related to factors such as physical, emotional, rational, practical, interpersonal, and environmental. In addition, research conducted by Haris (2012) found that five factors influence decision-making. The study, which involved 174 samples consisting of lecturers and staff at the University of Gorontalo, stated that the internal condition of the organization, the availability of information, the external condition of the organization, the personality and skills of the decision (personality and skill of decision maker), and other factors (e.g., type of problem, purpose, and type of decision taken). Regarding personality and decision-making skills, this research shows that these five variables have a significant effect on the decision-making process. The reason is because humans as decision-makers cannot be separated from the personality and skills attached to them. This personality and skills include experience, personal qualities, position, position in the organization, level of intelligence, and others. Thus, a quality decision-making process involves various factors, both material, cognitive, and emotional, from decision-makers. The explanation above also shows the significance of personality and decision-making skills. In connection with that, in this study will be examined the effect of emotional intelligence, education and training, and personality on decision-making through job satisfaction as an intervening variable. The selection of these elements refers to a number of previously conducted studies that show the urgency of these elements in decision-making.

When it is linked to emotions, Antonio Damasio in Goleman (2021) reveals that in a decision-making process, the emotional brain has an equally important role as the reasoning brain. In a study conducted by neurologists at the University of Iowa, it was found that patients who suffer from prefrontal-amygdala damage, although they do not show any reduction in intelligence IQ or cognitive ability at all, their decision-making systems are severely impaired. These patients make decisions that are fatal in their business activities and personal lives and can even obsess over a decision as simple as making an appointment.

The results of previous research also show that emotional intelligence has a positive and significant influence on the quality of decision-making (Budiono & Wening, 2021). Five aspects of emotional intelligence are used as benchmarks that influence school decision-making in this study, namely self-awareness (emotional awareness, self-introspection, self-confidence), self-regulation (self-control, trust, conscience, adaptability, and innovation), motivation self (achievement drive, commitment, initiative, and optimism), empathy (service-oriented, developing others, maximizing diversity, and awareness of influencing people) and communication (leadership, change catalysts, conflict management, building togetherness, collaboration and cooperation, and team skills). Of these five benchmarks, only four dimensions of emotional intelligence always receive special attention from school principals, namely self-awareness, self-regulation, self-motivation, and empathy, while the communication aspect is not described in this research.

Research conducted by Felix et al. (2015), who used the same emotional intelligence variable as the research conducted by Budiono and Wening above, concluded that emotional intelligence influences decision-making. The study further reveals the fact that the empathy dimension has a greater influence than the other four dimensions. The study conducted by Saputra et al. (2017) confirmed that there is a significant influence between emotional intelligence on principal decision-making, with all benchmarks having a level of influence that tends to be the same. The results of Kováčk's research (2022) found that in order to be objective in the decision-making process, organizational leaders use emotional intelligence. Kováčk's research highlights emotional intelligence in two competencies, namely personal (intrapersonal) competence and social (interpersonal) competence. On the other hand, confirmed emotional intelligence has a positive and significant relationship with internal job satisfaction. The results of the study show that employees with high emotional recognition are more likely to have a higher level of internal job satisfaction (Çekmecelioğlu et al., 2012). These findings are reinforced by the research results of Ignat et al. (2012), which state that good emotional intelligence of teachers correlates positively with work and life work satisfaction.

Factors that also influence decision-making are education and training for decision-makers. Government Regulation Number 101 of 2000 describes education and training (these terms are generally unified and abbreviated as training) as the process of organizing teaching and learning in order to improve the capabilities of Civil Servants (Government of the Republic of Indonesia, 2000). Training is carried out as an effort to improve the quality of human resources in order to meet the demands of the world of work. Krehbiel, as quoted by Lutfauziah et al. (2020), suggests that decision-making is a daily routine. Decision-making skills have been carried

out in everyday life either consciously or unconsciously by humans. Therefore, decision-making skills need to be taught or trained. A study published in ScienceDirect implies that training can help improve the quality of individual decision-making (Siebert et al., 2021). Meanwhile, research conducted by Cieslik (2016) found that educational level did not significantly influence the decision-making of novice entrepreneurs (novice entrepreneurs). Cieslik also underlined that business people who have an educational background in business administration show more causal decision-making tendencies than business people who come from different majors. On the other hand, Nuralam (2020) emphasized that education and training affect educator job satisfaction. These data strengthen the author's suspicion that there is a close causal link between education and training and decision-making, as well as between training and job satisfaction.

No less important in decision-making is the personality of the principal. Larviatmo and Ratnawati (2018) argue that personality is a permanent and unique characteristic that a person has that can describe the individual's character when faced with the surrounding environment. In line with that, Hasibuan (2014) explains that personality is a series of relatively fixed characteristics and is generally shaped by heredity, environment, society, and culture. Research conducted by Erjavec et al. (2019) showed that personality traits could significantly affect self-confidence and also the decision quality of decision-makers. As for the influence of personality on job satisfaction, Zhai et al. (2013) stated that extraversion (one of the elements in personality known as the Big Five) affects job satisfaction. Contrary to Zhai, Pratama et al. (2012) found no influence from the 5 Big Five personality variables on job satisfaction. The researcher added that the absence of personality influence was probably caused by other variables that had more influence on job satisfaction. Researchers' investigation of research variables found that data on policymakers have attempted to develop and improve the emotional intelligence of educators and students, implementation of training, personality, and increase in job satisfaction which is expected to be used in making policies in madrasahs. With regard to emotional intelligence and personality competence, in various education and training, stakeholders at the Ministry of Religion provide direction to educators within the Ministry of Religion regarding the importance of educators who are emotionally and spiritually intelligent, in addition to intellectual intelligence. In addition, the urgency of developing these three types of intelligence is also emphasized in students (Ministry of Religion, 2019).

The implementation of education and training for both prospective madrasah heads and for madrasah heads is carried out by the Ministry of Religion of South Sulawesi Province. This activity is routinely carried out to maintain and improve the quality of education personnel within the South Sulawesi Ministry of Religion. On 6-14 September 2018, the Ministry of Religion of South Sulawesi conducted the Madrasah Head Management Training, where participants were all madrasah heads in South Sulawesi. In this activity, participants received material on the Eight Education Standards, namely: graduate competency standards, content, process, education and education staff, facilities and infrastructure, management, education financing, and educational assessment. This activity aims to improve the quality of madrasahs in general and equip madrasah heads with knowledge, so they have a global perspective (Ministry of Religion South Sulawesi, 2018). Meanwhile, to increase the job satisfaction of madrasah heads, the Ministry of Religion provides, among other things, performance allowances and promotion opportunities, and training for madrasah heads. It is hoped that these things can improve the managerial abilities of madrasah heads, especially in making decisions. In making decisions, the head of the madrasah emphasizes the importance of deliberation as an effort to find the most appropriate solution to the problem at hand. The researchers found this from the results of observations from several state Islamic high schools that the researchers visited. Variations in research findings and data found in the field, as presented above, strengthen the researchers' confidence to re-examine the influence of these variables on decision-making. Based on the description above, the authors are interested in conducting research to find out how emotional intelligence, education and training, and personality influence job satisfaction on the decision-making of madrasah principals in South Sulawesi. So the research title that the authors propose is "The Influence of Emotional Intelligence, Education and Training, and Personality on Job Satisfaction and Decision-Making of Principals of State Madrasah Aliyah in South Sulawesi."

## **II. Research Methods**

### **Research Approach**

This research is quantitative research with a survey method. The characteristics/characteristics according to Isaac and Michael in Sukardi (2004) are as follows:

1. The research design is made systematically so that the implementation is efficient.
2. The research data was collected from a sample that came from a predetermined population.
3. The data collected can be analyzed by various methods, depending on the conclusions to be drawn from the data collected.
4. Data can be expressed quantitatively.

This study discusses five variables, which consist of three exogenous variables (which influence): Emotional intelligence (X1), Training (X2), Personality (X3), one mediating variable namely job satisfaction (Y1), and one

endogenous variable (which is influenced). namely: Decision Making for the head of a State Madrasah Aliyah in South Sulawesi (Y2).

### **Data Types and Sources**

The type of data used in this research is quantitative data. Quantitative data is data in the form of numbers (Winarni, 2018). These numbers show the magnitude of the variable they represent. Quantitative data for this research is in the form of a recapitulation of questionnaires distributed to the Head of the MAN, which is the research location. The data source is the subject from which the data is obtained which can be in the form of things or people where the researcher observes, reads, or finds out the data. In general, data sources can be classified into three types, namely: person, paper, and place (Arikunto, 2014). The data was obtained by distributing questionnaires to the heads of MANs spread across 32 (thirty-two) MANs in South Sulawesi Province who were research respondents. Data is also obtained through documents that are relevant to the research.

### **Population and Sample**

#### **Population**

The population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2014). Sutrisno Hadi (2001) describes the population as all research subjects who have at least one character in common, while some of the individuals studied are called samples. The population in this study are the Heads of State Madrasah Aliyah (MAN) in the province of South Sulawesi in the 2022/2023 school year. Based on data obtained from the Ministry of Religion database, explained that there is 32 MAN in the province of South Sulawesi, which is spread over 24 regencies and cities in South Sulawesi apart from Takalar, Maros, and North Toraja Regencies because up to now, these three districts have not there is MAN.

#### **Sample**

The sampling technique in this study was determined by the saturated sampling technique. Saturated sampling (census) is a sampling technique that is used when all members of the population are used as samples. This is done because the population is relatively small (Sugiyono, 2014). As presented above, the number of MAN heads in South Sulawesi is 32 people. With a relatively small number, the sample in this study is the entire population, namely 32 heads of MAN in South Sulawesi.

The number of 32 samples is relatively small and can even be considered as not fulfilling the requirements when it is related to the rule of thumb known as the ten times rule in SEM which states that the minimum sample is:

1. 10 (ten) times the largest number of formative indicators used to measure a construct,
2. 10 (ten) times the largest number of structural paths that lead to a particular construct in the structural model Hair, et al., (2017).

This research consists of 5 variables consisting of 18 dimensions (formative and reflective). The variables with the largest dimensions are personality variables (5 dimensions) and job satisfaction variables (5 dimensions). If you refer to the ten times rule above, the minimum number of samples should be 50 samples. However, researchers believe that consideration of sample size does not play a role in the application of PLS-SEM (Hair, et al., 2017). Garson (2016) states that PLS is often chosen as an analytical tool because of its ability to process data with small samples, however, he emphasizes that too small a sample (<20 samples) can produce inaccurate results (flawed results). Chin and Newsted in Hair et.al. (2017) suggested that in two early studies systematically evaluated the performance of PLS-SEM with a small sample size and concluded that the performance of PLS-SEM was good. Furthermore, Chin in Zuhdi, et. al (2016) states that the smallest sample size used by PLS-SEM is 30-100 sample sizes. Thus it can be concluded that the minimum sample size used by PLS-SEM is smaller than SEM. Based on these arguments, the researcher believes that this research with a total sample of 32 samples can be analyzed using SEM PLS.

### **Data Collection Techniques**

The data collected in this study included five variables, namely: Emotional intelligence (X1), training (X2), aersonality (X3), Decision Making of the Head of State Madrasah Aliyah in South Sulawesi Province (Y1), and Job satisfaction (Y2). Data collection techniques that will be used in this study are questionnaires or questionnaires, observation, and documentation. The questionnaire is a way of collecting research data by sending or providing a list of questions or questionnaires to be filled out by respondents. Considering that the questionnaire was filled out by the respondents themselves, data collection by questionnaire was only carried out for respondents who had an adequate level of education. In addition, questionnaires require filling guidelines to make it easier for respondents to fill out and prevent misinterpretation of questions Surahman et al., (2016). Suharsimi Arikunto (2014) defines a questionnaire as a set of written questions that are used to obtain information from respondents in the sense of reports about their personality or things he knows. Questionnaires in the form of a list of statements

or questions can be sent to respondents directly or indirectly, for example, by post or through an intermediary (Kothari, 2004). Winarni (2018). explains that a questionnaire is called a direct questionnaire if the questionnaire is sent or given directly to the person who wants to be consulted, whereas an indirect questionnaire is a questionnaire given or sent to someone who is asked for opinions about the condition of other people. The questionnaire in this study was used as a tool to collect the opinions of the respondents who were the sample of this study in order to obtain answers to the questions and statements that had been prepared in this study. Researchers distributed questionnaires at the research location to the respondents who had been determined; then, the respondents were asked to choose the alternative answers provided. The distribution of the questionnaire will be carried out twice, the first is a trial questionnaire, and the second is a research questionnaire.

To obtain data in this study using a Likert scale measuring instrument. The reason researchers use a Likert scale is that the measuring instrument is a test inventory. Inventories are usually used to measure a person's attitude, with alternative answers having a weighted score of 4-1. To make variable instruments in this study, the options were used: Very suitable (SS), suitable (S), not suitable (TS), and very inappropriate (STS) (Riduwan, 2020). The term appropriate is used as a response choice on a scale that measures the subject's own state so that in responding to the item, the subject first considers to what extent the contents of the statement are a description of his or her own state or description of his or her behavior (Azwar, 2013). The observation method is embodied by collecting data through systematic observation and recording of the phenomena studied directly in the field. The documentation method is carried out by collecting data derived from documents related to this research.

#### **Data analysis technique**

According to Sugiyono (2013, p. 238), in quantitative research, data analysis is an activity carried out after data from all respondents or other data sources have been collected. Activities in data analysis include grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, calculating activities to answer the problem formulation, and calculating activities to test the hypotheses that have been proposed. The purpose of data analysis, among others, is to provide answers to the hypotheses proposed in the study as well as to become material in making conclusions as well as useful implications and suggestions for further research (Misbahuddin & Hasan, 2014). The data analysis method in this study uses the Partial Least Square (PLS) approach with smartPLS 3.2.9 software. Partial Least Square (PLS) is an alternative Structural Equation Modeling (SEM) method that can be used to address very complex relationships between variables, but the data sample size is small (Haryono, 2016). PLS is a component- or variant-based Structural Equation Modeling (SEM) model. PLS is an alternative approach that shifts from a covariance-based to a variance-based SEM approach. PLS-SEM analysis usually consists of two sub-models, namely the measurement model or often called the outer model, and the structural model or often called the inner model (Ghozali, 2021).

### **III. Research Results And Discussion**

After testing, the outer model meets the requirements, and the model is fit, then testing the structural model (inner model) is carried out. These tests will be used to test the research hypothesis with the bootstrapping technique. Bootstrapping aims to determine the direction of the relationship and the significance of each latent variable. Hypothesis testing is done by looking at the p-value; if the p-value is less than 0.05 (P-value <0.05), then there is a significant influence between one variable and the other variables, as stated in the hypothesis. Vice versa, if the significant value (P-value) is greater than 0.05 (P-value > 0.05), then the effect between variables can be said to be insignificant. The test results can be described as follows:

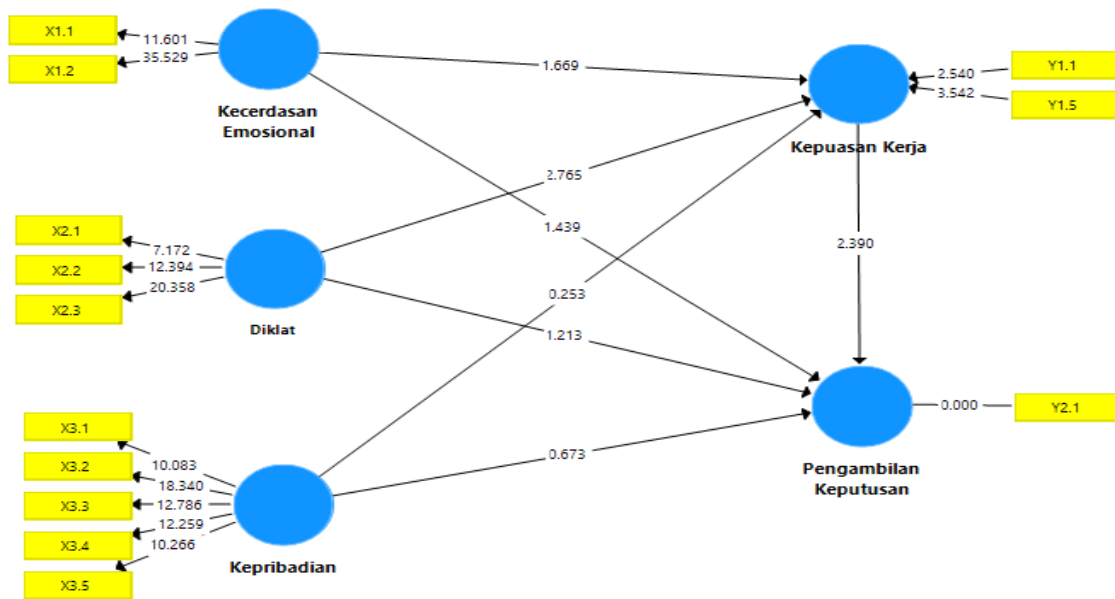


Figure 6. Model 3 Inner Model Test Results (Bootstrapping)

The results of the inner model test are displayed in the following table, which contains the original sample, mean, standard deviation, t-statistic, and P values. The results of the PLS-SEM bootstrapping analysis direct effects (direct effects) are as follows, as shown in the image below.

Table 42. PLS-SEM Bootstrapping Results Direct and Indirect Effects (Direct and Indirect Effects)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
<b>Direct Influence</b>					
Emotional Intelligence -> Job Satisfaction	0,345	0,317	0,207	1,669	0,048
Training -> Job Satisfaction	0,510	0,517	0,185	2,765	0,003
Personality -> Job Satisfaction	0,048	0,052	0,190	0,253	0,400
Emotional Intelligence -> Decision Making	0,278	0,218	0,193	1,439	0,075
Training -> Decision Making	0,257	0,273	0,212	1,213	0,113
Personality -> Decision Making	-0,109	-0,074	0,162	0,673	0,251
Job Satisfaction -> Decision Making	0,529	0,527	0,221	2,390	0,009
<b>Indirect Influence</b>					
Emotional Intelligence -> Job Satisfaction -> Decision Making	0,182	0,179	0,145	1,261	0,104
Training -> Job Satisfaction -> Decision Making	0,270	0,266	0,149	1,809	0,035
Personality -> Job Satisfaction -> Decision Making	0,025	0,021	0,108	0,235	0,407

Source: Primary data processed, 2022

The bootstrapping results table can be described as follows:

1. Effect of emotional intelligence (X1) on job satisfaction (Y1)

The magnitude of the parameter coefficient for the variable X1 on Y is 0.345, which means that there is a positive influence of X1 on Y1. Or it can be interpreted that the higher the value of X1, the higher Y1 will be. An increase of one unit of X1 will increase Y1 by 34.5%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X1 to Y1, the bootstrap result is 0.317 with a calculated t value of 1.669 and a standard deviation of 0.207. Then the p-value is 0.048 < 0.05, so accept H1 or which means that the direct effect of X1 on Y1 is statistically significant or significant.

2. Effect of Training (X2) on job satisfaction (Y1)

The magnitude of the parameter coefficient for the variable X2 on Y1 is 0.51, which means that there is a positive effect of X2 on Y1 or it can be interpreted that the higher the value of X2, the higher Y1 will be. A one-unit increase in X2 will increase Y1 by 51%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X2 to Y1, the bootstrap result is 0.517 with a calculated t value of 2.765 and a standard deviation of 0.185. Then the p-value is  $0.003 < 0.05$ , so accept H2, or it means that the direct effect of X2 on Y1 is statistically significant or significant.

3. Effect of personality (X3) on job satisfaction (Y1)

The magnitude of the parameter coefficient for the variable X3 on Y1 is 0.048, which means that there is a positive influence of X3 on Y1 or it can be interpreted that the higher the value of X3, the higher Y1 will be. A one-unit increase in X3 will increase Y1 by 4.8%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X3 to Y1, the bootstrap result is 0.052 with a t-value of 0.253 and a standard deviation of 0.190. Then the p-value is  $0.400 > 0.05$ , so it rejects H3 or means that the direct effect of X3 on Y1 is not significant or statistically significant.

4. The effect of emotional intelligence (X1) on decision-making (Y2)

The magnitude of the parameter coefficient for the variable X1 on Y2 is 0.278, which means that there is a positive influence of X1 on Y2 or it can be interpreted that the higher the value of X1, the higher Y2 will be. A one-unit increase in X1 will increase Y2 by 27.8%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X1 to Y2, the bootstrap result is 0.218 with a calculated t value of 1.439 and a standard deviation of 0.193. Then the p-value is  $0.075 > 0.05$ , so it rejects H4 or means that the direct effect of X1 on Y2 is not significant or not statistically significant.

5. Effect of training (X2) on decision-making (Y2)

The magnitude of the parameter coefficient for the variable X2 on Y2 is 0.257, which means that there is a positive influence of X2 on Y2 or it can be interpreted that the higher the value of X2, the higher Y2 will be. An increase of one unit of X2 will increase Y2 by 25.7%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X2 to Y2, the bootstrap result is 0.273 with a calculated t value of 1.213 and a standard deviation of 0.212. Then the p-value is  $0.113 > 0.05$ , so it rejects H5 or means that the direct effect of X2 on Y2 is not significant or not statistically significant.

6. The influence of personality (X3) on decision-making (Y2)

The magnitude of the parameter coefficient for the variable X3 on Y2 is -0.109, which means that there is a negative effect of X3 on Y2 or it can be interpreted that the lower the value of X3, the lower the value of Y2. A one-unit decrease in X3 will decrease Y2 by 10.9%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X3 to Y2, the bootstrap result is -0.074 with a t-value of 0.673 and a standard deviation of 0.162. Then the p-value is  $0.251 > 0.05$ , so it rejects H6 or means that the direct effect of X3 on Y2 is not significant or not statistically significant.

7. The influence of job satisfaction (Y1) on decision making (Y2)

The magnitude of the parameter coefficient for the variable Y1 on Y2 is 0.529, which means that there is a negative effect of Y1 on Y2 or it can be interpreted that the higher the value of Y1, the higher the value of Y2. An increase of one unit of Y1 will increase Y2 by 52.9%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test Y1 to Y2, the bootstrap result is 0.527 with a calculated t value of 2.390 and a standard deviation of 0.221. Then the p-value is  $0.009 < 0.05$ , so it accepts H7 or means that the direct effect of Y1 on Y2 is statistically significant or significant.

8. The effect of emotional intelligence (X1) on decision making (Y2) through job satisfaction (Y1)

The magnitude of the parameter coefficient for the variable X1 on Y2 through Y1 is 0.182, which means that there is a positive indirect effect of X1 on Y2 through Y1. Or it can be interpreted that the higher the value of X1, the more Y2 through Y1 will also increase. A one-unit increase in X1 will increase Y2 over Y1 by 18.2%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X1 to Y2 through Y1, the bootstrap result is 0.179 with a t-value of 1.261 and a standard deviation of 0.145. Then the p-value is  $0.104 > 0.05$ , so it rejects H8 or means that the indirect effect of X1 on Y2 through Y1 is not significant or not statistically significant.

9. Effect of training (X2) on decision making (Y2) through job satisfaction (Y1)

The magnitude of the parameter coefficient for the variable X2 on Y2 through Y1 is 0.270, which means that there is a positive indirect effect of X2 on Y2 through Y1. Or it can be interpreted that the higher the value of X2, then Y2 through Y1 will increase as well. A one-unit increase in X2 will increase Y2 over Y1 by 27%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X2 to Y2 through Y1 the bootstrap result is 0.266 with a t-value of 1.809 and a standard deviation of 0.149. Then the p value is



0.035 < 0.05 so accepting H9 or meaning the indirect effect of X2 on Y2 through Y1 is statistically significant or significant.

10. The influence of personality (X3) on decision making (Y2) through job satisfaction (Y1)

The magnitude of the parameter coefficient for the variable X3 on Y2 through Y1 is 0.025, which means that there is a positive indirect effect of X3 on Y2 through Y1. Or it can be interpreted that the higher the value of X3, then Y2 through Y1 will increase as well. A one-unit increase in X3 will increase Y2 over Y1 by 18.2%. Based on calculations using bootstrap or resampling, where the results of the estimated coefficient test X3 to Y2 through Y1 the bootstrap result is 0.021 with a t-value of 1.235 and a standard deviation of 0.108. Then the p-value is 0.235 > 0.05, so it rejects H10 or means that the indirect effect of X3 on Y2 through Y1 is not significant or statistically significant.

#### **IV. Discussion of Research Results**

This discussion is focused on the decisions resulting from hypothesis testing as an attempt to answer the research problem formulation. The discussion and results of this study are an explanation of the relationship between each variable and observed indicators, recommendations for research results, and descriptions based on indicators that build variables. This study also discusses the direct and indirect effects that have positive and negative meanings that can determine the level of significance of each variable, then linked or supported by several relevant theories, previous research, and verses of the Qur'an.

The results of the analysis of hypothesis testing are described as follows:

##### **1. The effect of emotional intelligence on the job satisfaction of the head of MAN**

Emotional intelligence plays a very important role in one's life. Emotional intelligence is the skill of establishing relationships with others that is rooted in a person's ability to understand himself and others. In the previous description it was explained that the components that make up emotional intelligence consist of personal competence and social competence. Emotions are well managed to foster good relationships with others. Based on this explanation, it is understood that emotional intelligence, in religious language, is synonymous with the term *habl min al-nās* (relationships with fellow human beings). Wahab in Kamri and Ramlan (2015) describes two basic dimensions of human relations, namely the relationship with God and the relationship with fellow human beings. Furthermore, both of them explain this verse by quoting *Tafsīr al-Munīr* by al-Zuhaili, which describes the two forms of this relationship. *Habl min Allāh* is interpreted as having faith in Him, and adhering to religious teachings, especially the teachings contained in the Qur'an. Meanwhile, *habl min al-nas* is described as a fabric of intimacy, maintaining unity, and avoiding hostility and inviting what is good, and prevent what is wrong. Emotional intelligence centered on *qalb* (heart). The heart activates the deepest values, turning something that is thought into something that is lived (Zainal et al., 2021). Therefore, the emotional intelligence possessed by a Muslim reflects the piety and purity of the heart of a servant of Allah. Zainal et al.'s explanation further emphasize that what is in humans (personality competence) determines the quality of relationships with other people (social competence).

The results of this study are in line with the results of previous studies researched by Lee (2018). The results of his research show that emotional intelligence is positively and significantly correlated with job satisfaction. In conclusion, Lee explained that one of the efforts to increase job satisfaction is to conduct emotional intelligence training. The results of research conducted by Ealias and George (2012) and Supramaniama and Singaravello (2020) reveal a positive relationship between emotional intelligence and job satisfaction. Several studies that are not in line with the results of this study include research conducted by Sembiring et al. (2021). The study found that emotional intelligence has no effect on job satisfaction. Likewise, with the research conducted by Nurjanah and Indawati (2021). They concluded that emotional intelligence has no effect on job satisfaction.

##### **2. The effect of education and training on the job satisfaction of the head of MAN**

Education and training is an effort to improve the quality of employees so that they can be more optimal in carrying out their main tasks and functions within the organization. the training includes several important elements, namely the time of the training, namely when and how long it takes; training participants, namely anyone who will take part in the activity; training methods concerning the learning process or transfer of knowledge and skills in training; instructor which includes the instructor's ability and mastery of the material presented; Training facilities and infrastructure, which includes the convenience of the place and the availability of facilities that will be used during the training; training materials relating to the extent to which the knowledge and skills acquired during the training can be applied in the training participants' work. Based on the results of the PLS-SEM analysis, it was concluded that education and training had a positive and significant effect on job satisfaction. This means that if the education and training process is followed by *kamad* according to what it should be, then employees can feel satisfaction at work. Training is a process for someone to gain capabilities to help achieve organizational goals. Because it relates to various organizational objectives, training can be viewed narrowly/limitedly, or

broadly. In a limited sense, training provides employees with specific, identifiable knowledge and skills for use in their current jobs. Based on the descriptive analysis, it is known that the average training variable is in a very good category as well as the level of kamad job satisfaction. The results of this study are in line with the theory put forward by Ping He et al. (2018), and Asgarova (2019). Both of these studies underline the role of education and training in employee satisfaction. Specifically, Asgarova stated that education and training has a major influence on a person's values, capabilities, norms, expectations, and behavior. At the micro level, these characteristics that a person acquires in training affect the human resources of the organization where they work. Employees who have competencies that match the needs of the organization will make the maximum contribution to the institution. The results of this study contradict the research conducted by Andri (2011). This research shows that there is no significant positive effect between training programs on job satisfaction. This means that no matter how good the education and training programs are, they will not have a direct effect on job satisfaction.

### **3. The influence of personality on the job satisfaction of the head of MAN**

The results of the descriptive statistics presented previously found that the personality of the kamad was classified as very high as well as the job satisfaction of the kamad. On the other hand, the results of the SEM-PLS test show that personality has no significant effect on job satisfaction. The test results show the low contribution of personality to job satisfaction variables. The results of the analysis are contrary to hypothesis 3 in the study, so hypothesis 3 is rejected. This illustrates that the strong personality of the kamad has not contributed to the job satisfaction of the kamad. Personality is a picture of an individual's perspective on the reality faced, while job satisfaction is a set of personal feelings, pleasant-unpleasant, towards policies, work environment, and work performed. Policies that have an impact on changes, for example, changes in employee rights and obligations, organizational expectations for employees to be more productive and creative in the context of work efficiency, and disciplinary rules, can lead to an attitude of pleasure (positive) or displeasure (negative) from existing employees within the organization. Differences in individual perspectives on work and matters related to it cause personality to not contribute significantly to job satisfaction. On the job satisfaction variable, the kamad are satisfied with the perceived salary in accordance with the workload, while on the personality variable, the kamad are able to understand the existing conditions even though they are not in line with expectations. This shows the inconsistency of kamad's attitude. In addition, the kamad highlighted the existing promotion policies within the organization. The value for the promotion aspect, even though it is good or high, is the lowest value in the promotion dimension of job satisfaction. Thus, the ambiguity of Kamad's attitude towards these two elements can be seen. On the one hand, respondents stated that the salary given as kamad was appropriate and that made kamad job satisfaction high in this aspect, while on the other hand, kamad stated that even though the conditions were not as expected, the kamad could make peace with these conditions. The results of this study are in line with research conducted by Yildirim et al. (2016), who concluded that there is no significant relationship between satisfaction and personality. In fact, the study found that extraversion, one of the big five personality dimensions, has a negative effect on job satisfaction. Research conducted by Chandrasekara (2018) found that in general, the big five personality does not have a significant effect on job satisfaction with the exception of the easy-to-get-along dimension (agreeableness). This research is not in line with the research conducted by Jalal et al. (2019), previously quoted on the conceptual framework, which concluded that the big five personalities in general, has a significant positive effect on job satisfaction, in addition to the neuroticism dimension which, although it has a significant negative effect on job satisfaction.

### **4. The influence of emotional intelligence on the decision making of the head of MAN**

Emotional intelligence in many theories is expressed as a factor that greatly influences one's success. Emotional intelligence is measured by the ability to hold back. Based on the results of descriptive statistics it is known that the emotional intelligence of kamad is very high. This is marked by the high average value of the emotional intelligence variable. According to Jalaluddin Rakhmat emotional intelligence in Islam is called patience. Patience is being able to endure. The most patient people are the ones with the highest emotional intelligence. Furthermore, Rakhmat revealed that the theory of emotional intelligence could be summed up in one Arabic proverb: *ظَفَرَ صَبْرٍ مَنْ* Whoever is patient will be successful. It shows the relationship between success and patience. Decision-making as a thinking process requires a high level of patience so that the decision-making process goes well. Referring to the results of descriptive statistics, it is understood that, in general, kamad are individuals with high emotional intelligence. Kamad recognizes his emotions and is able to manage these emotions (illustrated in statements 1 to 10). The kamad are perceived as individuals who are able to maintain the mood of the people around them, as illustrated in the respondents' responses on the dimension of social competence, for example, described in statements 15 and 16, which state that kamad avoids saying and acting that can offend other people. If it is associated with decision-making, as many as nine madrasah heads disagree if decision-making is contrary to the opinions of others, as reflected in the responses to the statements in the decision-making variable, while others will agree and strongly agree to make decisions even though they are in conflict with others. This

results in the non-accommodation of various suggestions and opinions that can enrich the quality of decision-making. In contrast to the results of this study and the findings of Khan et al., quoted earlier, Navaneedhan and Kamalanabhan (2020) underlined the important role of emotional intelligence in decision-making.

#### **5. The effect of education and training on the decision-making of the head of MAN**

Decision-making is a skill. Skills in utilizing resources to solve the problems faced. A good decision-maker is someone who really understands the problem and knows what steps should be taken to solve it. Decision-makers will collect relevant information related to the problem at hand. This information was obtained from various sources. Kamad as the leader of an educational institution, is faced with various internal and external problems. Therefore, the ability of kamad to make decisions is vital for the progress of the organization they lead. As previously described, kamad are teachers who are given additional assignments by the state to manage educational institutions. Before sitting as kamad, kamad candidates will be given training aimed at increasing the insights and skills of kamad candidates in managing and leading madrasahs. The results of the descriptive statistical test illustrate that the training variable has an average value that is in the very high category. This indicates that the kamad's perception of kamad training is very good. On the other hand, the decision-making variable also has a mean value that is in the very high or very good category.

The results of this study contradict the research conducted by Hardianto et al. (2021), which explains that education and training are of the factors that influence the decision-making of kamad. Siebert et al. (2021) suggest that relevant practical training (practical relevance of training) will result in effective decision-making. There are various factors that make education and training not have a significant effect on decision-making. These factors include the irrelevance of the training materials to the decision-making process, the complexity of the problems encountered, or the presence of intervention in the decisions to be taken. Abraham (2017) suggests that ineffective training can be caused, among other things, by failure to prepare the environment for transfers and lack of management support. Regardless of what participants learn from the training program, without transferring it to the job, a person's abilities will not change, and the training program will fail. This training-transfer issue has been a critical issue in training and development for decades. Unfortunately, research continues to show that between 60 and 90% of what is learned is not applied in the workplace. The knowledge obtained in training is not irrelevant to the world of work; it's just that this knowledge cannot be applied due to external factors.

#### **6. The influence of personality influences the decision-making of the head of MAN**

Personality is the face a person uses when interacting with fellow human beings, the environment, and situations. Personality is permanent. As leaders of educational institutions, kamad will very often interact with fellow human beings from various backgrounds and will face a variety of situations from easy to difficult. The good personality of the kamad will greatly assist the kamad in managing human resources and overcoming situations that are not easy at the madrasah. The Big Five personality traits are considered to be the established personality theory to describe a person's personality. The Big Five personality traits consist of openness to new things, conscientiousness, extraversion, easygoing/friendly, and neuroticism. Openness to new things includes kamad's willingness to be involved with activities that are new, their ability to think outside the box, his happiness with change, and innovation. Prudence includes thorough, diligent, conscientious, never giving up, and discipline. Extraversion reflects the tendency of kamad to socialize, maintain friendly relations, and be the center of attention. Easy to get along with refers to the way you build relationships with other people, which are characterized by forgiveness, mutual trust, altruism (happy to help), simplicity, empathy and sympathy. Extraversion focuses on how much network the relationship has, whereas it is easy to get along on how quality the relationship is. Neuroticism reflects the level of emotional stability of the kamad and their perspective on the events they face.

The results of this study are in line with previous research by Helena and Widjaya (2021), which argued that the majority of the Big Five personality dimensions have no effect on decision-making. The absence of a significant influence of the big five on decision-making is caused by people with strong personalities as reflected in the results of descriptive statistics, who tend to be rational and unhurried in making decisions, while decision-making in an educational institution setting is often made. quickly and is influenced by external factors that are not predicted by decision-makers. Although this study, in its findings, stated that some of the Big Five dimensions were not significant, there was no negative effect.

#### **7. The influence of job satisfaction on the decision-making of MAN heads**

Based on the results of the descriptive analysis, it is known that the job satisfaction level of the kamad is very high, and the perception of the decision-making variables is also very high. This shows the fact that kamad has very high job satisfaction. On the other hand, kamad are perceived to have a true understanding of the steps for making the right decision. This is in line with the results of the PLS-SEM analysis, which found that job satisfaction has a positive and significant effect on decision-making. Decision-making in Madrasahs is heavily influenced by internal conditions or the spiritual atmosphere of kamad. Decision-making is not only a matter of

logic ratio but also involves feelings. Kamad, who does not have good job satisfaction, is thought to be unable to make the right decisions. Job satisfaction is a psychological condition that is related to the work being carried out. As mentioned in the previous section, job satisfaction is an individual's view of his work. The view is in line with the values held by the individual. Istianjo in Muayyad (2016) explains that in the Islamic value system, work is worship, so a Muslim can also work hard because of the desire to obtain material and non-material rewards or rewards such as salary or income, a better career, and a position. With this perspective, every Muslim will not work just to work as long as he gets a salary, gets a letter of appointment, or simply maintains prestige so that he is not called unemployed because awareness of working productively and based on the spirit of monotheism and responsibility is one of the characteristics of the character or personality of a Muslim. The relationship between job satisfaction and decision-making is due to a conducive atmosphere within the kamad. The atmosphere is the fulfillment of salaries and benefits, promotions that are right on target, ongoing supervision, supportive co-workers, and interesting work. This atmosphere led the kamad to be able to think clearly and make the right decisions. The results of this study are in line with the research put forward by Muindi (2011). The research concluded that there is a strong relationship between decision-making and employee job satisfaction.

#### **8. The effect of emotional intelligence through job satisfaction on the decision-making of the head of MAN**

Based on the results of PLS-SEM it is known that emotional intelligence has a positive and significant effect on job satisfaction (no. 1), job satisfaction has a positive and significant effect on decision making (no. 7), and emotional intelligence has no positive and significant effect on decision making (no. 4). Emotional intelligence consisting of personal dimensions and social dimensions has an average that is in the very good category. The average job satisfaction with its five dimensions also has an average classification with very good; meanwhile, the respondents perceive decision-making as very good. Even so, the high level of job satisfaction is not able to mediate between the variables of emotional intelligence and decision-making, even though emotional intelligence has a positive and significant effect on job satisfaction. The kamad's emotional intelligence is marked by the ability to see the positive side of the situation and conditions faced (statement 10), the ability to adapt to the environment (statement 11), the ability to formulate goals (statement 12), outline strategic organizational steps (statement 13), and implementing the program (statement no. 14), decision-making consists of 3 phases, namely the intelligence phase (gathering information from various sources), the design phase (processing the information obtained and mixing it into a number of options) and the deciding phase (choosing options and implementing them), while Job satisfaction is described as a feeling of kamad towards his job. Satisfaction is influenced by various factors, namely organizational factors, work environment, the work itself, and personal factors. Several studies have found that job satisfaction can be a mediating variable for emotional intelligence and performance, for example, research conducted by Auda (2016), Tahir (2018), and Usman (2019). However, based on the results of the PLS-SEM analysis, it is concluded that emotional intelligence through job satisfaction has no significant effect on decision-making. The results of this study are in line with the theory put forward by Effendi et al. (2021), Bagis, et al. (2021) and Safitri, et al. (2022), who found that job satisfaction cannot be a mediating variable on performance.

#### **9. The effect of education and training through job satisfaction on the decision-making of the head of MAN**

Based on the results of the PLS-SEM analysis, it was concluded that training through job satisfaction has no significant effect on decision-making. In the previous discussion, it was conveyed that based on the results of the analysis it was found that there was a positive and significant effect of education and training on job satisfaction and there was a positive and significant effect of job satisfaction on decision making. Job satisfaction variable can be a mediating variable for education and training and decision making. This influence is partial or partial influence. This means that through training, which is a program to add insight and skills, kamad are able to realize job satisfaction. If the kamad are satisfied with their work, the kamad will be able to make good decisions. The results of this study are in line with research conducted by Fitri et al. (2020) and Nugraheni and Prabawani (2019). Both found that job satisfaction can mediate training and employee performance.

#### **10. The influence of personality through job satisfaction on the decision-making of the head of MAN**

Based on the results of the PLS-SEM analysis, it was concluded that personality through job satisfaction has no significant effect on decision-making. From the descriptive analysis, it was found that the three variables had an average value in a very high category which indicated a very good perceived value of the variable, but this was not able to realize the real contribution of the personality variable to job satisfaction. On the different side, even though the job satisfaction variable is capable of influencing kamad decision-making, the job satisfaction variable is not capable of being a mediating variable for personality variables and decision-making.

## **V. Research Findings**

Based on the results of the discussion that has been put forward, this study provides several findings, namely:

1. Personality has a negative effect on the decision-making of the Head of State Madrasah Aliyah in South Sulawesi. This negative effect is caused by the highly easygoing attitude of madrasah principals, while based on studies, people with easy-to-get-together personalities have the expectation of making everyone happy with their decisions. Familiarity with other people makes people with a high degree of getting along lose objectivity and professionalism by prioritizing feelings over ratios. In addition, respondents will accommodate many interventions, prioritize subjectivity, and avoid conflict in decision-making.
2. There is a path that has a positive and insignificant effect, namely the personality path of job satisfaction, emotional decision-making intelligence, decision-making education, and training.
3. Job satisfaction as a mediating variable cannot mediate emotional intelligence variables with decision-making variables and personality variables with decision-making variables. In contrast, emotional intelligence has a positive and significant effect on job satisfaction, and job satisfaction has a significant positive effect on decision-making.
4. Paths that have a positive and significant influence, namely: emotional intelligence Job job satisfaction, Job Satisfaction education and training, and Job Satisfaction Decision Making. These findings indicate the need for policymakers in the Ministry of Religion to maintain job satisfaction and maintain the Madrasah Principal Education and Training policies that have been implemented so far, even if possible to be improved. Increasing job satisfaction can be done by paying attention to the financial and non-financial aspects of kamad.
5. Job satisfaction can mediate training variables and decision-making variables. This shows the importance of employee job satisfaction in decision-making. Training will have the maximum impact if it is accompanied by employee job satisfaction.

## **VI. Research Limitations**

This research has several limitations, including

1. The answers given by respondents through the questionnaire are based only on perception, which is determined by memory and self-assessment so that there is a tendency for bias in measurement.
2. Researchers have made every effort to compile instruments that can be understood by each research respondent; however, due to the different abilities of respondents in understanding the research instruments provided, some of the indicators do not meet the required test.
3. Even though the scope of the research area covers the entire area of South Sulawesi, it only includes the head of the State Aliyah Madrasah as a research respondent so that the sample taken is very limited. It is hoped that researchers who are interested in this topic will conduct research that includes all Heads of Madrasah Aliyah, both public and private
4. The various weaknesses and limitations that have been presented do not reduce the validity of the research significance obtained. PLS-SEM is a tool that has predictive power and excels in testing weak theories or data. As a prediction technique, PLS assumes that all variance measures are useful variances to explain, so the latent variable estimation approach is considered a linear combination of indicators and avoids the problem of factor indeterminacy (uncertainty). Hopefully, this research can be used as a reference, and reference material for the Ministry of Religion in finding solutions related to decision-making for Madrasah heads in South Sulawesi.

## **VII. Research Recommendations**

The recommendations for future research are as follows:

1. It is recommended that further research be carried out with more respondents so that the aspects or variables studied are more focused.
2. The next researcher compiled a reliable questionnaire so that it was not selected for the construct validity test.

## **VIII. Conclusions And Suggestions**

### **Conclusions**

Based on the analysis of research results and discussion, it can be concluded as follows:

1. Emotional intelligence has a positive and significant effect on job satisfaction. Elements in emotional intelligence consisting of personal competence and social competence can increase the job satisfaction of the head of the State Madrasah Aliyah in South Sulawesi.
2. Training has a positive and significant effect on job satisfaction. Training produces employees who are more competent and capable in carrying out mandated tasks so that employees feel happy with the work they are doing. Kamad feels that the material obtained in training can be applied in the world of work.
3. Personality has no significant effect on job satisfaction. In general, kamad are people with a high level of tolerance for variable dimensions of job satisfaction such as salary, promotion, supervision, co-workers, and

the job itself. On the other hand, some kamad perceive that the promotion system has not met their expectations. Thus there is an ambiguity in the attitude of the kamad.

4. Emotional intelligence has no significant effect on decision-making. Among the causes of the insignificant influence of emotional intelligence on decision-making is that in the personal competence of emotional intelligence, a decision-maker will accommodate various suggestions, advice, and interests in the decisions to be made, while in the decision-making process, facts and data must be the basis for decision choices.

5. Training has a positive and insignificant effect on decision-making. There are various factors that make education and training have no effect on decision-making. These factors include an unsupportive workplace culture or the absence of opportunities to use the knowledge and skills acquired in training.

6. Personality has a negative and insignificant effect on decision-making. Agreeableness has a big influence on kamad decisions. Kamad's decisions are influenced by factors prioritizing subjectivity, trying to avoid conflict, being intervened, and factors worrying about risk.

7. Job satisfaction has a positive and significant effect on decision-making. The relationship between job satisfaction and decision-making is due to the existence of a conducive atmosphere within the kamad. The atmosphere is the fulfillment of salaries and benefits, promotions that are right on target, ongoing supervision, supportive co-workers, and interesting work.

8. Emotional intelligence through job satisfaction has no significant effect on decision-making. Emotional intelligence has a positive and significant effect on job satisfaction, as well as job satisfaction on decision making, but as a mediating variable, job satisfaction is unable to provide a mediating effect on the two variables.

9. Training through job satisfaction has a significant effect on decision-making. The results of this study illustrate that decision-making can be improved by training through job satisfaction, considering that training does not directly influence decision-making.

10. Personality through job satisfaction has no significant effect on decision-making. Personality variables do not influence directly or indirectly on decision making.

### **Suggestion**

Based on the research results and conclusions put forward above, some suggestions that can be put forward in this dissertation are:

1. Future researchers are advised to create a more appropriate research model with a larger number of respondents with a more varied classification of respondents.
2. Future researchers need to be sharper in highlighting the big five issues of emotional intelligence and personality in relation to job satisfaction, supported by relevant theories and current research.
3. The next researcher is expected to be able to explore internal and external factors in decision-making in the educational environment.

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