

**TAHAP KECERDASAN EMOSI PEMIMPIN DAN KEPIMPINAN
SERVANT SERTA PENGARUHNYA TERHADAP PENGURUSAN
PERUBAHAN DI SEKOLAH**

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Abstrak

Pengurusan perubahan yang berkesan amat penting dalam memastikan organisasi terus kekal bersaing. Namun begitu, 70 peratus program perubahan yang dilaksanakan dalam organisasi menemui kegagalan dan memerlukan perhatian serius dari aspek kecerdasan emosi dan kepimpinan *servant*. Sehubungan itu, kajian ini bertujuan untuk mengenal pasti pengaruh kecerdasan emosi dan kepimpinan *servant* terhadap pengurusan perubahan di sekolah. Secara khusus, ianya bertujuan untuk mengenal pasti tahap pengurusan perubahan, kecerdasan emosi dan kepimpinan *servant* di samping meneliti perbezaan pembolehubah kajian berdasarkan faktor demografi iaitu umur, jantina dan pengalaman pentadbiran. Kaedah penyelidikan kuantitatif digunakan dalam proses pengumpulan data. Alat ukur kajian yang digunakan ialah soal selidik *Emotional Competency Inventory*, *Change Facilitator Style Questionnaire* dan *Servant Leadership Scale*. Seramai 342 orang sampel yang terdiri daripada guru-guru sekolah menengah zon utara terlibat dalam kajian ini. Data dianalisis dengan statistik ANOVA, Ujian-t, Korelasi, Analisis Regresi Berganda dan Analisis Regresi Hierarki. Dapatan kajian menunjukkan terdapat perbezaan yang signifikan dalam tahap kecerdasan emosi dan kepimpinan *servant* berdasarkan jantina. Walau bagaimanapun, tidak terdapat perbezaan yang signifikan dalam pengurusan perubahan berdasarkan jantina. Dapatan kajian juga menunjukkan tidak terdapat perbezaan dalam kecerdasan emosi, kepimpinan *servant* dan pengurusan perubahan berdasarkan umur dan pengalaman pentadbiran. Seterusnya, kajian menunjukkan terdapatnya hubungan positif yang signifikan antara kecerdasan emosi dan kepimpinan *servant* dengan pengurusan perubahan di sekolah. Hasil analisis regresi berganda menunjukkan kecerdasan emosi dan kepimpinan *servant* menjadi penyumbang kepada pengurusan perubahan di sekolah. Dapatan kajian juga menunjukkan kepimpinan *servant* berperanan selaku moderator kepada hubungan antara kecerdasan emosi dengan pengurusan perubahan. Kesimpulannya, kajian ini menghasilkan satu kerangka teori yang signifikan bagi menunjukkan sumbangan aspek-aspek kecerdasan emosi dan kepimpinan *servant* terhadap pengurusan perubahan di sekolah.

Kata kunci: Pengurusan perubahan, Kecerdasan emosi, Kepimpinan *servant*.

Abstract

Effective change management is important to ensure that the organization continues to compete. However, 70 percent of program changes implemented in the organization are doomed to failure and need serious consideration, particularly in emotional intelligence and servant leadership aspects. Therefore, this study aimed to identify the influence of emotional intelligence and servant leadership on the change management in schools. In particular, it was to identify the level of change management, emotional intelligence and servant leadership, as well as to examine the significant differences of demographic factor variables, namely age, gender and administrative experience. This study used quantitative research method. Survey instruments involved Emotional Competency Inventory, Change Facilitator Style Questionnaire and Servant Leadership Scale. A total of 342 secondary school teachers in the northern region have participated in this study. Data were analyzed using ANOVA, t-test, correlation, Multiple Regression Analysis and Hierarchical Moderated Multiple Regression. The results showed there was a significant difference in emotional intelligence and servant leadership by gender but not in change management. The results also showed that no significant difference between emotional intelligence, servant leadership and change management by age and administration experience. Furthermore, it was also found that there was a positive significant relationship between emotional intelligence and servant leadership with change management in schools. Result also revealed that emotional intelligence and servant leadership is contributor for change management in schools. The results also recall that servant leadership is a moderator for the relationship between emotional intelligence and change management. In conclusion, this study provided a theoretical framework that shows the contribution aspects of emotional intelligence and servant leadership on change management in schools.

Keywords: Change management, Emotional intelligence, Servant leadership.

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Senarai Singkatan

AADK	Agensi Anti Dadah Kebangsaan
ANOVA	<i>Analysis of variance</i>
BPDPP	Bahagian Perancangan Dasar dan Penyelidikan Pendidikan
CFSQ	<i>Change Facilitator Style Questionnaire</i>
EC	Kompotensi Emosi (<i>Emotional Competency</i>)
ECI-V2	Inventori Kompotensi Emosi (<i>Emotional Competence Inventory</i>) (Versi 2)
EI	Kecerdasan Emosi (<i>Emotional Intelligence</i>)
IAB	Institut Aminuddin Baki
IPTA	Institusi Pengajian TinggiAwam
IQ	Ukuran Kecerdasan (<i>Intelectual Qotient</i>)
JNJK	Jemaah Nazir dan Jaminan Kualiti
JPN	Jabatan Pelajaran Negeri
KMO	<i>Kaiser-Mayer-Olkin</i>
KPM	Kementerian Pendidikan Malaysia
PPD	Pejabat Pelajaran Daerah
PPSMI	Pengajaran dan pembelajaran Sains dan Matematik dalam Bahasa Inggeris
SLS	<i>Servant Leadership Scale</i>
SPM	Sijil Pelajaran Malaysia
SPSS	<i>Statistical Package for the Social Science</i>
VIF	<i>Variance inflated factor</i>

BAB SATU

PENDAHULUAN

1.0 Pengenalan

Perkembangan pesat sektor industri, komunikasi dan sosial turut mempengaruhi perubahan dalam sistem pendidikan di Malaysia (Khair, 2009). Impak arus globalisasi telah mendorong kerajaan mengambil pelbagai langkah untuk menjadikan negara ini sebagai pusat kecemerlangan pendidikan serantau. Hal ini selaras dengan visi dan misi Kementerian Pendidikan untuk melahirkan sekolah unggul bagi menjana generasi terbilang dan membangunkan potensi individu melalui pendidikan berkualiti (Abd. Ghafar, 2010). Bagi mencapai hasrat kerajaan tersebut, menuntut komitmen dan usaha yang berterusan daripada kepimpinan sekolah dan guru-guru yang merupakan barisan hadapan dalam usaha meningkatkan kecemerlangan institusi pendidikan di Malaysia.

Sehubungan dengan itu, kerajaan telah menggubal Pelan Pembangunan Pendidikan 2013 – 2025 sebagai agenda utama perubahan pendidikan negara bagi memastikan keberkesanan dan kelestarian transformasi pendidikan negara. Selain itu, pelbagai pelan dan perancangan sistem pendidikan seperti Pelan Transformasi Pendidikan, Sekolah Berprestasi Tinggi, memperkasakan prasekolah, Bai'ah untuk pemimpin sekolah dan pentaksiran berasaskan sekolah dirangka untuk meningkatkan kualiti pendidikan. Bagi melaksanakan agenda perubahan pendidikan ini,

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