

## **Educational Management and ESQ Model in Borneo Etam Educational Institution**

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### **Abstract**

*Borneo Etam educational institution manages and integrates the IQ, EQ, and SQ abilities on the basis of religious values and internalizes them into the whole elements of human resources. The religion-based on ESQ (ESQ Model) in educational management significantly advantages to the educational organization progress. This study describes the implementation of ESQ process model to the educational management in Borneo Etam educational institution through qualitative approach. The data were collected documentarily, by having interview and observation methods, and were analyzed by using descriptive thinking method. The data were validated by using triangulation, peer discussion and etc.*

**Keywords:** Educational Management, ESQ Model, Educational Institution, Human Resource

### **Introduction**

Borneo Etam educational institution is an education center for the future nation generation, it is designed to shape and prepare the learners according to their competence; so, they will have competency to struggle their education in higher level. Such an effort was executed in such transparent, accountable, and professional managerial system. Borneo Etam educational institution is not only oriented toward the target achievement, but also toward the managerial process in the target achievement.

The current education management focuses on preparing the learners to be future leaders with holistic and integral system to develop their potencies. Besides, the learners are educated to be human beings who are able to combine and integrate humanity and divinity as the basic pattern in guiding himself and others. The Purposes of Borneo Etam educational institution conducts several advancements in its education activities orientating on the anthropocentric aspect, so the learners are able to possess a wider scope of science and stronger foundation of faith. By this competence, the learners are expected to be able to direct himself to be better individuals in the future.

Borneo Etam educational institution initiated the formulation of science-binder strategies and concepts as a concrete and applicative steps for the educational institution academic society, especially the learners, as the leadership attitude to change its condition through experiential learning based on the integration of IQ (*Intellectual Quotient*), EQ (*Emotional Quotient*), and SQ (*Spiritual Quotient*). In other words, such as formulation has been implemented in Borneo Etam educational institution to manage its educational resources in the achievement of educational goals that simultaneously impact to the whole human resources of the Alma Mater.

Ergo, the formulation of strategy is perceived as a concrete form of principal policies in a variety of academic activities, such as delegating rights and authorities in order to manage the institution's infrastructure within the principle of God, guiding the delegating task through the mastered science. A real fact indicates that there are other quotients besides IQ, they are EQ and SQ. Above all, a comparative study between the good-performance and the average-performance individuals of a high-level organization showed that 85% of difference on work performance was influenced by EQ-based competence. This was in accordance with the research conducted by Daniel Goleman, which showed that EQ apparently contributes to approximately 80-90% of the success of an organization in general.

According to the Head of Borneo Etam educational institution, SQ is categorized as the intelligence to overcome and to solve several sense problems and life values; to put on behavior within the sense context in a broader and richer perspective. In such circumstances, Zohar and Marshall (2001) suggested that SQ is classified as the prerequisite of the functioning of IQ and EQ in effective ways. The presence of SQ is supported by Michael Persinger study and the findings of V. S. Ramachandran, which indicated that every human-being possesses an instrument to sense mystical nuance; the instrument is called *God Spot*. Meanwhile, Zohar and Marshall classified the instrument as the material object; not to mention the denial of spiritual quotient (SQ) as the religious matter such a definitive character.

Education is interpreted as a system in this circumstances and in ontological perspective, is an endeavor to humanize human beings (humanization) with such a humanistic manner to achieve the lofty ideals of humanity values (Sukidi, 2005). Langgulung (1985) defined education as a positive endeavor transforming and transferring cultural values to each individual of a community. Nevertheless, any kinds of endeavors in the implementation of construction were perceived skeptically by several experts; subsequent to the observation of education relevance either internally or externally accordance to the existed change. The validity of general education construction apparently has long been questioned. Postman (2002) somehow responded its phenomena in pessimistic ways, which was reflected in his book "The End of Education". He stated that every human being would successfully arrange his future without the necessity to "accept" the education.

The phenomenon of modern century development aimed at an integral education system due to the demand of nowadays communities' development to nurture the learners in equal ways between values, attitude, insight, intelligence, ability, communication skill, and awareness of *Science and Technology* and *Faith and Piety* comprising IQ, EQ, and SQ (Nasir, 2005).

Obviously, *Emotional Spiritual Quotient* (ESQ) is the area of management toward educational resources comprising human resources, natural resources, and any other resources. The education management professionalism and leader performance emerged as the management core is considered the guidance of educational organization paradigm livelihood. Particularly, if ESQ is applied in the education management system, this would grow and develop more the educational organization, specifically for value and moral growth. ESQ is employed as the basic framework of action by subordinate individuals; thus, humanity values and moral are the main circumstances standard to carry out.

### **Research Purposes**

Based on such phenomena, this study aimed to describe the implementation process in ESQ Model of education management executed by the principal of Borneo Etam educational institution. From this study, several benefits are expected to come up; contributing to the development of science, improving work effectiveness or developing something, and positively responding to the existing idealism related to the phenomena in the field; and secondly, enlarging society's knowledge and awareness toward education management.

### **Literature Review**

#### **Education Management**

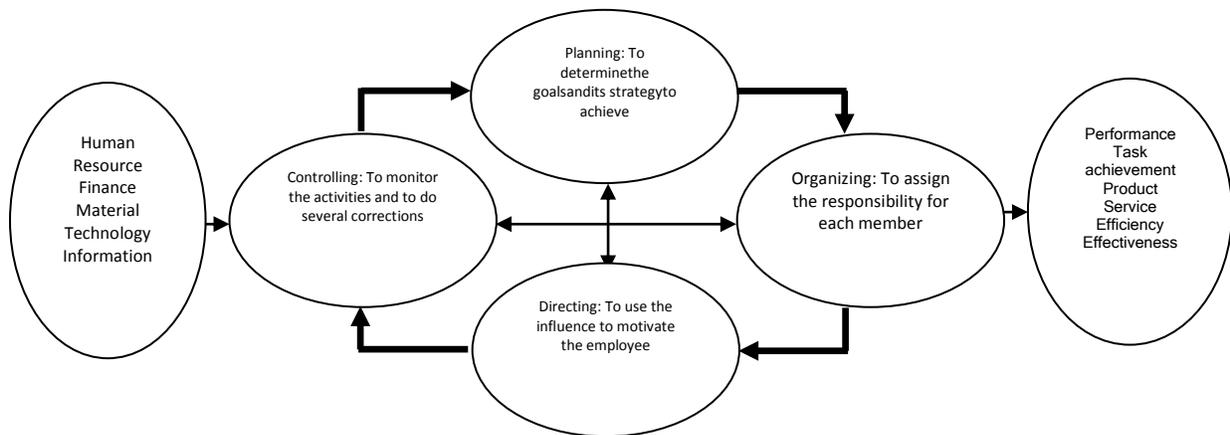
To manage means to bring about, to accomplish, to have charge of or responsibility for, to conduct. Management is the process of deciding what to do and then getting it done through the effective use of resources (Amstrong, 2009). The statement above provides an understanding that management is a deciding process carried out to achieve the purpose with the existing resources effectively and responsibly. This is in accordance with the etymology of management, which comes up from the word *managio* that means handling, or *managiare* that means arranging some steps, or it may mean *getting done through other people*. However, such concepts could be elaborated as follows. The word "management" comes from the Latin *manus*, which means hand, and *agere*, to act. In modern Italian we find the closely related word *maneggiare*, which has dictionary meanings to handle, wield, treat, cultivate, deal with, administer and run. According to Webster's, management is "the act, art or manner of managing, handling, controlling, directing, etc (Karlof & Lovingson, 2005).

Wagner III & Hollenbeck (2010) proposed the limitation of management as the process of influencing behavior in organizations such that common purposes are identified, worked toward, and achieved. Darf (2002) at this framework also provided limitation that management is the achievement of organizational goals effectively and efficiently through planning, organizing, guiding, and controlling of the existing organizational resources;

Since managing is essential for the entire organized cooperation, as well as for all levels of organization in an enterprise (Koontz, 1980). Stoner et al. (1996) defined management as the process of planning, organizing, guiding, and controlling the tasks of organization members by employing all organizational resources in order to achieve organizational goals.

Essentially, management is the process of planning and organizing all organizational resources to achieve the determined organizational goals through planning, organizing, actualizing, and evaluating carried out by the organization leader through other people. In educational organization context, management comprises the activity of controlling and organizing the educational organization resources (educational assets) to achieve the educational success. The resources comprising: *integrative capital*, the assets related to the integration of other resources employed to the achievement of educational goals; *human capital*, is human resources possess the ability and skill in educational field; thus, the potential can be employed for educational goals; *financial capital*, which is financial aspects employed for educational goals; social capital, which is a bond of trust and tradition describing educational institution as a community; and *political capital*, the basic of legal authorities needs to be possessed by educational institutions to implement educational activities (Suharsaputra, 2010).

The educational resources are sustainably organized, from the first stage (planning, organizing, guiding, and controlling) to the stage of goals achievement or generating of output in accordance with vision and mission of the educational institution. In this context, Koontz et al. (1980) reckoned it is management's task to transform the input in an effective and efficient manner to produce outputs. On the other side, the flow of management function provides an organization performance system such as the achievement of organizational purposes or the maximum improvement of organizational service, the illustration:



**Image: Flow of Management Function (Adopted from Darf, 2002)**

A desire to achieve purposes requires an effective managerial pattern with reliable leadership patterns. Every management in any organizations –in this case encompassing educational organization- will always involve the implementation of several different activities with particular methods or the combination of all activities within the same method, so the activities are possible to be administered (Jones & Walters, 2008). Ergo, an educational management would reach success as long as they are able to achieve their organizational purposes, in this context are measured by 3-E, which are: 1) *Efficiency: doing things right*; 2) *Economy: minimization + maximization*; 3) *Effectiveness: doing the right thing* (Sukarji & Umiarso, 2013). It is obvious that management is apparently functioned to execute several planned organizational programs for the achievement of organizational purposes within the limits of formulated general policies (Siagian, 2008).

**Emotional Spiritual Quotient (ESQ) Model**

*Emotional Spiritual Quotient (ESQ) Model* is an intelligence involves emotional and spiritual matters as universal concept considered satisfactory for an individual and others, and also to hinder any contra-productive things toward human civilization development (Agustian, 2006). This could be employed when someone is at stake, which is the border between regularity and chaos, between knowing himself and the total crisis of identity. In other words, individual’s understanding on ESQ Model would urgently focuses on the integration of different private things, differently or collectively, or even different in the aspect of faith (religion).

This is considered as a constructive step in order to reconstruct values developed by modern human civilization, or stereotype conception, dichotomy of earthly and afterlife; separation between IQ and SQ; so, numerous problems of human life are included in the educational leadership that has embodied and internalized society's paradigm into deifying global thought, and continually absorbs into human existence in modernization constellation (Agustian, 2006).

In this framework, there should be intellectual-moralistic-religious figures who understand the essential purposes to interpret the mankind-good meaning and justice. Thus, with such a specific purpose of education, the high-quality generation with strong faith and commitment in creating *maslahat* is able to be generated. Ergo, education becomes the means of growing life awareness, so it returns to humanities nature, and education has the role to internalize understanding awareness to realize and preserve the intended norms (Syam, 1998).

IQ determines individual's intelligence and EQ is responsible for one's self-control, whereas SQ allows individuals to experience a meaningful life. The most accurate step to carry out is by converging IQ, EQ, and SQ with the basis of normative values although, at the end, IQ, EQ, and SQ somehow possess differently but important functions to synergize one another. The combination of those energies apparently allows individuals to create a more reliable method to find the essential truth.

ESQ Model, in this case, has the urgency to be the problem solver of education management system, and because of this concept, there are things to be described in resolving educational problems within the internal or external sphere, such as integrating those three intelligences or meta-intelligences (Agustian, 2006) in education. ESQ Model is a guideline classified into three dimensional intelligences, they are: physical dimension, takes place within conscious state of mind (IQ); psychological dimension, takes place within pre-conscious state of mind (EQ); and spiritual dimension, takes place within unconscious state of mind (SQ).

The integrating effort of those three intelligence is designed holistically and integrally according to Islamic concept of The ESQ Ways 165 (Agustian, 2006) with several points: *firstly, zero mind process* (emotion purifying) defines some things as the factor of human civilization destruction by setting free seven shackles in human mind, such as: the elimination of prejudice, the strengthening of life principles, the deletion of bad past-experience, the deciding between interests and priorities, the widening of point of view, the giving of objective assessment, and literature (back to al-Qur'an and al-Hadith) (Agustian, 2006). *Secondly, mental building* through Six Principles of Faith, to establish the star principles as the way of life, to believe the principles of angels to be trusted by other people, to possess the principles of leadership, to be aware of the importance of learning principles, to understand the principles of future, and to possess the principles of orderliness (Agustian, 2006).

*Thirdly, personal strength*, when an individual lies on the situation of solid and distinct life principles (Agustian, 2006). Measures to be undertaken are by establishing mission statement, character building, and self-controlling. *Fourthly, social strength*, the benchmark for developing the *insan kamil* through two points of action, they are: *strategic collaboration* and *total action*. From these points, the nature of human conscience in storing high affection level for one another emerges. This prevents human beings from doing bad deeds against humanity (*homo homini lupus*). Even with the voice of God, human beings can be the "angel" toward others (Agustian, 2006).

### **Methodology**

Researcher applied field research to this study with qualitative approach, focused on the establishment of substantive theory based on the emerged concept from the empirical data, not from the empirical data measurement that produced aprioristic and definitive studies. To simplify and expedite this study, the determined informants were the principal, teachers, school committee, and parents. The informant collecting in this study was by purposive technique, which is the selection of a group of subjects based on specific features considered having the previously known relationship (Margono, 2003).

According to the object and purpose of this study, the researcher applied the methods of observation, interview, and documentary. The data analysis method used was by descriptive thinking, is a non-hypothetical study which needs no hypothesis formulation (Muhadjir, 2002). To examine the data validity, the researcher employed data triangulation, the extension of researcher's participation in the field, the improvement of observation perseverance, the peer-examining through discussion, and member check.

## Findings

The implementation of management in educational organization field needs to orientate toward the effectiveness of growth and development aspects of educational institution. In order to increase the quality of education and human resource, an educational institution shall be managed by a leader who is capable of moving all existing resources and creating good work performance and productivity to achieve the educational goals, both institutionally and nationally.

The leadership performance of the head of educational institution is an effective leadership indicator, which is the significant level of performance result during the leadership period, either in quality or quantity, such as the improvement of facility and infrastructure, and also the increase of discipline among teachers and students. This apparent management pattern is the one based on professionalism with the framework of educational institution's justice and mankind-good. This pattern encourages the leadership role performed by the principal according to the role and function well; as a role-model and a leader.

As a role-model and a leader, a principal is allowed to establish a professional education management in the institution with a leadership concept based on ESQ Model. Hewould apply EQ and SQ on managerial aspects of the educational institution in a manner that raises the sympathy from the academic society, especially in influencing the subordinates to be mobilized to achieve the educational goals. The developed educational management is the result of educational leadership represented by ESQ Model by leadership principle through the ladder of leadership such as: beloved leader, trusted leader, mentor, leader with good personality, and the eternal leader.

To implement a professional education management in Borneo Etam educational institution is the outcome of ESQ Model implementation process in education management through management function such as planning, organizing, executing, and controlling, those are carried out consistently and transparently by the principal, especially in budgeting function.

At first variant, planning turns out to be the guidance for every director and organizer. In macro perspective, Armstrong (2009) suggested that planning is a key aspect of managing for results. Planning involves deciding on a course of action, ensuring that the resources required to implement the action will be available, and scheduling and prioritizing the work required to achieve a defined end result. Adapted in educational framework, it is obvious that planning significantly determined the direction of achieved education outcome because every aspect is settled to support the educational activities.

At this stage, the principal is able to establish the uniformity in perception, especially regarding the vision and mission in implementing several programs of elementary educational institution. This is due to the principal's authority in assessing the educational institution's vision and mission as the main pillars of every educational institution movement, in particular the management flow of educational resources. Interestingly, the principal in such planning function stated the issue of vision and mission repetitively; thus, he altered the mind of academic society in achieving the vision and mission into such powerful spirit and motivation through the power of subconscious mind of the whole academic society.

This aimed to plan the academic programs of Borneo Etam educational institution in order to grow the spirit and to sustainably carry out the designing process of ideal planning according to the surrounding. The education management of an educational institution conducted *repetitive magic power* to establish an effective model of educational institution. This planning action became significantly essential and substantive variant; Kondalkar (2007) stated that it is the most important element or function of management and failure to plan leads to hesitation, false step and untimely changes in directions, which causes weakness in the organization.

Planning appears to be a sustainable process implemented in order to realize the vision. The principal repeatedly suggested that every planning might need several modifications to be implemented. Any kinds of activities or affairs generated through planning process were subsequently required to be implemented as the connector to the next achieved purposes. The situation in Borneo Etam educational institution was very much in accordance with the proposition of Siagian (2008) who proposed the pattern that planning is the whole process of thinking and determining carefully regarding the following period in order to achieve the determined purposes. At this stage, the principal involved the entire academic society of Borneo Etam educational institution like teachers, school committee and parents in democratic ways.

The level of educational program planning has the relevance to the environment and was in accordance with the expectations of all parties, besides the educational management function is also contacted and framed with spirituality domain to be translated in the life of the community of primary educational institution. It can be assured implicitly that the education management in this institution provides a contextual learning on implementing tolerance among each other, being sincere in doing any activities and feeling the presence of God.

The second variant is the organizing at Borneo Etam educational institution, which functions to compile the organizational structure according to the goal, resources, and surrounding situation. Normatively, organizing is a kind of activity in which the main pattern is the “correspondence” between subjects and media used (Sukarji & Umiarso, 2013). Principal of the elementary educational institution mobilizes the entire existing resources and organizes them according to the basic framework to generate the work ethos and high level productivity that focuses on goal achievement.

One of the step is by implementing mental education through learning principle and vision principle. Learning principle is adopted from *kaizen* method performed by Japanese people whereas in the second principle, the principal introduces his insight that every human has clear vision of life. The vision subsequently aims to construct the academic society vision of Borneo Etam educational institution, which is dominated by Muslim; that is the long-term vision called the judgment day.

The implemented pattern of this management function, especially on performing job description, was in accordance with the skill and capability with sincerity to accomplish responsibilities of each academic society. Thus, the principal “reorganized” the community awareness into self-awareness of Borneo Etam educational institution with the basis of charity concept. Through this concept, the academic society of this elementary educational institution would feel the presence of Allah, which subsequently harmonizes the behavior and heart and oral.

The harmony of academic society’s behavior in the elementary educational institution was between sincerity and charity feelings, and was not a formalistic nature per se. However, the harmonization was also implemented in every inch of behavior at their place or in every non-formal activity. Habits would eventually lead to a change of personal quality of elementary educational institution academic society, such as being honest, discipline, and trusted by other members.

At third variant, the function of educational institution is directing process, it is the bond between academic society in the elementary educational institution in the aspect of leadership to bind the subordinates so that they are willing to obey, to understand, and to contribute their energy effectively and efficiently as the effort of educational-purposes achievement. The urgent entity in this function is the “moving process” which in this context according to Hanson (1996) consists of several aspects, they are: a). Leadership as a focus of group processes; b). Leadership as a personality and its effects; c). Leadership as the of inducing compliance; d). Leadership as the exercise of influence; e). Leadership as an act of behavior; f). Leadership as a form of persuasion; g). Leadership as an instrument of goal achievement; h). Leadership as an effect of interaction; i). Leadership as a differential role; and j). Leadership as the initiation of structure.

The principal of Borneo Etam educational institution intends the directing to be in accordance with the planning; thus, the responsibility is fully authorized by the expert among existing members. The principal subsequently motivated them to do the best according to the existing rules; and moreover, according to the rules of Allah (al-Qur’an) and His prophet (al-Hadith). All academic society of the elementary educational institution of education management system believed their spirituality-based conscience. Ergo, the emerged problems of the institution could be taken care of wisely by the application of IQ, EQ, and SQ.

This management function focused on the integration of the organizational activities of Borneo Etam educational institution, especially by the application of ESQ Model. The directing process functions to synchronize every element of the educational institution to effectively aim at the determined educational goal with the framework of spirituality as the main characteristics. If narrowed, this function is eventually the part of the process of coordinating among the existing elements to generate the educational output intellectually, emotionally and spiritually. Managerial aspect would become the distinctive characteristics of a principal in organizing the educational institution to achieve the educational goals. This is subsequently proved with the principal’s capability to collaborate parents’ role as the guardian at home in monitoring students’ EQ and SQ development by watching over learners’ habit to do congregational prayer in the mosque or *musalla*. The actualizing function in Borneo Etam educational institution was significantly directed to the development of learners.

Interestingly, the principal did not necessarily carry out any unilateral decision when he applied a variety of educational programs. Within this framework, the education management function applied in this elementary education management is the realization of principal's maxim, "leader from leader", not "leader from follower". There are leaders in his scope of authority alongside principal to create the process of shared decision making, with the setting of democratic leadership in his education management, the feeling of togetherness would arise in organizing the elementary educational institution, which was implemented through conscience.

Meanwhile at fourth variant, the monitoring process, commonly called controlling, focuses on the assessment and correction activities. There was one teacher providing a statement by controlling, the school members' behavior could be directed in to the correct path as one of the efforts to achieve the organizational goals. This was in accordance with the limitation proposed by Silalahi (2000) that controlling is an observational process of any organizational activities to ensure the relevance between on-going activities and determined planning.

The controlling process applied by Borneo Etam educational institution emphasized humanistic side as the constructive correctional form toward all academic society. The controlling in this institution was in the form of activities to control the implementation of any educational programs to run according to the plan and to ensure the achievement of organizational goals. Such an activity did not only function to synchronize the plan and its implementation, but also to ensure that every educational program would generate individuals with sense of intrapersonal and high level of spirituality.

ESQ Model implementation indicator analyzes that the education management of Borneo Etam educational institution had implemented the function of education management through integrative approach between emotional and spiritual intelligence in every educational program. The spiritual intelligence applied in this institution was the ability to overcome the problematic of sense or value, it is the ability to adjust the behavior and life of Borneo Etam educational institution academic society in broader and richer meaning context, especially regarding educational aspect. All academic society within the function of controlling were expected to evaluate and to assess themselves that the action or way of life they undergo was more meaningful than the other one.

The education management in elementary educational institution generally is able to integrate the power of mind and emotion of all academic society to develop the tough character and personality with the basis of humanity (EQ) and divinity (SQ). This educational institution would finally achieve the progress and success in the achievement of educational goals through qualified human resource; intellectually, emotionally and spiritually.

Thus, ESQ Model has become a part of educational management in Borneo Etam educational institution. The internalization of ESQ Model was not only applied formally, but was also applied to provide the religious meaning to every behavior and activity in the institution. The success of this institution lies in the unification between education management and initiative and thought of *Tauhid* (integralistic), so the entire academic society have the principle of working for collective interest with the basis of "only because of God". The ESQ Model developed as the working tool in terms of character and personality development of the entire academic society of the elementary educational institution with the basis on the values of Six Pillars of Faith and Five Pillars of Islam, which produce the outcome of excellent emotional and spiritual intelligent potency. It is a normal thing if they could explore and internalize spiritual and physical potency in their life to achieve the educational goal institutionally and nationally with the orientation of Allah only. The arise paradigm in describing the education management in Borneo Etam elementary educational institution is "Education Management Based on Sincerity and *Tauhid*".

On the other side, the education management was also supported by the principal's leadership in organizing the entire resource of Borneo Etam educational institution. The success of his leadership style in organizing the elementary educational institution was due to the qualified human resource produced by education management construct with the basis of Sincerity and *Tauhid*, in which they possess high spirit to become the militant worker with high-level of discipline, sincerity, loyalty, honesty, and humanity; thus, what they do would benefit others without any tendencies but God.

In order to construct such a kind of human resource, the education management of an institution needs to have a strong foundation of transcendental values. The principal must not be within religious institution as the framework to develop the transcendental values. The educational goals achievement through the process of mobilization must not belong to particular organized religion. SQ does not necessarily have any relevance to religion, yet for several people SQ was discovered by the disclosure through formal religion.

Religion could not guarantee the development of SQ and on a factual level, many humanists and atheists apparently have high level of SQ. There are many actively religious individuals have low level of SQ. This somehow confirms the proposition of Zohar and Marshall who stated that every human possesses a God Spot in their brain.

Thus, the education management with substantive variant on its educational leadership was directed to the educational goals achievement without disregarding human resource development. The process of character change or internal transformation of educational institution academic society turned out to be the essence of leadership influence (see Demir, 2008; Balyer, 2012; and Raihani, 2010). The education management of educational institution needs to simplify the leadership aspect in order to transform the character of educational institution academic society, particularly with the basis of conscience (God spot) up to the divinity as the framework of everlasting happiness (SQ).

Ergo, at this stage, Sincerity-and-*Tauhid*-Based Education Management with the paradigm of “conscience” internalized inside mankind’s heart could be the normative basis for human resource development within a professional education management. This management hopefully is capable to elaborate the phenomenon of “Spiritual Tawaf Movement” or spiritual-cosmos, because there is a value construction on situating human activities to follow the universal-ethics, nature of humanity, and divinity. The academic society is expected to have the orientation of humanity and divinity in every activity of the educational institution; so, that they are able to achieve worldly happiness with profanity characteristics and afterlife happiness with transcendental characteristics.

### **Conclusion**

The conclusion of this research is that ESQ Model has become a part of education management in Borneo Etam educational institution. The ESQ Model internalization was not only implemented formally, but was also implemented to provide religious meaning toward behaviors and activities taken place in the institution. The institution’s success lies on the integration between education management and *Tauhid* (integralistic) steps and thought, so the entire academic society could possess the working principle of collective *maslahat* with the basis of “only because of God”. The accurate paradigm to describe the education management of this elementary educational institution is “Sincerity-and-*Tauhid*-Based Education Management”.

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