

Exploring the mediating of transformational leadership. Emotional intelligence on civil servants performance

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ABSTRACT

The success of a government bureaucracy is largely determined by the ability of state civil apparatus to use emotional intelligence effectively, this effective attitude will increasingly produce results that are in line with expectations if supported by a good leadership style and continuously displayed by superiors. This study explores the contribution of the emotional intelligence on civil servants performance with the support of transformational leadership in 54 people of the civil servants who's working at the Forestry Office in South Sulawesi Provincial. Testing hypotheses using by Partial Least Square (SEM-PLS) through Smart PLS 3.0 provides evidence that emotional intelligence directly has a positive significant effect on transformational leadership and civil servants performance. Transformational leadership directly has a positive significant effect on civil servants performance. Emotional intelligence has a positive significant effect on civil servants performance with the mediating effect of transformational leadership. Transformational leadership is not proven as a mediating effect in analyzing the effect of emotional intelligence on civil servants performance.

Keywords: Emotional intelligence, transformational leadership, civil servants performance

INTRODUCTION

Problems regarding performance are problems that will always be faced by company management; therefore management needs to know the factors that effect of the civil servants performance. Performance is a very important in the efforts of agencies to achieve organizational goals. Performance is the ability of the civil servants to complete tasks or jobs that are their responsibility (Hasanuddin & Sjahrudin, 2017). Some of the factors that affect performance include emotional intelligence (Ramadhani et al. 2016; Hasanuddin & Sjahrudin, 2017; Miao et al., 2018), and other factors, namely transformational leadership (Nguyen et al., 2017; Frieder et al., 2018). Some of these factors will make the management try to take various policies that are needed, so that it can improve the employee's performance in accordance with company expectations. Employee performance is not only seen from the perfect work ability, but also the leadership ability and manages them and the ability to build relationships with others. This ability is called Emotional Intelligence.

Goleman (2000) through his research said that emotional intelligence accounted for 80% of the determinants of individual success, while the other 20% was determined by Intelligence Quotient. Emotional intelligence is a person's ability to manage our emotional life with intelligence, the appropriateness of emotion and its expression through self-awareness skills, self-control, self-motivation, empathy and social skills. Especially for pure people who only have high academic intelligence, they tend to have unreasonable anxiety, too critical, fussy, tend to withdraw, seem cold and tend to be difficult to express resentment and anger appropriately. If supported by the low level of emotional intelligence, then people like this are often a source of problems. Because of the above characteristics, if someone has a high IQ but low level of emotional intelligence, they tend to be seen as stubborn, difficult to get along, easily frustrated, not easy to believe in others, insensitive to environmental conditions and tend to despair if experiencing stress.

The opposite condition, experienced by people who have an average IQ level but have high emotional intelligence (Goleman et al., 2002). The high performance of the civil servants is not only influenced by the emotional intelligence it has, but can also be influenced by the leadership style in the lead. The success and failure of an organization is determined by leadership, an effective form of leadership will have an impact on the progress of the organization (Rahardjo & Purbudi, 1997). A good leader is one who is able to utilize the existing human resources in the company, so leadership is an important part in improving employee performance. Leadership is one of the determinants of organizational success (Robbins, 2003). A similar statement was stated by other scholars, that leadership has an important role in providing direction, motivation, and attention when subordinates do their work to achieve desired goals (Luthans, 2005).

Leadership style can influence satisfaction and dissatisfaction which will have a direct impact on the effectiveness of the performance of their subordinates. Therefore, leaders must be able to build conducive relationships with subordinates so that job satisfaction can be achieved which also supports the achievement of organizational goals (Robbins, 2003). The leadership style possessed by a leader includes the ability to influence and inspire ways of thinking, acting and behaving from its members in order to improve their performance (Adler, 1997). A leader not only affects subordinates, but as a central point that determines the direction of the organization's journey in relation to the various possibilities of changes that occur in the organizational environment (Natsir, 2004).

The leadership model that is able to provide solutions in understanding what makes leaders have a big influence on their followers and makes the performance of a number of organizations become sustainably successful is a transformational leadership model; this leadership model aims to encourage extra effort for employees to achieve high performance in accordance with the expected (Bass, 1985). Transformational leadership is based on the principle of subordinate development (follower development). Leaders develop and direct the potential and abilities of subordinates to achieve even beyond organizational goals (Dvir et al., 2002). Transformational leaders make their followers become more aware of the importance and value of work and persuade followers not to put personal interests before the interests of the organization. When viewed using a leader style, transformational leadership style has a leader or leader with a persuasive style, where leaders are able to invite their subordinates to participate in achieving organizational goals.

The problems experienced by civil servants who's working at the Forestry office in South Sulawesi Provincial are related to emotional intelligence, transformational leadership and employee performance, including information that performance is considered to be less than

optimal, this is due to lack of skills and expertise needed to carry out work, often leaving employees His work during working hours but the absence of decisive action from the leadership, not thorough, even often there are delayed work caused by employees who carry out these jobs lack skills, initiative and lack of following work instructions so that the implementation of extra work that should be done is constrained. This is because even though the number of employees is academically intelligent and intelligent with a peak achievement index so it is assumed that they have a high intellectual quotient (IQ), but they can be said to fail because of the emotional intelligence (EQ) factor which is weaker than the IQ factor. Transformational leadership has shown by superiors to subordinates shows that there are still complaints from subordinates, such as a lack of supervision of subordinates in each of their actions while on duty. Leaders only involve certain subordinates in each policy they make so that other workers feel that they are not given a proportional role in the work. The large number of employees makes it difficult for leaders to transform a vision and its implementation so that employees carry out work in accordance with their own perceptions.

LITERATURE REVIEW

Civil servants performance

Performance is the result or output of a process (Muhdiyanto, 2013). Performance is a comparison between work results and set standards (Luthans, 2005). Performance is the result or level of success of a person as a whole over a period of time in carrying out tasks compared to various possibilities, such as standards of work, targets or targets that have been determined in advance (Mathis & Jackson, 2006). Several factors that can affect performance (Prawirosentono, 1999: 27); (1) Effectiveness and efficiency, if a certain goal can finally be achieved, we may say that the activity is effective but if the consequences are not sought, the activity assesses the importance of the results achieved so that satisfaction even if effective is called inefficient. Conversely, if the results sought are not important or trivial then the activity is efficient; (2) Authority (authority) is the nature of a communication or order in a formal organization that is owned by an organization member to other members to carry out a work activity in accordance with its contribution. The command says what can be done and what is not allowed in the organization; (3) Employee discipline is the activity of the employee concerned in respecting the work agreement with the organization where he works; (4) Initiatives that are related to the power of thought and creativity in forming ideas to plan something related to organizational goals.

Measurements used in analyzing the performance of the State civil apparatus developed performance measurements proposed by Robbins (2006: 260), including; (1) Quality of work is measured by employee perceptions of the quality of work produced and task perfection for the skills and abilities of employees; (2) Timeliness in work is an activity level completed at the beginning of the stated time, seen in terms of coordination with output results and maximizing the time available for other activities; (3) Work effectiveness is the level of use of organizational resources (energy, money, technology, raw materials) maximized in order to increase the yield of each unit in the use of resources; (4) Independence is the level of an employee who will later be able to carry out his work function.

The research conducted by Buil et al. (2018) provides evidence that transformational leadership has a positive and significant effect on performance. That is, the better transformational leadership the better the performance. The better transformational leadership shown to subordinates, the higher the performance of subordinates (Para-González et al., 2018). Based on empirical statements and evidence, the hypothesis in this study is:

H₁: Transformational leadership is positively related to civil servants performance

Transformational Leadership (TFL)

Transformational leadership includes two essential elements, namely relational and dealing with real change (Antonakis & House, 2014). Transformational leadership occurs or more relates to other people in such a way that leaders and followers elevate themselves to arrive at higher levels of motivation and morality (Burns, 1978). This transformational leadership is in order to change the status quo through the values adopted by the followers and their views related to the higher goals. A transformational leader articulates the problems that exist in the applicable system and he has a very urgent vision that is pleased with what and how the new organization or society. This new vision of organization or society is closely related to the values embraced by the leader and his followers. This vision represents an ideal that is "equal and congruent" with their value systems.

According to Burns (1978) transformational leadership is ultimately a moral practice in terms of increasing standards of human behavior. So, the transformational leadership has a moral dimension too, because those involved in it can be elevated to themselves better. This articulation of the moral dimension sharply distinguishes transformational leadership from leadership views promoted by management experts. Conceptually, transformational leadership is defined by Bass et al. (2003) as the ability of leaders to change the work environment, work motivation, and work patterns, and work values perceived by subordinates so that they are better able to optimize performance to achieve organizational goals. Means, a transformational process occurs in leadership relationships when leaders build subordinate awareness of the importance of work values, expand and increase needs beyond personal interests and encourage these changes towards shared interests including the interests of the organization.

Bass et al. (2003), suggesting there are three ways a transformational leader motivates his employees, namely by: (1) Encouraging employees to be more aware of the importance of business results; (2) Encouraging employees to prioritize group interests; (3) Increasing high employee needs such as self-esteem and self-actualization. In this way, there is a common perception between leaders and subordinates so that they can optimize the business towards the goals to be achieved by the organization. Through this method, it is hoped that trust, pride, commitment, respect, and loyalty will grow to the boss so that they are able to optimize their business and performance better than before. Transformational leaders strive to carry out a transforming of visionary into a shared vision so that they (subordinates plus leaders) work to bring vision into reality (Sjahrudin & Gani, 2017). Transformational leadership can be shown through four components, (Polychroniou, 2009), namely: (1) Idealized influence, because it has a clear vision and sense of purpose, transformational leaders are able to win trust and respect from their followers. By showing followers that they can achieve more than they believe is possible, transformational leaders establish a basis for future missions that enable them to obtain extra efforts from their followers; (2) Individual consideration, that transformational leaders pay attention to the needs and potential of personal development of each of their followers. Delegation, coaching and giving constructive feedback; (3) Intellectual stimulation (Intellectual stimulation), is a leader who actively seeks new ideas and new ways of doing everything; (4) Inspiration (Inspiration), is a leader who motivates people who are led, arouses enthusiasm, gives an example, is seen as taking part in bearing the burden. A leader can produce brilliant ideas, innovation, and professionalism if he has the power of emotional intelligence so that subordinates will feel motivated to work in productive and quality activities. Empirical evidence shows that emotional intelligence is positively and significantly related to transformational leadership. Conversely, the lower the emotional intelligence the more the ability of a leader in creating, interpreting and elaborating symbols that arise in life, and invites subordinates to think in the right ways Therefore, emotional intelligence has a

relationship with transformational leadership (Polychroniou, 2009; Tantriana, 2015). Based on the statements and empirical evidence, the hypotheses in this study are:

H₂: Emotional intelligence is positively related to transformational leadership

Emotional Intelligence (EI or EQ)

Individuals who can manage, monitor, control, and regulate their emotions appropriately, both when facing themselves and when dealing with other people, parents, friends, or society, dealing with work, or problems that arise, then that person can be said to have emotional intelligence. Because emotional intelligence is the potential that someone has to adapt to their environment. Emotional intelligence is a series of skills to understand that emotional control can pave the way for solving problems (Zhang et al., 2015).

According to Goleman (2000) there are two factors that influence emotional intelligence, namely: (1) Internal factors, are factors that arise from within the individual who are influenced by the state of one's emotional brain. (2) External factors namely factors that come from outside the individual and influence or change the attitude of outside influences that are individual can be individually, in groups, between individuals influenced by groups or vice versa, also can be indirect namely through intermediaries such as mass media both print and sophisticated electronics and information through satellite services.

Another scholar's view (Azouzi & Jarbou, 2013) explains that there are three factors that influence emotional intelligence, namely: (1) Psychological factors are factors that originate within the individual. These internal factors will help individuals in managing, controlling, controlling and coordinating emotional states so that they manifest in behavior effectively; (2) Factors in emotional training, activities carried out repeatedly will create habits, and routine habits will result in experiences that lead to the formation of values (values). Emotional reactions when repeated will develop into a habit; (3) Educational factors, is one means of individual learning to develop emotional intelligence. Individuals begin to be introduced to various forms of emotions and how to manage them through education. Measurement of emotional intelligence consisting of (1) self-control, (2) enthusiasm and perseverance, (3) the ability to motivate yourself. and (4) empathy (Zhang et al., 2015). Empirical facts show that emotional intelligence can contribute to performance by allowing someone to maintain positive relationships in the world of work. Research conducted by (Emmerling & Boyatzis, 2012) also shows a positive relationship between emotional intelligence and performance. In his research, employees or employees who have low emotional intelligence are less able to cope with the pressures in their work. The latest findings suggest that emotional intelligence makes a person's performance better than those without emotional intelligence (Ghosh et al., 2012). Based on the statements and empirical evidence, the hypothesis in this study is:

H₃: Emotional intelligence is positively related to civil servants performance

H₄: Transformational leadership mediates the relationship between emotional intelligence and civil servants performance

METHODS

This study uses a quantitative research approach through explanatory research aimed at to test and analyze the effect of independent variables on the dependent variable. The data were collected from 54 civil servants who's working at the Forest Office in South Sulawesi Provincial. Hypothesis testing uses Partial Least Square (SEM-PLS) through Smart PLS 3.0. Evaluation of the PLS model is done by evaluating the outer model and inner model. Outer model is a measurement model to predict the relationship between indicators or parameters estimated by latent variables, while the inner model is a structural model to predict causality between latent variables.

RESULTS

Characteristics of respondents

Table 1: Characteristics of respondents

| | Characteristics | Frequency (N=54) | Percentage |
|----------------------------|--------------------|------------------|------------|
| Gender | Male | 42 | 77,80 |
| | Female | 12 | 22,20 |
| Ages (Years) | < 35 | 2 | 3,70 |
| | 35 – 45 | 21 | 38,90 |
| | 46 – 55 | 16 | 29,60 |
| | > 55,1 | 15 | 27,80 |
| | < 10 | 6 | 11,10 |
| Working experience (Years) | 10 – 20 | 26 | 48,10 |
| | 21 – 30 | 17 | 31,50 |
| | > 30,1 | 5 | 9,30 |
| Level of education | High School | 9 | 16,70 |
| | Diploma | 1 | 1,90 |
| | Bachelor | 30 | 55,60 |
| | Magister (Masters) | 14 | 25,90 |
| | Total | 54 | 100,00 |

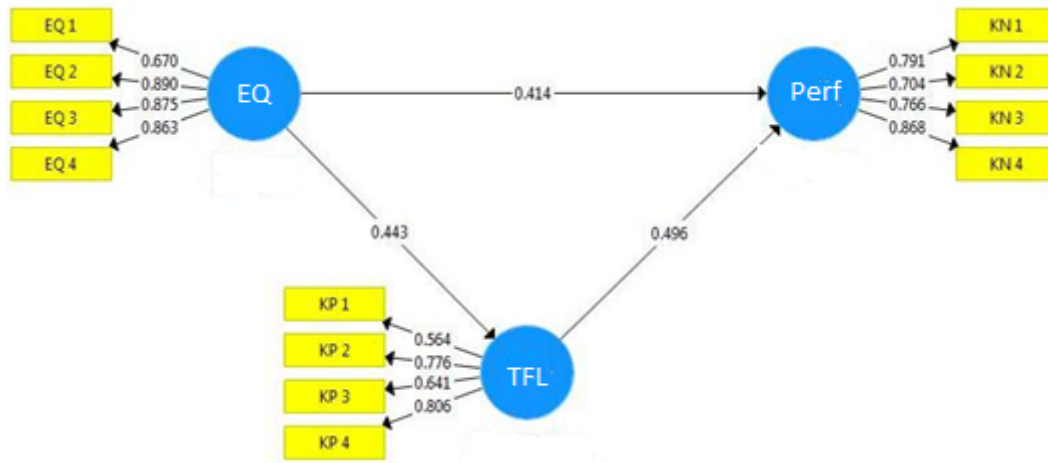
The table illustrates that there is a considerable difference between male and female sexes although there are no sex differences in the appointment of state civil apparatus but those who most as employees are male and incidentally the condition of the work needed is more men because the types of work are more technical and in the field. Based on age, the age interval of an employee in a research location that has the most potential to provide good performance at the age of 35-45 and 45-55 years where there is enough experience, adequate learning process, thinking maturity and physical energy conditions are still adequate.

The working period greatly influences the mastery of the job details of an employee, where respondents with longer working periods have better experience, confidence and mastery of job description (Robbins, 2001). Ability, knowledge, responsibility in acting, thinking and taking decisions is also influenced by years of service, in addition to the age of the employee. This is as stated by Nahusona (2004) that age and work experience are interrelated, both of which affect the ability of employees to deal with problems and make decisions. In the other part Nahusona (2004) says that employees, who have a longer working period, tend to understand the structure of expected rewards that apply in the company, so they have more effective behavior than employees who are less experienced. The majority of respondents have a Bachelor level of education that is as many as 30 people (55.6%); the last education affects the ability, insight and level of confidence of respondents in carrying out their work. This is because education is very important in order to improve its abilities. Respondents with a high level of education are able to teach with higher levels of difficulty and responsibility (Robbins, 2001).

Convergent Validity

The test of reliability indicators in PLS on reflective constructs is assessed based on the loading factor value (correlation between item score or component score with construct score) indicators that measure the construct. Hair et al. (2006) suggest that the rule of thumb that is usually used is the value of loading factors greater than or equal to 0.40 said to be reliable. The value of loading factors of each indicator obtained in this study can be seen in the following figure:

Figure 1: Loading factors



The figure can be converted into a table, so the following results are obtained:

Table 2: Loading factors

| Indicators | EQ | TFL | Perf. |
|------------|-------|-------|-------|
| EQ 1 | 0.670 | | |
| EQ 2 | 0.890 | | |
| EQ 3 | 0.875 | | |
| EQ 4 | 0.863 | | |
| KP 1 | | 0.564 | |
| KP 2 | | 0.776 | |
| KP 3 | | 0.641 | |
| KP 4 | | 0.806 | |
| KN 1 | | | 0.791 |
| KN 2 | | | 0.704 |
| KN 3 | | | 0.766 |
| KN 4 | | | 0.868 |

Based on the table shows that all loading factors value > 0.40 so it can be concluded that the indicators are reliable or have met the criteria for indicator reliability.

Composite reliability

Internal consistency reliability assessment can also be done to test the reliability of each indicator, is done by looking at the composite reliability value of the indicator block that measures the construct. The rule of thumb composite reliability value is > 0.70 (Hair et al., 2006). The composite reliability results in this study can be seen in the following table:

Table 3: Composite reliability

| Construct | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|-----------|------------------|-------|-----------------------|----------------------------------|
| EQ | 0.849 | 0.892 | 0.897 | 0.688 |
| TFL | 0.669 | 0.726 | 0.794 | 0.506 |
| Perf. | 0.796 | 0.835 | 0.864 | 0.615 |

Table 3 shows that the reliability of composite values for all constructs > 0.70 which states that all constructs in the model estimated meet internal consistency reliability criteria.

Inner Model

The inner model analysis is done by estimating the path coefficient of the relationship between constructs. The path coefficient value in the relationship between variables is a reference in making estimates. Positive values indicate a positive influence and conversely a negative value indicates a negative influence. The greater the path coefficient value, the greater the influence between these variables.

Table 4: Path coefficients

| Effect | Path Coefficients | t-statistics | p-values |
|---------------------------|-------------------|--------------|----------|
| EQ ₁ ← EQ | 0.190 | 3.082 | 0.002 |
| EQ ₂ ← EQ | 0.329 | 9.927 | 0.000 |
| EQ ₃ ← EQ | 0.377 | 9.017 | 0.000 |
| EQ ₄ ← EQ | 0.289 | 7.710 | 0.000 |
| TFL ₁ ← TFL | 0.300 | 2.898 | 0.004 |
| TFL ₂ ← TFL | 0.341 | 5.345 | 0.000 |
| TFL ₃ ← TFL | 0.220 | 2.381 | 0.018 |
| TFL ₄ ← TFL | 0.527 | 6.288 | 0.000 |
| Perf ₁ ← Perf. | 0.345 | 9.462 | 0.000 |
| Perf ₂ ← Perf. | 0.187 | 3.609 | 0.000 |
| Perf ₃ ← Perf. | 0.306 | 6.249 | 0.000 |
| Perf ₄ ← Perf. | 0.416 | 8.102 | 0.000 |

Self-control (EQ₁) contribute influence of 0.190 to emotional intelligence variables with t-statistics = 3.082 and p-value = 0.002. Indicators of enthusiasm and perseverance (EQ₂) contributed influence of 0.329 to the variables of emotional intelligence with t-statistics = 9.927 and p-value = 0.000. The indicator of the ability to motivate oneself (EQ₃) contributes influence of 0.377 to the variables of emotional intelligence with t-statistics = 9,017 and p-value = 0,000. The indicator of empathy for the feelings of others (EQ₄) contributes influence of 0.289 to the variables of emotional intelligence with t-statistics = 7.710 and p-value = 0.000. In this study, the indicator of the ability to motivate oneself (EQ₃) of 0.377 contributed the most influence to the variables of emotional intelligence compared to others.

In transformational leadership variables, the indicator of the ability to win trust (TFL₁) contributes an influence of 0.300 to transformational leadership variables with t-statistics = 2.898 and p-value = 0.004. Indicators that pay attention to the potential for self-development by followers (TFL₂) contribute influence of 0.341 to transformational leadership variables with t-statistics = 5.345 and p-value = 0.000. Indicators looking for new ideas and new ways (TFL₃) contribute effect of 0.220 to transformational leadership variables with t-statistics = 2.381 and p-value = 0.018. Inspiring indicators (TFL₄) contribute influence of 0.527 to transformational leadership variables with t-statistics = 6.288 and p-value = 0.000. In this study, inspirational indicators (TFL₄) of 0.377 contributed the most influence to transformational leadership variables compared to others.

In the performance variable of the state civil apparatus, the work quality indicator (Perf₁) contributes an influence of 0.345 to the performance variable of the state civil apparatus with a

t-statistic value = 9,462 and p-value = 0,000. The indicator of timeliness (Perf₂) contributes an influence of 0.187 to the performance variables of the state civil apparatus with t-statistics = 3,609 and p-value = 0,000. Indicator of effectiveness, (Perf₃) contributes to the effect of 0.306 on the performance variables of the state civil apparatus with t-statistics = 6.249 and p-value = 0.000. The indicator of independence (Perf₄) contributes an influence of 0.416 to the performance variables of the state civil apparatus with t-statistics = 8.102 and p-values = 0.000. In this study, the indicator of independence (Perf₄) of 0.416 contributed the most influence to the civil servants performance variable compared to the others.

Direct effects

To find out the direct effect of the independent variable on the dependent variable can be seen in the following table:

Table 5: Direct effect

| Effects | Path Coefficients |
|-------------|-------------------|
| EQ → TFL | 0.443 |
| EQ → Perf. | 0.414 |
| TFL → Perf. | 0.496 |

The table shows that in forming transformational leadership, emotional intelligence directly gives a positive influence. The direct effect of emotional intelligence on transformational leadership is 0.443. The direct effect of emotional intelligence on the performance of the state civil apparatus is 0.414. The direct influence of transformational leadership on the performance of the state civil apparatus is 0.496.

Indirect effects

To find out the magnitude of the indirect effect of independent variables on the dependent variable through intervening variables can be seen in the following Table:

Table 6: Indirect effects

| Indirect effects | Path Coefficients |
|------------------|-------------------|
| EQ → TFL → Perf. | 0.219 |

The table shows the magnitude of influence not direct emotional intelligence (X) on the performance of state civil apparatus (Y) through transformational leadership is 0.219 or can be calculated by multiplying the direct effect of independent variables on mediating variables with the direct effect of mediating variables on the dependent variable $(X \rightarrow Z) * (Z \rightarrow Y) = 0.443 * 0.496 = 0.219$.

Total Effects

To find out the total effect of the independent variables on the dependent variable can be seen in the following table:

Table 7: Total effects

| Total effects | Path Coefficients |
|---------------|-------------------|
| EQ → Perf. | 0.633 |

The table shows that the total influence of emotional intelligence on the performance of civil apparatus The state through mediation of transformational leadership is 0.633 or it can be calculated by adding direct influence and indirect influence of the independent variable to the dependent variable: $(X \rightarrow Y) + (X \rightarrow Z \rightarrow Y) = 0.414 + 0.219 = 0.633$.

The coefficient of determination (R²)

The coefficient of determination used to see how much influence the independent variable on the dependent variable, the greater its value means the greater influence. Because the number of indicators for each construct varies in number, the analysis of the coefficient of determination is done by looking at the value in the adjusted R-square. The adjusted R-square value is obtained by calculating the SmartPLS algorithm and can be seen in the following Table:

Table 8: Coefficient of determination

| Coefficient of determination | R-square | Adjusted R-square |
|------------------------------|----------|-------------------|
| TFL | 0.196 | 0.180 |
| Perf. | 0.599 | 0.583 |

The table shows that the influence of emotional intelligence in forming Transformational leadership is 18.0%. The remaining 82.0% is explained by other variables outside the study. It also shows that the influence of emotional intelligence and transformational leadership together in shaping the performance of the state civil apparatus is 58.3%. The remaining 41.7% is explained by other variables outside the study.

Hypothesis

The hypothesis testing proposed in the study was tested statistically using the bootstrap method on Smart-PLS 3.0. Hypothesis testing is done by looking at the path coefficient or inner model value that shows the level of significance in testing the hypothesis. The score of the path coefficient or inner model shown by the T-statistic value must be greater than the one-way test t-table value (> 1.67) with $\alpha = 5\%$ (Sjahrudin & Sudiro, 2013). While the path coefficient or inner model score indicated by the p-values must be below $\alpha = 0.05$, so that the research hypotheses submitted in the study can be accepted, for that can be shown in the following the table:

Table 9: Hypothesis testing

| Hypothesis | Path coefficient | t-statistics (>1,67) | p-value (< 0,05) |
|------------------|------------------|----------------------|------------------|
| EQ → TFL | 0.443 | 3.822 | 0.000 |
| EQ → Perf. | 0.414 | 3.978 | 0.000 |
| TFL → Perf. | 0.496 | 5.327 | 0.000 |
| EQ → TFL → Perf. | 0.219 | 3.480 | 0.001 |

The discussion in this study is to discuss the influence of emotional intelligence on transformational leadership and civil servants performance in the Forestry Office on South Sulawesi Provincial.

Emotional intelligence on transformational leadership

Emotional intelligence directly has a positive and significant effect on transformational leadership of 0.443, with the value of t-statistic = 3.822 > 1.67 and p-value = 0,000 < 0.05. Thus, the first hypothesis (H₁) in this study was accepted. The results of this study support the

statement of Goleman (2000) that managers and leaders in particular need high emotional intelligence because they represent the organization to the public, they interact with many people inside and outside the organization and they shape the morale of employees. Leaders with empathy are able to understand the needs of their subordinates and provide feedback to them. Leadership without emotional intelligence is not perfect and may also be less professional. With emotional intelligence possessed by a leader, the leadership quality is getting better (Downey et al., 2006).

The great leaders inspire and inspire followers through their emotional work. In modern organizations, the role of leaders who are able to develop emotional intelligence will make it an effective leader. The role of the leader is to move collective emotions in a positive direction and get rid of the smog formed by toxic emotions. This can happen because in each group of people, the leader has the maximum power to play with each person's emotions. If people are driven towards performance enthusiasm will increase, if people are pushed toward hatred and anxiety, performance will decline. This effect is referred to as Resonance, which is the source of positive traits that are able to move people to put out their best efforts (Goleman et al., 2002). Emotional intelligence is absolutely needed by a manager in leading an organization, because as it is known that leaders who have a clear sense of purpose usually prioritize and uphold the values that they uphold, high concern with subordinates in shaping attitudes, beliefs and motivations which must be transformed from a lower order to a higher order (Suryanto, 2007).

Emotional intelligence on civil servants performance

Performance is very important for an organization to achieve its objectives. In the context of human resource development the performance of an employee in an organization is needed to achieve performance for the employee itself and also for the success of the company. Performance is the ability to complete tasks or work. Someone should have a certain level of ability. Performance is the real behavior displayed by everyone as the performance produced by employees in accordance with their role in the agency. Civil servants performance is a very important thing in the efforts of agencies to achieve goals. Civil servants performance is not only seen from the perfect work ability, but also the ability to master and manage them and the ability to build relationships with others. This ability by Goleman (2000) is called Emotional Intelligence. Emotional intelligence accounts for 80% of the determinants of one's success, while the other 20% is determined by IQ (Intelligence Quotient). Emotional intelligence is the ability to monitor and control one's own feelings and those of others and use these feelings to guide thoughts and actions, so that emotional intelligence is needed to succeed in work and produce prominent performance in work. People who have emotional intelligence will be able to face challenges and make a human being full of responsibility, productive, and optimistic in dealing with and solving problems, where things are needed in the work environment.

Emotional intelligence directly has a positive and significant effect on civil servants performance of 0.414, with the value of t-statistic = 3.978 > 1.67 and p-value = 0,000 < 0.05. Thus, the first hypothesis (H₂) in this study is accepted. This result is in line with the opinion (Ghosh et al., 2012) that emotional intelligence is an important factor in determining achievement in work. Emotional intelligence makes one's performance better than those without emotional intelligence. Therefore, emotional intelligence has a relationship with the performance of the state civil apparatus. This means that the stronger the emotional intelligence of the state civil apparatus the better the performance of the state civil apparatus. Conversely, the weaker the emotional intelligence of the state civil apparatus is the less good the performance of the state civil apparatus. Emotional intelligence will encourage leaders to make quality changes. The concept of emotional intelligence can be used by organizations in predicting good performance (Cohen & Abedallah, 2015; Hasanuddin & Sjahrudin, 2017).

Cohen & Abedallah (2015) suggesting that emotional intelligence is needed to support performance in any job. Emmerling & Boyatzis (2012) concluded that emotional intelligence is an important factor in determining achievement in work. Emotional intelligence can contribute to performance by allowing someone to maintain positive relationships in the world of work. Research conducted by (Emmerling & Boyatzis, 2012) also shows a positive relationship between emotional intelligence and performance. In his research, employees or employees who have low emotional intelligence are less able to cope with the pressures in their work. The latest findings suggest that emotional intelligence makes a person's performance better than those without emotional intelligence (Ghosh et al., 2012). Theoretically the results of this study support the idea of Cherniss (2000) which states that emotional competence is the basis of emotional intelligence. A level in emotional intelligence needs to learn emotional competence. For example, the ability to accurately acknowledge what others feel allows one to develop specific competencies called influences. Whereas people who can regulate emotions well will find it easier to develop initiative competencies or push for achievement.

Transformational leadership on civil servants performance

Transformational leadership can be interpreted as a leadership style that focuses on its impact on how leaders strengthen mutual cooperation and trust, collective self-efficacy, and team learning (Solechah et al., 2015). Transformational leadership style has a leader or leader with a persuasive style, where leaders are able to invite their subordinates to participate in achieving organizational goals. Transformational leaders pay attention to the developmental needs of each follower and problems by helping them view old problems in new ways, and they are able to excite, arouse, and inspire followers to spend extra efforts to reach the group's goals and can improve performance (Muhdiyanto, 2013). Transformational leadership directly has a positive and significant effect on the performance of the state civil apparatus at 0.496, with t-statistics = 5.327 > 1.67 and p-value = 0,000 < 0.05. Thus, the first hypothesis (H₃) in this study was accepted. This result is in line with research (Buil et al., 2018) stating that transformational leadership has a positive and significant effect on performance.

That is, the better transformational leadership the better the performance. This is reinforced by research by Buil et al. (2018) that transformational leadership is getting better performance. Conversely, the worse the transformational leadership is, the better the performance of employees or employees will be. These results are in line with the opinion of Robbins (2003) revealing, leadership is one of the determinants of organizational success. Likewise with Luthans (2005), said leadership has an important role in providing direction, motivation, and attention when subordinates do their work to achieve the desired goals.

The mediating of transformational leadership

According by Goleman et al., (2002) emotional intelligence is a person's ability to manage our emotional life with intelligence, the appropriateness of emotion and its expression through self-awareness skills, self-control, self-motivation, empathy and social skills. Specifically for pure people who only have high academic intelligence, they tend to have unreasonable anxiety, too critical, fussy, tend to withdraw, seem cold and tend to be difficult to express their resentment and anger appropriately. If supported by the low level of emotional intelligence, then people like this are often a source of problems. Because of the above characteristics, if someone has a high IQ but low level of emotional intelligence, they tend to be seen as stubborn, difficult to get along, easily frustrated, not easy to believe in others, insensitive to environmental conditions and tend to despair if experiencing stress.

The experienced by people who have an average IQ level but have high emotional intelligence. The results showed that emotional intelligence indirectly had a positive and significant effect on the performance of state civil apparatus through transformational leadership of 0.219, with t -statistics = 3.480 > 1.67 and p -value = 0.001 < 0.05. Thus, the fourth hypothesis (H_4) in this study was accepted. The indirect effect of emotional intelligence (X) on the performance of state civil apparatus (Y) through transformational leadership (Z) is 0.219 and the magnitude of the influence of total emotional intelligence on the performance of state civil apparatus through mediating transformational leadership is 0.633. Transformational leadership variables are not proven as mediating variables in explaining the influence of emotional intelligence on the performance of state civil apparatus. The results of this study support the findings of previous researchers that there is a significant influence between emotional intelligence and transformational leadership (Martell & DeSmet, 2001; Sivanathan & Cynthia 2002; Esfahani & Soflu, 2011).

CONCLUSION AND RECOMMENDATIONS

Emotional intelligence directly has a positive and significant effect on transformational leadership and the performance of the State civil apparatus. Transformational leadership directly influences positively and significantly on the performance of the state civil apparatus. Transformational leadership has a positive and significant effect in explaining the influence of emotional intelligence on employee performance so that transformational leadership is not proven as a mediating variable in analyzing the influence between these variables.

The forestry office on South Sulawesi Provincial is expected to continue to work to improve the emotional intelligence of the state civil apparatus through routine ESQ (Emotional Spiritual Quotient) training. Then it can also be done by forming an internal organization counseling team that continues to provide input to management in the initiative indicator and is optimistic, understands others and is able to communicate through the policy of developing the civilian state's personal potential and also providing solutions to emotional problems experienced by civil servants. Transformational leadership shown by superiors in its implementation needs to be improved so that the performance of the state civil apparatus can increase. The importance of the confidence of the State civil apparatus to do their best, employers should be able to increase the motivation of the state civil apparatus through their role as role models, and by giving awards in the form of praise, giving opportunities to express opinions, giving high trust and also listening to input and suggestions. This will make the state civil apparatus more eager to make changes both in terms of professional competence, personality competence and social competence.

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