Leadership Ability based on Emotional Competence: The Role of Mediation between Strategic Human Resource Management and Team Work Performance

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ABSTRACT

With the concept of a Leadership Capability model based on the development of Emotional Competency which aims to anticipate the combination of Human Resource Management Strategy and team performance. As a statistical test, this research raises four variables, namely: Human Resource Management Strategy, Emotional Competency Based Leadership Ability, Job Crafting Behavior and Teamwork Performance. Empirical testing through a survey of 120 respondents, namely the school principal's work team consisting of the principal, deputy principal and head of administration who are members of the State High School development team in Central Java, Indonesia. Revealed the role of Leadership Ability based on Emotional Competence. In this research, to mediate Strategic Human Resource Management with team work performance. There are two limitations, the first is that the survey was only conducted at State High Schools and SKM in the province of Central Java, Indonesia, the second limitation is that it focuses on the mediator of Leadership Ability Based on Emotional Competence. This does not consider the existence of other variables from human resource management theory. intelligence theory, social exchange, service dominant logic, agency and others. At a practical level, the perspective of the relationship between Emotional Competency Based Leadership Capabilities, Strategic Human Resource Management and Teamwork Performance provides guidance on how public organizations such as schools can strive for value alignment to encouraging Emotional Competency Based Leadership Capabilities which in turn will improve team work performance

Key words: Ability, Emotional Competence, Job Crafting Behavior, Human Resource Management, Leadership, Strategy.
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1. BACKGROUND

Educational organizations, including organizations that often experience demands to resolve workloads that are very complicated and under pressure, this has an impact on organizational performance so that they cannot achieve optimal demands in team performance [1-2-3], The concept of team performance if done less optimally will have an impact on the achievement of team entity goals, which will indirectly have an impact on the achievement of organizational performance goals [4-5]. The motivation and abilities possessed by individuals so far have been able to synergize sufficiently to be able to explain matters related to organizational performance, the competencies possessed by each individual as a team member will be able to increase teamwork efforts which in turn can boost team performance [6-7]. Various previous studies have provided empirical evidence on how a team's performance can be improved by the competence of its members [4;8-9]. In addition, there are studies that show the effect of certain competencies on increasing individual work performance. For example [10]. The results of these studies suggest that developing team performance in an effort to improve the quality of competence is an effort to improve performance capabilities, including communication; coordination, implementation and continuous learning are critical competencies for the success of

managers and other team performance entities. Likewise, there is empirical evidence that shows a relationship between personal competence in relation to Human Resource Management [11-12-13-14]. Leadership is unable to complete organizational burdens without individual support as team members [15-16]. There are inconsistent results in efforts to improve team performance in organizations on personal competence, this has led to academic debate which still provides space and opportunity for further researchers to study related research in developing personal competency-based team performance. This study attempts to adopt a new conceptual model by examining a new concept proposition for solving the gap that occurs between personal competence and team performance by adopting a new concept of Leadership Ability Based on Emotional Competence. It is hoped that there will be an integrated model in resolving team performance through personal competence.

2. STUDY THE LITERATURE

2.1. Strategic Human Resource Management.

The relationship between Strategic Human Resource Management and Leadership Ability based on Emotional Competence. According to, Strategic Human Resource Management [17] is a process for acquiring, training, assessing and compensating employees, paying attention to work relationships, health, security and justice issues. Organizations with good Strategic Human Resource Management will be able to train, assess and compensate organizational members very well. In [18] it is stated that Strategic Human Resource Management (SHRM) practices relate to all aspects of how people should work and be managed in organizations.

This includes HR strategy activities, HR management, corporate social responsibility, knowledge management, organizational development, HR resources (HR planning, recruitment and selection), performance management, learning and development, rewards management, employee relations, employee welfare, health and safety, as well as the provision of employee services. Therefore, good HR management will be able to produce good human resources, including good leaders who can lead the organization well.

In the process of leading, leadership cannot be separated from the psychological side. Problems that arise while leading an organization often become a test for leaders when leading an organization. Therefore, a leader must be able to manage his emotions so that existing policies and decision-making processes run well. A leader must have the ability to manage his emotions very well, this is because Emotional Competence has a very significant influence on the self-awareness and positive behavior of the leader himself so that it can encourage the growth of his followers' competence [19]. With good HR management, it is hoped that the leadership's ability to manage their emotions will also improve so that organizational goals can be achieved well.

The positive relationship between HR management and superior leadership has also been proven in many previous studies such as in research [20]. Where HR management is one of the factors that influences the ability of superiors to manage themselves and his subordinates.

2.2. Leadership Ability based on Emotional Competence

Emotional Competence has a very significant effect on self-awareness and positive behavior of human resources that is able to create spiritual conditions so as to encourage competency empowerment through the process of recognizing leaders for followers so as to create abilities and realization of follower competency growth [19]. Contribution of Emotional Competence as competent actors based on appropriate emotional views of emotional work [21]. Public EC also includes showing emotional attitudes in situations that are deemed to require emotional control.

Actions that are controlled in emotional competence look fluid and professional because of their real emotional expression in showing leadership attitudes [22]. Leadership development can be manifested in the form of conservative training stages or through breakthroughs such as mentoring, mentoring, active education, intensive feedback programs, work problems and reactivation, and global communication [23-24].

Based on this approach, individual leaders will be able to form better individual leaders than more competent leadership. There are important and significant differences between development leadership and development leadership [23]. Leadership development

refers to the ability to hone and sharpen the improvement of individual-level skills and abilities, which is known as human resource development [23]. At the personal level, human resources include work experience, education, knowledge, skills, abilities, and training [25].

Although human abilities and social abilities are important, they have an important influence on the development of different organizations. Human abilities increase the progress of organizational performance when individuals apply their knowledge, skills, and potential, and social abilities are able to drive performance through organizational networks that can increase cooperation and exchange of resources [23]. Two types of abilities complement each other in the form of. Humans have abilities, such as personal communication intelligence, improving work relations, so that social abilities can increase [26]. Over time, on the other hand, social abilities, such as working relationships that generate trust, at the desired time one's personal capital can be increased [26-27-28].

Positive motivation can be studied in a number of ways. While some researchers have focused on the types of rewards (i.e., rewards from within as well as external influences) that impart a person, research that focuses on the part of cognitive motivation theory suggests that people's choices are made based on how they perceive how easy it is to achieve a goal, and on their belief based on their ability to achieve this goal. In the context of this study, a social cognitive point of view is used to test cognitive motivation in the case of negative performance feedback. In particular, we focus on cognitive motivation through the influence of self-actualization as suggested by Bandura and Cervone [29-30].

Thus, we estimate that students' views, as expressed in terms of the three effects of self-actualization (in the future self-evaluation will be carried out affective, the goals to be achieved are based on self-effectiveness, as well as self-determination), will be mediated by the relationship between negative performance feedback and cognitive motivation.

Details on this source text require another source text for additional accurate translation. Leadership from a skills point of view can be translated into training. Katz argues that leaders can acquire and develop skills, while personality traits are something that a person has had since birth [31]. This suggests three elements of skills, namely: technical, interpersonal and abstract thinking skills. Technical skills are related to knowledge and expertise in certain business areas. Interpersonal skills refer to personal skills that are able to work with others, while abstract thinking skills are related to the ability to work with ideas / ideas. From a management level, some skills need more value than others.

On the first basis, management requires more technical skills. At the top of the line managers are line managers, executive managers, and supervisors who need to be demonstrated and show employees how to do certain jobs. Middle-line managers need leadership largely in the form of interpersonal skills, an important emotional regulatory process. [32] suggested that the leader's role in knowledge management begins with the leader's own realization of the importance of knowledge management for organizational performance. Based on this thought, the researcher proposes the concept of Leadership Ability based on Emotional Competence which is defined as a new concept as a new unit of measure in science (proposition) which is achieved by encouraging subordinates with leaders who have competitive motivation, have skills in understanding regulations, have knowledge to think in an Empaty manner that has the potential to improve team performance.

Have a competitive motivation.

A leader who is aware of the achievement of organizational goals will strive to have a cohesive drive in leading team members to achieve their goals, a competitive motivation will be able to provide a boost for productivity growth in achieving their team goals. Individuals make choices based on their point of view about how easy it is to achieve a goal and on their self-belief about their ability to achieve this goal. In the context of this study using social cognitive composition to test cognitive motivation, in a case study negative performance as feedback. In particular, cognitive motivation is the focus of this research in cognitive motivation through the influence of self-actualization as conceived [30].

Have skills in understanding regulations.

Skill is an action taken to understand the regulation from the skill side which allows leaders to increase the attitude of responsibility of a leader who is able to have a match between their cognitive thinking and their competencies, which can encourage optimal skill creation. Katz claims that leaders are able to develop skills, optimizing the personality they are born with [4]. Proposes three groups of skills: technical, interpersonal and abstract thinking. Technical skills relate to knowledge and expertise in a specific business area. Interpersonal skills refer to skills and the ability to work with them. The optimal thinking ability of a leader will be able to digest the policies instructed through a regulation so as to encourage the creation of a normative culture in his team.

Have the Knowledge to think empathically.

Leaders understand knowledge management in order to be able to show self-identity manifestations in two dimensions, one internal and one external. Positive and integral identity is very important as a basis for assertive role taking, knowledge management skills are used to see and identify from different points of view. Positive mood and well managed, with the key to holding self-esteem is essential for the ability to see virtue in others, to understand their actions, with their actions that are cooperative rather than competitive [33]. a leader who is able to drive cooperation between team members tends to be able to have an understanding of what the team refers to to work together. The cooperation that is built on a leader's encouragement should be complemented by the thoughts of an empathetic leader. the attitude of empathy taught by this leader will tend to be a vigor for subordinates or team members to work consciously to implement what they have in order to be able to work optimally. This is stated in the actions of individuals who care about virtue, consider the individual so that it allows leaders to be able to find out the most suitable roles for followers, finally being able to provide followers with an environment to nurture and support new skills at the highest level and achieve their optimal goals [34-35-36-37]. This is stated in the actions of individuals who care about virtue, consider the individual so that it allows leaders to be able to find out the most suitable roles for followers, finally being able to provide followers with an environment to nurture and support new skills at the highest level and achieve their optimal goals [34-35-36-37].

Therefore, the proposed hypothesis is;

H1 Strategic Human Resource Management has an effect on Leadership Ability based on Emotional Competence.

2.3. Teamwork performance

Teamwork is involved in the conditions of how teamwork has developed and tries to consider the context at the company level, then teamwork has been incorporated into the overall corporate organizational strategy. Teamwork in this case is considered only as one of the new elements in the organization and as a an important component of the 'organization to achieve high team performance' [38]. Teamwork must be able to improve the company and improve employee welfare [39]. In an effort to improve welfare, teamwork can increase employee interest and motivation in the context of employee work tasks, as well as in the context of overall company strategy. [40]. According to.

Teamwork instability can be reduced in performance and work morale is increased so that people who work in a team function more efficiently, are less prone to stress and become good at work, they are able to save time, work optimally, and come up with new ideas to improve their work. (Katzenbach & Smith, nd). Therefore, the proposed hypothesis is;

H2 The stronger the Leadership Ability based on Emotional Competence, the more goal-oriented team spirit increases Teamwork performance

2.4. Job Crafting Behavior.

Job Crafting Behavior is an act of changes made by employees in completing their specific work, personal relationships between employees in the workplace and cognition about work. The form of change shown in the completion of work requires time and support in other forms as well [41]. Job crafting is a form of contraction - behavior that supports the achievement of organizational goals without thinking about rewards, job crafting which aims to reduce the burden on the organization to produce simple

performance so as to reduce the complexity of tasks performed by employees or work relationships within the organization [42-43].

Employees are engaged with more enthusiasm in completing work to get feedback and social support when needed, and actively complete work in all challenges [4].

Therefore, the proposed hypothesis is;

H3 The stronger the Job Crafting Behavior, the more goal-oriented team spirit the Leadership Ability based on Emotional Competence increases.

From the previous discussion, it has been stated that Job Crafting Behavior will improve team work performance, so that a hypothesis can be drawn, namely;

H4. Together, Strategic Human Resource Management and Job Crafting Behavior can improve team work performance.

2.5. The mediating role of Leadership Ability based on Emotional Competence Leadership Ability based on Emotional Competence is a new concept as a new unit of measure in science (proposition) which is achieved by increasing the ability of emotional competence through competitive motivation, skills in understanding regulations and having the knowledge to think emphatically, this can have the potential to improve performance. team in the organization. increase idealistic self-awareness, have an inspirational vision, a holistic intellectual attitude and flexible individual considerations, which have the potential to improve organizational performance.

H5 Through the mediation role of Leadership Ability based on Emotional Competence, supported by Strategic Human Resource Management and Job Crafting Behavior.
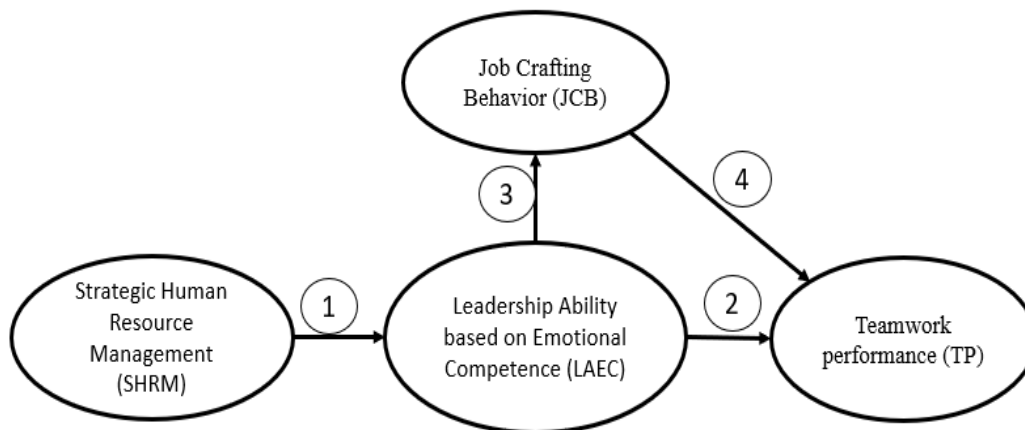

3. MODEL OF THE STUDY

Figure 1. Add figure title captions

4. METHODOLOGY

4.1. Population and Sampling Techniques.

The intended population as the sample is described as the action team which is the head of the school, the deputy principal and the administration. These personnel are selected because they are responsible for implementing operational policies and work completion and for guiding and directing employee activities to achieve goals.

The data collection technique used a structured questionnaire. The population was taken from the principal together with the working team in the province of Central Java. These personnel are selected because they are responsible for carrying out the main duties of the principal's function and the completion of work and for guiding and directing the activities of the education unit to achieve goals. Therefore, they must have knowledge of the strategic orientation that their organization is pursuing, and their technical capabilities. This survey was carried out by visiting the site with a cover letter explaining the purpose and importance of the study, promising strict confidentiality of the responses, and having received permission from the leadership and regulatory

authorities. For this study, an easy-to-use sampling method for selecting samples. The distribution of printed questionnaires was based on accessibility criteria, 200 questionnaires were submitted, 150 questionnaires returned, 50 questionnaires did not return and 30 number questionnaires did not meet the data because synergy autleyer, and the final data was as expected and 120 questionnaires were complete and usable. This study measures all study constructs using a multi-item scale obtained from literature and questionnaires in Indonesian. Furthermore, a list of measurement items with standardized estimates and critical ratios to evaluate the construct validity of the concepts used in this study are based on the AMOS output of confirmatory factor analysis [2].

4.2. Sampling and data collection

The survey was conducted by distributing questionnaires to 40 SMA in the Education and Culture Office of Central Java Province, using a purposive sampling technique. The criteria for responding are the Principal, Deputy Principal and Administration who have carried out the e-learning process.

The questionnaires we distributed to respondents were 200 questionnaires, 150 questionnaires returned, 50 questionnaires did not return, and 30 number questionnaires aut leyer did not meet the data, and the final data were as expected as 120 questionnaires returned by respondents.

The characteristics of the respondents are:

Table 1. Add table caption
Respondent characteristics

Gender			Tenure			
Men		50	< 2 year	-	10<20	42
Women		70	2<10 year	7	20<30	71
Age			Qualification			
30-35	8	46-50	25	Bachelor		62
36-40	17	51-55	28	Master		43
41-45	15	56-60	27	Doctoral		5
Position			Status			
Kepala Sekolah		43	Married			112
Wakil Kepala Sekolah		38	Single			8
Tata Usaha		39				

4.3. Validity and Reliability Testing

Researchers designed a questionnaire with 14 questions. The measure consisted of a multi-item scale adopted from previous research. Table 1 shows the variables used in our model, as well as descriptive statistics.

AVE acceptance test (Average Variance Estimed). AVE which is often used is 0.50 where the AVE value of at least 0.50 indicates a good convergent validity has the meaning that the indicator in one construct enters another variable is lower (less than 0.50) so that the probability of the indicator converges and enters the construct with the value in its block. greater than 50%.

Validation Test

The validity test is carried out by using the loading factor or Average Variance Extracted technique for all constructs higher than the cut-off level of the standard 0.50 which is carried out by correlating the value obtained from each question item with the total value.
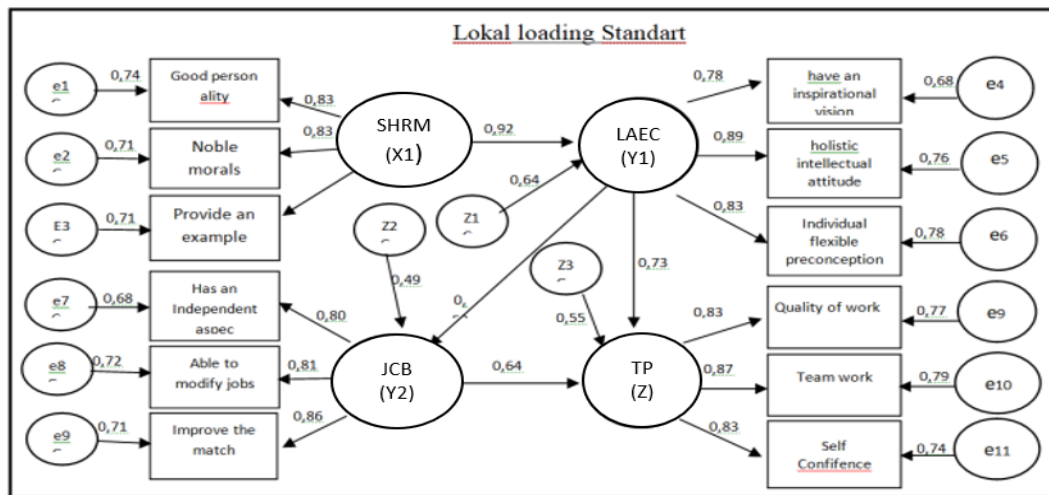
Reliability Test

Malhotra (2006: 75) an instrument is said to be reliable if the Cronbach Alpha value is greater than or equal to 0.6 ",

Research instruments and test results are presented in tabular form.

Table 3.1. Research instruments and test results

No	Variabel	Indicator	Local loading standards
1	Strategic Human Resource Management	Employee/Organizational Development	0,19
		Employee Relations/Compensation	0,85
		Employee Support	0,73
2	Leadership Ability based on Emotional Competence	Have Cognitive Motivation	0,82
		ave skills in understanding gulations	0,80
		Knowledge to think, think empathetically	0,81
3	Teamwork Performance	Quality of work	0,81
		Teamwork	0,80
		Self Confidece	0,80
4.	Job Crafting Behavior	Has an independent aspect	0,78
		Able to modify jobs	0,87
		Improve the match characteristics	0,85

Source: Secondary data processed in this study.

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Goodness of Fit Model criteria, χ^2 (Chi-Square) = 72.05, Significant Probability = 0.129, GFI = 0.985, AGFI = 0.914, TLI = 0.983, CFI = 0.985, RMSEA = 0.026

4. RESULTS AND DISCUSSION

4.1. Model Feasibility Testing

Researchers used variance-based structural equation modeling (SEM), namely, partial least-squares SEM, to analyze the data in this study the inclusion of formally measured constructs and due to our small sample size [11;44-45-46-47-48-49]. By looking at the RMSA figure that is less than 0.08. And although the GFI, TLKI and CFI figures show a figure smaller than 0.9, there is no problem with the arrangement of the model. Focus on the important things that refer to the met pen. Explain the main facts of the research results using the synthesis rate

4.2. Hypothesis test

The next step is testing the hypothesis for the causal relationship between variables using the CR-Critical ratio criteria equal to or greater than 2.0 [50]. Then testing the empirical analysis model (output model). The external model is a model that determines the relationship between latent constructs and In other words, the hypothesis defines how each indicator is related to the other latent constructs, as described in the Table.

Table 4.2. Hypothesis Testing Results

Hypotheses	Estimate	Critical Ratio	P value ($\leq$ 0,05)	Results
H1. Strategic Human Resource Management affects Leadership Ability based on Emotional Competence	0.631	8,341	0,00	H1 accepted
H2. The stronger the Leadership Ability based on Emotional Competence, the more goal-oriented team spirit increases Teamwork Performance.	0,711	9,289	0,00	H2 accepted
H3. The stronger the Job Crafting Behavior, the more goal-oriented team spirit the Leadership Ability based on Emotional Competence increases	0,799	7,211	0,00	H3 accepted
H4. The higher together Strategic Human Resource Management and Job Crafting can improve Teamwork Performance	0,883	6,4322	0,00	H3 accepted

Source: Secondary data processed in this study.

H1. Strategic Human Resource Management affects Leadership Ability based on Emotional Competence describes the relationship model of Strategic Human Resource Management with Leadership Ability based on Emotional Competence. Structural path findings indicate that there is a significant relationship between the strategic role of PC and Leadership Ability based on Emotional Competence (t = 8,341> 2,0) with a value P-velue (0.00 <0.05). Therefore, Hypothesis 1 is accepted.

H2. The role of Leadership Ability based on Emotional Competence, so that goal-oriented team spirit increases Teamwork performance (table 4.2.) Describes the structural relationship model Leadership Ability based on Emotional Competence with Strategic Human Resource Management The findings of the structural paths show that there is a significant relationship between the strategic role of Leadership Ability based on Emotional Competence and PC t = 7,211> 2,0) with P-velue value (0.02 <0.05). Therefore, Hypothesis 2 is accepted.

H3. The stronger the Job Crafting Behavior, the more goal-oriented team spirit increases Leadership Ability based on Emotional Competence (table 4.2.) Describes a structural relationship model of Leadership Ability based on Emotional Competence with Job Crafting Behavior. The findings of the structural path indicate that there is a significant relationship between the strategic role of JCB and the Leadership Ability based on Emotional Competence (t = 9,289> 2.0) with a P-velue value (0.00 <0.05). Therefore, Hypothesis 3 is accepted.

H4. Together, Strategic Human Resource Management and Job Crafting Behavior can improve team work performance. (Table 4.2.) describes the structural relationship model of Strategic Human Resource Management with Job Crafting Behavior. The findings of the structural path indicate that there is a significant relationship between the strategic role of Emotional Competence Leadership Ability and PC (t = 6,91329634> 2.0) with a P-velue value (0.00 <0.05). Therefore, Hypothesis 4 is accepted.

4.2 DISCUSSION

Strategic Human Resource Management involves a related component of noble morals with the task domain in a close relationship. Able to work independently in a disciplined environment and influence individuals to survive and complete credentials with independence so that competitive motivation can drive the achievement of team performance goals [51-52]. Personal competence is needed by individuals who have noble morals capable of resolving organizational demands for success and that is an individual career as a team member who has competitive motivation to support the success of team performance.

The concept of Leadership Ability Based on Emotional Competence is defined as a new concept which is a new unit of measure in science (proposition) achieved by. Competitive motivation encourages subordinates to leaders who have competitive motivation, have skills in understanding regulations, have the knowledge to think in an empathetic manner which has the potential to improve team performance. With increasing team skills. Able to modify jobs quickly adapts to change, using skills, so that it becomes an increa singly sophisticated unit and the organization can become more successful [53-54-55-56].

Strategic Human Resource Management (SHRM) encourages employees to treat institutions that care about welfare and have their opinions taken into account, which is a form of Job Crafting Behavior (JCB) which is proven to encourage the improvement of institutional services so that team performance increases. Public institutions in Indonesia recognize the importance of excellent service by prioritizing improvements in building personal competence and institutional support for employees, so that employees can work better.

5. CONCLUSION

Strategic Human Resource Management that is able to work independently and disciplined environmental factors are able to influence individuals to survive and complete tasks according to their abilities based on main tasks and functions with their independence [51-52]. Competencies needed by individuals to complete work according to the demands of the organization to achieve organizational success in the end, individual careers are able to support organizational success. Skills and self-awareness, self-management, social awareness, relationship skills, and decision-making responsibility are the readiness of an individual's career as a leader for supporting organizational success [57]. From the description above, individuals with personal competencies who have skills and self-awareness, self-management, social awareness, relationship skills, and decision-making responsibilities have the potential to improve team performance.

Teamwork as one of the core elements of an organization is work in different forms, and not all consequences are the same, so that big differences do not appear in the new forms of organizational work that are developed.

Suggestions and implications

This research has provided a new basic model as a new answer to solving performance problems which is expected to provide a novelty for resolving team work performance. The concept of Leadership Ability Based on Emotional Competence mediation has been able to provide employee cognitive output to provide ideas for organizational development and task implementation quality as well as does not directly lead to increased team work performance.

Upcoming research agenda

Future research is expected to provide a clear picture of the results to improve teamwork performance, this can be added to research variables in this model, including personal competence, job crafting behavior to make research related to relationships between leadership abilities based on emotional competence to improve team work performance.

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