



Emotional Intelligence and Innovative Leadership to Increase Training Success at UPT Balai Latihan Kerja Surabaya, Indonesia

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ABSTRACT

The purpose of this research is to determine how much leadership innovation and emotional intelligence influence the success of training at the UPT Balai Latihan Kerja Surabaya, Indonesia. The location of this research is the UPT Surabaya Vocational Training Center, which is situated in Jl. Dukuh Menanggal III No. 29, Dukuh Menanggal, Gayungan, Surabaya City, East Java 60235, Indonesia. The research was carried out between September and December of 2022. In this study, a sample of 35 employees was used with a saturation sampling strategy and quantitative research data kinds. Validity and reliability tests are just two examples of the data analysis techniques used in this study. Multiple linear regression analysis and hypothesis testing techniques like the t test, F test, and coefficient of determination are used in data analysis. Therefore, in this study, the findings of the t test showed that 1) Emotional Intelligence had no effect on Training Success and 2) Innovative Leadership also had a favorable effect on Training Success. Meanwhile, the model feasibility test (F test) demonstrates that innovative leadership and emotional intelligence have an impact on training success, indicating that this research is applicable. In order to make Training Success better than it was previously, this research is expected to be taken into consideration. In the future, additional research on emotional intelligence factors that do not impact training success is expected.

Keywords: Emotional Intelligence; Innovative Leadership; Training Success.

1. Introduction

Human resource development within the company is a mandatory subject for company managers. One way is to routinely train all employees. Training can be carried out independently (in-house training) or with employees participating in training institutions (public training). This shows that training is an important activity and is still the task of today's new and old employees. Because the success of the training depends on the trainer's ability to communicate the training material. In this regard, trainers are required to have the ability to control emotions or emotional intelligence. Likewise, trainers need to have innovative leadership skills when dealing with trainees.

The contingency theory put forward by (Fiedler, 1964) assumes that the success of a leader depends on the environment and conditions in which the leader is located. That is, the trainer must be able to understand the different situations and conditions between one set of trainees and another when conducting training. Therefore, trainers can also provide different treatment according to the situations and conditions of each group of trainees. Trainers who have emotional intelligence and innovative leadership are expected to be successful in the training.

The capacity to understand one's own and other people's emotions in a variety of contexts is referred to as emotional intelligence, so that a person can express emotions to think and behave, act, control or regulate his emotions with the environment or achieve goals.

Innovative leader, or innovative leadership, is a form of leadership that has a tendency to create innovation and make the organization successful. Innovative leadership enables organizations to survive and thrive despite many setbacks. Innovation leadership is the process of driving innovation by developing a culture and establishing a strategic direction that defines and leads every member and employee to believe they can innovate.

This research will then build a conceptual framework model using the variables of emotional intelligence, innovative leadership and training success. This conceptual framework model was tested at UPT. The Surabaya Vocational Training Center has the address Jl. Dukuh Menanggal III No.29, Kec. Gayungan, Surabaya City, East Java 60235, Indonesia. Based on Governor Regulation Number 122 of 2008 concerning the Organization and Work Procedure of the UPT Office of Manpower, Population Transmigration of East Java Province, BLKIP Surabaya was changed to UPT. Surabaya Vocational Training Center. Through various competency-based trainings that have been held for more than 30 years, UPT. Surabaya Job Training/BLK has produced thousands of skilled and expert workers who work in national and multinational companies.

Given the increasing competition for the global workforce, qualified human resources (HR) will be of utmost importance. UPT. The Surabaya Vocational Training Center as a state-owned educational institution is currently facing the challenge of increasing the competitiveness of Indonesian workers through

competency-based training, competency tests, and certification of Indonesian professional work competencies based on goals, objectives, vision and mission to improve the quality of skills and professionals.

Formulation of the problem:

The research problem is formulated as follows based on the problem's background:

- Does emotional intelligence affect the success of training at UPT. Surabaya Vocational Training Center?
- Does innovative leadership affect the success of training at UPT. Surabaya Vocational Training Center?

2. Literature Review

Contingency Theory

In this study using contingency leadership theory or also known as situational leadership theory, which means a leader influences his subordinates, so they can understand the situation or situation in an organization. Contingency leadership theory is the first theory to establish how situational variables relate to the personality and behavior of a leader (Lussier & Achua, 2015). Therefore, a leader can adapt his leadership style to the demands of different situations.

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Based on the description above, it can be concluded that contingency leadership theory or it can also be called situational leadership theory, which means a leader influences his subordinates, so they can understand the situation or situation within an organization. Therefore, a leader can adapt his leadership style to the demands of different situations, so that in this study it can be interpreted that a trainer when providing training must be able to read situations and conditions that differ between one group of trainees and one another.

Emotional Intelligence

According to (Mayer et al., 1997), the term of emotional intelligence refers to a combination of four characteristics and skills, which are specifically described as follows: (1) Self Emotional Appraisal (SEA) is the capacity to experience, comprehend, and communicate one's own feelings; (2) Other Emotional Appreciation (OEA): the ability to identify the emotions of the people around them by observing the feelings of other people; (3) Emotional regulation (ROE) is the capacity to manage and control one's own emotions as well as take action to ease the emotions of others; and (4) Use Of Emotions (UOE): the ability to regulate one's own emotions towards more effective activities, Empathy: the ability to feel what other people feel, understand other people's points of view, and build trusting relationships and be able to adapt in various relationships social.

Innovative Leadership

Exactly like the modern industrial revolution, organizations in the twenty-first century are going through a fundamental change where innovation now drives organizational success (Cascio & Aguinis, 2005). Innovative leaders become change agents who drive to create new ideas, foster a skillful environment and oversee the innovation process.

Every excellent concept needs a creative team or leader to develop it into a finished good and market it. Innovation, according to (Kahn, 2018), refers to three concepts: mentality, process, and outcomes. The effects of these advances on other people allow leaders to successfully carry out their leadership responsibilities.

Innovative leaders are those who do not blame their subordinates for making mistakes as long as it is not done with evil, and provide inspiration to make innovative things become reality. By cultivating values, standards and overall innovation orientation in all processes, performance and flows to create new products or services, innovative leadership encourages the birth and growth of innovation within the organization or business they lead (Albinsaid, 2018).

Training Success

Highly competitive companies use training practices to improve employees' ability to carry out company strategy. Training is basically organized according to the needs of each company. The purpose of the training is to provide benefits for the company and employees, namely being able to work according to work standards set by the company. Employees work according to the company's work standards which will increase work efficiency, and then have an impact on the realization of the company's strategy.

Training refers to the methods used to teach new and existing employees the skills they need to do their job. In general, there are several training components, including: training methods, training instructors and training materials. Based on training theory, it is these three training components that have the most influence on the success of the training implementation. In addition, the training plan is an important factor in the implementation of the training.

Training is one of the important planning activities in every company. Training is a process for learning the knowledge, skills, and abilities (KSA) required to do a job well, can be interpreted that a training is a learning process for employees which includes updating knowledge, skills, and competencies for the success of employee performance.

Conceptual framework and Hypothesis

Based on the description above that has been explained. For more details, the conceptual framework in this study is described as follows:

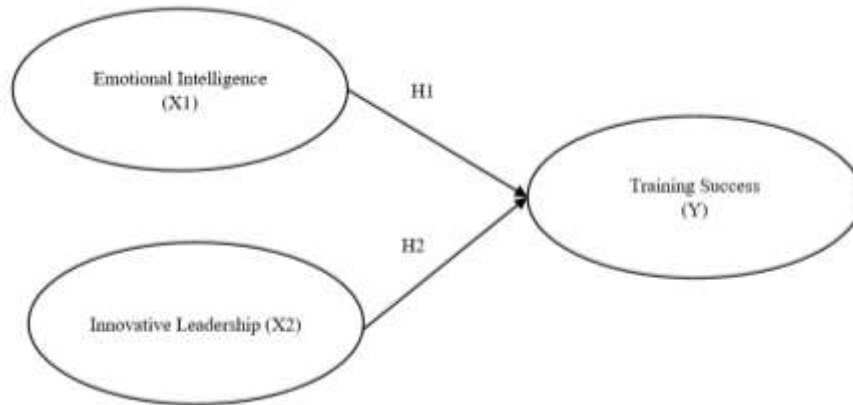


Fig. 1 – conceptual framework

Hypothesis:

The temporary answer to the formulation of the problem is a hypothesis. In making the formulation of the problem expressed in interrogative sentences. The main function of the hypothesis is to open up the possibility to test the truth of the theory. The hypothesis in this study is:

H1: Emotional Intelligence influences the success of training

H2: Innovative Leadership influences the success of training

Relationship Between Variables

Relationship between Emotional Intelligence and Training Success

Training is one of the important planning activities in every company with the aim of providing benefits to the company and employees, namely being able to work according to work standards set by the company. Emotional intelligence is associated with how work is done and is essential for increasing effectiveness. In addition, great emotional intelligence can help instructors or trainers motivate team members to increase the commitment of trainees.

Hypothesis 1: Emotional intelligence has a significant effect on training success.

The Relationship between Innovative Leadership and Training Success

The leadership approach used in training has an impact on the outcome. Leaders don't just discuss the positions held by one or more people. In an organization, leadership is very important and can even have an impact on the development of the organization. Therefore, increasing competence, commitment to lead, professionalism, ethics, mentality, and other characteristics that exist in a leader. Innovative leaders become capable of generating new ideas by fostering a creative environment and overseeing the innovation process to achieve the desired training success.

Hypothesis 2: Innovative leadership has a significant effect on training success.

3. Methods

Types of research

This research takes information related to Emotional Intelligence and Innovative Leadership to increase Training Success. This type of research is quantitative in nature to test theories and prove hypotheses that have been made through data processing, as well as supporting data obtained from field

notes, photographs, personal documentation, notes or memos. The population to be taken is functional instructor staff at UPT. Surabaya Vocational Training Center for 35 people using the SPSS (Statistical Package for Social Sciences) program.

The type of data used in this study uses quantitative data. The results of this study were obtained through filling out questionnaires by respondents who were inputted on a statistical measurement scale to describe facts or phenomena expressed in numeric or numeric form.

Population and Sample

According to (Sugiyono, 2013) the population as a generalization made up of items or persons that display particular traits and features chosen by the researcher to be investigated in order to derive more conclusions. The target population for this study is UPT functional instructor staff. Surabaya Job Training Center as many as 35 people.

According to (Sugiyono, 2013) the sample is part of the population which is the source of research data, and the population is a component of the assortment of traits it possesses. The sampling method in this study was carried out at UPT. The Surabaya Vocational Training Center uses a saturated sampling technique. Saturation or census techniques in which all members of the population are used as samples. This technique is a technique for determining the sample if the entire population is used as a sample, because the population is relatively small. The sample used in this study was all UPT functional instructor employees. Surabaya Job Training Center as many as 35 people.

Data collection technique

Data gathering operations are a must for any research efforts. However, this study's method of gathering data involved a questionnaire. A set of statements are provided as part of the questionnaire, a method for gathering data prepared by the researcher to find out the opinions of respondents by answering the appropriate answer choices and considered correct by each individual. The value weighting uses a Likert scale, which is a scale that contains 5 levels of preference for answers with reference to the following table:

Table 1 - 5 levels of preference for answers.

Statement	Weight
Strongly Agree	5
Agree	4
Less agree	3
Disagree	2
Strongly Disagree	1

4. Results and Discussion

4.1. Respondent Profile

Characteristics of Respondents Based on Gender

The data regarding the sex of UPT employees. The Surabaya Vocational Training Center which served as the following respondents:

Table 2 - Respondents based on gender.

Gender	Amount	Percentage
Male	20	57%
Female	15	43%

Based on the table above it can be explained that UPT employees. The Surabaya Occupational Training Center, which was the majority of respondents to the study, was male, consisting of 20 people with a total percentage of 57%.

Characteristics of Respondents by Age

The data regarding the age of UPT employees. The Surabaya Vocational Training Center which served as the following respondents:

Table 3 - Respondents based on age.

Age (years)	Amount	Percentage
31-40	17	49%
41-50	10	29%
> 50	8	22%

Based on the table above it can be explained UPT employees. UPT employee training center Surabaya. The Surabaya Occupational Training Center, which was the majority of the respondents, was 31-40 years old with 17 people with a total percentage of 49%.

Characteristics of Respondents Based on years of service

Data regarding the age of UPT employees. The Surabaya Vocational Training Centers who were the respondents were as follows:

Table 4 - Respondents based on years of service.

Years of service	Amount	Percentage
10-19	25	71%
20-29	6	17%
> 30	4	12%

Based on the table above it can be explained that UPT employees. The Surabaya Occupational Training Center, who were the respondents to the study, were mostly employees with 10-19 years of service, totaling 25 people with a total percentage of 71%.

4.2. Validity Test

A questionnaire's usefulness or validity can be evaluated using a validity test. A survey is considered valid if the statements in it can reveal what the questionnaire wants to measure. This test was carried out using r-table, the r-table value used in the number of samples is 35 with a significance level of 5% or 0.05 which is 0.3338.

The validity criterion for each item is to compare the r count with the r table. If r count > r table, then the instrument is considered valid. If r count < r table, then the instrument is considered invalid. Based on the research data obtained, it can be presented table data on the results of the validity test as follows:

Table 5 - Result of validity test.

Indicator	r-table	r-count	Remark
X1.1	0.3338	0.756	Valid
X1.2	0.3338	0.647	Valid
X1.3	0.3338	0.865	Valid
X1.4	0.3338	0.680	Valid
X1.5	0.3338	0.736	Valid
X2.1	0.3338	0.902	Valid
X2.2	0.3338	0.858	Valid
X2.3	0.3338	0.816	Valid
X2.4	0.3338	0.815	Valid
X2.5	0.3338	0.707	Valid
Y1	0.3338	0.813	Valid
Y2	0.3338	0.810	Valid
Y3	0.3338	0.758	Valid
Y4	0.3338	0.500	Valid

Based on the table above, it shows that the r-table in this study when $dF = (n-2) = 33$ with a significance of 0.05 is 0.3338. It can be seen from the table above that each statement item on the emotional intelligence (X1), innovative leadership (X2), and training success (Y) variables has an r count greater than r table, so that each statement item is said to be all valid.

4.3. Reliability Test

Reliability testing aims to see whether the research instrument is a reliable and trustworthy instrument. By examining the Cronbach's Alpha value for each variable in the study, the reliability of the variables was determined. The assertion is deemed credible if each variable's Cronbach's Alpha value is > 0.6.

Table 6 - Result of reliability test.

Variable	Min. Value	Cronbach's Alpha	Remark
Emotional Intelligence	0.6	0.782	Reliable
Innovative Leadership	0.6	0.876	Reliable
Training Success	0.6	0.694	Reliable

The Cronbach Alpha values for emotional intelligence (X1), innovative leadership (X2), and training success (Y) variables have Cronbach's Alpha values over 0.6, indicating the reliability of this study.

4.4. Multiple Linear Regression Analysis

Multiple linear regression is the data analysis method employed in this study to ascertain whether there is an influence of emotional intelligence (X1) and innovative leadership (X2) on training success (Y). Based on the calculation results of data processing with the help of the SPSS computer program, the multiple linear regression equation is obtained as follows:

Table 7 - Result of multiple linear regression analysis.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.424	1.799		3.015	.005		
	X1	.190	.099	.263	1.926	.063	.629	1.589
	X2	.383	.087	.603	4.426	.000	.629	1.589

a. Dependent Variable: Y

The table above is the result of the multiple linear regression equation between the emotional intelligence (X1) and innovative leadership (X2) variables on training success (Y), so the results of the multiple linear regression equation are as follows:

$$Y = 5.424 + 0.190 X1 + 0.383 X2$$

The results of multiple linear regression testing have an equation which explains that:

- The resulting Constanta (a) value is 5,424 with a positive value, which means that this number represents the magnitude of the training success variable (Y) when the emotional intelligence (X1) and innovative leadership (X2) variables are equal to zero units or in a constant state.
- The coefficient value (B1) is 0.190 with a positive value. This shows that the emotional intelligence variable increases by one unit, so training success increases by 0.190 assuming other variables are constant.
- The coefficient value (B2) is 0.383 with a positive value. This shows that the innovative leadership variable increases by one unit, so training success increases by 0.383 assuming other variables are constant.

4.5. Hypothesis test

t test

To ascertain the impact of each independent variable on the dependent variable, the t statistical test was used. The hypothesis is accepted in this test if the significance value is less than or equal to 0.05, while the hypothesis is rejected if the significance value is more than or equal to 0.05.

Table 8 - Result of t test.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
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	X2	.383	.087	.603	4.426	.000	.629	1.589

a. Dependent Variable: Y

Based on the table above, it can be explained about the influence of variables partially. The value depends on the magnitude (df) and significant level which will be used for a significant level of 0.05 or 5%. To find t table, using the formula $df = (n-k-1)$, $df (35 - 2 - 1) = 32$, a t table of 2.033 is obtained, so it can be interpreted as follows:

- Testing emotional intelligence on training success shows that t count is $1.926 < t$ table 2.033 and a significant value is $0.063 > 0.05$, it can be concluded that H0 is accepted and H1 is rejected because the emotional intelligence variable in this study has no effect on training success.
- Testing innovative leadership on training success shows that t count is $4.426 > t$ table 2.033 and a significant value is $0.000 < 0.05$, so it can be concluded that H0 is rejected and H1 is accepted. The innovative leadership variable in this study has a significant positive effect on training success.

Model Feasibility Test (F Test)

The F statistical test was used to show that the dependent variable is affected by the combined effects of all of the model's independent variables. The test criteria's significance level is set at 0.05. If the significance value is less than or equal to 0.05, using the research model is viable. If the significance value is greater than or equal to 0.05, using the research model is not feasible.

Table 9 - Result of F test.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.342	2	35.671	26.759	.000 ^b
	Residual	42.658	32	1.333		
	Total	114.000	34			

a. Dependent Variable: Y
b. Predictors: (Constant), X2, X1

In the table above the model feasibility test (F test) above the calculated F value is 26.759 with a significance of 0.000. With a significance result of 0.000 < 0.05. This shows that the emotional intelligence and innovative leadership variables on training success are appropriate for use in this study.

4.6. Coefficient of Determination

The coefficient of determination (adjusted R^2) measures how well the model can take into account the variation in the dependent variable and has a value between zero and one ($0 < R^2 < 1$). Only a very little portion of the variance in the dependent variable can be explained by the independent factors due to the low adjusted R^2 value. Values that are close to one demonstrate that the independent variables almost perfectly meet the criteria for projecting the dependent variable's variance.

Based on the results of the research data obtained, the results of the coefficient of determination can be presented as follows:

Table 10 - Result of coefficient of determination.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791 ^a	.626	.602	1.155

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

It is clear from the table above that the coefficient of determination results indicate a coefficient of 0.626, indicating that the emotional intelligence (X1) and innovative leadership (X2) variables have an impact on the training success variable (Y) at UPT Vocational Training Center show 62.6% of the influence of the emotional intelligence (X1) and innovative leadership (X2) variables on the training success variable (Y), with the remaining 37.4% of the influence coming from other factors not related to this research

4.7. Discussion

The Effect of Emotional Intelligence on Training Success

According to the results of the hypothesis test on the relationship between emotional intelligence (X1) and training success (Y), it is greater than the value of 0.05 with a sig value of 0.063. As a result, emotional intelligence has little to no impact on students' achievement in their training at UPT. Surabaya Vocational Training Center. These factors have a positive direction of influence, therefore the more emotional intelligence a person possesses, the more impact they will have on training outcomes. Even yet, because the instructors have demanding and extensive job schedules, this won't affect how the training is implemented, and it will still be successful. In light of this, the hypothesis claims that emotional intelligence has little bearing on training effectiveness at UPT Surabaya Vocational Training Center, declared proven and accepted as true.

Influence of Innovative Leadership on Training Success

The influence of innovative leadership (X1) on training success (Y) has a sig value of 0.000, which is smaller than the value of 0.05, according to the results of hypothesis testing. Therefore, the effectiveness of training at UPT. Surabaya Vocational Training Center is significantly influenced by innovative leadership. These factors have a positive direction of influence, therefore the more inventive the leadership, the more successful the training will be. Therefore, the hypothesis—which has been demonstrated and acknowledged as true—states that there is a strong impact of innovative leadership on training achievement at UPT Surabaya Vocational Training Center.

The Simultaneous Effect of Emotional Intelligence and Innovative Leadership on Training Success

The analysis in this study's findings demonstrates that innovative leadership (X2) and emotional intelligence (X1) simultaneously have a significant impact on training success (Y). The F test findings indicate that all independent variables, including emotional intelligence (X1) and innovative leadership (X2), simultaneously have a significant impact on training success (Y) at UPT. Surabaya Vocational Training Center. The sig. in the F test is 0.000, which

is less than 0.05. It is thus established that the research hypothesis, there is a substantial influence of emotional intelligence and innovative leadership concurrently, which has a significant effect on training success at UPT Surabaya Vocational Training Center is correct.

To measure how well a model can account for variations in the dependent variable (Y), or employee performance characteristics, the coefficient of determination or R^2 is utilized. The training success variable (Y) at UPT is influenced by the emotional intelligence (X1) and innovative leadership (X2) variables, according to the coefficient of determination results, which reveal an R^2 result of 0.626. The Surabaya Vocational Training Center would show 62.6% of the influence of the emotional intelligence (X1) and innovative leadership (X2) variables on the training success variable (Y), with the remaining 37.4% of the influence coming from other factors not related to this research.

Conclusion

Based on the results of research conducted through data collection, data processing, and data analysis related to emotional intelligence and innovative leadership to increase training success at UPT. Surabaya Vocational Training Center, therefore the following conclusions can be drawn:

- The findings in this study state that training instructors who have good or inconsistent emotional intelligence will be able to influence the implementation of the training, because the instructors work at UPT. The Surabaya Training Center has higher and more experienced working hours, so this does not affect the success of the training.
- The results of the findings of this study state that as an innovative leader one can influence his subordinates by creating new innovations so that they can have a positive influence in increasing training success at the UPT. Surabaya Vocational Training Center.
- The findings from this study state that emotional intelligence and innovative leadership have a positive influence in increasing training success, because training success occurs when an instructor has good emotional intelligence, because the instructor in implementing this training is experienced. As for innovative leadership, which means an innovative leader can influence his subordinates to create new innovations in training at the UPT. Surabaya Vocational Training Center.

However, companies can use the results to increase training success due to the influence of emotional intelligence and innovative leadership. This study adds space for discussion related to the variables discussed.

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