

THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE PERFORMANCE OF HEALTH DEPARTMENT OFFICERS OF DELI SERDANG REGENCY

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Abstract:

Employee performance is the responsibility of employees to their work and the results achieved by the employees in performing the job given to them either in quantity or quality within a certain time. The goals of employee performance are to adjust employee expectation with organizational goals. Incompatibility between efforts to achieve employee performance goals with organizational goals will result in poor performance. Employee performance is influenced by internal and external factors. One of the internal factors that affect employee performance is emotional intelligence. This research analyzed the influence of emotional intelligence which consists of self-awareness, self-regulation, motivation, empathy and social skills on the performance of the Officer of Health Department of Deli Serdang Regency, North Sumatera, Indonesia. The type of this research was causal research with cross-sectional study design. The subjects of this research were Civil Servants working in the Health Department of Deli Serdang Regency who occupied operative positions or staff of 100 people. The sampling used data were collected through interviews, questionnaires distribution and literature study. The data were analyzed using a multiple linear regression model, hypothesis and testing was done by using T-test and F-test. This research was conducted at the Health Department of Deli Serdang Regency, North Sumatera Province, Indonesia. The result showed that emotional intelligence which had a significant influence on the performance of Health Service Officers of Deli Serdang Regency was motivation and social skill. The results of the T-test showed that the emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills simultaneously had a positive influence on the performance of the Health Department officers of Deli Serdang Regency. The results of the -test concluded that emotional intelligence: motivation and social skills had a positive and significant influence on the performance of the Health Department officers of Deli Serdang Regency. Emotional intelligence consisting of self-awareness, self-regulation, motivation, empathy and social skills had a positive and significant influence on the performance improvement of the Health Department officers of Deli Serdang Regency. The higher the emotional intelligence of the Health Department officers of Deli Serdang Regency, the better the employee performance, the lower the emotional intelligence, the lower the performance of the employees.

Keywords: Self-awareness, Self-regulation, Motivation, Empathy, Social Skills, Employee Performance.

JEL Code: G18, H11, M38, M48, P47.

1. INTRODUCTION

Nowadays, some people have realized that to achieve success in work, it can not only rely on the intellectual intelligence alone but, emotional intelligence is also needed because not all of the problems can be solved with intellectual intelligence alone. According to Goleman (2007), emotional intelligence is a person's ability to manage his or her emotion and the disclosure is through self-awareness, self-control, self-motivation, empathy and social skills. People who have a good emotional intelligence will be able to face challenges, fully responsible, productive, optimistic in dealing with and solving problems, where it is needed in the workplace. Emotional intelligence not only must be possessed by the leader but also the employees as well because emotional intelligence will facilitate in fostering working relationships among employees or between employees and superiors (Muda and Dharsuky; 2015; Lubis *et al.*, 2016; Gusnardi, *et al.*, 2016; Hutagalung *et al.*, 2017; Dalimunthe *et al.*, 2017; Agustina *et al.*, 2018; Erlina, and Muda, 2018 & Pohan *et al.*, 2018). If the relationship is well developed, it will create a good working environment both inside and outside the workplace. According to Fitriastuti (2013), emotional intelligence has the potential to influence a person's performance because it relates to a person's ability to recognize and manage their emotions, motivate themselves, empathize and build relationships with others. If all of these dimensions is well-managed by a person, it can encourage the improvement of the performance of employees or officers. In other words, employees or officers who have high emotional intelligence will work better in accordance with the organizational standards and will ultimately achieve better performance. Employee performance is crucial to the organizational success in achieving organizational goals (Lutfi *et al.*, 2016; Lubis *et al.*, 2017; Lubis *et al.*, 2018; Muda *et al.*, 2017; Nurlina & Muda, I. (2017). According to Mangkunegara as cited in Triasih (2007), performance is divided into two parts: individual performance and organizational performance. Individual performance is the result of employees' work both in terms of quality and quantity based on the standards set while organizational performance is a combination of individual performance with the group performance.

Within the scope of government, individual performance appraisal of civil servants uses the content formats of Employee Performance Target while the organizational employee performance appraisal is conducted by evaluating the result of the work of all civil servants for a year or more. The organization of Health Department of Deli Serdang in conducting the performance appraisal of the organization to evaluate the result of the performance indicators achievement is by comparing the achievement of the program and the target set. Employee performance is said to be good if the achievement of the program exceeds the target. The achievements of the program of the Health Department of Deli Serdang in 2014 to 2016 is shown in Table 1 below:

Table 1. Performance Indicators Achievement of the Health Department of Deli Serdang Regency in 2014-2016

	Strategic targets	Performance Indicators	Unit	Targets	Achievement (%)		
					2014	2015	2016
1	An increase in families and communities with Clean and Healthy Living Behavior	The percentage of Households with Clean and Healthy Living Behavior.	%	70	95,7	94,8	139
	Clean and Healthy Living Behavior	The percentage of active standby villages	%	75	101,8	110,1	118,7

2	An increase in percentage of residents who have access to adequate drinking water	The percentage of residents who have access to adequate drinking water	%	80	61,3	102,5
		Percentage of villages that implement STBM	%	19,7	97,62	91,4 86,7
3	An increase in public health status	The number of maternal deaths	People	26	100	60 126
		Infant Mortality Rate (IMR)	Per 1.000	1,6	72,35	84,8 75
		Life Expectancy	Year	71,5	100	99,7 99,3
		The percentage of fulfillment of basic health services in mothers	%	100	66,7	88,9 97,6
		The prevalence of malnutrition	%	0,006	100	66,7 100
4	An increase in access and quality of health services for the community	The percentage of infectious diseases	%	100	33,3	66,7 83,5
		The percentage of the community health center that meets the standards	%	85	70,8	95,9 96,4
5	An increase in public satisfaction to the health services	The percentage of the Community Satisfaction Index (CSI)	%	78	90	97 100

Source: Health Department of Deli Serdang Regency (2017)

Based on Table 1 above, it shows that 3 (three) indicators of 5 (five) performance indicators from 2014 to 2016 have not reached the target set. The conclusion of the researcher interview result with the Head of P2P (Disease Control and Prevention) and several officers of the Health Department in September 2017 is as follows: "There are still some employees who are impatient and in a hurry to do the job so that the results are not maximal due to not liking the field of the work or too much workload and done in a very short time such as the activities that shall be done at the end of the year. The officers are easily angry, less sensitive to other people's feelings and have feelings of being treated unfairly by his superiors. There are still employees who do their work by themselves and do not want to cooperate with other employees and they think that they are able to do it by themselves. The lack of attention from the superior and the absence of rewards for the outstanding employees is one of the causes that makes the employees having less motivation to work optimally". Are the problems described above influenced by emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills of the Health Department officers of Deli Serdang Regency, Indonesia.

2. Literature Review

2.1. Performance

Performance is a periodic opportunity to communicate between people who assign work to people who work on it to discuss what they expect and how far these expectations are met (Martin, 2008). Aspects discussed in Performance Assessment:

- Employee performance
- Feedback for employee development

Employee performance appraisal cycle begins with the determination of performance targets and targets to be achieved; then followed by monitoring, then an evaluation process is carried out and ends with the use of evaluation results for promotion policies, salary increases or development programs (Maksum *et al.*, 2014; Sadalia *et al.*, 2017; Lubis *et al.*, 2017; Marhayanie Marhayanie *et al.*, 2017 & Marhayanie 2018). The elements of employee performance appraisal that are considered successful are as follows (Dalimunthe *et al.*, 2016):

1. Measurement of employee performance results and compared with targets and standards
2. Appreciation of employee contributions
3. Identification of employee training and development needs for the present and future
4. Determination of targets and / or standards for the next appraisal period

The benefits of employee performance appraisal are as follows:

1. Delivering expected results from work.
2. Prevent misunderstandings about the desired quality of work.
3. Increase productivity because employees get feedback
4. Appreciate positive contributions
5. Encourage two-way communication with employees

Challenges that must be managed well when we are in the performance appraisal process. These challenges include:

- Do not have the skills needed to perform an effective Performance Assessment.
- Employees do not show interest in participating in the Performance Assessment.
- Potential to cause conflict.
- Performed in a hurry due to time constraints.
- Do not get high priority, so they are often delayed and lose momentum.

Specifically the first component, namely the competency component is designed to evaluate the skill aspects of an employee. Examples of lists of competencies commonly used are leadership, communication skills, initiative, teamwork, problem solving, and planning & organizing skills (Nurzaimah *et al.*, 2016; Hasan *et al.*, 2017; Lubis *et al.*, 2018; Muda, 2017; Muda and Erlina, 2018; & Tripriyono *et al.*, 2018). For its use, it can be distinguished between the level of manager and staff. For example for the manager level, all examples of the above competency lists can be used. But for staff, only a few types of competencies are evaluated. Competency aspect weight is usually 30-40%. Furthermore, this list of competencies is given a scale of 1 - 5 (where 1 = bad and 5 = special). Periodically (for example every semester), superiors are asked to provide a score based on the scale that was prepared earlier.

6. Components of Performance Results

In addition to the competency component, the employee evaluation system should be equipped with the next component, namely: the performance results component. This component essentially aims to map the work of employees in a series of clear and measurable key performance indicators (KPI). The KPI aspect weight is usually between 60-70%.

2.2. Self-awareness

The modern theory of self argues that there is a mental aspect as something that is inside (as content) that governs human actions (Goleman, 2001). Self, whether it is intended as an object or as a process, or both are not a homunculus or "human in the chest" or soul; but this understanding is mainly intended to refer to objects of psychological processes themselves, and those processes are considered to be controlled by the law of cause and effect (Azlina *et al.*, 2017; Ferine *et al.*, 2017; Handoko *et al.*, 2017; Dalimunthe *et al.*, 2017; Muda *et al.*, 2017 & 2018 and Sari *et al.*, 2018). In other words, the notion of self is not used in a metaphysical or religious sense, but is used in a scientific (positive) psychological sense. Self theory shows an earnest effort to investigate the symptoms and make conception of the results of the investigation regarding the behaviour. So, in showing self as a process, that is nothing other than the name for a group of processes. While Awareness is state, alertness, willingness, or knowing something into the introduction or understanding of environmental events or internal events (Situmorang *et al.*, 2017; Muda & Windari *et al.*, 2018 and Muda & Hasibuan *et al.*, 2018). In terms of awareness includes the notion of perception, thought or feeling, and memory of someone who is active at a particular time. In this sense Awareness (awareness) is tantamount to self-awareness. But as we see it, consciousness also includes perceptions and thoughts that are vaguely realized by the individual until finally focused attention. Therefore, there is a level of awareness. Self-understanding through the stage of self-introspection can show that a person has a key element that determines a person's happiness, this element is an element that is always stable, calm, and peaceful, and elements that change, are constantly changing and always try to obey his own desires. When combined, Self Awareness is insight into or insight into the reasons for one's own behaviour, self-understanding. Self Awareness is generally interpreted as a condition of knowing or being aware of oneself in the sense of having an object relatively but opening and receiving an assessment of the truth of the individual nature. In understanding Self Awareness, individuals have the ability in themselves to understand themselves, determine life, and appreciate psychological problems as long as the counsellor creates conditions that can facilitate individual development for self-actualization.

2.3. Self-regulation

Students who are assumed to belong to the self-regulated category are students who are active in the learning process, both metacognitive, motivational, and behavioural. They produce ideas, feelings, and actions to achieve their learning goals. Development of strategic planning and learning activities is strongly influenced by metacognition skills, knowledge of learning strategies, and understanding of the context in which he will learn. The more effective students are in developing their self-management (personal), behavioral, and environmental strategy planning, the higher the level of self-regulation (Situmorang *et al.*, 2017; Eriadi *et al.*, 2018; Sihombing *et al.*, 2015; 2016; 2017 and 2018). Metacognitively they can have specific strategies that are effective in processing information. While motivation speaks about the spirit of learning that is internal. As for behaviour, the display is in the form of concrete actions in learning. Self regulation according is an ability possessed by humans in the form of thinking ability and with that ability they manipulate the environment, resulting in environmental changes due to these activities. One can arrange part of his own behavior pattern. In general, self regulated is the task of someone to change responses, such as controlling behavior impulses

(behavioral impulses), restraining desire, controlling the mind and changing emotions. So in other words, self-regulation is an ability possessed by individuals in controlling behavior, and manipulating a behavior by using their mind's ability so that individuals can react to their environment (Muda and Rafiki, 2014; Suriadi *et al.*, 2015 and Muda *et al.*, 2018). Self regulation is the ability to control one's own behavior. Self regulation is the use of a process that activates thoughts, behaviors and feelings that are continuous in an effort to achieve the goals. Individuals make this self-regulation by observing, considering, giving rewards or punishment for their own behavior. This self-regulation system is in the form of standards for one's behavior and ability to observe themselves, assess themselves, and respond to oneself. Self regulation is the basis of the socialization process because it relates to all domains that exist in physical, cognitive, social, and emotional development. Besides self-regulation is also a mental ability and emotional control. All cognitive, physical, and emotional control and good socialization skills bring someone to be able to manage themselves well. Assessment process (judgmental process): The assessment process depends on four things: personal standards, reference performance, activity value, and performance improvement. Personal standards are derived from observations of the model, namely parents or teachers, and interpreting feedback/reinforcement of self-performance (Rasdianto *et al.*, 2014; Erlina *et al.*, 2017; Nasir *et al.*, 2017 and Muda and Erlina, 2018). Every performance that gets reinforcement will experience cognitive processes, compile measures / norms that are very personal, because the size is not as synchronous as reality. Personal standards are a limited evaluation process. Most activities must be assessed by comparing with external measures, can be standard social comparison norms, comparison with others, or collective comparisons. From most activities, we evaluate performance by comparing it to reference standards. In addition to personal standards and reference standards, the assessment process also depends on the overall value we get in an activity. Finally, self-regulation also depends on the way we look for causes of behavior in order to improve performance.

2.4. Motivation

Motivation is something that arises from within a person or from another person who is able to provide enthusiasm, support and effect changes to the person. This motivation is owned by everyone without exception (Martin, 2003). Motivation is also a fundamental thing for someone to live life, to carry out activities. Motivation is absolutely needed by all people both as managers, employees, teachers, students & students, as well as housewives (Muda *et al.*, 2018). Motivation does not only exist in people who have perfect physical and excellent stamina, but people who are far from physical perfection also have it. So many people are born not as perfect as us, but they can be big people, can be successful people who always innovate, always bring creativity, and always try to provide the best for others. As explained in the definition of motivation above, motivation can broadly be divided into two things, namely Intrinsic Motivation and Extrinsic Motivation. Both are two important things that are interrelated and complement each other. (Wibowo, 2016)

1. Intrinsic Motivation

Intrinsic Motivation is a motivation that arises from within a person, which they do not need reward in spelling something because the work itself has become a reward for

them. Intrinsic motivation is able to make someone do something with his own awareness without coercion from others. Everything done is based on their interest and curiosity.

2. *Extrinsic Motivation*

Extrinsic motivation is motivation that arises from other people, or the activities carried out have the purpose of getting rewards and appreciation from others. We take the example of students in a class. When in that class there are students who understand well why they have to learn, and what the benefits are for themselves, they will be able to have a huge influence on the academic development of other students. Indirectly, other students will feel that they must be better than their friends. This extrinsic motivation source can come from parents, neighbours, teachers, friends and even from the environment.

2.5. **Empathy**

Empathy is almost similar to feelings of sympathy, but is not just the feeling that arises but is followed by the feeling of an organism in a very deep body (King, 2011). For example, if our friend's parents die, we must also feel lost. So it can be concluded that empathy is an action taken to others by using the right way of thinking so that according to others the action is a good and right action. And that it some explanation of the differences between the two things that are often wrongly spoken or done. For those of you who read it carefully and understand it will immediately find the point of the difference between sympathy and empathy. It is clear that sympathy and empathy are almost similar feelings. However, differences in sympathy and empathy lie only in the level of feelings for others that arise from each individual, and flow by itself due to the actions of others. In sympathy, the treatment of people to others can give more attention without being able to give any reason, but on empathy the treatment of people to give attention with certain reasons.

2.6. **Social Skill**

Social skills or social skills are often interpreted as a set of skills that allow a person to communicate, relate, and socialize with others (Jones, 2007). But we must remember that these skills can have different understandings between one culture and another. Social skills include forms of verbal and nonverbal communication. These forms of communication often become tools for others in determining the status of another person, considering whether the person is a potential friend or spouse, and in considering employment recruitment or promotion at the workplace. Opponents of social skills are social ineptitude, which is an inability to use elements of communication that should make someone become a good communicator (Thalib, 2010). Other aspects of social skills are nonverbal. Body language, standing up straight, making eye contact, displaying the right gestures, leaning toward the person who is talking, giving the right smile, and still showing open gestures can be considered as good nonverbal skills. It must be remembered that all this can be too much. Gestures can be too dramatic, people who smile too much may not be trustworthy, and too leaning toward someone is sometimes considered rude.

In addition, people who have good social skills are also good listeners. Nodding your head, sometimes making a speech, and paying attention to other people's

communication are also valuable things. People do not just want to be the target of talking, but also want to be invited to talk. The feeling that the two communicators are taking the same part in a conversation shows the existence of proficient social skills (Badaruddin, 2018). Although social skills can be learned, some people seem to have been born with good social skills. While other people can seem to struggle all the time because of the inability to communicate. For example, people with autism, nonverbal learning disorders, and have difficulty showing changes in their tone of voice, sarcasm, and body language will be very bad for communication. People who suffer from social anxiety disorder (social anxiety disorder) can be hampered due to panic in certain social situations so that social skills are a problematic problem (Achmad *et al.*, 2017). Although much can ultimately defeat social anxiety, people who are hit by language disorders often have to endure a heavy struggle in establishing a relationship and will be accustomed to being judged through their inner qualities rather than their abilities defined by their own culture as social skills.

3. Methodology of research

The type of this research was a causal research with a cross-sectional study design. It is a study to study the dynamics of the correlation between risk factors and effects, by means of observation approach or data collection at once at a time (time approach points) at the time of examination (Umar, 2007). This does not mean that all research subjects are observed at the same time. The purpose of this study was to observe the relationship between risk factors and the consequences of a particular disease or health condition at the same time, asked the problem (effect) as well as the cause (risk factor). The population in this research was the Civil Servant of the Health Department of Deli Serdang Regency, Indonesia. The sampling used was a total sampling, the data collected through interviews, questionnaires distribution and literature study. Data were analyzed using a multiple linear regression model, hypothesis testing was done by using F-test and T-test.

The validity of an instrument is explained a lot in the context of social research whose variables cannot be observed directly, such as attitudes, interests, perceptions, motivations, and so forth (Muda, 2010; Sugiono, 2012 and Sinulingga, 2016).. To measure such variables is difficult, to develop instruments that have high validity because the characteristics to be measured from such variables cannot be observed directly, but only through certain indicators (indirect instructions). Validity indicates the extent to which a measuring device measures what you want to measure. If someone wants to measure the weight of an object, then he must use a scale. Scales are valid measuring devices when used to measure weight, because the scales do measure weight (Sarwono, 2015).. If the length of something you want to measure, then he must use a meter. The meter is a valid measuring device when used to measure length, because it is a meter measuring length. But the scale is not a valid measuring device when used to measure length. The questionnaire compiled must measure what he wants to measure (Ghozali, 2015; Erlina *et al.*, 2017; Sadalia *et al.*, 2017 and Nasution *et al.*, 2018). After the questionnaire is compiled and tested for validity, in practice it is not certain that the data collected is valid data. Many other things will reduce data validity; for example whether the interviewer collected data really followed the instructions set out in the questionnaire. Reliability is an index that shows the extent to which a measuring instrument can be trusted or reliable. If a measuring device is used twice - to measure the same symptoms and the measurement results obtained are relatively consistent, the measuring device is reliable. In other words, reality shows the consistency of a measuring device in the same

symptom gauge. Reliability, or reliability, is the consistency of a series of measurements or a series of measuring instruments (Muda and Hasibuan, 2018 and Muda and Windari, 2018). This can be a measurement of the same measuring instrument (a test with a retest) will give the same results, or for a more subjective measurement, whether two assessors give a similar score (inter-rater reliability). Reliability is not the same as validity. This means that measurements that can be relied upon will measure consistently, but not necessarily measure what should be measured. In research, reliability is the extent to which measurements of a test remain consistent after repeated repetition of the subject and under the same conditions. Research is considered reliable if it provides consistent results for the same measurement (Muda and Nurlina, 2018). It cannot be relied on if repeated measurements provide different results. Three techniques for testing instrument reliability include:

a. Parallel Technique (Parallel Form or Alternate Form)

The parallel technique is also called the "double test double trial" technique. From the beginning, researchers must have compiled two parallel (equivalent) instrument instruments, namely two instruments arranged based on one grid (Muda, 2017). Each item from one instrument must always be able to find its partner from the second instrument. Both instruments were tested all. After the two trials have been carried out, the results of the instrument are calculated using the product moment formula (Pearson correlation).

b. Re-engineering (Test Re-test)

Also called the "single test double trial" technique. Using an instrument, but tested twice. The first and second results or scores are then correlated to find out the magnitude of the reliability index. The calculation techniques used are the same as those used in the first technique, namely the Pearson correlation formula. According to Dalimunthe *et al.*, (2016), Sirojuzilam *et al.*, (2017); Erwin *et al.*, (2018) and Muda *et al.*, (2018) the test-retest reliability is how large the test score is consistent over time. Reliability is measured by determining the relationship between the results of presenting the same test to the same group, at different times. If the results of the F count above are greater than 4, then the model that includes the 2 variables above is right (fit). If R squared is a comparison between variation Y (total variation) that can be explained by explanatory variables, then the F test is a comparison between variations Y which can be explained by variables in the model rather than variations explained by variables outside the model. R2 and F test are in line/replace each other (Tarmizi 2016; 2017; Syahyunan *et al.*, 2017 & Muda *et al.*, 2018). Because R2 has no test, R2 is accepted if the F value is high above 4. Because the F value is > 4, which is equal to 38.5, the model is good enough, in the sense that the selection of the two explanatory variables is correct. The hypothesis in the F test is as follows: (Muda *et al.*, 2016; Yahya *et al.*, 2017; Muda and Naibaho, 2018)

H₀: $b_1 = b_2 = 0$ (The retrieval of variables X1 and X2 is not appropriate enough to explain variation Y, this means that the influence of variables outside the model on Y is stronger than the variables that have been selected) (Muda and Naibaho, 2018).

H_a: $b_1 \neq b_2 \neq 0$ (The retrieval of variables X1 and X2 is quite appropriate because it is able to explain variation Y, compared to the influence of variables outside the model or error on Y).

Partial (individual) testing is conducted by performing a t-test, looking for the magnitude of the t count that will be compared with t table. Test t count is used to determine the quality of the meaning of regression between each independent variable

(X) there is an influence or not on the dependent variable (Y). To test whether the hypothesis proposed is accepted or rejected statistic t (one-sided test) is used. Testing Criteria: (Nurlina & Muda, I. 2017; Muda *et al.*, 2014 & 2018)

- If $-t_{table} \leq t_{counts} \leq +t_{table}$ then H_0 is accepted and H_a is rejected,
- If $t_{counts} \leq -t_{table}$ or $t_{counts} > +t_{table}$ then H_0 is rejected and H_a is accepted.

In this t test is carried out on degrees of freedom ($n-k-1$), where n is the number of respondents and k is the number of variables. For the level of confidence used is 95% or $\alpha = 5\%$ (Lutfi *et al.*, 2016; Mahdaleta *et al.*, 2016). The T-test and F-test were done to know whether there was an influence of emotional intelligence of the officers of Health Department of Deli Serdang Regency consisting of self-awareness, self-regulation, motivation, empathy and social skill to the performance of the officers of Health Department of Deli Serdang Regency, Indonesia. In this study, self-awareness, self-regulation, motivation, empathy and social skills were independent variables whereas employee performance was a dependent variable.

4. RESULTS AND DISCUSSION

4.1. Result

4.1.1. Characteristics of Respondents

In this study, the majority of the respondents were aged 41-50 years old of 42 people (42.0%), female of 67 people (67%), term of office 21-30 years of 30 people (30%), rank/class III (three) of 87 people (87%) and married status of 89 people (89%).

4.1.2. Validity Test Results

Based on the validity test, the r-count value for each question item was greater than 0,355, it indicated that all of the question items were valid.

4.1.2.1. Reliability Test Results

Table 2. The Reliability Test Results

Questions	Reliability	Cronbach's Alpha	Description
Self-awareness	0,855	0,600	Reliable
Self-regulation	0.902	0,600	Reliable
Motivation	0,894	0,600	Reliable
Empathy	0.870	0,600	Reliable
Social skill	0,859	0,600	Reliable
Performance	0.800	0,600	Reliable

Source: Primary Data, 2018 (processed).

The reliability test results indicated that all of the variables studied were considered reliable because it had a value greater than the limit of Cronbach's Alpha ($>0,600$). This indicated that all of the question items were declared reliable.

4.1.2.2. Normality Test Results

In this study, the significant value obtained was $0,662 > 0,05$. It meant that the data were normally distributed.

4.1.2.3. Multicollinearity Test Results

Table 3. Multicollinearity Test

Variables	Tolerance	VIF	Description
Self-awareness	0.750	1.334	Multicollinearity did not occur
Self-regulation	0.649	1.541	Multicollinearity did not occur
Motivation	0.526	1.899	Multicollinearity did not occur
Empathy	0.488	2.051	Multicollinearity did not occur

Social Skill 0.448 2.232 Multicollinearity did not occur

Source: Primary Data, 2018 (processed).

The value of Variance Inflation Factor (VIF) <5 and Tolerance value $> 0,1$ (Arikunto, 2012; Khaldun & Muda, 2014). Thus, it could be concluded that in the regression model, the multicollinearity between independent variables did not occur.

4.1.2.4. Heteroscedasticity Test Results

Table 4. Heteroscedasticity Test

Variables	Tolerance	Sig.	Description
Self-awareness	0.942	0.348	Heteroscedasticity did not occur
Self-regulation	0.550	0.583	Heteroscedasticity did not occur
Motivation	0.910	0.365	Heteroscedasticity did not occur
Empathy	1.637	0.105	Heteroscedasticity did not occur
Social skill	0.547	0.585	Heteroscedasticity did not occur

Source: Primary Data, 2018 (processed).

From the result of heteroscedasticity test of gletsjer method, it was found that the significant value of self-awareness variable (X_1) was $0,348 > 0,05$, self-regulation variable (X_2) was $0,583 > 0,05$, motivation variable (X_3) was $0,365 > 0,05$, empathy variable (X_4) was $0,105 > 0,05$ and social skill variables (X_5) was $0,585 > 0,05$. These results indicated that the significant value of each variable was not significant or greater than the level of significance $\alpha=5\%$ (Muda and Hutapea, 2018), thus Heteroscedasticity did not occur to the model.

4.1.2.5. Coefficient of Determination (R^2) Test Results

The value of R was 0.669 or 66.9% which indicated that the relationship between independent variables with the dependent variable had a strong correlation. The value of the coefficient of determination (R Square) was 0,447, it means that 44,7% of the performance of the officers of Health Department of Deli Serdang Regency could be explained by self-awareness, self-regulation, motivation, empathy and social skill. While the remaining 55.3% was explained by other factors not examined.

4.1.2.6. F-Test Results

The F_{count} value obtained was 15,204 with a significance level of 0,000, while F_{table} at the confidence level 95% ($\alpha = 5\%$) was 2,31. Thus, the $F_{count} > F_{table}$ and the level of significance ($p = 0,000 < 0,05$), then H_0 was rejected and H_1 was accepted, it meant that the self-awareness, self-regulation, motivation, empathy, and social skills simultaneously had a positive influence on the performance.

4.1.2.7. T-Test Results

Based on t-test results, motivation and social skill had a positive and significant influence on the employee performance. While the variable of self-awareness, self-regulation and empathy did not have a positive influence.

4.2. Discussion

In this research, motivation and social skills had positive and significant influence, while self-awareness, self-regulation and empathy had no positive influence on the performance of the officers of the Health Department of Deli Serdang Regency. Based on the analysis results of the coefficient of determination test (R^2), it was obtained the R-value of 0,669 or 66.9% that showed the relationship between the independent variables of self-awareness (X^1), self-regulation (X^2), motivation (X^3), empathy (X^4), social skills

(X⁵) with the dependent variable of performance (Y). This meant that the influence of emotional intelligence on employee performance was at a strong level of relationship. It could also be explained by the value of the coefficient of determination (R²) obtained that was 0,447. It meant that 44.7% performances were influenced by the emotional intelligence variables consisting of self-awareness (X¹), self-regulation (X²), motivation (X³), empathy (X⁴), social skills (X⁵) while the remaining 55.3% were influenced by other variables outside the independent variable used in this study.

4.2.1. The Influence of Motivation on Performance

The value of t_{count} of the motivation variable was 4,285 with the significance level of 0,000 and the t_{table} value at alpha 5% and $df1=94$ was 1,661. The variable of motivation had a positive and significant influence on the performance of the officers of the Health Department of Deli Serdang Regency. According to Goleman (2007); Muda and Rafiki (2014); Nurzaimah *et al.*, (2014) Muda and Dharsuky (2015); Gusnardi *et al.*, (2016); Muda *et al.*, (2016); Yahya *et al.*, (2017); Muda *et al.*, (2017); Pohan *et al.*, (2018); Eriadi *et al.*, (2018) , motivation covers the commitment, optimism, confidence, enthusiasm in doing activities regardless of money and status and achieve the goals with diligence and strength. Motivation in carrying out the work is very essential to increase knowledge and achieve an optimal performance. Successful employees in careers are those who have a good work motivation. Giving motivation to outstanding employees is needed and will be able to improve the performance of the employees directly and will be able to provide a good feedback to the agency. The Health Department shall conduct regular and continuous evaluations to all of the employees. This evaluation is very necessary to know the obstacles, problems and needs of the employees in carrying out their duties. Giving awards to the outstanding employees such as acknowledgements and charters can increase the employee motivation to work.

4.2.2. The Influence of Social Skills on Performance

The value of t_{count} from social skill variable was 3,013 with a significance level of 0,003 and the value of t_{table} at alpha 5% and $df1 = 94$ was 1,661. The social skills variables had a positive and significant influence on the performance of the officers of the Health Department of Deli Serdang Regency. Where during this time, employees just busy with their work and just communicate with colleagues in one field/section only. A very limited time in social relationships is also one of the obstacles, where usually the time of the employee is used for a business trip outside and inside the city. Communication and cooperation in completing a job will facilitate the achievement of the goal of a program in accordance with the target set. By having good social skills, employees are able to communicate to convey something related to the work program to be achieved and solve the problem occurred. Social skills are needed for employees in the execution of daily tasks. The duty of the officers of Health Department is to monitor, evaluate the implementation of the health program at the community health center, conduct teaching and training to the officers of the community health center as the implementer of the health service to the community. The results of this study are supported by the research conducted by Notoatmodjo (2009), Thalib (2010), Mariani (2011) and Ferine *et al.*,(2017) which showed that social skills variables significantly influence the performance of auditors at the public accounting firm in Semarang. This research is in line with the theory of Goleman which states that the fifth indicator of emotional intelligence is very supportive in popularity, leadership and success in achieving good performance. Social skills are

social abilities undertaken by an understanding and development with other skills. These social skills cover the skills in managing relationships with others and building networks.

5. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

Emotional intelligence consisting of self-awareness, self-regulation, motivation, empathy and social skills had a positive and significant influence on employee performance. This situation showed that the higher the emotional intelligence of employees, the better the employee performance, the lower the emotional intelligence, the lower the performance of employees.

5.2. Suggestion

To the employees, they are expected to improve emotional intelligence, especially motivation and social skills. To increase the motivation, the Health Department can give more attention to the outstanding employees such as giving acknowledgments to the outstanding employees in the morning or afternoon briefing, creating a comfortable and quiet working atmosphere or changing the color of the curtains to become softer and making banners about the the work achievement that has been achieved. Giving trust or full responsibility to the employee to the work or new health program to be implemented will be able to increase the work motivation. The majority of the officers of the Health Department is aged 41-50 years old. Therefore, to increase the motivation, it is expected that the employees make daily work records as well as weekly, monthly and annual work plans and make targets to be achieved, which this activities are useful to recall the work and can improve the motivation to work of the employees. The term of office of the majority of the employees is 21-30 years old, it is possible that the employees have bored in work. Therefore, to the Head of the Health Department of Deli Serdang Regency, it is expected to make refreshing activities/outbound for employees periodically, because refreshing activities/outbound is very useful for the improvement of motivation, performance and achievements in order to carry out the task. To improve the social skills of the Health Department, it is necessary to conduct training on the development of personality, cooperation establishment and good communication techniques that for the employees.

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