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# The Effect of Emotional Intelligence and Work Discipline on Performance with Competence as Intervening Variables in Service Civil Servants Public Works and Spatial Planning for the City of Binjai

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**Abstract**

*This study aims to analyze the Effect of Emotional Intelligence and Work Discipline on Competency Performance as Intervening Variables. This research was conducted at the Public Works and Spatial Planning Office of the City of Binjai. The population in this study was 79 employees using a saturated sample. Data collection was carried out by distributing questionnaires. The data source used is the primary data source. The research model used is path analysis and the measurement tool uses Smart PLS version 3.3.3. The results of this study are Work Discipline has a negative and insignificant effect on Performance, Work Discipline has a positive and significant effect on Competence, Emotional Intelligence has a positive and significant effect on Performance, Emotional Intelligence has a positive and significant effect on Competence, Competence has an insignificant positive effect on Performance, Work Discipline has a positive and insignificant effect on Performance through Competence. Emotional Intelligence has a not significant positive effect on performance through competence.*

*Keywords* *Emotional Intelligence, Work Discipline, Competence, Performance.*

## INTRODUCTION

The Ministry of Public Works and Public Housing has the task of administering government affairs in the field of public works and public housing to assist the President in administering state government. Which means Pupr can make developments for human resources in their own way. Quality Human Resources (HR) is a priority and the main need of every company. Every company will certainly try to get great and quality human resources so that it can support effectiveness in the work of a company in achieving its goals. Bangun (2012) also said that "One of the organizational resources that has an important role in achieving its goals is human resources". To get quality human resources is not easy, especially in Indonesia. Emotional intelligence is one important factor that is very influential in learning success. The results of contemporary psychological research show that besides the presence of factors originating from IQ, it turns out that learning and achievement are largely determined by Emotional Intelligence. Emotional intelligence also greatly determines our potential to learn practical skills based on the five elements of emotional intelligence which consist of self-awareness, self-regulation, motivation, empathy, and skills in building relationships with others. 1 Every individual is not easy to acquire emotional intelligence, because emotional intelligence is not present and possessed by someone suddenly. So that emotional intelligence must be learned and trained from an early age.

Discipline is very important for human life, because discipline must be instilled continuously so that discipline becomes a habit. People who are successful in the field of work generally have high discipline, whereas people who fail are generally undisciplined. Discipline is a process of training and learning to improve the ability to act, think and work

actively and creatively. Discipline is also an obedience from people in an organization to the rules that have been set so as to create an orderly situation (Fauzi, 2009). Competence is an ability to carry out or carry out a job or task that is based on skills and knowledge and is supported by the work attitude required by the job. Therefore,

In this development in Indonesia, the competency development of PNS (Civil Servants) is in the context of implementing law number 5 of 2014 concerning ASN (State Civil Apparatus). ASN career development is carried out based on qualifications, competence, performance assessment and the needs of government agencies and is also carried out by considering integrity and morality. Competence in human resources is an important asset of an organization whose management must be carried out as optimally as possible so that it can perform according to its competencies and qualifications (Rozewski and Malachowski, 2012).

Employee performance is an important aspect that must be considered by the company, because employee performance guides the company to achieve its goals. Employee performance is the result of a process that refers to and is measured over a certain period of time based on predetermined terms and agreements according to Wilson Bangun (2012) states that performance is the result of work achieved by employees based on job requirements. A job has certain requirements to be carried out to achieve goals which are also known as job standards. Work results are the results obtained by an employee in carrying out work according to job requirements or performance standards.

## LITERATURE REVIEW

### Emotional Intelligence

Emotional intelligence is two products and two main skills, namely self-awareness skills and self-management skills which are included in personal competence and the second is social awareness skills and social relationship management skills which are included in social competence. Personal competence is more focused on oneself as an individual, while social competence is more focused on a relationship to other people (Bradberry and Greaver, 2007). Goleman in Cahyo Tri Wibowo (2015) defines emotional intelligence as the ability to recognize one's own feelings and the feelings of others, motivate oneself, and manage emotions well in oneself and in relationships with others.

### Cardiality Indicator

According to Emotional Goleman in Cahyo Tri Wibowo (2015) stated indicators of emotional intelligence, namely:

1. Self-awareness is knowing one's own condition, preferences, resources and intuition. includes:
   a. Recognize your own emotions and their effects.
   b. Know your own strengths and limits.
   c. Believe in your own abilities and beliefs about self-worth.
2. Self-regulation, is emotional management that makes it easier to achieve goals by managing one's own conditions, impulses, and resources, including:

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a. The ability to manage destructive emotions and impulses.
b. Flexible to change (easily adaptable) and responsible for performance personal.
c. Easy to accept and open to new ideas, approaches and information.

3. Self-motivation is an emotional tendency that drives or facilitates the achievement of goals. The indicators include:
   a. Drive to achieve / not easily satisfied.
   b. The power to think positively and optimistic.
4. Empathy is the intelligence of how individuals read the feelings, needs, interests, and emotions of others. The indicators include:
   a. Able to accept the point of view of others.
   b. Be sensitive to other people's feelings.
5. Social skills are intelligent in evoking the desired response by others. The indicators include:
   a. Can deliver messages clearly and convince others.
   b. Can awaken.

**Work Discipline**

According to Agustini (2019) Work discipline is an attitude of obedience to the rules and norms that apply in a company in order to increase employee constancy in achieving company/organizational goals. According to Hasibuan (2017) suggests that work discipline is a person's awareness and willingness to comply with all applicable company regulations and social norms. It can be concluded that work discipline is an attitude of obedience to the rules and norms that apply in a company in order to increase the steadfastness of employees in achieving company/organizational goals.

**Work Discipline Indicator**

Indicators of work discipline according to Hasibuan (2017) are as follows:

1. Attitude, namely the mentality and behavior of employees that comes from self-awareness or willingness to carry out company duties and regulations in the form of presence related to the presence of employees in the workplace to work, the ability to use and use equipment properly.
2. Norms, namely regulations about what employees may and may not do as long as they are within the regulations and as a reference in behaving in the form of complying with the regulations, employees consciously comply with the regulations determined by the company and follow the work procedures determined by the company.
3. Responsibility is the ability to carry out duties and regulations within the company.

**Competence**

Competence according to Mulyadi (2013) says that competence shows the achievement and maintenance of a level of understanding and knowledge that allows a member to provide services with ease and ingenuity." The definition and meaning of competence according to Spencer and Spencer (in Moeheriono, 2013) are the characteristics

that underlie a person related to the effectiveness of individual performance in his work or the basic characteristics of individuals who have a causal relationship or as a causal relationship with the criteria used as a reference, effective or excellent performance or superior at work or in certain situations

**Competency Indicator**

Competency indicators according to Mulyadi (2013):

1. Ability to communicate (orally, in writing, report writing and presentations)
2. Able to identify problems and the ability to provide solutions
3. Follow the development of the problem and follow the development of the rules

**Performance**

Success or failure in an organization in carrying out tasks is closely related to employee performance, achievement of performance in the organization is a factor that must be considered to realize the company in achieving the goals that have been set. According to Mangkunegara (2016) who argues that employee performance is the result of a person's work in quality and quantity that has been achieved by employees in carrying out their duties according to the responsibilities given. Robbin (2016) defines performance as a result achieved by employees in their work according to certain criteria that apply to a job.

**Performance Indicator**

According to Robbins (2016) employee performance indicators are:

1. Quality of Work;
2. Quantity;
3. Punctuality;
4. Effectiveness;
5. Independence.

**METHOD**

The type of research that will be used is quantitative associative, namely research that aims to determine the relationship between two or more variables (Sugiyono, 2013). In this study, the exogenous variables were Emotional Intelligence (X1) and Work Discipline (X2). Meanwhile, the endogenous variable is Performance (Y) and the Intervening Variable is Competency (Z). This research was conducted at the PNS PUPR Office, Binjai City, when this research was carried out from March 2023 to July 2023. According to Sugiyono (2013), population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to studied and then drawn the conclusion that the population used is 79 employees.

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**Data analysis technique**

The data analysis technique used in this study is a quantitative data analysis method. Data analysis in this study used Partial Least Square (PLS) based Structural Equation Modeling (SEM) using SmartPLS 3.3.3 software

***Measurement Model (Outer Model)***

The procedure for testing the measurement model consists of a validity test and a reliability test.

1. Validity Test
   The validity test is used to assess whether or not a questionnaire is valid. A questionnaire is said to be valid if the questionnaire questions are able to reveal something that is measured by the questionnaire. Validity testing is applied to all question items in each variable.
2. Reliability Test
   In general, reliability is defined as a series of tests to assess the reliability of statement items. The reliability test is used to measure the consistency of measuring instruments in measuring a concept or measuring the consistency of respondents in answering statement items in questionnaires or research instruments. To measure the level of reliability of research variables in PLS, you can use the value of the alpha coefficient or Cronbach's alpha and composite reliability). Cronbach's alpha value is suggested to be greater than 0.7 and composite reliability is also suggested to be greater than 0.7. (Now, 2014)

***Structural Model (Inner Model)***

This test was conducted to determine the relationship between exogenous and endogenous constructs which has become a hypothesis in this study (Hair et al., 2017). To produce inner model test values, steps in SmartPLS are carried out using the bootstrapping method. The structural model is evaluated using the R-square for the dependent variable, the Stone-Geisser Q-square test for predictive elevation and the t test and the significance of the structural path parameter coefficients with the following explanation:

1. Coefficient of Determination / R Square (R2)
   In assessing the model with PLS begins by looking at the R-square for each dependent latent variable. The interpretation is the same as the interpretation in regression. Changes in the R-square value can be used to assess the effect of certain independent latent variables on the dependent latent variable whether it has a substantive effect (Ghozali, 2012). The value of R2 is generally between 0 and 1.
2. Predictive Relevance (Q2)
   This test is used to measure how well the observed values are generated by the model and also the parameter estimates. If the Q2 value is greater than 0, it indicates that the model has predictive relevance, which means it has a good observation value, whereas if the value is less than 0, it indicates that the model does not have predictive relevance (Ghozali, 2014).
3. t-Statistics

At this stage it is used for hypothesis testing, namely to determine the significance of the relationship between variables in research using the bootstrapping method. In the full Structural Equation Modeling model besides confirming the theory, it also explains whether or not there is a relationship between latent variables (Ghozali, 2012). The hypothesis is said to be accepted if the t statistic value is greater than the t table. According to (Latan and Ghozali, 2012) the criteria for a t table value of 1.96 with a significance level of 5%

4. Path Coefficient (Path Coefficient)
   This test is used to determine the direction of the relationship between variables (positive/negative). If the value is 0 to 1, then the direction of the relationship between variables is positive. Meanwhile, if the value is 0 to -1, then the direction of the relationship between variables is declared negative.
5. Model Fit
   This test is used to determine the level of suitability (fit) of the research model with the ideal model for this study, by looking at the NFI value in the program. If the value is closer to 1, the better (good fit).

## RESULTS AND DISCUSSION

### Outer Model Analysis

Testing the outer model measurement model is carried out to determine the specifics of the relationship between latent variables for the manifest variable. This test is to find out whether the distributed values are valid and reliable for conducting research. All indicator values must be valid and reliable after getting valid and reliable values. This includes convergent validity, discriminant validity and reliability.

### 1. Convergent Validity

Convergent validity of the measurement model with reflexive indicators can be seen from the correlation between the score of the item/indicator and the score of the construct. An indicator that has an individual correlation value greater than 0.7 is considered valid but at the research development stage. Indicator values of 0.5 and 0.6 are still acceptable. Based on the results for outer loading, it shows that there is an indicator that has a loading below 0.60 and is not significant. The structural model in this study is shown in the following figure

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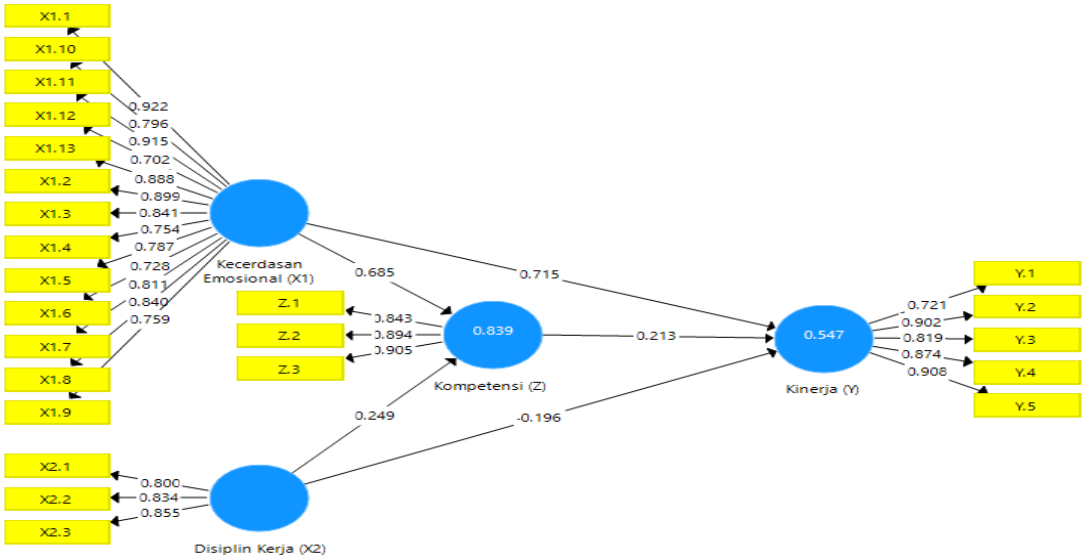


Figure 1. Outer Model
Source: Smart PLS 3.3.3

The Smart PLS output for the loading factor gives the results in the following table: Outer Loadings In this study there is an equation and the equation consists of two substructures for substructure 1

$Z = b1X1 + b2X2 + e1$

$Z = 0.685 + 0.249 + e1$

For substructure 2

$Y = b3X1 + b4X2 + b5Z + e2$

$Y = 0.715 – 0.196 + 0.213 + e2$

**Table 1. Outer Loadings**

| | Work Discipline (X2) | Emotional Intelligence (X1) | Performance (Y) | Competency (Z) |
|---|---|---|---|---|
| X1.1 | | 0.922 | | |
| X1.10 | | 0.796 | | |
| X1.11 | | 0.915 | | |
| X1.12 | | 0.702 | | |
| X1.13 | | 0.888 | | |
| X1.2 | | 0.899 | | |
| X1.3 | | 0.841 | | |
| X1.4 | | 0.754 | | |
| X1.5 | | 0.787 | | |
| X1.6 | | 0.728 | | |
| X1.7 | | 0.811 | | |
| X1.8 | | 0.840 | | |
| X1.9 | | 0.759 | | |

| | | | | |
|---|---|---|---|---|
| **X2.1** | **0.800** | | | |
| **X2.2** | **0.834** | | | |
| **X2.3** | **0.855** | | | |
| **Y. 1** | | | **0.721** | |
| **Y.2** | | | **0.902** | |
| **Y.3** | | | **0.819** | |
| **Y.4** | | | **0.874** | |
| **Y.5** | | | **0.908** | |
| **Z. 1** | | | | **0.843** |
| **Z. 2** | | | | **0.894** |
| **Z. 3** | | | | **0.905** |

Source: Smart PLS 3.3.3

Based on table 1 above, there is a loading factor value for each variable that has a value greater than 0.7. It can be seen that if the loading factor value is greater than 0.7, then each indicator item is considered valid and the loading factor value above is greater than 0.7 so that it can be interpreted as an indicator in a valid condition by Convergent Validity.

**2. Discriminatory Validity**

Subsequent studies determine valid data by Discriminate Validity, aiming to find out whether the cross loading value is greater than other latent variables so as to determine the results of indicators that have a high correlation with the construct. The following table shows the results of cross loading from validity testing as follows:

**Table 2. Discriminant Validity**

| | Work Discipline (X2) | Emotional Intelligence (X1) | Performance (Y) | Competence (Z) |
|---|---|---|---|---|
| **X1.1** | 0.790 | **0.922** | 0.661 | 0.892 |
| **X1.10** | 0.672 | 0.796 | 0.585 | 0.689 |
| **X1.11** | 0.770 | 0.915 | 0.653 | 0.868 |
| **X1.12** | 0.793 | 0.702 | 0.518 | 0.596 |
| **X1.13** | 0.832 | 0.888 | 0.635 | 0.864 |
| **X1.2** | 0.792 | 0.899 | 0.640 | 0.844 |
| **X1.3** | 0.719 | 0.841 | 0.709 | 0.741 |
| **X1.4** | 0.806 | 0.754 | 0.467 | 0.667 |
| **X1.5** | 0.750 | 0.787 | 0.611 | 0.719 |
| **X1.6** | 0.646 | 0.728 | 0.484 | 0.605 |
| **X1.7** | 0.685 | 0.811 | 0.664 | 0.659 |
| **X1.8** | 0.750 | 0.840 | 0.595 | 0.706 |
| **X1.9** | 0.672 | 0.759 | 0.553 | 0.781 |

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| | | | | |
|---|---|---|---|---|
| **X2.1** | 0.800 | 0.705 | 0.527 | 0.639 |
| **X2.2** | 0.834 | 0.796 | 0.517 | 0.794 |
| **X2.3** | **0.855** | 0.745 | 0.541 | 0.718 |
| **Y. 1** | 0.680 | 0.770 | 0.721 | 0.696 |
| **Y.2** | 0.509 | 0.601 | 0.902 | 0.589 |
| **Y.3** | 0.379 | 0.433 | 0.819 | 0.420 |
| **Y.4** | 0.476 | 0.563 | 0.874 | 0.548 |
| **Y.5** | 0.542 | 0.614 | **0.908** | 0.583 |
| **Z. 1** | 0.681 | 0.737 | 0.600 | 0.843 |
| **Z. 2** | 0.786 | 0.801 | 0.566 | 0.894 |
| **Z. 3** | 0.821 | 0.861 | 0.664 | **0.905** |

Source: Smart PLS 3.3.3

Based on table 2, it can be seen that the loading factor on the Work Discipline variable shows that the construct value of the loading factor is greater than the other latent variables, for the loading factor of the Emotional Intelligence variable, there is a construct value that is greater than the construct value of the loading factor on other latent variables, for factor loading For the performance variable, the loading factor construct value is greater than the loading factor construct value for other latent variables, while for the Competency variable loading factor, the construct value is greater than the loading factor value for other latent variables, meaning that in this study all constructs from each variable are present. valid value in discriminate validity research.

### 3. Composite reliability

In composite reliability research to look at each variable with its reliability value and if the value of more variables is greater than 0.60 then the research is considered reliability and if it is below 0.60 and 0.7 then there is no reliability there are several blocks to determine the research's reliability whether or not and whether or not it is valid includes the Coranbach alpha value, the reliability composite and the AVE value can be seen in the table below:

**Table 3. Construct Reliability and Validity**

| | Cronbach's Alpha | Composite Reliability | Average Variance Extracted (AVE) |
|---|---|---|---|
| **Work Discipline (X2)** | **0.774** | **0.869** | **0.689** |
| **Emotional Intelligence (X1)** | **0.959** | **0.964** | **0.675** |
| **Performance (Y)** | **0.902** | **0.927** | **0.718** |
| **Competency (Z)** | **0.856** | **0.912** | **0.776** |

Source: Smart PLS 3.3.3

Based on table 3 above, it can be seen that the value in the Coranbach alpha column for each variable has a value greater than 0.7, which means that according to Cronbach alpha the research is considered reliability for the composite reliability column where the value of each variable is greater than 0.6 so that research in assume reliability in a composite manner while in the AVE column there is a value greater than 0.7 in each variable so that the AVE research is valid, meaning that the research is reliability and valid for all variables.

**Inner Model Analysis**

Evaluation of the structural model (inner model) is carried out to ensure that the structural model built is robust and accurate. The stages of analysis carried out in the evaluation of the structural model are seen from several indicators, namely:

**1. Coefficient of Determination (R2)**

Based on the data processing that has been done using the SmartPLS 3.0 program, the R Square value is obtained as follows:

**Table.4. R Square results**

| | R Square | Adjusted R Square |
|---|---|---|
| **Performance (Y)** | 0.547 | 0.529 |
| **Competency (Z)** | 0.839 | 0.834 |

Source: Smart PLS 3.3.3

Based on table 4 above, there is an R Square value in the Performance variable with a value of 0.547 and if divided, the value for Performance is 54.7%, which means that the influence of the Emotional Intelligence, Work Discipline and Competence variables on Performance is 54.7%, the remaining 45.3 % is in another variable. The R Square value of the Competency variable is 0.839 with a percentage value for competence of 83.9% meaning that the influence of Emotional Intelligence, Work Discipline on Competence is 83.9% and the sides are 16.1% in other variables.

**2. Assessment of Goodness of Fit (GoF)**

The goodness of fit model test can be seen from the NFI value ≥ 0.697 which is declared fit. Based on the data processing that has been done using the SmartPLS 3.3 program, the Fit Model values are obtained as follows:

**Table 5. Model Fit**

| | Saturated Model | Estimation Models |
|---|---|---|
| **SRMR** | 0.101 | 0.101 |
| **d_ULS** | 3,070 | 3,070 |
| **d_G** | 9.308 | 9.308 |
| **Chi-Square** | 1693,654 | 1693,654 |
| **NFIs** | 0.783 | 0.783 |

Source: Smart PLS 3.3.3

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The results of the goodness of fit test for the PLS model in the table above show that the NFI value is 0.783, meaning that this study is considered FIT because the NFI value is greater than 0.697. Thus, from these results it can be concluded that the model in this study has a high and feasible goodness of fit. used to test the research hypothesis.

**3. Hypothesis Testing**

After assessing the inner model, the next thing is to evaluate the relationship between latent constructs as hypothesized in this study. Hypothesis testing in this study was carried out by looking at the T-Statistics and P-Values. The hypothesis is declared accepted if the T-Statistics value is > 1.96 and the P-Values are <0.05. The following are the results of the Path Coefficients of direct influence:

**Table 6 Path Coefficients (Direct Effects)**

| | Original Sample (O) | T Statistics (\| O/STDEV \|) | P Values | Results |
|---|---|---|---|---|
| **Work Discipline (X2) -> Performance (Y)** | -0.196 | 1,091 | **0.276** | **Rejected** |
| **Work Discipline (X2) -> Competence (Z)** | 0.249 | 2,100 | **0.036** | **Accepted** |
| **Emotional Intelligence (X1) -> Performance (Y)** | 0.715 | 2,206 | **0.028** | **Accepted** |
| **Emotional Intelligence (X1) -> Competence (Z)** | 0.685 | 5,253 | **0.000** | **Accepted** |
| **Competence (Z) -> Performance (Y)** | 0.213 | 0.706 | **0.480** | **Rejected** |

Source: Smart PLS 3.3.3

Based on the table above, there is a hypothetical value with the final result determined, namely the influence of each variable as follows:

1. Work Discipline has no significant negative effect on performance with an original sample value of -0.196 and P values 0.276 > 0.05 meaning that every work discipline will get good and quality performance even though the employee's heart feels uncomfortable with the disciplinary regulations given.
2. Work Discipline has a positive and significant effect on Competence with an original sample value of 0.249 and P values 0.036 <0.05 meaning that if Work Discipline increases then Competence will increase if it decreases Competence will decrease.
3. Emotional intelligence has a positive and significant effect on performance with the original sample of 0.715 and P values 0.028 <0.05 meaning that when emotional intelligence increases, performance also increases. If it decreases, performance also decreases.

4. Emotional Intelligence has a positive and significant impact on Competence with an original sample value of 0.685 and P values 0.000 <0.05 meaning that if Emotional Intelligence increases, Competence also increases if it decreases Competence also decreases.
5. Competence has no significant positive effect on performance with a value of 0.213 and P values of 0.480 meaning that not everyone who has competence has good performance.

**Table 7. Path Coefficients (Indirect Effects)**

| | Original Sample (O) | T Statistics (\| O/STDEV \|) | P Values | Results |
|---|---|---|---|---|
| **Work Discipline (X2) -> Competence (Z) -> Performance (Y)** | 0.053 | 0.589 | **0.556** | **Rejected** |
| **Emotional Intelligence (X1) -> Competence (Z) -> Performance (Y)** | 0.146 | 0.715 | **0.475** | **Rejected** |

Source: Smart PLS 3.3.3

Based on table 7, the indirect effect has a significant value of the two hypotheses greater than 0.05, which means that competency variables cannot be a link between variables X and Y, which means competence is not an intervening variable.

1. Work Discipline has a positive and insignificant effect on performance through competence with an original sample value of 0.053 > 0.05.
2. Emotional intelligence has no significant positive effect on performance through competency with an original sample value of 0.146 and P values of 0.475 > 0.05.

## CLOSING

### Conclusion

1. Work Discipline has no significant negative effect on performance with an original sample value of -0.196 and P values 0.276 > 0.05.
2. Work Discipline has a positive and significant effect on competence with an original sample value of 0.249 and P values of 0.036 <0.05.
3. Emotional intelligence has a positive and significant effect on performance with an original sample of 0.715 and P values 0.028 <0.05.
4. Emotional intelligence has a positive and significant impact on competence with an original sample value of 0.685 and P values of 0.000 <0.05.
5. Competence has no significant positive effect on performance with a value of 0.213 and P values of 0.480 > 0.05.
6. Work Discipline has a positive and insignificant effect on Performance through Competence with an original sample value of 0.053 > 0.05.
7. Emotional intelligence has no significant positive effect on performance through competence with an original sample value of 0.146 and P values of 0.475 > 0.05.

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**Suggestion**

1. Organizations must retain employees who have emotional intelligence for the betterment of the organization and other employees.
2. Organizations must treat discipline fairly and not discriminate against employees.
3. Organizations must be able to see and assess which employees are competent and which are not for the betterment of the organization.
4. Organizations must be strict with employees to make employees work well and their performance is not careless.

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