

The Effect of Training Programs, Emotional Intelligence on SME Business Performance and Competence as Intervening Variables

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Abstract

The economic functions of this sector include providing goods and services for consumers with low to moderate purchasing power, contributing more than half of economic growth and contributing to the country's foreign exchange earnings. Socio-politically, the function of this sector is also very important, especially in the absorption of labor and efforts to eradicate poverty. In addition, small businesses are a basic need for our country that adheres to a populist system. Therefore, more attention should be paid to the business performance of SMEs, because SMEs are the largest contributor to the country's GDP. The purpose of this study is to analyze the effect of the training program, emotional intelligence on SME business performance and competence as an intervening variable, with data analysis using the Structural Equation Model (SEM) program through the AMOS software. The results show that training programs, emotional intelligence and competence have a positive and significant impact on SME business performance and training programs and emotional intelligence have a positive and significant impact on competence and competence to mediate the effect of training programs and emotional intelligence on SME business performance.

Keywords

training program; emotional intelligence; competence and performance of SMEs



I. Introduction

When large-scale businesses experience destruction due to the economic crisis, SMEs are a lifeline from the impact of the economic crisis. In some cases, SMEs play an important role in contributing quite large non-oil exports. SMEs are also an activity that dominates more than 95 percent of the structure of the Indonesian economy. This sector has a very strategic role, both socio-economic and socio-political. The economic functions of this sector include providing goods and services for consumers with low to moderate purchasing power, contributing more than half of economic growth and contributing to the country's foreign exchange earnings. Socio-politically, the function of this sector is also very important, especially in the absorption of labor and efforts to eradicate poverty. In addition, small businesses are a basic need for our country that adheres to a populist system (Ratnawati and Hikmah, 2013). Therefore, more attention should be paid to the business performance of SMEs, because SMEs are the largest contributor to the country's GDP.

Table 1. Percentage of Contribution of Indonesian MSMEs to GDP

Kategori Skala Usaha	Jumlah (unit)	Persentase unit usaha	Total Pendapatan Usaha - harga berlaku (Rp trilyun/tahun)	Persentase Kontribusi thd PDB	Rata-rata pendapatan per unit usaha (Rupiah per tahun)
Mikro	62,106,900	98.70%	4,727.99	34.12%	76,126,646.15
Kecil	757,090	1.20%	1,234.21	8.91%	1,630,202,485.83
Menengah	58,627	0.11%	1,742.44	12.57%	29,720,777,116.35
Besar	5,460	0.01%	5,136.22	37.07%	940,699,633,699.63
Total	62,928,077	100%	12,841	93%	

The table above shows that productivity per business unit continues to increase in line with the category of business scale. Where Micro businesses only have an average operating income of around Rp. 76 million per year or Rp. 253 thousand per day; while the contribution from small businesses is IDR 1.63 billion per year or IDR 5.4 million per day; and from medium-sized enterprises of Rp. 29.7 billion per year or around Rp. 99 million per day. If the Micro and Small Enterprises above are compared with Large Enterprises, the average income from Large Enterprises is around Rp.941 billion per year or Rp.3.15 billion per day (assuming 300 days per year). This shows that the productivity of Large Enterprises is 12,394 times greater than that of Micro Enterprises, or 583 times that of Small Enterprises, and 32 times that of Medium Enterprises (Haryanti & Hidayah, 2018).

If the comparison of micro, small, medium and large businesses is seen with the upper limit of the turnover criteria, then there are results where the average turnover of Micro Enterprises is currently only around 25% of the upper limit of turnover of Rp. 300 million; Meanwhile, Small Enterprises are 65%, and from Medium Enterprises are 59% (Haryanti & Hidayah, 2018). To improve the performance of SMEs, of course, they must pay attention to the factors that influence them, including those studied in this journal, namely the training program for HR provided by the company (Haryanti & Hidayah, 2018).

Strategically, training should be seen as an important dimension for organizations in pursuit of better productivity and performance. Eisenhardt & Martin (2000) argues that such capabilities relate to a firm's ability to integrate, build and reconfigure internal and external competencies to cope with a rapidly changing environment. With this in mind, according to Helfat & Lieberman (2002), training is very important to develop human resources and use them more effectively, stimulating the flow of knowledge and communication. Therefore, training is perceived as a 'key' that can increase productivity and, hence, overall organizational performance.

The purported importance of employee training for small business performance appears to be under-estimated in this regard, for the SME sector, Ibrahim & Ellis (2003), suggest that training will, in fact, increase their survival rates while Reid & Harris (2002) note that the most successful SMEs provide more employee training.

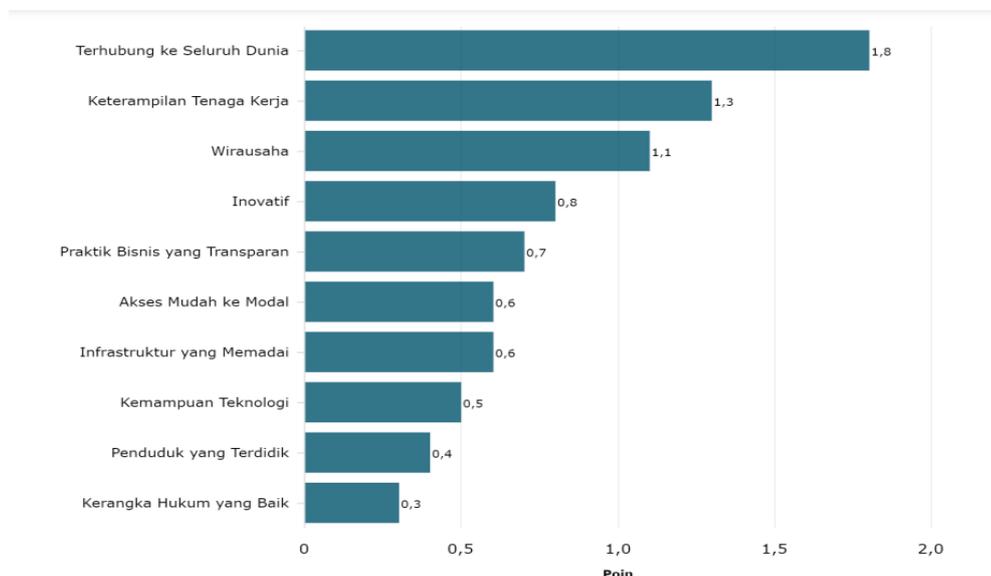
Another thing that is considered in this research is the emotional intelligence of HR. Emotional Intelligence is defined as the ability to identify, assess, and control one's own emotions, those of others, and of groups. Manager's emotional intelligence is an important factor in the performance of SMEs (Bradberry, 2015). According to Goleman (2008), emotional intelligence plays an important role in the workplace compared to cognitive abilities such as intelligence or technical skills (Muthembwa et al., 2019).

According to research conducted by Muthembwa et al. (2019), shows the results that economic intelligence has a significant impact on the performance of SMEs. According to Boyatzis (1999) and Chermiss (1998), employees who have good emotional intelligence

will produce better performance, which can be seen from the quality and quantity provided by employees.

Another factor that affects the performance of SMEs is competence. In the literature on entrepreneurship, the behavioral, psychological, and demographic characteristics of entrepreneurs are usually cited as the most influential factors in the performance of small and medium-sized enterprises (SMEs). According to Man, Lau and Snape (2002) have developed a theoretical framework using the concept of competitiveness for SMEs and a competency approach to study the characteristics of entrepreneurs. According to the competency approach, the most valuable underlying quality of workers lies in their “competence”. Whereas the traditional approach to job positions focuses on the elements of the job, competency evaluation studies people who are successful in their work careers. This framework focuses on the role of entrepreneurs in determining company performance and can be applied to smaller companies bearing the name of the entrepreneur or founder (José Sánchez, 2011)

According to US News and World Report data in the 2019 Best Countries, Indonesia's entrepreneurial dimension is ranked 50 out of 80 countries surveyed. Meanwhile, at the Southeast Asia (ASEAN) level, Indonesia is in the second lowest position along with the Philippines, out of seven countries surveyed. The score obtained by Indonesia in entrepreneurship is 0.7 from a scale of 0-10. A value close to 0 indicates the worse the entrepreneurial dimension of a country and vice versa (U.S. News & World Report – Databooks 2019).



Source: U.S. News & World Report – Databooks 2019

Figure 1. Indicators of Indonesia's Low Entrepreneurship Rank

Indonesia's low ranking is due to indicators that make up the entrepreneurial dimension that have a score below 2 on a scale of 0-10. One of them is the skill of the workforce, although it gets more points than other indicators, it is still said to be small because it is below 2 (U.S. News & World Report – Databooks 2019), workforce skills can be said to be part of HR competencies. In this study, competence becomes an intervening variable in mediating the effect of training programs and emotional intelligence on SME business performance. Therefore, the purpose of this study is to analyze the effect of training programs, emotional intelligence on SME business performance and competence as an intervening variable.

II. Review of Literature

Human Resources (HR) is the most important component in a company or organization to run the business it does. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The development of human resources is a process of changing the human resources who belong to an organization, from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020).

Performance, as Marr (2006) argues, must be managed in an enabling environment where training achieves increasing emphasis as a building block for human resource development and business sustainability. This knowledge can be supported by establishing effective training and development practices, investments in which, firstly, are critical to survival and/or growth and, second, being at the forefront of top management policies. It must be emphasized that economic development and job creation must be carried out responsibly in order to thrive in today's challenging environment. Especially in times of crisis, SMEs typically find that overall resources are drying up and, often, training is no longer a priority. According to Cooper (2008), employers need to look beyond salaries and bonuses to keep their workers satisfied and happy and, in so doing, motivate them through training means.

Chandler & McEvoy (2000) argue that companies that invest in employee training, engage in formal performance appraisal and link it with incentive compensation tend to have lower employee turnover, higher productivity, and improved performance. This view is considered particularly related to the SME sector. Ibrahim & Ellis (2003) suggest that training increases the survival rate of small firms.

Emotional intelligence is an important factor that provides increased ability to achieve organizational goals and work goals, encouraging better teamwork through cooperation and trust (Arfara and Samanta 2016). Emotionally intelligent employees tend to have positive thoughts, appear more satisfied, dedicated, and loyal to their profession and organization, which in turn creates a conducive environment that has an impact on work (Miao et al. 2017). Fatigue at work can be reduced by the ability to manage and regulate one's emotions (Arfara and Samanta 2016). Employees with high levels of emotional intelligence have been found to have lower levels of task fatigue (Gomez and Bresó 2020). The absence of employee burnout while performing tasks encourages employee engagement, allows consistent focus on the task at hand, thereby contributing to higher levels of motivation in performance (Supramaniam and Singaravelloo, 2021).

The perceived influence of emotional intelligence has implications for inclusion in training and development initiatives (Guy and Lee 2015), which will help organizations to increase levels of commitment through improving individual behavior (Majeed et al. 2017) and team performance emotionally strong and motivated team members consistently (Sithambaram et al. 2021). Emotional intelligence determines employee performance; high levels of emotional intelligence produce high performance, while lower levels of emotional intelligence breed low levels of emotional intelligence (Law et al. 2004; Van Rooy and Viswesvaran 2004; Mayer et al., 2012; Cuellar-Molina et al. , 2019).

MSME performance must be accompanied by business development. However, the development of MSMEs must be accompanied by the development of human resources in various aspects. Human resource competencies that are needed by business units include aspects of knowledge, aspects of skills, and aspects of abilities (Ardiana et al., 2010). Competence refers to a person's knowledge, skills, abilities, or personality characteristics that directly affect job performance, meaning that competence has aspects such as

knowledge, skills, abilities, and personality characteristics that greatly affect business performance (Yong and Mohd-Yusoff, 2016) . There are 3 (three) characteristics that make up competence, according to Moeheriono (2012), namely: knowledge, skills, and abilities. It is the researcher's consideration to use the competence variable as a mediating or intervening variable.

Hypothesis

- H1: The Training Program has a positive and significant effect on Competence
- H2: Emotional Intelligence has a positive and significant effect on Competence
- H3: The Training Program has a positive and significant impact on SME Business Performance
- H4: Emotional Intelligence has a positive and significant effect on SME Business Performance
- H5: Competence has a positive and significant effect on SME Business Performance
- H6: The Training Program has a positive and significant impact on SME Business Performance through Competence
- H7: Emotional Intelligence has a positive and significant effect on SME Business Performance through Competence

III. Research Method

This study uses a quantitative approach with non-experimental methods (no treatment/treatment or manipulation of research variables), which is a study in which the variables to be measured are inherent in the respondents, with data collection techniques that can be done by means of interviews, questionnaires and observations. Using an analysis tool in the form of a Structural Equation Model (SEM) program through AMOS software.

IV. Results and Discussion

Table 2. Descriptive

Variable	Indicator	Average	Category
Training Program	PP1	4.01	Good
	PP2	3.86	Good
	PP3	4.03	Good
	PP4	3.55	Good
	PP5	4.10	Good
	Average PP	3.91	Good
Emotional Intelligence	KE1	3.90	Good
	KE2	3.94	Good
	KE3	3.68	Good
	KE4	3.59	Good
	Average KE	3.78	Good
Competence	KOM1	4.08	Good
	KOM2	3.82	Good
	KOM3	3.83	Good
	KOM4	3.62	Good

Variable	Indicator	Average	Category
	Average KOM	3.84	Good
SME Business Performance	KB1	3.88	Good
	KB2	4.01	Good
	KB3	4.00	Good
	KB4	3.92	Good
	KB5	3.96	Good
	Average KBU	3.95	Good

Based on table 2, it can be seen that respondents' perceptions of the training program, emotional intelligence, competence, and business performance of SMEs are good.

4.1 Verification Analysis

Verificative analysis aims to examine the effect of latent variables in this study. The analysis used the method of Structural Equation Modeling (SEM). SEM forms two types of models, namely measurement models and structural models. The measurement model aims to describe how well each indicator can be used as an instrument for measuring latent variables through testing the validity and reliability of indicators and dimensions of research variables. The structural model is a model where the goodness of fit for the inner model can be proven by testing the effect of each exogenous latent variable on the endogenous latent variable.

Testing the measurement model in this study uses a one-level test called the first order confirmatory factor analysis (CFA) approach. The results of the said CFA test are explained as follows:

Table 3. Results of Measurement Model Recapitulation (CFA)

Latent Variable	Manifest variable	λ	λ^2	e	CR	VE
Training Program	PP1	0.815	0.664	0.288	0.888	0.616
	PP2	0.822	0.676	0.591		
	PP3	0.781	0.610	0.259		
	PP4	0.745	0.555	0.422		
	PP5	0.964	0.929	0.584		
Emotional Intelligence	KE1	0.812	0.659	0.288	0.867	0.621
	KE2	0.770	0.593	0.591		
	KE3	0.840	0.706	0.259		
	KE4	0.927	0.859	0.584		
Competence	KOM1	0.771	0.594	0.288	0.830	0.551
	KOM2	0.792	0.627	0.591		
	KOM3	0.793	0.629	0.422		
	KOM4	0.682	0.465	0.584		
SME Business Performance	KB1	0.789	0.623	0.288	0.885	0.607
	KB2	0.850	0.723	0.591		
	KB3	0.781	0.610	0.259		
	KB4	0.765	0.585	0.422		
	KB5	0.878	0.771	0.584		

The data in Table 3 shows that all values of standardized factor loading (λ) 0.50 mean that all indicators are declared to have good validity. Likewise, the reliability of the measurement model is shown from the values of CR 0.70 and VE 0.50. All indicators are declared valid and reliable to measure the variables of the training program, emotional intelligence, competence, and business performance of SMEs.

Table 4. Results of the Model Requirements Fit Testing

GOF	Acceptable Match Level	Model Index	Explanation
Chi-square	chi-square $\leq 2df$ (good fit), $2df < \text{chi-square} \leq 3df$ (marginal fit)	210,49 < 3df (354)	Good Fit
P-value	$P \geq 0.05$	0,000	Bad Fit
GFI	$GFI \geq 0.9$ (good fit), $0.8 \leq GFI \leq 0.9$ (marginal fit)	0,872	Marginal Fit
RMR	$RMR \leq 0.5$	0.041	Good Fit
RMSEA	$0.05 < RMSEA \leq 0.08$ (good fit), $0.08 < RMSEA \leq 1$ (marginal fit)	0.074	Good Fit
TLI	$TLI \geq 0.9$ (good fit), $0.8 \leq TLI \leq 0.9$ (marginal fit)	0.958	Good Fit
NFI	$NFI \geq 0.9$ (good fit), $0.8 \leq NFI \leq 0.9$ (marginal fit)	0.910	Good Fit
AGFI	$AGFI \geq 0.9$ (good fit), $0.8 \leq AGFI \leq 0.9$ (marginal fit)	0,814	Marginal Fit
RFI	$RFI \geq 0.9$ (good fit), $0.8 \leq RFI \leq 0.9$ (marginal fit)	0.983	Good Fit
CFI	$CFI \geq 0.9$ (good fit), $0.8 \leq CFI \leq 0.9$ (marginal fit)	0.958	Good Fit

Based on the table, it can be seen that of the 10 indicators of Goodness of fit, there is 1 indicator that has a good less category or can be said to be bad fit. Meanwhile, the other indicators have marginal fit and good fit categories. Thus, the research model is continued by testing the research hypothesis. Subsequently, the research hypothesis was tested.

The magnitude of the influence between the resulting latent variables, can be known by looking at the value of the path coefficient that is formed. The path coefficient values formed in this study are shown in Figure 2.

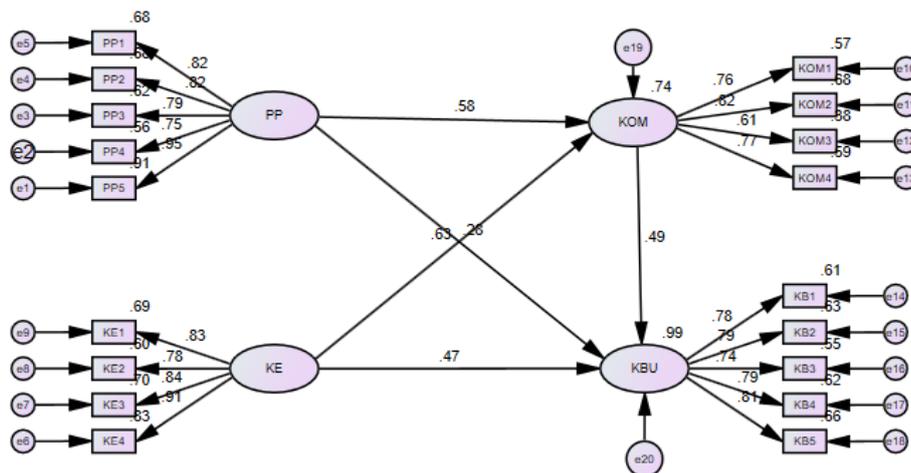


Figure 2. Standard Solutions Structural Model Diagram

Based on Figure 2 shows that the results of the magnitude of the value of the causal relationship between research variables are presented in Table 5.

Table 5. Recapitulation of Hypothesis Testing

Alternative Hypothesis (Ha)	Path (Relationship)	t value (>1,96)	Influence			Conclusion of the Null Hypothesis (H0)
			Direct	Indirect	Total	
H1	PP --> KBU	3.596	0.280		0.280	Accepted
H2	KE --> KBU	5.374	0.471		0.471	Accepted
H3	PP --> KOM	7.989	0.585		0.585	Accepted
H4	KE --> KOM	8.145	0.631		0.631	Accepted
H5	KOM --> KBU	4.182	0.487		0.487	Accepted
H6	PP --> KOM --> KBU	3.705	0.280	0.285	0.565	Accepted
H7	KE --> KOM --> KBU	3.720	0.471	0.307	0.778	Accepted

Based on table 5. above, it can be seen that the t-count values for the variables of training program, emotional intelligence and competence have each t hintung greater than t-crisis 1.96. Because the value of t-count is greater than t-crisis, then at an error rate of 5% it was decided to accept H1, H2 and H5. So it can be concluded that the training program, emotional intelligence and competence have a positive and significant impact on SME business performance. The direction of the relationship between training programs, emotional intelligence and competence with SME Business Performance is positive which means that when there is an increase in training programs, emotional intelligence and competence, SME Business Performance will increase and vice versa.

The t-count values for the training program and emotional intelligence variables have each t hintung greater than the t-crisis of 1.96. Because the value of t-count is greater than t-crisis, then at an error rate of 5% it was decided to accept H3 and H2. So it can be concluded that the training program and emotional intelligence have a positive and significant effect on competence. The direction of the relationship between the training program and emotional intelligence with competence is positive which means that when there is an increase in the training program and emotional intelligence, competence will increase and vice versa.

Based on the calculation results, it is obtained that the t-count value for testing the effect of mediation on the hypothesis has each t hintung greater than t-crisis 1.96. From the calculation above, it can be seen that t arithmetic is greater than t (1.96) with a significance level of 0.05, it can be explained that competence is able to mediate the relationship between training programs and emotional intelligence with SME Business Performance. Thus, the hypothesis H6 and H7 can be accepted. This type of mediation is partial mediation, this is because whether or not there is a competency variable, training programs both have a significant influence on SME Business Performance. However, based on the t-count value, the indirect effect is greater than the direct effect, because the t-count value of training programs and emotional intelligence on direct performance is smaller than through competence.

V. Conclusion

Results The findings of this study are described in detail as follows:

- a. The Training Program has a positive and significant effect on Competence. This means that the better the training program carried out by SMEs, the higher the level of competence.
- b. Emotional Intelligence has a positive and significant effect on Competence. This means that the more mature the Emotional Intelligence possessed by SMEs, the higher the level of competence
- c. The Training Program has a positive and significant impact on SME Business Performance. This means that the better the Training Program carried out, the higher the level of SME Business Performance.
- d. Emotional Intelligence has a positive and significant effect on SME Business Performance. This means that the more mature Emotional Intelligence you have, the higher the level of SME Business Performance.
- e. Competence has a positive and significant effect on SME Business Performance. This means that the better the competencies possessed, the higher the level of SME Business Performance.
- f. The Training Program has a positive and significant impact on SME Business Performance through Competence. This means that Competence is able to mediate positively and significantly the relationship between the Training Program in improving SME Business Performance.
- g. Emotional Intelligence has a positive and significant effect on SME Business Performance through Competence. This means that competence is able to mediate positively and significantly the relationship between Emotional Intelligence in improving SME Business Performance.

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