

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Agustina et al.(2016) mentions that every business expects good-performing human resources because the success or failure of its goals is determined by the organization's performance of human resources. Simamora (2008) recognizes successful human resources as one of the organizational resources / companies that are essential to the company 's success in achieving its objectives. The determinant factor for effectively and efficiently achieving organizational goals and objectives is the human resource (Dessler 1997).

According to Mathis and Jackson (2001), an organization's success or failure in achieving the mission would be mainly decided by individuals' success in fulfilling the mission they were taking on, because people are the implementers of activities in order to achieve the objectives of the organization. One of the company goals is to increase employee performance that will lead to improvement of company performance.

Employee performance is the extent to which a person carrying out the responsibilities and work tasks (Singh et al., 1996). Gomes (1995) stated that job performance is a record of the results or outcomes produced from a particular job function or certain activities in a certain time period. Meanwhile, Colquitt et.al (2011) noted that job performance is “the set of employee behaviors that contribute to organizational goal accomplishment”. Performance must be

measurable. Gomes (1995) defined the measurement of performance is a way to measure the level of individual contributions to the organization. Employee's performance is generally positioned as the dependent variable in empirical research because they are viewed as the result or impact of organizational behavior or practices of human resources not as a cause or determinant.

Basically, the high performance will increase company productivity, reduce employee turnover rate, as well as confirming the company management style. Conversely, the low employee performance can reduce the quality and productivity of work, increase employee turnover, and decline the corporate earnings.

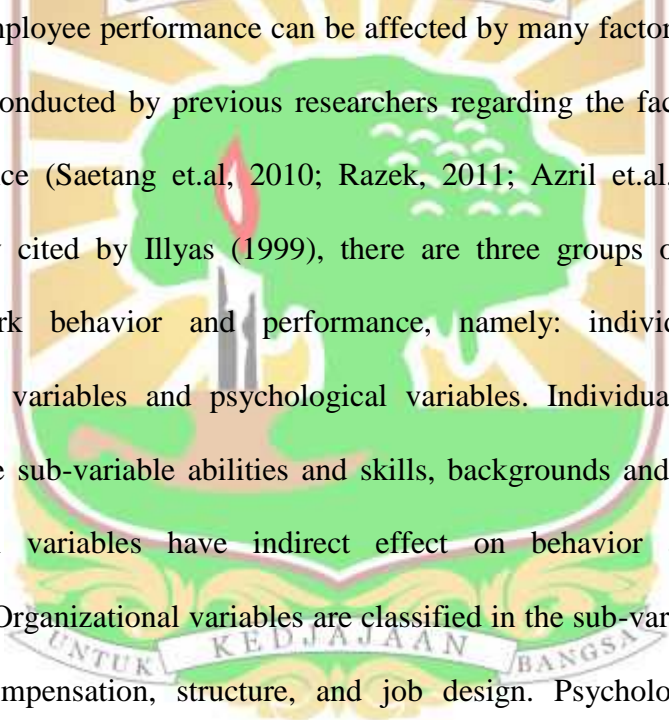
Table 1. 1
Work Performance in SKB Kota Padang 2019

No.	Performance score	No.	Performance score
1	91.33	18	78.29
2	94.48	19	78.29
3	91.33	20	91.33
4	91.33	21	85.64
5	88.39	22	94.43
6	88.39	23	88.72
7	99.39	24	80.06
8	85.63	25	66.74
9	91.33	26	81.21
10	88.39	27	69.64
11	91.03	28	69.71
12	90.75	29	65.87
13	88.42	30	82.31
14	78.29	31	88.25
15	78.29	32	91.33
16	78.29	33	95.22
17	78.29	34	91.33

Source: Administration Staff SKB Kota Padang

The table above are the yearly performance score of an employee in SKB Kota Padang. In average , employees shows a good performance where they can

achieve the target in term of quantity. Some employees who are having a lower score are mostly the junior or new employee who works there for less than 5 years. Later on, the percentage of employee performance is divided into 60% of work results and 40% of behavior. Even so, from the information that the writer get from the office leader said that what shown in the data might not be 100% the same with what actually happen. Some times, the employee might do better job in actual but due to lack of administration process the result shown can be different.

The logo of Universitas Andalas is a circular emblem. At the top, a banner reads 'UNIVERSITAS ANDALAS'. The center features a green tree with a red flame-like shape at its base. Below the tree, a banner reads 'UNTUK KEDJAJAAN BANGSA'. The entire logo is set against a background of yellow and green rays.

The employee performance can be affected by many factors. A number of studies have conducted by previous researchers regarding the factors that affect job performance (Saetang et.al, 2010; Razek, 2011; Azril et.al, 2010). In the Gibson theory cited by Illyas (1999), there are three groups of variable that influence work behavior and performance, namely: individual variables, organizational variables and psychological variables. Individual variables are grouped in the sub-variable abilities and skills, backgrounds and demographics. Organizational variables have indirect effect on behavior and individual performance. Organizational variables are classified in the sub-variable resources, leadership, compensation, structure, and job design. Psychological variables consist of subvariables of perception, attitude, personality, learning, and motivation. These variables are heavily influenced by the family, the level of previous work experience and social demographic variables.

Relate with the variables mentioned by Illyas (1999) above, to improve the employee performance in an organization, they should enforce discipline of the employees. Hasibuan (2012: 193-194) states discipline is an important

function of HRM operative because the better the discipline of employees, the higher the achievement of work that can be achieved. Good discipline reflects the magnitude of a person's sense of responsibility for the tasks assigned to him. This encourages passion, work, and the realization of company goals, employees, and society. However work discipline is often ignored by some employee who are lack of awareness and lack of sense of responsible for organization success.

Table 1.2
Employees Attendance in SKB Kota Padang 2019

No.	Month	Total Employee	Work Day (Per month)	Absent (Total Day)	Total Working Days	Total Present Employee	Percentage of Present
1	Jan	32	21	45	672	627	93%
2	Feb	35	21	13	735	722	98%
3	Mar	43	20	42	860	818	95%
4	Apr	41	20	32	820	788	96%
5	May	41	21	48	861	813	94%
6	Jun	39	15	4	585	581	99%
7	Jul	39	23	45	897	852	95%
8	Aug	39	21	57	819	762	93%
9	Sep	40	21	46	840	794	95%
10	Oct	40	23	33	920	887	96%
11	Nov	40	21	16	840	824	98%
12	Dec	39	21	9	819	810	99%

Source: Administration Staff SKB Kota Padang

From the data above, it shows that the percentage of employee attendance is quite high. It means the employees are aware that discipline is one of the essential in measuring their behavior and work performance. The importance of employee work discipline is one of the efforts that must be carried out in an

agency, where with discipline they are expected have a sense of responsibility to carry out tasks, plan, regulate and control the potential of human resources and can improve employee welfare (Siswanto, 2009).

Other than that, higher performance in work settings is related to the ability to develop cognitive as well as emotional and social intelligence competencies and to applying this capacities in organisations (Boyatzis, Stubbs & Taylor, 2002). Cooper (1997) argues that persons which have high level of emotional intelligence are more successful and can make stronger relationships than those with low emotional intelligence.

Emotional intelligence is defined as the ability to adaptively perceive, understand and regulate emotions in oneself and other person (e.g., Salovey & Mayer, 1990; Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, 1998). Most of the researchers suggest that people having high emotional intelligence get more success, make better interpersonal relation, work more effectively and spend healthy life than those people having low emotional intelligence (Hassan, 2013).

It is certain that success of organizations and managers always depends on a number of key factors and identification and promotion of these factors result in further success of organizations. Managers in any organization seek to coordinate and increase the efficiency of organization's employees and achieve organizational goals. It is clear that the way that managers handle the organization and their performance determine the recession or social development of the

organization (Rezai & Khalilzadeh, 2009). People do not act similarly in the same social situations. Carl Albert defines the social intelligence simply as the ability of unanimity with others and encouraging them to work with us (Beikzadeh, Beigzadeh, & Sultan Dadashi, 2010; Tastan & Davoudi, 2015).

Social intelligence describes as the ability to deal efficiently and thoughtfully, keeping one's own identity, employing opposite social inputs with a wider understanding of social environment; considering empathetic co-operation as a base of social acquaintance (M Babu, 2013). Social intelligence is the ability to successfully direct and convey difficulty of social affairs and surroundings.

The employees who have good social intelligence will be able to obtain and develop assignments it carries, so the level of performance employees are getting better. Individuals who have intelligence interpersonal, usually has ability to establish relationships, able communicating with various individuals, easy to empathize, able to work together, so that the individual can socialize well.

One of the government organizations in Kota Padang, SKB (Sanggar Kegiatan Belajar/ eng: Learning Activity Studio) which is a technical implementation unit (UPT) of the Padang Education Office (Dinas Pendidikan) which inseparable from the aspect of human resources, where the performance of employee can affect the quality of the organization. In Padang itself, they have two offices located in different areas, namely SKB Wilayah 1 which located in Andalas region and SKB Wilayah 2 which located in Bandar Buat.

In the Government Regulation (PP) issued by the State Minister for Administrative Reform and Reformation No. 15 of 2010 concerning Functional Position of the Learning tutor. Clearly broken down in Article 1, the Functional Position of the Learning tutor is a position that has the scope, duties, responsibilities and authority to carry out teaching and learning activities, program reviews, and development of Non-formal and Informal Education (PNFI) models in the Technical Implementation Unit (UPT) / The Regional Technical Implementation Unit (UPTD) and the PNFI unit are in accordance with the laws and regulations occupied by the Civil Servants.

The PNFI unit complies with the laws and regulations of the Civil Servants. Under Law No. 20 of 2003 stresses that non-formal and informal education is part of the national education system that acts as a replacement, supplemental and/or complementary formal education to promote lifelong education.

Non-formal education functions to develop the potential of students with an emphasis on mastering knowledge and functional skills and developing professional attitudes and personalities. Non-formal education involves education in life skills, early childhood education (PAUD), youth education, empowerment education for women, literacy education, technical education and vocational training, and other education aimed at improving the abilities of the students. The goals of PAUD and community education vary greatly, in terms of their age, they cover the community from an early age to old age. Meanwhile, in terms of educational background, the scope includes the poor, basic education blindness,

students dropping out, and issues related to education and other employment development. This is what distinguishes non-formal educators (Pamong Belajar) from formal educators such as teachers whose learner characteristics are more homogeneous.

In general, the main tasks of Pamong Belajar are described as follows:

1. Doing teaching and learning activities. This includes planning, implementing, and evaluating the results of the P3 program (learning, training, mentoring).
2. Reviewing the program. This includes the preparation and implementation of program assessments.
3. Developing the model. This also includes the design and implementation of programs.

In actual, the implementation of Non-formal Education is far more complicated than formal education. Furthermore, not many people are aware about this institution and what kind of activities they hold.

Based on the background mentioned above, the writer analyzed some variable that have impact on employee performance and decided to do research which titled : “The Impact of Work Discipline, Emotional and Social Intelligence on Employee Performance : Case in Learning Activity Studio at Padang.”

1.2 Problem Statement

1. How does *work discipline* give impact on *employee performance* in SKB Kota Padang?

2. How does *emotional intelligent* give impact on *employee performance* in SKB Kota Padang?
3. How does *social intelligent* give impact on *employee performance* in SKB Kota Padang?

1.3 Objectives of the Research

1. To examine *the impact of work discipline on employee performance* in SKB Kota Padang
2. To examine *the impact of emotional intelligent on employee performance* in SKB Kota Padang
3. To examine *the impact of social intelligent on employee performance* in SKB Kota Padang

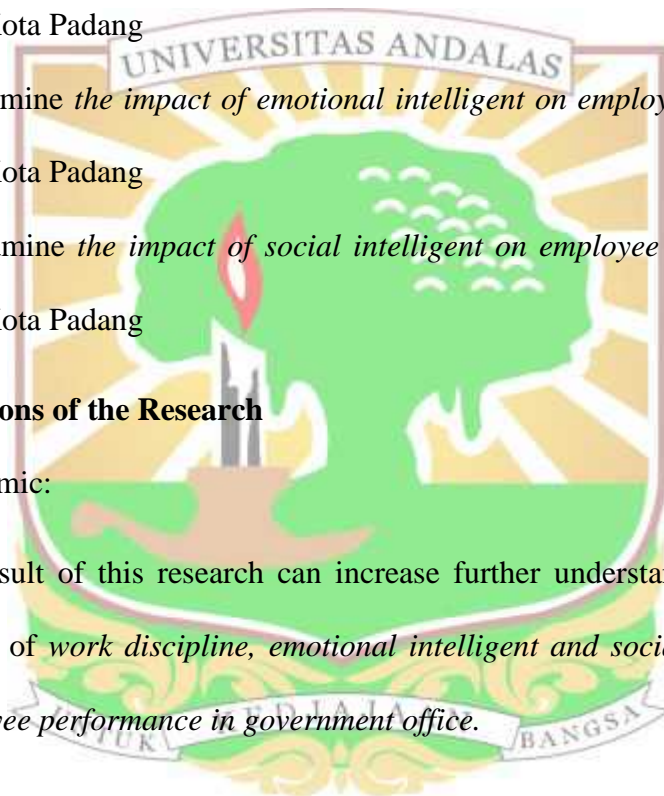
1.4 Contributions of the Research

For the Academic:

1. The result of this research can increase further understanding about the impact of *work discipline, emotional intelligent and social intelligent on employee performance in government office.*
2. For the purpose of knowledge development, this research can become references for future research.

For the Government Office's:

1. For the Government Office's, this research can become consideration for improving employee performance.



2. For the Government Office's, this research can help them having better understanding on their Human Resource.
3. The result of this research can be applied to similar institution.

1.5 Scope of the Research

In conducting this research the writer limits the problem to focus more on the problem to be studied. The scope of the research is work discipline impact, emotional and social intelligence impact of employees in their effects towards employee performance in Government Office especially at SKB in Kota Padang.

1.6 The Writing Structure

Chapter I INTRODUCTION

Chapter which contain the background of the research, the problem Statement, the objective of the research, the benefit of the research, the scope of the research, and ended with the structure of writing.

Chapter II LITERATURE REVIEW

This Chapter explained about all theories that are related to this research. Theories used include definition of work discipline, emotional intelligent , social intelligent, and performance. Also in this chapter will be provided with review of previous study, hypothesis development and theoretical framework that will become guidelines in data processing.

Chapter III RESEARCH METHOD

This chapter explained about the research design, instrument used in quantitative, population and sample, data collection technique,

variables and measurement, and also data analysis method used for testify the hypothesis.

Chapter IV ANALYSIS AND DISCUSSION

This chapter contains about the result analysis of the research, the respondent description, descriptive analysis, and respondent answer from the interview.

Chapter V CONCLUSION

This chapter contained the conclusion of the conducted research, the implication of the research, the limitation of the research and suggestion.

