

THE EFFECT OF EMOTIONAL INTELLIGENCE, MANAGEMENT ACHIEVEMENT KNOWLEDGE AND
MOTIVATION ON ADMINISTRATIVE OFFICIAL CREATIVITY

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Abstract

This study aims to see and discuss the direct and indirect effects between variables of emotional intelligence, knowledge management and achievement motivation on the creativity of government agency administrators in Jambi Province, either partially or simultaneously.

The research was conducted using a quantitative research method with a survey method carried out in district/city governments in Jambi Province. The unit of analysis is administrator officials who have attended level III leadership education and training in Jambi Province, a population of 601 people and the sample in this study was determined by the total sampling technique considering the number of respondents from the three regions was only 126 people. The hypotheses in this study are: emotional intelligence, knowledge management and achievement motivation have a direct and indirect positive effect either partially or simultaneously on the creativity of administrator officials. Hypothesis testing using path analysis, with a significance level of 5 percent alpha ($\alpha = 0.05$).

This study concludes: that overall there is a positive and significant influence between the variables of emotional intelligence, knowledge management and achievement motivation on the creativity of administrator officials, either partially or simultaneously.

The implication of this research is that it is something beyond which is not revealed in this study but can make a better contribution to increasing creativity. In the creativity variable, researchers found indicators of managing change and commitment to change. In the variable of emotional intelligence found indicators of self-development, self-development of others, self-control and patient and tenacious attitudes can increase creativity. In the knowledge management variable found indicators of conflict management, performance management and decision making can increase creativity. Meanwhile, the achievement motivation variable was found to build integrity, strong determination and result orientation to increase creativity.

Keywords: Emotional Intelligence, Knowledge Management, Achievement Motivation and Creativity of Administrator

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INTRODUCTION

the head of the section or work unit of administrator officials is required to be a creative person so that he comes out as an agent of change or Agent of Change, respect and commit to the changes that will be made, the management administrator side, administrator officials must be able to face complexity, while from the leadership side they must be able to face change : Agustinus Johan Djohan (2016:145), A successful leader is a leader who is creative and innovative: Djohan (2016: 49). Experts believe that basically everyone has the potential to be creative. The difference between a person's creative potential lies in the level and field as a setting to express their creative potential. Creativity is at the heart of the modern technological world and is thus no less a focus in schools around the world: Lynch, et al (2015:43)). Creativity is important in everyday life and in work settings, because it describes a core aspect of human adaptability: Runco, M. A (2014:34). The study also aims to help predict and develop the creative potential of individuals: Park (2013: 54).

The Based in law that the State Civil Apparatus is required to always be creative and innovative in carrying out its duties and functions to realize bureaucratic reform (PP no 80 of 2011). There are 2 (two) dimensions in creativity, namely cognitive and non-cognitive dimensions. Cognitive dimension (aptitude) with indicators of originality, flexibility, fluency and elaboration. Non-cognitive dimension (non-aptitude) with indicators including motivation, personality, and creative attitude. Since the shift in the government system from centralized to decentralized, regions are required to be independent and creative to be able to create competitive regions for the sustainability of the region, including the Jambi provincial government, which is also required to be creative and innovative. Creativity and innovation are important because they are closely related to the change process. Innovation will fail if it interprets it narrowly, slowly, and only looks at it with one eye, and even misunderstands it (Kristiawan and Rahmat, 2018). This concept will not work well without the synergy between the factors that influence innovation (technology, culture, and organization). A lot of creativity has been done by administrator officials in Jambi Province, but in many cases, there are still administrator officials who are not able to be creative, this is what the researchers found in Level III Leadership education and training participants (PIM III Education and Training) for administrator officials. It is still found that they are less creative so they are less able to produce innovative change actions, they are more adopting than existing ones, using the term observe, imitate, modify (ATM) so it is not purely from their own creativity. Because they only imitate without trying to understand the process, in the end they fail to prove their success in implementing the change action. This condition is the background of the researchers carrying out this research, with the aim of knowing the factors that allegedly affect the creativity of administrator officials.

Based on the theoretical study that has been described previously, it can be synthesized what is meant by creativity in this research is the ability to generate new ideas in developing organizational units in various ways so as to be able to achieve organizational goals effectively and efficiently, with indicators a. visual thinking b. elaborating skills c. ability to develop ideas d. adaptability e. Have a strong imagination Many factors affect creativity including emotional intelligence, knowledge management and achievement motivation Emotional intelligence (EI) is a person's ability to (1) perceive emotions in oneself and others, (2) understand the meaning of emotions and (3) suppress emotions in dealing with others, be good at reading emotional cues, know why others are angry and how to express them. without violating the norms for the creation of effective relationships : Stephen P. Robbins, et.all (2014:54). People in good moods tend to be more creative than people in bad moods. They generate

more ideas and more choices. It seems that people experiencing positive moods are more flexible and open-minded in their thinking, which may explain why they are more creative. Supervisors should actively try to make employees happy thereby creating a better mood, which in turn makes people more creative. However, some researchers don't believe a positive mood makes people more creative. They argue that when people are in a positive mood, they may relax and not engage in the critical thinking necessary for creativity to form: Robbins, et.al (2014:117). There are five areas of emotional intelligence, namely: a) recognizing one's own emotions, b) being able to manage those emotions according to situations and conditions, c) being able to motivate oneself with one's emotions, d) being able to recognize other people's emotions, and 5) being able to build good relationships with others. . Peter Salovey and John Mayer coined and used the term EQ as the ability to recognize the relationship of emotions to problem solving. EQ is "the ability to accurately perceive, assess, and express emotions, access and/or evoke feelings when they facilitate thought. To understand emotions and emotional knowledge regulate emotions to promote emotional and intellectual growth: Claretha Hughes (2016: 19). The Based to the theory that has been described, what is meant by Emotional Intelligence in this study is the ability to manage feelings that are controlled through thoughts and actions that function as controllers so that they can be realized in the form of change. With dimensions and indicators a) Recognizing self-emotions (self-control, initiative) b) Managing self-emotions (adaptation, integrity, tenacity) c) spirit of achievement d) Empathy (caring for others, building reciprocal attachments) e) Managing social culture (respecting the cultural diversity of employees and the community environment) .

De Long et All, in his research by expanding the categorization surveyed hundreds of Ernst & Young LLP clients, and found that in knowledge management there are eight categories: 1) capturing and reusing knowledge 2) sharing lessons/knowledge 3) documenting skills 4) structuring and mapping knowledge 5) measuring the value of knowledge and managing the economy 6) synthesizing and distributing external knowledge 7) using and exchanging technical infrastructure for knowledge 8) embedding knowledge in products and services: Meir Russ (2010:356).

The results of Donni Juni Priansa's research (2020) show that there is a positive relationship between knowledge management, talent management, organizational performance, and organizational image. Gidionton Saritua Siagian et al (2019) the effect of knowledge management on innovation is significant positive. This can be seen from the strong relationship between dimensions, where management has a positive impact on the dimensions of process innovation and product innovation dimensions. See-Kwong, Goh (2014) and Joosung Lee. (2018), knowledge sharing is considered important for organizations because it helps provide many benefits to organizations, such as increasing one's creativity. Through knowledge sharing to enhance creativity in the workplace. Lee et al (2011) argue that knowledge sharing is a critical facilitator of creative ideas, and is a major factor for creativity and innovation in organizations. In addition, knowledge sharing can trigger individual creativity (Chen and Chen 2010), because knowledge sharing can help an organization's collaboration, Caroline Ngonyo Njoroge et al (2014) found when people from different backgrounds work together, creativity and innovation will occur. The result of this diversity in work is that people learn how to communicate to generate ideas that create change, resulting in high economic and emotional impact. The same thing was also stated by A. Khalik, A A Musyaffa and Hafzil Ali (2020: 1491) stating about the influence of a leader's motivation, where it is influenced by the supply chain and leadership style. among education staff at the As'ad Private Madrasah Aliyah (MAS) Jambi City. The population in this study were 38 teachers at As'ad MAS, Jambi City. The approach in this study uses a quantitative approach with a

survey method and uses SAMRT-PLS for analysis. The study reports that education suppliers, supply chain education and leadership styles influence teacher performance which is necessary for effective supply chain management.

There are 5 (five) components that can be implemented in KM: North and Kumta (2014:308). 1) Knowledge Strategy. Objectives Knowledge and learning are integral components of organizational strategy. Core competencies and knowledge objectives are detailed from the strategy and converted into steps to develop competencies and knowledge 2). Learning and Competency Development. Objectively, employee competencies are evaluated systematically and their development 3) Culture and Knowledge-Oriented Management 4). Knowledge Identification and Transfer 5). Information Availability.

METHOD

This research is a quantitative research with a survey approach. Survey research is a research conducted through direct observation of a symptom or collection of information from large or small populations, but the data studied are data from samples as representative of the population data.

According to Creswell (2008: 46) "Quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow question, collects quantifiable data for participant, analyzes these numbers using statistics and conduct the inquiry in an unbiased, objective manner. Quantitative research is methods to test certain theories by examining the relationship between variables. These variables were measured using research instruments, so that data consisting of numbers can be analyzed based on statistical procedures.

The Based in to problem and purpose, the method used in this study is a causal relationship survey method, which will examine the pattern of direct and indirect relationships and influences, between exogenous variables of emotional intelligence (X1), knowledge management (X2), and achievement motivation (X3). on the endogenous variable of administrator's creativity (X4). The sample in this study was administrator officials in Jambi province who had attended PIM III/PKA training in three districts/cities (Merangin district, East Tanjung Jabung district and Jambi city). Roscoe as quoted by Sugiyono stated that the appropriate sample size in the study was between 30 to 500 (Sugiono; 2017;74). The sample in this study was determined by the total sampling technique considering the number of respondents from the three regions was only 126 people. Total sampling is a sampling technique when all members of the population are used as samples. The research sample was 126 people where as many as 30 people were used as trial samples and 96 people as research samples. With selected locations in Jambi City, East Tanjung Jabung Regency and Merangin Regency,

Result/Findings

a. Normality Test

The of in stage testing normality of the data is carried out to determine whether or not a data distribution is normal. It is important to know that it is related to the accuracy of the selection of statistical tests to be used. Parametric test requires the data to be normally distributed. The results of the normality test in this study are as follows:

Table 1. Summary of Normality Test Calculation Results

Number	Variable	N	χ^2_{tabel}	χ^2_{hitung}	Decision $\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}}$
1	Emotional Intelligence	96	11,067	1,199	Normal
2	Knowledge Management	96	11,067	5,158	Normal
3	Achievement motivation	96	11,067	0,569	Normal
4	Administrator's Creativity	96	11,067	3,269	Normal

b. Uji Homogenitas

that is stage the homogeneity test of variance is carried out to determine whether the data obtained has a homogeneous variant or not. Tests were carried out using the Bartlett test. The testing process taken, first grouped the endogenous variable data based on the similarity of the exogenous variable data, then calculated the values of db, $1/db$, si^2 variance, $(db)\log Si^2$, $(db) Si^2$. The results of the calculation of the homogeneity of variance test are as follows.

Table 2. Summary of Variance Homogeneity Test

Number	To Error	Number of Samples	db	$\chi^2(0,05)$		Conclusion
				χ^2_{tabel}	χ^2_{count}	
1	X_1 to X_4	96	57	75,624	32,651	Homogeneous
2	X_2 to X_4	96	57	75,624	34,787	Homogeneous
3	X_3 to X_4	96	59	77,931	30,403	Homogeneous
4	X_1 to X_3	96	57	75,624	53,154	Homogeneous
5	X_2 to X_3	96	57	75,624	67,333	Homogeneous
Homogeneous prerequisite $\chi^2_{\text{count}} < \chi^2_{\text{tabel}}$						

c. Regression Linearity Test

the is regression linearity test stage, it is done by looking for the equation of the regression line for the exogenous variable to the endogenous variable. The linearity test was carried out by looking for the regression equation, then tested related to the regression coefficient and the linearity of the regression line by using a simple linear regression analysis of variance table. The decision was taken by comparing the value of F_{count} (regression) and F_{table} value of db (number: denominator) for a significance level of 5%. With the criteria if the $F_{\text{regression}} < F_{\text{table}}$, then the relationship between variables is declared linear.

1) The results of the linear regression of emotional intelligence as shown in the following table,

Table 3. SPSS output of the regression equation X_1 against X_4 .

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.678	6.448		4.447	.000
	Emotional level	.787	.046	.872	17.241	.000

a. Dependent Variable: Creativity

2) Linearity Test Results Knowledge management with creativity

The linearity test between the Administrators Official Creativity variable (X4) and Knowledge Management (X2) manual statistical calculations obtained the calculation results as listed in the following table. **Table 4. SPSS output of the regression equation X2 against X4 Coefficients**

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.512	8.080		3.652	.000
	Managemen t	.796	.058	.815	13.652	.000

Dependent Variable: Creativity

3) The results of the linearity test between the variables of achievement motivation and creativity

The linearity test between the Achievement Motivation variable (X3) and the Administrator's Creativity (X4) using manual statistical calculations obtained the calculation results as listed in the following table.

Table 5. SPSS output of the regression equation X3 against X4

Coefficients^aCoefficients^a

Model		Unstandardized Coefficients		Standardize d Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.393	5.436		4.855	.000
	Achievement motivation	.800	.038	.907	20.875	.000

d. Hypothesis Testing Analysis (Path coefficient)

In the hypothesis testing system in research using path analysis. The magnitude of the direct influence of exogenous variables on endogenous variables is expressed by the numerical magnitude of the path

coefficient. The relationship between emotional intelligence variables (X_1) and knowledge management (X_2) is expressed by the magnitude of the path coefficient value (ρ) which is estimated by the correlation coefficient (r_{12}). The relationship between emotional intelligence variable (X_1) and knowledge management variable (X_2) is a causal relationship expressed by the path coefficient 21.

The influence between the research variables and in accordance with the proposed hypothesis through the calculation of the path coefficient, overall and structured can be illustrated by the following diagram:

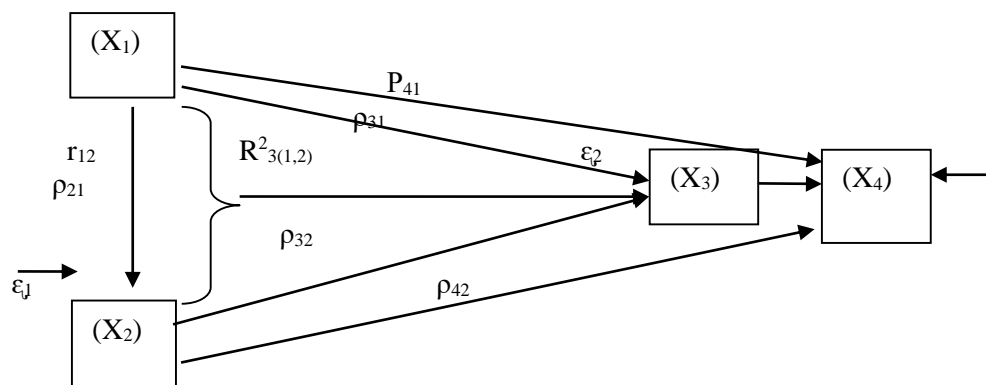


Figure 1. Path Diagram of the Effect of Emotional Intelligence (X_1) and Knowledge Management (X_2) Achievement Motivation (X_3) on the Creativity of Administrator Officials (X_4)

Based on Figure 1. The influence between Emotional Intelligence (X_1) and Administrator's Creativity (X_4) is expressed by the path coefficient 41, while the magnitude of the influence between Achievement Motivation (X_3) on Emotional Intelligence (X_1) is expressed by 31 and Achievement Motivation (X_3) on Management Knowledge (X_2) is expressed by the path coefficient 32 and the magnitude of the influence between Emotional Intelligence (X_1) is expressed by 31 and Achievement Motivation (X_3) on Knowledge Management (X_2) jointly on the Creativity of Administrator Officials (X_4) is determined ($R^2_{3(1,2)}$). The results of the calculation of the correlation coefficient ρ and the path coefficient (ρ) between variables can be seen in the following table.

Table 6. Summary of Calculation Results of Direct Effect Coefficients and Significance Value coefficients

Variable	Correlation coefficient (r)	Path Coefficient (ρ)	t_{hitung}/F_{hitung}	t_{tabel}		Direct influence (%)
				$\alpha = 0,05$	$\alpha = 0,01$	
X_1X_4	0,872	0,633	17,11	1,985	2,629	47,33
X_2X_4	0,815	0,285	13,63	1,985	2,629	8,01
X_3X_4	0,907	0,560	20,88	1,985	2,629	76,03
X_1X_3	0,849	0,674	15,58	1,985	2,629	25,10
X_2X_3	0,774	0,209	11,851	1,985	2,629	20,25
$X_1X_2 - X_3$	0,857		278,79	2,7094	4,0150	45,35
$X_1X_2 - X_4$	0,885		377,12	3,94	4,0150	55,34
$X_1X_2X_3 - X_4$	0,931		305,77	2,7094	4,0150	86,68

Table 7. Summary of Calculation Results of Direct and Indirect Effects

Variable	Direct	Indirect		Total
		X ₁	X ₂	
X ₁ -X ₄ Through X ₃	40,06	30,09	-	71,05
X ₂ -X ₄ Through X ₃	8,12	-	12,35	20,47
influence X ₁ , X ₂				91,52
Effect of Other Variables				8,48

In this study, there are five (5) sub-structures to answer the 10 research hypotheses. Hypotheses 1, 2, and 3 are answered with the first sub structure. Hypothesis 4, 5, and 6 were answered with sub-structure 2. Hypothesis 7, 10, answered with sub-structure 3. Hypothesis 8 was answered with sub-structure 4. Hypothesis 9 was answered with sub-structure 5. Overall the results of hypothesis testing in this study can be seen in the table below.

Table 8. Recapitulation of Research Hypothesis Testing Results

Nu mbe r	Research hypothesis	Statistic test	(%)	decision	Conclusion
1.	There is a direct influence of emotional intelligence (X1) on the Creativity of Administrators (X4)	H ₀ : $\rho_{41} \geq 0$ H ₁ : $\rho_{41} < 0$	40,06	H ₀ rejected H ₁ accepted	There is an influence
2.	There is a direct influence of Knowledge Management (X2) on the Creativity of Administrator Officials (X4)	H ₀ : $\rho_{42} \geq 0$ H ₁ : $\rho_{42} < 0$	8,01	H ₀ rejected H ₁ accepted	There is an influence
3.	There is a direct influence of emotional intelligence (X1) and Knowledge Management (X2) on the creativity of administrator officials (X4)	H ₀ : $\rho_{4.21} \geq 0$ H ₁ : $\rho_{4.21} < 0$	55,34	H ₀ rejected H ₁ accepted	There is an influence
4.	There is a direct influence of Emotional Intelligence (X1) on Achievement Motivation (X3)	H ₀ : $\rho_{31} \geq 0$ H ₁ : $\rho_{31} < 0$	45,43	H ₀ rejected H ₁ accepted	There is an influence
5.	There is a direct influence of Knowledge Management (X2) on achievement motivation (X3)	H ₀ : $\rho_{32} \geq 0$ H ₁ : $\rho_{32} < 0$	4,37	H ₀ rejected H ₁ accepted	There is an influence
6.	There is a direct influence of emotional intelligence (X1) and Knowledge Management (X2) on achievement motivation (X3)	H ₀ : $\rho_{3.21} \geq 0$ H ₁ : $\rho_{3.21} < 0$	49,8	H ₀ rejected H ₁ accepted	There is an influence
7.	There is a direct influence of achievement motivation (X3) on the Creativity of Administrators (X4)	H ₀ : $\rho_{43} \geq 0$ H ₁ : $\rho_{43} < 0$	76,03	H ₀ rejected H ₁ accepted	There is an influence
8	There is an influence of emotional intelligence (X1) on the Creativity of Administrators (X4) through achievement motivation (X3)	H ₀ : $\rho_{4.31} \geq 0$	71,05	H ₀ rejected	There is an influence

		$H_1:$ $\rho_{4.31} < 0$		H1 accepted	
9	There is an influence of Knowledge Management (X2) on the Creativity of Administrators (X4) through achievement motivation (X3)	$H_0:$ $\rho_{4.31} \geq 0$ $H_1:$ $\rho_{4.31} < 0$	20,47	H0 rejected H1 accepted	There is an influence
10	There is a direct influence of emotional intelligence (X1), Knowledge Management (X2) and achievement motivation (X3) on the Creativity of Administrators (X4)	$H_0:$ $\rho_{4.321} \geq 0$ $H_1:$ $\rho_{4.321} < 0$	86,68	H0 rejected H1 accepted	There is an influence

Conclusions and Recommendations

Emotional intelligence has a positive and significant direct effect on the creativity of administrator officials. This means that an increase in emotional intelligence will increase the creativity of administrator officials, the creativity of administrator officials will be increased by improving emotional intelligence. The indicators studied are recognizing self-emotions, managing self-emotions, enthusiasm for achievement, empathy and managing socio-culture. 2. Emotional intelligence and knowledge management simultaneously affect the creativity of administrators in Jambi Province, so it can be concluded that H0 is rejected and H1 is accepted. In other words, the better the achievement motivation and knowledge management, the creativity of administrator officials will also increase. Emotional intelligence has a positive and significant direct effect on the achievement motivation of administrator officials in Jambi Province. This shows that the higher or better the emotional intelligence of a person, the higher the achievement motivation. as well as these results are the same as stated by the results of the study, A. Khalik, A A Musyaffa, Hafzil Ali (2020: 1497) The current study investigated the teachers' performance supply chain perspective influenced by supply chain education, education suppliers and leadership styles among Indonesian Madrasa education. The study investigated the relationship in current context as a one of the pioneer study and reported that supply chain education, education suppliers and leadership plays important role in teachers' performance and A. Khalik, A A Musyaffa, Hafzil Ali (2021; 1321) The results of this study conclude that leadership style has a positive and significant effect on teacher motivation and productivity, as well as motivation has a positive and significant effect on teacher productivity. In addition it can also be seen that the leadership style through motivation also has an influence on teacher productivity

Knowledge management has a positive and significant direct effect on the achievement motivation of administrator officials in Jambi Province. In other words, the better the knowledge management, the higher the achievement motivation. Emotional intelligence and knowledge management simultaneously affect the achievement motivation of administrator officials. In other words, the better emotional intelligence and knowledge management, the higher the achievement motivation. Achievement motivation has a positive and significant direct effect on the creativity of administrator officials. This explains that the higher the achievement motivation, the higher the creativity of administrator officials.

Emotional intelligence has an indirect effect on the creativity of administrator officials through achievement motivation. This means that the achievement motivation variable becomes an intervening variable so that it can mediate the influence of emotional intelligence on the creativity of administrator officials. Knowledge management has an indirect effect on the creativity of

administrator officials through achievement motivation. Thus it can be stated that achievement motivation can be an intervening variable. In other words, achievement motivation can mediate the effect of knowledge management on the creativity of administrator officials.

Emotional intelligence, knowledge management, and achievement motivation simultaneously affect the creativity of administrator officials. In other words, the better emotional intelligence, knowledge management, and achievement motivation, the creativity of administrator officials will also increase. Knowledge Management has an indirect effect on the Creativity of Administrator Officers through Achievement Motivation. This means that improving the knowledge management of administrator officials can increase the creativity of administrator officials by first increasing achievement motivation. Emotional Intelligence, Knowledge Management, and Achievement Motivation affect the Creativity of Administrators. That is, improvements in Emotional Intelligence, Knowledge Management, and Achievement Motivation will be able to increase the Creativity of Administrators

Normatively academic emotional intelligence, knowledge management, and achievement motivation have an effect on creativity, meaning that the more emotional intelligence, knowledge management and achievement motivation will be able to increase the creativity of the administrator officials. In another dimension, the researchers found that the increase in creativity was also influenced by the ability to manage self-emotions, self-development, self-development of others and self-control (emotional intelligence). success in creating creativity is influenced by building integrity, strong determination and results-oriented.

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