

# The Effectiveness of Training Methodology on Innovative Work Behavior and Government Employee Performance during the Covid-19 Pandemic: The Role of Soft Skill and Emotional Intelligence

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## Abstract

**Objective:** This study aims to determine the effect of training methodologies on innovative work behavior and employee performance mediated by emotional intelligence and soft skills during the Covid-19 pandemic.

**Design/Methods/Approach:** The object of this research is the employees of the State Civil Apparatus. They work in the field of education, especially in Jakarta. This study uses a quantitative approach with the Partial Least Square (PLS) analysis method to estimate the suitability of the hypothesized model. The total sample size is 160 respondents, obtained using the saturated sampling technique. Validity and reliability tests are conducted with 70 questions using the SmartPLS 3.0 application.

**Findings:** This study finds that training methodology has a significant effect on innovative work behavior and employee performance, training methodology has a significant effect on soft skills and emotional intelligence, and the mediating role of emotional intelligence and soft skills has a positive and significant effect between training methodology on innovative work behavior and employee performance.

**Originality:** This study develop a new frame work and use Covid-19 pandemic period as a background setting

**Keywords:** Training Methodology, Soft Skills, Emotional Intelligence, Innovative Work Behavior, Employee Performance

**JEL Classification:** G3, J5, M12



## I. Introduction

The success of government management is highly dependent on the performance of its employees. The increasing effectiveness of government performance has become a major concern for developing countries. Every employee in government agencies has different abilities and expertise based on their educational background and experience (Kim, 2005). The competencies possessed by each employee must be managed properly so that the effectiveness and efficiency of their existence are able and ready to face competition in the current era of globalization (Syah et al., 2019). In managing and developing employees, there is something that needs to be considered, namely the importance of understanding what employees need to support their abilities to carry out their responsibilities as best as possible at work (Homer, 2001). Currently, almost all countries in the world are affected by the Covid-19 pandemic, where this condition has an impact on people's activities, the wheels of the country's economy and causes the issuance of policies or regulations to overcome the impact of the Covid-19 pandemic (Hanoatubun et al., 2020).

With the existence of government regulations to break the chain of the Covid-19 virus, the Work From Home regulation was enforced (Alexander et al., 2020). This limits the movement and implementation of work programs carried out by government employees. The restrictions on movement in work in question limit direct meetings with people and avoid locations with conditions prone to the Covid-19 virus. So that in these conditions, it is necessary to involve emotional intelligence and individual soft skills that can create effective performance behavior to achieve maximum performance success (Ghadekar, 2020).

According to Petrovici & Dobrescu (2014) that 20% of success in life is influenced by intellectual intelligence, while the remaining 80% is influenced by other abilities including emotional intelligence. Many researchers believe that emotional intelligence is related to traits and the reasoning abilities that individuals have (Goleman, 1998). In addition, the best ways to improve performance are emotional intelligence possessed by human resources in organizations or government agencies, openness and readiness to innovate, and developing work patterns and services. Emotional intelligence is also considered to function as emotional knowledge and knowledge that can be taught and developed to individuals, thereby increasing emotional intelligence (Alston et al., 2018).

Outwardly, every human being has emotional intelligence. However, it can develop with age, the influence of education, social or cultural relationships, and the work environment (Moore, 2007). Emotional intelligence can identify skills that are important components for success. Therefore, those who feel they are lacking need development and training to increase their potential effects to produce increased performance in the workplace (Mayer et al., 2001). Emotional intelligence is also a factor that can contribute to more positive attitudes, behaviors, and work outcomes (Deshpande et al., 2005).

The remote training methodology is the development and training programs to improve employee capabilities, which is the main point. This method is an effective way to continue developing and improving employee performance during the Covid-19 pandemic. Training methodologies with the Zoom application, Google Meet, webinars, tutorials via Youtube and learning media, or learning data storage learning media (Böring, 2017). The online training process has the same quality as the training process carried out directly or face-to-face (Martin S. Davey & J. Tristan Cassidy, 2020). Based on the experiences of the training participants, the impact of the training method that is carried out repeatedly with instructional videos can be felt for increasing abilities.

The training methodology implemented by the company for its employees has an impact on change and development from the other side, namely the soft skills of employees (Seetha, 2014). The training methodology applied to employees can positively influence the development of employee soft skills. This will allow these employees to have a better understanding of their work environment and the ability to complete tasks efficiently to achieve the goals expected by the company (Kelly et al., 2016).

According to Baron & Morin (2010), an organization or company that wants to increase profits or investment by developing human resources (HR) must allow its employees to apply the knowledge received during training so that organizational goals are achieved and vice versa. Employees must start applying new knowledge received to improve their performance.

According to Bauernschuster et al. (2015), an effective training methodology will affect improving performance. The main objective of the company's application of training methodologies is to increase the growth of employees' abilities by providing knowledge and skills to face future challenges that may affect the company. Thus the application of training methodologies that are the company's commitment and employees can also affect the company's goals (Widmann et al., 2016).

According to (2019), applying the company's training methodology is one way to develop competencies to encourage competent employees to trigger innovative work behavior. So that it can lead to a higher competitive advantage and improve employee performance. A study states that many workers have innovative behaviors within themselves. This is due to the continuous involvement of individuals with learning and training carried out within and outside the organization, which can encourage the flow of new knowledge and abilities to stimulate personal insights and synergize discoveries in work and leading to new and more effective values (Leong & Rasli, 2014).

Based on Ibrahim et al. (2017), it is proven that there is an effect of the relationship between soft skills and training methodology on employee performance. The training methodology can have a positive impact on the soft skills

development of employees (Bowen, D. E., & Schneider, 2005). The journal Bhoir & Suri (2019) proves the relationship between emotional intelligence affects employee performance. Previous findings have stated that emotional intelligence is considered emotional knowledge that can be increased through a training methodology process. So the results of this study conclude that a person can improve his emotional function because the individual gets taught about emotional intelligence and emotional reasoning (Alston et al., 2018). Dincer & Orhan (2012) states a significant relationship between emotional intelligence and innovative work behavior. However, to continue this research, it is hoped to be carried out in developing countries as a follow-up to research with a different scope from previous research.

By looking at the similarities of several variables in previous studies, this study combines some of these variables as mediating variables that support the achievement of the results expected by the researcher. In addition, this study wants to know the effect on employees in government during the Covid-19 pandemic. Judging from the background description, the objectives of this study are to determine the impact of training methodologies on emotional intelligence; to determine the effect of training methodology on soft skills; to determine the effect of training methodologies on innovative work behavior; to determine the effect of emotional intelligence and; to determine the effect of emotional intelligence on innovative work behavior; to determine the effect of emotional intelligence and soft skills which are used as mediation for training methodologies on innovative work behavior and employee performance in government in developing countries.

## 2. Literature Review and Hypotheses

### *Relationship of Training Methodology to Soft Skills*

Training methodologies are strategies, methods, methods used and implemented to achieve the expected training curriculum objectives. The training methodology is to overcome the lack of knowledge and development of individual skills or attitudes and facilitate the training curriculum to run well and smoothly (Burke et al., 2006).

This fact proves that the training methodology is one of the solutions that organizations can do to achieve a high work performance culture. However, in the process of implementing training, it is important to know the method of the training program, tailored to the needs of the employee or organization to be used to change individual culture, namely the attitudes or behavior of all employees in the organization (Bauernschuster et al., 2015). Attitudes or behavior will describe the values and behavior of workers to improve their performance. This Soft Skill refers to the personal qualities, habits, and social graces that an employee possesses and is used in the work environment and with colleagues (Bowen, D. E., & Schneider, 2005).

Nowadays, slowly but surely, many organizations are starting to realize the importance of implementing training methods for soft skill development for employees. Companies have begun to invest heavily in training and soft skill development of their workers to develop critical skills attitudes/behaviors, and knowledge that can change the culture of a better employee performance and increase the company's productivity or performance (Ibrahim et al., 2017).

Based on the survey results by Charoensap-Kelly et al. (2016) method of training carried out in the learning process soft skills of participants is carried out in stages, the results are very significant in changing the participants' behavior. However, training methods that are usually carried out face-to-face and combined with online methods regularly are also able to impact improving the soft skills of employees in their work environment.

### **H1: The Effect of Training Methodology on Soft Skills**

### *The Relationship of Training Methodology to Emotional Intelligence*

According to the authors, emotional intelligence emerges as an understanding of a person's feelings, emotions, control features, emotional reasoning, and the abilities of others (Mayer et al., 2001). Every individual has emotional intelligence, which is managed outwardly. However, an individual's emotional intelligence can change or develop along with the individual's presence in the surrounding environment (Altındağ & Köseadağı, 2015). Individuals who work and are in a government agency with job responsibilities will continuously try to provide or display the best emotional intelligence at work.

Emotional intelligence is considered emotional knowledge, which can be learned and developed to improve an individual's emotional intelligence. Many practitioners and researchers believe that emotional intelligence can be improved through development and training (Alston et al., 2018). Therefore the organization must create an effective training methodology for the aspects of emotional intelligence, transformational leadership, and performance.

### **H2: The Effect of Training Methodology on Emotional Intelligence.**

### *The Relationship of Training Methodology to Innovative Work Behavior*

According to research, innovative work behavior is individual behavior directed at the initiation and introduction of new ideas, processes, products, or procedures, which will play a role in group or organizational work (Yidong & Xinxin, 2013). Innovative work behavior is an activity that involves both physically and cognitively, both individually and collectively, which aims to achieve innovation development goals so that employee behavior has a major impact on organizational innovation (Aris et al., 2019). Competition for innovative work behavior of employees is very important



for the world of government. It is believed that the existence of competition for innovative performance behavior by government employees can encourage work innovation in the sphere of government (De Jong & Den Hartog, 2010).

To improve employee innovative work behavior, a training methodology is needed that can motivate and understand employees to improve and develop their competence at work (Afsar & Umrani, 2019). A study states that implementing training methodologies on an ongoing basis as a competency development measure to encourage the improvement of competent employees to trigger innovative work behavior, and ultimately lead to higher competitive advantage. (Bysted & Jespersen, 2014). Several studies agree that improving the competence of human resources is carried out through training methodologies that are tailored to the needs, capable of influencing creative work behavior which will ultimately affect organizational innovation (Widmann *et al.*, 2016).

### **H3: The Effect of Training Methodology on Innovative Work Behavior.**

#### *Soft Skill Relationship to Employee Performance*

Soft Skills are a group of qualities, habits, personality traits, attitudes, and social graces that each person possesses in various conditions needed in everyday life (Kyllonen, 2013). Ibrahim *et al.* (2017) state strong empirical support for a causal relationship between soft skills possessed by employees and work performance or performance. A model inspection shows that when employees follow soft skills training, it will increase performance achievement. In other words, if soft skills are acquired and widely applied by employees, individual work performance will significantly increase. In addition, soft skills contribute to the work performance of a manager or employee in terms of making decisions and solving problems in the work environment. Given this, it is not surprising that organizations are more willing to invest in soft skills development for better performance, especially at the executive level (Homer, 2001).

### **H4: The Influence of Soft Skills on Employee Performance.**

#### *Relationship between Emotional Intelligence and Employee Performance*

Knowledge of emotional intelligence increases the individual's ability to make decisions in a process (Yeşilyaprak, 2001). Meanwhile, people with high emotional skills do better in long-term relationships, and they can sort arguments. They are also more responsible and interested in learning and success (Silva & Coelho, 2019). A research study explains that a manager's and employees' low emotional intelligence will impact their level of performance at work. In contrast, if it is moderate or high, it will impact the level of good performance in the workplace. This can positively influence the work environment (Bhoir & Suri, 2019). The fact is revealed by Sabie *et al.* (2020) that people who have emotional intelligence interact well with other people and can more easily convince others to believe in their vision so that other people have the same thoughts as them. The ability to manage and use good emotions by employees at work can impact the employee's performance.

EQ consists of two things: personal competence and social competence. Together these two elements can help individuals understand how well the individual can use emotions to help his career at work and provide value to the company. High personal competence in the workplace is very useful because individuals have the self-awareness to perform at their best. In other words, it can help individuals gain insight into their behaviour and direct their goals (Altındağ & Köseadağı, 2015).

### **H5: The Effect of Emotional Intelligence on Employee Performance**

#### *Relationship between Emotional Intelligence and Innovative Work Behavior*

Innovative work behaviour is an individual action that generates, processes, and executes new ideas. In addition, innovative work behaviour is an activity that involves physically both individually and collectively that aims to achieve innovation development goals (Messmann & Mulder, 2020). According to research by Dincer & Orhan (2012), there is a significant relationship between emotional intelligence and innovative work behaviour. This is evidenced by the results of correlation coefficient analysis, which concludes that the more a person uses their emotional intelligence, the more new ideas are generated—developed and implemented so that these conditions can create individual innovative work behaviour for the organization's benefit.

According to the analysis results, found 67% correlation coefficient between emotional intelligence and innovative work behaviour. This value shows that when emotional intelligence increases, innovative work behaviour also increases and vice versa (Dincer, Gencer, Orhan, & Sahinbas, 2011). Emotional intelligence has a significant contribution to worker behaviour, with its appropriateness implications for achieving organizational goals in work organizations (Deshpande *et al.*, 2005).

Based on the research results by Gianmarco Capannola (2020), the involvement of emotional intelligence in every employee's action can lead to innovative work behaviour. It can influence other employees to achieve the expected organizational goals jointly.

### **H6: The Effect of Emotional Intelligence on Innovative Work Behavior**

#### *Relationship of Training Methodology to Employee Performance*

Performance is a record of the results produced in a certain task or activity function within a certain period (Purwandari *et al.*, 2019). Many other studies on worker productivity highlight that employees who are satisfied with their job will have higher performance and keep the job with the best results than those who are not happy with their job (Amiir *et al.*, 2013).

According to Ibrahim *et al.* (2017), training methodology refers to the methods, materials, techniques, and resources used to carry out training or workshops to transfer new knowledge, skills, and attitudes to participants. So the development of a suitable training methodology will improve employee performance. A training methodology tailored to the needs is very important and a tool for organizations to direct the performance patterns of all members to develop further and achieve organizational success. Organizations can develop and improve the quality of their members with training methodologies globally. This is considered very effective. In addition to increasing productivity, it can also motivate and inspire members by understanding the importance of work and providing all the information needed to do their work (Sharma & Taneja, 2018).

The study of (2020) survey on training methodologies carried out remotely to orthopedic Higher Specialist Trainees (HST) participants during the COVID-19 pandemic had a very effective impact. Training and learning methodologies during the Covid-19 pandemic were transferred through distance learning using video media. This method is considered very effective and useful. Besides that, 90% of the participants welcomed this method because it was easy to access and could still learn even through video as a tutorial. According to Aonuma *et al.* (2012), the training methodology can be carried out anywhere with online connectivity, thus providing extraordinary convenience and flexibility. In addition, online learning has the same quality as an increase in offline learning styles.

#### **H7: Effect of Training Methodology on Employee Performance.**

Based on the description of the hypothesis above, it can be concluded in a series of pictures as follows:

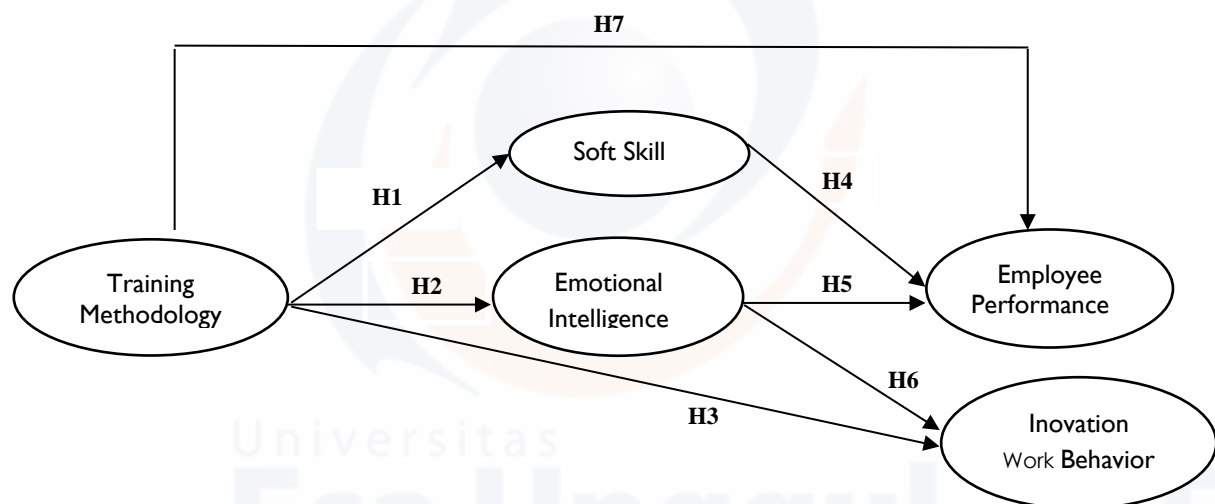


Figure 1. Research Model Framework

## **2. Method**

Based on the research model framework above, this research was conducted on employees in government agencies. This type of research is quantitative research, which produces data in the form of numbers. Quantitative research is a deductive research method that uses measurement and sampling techniques for data collection (Risher & Hair, 2017). This research was conducted on government employees who became the study population. The population is the whole of the research subject, which consists of all objects with certain qualities and characteristics determined by the researcher to be studied and then draw conclusions.

The sampling technique used is saturated samples. According to Sugiyono (2019), saturated sampling is a sampling technique in which all population members are used as samples. Quantitative data collection methods and procedures are carried out through questionnaires and use four statements in intervals (Likert-scale). Likert-scale is used to measure the instrument, with four alternative answers, strongly disagree (STS), disagree (TS), agree (S), and strongly agree (SS) (Brenneman, 2005). This study uses Structural Equation Modeling (SEM) – Partial Least Square (PLS) with Smart software, SmartPLS 3.0 (Sugiyono, 2019).

The variables involved in this study are the training methodology (TM), soft skills (SS), emotional intelligence/Emotional Intelligence (EI), innovative work behaviour (IWB), and employee performance (EP). The instrument used to measure the soft skill variable used research instruments Russ & Whitehurst, (2016). The emotional intelligence variable is based on the research instrument (Schutte *et al.* 1998). The training methodology variable measurement instrument is based on an instrument developed by Asfaw *et al.* (2015) and the understanding according

to Ibrahim *et al.*, (2017). Measurement of innovative work behaviour variables used by De Jong *et al.* (2010). The measurement of employee performance variables used by Pradhan & Jena (2017).

The trial was carried out to determine whether the instrument compiled was a good result because good or bad an instrument would affect whether the data was correct or not. The value of validity and reliability will indicate whether the instrument is good or bad (Critchley *et al.*, 1988) to see whether or not the instrument is used for research. The validity and reliability tests on 99 questions were declared valid and reliable as many as 70 questions with Kaiser-Meyer-Olkin (KMO) >0.500 and Cronbach's Alpha value >0.600.

### 3. Results and Discussion

#### 4.1. Results

The discussion of the results of data analysis starts with explaining the descriptive statistical analysis of the characteristics of the respondents and data analysis. It is divided into an evaluation of the measurement model (Outer Model) and evaluation of the structural model (Inner Model), and hypothesis testing. To analyze the data, Smart Partial Least Square (SmartPLS) 3.0 is used to estimate the path model using a latent construct without requiring a large sample size (Sataloff *et al.*, 2019). In this step, an SEM model diagram is developed to make it easier to see the causal relationships to be tested. In the data analysis technique to assess the model using two measurement methods, namely the test of the construct validity of the research variables and the test of the construct reliability of the research variables.

The variable construct validity test was carried out to determine the construct of the research variable, which includes testing for convergent validity, discriminant validity, and Average Variance Extracted. Stage 1, by assessing Convergent Validity, is a measure of the validity of the reflexive indicator as a variable measure. This can be seen from the value of the outer loading of each variable indicator or standardized outer landing (Hair *et al.*, 2017). None of the constructs of emotional intelligence, training methodologies, and innovative work behaviour was dropped because they had an outer loading value of >0.5. In the employee performance variable, five constructs are removed because they have an outer loading value of <0.5 or have a VIF value greater than 10. Likewise, with the constructs of the soft skill variable, six constructs are deleted.

Table 1. AVE and Discriminant Validity

	Average Variance Extracted (AVE)	Discriminant Validity
Emotional Intelligence	0.552	0.743
Employee Performance	0.647	0.898
Training Methodology	0.794	0.904
Innovation Work Behavior	0.757	0.852
Soft Skill	0.598	0.897

The second stage measures the discriminant validity of the reflective indicator, which can be seen in the cross-loading between the indicator and its construct. Measurement of discriminant validity by comparing the Average Variance Extracted (AVE) for each construct with the correlation between constructs and other constructs in the model. The model has fairly good discriminant validity if the AVE value for each construct is greater than the correlation between the other constructs. The Average Variance Extracted (AVE) value that meets the requirements has been set at  $\geq 0.5$ , as well as the discriminant validity value >0.6 (Fornell, C., & Larcker, 2016). Figures in the Average Variance Extracted (AVE) are used to determine whether the average variance on the indicators in each variable is homogeneous or not from each research variable. The data is in table 1. Has met the requirements to be homogeneous. This is because, based on the data, it is known that the AVE number is >0.5, and the discriminant validity is above the number >0.6 so that all variables are declared valid.

In the analysis of the construct reliability test of the research variables using the internal consistency method. The results of this reliability test are to determine whether the indicators of all the research variables used are good constructs or not in forming a latent variable. The results of the construct reliability test for each variable can be seen in the table below:

Table 2. Research variable construct reliability test

	Cronbach's Alpha	Composite Reliability
Emotional Intelligence	0.931	0.941
Employee Performance	0.961	0.965
Training Methodology	0.968	0.972
Innovation Work Behavior	0.918	0.939
Soft Skill	0.957	0.962

The construct reliability results can meet the requirements by showing the value of Cronbach's alpha (CA) and Composite Reliability (CR) of all research variables > 0.7 as suggested > 0.6 (Leguina, 2015). These results indicate that

all variables used in this study are reliable. Exogenous and endogenous constructs can answer questions about the relationship between latent variables hypothesized previously.

In the inner model test or structural test in research, by looking at three values, namely the value of R Square Adjusted, the value of Prediction Relevance ( $Q^2$ ), and the value of Goodness of Fit (GoF).

Table 3. Inner Model Test Results for Research Variables

	R Square	R Square Adjusted	$Q^2$	AVE	GoF
Emotional Intelligence	0.818	0.817	0,988	0.552	0,849
Employee Performance	0.868	0.865		0.647	
Innovation Work Behavior	0.769	0.766		0.794	
Soft Skill	0.765	0.764		0.757	

In scientific research that focuses on human resource management issues, the R Square Adjusted value above 0.50 for endogenous latent variables can be used as a rough rule to show that endogenous variables can predict exogenous variables at a high level (Leguina, 2015). The value of the level of relevance ( $Q^2$ ) for all variables is 0.988. That means that exogenous constructs have great predictive relevance for endogenous constructs (Henseler *et al.*, 2014). Meanwhile, the Goodness of Fit (GoF) value obtained in this research data processing is 0.824, this value according to Tenenhaus *et al.* (2005), including the large GoF because  $>0.38$ . Based on the inner model test results that have met the requirements, the proposed model structure is feasible to predict all the hypotheses proposed in this study.

Hypothesis testing is to determine whether all variables are statistically related to the previously proposed hypothesis or may also reject the hypothesis that has been proposed. The first step of testing the hypothesis using SmartPLS 3.0 software with output displays that have undergone construct deletions can be seen in the following figure:

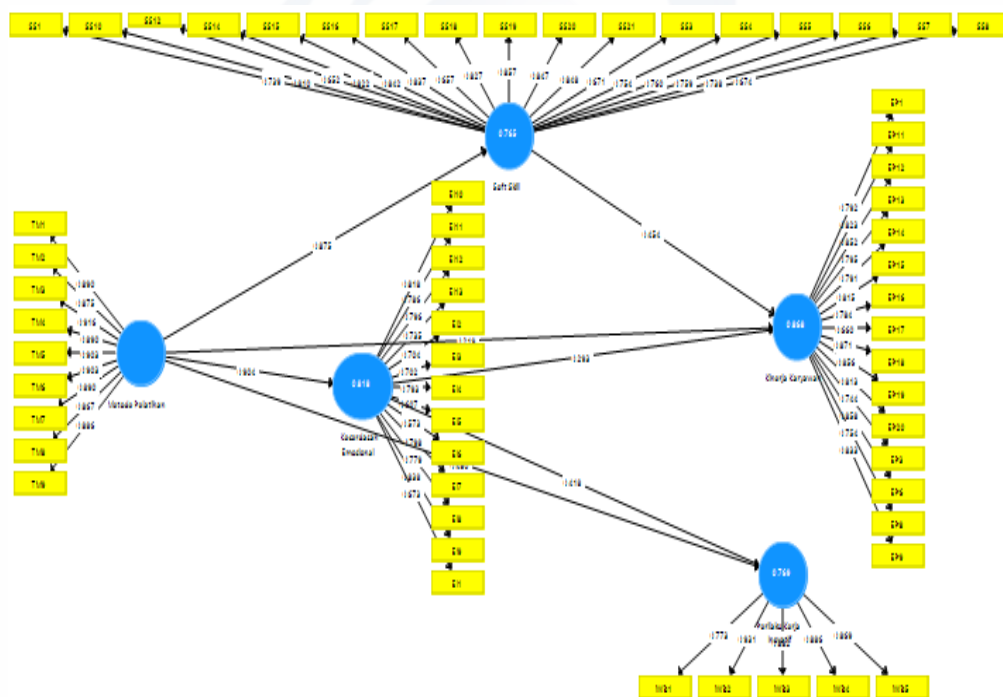


Figure. 2 PLS-SEM Output Display

Based on the display of the output image above, it is known that the highest coefficient value for the training methodology variable is the TM3 construct equal to 0.916, and the lowest construct is TM8 which is 0.867. This shows that TM3 is the construct that has the strongest correlation among other constructs informing the training methodology variable. The second variable is soft skills. In this variable, the strongest construct is SS21, equal to 0.848. In contrast, the weakest construct is SS17 which is 0.657. The third emotional intelligence variable has the strongest construct, EI10 of 0.818, and the construct with the lowest value, EI16 of 0.573. Next, the innovative work behaviour variable with the strongest construct is IWB2 of 0.931, while the weakest is IWB1 of 0.773. Furthermore, the last employee performance variable with the strongest construct is EP18 of 0.871, while the weakest is EP17 of 0.660.

Based on the figure below, it is known that the highest bootstrapping result value is the TM5 construct on the training methodology, which is 56.446. In contrast, the lowest value is the SS12 construct for soft skills with a coefficient of 6.995. Overall the results obtained from this test are positive. This shows that all the effects that occur are positive.



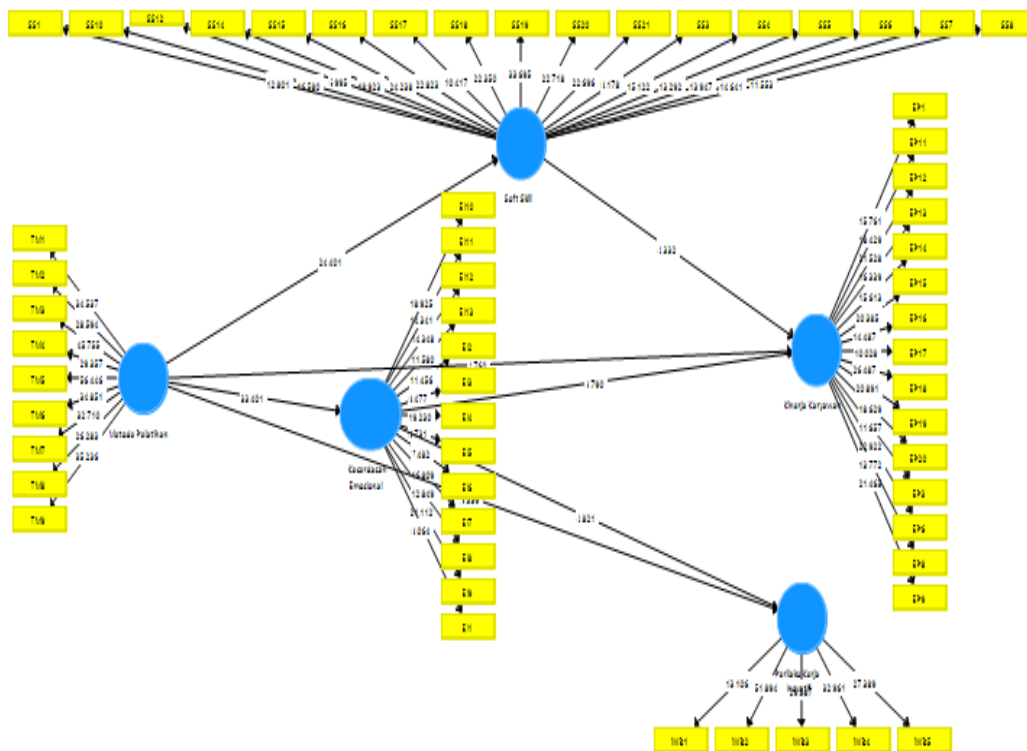


Figure 3. Display of PLS-SEM Bootstrapping Output

The complete results of hypothesis testing using SmartPLS 3.0 obtained the following results:

Table 4. Results of Research Hypothesis Test (Path Coefficients)

	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
TM -> SS	0.875	0.871	0.036	24.401	0.000
TM -> EI	0.904	0.901	0.027	33.401	0.000
TM-> IWB	0.480	0.479	0.090	5.359	0.000
SS-> EP	0.454	0.447	0.105	4.332	0.000
EI -> EP	0.293	0.296	0.077	3.790	0.000
EI-> IWB	0.418	0.417	0.087	4.821	0.000
TM -> EP	0.219	0.221	0.079	2.760	0.006

According to (Tenenhaus *et al.*, 2005), the results of T.Statistics (Bootstrapping) must be greater than the t table, where t table > 1.96, while for the P-value < 0.05. Based on the table above, the researcher finally justifies seven direct effects, all of which have a positive and significant effect, as follows ;

1. The training methodology is applied in a gradual and good way. It will have a positive impact on the soft skills of employees.
2. The training methodology is applied, the better the employee's emotional intelligence will be.
3. The application of the training methodology properly will have a positive impact on the innovative work behaviour shown by employees.
4. The better the soft skills that employees have, the better they will impact employee performance results.
5. Emotional intelligence has a direct impact on employee performance results.
6. An employee's emotional intelligence has a direct impact on the employee's work behaviour.
7. The training methodology that is implemented properly and gradually will have an impact on employee performance results.

In the analysis results using SmartPLS 3.0, the researcher also found a hypothesis of the indirect effect between variables. This indirect influence is mediated by the soft skill and emotional intelligence variables so that it can create the development of new hypotheses. The research hypothesis test for this indirect effect is carried out to see the results of the indirect variable relationship.

Table 5. Research Hypothesis Test Results for Indirect Effect



	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
TM-> EI -> EP	0.265	0.267	0.071	3.722	0.000
TM-> EI-> IWB	0.378	0.377	0.084	4.522	0.000
TM -> SS-> EP	0.397	0.388	0.090	4.411	0.000

Based on the results of the table hypothesis test. 5, the researcher finally justifies the three hypotheses that the indirect effect is significant. The results of the hypothesis test state as follows ;

1. The emotional intelligence mediates the effect of training methodology on employee performance has a t statistic of 3.722 ( $>1.96$ ) and a significance of 0.000 ( $<0.05$ ) so that the hypothesis can be declared significant and acceptable.
2. The emotional intelligence mediates the effect of training methodology on innovative work behaviour appears to have a t statistic of 4.522 ( $>1.96$ ) and a significance of 0.000 ( $<0.05$ ), so the hypothesis is significant and acceptable.
3. The soft skills mediate the effect of training methodology on employee performance have a t statistic of 4.411 ( $>1.96$ ) and a significance of 0.000 ( $<0.05$ ), so the hypothesis is significant and acceptable.

Based on the hypothesis test results above, the type of effect of the three mediations is complementary mediation, namely that the independent variable has a direct and indirect influence on the dependent variable (Zhao *et al.*, 2010). The conclusions of all the results of hypothesis testing are as follows:

Table 6. Hypothesis Testing Results

Hypothesis	Relationship	T Statistic ( $>1,96$ )	P-Value ( $<0,05$ )	Test result
H1	TM -> SS	24.401	0.000	The hypothesis is accepted, training methodology has a significant effect on Soft Skills
H2	TM -> EI	33.401	0.000	The hypothesis is accepted, training methodology has a significant effect on emotional intelligence
H3	TM -> IWB	5.359	0.000	The hypothesis is accepted, training methodology has a significant effect on innovative work behaviour
H4	SS -> EP	4.332	0.000	The hypothesis is accepted, Soft skills have a significant effect on innovative work behaviour
H5	EI -> EP	3.790	0.000	The hypothesis is accepted, Emotional intelligence has a significant effect on Employee performance
H6	EI -> IWB	4.821	0.000	Hypothesis accepted, Emotional intelligence has a significant effect on innovative work behaviour
H7	TM -> EP	2.760	0.006	Hypothesis accepted, Training methodology has a significant effect on employee performance
H8	TM-> EI -> EP	3.722	0.000	The hypothesis is accepted, Emotional intelligence mediates the effect of training methodologies on employee performance
H9	TM-> EI -> IWB	4.522	0.000	The hypothesis is accepted, Emotional intelligence mediates the effect of training methodologies on innovative work behaviour
H10	TM -> SS-> EP	4.411	0.000	The hypothesis is accepted, soft skills mediate training methodologies on employee performance

## 4.2. Discussion

### 4.2.1. Effect of Training Methodology on Soft Skills

Based on the test results, the results show that the training methodology has a significant effect on improving employees' soft skills. This fact proves that the training methodology is one of the ways that organizations can achieve a high work performance culture. However, in the process of implementing training, it is important to know-how, the method of the training program is tailored to the needs of the employee or organization that will be used for changing individual culture, namely the attitudes or behaviour of all employees in the organization (Kyllonen, 2013). Understanding

soft skills refer to the personal qualities, habits, and social graces that an employee has and is used in the work environment and with colleagues (Charoensap-Kelly *et al.*, 2016). Attitudes, behaviour, and individual habits will describe the values and behaviour of workers to improve their performance. Nowadays, slowly but surely, many companies have begun to invest heavily in training and soft skills development for their workers to develop critical skills, attitudes/behaviours, and knowledge that can change the culture of employee performance for the better and, in turn, increase the productivity or performance of the company (Ibrahim *et al.*, 2017).

#### 4.2.2 Effect of Training Methodology on Emotional Intelligence

In research testing, it has been stated that the training methodology has a significant effect on emotional intelligence. Emotional intelligence is considered emotional knowledge, which can be learned and developed to improve an individual's emotional intelligence. Some researchers believe that emotional intelligence can be improved through development and training. Therefore, organizations must be able to create training methodologies that are more effective in emotional intelligence, transformational leadership, and performance. If this is done, it will allow members to easily learn and take emotion-based skills training to increase self-confidence, build leadership traits, and develop emotional competence throughout the organization (Alston *et al.*, 2018).

#### 4.2.3. Effect of Training Methodology on Innovative Work Behavior

Furthermore, this study proves a significant effect of training methodologies on innovative work behaviour. This proves the hypothesis put forward by the researcher that there is a positive effect of training methodology on innovative work behaviour is acceptable. Government employees' competition for innovative work behaviour can encourage work innovation in the governmental sphere (De Jong & Den Hartog, 2010). One way to improve employees' innovative (creative) work behaviour requires a training methodology that provides motivation and understanding to employees to improve and develop their competence at work. Previous research has proven that implementing training methodologies on an ongoing basis as a competency development measure encourages the improvement of competent employees to trigger innovative work behaviours and ultimately leads to a higher competitive advantage. (Bysted & Jespersen, 2014). Several studies agree that increasing human resource competence is carried out through tailored training methodologies based on needs, able to influence creative work behaviour, ultimately affecting organizational innovation (Ariet *et al.*, 2019).

#### 4.2.4. The Influence of Soft Skills on Employee Performance

In testing, this study proved the existence of a significant effect of soft skills on employee performance. The hypothesis put forward by the researcher is that there is a positive effect. This means that there is an implication that the better the soft skills an employee have, the better the performance he will show. This confirms previous research conducted by Ibrahim *et al.* (2017), which states that there is strong empirical support for a causal relationship between soft skills possessed by employees and work performance or performance. A model inspection shows that when employees follow soft skills training, it will increase performance (Gibbons, W.D. & Lange, 2000). The existence of soft skills contributes to the work performance of a manager or employee in terms of making decisions and solving problems in the work environment. Given this, it is not surprising that organizations are more willing to invest in soft skills development for better performance, especially at the executive level (Homer, 2001). This study concludes that if employees widely apply the soft skills that are owned, it will significantly improve the employee's performance.

#### 4.2.5 The Effect of Emotional Intelligence on Employee Performance

In testing, this research proves a significant effect of emotional intelligence on employee performance. The research hypothesis that emotional intelligence has a positive effect on employee performance can be accepted and proven. These results are in line with studies that explain that a manager's and employees' low emotional intelligence will have an impact on their level of performance. On the other hand, if it is moderate or high, it will have an impact on the level of good performance in the workplace. This can have a good effect on the work environment of Bhoir & Suri (2019). In addition, emotional intelligence plays the most important role. Individuals' ability to manage their emotions allows them to position themselves to interact in the environment and conditions wherever they are (Gürbüz, S. & Yüksel, 2008). This is in line with previous research (Sabie *et al.*, 2020) that emotionally intelligent people interact well with others and can more easily convince others to believe in their vision so that other people have the same thoughts as them. The ability to manage and use good emotions by employees at work can have an impact on the employees' performance.

#### 4.2.6 The Effect of Emotional Intelligence on Innovative Work Behavior

This study proves that emotional intelligence has a significant effect on innovative work behaviour. This means that there is an implication that the better an employee's emotional intelligence, the more innovative the employee's work behaviour will be. This also confirms previous research conducted by Dincer & Orhan (2012), which concluded that the more a person uses their emotional intelligence, the more new ideas are developed and applied. So that this

condition can create individual innovative work behaviour for the benefit of the organization. According to (2020), employees with an innovative spirit use their emotional intelligence to convey their ideas and opinions, resulting in innovative work behaviour. The end can influence other employees to achieve the expected organizational goals jointly. This was revealed by Shojaei & Emadi Siuki (2014) in their research that there is a positive and significant relationship between emotional intelligence and individual innovative work behaviour. Where there is a reciprocal relationship when emotional intelligence increases, innovative work behaviour will also increase and vice versa.

#### 4.2.7 Effect of Training Methodology on Employee Performance

The explanation in subsequent research is to prove that the training methodology has a significant effect considered very effective and increases employee performance. The results of this study are in line with research conducted by Ibrahim *et al.* (2017). Training methodology refers to the methods, materials, techniques, and resources used to carry out training or workshops to transfer new knowledge, skills, and attitudes to participants. A training methodology tailored to the needs is very important and a tool for organizations to direct the performance patterns of all members to develop further and achieve organizational success. Organizations can develop and improve the quality of their members with a comprehensive training methodology (Erlaga Amiir & Amen Imran, 2013). This is productivity and motivates members by understanding how important work is and providing all the information they need to do their job (Sharma & Taneja, 2018).

## 5. Conclusion

These results can conclude that the involvement of training methodologies applied by government organizations to employees can impact increasing and developing soft skills, emotional intelligence, innovative work behavior, and in the end, the training methodology can also improve employee performance results to achieve organizational goals. On the other hand, employees' soft skills and emotional intelligence are supporting factors that also influence the improvement of innovative work behaviour and employee performance. This can be a consideration for government organizations to continue implementing training methodologies during the current Covid-19 pandemic, with the aim that employees can maintain their performance results by involving soft skills, emotional intelligence, and innovative work behaviour. In addition, the organization is also expected to provide employees with opportunities to implement the knowledge gained as a result of the application of training methodologies in their work environment.

The role of soft skills and emotional intelligence are good mediating factors of training methodology and employee performance. Soft skills possessed by employees can affect their performance. However, soft skills need to be continuously improved and developed through training methodologies. This aims to maintain and improve maximum employee performance results in organizational goals. Meanwhile, emotional intelligence is needed by employees to carry out their job responsibilities so that their performance results are by following organizational goals. The involvement of training methodologies on employee emotional intelligence as an effort to increase human resources carried out by government organizations can have a positive impact on improving employee performance. Emotional intelligence is a good factor between training methodologies and innovative work behaviour. This means that when the training methodology has a positive effect on increasing employees' emotional intelligence, this can affect employee behaviour to use creative ideas at work so that it will create innovative work behaviour in their work.

The research results are that the human resource development section or the leadership of ministries/government agencies need to improve/ apply training methodologies to develop and improve the quality of human resources. Training methodologies that are well implemented and managed can encourage changes in soft skills, emotional intelligence, and employee work behaviour, impacting employee performance results in the current conditions where the Covid-19 virus still affects employees' activities and working hours. However, this condition is expected not to reduce employee performance. Applying a training methodology that suits their needs and allowing employees to apply their knowledge will affect the employee's performance.

Research limitations can be considered input for further research because the situation is still in the Covid-19 pandemic. The researchers used a questionnaire through the Google Form application as a measuring tool to save time and effort. Further research is expected to be carried out in a longer timeframe so that the data analysis is more accurate and adds other variables, such as organisational commitment and culture.

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## Author Contribution

Author 1 made the conceptualization, writing of original draft, data curation, analyzed the formal data, investigation, methodology. Author 2 provided critical insight into review and editing, writing assessment and editing, validation, and visualization.

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### Conflict of Interest

The authors declare that the research was conducted without any commercial or financial relationships that could be construed as a potential conflict of interest.

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