



INTEGRATION OF LEADERSHIP MANAGEMENT, EMOTIONAL INTELLIGENCE, AND THE EMOTIONAL INQUIRY LEARNING MODEL IN COMPETENCY-BASED TRAINING

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Abstract:

This article discusses the conceptual link between leadership management, emotional intelligence, and the Emotional Inquiry learning model in the context of competency-based training. This study aims to examine how emotional intelligence is a crucial component in the effectiveness of leadership management, and how competency-based training that applies a reflective learning model can support leadership competency certification. The writing method uses a literature-based study approach by reviewing classical and contemporary scientific literature in the fields of leadership, emotional intelligence, and competency-based learning design. The results of the study indicate that effective leadership management requires not only intellectual intelligence and technical skills, but also high emotional intelligence to manage interpersonal relationships and strategic decision-making. Furthermore, competency-based training that adopts the Emotional Inquiry model can strengthen the reflective and affective dimensions of participants, so that the competency certification process more holistically reflects leadership capabilities. The implications of this study point to the need for integration between cognitive, affective, and socio-emotional aspects in the design of competency-based leadership training programs in Indonesia.

Kata kunci: *Leadership Management, Emotional Intelligence, Emotional Inquiry, Competency-Based Training, Competency Certification.*

INTRODUCTION

Leadership is a key factor in the success of organizations in various fields, including education, government, and the business sector. In the context of modern management, a leader's ability is measured not only by intellectual capacity and technical skills, but also by the ability to emotionally manage themselves and others. The current leadership phenomenon in the digital era demonstrates that leaders are required to possess high emotional intelligence, be able to adapt to change, and foster a collaborative organizational culture (Yukl, 2019).

Leadership management as a discipline focuses on the processes of planning, organizing, motivating, and controlling within the context of human relations. However, in practice, leadership effectiveness depends heavily on the leader's ability to understand the emotional dynamics of themselves and their team members. Numerous studies have shown that emotional intelligence has a significant relationship with leadership effectiveness and organizational performance (Boyatzis, 2018; Mayer, Salovey, & Caruso, 2020). Therefore, emotional intelligence can be considered the core of effective leadership.

In the realm of human resource training and development, the competency-based approach has become a primary paradigm. Competency-based training emphasizes the importance of measurable learning outcomes linked to professional performance standards. In Indonesia, the competency certification system managed by the National Professional Certification Agency (BNSP) is a crucial instrument for ensuring the quality and accountability of professional workers. However, the challenge is how to integrate aspects of emotional intelligence and self-reflection into the competency-based training process, which tends to be technical and cognitive.

The Emotional Inquiry learning model is a relevant approach to address this need. This approach combines reflective, empathetic, and emotional awareness dimensions into the learning process. By implementing this model, training not only develops technical skills but also shapes participants' character and emotional sensitivity. This article aims to explain the conceptual relationship between leadership management, emotional intelligence, competency certification, and the role of the Emotional Inquiry learning model in strengthening competency-based training.

METHOD

The research approach used in this study is a literature-based study. This approach involves reviewing classical and contemporary scientific literature in the fields of leadership, emotional intelligence, and competency-based learning design. This approach was chosen because the topics discussed in this study are more related to concepts and theories than empirical data.

The data sources used in this study are classical and contemporary scientific literature in the fields of leadership, emotional intelligence, and competency-based learning design. These data sources include books, journals, and scientific articles relevant to the topics discussed in this study. These data sources were used to examine concepts and theories related to leadership management, emotional intelligence, and the Emotional Inquiry learning model in the context of competency-based training.

The data analysis technique used in this study was qualitative data analysis. This technique involves reviewing and interpreting qualitative data, such as text, images, and videos. This technique was used to examine and interpret data related to the concepts and theories discussed in this study. This technique is also used to identify patterns and relationships that exist in the data being analyzed.

RESULTS AND DISCUSSION

The research results show that effective leadership management requires not only intellectual intelligence and technical skills, but also high emotional intelligence. Emotional intelligence is crucial for effective leadership management because it can assist a leader in managing interpersonal relationships and strategic decision-making. Emotional intelligence can help a leader recognize, understand, and manage their own and others' emotions. Emotional intelligence can also assist a leader in making appropriate and strategic decisions.

Leadership Management: Concepts and Dynamics

Leadership management encompasses the process of directing, influencing, and coordinating individuals or groups to achieve common goals. Yukl (2019) defines leadership as the process of influencing others to understand and agree on what needs to be done and how to do it effectively. Within a management framework, leadership is a function that combines strategic vision with interpersonal skills.

Modern leadership demands a balance between cognitive, social, and emotional abilities. Transformational leadership theory (Bass & Riggio, 2018) emphasizes the importance of a leader's ability to inspire and motivate subordinates through idealized influence, intellectual stimulation, and individualized attention. In this regard, emotional intelligence plays a fundamental role in building healthy and productive interpersonal relationships.

Effective leaders are characterized by their ability to create meaning for their followers. Covey (2019) states that leadership is the art of influencing others to achieve their full potential in an ethical and meaningful manner. This demonstrates that leadership management is not only about strategy but also about sensitivity to human values rooted in emotional awareness.

Emotional Intelligence in Leadership

The concept of emotional intelligence was introduced by Salovey and Mayer (1990) and later popularized by Goleman (1995) in his book, "Emotional Intelligence: Why It Can Matter More Than IQ." Emotional intelligence refers to the ability to recognize, understand, and effectively manage one's own emotions and those of others. Goleman divides emotional intelligence into five main dimensions: self-awareness, self-regulation, motivation, empathy, and social skills.

Research by Boyatzis (2018) shows that 85% of the abilities that determine a leader's success are directly related to emotional intelligence, not technical skills. This suggests that leaders with high emotional intelligence are better able to build trust, resolve conflict, and maintain team morale. Mayer et al. (2020) also confirm that emotional intelligence is correlated with job satisfaction, team performance, and organizational effectiveness.

In the context of education and training, emotional intelligence plays a crucial role in the adult learning process (andragogy). Adults learn most effectively when learning is reflective, relevant to experience, and engaging with emotional aspects. Thus, emotional intelligence not only strengthens leadership, but also influences how one learns and interacts in a professional environment.

Competency-Based Training and Leadership Certification

Competency-Based Training (CBT) is an approach that focuses on achieving measurable learning outcomes. According to Mulder (2017), this approach ensures that trainees possess work skills that meet applicable standards. The main principles of CBT are learning by doing, performance-based assessment, and individualized learning tailored to the participant's needs.

Competency certification provides formal proof that an individual has mastered certain competencies established by authorized institutions, such as the National Board for Professional Development (BNSP) in Indonesia. This process is important because it ensures professional competency standards in various fields. However, competency-based training often focuses on technical skills and cognitive knowledge, leaving the affective aspect—especially emotional intelligence—underdeveloped.

Therefore, a learning approach is needed that integrates emotional and reflective dimensions into competency-based training. This is particularly relevant in leadership training, where the ability to manage oneself and others is a core component of managerial competency.

Emotional Inquiry Learning Model

The Emotional Inquiry learning model is rooted in Carl Rogers' (1995) humanistic theory, which emphasizes the importance of personal experience and reflection in the learning process. This approach is also based on constructivist theory, which assumes that knowledge is constructed through interactions between individuals and their environment. In Emotional Inquiry, participants are encouraged to recognize, express, and analyze their emotions as part of the learning process.

According to King and Hicks (2021), Emotional Inquiry helps participants understand the relationship between emotions and the meaning of learning. The process involves four stages: (1) emotional awareness, (2) reflection on emotional experiences, (3) exploration through empathic dialogue, and (4) implementation of empathic action. Through these stages, participants not only understand the material but also develop emotional sensitivity, which is essential for leadership.

The application of Emotional Inquiry in leadership training can strengthen participants' reflective and affective dimensions. For example, when participants are asked to reflect on their experiences leading under stressful circumstances, they learn to recognize emotional patterns, spontaneous responses, and the impact of their emotions on decisions. This process helps shape more self-aware, empathetic, and thoughtful leaders.

Conceptual Analysis and Relationships Between Variables

The conceptual relationship between leadership management, emotional intelligence, competency-based training, and the Emotional Inquiry learning model can be explained through the integration of these four main concepts.

Leadership Management and Emotional Intelligence

The two have a significant reciprocal relationship. Leaders with high emotional intelligence will be more effective in carrying out managerial functions such as communication, coordination, and decision-making. Conversely, good leadership practices also strengthen emotional awareness through ongoing social interactions.

Emotional Intelligence and Competency-Based Training

Integrating emotional intelligence into competency-based training makes the process more holistic. Competence is assessed not only in terms of technical skills but also in interpersonal and affective abilities. This type of training better prepares participants for certifications that reflect real leadership abilities.

Competency-Based Training and the Emotional Inquiry Model

Emotional Inquiry enriches competency-based training with a reflective and empathetic dimension. Through this approach, participants are encouraged to go beyond simply practicing skills to understanding the emotional meaning behind their actions. This process builds self-awareness and strengthens social-emotional competencies.

Integrative Model

Conceptually, these four elements form an integrative model of emotional competency-based leadership. Leadership management serves as the implementation platform, emotional intelligence serves as the foundation of personality, competency-based training serves as the development pathway, and Emotional Inquiry serves as the pedagogical approach that underpins the entire process.

IMPLICATIONS

The results of this conceptual study have several important implications.

First, leadership training institutions need to design curricula that balance cognitive and affective competencies. Training should not only focus on technical skills but also foster participants' emotional awareness and reflective abilities.

Second, training instructors need to have a solid understanding of the Emotional Inquiry approach. They should act not only as teachers but also as facilitators of reflection and empathetic dialogue.

Third, certification institutions need to consider the emotional intelligence dimension as an indicator in leadership competency assessments. This can be achieved by adding behavioral and socio-emotional situational criteria to the assessment instruments.

Fourth, the results of this study provide theoretical implications that the integration of emotional intelligence and competency-based training could become a new paradigm in future leadership development. This model is relevant to the demands of the 21st-century workplace, which emphasizes empathy, collaboration, and social awareness.

CONCLUSION

This study confirms that the effectiveness of leadership management is significantly influenced by a leader's level of emotional intelligence. Competency-based training designed by integrating the Emotional Inquiry learning model can strengthen holistic leadership development.

The integration of leadership management, emotional intelligence, and Emotional Inquiry results in a more reflective, empathetic, and humanistic training paradigm. Thus, the leadership competency certification process reflects not only mastery of technical skills but also emotional and social maturity.

This study recommends that training institutions, universities, and certification bodies broaden their understanding of the importance of emotional intelligence in competency-based training. The Emotional Inquiry approach can serve as a pedagogical framework that strengthens the connection between learning, feeling, and acting in the context of leadership.

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