Training in Managerial Leadership among Owners of Small to Medium Businesses in Makassar to Increase Leadership Effectiveness

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There are several problems which threaten Small to Medium Businesses (Usaha Kecil Menengah - UKM) in the City of Makassar, South Sulawesi, Indonesia: the low quality of the managerial abilities of owners of UKM, the rapid growth of modern retail shops, and the rise in the amount of better quality technological products entering the city. The goal of this research was to construct a model of the development of managerial effectiveness, using a competency concept, based upon 12 levels of behavior and 10 types of managerial roles. The research method used was action research, in the form of the implementation of managerial leadership training. This research also developed an indicator of managerial leadership behaviors, by compiling a matrix based upon managerial roles and leadership behaviors. Eight owners of UKM in Makassar were participants in the research. The results of the study, in general, indicated an increase in the levels of managerial leadership of the participants who received the training. The impact of an increase in the competences and effectiveness of managerial leadership could cause UKM owners to enjoy an increase in competitiveness, in the managing of their enterprises.

Keywords: behavioral indicator, leadership, managerial roles, action research

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Small to Medium Businesses (Usaha Kecil Menengah - UKM) in the City of Makassar, are experiencing development. The number of UKM in South Sulawesi, based upon the most recent data, is one million, and a large portion is in Makassar (Dinas Koperasi dan Usaha Kecil Menengah [KUKM] Kota Makassar [City of Makassar Cooperatives and Small to Medium Businesses Authority], 2017). A Laporan Kinerja Pemerintah (Governmental Progress Report) stated that there has been an increase in the growth of the workforces of competing UKM in Makassar. However, this report also indicated that there were threats faced by the UKM in Makassar: (1) the low level of ability of owners and managers of UKM; (2) the rapid growth of modern retail shops; and (3) the increase in the amount of better-quality technological products entering Makassar. The impact of these threats was the failure to achieve the 2017 progress target of the KUKM of Makassar. These unachieved targets included, for instance, the product volume did not meet market demands, and the quality of the produce of UKM was below market standard.

Of these three threats faced by the UKM in Makassar, this study was intended to focus on the low quality of the abilities of owners and managers of the UKM. This focus was selected because the character of entrepreneurs is the determinant of the success of UKM growing to be larger scale (Direktorat Pengembangan Usaha Kecil Menengah dan Koperasi [Directorate of Development of Small and Medium Businesses and Cooperatives], 2016). Owners of UKM were the principle contributors in all problems they faced (Wahyuningrum et al., 2014). The Dinas KUKM of Makassar (2017) also issued a directive that training for those conducting business was an important activity for UKM owners. Therefore, the study was intended to provide a training activity for UKM owners.

There were many training models which could be given to UKM owners, and one of these was managerial leadership training. Previous research indicated that one thing which had an important role in the [lack of] success of UKM was a low level of managerial ability (Suci, 2017). The managerial abilities
of UKM owners, such as the ability to raise the degree of empowerment of UKM employees, had an impact on the level of innovation of those UKM (Zamzami et al., 2014). The managerial ability of the owners of UKM had an on-going impact upon UKM employees, and innovation in the UKM involved. Based upon that investigation, this study was aimed at giving managerial leadership training to UKM owners. To construct a base for the managerial leadership training, the authors then carried out a study of leadership-relevant literature, and its connection to the problems of UKM owners, i.e., a deficiency in managerial ability, so that the literature compiled by the authors would be focused on managerial leadership.

Leadership Behavior

Leadership involves efforts to influence an individual or group to achieve the joint goal of an organization. (Yukl, 2015). Leadership behavior is a taxonomy of behavior aimed at influencing the productivity of a team, group, or organization (Yukl, 2015). The compilation of this taxonomy was, in large part, based upon an analysis of factors (Yukl et al., 2002) which produced 12 taxonomies of leadership behavior: (1) supporting; (2) developing; (3) acknowledging; (4) consulting; (5) delegating or empowering; (6) explaining; (7) constructing short-term plans; (8) reviewing; (9) managing change; (10) supporting innovative thinking; (11) conducting external reviews; and (12) taking risks and leading by example.

The first five taxonomies were gathered into a leadership meta-taxonomy, oriented towards relationships (Yukl, 2015). Supportive leadership behavior emphasized the giving of positive support to team members, an increase in cooperative relations, and the management of stress, when a problem arises. Developmental leadership behavior means the support by leaders for subordinates, raising their abilities or self-confidence, in support of their careers. Acknowledging leadership behavior utilizes an approach appreciative of the achievements or performance of team members. Consultative leadership behavior is the behavior of a leader who substantiates, before making decisions which will influence the people in their environs, supports the involvement of the team in making decisions, and uses the ideas and suggestions of others. Finally, empowering leadership behavior is that of the leader who gives their team members the opportunity for independence and autonomy, in making decisions.

The second three taxonomies are grouped in the leadership meta-taxonomy, which are oriented towards tasks (Yukl, 2015). Explanatory leadership behavior is one of the behaviors which have the role of allocating tasks and explaining responsibilities, work, the goal of the task, and hopes for the desired performance. Long term planning leadership behavior is behavior which determines the method for using resources to complete tasks in an efficient manner, and determines the scheduling and coordination of the activities of the unit. Monitoring leadership behavior prioritizes leadership behavior scrutinizing progress and work quality, and evaluates individual and unit performance, in a particular task.

The third three taxonomies are grouped in the meta-taxonomy of leadership oriented towards change (Yukl, 2015). Change leadership behavior is behavior which presents an attractive description of the results desired to be achieved by the unit, and enthusiastically, and with full conviction, describes the recommended changes. Leadership behavior in support of innovative thinking is the manner in which a leader stimulates and challenges people to exchange the ways they work for new and better ways, through a number of assumptions and questions, aimed at them and related to that work. External monitoring leadership behavior is that which analyses information about events, trends and changes, happening outside the organization. The principle point about risk-taking leadership behavior, and that involving leading by example, is making sacrifices to support and promote the changes required within the organization.

Managerial Role

The term “manager” refers to someone who is responsible for a formal organization, or one of its sub-units. Managers are given formal authority over their organizations, and this is directed towards the achievement of two of its basic organizational goals. Firstly, a manager must ensure that their organization produces goods or services efficiently. Secondly, a manager must ensure that their organization functions in accordance with its goals (Mintzberg, 1973). It is these tasks, performed by a manager, which are termed their managerial role.

There are 10 taxonomic types of managerial role, divided into three core clusters: (1) interpersonal roles; (2) information-processing roles; and (3) decision-making roles.

Interpersonal roles. The roles in this cluster are, in essence, related to leadership which is able to give direction, to motivate, to criticize, to assist employees, and to protect networks or colleagues outside
the organization. In this role, leaders also simultaneously exercise their routine authority, social and legal, as well as chairing meetings or executing matters related to documents (Mintzberg, 1973). The roles in this cluster, more specifically, comprise: (1) role as leader; (2) role as liaison; and (3) role as symbol.

**Role as leader.** The manager in this role is responsible for the sub-units, in the organization they lead, becoming one integrated unit, and pursuing the basic goals of the organization. The manager in this role gives guidance to their subordinates, motivates them, and creates conditions beneficial to the achievement of these goals. These activities also include recruiting, training, directing, praising, criticizing, promoting and dismissing staff.

**Role as liaison.** This role is that of a manager having the goal of determining and defending the network of individuals outside the unit/group of the organization.

**Role as symbol.** This role is that of a leader being required to carry out certain symbolic tasks, of legal and social natures, such as the signing documents (such as contracts, permission for payments), the hosting of receptions and certain ceremonies (for instance farewell banquets for persons leaving the company), or receiving certain guests.

**Information-processor roles.** Roles in this cluster, in essence, concern leaders who are able to seek and transform information from employees, and people outside the organization, to develop an understanding of and the policies of the organization (Mintzberg, 1973). The role in this theme comprises: (1) role as a monitor; (2) role as a disseminator, and; (3) role as a spokesperson.

**Role as a monitor.** This role is that of a manager who continuously seeks information from various sources (e.g., by reading reports and notes, attending meetings and briefings, and conducting comparison studies). The information gathered is then processed to discover problems, and windows of opportunity, both within and outside the organization.

**Role as a disseminator.** This role is that of a leader who has special access to data or information, which is not provided to subordinates, and who relay such information to those subordinates, in either an original or an edited form.

**Role as a spokesperson.** This role is that of a leader who forwards information, carries out lobbying activities, or who acts as an external representative for the sub-unit of an organization, when dealing with superiors or outside parties.

**Decision-making roles.** The role in the cluster is essentially one of a leader who is able to seek windows of opportunity for, and create changes within, their organization (Mintzberg, 1973). In this role, the leader is also responsible for handling problems, making decisions, and negotiating, when confronting important problems. The role as a decision maker comprises: (1) role of an entrepreneur; (2) role of a problem-solver; (3) role of an allocator of resources; and (4) role of a negotiator.

**Role as an entrepreneur.** This role is that of a leader who has initiative (energetic/supportive) and who plans guided changes to take advantages of opportunities.

**Role as a problem-solver.** This role is that of a leader who confronts acute crises, which may not be ignored. This role differs from that of someone dealing with problems which may be solved spontaneously, to capitalize upon a window of opportunity (the role of an entrepreneur). The crises mentioned above may be caused by unexpected matters, such as a conflict between cadres, loss of an important staff member or subordinate, force majeure, and labor strikes.

**Role as an allocator of resources.** This role is that of a leader who allocates resources, such as funds, human resources, material resources, equipment resources, facilities and services. This is done so that someone may take control of the formation of strategies, and take steps to coordinate and integrate the activities of subordinates, in support of strategic goals.

**Role of a negotiator.** This role is that of a leader involved in any negotiations which require the serious commitment of resources. The leader or manager has the authority to make commitments (e.g., a labor union calling for a meeting over contracts between workers and management, or concerning the demands of workers, and organizing contracts with important customers, suppliers or consultants).

Previous research has implemented the conceptual theories discussed by the authors. Measurement instruments for leadership have been compiled, and their reliability tested (Yukl et al., 2002). Testing results indicated that a measurement instrument based upon 12 aspects of leadership behavior have a Cronbach’s alpha score of > .70 in every aspect of leadership behavior (Yukl et al., 2002). However, there is as yet no measurement instrument combining both aspects of leadership behavior, and managerial roles. For this reason, in this research, which has as its context the UKM in the City of Makassar, the authors used...
a behavior indicator which combined these two concepts, i.e., leadership behavior and managerial roles.

One of the problems for UKM in Makassar is the low level of the ability of UKM owners to manage a business. Based upon this, the focus of the authors was finally to create a piece of research which was contextual with leadership effectiveness in UKM, including, amongst other matters: (1) managerial activities; (2) the processes of UKM owners influencing their employees, and; (3) the leadership behaviors of owners of UKM. After determining the initial picture of the three elements, the authors executed an action research to raise the leadership competence of UKM owners, so that the output of the research would be the increasing of the competency levels of the participants, through training. Training is a supportive factor for the strategic development of UKM (Agusetyadiningrum et al., 2016). From this raising of competency will come, later, an impact upon the raising of the competitiveness of their UKM. This is also in accord with the results of previous research, which succeeded in succeeding in constructing a measurement instrument for leadership effectiveness competency in UKM, and concluded that training in managerial leadership influenced the increase in the competence levels of participants coming from UKM (Aditya et al., 2019). For this reason, with an action research approach, in the context of UKM in Makassar, this research was intended to answer the questions related to “whether training in managerial leadership can increase the level of such leadership of the owners of UKM in the City of Makassar”. The framework of the research is provided in Figure 1.

**Method**

**Procedure**

The first stage in the research was the compilation of the behavior indicators. The authors developed, by themselves, these behavior indicators, by construct-

![Figure 1. Research and conceptual framework, based upon theories of managerial roles and leadership behavior.](image-url)
ing a matrix combining the 12 aspects of leadership behavior and the 10 aspects of managerial roles, to produce 120 indicators of managerial leadership behavior.

To perform the compilation of the levels of behavioral indicators, the authors used the basis of a conceptual definition of each managerial role (Mintzberg, as cited in Yukl, 2015), the contexts of which were then brought into accord with 12 levels of behavior from the behavioral taxonomy of leadership behavior (Yukl, 2015). The consolidation of a taxonomy with a theoretical context had also been performed by previous researchers (Man et al., 2002), i.e., to use the concept of competitiveness and the approach of competency, the model was developed to relate the characteristics of the UKM owners and the performances of their businesses. This is the basis used, so that the taxonomy of Yukl et al. (2002) was combined with the taxonomy or conceptualization of managerial leadership by Mintzberg (1973, as cited in Yukl, 2015), to produce 120 indicators.

The compilation of 120 behavioral indicators in this research is based upon two models, which have undergone examination of the sources of proof of the content validity of test implements, made by previous researchers (Mintzberg, 1973; Yukl et al., 2002), and were then developed by subsequent researchers (Aditya et al., 2019), by the combination of the two taxonomies. Development with models, such as this, was also performed using managerial competency taxonomy, however in differing contexts and theories (Tett et al., 2000). In this current research, the combination of the aspects of managerial roles and leadership behavior produced indicators of managerial leadership behavior.

The second stage of the research was the compilation of the modules of behavioral event interviews (BEI), leaderless group discussions (LGD), observation, games, and training. The authors firstly studied the theories which formed the problems for this research. The principle theory, in the compilation of the modules of this research, was a compilation of a number of theories from literature studies, in accord with leadership effectiveness and managerial leadership. Even in the process of the compilation of the modules, suitability-testing of the modules was conducted by experts, using what is normally called expert judgement. This expert judgement was made by two Fakultas Psikologi (Faculty of Psychology) lecturers in the fields of industrial and organizational psychology, who are certified as assessors in the field of Sumber Daya Manusia (SDM - human resources) development. This was done to obtain feedback concerning the concept and content of the training material, the allocation of time and the training methods, as well as the indicators forming the benchmarks in the training. After the feedback was obtained, the modules were then revised in accord with input from other researchers, and with the expert judgement.

The third stage of the research was the recruiting of the research participants. The researchers carried out this administrative process by writing to the Asosiasi Pengusaha Indonesia (APINDO - Indonesian Entrepreneurs Association) of Makassar, to obtain cooperation in the development of SDM in the UKM. The researchers held discussions, and, finally, the APINDO of Makassar recommended eight owners of UKM from the dozens of such owners in the association. The authors eventually met the participants directly and discussed their preparedness and the techniques of the research process.

The fourth stage was the actual conduct of the research, comprising data collection (T1-T2), making interventions, and evaluation. Data collection in the first instance (T1) was through BEI, LGD, observation, and games. After this, interventions were made, in three sessions: (1) Behavior modelling via the viewing of videos; (2) Distribution of effective leadership material; and (3) The conduct of discussions regarding the analysis of the videos, using the pre-distributed material. After the interventions were made, data was again collected for measurement (T2), using the same method as in T1, i.e., BEI, LGD, observation, and games, so that, at this stage, what was finally produced was a measure of the level of competency of each participant from the group which had not undertaken the program, and of those who had. The final part of this fourth stage was the follow up, however this process did not produce any meaningful data looking at specific behavior, the hindrance being that the participants did not have the time, because of their activities, to undergo the process of interview, LGD, observation and games for the third time, following T1 and T2.

Participants

The research participants were eight owners of UKM selected from the dozens of other UKM owners in the APINDO of the City of Makassar, and recommended by that association to participate. There were around 90 UKM owners in that APINDO, who might potentially have become participants, and the APINDO recommended eight of these to become par-
Table 1

| No | Ten Managerial Roles of a Leader (Leads Change) |
|----|-----------------------------------------------|
| 1  | Reorganizes organizational structure to be more efficient and beneficial from the viewpoint of organizational effectiveness of production and profit. |
| 2  | Develops systems or delivers training to subordinates to handle problems independently, as they arise. Creates priority scales for the allocation of resources (for example, amounts of money, equipment, and facilities, as well as types of personnel, materials, and services) to certain aspects, so that strategic organizational goals are achieved. |
| 3  | Is the first to engage in cooperation with state or other private institutions to increase the competitiveness of the organization. |
| 4  | Has at hand complete information (names, addresses, and telephone numbers) of all contacts and consumers. |
| 5  | Makes their organization the host or organizer, of all social activities or meetings in an event. |
| 6  | Creates products or systems for marketing which are examples for competitors. |
| 7  | Maps out organizational problems or windows of opportunity from data or information previously collected. Continuously refreshes all information obtained from outside the organization, within specified time frames, then passes this on to subordinates (for example, government regulations, financial matters, the development of competitors and organizations, or product and marketing trends). |
| 8  | Filters or selects the information to be disseminated, to create a positive impression on the public. |

Note: If, based upon the results of interviews, LGD, observation and games, the participants displayed one of these ten behavioral indicators, that participant was allocated a value of 9, in accord with the level of leadership behavior indicated.

Participants. These eight owners who were recommended had established their businesses between 2014 and 2017, were in different fields of business, handicrafts, foodstuffs, traditional raw materials, specific to the region, and automotive enterprises. The eight participants were then randomly divided into two groups, one of which was not subjected to any program and became the control group (Group A), and the other, which received the program of training (Group B), but both were subject to ability measurements, as below, both before and after the training was given.

Measurement and Data Collection

Measurement in this research utilized the behavioral indicators which had previously been compiled, comprising 120 indicators. The eight participants were evaluated, based upon the behaviors which they exhibited throughout the process of data collection. The data collection in this research used the approaches of: (1) BEI; (2) LGD; (3) Observation; and (4) Games. The entirety of the process was recorded audio- visually, then the authors made the evaluations, based upon the results of those recordings.

The results of that evaluation, based upon the aforesaid behavioral indicators, resulted in categorization being made. The participants were placed in one of 12 category levels of leadership behavior. To test the accuracy of the evaluation, the authors again conducted cross-checking with the assistance of expert judgment. This repeat checking was used to support the data, related to the evaluation conducted by the authors in the research. An example of the evaluation, using the behavioral indicators, may be seen in Table 1.

On the basis of Table 1, each participant was evaluated according to the level of their leadership, based upon each managerial role (for instance as an entrepreneur, or as a liaison person), so that each participant received ten scores of managerial leadership. This data was in an ordinal form, with the lowest score of each managerial role being 0 (the participant showing no managerial leadership behavior at all), whilst the highest score for managerial roles was 12 (the participant showing managerial leadership indicating risk-taking and example-showing).

Data Analysis Technique

To determine the changes undergone by the owners of UKM, after participating in the draft program for this research, the authors conducted analysis of the results of the measurements, obtained from the measurement implement. Analysis was conducted by comparing the results from T1 with those from T2. To clarify the data, the authors conducted data conversion from ordinal form to numeric form. The scores obtained by each participant were totaled, based upon being from the group which received, or from that which did not receive the treatment. Then, for each group,
the authors calculated the average of scores obtained for each managerial role. The lower the score obtained, the lower also the level of managerial leadership indicated. Conversely, the higher the score obtained, the higher the level of managerial leadership indicated.

## Results

Table 2 shows the results of the evaluation of behavioral indicators, based on the behaviors of the participants throughout the data collection. To clarify Table 1, the authors took examples of managerial role (3), Resource Allocator. On the average, the participants in Group A, at the time of taking their T1, were in Category 1 (Supportive Leader), and at the time of taking T2 were still in Category 1, whilst, on the average, the participants of Group B at the time of T1 were in Category 3 (Accepting Leader). After taking the training, on the average, the participants in Group B, at the time of taking T2, were in Category 5 (Empowering Leader). Based upon the total categorizing values of participants, as can be seen with Group B, there was an increase in the score total from an initial 35 to 53.25. This means that, in general, the participants who received training underwent an increase in their levels of managerial leadership.

Based upon the results of the clarification of the average scores in Table 2, the authors then looked more deeply into the research results, by compiling a graph of the movements of the levels of managerial leadership of each individual. The authors selected three managerial roles, which were delved into more specifically, as illustrations of the ten extant roles. These three roles were those of an entrepreneur, an allocator of resources, and a negotiator. The particip-

### Table 2

**Average of Scores from T1 and T2 for the Two Groups**

| Aspects of Managerial Roles | Non-recipient Group Programme (A) | Recipient Group Programme (B) |
|----------------------------|-----------------------------------|-------------------------------|
|                            | T1  | T2  | T1  | T2  |
| Decision-Making Role       |     |     |     |     |
| Entrepreneur               | 7   | 6.75| 8.5 | 9.75|
| Problem Solver             | 0   | 0   | 1.5 | 4   |
| Resource Allocator         | 1.75| 1.25| 3.25| 5.25|
| Negotiator                 | 2.5 | 2   | 4.5 | 5.75|
| Interpersonal Role         |     |     |     |     |
| Liaison                    | 1.75| 1.5 | 0.5 | 5.75|
| Carry out symbolic task    | 1.75| 1.25| 2.75| 2.75|
| Leader                     | 2   | 0.75| 5   | 5   |
| Information Processing Role|     |     |     |     |
| Monitor                    | 5.25| 3.25| 3.5 | 8.75|
| Disseminator               | 6.25| 0   | 4   | 2   |
| Spokesperson               | 1.5 | 3.75| 1.5 | 4.25|
| Total                      | 29.75| 20.5| 35  | 53.25|

**Figure 2.** The movement of levels of managerial leadership in the role of entrepreneur.

*Note.* The members of Group B (participants 2, 3, 7, and 8) showed there had been a rise in their levels of managerial leadership, whilst the levels of the members of Group A (participants 1, 4, 5, and 6) tended to be stagnant, or stable.
participants given code numbers 1, 4, 5, and 6 were members of Group A (non-recipients of training). The participants given the code numbers 2, 3, 7, and 8 were members of Group B (recipients of training).

Figure 2 covers the role of entrepreneur, i.e., as owner of a UKM a person acts as an instigator (power/supporter) and designer of guided change, to take advantage of windows of opportunity, in the framework of improving the situation. Planned change occurs in the form of improvement projects, such as the development of new products, purchase of new equipment, or formal structural reorganization. A number of the improvement projects are normally directly supervised, and a number of others delegated to employees. Based upon the data of Figure 2, it may be seen that, from the sub-competency of entrepreneurship, there were three participants of Group A (non-recipients of the training) whose levels of competency rose. These were Participants 8, 7, and 2, whereas from the participants in Group B (recipients of training) there was one whose level of competency declined, i.e., Participant 1.

Figure 3 shows the role of an allocator of resources is to use their authority to allocate resources, such as funds, personnel, material, equipment, facilities and services. This allocation includes the making of decisions. This is done so the UKM owner may retain control of the formation of strategies, and take steps to coordinate and integrate the actions of their employees, in support of strategic targets. Based upon the data in Figure 3, it may be seen that, regarding the sub-competencies of allocators of resources, of the participants of Group B, Participants 2, 3, 7, and 8 (the group of training recipients), all underwent an increase in competency, whilst those of the participants in Group A (the group who received no training), there were three whose levels of competency was the same, at both T1 and T2, i.e., Participants 1, 4, and 6, whilst there was one participant of Group A who experienced a decline in competency levels, i.e., Participant 5.

Figure 4 covers the role of manager as a negotiator. What is meant by such a role here is one requiring a serious commitment to resources, which will be assisted by the manager having the authority to make commitments (with labor unions, concerning contracts between workers and management, contracts with important buyers, suppliers, or consultants, work contracts with employees occupying important positions), and other non-routine negotiations (e.g., acquisition of other businesses, applications for large loans). Based upon the data in Figure 4, it may be seen that, of the sub-competency as a negotiator, there was one participant in Group A who had the same level of competency at the time they sat both T1 and T2, i.e., Participant 5, and one participant of Group A who suffered a decline at T2, i.e., Participant 6, whilst from the participants of Group B (the training recipient group) there were two participants who had the same levels of competency at the times of both T1 and T2, i.e., Participants 2 and 7, there was one in Group B whose levels of competency rose, and one participant of Group B did not possess this sub-competency.

![As a resource allocator](image)

**Figure 3.** The movement of levels of managerial leadership in the role as allocators of resources.  
*Note. Also showed similar trends, particularly Participant 8, whose levels of managerial leadership, rose from Level 0 to Level 4, after the receipt of training.*
Figure 4. The movement of levels of managerial leadership in the role as negotiators.

Note. Participants 1, 4, and 8 did not show there had been any change in their levels of managerial leadership, between them taking T1 and T2. Participant 3 was the only one to show a rise in his/her level of managerial leadership.

Based upon all of the graphs in this research report, at the times of T1 and T2 testing, the authors noted that there were increases in the levels of managerial leadership of participants from Group B, after they had received the training. All participants in Group B had increases in some sub-competencies, specifically, seven of ten sub-competencies for Participant 2 (ANZ), Participant 3 (KMQ), six of the ten for Participant 7 (AR), and six of the ten also for Participant 8 (AHF).

As for the participants in Group A they also experienced increases, though not to so great a degree as those in Group B. The Group A participants who had increases were, Participant 1 (APK), one of ten sub-competencies, Participant 5 (R), two out of the ten, and Participant 6 (DT), three of the ten. Besides what is clarified in the graphs, there were some who experienced rises. From the Group A participants, more scores remained the same, and there were, as well, some participants with levels which fell.

Discussion

The research results showed that there was a general change in the group of participants which received the training program. This may be seen in Table 2, showing that the size of the average change in levels of managerial leadership was larger in the group which received the training (from 35 to 53.25), compared to those in the control group (from 29.75 falling to 20.5). The graphs also indicate that the participants in Group B tended to show an increase in the levels of leadership at the time of T2 testing. For this reason, the managerial leadership training program may be said to have made changes in the behavior of UKM owners in Makassar City.

Previous research indicated that leaders in organizations these days must increase collaboration within their organizations, and empower their employees (Raišienė, 2014). The existence of a competency model will greatly assist both individuals and organizations, in developing leadership abilities. The research by Hollenbeck et al. (2006) indicated that there are four methods to develop leadership behaviors: (1) Summarize the experience and concepts of experienced leaders; (2) Determine various beneficial leadership behaviors; (3) Provide implements which may be used by individuals to develop themselves; and (4) Develop a leadership work framework, which may be used to help select and develop, and to comprehend leadership effectiveness.

In relation to leadership competence and effectiveness, there are two principle points in the research.

Firstly, with the presence of competition, to look at more comprehensive approaches to leadership effectiveness, considering not only the competencies of the subject, and the situational variables, but also the interaction which leads to successful leadership results.

Secondly, neither the theories of well-known theoreticians nor the theories of all the ages, are sufficient to predict the effectiveness of leadership in various subjects and situations, so that competence in leader-
ship effectiveness must be more specific, to make a contribution (Hollenbeck et al., 2006).

Concerning the grouping of leadership behavior in this research, also referred to as levels of taxonomy, this was also supported by a number of pieces of earlier research, which also examined leadership behavior and competencies.

Firstly, in an effort to formulate a general taxonomy capable of describing effective organizational leadership behavioral requirements, researchers began by reviewing previous taxonomies in order to describe the behavior of a leader. To do this they sought the specifications of the demands of leadership. By studying leadership behavior in this context, they were able to obtain a system suited to define and illustrate such behaviors (Fleishman et al., 1991).

Secondly, they attempted to introduce a model of leadership based on competencies, by broadening the range of literature and explaining cases related to leadership (Muratbekova-Touron, 2009).

Thirdly, they illustrated the potential benefits of an approach at the level of events involving leaders, firstly by defining these events, and the differences between them, and by developing a taxonomy comprising seven event dimensions. They applied this taxonomy to three existing theories of leadership to comprehend performance. This was the strategy for measuring and examining leadership performance with the taxonomy used. Finally, they determined the type of leadership needed, and ascertained the leadership skills which would most possibly result in effective performance (Hoffman & Lord, 2013).

Fourthly, a taxonomy was offered, as the basis for the more detailed examination of managerial performance, as a multi-dimensional construct. This was done particularly to provide a base for development, on the basis of competencies and training requirements (Tett et al., 2000). This discovery supported the model of content validity, to be able to be developed further, and particularly to comprehend and predict, managerial behavior.

It is important that leadership training for UKM owners/managers be conducted, because these capabilities will answer the needs of UKM. Training in the development of SDM will support UKM (Agusetyadininingrum et al., 2016; Robbin & Judge, 2016). The capabilities of leaders, as well as of their subordinates, in the UKM environment, certainly need to be raised, according to the research by Ardiana et al., (2010) which was performed with their respondents, drawn from clusters of UKM, under the auspices of the [provincial government] Cooperatives Authority, which concluded that the variable of ability was the most dominant influence on UKM performance. The researchers thus recommended the development of UKM, through attention to the aspect of competencies, regarding the specifics in the two previous pieces of research (Danial & Komariah, 2016; 2017), examining specifically how to create a model of leadership, effective for increasing the performances of UKM. The effectiveness of leadership had a significant influence on the performances of UKM. The greatest influence was determined by the dimension of relationships, between managers and subordinates.

Regarding the evaluation of the training in the research, this was in reference to the process of confirming that the participants achieved certain competencies (Sopacua & Budijanto, 2007). It may be seen from the results of the research that the level of competencies of the participants in the experimental group underwent a rise, compared to those of the people in the control group. The theme of that research, i.e., the effectiveness of managerial leadership, was appropriate to the problems of this research, i.e. the still low quality of the ability of managers or owners of UKM in the City of Makassar, and also was in accord with the performance report of the Dinas KUKM Kota Makassar (2017). The conclusion was that the leadership style of owners/managers of the UKM might influence the success and the continued existence of UKM (Aziz et al., 2013).

The occurrence of a rise in effectiveness of managerial leadership of the participants in the experimental group, through the training, was achieved by the provision of training materials and behavioral examples, as well as opportunities for the members of the experimental group to combine their experiences, the material, and the videos of exemplary leadership effectiveness behavior, so that they were able to undergo a specific learning process and experience. This process may also be used to evaluate their own abilities, when they lead and manage their UKM. In research using this experimental method (a qualitative approach), it was hoped not only to look at the relationships between one aspect and another, but to be able to see, directly, the specific behavior which emerged from the participants in the experimental group.

A research model based upon leadership competencies can assist individuals to summarize the experiences and perceptions of experienced leaders (Hollenbeck et al., 2006). Besides this, it can determine various beneficial leadership behaviors, provide implements which may be used by participants for their own development, and analyze work frameworks
for leadership. This may be used to assist in choosing, developing and understanding the effectiveness of leadership.

The training in this research succeeded in raising the effectiveness of managerial leadership, as was recommended (Yukl, 2015), to develop leadership through a training program. Based upon the data and indicators displayed by the participants in the experimental group, the hypotheses in this experiment were accepted. Nonetheless, there were several sub-competencies which did not emerge, which non-emergence may have been caused by one of several things, i.e., the necessity for further development of the behavior indicators, so that they would be better able to capture, or obtain a picture of, managerial behavior, however it may be seen clearly that, on the basis of the research results showing that the increases in the sub-competencies of the participants in the experimental group were greater than those of the participants in the control group, which indeed remained the same, at both pretest and post-test stages.

This research made an effort to discover supporting evidence, related to the benefits of the development of managerial leadership ability. One evidence-based approach stresses the need for an understanding of leadership psychology (Konstantinou, 2018). There is no task more important, related to the development of leadership, than identifying the competencies and meta-competencies which form leadership. Because of this, it may be said that it is very necessary there be an understanding of the process of leadership development in any organization (Tubbs & Schulz, 2006). This research, with its indicators of managerial leadership behaviors, is hoped to be able to fulfil this need, and to have an impact upon the development of UKM, particularly in the City of Makassar.

Shortcomings and Limitations

The results of the research have proven that the hypotheses are accepted, that is that managerial leadership training is proven to be able to raise the managerial leadership effectiveness of UKM owners. However, there were several limitations and weaknesses in the research, which may have been caused by one of a number of factors.

(1) The measurement instrument or implement used was related to competencies, by combining the taxonomies of two theories. There were difficulties for the researchers, in compiling the behavioral indicators, descending from the definitions of the theoretical aspects, so that the behavioral indicators found in competencies were felt still to be less than capable of detecting more specific behavior, so that several sub-competencies did not emerge, at the time of the data analysis.

(2) The measurement of leadership behavior in this research was felt to have been quite difficult, regarding the determination of similar standards of levels of competency, both pretest and post-test, because the measurement were of a more dynamic nature, so that, at the post-test measurement, they emerged only amongst the participants in the experimental group, that is those who had received the training.

(3) The time limits for the conduct of this research was quite short, meaning the period between the pre-tests and the post-tests was merely two weeks, brought about by the busy schedules of the UKM owners, so that data collection was based upon the preparedness of the schedules of the participants, in line with their limited time availability.

(4) The drafts of the research with the action research approach had an excellence of contextual results, however tended to be weak in producing empirical data sources.

(5) The number of participants recommended by APINDO was eight persons. However, this number was too small to be able make broader generalizations from the research results.

Conclusion

The managerial training program was effective in raising the levels of managerial leadership behavior, for UKM owners, in the City of Makassar. The managerial leadership behavioral indicators, which were the references, indicated changes in those behaviors, so that the owners of UKM, as well as other involved parties, may use the training program to achieve changes, or increases, in the levels of managerial leadership. The managerial leadership behavioral indicators which were compiled, also held benefits as review or evaluation references to the leadership behavior shown by owners of, or managerial leaders of, UKM.

Suggestions

Looking at the results of this research, the researchers have made several suggestions to the owners of UKM and to subsequent researchers, concerned with methods and contents for similar research, that is for the organizations involved (authorities, UKM, or governments). Managerial leadership training has proven to increase the effectiveness of leadership, although
there are still shortcomings in its administration. The model used in the describing leadership training in this research may also be duplicated by other UKM institutions or organizations, as a step in developing leadership.

For subsequent research, it is hoped that the method of distributing training material may be developed in more detail, or that the content of the material, related to leadership effectiveness, can be more wide-reaching. Subsequent research could also examine whether individuals with more advanced managerial roles would also indicate a different level of leadership (Dai et al., 2011). Further research also needs to give attention to the use of tested measurement implements, which have sound psychometric properties, to support the results of findings about behavioral indicators. The number of participants also needs consideration, to obtain results having generalization potential. Finally, the draft of an experiment, using a purely experimental approach, might be used in future experiments, related to the effectiveness of managerial leadership training.
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Usaha Kecil Menengah (UKM) di Kota Makassar sedang mengalami perkembangan. Jumlah UKM di Sulawesi Selatan berdasar data terkini mencapai satu juta dan sebagian besar berada di Kota Makassar (Dinas Koperasi dan Usaha Kecil Menengah [KUKM] Kota Makassar, 2017). Laporan Kinerja Pemerintah menyatakan bahwa terjadi peningkatan pertumbuhan Sumber Daya Manusia (SDM) UKM berdaya saing di Kota Makassar. Namun, laporan tersebut juga menunjukkan adanya ancaman yang dihadapi UKM di Kota Makassar yaitu: (1) rendahnya kualitas kemampuan pemilik dan pengelola UKM; (2) pertumbuhan toko ritel modern yang pesat; dan (3) meningkatnya produk yang masuk ke Kota Makassar dengan kualitas teknologi yang lebih baik. Dampak dari ancaman tersebut adalah tidak tercapainya target kinerja 2017 yang ditetapkan oleh Dinas KUKM Kota Makassar. Target yang tidak tercapai tersebut misalnya volume produk belum memenuhi kebutuhan pasar dan hasil produksi UKM ada di bawah kualitas standar.

Dari ketiga ancaman yang dihadapi oleh UKM di Kota Makassar, studi kali ini hendak berfokus pada rendahnya kualitas kemampuan pemilik dan pengelola UKM. Fokus ini dipilih karena karakter pengusaha merupakan penentu keberhasilan UKM untuk tumbuh ke skala yang lebih besar (Direktorat Pengembangan Usaha Kecil Menengah dan Koperasi, 2016). Pemilik UKM adalah kontributor utama dalam setiap permasalahan yang dihadapi oleh UKM (Wahyuningrum et al., 2014). Dinas KUKM Kota Makassar (2017) juga memberikan arahan bahwa pelatihan bagi pelaku usaha merupakan kegiatan yang penting bagi para pemilik UKM. Oleh karena itu, studi kali ini hendak memberikan suatu kegiatan atau pelatihan bagi pemilik UKM.

Ada banyak model pelatihan yang dapat diberikan kepada pemilik UKM dan salah satunya adalah pelatihan kepemimpinan manajerial. Penelitian terdahulu menunjukkan bahwa salah satu yang berperan penting dalam keberhasilan UKM adalah kurangnya kemampuan manajerial (Suci, 2017). Kemampuan manajerial pemilik UKM seperti kemampuan meningkatkan pemberdayaan pegawai UKM membawa dampak pada tingkat inovasi UKM tersebut (Zamzami et al., 2014). Kemampuan manajerial pemilik UKM membawa

Kata kunci: indikator perilaku, kepemimpinan, peran manajerial, action research

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dampak berkelanjutan bagi para pegawai UKM serta inovasi UKM yang terkait. Berdasarkan penelusuran tersebut, studi ini memberikan pelatihan kepemimpinan manajerial bagi pemilik UKM. Untuk menyusun landasan pelatihan kepemimpinan manajerial, penulis kemudian melakukan kaji kurang literatur terkait kepemimpinan dan kaitannya dengan masalah pemilik UKM yaitu kemampuan manajerial, sehingga literatur yang disusun penulis akan berfokus tentang kepemimpinan manajerial.

Perilaku Kepemimpinan

Kepemimpinan melibatkan upaya-upaya memengaruhi individu atau kelompok untuk mencapai tujuan bersama suatu organisasi (Yukl, 2015). Perilaku kepemimpinan merupakan suatu taksonomi perilaku yang bertujuan memengaruhi kinerja tim, kelompok, atau organisasi (Yukl, 2015). Taksonomi ini sebagian besar disusun berdasarkan analisis faktor (Yukl et al., 2002) yang menghasilkan 12 taksonomi perilaku kepemimpinan: (1) mendukung; (2) mengembangkan; (3) mengakui; (4) berkonsultasi; (5) mendeklaskan atau memberdayakan; (6) menjelaskan; (7) membuat perencanaan jangka pendek; (8) memantau; (9) memimpin perubahan; (10) mendorong pemikiran inovatif; (11) melakukan pemantauan eksternal; dan (12) mengambil risiko serta memimpin dengan memberi teladan.

Kelima taksonomi yang pertama bergolong dalam meta-taksonomi kepemimpinan yang berorientasi pada relasi (Yukl, 2015). Perilaku kepemimpinan mendukung menekankan pada pemberian dukungan positif kepada anggota tim, peningkatan hubungan kerjasama antar anggota, serta pengelolaan stres saat suatu masalah timbul. Perilaku kepemimpinan mengembangkan berarti pemimpin mendorong anggota untuk meningkatkan kemampuan atau kepercayaan diri yang menunjukkan pengembangan karir. Perilaku kepemimpinan mengakui mengguna apresiasi positif terhadap capaian atau prestasi yang diperoleh anggotanya. Perilaku kepemimpinan konsultasi merupakan perilaku untuk mengecek sebelum membuat keputusan yang akan memengaruhi orang-orang di sekelilingnya, mendorong keterlibatan anggota dalam mengambil putusan, dan menggunakan ide dan saran dari orang lain. Terakhir, perilaku kepemimpinan memberdayakan adalah pemimpin memberikan anggota kesempatan untuk mandiri dan memiliki otonomi dalam mengambilan putusan.

Ketiga taksonomi yang kedua tergolong dalam meta-taksonomi kepemimpinan yang berorientasi pada tugas (Yukl, 2015). Perilaku kepemimpinan menjelaskan merupakan salah satu perilaku yang berperan untuk memberikan tugas dan menjelaskan tanggung jawab, pekerjaan, tujuan dari tugas, dan harapan terhadap kinerja yang di inginkan. Perilaku kepemimpinan membuat perencanaan jangka pendek adalah perilaku yang menentukan cara menggunakan sumber daya untuk menyelesaikan tugas secara efisien, dan mengendalikan penekanan dan mendorong perkara kegiatan pembuatan tugas. Perilaku kepemimpinan memantau menitikberatkan pada perilaku pemimpin untuk memeriksa kemajuan, kualitas pekerjaan, dan mengevaluasi kinerja individu atau unit tugas tertentu.

Keempat taksonomi yang ketiga tergolong dalam meta-taksonomi kepemimpinan yang berorientasi pada perubahan (Yukl, 2015). Perilaku memimpin perubahan adalah perilaku dalam menyajikan deskrpsi menarik tentang hasil yang diinginkan yang dapat dicapai oleh unit, menggembarkkan perubahan yang diusulkan dengan antusiasme dan keyakinan penuh. Perilaku pemimpin mendorong pemikiran inovatif merupakan cara pemimpin melakukan stimulasi yang menantang seseorang untuk mengubah cara bekerja dengan cara baru yang lebih baik, melalui sejumlah asumsi dan pertanyaan yang ditujukan kepada mereka tentang pekerjaan tersebut. Perilaku pemimpin pemantauan ekssternal adalah menganalisis informasi baik peristiwa, tren, dan perubahan yang terjadi di luar organisasi, hal ini dilakukan untuk identifikasi dari dan peluang bagi organisasi. Perilaku pemimpin mengambil resiko dan memimpin dengan memberi teladan poin utamanya adalah berkorban untuk mendorong dan mempromosikan perubahan yang diinginkan dalam organisasi.

Peran Manajerial

Istilah “manajer” adalah seseorang yang bertanggung jawab atas organisasi formal atau salah satu subyuni. Manajer diberi wewenang formal atas organisasi dan ini mengarah pada dua tujuan dasarnya. Pertama, manajer harus memastikan bahwa organisasi menghasilkan barang atau jasanya secara efisien. Kedua, manajer harus memastikan bahwa organisasi berjalan sesuai dengan tujuan (Mintzberg, 1973). Tugas-tugas yang dilaksanakan manajer inilah yang diatur sebagai peran manajerial.

Terdapat 10 jenis taksonomi peran manajerial yang terbagi atas tiga cluster inti yaitu: (1) peran antar pribadi; (2) peran pemrosesan informasi; dan (3) peran pembuat keputusan.

Peran antar pribadi. Peran pada cluster ini memiliki esensi tentang pemimpin yang mampu mem-
PELATIHAN KEPEMIMPINAN UNTUK MENINGKATKAN EFEKTIVITAS KEPEMIMPINAN

[Image 57x294 to 538x483]

beri arahan, memotivasi, mengkritik, membantu pega-

[Image 67x192 to 538x331]

Peran sebagai pemimpin. Peran ini bertanggung

[Image 137x741 to 210x816]

Peran sebagai penghubung. Peran ini menunjuk-

[Image 231x116 to 308x154]

Peran sebagai pembuat keputusan. Peran pada cluster

[Image 322x154 to 415x255]

Peran sebagai pengalokasi sumber daya. Peran ini merupakan peran pemimpin yang mengalokasikan

[Image 491x154 to 535x331]

Peran sebagai juru bicara. Peran ini adalah pemimpin yang meneruskan informasi, melakukan

[Image 507x154 to 535x255]

Peran sebagai perunding. Peran ini berarti pemimpin terlibat dalam perundingan apapun yang

[Image 171x116 to 208x116]

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171
alat ukur yang menggabungkan aspek-aspek pada perilaku kepemimpinan dan juga peran manajerial. Oleh karena itu, pada penelitian kali ini yang mengambil konteks pada UKM di Kota Makassar, penulis menggunakan suatu indikator perilaku yang menggabungkan kedua konsep tersebut, yaitu perilaku kepemimpinan dan peran manajerial.

Salah satu permasalahan pada UKM di Kota Makassar adalah rendahnya kemampuan pemilik UKM dalam mengelola usaha. Berdasarkan hal ini, fokus penulis akhirnya mengadakan penelitian yang kontekstual tentang efektivitas kepemimpinan dalam UKM yang di dalamnya termasuk: (1) aktivitas manajerial; (2) proses mempengaruhi para pemilik UKM pada pegawainya; dan (3) perilaku kepemimpinan pemilik UKM. Setelah penulis mengetahui gambaran awal dari tiga unsur tersebut, penulis hendak melakukan suatu action research untuk meningkatkan kompetensi kepemimpinan manajerial pemilik UKM, sehingga output dari penelitian ini adalah untuk meningkatkan level kompetensi para partisipan melalui pelatihan. Pelatihan merupakan faktor pendukung strategi pengembang UKM (Agusetyadininingrum et al., 2016). Dari peningkatan kompetensi tersebut nantinya akan berdampak kepada peningkatan daya saing UKM mereka. Hal ini juga sesuai dengan penelitian sebelumnya yang berhasil menunjukkan alat ukur kompetensi efektivitas kepemimpinan pada UKM dan menyimpulkan bahwa pelatihan kepemimpinan manajerial berpengaruh dalam meningkatkan kompetensi partisipan pada UKM (Aditya et al., 2019). Oleh karena itu, dengan suatu pendekatan action research pada konteks UKM di Kota Makassar, penelitian ini hendak menjawab pertanyaan sehubungan dengan “apakah pelatihan kepemimpinan manajerial dapat meningkatkan tingkat kepemimpinan manajerial pemilik UKM di Kota Makassar”. Kerangka penelitian tersedia dalam Gambar 1.

Gambar 1. Penelitian dan kerangka konseptual berdasarkan teori peran manajerial dan perilaku kepemimpinan.
Metode

Prosedur

Tahap pertama dalam penelitian ini adalah penyusun indikator perilaku. Penulis mengembangkan sendiri indikator perilaku ini dengan membuat sebuah matriks yang mempertemukan 12 aspek perilaku kepemimpinan dan 10 aspek peran manajerial, sehingga menghasilkan 120 indikator perilaku kepemimpinan manajerial.

Untuk melakukan penyusunan level indikator perilaku, penulis menggunakan landasan definisi konseptual dari masing-masing peran manajerial (Mintzberg, sita dalam Yukl, 2015), kemudian disesuaikan konteksnya menjadi 12 tingkatan level perilaku dari taksonomi perilaku kepemimpinan (Yukl, 2015). Penggabungan sebuah taksonomi dengan konsep teoritis juga pernah dilakukan peneliti sebelumnya (Man et al., 2002) yaitu untuk menggunakan konsep daya saing dan pendekatan kompetensi, model dikembangkan untuk menghubungkan karakteristik pemilik UKM dan kinerja UKM mereka, inilah landasan yang digunakan sehingga taksonomi Yukl et al. (2002) digabungkan dengan taksonomi atau konseptualisasi kepemimpinan manajerial Mintzberg (1973, sita dalam Yukl, 2015), sehingga menghasilkan 120 indikator.

Penyusunan 120 indikator perilaku pada penelitian ini berasal dari dua model yaitu yang telah melalui penelusuran sumber bukti validitas isi alat tes oleh peneliti sebelumnya (Mintzberg, 1973; Yukl et al., 2002). Kemudian dikembangkan oleh peneliti selanjutnya (Aditya et al., 2019) dengan menggabungkan dua taksonomi tersebut. Pengembangan dengan model seperti ini pernah juga dilakukan dengan menggunakan taksonomi kompetensi manajerial namun dalam konteks dan teori yang berbeda (Tett et al., 2000). Pada penelitian ini, penggabungan aspek peran manajerial dan perilaku kepemimpinan menghasilkan indikator perilaku kepemimpinan manajerial.

Tahap kedua penelitian adalah penyusunan modul wawancara behavioral event interview (BEI), leaderless group discussion (LGD), observasi, games, dan pelatihan. Penulis terlebih dahulu mempelajari teori-teori yang menjadi permasalahan dalam penelitian ini. Teori utama dalam menyusun modul penelitian ini adalah kompilasi sejumlah teori dari studi pustaka yang selaras dengan efektivitas kepemimpinan dan kepemimpinan manajerial. Pada proses penyusunan modul pun dilakukan uji kelayakan modul oleh ahli atau biasa disebut dengan expert judgement. Expert judgement dilakukan oleh dua orang dosen Fakultas Psikologi di bidang industri dan organisasi yang telah memiliki sertifikasi sebagai asesor di bidang pengembangan sumber daya manusia (SDM). Hal ini dilakukan untuk mendapatkan umpan balik mengenai konsep dan isi dari materi pelatihan, pengalokasian waktu dan metode, serta indikator-indikator yang menjadi toluk ukur dalam pelatihan tersebut. Setelah dilakukan umpan balik dan modul selanjutnya direvisi sesuai dengan masukan peneliti lainnya dan expert judgement.

Tahap ketiga penelitian ini adalah mencari partisipan penelitian, peneliti melakukan proses administrasi persuratan kepada pihak Asosiasi Pengusaha Indonesia (APINDO) kota Makassar untuk melakukan kerja sama penelitian mengembangkan SDM di UKM, peneliti melakukan diskusi dan akhirnya pihak asosiasi merekomendasikan delapan orang pemilik UKM dari puluhan pemilik UKM yang tergabung dalam asosiasi tersebut. Peneliti akhirnya bertemu secara langsung dengan para partisipan dan mendiskusikan kesiapan dan teknis proses penelitian ini.

Tahap keempat dalam penelitian ini adalah pelaksanaan penelitian yang terdiri dari pengambilan data (T1-T2), melakukan intervensi, dan evaluasi. Pengambilan data pengukuran pertama kali (T1) dilakukan dengan metode wawancara BEI, LGD, observasi, dan games. Kemudian, pelaksanaan intervensi dilakukan dalam tiga sesi yaitu: (1) Teladan perilaku melalui pengamatan video; (2) Pemberian materi kepemimpinan yang efektif; dan (3) Melakukan diskusi terhadap analisis video dengan menggunakan materi yang telah disampaikan sebelumnya. Setelah intervensi di-berikan, kembali dilakukan pengambilan data untuk pengukuran selanjutnya (T2) dengan metode yang sama saat T1 yaitu wawancara BEI, LGD, observasi, dan games. Sampai pada tahap ini akhirnya menghasilkan level kompetensi dari tiap partisipan dari kelompok yang tidak menerima program maupun yang menerima program. Tahap akhir dari tahap empat ini adalah follow up atau tindak lanjut, namun proses ini tidak menghasilkan data yang bermakna untuk melihat perilaku spesifik, kendala yang ada pada para partisipan tidak memiliki waktu karena kesibukan mereka, untuk melakukan proses wawancara, LGD, observasi, dan games untuk yang ketiga kalinya setelah T1 dan T2.

Partisipan

Partisipan penelitian adalah delapan orang pemilik UKM dari puluhan UKM lainnya yang tergabung dalam APINDO Kota Makassar. Dalam pemilihan...
partisipan tidak ada batasan usia, jenis kelamin, atau pun lama pendirian usahanya tetapi harus tergabung dalam APIINDO kota Makassar dan direkomendasikan oleh pihak Asosiasi untuk menjadi partisipan. Ada sekitar 90 orang pemilik UKM yang menjadi anggota APIINDO yang berpotensi menjadi calon partisipan, kemudian APIINDO merekomendasikan delapan pemilik UKM untuk menjadi partisipan. Delapan pemilik UKM yang direkomendasikan tersebut telah mendirikan UKM mereka antara 2014 hingga 2017, memiliki bidang usaha yang berbeda-beda yaitu kera, kuliner, bahan baku tradisional, oleh-oleh khas daerah, dan otomotif. Delapan partisipan tersebut kemudian dibagi kedalam dua kelompok secara acak yaitu kelompok yang tidak diberikan program/kelompok pembanding (Kelompok A) dan kelompok yang menerima program pelatihan (Kelompok B), namun keduaunya dilakukan pengukuran sebelum dan sesudah diberikan pelatihan.

Pengukuran dan Pengumpulan Data

Pengukuran pada penelitian ini menggunakan indikator perilaku yang telah disusun sebelumnya dan terdiri dari 120 indikator perilaku. Delapan partisipan akan dinilai berdasarkan perilaku yang ditampilkan sekator LGD dan Pengumpulan Data

Untuk mengetahui perubahan yang dialami oleh pemilik UKM setelah mengikuti program rancangan dari penelitian ini, penulis melakukan analisis terhadap hasil pengukuran alat ukur. Analisis dilakukan dengan

Tabel 1
Contoh Penilaian Menggunakan Indikator Perilaku Level 9

| No | Sepuluh Peran Manajerial Seorang Pempimpin (Pemimpin Perubahan) |
|----|-------------------------------------------------------------|
| 1  | Melakukan penyusunan kembali struktur organisasi (reorganisasi) agar lebih efisien dan menguntungkan dari segi efektivitas produksi dan profit organisasi. |
| 2  | Mengembangkan sistem atau memberikan pelatihan kepada bawahan untuk menangani secara mandiri ketika terjadi masalah. |
| 3  | Membuat data prioritas alokasi sumber daya pada aspek tertentu agar tercapai sasaran strategis organisasi. (Contohnya; jumlah uang, peralatan, dan fasilitas maupun jenis personalia, material dan jasa). |
| 4  | Menjadi yang pertama dalam melakukan kerja sama kepada instansi negara atau swasta lainnya untuk meningkatkan daya saing organisasi. |
| 5  | Memiliki seluruh informasi lengkap (nama, alamat, dan nomor telepon) mengenai relasi dan atau konsumen. |
| 6  | Menjadikan organisasi sebagai tuan rumah atau pelaksana dalam kegiatan sosial atau pertemuan sebuah acara. |
| 7  | Menciptakan produk atau sistem pemasaran yang menjadi percontohan para pesaing. |
| 8  | Memetakan masalah dan peluang organisasi dari informasi dan data yang telah dikumpulkan. |
| 9  | Memperbaharui seluruh informasi dalam waktu tertentu secara terus-menerus yang di dapatkan dari luar organisasi, kemudian diteruskan ke bawahan (contoh; aturan pemerintah, keuangan, perkembangan pesaing dan organisasi, atau tren produk dan pemasaran). |
| 10 | Menyanying atau memilah informasi yang akan disampaikan untuk menciptakan kesan positif di publik. |

**Catatan.** Apabila berdasarkan hasil wawancara, LGD, observasi, dan games, partisipan menunjukkan salah satu dari sepuluh indikator perilaku ini, partisipan tersebut diberi nilai 9 sesuai dengan level perilaku kepemimpinan yang ditunjukkan.
membandingkan pengukuran dari T1 dan T2. Untuk memaknai data, penulis melakukan konversi data ordinal tersebut menjadi data numerik. Skor yang diperoleh tiap-tiap partisipan dijumlahkan berdasarkan kelompok yang menerima atau tidak menerima perlakuan. Lalu pada masing-masing kelompok, penulis menghitung rerata skor yang diperoleh pada tiap peran manajerial. Semakin rendah skor yang diperoleh berarti semakin rendah pula tingkat perilaku kepemimpinan manajerial yang ditunjukkan. Sebaliknya, semakin tinggi skor yang diperoleh menunjukkan tingkat perilaku kepemimpinan manajerial yang semakin tinggi pula.

**Hasil**

Tabel 2 menunjukkan hasil penilaian indikator perilaku berdasarkan perilaku partisipan selama pengumpulan data. Untuk memaknai Tabel 2, penulis mengambil contoh peran manajerial (3) Pengalokasi sumber daya. Rata-rata partisipan Kelompok A pada T1 berada pada Kategori 1 (Pemimpin Mendukung) dan pada T2 juga berada pada Kategori 1. Sedangkan, rata-rata partisipan Kelompok B pada T1 berada pada Kategori 3 (Pemimpin Mengakui). Setelah menerima pelatihan, rata-rata partisipan Kelompok B pada T2 berada pada Kategori 5 (Pemimpin Memberdayakan). Berdasarkan nilai total kategorisasi partisipan, dapat dilihat pada Kelompok B, terdapat peningkatan jumlah skor dari semula 35 menjadi 53,25. Hal ini berarti secara umum, partisipan yang menerima pelatihan mengalami peningkatan tingkat kepemimpinan manajerial.

Berdasarkan hasil pemaknaan terhadap skor rerata pada Tabel 2, penulis kemudian memperdalam hasil penelitian dengan menyusun suatu grafik pergerakan level tingkat kepemimpinan manajerial pada masing-masing partisipan. Penulis memilih tiga peran manajerial yang didalami lebih khusus sebagai ilustrasi keempat peran yang ada. Ketiga peran tersebut adalah peran sebagai wirausahawan, peran sebagai pengalokasi sumber daya, dan peran sebagai pemimpin.

**Gambar 2.** Perubahan level kepemimpinan manajerial pada peran sebagai wirausahawan.

**Keterangan.** Kelompok B (partisipan 2, 3, 7, dan 8) menunjukkan adanya peningkatan tingkat kepemimpinan manajerial. Sementara Kelompok A (partisipan 1, 4, 5, dan 6) cenderung stagnan atau stabil.
kasi sumber daya, dan peran sebagai perunding. Partisipan dengan kode 1, 4, 5, dan 6 adalah anggota Kelompok A (tidak menerima pelatihan). Partisipan dengan kode 2, 3, 7, dan 8 adalah anggota Kelompok B (menerima pelatihan).

Gambar 2 merupakan peran sebagai wirausahawan yaitu pemilik UKM bertindak sebagai pemrakarsa (daya/pendorong) dan desainer perubahan yang terkendali untuk memanfaatkan peluang dalam rangka memperbaiki situasi. Perubahan yang terencana terjadi dalam bentuk proyek perbaikan seperti pengembangan produk baru, pembelian peralatan baru, atau reorganisasi struktur formal. Beberapa proyek perbaikan diawasi langsung dan beberapa proyek lainnya didelegasikan ke pegawainya. Berdasarkan data pada Gambar 2 terlihat bahwa dari sub kompetensi sebagai wirausahawan terdapat tiga partisipan Kelompok A (kelompok tidak menerima program) yang meningkat level kompetensinya yaitu Partisipan 8, 7, dan 2, sedangkan dari partisipan Kelompok B (Kelompok yang menerima program) terdapat satu partisipan yang menurun level kompetensinya yaitu Partisipan 1.

Gambar 3 adalah peran sebagai pengalokasi sumber daya adalah menggunakan kekuasaan untuk mengalokasikan sumber daya seperti uang, personalia, material, peralatan, fasilitas, dan jasa. alokasi termasuk pengambilan keputusan. Hal ini agar pemilik UKM tersebut dapat mempertahankan kendali atas pembentukan strategi dan bertindak untuk mengkoordinasikan serta mengintegrasikan tindakan pegawainya sebagai dukungan terhadap sasaran strategis. Berdasarkan data Gambar 3 terlihat bahwa dari sub-kompetensi sebagai pengalokasi sumber daya pada partisipan Kelompok B (kelompok yang menerima program) semuanya mengalami peningkatan yaitu Partisipan 2, 3, 7, dan 8, sedangkan dari partisipan Kelompok A (kelompok tidak menerima program) terdapat tiga orang yang memiliki level kompetensi yang sama baik saat T1 maupun T2 yaitu Partisipan 1, 4, dan 6 serta terdapat juga satu partisipan Kelompok A mengalami penurunan level kompetensi yaitu Partisipan 5.

Gambar 4 merupakan peran sebagai perunding, peran yang dimaksud disini yaitu apapun yang membutuhkan komitmen serius atas sumber daya akan dibantu oleh kehadiran manajer yang mempunyai otoritas membuat komitmen (serikat pekerja tentang kontrak antara buruh dan manajemen atau mengenai tuntutan buruh, kontrak dengan pelanggan penting, pemasok, atau konsultan. Perjanjian kerja bagi pegawai yang menduduki posisi penting; dan perundingan lain yang tidak rutin (misalnya akuisisi perusahaan lain, permohonan untuk memeroleh pinjaman yang besar). Berdasarkan data Gambar 4, dapat terlihat bahwa dari sub kompetensi sebagai perunding terdapat dua subjek Kelompok A (kelompok yang menerima program) yang tidak memiliki sub kompetensi ini yaitu Partisipan 1 dan 4. Satu partisipan Kelompok A memiliki level kompetensi yang sama baik saat T1 maupun T2, yaitu Partisipan 5, dan satu partisipan kelompok A mengalami penurunan pada T2 yaitu Partisipan 6. Sedangkan, pada partisipan Kelompok B (kelompok yang menerima program) terdapat dua partisipan yang

Gambar 3. Perubahan level kepemimpinan managerial pada peran sebagai pengalokasi sumber daya.

Keterangan. Menunjukkan trend yang serupa. Khususnya, partisipan 8, setelah menerima pelatihan, tingkat kepemimpinan managerial meningkat dari level 0 ke level 4.
mengalami level kompetensi yang sama baik saat T1 maupun T2 yaitu Partisipan 2 dan 7, serta terdapat satu partisipan kelompok B yang mengalami peningkatan level kompetensi yaitu Partisipan 3, dan satu partisipan kelompok B tidak memiliki sub kompetensi ini.

Berdasarkan keseluruhan grafik pada penelitian ini saat T1 dan T2, penulis mengamati terdapat peningkatan level kepemimpinan manajerial pada partisipan Kelompok B setelah diberikan pelatihan. Semua partisipan Kelompok B mengalami peningkatan dengan rincian yaitu tujuh dari 10 sub kompetensi pada Partisipan 2 (ANZ) mengalami peningkatan, kemudian lima dari 10 sub kompetensi pada Partisipan 3 (KMQ) juga mengalami peningkatan, empat dari 10 sub kompetensi pada Partisipan 7 (AR) juga mengalami peningkatan, dan enam dari 10 sub kompetensi Partisipan 8 (AHF) juga mengalami peningkatan.

Adapun pada partisipan Kelompok A juga terdapat peningkatan meskipun tidak sebanyak pada kelompok B. Partisipan Kelompok A yang mengalami peningkatan adalah Partisipan 1 (APK) yaitu satu dari 10 sub kompetensi mengalami peningkatan, kemudian Partisipan 5 (R) mengalami peningkatan dua dari 10 sub kompetensi, dan terakhir Partisipan 6 (DT) yaitu tiga dari 10 sub kompetensi mengalami peningkatan. Selain dari pada penjelasan grafik yang meningkat pada partisipan kelompok A, lebih banyak kompetensi yang tetap dan ada juga yang menurun levelnya.

### Bahasan

Hasil penelitian menunjukkan bahwa ada perubahan secara umum pada kelompok partisipan yang menerima program pelatihan. Hal ini dapat dilihat pada Tabel 2 yang menunjukkan bahwa ada angka rerata perubahan tingkat kepemimpinan manajerial lebih besar pada kelompok yang menerima pelatihan (dari 35 menjadi 53,25) dibandingkan dengan kelompok pembanding (dari 29,75 turun menjadi 20,5). Grafik juga menunjukkan partisipan-partisipan pada Kelompok B di tiap peran manajerial cenderung menunjukkan peningkatan tingkat kepemimpinan pada T2. Oleh karena itu, program pelatihan kepemimpinan manajerial dapat dikatakan membawa perubahan pada perilaku pemilik UKM di Kota Makassar.

Penelitian terdahulu menunjukkan bahwa pemimpin pada organisasi di masa kini haruslah menjadi pemimpin yang meningkatkan kolaborasi dalam kelompok serta memupuk anggotanya (Raišienė, 2014). Keberadaan suatu model kompetensi sangat membantu baik individu maupun organisasi dalam mengembangkan keterampilan kepemimpinan. Penelitian Hollenbeck et al. (2006) menunjukkan ada empat cara untuk mengembangkan suatu perilaku kepemimpinan, yaitu: (1) Meringkas pengalaman dan wawasan para pemimpin berpengalaman; (2) Menentukan berbagai perilaku pemimpin yang bermanfaat; (3) Menyediakan alat yang dapat digunakan individu untuk pengembangan diri mereka; dan (4) Menguraikan kerangka kerja kepemimpinan yang dapat digunakan untuk membantu memilih, mengembangkan, dan memahami efektivitas kepemimpinan.

Dalam kaitannya tentang kompetensi dan efektivitas kepemimpinan, terdapat dua poin utama dalam penelitiannya.

Pertama, dengan adanya kompetensi, melihat lebih banyak pendekatan komprehensif untuk efektivitas kepemimpinan yang memperhitungkan tidak hanya kompetensi subjek dan variabel situasional tetapi juga
interaksi yang mengarah pada hasil kepemimpinan yang sukses. Kedua, adalah bahwa baik teori dari teoritikus terkenal atau teori di semua zaman tidak cukup jauh dalam memprediksi keefektifan kepemimpinan di berbagai subyek dan situasi sehingga kompetensi efektivitas kepemimpinan dapat lebih spesifik untuk memberi kontribusi (Hollenbeck et al., 2006).

Adapun pengelompokan perilaku kepemimpinan dalam penelitian ini yang disebut juga taksonomi level, telah didukung oleh beberapa penelitian terdahulu yang juga meneliti tentang perilaku kepemimpinan dan kompetensinya.

Pertama, berupaya merumuskan taksonomi umum yang mampu menggambarkan persyaratan perilaku kepemimpinan organisasi yang efektif, upaya ini dimulai dengan meninjau taksonomi sebelumnya untuk mendeskripsikan perilaku pemimpin dan dengan spesifikasi tuntutan pemimpin, dengan mempelajari perilaku kepemimpinan dalam konteks ini, bisa memperoleh sistem yang layak untuk mendefinisikannya dan menggambarkan perilaku kepemimpinan (Fleishman et al., 1991). Kedua, mengenalkan model kepemimpinan berbasis kompetensi dengan memperluas literatur dan menjelaskan kasus-kasus terkait kepemimpinan (Muratbekova-Touron, 2009).

Ketiga, menggambarkan manfaat potensial dari pendekatan pada tingkat peristiwa para pemimpin, pertama-tama mendefinisikan peristiwa dan perbedaannya dengan menggambarkan taksonomi yang terdiri dari tujuh dimensi peristiwa. Menerapkan taksonomi pada tiga teori kepemimpinan yang ada dalam memahami kinerja. Inilah strategi untuk mengukur dan meneliti kinerja kepemimpinan dengan taksonomi yang digunakan. Akhirnya mereka menentukan jenis kepemimpinan apa yang dibutuhkan dan memastikan keterampilan kepemimpinan yang paling mungkin menghasilkan kinerja yang efektif (Hoffman & Lord, 2013).

Keempat, taksonomi ditawarkan sebagai dasar untuk penyelidikan lebih rinci ke dalam kinerja managerial sebagai konstruksi multidimensi. Secara khusus, menyediakan landasan untuk pengembangan berbasis kompetensi maupun kebutuhan pelatihan (Tett et al. 2000). Temuan ini mendukung model validitas konten, agar dapat dikembangkan secara berkelanjutan dan secara khusus untuk memahami dan memprediksi perilaku managerial.

Pelatihan kepemimpinan pada UKM penting dilakukan karena kemampuannya menjawab kebutuhan UKM. Pelatihan pengembangan SDM mendukung pengembangan UKM (Agusetyadiningrum et al., 2016; Robbin & Judge, 2016). Kemampuan para pemimpin maupun bawahan dalam lingkup UKM memang seharusnya ditingkatkan, berdasarkan penelitian Ardiana et al., (2010) pada respondennya yang diambil dari klaster UKM dibawah binaan dinas koperasi menyimpulkan bahwa variabel kemampuan adalah pengaruh paling dominan terhadap kinerja UKM, sehingga ia menyarankan untuk mengembangkan UKM dengan memperhatikan dari segi kompetensinya. Adapun secara spesifik dalam dua penelitian sebelumnya (Danial & Komariah, 2016; 2017) meneliti secara khusus untuk melahirkan model kepemimpinan yang efektif bagi UKM, efektivitas kepemimpinan berpengaruh signifikan pada kinerja UKM. Pengaruh paling kuat ditentukan oleh dimensi hubungan manager dan bawahan.

Adapun evaluasi pelatihan dalam penelitian ini merujuk pada proses konfirmasi para peserta mencapai kompetensi tertentu (Sopacua & Budijanto, 2007). Terlihat dari hasil penelitian bahwa level kompetensi subjek pada kelompok eksperimen mengalami peningkatan dibandingkan subjek kelompok kontrol. Tema dari pelatihan ini yaitu efektivitas kepemimpinan managerial telah sesuai dengan permasalahan penelitian ini yaitu masih rendahnya kualitas kemampuan pengelola atau pemilik UKM di Kota Makassar, ini juga sesuai dengan laporan kinerja Dinas KUKM Kota Makassar (2017). Kesimpulannya adalah gaya kepemimpinan pemilik/manager UKM dapat memengaruhi keberhasilan dan kelangsungan hidup UKM (Aziz et al., 2013).

Terjadinya peningkatan efektivitas kepemimpinan managerial pada subjek kelompok eksperimen melalui pelatihan dilakukan dengan memberi materi dan teks dalam perilaku serta memberikan kesempatan pada subjek kelompok eksperimen untuk menghubungkan pengalaman mereka, materi, dan video dalam perilaku efektivitas kepemimpinan sehingga mereka bisa mendapatkan proses pembelajaran dan pengalaman yang spesifik. Proses ini juga dapat mengevaluasi kemampuan mereka sendiri ketika memimpin dan mengelola UKM mereka. Dalam penelitian dengan metode eksperimen (pendekatan kualitatif) ini, bukan hanya ingin melihat hubungan suatu aspek dengan aspek lain, melainkan dapat melihat langsung perilaku spesifik yang muncul dari para subjek kelompok eksperimen.

Model penelitian dengan berbasis kompetensi kepemimpinan dapat membantu individu untuk merencanakan pengalaman dan wawasan para pemimpin berpengalaman (Hollenbeck et al., 2006). Selain itu, dapat menentukan berbagai perilaku pemimpin yang bermanfaat, menyediakan alat yang dapat digunakan subjek untuk pengembangan dari mereka, dan menguraikan kerangka kerja kepemimpinan. Ini dapat digun-
nakan untuk membantu memilih, mengembangkan, dan memahami efektivitas kepemimpinan.

Pelatihan dalam penelitian ini berhasil meningkatkan efektivitas kepemimpinan manajerial, ini merupakan rekomendasi (Yukl, 2015) untuk mengembangkan kepemimpinan melalui program pelatihan. Berdasarkan data-data dan indikator-indikator yang telah ditunjukkan pada subjek kelompok eksperimen maka hipotesis dalam penelitian ini pun diterima. Namun terdapat beberapa sub kompetensi yang tidak muncul yang dapat disebabkan beberapa hal yaitu perlunya pengembangan lebih lanjut pada indikator perilaku sehingga mampu lebih banyak menangkap atau memotret perilaku kepemimpinan, namun terlalu jelas berdasarkan data pada hasil penelitian menunjukkan bahwa peningkatan sub kompetensi dari subjek kelompok eksperimen lebih banyak dibandingkan peningkatan subjek pada kelompok kontrol bahkan rata-rata memiliki level kompetensi yang sama antara pretest dan post-test.

Penelitian ini berupaya menemukan bukti-bukti yang mendukung terkait kebermanfaatan pengembangan kompetensi yang sama dengan teori, sehingga indikator perilaku kepemimpinan yang diturunkan dari definisi aspek teori, sehingga indikator perilaku yang terdapat dalam kompetensi dirasa masih kurang mampu untuk mendeteksi perilaku yang lebih spesifik, sehingga beberapa sub kompetensi tidak muncul pada saat analisis data.

(2) Pengukuran perilaku kepemimpinan dalam penelitian ini dirasa cukup sulit untuk menentukan standar level kompetensi yang sama pada pretest karena pengukuran akan bersifat lebih dinamis, sehingga pada pengukuran post-test-nya hanya akan tampak menonjol pada kelompok eksperimen atau yang telah diberi pelatihan.

(3) Waktu yang terbatas dalam penelitian ini cukup singkat yaitu antara pra tes dan pasca tes hanya sekitar dua minggu disebabkan oleh kesibukan para pemilik UKM, sehingga peneliti melakukan pengambilan data berdasarkan kesiapan jadwal dari para subjek dengan menyusun waktu mereka yang terbatas.

(4) Rancangan penelitian dengan model pendekatan penelitian aksi (action research) memiliki keunggulan hasil yang kontekstual, namun cenderung lemah dalam memberikan sumber data empirik.

(5) Jumlah partisipan yang direkomendasikan APIINDO adalah delapan orang. Namun, jumlah ini terlalu sedikit untuk dapat dilakukan generalisasi yang lebih luas dari hasil penelitian ini.

Simpulan

Program pelatihan kepemimpinan manajerial efektif dalam meningkatkan tingkat perilaku kepemimpinan manajerial pada pemilik UKM di Kota Makassar. Indikator perilaku kepemimpinan manajerial yang menjadi acuan untuk perubahan perilaku tersebut sehingga para pemilik UKM maupun pihak terkait dapat menggunakan program pelatihan kepemimpinan manajerial untuk memperoleh perubahan atau peningkatan level kepemimpinan manajerial. Indikator perilaku kepemimpinan manajerial yang disusun juga membawa manfaat sebagai acuan pemantauan atau penilaian terhadap perilaku kepemimpinan manajerial yang ditunjukkan oleh pemimpin UKM.

Saran

Melihat hasil penelitian ini, peneliti memberikan beberapa saran pada para UKM dan peneliti selanjutnya yang tertarik dengan metode atau isu penelitian yang serupa, yaitu bagi organisasi (instansi, UKM, atau pemerintahan). Pelatihan kepemimpinan manajerial bertujuan meningkatkan efektivitas kepemimpinan meskipun masih terdapat kekurangan pada pelaksanaannya. Model dalam memotret perilaku pemimpin pada penelitian ini juga dapat diduplikasi oleh UKM lain, in-
stansi atau organisasi sebagai sebuah langkah pengembangan kepemimpinan.

Bagi peneliti selanjutnya, diharapkan dapat mengembangkan lebih detail tentang metode penyampaian materi dalam pelatihan ataupun isi dari materi yang dapat menjangkau lebih luas tentang efektivitas kepemimpinan. Penelitian selanjutnya juga dapat mengkaji apakah individu pada peran manajerial yang lebih tinggi juga akan menunjukkan tingkat kepemimpinan yang berbeda (Dai et al., 2011). Penelitian selanjutnya juga perlu memperhatikan penggunaan alat ukur yang telah teruji memiliki properti psikometrik yang baik untuk menunjang hasil temuan dari indikator perilaku. Jumlah partisipan juga perlu dipertimbangkan untuk mendapatkan hasil yang memiliki kemampuan generalisasi. Terakhir, rancangan penelitian menggunakan pendekatan eksperimen murni dapat digunakan bagi penelitian selanjutnya terkait dengan efektivitas pelatihan kepemimpinan manajerial.
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