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THE EFFECT OF PARTICIPATORY LEADERSHIP, COMMUNICATION SKILLS, SOCIAL SKILLS, AND TRUST ON SOCIAL RESPONSIBILITY (CAUSAL STUDY IN BOGOR REGENCY, WEST JAVA PROVINCE)

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ABSTRACT

This study is to find the effect of the effect of participatory leadership, communication skills, social skills, and trust on social responsibility. This study was using survey method where the data had been analyzed by path analysis after the variable data had been input to correlation matrix. In this study, the respondents were the head of family that had been chosen as analysis unit and 115 samples were chosen randomly. The result of the study found the People about Social responsibility at Bogor was influenced directly by participatory leadership. Besides that, it was found the People social responsibility was found that People social responsibility was influenced indirectly by communication skills, social skills, and trust. Based on the finding, it can be concluded that variation that has happened to People social responsibility in Bogor Regency probably has been influenced by variation of participatory leadership, communication skills, social skills, and trust.

1. Introduction

According to Wuryanano (2007: 22), social responsibility in general is a personal readiness to accept an obligation or task that is carried out. The role carried out by experts says that social responsibility is to carry out the benefits and functions of a role.

The concept of social responsibility has been known since 1970. Nowadays the discourse on the implementation of corporate social responsibility has grown rapidly. The basic idea of corporate social responsibility is corporate decisions that affect stakeholders socially and the company must be responsible for the decisions it makes (Oetzel and Garcia, A.J., 2007). So social responsibility individual decisions that affect the social and individual stakeholders must be responsible for the decisions they make.

Corporate social responsibility is a concept in which the company considers the interests of the surrounding community by being responsible for the impact of the company's operational activities on consumers, employees, stakeholders, society, and the environment in all aspects of the company's operational activities. There is a strong moral case in social and business responsibility. The application of social responsibility in management practice is centered on maximizing the contribution to the success of the business and achieving sustainable goals. Corporate Social Responsibility reflects corporate social responsibility carried out by citizens who have good governance, believing that effective non-market strategies are formulated and implemented for image management with stakeholders, especially customers and special interest groups (John A. Hansen, 2001). They must also ensure that a balance remains between meeting the needs of stakeholders and their need for profit. The concept of corporate social responsibility is that a commercial company is obliged to care for all stakeholders in all aspects of the company's operational activities.

According to Richard L. Draft (2010: 240), arguing that social responsibility is an obligation during carrying out tasks or activities that are important in determining employee behavior. In line with Stephen P. Robinson, social responsiveness is an obligation to perform any task that has been presented.

Social responsibility according to Lewis (2004: 385), is a person's willingness to do the job as well as possible in all the consequences that accompany it. A responsible person believes that he has something valuable to give to others and believes that others can feel the same way about him.

More deeply, Josephson, Peter, Dowd (2003: 298), explains that social responsibility has several aspects, namely: (1) Dare to take consequences, namely individuals who take consequences dare to take risks for their choices, including the courage to take the worst risks if they cannot complete the task. or do something that risks not putting on him. (2) Self-control, namely controlling thoughts and actions so as to be able to restrain self-impulses from within and from outside oneself so as to act properly (3) Setting goals and determining plans are important steps that must be made before we move on. (3) choose a positive attitude, namely individuals who have the responsibility to choose a positive attitude and have a positive impact. (4) Independent, an

independent attitude as the ability to take initiative, overcome obstacles, do something appropriately, be persistent in doing something in the business without the help of others. (5) Performing an obligation, that is, the individual knows what is his / her obligation and performs the obligation as well as possible. (6) Achieve the best results. (7) Be pro active.

Furthermore, James L. Gibson (2012: 314) defines leadership as a way for someone to motivate someone to achieve organizational goals.

In line with this definition, Colquitt, et al (2015: 430), explain that leadership is the function of influence and power in managing subordinates to achieve organizational goals and targets.

Stephen P. Robbins and Timothy A. Judge (2015: 364), explain that leadership is a skill that an individual has in influencing a person or group to achieve goals.

According to John M. Ivancevich, Robert Konopaske, and M. T. Matteson (2014: 435): leadership as the process of others is influenced to achieve organizational goals.

Processes that are influenced by others to be understood and agreed upon that need to be implemented and how to implement and the processes facilitated by others for common goals can be achieved (Gary Yulk, 2010: 26).

Participatory leadership paradigm, often known as organic leadership, is defined as a leadership style that involves employees at various hierarchical levels in decision making (Spreitzer, 1995).

According to Bass (1985), participatory leadership has an impact on motivation, job satisfaction and employee innovation related to consensus, consultation, delegation, and involvement in making final decisions.

The primary vehicle for the success of a participatory leader is participatory decision making that gets employees involved in the final decision. Various studies show that participatory decision making (PKP) offers various potential benefits, some of which are as follows: 1. It can increase employee job satisfaction (Fiedler, 1967) 2. Can increase the level of innovation in organizations (Somech, 2002). 3. Can improve the quality of decisions (Scully, J. A .; Kirkpatrick, S.A .; & Locke, 1995) 4. Can contribute to the quality of employee work life; 5. It can increase employee motivation; 6. Can increase the level of employee commitment. According to Rok, he said that effective leadership must inspire people to achieve organizational goals voluntarily by increasing motivation at work (Rok, 2009).

Cultural, environmental and political changes are the main basis for the needs of participatory leaders. Hay's group (2006) conducted a study which stated that leadership, corporate environment and organizational structure will change dramatically in 2030 influenced by globalization, climate change, demographic change, individualization and digital lifestyle, organizational principles.

Communication skills consist of two words, namely ability and communication. According to Dean (2005: 42), ability is a skill that is obtained through learning or practice.

Intellectual ability is the ability of an individual's mental activities related to thinking, reasoning and solving problems, while physical ability is an ability related to stamina, skills, strength, and characteristics.

Etymologically, the term communication comes from the Latin communication and this wording originates from the word communis. The saying communist in this discussion has absolutely nothing to do with the communist party which is often encountered in political activities. The meaning of communis here is the same in the meaning of the word the same meaning, namely the same meaning of something. The similarity of meaning in the communication process is an important factor because with the similarity of meaning between the communicant and the communicator, communication can take place and understand each other.

Meanwhile, the purpose of communication according to Cangara (2010: 22) is as follows: a. So that what is conveyed can be understood, a communicator must be able to explain to the communicant as well as possible and thoroughly so that they can follow what is meant by the speaker or messenger. b. Understanding people as communicators must know the true aspirations of society about what they want and not communicate on their own accord. c. In order for ideas to be accepted by others, communicators must try to make ideas acceptable to others by using a persuasive approach, not by imposing their will. d. Moving other people to do something, moving something can be in the form of activities that encourage someone to do something that we want.

Social skills are a way for individuals to interact with other people in the form of behavior and in communicating. The importance of social skills possessed by individuals will make them individuals who can behave in accordance with the demands of their social environment.

Social skills are the interaction and communication with others to resolve conflicts, provide direction using specific skills. Problems will arise from individuals if they do not have skills in positive communication which results in exclusion from the community resulting in bad relationships in society (Bloom, Karagiannakis, Toste, Heath, and Konstantinopoulos, 2007).

Individuals who have problems in their interactions with society are individuals who are not good at their psychosocial development so that they have poor social skills. Friendship development becomes difficult when social skills are still lacking and social skills are still low (Bilić, 2007).

In the latest literature, the authors often associate the concept of social competence with the concept of social skills (Sahrurn, 2012: 126). Better social interaction if supported by high social competence and social skills. Sahrurn (2012: 128) states that there is good adaptation if the social competence is constructive. Emotional health in children with higher social competence so that they can be accepted by their peers.

According to a series of studies, social skills are low in blind individuals (Caballo, 2007). People who are not yet established in social interactions are seen as less likely to initiate social contact (McGaha, 2001). Likewise, according to Kekelis (1992), their social interactions show more rejection and selfish behavior. Individuals with vision problems are less attracted to

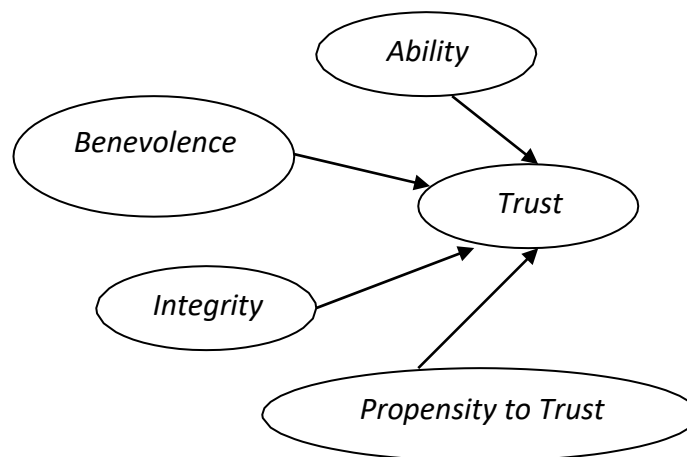
friendships and have a tendency to social isolation because they do not receive many positive responses from peers and because of their weak involvement in social interactions (Celeste, 2006).

Shahrum (2012), states that individuals who have fewer behavioral problems indicate better social skills. Externalizing and internalizing behavior problems with poor social competence. External behavior problems that can be developed by this individual are aggression, physical conflict, destructive, peer rejection, peer rejection, incompatibility, and compulsive behavior, while problem internalization includes withdrawal, depression, and anxiety.

According to Jonny L. Matson (2009), special abilities that make social situation performance competent include open behavior, social cognitive skills, and emotional regulation.

Integrity, character, ability, confidence, reliability, honesty and fairness are strong words to live by in the modern workplace. However, it is this standard that creates a culture of organizational trust. Several studies examining trust and participation in some literature can be stated as follows:

1. Aubert and Kelsey (2003), conducted a study on the illusion of trust and performance. To measure trust, the models used are:



Picture2 Source: Aubert dan Kelsey (2000)

This research was conducted on students of two universities in Canada. The number of respondents obtained was 68 students. The data collection instrument used a questionnaire. Meanwhile, the analysis tools used are t-test, partial least squares (PLS) and linear structured relationship (LISREL). From this study it is known that of the four independent variables that affect trust, the variable integrity is the key driver for the growth of trust.

A reasonable and predictable way that makes other people do something is termed trust (Luhmann, 1979). The type of work and situation a person affects the level of one's trust (Kee and Knox, 1970). Trust is a psychological condition in the form of a desire to accept vulnerability based on positive expectations of the desires or behavioral goals of others (Rousseau, Sitkin, Burt, and Camerer, 2007). Rotter (1967) defines trust (trust) is the belief that

someone's words or promises can be trusted and someone will fulfill their obligations in an exchange relationship.

Morgan and Hunt (1994) define that trust will occur when a person has confidence in an exchange with a partner who has integrity and can be trusted. Mayer et al. (1995), defines trust (trust) is a person's willingness to be sensitive to the actions of others based on the expectation that other people will take certain actions on those who believe in them, without depending on their ability to monitor and control them.

Trust is also a choice based on the perception that the choice will make it profitable, but this is not always the case. Sometimes this choice will cost him a loss. The advantages and disadvantages are dependent on the person trusted and there is a possibility that the losses obtained are greater than the profits, and conversely there is also the possibility that the benefits obtained are greater than the losses (Deutsch in Johnson and Johnson, 2000).

Johnson and Johnson (2000: 345) argue that trust is the belief that other members will provide benefits and is formed through openness, acceptance, support, sharing, and cooperation among group members. Based on the definition above, it can be stated that trust (trust) is a person's belief in another person to do something and fulfill his obligations in ways that are reasonable and as expected.

Johnson and Johnson (2000: 354), suggest that trust consists of 5 (five) aspects, namely: a. Openness (Openness) Openness includes the willingness of individuals to share information, ideas, thoughts, feelings, opinions, and reactions to what is being experienced. b. Sharing (Sharing) Sharing means the willingness of individuals to share their abilities and resources with others to help achieve common goals. c. Acceptance Acceptance means communicating with other people and respecting the other person's opinion about something that is being discussed. d. Support Support includes communication carried out by individuals with other people so that other people recognize their strengths and believe that other people are able to productively manage the situations in which they are in. e. Cooperative (Cooperative Intentions) Working together includes the individual's expectations to be cooperative and that other people will also be cooperative to achieve common goals.

Johnson and Johnson (2000), stated that accepting and supporting the contributions of others does not mean we have to agree with everything they say. We can express acceptance and support for the openness and sharing of other members and at the same time express different ideas and views. The key to building and maintaining trust is to be trustworthy. The more acceptance and supportive a person is towards others, the more people will be able to express their thoughts, ideas, theories, conclusions, feelings and reactions. If someone in responding to the openness of others is trustworthy, the deeper and more personal the thoughts will be shared by others. If someone wants to increase trust, it is necessary to increase trustworthiness.

Johnson and Johnson (1997) stated that in order to work effectively and achieve maximum results, each individual must develop a mutually beneficial trust relationship.

2. Research Metodology

The research method used is a survey method using path analysis, namely the research method used to reveal the influence of participatory leadership variables, communication skills, social skills, trust on social responsibility.

In accordance with the title and the existing problem, the research was carried out through the path analysis method with the problem constellation as follows:

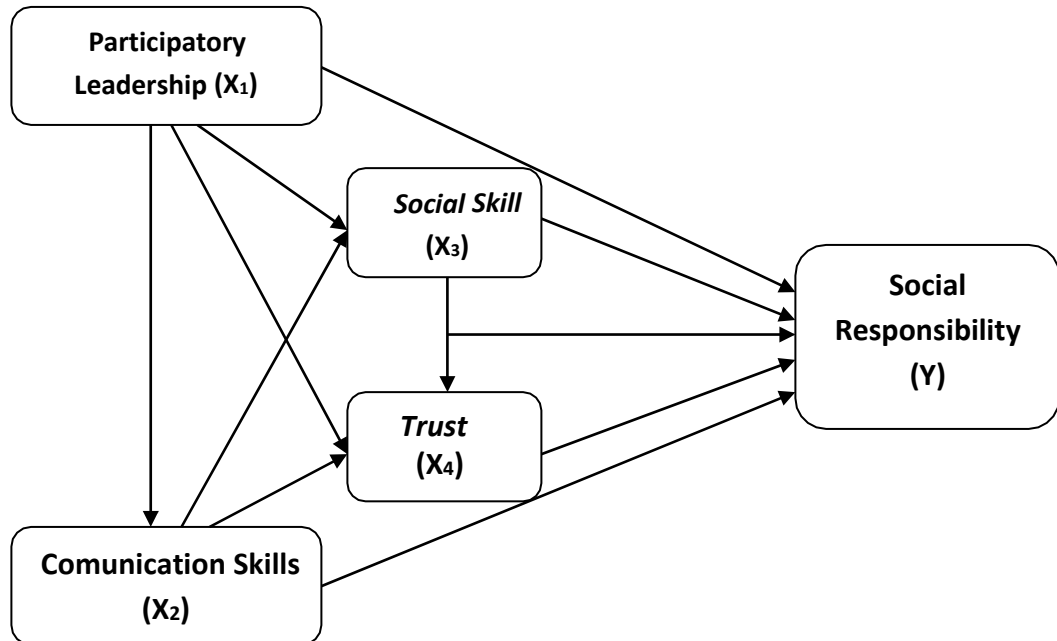


Figure 3 Constellation Problems

Information :

Y = dependent variable: social responsibility

X1 = independent variable 1: participatory leadership

X2 = independent variable 2: communication skills

X3 = independent variable 3: social skills

X4 = Independent variable 4: trust

3. Result And Discussion

1. Calculation of the Path Coefficient in the Sub-Structure 1

The structural model consists of two sub-structures, namely Sub-structure 1 and Sub-structure 2. The causal relationship between variables in Sub-structure 1 consists of one endogenous variable, namely X4 and three exogenous variables, namely X1, X2 and X3. The structural equation for Sub-Structure 1 is as follows: $X_4 = \beta_{41}X_1 + \beta_{42}X_2 + \beta_{43}X_3 + \epsilon_4$.

The results of data processing, using SPSS computer software version 22. Overall test or F test on Sub-structure 1, with a value of $F_{count} = 32.075$, greater than F_{table} for $\alpha = 0.05$ of 3.29, then it can be continued with the test individual or t test. A summary of the results of the t test calculations is presented in Table 1.

Table 1. Summary of the Results of Calculation and Testing of the Sub-Structure Path Coefficient 1

| Path | Path coefficient | T _{count} | t _{table} | | Information |
|-------------------|------------------|--------------------|--------------------|----------|-------------|
| | | | α = 0.05 | α = 0.01 | |
| ρ _{Yx1} | 0,949 | 9,824 | 1,9799 | 2,618 | Significant |
| ρ _{y4x2} | 0,640 | 41,845 | 1,9799 | 2,618 | Significant |
| ρ _{y4x3} | 0,841 | 27,201 | 1,9799 | 2,618 | Significant |
| ρ _{y4x4} | 0,400 | 5,664 | 1,9799 | 2,618 | Significant |

In Table 1 above, it shows that all path coefficients are significant at α = 0.05, because tcount is greater than ttable. Based on the results of the path analysis for Sub-Structure 1 (X1; X2; X3 and X4) on the Coefficient Model 1 - Sub-Structure 1, each of the values obtained is:

- a) $\rho_{y4x1} = \text{Beta} = 0,949$ [t = 2,010 and probability (sig) = 0,047]
- b) $\rho_{y4x2} = \text{Beta} = 0,640$ [t = 3,149 and probability (sig) = 0,02]
- c) $\rho_{y4x3} = \text{Beta} = 0,841$ [t = 2,509 and probability (sig) = 0,013]
- d) $\rho_{y4x4} = \text{Beta} = 0,400$ [t = 2,509 and probability (sig) = 0,008]

2. Calculation of the Path Coefficient in the Sub-Structure 1

The causal relationship between variables in Sub-Structure 2 consists of one endogenous variable, namely X4 and two exogenous variables, namely X1 and X2. The structural equation for Sub-structure 2 is as follows: $X4 = r_{x3x1} X1 + r_{x3x2} X2 + \epsilon$.

Overall test or F test on Sub-Structure 2, with the value of Fcount = 14,653, greater than Ftable for α = 0.05 of 4.0, it can be continued with individual tests or t tests. A summary of the results of the t test calculations is presented in Table 2.

Table 2. Summary of the Results of Calculation and Testing of the Sub-Structure Path Coefficient 2

| Path | Path coefficient | T _{count} | t _{table} | | Information |
|-------------------|------------------|--------------------|--------------------|----------|-------------|
| | | | α = 0.05 | α = 0.01 | |
| ρ _{x4x1} | 0,481 | 2,975 | 1,9799 | 2,618 | Significant |
| ρ _{x4x2} | 0,802 | 5,259 | 1,9799 | 2,618 | Significant |
| ρ _{x4x3} | 0,496 | 3,828 | 1,9799 | 2,618 | Significant |

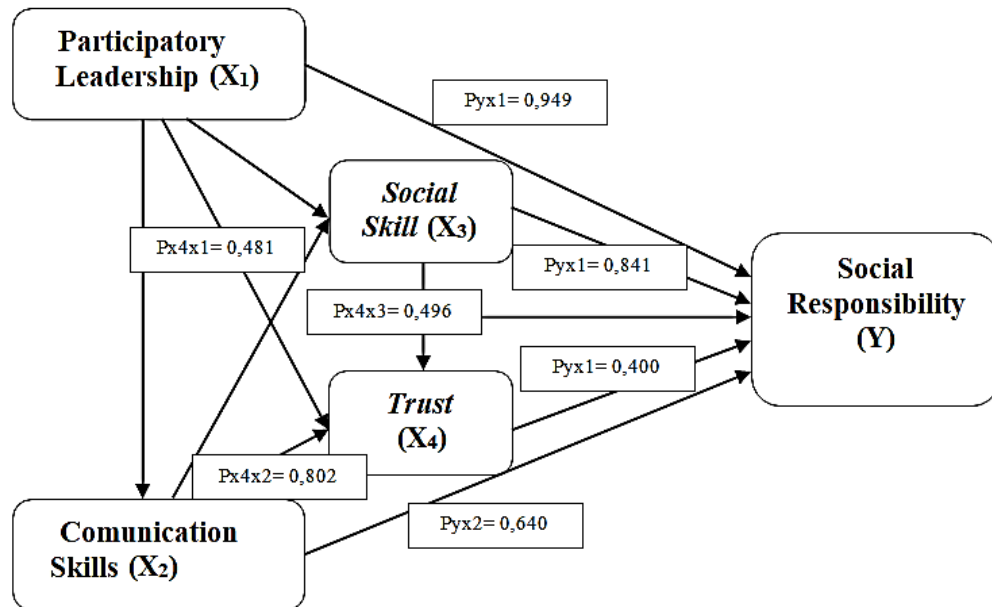
In Table 2 above, it shows that all path coefficients are significant at α = 0.05, because tcount is greater than ttable. Based on the results of the path analysis for Sub-Structure 2 (X1; X2; and X3) in the Coefficient Model 2 - Sub-Structure 2, the following values are obtained:

- a) $\rho_{x4x1} = \text{Beta} = 0,481$ [t = 4,927 and probability (sig) = 0,000]
- b) $\rho_{x4x2} = \text{Beta} = 0,802$ [t = 2,169 and probability (sig) = 0,032]
- c) $\rho_{x4x3} = \text{Beta} = 0,496$ [t = 2,169 and probability (sig) = 0,017]

The analysis results prove that all path coefficients are significant. Based on the acquisition of the path coefficient of X1 to X4 of $\rho_{x4x1} = 0.481$ and X2 to X3 of $\rho_{x4x2} = 0.802$. While the determinant coefficient or contribution of X1 and X2 to (X3) is (Rsquare = R^2_{x3x2x1}) = 0.741, which means that 31.2% of the variation in social skills (X3) can be explained by variations in Participatory Leadership (X1) and Communication Skills (X2). . The residual coefficient

$\rho_{X3 \square 1} = \sqrt{1 - 0,312} = 0.829$ is the influence of other variables outside of X1 and X2. Thus the structural equation for Sub-Structure 2 is $X3 = 0.437X1 + 0.192X2 + 0.829$.

Based on the results of the path coefficients in Sub-Structure 1 and Sub-Structure 2, it can be described as a whole which describes the causal relationship between variables X1, X2, and X3 to X4, as follows:



4. Conclusion

Empirically and theoretically, it has been proven in this study that leadership participation, communication skills and social skills contribute to trust and social responsiveness. Overall, both from the aspect of Participatory Leadership as a response to the challenges of global progress, in a social environment (system) that contributes to its openness and acceptance to face change and diversity, as well as social media networking in the world of information society affects social responsiveness. Communication skills as a form of individual decision (to accept / adopt) innovations that occur as a result of the development of interactions in the social system in the community environment, so that communication skills affect trust and social responsiveness Someone's social skills through ownership of a number of trust values and social responsiveness. Thus, empirical evidence regarding social responsibility in Bogor Regency is influenced both directly and indirectly by participatory leadership, communication skills, and social skills of its citizens.

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