


The Effect Of Self-Efficacy On Employee Performance With Employee Engagement As An Intervening Variable

Rini Juni Astuti¹, Arsyadu Rohmah Arraniry²

^{1,2}Department of Management, Faculty of Management & Business, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia

Article Info	ABSTRACT
<p>Keywords: Self-efficacy, Employee Engagement, Employee Performance</p>	<p>This study was aimed to determine the effect of self-efficacy on employee performance through employee engagement as a mediator for the teachers of the Bina Anak Sholeh School in Yogyakarta, Indonesia. This research was quantitative research using primary data obtained by distributing questionnaires with google form. The sampling technique used in this study was a non-probability sampling technique/saturated sampling, carried out by all teachers at the Bina Anak Sholeh School in Yogyakarta Province. This study was carried out with a total of 106 respondents. This study derives hypotheses by processing data through the SPSS version 26 program. The results of this study indicate that self-efficacy has a positive and significant effect on employee performance, self-efficacy has a positive and significant effect on employee engagement, employee engagement has a positive and significant effect on performance employees, and employee engagement mediates self-efficacy on employee performance.</p>
<p>This is an open access article under the CC BY-NC license</p> 	<p>Corresponding Author: Rini Juni Astuti Department of Management, Faculty of Management & Business, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia Address Jl. Brawijaya, Geblagan, Tamantirto, Kec. Kasihan, Kabupaten Bantul, Daerah Istimewa Yogyakarta 55183 rinijuniaastuti@umy.ac.id</p>

INTRODUCTION

The *Covid-19* pandemic has had a negative impact on several aspects, one of which is the education aspect. Schools must think about how to survive in uncertain conditions and must act on learning systems with vulnerable conditions due to the impact of *Covid-19*. *This corona virus* not only has an impact on the education system, but also affects teachers who play an important role in the learning system. Due to this pandemic, new policies were made to avoid the spread of *Covid-19*.

Government policies that urge people to stay indoors and maintain distance certainly greatly affect the learning system which is usually carried out offline together in schools. With this appeal, teachers must have a solution to overcome these problems by holding online learning activities. The sudden change in the system makes teachers face a lot of pressure, ranging from lagging learning targets, looking for effective learning methods, student satura-

tion when learning online, meeting together to find solutions during this problem, even affecting their own personal lives. This condition persists so that it poses a threat to employees, both through work and outside their work. The threat finally raised concerns in employees. In uncertain conditions and their demands to work optimally with the pressure and worry that exists so that their level of self-confidence decreases and indirectly makes their work disrupted and decreases performance (Harsuko, 2016).

The good and bad performance of employees depends largely on the ability of the organization to maintain these main factors, the main task of the organization that must maintain these factors, because with these factors an organization will be able to achieve its goals. (Hasibuan et al., 2020). One of the factors that affect performance is self-efficacy. According to (Kreitner & Kinichi, 2003) Performance is realized in employees through several factors, one of which is self-efficacy (a person's belief regarding his ability and chances of successfully achieving a certain task). (Mangkuprawira & Hubeis, 2007) mentions that employee performance is influenced by intrinsic and extrinsic factors. One intrinsic factor is self-efficacy.

Self-efficacy is very important for employees, by increasing the ability to carry out the tasks given so that the school can run optimally, and employee performance will increase. Confidence in self-ability, confidence in success that is always achieved makes a person work harder and always produce the best. So self-efficacy can improve one's performance. This is supported by several studies conducted by (Sapariyah, 2011), (Trilolita et al., 2017), (Kartika, Cahyadi, et al., 2018), (Indrawati, 2014), (Priska et al., 2020), dan (F. N. Sari, 2014). However, research conducted by (Gultom, 2015) Showing different results, the study stated that the level of self-efficacy negatively affects employee performance.

The level of employee engagement in schools is important because employee engagement is a means of aligning employee goals with school goals. According to (Kahn, 1990) employee engagement is the attitude of employees who carry out work roles, work and express themselves physically, cognitively, and emotionally during work. Employees who have good employee engagement will find meaning in work and be proud to be part of the school. Employees will go the extra mile and put in something for the job above what is expected in time and energy. Because employees work extra, employee performance will also be better. This is in line with research (Yulivianto, 2019), (Pekasa & Rostiana, 2018), and (Ariyati & Lelys, 2018), shows that employee engagement has a significant effect on employee performance. The purpose of this study is to analyze self-efficacy directly and indirectly on employee performance.

(Bandura, 1997) suggests that Self-Efficacy is self-confidence or self-confidence regarding one's chances of succeeding in completing work. According to (Kreitner & Kinichi, 2003) Self-efficacy is the level of confidence or confidence in one's strength (confidence) in doing and carrying out a certain task or a job. According to several academic studies have proven that *Self-Efficacy* is related to self-control, resilience in the face of failure, performance, and effort in problem solving (Cherian & Jacob, 2013) According to (Sapariyah, 2011) *Self-Efficacy* can cause behavioral changes, especially in the completion of tasks and goals. *Self-efficacy* will encourage an employee to be more enthusiastic to achieve optimal results in their performance (Judge & Boni, 2001).

Employee Engagement (Schaufeli & Bakker, 2004) It is a positive employee engagement, full involvement in work, and a work-related state of mind characterized by passion, dedication, and passion. (L. K. Sari, 2016) Employee engagement is a work approach designed to ensure that employees are committed to their organization's goals and values, motivated to contribute to the success of the organization.

According to (Moehariono, 2012) Performance or performance is a description of the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision, and mission of the organization as outlined through the strategic planning of an organization. While (Mangkuprawira & Hubeis, 2007) says that performance is the result of a certain work process in a planned manner at the time and place of the employee and the organization concerned. (Wibowo, 2008) argues that employee performance is about doing the work and the results achieved from that work. (Amir, 2015) Saying that performance is something that can be displayed by a person or individual who describes a process related to a set work task. Employee Performance is the result achieved by employees in work according to certain criteria that apply to a job. (Robbins et al., 2016).

Hypothesis Development

The effect of *self-efficacy* on employee performance

Self-efficacy is a basic attitude that has a major influence on humans, including employees. *Self-efficacy* helps a person to be more confident in himself so that it has a positive impact on everything he does. *Self-efficacy* also plays an important role in a company, a high level of *self-efficacy* in employees will cause a positive working atmosphere and will provide maximum performance and in accordance with the school targets that have been set. Research results by (Priska et al., 2020), In his research found that *self-efficacy* has an influence on employee performance. This is in line with the theory put forward by (Baron & Byrne, 2003) that *self-efficacy* is a person's belief in his ability or competence for the performance of a given task, achieving a goal, or overcoming an obstacle. Research results (Bhatti et al., 2018) reinforce that *self-efficacy* affects nurse performance (task and contextual performance). Research results (Kartika, Cahyadi T. K., et al., 2018) stated that *self-efficacy* affects the performance of the Lucky Star Wedding Organizer crew. Based on the description and empirical results above, the first hypothesis of the study is as follows: H1: *Self-Efficacy* has a significant positive effect on Employee Performance.

The effect of *self-efficacy* on *employee engagement*

This self-efficacy has the potential to increase *employee engagement* because with increased ability and confidence in doing their tasks, it will increase the sense of self-involvement with the school. This is in line with the results of research conducted by (Firnanda & Wijayati, 2021) states that *self-efficacy* has a significant positive impact on *employee engagement*. Other research by (Putri, 2022) , (Priambodo et al., 2019) shows that *self-efficacy* affects *work engagement*. Similarly, the results of research by (Bhatti et al., 2018) which states *self-efficacy has a positive effect on work engagement*. Based on the description and empirical results above, the hypothesis of the two studies is as follows: H2: *Self-Efficacy* has a significant positive effect on *employee engagement*.

The effect of employee engagement on employee performance.

In school, *employee engagement* is one of the important factors that affect the performance of its employees. Employees who have a high level of *employee engagement* will work extra, with work done extra will lead to extra performance. Research conducted by (Yulivianto, 2019) shows that *employee engagement* has a significant positive effect on performance. (Rahman et al., 2017) In the results of his research stated that *employee engagement* has a significant positive effect on employee performance.

Test results (Intan et al., 2021) shows that *employee engagement* has a positive and significant effect on employee performance. The results of the same study by by (Lewiuci & Mustamu, 2016) and (Bhatti et al., 2018) It also states that *employee engagement* has a positive and significant effect on employee performance. Based on the description and empirical results above, the third hypothesis of the study is as follows: H3: *Employee engagement* has a significant positive effect on employee performance.

Mediating employee engagement on the effect of self-efficacy on employee performance.

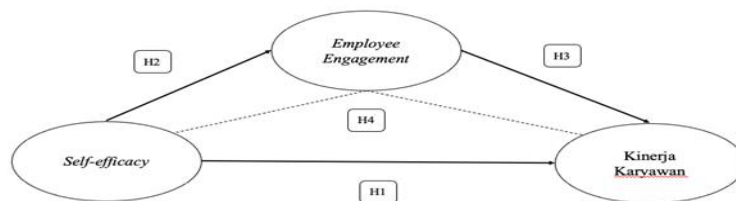
Research conducted by (Bhatti et al., 2018) shows that *self-efficacy*, affects performance through *employee engagement*. The results of this study are also supported by (Intan et al., 2021) which shows that there is a mediating role of *employee engagement* in the relationship of *self-efficacy* to employee performance. This is due to the sense of confidence possessed by employees because of this belief so that it makes employees more confident and able to make decisions and do tasks that are responsible to individuals so that the performance of these employees will increase and be more eager to accept responsibilities from the school. Based on the description and empirical results above, the fourth hypothesis of the study is as follows: H4: *Employee engagement* mediates the effect of *self-efficacy* on employee performance.

METHODS

This research approach uses a quantitative approach with primary data obtained from structured questions obtained directly from respondents (Sekaran & Bougie, 2017). In primary data collection, researchers use survey techniques through questionnaires.

Population by (Sekaran & Bougie, 2017) leads to a whole group of people, events, or things of interest that the researcher wants to research (based on sample statistics). The population in this study was all teachers working at Sekolah Bina Anak Sholeh (BIAS) in Yogyakarta totaling 106 people. In addition, this study used saturated sampling techniques because all subjects were used as respondents. The sampling technique used in this study was *nonprobability sampling* using census sampling techniques, namely all 106 teachers.

Research Model



Source: (Bhatti et al., 2018)

Figure 1. Thinking Framework

The variables in this study are *self-efficacy*, *employee engagement* and employee performance measured using questionnaires with a Likert scale of 1-5.

1. Self-efficacy
 Self-efficacy is measured by 6 question points developed by (Rigotti et al., 2008)
2. Employee engagement
 Employee engagement is measured by 10 question items developed by (Schaufeli et al., 2006)
3. Employee Performance
 Employee performance is measured by 10 question points developed by (Viswesvaran & Ones, 2000)

Data analysis in this study begins with a validity test to test and find out the validity of question items from variables and reliability tests to test and find out the reliability of an instrument (Sekaran & Bougie, 2017). The next step is a normality test analysis (Sekaran & Bougie, 2017), To find out whether the independent and dependent variables have a normal distribution or not and multicollinearity test analysis to test whether in the regression model there is a high or perfect correlation between variables (Ghozali, 2018). To analyze the hypothesis in this study using path *analysis with* stages, namely the first stage using simple regression, the second stage using multiple regression and to test mediation using the sobel test as the third stage (Ghozali, 2018).

RESULTS AND DISCUSSION

Description of Respondents

The respondents of this study were 106 respondents who were permanent teachers (ustadz/ah) at Sekolah Bina Anak Sholeh Yogyakarta. The average age of responden is 20-29 years. The average service life of respondents is 6-10 years, and the average education is undergraduate.

The validity test in this study was carried out using by looking at the value of the loading factor on each question item in each variable studied with SPSS 26. A question item is valid if its significance value is $< \alpha$ 0.05. (Sekaran & Bougie, 2017). The results of this research validity test are known that the indicators / question items of *self-efficacy*, *employee engagement* and employee performance are all valid with a significance value of < 0.05 and have met the criteria in the validity test (Table 1).

Table 1. Validity Test Results

Variable	Indicator	Loading factor	Information
Self-Efficacy	X1.1	0.624*	Valid
	X1.2	0.729*	
	X1.3	0.705*	
	X1.4	0.646*	
	X1.5	0.650*	
	X1.6	0.617*	
Employee Engagement	X2.1	0.723*	Valid
	X2.2	0.795*	
	X2.3	0.705*	
	X2.4	0.671*	
	X2.5	0.798*	
	X2.6	0.715*	
	X2.7	0.786*	
	X2.8	0.663*	
	X2.9	0.568*	
	X2.10	0.625*	
Performance	X3.1	0.770*	
	X3.2	0.706*	
	X3.3	0.734*	
	X3.4	0.823*	
	X3.5	0.658*	
	X3.6	0.739*	
	X3.7	0.635*	
	X3.8	0.777*	
	X3.9	0.686*	
	X3.10	0.767*	

*Sign pada $\alpha < 0.05$

While the reliability test results of the variables *self-efficacy* (0.689), *employee engagement* (0.884) and *employee performance* (0.912) have a *Cronbach's Alpha* value of > 0.06 and meet the criteria in reliability testing (Sekaran & Bougie, 2017). So that these three research variables are declared reliable or consistent.

Table 2. Reliability Test Results

Variabel	Cronbach's Alpha	Keterangan
Self-Efficacy	0.689	
Employee Engagement	0.884	Realibel
Employee Performance	0.912	

Source: processed data

Classical Assumption Test Results

Before conducting data analysis with path analysis, researchers need to test classical assumptions first on research data with the aim of avoiding bias in the research model. The classical assumption tests used in this study are normality test, heterokedasticity test and multicollinearity test (Sekaran & Bougie, 2017). The results of the classical assumption test in the study were seen in the analysis of stage data with linear regression and stage 2 with multiple linear regression. The results of the normality test data of this study are normally distributed based on the Kolmogorov-smirnov test with significance values of 0.485 and $0.637 \geq 0.05$. In addition, the results of the multicholinerity test are known that the data in this study are free from symptoms of multicholinerity based on the VIF value of all variables (*self-efficacy*, *employee engagement* and *employee performance*) smaller than 10.00 in addition, the tolerance value of all variables is at 1 and 0.589 which is greater than 0.10 (Ghozali, 2018). And the heterodasticity test results of this study data were free of heterosdasticity symptoms, namely 0.884, 0.352 and 0.233 greater than 5% (0.05).

Hypothesis Testing Results.

Based on the results of path analysis with simple regression and multiple regression in table 3, it is known that self-efficacy has a positive and significant effect on employee engagement with a self-efficacy regression coesient of 0.641 and a significance value of $0.00 < 0.05$ (5%). So based on these results hypothesis **2 (H2)** is accepted. The results of the second path analysis with multiple linear regression found that Self-efficacy had a positive and significant effect on employee performance with a regression coefficient value of 0.381 and a significance value of $0.00 < 0.05$ (5%) and employee engagement had a positive and significant effect on employee performance with a regression coefficient value of 0.499 and a significance value of $0.00 < 0.05$ (5%). So, hypothesis **1 (H1)** and **hypothesis 3 (H3)** are accepted.

Table 3. Hypothesis Test Results

Variable	Coefic	t	Sig	Hipotesis	Conclu- sion
<i>Self-efficacy</i> → <i>Empolyee Engagement</i>	0.641	8.815	0.000	H2	Ac- cepted
<i>Self-efficacy</i> → Employee Performance	0.381	4.935	0.000	H1	Ac- cepted
<i>Employee Engagement</i> → Employee Per- formance	0.499	6.451	0.000	H3	Ac- cepted
<i>Self-efficacy</i> → <i>Empolyee Engagement</i> → <i>Employee Performance</i>		5.147	0.000	H4	Ac- cepted

Source: processed data

*Sign pada $\alpha < 0.05$

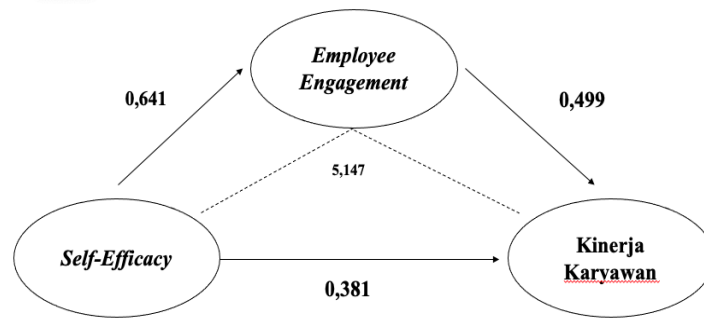


Figure 2. Path analysis results

Table 4. Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.641	0.411	0.405	3.295
2	0.799	0.638	0.631	2.854

Source: processed data

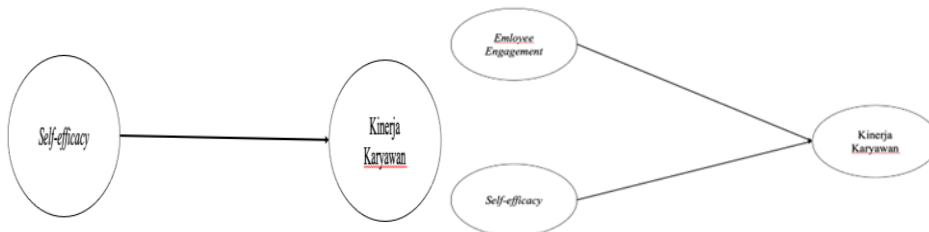


Figure 3. Model 1 First Path Analysis

Figure 4. Model 2 Second Path Analysis

In this study, the results of the coefficient of determination of both model 1 (figure 2) and model 2 (figure 4) are known in table 4. Model 1 (simple regression) can be seen that the magnitude of the correlation / relationship value (R) is 0.641. While the coefficient of determination (R Square) is obtained at 0.411 which means that the influence of the independent variable (self-efficacy) on the dependent variable (employee engagement) is 41.1%. While in model 2 (multiple linear regression) it is known that the correlation / relationship (R) is 0.799 with a coefficient of determination (R Square) obtained of 0.638 which means that the influence of independent variables (self-efficacy and employee engagement) on the dependent variable (employee performance) is 63.8% and the rest is influenced by other variables.

The results of this study are known that self-efficacy has a positive and significant effect on the performance of BIAS Yogyakarta school employees/teachers. This illustrates that BIAS Yogyakarta school employees/teachers feel the influence of self-efficacy that has an impact on their performance, where they have confidence in their success in doing their work, which will lead to increased achievement of the work process in a planned manner, both at the time, place, and organization concerned with the person. In addition, the *self-efficacy* that is built

shows that BIAS Yogyakarta school employees / teachers have prepared themselves to face the demands of work from their schools and institutions, this results in a sense of readiness when facing these demands, with this sense of readiness makes a sense of confidence in work arise and the performance shown is in accordance with what has been determined so as to improve the performance of employees / teachers. These results are in line with research by (Bhatti et al., 2018) which found a positive and significant influence between *self-efficacy* on employee performance. Another research conducted by (Kartika, Cahyadi T. K., et al., 2018). Other research conducted by (Trilolita et al., 2017), (Rahayu et al., 2018), (Çetin & Aşkun, 2018), dan (Priska, Rahmawati, & Utomo Setio, 2020) Also in line with the results of this test, which is that the higher the level of *self-efficacy* of an employee, the performance of employees will also increase.

The results showed that *self-efficacy* had a positive and significant effect on *employee engagement*. The results of this test illustrate that when a person has confidence in his success in doing his job, it will cause an increased sense of self-attachment (*employee engagement*) to his organization. This shows that BIAS Yogyakarta school employees/teachers feel the influence of attachment to the school due to the high level of confidence in success in doing their work. In addition, the *self-efficacy* of BIAS Yogyakarta school employees / teachers has prepared themselves to face the demands of work from their schools and institutions, this results in BIAS Yogyakarta school employees / teachers feeling ready when facing these demands, with this sense of readiness makes a sense of confidence in work arise and a sense of employee engagement positively towards schools and institutions also increased. Looking at this highest question item, it can be concluded that it is the cause and support of the statement that why BIAS Yogyakarta school employees/teachers feel a high self-efficacy influence on their level of employee engagement positively towards their organizations and institutions.

These results are in line with research from (Firnanda & Wijayati, 2021) which shows a positive and significant influence between self-efficacy on employee engagement. Other studies conducted (Putri, 2022), (Priambodo et al., 2019), dan (Rachman & Rachman Sulisty, 2019) Also in line with the results of this test, that the higher the sense of self-efficacy (self-efficacy) towards the work, the higher the sense of employee engagement with the organization.

The results showed that employee engagement had a positive and significant effect on employee performance. The results of this test illustrate those employees / teachers of BIAS Yogyakarta School have a positive sense of *employee engagement* towards the school so that they are able to improve individual performance in accordance with what has been determined by BIAS Yogyakarta school. In addition, as an employee/teacher at BIAS Yogyakarta school, we try our best to complete their work targets, by carrying out every activity in the work according to the duties and functions that have been determined professionally to cause a sense of employee engagement with the school positively and increase so that it affects the resulting performance also increases. self on institutions that are large against the level of performance produced.

These results are in line with research conducted by (Rahman et al., 2017) which states that *employee engagement* has a positive and significant effect on employee performance. Other research conducted by (Intan et al., 2021), (Lewiuci & Mustamu, 2016), (Pekasa & Rostiana, 2018), and (Yulivianto, 2019) also states the same thing that the higher the level of *employee engagement* felt by employees, the higher the performance of employees.

The results showed that *employee engagement* mediated the effect of *self-efficacy* on employee performance. The results of this test illustrate that BIAS Yogyakarta school employees/teachers with high self-efficacy in the form of self-preparation for demands at work, self-confidence in achieving goals at work, past experiences that affect future work planning and self-confidence in finding solutions to work problems so as to create *employee engagement* which is in the form of earnest effort, full of enthusiasm in completing work and maintaining the quality of work according to the duties and functions of each employee / teacher of BIAS Yogyakarta school and has an impact on work results / performance in the form of responsibility, a sense of wanting to give more when working so that the work done becomes more optimal and in accordance with even more than the target. meticulous in work, have the knowledge and skills needed in completing work, can work with others in completing work accurately according to the targets and standards of BIAS Yogyakarta school. (Bhatti et al., 2018) (Bhatti et al., 2018) (Intan et al., 2021) (Intan et al., 2021) *self-efficacy* on employee performance through *employee engagement* or it can be said that *employee engagement* can act as a liaison of the indirect influence of *self-efficacy* on employee performance.

CONCLUSION

The results of this study illustrate that BIAS Yogyakarta school employees/teachers have high *self-efficacy* directly and indirectly affect employee performance. *Self-efficacy* has a direct positive effect on *employee performance* and *Self-efficacy* has an indirect effect on employee performance through *employee engagement*. BIAS Yogyakarta School Management strives to maintain and improve positive things such as *self-efficacy* and *employee engagement* in each employee/teacher to be able to realize better employee/teacher performance at work to help the school to realize its values as well as vision and mission. In this study the objects used are only in the Yogyakarta area, it is hoped that further researchers can use more samples or expand the area of research objects to strengthen research results and add other variables both directly and indirectly such as the need for moderation in the relationship of independent and dependent variables. Future research expands and expands on research that has been done by adding a larger number of samples to get better research results so that it will further refine previous research.

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