

The Role of Self-Efficacy on Job Satisfaction through Work Engagement for Automotive Company Employees

Rd Roro Anggraini Soemadi

Universitas Muhammadiyah Tangerang, Indonesia
Corresponding e-mail: soemadianggraini66@gmail.com

Abstract - This study investigates whether and how job involvement mediates the relationship between self-efficacy and job satisfaction among 264 employees in an automotive company in Indonesia. Survey data were analyzed using partial least squares structural equation modeling (PLS-SEM). Supported by cognitive social self-efficacy theory and self-determination theory of job involvement, the results of this study indicate that employees' self-efficacy has a positive effect on their job satisfaction through mediating job involvement. The implications for a proper focus on increasing self-efficacy through coaching are discussed in this study.

Keywords: Job satisfaction, self-efficacy, work engagement

I. INTRODUCTION

Global competition is one of the reasons organizations formulate organizational strategies. Increasingly competitive competition is one of the challenges for organizations in carrying out sustainable growth (Asbari, 2015, 2019). Many researchers and practitioners are aware of the impact of this problem, so many of them are trying and looking for ways to adapt to these conditions. According to (Asbari, Wijayanti, Hyun, Purwanto, & Santoso, 2020; Kusumaningsih et al., 2020; Prameswari et al., 2020; Pramono et al., 2020; Sopa et al., 2020a, 2020b), human resources play a very large role in achieving organizational goals and are the main driving force in achieving goals, then it is stated in the vision and mission of the organization. Therefore, the organization continues to support human resources to maintain quality and develop skills so that they have superior competitiveness over other organizations. Superior and quality human resources tend to have good performance, so efforts to improve quality are very important for the organization (Asbari, Wijayanti, Hyun, Purwanto, Santoso, et al., 2020; Hyun et al., 2020; Purwanto et al., 2020. 2020).

One of the concepts that have emerged and are currently being discussed in human resource management is the concept of work engagement. Work engagement is the development of concepts of job satisfaction, employee commitment, and employee organizational behavior. Kahn (1990) defines work engagement as a state where members of an organization identify themselves with work, in a state of attachment a person will employ himself and express himself physically, cognitively, and emotionally during work. Meanwhile, work engagement is defined, by Schaufeli et al. (2002), as a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption. Another opinion from Saks (2006) in his research formulates that six factors influence work engagement, including job characteristics, perceived organizational support, superior support, rewards, recognition, procedural justice, and distributive justice. The quality of these six factors can positively affect work engagement.

Self-efficacy in general is a person who believes that he can carry out a specific task well. (Greenberg, 2011:152). Bandura (1977) defines the concept of self-efficacy as the belief that a person can perform in a certain way to achieve specific goals that affect life events. Bandura (1994) also explains that the concept of self-efficacy is the belief that a person can produce a determined level of performance that influences events that affect their lives. Thus self-efficacy beliefs will determine how people feel, think, motivate themselves, and behave. Belief in one's abilities offers the opportunity to carry out a difficult task, so it tends to be a challenge.

According to Bandura (1977), self-efficacy is based on four main sources of information, namely; performance accomplishments (performance achievement), vicarious experience (experience), verbal persuasion (verbal persuasion), and psychological state (psychological conditions). When a person has a good performance achievement, he will have high confidence in himself in completing a task or challenge. Likewise, when a person has the experience that can provide an overview and relate to the task or challenge, he faces, he will have high confidence in himself in completing a task or challenge. The ability of verbal persuasion and psychological conditions will also affect a person's self-confidence in dealing with a situation.

Job satisfaction is also an important consideration in running the organization strategically. Job satisfaction is a need that must be met by each individual. With the fulfillment of these needs, then a person will feel compelled to like his job more. (Weiss et al., 1967) defines job satisfaction as a comparison made by a person and organization in achieving and maintaining conformity between themselves and their environment. This can be seen in how a person adapts to the needs of the organization and vice versa how the organization creates a work environment that pays attention to the needs and desires of its employees. Based on the problems and relationships that have been described previously, it can be interpreted that the factors that can maintain superior human resources are increased job satisfaction. Meanwhile, the emergence of job satisfaction is thought to come from good self-efficacy and work engagement. Work engagement is thought to strengthen the effect of self-efficacy on job satisfaction.

II. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Self-Efficacy and Job Satisfaction

According to Bandura (1991), individual behavior is influenced by outcome expectations and efficacy. Outcome expectations refer to the judgments individuals make about the likelihood of behavior that will lead to certain outcomes in certain situations or contexts. However, individuals will not produce such behavior unless they hold the belief that they are capable of doing so, i.e., efficacy expectations. Based on Bandura's social cognitive theory, self-efficacy can be defined as people's beliefs about the extent to which their abilities can bring about change for the desired outcome. Employee self-efficacy has been conceptualized as a multidimensional construct in various domains (Gkolia et al., 2018). Meta-analyses and review studies have shown that employee self-efficacy contributes to teaching effectiveness, achievement and motivation, and employee well-being in a variety of settings (Safdar et al., 2020).

Employee job satisfaction has been conceptualized as an affective reaction and cognitive assessment of their daily work (Asbari, Bernarto, Pramono, Purwanto, Hidayat, et al., 2020; Sudiyono et al., 2020). Having a high level of self-efficacy can contribute to job satisfaction. In particular, employees who consider themselves competent to promote change in teaching and learning processes are more likely to make positive evaluative judgments about their work (Chong et al., 2010). The relationship between employee self-efficacy and job satisfaction has also been investigated in studies around the world. For example, employee self-efficacy was found to be positively related to job satisfaction in both Western (eg, Canada and the United States) and Eastern (eg, Singapore and South Korea; Klassen et al., 2009; Lee & Shin, 2017) countries. In a longitudinal study, Caprara et al. (2006) showed that employee self-efficacy predicts job satisfaction and student academic achievement. In connection with this research, the first hypothesis is put forward:

H1: Self-efficacy has a significant effect on job satisfaction.

Self-Efficacy and Work Engagement

With the recent trend of positive psychology, organizational researchers have begun to focus on the engagement of people with their work. Work engagement is defined as “a state of fulfillment of persistent positive affective motivation, which is characterized by the three components of strength, dedication, and absorption” (Skaalvik & Skaalvik, 2014). Vigor concerns a high level of energy and mental resilience of a worker, namely the willingness to invest effort in one's work, and persistence in the face of adversity. Dedication refers to an individual's strong enthusiasm for their work, accompanied by feelings of personal significance, pride, and inspiration (Skaalvik & Skaalvik, 2014). Finally, absorption is characterized by a full commitment to one's work in such a way that the individual cannot escape from work (Manganelli et al., 2018).

Self-efficacy, as a personal resource, is considered one of the important antecedents of job involvement (Hasnain et al., 2020). Self-efficacy matches one's feeling of competence—a psychological need inherent in self-determination theory (Rigby & Ryan, 2018). According to SDT, individual work has provided them with the opportunity to demonstrate their competence, which is essential for the development of work engagement. Employees who rate themselves higher on self-efficacy are more engaged in their work, and experience more positive emotions, and fewer negative emotions toward their students (Vermeulen et al., 2014). Longitudinal studies also show that employee self-efficacy and work involvement mutually influence each other (Salanova et al., 2011). In connection with this research, the second hypothesis is proposed:

H2: Self-efficacy has a significant effect on work engagement.

Work Engagement and Job Satisfaction

Work engagement contributes to job satisfaction. Engaged employees are more likely to perform better in their jobs (Buil et al., 2019), more committed to their jobs, and more likely to report higher levels of job satisfaction primarily characterized by positive experiences. Several studies have also shown that overall employee engagement is moderate to strong with their job satisfaction (Skaalvik & Skaalvik, 2014).

Targeting the three dimensions of engagement individually (i.e., passion, dedication, and absorption), a longitudinal study has shown that enthusiasm, dedication, and absorption of Time 1 and Time 2 are positively related to job satisfaction among 312 Australian employees (Timms & Brough, 2013). It also shows that job satisfaction is the result of these dimensions. In connection with the analysis of these studies, a third hypothesis is proposed:

H3: Work engagement has a significant effect on job satisfaction.

Self-Efficacy, Work Engagement, and Job Satisfaction

Several studies simultaneously examine employee self-efficacy, job involvement, and job satisfaction. For example, Høigaard et al. (2012) showed that self-efficacy, job involvement, and job satisfaction were positively correlated with each other. In another study of 2,569 Norwegian employees in primary and secondary schools, Skaalvik and Skaalvik (2014) also reported that self-efficacy significantly predicts both work engagement and job satisfaction. Analysis of latent profiles revealed that the dimensions of self-efficacy, job involvement, and job satisfaction differed significantly across four different personality profiles (ie, rigid, casual, well-adjusted, and passionate), with well-adjusted employees. reported the highest rates on all outcomes. In connection with this research, a fourth hypothesis is proposed:

H4: Work engagement mediates the relationship between self-efficacy and job satisfaction.

For more details, this research model can be described simply through the following scheme:

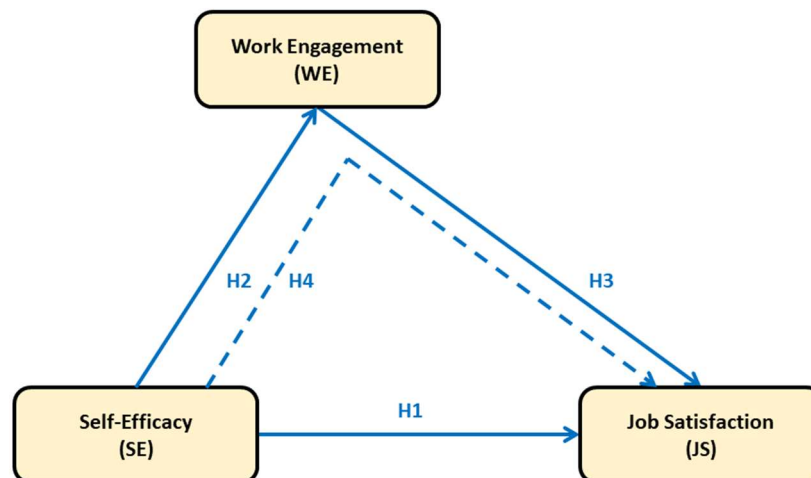


Figure 1. The proposed mediation model

III. RESEARCH METHOD

A quantitative approach and survey methodology were used to collect employee data. For this study, 300 sets of questionnaires were given and 264 sets of returned and valid questionnaires were given. So, as many as 88% of employees were involved in this study as respondents. Employees were asked to voluntarily fill out a questionnaire containing statements about demographics, transformational leadership, learning motivation, and innovative work behavior. The questionnaire contains the names of the respondents on the back which is only used for identification and matching purposes. Complete confidentiality is guaranteed where the names of the respondents are only owned by the researcher. All study constructs were measured on a five-point Likert scale. All measurement items were adapted from previous research after studying the evolution of the variables of interest.

Work engagement. Work engagement is measured by the Utrecht Work Engagement Scale (Fong & Siu-Man Ng, 2012) which consists of nine items (WE1-WE9) that are evenly grouped into three components: enthusiasm (e.g., "At my job, I feel full of energy and energy. "), dedication (for example, "I am enthusiastic about my work"), and absorption (for example, "I feel good when I work intensely").

The job satisfaction instrument was adapted from Armstrong et al. (2015) which has been validated by Radita et al. (2021) using 5 items (JS1-JS5), which include: "I feel quite satisfied with my current job"; "Almost every day, I am enthusiastic about my work"; "Every day more time at work, like the work will never end"; "I enjoy my job"; "I find my job rather unpleasant"

The questionnaire is designed to be closed except for questions/statements regarding the identity of the respondents in the form of a semi-open questionnaire. Each item of closed questions/statements is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, neutral (N) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. The method for processing data is using PLS and using the SmartPLS software version 3.0 as the tool.

IV. RESULTS AND DISCUSSION

Results

A total of 264 employees participated, consisting of men (78.6%) and women (21.4%). Respondents have different age groups, ranging from under the age of 29 years (47.6%), 30-49 years (44.5%), and over 50 years (7.9%). Their length of employment also varies, 34% of them are under 5 years, 50% have worked between 5-10 years, and the remaining 16% have worked more than 10 years. The highest education of respondents is the majority of senior high school (High School/College) level, which is 75%, and the remaining 25% are undergraduates.

The measurement model testing phase includes testing convergent validity and discriminant validity. Meanwhile, to test construct reliability, Cronbach's alpha and composite reliability were used. The results of the PLS analysis can be used to test research hypotheses if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and reliability testing. A convergent validity test is done by looking at the loading factor value of each indicator to the construct. In most references, a factor weight of 0.7 or more is considered to have strong enough validation to explain latent constructs (Chin, 1998; Ghozali, 2014; Hair et al., 2010). In this study, the minimum accepted loading factor is 0.7 and

provided that the AVE value of each construct is > 0.5 (Ghozali, 2014). After going through the processing of SmartPLS 3.0, all indicators have loading factor values above 0.7 and AVE values above 0.5. The fit or valid model of this study can be seen in Figure 2. Thus, the convergent validity of this research model has met the requirements (Purwanto et al., 2019; Purwanto, Asbari, Santoso, et al., 2020; Purwanto, Asbari, & Santoso, 2021b, 2021a; Purwanto, Asbari, Santoso, et al., 2021). The value of loadings, Cronbach's alpha, composite reliability, and AVE for each construct can be seen in Table 1.

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE squared value of each exogenous construct (the value on the diagonal) exceeds the correlation between the construct and other constructs (the value below the diagonal) (Ghozali, 2014). The results of the discriminant validity test are using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value obtained as shown in Table 3. The results of the discriminant validity test in table 3 show that all constructs have a square root value of AVE above the correlation value with other latent constructs (through the Fornell-Larcker criteria). Likewise, the cross-loading value of all items from an indicator is greater than the other indicator items as mentioned in Table 3, so it can be concluded that the model has met discriminant validity (Fornell & Larcker, 1981).

Furthermore, a collinearity evaluation is carried out to determine whether there is a collinearity problem in the model. To find the collinearity, we need the VIF collinearity statistic for each construct. If the VIF is more than 5, then the model has collinearity (Hair et al., 2014). As shown in Table 4, all VIF scores are less than 5, i.e., the results of the collinearity structural model reveal VIF values below 2. This shows that this research model does not have multicollinearity problems.

Construct reliability can be assessed from the value of Cronbach's alpha and composite reliability of each construct. The recommended value of composite reliability and Cronbach's alpha is more than 0.7 (Ghozali, 2014). The results of the reliability test in table 1 show that all constructs have composite reliability and Cronbach's alpha values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

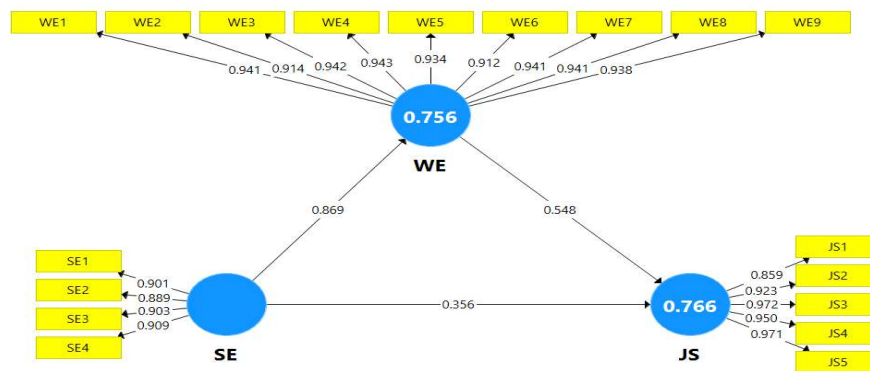


Figure 2. Valid Research Model
Source: SmartPLS 3.0 Processing Results (2022)

Table 1. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
JS	0.964	0.967	0.965	0.847
SE	0.922	0.923	0.922	0.747
WE	0.982	0.982	0.982	0.857

Source: SmartPLS 3.0 Processing Results (2022)

Table 2. Discriminant Validity

Variables	JS	SE	WE
JS	0.920		
SE	0.881	0.864	
WE	0.880	0.913	0.926

Source: SmartPLS 3.0 Processing Results (2022)

Table 3. Collinearity (VIF)

Variables	JS	SE	WE
JS			
SE	2.028		1.000
WE	2.028		

Source: SmartPLS 3.0 Processing Results (2022)

Table 4. Nilai *R Square*

Variables	R Square	R Square Adjusted
JS	0.810	0.809
WE	0.834	0.833

Source: SmartPLS 3.0 Processing Results (2022)

Table 5. Hypotheses Testing

Hypotheses	Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
H1	SE -> JS	0.356	0.356	0.072	4.953	0.000	Supported
H2	SE -> WE	0.869	0.870	0.020	44.174	0.000	Supported
H3	WE -> JS	0.548	0.546	0.071	7.729	0.000	Supported
H4	SE -> WE -> JS	0.477	0.475	0.062	7.746	0.000	Supported

Source: SmartPLS 3.0 Processing Results (2022)

Hypothesis testing in PLS is also known as inner model testing. This test includes a test of the significance of direct and indirect effects as well as measuring the magnitude of the effect of exogenous variables on endogenous variables. To determine the effect of self-efficacy on job satisfaction and support for work

engagement, a direct and indirect effect test is needed. The effect test was carried out using the t-statistical test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and significance test values were obtained in Table 4 and Table 5. The result is that **all hypotheses (H1, H2, H3, H4) are supported**.

Discussion

This study examines the relationship between self-efficacy, job involvement, and job satisfaction in a sample of automotive employees in Indonesia. The authors also investigated whether their self-efficacy contributed to job satisfaction through job involvement. The results of this study support the prediction that there is a positive correlation between employee self-efficacy, job involvement, and job satisfaction. Employees who reported high levels of self-efficacy in this study were more engaged and more satisfied with their jobs. The strength of this relationship is in line with previous research conducted on school employees (Skaalvik & Skaalvik, 2014, 2014; Vermeulen et al., 2014), showing that self-efficacy contributes to work and work engagement - satisfaction. In particular, job involvement partially mediated the relationship between self-efficacy and job satisfaction, suggesting that job involvement plays a role in explaining this relationship (Caesens & Stinglhamber, 2014; Musenze et al., 2021; Sulistyono & Suhartini, 2019). The results of this study also lend support to the social cognitive theory of self-efficacy and SDT of work engagement, highlighting the importance of belief in competence and intrinsic motivation in job satisfaction among employees in this sample. According to social cognitive theory, efficacy beliefs regulate engagement, functioning as a self-motivation mechanism (Chiniara & Bentein, 2016; Manganelli et al., 2018). Employees with high levels of self-efficacy may tend to interpret demands and problems as challenges, not obstacles, which in turn is associated with more engagement at work (Haq et al., 2022; Muliati et al., 2022; Silitonga et al., 2021). A strong sense of self-efficacy can also improve employee performance (Ma et al., 2017; Santoso, 2019; Srivastava et al., 2006), contributing to job satisfaction (Id & Mutambik, 2021; Skaalvik & Skaalvik, 2014; Sun & Xia, 2018; Wei et al., 2020; Yusof et al., 2019). From the SDT perspective, for employees who are more engaged at work, aspects such as enjoying interactions between employees and observing performance progress can serve as important intrinsic motivations for job satisfaction.

V. CONCLUSION

In this study, it was found that work engagement mediates the relationship between self-efficacy and job satisfaction, without indicating whether other potential variables would explain this relationship. For example, working conditions and goal advancement were found to mediate the relationship between self-efficacy and job satisfaction. Therefore, future research may expand the number of mediators. Another limitation of this study is that it was designed as a cross-sectional study. Although the authors have tested the proposed model in which self-efficacy predicts job satisfaction through job involvement, no causal interpretations between the study variables can be concluded. Longitudinal studies will be needed in future research to explore the hypothesized causal relationship between self-efficacy, work engagement, and job satisfaction over the long term. Finally, all instruments in this study were self-report measures, which would be subject to an increased social desirability bias.

It is recommended that companies need to establish a coaching process by supervisors for every employee who needs to increase their level of self-efficacy because employees who are not confident will provide opportunities for making mistakes at work (Admiral et al., 2021; Asbari & Prasetya, 2021; Nadeak et al., 2021). al., 2021; Novitasari et al., 2021; Novitasari & Asbari, 2021; Nugroho et al., 2021). In addition, providing job rotation experience also provides opportunities for employees to explore new issues at work, and collaborate with other employees with challenging new knowledge. Increased self-efficacy can be associated with increased self-confidence gained through various work experiences (Hazriyanto & Ibrahim, 2019; Janssen, 2014). In the long term, concrete plans and policies must be formulated to provide more work experience for an employee, improve career prospects and build employees' professional identities.

REFERENCES

- Admiral, Chidir, G., Asbari, M., Supriatna, H., & Novitasari, D. (2021). Linking Employee Coaching, Team Commitment and Performance: Evidence from Indonesian MSMEs. *International Journal of Social and Management Studies (IJOSMAS)*, 02(04), 22–34. <https://www.ijosmas.org/index.php/ijosmas/article/view/48>
- Armstrong, G. S., Atkin-plunk, C. A., & Wells, J. (2015). The Relationship between Work–Family Conflict, Correctional Officer Job Stress, and Job Satisfaction. *International Association for Correctional and Forensic Psychology*, XX(X), 1–17. <https://doi.org/10.1177/0093854815582221>
- Asbari, M. (2015). *Fokus Satu Hebat*. Penerbit Dapur Buku.
- Asbari, M. (2019). Pengaruh kepemimpinan transformasional dan iklim organisasi terhadap kinerja dosen. *JOCE IP*, 13(2), 172–186. <http://jurnal.ipem.ac.id/index.php/joce-ip/article/view/187>
- Asbari, M., Bernarto, I., Pramono, R., Purwanto, A., Hidayat, D., Sopa, A., Alamsyah, V. U., Senjaya, P., Fayzhall, M., & Mustofa. (2020). The effect of work-family conflict on job satisfaction and performance: A study of Indonesian female employees. *International Journal of Advanced Science and Technology*, 29(3), 6724–6748. <http://sersec.org/journals/index.php/IJAST/article/view/7325>
- Asbari, M., & Prasetya, A. B. (2021). Managerial Coaching: Rahasia Membangun Kinerja, Komitmen Tim dan Modal Psikologis Guru. *Edumaspul - Jurnal Pendidikan*, 5(1), 490–506. <https://ummaspul.e-journal.id/maspuljr/article/view/1248>
- Asbari, M., Wijayanti, L., Hyun, C. C., Purwanto, A., & Santoso, P. B. (2020). How to build innovation capability in the RAC industry to face industrial revolution 4.0? *International Journal of Psychosocial Rehabilitation*, 24(6), 2008–2027. <https://doi.org/10.37200/IJPR/V24I6/PR260192>
- Asbari, M., Wijayanti, L., Hyun, C. C., Purwanto, A., Santoso, P. B., Bernarto, I., Pramono, R., & Fayzhall, M. (2020). The role of knowledge transfer and organizational learning to build innovation capability: Evidence from Indonesian automotive industry. *International Journal of Control and Automation*, 13(1), 319–333. <http://sersec.org/journals/index.php/IJCA/article/view/5732>
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50(2), 248–287.
- Buil, I., Martínez, E., & Matute, J. (2019). Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International Journal of Hospitality Management*, 77(May 2018), 64–75. <https://doi.org/10.1016/j.ijhm.2018.06.014>

- Caesens, G., & Stinglhamber, F. (2014). The relationship between perceived organizational support and work engagement: The role of self-efficacy and its outcomes. *European Review of Applied Psychology*, 64(5), 259–267.
- Chin, W. (1998). *The Partial Least Squares Approach to Structural Equation Modeling* (E. Modern Methods for Business Research, In: G. A. Marcoulides (ed.)). Lawrence Erlbaum Associates Publisher.
- Chiniara, M., & Bentein, K. (2016). Linking servant leadership to individual performance: Differentiating the mediating role of autonomy, competence and relatedness need satisfaction. *Leadership Quarterly*, 27(1), 124–141. <https://doi.org/10.1016/j.leaqua.2015.08.004>
- Chong, W. H., Klassen, R. M., Huan, V. S., Wong, I., & Kates, A. D. (2010). The relationships among school types, teacher efficacy beliefs, and academic climate: Perspective from Asian middle schools. *The Journal of Educational Research*, 103(3), 183–190.
- Fong, T. C. T., & Siu-Man Ng. (2012). Measuring engagement at work: Validation of the Chinese version of the utrecht work engagement scale. *International Journal of Behavioral Medicine*, 19(3), 391–397. <https://doi.org/10.1007/s12529-011-9173-6>
- Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39. <https://doi.org/10.2307/3151312>
- Ghozali, I. (2014). *Structural Equation Modeling, Metode Alternatif dengan Partial Least Square (PLS)* (4th ed.). Badan Penerbit Universitas Diponegoro.
- Gkolia, A., Koustelios, A., & Belias, D. (2018). Exploring the association between transformational leadership and teacher's self-efficacy in greek education system: A multilevel SEM model. *International Journal of Leadership in Education*, 21(2), 176–196. <https://doi.org/10.1080/13603124.2015.1094143>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th ed.). Pearson Prentice Hall.
- Haq, S., Asbari, M., Sukriyah, Novitasari, D., & Abadiyah, S. (2022). The Homeschooling Head Performance: How The Role of Transformational Leadership, Motivation, and Self-Efficacy? *International Journal of Social and Management Studies*, 03(01), 167–179. <https://www.ijosmas.org/index.php/ijosmas/article/view/96/80>
- Hasnain, A., Fatima, S., & Akram, N. (2020). Transformational Leadership : A Multiple Mediation Model of its impact on Employee Creativity. *NICE Research Journal*, 13(1), 1–23.
- Hazriyanto, & Ibrahim, B. (2019). The factor analysis of organizational commitment, job satisfaction and performance among lecturers in Batam. *Journal of Technical Education and Training*, 11(1), 151–158. <https://doi.org/10.30880/jtet.2019.11.01.19>
- Høigaard, R., Giske, R., & Sundsli, K. (2012). Newly qualified teachers' work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit. *European Journal of Teacher Education*, 35(3), 347–357. <https://doi.org/10.1080/02619768.2011.633993>
- Hyun, C. C., Wijayanti, L. M., Asbari, M., Purwanto, A., Santoso, P. B., Igak, W., Bernarto, I., & Pramono, R. (2020). Implementation of contextual teaching and learning (CTL) to improve the concept and practice of love for faith-learning integration. *International Journal of Control and Automation*, 13(1),

- 365–383. <http://sersc.org/journals/index.php/IJCA/article/view/5737>
- Id, A. A., & Mutambik, I. (2021). *The explanatory power of social cognitive theory in determining knowledge sharing among Saudi faculty*. 1–24. <https://doi.org/10.1371/journal.pone.0248275>
- Janssen, M. (2014). *The influence of HRM practices on innovative work behaviour: A systematic literature review*. 1–108.
- Kahn, W. A. (1990). PSYCHOLOGICAL CONDITIONS OF PERSONAL ENGAGEMENT AND DISENGAGEMENT AT WORK. *Academy of Management Journal*, 36(4), 692–724. <https://doi.org/10.1103/PhysRevB.36.2607>
- Kusumaningsih, S. W., Ong, F., Hutagalung, D., Basuki, S., Asbari, M., & Purwanto, A. (2020). Organizational Culture, Organizational Commitment and Employees ' Performance : The Mediating Role of Organizational Citizenship Behavior. *TEST Engineering and Management*, 83(March-April 2020), 18277–18294. <http://www.testmagzine.biz/index.php/testmagzine/article/view/6958>
- Ma, Z., Long, L., Zhang, Y., Zhang, J., & Lam, C. K. (2017). Why do high-performance human resource practices matter for team creativity? The mediating role of collective efficacy and knowledge sharing. *Asia Pacific Journal of Management*, 34(3), 565–586.
- Manganelli, L., Thibault-Landry, A., Forest, J., & Carpentier, J. (2018). Self-Determination Theory Can Help You Generate Performance and Well-Being in the Workplace: A Review of the Literature. *Advances in Developing Human Resources*, 20(2), 227–240. <https://doi.org/10.1177/1523422318757210>
- Muliati, L., Asbari, M., Nadeak, M., Novitasari, D., & Purwanto, A. (2022). Elementary School Teachers Performance: How The Role of Transformational Leadership, Competency, and Self-Efficacy? *International Journal of Social and Management Studies*, 03(01), 158–166. <https://www.ijosmas.org/index.php/ijosmas/article/view/97/79>
- Musenze, I. A., Mayende, T. S., Kalenzi, A., & Namono, R. (2021). Perceived organizational support, self-efficacy and work engagement: testing for the interaction effects. *Journal of Economic and Administrative Sciences*.
- Nadeak, M., Widodo, A., Asbari, M., Novitasari, D., & Purwanto, A. (2021). Understanding the Links between Coaching, OCB, and Individual Performance among MSME Employees. *International Journal of Social and Management Studies*, 01(04), 65–80. <https://ijosmas.org/index.php/ijosmas/article/view/52>
- Novitasari, D., & Asbari, M. (2021). Leaders Coaching di Sekolah: Apa Perannya terhadap Kinerja Guru? *Edumaspul: Jurnal Pendidikan*, 5(1), 580–597. <https://ummaspul.e-journal.id/maspuljr/article/view/1299>
- Novitasari, D., Asbari, M., Hutagalung, D., & Amri, L. H. A. (2021). Mengelola Komitmen Dosen: Analisis Peran Modal Psikologis dan Leaders Coaching. *Value : Jurnal Manajemen Dan Akuntansi*, 16(1), 198–213. <https://e-journal.umc.ac.id/index.php/VL/article/view/1845>
- Nugroho, Y. A., Asbari, M., Putra, F., Riyanto, & Chidir, G. (2021). Manager as Coach: Eskalasi Kinerja Pegawai melalui Managerial Coaching. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 4708–4718. <https://edukatif.org/index.php/edukatif/article/view/1559>
- Prameswari, M., Asbari, M., Purwanto, A., Ong, F., Kusumaningsih, S. W., Mustikasiwi, A., Chidir, G.,

- Winanti, & Sopa, A. (2020). The impacts of leadership and organizational culture on performance in Indonesian public health: The mediating effects of innovative work behavior. *International Journal of Control and Automation*, 13(2), 216–227. <http://sersec.org/journals/index.php/IJCA/article/view/7630>
- Pramono, R., Purwanto, A., Asbari, M., Kotamena, F., Ramdan, M., & Sihite, O. B. (2020). Nano Perspective for Mentality Revolution Methode of Indonesian Society. *International Journal of Advanced Science and Technology*, 29(5), 2451–2458. <http://sersec.org/journals/index.php/IJAST/article/view/11135>
- Purwanto, A., Asbari, M., Fahlevi, M., Mufid, A., Agistiawati, E., Cahyono, Y., & Suryani, P. (2020). Impact of Work From Home (WFH) on Indonesian Teachers Performance During the Covid-19 Pandemic : An Exploratory Study. *International Journal of Advanced Science and Technology*, 29(5), 6235–6244. <http://sersec.org/journals/index.php/IJAST/article/view/15627>
- Purwanto, A., Asbari, M., & Santoso, T. I. (2021a). Analisis Data Penelitian Manajemen Pendidikan: Perbandingan Hasil antara Amos, SmartPLS, WarpPLS, dan SPSS untuk Jumlah Sampel Kecil. *International Journal of Social, Policy and Law (IJOSPL)*, 01(01), 111–122. <https://ijospl.org/index.php/ijospl/article/view/64>
- Purwanto, A., Asbari, M., & Santoso, T. I. (2021b). Education Management Research Data Analysis: Comparison of Results between Lisrel, Tetrad, GSCA, Amos, Smartpls, Warppls, And SPSS for Small Samples. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2), 382–399. <https://e-journal.ikhac.ac.id/index.php/nidhomulhaq/article/view/1575>
- Purwanto, A., Asbari, M., Santoso, T. I., Haque, M. G., & Nurjaya. (2019). Marketing Research Quantitative Analysis for Large Sample: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. *Jurnal Ilmiah Ilmu Administrasi Publik: Jurnal Pemikiran Dan Penelitian Administrasi Publik*, 9(2), 355–372. <https://ojs.unm.ac.id/iap/article/view/22803>
- Purwanto, A., Asbari, M., Santoso, T. I., Paramarta, V., & Sunarsih, D. (2020). Social and Management Research Quantitative Analysis for Medium Sample: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. *Jurnal Ilmiah Ilmu Administrasi Publik: Jurnal Pemikiran Dan Penelitian Administrasi Publik*, 9(2), 518–532. <https://ojs.unm.ac.id/iap/article/view/22804>
- Purwanto, A., Asbari, M., Santoso, T. I., Sunarsi, D., & Ilham, D. (2021). Education Research Quantitative Analysis for Little Respondents: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. *Jurnal Studi Guru Dan Pembelajaran*, 4(2), 335–350. <https://e-journal.my.id/jsqp/article/view/1326>
- Purwanto, A., Putri, R. S., Ahmad, A. H., Asbari, M., Bernarto, I., Santoso, P. B., & Sihite, O. B. (2020). The effect of implementation integrated management system ISO 9001, ISO 14001, ISO 22000 and ISO 45001 on Indonesian food industries performance. *Test Engineering and Management*, 82(14054), 14054–14069. <http://www.testmagazine.biz/index.php/testmagazine/article/view/3078>
- Radita, F. R., Amri, W. A. A., Supiana, N., Sasono, I., Pramono, T., Novitasari, D., Chidir, G., & Asnaini, S. W. (2021). Work-Family Conflict among Employees: What is the Role of Religiosity on Job Satisfaction and Performance. *International Journal of Science and Management Studies (IJSMS)*, 4(1), 45–59. <https://doi.org/10.51386/25815946/ijSMS-v4i1p105>
- Rigby, C. S., & Ryan, R. M. (2018). Self-Determination Theory in Human Resource Development: New Directions and Practical Considerations. *Advances in Developing Human Resources*, 20(2), 133–147.

<https://doi.org/10.1177/1523422318756954>

- Safdar, M., Batool, S. H., & Mahmood, K. (2020). Relationship between self-efficacy and knowledge sharing: systematic review. *Global Knowledge, Memory and Communication*. <https://doi.org/10.1108/GKMC-11-2019-0139>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600–619. <https://doi.org/10.1108/02683940610690169>
- Salanova, M., Lorente, L., Chambel, M. J., & Martínez, I. M. (2011). Linking transformational leadership to nurses' extra-role performance: The mediating role of self-efficacy and work engagement. *Journal of Advanced Nursing*, 67(10), 2256–2266. <https://doi.org/10.1111/j.1365-2648.2011.05652.x>
- Santoso, H. (2019). The role of creative self-efficacy, transformational leadership, and digital literacy in supporting performance through innovative work behavior: Evidence from telecommunications industry. *Management Science Letters*, 9, 2305–2314. <https://doi.org/10.5267/j.msl.2019.7.024>
- Schaufeli, W. B., Salanova, M., González-romá, V., & Bakker, A. B. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*, 3, 71–92. <https://doi.org/https://doi.org/10.1023/A:1015630930326>
- Silitonga, N., Johan, M., Asbari, M., Hutagalung, D., & Novitasari, D. (2021). Mengelola Kinerja Tim Engineering: Dari Iklim Kecerdasan Emosional hingga Team Efficacy. *Value : Jurnal Manajemen Dan Akuntansi*, 16(1), 172–187. <https://e-journal.umc.ac.id/index.php/VL/article/view/1839>
- Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, 114(1), 68–77. <https://doi.org/10.2466/14.02.PR0.114k14w0>
- Sopa, A., Asbari, M., Purwanto, A., Budi Santoso, P., Mustofa, Hutagalung, D., Maesaroh, S., Ramdan, M., & Primahendra, R. (2020a). Hard skills versus soft skills: Which are more important for Indonesian employees innovation capability. *International Journal of Advanced Science and Technology*, 29(3), 6431–6453. <http://sersec.org/journals/index.php/IJAST/article/view/7233>
- Sopa, A., Asbari, M., Purwanto, A., Budi Santoso, P., Mustofa, Hutagalung, D., Maesaroh, S., Ramdan, M., & Primahendra, R. (2020b). Hard skills versus soft skills: Which are more important for Indonesian employees innovation capability. *International Journal of Control and Automation*, 13(2), 156–175. <http://sersec.org/journals/index.php/IJCA/article/view/7626>
- Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. *Academy of Management Journal*, 49(6), 1239–1251.
- Sudiyono, R. N., Fikri, M. A. A., Asbari, M., Suroso, Nugroho, Y. A., & Singgih, E. (2020). The Role of Employee Engagement in the Relationship between Authentic Leadership, Talent Management and Job Satisfaction. *International Journal of Advanced Science and Technology*, 29(5), 11809–11836. <http://sersec.org/journals/index.php/IJAST/article/view/25377>
- Sulistyo, A. R., & Suhartini, S. (2019). *The role of work engagement in moderating the impact of job characteristics, perceived organizational support, and self-efficacy on job satisfaction*.
- Sun, A., & Xia, J. (2018). Teacher-perceived distributed leadership, teacher self-efficacy and job satisfaction: A multilevel SEM approach using the 2013 TALIS data. *International Journal of*

Educational Research, 92(September), 86–97. <https://doi.org/10.1016/j.ijer.2018.09.006>

Timms, C., & Brough, P. (2013). “I like being a teacher”: Career satisfaction, the work environment and work engagement. *Journal of Educational Administration*, 51(6), 768–789. <https://doi.org/10.1108/JEA-06-2012-0072>

Vermeulen, M., Nederland, O. U., & Runhaar, P. R. (2014). *Teachers’ knowledge sharing : A study on the influence of work engagement , Promoting teachers’ knowledge sharing . The fostering roles of occupational self-efficacy and Human Resources Management. January.* <https://doi.org/10.1177/1741143214564773>

Wei, J., Chen, Y., Zhang, Y., & Zhang, J. (2020). How does entrepreneurial self-efficacy influence innovation behavior? Exploring the mechanism of job satisfaction and Zhongyong thinking. *Frontiers in Psychology*, 11, 708.

Weiss, D. J., Dawis, R. V., & England, G. W. (1967). Manual for the Minnesota Satisfaction Questionnaire. *Minnesota Studies in Vocational Rehabilitation*, 22, 120. <https://psycnet.apa.org/record/1968-08111-001>

Yusof, R., Imm, N. S., Ann, H. J., & Rahman, A. A. (2019). Enhancing SMEs employees’ intention on innovative behavior: The role of self-efficacy, thriving and perceived behavioral control. *Malaysian Journal of Consumer and Family Economics*, 22(Special Edition 1), 144–160.