

## THE EFFECT OF SELF-EFFICACY OF SHIPPING POLYTECHNIC EDUCATION PERSONNEL IN IMPROVING PERFORMANCE

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### ABSTRACT

This study aims to (1) analyze the extent to which leadership influences the performance of employees at the Polytechnic of Shipping through self-efficacy, (2) evaluate the impact of organizational learning on employee performance through self-efficacy, and (3) assess the effect of organizational culture on employee performance through self-efficacy. The research employs a multivariate Structural Equation Model (SEM) technique. Data processing was conducted using AMOS 22 software, with SPSS utilized for descriptive statistical analysis. The results of this research are (1) Things that can be paid attention to include one dimension of leadership, namely "influencing power" and the dimension of self-efficacy, namely "completing tasks". To improve performance, leaders can combine power in influencing subordinates at work and leaders can help employees in completing tasks. (2) The organizational learning dimension that has the highest value is "Share Vision", this can be combined with the self-efficacy dimension, namely "completing tasks". To enhance employee performance at the Banten Shipping Polytechnic and Barombong Shipping Polytechnic, you can implement these two approaches by focusing more on the practical division of vision in the field. (3) To improve employee performance, leaders can pay attention to the dimension of "shared norms" combined with "completing tasks" to help facilitate every employee activity in the workplace. It is necessary to form and apply general norms that have previously been mutually agreed upon.

Keywords : The Effect; Self-efficacy; Improving Performance

### ABSTRAK

*Penelitian ini bertujuan untuk (1) menganalisis seberapa besar pengaruh kepemimpinan terhadap kinerja karyawan Politeknik Perkapalan melalui efikasi diri, (2) mengevaluasi pengaruh pembelajaran organisasi terhadap kinerja karyawan melalui efikasi diri, dan (3) menilai dampak budaya organisasi terhadap kinerja karyawan melalui efikasi diri. Penelitian ini menggunakan teknik Structural Equation Model (SEM) multivariat. Data dianalisis dengan perangkat lunak AMOS 22 dan program SPSS sebagai alat untuk statistik deskriptif. Hasil dari penelitian ini adalah (1) Hal yang dapat diperhatikan meliputi satu dimensi kepemimpinan yaitu "kekuatan mempengaruhi" dan dimensi efikasi diri yaitu "menyelesaikan tugas". Untuk meningkatkan kinerja, pemimpin dapat menggabungkan kekuasaan dalam mempengaruhi bawahan dalam bekerja dan pemimpin dapat membantu karyawan dalam menyelesaikan tugas. (2) Dimensi pembelajaran organisasi yang memiliki nilai tertinggi adalah "Share Vision", hal ini dapat dikombinasi dengan dimensi efikasi diri yaitu "menyelesaikan tugas". Untuk meningkatkan kinerja karyawan di Politeknik Perkapalan Banten dan Politeknik Perkapalan Barombong dapat menggunakan kedua pendekatan tersebut dengan lebih memperhatikan pembagian visi dalam praktik di*

lapangan. (3) Untuk meningkatkan kinerja karyawan, pimpinan dapat memperhatikan dimensi “norma bersama” yang dipadukan dengan “menyelesaikan tugas” untuk membantu memperlancar setiap aktivitas karyawan di tempat kerja. Perlu dibentuk dan diterapkan norma-norma umum yang sebelumnya telah disepakati bersama.

*Kata kunci : Dampak; Efikasi Diri; Peningkatan Kinerja*

## INTRODUCTION

Indonesia has 139 private maritime schools and 10 shipping schools managed by BPSDM Kemenhub, distributed across 32 provinces (S. P. Siagian, 2018; Wahani & Frans, 2023). A key challenge these schools face is the lack of standardized teaching tools or simulator facilities meeting International Maritime Organization (IMO) standards, along with a shortage of qualified educators and staff in the field.

The Shipping Polytechnic faces a significant performance challenge, as it not only serves as a training center for sailors but also functions as a higher education institution required to implement the Tri Dharma of Higher Education. Like other higher education institutions, it comprises key elements, including educators and academic staff, all working collaboratively toward a shared objective: realizing the institution's established vision and mission.

The transition from BP2IP to the Shipping Polytechnic presents challenges for educational staff, as increased workloads and changes in work patterns may lead to higher stress levels and reduced performance. Performance refers to the outcomes of an individual's work and generally reflects behaviors that positively or negatively impact the achievement of organizational goals (Abdollahi et al., 2018; Colquitt et al., 2015; Mosley & Laborde, 2016). It represents the overall success of a person over a specific period, measured against established standards, targets, or agreed-upon criteria. According to Jason A. Colquitt, performance is demonstrated when employees actively contribute to achieving their organization's objectives.

The management of administrative activities and services at the Banten and Barombong Shipping Polytechnics faces constant environmental changes, requiring efforts to adapt to these shifts to maintain optimal performance. The roles and responsibilities of education personnel at both institutions are defined according to their primary duties and functions (tupoksi), as outlined in the Regulation of the Minister of Transportation of the Republic of Indonesia Numbers PM 25 and 29 of 2019, concerning the Organization and Work Procedures of these polytechnics. Article 98

specifies that education personnel are primarily responsible for performing tasks related to administration, management, development, supervision, and technical services to support the educational process.

Organizational culture (OC) plays an essential role, and for the past 25 years, BP2IP Tangerang and BP2IP Barombong have operated under a culture focused on training sailors for levels V, IV, and III, with participants primarily being junior high and high school graduates. They have also offered Seaman Training III and IV programs for sailors with prior sailing experience from various regions in Indonesia. With the transition to the Polytechnic of Shipping Sciences, new study programs are being introduced, leading to increased workloads, a larger student population, and the need to adapt the organizational culture to meet current demands.

Education personnel play a crucial role in all activities within higher education institutions, serving as key human resources with significant responsibilities (Indarti et al., 2017a; Kadarsih & Sumaryati, 2013; Yuliyarningsih et al., 2013). However, in performing their duties, they often encounter challenges, including heavy workloads, which can contribute to increased work stress (Li, 2018; Setiawan & Sawitri, 2019; Wulandari, 2016). Unfortunately, this issue is sometimes overlooked by leadership, even though employee stress can significantly impact overall organizational performance (Lambert et al., 2016; Putriana et al., 2021; Soelistya et al., 2022).

Individual characteristics encompass the interests, attitudes, and needs that people bring with them into their workplace (Lounsbury et al., 2016). These characteristics, including personal and fundamental abilities, influence behavior in the workplace (Nurlaili et al., 2020; Robbins & Judge, 2019a; M. Siagian, 2017). Besides these individual factors, the work environment also plays a crucial role, as it encompasses everything surrounding employees that can impact how they perform their tasks. Given these considerations, it is essential to conduct research to identify and address performance-related issues among educational staff at the Banten and Barombong Shipping Polytechnics.

Performance is a measure of the outcomes achieved through an individual's work. To fully understand performance, employees must differentiate between actions and outcomes. Actions refer to individual behaviors focused on completing tasks, while outcomes are the tangible results of those efforts. Both elements are essential

components of performance. The level of an employee's performance, whether high or low must be evaluated by examining the actions taken throughout the process. Performance encompasses work-related behaviors aimed at achieving organizational goals (Aziizah et al., 2018; Ivancevich et al., 1990). On campus, employee behaviors aligned with realizing the organization's vision and mission are considered part of performance. This alignment should be embraced by all members, from top leadership, such as the Director, to staff responsible for day-to-day operations. The actions of every individual within the organization must consistently support the pursuit of its vision and mission.

Chuck articulates that performance reflects how effectively an individual executes their job duties (Patrikha, 2012). Unlike others, Chuck Williams emphasizes the significance of an employee's attitude and intentions in completing their work. This emphasis highlights that employees in organizations may have attitudes and intentions that are misaligned, which can hinder the organization from becoming a superior, professional, and independent institution. Rue further clarifies that performance encompasses the efforts of employees in relation to their abilities, their roles at work, and their perceived obligations through their actions. Thus, performance can be viewed as a product of an individual's relationship with their work in specific contexts (Asrib et al., 2023; Bratton et al., 2021). An employee is considered to be performing well when they fulfill all the obligations set by the organization.

At its core, leadership is the capacity and willingness of an individual to influence, motivate, guide, and direct colleagues, subordinates, or groups toward accepting their influence and taking action to achieve established goals. Leadership involves the process of influencing individuals or groups in setting organizational objectives, and it requires leaders to motivate their subordinates to enhance their behaviors in pursuit of these goals. The effectiveness of a leader is reflected in their ability to inspire others to reach the goals that have been predetermined.

The concept and definition of leadership have evolved over time alongside societal changes, leading to a deeper understanding of its meaning. This evolution is a natural aspect of the scientific field, where the cumulative nature of knowledge enriches the interpretation of concepts. According to Gary Yukl, leadership involves an influencing process that helps individuals and groups understand and agree on what

actions need to be taken and how to execute them. It also encompasses facilitating both individual and collective efforts toward achieving a common goal (Wong, 2017; Yukl, 2006, 2013). Leadership is characterized by processes that influence how followers interpret events, set group or organizational goals, organize work activities to meet those goals, motivate followers to reach objectives, maintain cooperative relationships and teamwork, and secure support and collaboration from individuals outside the group or organization.

The concept of an Organization Learning (OL) emerged in the late 1980s and gained widespread attention with the release of Peter Senge's influential book in 1990. Robert Kreitner highlights Senge's view of organizational learning as a continuous process that enables an organization to adapt and thrive in a changing environment. This learning unfolds through the actions of individuals and groups, shaping and enhancing the organization's capabilities (Kreitner et al., 2001).

Similarly, Werner, Dickson, and Hyde define OL as a core competence that enables organizations to adapt to changing environments and market conditions. Unlike individual learning (Yi et al., 2020), which leads to behavioral changes or new work methods at the individual level, OL results in changes that affect the organization as a whole, reflecting the collective impact of its members. Based on this explanation, the researchers conclude that organizational learning can be understood conceptually as a bureaucratic process involving organizational members in acquiring knowledge, characterized by the dimensions of Systems Thinking, Personal Mastery, Mental Models, Shared Vision, and Team Learning.

Organizational culture (OC) refers to the set of characteristics upheld by organizations that serve as distinguishing factors between them (Desselle et al., 2018). It is also defined as the values and behavioral norms collectively accepted and understood by organization members, forming the foundation for the organization's rules of conduct (Indarti et al., 2017b; Jain, 2015; Schein, 2010). Edgar H. Schein defines OC as a set of shared core assumptions developed by groups in response to challenges of external adaptation and internal integration. Over time, these assumptions become deeply ingrained, guiding members on how to think and act, and are passed down to newcomers as the appropriate way to approach organizational issues. This collective meaning system shapes the organization's unique identity. Schein et al. emphasize that

organizational culture plays a pivotal role in both academic research and management practice, as it is a key determinant of an organization's success or failure.

### **METHOD**

Method is a method of work that can be used to obtain something. While the research method can be interpreted as a work procedure in the research process, both in searching for data or disclosing existing phenomena (Zulkarnaen, W., et al., 2020:229). This study employs a multivariate Structural Equation Model (SEM) technique, chosen for its capability to simultaneously integrate measurement and structural models, which distinguishes it from other multivariate methods. SEM can assess both direct and indirect influences. The data processing software utilized for this research includes AMOS 22, along with SPSS for descriptive statistical analysis. The study outlines the data collection methods, data sources, and analytical techniques. The respondents in this research comprised 201 employees from the Barombong Shipping Polytechnic and Banten Shipping Polytechnic. Description of Respondent Characteristics in this section describes the Frequency of Respondent Gender, Last Education of Respondents, Length of Work of Respondents, and Age of Respondents.

Table 1 shows the results of the frequency distribution of respondent characteristics by gender.

Table 2 shows the results of the frequency distribution of respondent characteristics according to their highest level of education:

Table 3 presents the frequency distribution of respondent characteristics categorized by age.

### **RESULT AND DISCUSSION**

#### **Results**

Hypothesis testing using the Structural Equation Modeling (SEM) technique aims to assess both direct and indirect effects. A direct effect occurs when an independent (exogenous) variable directly influences a dependent (endogenous) variable. In contrast, an indirect effect occurs when the influence of an independent (exogenous) variable on a dependent (endogenous) variable is mediated through one or more intervening variables.

*Quantitative Findings.*

#### **Indirect Effect Of Leadership (X1) On Performance (Y) Mediated By Self-Efficacy (X4)**

$$\beta_{41} \times \beta_{y4} = (0.219 \times 0.222) = 0.0486$$

The path coefficient is 0.0486 with a z-value (Sobel Test) of 2.479. Since this z-value exceeds the threshold of 1.96, it indicates that the indirect effect of Leadership (X1) on Performance (Y) via Self-efficacy (X4) is positive and statistically significant.

#### **Indirect Effect Of Organizational Learning (X2) On Performance (Y) Mediated By Self-Efficacy (X4)**

$$\beta_{42} \times \beta_{y4} = (0.369 \times 0.222) = 0.0819$$

The path coefficient is 0.0819 with a z-value (Sobel Test) of 2.997. As the z-value exceeds the critical threshold of 1.96, this confirms that the indirect effect of Organizational Learning (X2) on Performance (Y) through Self-efficacy (X4) is positive and statistically significant.

#### **Indirect Influence Of Organizational Culture (X3) On Performance (Y) Mediated By Self-Efficacy (X4)**

$$\beta_{43} \times \beta_{y4} = (0.220 \times 0.222) = 0.0488$$

The path coefficient is 0.0488, with a z-value (Sobel Test) of 2.434. Since the z-value exceeds the critical threshold of 1.96, it indicates that the indirect influence of Organizational Culture (X3) on Performance (Y) via Self-efficacy (X4) is positive and statistically significant.

#### **Discussion**

The indirect effect of leadership on performance through self-efficacy is measured at 4.86%. This study's findings demonstrate that self-efficacy acts as a mediator, enabling leadership to exert a positive influence on performance.

According to the standardized loading factor values for the latent variable of leadership, the highest SLF value is associated with the first dimension, which is influencing power. In contrast, for the self-efficacy variable, the largest SLF value is found in the third dimension, which pertains to task completion. To enhance both organizational and individual performance, this study suggests that leadership plays a crucial role in performance improvement. Therefore, focusing on the dimension of influencing power is essential. Leaders who can effectively influence their subordinates

can employ various techniques from leadership theory to achieve previously established vision, mission, and targets, ultimately enhancing employee performance.

Leadership involves the mobilization of institutional, political, psychological, and other resources to inspire, engage, and motivate followers. A transformational leader is essential for effectively managing the situation by communicating a clear vision of the group's objectives, demonstrating enthusiasm for the work, and empowering group members to feel revitalized and energized.

Keith Porter and colleagues noted that a transformational leader emphasizes fostering employee commitment to both the leader and the organization. This type of leader prioritizes the development of human resources by motivating and training employees in ways that meet their individual needs while aligning with the organization's vision and mission (Porter et al., 2007). Ultimately, the actions taken by leaders are primarily directed toward enhancing both employee and organizational performance.

Beyond a leader's commitment to improving employee performance, this notion is backed by numerous studies from experts (Colquitt et al., 2015). A leader who is dedicated to the organization's growth tends to prioritize the development of their employees' skills and confidence. This can involve fostering employees' self-efficacy by encouraging belief in their skills, which ultimately contributes to improved performance. Transformational leaders consistently stimulate their subordinates by providing up-to-date information relevant to their roles and encouraging them to share ambitious goals for the future. These leaders are characterized by their creativity, innovation, and adaptability within the organization (Robbins & Judge, 2019b).

Transformational leadership impacts all employees because it inspires them to prioritize organizational goals over personal interests. This type of leadership motivates followers to exceed expectations, resulting in increased effort at work. Additionally, transformational leadership boosts productivity, enhances work ethic, and leads to greater job satisfaction among employees.

According to Stephen P. Robbins and Timothy A. Judge, transformational leadership enhances employee performance. This leadership style tends to be more effective when it emerges from grassroots levels and can be more intricate in its impact (Robbins & Judge, 2019b). Prior to any performance improvements, employees



experience an increase in self-confidence or self-efficacy regarding their abilities and skills. Transformational leaders encourage employees to recognize their potential and consider the future, prompting them to prepare for actions that benefit the collective.

The indirect effect of organizational learning on performance through self-efficacy stands at 8.19%. The findings of this study reveal that self-efficacy acts as a mediator, allowing organizational learning to positively influence performance.

Based on the standardized loading factors (SLF) for the latent variables, the highest SLF for organizational learning is observed in the fourth dimension, shared vision. Meanwhile, the self-efficacy variable shows its strongest SLF in the third dimension, task completion. An organization's capacity to attain and sustain a competitive advantage relies heavily on its effective management of intangible assets, such as human skills and knowledge, which are difficult for competitors to replicate. Employee performance, as highlighted by Kaplan and Norton (2000), plays a crucial role in evaluating overall organizational performance.

Moreover, the intricate and sometimes paradoxical relationship between OL and performance has been observed in organizations of all sizes. Many organizations implement human resource development strategies that prioritize organizational learning, a concept articulated by Senge through his five-dimensional framework: 1. Personal Mastery, This approach focuses on enhancing individual capabilities to achieve optimal work outcomes while cultivating an organizational environment that encourages every member to pursue personal development in line with their goals and aspirations. 2. Mental Models, This process involves continuously refining and enhancing one's self-image of the external world and understanding how these perceptions influence decisions and actions. Although mental models can expedite work, they may not always function effectively in rapidly changing organizations, potentially obstructing necessary adaptations. 3. Shared Vision, This commitment entails exploring a collective vision for the future without coercion, recognizing that the organization comprises individuals from diverse educational backgrounds. 4. Team Learning, This dimension focuses on the ability and motivation to learn adaptively, generatively, and continuously. As more organizations shift towards team-based structures, effective synergy among team activities is dependent on a shared vision and systemic thinking. 5.

System Thinking, Essentially, an organization consists of various units that must collaborate to achieve optimal performance (Senge, 2004).

Senge's stages of OL can significantly enhance employee performance, both directly and indirectly, by deepening their knowledge, skills, and experiences gained throughout the learning process. Furthermore, organizational learning plays a vital role in boosting employee confidence, commonly known as self-efficacy, which develops through the accumulation of work experiences. These experiences can be transformed into new routines, ultimately influencing organizational behavior (İpek, 2019).

The indirect effect of organizational culture (OC) on performance through self-efficacy is quantified at 4.88%. The findings of this study demonstrate that self-efficacy serves as an effective mediator, facilitating the positive influence of organizational culture on performance.

The standardized loading factors for latent variables associated with organizational culture indicate that the highest SLF value is found in the second dimension, which represents shared norms. Conversely, the self-efficacy variable achieves its highest SLF value in the third dimension, centered on task completion. OC functions as a collective belief system adopted by all employees within an organization. Edgar H. Schein defines it as a framework of shared values that influence and guide employee behavior (Schein, 2010). Despite being an intangible concept, the substantial impact of organizational culture on employees and overall operations is clear. A robust organizational culture is believed to be essential for enhancing performance, underscoring the need to integrate its values into the mindset of every employee. Additionally, a positive organizational culture can significantly boost employees' self-efficacy at work.

## CONCLUSION

Leadership to Performance through Self-efficacy. the Polytechnic of Shipping Banten and the Polytechnic of Shipping Barombong. Things that can be made of concern include one dimension of leadership which is "influencing power" and the dimension of self-efficacy which is "completing tasks". To improve performance, leaders can combine power in influencing subordinates at work and leaders can help employees in completing tasks such as providing information on what employees need.

Organizational Learning on Performance through Self-efficacy. the Banten Shipping Polytechnic and the Barombong Shipping Polytechnic. The dimension of organizational learning that has the highest value is "Share Vision", this can be combined with the dimension of self-efficacy, namely "completing tasks" To enhance employee performance at the Banten Shipping Polytechnic and Barombong Shipping Polytechnic, these two institutions can adopt these approaches by focusing more on shared vision in their practical applications to support employees in fulfilling their tasks.

Organizational Culture towards Performance through self-efficacy. the Banten Shipping Polytechnic and the Barombong Shipping Polytechnic. To improve employee performance, leaders can pay attention to the dimension of "Shared norms" combined with "completing tasks" to help facilitate every employee activity in the workplace, it needs to be formed and applied common norms that have previously been mutually agreed upon by all employees that aim to help achieve the vision and mission of the organization, besides that it can help employees in completing their tasks.

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## TABLE AND FIGURE

Table 1. Characteristics of respondents by sex

|       |       | Gender    |         |               |                    |
|-------|-------|-----------|---------|---------------|--------------------|
|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Man   | 140       | 69.7    | 69.7          | 69.7               |
|       | Woman | 61        | 30.3    | 30.3          | 100.0              |
|       | Total | 201       | 100.0   | 100.0         |                    |

Table 2. Characteristics of Respondents Based on Recent Education

|       |                          | Education Level |         |               |                    |
|-------|--------------------------|-----------------|---------|---------------|--------------------|
|       |                          | Frequency       | Percent | Valid Percent | Cumulative Percent |
| Valid | Junior High School (SMP) | 2               | 1.0     | 1.0           | 1.0                |
|       | High School              | 37              | 18.4    | 18.4          | 19.4               |
|       | D1                       | 1               | .5      | .5            | 19.9               |
|       | D3                       | 21              | 10.4    | 10.4          | 30.3               |
|       | D4/S1                    | 77              | 38.3    | 38.3          | 68.7               |
|       | S2 (Masters)             | 63              | 31.3    | 31.3          | 100.0              |
|       | Total                    | 201             | 100.0   | 100.0         |                    |

Table 3. Characteristics of Respondents by Age

|       |                        | Age       |         |               |                    |
|-------|------------------------|-----------|---------|---------------|--------------------|
|       |                        | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Less than 25 Years Old | 9         | 4.5     | 4.5           | 4.5                |
|       | 25 Years - 35 Years    | 91        | 45.3    | 45.3          | 49.8               |
|       | 36 Years - 50 Years    | 95        | 47.3    | 47.3          | 97.0               |
|       | Over 50 Years Old      | 6         | 3.0     | 3.0           | 100.0              |
|       | Total                  | 201       | 100.0   | 100.0         |                    |