

# **THE EFFECT OF SELF-EFFICACY AND SELF-LEADERSHIP ON LECTURER MOTIVATION AND PERFORMANCE**

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## **ABSTRACT**

This research aims to analyze the effect of self-efficacy and self-leadership on the intrinsic motivation and performance of higher school lecturers in the Banyumas Regency. The population is higher school lecturers in Banyumas Regency, as many as 80 people using the census sampling technique to obtain a sample of 65, which is feasible to be processed—data analysis techniques using the Structural Equation Model (SEM). The results of self-efficacy analysis have a significant positive effect on intrinsic motivation, which means that the higher the self-efficacy, the higher the intrinsic motivation. Self-leadership has a significant positive effect on intrinsic motivation, which means the higher the self-leadership, the higher the intrinsic motivation. Intrinsic motivation has a clear positive effect on instructor performance. The higher the intrinsic motivation, the higher the instructor's performance. Self-efficacy has a clear positive impact on instructor performance. H. The higher the self-efficacy, the higher the teacher's performance. Self-leadership has a significant impact on instructor performance. The higher the self-leadership, the higher the teacher's performance. The results show that self-efficacy and self-leadership have a positive impact on instructor performance, with intrinsic motivation as a mediating variable.

**Keywords:** intrinsic motivation, lecturer performance, self-efficacy, self-leadership.

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## **1. Introduction**

Many factors influence the success of education, including lecturers/teachers, students, financing, facilities and infrastructure, educational environment, and curriculum. Of these factors, lecturers/teachers occupy a very crucial position in the education and learning process, and without ignoring other supporting factors, lecturers/teachers as teaching objects determine the success of education itself (Mayasari & Perwita, 2017). Law No. 14 Year 2005 on Teachers and Instructors provides in Article 1, paragraphs 2 and 4, that: “Teachers are professional educators and scientists whose primary task is to transform, develop and disseminate science, technology and the arts through teaching, research and community service.” As professional educators and scientists, lecturers in higher education have a very central and strategic role (Herawati & Rinofah, 2019).

Lecturers must carry out the Tri Dharma of Higher Education: Teaching, Research and Community Service. The implementation of the obligations of the Tri Dharma of Higher

Education can be measured as a result of the performance of lecturers in carrying out their professionalism. The success of lecturers in carrying out their duties can be seen from their work performance, which is related to the actual behaviour displayed by a lecturer as a work achievement produced by his role as an academic functional staff, according to Government Regulation No. 37 of 2009 concerning lecturers which states that the minimum workload of a lecturer is to carry out the Tridharma of Higher Education, equivalent to 12 credits and a maximum equivalent to 16 credits in each semester with academic qualifications. However, the problem is that some lecturers still need to be more optimal in carrying out the Tridharma activities of higher education (Ridha et al., 2022). The fact is that some lecturers spend more of their service period in the field of teaching only, while the implementation of research and research output is minimal and only meets the minimum standards of their obligations.

Fasochah et al. (2019) define performance as the work a person does to accomplish an assigned task based on skill, experience, and time. Performance is the result of work and can be measured by the quality and quantity that employees perform within their assigned responsibilities (Mangkunegara, 2017). Employee performance is a key factor in determining whether an organization can achieve its goals. Siagian (2015) suggests factors influencing performance such as competence, compensation, communication, leadership, work environment, organizational culture, work motivation, work discipline, and job satisfaction. Performance is a management process aimed at connecting and integrating individual, organizational and corporate goals. Human resources are an essential factor when individuals become agents in supporting organizational goals (Ridha et al., 2022). People have thoughts, feelings, and desires that influence their attitudes and behavior towards work.

One of these attitudes and behaviors is a person's work motivation. Motivation is the intrinsic desire of an individual that drives him/her to action (Nawawi, 2011). There are two types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation comes from within an individual based on his or her own will rather than coercion or encouragement from others. Extrinsic motivation, on the other hand, is the drive to work that comes from outside the worker as an individual in the form of conditions that require optimal job performance. Intrinsic motivation, according to Frederick Herzberg, is the driving force (motivation) that would later be called the cause of satisfaction and fulfillment (Stoner, 1986:93). According to this theory, the ideal motivation to stimulate effort is the opportunity to perform a task that requires more expertise or to develop a skill. A person's work motivations include achievement, recognition, the work itself, responsibility, interpersonal or personal growth, promotion, and so on.

Authentic leadership is how the human mission guides itself, or what is commonly called self-leadership. Self-leadership is the process of influencing and motivating the self necessary to achieve goals (Antonio, 2015, p. 98). Self-efficacy is defined as the ability and job performance of an employee to perform work effectively and efficiently. Self-efficacy determines how a person feels, thinks, and motivates themselves and their actions. Findings from Mayasari & Perwita (2017), Iriani (2010) and Prahiawan & Simbolon (2014) show that intrinsic motivation has a clear positive impact on employee performance.

## **2. Literature Review**

### *2.1 Performance*

According to Robbins (2002), a common definition of performance is a measure of what an employee did or didn't do. According to Mangkunegara (2001), performance is the level of quality and quantity that an employee achieves by performing their duties according to their responsibilities. An institution's individual performance is a factor that determines the performance of the institution itself. Facility performance reflects the performance of the people who work at the facility. Arikunto (2003) clearly states that a lecturer's performance is influenced by two factors: internal and external. Internal factors include attitudes (commitment), intelligence, interests, motivation, and personality, while external factors include facilities and infrastructure, incentives and salaries, and workplace atmosphere and environment. In general, performance can be assessed using indicators of effectiveness, responsibility, discipline, and initiative (Prawirosentono, 2008). However, with respect to teacher performance under the provisions of the Teachers and Lecturers Act No. 14 of 2005 and the Teacher Accreditation Manual of 2010, teacher performance is reflected in the teacher's ability to fulfill the duties and responsibilities of teachers and researchers outlined in the three great dharmas of higher education: Teaching, Research and Community Service. The law also stipulates that a lecturer's competence includes educational, professional, personal and social competencies. These four competencies are indicators of a tutor's performance as an educator/teacher. Luthans (2005) said that the factors that influence performance are the behaviour/style of the leader (directing, supporting, participation, achievement/achievement orientation, employee traits (locus of control, abilities), employee perceptions and motivation, and the environment (characteristics) the nature of the task, the system of formal authority, the central workgroup).

### *2.2 Self Leadership*

Self-leadership is the process of influencing and motivating oneself to achieve goals (Antonio, 2015, p. 98). Self-leadership is the process of someone influencing themselves to guide and motivate themselves to act and act as they choose (Houghton, 2002). According to Neck (1995), self-leadership, a process of self-influence to direct and motivate oneself, is of great importance to individuals. According to Manz & Sims (1991), self-leadership is the ability of a leader to influence himself to provide the direction and self-motivation necessary to achieve goals.

Self-leadership, according to some of these definitions, is a process of self-influence to build the self-direction and self-motivation needed to perform well. The process of influencing one's own behavior according to one's ability to achieve the self-orientation and self-motivation necessary to get work done. Implicit is an attempt to direct someone to a task that is not desired but must be performed (Tabak et al., 2011). The procedure for developing self-leadership is to develop personal goal-setting by identifying specific goals that are relevant and challenging (Mc et al., 2003). The next step is a constructive thought pattern. This is thinking positively about what you are doing to complete the task. Self-leadership includes her three strategies that complement each other and influence each other. Behavioral strategies, natural reward strategies, and constructive thought pattern strategies (Prussia et al., 1998; Manz & Sims, 2001; Neck and Houghton, 2006).

### *2.3 Self Efficacy*

Bandura explains self-efficacy as a belief about the extent to which one retains the ability to perform a particular task or activity required to achieve a particular outcome. Self-efficacy is necessary for task success because beliefs about the effectiveness of one's abilities encourage efforts to cope with situations involving ambiguity, stress, and uncertainty (Bandura, 1997). Self-efficacy determines the type of coping behaviour and individuals' efforts to perform tasks under individual circumstances and face unwanted obstacles. In addition to determining individual behaviour, self-efficacy also affects an individual's mindset and emotional response to a task. Therefore, high self-efficacy will increase the active involvement of individuals in behaviours that can improve their abilities. Conversely, low self-efficacy will lead individuals to activities that hinder changes that lead to better conditions.

Believing in one's own abilities and consistently achieving success encourages people to work harder and always perform at their best. Self-efficacy can therefore improve individual performance (Ardi et al., 2017). Furthermore, Chamariyah (2015:23) conclude that self-efficacy is an essential concept of motivation. Self-efficacy influences a person's choices, goals, emotional reactions, effort, overcoming problems, and perseverance. Skills and past performance are the main sources of self-efficacy. Both have positive effects on self-efficacy.

### *2.4 Intrinsic Motivation*

Intrinsic motivation grows within individuals (Trioval et al., 2018). Nawawi (2011) states that intrinsic motivation as the driving force of work arises in workers as individuals in the form of a perception of the importance, usefulness, or significance of the work they are doing. said. Intrinsic motivation means that people find the activity stimulating and participate in it because they find immediate gratification. Intrinsic motivation arises from within individuals themselves, based on their own will rather than through coercion or encouragement from others (Porter and Lawler in Gagne and Deci, 2005). Intrinsic motivation is the driving force that drives people to participate through inner impulses. The indicators used to measure intrinsic motivation are 1) interest, 2) positive attitudes, and 3) needs (Herzberg in Nawawi, 2011). According to Herzberg, motivational factors are the intrinsic things that improve performance—they come from within. Motivating factors relate to aspects involved in the job itself. Also referred to as work content related or essential aspects of work. According to Herzberg, in Luthans (2011), motivating factors include success, recognition or reward, work itself, responsibility, and growth.

### *2.5 Hypothesis Development*

Strong beliefs from within the individual, or self-efficacy, in determining work attitudes cannot be separated from the impetus from the individual to take action. The drive of individuals to take action is often called motivation. Individuals with high motivation also tend to show high performance (Ivancevich, 2007). Jaeger et al. found that self-leadership increases intrinsic motivation that affects academic performance in students in the Mid West USA. Roberts and Foti (2007) found that self-leadership impacts business success, working hours, and employee boredom, affecting high and low work productivity. Bono and Joice (2003) found that self-leadership affects performance mediated by intrinsic and extrinsic motivation. Heather et al. (2006) proved that the high and low implementation of self-leadership will affect performance in the work environment. The effect of intrinsic motivation on performance is by results of Warwer's research (2012) showed that intrinsic motivation significantly affects the performance

of Cenderawasih University lecturers. Warwer's research proves the doubts of Robbins (2006), who questioned whether intrinsic motivation could predict performance in ordinary labourers such as teachers and lecturers who could not be proven.

From some preliminary research, we can make the following hypotheses:

H1: Self-efficacy has a positive effect on intrinsic motivation.

H2: Self-leadership has a positive effect on intrinsic motivation.

H3: Intrinsic motivation has a positive impact on instructor performance.

H4: Self-efficacy positively influences instructor performance through intrinsic motivation.

H5: Self-leadership positively impacts instructor performance through intrinsic motivation. .

### **3. Research Methodology**

This study uses intrinsic motivation as a mediating variable and uses a quantitative approach to measure the impact of self-efficacy and self-management on performance. The survey was conducted among faculty members of several universities in Banyumas District, and 65 out of 80 respondents responded. This hypothesis was tested using a structural equation model (SEM) with Smart PLS. Study data were analyzed quantitatively. The purpose of this causality study was to analyze whether self-efficacy, self-leadership, and intrinsic motivation variables influence trainer performance. The survey was distributed online in the form of Google Forms. Secondary data were obtained from the Internet and other literature. Questionnaire items for each variable were measured using a 5-point Likert scale (1 strongly disagree, 5 strongly agree).

### **4. Results**

#### *4.1 Respondent Characteristic*

The characteristics of respondents in this study are gender, age, and education level, with 78 respondents. The gender of respondents consisted of 32.5% male and 67.5% female. Based on age level, 23-32 years as much as 19.8%, 33-42 years 56.4%, 43-52 years 14.7% and 53-60 years 9.1%.

#### *4.2 Test Results*

First, tests of efficacy and reliability were performed by examining measures of cellular efficacy, self-orientation, intrinsic motivation, and instructor performance variables using Cronbach's alpha  $> 0.7$ , i.e., 0.707–0.884, and combined resilience  $> 0.7$ , i.e., 0.803–0.924. This means that the variable indicators are valid and reliable. Discriminant Validity is fulfilled and good with the Cross Loading value of indicators on one variable  $>$  Cross Loading indicators on other variables. Convergent Validity is fulfilled and good with the Outer Loadings matrix  $> 0.7$ , 0.730 - 0.971. The AVE value is suitable for  $> 0.5$ , 0.518 - 0.804. Therefore this model can be used to develop structural models. Finally, the R<sup>2</sup> value is obtained at 0.557 and 0.633. Second, hypothesis testing was carried out, and the results of the figures and tables were obtained as follows:

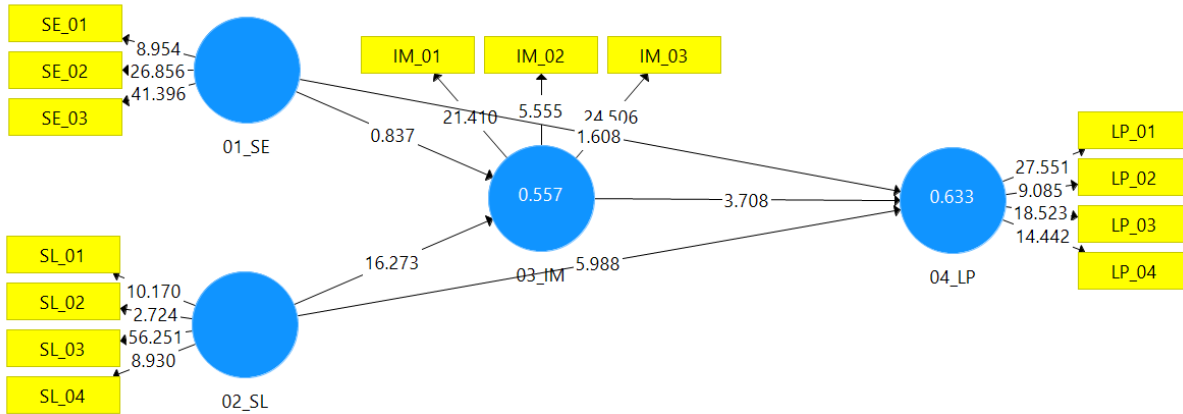


Figure 1. Structural Model Test Results

Table 1. Path Coefficient and Hypothesis Testing Results

Hypothesis	Path Coefficients	$\beta$	t statistic	p-value	Description
H <sub>1</sub>	Self-Efficacy -> Intrinsic Motivation	0,098	1,998	0,03	Significant
H <sub>2</sub>	Self-Leadership -> Intrinsic Motivation	0,394	5,178	0,00	Significant
H <sub>3</sub>	Self-Efficacy -> Lecturer Performance	0,292	2,776	0,05	Significant
H <sub>4</sub>	Self-Leadership -> Lecturer Performance	0,691	5,927	0,00	Significant
H <sub>5</sub>	Intrinsic Motivation -> Lecturer Performance	0,617	3,673	0,00	Significant

Source: SmartPLS 3 processing results

The proposed hypothesis is tested by comparing the t value obtained from the SmartPLS 3 printout with the t statistic value. The t statistic value for  $\alpha = 0.05$  is 1.96. The proposed hypothesis will be accepted if the CR value or t count  $\geq$  t statistic ( $\alpha=0.05$ ). In this study, five hypotheses are tested; based on the test results, it is found that Hypothesis 1, hypothesis 2, hypothesis 3, hypothesis 4 and Hypothesis 5 are acceptable.

## 5. Discussion

The results for the first hypothesis ( $\beta$  0.098, p-value 0.03) suggest that self-efficacy has a significant impact on intrinsic motivation, and H1 is accepted. According to his Gist (1992) cited by Chamariyah (2015:23), self-efficacy is an important concept of motivation. Self-efficacy influences a person's decisions, goals, emotional reactions, effort, overcoming problems, and perseverance. Skills and past performance are the main sources of self-efficacy. Both have positive effects on self-efficacy (Bandura, 1986; Chamariyah, 2015:23).

The results for the second hypothesis ( $\beta$  0.394, p-value 0.00) suggest that self-leadership has a significant impact on intrinsic motivation, and H2 is accepted. Roberts and Foti (1998) found that self-leadership affects business success, work schedules, employee boredom, and work productivity. Similarly, a study by Houghton & Neck (2002) found that self-leadership increases intrinsic motivation and affects academic performance.

The results for the third hypothesis ( $\beta$  0.292, p-value 0.05) indicate that intrinsic motivation has a significant impact on instructor performance. This indicates that H3 is accepted. Tomas in Robbins (2006) found that intrinsic motivation is closely related to more job decisions and improved performance by organizational managers. Robbins therefore questioned whether intrinsic motivation has been proven to predict teacher and teacher performance. In response to the doubts of Robbins (2006), this finding provides justification that intrinsic motivation can have a significant impact on improving teacher performance.

The results for the fourth hypothesis ( $\beta$  0.691, p-value 0.00) suggest that self-efficacy significantly influences instructor performance through intrinsic motivation as a facilitator. This indicates that H4 is accepted. The Essentials (1992) Chamariya (2015:23) showed that self-efficacy is an essential concept for motivation. Furthermore, in his book Robbins (2006), Thomas found that intrinsic motivation is closely related to better decision-making and improved performance in the workplace. This proves that self-efficacy can motivate trainers to perform at their best.

The results for the fifth hypothesis ( $\beta$  0.617, p-value 0.00) suggest that self-leadership significantly influences the instructor's performance through intrinsic motivation as a facilitator. This indicates that H5 is accepted. Bono and Joice (2003) found that self-management affects performance mediated by intrinsic and extrinsic motivation. Heather et al. Dalam Warwer (2012) showed that high and low self-management habits influence performance in the work environment.

## **6. Conclusion**

Based on the research findings, it is concluded as follows:

1. Self-efficacy has a significant positive effect on lecturers' intrinsic motivation.
2. Self-leadership significantly positively affects the Intrinsic motivation of lecturers.
3. Intrinsic motivation has a significant positive impact on instructor performance.
4. Self-efficacy has a positive impact on instructor performance through intrinsic motivation.
5. Self-leadership has a positive effect on instructor performance through intrinsic motivation.

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