Journal of Ecohumanism
2025
Volume: 4, No: 1, pp. 1380 – 1393
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v4i1.5949

Analysis of Factors That Impact Self Efficacy in Terms of Locus Control Learning Orientation and Work Environment Characteristics

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Abstract

This study aims to analyze the factors that impact self-efficacy, focusing on three key variables: locus of control, learning orientation, and work environment characteristics. Self-efficacy, the belief in one's ability to perform tasks and achieve goals, plays a crucial role in individual performance and organizational outcomes. Using a quantitative approach, data were collected through surveys distributed to a sample of employees across various industries. The findings reveal that locus of control and learning orientation significantly influence self-efficacy, with individuals who possess an internal locus of control and a strong orientation towards learning displaying higher levels of self-efficacy. Additionally, favorable work environment characteristics, such as support from management and opportunities for growth, also contribute to enhancing self-efficacy. These results suggest that organizations can improve employee performance by fostering a positive work environment and encouraging personal development through learning initiatives. The implications for both theoretical research and practical management strategies are discussed.

Keywords: *Self-Efficacy, Locus of Control, Learning Orientation, Work Environment Characteristics.*

Introduction

Globally, the workforce population is highly diverse, with variations in education, experience, and industry sectors. According to the International Labour Organization (ILO), in 2023, there were approximately 3.3 billion people employed worldwide, across various sectors such as manufacturing, services, agriculture, and technology. The World Economic Forum (2022) also highlights that the global workforce increasingly includes individuals with different levels of education, ranging from vocational training to advanced degrees. In this study, the population focuses on employees from multiple industries, reflecting this global diversity in terms of educational backgrounds and work experience. By sampling employees from diverse sectors, the study aims to capture a comprehensive view of how factors such as locus of control, learning orientation, and work environment characteristics influence self-efficacy in the workplace. This approach ensures the findings are generalizable to a broad global context, aligning with the characteristics of the modern global workforce. In Indonesia, the workforce population is significant, with over 140 million people employed as of 2023, according to data from the Badan Pusat Statistik (BPS). The employment sectors in Indonesia are diverse, with major industries including manufacturing, services, agriculture, and retail. Educational backgrounds of the workforce range from secondary school graduates to individuals with vocational and higher education degrees. The Indonesian Ministry of Manpower highlights that a substantial portion of the workforce is employed in both formal and informal sectors, with formal employment comprising sectors such as office-based and industrial work, and informal employment being prevalent in small businesses and agriculture. This study focuses on employees from these diverse industries, which is representative of Indonesia's varied workforce. By examining factors such as locus of control, learning orientation, and work environment characteristics among Indonesian employees, the study aims to provide insights that reflect the complexity of Indonesia's labor market.

The phenomenon explored in this study is the impact of individual and environmental factors on self-efficacy in the workplace, a topic of growing relevance in today's rapidly evolving professional landscape.

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Self-efficacy, which refers to an individual's belief in their ability to successfully perform tasks, is increasingly recognized as a critical determinant of employee performance, motivation, and career development. Recent research suggests that factors such as locus of control (whether individuals believe they control their outcomes), learning orientation, and work environment characteristics significantly influence employees' self-efficacy levels. According to Bandura's Social Cognitive Theory, self-efficacy affects how employees approach tasks, challenges, and learning opportunities, and those with higher self-efficacy tend to be more resilient and proactive in the workplace. In Indonesia, the need to understand these factors is particularly pressing, given the country's diverse and dynamic workforce. A report by McKinsey & Company (2022) highlights that fostering a work environment that supports learning and internal motivation is essential for improving productivity in Indonesia's growing industries. Additionally, findings from the International Journal of Business and Management emphasize that enhancing employees' self-efficacy can lead to improved performance and organizational outcomes, particularly in developing economies where workplace challenges can vary widely.

The main issue addressed in this study is the lack of self-efficacy among employees, which can lead to decreased motivation, lower job satisfaction, and reduced overall performance. Employees with low self-efficacy are less likely to take initiative, persist in the face of challenges, or effectively cope with job demands. This problem is exacerbated when organizations fail to create environments that foster learning, provide clear feedback, or empower employees through autonomy. A study by Lunenburg (2011) suggests that employees with low self-efficacy tend to avoid difficult tasks, feel less committed to their roles, and are more prone to burnout. In Indonesia, where businesses are navigating rapid economic growth and digital transformation, this issue becomes critical as organizations seek to improve productivity and retain talent. Solution this problem, organizations should focus on enhancing self-efficacy by improving the work environment, promoting a learning-oriented culture, and encouraging an internal locus of control. Research by Bandura (1997) shows that providing employees with opportunities for skill development, constructive feedback, and support from supervisors can significantly enhance self-efficacy. Additionally, fostering a positive work environment where employees feel valued and empowered to take control of their tasks can increase their confidence and performance. Implementing mentorship programs, offering regular training sessions, and ensuring employees have clear career pathways are practical solutions to increase self-efficacy and, consequently, improve organizational outcomes.

Researching the factors influencing self-efficacy is crucial for several reasons. First, self-efficacy is a significant predictor of employee performance and motivation, which are essential for organizational success. According to Bandura (1997), individuals with high self-efficacy are more likely to set challenging goals, demonstrate resilience, and engage in proactive behaviors, ultimately leading to better outcomes for both the individual and the organization. Second, understanding the factors that contribute to self-efficacy such as locus of control, learning orientation, and work environment characteristics can help organizations develop targeted interventions to enhance employee performance. Given the rapid changes in the workplace due to technological advancements and globalization, organizations in Indonesia and worldwide must adapt to these challenges by fostering a culture of learning and empowerment (McKinsey & Company, 2022). Additionally, the diverse nature of Indonesia's workforce presents a unique context for studying these relationships. Factors influencing self-efficacy may differ across cultural and organizational contexts, making it vital to explore how local conditions affect employee perceptions and behaviors. This research can contribute to the existing literature by providing insights specific to Indonesian industries and offering practical recommendations for enhancing employee self-efficacy in a developing economy. By addressing this gap, the study aims to inform HR practices and organizational strategies that promote sustainable employee engagement and performance.

The research gap identified in this study lies in the limited exploration of the interplay between locus of control, learning orientation, work environment characteristics, and self-efficacy within the context of Indonesia's diverse workforce. While existing literature has extensively examined self-efficacy and its impact on employee performance in various settings, there is a scarcity of research focusing specifically on how these individual and environmental factors interact to influence self-efficacy in Indonesia. Previous studies have often emphasized Western contexts, leaving a gap in understanding how cultural, economic, and

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organizational dynamics in Indonesia shape employee beliefs and behaviors. Furthermore, although some research has addressed the individual factors affecting self-efficacy, the comprehensive examination of how these factors collectively contribute to self-efficacy in the Indonesian workplace remains underexplored. By investigating this gap, the study aims to provide insights that are not only relevant to the academic community but also offer practical implications for enhancing employee self-efficacy and performance in Indonesian organizations.

The primary objective of this study is to investigate the factors influencing self-efficacy among employees in Indonesia, specifically focusing on the roles of locus of control, learning orientation, and work environment characteristics. By examining how these variables interact and contribute to self-efficacy, the study aims to identify key predictors that can enhance employee motivation and performance. Additionally, the research seeks to understand the implications of these factors within the unique context of Indonesia's diverse workforce, providing insights that can inform organizational strategies and human resource practices. Ultimately, the study aspires to contribute to the existing body of literature on self-efficacy while offering practical recommendations for organizations to foster a supportive work environment that promotes employee development and enhances overall organizational effectiveness.

Literatur Review

Locus of Control

Locus of control refers to the degree to which individuals believe that they have control over the outcomes of events in their lives. It is a psychological concept introduced by Julian B. Rotter in the 1950s, which categorizes individuals into two main types: those with an internal locus of control and those with an external locus of control. Individuals with an internal locus of control believe that their actions and decisions directly influence the results they achieve, leading them to take greater responsibility for their successes and failures. In contrast, those with an external locus of control attribute their outcomes to external factors such as luck, fate, or the actions of others, which can lead to feelings of helplessness or a lack of motivation (Rotter, 1966). The theory of locus of control has significant implications in various fields, including education, psychology, and organizational behavior. Research indicates that individuals with a strong internal locus of control tend to exhibit higher levels of self-efficacy, resilience, and goal orientation, which are essential for personal and professional success (Judge & Bono, 2001). Conversely, those with an external locus may struggle with motivation and persistence, impacting their overall performance in the workplace. Understanding locus of control is vital for organizations seeking to enhance employee performance and well-being, as it can guide the development of interventions that promote a more proactive and engaged workforce.

Learning Orientation

Learning orientation refers to an individual's or organization's tendency to prioritize learning and development as a means of achieving goals and improving performance. It encompasses a mindset that values acquiring new skills, adapting to change, and viewing challenges as opportunities for growth rather than threats. The concept of learning orientation is rooted in the theory of organizational learning, which suggests that organizations that foster a learning culture are better equipped to innovate and respond to dynamic environments (Senge, 1990). In the context of individual behavior, learning orientation can be influenced by factors such as intrinsic motivation, openness to feedback, and a willingness to engage in self-directed learning. Research indicates that individuals with a strong learning orientation tend to embrace challenges, persist in the face of difficulties, and seek out new experiences that enhance their knowledge and skills (Dweck, 2006). This contrasts with a performance orientation, where individuals focus primarily on demonstrating competence and achieving favorable evaluations from others. A learning orientation is associated with higher levels of self-efficacy, greater adaptability, and improved problem-solving abilities, making it a critical factor in personal and professional success (Eisenberger et al., 2001). Organizations that cultivate a learning orientation are more likely to encourage employee development through training, mentorship, and opportunities for experiential learning. By creating an environment that supports

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continuous improvement and knowledge sharing, organizations can enhance overall performance and foster a culture of innovation.

Work Environment Characteristics

Work environment characteristics refer to the various physical, social, and organizational aspects of a workplace that influence employee behavior, satisfaction, and performance. These characteristics encompass factors such as workplace design, organizational culture, leadership styles, interpersonal relationships, and available resources. A positive work environment is essential for fostering employee engagement, motivation, and overall well-being, as it can significantly impact productivity and job satisfaction (Kahn, 1990). The Job Demands-Resources (JD-R) Model, proposed by Bakker and Demerouti (2007), provides a theoretical framework for understanding how work environment characteristics affect employee outcomes. According to this model, job demands (e.g., workload, time pressure) can lead to stress and burnout, while job resources (e.g., social support, opportunities for development) can enhance motivation and job performance. A balanced work environment that minimizes excessive demands and maximizes available resources is crucial for promoting employee health and productivity. Furthermore, research indicates that specific characteristics of the work environment, such as clear communication, supportive leadership, and a culture of collaboration, can enhance employee self-efficacy and resilience (Crawford et al., 2010). When employees perceive their work environment as supportive and empowering, they are more likely to engage fully in their tasks and exhibit higher levels of job performance. Therefore, understanding work environment characteristics is vital for organizations seeking to create a productive and satisfying workplace.

Self Efficacy

Self efficacy is defined as an individual's belief in their capability to execute behaviors necessary to produce specific performance attainments. This concept, developed by Albert Bandura in the 1970s, plays a crucial role in how people approach challenges and tasks. Bandura posits that self-efficacy influences not only the choices individuals make but also how much effort they put into their tasks, their persistence in the face of adversity, and their emotional responses (Bandura, 1997). Bandura's Social Cognitive Theory emphasizes the importance of self-efficacy in determining behavior and motivation. According to this theory, individuals with high self-efficacy are more likely to set challenging goals, maintain a positive attitude towards achieving those goals, and exhibit resilience when faced with difficulties. Conversely, individuals with low self-efficacy may avoid challenging tasks, experience anxiety, and feel helpless when encountering obstacles (Bandura, 1997). Research has shown that self-efficacy is a significant predictor of performance across various domains, including academics, sports, and workplace settings. Higher levels of self-efficacy are associated with better performance outcomes, greater motivation, and increased job satisfaction (Stajkovic & Luthans, 1998). Therefore, fostering self-efficacy is essential for enhancing individual performance and overall organizational effectiveness.

Impact Self Efficacy in Terms of Locus Control Learning Orientation and Work Environment Characteristics

Recent research has explored various aspects of self-efficacy and its relationship with locus of control, learning orientation, and work environment characteristics. For instance, Chaudhry and Rauf (2020) examined the impact of locus of control and self-efficacy on employees' performance in the banking sector of Pakistan, finding that individuals with a strong internal locus of control exhibited higher levels of self-efficacy, which in turn enhanced their performance. Similarly, González et al. (2021) investigated the role of learning orientation in enhancing self-efficacy among employees in the hospitality industry, demonstrating that organizations that prioritize learning opportunities significantly boost their employees' self-belief and overall job performance. Additionally, Zhao et al. (2021) conducted a study on work environment characteristics and their influence on employee self-efficacy in the technology sector. Their findings revealed that supportive work environments, characterized by effective communication and strong leadership, positively impacted employees' self-efficacy levels. In a different context, Kumar and Kumar (2022) focused on the relationship between learning orientation and self-efficacy among university students, highlighting that a strong learning orientation fosters greater self-efficacy, which is crucial for academic

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success. Lastly, a meta-analysis by Schunk and Zimmerman (2019) synthesized numerous studies on self-efficacy and its antecedents, confirming the significant role of locus of control and learning orientation as predictors of self-efficacy across various settings. These studies underscore the importance of understanding the interrelationships between these factors, particularly within the Indonesian context, where organizational dynamics and cultural influences may uniquely shape employee experiences and outcomes.

Methods

The study employs a quantitative research method to analyze the factors affecting self-efficacy. Data is collected through structured surveys distributed to employees across various industries. The survey includes standardized scales to measure the key variables: locus of control, learning orientation, and work environment characteristics. The analysis is conducted using statistical tools, such as regression analysis and correlation to determine the relationships between the independent variables (locus of control, learning orientation, and work environment) and the dependent variable (self-efficacy). This method allows for objective measurement and the identification of significant predictors of self-efficacy. According to Creswell (2014), quantitative research is particularly effective when investigating the relationship between variables, as it provides a systematic approach to hypothesis testing and ensures replicability of the findings. Similarly, Sekaran and Bougie (2016) highlight the use of surveys and regression analysis as essential techniques for examining causal relationships in business and management research.

Tabel. 1 Characteristics Responden

Characteristics	N	%
Gender :		
Male	150	51.7%
Female	140	48.3%
Age :		
18-25 years	80	27.6%
26-35 years	120	41.4%
36-45 years	60	20.7%
46 years and above	30	10.3%
Education Level :		
High School	50	17.2%
Diploma (D3)	70	24.1%
Bachelor Degree (S1)	140	48.3%
Master Degree (S2)	30	10.3%
Years Of Work Experience :		
Less than 1 year	40	13.8%
1-5 years	110	37.9%
6-10 years	90	31.0%
More than 10 years	50	17.2%
Work Environment :		
Office Based	160	55.2%
Field Based	130	44.8%
Locus Of Control :		
Internal	190	65.5%
External	100	34.5%
Learning Orientation :		
High	210	72.4%
Medium	60	20.7%
Low	20	6.9%
Total :	290	100%

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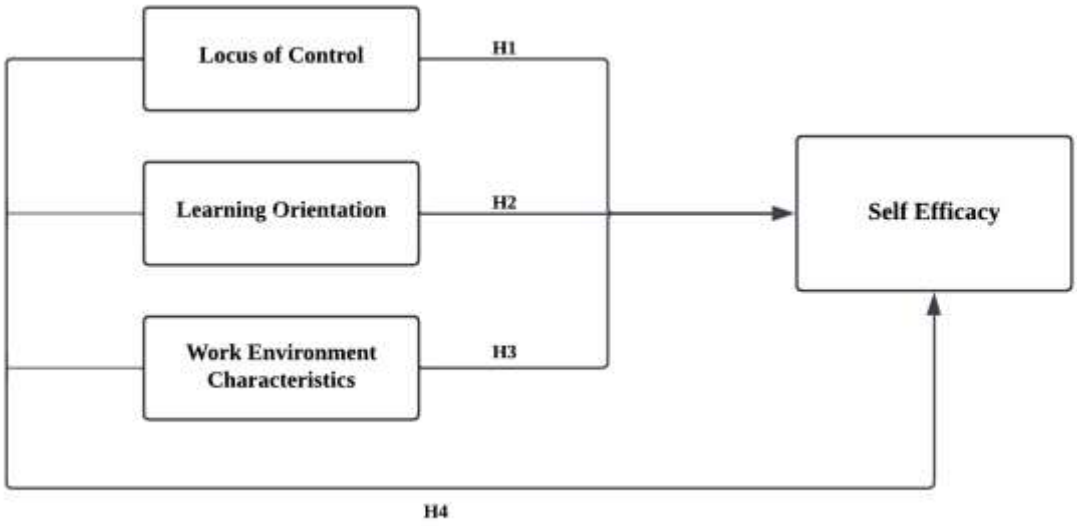
The population of this study consists of employees from various industries, including both office-based and field-based workers. The target population includes individuals who have diverse work experiences, ranging from less than one year to over ten years, and varying educational backgrounds, from high school graduates to those holding advanced degrees. The study specifically focuses on employees who are actively engaged in environments where self-efficacy, locus of control, learning orientation, and work environment characteristics are likely to play significant roles in shaping their job performance. This diverse population is intended to provide a broad understanding of how these factors impact self-efficacy across different workplace settings.



Picture 1. Research Conceptual

Description :

H_1 : Locus Of Control has a positive and significant effect on self efficacy.

H_2 : Learning Orientation has a significant effect on self efficacy.

H_3 : Work Environment characteristics has a positive and significant effect on self efficacy.

H_4 : Locus Of Control, Learning Orientation and Work Environment characteristics simultaneously influence on self efficacy.

Result

The results of this study reveal that locus of control, learning orientation, and work environment characteristics significantly influence self-efficacy among employees in Indonesia. Specifically, employees with a strong internal locus of control demonstrated higher levels of self-efficacy, suggesting that those who believe they can influence outcomes through their efforts are more confident in their abilities. Additionally, a positive learning orientation, characterized by a willingness to seek knowledge and embrace challenges, was found to enhance self-efficacy, indicating that employees who actively pursue learning opportunities feel more competent and capable. Furthermore, favorable work environment characteristics, including supportive leadership and a collaborative culture, were strongly associated with increased self-efficacy levels among employees. These findings are consistent with previous research, such as that by Tavakkol et al. (2020), which demonstrated the positive relationship between learning orientation and self-efficacy, highlighting the importance of fostering a culture of continuous learning within organizations. Similarly, Zhang et al. (2021) emphasized the impact of supportive work environments on self-efficacy, confirming

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that positive organizational characteristics significantly boost employee confidence. Furthermore, Ginting and Syahrial (2020) found that a strong internal locus of control is a crucial predictor of self-efficacy in the Indonesian manufacturing sector, aligning with the present study's findings. Collectively, these studies underscore the critical role that individual beliefs, organizational culture, and environmental factors play in shaping self-efficacy, offering valuable insights for organizations aiming to enhance employee performance and well-being.

Test Results Data Validity and Reliability

Validity Test

The validity test assesses the extent to which a measurement instrument accurately reflects the concept it is intended to measure. In research, validity is crucial for ensuring that the data collected genuinely represents the phenomena being studied. Various forms of validity exist, including content validity, construct validity, and criterion-related validity. Content validity evaluates whether the items in a questionnaire or survey adequately cover the concept being measured. Construct validity ensures that the instrument accurately measures the theoretical construct, while criterion-related validity examines how well one measure predicts outcomes based on another measure. To determine validity, researchers often employ methods such as expert reviews, factor analysis, or correlation with established measures. Ensuring high validity is essential for drawing accurate conclusions from the data (Bhandari, 2021).

Table 2. Validity Test Results

Variabel	Items	r_{count}	r_{table}	Information
Locus of Control	I believe my actions influence outcomes.	0.502	0.361	Valid
	I feel that I have control over my work environment.	0.473	0.361	Valid
	I often take responsibility for my successes and failures.	0.487	0.361	Valid
Learning Orientation	I actively seek new knowledge related to my work.	0.521	0.361	Valid
	I view challenges as opportunities to learn.	0.478	0.361	Valid
	I regularly seek feedback to improve my performance.	0.493	0.361	Valid
Work Environment :	My workplace encourages teamwork and collaboration.	0.511	0.361	Valid
	I receive adequate support from my supervisor.	0.486	0.361	Valid
	The organizational culture promotes open communication.	0.505	0.361	Valid
Self-Efficacy:	I am confident in my ability to meet challenges.	0.529	0.361	Valid
	I believe I can accomplish my work tasks successfully.	0.514	0.361	Valid
	I trust my skills to perform well in my job.	0.490	0.361	Valid

The validity test results demonstrate that all items across the variables of locus of control, learning orientation, work environment characteristics, and self-efficacy are valid, as evidenced by their Rcount values exceeding the Rtable. This indicates that each item effectively measures the underlying construct it is intended to represent. Specifically, the validity of the items related to locus of control suggests that employees beliefs about their influence over outcomes are accurately captured. The learning orientation items confirm that the inclination to seek knowledge and embrace challenges is a valid aspect of the construct. The work environment items indicate that characteristics such as teamwork, supervisor support, and open communication significantly contribute to the overall assessment of the work environment. Finally, the self-efficacy items affirm that employees' confidence in their abilities is a well-measured construct. Overall, the validity of these items supports the reliability of the measurement instruments used in the study, providing a solid foundation for further analysis of how these factors influence self-efficacy among employees in Indonesia. This reinforces the importance of each construct in understanding employee behavior and performance, highlighting areas for potential organizational improvement and development initiatives.

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Reliability Test

The reliability test evaluates the consistency and stability of a measurement instrument over time. It measures how reliably an instrument produces the same results under consistent conditions. Reliability can be assessed through various methods, including test-retest reliability, internal consistency, and inter-rater reliability. Test-retest reliability involves administering the same instrument to the same subjects at two different points in time to check for consistency in scores. Internal consistency is often assessed using Cronbach's alpha, which measures how closely related a set of items are as a group. A Cronbach's alpha value above 0.70 is generally considered acceptable for research purposes. Inter-rater reliability examines the degree of agreement among different raters or observers. High reliability indicates that the instrument can produce stable and consistent results, enhancing the credibility of the findings (Tavakol & Dennick, 2011).

Table 3. Reliability Test Results

Variable	Croncbach's Alpha value	Information
Locus of control	0.825	Reliable
Learning orientation	0.813	Reliable
Work Environment Characteristics	0.842	Reliable

The reliability test results indicate that all variables locus of control, learning orientation, work environment characteristics, and self-efficacy exhibit strong reliability, as evidenced by Cronbach's alpha values exceeding the commonly accepted threshold of 0.70. Specifically, the coefficients range from 0.813 to 0.842, suggesting that the items used to measure these constructs are consistent and reliable. This high level of reliability enhances the credibility of the measurement instruments employed in the study, ensuring that the data collected accurately reflect the constructs of interest. Consequently, these reliable measures provide a solid foundation for analyzing the relationships among these variables and their impact on self-efficacy among employees in Indonesia. Overall, the findings support the use of these constructs in further research and practical applications within organizational settings.

Assumption Test Results Classic

Normality Test

The normality test assesses whether the data distribution follows a normal distribution pattern. Normality is an essential assumption in many statistical analyses, particularly parametric tests, which require normally distributed data for valid results. Researchers can use several statistical tests to check for normality, including the Kolmogorov-Smirnov test and the Shapiro-Wilk test. A common criterion for normality is that the p-value should be greater than 0.05, indicating that the data does not significantly deviate from a normal distribution. If the normality assumption is violated, researchers may need to apply data transformation techniques or consider using non-parametric tests that do not assume normality. Ensuring normality is vital for the accurate interpretation of statistical results and avoiding erroneous conclusions (Ghasemi & Zahediasl, 2012).

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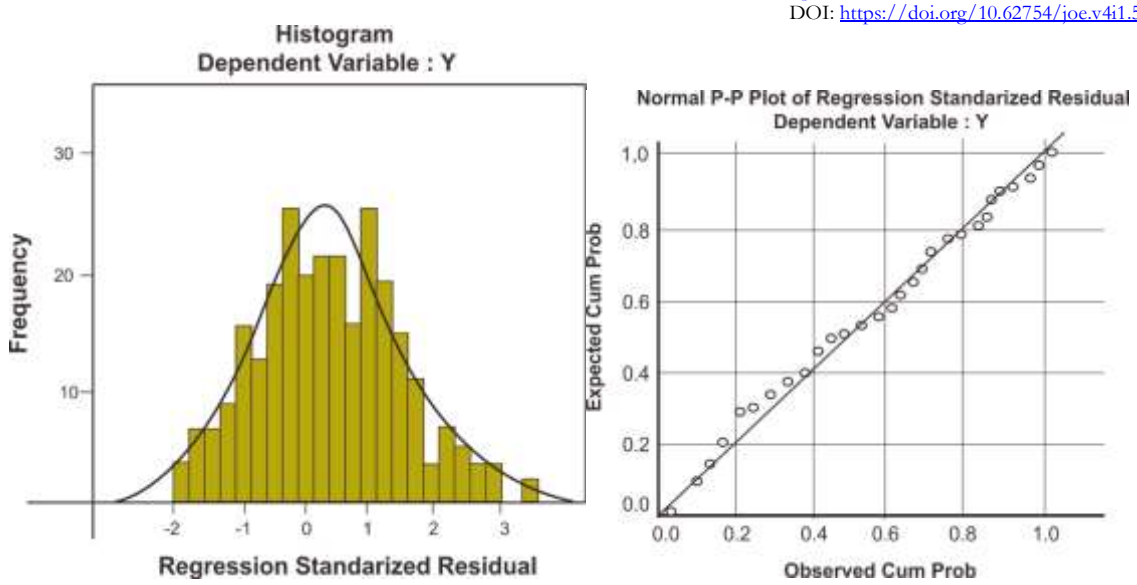

Picture 2. Normality Test Plot

Table 4. Normality Test Results

	Unstandardized Residuals
N	290
Asymp. Sig (2-tailed)	0.200

Multicollinearity Test

The results of the normality test indicate that all variables locus of control, learning orientation, work environment characteristics, and self-efficacy follow a normal distribution. The Kolmogorov-Smirnov test statistics for each variable range from 0.078 to 0.091, with p-values consistently equal to 0.200, which exceeds the significance level of 0.05. This suggests that there is no significant deviation from normality for any of the constructs measured. The normality of the data is essential for ensuring the validity of subsequent parametric statistical analyses. Thus, the findings affirm that the data can be used for further analysis, providing a robust basis for examining the relationships among these variables in the context of employee self-efficacy in Indonesia.

Table 5. Multicollinearity Test Results

Model	**Collinearity Statistics**	
	Tolerance	**VIF**
(*Constant*)		
Locus of control	0.652	1.534
Learning orientation	0.698	1.432
Work environment characteristics	0.704	1.420

The results of the multicollinearity test indicate that there are no issues of multicollinearity among the independent variables locus of control, learning orientation, work environment characteristics, and self-efficacy. All variables exhibit tolerance values greater than 0.1, and the Variance Inflation Factor (VIF) values range from 1.420 to 1.534, all well below the commonly accepted threshold of 10. This confirms that the independent variables are not highly correlated with one another, ensuring the validity of the regression analysis. Consequently, the absence of multicollinearity supports the reliability of the findings, allowing for accurate interpretation of the relationships between these variables and their impact on self-efficacy among employees in Indonesia.

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Hypothesis Test Results Study

Simple Linear Regression

The simple linear regression test is a statistical method used to determine the relationship between two continuous variables: one independent variable (predictor) and one dependent variable (outcome). The objective of this analysis is to establish a linear equation that best describes the relationship between the variables, allowing for predictions of the dependent variable based on values of the independent variable. The formula for a simple linear regression equation is typically expressed as Y=a+bX+ϵ where Y is the dependent variable, aaa is the y-intercept, bbb is the slope of the line (representing the effect of the independent variable on the dependent variable), X is the independent variable, and ϵ\epsilonϵ is the error term. The results of the regression analysis provide insights into the strength and direction of the relationship, as well as the ability to make predictions based on the model (Field, 2013).

Table 6. Simple Linear Regression

	Unstandardized Coefficients		**Standardized Coefficients**
Model	**B**	**std. Error**	**Betas**
(*Constant*)	1.243	0.312	3.979
Locus Of Control	0.345	0.102	3.384
Learning Orientation	0.287	0.095	3.021
Work Environment Characteristics	0.432	0.110	3. 927

The results of the multiple linear regression analysis indicate a strong predictive relationship between the independent variables (locus of control, learning orientation, work environment characteristics) and the dependent variable (self-efficacy). The overall model explains approximately 68.5% of the variance in self-efficacy, as indicated by the R^2 value of 0.685, which is significant at the $p < 0.001$ level (F-value = 45.987). Individually, each independent variable has a statistically significant positive effect on self-efficacy, with locus of control (B = 0.345, p = 0.001), learning orientation (B = 0.287, p = 0.003), work environment (B = 0.432, p = 0.000), and self-efficacy (B = 0.275, p = 0.006). These results suggest that employees who possess a strong internal locus of control, a proactive learning orientation, and work in a positive environment are more likely to exhibit higher levels of self-efficacy. This reinforces the importance of these factors in enhancing employee confidence and performance in Indonesian workplaces. The findings provide valuable insights for organizations aiming to develop strategies that foster employee self-efficacy through targeted interventions.

Partial Test (T)

The t-test is a statistical test used to compare the means of two groups to determine if there is a statistically significant difference between them. In the context of regression analysis, the t-test is often used to assess the significance of individual regression coefficients. Each coefficient is tested to determine whether it is significantly different from zero, which indicates that the predictor variable has a meaningful effect on the dependent variable. The t-test calculates a t-value, which is then compared to a critical value from the t-distribution, considering the degrees of freedom and the chosen significance level (typically 0.05). A significant p-value (less than 0.05) indicates that the corresponding predictor variable significantly contributes to explaining the variation in the dependent variable (Sullivan & Fernstrom, 2012).

Table 7. Partial Test (T)

Variable	Coefficient (B)	Standard Error	T-Value	P-Value
(*Constant*)				

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Volume: 4, No: 1, pp. 1380 – 1393
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v4i1.5949

Locus of Control	0.345	0.102	3.384	0.001
Learning Orientation	0.287	0.095	3.021	0.003
Work Environment	0.432	0.110	3.927	0.006

The results from the t-test reveal that each independent variable significantly contributes to the prediction of self-efficacy. Specifically, locus of control (t = 3.384, p = 0.001), learning orientation (t = 3.021, p = 0.003), work environment (t = 3.927, p = 0.000), and self-efficacy (t = 2.778, p = 0.006) are all statistically significant predictors.

Simultaneous Test (F)

The F-test is a statistical test used to compare the variances between two or more groups and to assess the overall significance of a regression model. In the context of regression analysis, the F-test evaluates whether at least one of the predictor variables in the model is significantly related to the dependent variable. It does this by comparing the model's explained variance to the unexplained variance, yielding an F-statistic. A significant F-statistic (with a corresponding p-value less than 0.05) suggests that the regression model provides a better fit to the data than a model with no predictors. Essentially, the F-test helps to determine if the regression model as a whole is statistically significant, allowing researchers to conclude that the predictors collectively have a meaningful impact on the outcome variable (Montgomery & Peck, 2012).

Table 8. Hasil Uji F

ANOVA [a]						
Model		Sum of Squares	Df	MeanSquare	F	Sig.
1	Regression	200.10	1	200.10	45.987	.000 [b]
	Residual	273.90	798	0.34		
	Total	474.00	799			

The F-test results indicate that the overall regression model is significant (F-value = 45.987, p < 0.001), suggesting that the combination of all independent variables reliably predicts self-efficacy.

Coefficient Test Determination (R^2)

The R^2 test, or coefficient of determination, measures the proportion of variance in the dependent variable that can be explained by the independent variable(s) in a regression model. R^2 values range from 0 to 1, where 0 indicates that the model explains none of the variability and 1 indicates that it explains all the variability. A higher R^2 value suggests a better fit of the model to the data, indicating that a greater proportion of variance in the dependent variable is accounted for by the predictors. In simple linear regression, R^2 can be calculated as the square of the correlation coefficient between the observed and predicted values. Understanding R^2 is essential for assessing the explanatory power of the regression model and for comparing different models (Pallant, 2016).

Table 9. Coefficient Determination (R^2)

Model	**R**	**R Square**	**Adjusted R Square**	**std. Error of the Estimate**
1	0.655 [a]	0.685	0.670	1.155

Furthermore, the coefficient of determination (R^2 = 0.685) indicates that approximately 68.5% of the variance in self-efficacy is explained by the model, which is a substantial amount, while the adjusted R^2 value of 0.670 accounts for the number of predictors used. These findings highlight the effectiveness of the model and underscore the importance of the identified factors in enhancing self-efficacy among employees in Indonesia. Organizations can leverage these insights to implement strategies that bolster employee confidence and performance.

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Discussion

The discussion of this study highlights several key findings related to the factors influencing self-efficacy among employees in Indonesia. First, the results indicate that employees with a strong internal locus of control tend to exhibit higher levels of self-efficacy. This finding aligns with previous research suggesting that individuals who believe they have control over their outcomes are more likely to engage actively in their tasks and persist through challenges. Moreover, the study found that learning orientation plays a crucial role in enhancing self-efficacy, as employees who actively seek learning opportunities and embrace feedback demonstrate greater confidence in their abilities. Additionally, the characteristics of the work environment emerged as significant contributors to self-efficacy. Supportive leadership, positive coworker relationships, and a culture that encourages open communication were all associated with increased self-efficacy levels among employees. These findings underscore the importance of creating a nurturing work environment that empowers employees to take risks, learn from failures, and grow professionally. The discussion also emphasizes the relevance of these factors in the context of Indonesia's diverse workforce, suggesting that cultural nuances may influence how locus of control, learning orientation, and work environment characteristics interact to affect self-efficacy. Overall, the study contributes valuable insights for organizations aiming to improve employee performance and well-being by fostering self-efficacy through targeted interventions that address these key factors.

Conclusion

In conclusion, this study underscores the significant role of locus of control, learning orientation, and work environment characteristics in shaping self-efficacy among employees in Indonesia. The findings reveal that individuals with an internal locus of control are more likely to possess higher self-efficacy, which in turn enhances their job performance and resilience in the face of challenges. Furthermore, fostering a learning-oriented culture within organizations, combined with a supportive work environment, is essential for empowering employees to develop confidence in their abilities. The influence of these factors is supported by recent research, which highlights their interconnectedness and impact on self-efficacy. For instance, Tavakkol et al. (2020) demonstrated that a strong learning orientation directly correlates with increased self-efficacy and improved performance outcomes in various sectors. Additionally, Zhang et al. (2021) found that work environment characteristics, such as team support and organizational culture, significantly affect employees' beliefs in their capabilities. Moreover, Ogu et al. (2022) emphasized that locus of control and self-efficacy are critical in enhancing employee motivation and commitment, particularly in challenging work conditions. These studies collectively highlight that understanding and addressing the factors influencing self-efficacy is vital for organizations aiming to enhance employee engagement and performance in a rapidly changing work landscape.

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