



The Influence of Self-efficacy in the Preparation of the Work Program of the UNESA Faculty BEM Organization for the Effectiveness of the Quality of Educated Human Resources

Astrid Monica Hartono¹ and Danang Tandyonomanu^{1*} 

¹ Universitas Negeri Surabaya, Surabaya, Indonesia
Ketintang Campus, Surabaya, Indonesia
danangtandyonomanu@unesa.ac.id

Abstract. Self-efficacy is closely related to efforts to solve problems that occur. Communication as an application of self-efficacy has an important role as a means to channel various individual social criticisms into the organizational system. Good application of self-efficacy can produce various critical solutions that are useful in resolving conflicts in organizations when realizing various work programs, and play an important role in achieving the 4th Sustainable Development Goal (SDGs), namely Quality Education. This study aims to determine how self-efficacy affects the effectiveness of work programs within the scope of the UNESA faculty Student Executive Board (BEM) organization. The subjects in this study were 80 students as delegates from 8 UNESA faculty BEMs determined using quota sampling technique. This research uses quantitative methods with a survey approach and simple linear regression analysis. From the results of calculations using SPSS v25, it is known that the greater the level of self-efficacy possessed by each member of the UNESA faculty BEM, the realization of work programs within the scope of the faculty BEM will also run more effectively. This is evidenced by the significance value of $0.000 < 0.05$, the linear regression equation $Y = 6.062 + 0.634 X$, and the effect of self-efficacy on the effectiveness of work programs is 0.584 which means that the influence of self-efficacy in the preparation of the work program of the UNESA faculty BEM organization for the effectiveness of the quality of educated human resources is 58.4% while the remaining 41.6% is influenced by other variables.

Keywords: Effectiveness, Self-efficacy, Organization, Quality Education.

1 Introduction

Organizations become Organizations become a place for individuals to coordinate properly and methodically so that they can be arranged, coordinated, directed, and controlled in using resources, infrastructure, information and so on, which are then used productively and effectively in order to achieve organizational goals [1], [2]. In a college such as a university, of course, there are several faculties in which there is a student organization system. This student organization is a forum for all student

activities under the auspices and responsibility of the Vice Dean for Student Affairs and the Assistant Rector for Student Affairs. Student organizations are used as a provider of activities for students at a university that aims to see the talents, interests, and potential of each student.

In addition to the activities of studying knowledge in order to gather provisions for future life personally and socially, students are also encouraged to have organizational skills in order to welcome the life of the nation and state. By entering the organization, students are expected to have provisions in leadership, organization, problem solving experience, coordination skills, and organizational skills. According to Marwanto [3], leadership in developing teams and building a motivational climate that produces high levels of performance is needed in an organization. Student organizations were born by the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 155 / U / 1998, which explains the General Guidelines for Student Organizations (PUOK) in Higher Education which are based on the principles of, by, and for students by giving students a greater role and flexibility [4].

BEM (Student Executive Board) of the faculty is an intracampus student organization that serves as an executive body within the scope of the faculty. Every organization has a management consisting of core management and divisions, as well as members consisting of various individuals. Like an organization, BEM certainly has a common goal that must be achieved. These goals are organized in a work program that has been created by each division. In order to achieve the goals of a work program, of course, contributions from each member are needed so that the work program can run effectively. One way to achieve effectiveness and satisfaction in a work program is to instill self-efficacy in each individual or member in the BEM organization.

Self-efficacy is a result that is done on a person to be able to evaluate abilities. This is done in order to complete a real task, achieve a goal and overcome existing obstacles. Self-efficacy is a perception in a person that convinces him that he has the ability to reach the level he wants. According to Bandura [5], self-efficacy is a decisive factor in changing one's behavior, because if one can go through it, one will be able to make pre-decisions before acting in reality, expend any effort, and persevere in undergoing all kinds of difficulties. Self-efficacy is defined as the belief in being able to perform a task effectively [6] Self-efficacy refers to a person's belief that he or she can perform a task as well as possible [7].

The application of self-efficacy in the organizational space marks the collective awareness of each member of the organization to achieve the desired common goal. Of course, this concept is in line with the 4th Sustainable Development Goal (SDGs), namely Quality Education [8]. An organization that implements high self-efficacy will have a strong learning culture, where each member will be motivated to develop new innovations and creativity, be open to all forms of feedback received, overcome challenges and be able to adapt to various changes that occur in the surrounding environment, and find solutions to all complex problems. The application of self-efficacy in student organizations contributes great urgency in achieving the 4th Sustainable Development Goals (SDGs), so that an organization must be able to strive to increase the motivation and productivity of each member, increase the talent

retention of each member, and reduce the turnover of each member. In the future, the application of self-efficacy can improve the quality of education holistically.

Self-efficacy is closely related to solving problems that occur, especially in the scope of the organization. Self-efficacy is important in the formation of cooperation between teams with each other, because of the many thoughts in one group. This can be a motivation for individuals to each other in generating job satisfaction and getting a way out in every problem that occurs and each individual can learn from people who have been successful in solving problems.

Organizations are formed as a forum for a group of individuals in achieving certain goals, talking about the effectiveness of a work program in an organization is actually very dependent on the synergy of each individual in an organization to achieve common goals [9], [10]. Building a work program that runs effectively is the achievement of short-term and long-term goals. Effectiveness refers to an ability that a person or group has to do something better, none other than this is important for the achievement of certain situations. The attitude and behavior of each individual in the organization is needed to encourage work effectiveness so that it can achieve the goals that have been set based on joint efforts [11]. Based on this explanation, it can be seen that the attitudes and behaviors shown by organizational members can be a measure of effectiveness in work programs that can foster a real solution in dealing with problems that occur in the future, so that it has an impact on organizational performance in solving problems.

Nedae et.al [12] in their article entitled "Employees Effectiveness" state that effectiveness is closely related to the achievement of goals in 4 (four) approaches, namely the goal approach, system approach, strategy approach, and competition approach. In addition, [13] states that there are 4 (four) main outcomes of member behavior for organizational effectiveness. The four outcomes consist of productivity, absenteeism, turnover, and job satisfaction. These four main outcomes for organizational effectiveness are very important when used in running an organization, especially within the scope of the BEM Faculty organization at UNESA. Not only as a bridge to help solve problems and provide solutions, but it is also important to see how much organizational members are satisfied with the performance provided during their membership in the organization so that this can be a benchmark in seeing the job satisfaction of organizational members throughout BEM Faculty at UNESA.

In the organizational behavior literature and empirical studies, it is found that job satisfaction and organizational commitment are important factors to support the effectiveness of leadership and communication in organizations [11]. The existence of a very strong commitment in an organization can form a strong belief for the realization of a leadership effectiveness and the importance of communication in the organization will also greatly assist in the job satisfaction of organizational members to be able to form a solid work program and performance between members with each other. Mastery experiences are efforts to create success through mastery experiences [14]. This shows that the existence of an experience gained through one member or several other members will lead to an effective way of finding solutions to problems obtained, namely by deliberation and giving the most votes for solutions to problems

obtained for a solution, especially to solve work program problems in the Faculty BEM.

The work effectiveness of an organization, especially BEM Faculty UNESA, also depends on the level of self-efficacy in each individual member of the organization. Based on a meta-analysis conducted by Judge, et al [15] found a positive relationship between self-efficacy and effective work outcomes in an individual. Self-efficacy can be applied by providing evaluation and encouragement to fellow members of the organization, especially when running a work program. This encouragement is certainly very influential on the confidence of each member so that they can work more actively and effectively.

This research is based on the aim to find out how the process of sustainability of a work program and its relevance to one's competence and skills when faced with a conflict in the UNESA faculty BEM organization. This research was also conducted to see the results of the evaluation of a work program as a benchmark that needs to be improved and developed in the future. In addition, the evaluation is also aimed at each individual in understanding self-efficacy in each of them, given that in the preparation of work programs in organizations, they must often encounter various kinds of obstacles and challenges. This research also seeks to explore how the relationship between colleagues and what motivations can support a person when participating in realizing the effectiveness of work programs in the UNESA Faculty BEM organizational system.

2 Method

The research design used by researchers is a quantitative approach using a survey method, namely compiling question points to be submitted to respondents in an effort to collect information data. The survey method is used by researchers because it is comprehensive and in essence the survey only centers on one or several things from the object of research. Furthermore, to determine the influence between variables in an incentive and comprehensive manner, the information data that has been obtained is further identified using a simple linear regression test. There are two variables that will be tested for significance and correlation in this study, namely self-efficacy within the scope of the UNESA faculty BEM organization as the independent variable (X), and the effectiveness of work programs as the dependent variable (Y). The data used in this research is primary data. The data obtained by researchers is through a Google Form questionnaire that is distributed personally to respondents by utilizing the WhatsApp and Instagram messaging applications.

In this study, 80 data collected from 8 UNESA faculty BEM organizations were designated as the research population. Furthermore, each faculty BEM organization is represented by 10 respondents as a research sample. Representatives of each faculty BEM as many as 10 respondents are members of the UNESA Faculty BEM who are currently undergoing an active period in the 2023-2024 period. The sampling technique used in this study is the quota sampling technique, so that the sample size is

obtained as follows: (n = 80). This analysis is usually used to predict the dependent value by increasing or decreasing the value of the independent variable. Before conducting linear regression analysis, researchers must ensure that the data has passed the validity test and reliability test. There are several important requirements that must be carried out in simple linear regression research, namely the t test (coefficients), F test (ANOVA), and the coefficient of determination.

3 Result and Discussion

Based on the F test on **Table 1**, a decision has been obtained that H0 is rejected and H1 is accepted. This is shown through the Fcount value of 109.307 with a significance value of 0.000 < 0.05. Furthermore, it can be seen that the simple linear regression analysis model estimated is feasible to explain the self-efficacy factor which has a significant influence simultaneously on the variable of work program effectiveness in the UNESA Faculty BEM organizational system.

Table 1. F Test (ANOVA)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	933.122	1	933.122	109.307	.000 ^b
	Residuals	665.866	78	8.537		
	Total	1598.988	79			

Table 2. T Test (*Coefficients*)

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.062	2.312		2.622	.011
	Self-Efficacy (X)	.634	.061	.764	10.455	.000

Based on the **Table 2** above, the following description is known:

- Value a = 6.062
- Value b = 0.634

Linear regression equation $Y = 6.062 + 0.634 X$

With the equation above, it can be known together that if self-efficacy (X) is getting bigger, then the effectiveness of work programs (Y) in the UNESA Faculty BEM organization system is also getting bigger. Vice versa, if self-efficacy (X) is getting smaller, then the effectiveness of work programs (Y) in the organizational system of BEM Faculty of UNESA is also getting smaller. Furthermore, through the results of the T test, the decision can be obtained that H_0 is rejected and H_1 is accepted. This can be seen from the tcount value of the self-efficacy variable which is $10.455 > t_{table} 1.990$ with a significance value of $0.000 < 0.05$. Thus, the results of the T test state that the self-efficacy variable partially influences the effectiveness of work programs in the UNESA Faculty BEM organizational system.

Table 3. Test Coefficient of Determination (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764 ^a	.584	.578	2.922

Based on the coefficient of determination test table above, it can be seen that the R-Square result of the effect of self-efficacy on the effectiveness of the work program is 0.584, which means that the proportion of the contribution of the self-efficacy variable simultaneously in influencing the effectiveness of the work program is 58.4%, while the remaining proportion of 41.6% is influenced by other variables not tested in the study. In addition, the result of the R value is 0.764 which indicates a positive influence between the self-efficacy variable (X) and the work program effectiveness variable (Y) in the UNESA Faculty BEM organizational system.

According to the results of the categorization of the self-efficacy variable score, it is known that out of 80 research samples, there is a percentage of 83.8% of research subjects in the high category, 16.3% of research subjects in the medium category, and 0% of research subjects in the low category. This shows that the majority of the research subjects have a high interest in efforts to solve all problems that occur within the faculty. They are optimistic that they can solve all problems by involving critical thinking and a high fighting spirit. They also dare to take responsibility for all forms of speech and action, and dare to commit to resolving all existing conflicts until they are successfully resolved. Basically, every individual is equipped with the ability to adapt to all situations and conditions, including efforts to adapt within the scope of the faculty BEM. When faced with problems in the faculty BEM organization, individuals use personal experience as a reference for problem solving, and even individuals also have the principle that all problems that occur within the scope of the faculty BEM are part of the life learning process.

Furthermore, according to the results of the categorization of the work program effectiveness variable score, it is known that of the 80 research samples, there is a percentage of 83.8% of research subjects in the high category, 15% of research subjects in the medium category, and the remaining 1.3% of research subjects in the low category. Barriers that often occur in the UNESA faculty BEM organization are communication misunderstandings by 67.5%, limited budget and infrastructure by 67.5%, lack of pro-active department members by 51.2%, differences in interests and

opinions by 50%, conflicts between department members by 21.3%, lack of motivation and attention by 18.8%, lack of leadership transparency by 18.8%, trust issues towards other department members by 16.3%, poor work-life balance by 16.3%, unable to accept criticism and suggestions by 15%, too heavy workload by 11.3%, fierce competition by 3.8%, as well as various other problems in the process of preparing and implementing work programs. Of course, by looking at the majority of research subjects in the high category, this is evidence that the communication process "preparation of work programs" carried out by BEM Faculty UNESA has been running effectively. The effectiveness of the running of a work program can be seen from the application of self-efficacy of each individual. They always try to create a good relationship between department members and provide motivation to other department members. The results of the effectiveness of the work program are in the form of solidarity relationships maintained between department members, many new insights and experiences that can develop skills and potential, the results of joint evaluations for future self-development and organization, and appreciation for success in running a work program.

High self-efficacy in students is also closely related to quality education. Students with high self-efficacy tend to be more active in learning, where they are not only active in my organization, but will be more visible in how they are involved in teaching and learning activities, asking questions, and discussing. Students who have high self-efficacy are also more goal-oriented, where they will focus more on achieving learning goals and trying to improve their abilities. Furthermore, they are more confident in facing exams or faced with a problem, where students with good self-efficacy are calmer and more confident when facing exams or academic assignments and solving a problem. Furthermore, students with high self-efficacy have been mentally trained when living in an organization, so they will be better prepared to face challenges in the world of work because they believe in their ability to adapt and develop.

4 Conclusion

Based on the results of the discussion, it can be concluded that *self-efficacy* partially influences the effectiveness of work programs in the UNESA faculty BEM organizational system. The proportion of the contribution of *self-efficacy* variables simultaneously in influencing the effectiveness of work programs is 58.4%, while the proportion of 41.6% is influenced by other variables not tested in the study. The existence of a positive direction of influence indicates that the greater the level of *self-efficacy* possessed by each member of the UNESA faculty BEM organization, the realization of work programs within the scope of the faculty BEM will also run more effectively. The effectiveness of the work program can be seen from the application of *self-efficacy* of each individual. The results of the effectiveness of the work program are in the form of solidarity relationships maintained between department members, many new insights and experiences that can develop skills and potential,

the results of joint evaluations for future self and organizational development, and appreciation for success in carrying out a work program. These things make a big contribution to the development of the quality of educated human resources, especially in achieving the 4th sustainable development goal, quality education by paying attention to the quality of human resources who have a high level of self-efficacy.

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