



## The Influence of Competence and Self-Efficacy on the Professionalism of Widyaiswara with Work Motivation as a Mediating Variable

(Case Study at the Jakarta Religious Education and Training Center)

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### ABSTRACT

This study aims to analyze the effect of competence and self-efficacy on the professionalism of widyaiswara at the Jakarta Religious Education and Training Center, with work motivation as a mediating variable. The population of this study was made up of alumni of training participants in the 2022 working area at BDK Jakarta, with a sample size of 110 people. The data analysis method uses the SEM-PLS technique. The results of this study found empirical evidence that partially competence and self-efficacy have a positive effect on Widyaiswara work motivation. Competence, self-efficacy, and work motivation partially also have a positive effect on the professionalism of Widyaiswara Widyaiswara BDK Jakarta. Competence affects the professionalism of Widyaiswara through work motivation. Self-efficacy also affects the professionalism of Widyaiswara through work motivation.

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## INTRODUCTION

Widyaiswara is a vital element in the education and training system at BDK Jakarta, plays an important role, and has important duties and obligations in order to produce quality ASN Ministry of Religion. Widyaiswara are required to have high professionalism in their fields and show excellent performance. Professionalism requires widyaiswara to consistently improve their expertise and understanding and expand their abilities in accordance with the shifting strategic environment they face. Widyaiswara must have the latest information (current) and have the ability to build good and compassionate teaching (education) procedures.

The implementation of the duties and functions of BDK Jakarta, which is getting heavier along with advances in technology and science, requires every widyaiswara to be creative in delivering training materials so that they can be categorized as professional widyaiswara. BDK Jakarta certainly wants all widyaiswara to have professional performances. The results of the assessment of employee work targets (SKP) at BDK Jakarta in 2019–2021 obtained an average SKP score between 61–75 (sufficient category) for as many as 15 employees (29.49%), meaning that the performance achievements of these 15 employees were far from the specified target. SKP assessment is one of the management tools used to improve the professionalism of Widyaiswara (ASN). However, the reality in the field today is that it is increasingly difficult to get widyaiswara who meet professional performance qualifications.

Table 1: SKP Value of BDK Jakarta 2019-2021

| SKP Score | Frequency (Soul) |      |      | Average |        | Category  |
|-----------|------------------|------|------|---------|--------|-----------|
|           | 2019             | 2020 | 2021 | (Soul)  | (%)    |           |
| ≤ 50      | 0                | 0    | 0    | 0       | 0.00   | Bad       |
| 51-60     | 0                | 0    | 0    | 0       | 0.00   | Less      |
| 61-75     | 18               | 16   | 12   | 15      | 29.49  | Simply    |
| 76-90     | 23               | 24   | 27   | 25      | 47.44  | Good      |
| ≥ 91      | 11               | 12   | 13   | 12      | 23.08  | Very good |
| Total     | 52               | 52   | 52   | 52      | 100.00 |           |

Source: BDK Jakarta, processed by researchers (2023).

Furthermore, the results of the ASN (employee) performance assessment of BDK for the aspect of work behavior obtained for the average value of employee work behavior in 2019–2021 showed a downward trend, although it was still in the good category. The average value of employee work behavior in 2020 was 82.96, a decrease of 0.40 points from 2019's 83.35. In 2021, there was also a decrease in the value of employee work behavior by 1.37 points, from 82.59 (2020) to 81.59.

Table 2: Work Behavior Score of BDK Jakarta Employees in 2021

| Behavioral Elements | Value  |        |        | Average | Category |
|---------------------|--------|--------|--------|---------|----------|
|                     | 2019   | 2020   | 2021   |         |          |
| Service Orientation | 91.71  | 88.92  | 89.21  | 89.95   | Good     |
| Integrity           | 86.19  | 87.15  | 85.13  | 86.16   | Good     |
| Commitment          | 75.98  | 72.98  | 74.29  | 74.42   | Simply   |
| Discipline          | 74.17  | 75.48  | 72.23  | 73.96   | Simply   |
| Cooperation         | 88.71  | 90.25  | 87.08  | 88.68   | Good     |
| Total               | 416.76 | 414.78 | 407.94 | 413.16  |          |
| Average             | 83.35  | 82.96  | 81.59  | 82.63   | Good     |

Source: BDK Jakarta, processed by researchers (2023).

One of the fundamental things related to the poor performance of Widyaiswara is the lack of professionalism. The problem of professionalism can be seen in the behavioral elements of commitment and discipline. The results of the pre-survey showed that the problem of professionalism that has not been maximized can be seen from the lack of commitment to work (74.42 in the moderate category), such as: widyaiswara only just carry out their duties and functions as *trainers*, do not prepare things that must be prepared in training, and seem to lack responsibility in carrying out their duties and functions. Other problems related to professionalism have not been maximized as seen from the element of disciplinary behavior (the 73.96 category is sufficient), such as: Widyaiswara arrives late in teaching; the duration of training time is not as set (finished early).

The professionalism of widyaiswara in BDK Jakarta has not been maximized and is influenced by many factors. The results of the pre-survey related to factors that have the potential to influence the professionalism of Widyaiswara and identified three dominant factors, namely: competence, work motivation, and *self-efficacy*.

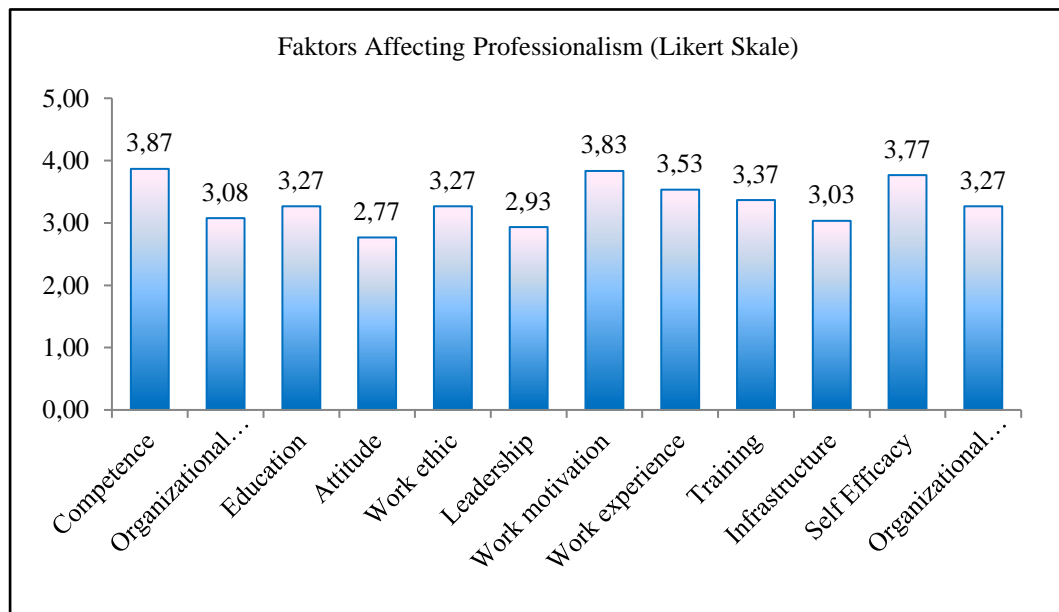


Figure 1: Results of the Pre-Survey Factors Affecting Professionalism

The phenomenon of factors that influence professionalism is known to have the following *research gap*:

Table 3: *Research Gap* on Factors Affecting Professionalism

| <i>Research Gap</i>                                 | Results         | Researcher  |
|---|-----------------|---|
| The effect of competence on work motivation         | Significant     | Halmuniati and Sabania (2019), Mardiana, Kasmir, and Safuan (2021), and Rachman et al. (2021) |
|   | Not Significant | Sumbogo and DipoSumarto (2017)  |
| The effect of self-efficacy on work motivation      | Significant     | Kusumawati (2017), Aryanti and Muhsin (2020), Laksono, Nursaid, and Herlambang (2021)         |
|   | Not Significant | -   |
| The influence of competence on professionalism      | Significant     | Sudja and Kusmaningtyas (2018), Yuliana, Haryadi, and Anggraeni (2019)                        |
|   | Not Significant | -   |
| The influence of self-efficacy on professionalism   | Significant     | Tambunan, Tambunan, and Kailola (2021); Rosantono and Sahrah (2022)                           |
|   | Not Significant | -   |
| The influence of work motivation on professionalism | Significant     | Sinulingga, Suprayitno, and Pertiwi (2019), Kastawi, Nugroho, and Miyono (2021)               |
|   | Not Significant | Hope (2019)   |

Source: Processed by researchers (2023).

This study aims to analyze the effect of competence and self-efficacy on the professionalism of BDK Jakarta Widyaiswara with work motivation as a mediating variable.

## THEORETICAL REVIEW

### *Professionalism*

Professionalism has become a critical issue because it reflects *performance*. Professionalism is not something foreign to the world of training. Professionalism refers to the belief that specialized skills are required for certain jobs and that these skills can only be acquired through specialized education and training. (Sinambela, 2017). *Professionalism is determined by the way a specific industry organizes its payment, education, and supervision.* (Esparza and Ugues, 2020). Professionalism can be defined as how a specific field of labor organizes its remuneration, training, and supervision systems.

The term professionalism refers to a person's level of *performance* in carrying out a task or job. There is strong, medium, or weak professionalism. Professionalism requires three main principles: getting adequate education (being well educated), undergoing adequate training (being well trained), and receiving adequate wages (being well compensated) (Fauzi and Kholil, 2019).

Professionalism relates to the level of individual competence as a professional or the perception of the role as a vocation (Hafid and Fajariani, 2019). *Professionalism can be defined as a collection of actions, objectives, and characteristics that indicate a vocation or an individual who is professionally inclined* (Amini et al., 2020). Professionalism can be seen as a collection of actions,

objectives, and qualities that define a vocation or an individual who works in that field. Professionalism relates to the commitment, attitude, and proficiency of professionals in following high benchmarks and adhering to the ethical guidelines of their profession (Rosantono and Sahrah, 2022).

*Professionalism serves as a unique method of managing and coordinating tasks and employees, an ideological framework that outlines the circumstances in which expertise is generated and utilized in ways that have an impact on the well-being of others* (Mcallum, 2018). Professionalism functions as a unique method of managing and coordinating tasks and employees, an ideological structure that outlines the circumstances in which knowledge is produced and utilized in ways that have an impact on the well-being of others (Mcallum, 2018).

From some of the expert opinions above, it can be concluded that professionalism is the dedication, mindset, and behavior of professionals to do their work at the highest level and in accordance with the ethical guidelines of their profession. Professionalism is the mental attitude and commitment of an individual widyaiswara to continuously improve their professional quality in carrying out professional duties. As a series of expertise in carrying out professional duties in order to obtain optimal results, professionalism points to the degree of *performance of a widyaiswara in carrying out his professional duties*.

Professional widyaiswara are widyaiswara who are able to carry out their job duties or profession in a qualified manner, both conceptually and applicatively. Widyaiswara's work professionalism can be observed and evaluated based on four indicators, namely: capability, performance, productivity, and accountability (Saputra and Nurmasari, 2020). Professionalism is the foundation that will build the bureaucracy as an efficient government powerhouse and as a measure of the system's competence to function effectively. Indicators of expertise (Sedarmayanti, 2018) consist of:

1. Competency, which is the ability to carry out or perform work or tasks based on individual abilities and understanding through the work attitudes required by the job,
2. Effectiveness is a measure that shows the extent to which work objectives (quantity, quality, and time) have been achieved.
3. Efficiency, specifically the proportion between input and output, labor and output, cost and revenue, and cost and subsequent satisfaction.
4. Responsibility, specifically the ability of employees to carry out their assigned work as well as possible within the specified time period and be willing to take risks for the decisions they make,

### **Competence**

The concept of competence has many meanings, all of which point to the *ability to carry out job duties*. According to the Big Indonesian Dictionary, proficiency is expertise, understanding, jurisdiction, and the ability to conclude or confirm something. The Ministry of Education and Culture defines proficiency as a trait possessed by individuals and used appropriately and uniformly to achieve desired results (Sinambela, 2017). Both sources explain

that proficiency is related to the talents and abilities possessed by a person in carrying out their responsibilities.

According to Kaslow, Competence is an attribute that exists within a person and is related to the efficiency of their performance in their work (Sinambela, 2017). Spencer and Spencer provide a definition of competence as an attribute that exists within a person and is closely related to the efficiency of their performance in their work (Sutrisno, 2017). Competence is a fundamental aspect of a person's character and is embedded in the nature of individual *widyaiswara* as well as their consistent behavior in various job scenarios and responsibilities. Competence is often linked to *performance* effectiveness in the sense that competent *widyaiswara* will be able to perform their professional duties effectively so that the goals set by the organization can be achieved.

Competence is the capacity to carry out or perform a job or task that relies on expertise and understanding and is strengthened by the work attitude required by the job (Wibowo, 2017). Competence refers to a collection of understandings, abilities, and actions that must be owned, imbued, and seeded by educators in carrying out their professional duties (Arjita, 2019). Therefore, expertise indicates the ability or understanding distinguished by professionalism in a particular field as the most important aspect of the field's excellence.

Based on the opinions of several experts mentioned earlier, it can be concluded that proficiency is a skill at work that combines knowledge, abilities, and expertise, as well as personal principles gained from experience and learning, in order to fulfill its responsibilities in a skillful, productive, and resourceful manner. *Widyaiswara* proficiency refers to the inherent and fundamental abilities possessed by individual *widyaiswara* in accordance with the demands of their professional obligations. Proficiency encompasses the essential skills that a *widyaiswara* must possess in order to carry out his or her professional responsibilities in a skillful, productive, and resourceful manner.

There are many factors that indicate the characteristics of proficiency. In the realm of *widyaiswara*, *widyaiswara* competence is one dimension of the professionalism of *widyaiswara* work. This implies that individuals must have competence as *widyaiswara*. *Widyaiswara* competency standards are the minimum level of ability generally possessed by individual *widyaiswara* in carrying out their professional responsibilities according to LAN Head Regulation Number 5 of 2008 concerning *Widyaiswara* Competency Standards, which includes four aspects: (1) learning management competence, (2) character competence, (3) social competence, and (4) substantive competence (Arjita, 2019).

In article 6 of Regulatory Chief LAN Number 5 of 2008, it is explained that learning management competence is a skill that must be possessed by a *widyaiswara* in order to plan, create, implement, and assess learning activities. Competencies in learning management include the ability to: (1) design learning programs (GBPP) or subject learning plans (RBPMD), learning program units (SAP), or learning plans (RP), (2) make teaching materials, (3) utilize adult learning techniques, (4) communicate effectively with participants,

(5) arouse participants' enthusiasm for learning, and (6) assess learning outcomes.

Article 7 of Regulatory Chief LAN Number 5 of 2008 explains that personal competence is a skill that must be possessed by widyaiswara in terms of behavior when carrying out official responsibilities that can be observed and used as a benchmark for training participants. Personal competence includes the ability to: (1) demonstrate exemplary character; and (2) uphold principles and a strong work ethic as a professional lecturer.

Article 8 of Regulatory Chief LAN Number 5 of 2008 explains that social skills are skills that must be possessed by a widyaiswara in order to navigate the professional world. Social skills include skills for: (1) fostering relationships and cooperation with fellow Widyaiswara; and (2) establishing relationships with organizers or supervisors of training institutions.

Article 9 of Regulatory Chief LAN Number 5 of 2008 explains that substantive skills are skills that must be possessed by widyaiswara in the academic field and skills in the subjects taught. Substantive skills include the ability to: (1) gain expertise and hone practical skills in accordance with the teaching materials taught; and (2) compile scientific articles related to the field of training and/or improvement of specialization.

### ***Self-efficacy***

Bandura is one of the individuals who coined the concept of *self-efficacy*. Bandura explains self-efficacy as an individual's belief in their own capacity to complete tasks or actions needed to achieve certain results (Gufon and Risnawita, 2017). Self-efficacy is a person's belief in their own ability to carry out tasks (Rosantono and Sahrah, 2022).

*Self-efficacy* is characterized as an individual's understanding of how proficient they are in certain circumstances (Alwisol, 2019). *Self-efficacy* is connected to the belief that one has the ability to accomplish anticipated tasks. A widyaiswara who is confident in his or her skills tends to thrive, whereas a widyaiswara who constantly feels inadequate tends to falter.

Santrock argues that *self-efficacy* is a person's belief in their ability to control circumstances and situations and achieve something favorable for them (Azizah, 2022). In general, *self-efficacy* refers to an individual's confidence or belief in their capacity to complete tasks, produce results, coordinate, achieve goals, and carry out actions to acquire certain abilities. In essence, self-efficacy indicates an individual's trust or belief in his or her own abilities. *Self-efficacy* entails having confidence in performing certain actions.

Baron and Byrneyang put forward the definition of *self-efficacy* as an individual's assessment of their own capacity or proficiency to complete tasks, achieve goals, and conquer challenges. (Gufon and Risnawita, 2017). Woolfolk defines *self-efficacy* as a certain evaluation related to the ability to perform certain tasks as well. (Azizah, 2022).

Based on the viewpoints of the experts mentioned earlier, it can be concluded that *self-efficacy* refers to an individual's belief in his or her abilities, especially in performing a series of tasks to achieve certain goals. *Self-efficacy*

relates to the beliefs of individual widyaiswara in uncovering their personal abilities to fulfill their professional responsibilities more proficiently, productively, and with greater effectiveness. Self-efficacy is a very important factor, namely as an initiator, that will affect the motivation of Widyaiswara to carry out a process and take actions that lead to the successful implementation of their professional duties.

Self-efficacy in each individual widyaiswara will differ from one individual to another due to the many factors included in the sense of self-efficacy. Bandura proposed a measure of self-confidence rooted in the elements of self-confidence (Gufron and Risnawita, 2017), as described below:

1. *Magnitude/level* (task difficulty) This aspect is related to the level of complexity of the task. If the tasks assigned to individuals are organized by their level of complexity, variations in self-efficacy among individuals may be limited to easy, moderate, and challenging tasks, depending on their perceived ability to meet the behavioral demands at each level. To determine the level of self-efficacy of a widyaiswara in carrying out his professional duties, it is necessary to know the requirements of each task that must be completed by a widyaiswara.
2. *Generality* (breadth of task area). This aspect covers a wide range of behavioral tasks where individuals have complete certainty in their abilities. Individuals may have confidence in their abilities, whether limited to specific activities and circumstances or across a spectrum of activities and circumstances. This dimension pertains to a broad domain of behaviors in which individuals feel confident in their abilities. Various facets of inquiry can be used to assess widyaiswara self-efficacy, specifically: social support, academic aptitude, self-control, utilization of leisure and extracurricular activities, self-efficacy in self-control, and expectations of others.
3. *Strength* (level of steadiness, confidence, and power) This aspect is related to the strength of an individual's belief in or anticipation of their own abilities. To measure the level of intensity of a widyaiswara's self-efficacy, a self-efficacy measuring tool is needed for its assessment. Self-efficacy measuring tools can be used to describe differences in the intensity of a widyaiswara's self-efficacy in carrying out his professional duties. The strength of a person's self-efficacy can be described on a scale ranging from 0 to 100.

Measuring a person's self-efficacy can be done using the dimensions of self-efficacy developed by Bandaru, specifically: (1) *magnitude or level* related to the level of task challenge. The greater the difficulty of the task, the lower the perceived confidence in its completion; (2) *generality* (generalization) related to the individual's ability to carry out the task. Diverse tasks require individuals to have confidence in their ability to complete them, and (3) *Strength* is related to the degree of certainty in individuals' beliefs about their abilities. The higher the level of task difficulty, the lower the perceived confidence to complete it (Rosantono and Sahrah, 2022; Sulistiyono, 2022).

### **Work Motivation**

Motivation is very important in companies, as it is the driving force behind employees' actions, encouraging them to put in their best efforts and achieve excellent results with



enthusiasm. To better understand work motivation, it is important to have a clear understanding of what is meant by motivation. Motivation is the state of affairs that influences behavior that stimulates, guides, and sustains with regard to the workplace (Rivai et al., 2018). In a broad context, motivation is described as the requirement that drives action towards a specific goal. Work motivation is something that creates excitement or inspiration to engage in work. Therefore, work motivation in the field of work psychology is commonly referred to as a morale booster (Anoraga, 2016). The potential and weakness of an employee's motivation to do his job also affect the level of performance that can be achieved.

Motivation is a collection of mindsets and principles that influence individuals to achieve certain goals in line with their personal aspirations (Rivai, 2018). Motivation is an encouragement that causes an employee to be excited and enthusiastic to use capacity in the form of talent, vitality, and time to carry out various tasks that are his responsibility and fulfill his commitment to achieving organizational goals and objectives (Siagian, 2019). Work motivation is an encouragement for employees to make the greatest contribution to the success of the organization in achieving its goals. Realizing organizational goals requires the realization of individual employee aspirations.

Work motivation is the desire to work that arises because of the internal drive of the employee as a result of the comprehensive integration of individual desires and the impact of the real and social environment, whose intensity depends on the integration procedure (Anoraga, 2016). Work motivation is a procedure carried out to encourage a person so that his behavior can be directed towards serious efforts to achieve predetermined goals (Uno, 2017). Motivation is the drive that forces individuals to perform or refrain from an action, which basically exists internally and externally, both positively and negatively (Sedarmayanti, 2018).

From some of the expert views above, it can be concluded that motivation is the power that exists within an employee to initiate and guide their behavior. Work motivation is something that can generate enthusiasm or inspiration for employees to strive to achieve organizational goals. Work motivation is a condition that instills in employees the desire or need to achieve certain goals through the implementation of tasks. Work motivation arises within individual employees when there is recognition, compliance, trust, and satisfaction provided by organizational leadership, and effective communication between employees and superiors or among fellow employees will be able to improve professional performance or employee professionalism. Various efforts to increase employee work motivation carried out by management will have a positive effect on the achievement of organizational performance.

Work motivation refers to the drive within an employee to actively pursue and achieve set goals. It includes the entire process of instilling the desire to work efficiently and cost-effectively to achieve organizational goals. Indicators of work motivation can be seen through internal and external factors (Uno, 2017), which are described below:

1. Intrinsic motivation includes: (1) aspects of accountability in carrying out tasks; signs are: perseverance, responsibility, goal achievement, teamwork, (2)

aspects of achievement achieved, signs: promotion of success, feedback, and excellence, (3) aspects of personal growth, signs: improvement of skills, motivation to advance, (4) aspects of autonomy in assignments, signs of independence in work, and enjoying challenges

2. External motivation includes the work environment, social relations, remuneration (wages), security, supervision, and company guidelines.

Work motivation is the drive that comes from an employee, both from within (intrinsic) and from outside (extrinsic), as a need that arouses their enthusiasm and dedication to meet work expectations and goals. Aspects of work motivation include: (1) intrinsic motivation, consisting of: taking responsibility for carrying out work, pursuing work with set targets, having clear and challenging goals, receiving feedback on performance, and experiencing joy at work; and (2) extrinsic motivation, consisting of: consistently striving to excel at work, prioritizing work performance, striving to meet personal and professional needs, valuing praise, valuing recognition, and working to gain the admiration of colleagues (Kastawi, Nugroho, & Miyono, 2021).

### Hypothesis Development

The development of the research hypothesis can be formulated in a theoretical (conceptual) framework as follows:

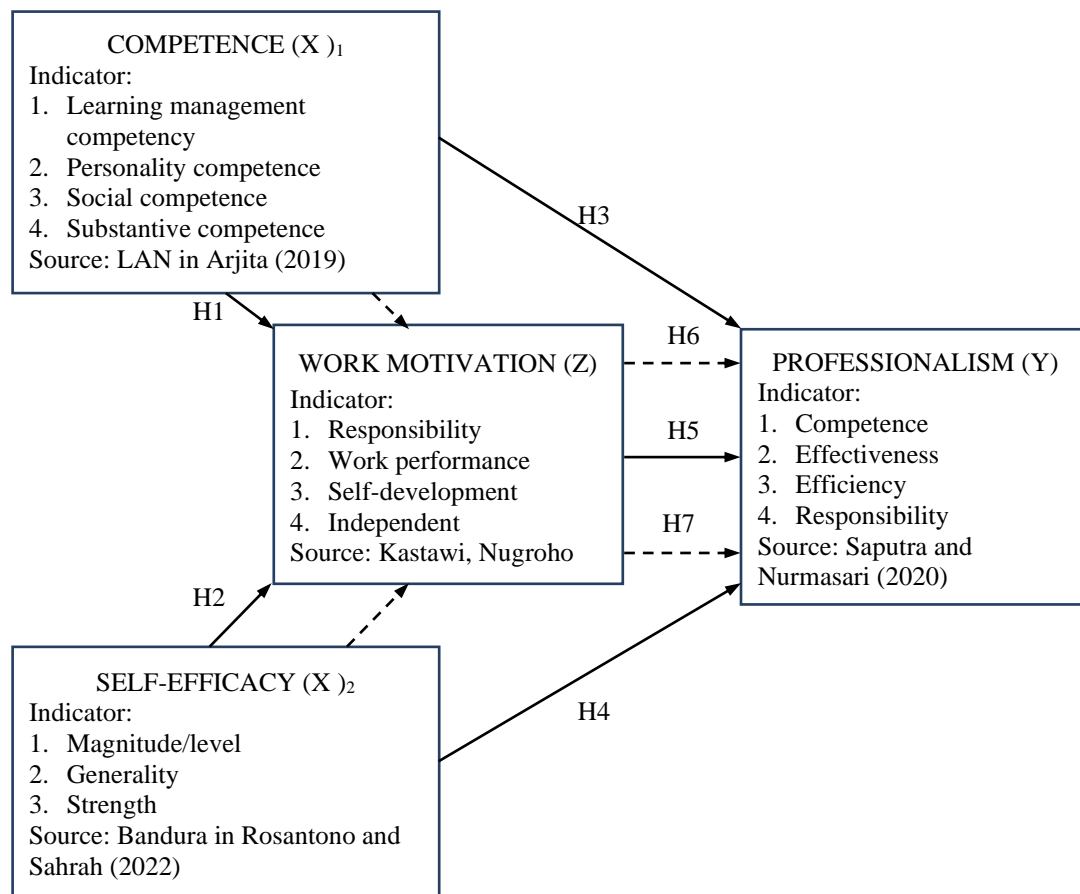


Figure 2: Theoretical Framework

Based on the theoretical framework, the following hypothesis can be formulated:

- H1: Competence affects the work motivation of Widyaiswara.
- H2: Self-efficacy affects the work motivation of Widyaiswara.
- H3: Competence affects the professionalism of Widyaiswara.
- H4 : Self-efficacy affects the professionalism of Widyaiswara.
- H5: Work motivation affects the professionalism of Widyaiswara.
- H6: Competence affects professionalism through work motivation
- H7 : Self-efficacy affects professionalism through work motivation.

## METHODOLOGY

### *Research Design*

This research design uses quantitative methodology, specifically research that predicts population parameters using samples. Quantitative research follows a positivist paradigm, which is validated through logical-hypothetical verification by relying on assumptions about empirical entities (Arikunto, 2019). This research is conducted to test the proposed hypothesis with the aim of validating or strengthening the hypothesis and ultimately strengthening the underlying theory. Consequently, this research uses an *explanatory research* approach, meaning that it highlights the relationship between variables by testing hypotheses where the explanation includes a description but the emphasis is on the relationship between the variables studied (Sugiyono, 2018).

### *Operational Definition and Measurement of Variables*

Operational definition is the identification of constructs or features to be studied to convert them into measurable factors (Sugiyono, 2018). Operational definition: the conversion of factor concepts into a more complicated and measurable format using factor indicators. The purpose of determining operational definitions is to enable researchers to obtain measuring instruments that are accurately and precisely aligned with the specified factor concept. Measurements based on operational definitions are used in measuring and investigating research factors through the dimensions outlined in the indicators as follows:

Table 4: Operational Definition of Variables

| Variables           | Dimensions                     | Indicator                   | No. Order |
|---------------------|--------------------------------|-----------------------------|-----------|
| Professionalism (Y) | Competence                     | a. Skills                   | P01       |
|                     |                                | b. Knowledge                | P02       |
|                     | Effectiveness                  | a. Work quantity            | P03       |
|                     |                                | b. Quality of work          | P04       |
|                     | Efficiency                     | a. No errors                | P05       |
|                     |                                | b. Optimal time             | P06       |
|                     | Responsibility                 | a. Complete the task        | P07       |
|                     |                                | b. Response to participants | P08       |
| Competence (X1)     | Learning management competency | a. Use of training methods  | K01       |
|                     |                                | b. Motivating participants  | K02       |

|                     |                        |  |     |
|---------------------|------------------------|--|-----|
|                     | Personality competence | a. Attendance accuracy                                     | K03 |
|                     |                        | b. Use of language   | K04 |
|                     | Social competence      | a. Patient and friendly attitude                           | K05 |
|                     |                        | b. Communication with participants                         | K06 |
|                     | Substantive competence | a. Presentation of detailed and interesting material       | K07 |
|                     |                        | b. The presentation of the material is easy to understand. | K08 |
| Self-Efficacy (X2)  | Magnitude              | a. Work experience   | E01 |
|                     |                        | b. Think calmly, clearly, and purposefully.                | E02 |
|                     | Generality             | a. Patience with problematic participants                  | E03 |
|                     |                        | b. Creating a positive classroom                           | E04 |
|                     | Strength               | a. Self-confidence   | E05 |
|                     |                        | b. Open to suggestions                                     | E06 |
| Work Motivation (Z) | Responsibility         | a. Responsibility for the task                             | M01 |
|                     |                        | b. Work ethic  | M02 |
|                     | Work performance       | a. Mastering the material                                  | M03 |
|                     |                        | b. Participant satisfaction                                | M04 |
|                     | Self-development       | a. Skill improvement                                       | M05 |
|                     |                        | b. Attitude improvement                                    | M06 |
|                     | Independent            | a. Independent in work                                     | M07 |
| b. Fast response    |                        | M08  |     |

Source: Various sources processed by researchers (2022).

Variable measurement using a Likert scale. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2018). For the purposes of statistical analysis, the Likert scale is given a score weight, which is a modified 5-point Likert scale, as follows:

1. Strongly agree/very good: score 5
2. Agree /good: score 4
3. Undecided or good enough: score 3
4. Less agree /less good: score 2
5. Disagree/not good: score 1

### **Population and Sample**

Population is a categorization area consisting of entities or individuals who have a certain number of attributes set by researchers to investigate and then draw conclusions (Sugiono, 2019). The population of this study amounted to 2,189 people who had attended the 2022 working area training program (PDWK) at BDK Jakarta. The sample is part of the quantity and attributes of the population (Sugiono, 2019). The research sample size was determined using the Slovin formula, as described below:

$$n = \frac{N}{1 + N(e)^2} = \frac{2.189}{1 + 2.189(0,1)^2} = \frac{2.189}{22,89} = 95.631 = 96 \text{ (rounded)}$$

Description:

N = population size

n = number of samples

e = 10% error rate

The results of these calculations resulted in a minimum sample size of 96 people, but for this study, a sample of 110 former students who participated in PDWK training in 2022 was used. The sampling method used to select research samples is simple random sampling, which randomly selects sample participants from the population without considering the strata in the population (Sugiyono, 2019). The distribution of questionnaires to respondents was carried out *online* using *Google Forms*.

### ***Data Collection Technique***

In an effort to obtain research data, researchers used the following data collection techniques:

1. A questionnaire is a data collection method carried out by presenting a series of written questions used to obtain data from participants regarding their personal accounts or known facts (Arikunto, 2019). The questionnaire used in this study is a closed questionnaire, i.e., each question item submitted to the respondent is a standard question and has an alternative answer choice provided. Thus, respondents, in answering the questionnaire, simply choose the answers that already exist, without being given the opportunity to provide other answers.
2. Observation is the act of observing an object attentively through the utilization of all senses. (Arikunto, 2019). Observation, or direct observation, is carried out by visiting the Jakarta BDK office to see and directly observe employee work activities.
3. Documentation is the process of collecting information about objects or variables in the form of written records, transcripts, publications, newspapers, magazines, inscriptions, and so on (Arikunto, 2019). The documentation method is carried out by reopening archival data or documents at BDK Jakarta as well as data and information from other sources relevant to this research problem.

### ***Data Analysis Technique***

Data analysis used *structural equation modeling-partial least squares* (SEM-PLS). PLS is used to explain whether there is a correlation between latent variables (estimates). PLS is a powerful analytical technique because it does not presuppose that data must be measured on a certain scale, even when the sample size is limited (Ghozali, 2021). The SEM-PLS analysis includes two submodels, namely the measurement model, or outer model, and the structural model, or inner model.

1. Descriptive analysis, namely statistics, is used to examine data by presenting the collected data as is without aiming to draw broad conclusions or generalizations (Sugiono, 2019). Descriptive statistics offer a summary or description of the data, taking into account the mean (average), standard

deviation, variance, maximum, minimum, sum, range, kurtosis, and skewness (skewness of distribution) (Ghozali, 2021).

2. Test the measurement model (*outer model*), which shows the relationship between each indicator block and the underlying variable. Assessment of the measurement model through confirmatory factor analysis using the multi-trait approach (MTMM) technique by testing convergent and discriminant validity. Meanwhile, the reliability assessment was carried out using two methods, namely Cronbach's alpha and composite reliability (Ghozali, 2021).
3. Test the structural model (*inner model*), which displays potential connections or assessments between underlying or conceptual variables based on substantial theory. Included in the *inner model* are *R-square* ( $R^2$ ), *F-square* ( $f^2$ ), *estimates for path coefficients*, *goodness of fit* (GoF), and *predictive relevance* ( $Q^2$ ).

## RESULTS

### Descriptive Analysis

Descriptive statistical analysis aims to determine the overall state of the research variables based on the average score, maximum score, and minimum score. The results of the descriptive statistical analysis of response scores for each research variable are as follows:

Table 5: Profile of Research Variables

| No.                   | Variables           | Average Score | Category |
|-----------------------|---------------------|---------------|----------|
| 1                     | Professionalism (Y) | 3.79          | Good     |
| 2                     | Competence (X1)     | 3.88          | Good     |
| 3                     | Self-Efficacy (X2)  | 3.75          | Good     |
| 4                     | Work Motivation (Z) | 3.83          | Good     |
| Average Overall Score |                     | 3.82          | Good     |

Source: Data processed by researchers (2023).

The average score of all research variables was 3.82 in the good category. This shows that the majority of respondents stated that the research variables were in the good range, namely a score of 3.79 for professionalism, a score of 3.88 for competence, a score of 3.75 for self-efficacy, and a score of 3.83 for work motivation. Furthermore, the profile of each research variable is described partially as follows:

Table 6: Professionalism Variable Profile

| No.                    | Dimensions     | IP | Average Score |            | Category |
|------------------------|----------------|----|---------------|------------|----------|
|                        |                |    | IP            | Dimensions |          |
| 1                      | Competence     | 1  | 3.82          | 3.86       | Good     |
|                        |                | 2  | 3.91          |            |          |
| 2                      | Effectiveness  | 3  | 3.68          | 3.74       | Good     |
|                        |                | 4  | 3.80          |            |          |
| 3                      | Efficiency     | 5  | 3.71          | 3.76       | Good     |
|                        |                | 6  | 3.81          |            |          |
| 4                      | Responsibility | 7  | 3.81          | 3.80       | Good     |
|                        |                | 8  | 3.80          |            |          |
| Average Variable Score |                |    | 3.79          |            | Good     |

Source: Data processed by researchers (2023).

The average score of the professionalism variable, 3.79, is in the good category, meaning that the majority of respondents stated that the professionalism of BDK Jakarta Widyaiswara was good. The highest average score is 3.86 in the competency dimension, which means that competence includes skills and knowledge that contribute the most to the professionalism of BDK Jakarta Widyaiswara. Furthermore, the lowest average score of 3.74 on the effectiveness dimension means that work effectiveness includes the quality of attitudes and ethics, and the timeliness or duration of training contributes the least to the professionalism of BDK Jakarta Widyaiswara.

Table 7: Competency Variable Profile

| No.                    | Dimensions                     | IP | Average Score |            | Category |
|------------------------|--------------------------------|----|---------------|------------|----------|
|                        |                                |    | IP            | Dimensions |          |
| 1                      | Management Competency Learning | 1  | 3.95          | 3.93       | Good     |
|                        |                                | 2  | 3.91          |            |          |
| 2                      | Personality Competence         | 3  | 3.93          | 3.87       | Good     |
|                        |                                | 4  | 3.82          |            |          |
| 3                      | Social Competence              | 5  | 3.91          | 3.85       | Good     |
|                        |                                | 6  | 3.79          |            |          |
| 4                      | Substantive Competence         | 7  | 3.89          | 3.86       | Good     |
|                        |                                | 8  | 3.83          |            |          |
| Average Variable Score |                                |    | 3.88          |            | Good     |

Source: Data processed by researchers (2023).

The average score of the competency variable, 3.88, is in the good category, meaning that the majority of respondents stated that the competence of BDK Jakarta Widyaiswara was good. The highest average score is 3.93 in the learning management competency dimension, which means that learning management competencies include the use of learning methods and providing motivation that contribute the most to the competence of BDK Jakarta Widyaiswara. Furthermore, the lowest average score of 3.85 on the social competence dimension means that work attitude, communication, and interaction contribute the least to the competence of BDK Jakarta Widyaiswara.

Table 8: Self-efficacy Variable Profile

| No.                    | Dimensions        | IP | Average Score |            | Category |
|------------------------|-------------------|----|---------------|------------|----------|
|                        |                   |    | IP            | Dimensions |          |
| 1                      | <i>Magnitude</i>  | 1  | 3.75          | 3.72       | Good     |
|                        |                   | 2  | 3.69          |            |          |
| 2                      | <i>Generality</i> | 3  | 3.85          | 3.78       | Good     |
|                        |                   | 4  | 3.71          |            |          |
| 3                      | <i>Strength</i>   | 5  | 3.77          | 3.75       | Good     |
|                        |                   | 6  | 3.74          |            |          |
| Average Variable Score |                   |    | 3.75          |            | Good     |

Source: Data processed by researchers (2023).

The average score of the self-efficacy variable is 3.75, which is in the good category, meaning that the majority of respondents stated that the self-efficacy of BDK Jakarta Widyaiswara was good. The highest average score of 3.78 in the *generality* dimension means that *generality*, which includes being patient with participants and creating a conducive class, contributes the most to the self-efficacy of BDK Jakarta Widyaiswara. Furthermore, the lowest average score is 3.72 on the *magnitude dimension*, which means that *magnitude* includes work experience and thinking calmly, which clearly contributes the least to the self-efficacy of BDK Jakarta widyaiswara.

Table 9: Work Motivation Variable Profile

| No.                    | Dimensions       | IP | Average Score |            | Category |
|------------------------|------------------|----|---------------|------------|----------|
|                        |                  |    | IP            | Dimensions |          |
| 1                      | Responsibility   | 1  | 4.00          | 3.99       | Good     |
|                        |                  | 2  | 3.98          |            |          |
| 2                      | Work performance | 3  | 3.79          | 3.84       | Good     |
|                        |                  | 4  | 3.88          |            |          |
| 3                      | Self-development | 5  | 3.87          | 3.75       | Good     |
|                        |                  | 6  | 3.62          |            |          |
| 4                      | Independent      | 7  | 3.72          | 3.76       | Good     |
|                        |                  | 8  | 3.81          |            |          |
| Average Variable Score |                  |    | 3.83          |            | Good     |

Source: Data processed by researchers (2023).

The average score of the work motivation variable, 3.83, is in the good category, meaning that the majority of respondents stated that the work motivation of BDK Jakarta Widyaiswara was good. The highest average score is 3.99 in the responsibility dimension, which means that responsibility includes responsibility for job duties and that work enthusiasm contributes the most to the work motivation of BDK Jakarta Widyaiswara. Furthermore, the lowest average score of 3.75 on the self-development dimension means that self-development, which includes improving skills and attitudes, contributes the least to the work motivation of BDK Jakarta Widyaiswara.

### Instrument Quality Test (*Outer Model*)

The measurement model test (*outer model*) is evaluated by looking at the quality of the instrument, which is reflected in the level of validity and reliability of a set of instrument constructs.

#### 1. Reliability Test

The reliability test can be seen from the *PLS algorithm* results in the *construct reliability and validity output* as follows:

Table 10: Construct Reliability

|                 | Cronbach's Alpha | Composite Reliability |
|-----------------|------------------|-----------------------|
| Self-efficacy   | 0.826            | 0.873                 |
| Competence      | 0.874            | 0.901                 |
| Motivation      | 0.873            | 0.900                 |
| Professionalism | 0.869            | 0.897                 |

Source: *SmartPLS output* (2023).



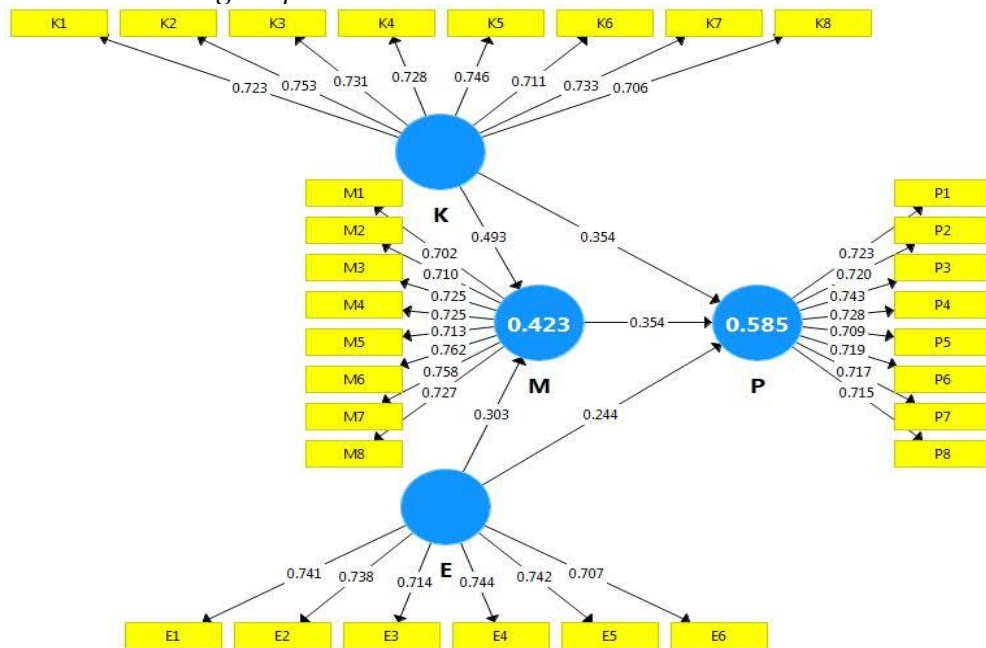
The reliability test results obtained by the self-efficacy variable with a *Cronbach's alpha* value of 0.826 and *composite reliability* of 0.873 are reliable; the competency variable with a *Cronbach's alpha* value of 0.874 and *composite reliability* of 0.901 are reliable; the motivation variable with a *Cronbach's alpha* value of 0.873 and *composite reliability* of 0.900 are reliable; and the professionalism variable with a *Cronbach's alpha* value of 0.869 and *composite reliability* = 0.897 are reliable. These results indicate that all variables are reliable and have met the test criteria.

2. Validity Test

The validity test is basically designed to assess the extent to which the measuring instrument accurately performs its intended function or provides measurement results that are in line with the correlation between each statement and the overall score. In this study, the validity of test measurements includes convergent validity and discriminant validity.

a. Convergent Validity

The convergent validity test can be seen from the *PLS algorithm* results on the *outer loading output* as follows:



Source: *SmartPLS output* (2023).

Figure 3: *SmartPLS Model (Algorithm)*

The self-efficacy variable has six indicators with a *loading factor* value of > 0.7 for each indicator. The competency variable has 8 indicators with a *loading factor* value of > 0.7 for each indicator. The work motivation variable has 8 indicators with a *loading factor value* of each indicator > 0.7. The professionalism variable has 8 indicators with a *loading factor value* of each indicator > 0.7. These results indicate that all indicators have met the criteria for convergent validity.

b. Discriminant Validity

This discriminant validity test can be seen from the *PLS algorithm's discriminant validity output* as follows:

Table 11: *Construct Validity*

|                 | Average Variance Extracted (AVE) |
|-----------------|----------------------------------|
| Self-efficacy   | <b>0.534</b>                     |
| Competence      | <b>0.532</b>                     |
| Motivation      | <b>0.530</b>                     |
| Professionalism | <b>0.521</b>                     |

Source: *SmartPLS output* (2023).

The AVE values of self-efficacy = 0.534, competence = 0.532, work motivation = 0.530, and professionalism = 0.521 mean that the measurement model has valid *discriminant validity*. Furthermore, the discriminant validity test is based on the *Fornell-Larcker criterion* value with the following constructs:

Table 12: *Fornell Larcker Criterion*

|                 | Self-efficacy | Competence   | Motivation   | Professionalism |
|-----------------|---------------|--------------|--------------|-----------------|
| Self-efficacy   | <b>0.731</b>  |              |              |                 |
| Competence      | 0.328         | <b>0.729</b> |              |                 |
| Motivation      | 0.465         | 0.593        | <b>0.728</b> |                 |
| Professionalism | 0.525         | 0.644        | 0.678        | <b>0.722</b>    |

Source: *SmartPLS output* (2023).

The highest value of the self-efficacy variable is 0.731, the highest value of competence is 0.729, the highest value of motivation is 0.728, and the highest value of professionalism is 0.722, which implies that each statement indicator has a higher *loading factor* value on the latent construct tested compared to other latent constructs, so all constructs meet the criteria for discriminant validity. Another method to determine *discriminant validity* is to look at the *cross-loading* value as follows:

Table 13: *Cross-loading*

|    | Self-efficacy | Competence   | Motivation   | Professionalism |
|----|---------------|--------------|--------------|-----------------|
| E1 | <b>0.741</b>  | 0.145        | 0.280        | 0.367           |
| E2 | <b>0.738</b>  | 0.248        | 0.325        | 0.350           |
| E3 | <b>0.714</b>  | 0.270        | 0.373        | 0.396           |
| E4 | <b>0.744</b>  | 0.241        | 0.363        | 0.387           |
| E5 | <b>0.742</b>  | 0.268        | 0.399        | 0.415           |
| E6 | <b>0.707</b>  | 0.253        | 0.278        | 0.377           |
| K1 | 0.290         | <b>0.723</b> | 0.467        | 0.473           |
| K2 | 0.206         | <b>0.753</b> | 0.507        | 0.510           |
| K3 | 0.255         | <b>0.731</b> | 0.458        | 0.488           |
| K4 | 0.250         | <b>0.728</b> | 0.417        | 0.534           |
| K5 | 0.238         | <b>0.746</b> | 0.430        | 0.453           |
| K6 | 0.120         | <b>0.711</b> | 0.378        | 0.440           |
| K7 | 0.300         | <b>0.733</b> | 0.422        | 0.435           |
| K8 | 0.253         | <b>0.706</b> | 0.355        | 0.404           |
| M1 | 0.347         | 0.289        | <b>0.702</b> | 0.381           |
| M2 | 0.253         | 0.480        | <b>0.710</b> | 0.481           |
| M3 | 0.355         | 0.375        | <b>0.725</b> | 0.510           |
| M4 | 0.308         | 0.378        | <b>0.725</b> | 0.503           |
| M5 | 0.341         | 0.416        | <b>0.713</b> | 0.463           |

|    |       |       |       |       |
|----|-------|-------|-------|-------|
| M6 | 0.328 | 0.464 | 0.762 | 0.495 |
| M7 | 0.373 | 0.502 | 0.758 | 0.547 |
| M8 | 0.396 | 0.501 | 0.727 | 0.535 |
| P1 | 0.376 | 0.470 | 0.455 | 0.723 |
| P2 | 0.305 | 0.469 | 0.454 | 0.720 |
| P3 | 0.413 | 0.531 | 0.664 | 0.743 |
| P4 | 0.362 | 0.456 | 0.464 | 0.728 |
| P5 | 0.312 | 0.503 | 0.462 | 0.709 |
| P6 | 0.445 | 0.462 | 0.440 | 0.719 |
| P7 | 0.345 | 0.399 | 0.444 | 0.717 |
| P8 | 0.457 | 0.412 | 0.484 | 0.715 |

Source: *SmartPLS output (2023)*.

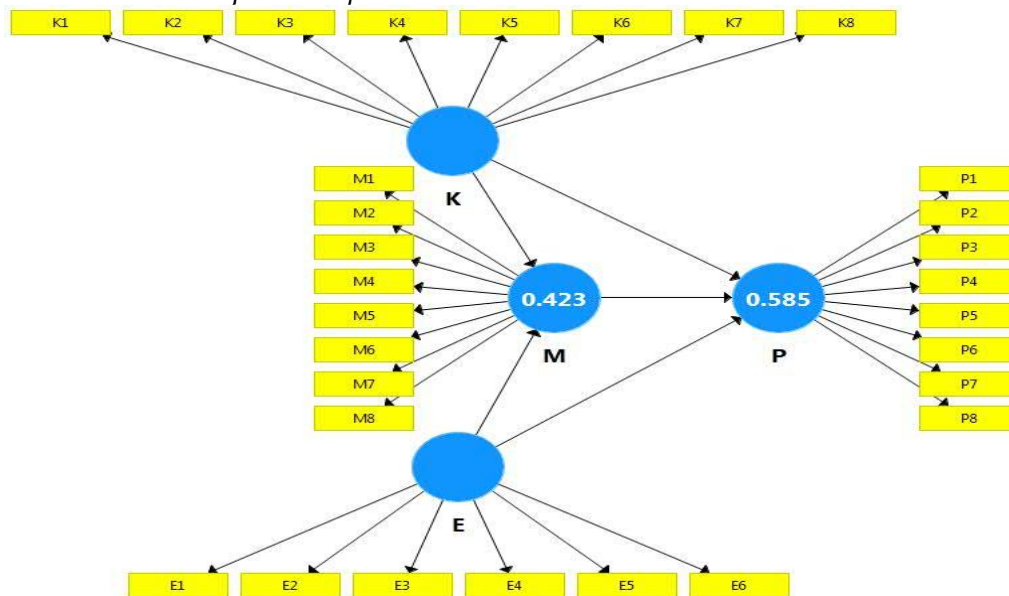
The results of the *cross-loading* estimation obtained indicate that the *cross-loading* value for each indicator of each latent variable is greater than the value of other latent variables and has a value  $> 0.700$ . These results mean that each latent variable already has good *discriminant validity*, and some latent variables have gauges that are highly correlated with other constructs.

### Structural Model Test (*Inner Model*)

The structural model test (*inner model*) is analyzed by looking at the significance of the relationship between constructs as indicated by the coefficient of determination (*R square*), *F square*, *path coefficient*, and *indirect effects*.

#### 1. R Square Value

The *adjusted R square* measurement is seen from the *PLS algorithm* results on the *R square output* as follows:



Source: *SmartPLS output (2023)*.

Figure 4: *Adjusted R Square Output*

Table 14: *R Square* and *Adjusted R Square* Values

|                 | <i>R Square</i> | <i>R Square Adjusted</i> |
|-----------------|-----------------|--------------------------|
| Motivation      | 0.434           | 0.423                    |
| Professionalism | 0.596           | 0.585                    |

Source: *SmartPLS output* (2023).

The *R squared adjusted* value of the work motivation variable = 0.423 (weak category) means that work motivation is influenced by competency variables and self-efficacy in the structural model by 42.30% in the weak (poor) category. Furthermore, the *R squared adjusted* value of the professionalism variable is 0.585, which means that professionalism is influenced by the competency, self-efficacy, and work motivation variables in the structural model by 58.50% in the moderate category.

2. *Goodness of Fit Index (GoF)* Value

The GoF value can be calculated using the following formula:

$$\begin{aligned}
 \text{GoF} &= \sqrt{\text{AVE} \times R^2} \\
 \text{AVE} &= \frac{(\text{AVE}_1 + \text{AVE}_2 + \text{AVE}_3 + \text{AVE}_4)}{4} = \frac{(0,534 + 0,532 + 0,530 + 0,521)}{4} = \frac{2,117}{4} = 0,529 \\
 R^2 &= \frac{(R_1 \times R_2)}{2} = \frac{(0,434 \times 0,596)}{2} = \frac{0,258}{2} = 0,129 \\
 \text{GoF} &= \sqrt{\text{AVE} \times R^2} = \sqrt{0,529 \times 0,129} = \sqrt{0,068} = 0,262
 \end{aligned}$$

The GoF value of 0.262 > 0.25 in the *medium* category means that the combined performance of the measurement model (*outer model*) and the structural model (*inner model*) as a whole is quite good (*medium*), so that the constructed measurement model has met the requirements of model feasibility, namely model fit, both measurement and structural.

3. *Predictive Relevance Value (Q<sup>2</sup>)*

The value Q<sup>2</sup> can be calculated using the following formula:

$$\begin{aligned}
 Q^2 &= 1 - (1 - R_1^2) (1 - R_2^2) \\
 Q^2 &= 1 - (1 - 0.434) (1 - 0.596) = 1 - (0.566) (0.404) = 1 - 0.229 = 0.771
 \end{aligned}$$

The value Q<sup>2</sup> = 0.771 > 0.35 in the strong model category means that the research model has a strong *predictive relevance*, so that the exogenous latent construct (variable) as an explanatory variable is able to accurately predict its endogenous variable by 77.10%.

4. *F Square* Value

Measurement of the *adjusted F square* value, as seen from the *PLS algorithm*, results in the *F square output* as follows:

Table 15: *F Square Value*

|                 | Self-efficacy | Competence | Motivation   | Professionalism |
|-----------------|---------------|------------|--------------|-----------------|
| Self-efficacy   |               |            | 0.145        | 0.115           |
| Competence      |               |            | <b>0.383</b> | <b>0.200</b>    |
| Motivation      |               |            |              | <b>0.176</b>    |
| Professionalism |               |            |              |                 |

Source: *SmartPLS output* (2023).

The *F square* value of self-efficacy on work motivation is 0.145 in the small category, while the *F square value* of competence on work motivation is 0.383 in the large category. These results indicate that self-efficacy has a small effect, while competence has a large influence in the structural model that places work motivation as the dependent variable.

The *F square* value of self-efficacy on professionalism is 0.100 in the small category, the *F square value* of competence on professionalism is 0.200 in the medium category, and the *F square value* of work motivation on professionalism is 0.176 in the medium category. These results indicate that self-efficacy has a small effect, while competence and work motivation have a medium effect in the structural model that places professionalism as the dependent variable.

#### 5. Path Coefficient Value

The *path coefficient* measurement can be seen from the *PLS bootstrapping* results in the *path coefficient output* as follows:

Table 16: *Path Coefficient Value*

|                                  | Original Sample | T Statistics | P Values     |
|----------------------------------|-----------------|--------------|--------------|
| Self-efficacy -> Motivation      | 0.303           | 3.428        | <b>0.001</b> |
| Self-efficacy -> Professionalism | <b>0.244</b>    | 2.378        | <b>0.018</b> |
| Competence -> Motivation         | 0.493           | 5.380        | <b>0.000</b> |
| Competence -> Professionalism.   | <b>0.354</b>    | 3.153        | <b>0.002</b> |
| Motivation -> Professionalism    | 0.354           | 2.709        | <b>0.007</b> |

Source: *SmartPLS output* (2023).

The results of the *path coefficient* measurement are as follows:

- Self-efficacy > motivation obtained *path coefficient* value = 0.303 and *t statistics* = 428 with *p values* = 0.001 (<0.05) means that self-efficacy has a positive influence on work motivation.
- Self-efficacy > professionalism obtained a *path coefficient* value of 0.244 and *t statistics* of 2.378 with *p values* of 0.018 (<0.05), meaning that self-efficacy has a positive influence on professionalism.
- Competence > motivation obtained *path coefficient* value = 0.493 and *t statistics* = 5.380 with *p values* = 0.000 (<0.05) means that competence has a positive influence on work motivation.
- Competence > professionalism obtained *path coefficient* value = 0.354 and *t statistics* = 3.153 with *p values* = 0.002 (<0.05) means that competence has a positive influence on professionalism.
- Work motivation and professionalism obtained a *path coefficient* value of 0.354 and *t statistics* of 2.709 with *p values* of 0.007 (<0.05), which means that work motivation has a positive influence on professionalism.

### 6. Indirect Effects Value

Measurement of *indirect effects* can be seen from the *PLS bootstrapping* results in the *specific indirect effects output* as follows:

Table 17: Indirect Effects Value

|                                |             | Original Sample | T Statistics | P Values |
|--------------------------------|-------------|-----------------|--------------|----------|
| Self-efficacy, Professionalism | Motivation, | 0.107           | 2.253        | 0.025    |
| Competence, Professionalism    | Motivation, | 0.175           | 2.347        | 0.019    |

Source: *SmartPLS output* (2023).

The results of measuring the *indirect effect* are as follows:

- Self-efficacy, motivation, and professionalism obtained an *indirect effect* value of 0.107 and *t statistics* of 2.253 with *p values* of 0.025 (<0.05), which means that self-efficacy has an indirect effect on professionalism through work motivation.
- Competence, motivation, and professionalism obtained an *indirect effect* value of 0.175 and *t statistics* of 347 with *p values* of 0.019 (<0.05), which means that competence has an indirect effect on professionalism through work motivation.

### 7. Hypothesis Test

A summary of the data from hypothesis testing using *PLS bootstrapping* is as follows:

Table 18: Summary of Hypothesis Test Results

| Hypothesis | Relationship | Path Coefficient | T Statistics | P Values | Results  |
|------------|--------------|------------------|--------------|----------|----------|
| H1         | K > M        | 0.493            | 5.380        | 0.000    | Accepted |
| H2         | E > M        | 0.303            | 3.428        | 0.001    | Accepted |
| H3         | K > P        | 0.354            | 3.153        | 0.002    | Accepted |
| H4         | E > P        | 0.244            | 2.378        | 0.018    | Accepted |
| H5         | M > P        | 0.354            | 2.709        | 0.007    | Accepted |
| H6         | E > M > P    | 0.107            | 2.253        | 0.025    | Accepted |
| H7         | K > M > P    | 0.175            | 2.347        | 0.019    | Accepted |

Source: Data obtained by researchers (2023).

Description of the results of hypothesis testing using *SEM-PLS* analysis is as follows:

- Hypothesis 1 (H1) test results: (K > M) obtained *path coefficient* value = 0.493 and *t statistics* = 5.380 (> 1.986) with *p values* = 0.000 (< 0.05) means that H1, which states that competence affects the work motivation of Widyaaiswara, can be accepted (proven).
- The results of the hypothesis 1 (H2) test are: (E > M) obtained *path coefficient* value = 0.303 and *t statistics* = 3.428 (> 1.986) with *p values* = 0.001 (< 0.05) means that H2, which states that self-efficacy affects the work motivation of Widyaaiswara, can be accepted (proven).
- Hypothesis 3 (H3) test results: (K > P) obtained *path coefficient* value = 0.354 and *t statistics* = 3.153 (> 1.986) with *p values* = 0.002 (< 0.05) means that H3, which



- states that competence affects the professionalism of Widyaiswara, can be accepted (proven).
- d. Hypothesis 4 (H4) test results: (E> P) obtained *path coefficient* value = 0.244 and *t statistics* = 2.378 (> 1.986) with *p values* = 0.018 (< 0.05) means that H4, which states that self-efficacy affects the professionalism of Widyaiswara, can be accepted (proven).
  - e. Hypothesis 5 (H5) test results: (M> P) obtained *path coefficient* value = 0.354 and *t statistics* = 2.709 (> 1.986) with *p values* = 0.007 (< 0.05) means that H5, which states that work motivation affects the professionalism of Widyaiswara, can be accepted (proven).
    - f. Hypothesis 6 (H6) test results: (K> M > P) obtained *indirect effect* value = 0.107 and *t statistics* = 2.253 (> 1.986) with *p values* = 0.025 (< 0.05) means that H6 states that competence affects the professionalism of Widyaiswara through work motivation can be accepted (proven).
    - g. Hypothesis 7 (H7) test results: (E> M > P) obtained *indirect effect* value = 0.175 and *t statistics* = 2.347 (> 1.986) with *p values* = 0.019 (< 0.05) means that H7 states that self-efficacy affects the professionalism of Widyaiswara through work motivation can be accepted (proven).

## DISCUSSION

### 1. The Effect of Competence on Work Motivation

The results of this study prove that competence has a positive effect on the work motivation of BDK Jakarta Widyaiswara, as seen from the *path coefficient* of 0.493 and *t statistics* of 5.380 with *p values* of 0.000. The magnitude of the influence of competence on work motivation is 49.30%. This finding supports the research of Halmuniati and Sabania (2019), Mardiana, Kasmir, and Safuan (2021), and Rachman et al. (2021), who found evidence of the influence of competence on work motivation. If widyaiswara have good competence, of course, they will be competitive in the labor market. By increasing the competence of widyaiswara, it means that BDK Jakarta has tried to make widyaiswara have *knowledge, skills, and attitude* (KSA) in working to achieve the best performance. If the individual widyaiswara already has good competence, BDK Jakarta will try to keep the individual working by providing salaries, allowances, and other forms of reward according to his competence. The existence of appropriate reciprocity between the organization and Widyaiswara makes Widyaiswara have high work motivation to improve their performance. Widyaiswara, who has high work motivation, greatly supports the success of achieving the goals and progress of BDK Jakarta.

### 2. The Effect of Self-Efficacy on Work Motivation

The results of this study prove that self-efficacy has a positive effect on the work motivation of BDK Jakarta Widyaiswara, as seen from the *path coefficient* of 0.303 and *t statistics* of 3.428 with *p values* of 0.001. The effect of self-efficacy on work motivation is 30.30%. This finding supports the research of Kusumawati (2017), Aryanti and Muhsin (2020), and Laksono, Nursaid, and Herlambang (2021), who found evidence of the influence of self-efficacy on work motivation. Each individual widiyaiswara at BDK Jakarta can measure

and believe in their own capabilities in carrying out a task. No task is too difficult to do if the widyaiswara has a strong belief in and desire to succeed. Widyaiswara with high self-efficacy will be happy to work and accept the challenges given to them, and on the contrary, widyaiswara who have low self-efficacy will tend to try to refuse work, even immediately judging themselves as unable or unwilling to try to be able to carry out work properly. If this happens, the widyaiswara will no longer have the motivation to carry out their professional duties optimally because they feel they do not have the ability to do it.

### 3. Effect of Competence on Professionalism

The results of this study prove that competence has a positive effect on the professionalism of BDK Jakarta Widyaiswara, as seen from the *path coefficient* of 0.354 and *t statistics* of 3.153 with *p values* of 0.002. The magnitude of the influence of competence on professionalism is 35.40%. This finding supports the research of Sudja and Kusmaningtyas (2018) and the research of Yuliana, Haryadi, and Anggraeni (2019), which found evidence of the influence of competence on professionalism. Competence, also known as expertise or proficiency, is the rational behavior required to achieve the desired goals in the anticipated circumstances. Competence, as a combination of individual, scientific, technological, social, and spiritual aspects, jointly sets the benchmark for the occupational skills of Widyaiswara, including subject matter expertise, understanding of learners, educational pedagogy, and professional growth. Competence is one of the factors that determine the professionalism of BDK Jakarta Widyaiswara, where the term professional has certain aspects that involve aspects of *knowledge, skills, and attitude* (KSA). The aspects of *knowledge, skills, and attitude* are equally important as a foundation for building the professional quality of widyaiswara.

### 4. The Effect of Self-Efficacy on Professionalism

The results of this study prove that self-efficacy has a positive effect on the professionalism of BDK Jakarta Widyaiswara, as seen from the *path coefficient* of 0.244 and *t statistics* of 2.378 with *p values* of 0.018. The effect of self-efficacy on professionalism is 24.40%. This finding supports the research of Tambunan, Tambunan, and Kailola (2021) and Rosantono and Sahrah (2022), which found evidence of the effect of self-efficacy on professionalism. Self-efficacy is related to and influences the choice of action, drive, and determination of each widyaiswara at BDK Jakarta when facing every challenge that arises. The greater the self-confidence of a widyaiswara, the greater his confidence in his ability to complete each assigned task. The self-confidence that has been developed will have an impact and become a goal in the individual efforts of each widyaiswara. Self-efficacy is able to influence the thought process and actions and change the work environment of BDK Jakarta so that it is as desired by the widyaiswara. Thus, self-efficacy will affect the professionalism of Widyaiswara when carrying out professional duties.

### 5. The Effect of Work Motivation on Professionalism

The results of this study prove that work motivation has a positive effect on the professionalism of BDK Jakarta widyaiswara, seen from the *path*



*coefficient* = 0.354 and *t statistics* = 2.709 with *p values* = 0.007. The effect of work motivation on professionalism is 35.40%. This finding supports the research of Sinulingga, Suprayitno and Pertiwi (2019) and Kastawi, Nugroho and Miyono (2021) who found evidence of the influence of motivation on professionalism. Widyaiswara are professionals who deal directly with students, so widyaiswara, in carrying out their duties, must be able to carry out various policies with specific goals and have high motivation in carrying out the professional and organizational duties of BDK Jakarta. Widyaiswara with strong work motivation will have strong determination and sincere commitment to fulfill their job responsibilities, allowing their professionalism to grow consistently. In contrast, widyaiswara with weak work motivation lack resolute willpower, experience lethargy, and delay completing predetermined tasks, thus leading to a decline in professionalism. Therefore, it is very important to foster self-motivation in every widyaiswara in order to grow into a professional widyaiswara.

#### 6. The Effect of Competence on Professionalism Through Motivation

The results of this study prove that competence has a positive *effect* on the professionalism of BDK Jakarta Widyaiswara through work motivation, as seen from the *indirect effect* = 0.107 and *t statistics* = 2.253 with *p values* = 0.025. The effect of competence on professionalism through work motivation is 10.70%. The effect of competence on professionalism through work motivation (*indirect effect* = 10.70%) was smaller than the *direct effect of competence* on professionalism (*direct effect* = 35.40%). This shows that the real connection is a straight connection without intervening factors. The role of work motivation as an intervening factor does not have a significant effect on the relationship between skills and professionalism at Widyaiswara BDK Jakarta. Skills have various definitions that all indicate the ability to perform a task acquired through education and training. Widyaiswara with high competence means having the ability to carry out their duties optimally, so that their professional performance increases.

#### 7. The Effect of Self-Efficacy on Professionalism Through Motivation

The results of this study prove that self-efficacy has a positive *effect* on the professionalism of BDK Jakarta Widyaiswara through work motivation, as seen from the *indirect effect* = 0.175 and *t statistics* = 2.347 with *p values* = 0.019. The effect of self-efficacy on professionalism through work motivation is 17.50%. The indirect effect of self-efficacy on professionalism through work motivation (*indirect effect* = 17.50%) was smaller than the *direct effect of self-efficacy* on professionalism (*direct effect* = 24.40%). This shows that the real connection is a straight connection without using intermediary factors. The role of work motivation as an intervening factor does not significantly affect the relationship between self-efficacy and the level of professionalism at Widyaiswara BDK Jakarta. Self-efficacy is the belief in Widyaiswara that they can carry out tasks effectively. A strong sense of self-efficacy will increase confidence in completing more tasks and observing how work is done effectively, resulting in improved professional performance. Therefore, to achieve professional performance and

professionalism, trainers must have confidence and maintain a positive view of their abilities.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the research data and quantitative analysis that have been described and the results of the discussion, the researchers concluded as follows:

1. Competence has a positive effect on the work motivation of BDK Jakarta Widyaiswara. The dimension that most influences the work motivation of Widyaiswara is learning management competence.
2. Self-efficacy has a positive effect on the work motivation of BDK Jakarta Widyaiswara. The dimension that most influences the work motivation of Widyaiswara is *generality*.
3. Competence has a positive effect on the professionalism of BDK Jakarta Widyaiswara. The dimension that most influences the professionalism of Widyaiswara is learning management competence.
4. Self-efficacy has a positive effect on the professionalism of BDK Jakarta Widyaiswara. The dimension that most influences the professionalism of Widyaiswara is *generality*.
5. Work motivation has a positive effect on the professionalism of BDK Jakarta Widyaiswara. The biggest dimension that affects the professionalism of Widyaiswara is responsibility.
6. Competence has a positive effect on the professionalism of BDK Jakarta Widyaiswara through work motivation. However, the position of work motivation as a mediating variable (*intervening*) does not have a major influence on the relationship between competence and professionalism in Widyaiswara.
7. Self-efficacy has a positive effect on the professionalism of BDK Jakarta Widyaiswara through work motivation. However, the position of work motivation as a mediating variable (*intervening*) does not have a major influence on the relationship between self-efficacy and professionalism in Widyaiswara.

Based on the conclusion of this study, the researcher provides the following suggestions:

1. Competence affects work motivation and professionalism, so it is necessary to carry out activities to improve the competence of Widyaiswara through attitude and behavior training focused on building positive attitudes and behaviors in establishing communication and social interactions. This suggestion is based on the results of research showing that the social interaction dimension of the competency variable obtained the lowest average score of 3.85.
2. Self-efficacy affects work motivation and professionalism, so it is necessary to carry out activities to improve the self-efficacy of Widyaiswara through training focused on building positive and creative thinking patterns. This suggestion is based on the results of the study, which show that the *magnitude* dimension of the self-efficacy variable obtained the lowest average score of 3.72.
3. Work motivation affects professionalism, so it is necessary to carry out activities to increase the work motivation of widyaiswara through training focused on self-development and improvement of skills and professional attitudes. This

suggestion is based on the research results, which show that the self-development dimension of the work motivation variable obtained the lowest average score of 3.75.

4. Competence is a variable that has a major influence on work motivation and professionalism, so there is no need to conduct research on this variable. Therefore, future researchers should look for other variables that may have an influence on professionalism, such as education, training, work experience, leadership, facilities and infrastructure, compensation, work environment, organizational culture, organizational climate, work attitude, and work ethic.
5. Competence is a variable that has a major influence on work motivation and professionalism, so there is no need to conduct further research on this variable. Therefore, future researchers should look for other variables that may have an influence on professionalism, such as: education, training, work experience, leadership, infrastructure, compensation, work environment, organizational culture, organizational climate, work attitudes, and work ethic.

#### **FURTHER STUDY**

Researchers still have limitations in conducting research the Professionalism of Widyaaiswara with Work Motivation as a Mediating Variable. In future research, researchers suggest conducting further research on this topic so that it can add reference or insight for readers.

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