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The Influence of Self-efficacy and Readiness to Change on Performance with Achievement Motivation as Intervening Variables

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Abstract:

This research discusses about the effects of self-efficacy and readiness to change on performance mediated by achievement motivation. The sampling technique was using purposive sampling. The research was conducted on 58 permanent employees. SPSS version 25 program is used to analyze the data of Path Analysis. The results showed that self-efficacy have significant positive effect on achievement motivation, readiness to change have significant effect on achievement motivation, achievement motivation have significant effect on performance, and achievement motivation is able to mediate between self-efficacy and readiness to change.

Keywords: *Self-efficacy, readiness to change, achievement motivation, and performance*

1. Introduction

The progress of science and technology are happening so fast. These changes resulted in the industrial revolution 4.0 in the economic, social, and cultural fields that have entered various aspects of human life. Many old jobs and ways of working are being replaced by technology and intelligent machines, while new types of work are emerging. Changes in business situations and conditions are now also affected by the COVID-19 pandemic that is sweeping the world, including Indonesia. The emergence of the COVID-19 pandemic has led to changes in the business environment that put pressure on all business activities in the real sector (Prianto et al., 2020). Organizational management is required to take practical and strategic steps to bring the organization out of the crisis puddle that almost drowned some companies that were not well prepared (Abdullah et al., 2018). Readiness to change can be done by preparing human resources to confidence in their collective abilities (Weiner, 2009).

The success of higher education as an organization can be measured by its performance, especially the performance of individual education staff who can work effectively and efficiently in supporting academic services to students and facilitating the implementation of the duties of teaching staff. Education staff have the most important role for universities because education personnel are the main resources in higher education institutions in achieving the goals of the institution (Alfagira et al., 2017). The efforts to improve employee performance is a work that takes time and a long process. To deal with such a situation, the education staff of Universitas Gadjah Mada (UGM), especially the education staff of the Faculty of Medicine, Public Health, and Nursing (FKKMK) UGM are required to always improve the quality of their performance in order to win the competition in terms of ability, skill, creativity, role model, and his professionalism. It is very important to carry out organizational processes so that they can run properly in accordance with the implementation of the tasks and functions of the organization in order to achieve the vision and mission of the organization. To increase employee performance can be done in several ways, one of which is by increasing employee achievement motivation. To creating achievement motivation on improving employee performance, self-efficacy and readiness to change are needed in employees.

2. Literature Review and Hypothesis

According to Andrew & Mohankumar (2017) self-efficacy is an individual's assessment of his ability to perform certain tasks. Self-efficacy is considered an important factor for individuals in the workplace that can encourage the growth of intrinsic motivation (Cetin & Askun, 2017). Meanwhile, According to Samija et al. (2016), self-efficacy is the perceived ability to adapt to certain situations including an assessment of personal ability to perform some behaviors in a way that requires certain situations.

According to Matthysen & Harris (2018) employee readiness to change emerged as one of the core attitudes that affect success in organizations. Employee readiness to change is a positive trait that can have a positive influence on the organization to be superior and dynamic in a competitive environment (Samaranayake & Takemura, 2017). Employees who have the will to change are employees who will build the organization in the future because change has become a primary need for organizational life.

According to Rani & Reddy (2019) achievement motivation is a prerequisite for achievement, to succeed, and to perform well in relation to standards of excellence. Positively motivated employees will drastically increase their effectiveness and efficiency to achieve organizational goals (Nabi et al., 2017). Employees who have high achievement motivation will take risks and present new ideas in an effort to be successful which leads to higher levels of creative performance (Schoen, 2015).

According to Edison et al. (2017) performance is the result of a process that refers to and is measured over a certain period of time based on pre-determined terms and agreements. Employee performance is an important indicator that reflects the work of individuals, departments, and organizations (Na-nan & Sanamthong, 2019). Robbins and Judge (2017) state that performance is a combination of effectiveness and efficiency in performing the main tasks of employees. An organization performs a performance appraisal based on the consideration that there is a need for an organizational evaluation system that is objective.

2.1. Effect of Self Efficacy on Achievement Motivation

Self-efficacy can encourage employees' intention to share knowledge because employees believe that their contributions may be helpful to others (Rahman et al., 2017). Self-efficacy is applied to work in terms of motivating various aspects related to employees and organizational activities (Cherian & Jacob, 2013). Self-efficacy has a major effect on learning, motivation, and performance, because people try to learn and perform only those tasks that they believe can be successfully performed (Lunenborg, 2011). High self-efficacy in employees can increase employee intrinsic motivation (Dabas & Pandey, 2015). Agree with Cetin & Askun (2017) that self-efficacy is considered an important factor for individuals at work that can encourage the growth of intrinsic motivation. Self-efficacy affects the tasks that employees choose and also affects the level of effort and persistence when working on difficult tasks. The higher the self-efficacy, the higher their achievement motivation at work (Liu & Cheng, 2018). As is the case when employees confidently use their skills and abilities to manage certain tasks so that they can work effectively, it can move their achievement motivation in completing work.

- H1: Self efficacy positively affect achievement motivation

2.2. Effect of Readiness to Change on Achievement Motivation

Change is one aspect to create effective management. Research by Ryan & Deci (2000) shows that the underlying factor in readiness to change is internal motivation, namely the acceptance of values or beliefs that lead to self-determined and sustained behavioral change. Employees who are ready to change will be motivated to simplify and satisfy their work, and are more likely to produce significant changes in work processes (Peterson & Baker, 2016). Individuals who are ready to accept change believe that they must remain committed to the organization and they will be motivated to cooperate with the organizational change process (Qureshi et al., 2018). This readiness to change will make employees motivated to improve their ability to achieve work performance. The research of Winardi & Prianto (2016) states that individual readiness to change is indicated by the individual's ability to learn new knowledge and is supported by motivation to change. A positive attitude on individual change readiness can increase motivation to show personal initiative in employee engagement in the workplace (Hetzner et al., 2012). Readiness to change is needed so that employees can study job descriptions well, adjust jobs, and work environment during the organizational change process during the covid-19 pandemic.

- H2: Readiness to change positively affect achievement motivation

2.3. Effect of Achievement Motivation on Performance

Rosmita & Nainggolan (2015) state that achievement motivation has a positive and significant effect on performance. The right motivation must exist to ensure good performance, it is proven that motivation affects employee performance (Jalagat, 2016). Agree with Mensah & Tawiah (2016) that work motivation affects employee performance. Olusadum & Anulika (2018) also revealed that there is a significant relationship between staff motivation and staff performance. Muda et al. (2014) stated that motivation simultaneously affects employee performance. High motivation in employees will improve employee performance. Therefore, the research recommends that organizations should consider achievement motivation as the main responsibility. Achievement motivation plays an important role in organizations.

- H3: Achievement motivation positively affect employee performance

2.4. Achievement Motivation as Mediation

According to Iyer & Kamalanbhan (2006) achievement motivation is a desire to achieve a certain standard or to achieve certain success in competitive situations. Achievement motivation is one of the crucial psychological factors to determine career and academic success (Lolodziej, 2010). Employees who have high achievement motivation will be responsible for the actions and results obtained and enjoy the achievements generated through individual and group efforts. If employees have high self-efficacy and readiness to change with their organization, employees will generate achievement motivation in completing work well because employees feel that they have a great responsibility for their work, so that the completion of the work will run effectively and efficiently which can improve employee performance. High self-efficacy in employees affects motivation so that a self-confidence boost appears to achieve (Na-nan & Sanamthong, 2019). Self-efficacy also encourages employee achievement motivation in the effectiveness of using strategies in completing work (Trautner & Schwinger, 2020). Employees who are ready to change will be better equipped to motivate themselves to cooperate with the change process (Qureshi, et al., 2018).

- H4: Achievement motivation mediates the Trainer influence of self-efficacy on performance

- H5: Achievement motivation mediates the self-efficacy influence of readiness to change on performance

3. Research Methods

This research used is a quantitative approach. The quantitative approach allows the researcher to collect numerical data through statistical analysis of the sample using predefined instruments. This research was conducted by collecting and managing primary data sourced from respondents' answers through the distribution of questionnaires, interpreting the results to compare the results of previous studies. The population of this study was permanent employees of the education staff of FKMK UGM Yogyakarta. The sampling technique was using purposive sampling. The sample was conducted on 58 permanent employees.

4. Result

4.1. Descriptive Analysis

Descriptive analysis shows a description of the identity of the respondents being studied and describes the data from the research variables that have been collected. Based on the results of respondents' answers regarding gender, age, and the last education of respondents, it can be concluded that the majority sample of FKMK UGM employees are male, which 36 employees or 62.1% and female respondents are 22 employees or 37.9%. The majority are between 35-39 years old, which is 44.8%. Graduated Bachelor (S1) as many as 38 employees or 65.5%, while Master (S2) were 16 employees or 27.6% and Diploma (D3) were 4 employee or 6.9%.

4.2. Inferential Analysis

4.2.1. Analysis Model 1

The results of the calculation of the self-efficacy variable for the coefficient of influence of 0.385 obtained a t-statistical price of 3.450 with a significance level of 0.001. The significance level value obtained is smaller than the significant level = 0.05 or ($0.000 < 0.05$) so that self-efficacy has a positive and significant effect on the achievement motivation of FKMK UGM Yogyakarta employees. The results of the calculation of the readiness to change variable for the coefficient of influence of 0.487 obtained a t-statistical price of 4.365 with a significance level of 0.000. The significance level value obtained is smaller than the significant level = 0.05 or ($0.000 < 0.05$) so that readiness to change has a positive and significant effect on the achievement motivation of employees of FKMK UGM Yogyakarta. The magnitude of the influence of self-efficacy and readiness to change variables on employee achievement motivation variables at FKMK UGM is calculated using the coefficient of multiple determination (Adjusted R Square). The calculation result for the coefficient of multiple determination (Adjusted R²) is 0.632. These results can be interpreted that 63.2% of the achievement motivation of FKMK UGM employees can be explained by the two independent variables consisting of self-efficacy and readiness to change. While the remaining 36.8% is influenced by other variables that are not included in the research model. Meanwhile, to prove that the independent variable simultaneously affects the dependent variable, the F statistic test is used. The results of the F test calculation obtained a p value of 0.000. This p value is smaller than the significant level = 5% or ($0.000 < 0.05$), so that self-efficacy and readiness to change simultaneously affect achievement motivation.

4.2.2. Analysis Model II

The results of the calculation of the achievement motivation variable for the coefficient of influence of 0.747 obtained a t-statistical price of 8.411 with a significance level of 0.000. The significance level value obtained is smaller than the significant level = 0.05 or ($0.000 < 0.05$) so that achievement motivation has a positive and significant effect on the performance of the employees of FKMK UGM Yogyakarta. The results of the calculation for the coefficient of multiple determination (Adjusted R²) variable achievement motivation on performance is 0.550. These results can be interpreted that 55% of the performance of FKMK UGM employees can be explained by achievement motivation. While the remaining 45% is influenced by other variables that are not included in the research model. While the results of the calculation for the results of the F test obtained a p value of 0.000. This p value is smaller than the significant level = 5% or ($0.000 < 0.05$), so that achievement motivation simultaneously affects performance.

4.2.3. Path Analysis

Path analysis describes direct and indirect relationships between variables. An indirect relationship occurs when there is a third variable that mediates the relationship between the two variables (Ghozali, 2005). The influence of analysis can be described as follows:

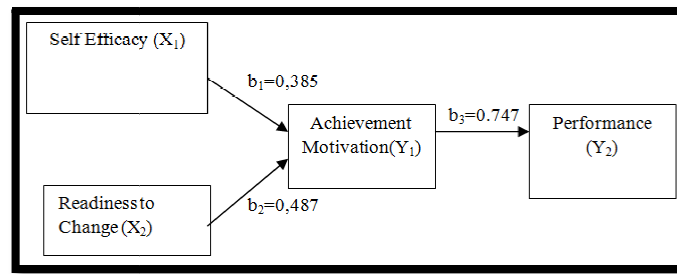


Figure 1: Path Analysis Results between X_1 , X_2 , Y_1 , and Y_2

Based on the diagram above, it can be made a summary of the results with the following details:

Influence Model	Direct Effect	Indirect Effect
$X_1 \rightarrow Y_1$	0.385	-
$X_2 \rightarrow Y_1$	0.487	-
$Y_1 \rightarrow Y_2$	0.747	-
$X_1 \rightarrow Y_1 \rightarrow Y_2$	-	0.288
$X_2 \rightarrow Y_1 \rightarrow Y_2$	-	0.364

Table 1: The Result of Path Analysis

5. Discussion

5.1. Self-efficacy on Achievement Motivation

The results showed that there was a positive and significant influence between self-efficacy on achievement motivation with a statistical significance value of 0.001. Self-efficacy can encourage employees' intention to share knowledge, because employees believe that their contributions may be of value to others (Rahman et al., 2017). Self-efficacy is applied to work in terms of motivating various aspects related to employees and organizational activities (Cherian & Jacob, 2013). Self-efficacy has a major effect on learning, motivation, and performance, as people try to learn and perform tasks that they believe can be successfully performed (Lunenburg, 2011). High self-efficacy in employees can increase employee intrinsic motivation (Dabas & Pandey, 2015). Agree with Cetin & Askun (2017) that self-efficacy is considered an important factor for individuals at work that can encourage the growth of achievement motivation. Self-efficacy affects the tasks that employees choose and also affects the level of effort and persistence when working on difficult tasks.

Self-efficacy provides the basis for human motivation, well-being, and personal achievement, because when individuals believe that they have the ability to achieve the results they want, they will have more advantages in dealing with difficulties and problems (Haddad & Taleb, 2015). The higher the self-efficacy, the higher their achievement motivation at work (Liu & Cheng, 2018). Pratsala & Redford (2010) state that people with high levels of self-efficacy are more likely to persist in the face of adversity, are more likely to show intrinsic motivation when engaged in a task, and are less likely to feel disappointed in the face of failure compared to people with high levels of self-efficacy. Low level of self-efficacy. As is the case when employees confidently use their skills and abilities (self-efficacy) to manage certain tasks effectively, it can move their achievement motivation in completing work.

5.2. Readiness to Change to Achievement Motivation

The results showed that there was a positive and significant effect between readiness to change on achievement motivation with a statistical significance value of 0.000. Readiness to change will make employees motivated to improve their ability to achieve work performance. Employee readiness to change leads to the success or failure of organizational change (Matthysen & Harris, 2018). Employees who have the will to change are employees who will build the organization in the future because change has become a primary need for organizational life. Change is one aspect to create effective management. Research by Ryan & Deci (2000) shows that the underlying factor in readiness to change is internal motivation, namely the acceptance of values or beliefs that lead to self-determined and sustained behavioral change. Employees who are ready to change will be motivated to simplify and satisfy their work, and are more likely to produce significant changes in work processes (Peterson & Baker, 2016).

Winardi & Prianto's research (2016) states that individual readiness to change is indicated by the individual's ability to learn new knowledge and is supported by motivation to change. A positive attitude on individual change readiness, can increase motivation to show personal initiative in employee engagement in the workplace (Hetzner et al., 2012). Readiness to change is needed so that employees can study job descriptions well, adjust work and work environment during the organizational change process that occurred during the covid-19 pandemic.

5.3. Achievement Motivation on Performance

The results showed that there was a positive and significant influence between achievement motivation on performance with a statistical significance value of 0.000. Achievement motivation is a prerequisite for achievement, to succeed, and to perform well in relation to standards of excellence (Rani & Reddy, 2019). Positively motivated employees will drastically increase their effectiveness and efficiency to achieve organizational goals (Nabi et al., 2017). Employees

who have high achievement motivation will take risks and present new ideas in an effort to be successful which leads to higher levels of creative performance (Schoen, 2015).

Rosmita & Nainggolan (2015) state that achievement motivation has a positive and significant effect on performance. The right motivation must exist to ensure good performance, it is proven that motivation affects employee performance (Jalagat, 2016). Agree with Mensah & Tawiah (2016) that work motivation affects employee performance. Olusadum & Anulika (2018) also revealed that there is a significant relationship between staff motivation and staff performance. Muda et al. (2014) also states that motivation simultaneously affects employee performance. High motivation in employees will improve employee performance. Therefore, the research recommends that organizations should consider achievement motivation as the main responsibility because achievement motivation plays an important role in the organization.

5.4. Self-efficacy on Performance through Achievement Motivation

The results showed that the magnitude of the indirect effect of self-efficacy on performance through achievement motivation was 0.288. High self-efficacy in employees affects motivation so that a self-confidence boost appears to achieve (Na-nan & Sanamthong, 2019). Self-efficacy can improve employee performance because employees will experience less anxiety when doing their jobs (Clercq et al., 2017). Every individual in the organization who has high self-efficacy, the organizational performance will also increase along with the increase in individual self-efficacy. Self-efficacy encourages someone to understand deeply about situations that may not be predictable so that they can explain why someone has failed or someone succeeded. Self-efficacy derived from these experiences will be used to predict the behavior of others and guide their own behavior. If employees have high self-efficacy towards their organization, employees will create achievement motivation in completing work well because employees feel that they have a great responsibility for their work. So that the completion of the work will run effectively and efficiently and can improve employee performance. Self-efficacy also encourages employee achievement motivation in the effectiveness of using strategies in completing work (Trautner & Schwinger, 2020).

5.5. Readiness to Change to Performance through Achievement Motivation

The results showed that the magnitude of the indirect effect of readiness to change on performance through achievement motivation was 0.364. Individual readiness in facing change will be the driving force that makes the change positive because change will always occur in an organization. This was also explained by Samaranayake & Takemura (2017) that employee readiness to change is a positive trait that can have a positive influence on the organization to become more superior and dynamic in a competitive environment. Winardi & Prianto (2016) show that readiness to change affects performance. Agree with Matthews, et al. (2018) shows that readiness to change affects satisfaction and performance through motivational factors. Employees who are ready to change will be better equipped to motivate themselves in cooperating with the change process (Qureshi, et al., 2018). If employees have readiness to change with their organization, employees will generate achievement motivation in completing work well because employees feel that they can follow and adapt to organizational changes. So that the completion of the work will run effectively and efficiently which can improve employee performance.

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