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The effect of self-efficacy and emotional intelligence on the self-leadership ability of MPLB students at SMK Batik 1 Surakarta

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Abstrak

Self leadership menjadi salah satu kompetensi yang penting dimiliki siswa dalam menghadapi tuntutan pendidikan dan dunia kerja. Penelitian ini bertujuan untuk mengetahui (1) pengaruh efikasi diri terhadap kemampuan self leadership siswa Program Keahlian Manajemen Perkantoran dan Layanan Bisnis (MPLB) SMK Batik 1 Surakarta, (2) pengaruh kecerdasan emosional terhadap kemampuan self leadership siswa, serta (3) pengaruh efikasi diri dan kecerdasan emosional secara simultan terhadap kemampuan self leadership siswa. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan kausalitas. Teknik pengumpulan data menggunakan kuesioner. Populasi penelitian adalah seluruh siswa kelas X dan XI MPLB SMK Batik 1 Surakarta sebanyak 149 siswa. Teknik pengambilan sampel menggunakan proportionate stratified random sampling dengan jumlah sampel 109 responden. Teknik analisis data menggunakan regresi linear berganda. Hasil penelitian menunjukkan bahwa (1) efikasi diri berpengaruh positif dan signifikan terhadap kemampuan self leadership siswa (t hitung 5,290 > t tabel 1,983; sig. 0,000 < 0,05), (2) kecerdasan emosional berpengaruh positif dan signifikan (t hitung 3,298 > t tabel 1,983; sig. 0,001 < 0,05), dan (3) kedua variabel secara simultan berpengaruh signifikan (F hitung 60,035 > F tabel 3,082; sig. 0,000 < 0,05). Nilai R square sebesar 53,1% menunjukkan bahwa variabel independen berkontribusi sebesar 53,1% terhadap self leadership.

Kata kunci: Kepemimpinan Diri; Kompetensi Personal; Kuantitatif; Siswa Sekolah Menengah Kejuruan

Abstract

Self-leadership represents a critical competency that students must develop to successfully navigate the demands of contemporary education and professional environments. This study aims to examine (1) the effect of self-efficacy on the self-leadership ability of students enrolled in the Office Management and Business Services (MPLB) program at SMK Batik 1 Surakarta, (2) the effect of emotional intelligence on students' self-leadership ability, and (3) the simultaneous effect of self-efficacy and emotional intelligence on students' self-leadership ability. This study employed a quantitative approach with a causal research design. Data were

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collected through a structured questionnaire administered to a population of 149 students from grades X and XI of the MPLB program. A sample of 109 respondents was selected using proportionate stratified random sampling. The data were analyzed using multiple linear regression. The findings revealed that (1) self-efficacy exerted a positive and significant effect on students' self-leadership ability ($t = 5.290 > t\text{-table} = 1.983$; $p = .000 < .05$), (2) emotional intelligence had a positive and significant effect ($t = 3.298 > t\text{-table} = 1.983$; $p = .001 < .05$), and (3) both variables simultaneously had a significant effect on self-leadership ($F = 60.035 > F\text{-table} = 3.082$; $p = .000 < .05$). The coefficient of determination ($R^2 = .531$) indicates that self-efficacy and emotional intelligence collectively explained 53.1% of the variance in students' self-leadership ability.

Keywords: Self-Leadership; Personal Competence; Quantitative; Vocational High School Students

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Introduction

Vocational high schools (SMK, Sekolah Menengah Kejuruan) occupy a strategic position in producing competent and adaptive human resources capable of meeting the challenges of the workplace in the era of the Industrial Revolution 4.0 and Society 5.0. Contemporary labor markets increasingly demand graduates who possess not only technical skills but also strong soft skills—including critical thinking, collaboration, innovation, and effective self-management (Mardhiyah et al., 2021). In this context, improving the quality of vocational education is an essential step toward producing graduates who are globally competitive. As Irianto et al. (2025) emphasized, SMK graduates must be capable of adapting to technological advancements, capitalizing on digitalization opportunities, and demonstrating personal independence and accountability in their learning processes.

These demands require SMK graduates to possess not only technical expertise but also robust soft skills for effective self-management. Among the most essential of these competencies is self-leadership—the ability to direct, motivate, and regulate one's own behavior and actions in pursuit of learning goals (Yulianti et al., 2025). However, empirical evidence consistently reveals a gap between this ideal competency and students' actual performance. Marwanto et al. (2025) found that students' overall self-leadership levels are generally low, characterized by weak self-control and insufficient learning initiative. Similarly, Hirzi et al. (2024) documented self-leadership deficiencies among students in the Guidance and Counseling program at Sultan Ageng Tirtayasa University, manifested through limited initiative, poor self-regulation, and low self-awareness during the learning process. Comparable findings were reported by Sukarmo (2019) among grade X students at SMA Negeri 76 Jakarta.

An analogous problem was identified among students in the Office Management and Business Services (MPLB) program at SMK Batik 1 Surakarta. Preliminary research conducted with 10 students revealed that 63.3% of students frequently delayed task completion until approaching deadlines, 56.7% reported waiting for teacher instructions before commencing work, and 60.0% expressed limited confidence in making independent decisions regarding assigned tasks. This phenomenon is particularly noteworthy given that MPLB students operate within a learning environment oriented toward administrative and business service competencies—a context that inherently demands self-regulation, initiative, accountability, and interpersonal skills. Consequently, self-leadership ability is an especially relevant competency for MPLB students and should be cultivated during their formal education as preparation for professional life.

Prior research has identified several factors influencing self-leadership, including self-efficacy and emotional intelligence. Betz (as cited in Santoso & Dewi, 2019) defines self-efficacy as an individual's belief that they can successfully execute behaviors required by a specific situation. According to Rachman and

Rachmayani (as cited in Fatimah et al., 2021), self-efficacy comprises three dimensions: cognitive aspects, affective aspects—where individuals with high self-efficacy strive optimally to complete tasks despite difficulty—and behavioral aspects. Maulana and Susilowati (2025) confirmed a positive relationship between self-efficacy and self-leadership capacity. Emotional intelligence has likewise been shown to significantly influence self-directedness. As Mayer (as cited in Riza & Yoto, 2023) noted, emotional intelligence refers to the natural potential to feel, use, communicate, recognize, recall, regulate, and understand emotions.

Although these factors have been examined separately in prior studies, there remains a gap in research that simultaneously tests both variables within the specific context of vocational education. The novelty of this study lies in its examination of the combined influence of self-efficacy and emotional intelligence on self-leadership ability among MPLB vocational students, thereby offering targeted solutions to the problem of insufficient student learning autonomy. Theoretically, this study is grounded in Bandura's Social Cognitive Theory, which posits that individual behavior arises from the interaction of personal, behavioral, and environmental factors. Within this framework, self-efficacy and emotional intelligence are conceptualized as personal factors that shape students' capacity to direct, manage, and motivate themselves, thereby fostering the development of self-leadership.

In this study, self-leadership ability is operationalized through three strategic dimensions: behavior-focused strategies, natural reward strategies, and constructive thought strategies. Self-efficacy is measured across three dimensions: magnitude, strength, and generality. Emotional intelligence encompasses self-awareness, self-regulation, self-motivation, empathy, and social skills. Based on these considerations, the research questions addressed in this study are: (1) Does self-efficacy exert an effect on the self-leadership ability of MPLB students at SMK Batik 1 Surakarta? (2) Does emotional intelligence affect students' self-leadership ability? (3) Do self-efficacy and emotional intelligence simultaneously influence students' self-leadership ability?

Drawing on theoretical frameworks and prior empirical evidence, it is hypothesized that self-efficacy (H1), emotional intelligence (H2), and both variables simultaneously (H3) each exert a positive and significant effect on the self-leadership ability of MPLB students at SMK Batik 1 Surakarta. The overarching aim of this study is to analyze and empirically validate these hypothesized relationships. Practically, the findings are intended to inform teachers and educational institutions in designing instructional strategies and guidance programs oriented toward the development of student independence and self-confidence.

Self-leadership in the academic context is defined as the individual's capacity to influence and motivate themselves through the conscious management of mindset and behavior in order to enhance performance. Tenschert et al. (2025) define self-leadership as the ability of individuals to independently manage and direct themselves to improve performance and well-being through goal-setting, self-monitoring, and personal initiative. Self-efficacy, as conceptualized by Bandura (as cited in Mufidah et al., 2023), refers to an individual's belief in their capacity to organize and execute the actions necessary to achieve desired outcomes. Emotional intelligence encompasses the individual's ability to recognize, manage, and motivate themselves, shaped by emotional regulation processes.

Method

This study was conducted at SMK Batik 1 Surakarta, specifically within the Office Management and Business Services (MPLB) program, grades X and XI. Data collection was carried out in February 2026. A quantitative approach with a causal research design was employed, incorporating three variables: two independent variables (self-efficacy and emotional intelligence) and one dependent variable (self-leadership ability).

Population and Sampling

The study population comprised 149 students enrolled across four classes—X MPLB 1, X MPLB 2, XI MPLB 1, and XI MPLB 2—within the MPLB program at SMK Batik 1 Surakarta. Using Slovin's formula, a sample of 109 students was determined. Respondent inclusion criteria were: (1) active enrollment in the MPLB program at SMK Batik 1 Surakarta during the 2025/2026 academic year, and (2) registration in one of the four designated MPLB classes. Proportionate stratified random sampling was employed to ensure proportional representation across strata based on class membership.

Research Instrument

The research instruments were developed by the researchers based on theoretical indicators derived from the literature. The self-efficacy instrument (X1) was constructed using the magnitude, strength, and generality dimensions as identified by Salsabilah and Kurniasih (2022). The emotional intelligence instrument (X2) was based on the dimensions of self-awareness, self-regulation, self-motivation, empathy, and social skills, as referenced from Saparwadi and Sahrandi (2021). The self-leadership instrument (Y) was developed from the behavior-focused, natural reward, and constructive thought strategies outlined by Harunavamwe et al. (2020). All instruments employed a four-point Likert scale (Strongly Disagree, Disagree, Agree, Strongly Agree).

Validity testing was conducted on a pilot sample of 30 students from the Digital Business program at SMK Batik 1 Surakarta—a group with characteristics comparable to the main study sample—at a significance level of 5% ($\alpha = .05$). Items were deemed valid when the calculated r-value exceeded the r-table value of .361, based on the Product Moment Correlation test. Results indicated that the self-leadership variable (Y) yielded 15 valid items out of 18 (3 items discarded), self-efficacy (X1) yielded 12 valid items out of 15 (3 items discarded), and emotional intelligence (X2) yielded 14 valid items out of 16 (2 items discarded).

Reliability testing was performed using Cronbach's Alpha. The self-leadership instrument achieved a Cronbach's Alpha of .869, self-efficacy obtained .836, and emotional intelligence yielded .780. All instruments exceeded the minimum acceptable threshold of .60, confirming satisfactory reliability.

Data Analysis

Data were analyzed using IBM SPSS Statistics version 26. Prior to hypothesis testing, a series of classical assumption tests were performed: (1) normality testing using the Kolmogorov-Smirnov test, (2) linearity testing, (3) multicollinearity testing using Tolerance and Variance Inflation Factor (VIF) values, (4) heteroscedasticity testing using the Glejser test, and (5) autocorrelation testing using the Durbin-Watson statistic. Upon confirmation that all assumptions were satisfied, hypothesis testing was conducted via multiple linear regression analysis, encompassing the t-test (partial effects), F-test (simultaneous effects), and the coefficient of determination (R^2).

Results

Classical Assumption Tests

The normality test, conducted using the Kolmogorov-Smirnov method, produced an Asymp. Sig. (2-tailed) value of .200, which exceeds the threshold of .05, confirming that the data are normally distributed. Linearity testing demonstrated linear relationships between the independent and dependent variables, evidenced by linearity significance values of .000 (< .05) for both self-efficacy (X1) and emotional intelligence (X2) against self-leadership, and deviation-from-linearity values of .148 and .291, respectively, both exceeding .05. Multicollinearity testing revealed VIF values of 1.908 for both X1 and X2, well below the critical threshold of 10.00, indicating the absence of multicollinearity. Heteroscedasticity testing (Glejser test) yielded significance values of .869 for self-efficacy and .782 for emotional intelligence, both exceeding .05, confirming the absence of heteroscedasticity.

Multiple Linear Regression and Partial Hypothesis Testing (t-Test)

Following confirmation that all classical assumptions were satisfied, multiple linear regression analysis was conducted. As presented in Table 1, the regression equation derived from the analysis is:

$$Y = 11.038 + 0.617X1 + 0.355X2$$

Table 1.
Multiple Linear Regression Coefficients and t-Test Results

Model	B	Std. Error	Beta (β)	t	Sig.
(Constant)	11.038	3.604	–	3.063	.003
Self-Efficacy (X1)	.617	.117	.486	5.290	.000
Emotional Intelligence (X2)	.355	.108	.303	3.298	.001

Note. Dependent Variable: Self-Leadership (Y); B = Unstandardized Coefficients; Beta = Standardized Coefficients.

The constant value (B = 11.038) indicates that when both independent variables equal zero, the predicted value of self-leadership is 11.038. The regression coefficients for self-efficacy (B = .617) and emotional intelligence (B = .355) indicate that incremental increases in either variable are associated with corresponding increases in self-leadership.

As shown in Table 1, the self-efficacy variable (X1) obtained a significance value of .000 (< .05) and a t-statistic of 5.290, exceeding the critical t-table value of 1.983 (df = 106, α = .05), thereby confirming a significant partial effect on self-leadership. Emotional intelligence (X2) similarly obtained a significance value of .001 (< .05) and a t-statistic of 3.298 (> 1.983), confirming its significant partial effect. Notably, the standardized beta coefficients indicate that self-efficacy (β = .486) exerts a stronger influence on self-leadership than emotional intelligence (β = .303).

Simultaneous Hypothesis Testing (F-Test)

The F-test was employed to evaluate whether the independent variables jointly predict the dependent variable (Sugiyono, 2019). The results of the F-test are presented in Table 2.

Table 2.

Analysis of Variance (ANOVA) for the Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1181.816	2	590.908	60.035	.000
Residual	1043.322	106	9.843	–	–
Total	2225.138	108	–	–	–

Note. a. Dependent Variable: Self-Leadership (Y). b. Predictors: (Constant), Self-Efficacy (X1), Emotional Intelligence (X2).

As presented in Table 2, the regression model yielded an F-statistic of 60.035, exceeding the critical F-table value of 3.082 (α = .05), with a significance value of .000 (< .05). These results confirm that self-efficacy and emotional intelligence, taken together, exert a simultaneous and significant effect on the self-leadership ability of MPLB students at SMK Batik 1 Surakarta.

Coefficient of Determination and Autocorrelation Test

The coefficient of determination was calculated to determine the proportion of variance in self-leadership explained by the independent variables. The results are presented in Table 3.

Table 3.

Coefficient of Determination and Autocorrelation Test

Model	R	R Square	Adjusted R Square	Durbin-Watson
1	0.729	0.531	0.522	1.867

Note. Predictors: (Constant), Self-Efficacy (X1), Emotional Intelligence (X2).

As shown in Table 3, the R^2 value of .531 indicates that self-efficacy and emotional intelligence collectively account for 53.1% of the variance in students' self-leadership ability, with the remaining 46.9% attributable to factors outside the scope of this study. The Durbin-Watson statistic of 1.867 falls within the acceptable range (dU = 1.7252 to 4 - dU = 2.2748), confirming the absence of autocorrelation and satisfying the residual independence assumption.

Discussion

The Effect of Self-Efficacy on Self-Leadership Ability

The first hypothesis test demonstrated that self-efficacy (X1) produced a t-statistic of 5.290, exceeding the t-table value of 1.983, with a significance value of .000 (< .05). This result confirms that self-efficacy exerts a positive and significant partial effect on the self-leadership ability of MPLB students at SMK Batik 1 Surakarta, supporting the acceptance of H1. These findings are consistent with those of Maulana and Susilowati (2025) and Wahyuni and Kholiq (2024), who reported that self-efficacy positively influences self-leadership.

The findings can be interpreted through the lens of Bandura's Social Cognitive Theory, which holds that an individual's belief in their own capabilities shapes their cognitive processes, motivation, and behavioral patterns when confronting tasks. Students with high self-efficacy tend to perceive challenges as developmental opportunities, establish clearer personal goals, and demonstrate greater effort and perseverance in pursuing those goals. Within the self-leadership framework, this self-belief motivates students to direct their behavior, organize learning strategies, monitor their own progress, and sustain motivation when confronted with obstacles. In the MPLB context, where students are required to independently manage administrative and business service tasks, self-efficacy functions as a key driver of self-leadership behavior. Accordingly, higher levels of self-efficacy are associated with stronger self-leadership capabilities.

The Effect of Emotional Intelligence on Self-Leadership Ability

The second hypothesis test revealed that emotional intelligence (X2) obtained a t-statistic of 3.298, exceeding the t-table value of 1.983, with a significance value of .001 (< .05). These results confirm that emotional intelligence exerts a positive and significant partial effect on students' self-leadership ability, supporting the acceptance of H2. These findings corroborate those of Esen and Bulut (2022), who demonstrated that emotional intelligence significantly influences self-leadership. Additionally, the results indicate that students in this sample exhibited strong self-motivation and adequate emotional regulation when confronted with academic difficulties.

These findings are explained by Goleman's theory of emotional intelligence (as cited in Riza & Yoto, 2023), which posits that the capacity to recognize, understand, and manage one's own emotions as well as those of others plays a pivotal role in directing individual behavior. Students with high emotional intelligence are better able to regulate their emotions under pressure, sustain motivation toward goal achievement, and cultivate positive social relationships within their learning environment. These capabilities directly support the development of self-leadership, enabling students to manage themselves more effectively, make judicious decisions, and remain focused on their objectives despite obstacles. Consequently, higher emotional intelligence is associated with stronger self-leadership capacity.

The Simultaneous Effect of Self-Efficacy and Emotional Intelligence on Self-Leadership

The third hypothesis test yielded an F-statistic of 60.035, which exceeds the F-table value of 3.082, with a significance value of .000 (< .05), confirming the acceptance of H3. The regression equation $Y = 11.038 + 0.617X1 + 0.355X2$ confirms that both independent variables exert a positive effect on self-leadership ability. The coefficient of determination ($R^2 = .531$) indicates that 53.1% of the variance in self-leadership is explained by self-efficacy and emotional intelligence, while the remaining 46.9% is attributed to factors not examined in this study.

These findings demonstrate that self-leadership ability is not solely a product of cognitive self-belief but also depends on the effective recognition, management, and channeling of emotions. From the perspective of Social Cognitive Theory, self-efficacy motivates individuals to set goals, take initiative, and sustain effort in the face of challenges. Simultaneously, emotional intelligence theory explains how emotion management assists individuals in controlling behavior, preserving motivation, and building positive social relationships. Together, these two factors enable students to more effectively direct their thoughts, emotions, and behaviors toward desired objectives.

Comparing the relative contributions of the two predictors based on standardized beta coefficients, self-efficacy ($\beta = .486$) demonstrated a more dominant influence on self-leadership than emotional intelligence ($\beta = .303$). This finding suggests that students' belief in their own capability to complete tasks and navigate challenges plays a greater role in shaping self-directed behavior than does emotional regulation capacity. In the MPLB context, this dominance is plausible given the nature of the program's competencies, which demand that students work independently on administrative tasks, make autonomous decisions, and take personal

responsibility for their work. Students with strong self-belief are more likely to take initiative, set personal goals, and persevere through difficulty—all defining characteristics of self-leadership.

Notwithstanding the greater influence of self-efficacy, emotional intelligence remained a meaningful predictor, supporting students in managing emotions, sustaining motivation, and maintaining positive interpersonal dynamics conducive to learning. These findings also suggest that in learning environments requiring high levels of independence and personal responsibility, self-efficacy tends to be a stronger predictor of self-leadership than emotional intelligence.

From a practical standpoint, these results indicate that efforts to enhance students' self-leadership ability should be deliberately structured to strengthen both self-efficacy and emotional intelligence concurrently. Such efforts may include assigning tasks that encourage autonomous decision-making, incorporating goal-setting training, fostering self-reflection skills, and implementing activities that build emotional regulation and social competence. However, the generalizability of these findings should be interpreted with caution, as the study was limited to MPLB students at a single institution. Replication across different vocational programs and school contexts is warranted to broaden the applicability of these findings.

Conclusion

This study examined the effect of self-efficacy and emotional intelligence on the self-leadership ability of MPLB students at SMK Batik 1 Surakarta using multiple linear regression analysis. Three principal conclusions were drawn. First, self-efficacy exerted a positive and statistically significant effect on students' self-leadership ability. Second, emotional intelligence similarly produced a positive and significant effect. Third, when examined simultaneously, both self-efficacy and emotional intelligence exerted a positive and significant combined effect on self-leadership ability. The coefficient of determination ($R^2 = .531$) indicates that these two variables jointly explained 53.1% of the variance in self-leadership, with the remaining 46.9% attributable to other factors beyond the scope of this study.

This study further established that self-leadership among MPLB students is shaped not only by cognitive self-belief and emotional management capacity, but also by the distinctive characteristics of the MPLB learning environment, which demands independence, initiative, and accountability in the execution of administrative and business service tasks. Within this context, self-efficacy emerged as the more dominant predictor compared to emotional intelligence. These findings reinforce the importance of cultivating both self-belief and emotional competence as integrated components of self-leadership development programs.

Based on these findings, schools are encouraged to design instructional strategies and character development programs that foster student independence, self-confidence, emotional regulation, and responsible decision-making. This study is subject to limitations, including its restriction to MPLB students at a single vocational school and its reliance exclusively on self-report questionnaire data. Future research should expand the sample to include additional vocational programs and institutions, incorporate supplementary data collection methods, and introduce additional variables—such as academic motivation, learning environment quality, or teacher support—that may contribute to a more comprehensive understanding of self-leadership development among vocational students.

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