

The mediating role of self-efficacy in family environment's influence on students' self-leadership

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Abstrak

Tujuan penelitian ini untuk mengetahui: (1) pengaruh lingkungan keluarga terhadap kemampuan self-leadership siswa, (2) pengaruh efikasi diri terhadap kemampuan self-leadership siswa, dan (3) pengaruh lingkungan keluarga terhadap kemampuan self-leadership siswa dengan efikasi diri sebagai mediasi. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan teknik analisis data PLS-SEM. Populasi dalam penelitian ini berjumlah 248 siswa SMK Kristen 1 Surakarta 2024. Teknik pengambilan sampel menggunakan stratified random sampling dengan sampel sebanyak 153 siswa. Hasil penelitian ini menunjukkan: (1) terdapat pengaruh signifikan lingkungan keluarga terhadap kemampuan self-leadership siswa ($t_{\text{-statistic}} 6,815 > 1,96$ dan $p\text{-value } 0,000 < 0,050$). Hal ini menunjukkan bahwa semakin baik lingkungan keluarga maka kemampuan self-leadership siswa juga akan semakin baik. (2) terdapat pengaruh signifikan efikasi diri terhadap kemampuan self-leadership siswa ($t_{\text{-statistic}} 8,206 > 1,96$ dan $p\text{-value } 0,000 < 0,050$). (3) Terdapat pengaruh yang signifikan lingkungan keluarga terhadap efikasi diri yang selanjutnya efikasi diri terhadap kemampuan self-leadership ($t_{\text{-statistic}} 7,525 > 1,96$ dan $p\text{-value } 0,000 < 0,050$). Hal ini menunjukkan bahwa lingkungan keluarga yang baik akan meningkatkan efikasi diri pada siswa yang kemudian meningkatkan kemampuan self-leadership siswa. Dengan demikian, hasil penelitian ini memberikan konfirmasi bahwa lingkungan keluarga yang baik dan efikasi diri yang tinggi berperan penting dalam peningkatan kemampuan self-leadership pada siswa.

Kata kunci: kuantitatif pls sem; lingkungan keluarga; efikasi diri; self-leadership

Abstract

This research aims to determine: (1) the influence of family environment on students' self-leadership abilities, (2) the effect of self-efficacy on students' self-leadership abilities, and (3) the influence of family environment on students' self-leadership abilities with self-efficacy as a mediating variable. This study employs a quantitative approach using Partial Least Squares-Structural Equation Modeling (PLS-SEM) for data analysis. The population consists of 248 students from SMK Kristen 1 Surakarta in 2024. Sampling was conducted using stratified random sampling, resulting in a sample of 153 students.

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The findings demonstrate that: (1) family environment has a significant influence on students' self-leadership abilities (t-statistic $6.815 > 1.96$ and p-value $0.000 < 0.050$). This indicates that a more supportive family environment corresponds to enhanced self-leadership abilities among students. (2) Self-efficacy significantly influences students' self-leadership abilities (t-statistic $8.206 > 1.96$ and p-value $0.000 < 0.050$). (3) There is a significant influence of family environment on self-efficacy, which subsequently affects self-leadership abilities (t-statistic $7.525 > 1.96$ and p-value $0.000 < 0.050$). This suggests that a positive family environment enhances students' self-efficacy, which in turn improves their self-leadership abilities. Consequently, this research confirms that a supportive family environment and high self-efficacy play crucial roles in developing students' self-leadership capabilities.

Keywords: quantitative pls-sem; family environment; self-efficacy; self-leadership

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Introduction

Self-leadership ability represents a fundamental competency in the era of globalisation and advancing technology. This ability is significant for every individual as it is considered a distinctive human skill that can be cultivated and consistently contributes to human resource development (Khotimah, 2022). Yulianti (2021) demonstrates that self-leadership ability exerts considerable influence on students' learning process activities. According to Robins (as cited in Hirzi & Khairun, 2024), self-leadership ability comprises a series of processes employed by individuals to regulate their own behaviour, enabling them to assume responsibility, develop awareness, and exercise initiative without internal or external constraints, laws, or specific regulations. Handayani et al. (2016) conceptualise self-leadership ability as a person's behaviour influenced by motivation, strategy, and cognition that effectively shapes mindset and conduct. Additionally, Barus (as cited in Hirzi & Khairun, 2024) defines self-leadership ability as factors affecting an individual's self-assessment in forming self-stimulation and self-organisation, thereby enabling appropriate action under expected circumstances. The indicators of self-leadership ability utilised in this study include: the capacity to focus on awareness in managing behaviour and self-discipline (Behaviour-focused strategy); the ability to naturally reward oneself to foster a belief in one's competence (Natural reward strategy); and the individual's capacity to perceive themselves positively (Constructive thought strategy).

The issue of insufficient self-leadership remains prevalent in Indonesia. Yulianti (2021) notes that self-leadership ability among students is relatively low. This deficiency is observable in general patterns of student behaviour during the learning process, exemplified by limited self-control, minimal teacher-student interaction, low self-confidence, and inadequate self-awareness regarding the learning process. Research by Hirzi and Khairun (2024) further identifies weaknesses in self-leadership ability among certain students at Sultan Ageng Tirtayasa University's Counselling Guidance programme. Similarly, Ruhansih's (2017) findings indicate that students at SMA Negeri 1 Jawilan exhibit low self-leadership abilities. Barus's (2022) research also reveals relatively low self-leadership ability among Sanata Dharma University students in the Counselling Guidance Study Program.

Based on preliminary investigations at SMK Kristen 1 Surakarta, students demonstrate relatively low capacity for self-direction, limited understanding of post-graduation objectives, and difficulty making basic decisions regarding their studies. During learning activities, students at SMK Kristen 1 Surakarta frequently appear disengaged and lethargic, submit assignments beyond established deadlines, and engage in extraneous social interactions or become absorbed in electronic devices. The preliminary study results indicate self-leadership deficiencies among the student population: 75.9% of students struggle to establish personal objectives, 72.4% lack initiative in completing tasks without

external direction, and 79.3% demonstrate inadequate ability to complete assignments punctually.

Multiple factors influence self-leadership ability. Mirfani (2011) identifies two primary categories: internal and external factors. Internal factors encompass work structure, work climate, peer pressure, support systems, personal character, openness, and self-efficacy. External factors include environmental aspects (work, community, and family environments), situational context, and personal skills and experiences. Among these factors, family environment and self-efficacy emerge as the most significant influences on self-leadership abilities at SMK Kristen 1 Surakarta. The family constitutes the primary environment for child development and functions as the foundational educational institution where individuals are born and develop toward maturity. The family plays a crucial role in developing children's abilities, including self-leadership capabilities, by cultivating independence, courage, and responsibility. The family represents an essential social domain with profound influence on personality development (Samsudin, 2019). Siti (2021) demonstrates the influence of the family environment on leadership abilities among NU Grogol Sawoo Ponorogo students. Furthermore, Nasution and Sangkot (2020) affirm the family's substantial impact on children's character development, including leadership capacity. Family environment indicators employed in this study include family educational techniques or strategies, harmonious relationships among family members, and conditions within the family environment.

The second significant factor is self-efficacy—an individual's self-belief regarding their capacity to act according to their intentions. Self-efficacy enables conviction in one's ability to engage in activities, make decisions, and resolve problems. According to Bandura (as cited in Wahyuni & Kholiq, 2024), self-efficacy constitutes an aspect of the self-system, comprising attitudes, abilities, and skills that significantly influence responses to environmental stimuli. Individuals with high self-confidence typically demonstrate enhanced self-leadership capacity. Neck and Hughton (as cited in Sulistyowati & Rahayu, 2012) assert that general self-efficacy influences self-leadership ability. Research by Kim (2017) further establishes a positive correlation between self-efficacy and self-leadership, with critical thinking serving as a mediating disposition. Self-efficacy indicators utilised in this study include: an individual's ability to complete tasks they perceive themselves capable of (magnitude); persistence in task completion with determination and tenacity (strength); and the capacity to complete tasks using diverse approaches (generality).

Based on the identified issues regarding low self-leadership ability among students at SMK Kristen 1 Surakarta, various concerns related to this deficiency, and explanation of influential factors such as the family environment (external) and self-confidence levels (internal), the researcher has developed an interest in investigating self-leadership ability challenges among students at this institution. Consequently, this research is entitled "The Effect of Family Environment and Self-Efficacy on Self-Leadership Ability of Students of SMK Kristen 1 Surakarta." The novelty of this research lies in examining the influence of the family environment on students' self-leadership abilities with self-efficacy as a mediating variable. Through this investigation, the researcher aims to contribute significantly to educational quality improvement and student self-development at SMK Kristen 1 Surakarta, particularly regarding self-leadership abilities—a critical component for future success.

Research Methods

This research was conducted at SMK Kristen 1 Surakarta from September 2024 to February 2025, encompassing research preparation, proposal seminar, implementation, report preparation, thesis examination, and revision. The study employs a quantitative approach with a correlational methodology to determine potential influences between exogenous and endogenous variables. Sugiyono (2013) characterises quantitative research methods as an approach grounded in positivist philosophy with specific populations or samples as research subjects.

The research population comprised all 248 students at SMK Kristen 1 Surakarta, from which 153 students were selected as the study sample. The sampling technique utilised probability sampling with a stratified random sampling method. Data were collected through closed questionnaires distributed via Google Forms using a 5-point Likert scale. The research variables consist of exogenous variables (family environment and self-efficacy) and the endogenous variable (self-leadership ability).

Data processing and analysis were conducted using Smart PLS 4 software. Instrument validity tests employed measurement models including convergent validity tests, discriminant validity tests, and

reliability tests. The analysis prerequisite test utilised the SEM PLS method with an outer model aligned with research instrument validation and a structural model incorporating R-square tests, effect size tests, collinearity tests, and predictive relevance tests using the blindfolding method. Upon confirmation that the data satisfied the prerequisite analysis tests, hypothesis testing was performed using the Bootstrapping method to determine T-statistics and p-values.

Results and Discussion

Research results

A pilot test of the research instrument was conducted prior to full implementation. Data analysis through PLS-SEM was executed in three sequential stages: measurement model (outer model), structural model (inner model), and hypothesis testing.

Table 1
Measurement Model

Variables and constructs	Loading factor	Composite Reliability	Cronbach's alpha	AVE
Family Environment		0,866	0,846	0,618
X1.1	0,826			
X1.2	0,689			
X1.3	0,859			
X1.4	0,768			
X1.5	0,787			
Self-efficacy		0,870	0,862	0,645
X2.1	0,836			
X2.2	0,829			
X2.3	0,845			
X2.4	0,785			
X2.5	0,715			
Self-leadership capability		0,861	0,857	0,636
Y1	0,806			
Y2	0,820			
Y3	0,836			
Y4	0,799			
Y5	0,724			

(Source: Primary data processed, 2024)

Table 1 presents the outer loading values for each statement item of the analysed constructs, all of which exceed 0.500. This indicates that each outer loading value meets the requirements for model measurement (Hair et al., 2021). Furthermore, each construct demonstrates a composite reliability value greater than 0.708 and Cronbach's alpha exceeding 0.600, indicating minimal bias and satisfactory reliability levels. The Average Variance Extracted (AVE) value for each construct exceeds 0.50, thus establishing that all constructs in this study possess sufficient validity for analytical purposes (Hair et al., 2021).

Table 2*Structural Model*

Variables and constructs H1 and H2	R ²	F ²			Q ²
		ED	LK	SL	
Family Environment				0,436	
Self-efficacy				0,271	
Self-leadership capability	0,686				0,419

(Source: Primary data processed, 2024)

Table 2 presents the R-square value, wherein self-leadership ability as an endogenous variable exhibits a value of 0.686 (68.6%). This demonstrates that self-leadership ability effectively explains the causal relationship between family environment and self-efficacy with substantial strength. The effect size of the family environment as an exogenous variable is 0.436 (43.6%), indicating a moderate influence on self-leadership ability. Conversely, the effect size of self-efficacy as the second exogenous variable is 0.271 (27.1%), suggesting a comparatively weaker influence on self-leadership ability. The predictive relevance value, represented by $Q^2 > 0$ (Garson, 2018), for the self-leadership ability endogenous variable is 0.419, substantiating its robust predictive capacity regarding family environment and self-efficacy variables.

Table 3

Variables and constructs H3	R ²	F ²			Q ²
		ED	LK	SL	
Family Environment		0,890			
Self-efficacy (mediation)	0,471			1,510	0298
Self-leadership capability	0,602				0,366

(Source: Primary data processed, 2024)

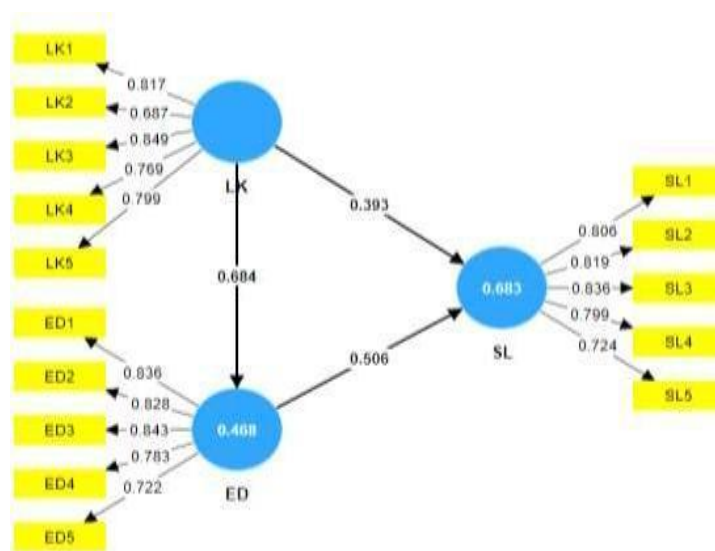
Table 3 presents R-square values for endogenous variables, with self-efficacy as mediation exhibiting a value of 0.471 (47.1%) and self-leadership ability demonstrating a value of 0.602 (60.2%). These findings indicate that self-efficacy effectively explains the causal relationship with the family environment, while self-leadership ability similarly explains its causal relationship with self-efficacy. The effect size of the family environment as an exogenous variable is 0.890 (89%), indicating its substantial influence on self-efficacy as a mediating variable. Furthermore, self-efficacy as mediation demonstrates an effect size of 1.510 (151%), signifying its significant and robust influence on self-leadership ability. The predictive relevance values, where $Q^2 > 0$ (Garson, 2018), for self-efficacy as mediation ($Q^2 = 0.298$) and self-leadership ability ($Q^2 = 0.366$) both exceed zero, confirming their strong predictive capacities regarding family environment and self-efficacy variables, respectively.

Table 4*Hypothesis Test*

Path	t-statistic	p-value
Family environment=> Self-leadership ability	6,815	0,000
Self-efficacy=> Self-leadership ability	8,206	0,000
Family environment => Self-efficacy (mediation) => Self-leadership capability	7,525	0,000

(Source: Primary data processed, 2024)

Table 4 presents t-statistics and p-values as hypothesis testing parameters. The hypothesis testing criteria employ t-statistic > 1.96 and p-value < 0.05 (Ghozali, 2016). The analytical results confirm that: (1) family environment significantly affects self-leadership ability (t-statistic = 6.815 > 1.96 and p-value = 0.000 < 0.05), supporting hypothesis H1; (2) self-efficacy significantly affects self-leadership ability (t-statistic = 8.206 > 1.96 and p-value = 0.000 < 0.05), supporting hypothesis H2; and (3) family environment significantly affects self-efficacy, which subsequently significantly affects self-leadership ability (t-statistic = 7.525 > 1.96 and p-value = 0.000 < 0.05), supporting hypothesis H3.



Discussion

The family environment constitutes the primary and essential educational context for children, with its continued influence affecting their developmental processes. Concurrently, self-efficacy represents a necessary belief within individuals when performing duties, enabling effective problem-solving and judicious decision-making. By examining these two exogenous variables in conjunction, this study aims to demonstrate the extent to which they influence self-leadership ability levels among students, particularly those attending SMK Kristen 1 Surakarta.

The findings indicate that the family environment exerts a significant influence on self-leadership ability. This suggests that improvements in a child's family environment correspond with enhancements in their self-leadership characteristics. This correlation exists because the family environment fundamentally serves as the primary and initial context whose sustained influence affects various child characteristics, including self-leadership ability (Nurmaliza & Safrul, 2022). Research by Oliver et al. (2011) identifies a significant relationship between family environment and leadership ability conceptualisation. These findings contribute prospective data supporting the proposition that a positive childhood family environment generates beneficial effects on a child's leadership or self-leadership abilities throughout development into adulthood. Consequently, this study concludes that the family environment plays a crucial role in developing students' self-leadership skills. A healthy family environment with effective parental roles influences a child's capacity to implement self-leadership skills optimally.

The research results further establish that self-efficacy significantly affects self-leadership ability. This demonstrates that higher individual efficacy levels correspond with enhanced self-leadership ability. Wahyuni and Kholiq's (2024) research indicates a significant effect of efficacy among MA Darussalam Nganjuk scout students on leadership ability improvement, preparing them as future leaders with positive character attributes. Additionally, Kim's (2017) research demonstrates a positive correlation between self-efficacy and self-leadership ability, with critical thinking serving as a dispositional mediator. Thus, it can be concluded that higher efficacy levels among students correspond with increased self-leadership ability. This pattern is commonly observed wherein leaders with high self-leadership ability typically demonstrate increased confidence in decision-making processes.

Regarding the study's novel contribution, the findings support that family environment significantly influences self-leadership ability with efficacy functioning as a mediating variable. This implies that improvements in a child's family environment correspond with increased confidence in determining life goals—a characteristic interpretable as high efficacy. When children develop within healthy environments, they demonstrate greater confidence in establishing life objectives. A healthy family environment enhances children's self-efficacy, resulting in increased confidence regarding judicious decision-making throughout their lives. Sari and Karneli's (2021) research establishes that the family environment serves as a context for developing children's future confidence. High self-efficacy subsequently encourages children to regulate, process, and direct themselves, facilitating identification of positive developmental trajectories. When individuals maintain self-confidence, they experience greater ease in establishing personal objectives—a manifestation of self-leadership ability. Research by Neck and Hughton (as cited in Sulistyowati & Rahayu, 2012) confirms that general self-efficacy influences human self-leadership ability.

Consequently, it can be elucidated that a positive family environment affects children's self-efficacy. Children developing within healthy family environments experience enhanced self-efficacy. When children possess high self-efficacy, they subsequently develop elevated self-leadership skills. Alternatively stated, the family environment influences self-efficacy, which subsequently affects children's self-leadership ability. While self-leadership ability represents a frequently encountered issue, relatively few researchers have investigated this phenomenon comprehensively. Therefore, it is anticipated that future research, particularly regarding hypothesis H3, will expand and validate these findings, contributing to a novel research area with increased utility for readers.

Conclusion

Based on the research findings, several conclusions can be drawn: (1) there exists a significant influence of family environment on self-leadership ability among students of SMK Kristen 1 Surakarta (t -statistic = 6.815 > 1.96 and p -value = 0.000 < 0.050); (2) there exists a significant influence of self-efficacy on self-leadership ability among students of SMK Kristen 1 Surakarta (t -statistic = 8.206 > 1.96 and p -value = 0.000 < 0.050); and (3) there exists a significant influence of family environment on self-efficacy that subsequently affects self-leadership ability (t -statistic = 7.525 > 1.96 and p -value = 0.000 < 0.050). Based on these conclusions, several recommendations can be proposed. Students should reflect on their self-management, self-direction, and self-regulation processes to enhance decision-making capacities. Educational institutions should implement diverse training programs to improve leadership skills, enhance counselling service centres, and establish communication forums connecting schools, students, and parents. This study acknowledges certain limitations that may affect the research outcomes. The respondent population is limited to students of SMK Kristen 1 Surakarta, restricting generalisability. Information provided by respondents may exhibit varying degrees of subjectivity. Additionally, there exists a limitation regarding the number of exogenous variables tested as factors influencing human self-leadership ability. Future research should address these limitations to advance understanding in this important domain.

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