THE IMPACT OF SELF-PACED ONLINE TRAINING ON SELF-EFFICACY AND WORK ENGAGEMENT IN PRIVATE UNIVERSITIES, BALI, INDONESIA

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Abstract: The Covid-19 pandemic has brought changes in the socio-cultural, economic and educational fields. This event is an important concern in maintaining the performance and condition of lecturers when all activities carried out must use online media. Work enthusiasm is the key to maintaining the desire to work without coercion. This can be achieved if lecturers remain engaged through self-paced online training and self-efficacy. The specific objective of this study is to determine the effect of self-paced online training on self-efficacy and work engagement in Private Universities, Bali, Indonesia. The population is all lecturers at private universities in Bali. The sample in this study were 100 people. The sampling technique used snowball sampling. Data collected through questionnaires followed by validity and reliability tests. Data were analysed using SEM-PLS. The results showed that (1) self-paced online training had a positive and significant effect on work engagement, (2) self-paced online training had a positive and significant effect on self-efficacy, (3) self-efficacy had a positive and significant effect on work engagement. This has the implication that through online training activities can increase confidence in the abilities possessed by lecturers so as to make them more attached to their work.

Keywords: private universities, self-efficacy, online training, work engagement

Abstrak: *Pandemi Covid-19 memberikan perubahan mulai dari bidang sosial budaya, ekonomi dan juga dunia Pendidikan. Peristiwa tersebut menjadi perhatian penting dimana tetap menjaga performa dan kondisi dosen dikala semua kegiatan yang dilakukan harus menggunakan media online. Semangat kerja menjadi kunci untuk menjaga keinginan bekerja tanpa paksaan. Hal tersebut dapat tercapai apabila membuat dosen tetap terikat melalui self-paced online training dan self efficacy. Tujuan khusus penelitian ini yaitu untuk mengetahui pengaruh self-paced online training terhadap self efficacy dan work engagement di Universitas Swasta, Bali, Indonesia. Populasi seluruh dosen di Perguruan Tinggi Swasta di Bali. Sampel pada penelitian ini adalah 100 orang. Teknik pengambilan sampel menggunakan snowball sampling. Data yang dikumpulkan melalui kuesioner yang dilanjutkan dengan uji validitas dan uji reliabilitas. Data dianalisis dengan menggunakan SEM-PLS. Hasil penelitian menunjukan bahwa (1) self-paced online traning berpengaruh positif dan signifikan terhadap work engagement, (2) self-paced online traning berpengaruh positif dan signifikan terhadap self efficacy, (3) self efficacy berpengaruh positif dan signifikan terhadap work engagement. Hal ini memberikan implikasi bahwa melalui kegiatan pelatihan online dapat meningkatkan keyakinan atas kemampuan yang dimiliki oleh dosen sehingga membuat mereka semakin memiliki keterikatan pada pekerjaanya.*

Kata kunci: *Universitas Swasta, self-efficacy, online training, work engagement*

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INTRODUCTION

After the Covid-19 Pandemic brought changes starting from the socio-cultural, economic and also educational world. The Education Sector is experiencing changes, especially in terms of the teaching and learning process, one of which is in university. This situation limits meeting in person so lecturers and students meet online through various means such as using zoom, google meet or google classroom. This event is an important concern in maintaining the performance and condition of lecturers when all activities carried out must use online media. Work enthusiasm is the key to maintaining the desire to work without coercion. This can be achieved if lecturers remain engaged through self-paced online training and self-efficacy. Online training activities are a solution during a pandemic because they use online media. Self-paced online training is more towards independent learning based on online training which aims to transfer knowledge and skills at low cost and in a short period of time. The effectiveness of online training is still very important to study especially when it is associated with face-to-face training (Gayed et al. 2019).

Training is one of the efforts made by organizations to improve the quality of human resources in the world of work. Training is usually carried out with a curriculum that is tailored to the needs of the position, given in a relatively short time, to equip someone with work skills. E-training or online training is training that is not a substitute for face-to-face training but as a complement or support when face-to-face training experiences problems. Furthermore, Gayed et al. (2019) stated that online training was not yet effective because it was difficult to understand the material. Self-paced online training leads to online training that is cantered on self-learning. No significant differences were found between face-to-face and online training methods and all methods were returned to the trainer and participants (Diaz and Entonado, 2009). Wibisono & Yuniawan (2021) state that training has a significant effect on individual engagement.

Aparicio, et al. (2016) stated that online learning can influence self-efficacy. Self-efficacy is related to the concept of Social Cognitive Theory which is a development from Bandura (1977), where self-efficacy describes a belief that arises because you have confidence in your abilities in carrying out your work. Social Cognitive Theory states that self-efficacy is an important part that can increase individual involvement. The more individuals feel involved in their work, the more they feel they can do the job. High self-efficacy can have an impact on a person's persistence, being able to overcome obstacles and trying to exert greater effort. Training is able to increase abilities that have an impact on capacity so that it creates confidence in completing tasks or dealing with situations that are out of control. Individuals who are active in carrying out training to improve their competence will feel more fully involved in the organization. The work engagement involves the individual fully or as a whole, either cognitively or emotionally involved.

Self-efficacy is a belief that arises from having confidence in one's abilities in carrying out a job, so as to be able to obtain success. Bandura (1977), self-efficacy is a belief in one's ability to organize and do something that is necessary to produce certain achievements. An individual's belief that he is capable of performing tasks (Robbins & Judge, 2018).Self-efficacy is self-assessment regarding the ability to do something. Confidence in one's own abilities, belief in success that is always achieved makes a person work harder and always produce the best.

Self-efficacy is an encouragement for someone to do something to achieve the goal he wants. Self-efficacy in the academic field is related to a person's belief in his ability to carry out tasks, manage work activities, and be able to control work priorities. Belief in one's own abilities, belief in success that is always achieved makes one work harder and always produce the best. Self-efficacy can cause changes in behaviour, especially in completing tasks and goals, so that involvement in work becomes very high. A person's belief in their abilities will make them more attached to the organization. Sofiah & Kurniawan (2019); Song, et al. (2018); Al-Hamdan (2022); state that self-efficacy has a positive and significant effect on work engagement.

Work engagement describes a person's enthusiasm for work that occurs because they direct their energy to work, which is aligned with the organization's strategic priorities. Someone who has work engagement is not only responsible for his work but prioritizes work, works seriously, finishes without procrastinating, and uses working hours properly. Behavior that describes high involvement has a positive impact on the organization. Awareness of the need for high work involvement is important in organizations because

organizational success is influenced by high work engagement through increased self-efficacy and self-paced online training. The work engagement involves the individual fully or as a whole, either cognitively or emotionally involved.

Schaufeli et al. (2006) stated that organizations prefer individuals who have loyalty and engagement because with this the individual will devote all of his abilities to work. Job involvement is an active behaviour about involvement in work. Tian et al. (2019); Puspitawati et al. (2020) states that individuals who feel attached to their work will feel compelled to try to move forward towards challenging goals and want success. Attachment refers to persistence and includes cognitive-effectiveness states that are not related to certain objects, events or behaviour, not momentary and specific states. However, work engagement will not accour if the lecturer is not given encouragement and confidence in the success to be achieved.

According to Hashem et al. (2022) stated that online training has no significant effect on work engagement, where even though employees are given online training, it will not affect employee engagement with work. In contrast to Sendawula et al. (2018) stated that online training has a positive and significant effect on work engagement, this means that employees will have an attachment to their work if they are given training that is able to improve their competencies. Employees who have competence according to their work will feel high self-confidence in themselves so that the sense of attachment to work will also be higher.

Based on phenomenon and previous gap research, the researcher is interested in conducting research entitled the impact of self-paced online training on self-efficacy and work engagement in Private University, Bali. The specific objectives of this study are: (1) to analyse the effect of self-paced online training on work engagement, (2) to analyse the effect of self-paced online training on self-efficacy, (3) to analyse the effect of self-efficacy on work engagement.

METHODS

This study uses a clausal explanatory design to determine the relationship between the variables of self-paced online training, self-efficacy and work engagement. The sample in this study were 100 lecturers at private universities in Bali, Indonesia. The sampling technique used snowball sampling.

Data was collected using a questionnaire given to lecturers at private universities in Bali, Indonesia. The measurement scale used is the Likert scale, with a variety of scores: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. The scores obtained are then sought for the average score per respondent and then distributed based on certain criteria so that the distribution of the answers can be predicted. The self-paced online training variable is measured by 6 statements which are the development of research by Gayed et al. (2019). Based on Bandura's research (1977) self-efficacy was developed into 6 statements, while the measurement of work engagement variables used the Ultrect Work Engagement Scales (UWES) with 8 statements (Schaufeli et al. 2006; Guarnaccia et al. 2018).

The data used in this study will be evaluated for validity and reliability to ensure that the measuring instruments used in this study are valid and reliable. All variables are said to be valid if they have a person correlation value above 0.30 (Hair et al. 2017). Assessment reliability test on the level of consistency between variables. To test the reliability results, Cronbach's alpha coefficient is usually used which indicates a correlation between the items in the study. Reliability is measured using Cronbach's alpha coefficient greater than 0.70 (Kilic, 2016), so that it can be stated that the questionnaire statement items are acceptable. This research also analyses the characteristics of the respondents who are the research subjects. The research hypothesis was analysed using SEM-PLS.

Hypothesis Development

Employee engagement is a person's involvement in his work and expressing himself and knowledge possessed for the organization. Engagement is characterized by a positive state of mind and full enthusiasm and dedication to one's work (Chanana, 2021). It is very important to keep one's attachment to work, and this can happen when providing training to employees. This means that the existence of a training program allows lecturers to have the same views and is able to bond so that it creates work engagement (Wibisono & Yuniawan, 2021). Based on previous research, the following hypothesis can be drawn: H1: Self-paced online training has a positive effect on work engagement.

Self-efficacy refers to one's belief in one's ability to perform certain tasks (Bandura, 1977). Efficacy has a very important role in improving individual performance because it has an impact on a person's ability to overcome obstacles and make greater efforts to try. Online training can help increase the capacity of lecturers to have confidence in completing challenges and assignments given (Wibisono & Yuniawan, 2021). Based on previous research, the following hypothesis can be drawn: H2: Self-paced online training has a positive effect on self-efficacy

Work engagement is an important concept in individual work behaviour in organizations (Dewi et al. 2019). A person's belief in his ability will increase their attachment to work. Changes in self-efficacy can cause changes in behaviour, especially in completing tasks and goals. Someone who has self-efficacy will be able to foster self-confidence (Putri & Frianto, 2022). So that the higher a person's self-efficacy, they will expend considerable effort as a result of this sense of attachment (Liu, 2019; Lipscomb et al. 2021). Based on previous research, the following hypothesis can be drawn: H3: Self efficacy has a positive effect on work engagement

Goal Setting Theory is used as the basis for developing a research model of the effect of self-paced online training on self-efficacy and work engagement. Goal Setting Theory is a theory based on a person's actions to do something in achieving goals (Yurtkoru et al. 2017). If someone is given encouragement for their actions, their belief in achieving goals will increase so that the sense of attachment to work will be higher. Implementation of online training can affect lecturers' self-efficacy which will then increase their work engagement. The supporting theory in this research is Social Cognitive Theory. It has been used to explain human behaviour and people seek to develop a sense of agency. This sense of agency and control is affected by factors such as self-efficacy, outcome expectations, goals and self-evaluation. The relationships between the investigated variables are described by the investigation framework, as shown on Figure 1.

RESULTS

Characteristics Respondent

Respondents involved in this study were dominated by respondents aged 31-40 years as many as 46 lecturers or 46.5%. In this age range, the respondent, in this case the lecturer, already has confidence in the lecturer's profession, in other words, the lecturer has been able to commit to the organization both emotionally and intellectually (Al Mehrzi & Singh, 2016). In addition, at this age level the lecturer also has task maturity, productivity and still has high enthusiasm in working/ carrying out the tri dharma as the main task of the lecturer. Furthermore, characteristics based on gender show that respondents are dominated by women as much as 62 lecturers or 62%. These results illustrate that currently more lecturers are occupied by women considering that the teaching profession today requires diligence, administration and thoroughness so that it is compatible with the characteristics of women. In addition, the teaching profession also has time flexibility in terms of attendance, so this is in line with women's time needs where they can balance time with career, social and family. For the working period the majority of respondents have a working period of 6-10 years as many as 54 lecturers or 54%. Thus, lecturers from private tertiary institutions in Bali are categorized as long enough to pursue the teaching profession (carrying out the tri dharma). However, during this working period it is believed that the Lecturer has understood the functions and duties of a Lecturer.
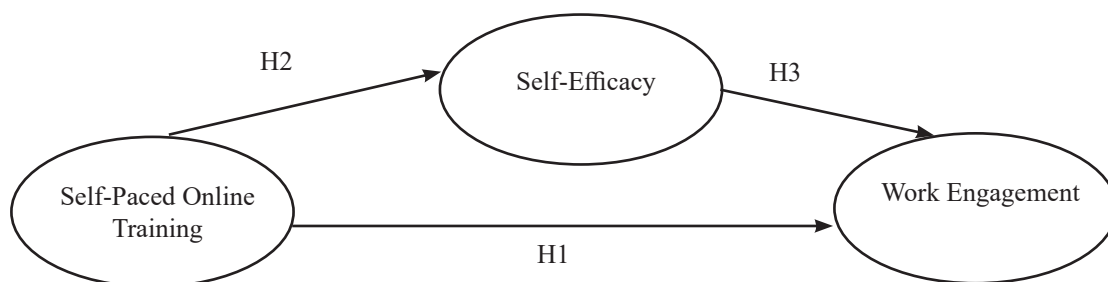

Figure 1. Research model the impact of self-paced online training on self-efficacy and work engagement in Private Universities, Bali, Indonesia

Validity and Reliability Test

Based on Table 1. The results of the validity test show that all the instruments used in the variables of self-paced online training, work engagement and self-efficacy are valid because they have a corrected item-total correlation value greater than 0.3 and have a Cronbach's value alpha is greater than 0.70 so that it can be declared reliable.

Discriminant validity is a test used to show a comparison of the AVE values of all variables with other variables. When the AVE value for each variable is >0.5, the model is considered good (Hair et al. 2017). In Table 2. All AVE values obtained were >0.5, this means that this research model is said to be a good criterion.

Composite reliability is shown to find out whether the results obtained from previous measurements are consistent. If the composite reliability value shows a value of 0.6 to 0.7, reliability is acceptable, and if the composite reliability value is between 0.7 to 0.9 the reliability is good to satisfactory (Hair et al., 2017). In Table 3, the data that has been processed shows the value of the composite reliability of all variables is more than 0.7. This means that all the variables used have met the criteria of composite reliability and can be interpreted as having good reliability. The quality of the reliability score can be further strengthened through the Cronbach's alpha test which is used to determine internal consistency in the research conducted. From the results of testing the data in this study, Table 3 shows that all variables have a Cronbach's alpha value of more than 0.7, this means that the variable model used has strong reliability and meets the criteria.

Table 1. Instrument validity and reliability test result

Variable	Item	Cronbach's Alpha	Description	Corrected Item-Total Correlation	Description
Self-Paced Online Training	X1	0.890	Reliabel	0.788	Valid
	X2			0.740	Valid
	X3			0.741	Valid
	X4			0.710	Valid
	X5			0.665	Valid
	X6			0.723	Valid
Work engagement	Y1	0.908	Reliabel	0.636	Valid
	Y2			0.670	Valid
	Y3			0.771	Valid
	Y4			0.855	Valid
	Y5			0.766	Valid
	Y6			0.582	Valid
	Y7			0.832	Valid
	Y8			0.563	Valid
Self-afficacy	Z1	0.912	Reliabel	0.673	Valid
	Z2			0.710	Valid
	Z3			0.892	Valid
	Z4			0.818	Valid
	Z5			0.852	Valid
	Z6			0.667	Valid

Table 2. Discriminant validity

Constucts	AVE	√AVE	Self-afficacy	Self-paced online training	Work engagement
Self-afficacy	0.663	0.814	1.000		
Self-paced online training	0.658	0.811	0.596	1.000	
Work engagement	0.608	0.780	0.820	0.659	1.000

In Table 4, shows the effect of self-paced online training on work engagement is 0.718 with an adjusted R-square value of 0.712 and it can be interpreted that the exogenous construct influences the endogenous construct by 0.712 or 71.2%, while the remaining 28.8% is influenced by other factors not present in this study. The influence of self-paced online training and work engagement variables on self-efficacy together was 0.355 with an adjusted R-square value of 0.348 or around 34.8% while other factors not present in this study were able to influence self-efficacy values of 65, 2%.

Prediction Relevance Test Results

In addition to using the R-Square value, the PLS model can also be assessed by calculating the q-value square of the developed model. From the estimation findings, the q-square predictive relevance calculation yields a result of 0.721 where the value is greater than zero which means the prediction has a good value. It also shows that the model has a predictive reliability that is clarified by 72.1% by calculation (1).

$$Q^2 = 1 - (\sqrt{1 - R1^2}) \times (\sqrt{1 - R2^2})$$
$$Q^2 = 1 - (\sqrt{1 - 0.712^2}) \times (\sqrt{1 - 0.348^2})$$
$$Q^2 = 1 - (\sqrt{0.494}) \times (\sqrt{0.879})$$
$$Q^2 = 1 - (0.703 \times 0.398)$$
$$Q^2 = 0.721 \dots\dots\dots\dots\dots\dots (1)$$

Hypotesis Testing

Table 5 shows that the magnitude of the t-statistical value of the effect of self-paced online training on work engagement is $4.776 \geq 1.96$. According to Tenenhaus et al. (2005), it will be significant if the t-statistical more than 1.96 or with the confidence level of 95%, this explains that Hypothesis 1 is accepted and is evidence of a significant influence. Meanwhile, the estimate coefficient value is positive by 0.265 so that the higher the self-paced online training, the higher the lecturer's work engagement. Based on the analysis it shows that self-paced online training has a significant positive effect on work engagement. So, it can be concluded that the better the self-paced online training, the higher the work engagement of private university lecturers in Bali, hypothesis 1 is accepted. Employee engagement is an employee's emotional relationship as shown by a positive attitude that is aligned with organizational values and goals (Sugianingrat et al. 2019). This emotional relationship can be built between Lecturers and Higher Education if the Higher Education can improve the training process. It is very possible to improve the training process conducted by universities, given the current developments in information technology (Rhode and Krishnamurthi, 2016). The design of online training methods really supports individual lecturers to improve their abilities and this will certainly provide benefits for tertiary institutions (Lim et al. 2021). One method that can be done is self-paced online training or independent training that can be carried out by lecturers and of course it is another alternative for tertiary institutions in improving the abilities of lecturers.

Table 3. Composite reliability

Constructs	Cronbach's Alpha	rho_A	Composite Reliability
Work engagement	0.905	0.913	0.924
Self-paced online training	0.896	0.904	0.920
Self-afficacy	0.897	0.906	0.921

Table 4. Output R-Square

Variable	R Square	R Square Adjusted
Work engagement	0.718	0.712
Self-efficacy	0.355	0.348

Table 5. Direct effect hypothesis testing

Relationships Between Variables	β	T Statistics	P Values	Decision
Self-paced online training → Work engagement	0.265	4.766	0.000	H1 accepted
Self-paced online training → Self-afficacy	0.596	9.681	0.000	H2 accepted
Self-afficacy → Work engagement	0.663	13.294	0.000	H3 accepted

The results of this study support previous research which stated that training can increase the engagement of organizational members (Siddiqui and Sahar, 2019). Online training increases the participation of members in the organization so this is very important for the organization. However, the results of this study have a gap with research findings (Hashem et al. 2022) that found no statistically significant relationship between employee engagement and online training.

The magnitude of the t-statistical value of the effect of self-paced online training on self-efficacy is $9.681 \geq 1.96$, this explains that Hypothesis 2 is accepted and is evidence of a significant influence. Meanwhile, the estimate coefficient value is positive by 0.596 so that the higher the self-paced online training, the higher the self-efficacy. Based on the analysis it shows that self-paced online training has a significant positive effect on self-efficacy. So it can be concluded that the better the self-paced online training, the better the self-efficacy of private university lecturers in Bali, hypothesis 2 is accepted. Self-efficacy is explained as an individual's perception of their ability to carry out certain tasks (Song et al. 2020). Improving individual abilities of lecturers cannot be separated from how the pattern of development is carried out by the institution, through good self-efficacy individuals can increase innovative work behavior (Newman et al. 2018), creativity and satisfaction (Liu et al. 2020). Based on recent studies, individual confidence in their abilities can be increased by providing online training (Zimmerman and Kulikowich, 2016).

The research results are in line with the results of previous research (Hampton et al. 2020; Peechapol et al. 2018), which validates online training in giving a positive value to self-efficacy. The results of hierarchical multiple regression analysis show that self-efficacy and task scores are significant predictors of the use of independent learning strategies. There is a statistically significant difference in the use of self-regulated learning strategies between students who have high self-efficacy and those who have low self-efficacy.

The t-statistical value of the effect of self-efficacy on work engagement is $13.294 \geq 1.96$, this explains that Hypothesis 3 is accepted and is evidence of a significant influence. Meanwhile, the estimate coefficient value is positive by 0.663 so that the higher the self-efficacy, the higher the lecturer's work engagement. Based on the analysis it shows that self-efficacy has a significant positive effect on work engagement. So it can be concluded that the better self-efficacy the higher the work engagement of private university lecturers in Bali, hypothesis 3 is accepted. Based on previous studies Pérez-Fuentes (2018); Orgambídez et al. (2020); Hidayah et al. (2019), Lipscomb (2021) the role of self-efficacy has indeed been shown to increase the work engagement of subordinates. So it is very important to increase the self-efficacy of lecturers, through the belief in the abilities possessed by lecturers to make them more attached to their profession which has an impact on the performance of Higher Education.

The results of this study support previous research (Bandura, 1977) indicating that it is important to think in terms of reciprocity: environmental resources and self-efficacy beliefs of member involvement, and vice versa. This means that lecturers will have a level of confidence and commitment to their tertiary institutions if the tertiary institutions provide support in improving their lecturers. According to Tian et al. (2019) the key to work involvement as the key to work-related well-being is done by changing self-efficacy. However, this is in contrast to findings (Chan et al. 2017) where self-efficacy is significantly and negatively related to work, which in turn is negatively related to work-life balance.

Managerial Implication

The managerial implication in this research is to increase lecturers' attachment to their work, especially by providing training according to their competence so that lecturers' confidence in improving their self-quality is getting better. Online training is one way to increase their sense of confidence in increasing their abilities so as to encourage lecturers to complete their assignments properly. Lecturers in Private Universities, Bali realize the benefits of online training for their

work. The training is able to grow their confidence in completing work. The online training program will provide capacity building according to the expertise of lecturers and increase confidence in being able to get achievement. This sense of confidence will bring energy and enthusiasm to work so that their engagement in work will increase.

CONCLUTIONS AND RECOMMENDATIONS

Conclutions

The result in this study indicate that (1) self-paced online training has a positive and significant effect on work engagement, (2) self-paced online training has a positive and significant effect on self-efficacy, (3) self-efficacy has a positive and significant effect on work engagement. The overall results provide an overview of future research based on work engagement model. The implication of this study that if lecturers take part in training according to their competence, they will be better able to adjust to work on campus. Training conducted by lecturers will foster confidence in completing work so that it will increase their sense of attachment to the university.

Recommendations

Based on the conclusion, the recommendations are to increase self-paced online training, universities should pay attention to lecturer satisfaction with the training programs offered. This can be done by conducting a survey of competencies according to the needs of lecturers so that later they can contribute to the implementation of education in university. In order to increase self-efficacy, universities should pay attention to jobs that match their expectations and responsibilities as lecturers. They should always pay attention to aspects that can affect the results of their work if lecturers are given work outside their competence. The last but not least, to increase work engagement, universities should pay attention to the work atmosphere. A conducive working atmosphere and environment will have an impact on the enthusiasm of lecturers in completing their work. Lecturers' happiness at work will actually increase their attachment to work. The limitation of this research is the sample only for lecturers who work in Private Universities, Bali, and who have attended online training for measuring self-efficacy and work engagement. So, in the future research, many variables can be developed to measure the work engagement of lecturers working in public and private universities.

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