



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 2 Tahun 2024 Page 3117-3126

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Effect of Positive Feedback on Self-Efficacy with Motivation as a Moderating Variable

Muhammad Amsal Nasution^{1✉}, Arifhan Ady Dj², Wilda Widiawati³, Muhammad Risal Tawil⁴,
Daniel Tulasi⁵

(1) STAI Barumun Raya Sibuhuan, (2) Universitas Sulawesi Barat, (3) Universitas Muhammadiyah
Enrekang, (4) Politeknik Baubau, (5) Universitas Widya Mandala Surabaya

Email: nasutionamsal1610@gmail.com[✉]

Abstrak

Peneliti meyakini feedback yang diberikan oleh narasumber atau rekan sejawat pada suatu seminar dapat meningkatkan self-eficacy seorang peserta seminar karena komunikasi yang baik dapat menyebabkan peserta merasa senang dan mengembangkan kemampuannya lebih dalam. Berdasarkan hal tersebut, penelitian ini bertujuan untuk menganalisis pengaruh Positive Feedback terhadap Self-Efficacy. Berbeda dengan beberapa penelitian sebelumnya, penelitian ini menambahkan variabel Motivasi sebagai variabel moderasi yang diyakini dapat memperkuat pengaruh variabel Positive Feedback terhadap Self-Efficacy peserta seminar. Hasil artikel ini menunjukkan variabel Umpan Balik Positif mempunyai hubungan positif dan pengaruh signifikan terhadap variabel Self-Efficacy karena P-Value bernilai positif dan berada di bawah tingkat signifikansi 0,05 yaitu 0,000. Selain itu peneliti juga berpendapat bahwa variabel Motivasi dapat memperkuat pengaruh variabel Umpan Balik Positif terhadap Self-Efficacy karena motivasi yang kuat baik pada motivator untuk memberikan materi dan pelayanan terbaik, pada panitia seminar untuk memberikan pelayanan terbaik, dan pada peserta untuk mendapatkan hasil yang Efektif dapat memperkuat pengaruh variabel Positive Feedback terhadap variabel Self-Efficacy. Sejalan dengan hasil tersebut, baris ketiga dari baris kedua menunjukkan hasil yang serupa jika variabel Motivasi dapat memoderasi pengaruh variabel Umpan Balik Positif terhadap Self-Efficacy karena nilai P-Values positif dan berada di bawah tingkat signifikansi 0,05, yang 0,000 lebih signifikan dibandingkan uji langsung. 0,022.. Dengan demikian, hasil hipotesis pertama dan kedua pada penelitian ini dapat diterima.

Kata Kunci: *Umpan Balik Positif, Self-Efficacy, Motivasi*

Abstract

Researchers believe that feedback given by speakers or colleagues at a seminar can increase the self-efficacy of a seminar participant due to good communication which can cause participants to feel happy and develop their abilities more deeply. Based on this, this research aims to analyze the influence of Positive Feedback on Self-Efficacy. In contrast to a number of previous studies, this research adds the Motivation variable as a moderating variable which is believed to strengthen the influence of Positive Feedback variables on the Self-Efficacy of seminar participants. The result in this article show the Positive Feedback variable has a positive relationship and a significant influence on the Self-Efficacy variable because the P-Value is positive and is below the 0.05 significance level, namely 0.000. Apart from that, researchers also believe that the Motivation variable can strengthen the influence of the Positive Feedback variable on Self-Efficacy because strong motivation is both in the motivator to provide the best material and service, in the seminar committee to provide the best service, and in the participants to get Effective results can strengthen the influence of the Positive Feedback variable on the Self-Efficacy variable. In line with these results, the third row of the second row shows similar results if the Motivation variable can moderate the influence of the Positive Feedback variable on Self-Efficacy because the P-Values value is positive and is below the .05 significance level, which is 0.000 more significant than the direct test. 0.022.. Thus, the results of the first and second hypotheses in this study can be accepted.

Keywords: *Positive Feedback, Self-Efficacy, Motivation*

INTRODUCTION

Humans are creatures that have advantages compared to other living creatures. This advantage is in the form of reason, which makes humans carry out a deep thought process in every action. Every human activity begins with a process of thinking about goals and benefits and how to achieve the set goals. Self-efficacy is an individual's belief that he can control a situation and obtain positive results. Based on the opinions of these experts, it can be concluded that self-efficacy is an individual's belief or confidence regarding his or her ability to organize, carry out a task, achieve a goal, produce something and implement actions to display certain skills (Bandura, 1997).

Self-efficacy is a person's belief in their own abilities. The individual sets challenging goals for himself and maintains a strong commitment to those goals. Individuals put a lot of effort into what they do and increase their efforts when faced with failure or setbacks. Individuals stay focused on the task and think of strategies to deal with difficulties. Individuals perceive failure as a result of insufficient effort, which would support a success orientation. Individuals perceive threats and potential stressors with confidence that they can control them (Salwa, 2013). An individual's perspective of efficacy increases the possibility of completing tasks, reduces stress, and reduces vulnerability to experiencing

depression (Bandura, 1982). Individuals who doubt their abilities in certain activities (low self-efficacy) withdraw from difficult activities. The individual finds it difficult to motivate himself, slackens his efforts and gives up too quickly when faced with obstacles. Individuals have low aspirations and weak commitment to the goals they want to achieve

Self-efficacy can also be interpreted as a person's evaluation of one's ability or competence in carrying out a task, achieving a goal, or overcoming a problem (Rui, 2013). This belief in one's abilities can influence a person's feelings, way of thinking, motivation and social behavior. The stronger a person's self-efficacy, the higher the individual's achievements and abilities that he or she can achieve. In stressful situations, they emphasize their personal weaknesses, the difficulty of the task, and the detrimental consequences of failure. Individuals are slow to recover a sense of efficacy after experiencing failure and setbacks (Irma Safitri & Ayu Mutiara P, 2019).

There are several things that can influence Self-Efficacy, including Positive Feedback. Experts say that feedback has two functions for those who receive it, one is instructional and the other is motivational. Feedback will have an instructional function when it explains the role that someone should play. On the other hand, feedback has a motivational function when it provides an overview of the results or benefits that will be obtained if someone carries out a certain behavior (Tang, 2010).

There are several things that can influence Self-Efficacy, including Positive Feedback. Experts say that feedback has two functions for those who receive it, one is instructional and the other is motivational. Feedback will have an instructional function when it explains the role that someone should play. On the other hand, feedback has a motivational function when it provides an overview of the results or benefits that will be obtained if someone carries out a certain behavior (Kinicki, 1995).

According to (Schultz, 2005), there are several types of feedback, namely: 1) performance feedback which is focused on work accuracy and includes information of an assessment nature; 2) motivational feedback which provides a comparison of abilities between one student and another; 3) attributional feedback links one student's performance with other factors in an effort to increase motivation; and 4) strategy feedback is feedback that reveals to students how they should apply a method or strategy and how this method can be used to improve their skills (Schmidt, 2010).

The feedback referred to in this research is positive feedback. There are a number of studies that support the researchers' assumptions, namely (Anggraini & Hudiono, 2018); (Faadhilah, 2020) & (Wulandari, 2012) show the direction of a positive relationship and a positive influence on self-efficacy. In contrast to previous studies, this research adds the

Motivation variable as a moderating variable which researchers believe can moderate the influence of the Positive Feedback variable on the Self-Efficacy variable.

RESEARCH METHOD

Researchers believe that feedback given by speakers or colleagues at a seminar can increase the self-efficacy of a seminar participant due to good communication which can cause participants to feel happy and develop their abilities more deeply. Based on this, this research aims to analyze the influence of Positive Feedback on Self-Efficacy. In contrast to a number of previous studies, this research adds the Motivation variable as a moderating variable which is believed to strengthen the influence of Positive Feedback variables on the Self-Efficacy of seminar participants (Sugiyono, 2019). This research is quantitative research with an explanatory approach which makes separate research on positive feedback, self-efficacy and motivation into one unit to create new variations that differentiate it from previous research. The data used in this research is primary data that researchers obtained from 250 seminar participants, 50 motivators, and 50 seminar committee members spread throughout Indonesia (Jonathan Sarwono, 2016). Researchers did not limit the criteria for seminars included in this study (Sulistiono et al., 2022). The data distributed is in the form of a questionnaire containing statements of strongly agree, agree, disagree and strongly disagree (Abdurahman, 2016). These data were analyzed using the smart PLS 4.0 analysis tool with the following research model:

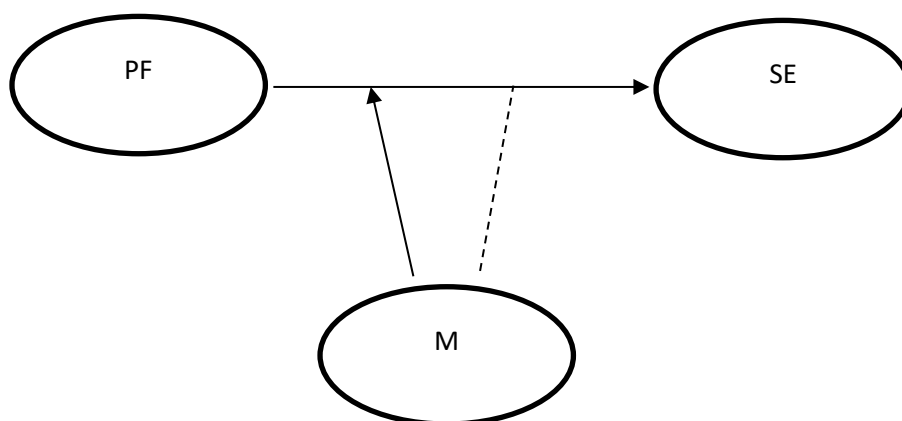


Figure 1. Model

Noted:

PF : Positive Feedback

SE: Self Efficacy

M: Motivation

Hypothesis:

H1: The Influence of Positive Feedback on Self Efficacy

H2 : Motivation Can Moderates The Influence of Positive Feedback on Self Efficacy

RESULT AND DISCUSSION

Validity Test

In line with the systematics of previous research, when using the smart PLS 4.0 analysis tool, the stages usually used by the general public are the validity test, reliability test and path coefficient stages in order. In line with this, the first stage that must be passed is the validity test which aims to validate each question item used in this research with the following validity test results. (Gujarati, 2013):

Table 1. Validity Test

Variable	Question Item	Loading Factor
Positive Feedback (X1)	Positive feedback can make seminar participants even more enthusiastic	0.829
	The feedback was positive and made the seminar participants increasingly able to elaborate on the material	0.822
	Positive feedback can make seminar participants feel calm	0.831
	Positive feedback can increase participants' self-efficacy	0.827
	Positive feedback can make employees attend seminars effectively	0.834
	Positive feedback can make employees understand the material well	0.829
Self Efficacy (Y)	Self-efficacy can be influenced by good feedback from a motivator	0.943

	Self-efficacy can be influenced by good feedback from a seminar committee	0.942
	Self-efficacy can be influenced by good feedback from a seminar partner	0.939
	Self-efficacy can be influenced by strong self-motivation	0.919
Motivation (Z)	Motivation can make participants even more enthusiastic about attending the seminar	0.988
	Strong motivation can influence a good response from the motivator	0.978
	Strong motivation can make participants better understand the material	0.986
	Strong motivation can make participants more effective in attending seminars	0.971

Valid > 0.70

Realibility Test

In line with previous research, as explained by the researcher in the research methodology and validity test section above, the sequence of stages that must be carried out after carrying out the validity test is the reliability test to find out whether the variables Positive Feedback, Self-Efficacy and Motivation are reliable or not. No. To be more certain, below are the results of the reliability test in this research (Sarstedt et al., 2014):

Table 2. Reliability Test

Variable	Composite Reliability	Cronbach Alfa	Noted
Positive Feedback	0.881	0.840	Reliable
Self Eficacy	0.941	0.901	Acceptable
Motivation	0.989	0.948	Acceptable

Reliable > 0.70

Path Coefisien

In line with previous research, as explained by the researcher in the research methodology and validity test section above, the sequence of stages that must be carried out after carrying out the validity test is the reliability test to find out whether the variables Positive Feedback, Self-Efficacy and Motivation are reliable or not. No. To be more certain, below are the results of the reliability test in this research (Ghozali, 2016):

Table 3. Path Coefisien

Direct Influence	Variable	P-Values	Noted
	PF-> SE	0.022	Accepted
Indirect Influence	M* PF-> SE	0.000	Accepted

Signifianct Level < 0.05 penelitian (Anggraini & Hudiono, 2018); (Faadhilah, 2020) & (Wulandari, 2012)

Researchers believe that feedback given by speakers or colleagues at a seminar can increase the self-efficacy of a seminar participant due to good communication which can cause participants to feel happy and develop their abilities more deeply. Based on this, this research aims to analyze the influence of Positive Feedback on Self-Efficacy. In contrast to a number of previous studies, this research adds the Motivation variable as a moderating variable which is believed to strengthen the influence of Positive Feedback variables on the Self-Efficacy of seminar participants. In line with the researchers' expectations and assumptions, the results of the third table of Path Coefficients show that the Positive Feedback variable has a positive relationship and a significant influence on the Self-Efficacy variable because the P-Value is positive and is below the 0.05 significance level, namely 0.000. These results are in line with research (Anggraini & Hudiono, 2018); (Faadhilah, 2020) & (Wulandari, 2012). Apart from that, researchers also believe that the Motivation variable can strengthen the influence of the Positive Feedback variable on Self-Efficacy because strong motivation is both in the motivator to provide the best material and service, in the seminar committee to provide the best service, and in the participants to get Effective results can strengthen the influence of the Positive Feedback variable on the Self-Efficacy variable. In line with these results, the third row of the second row shows similar results if the Motivation variable can moderate the influence of the Positive Feedback variable on Self-Efficacy because the P-Values value is positive and is below the .05 significance level, which is 0.000 more significant than the direct test. 0.022.. Thus, the results of the first and second hypotheses in this study can be accepted.

CONCLUSION

Researchers believe that feedback given by speakers or colleagues at a seminar can increase the self-efficacy of a seminar participant due to good communication which can cause participants to feel happy and develop their abilities more deeply. Based on this, this research aims to analyze the influence of Positive Feedback on Self-Efficacy. In contrast to a number of previous studies, this research adds the Motivation variable as a moderating variable which is believed to strengthen the influence of Positive Feedback variables on the Self-Efficacy of seminar participants. In line with the researchers' expectations and assumptions, the results of the third table of Path Coefficients show that the Positive Feedback variable has a positive relationship and a significant influence on the Self-Efficacy variable because the P-Value is positive and is below the 0.05 significance level, namely 0.000. These results are in line with research (Anggraini & Hudiono, 2018); (Faadhilah, 2020) & (Wulandari, 2012). Apart from that, researchers also believe that the Motivation variable can strengthen the influence of the Positive Feedback variable on Self-Efficacy because strong motivation is both in the motivator to provide the best material and service, in the seminar committee to provide the best service, and in the participants to get Effective results can strengthen the influence of the Positive Feedback variable on the Self-Efficacy variable. In line with these results, the third row of the second row shows similar results if the Motivation variable can moderate the influence of the Positive Feedback variable on Self-Efficacy because the P-Values value is positive and is below the .05 significance level, which is 0.000 more significant than the direct test. 0.022.. Thus, the results of the first and second hypotheses in this study can be accepted.

REFERENCES

- Abdurahman, S. (2016). *Metodologi Penelitian*. Sinar Grafika.
- Anggraini, W., & Hudiono, B. (2018). Pemberian umpan balik (feedback) terhadap hasil belajar dan self-efficacy matematis siswa kelas vii SMP. *Jurnal Pendidikan Dan Pembelajaran*, 4(9), 1–13.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122–147. <https://doi.org/https://doi.org/10.1037/0003-066X.37.2.122>
- Bandura, A. (1997). *Self Efficacy. The Exercise of a Control*. W.H.Freeman and Company.
- Faadhilah, A. H. (2020). *PENGARUH UMPAN BALIK POSITIF DARI TEMAN SEBAYA TERHADAP PRESENTASI DIRI YANG DIMODERASI OLEH EFIKASI DIRI PADA REMAJA AKHIR PENGGUNA INSTAGRAM DI KOTA BANDUNG*. UNIVERSITAS PENDIDIKAN INDONESIA.

- Ghozali, I. (2016). *Aplikasi analisis multivariete dengan program (IBM. SPSS)*. Universitas Diponegoro.
- Gujarati. (2013). *Dasar-Dasar Ekonometrika*. Cahaya Pelangi.
- Irma Safitri, R., & Ayu Mutiara P, D. (2019). Penerapan Pendidikan Karakter Tanggung Jawab di Sekolah. *Prosiding Seminar Nasional 2019 " Pengembangan Karkakter Dalam Menghadapi Era Revolusi Industri 4.0,"* 1(September), 204–207.
- Jonathan Sarwono. (2016). *Meode Penelitian Kualitatif dan Kuantitatif*. Graha Ilmu.
- Kinicki, A. (1995). *Organizational Behavior: Key Concepts, Skills & Best Practices*. Mc Graw Hill – Irwin.
- Listria. (2022). Pengaruh Program Magang Terhadap Kesiapan Kerja Mahasiswa Manajemen Pendidikan Uin Syarif Hidayatullah Jakarta. In *Skripsi*.
- Muhammad, A., & Mustari, I. (2021). Pengaruh Pengalaman Magang dan Minat Kerja Terhadap Kesiapan Kerja (Studi pada Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Brawijaya). *Jimfeb (Jurnal Ilmiah Mahasiswa FEB)*, 1, 1–18.
- Pratama, A. F. (2021). *Pengaruh Implementasi Program Magang Terhadap Kesiapan Kerja Mahasiswa Program Studi Pendidikan Manajemen Perkantoran Universitas Pendidikan Indonesia (Survey Pada Mahasiswa Konsentrasi Manajemen Kearsipan)*.
- Rui, J. R. (2013). STRATEGIC IMAGE MANAGEMENT ONLINE: Self-presentation, self-esteem and social network perspectives. *Information Communication and Society*, 16(8), 1286–1305.
- Salwa, S. (2013). A study of student's general self-efficacy related to gender differences. *Journal of Informative and Futuristic Research*, 1(4), 62–67.
- Sarstedt, M., M. Ringle, C., Smith, D., Reams, R., & Hair Jr, J. F. (2014). Partial least squares structural equation modeling (PLS-SEM): A useful tool for family business researchers. *Journal of Family Business Strategy*, 5(1), 105–115.
- Schmidt, A. M. (2010). The Moderating Effects of Performance Ambiguity on the Relationship Between Self-Efficacy and Performance. *Journal of Applied Psychology*, 95(3), 572–581.
- Schultz, D. P. (2005). *Theories of Personality (Eight Edit)*. <http://basijcsc.ir/sites/default/files/Theories of Personality 8 edition.pdf>
- Setiarini, H., Prabowo, H., Sutrisno, S., & Gultom, H. C. (2022). Pengaruh Soft Skill Dan Pengalaman Magang Kerja Terhadap Kesiapan Kerja Mahasiswa Melalui Motivasi Kerja Sebagai Variabel Intervening (Studi Kasus Pada Mahasiswa Feb Universitas Pgrri Semarang). *EKOBIS: Jurnal Ilmu Manajemen Dan Akuntansi*, 10(2), 195–204. <https://doi.org/10.36596/ekobis.v10i2.941>

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, R&D*.

Sulistiono, A., Wahyu Fitriadi, B., & Muhamad Pauzy, D. (2022). Pengaruh Lokasi Dan Promosi Terhadap Keputusan Pembelian. *JISMA: Jurnal Ilmu Sosial, Manajemen, Dan Akuntansi*, 1(3), 363–368. <https://doi.org/10.59004/jisma.v1i3.63>

Tang, Y. T. (2010). Influence of Role Ambiguity and Role Conflict on Employee Creativity. *African Journal of Business Management*, 4(6), 869–881.

Wulandari, S. (2012). *Pengaruh Pemberian Feedback Terhadap Self Efficacy Peserta Dalam Suatu Pelatihan*. <https://eprints.umm.ac.id/29999/>.