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The Effect of Self-Efficacy on Performance with Mediation of Affective Commitment in Vocational Schools Throughout West Kalimantan

Rizky Fauzan [a]
Ilzar Daud [b]
Maria Cristiana Iman Kalis [c]
Lianto [d]
Rustam [e]

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Abstract

The quantitative approach, survey technique, analysis of statistical test data Partial Least Squares Path Modeling (PLS-SEM) Wrappls version 7, questionnaire data collection tool and documentation, the population of 3,999 and sample of 254 teachers, 29 public and private SMKs, research locations (3) hinterland districts: Sanggau, Sekadau, Landak districts; (3) coastal districts: Sambas, Mempawah and Kuburaya districts; (2) the city of Pontianak and the city of Singkawang. From the results of the study it was found that self-efficacy towards affective commitment has a positive and significant effect, the hypothesis is in a unidirectional relationship and is able to enhance each other; Affective commitment to achievement is positive and significant, has a one-way relationship and is able to improve; self-efficacy on achievement through affective commitment has a positive and significant effect, the hypothesis is in a unidirectional relationship and is able to enhance each other. This investigation it has been able to foster a new model of affective commitment and the development of the concept of achievement in SMKs throughout West Kalimantan.

Corresponding author:
Rizky Fauzan,
Doctoral Program Lecturer of Management Science, Faculty of Economics and Business
Tanjungpura University, Pontianak, Indonesia.
Email address: rizky.fauzan@ekonomi.untan.ac.id

[a] Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia
[b] Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia
[c] Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia
[d] Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia
[e] Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia

1 Introduction

The performance of educational institutions cannot be separated from the performance of the core competencies of school education institutions, namely leaders, teachers, and stakeholders who will have a significant impact on the overall performance of the organization (Asbari et al., 2019; Bernarto et al., 2020; Purwanto et al., 2020). Leaders as facilitators and at the same time as centers of learning initiatives must always develop themselves independently based on their own initiative and creativity (Elistri et al., 2014). This affective commitment can then lead to desired behavior such as a willingness to help or a propensity for further development (Burmann et al., 2009). Affective commitment in turn refers to the three dimensions of identification with, involvement in, and emotional attachment to the organization (Em, 2022). Therefore, there is a great need for the joint commitment of all stakeholders from both the central and regional levels in achieving organizational goals. The activities of an organization cannot be separated from the role of existing resources.

In this regard, the teacher and the principal at least have a commitment to their work and place of work so that there is a high sense of ownership in carrying out their activities at work. Agarwal & Gupta (2015), stated that teacher commitment is reported to be an important part of an organizational experience as it leads to higher performance retention and high productivity. It is hoped that the high commitment that is built will improve the performance of a teacher at work, and will further increase the sense of responsibility in every work carried out. The history and progress of a nation can be seen from the development of education and whether or not education is developing in that nation.

From the various study of self-efficacy toward performance, Judge et al. (2007), noted that self-efficacy was "strongly and positively related to performance". However, taken as a whole, the results of this analysis suggest that this conclusion may overestimate the true unique effect of self-efficacy on performance. Lai & Chen (2012), revealed that self-efficacy has a positive effect on work performance and job satisfaction and effort has a positive effect on job performance and job satisfaction. These results increase understanding of the effect of personal characteristics on organizational performance and help organizations to explore management policies. Machmud (2018), stated that self-efficacy has a significant effect on satisfaction, task performance, and work perception. In addition, managers need to increase employee self-efficacy to generate job satisfaction. Nonetheless, this requires more in-depth research with more diverse research objects so that the results can be generalized. Neto et al. (2018), assessed the unique contributions of job self-efficacy and teacher self-efficacy to entrepreneurial behavior. Job efficacy is a slightly better predictor of entrepreneurial behavior than teacher efficacy.

Based on the explanation above, then the researcher feels it is important to conduct an in-depth study related to the role of the mediating variable of affective commitment for self-efficacy and performance at SMK in West Kalimantan which specifically has not been found in previous research results. This research was conducted on teachers in vocational high schools in West Kalimantan, which is the government's top priority in improving, and equalizing in the education, economic, and health sectors. The vocational high schools (SMK) targeted in this study are public and private SMK throughout West Kalimantan. Through the Multistage Random Sampling Technique, the researcher considers the selection of the characteristics of the research site, by sorting out the geographical conditions in West Kalimantan which are very broad and numerous. Because of this, the geographical location of the research is divided into three (3) regions consisting of: Public/Private Vocational High Schools (SMK N/S) located in two (2) inland districts, (3) coastal districts, and two (2) urban areas. Based on the explanation of the background, research gaps and economic management phenomena as well as the empirical studies mentioned above, the researcher feels it is important to carry out this research by focusing on developing a performance model at SMKs in West Kalimantan which is still low, with the title: The Effect of Self-Efficacy on Performance with Mediation of Affective Commitment in Vocational Schools throughout West Kalimantan (Indrawati et al., 2015; Klassen & Chiu, 2011; Van Dinther et al., 2011).

2 Materials and Methods

The research focuses on the teachers of public and private vocational schools across west Kalimantan. A quantitative approach with a questionnaire method is used to analyze the relationship between transformational leadership and affective commitment. In this work, the statistical analysis used is structural equation modeling (SEM) where this method helps the researcher to analyze a complex model within the variables. The SEM method used is Partial Least Square Modelling (PLS-SEM). The outer and inner model validity test is performed to analyze the model made for the variables of transformational leadership, affective commitment, and performance. The hypotheses of this research are:

H1: Self-efficacy is positively associated with Affective Commitment
H2: Self-Efficacy is positively related to Performance
H3: Affective commitment is positively related to Performance
H4: Self-Efficacy is positively related to Performance through Affective Commitment

Based on this explanation, in an effort to prove the truth of all hypotheses, researchers will analyze data related to self-efficacy, affective commitment and job performance from the research sample. Furthermore, the data will be processed, analyzed, and interpreted scientifically in drawing research conclusions.

Conceptual framework

The conceptual framework in this paper entitled "The Effect of Self-Efficacy, on Performance with Mediation of Affective Commitment in Vocational Schools in West Kalimantan", can be seen in Figure 1

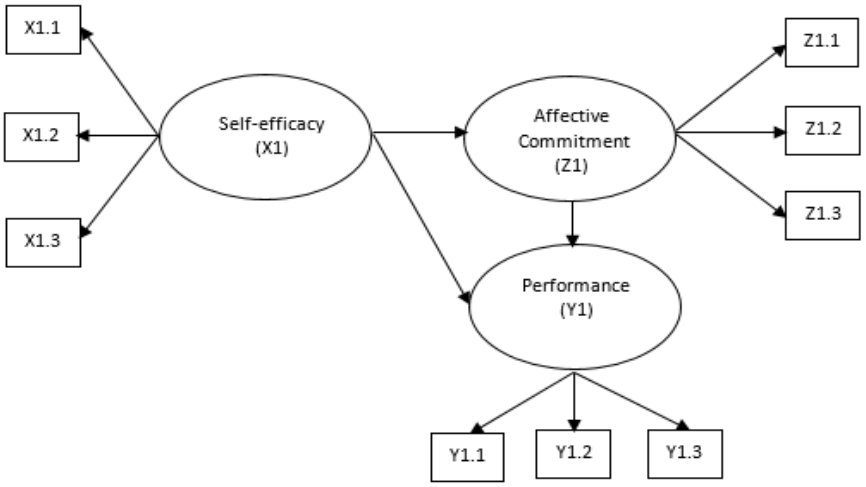

Figure 1. Conceptual framework of self-efficacy

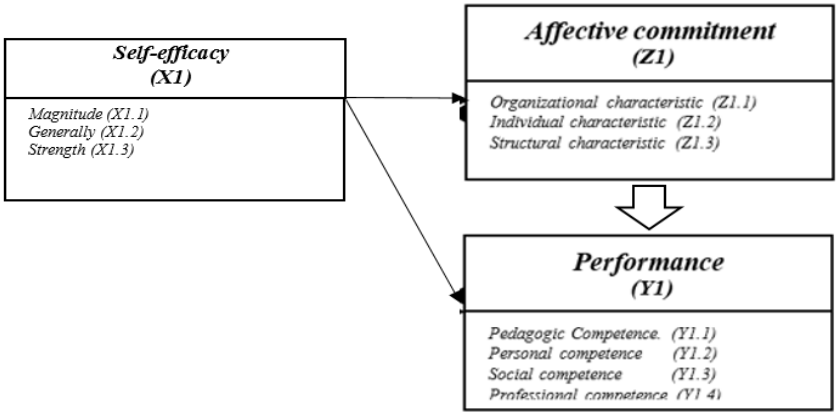

Figure 2. Variable involved in the study

Structural equation modeling

In this research, the statistical test used is Structural Equation Modeling (SEM). SEM allows researchers to test complex models by presenting a complete solution by estimating complex relationships between variables. SEM methods can be classified by covariance-based SEM (CB-SEM) and component-based SEM or Partial Least Square (SEM-PLS). The accuracy of the prediction model can be measured through the Coefficient of Determination (R-square) value. Hypothesis Testing: (a) Statistical hypothesis for the outer model; (b) Statistical hypothesis for the inner

model: exogenous variables on endogenous; (c) Statistical hypothesis for the inner model: endogenous variables on endogenous; (d) Test statistics: t-test; p-value ≤ 0.05 (alpha 5%); significant; (e) Outer model is significant: indicators are valid; (f) Inner model is significant: there is a significant effect; (g) PLS does not assume normally distributed data: using resampling techniques with the bootstrap method.

Measurement model (Outer Model)

The design of the test model aims to test Construct Validity and Instrument Reliability. Validity is done to measure the ability of research instruments what should be measured (Hartono & Abdillah, 2014). The construct validity test in PLS is carried out through convergent validity, discriminant validity and average extracted (AVE) tests. The reliability test is used to measure the consistency of measuring instruments in measuring concepts or can also be used to measure the consistency of respondents in answering instruments. The instrument is said to be reliable if a person's answer to a statement is consistent or stable over time. Reliability tests in PLS can use composite reliability and Cronbach's alpha methods. Research models that use reflexive outer models (indicators that reflect variables) are evaluated based on convergent, discriminant validity, and composite reliability: (1) Convergent value is seen from the loading value, the value is considered sufficient between 0.5 to 0.6 for the number of latent variables between 3 to 7; (2) Discriminant Validity value is seen based on the AVE value, the AVE value is> 0.5; (3) The acceptable Composite Reliability value is ≥ 0.7. Research models that use formative outer models (indicators that form or cause variables) are evaluated based on their substantive content, namely by looking at significance and weight, (Ghozali & Latan, 2015).

Designing the structural model (Inner model)

The inner model (inner relation, structural model, and substantive theory) describes the relationship between latent variables based on substantive theory. The structural model is evaluated using R-square for dependent constructs, Stone-Geisser Q-square test for predictive relevance, and t-test and significance of structural path parameter coefficients.

3 Results and Discussions

The model testing was carried out using the outer and inner model evaluation covering the ability of the independent variable to explain the dependent variable, which was carried out to test the suitability of the model used for analysis.

Table 1
Model Accuracy Criteria (*Goodness of Fit Indices*)

No	Criteria	Index	Prob.	Threshold	Information
1	Average path coefficient (APC)	0.203	P<0.001	P<0.005	Fit
2	Average R-squared (ARS)	0.403	P<0.001	P<0.005	Fit
3	Average adjusted R-squared (AARS)	0.359	P<0.001	P<0.005	Fit
4	Average block VIF (AVIF)	1.958	-	Acceptable if <= 5, Ideally <= 3.3	Ideally (Fit)
5	Average full collinearity VIF (AFVIF)	1.766	-	Acceptable if <= 5, Ideally <= 3.3	Ideally (Fit)
6	Tenenhaus GoF (GoF)	0.412	-	Small >= 0.1, Medium>= 0.25, Larger >= 0.36	Large (Fit)
7	Sympson's paradox ratio (SPR)	1.000	-	Acceptable if >= 0.7, Ideally = 1	Acceptable (Fit)
8	R-squared contribution ratio (RSCR)	1.000	-	Acceptable if >= 0.9, Ideally = 1	Acceptable (Fit)

No	Criteria	Index	Prob.	Threshold	Information
9	Statistical suppression ratio (SSR)	1.000	-	Acceptable if >= 0.7	Acceptable (Fit)
10	Nonlinear bivariate causality direction ratio (NLBCDR)	1.000	-	Acceptable if >= 0.7	Acceptable (Fit)

Based on the 10 SEM-PLS model fit criteria provided by wrappls software version 7, all fit index criteria exceed the threshold standard. Referring to the opinion of Hu & Bentler (1999), equation modeling that has met at least two goodness-of-fit indices is good enough to decide that the empirical model (research model) is in accordance with the conceptual model / theoretical model. So the researcher concluded that the model used in this study was appropriate and in accordance with the theoretical model.

Convergent validity

Convergent validity can be assessed from the average variance extracted (AVE). The average variance extracted (AVE) is a value on average (on average) that explains how much a latent variable or construct can explain the variance of its indicators (Hair Jr et al., 2014). The higher the AVE, the better a latent variable or construct is in explaining the variance of its indicators. AVE> 0.5 means that a latent variable or construct has absorbed information from its indicators by more than 50%. The minimum limit of AVE is 0.5, that is, an AVE value> 0.5 is acceptable. Another opinion is also conveyed by Burmann et al. (2009), which states that the AVE threshold criterion is 0.7, if the AVE on each latent variable has an AVE of at least 0.7, it means; the latent variable is proven to have a measurement that meets convergent validity. The AVE results can be seen in Tables 2 and 3.

Table 2
The result of AVE

	X1	Z1	Y1
R-squared		0.309	0.501
Adj. R-squared		0.301	0.493
Composite reliab.	0.913	0.883	0.888
Cronbach's alpha	0.856	0.801	0.828
Avg.var.extrac.	0.788	0.717	0.668
Full Collin. VIF	1.941	1.449	1.958
Q-squared		0.314	0.503
Min	-2.028	-2.621	-4.840
Max	2.618	2.548	2.607
Median	-0.105	-0.261	-0.085
Mode	0.224	-0.365	-0.179
Skewness	0.695	0.634	0.058
Exc. Kurtosis	-0.038	0.024	2.663

Table 3
The result of AVE

Variabel	AVE
X1	0.778
Z	0.717
Y	0.668

Based on the AVE results, the AVE value of X1 is 0.778, the value of Z is 0.717 and the value of Y is 0.668. It is known that all AVE values are> 0.5, which means that the latent variables of X1, X2, Z and Y have absorbed the variance of each indicator> 50%. This is supported by Fornell & Larcker (1981), who state that "loading factors >0.5 indicate that convergent validity has been met.

Cross-loading

Discriminant validity tests the extent to which a construct is truly different from other constructs. One way to test discriminant validity is to compare the square root value of the average variance extracted (AVE) of a latent variable to the correlation value between that latent variable and other latent variables. This approach is the Fornell-Larcker approach. In this approach, the square root value of a latent variable must be greater than the correlation value between the latent variable and other latent variables. Proof of discriminant validity can be assessed from the loading factor or the comparison between cross-loading or correlation between latent variables on each latent variable with the square root of the average variance extracted (AVE), if the loading factor> 0.7 or the AVE root> cross-loading or correlation between latent variables on each latent variable, it can be interpreted that the variable has proven to meet discriminant validity (Ghozali & Latan, 2015).

Table 4
Fornell-larcker

	X1	Z1	Y1
X1	(0.568)	0.449	0.385
Z1	0.449	(0.577)	0.383
Y1	0.385	0.383	(0.611)

Based on table 4 the comparison between the square root of AVE, the AVE root of the performance variable is 0.568, meaning that the self-efficacy variable does not meet discriminant validity. However, discriminant validity is only one part of the three types of validity proof in SEM-PLS analysis, on the other hand, the measurement items used in this study (including the self-efficacy variable) have met construct validity and convergent validity. So that researchers do not have a strong reason to discard items that are suspected of triggering the non-fulfillment of discriminant validity in the performance variable (Rigdon, 2014; Chanana, 2016; Putri et al., 2019).

Reliability estimation

SEM-PLS analysis using Wrappls version 7 produces two reliability criteria, namely; internal consistency of Cronbach's alpha and composite reliability. A variable has good internal consistency if the Cronbach's Alpha coefficient ≥0.7 (Agbo, 2010; Schrepp, 2020), as well as the composite reliability measure if the composite reliability coefficient ≥0.7 means that the measurement of latent variables has good reliability (Ghozali & Latan, 2015). Composite reliability is a more appropriate measure of reliability, compared to Cronbach's alpha (Hair Jr et al., 2014). Composite reliability is a more appropriate measure of reliability than Cronbach's alpha. The accepted composite reliability value is> 0.7, or in other words, Dillon Goldstein's rho value> 0.7 is considered a block of indicators as unidimensional. The composite reliability value of 0.6-0.7 is still acceptable for exploratory research. The internal consistency coefficient and composite reliability in this study are presented in Table 5.

Table 5
Fornell-larcker

	Coef. Alpha	Composite
X1	0.856	0.913
Z1	0.801	0.883
Y1	0.828	0.888

Based on Table 4, it appears that Cronbach's alpha coefficient on all latent variables in this study shows a value that exceeds the threshold, which ranges from 0.801 to 0.856, because the alpha coefficient> 0.7, it can be interpreted that the measurements on each latent variable used in this study have good internal consistency. Based on the composite reliability results, the composite reliability value of X1 is 0.913, the composite reliability value of Z is 0.883 and the composite reliability value of Y is 0.888. It is known that all composite reliability values are> 0.7. The composite

reliability coefficient ranges from 0.883 to 0.913, because the composite reliability coefficient> 0.7 means that the measurement of latent variables in this study has good reliability.

Inner model

Assessment or evaluation of the structural model (inner model) in SEM-PLS analysis includes several stages, first; constructing a path diagram based on the hypothesis model, second; assessing the direct effect, third; assessing the indirect effect, fourth; assessing the total effect, interpreting the coefficient of determination, fifth; interpreting the statistical model (forecast model), sixth; revising the model based on the significance level of influence on each path (hypothesis).

Path diagram

The path diagram in this dissertation research was developed based on empirical theories that underlie the research hypothesis. Researchers constructed a path diagram in Wrappls software version 7 using reflexive type indicators, but Wrappls software does not display indicators or measurable variables, so researchers cannot display them in the picture, but through the path diagram, it can be seen the path parameter coefficient (direct effect), probability significance and R-Square. The path diagram in this study can be seen in Figure.

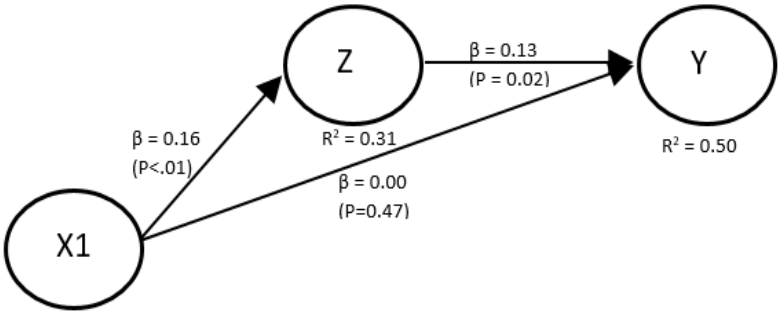

Figure 3. Path diagram

Direct effect hypothesis testing

The direct effect is the ability of exogenous latent variables to explain variables on endogenous variables without involving mediating variables. The size of the direct effect between exogenous variables on endogenous latent variables can be seen from the loading factor value on the path coefficients. The path coefficients in this study are presented in Table 6

Table 6
Direct effect hypothesis testing

Variabel Laten Endogen	Variabel Laten Exogen	Koef. Pamater	P	Remark
Aff_Com	Self_Ef	0.159	0.005	Accepted H1
JobPerf	Self_Ef	0.005	0.470	Rejected H2
	Aff_Com	0.125	0.021	Accepted H3

The direct effect path coefficient and probability significance value in Table 6 can be interpreted as follows:

1) The effect of self-efficacy on affective commitment produces a path parameter coefficient of 0.159 with a probability of 0.005, then H1 is accepted, meaning; there is a positive and significant effect of self-efficacy directly on affective commitment.

2) The effect of self-efficacy on performance results in a path parameter coefficient of 0.005 with a probability of 0.470, because the probability> 0.05 and the sign of the path parameter coefficient is negative, then H2 is rejected, meaning; there is a positive and insignificant effect directly from self-efficacy on performance.
3) The effect of affective commitment on performance produces a path parameter coefficient of 0.125 with a probability of 0.021, because the probability <0.05 and the sign of the path parameter coefficient is negative, then H3 is accepted, meaning; there is a direct significant positive effect of affective commitment on performance.

Hypothesis Testing of Indirect Effect

The indirect effect is a sequence of paths in a structural model that is hypothesized through one or more intervening/mediator variables. According to Baron & Kenny (1986), in testing indirect effects, three variables are known, namely; exogenous latent variables (predictors), predictor variables (intervening/mediators), and endogenous latent variables (criterion). To test the indirect effect can be done through 4 stages, namely: (1) test the direct effect of the predictor to the criterion, (2) see if the predictor has an influence on the mediator variable, (3) see if the mediator has an influence on the criterion, and (4) see the effect of the predictor on the criterion while still including the influence of the mediator variable. The results of testing indirect effects using Wrappls software version 7 in this study are presented in figure table 7.

Table 7
Indirect effects for paths

Varibabel Laten Endogen	Variabel Laten Exogen	Koef. Parameter	P	Remark
Job_Perf	Self_Ef	0.326	0.020	Accepted H4

Based on the parameter coefficients and significance probabilities of indirect effects in table 7. The coefficient of the effect of self-efficacy on performance through effective leadership is 0.326 with a probability of 0.020, because the probability <0.05, then H0 is rejected, and H4 is accepted; that is; self-efficacy has a significant effect on performance through affective commitment.

Total effect

Structural equation modeling analysis with the Partial Least Square (PLS) approach, to find the path parameter coefficient obtained through the weight of the structural model (inner model) by first being estimated through the bootstrap standard error procedure, the results of the WrapPLS 7.0 software calculation can be presented in Table 8.

Table 8
Total Effect

Varibabel Laten Endogen	Variabel Laten Exogen	Koef. Parameter	P
Aff_Com	Self_Ef	0.159	0.005
JobPerf	Self_Ef	0.331	<0.001

Based on Table 8, it can be seen the amount of influence of exogenous latent variables on endogenous latent variables directly plus the influence of mediating variables. The total effect of transformational leadership variables, entrepreneurial behavior and self-efficacy on performance has a significant probability of <0.001, because these three variables are hypothesized without mediation on affective commitment, the path coefficient and probability of total influence are equal in value to the direct effect. Transformational leadership, entrepreneurial behavior, and self-efficacy affect performance through affective commitment. Self-efficacy together with affective commitment produces a parameter coefficient of 0.159 with a significant probability of 0.005 because P < 0.05, then H10 is accepted, meaning; the combination of self-efficacy and affective commitment has a significant negative effect on performance (Tian et al., 2014; Bakar, 2018; Nurmi et al., 2002). Based on the parameter coefficient l and the probability of significance of the total effect in Table 7, it can be seen that the exogenous latent variable has the most dominant effect on the

endogenous latent variable. The largest parameter coefficient and supported by the smallest probability indicates that the variable has the most dominant effect on the endogenous latent variable, and conversely the exogenous latent variable that has the smallest parameter coefficient with the largest probability indicates that the latent variable has the least influence on the endogenous latent variable. The effect of entrepreneurial behavior on affective commitment has the highest parameter coefficient compared to the self-efficacy variable, namely; 0.321 with the smallest probability, namely; <0.001. This means; the entrepreneurial behavior style has the most dominant effect on affective commitment. The effect of entrepreneurial behavior on performance has the highest parameter coefficient when compared to self-efficacy, which is 0.786 with a probability of <0.001.

Effect size

Effect size is a measure of the magnitude of the effect of a variable on another variable, the magnitude of the difference or relationship that is free from the influence of sample size (Olejnik & Algina, 2000). According to Olejnik & Algina, (2000), the effect size can also be considered as a measure of the meaningfulness of research results at a practical level. Effect size is needed because statistical significance does not provide meaningful information related to the magnitude of the difference or correlation. Statistical significance only describes the likelihood of statistics with certain values appearing in a distribution. A small difference or correlation can have a small probability value, meaning it is significant, only by testing it in a large sample. The results of the calculation of the effect size of indirect effects in this study using Wrappls software version 7.0 are presented in Table 9.

Table 9
Direct effect

Variabel Laten Endogen	Variabel Laten Exogen	Effect Size
Aff_Com	Self_Ef	0.374
JobPerf	Self_Ef	0.016
	Aff_Com	0.026

The direct effect between entrepreneurial behavior and self-efficacy on affective commitment is classified as having a moderate effect size. Furthermore, self-efficacy and affective commitment have a weak effect size on performance, but entrepreneurial behavior has a strong effect size on performance

Table 10
Indirect effect

Variabel Laten Endogen	Variabel Laten Exogen	*Effect Size*
JobPerf	SelfEfi	0.202

Based on the size of the indirect effect in table 10, it can be interpreted that the indirect effect between self-efficacy on performance through affective commitment variables has a moderate effect size.

Model multicollinearity test

The multicollinearity test is used to determine how much the relationship between independent variables in SEM-PLS is known as exogenous latent variables. A research model that has independent variables that are significantly correlated will affect the t-test used, so that the partial influence of each variable is difficult to separate, consequently, researchers will not be able to know exactly how much a particular independent variable contributes to the hypothesized model. Multicollinearity test can be known from the Variance Inflation Factor (VIF) value, in multiple linear regression analysis requires a VIF value <10, but in SEM-PLS analysis it is even stricter, which requires a VIF value <3.3. The results of SEM-PLS analysis using Wrappls software version 7.0 are presented in table 11.

Table 11
Variance Inflation Factor (VIF)

Variabel Laten	VIF
SelfEfi	1.941
Aff_Com	1.449
JobPerf	1.958

Based on the results of multicollinearity testing in table 10, the Variance Influence Factor (VIF) value is obtained in the range of 1.449 – 1.958, because the VIF value <3.3, it can be concluded that there is no multicollinearity in the indicators in each latent variable, in other words, the assumption of non-multicollinearity of latent variable indicators has been well met.

Coefficient of determination

A variable has good explanatory power if the coefficient of determination (R-Square) value is> 0.5 or close to the value of 1. In structural equation modeling analysis, it has more than one R-Square, this is due to more than one exogenous latent variable (response variable). The following presents the R-Square value from the SEM-PLS analysis results using WrapPLS software version 7.0.

Table 12
Coefficient determination

	R^2	Adjusted R^2
Aff_Com	0.309	0.301
JobPerf	0.501	0.493

Based on Table 12, the adjusted R2 for the endogenous variable of affective commitment is 0.301, meaning; The contribution of self-efficacy in explaining variations in changes in effective commitment is 30.1% while the remaining 69.9% is explained by other variables not included in this study. Adjusted R2 for the endogenous variable performance of 0.493 means; The contribution of self-efficacy and affective commitment in explaining variations in performance changes is 49.3% while the remaining 50.7% is explained by other variables not contained in this study.

Predictive relevance

The predictive relevance measure (Q-Square) is used to see the predictive relevance of exogenous variables with reflexive indicator types. Latent variables are declared to have a small predictive relevance value if they have a value of $0 \leq Q2 \leq 0.02$, medium if $0.02 < Q2 \leq 0.15$, large $0.15 < Q2 \leq 0.35$. The results of the prediction relevance test in this study are presented in Table 13.

Table13
Predictive relevance measures (Q-Square)

Aff_Com	0.314
JobPerf	0.503

Based on Table 13, the predictive relevance value of the exogenous latent variables of self-efficacy in predicting affective commitment with a Q-Square of 0.314, indicates that the hypothesis model used in this study is relevant to the theory. Similarly, entrepreneurial behavior and self-efficacy in predicting performance are considered relevant with a Q-Square of 0.503.

Hypothesis testing

Hypothesis testing in this study has 10 hypotheses, consisting of 7 direct effect hypotheses and 3 indirect effect hypotheses, based on the path parameter coefficient for direct effect and parameter coefficient and significant probability of indirect effect. The following table 14 shows the results of all hypotheses in this study, regarding the coefficient of direct and indirect effects.

Table 14
Research hypothesis test results

No	H	Jalur Varibel	M	Koef PJ	P-V	Remark
1	H1	X3 - Z	-	0.159	0.005	Positive and significant
2	H2	X3 - Y	-	0.005	0.470	Positive and not significant
3	H3	Y - Z	-	0.125	0.021	Positive and significant
4	H4	X3 - Y	Z	0.326	0.02	Positive and significant

Based on the results of the data analysis above, the researchers can conclude the results of testing the hypotheses that have been described in table 14, in the following details:

Hipotesis 1: (X1) Self-efficacy is positively and significantly related to Affective Commitment (Z)

The results of hypothesis testing (H1) state that the effect of the variable (X1) self-efficacy on the variable (Z) affective commitment shows the path coefficients value of X1 on Z is 0.159, which is positive, which means X1 has a positive effect on Z. It is known that the P-Values value is 0.005, which means <0.05, so it is concluded that X1 has a significant effect on Z. It is known that the P-Values value is 0.005, which means <0.05, so it is concluded that X2 has a significant effect on Z. This shows that the relationship between the two variables is significant. This shows that the relationship between the two variables is directly proportional and unidirectional, in other words, there is a positive and significant direct effect of the self-efficacy variable on the affective commitment variable. This result means that the increasing self-efficacy of teachers at SMKs in West Kalimantan in carrying out their duties, the more it increases and has a high influence on their affective commitment (Lazarides et al., 2018; Yusuf, 2011; Norris-Watts & Levy, 2004).

Hipotesis 2: (X1) Self-efficacy is positively and not significantly related to Performance (Y)

The results of hypothesis testing (H2) state that the effect of the variable (X1) self-efficacy on the variable (Y) performance shows, the value of the path coefficients of X1 on Y is 0.005, which is positive, which means that X1 has a positive effect on Y. It is known that the value of P-Values is 0.470, which means> 0.05, so it is concluded that X1 has no significant effect on Y, then H0 is accepted and H2 is rejected, meaning; there is a direct insignificant positive effect of self-efficacy on performance. This shows that the higher the level of self-efficacy of teachers at SMKs in West Kalimantan has a unidirectional impact on performance. However, the effect of self-efficacy of teachers at SMKs in West Kalimantan on teacher performance does not show significance or the relationship does not provide meaning.

Hipotesis 3: (Z) Affective commitment is positely and signifacntly related to Performance (Y)

The results of testing the hypothesis (Z) of affective commitment state that the effect of the variable (Y) performance shows the path coefficients value of Z on Y is 0.125, which is positive, which means that Z has a positive effect on Y. It is known that the value of P-Values is 0.021, which means <0.05, it is concluded that Z has a significant effect on Y, then H0 is rejected and H7 is accepted, meaning; there is a significant positive effect directly from affective commitment to performance. This shows that the value (path coefficients) of the affective commitment variable of teachers in SMK in Kalimantan shows a path that is in the same direction as the performance variable, meaning that the higher the level of affective commitment of the teacher, the more the performance of the teacher increases and the influence between the affective commitment of teachers on teacher performance provides a significant effect or provides a meaningful influence.

Hipotesis 4: (X1) Self-efficacy is positively and significantly related to Performance through Affective Commitment (Z)

The results of hypothesis testing (X1) self-efficacy is positively related to (Y) performance through (Z) affective commitment. From the results of mediation testing, it is known that the indirect effect of X2 on Y, through Z is 0.326. It is known that the P-Values value is 0.020, which means <0.05, it is concluded that the Z variable significantly mediates the relationship between the X1 variable and the Y variable. In other words, X1 indirectly significantly affects Y, through Z, then H0 is rejected, and H4 is accepted; meaning; teacher self-efficacy shows a value (path coefficients) that is in the same direction, namely the higher the value of teacher self-efficacy, the higher the increase in performance through the mediation of affective commitment and the effect of the relationship between the three variables shows significant results or increasingly provides meaning.

4 Conclusion

This study raises the role of leaders and teachers in building affective commitment mediation as research gaps and renewal, through entrepreneurial behavior in Vocational Schools throughout West Kalimantan, so as to realize increased performance, which involved 254 respondents consisting of, 29 leaders and 225 teachers. The results of the study reveal that the role of affective commitment as a mediating variable has been able to provide a positive and significant influence or this variable has been able to improve the performance of leaders and teachers in SMKs throughout West Kalimantan through the exogenous variables of entrepreneurial behavior. The findings from this study are able to refute the conflicting results of previous research so that the novelty in this research is fulfilled. The direct relationship in this study found that the variable entrepreneurial behavior had a positive and significant effect or was able to increase the teacher's affective commitment and also a direct relationship toward self-efficacy had a positive and significant effect on performance.

Conflict of interest statement
The authors declared that they have no competing interests.

Statement of authorship
The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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