

THE IMPACT OF SELF-EFFICACY AND SELF ESTEEM ON INTERNSHIP STUDENTS JOB PERFORMANCE

PENGARUH EFIKASI DIRI DAN HARGA DIRI TERHADAP KINERJA KERJA MAHASISWA MAGANG

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Abstract: With education evolving beyond academic learning, universities recognize experiential learning, one of which is exposing students to an internship program as it is critical to boost the graduates' employability. Shortcomings and limitations of the internship program affect students' performance, while universities and companies have certain expectations, students will have to rely on their self-core for great internship job performance. This study aims to understand how their self-core of Self-Efficacy and Self-Esteem impacts their Internship Job Performance. The research approach is using a quantitative approach, using an online questionnaire targeted at Management students from Faculty of Economics and Business Sam Ratulangi University who took an internship as a compulsory course in the period of 2022/2023. Probability sampling was used to select a sample of 70 respondents among the population. The analysis results indicate that Self-Efficacy has no influence on Internship Job Performance, meanwhile Self-Esteem has a positive influence on Internship Job Performance. Simultaneously, Self-Efficacy and Self-Esteem has a positive influence on Internship Job Performance.

Keyword: Self-Efficacy, Self-Esteem, Internship Job Performance

Abstrak: Dengan pendidikan yang berkembang melampaui pembelajaran akademis, universitas mengakui pembelajaran berbasis pengalaman, salah satunya adalah mengekspos siswa pada program magang karena hal ini penting untuk meningkatkan daya saing lulusan dalam dunia kerja. Kekurangan dan keterbatasan dari program magang mempengaruhi kinerja mahasiswa, sementara universitas dan perusahaan memiliki ekspektasi tertentu, mahasiswa harus mengandalkan inti diri mereka untuk kinerja magang yang baik. Penelitian ini bertujuan untuk memahami bagaimana inti diri mereka berupa Efikasi Diri dan Harga Diri mempengaruhi Kinerja Magang mereka. Pendekatan penelitian ini menggunakan pendekatan kuantitatif, dengan menggunakan kuesioner online yang ditargetkan pada mahasiswa Manajemen dari Fakultas Ekonomi dan Bisnis Universitas Sam Ratulangi yang mengambil magang sebagai mata kuliah wajib pada periode 2022/2023. Pengambilan sampel secara probabilitas digunakan untuk memilih sampel sebanyak 70 responden di antara populasi. Hasil analisis menunjukkan bahwa Efikasi Diri tidak berpengaruh terhadap Kinerja Magang, sementara Harga Diri berpengaruh positif terhadap Kinerja Magang. Secara simultan, Efikasi Diri dan Harga Diri berpengaruh positif terhadap Kinerja Magang.

Kata Kunci: Efikasi Diri, Harga Diri, Kinerja Magang

INTRODUCTION

Research Background

Experiential learning is provided where one of which is exposing students to actual work through an internship program. From a student's perspective, internships provide opportunities to learn real-life tasks, such as effective communication, collaboration, problem-solving skills, and organization know-hows (Griffin and Coelho, 2019). As internship familiarizes interns with the workplace criteria, they obtain professional training associated with the career (Wang and Lee, 2019), making students who gained internship experience have an "advantage" over other students who graduated and did not participate in experiential education or community

service-learning activities (Starks and Bower, 2021). As organizations can see that through their internship experience, they may have developed job-related skills and some working experience. Making the student's with an experience in work placement constantly related to a high employment rate (Smith, Taylor-Smith, and Webster, 2018).

When universities require students to take an internship in order to graduate, it signifies that these universities hope that the students will make use of this valuable experience as it is part of a student's education. Therefore, students are expected to perform well during their internship to meet with the university's standards and the expectation of the companies. Students are expected to develop their personality, self-confidence, independence, as well as learn how to make decisions with little or no assistance. While some studies have shown that through internship programs, universities contribute to the increase of industry performance (Chen, Shen, and Gosling, 2018), they are also industries that often complain about the university's internship student performances although these programs are always facilitated. This is because of two main reasons, wrong qualifications and the unpreparedness of the university in aligning with the changes of the industry (Rogers, et al., 2019). University preparation plays a critical role, as students are required to have the skills that suit the needs of the industry, and lack of preparation highly affects the students' performance. If the internship program is ill-prepared, students are not expected to acquire the best training possible before undergoing the internship. Other factors may also contribute to this, such as time constraints and displeasement of internship placement. Thus, students will have other factors determining their performance.

Job performance is generally the overall success of an individual over the course of a given time in performing tasks and duties, exceeding the benchmark or aim of the standard work that has been predetermined. According to Bryan and Vitello-Cicciu (2022), employees who understand their abilities dominated by positive thoughts and feelings can produce satisfactory job performance. In this case students will have to heavily rely on their self-core in determining their performance. There is numerous research that states that self-core including self-esteem and self-efficacy have a positive relationship with Job Performance. According to Chung et al. (2021), self-efficacy is a belief that a person is capable of mobilizing their cognitive ability, motivation, as well as behaviors required to fulfill the demands of an event. Self-efficacy is the belief or confidence in one's own abilities to complete tasks (Bandura, 1997). In this regard, students with low self-efficacy tend to be focused on their perceived weakness, and will feel incapable of carrying out responsibilities, and students with high self-efficacy have a high self-belief in their ability to carry out responsibilities. Self-efficacy is sincerity ingrained in an individual's ability to finish the tasks and produce the maximum results (Singh et al., 2019). This attitude reflects the employee's confidence in their ability to complete a certain task and a degree of performance (Kaakeh et al., 2020). Self-efficacy will reflect on students' academic performance and eventually their internship performance, those with low self-efficacy may stumble in their performance, and those with high levels of self-efficacy are prone to increase their performance.

As for self-esteem, this refers to a personage's way of viewing, appreciating, and loving himself (Lianopoulos, et al., 2020). Students who have a high and positive self-esteem will accept, appreciate and respect themselves since they would not quickly blame themselves for their shortcomings and imperfections, which increases their performance. On the other hand, students with low self-esteem will feel negative about themselves, they may feel useless, worthless and will blame themselves for their imperfections.

With regard to the explanation of the background above, the researcher is interested in conducting research on Batch 2019 students in Management of the Faculty of Economics and Business in Sam Ratulangi University, who have taken their internship, concerning the impact of self-efficacy and self-esteem on their internship job performance.

Research Objectives

1. To understand how self-efficacy and self-esteem impacts internship students' job performance.
2. To understand how self-efficacy impacts internship students' job performance.
3. To understand how self-esteem impacts internship students' job performance.

THEORETICAL FRAMEWORK

Human Resource Management

Human resources management (HRM) is concerned with all of the aspects on how individuals are hired and managed in organizations. According to Dessler (2005), "Human resources management is the practices and policies to carry out the "people" of human resources aspect in the management position including recruiting,

screening, training, rewarding and appraising". The process of hiring, training, evaluating, and rewarding employees while also caring about their well-being and fairness at work is known as Human Resources Management.

Self-Efficacy

Self-efficacy is the belief that exists within humans to provide encouragement to humans themselves in achieving what they do. According to Bandura (1997), self-efficacy is defined as an individual's belief in their ability to take initiative in achieving set goals and assess the level of this ability with reference to targets in work. The indicator of self-efficacy in this study refers to Bandura (1997) which are magnitude, strength, and generality.

Self-Esteem

According to Moorhead and Griffin (2013), self-esteem is an individual's level of self-belief that they are worthy. Self-esteem is an individual's evaluation of himself, can be positive or negative. In addition, according to Ghufroon and Risnawati (2016), self-esteem refers to how an individual perceives themselves that is built upon their relationship with others. An individual with high self-esteem can feel that they are worthy, capable, and can be accepted by other people, hence making it easy to achieve success (Kreitner and Kinicki, 2003). The indicator of self-esteem in this study refers to Maliana (2016) which are appreciate oneself, thinking positively, active around own environment, believe in own abilities, environment adjustment, and self-evaluation.

Job Performance

The level of achieving high productivity of the organization is influenced by the performance of qualified employees in completing work on time (Putrana, Fathoni, and Warso, 2016). According to Akman (2021), job performance is an organizational behaviour that is influenced by different factors that are individualistic (e.g., experience, knowledge, age, etc.) or environment (work climate, colleagues, job characteristics, etc.). Job performance is associated with how an employee can manage tasks that are assigned and how those tasks are finished that could benefit in achieving organizational goals (Udemba, 2021). The indicator of job performance in this study refers to Chung and Megginson (1981) which are quantity of work, cooperation, dependability, initiative and personal qualities.

Empirical Studies

Lestariningsih et al. (2021) analyzed the relationship between self-efficacy, motivation, job satisfaction and employee performance at a palm oil company. Research Approach In this study, the research approach used is a quantitative approach, this research is explanatory in nature, namely a study that highlights between variables and tests hypotheses that have been formulated in the form of causality that examines the effect of one or more independent variables on one or more dependent variables. The independent variable in this study is Self Efficacy, Motivation and Job Satisfaction, while the dependent variable is Employee Performance. Method of data processing with Structural Equation modeling (SEM) with software tools SmartPLS 3.0. The technique used in sampling for this research is simple random sampling by distributing online questionnaires to 340 employees of palm oil companies in Indonesia. The results of this study are Self Efficacy has an effect on employee performance, Self Efficacy has an effect on employee job satisfaction, Motivation has an effect on performance, Motivation has an effect on job satisfaction, Job satisfaction has an effect on performance

Rafi, Arshad, and Faiz (2023) explored the role of employees' self-efficacy and person-environment fit in determining their work-related performance. The data was collected from 296 respondents from Pakistani organizations. The collected data was analyzed to determine the effects of employee self-efficacy and person-environment fit on employee job performance. The findings suggested an affirmative and robust association of the two with job performance. Self-efficacy along-with person-environment fit is an essential factor in determining the increased performance of employees concerning their job responsibilities.

Wicaksono and Ratnawati (2022) investigated the effect of self-efficacy and self-esteem on employee performance by using job satisfaction as an intervening variable. This study uses a quantitative approach with Structural Equation Model (SEM) analysis techniques to test the model and provide an evaluation of prior related research. AMOS is used as data processing software. Data were collected from 160 Generation X employees of PT. PLN Persero DIY and Central Java Distribution Area. The results were then analyzed using the SEM technique. As hypothesized, self-esteem and self-efficacy proved to, directly and indirectly, affect the employees' job satisfaction and work performance.

Conceptual Framework

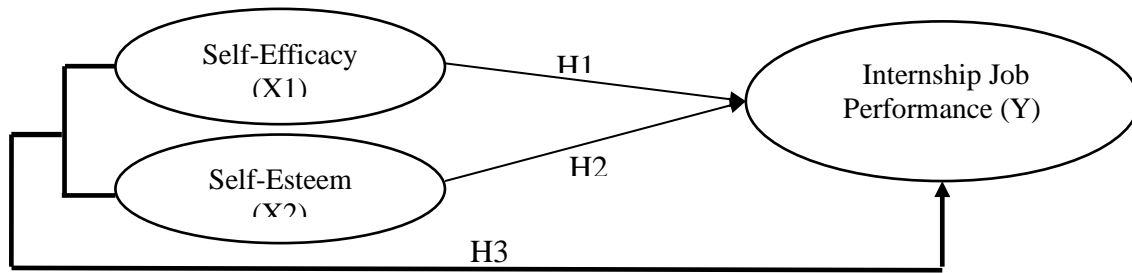


Figure 1. Conceptual Framework

Source: Data Processed (2024)

Research Hypothesis

H1: Self-Efficacy influences Internship Job Performance

H2: Self-Esteem influences Internship Job Performance

H3: Self-Efficacy and Self-Esteem influences Internship Job Performance

RESEARCH METHOD

Research Approach

A quantitative approach is being used in this research. According to Sugiyono (2013), quantitative research is a research method that is based on positivism philosophy, which is used to investigate certain populations or samples. It is an approach for testing given hypothesis by examining the relationship between variable. This can be measured by gathering numerical data and can be analysed using statistical techniques.

Population and Sample Size

The population of this research are batch 2019 students from Sam Ratulangi University in the Faculty of Economics and Business majoring in management, which had taken internship as a compulsory course on the period of year 2022/2023. Therefore, this research has a total of 209 population. In this research the sample size is 70 respondents, with the criteria: students from batch 2019 majoring in Management, Faculty of Economic and Business at Sam Ratulangi University that has taken internship as a compulsory course on the period of year 2022/2023.

Data Collection Method

The primary data used to collect data for research is through questionnaires. It is done by giving respondents a list of questions or statements to respond to. Questionnaires are used when the researcher knows what variables are being examined and what can be expected from the respondents. For this research, the researcher spreads the questionnaires through Google form to the samples.

Operational Definition and Measurement of Research Variable

Table 1. Definition of Research Variables

Variables	Definition	Indicators
Self-Efficacy (X ₁)	Self-Efficacy is the students' belief on their own ability to successfully execute the tasks or actions that are assigned in order to achieve them desired goals and expectations.	1. Magnitude 2. Strength 3. Generality
Self-Esteem (X ₂)	Students' evaluation of themselves which brings positive and negative judgement towards their own capabilities and is built upon them relationship with others.	1. Appreciate oneself 2. Positive Thinking 3. Active around environment 4. Believe in the abilities own have 5. Environment adjustment 6. Self-Evaluation

Job Performance (Y)	Overall success rate of the student during a certain period in them internship of performing tasks compared to standard work or criteria that are expected from the company and/or university.	<ol style="list-style-type: none"> 1. Quantity of Work 2. Cooperation 3. Dependability 4. Initiative 5. Personal Qualities
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Testing of Research Instruments

Validity indicates the accuracy and precision of data collected in a research study. Higher accuracy indicates better validity. In this study, validity was assessed using the Pearson Product Moment Correlation. If the calculated correlation coefficient is less than the critical value ($r_{\text{count}} < r_{\text{table}}$), it indicates invalidity; whereas, if r_{count} is greater than r_{table} ($r_{\text{count}} > r_{\text{table}}$), it indicates validity. valid research result is valid when the data the researcher gathered and the data occurred are similar. According to Kabir (2016) it is utilized to decide whether the estimations are actually capturing the expecting results. Validity test measure to which extent the measuring of the measuring instrument is performing its function.

The level of consistency in a test's measurement is referred to as reliability, and it is expected to be steady while being continuously measured. According to Drost (2011), reliability is "the extent to which measurements are repeatable when different people perform the measurement on different occasion, under different condition, supposedly with alternative instruments which measure the construct or skill". Questionnaires are considered reliable if Cronbach's Alpha > 0.6 and unreliable if it is < 0.6 .

Classical Assumption Test Normality Test

According to Sulaiman (2004), the residual of multiple linear regression models is assumed to be normally distributed, meaning it should follow the normal distribution. The difference in values between the variables that are observed and model-predicted is termed as a residual. Researchers checks the assumption by a histogram or P-P plot of the residuals, with requirements which are: the shape of the histogram must follow the shape of the normal curve and the P-P plotted residuals should follow the 45-degree line.

Multicollinearity Test

The Multicollinearity Test is used to determine whether one independent variable has a linear relationship to the others. Multicollinearity can be identified in the regression model if there are any independent variable pairings that have a high degree of correlation with one another. To detect a multicollinearity, one way is using a partial correlation model. VIF value < 10 or Tolerance > 0.1 indicates multicollinearity.

Hetersocedasticity Test

In the linear regression model, this test assesses if there are any variance inequality from the residual of all observations. It is needed to determine whether the absolute residual values of all regression model observations are the same. If the heteroscedastic assumptions did not fulfil, then the regression model is concluded as an invalid tool for forecasting. Heteroscedasticity can be identified using the scatter tool, which compares the residuals to an independent variable. If the scatter plot does not form any pattern, then there is no heteroscedasticity (Sulaiman, 2004).

Multiple Linear Regression Regression Equation

Analysis through multiple linear regression predicts how the value of certain variables may shift when another variable changes. It is a regression that will be used to estimate variables that involve more than two independent variables. The general form of a regression equation that uses two independent variables is:

$$Y = \alpha + \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Description:

Y : Dependent Variable

e : Error

α : Constant
 β_0 : Intercept
 $\beta_1\beta_2$: Regression Coefficient of each variable
 X_1 : Self-Efficacy
 X_2 : Self-Esteem

Hypothesis Testing

T-Test (Partial Test)

The statistical T test is used to test whether the independent variable partially has a significant effect on the dependent variable (Ghozali, 2018). With a significance level of 5%, the testing criteria are: if the value of significance is $< 0/05$, there is a significant influence between one independent variable on the dependent variable and if the value of significance is > 0.05 , the independent variable does not significantly affect the dependent variable.

F-Test (Simultaneously Test)

In order whether the independent variables will affect the dependent variable, the following testing criteria will be used: if $F_{count} > F_{table}$ and if the significance level $< \alpha$ (0.05), then the independent variables jointly affect the dependent variable and if $F_{count} < F_{table}$ and if the significance level $> \alpha$ (0.05), then the independent variables do not have an effect on the dependent variable

RESULT AND DISCUSSION

Result

Validity and Reliability Test

Tabel 2. Validity Test Result

Variable	Question	R Count	R Table	Annotation
Self-Efficacy (X_1)	$x_{1.1}$	0.820	0.2352	Valid
	$x_{1.2}$	0.902	0.2352	Valid
	$x_{1.3}$	0.893	0.2352	Valid
Self-Esteem (X_2)	$x_{2.1}$	0.541	0.2352	Valid
	$x_{2.2}$	0.766	0.2352	Valid
	$x_{2.3}$	0.779	0.2352	Valid
	$x_{2.4}$	0.726	0.2352	Valid
	$x_{2.5}$	0.717	0.2352	Valid
	$x_{2.6}$	0.503	0.2352	Valid
Job Performance (Y)	y1	0.728	0.2352	Valid
	y2	0.763	0.2352	Valid
	y3	0.730	0.2352	Valid
	y4	0.687	0.2352	Valid
	y5	0.605	0.2352	Valid

Source: Data Processed from SPSS, 2024

In this research, data from 70 respondents were utilized. To determine the critical value (r table), the data is processed using the formula $df = n-2$, with df meaning degree of freedom and n referring to the sample. Therefore $df = 70 - 2$, which results in degree of freedom being 68. The outcome of the calculation to find the r-table value at 68 with a significance level of 5% (0.05) is 0.2352. Based on the table above, it shows that all indicator variables have a Pearson correlation value greater than r table (0.2352). In conclusion, the entire statement of the research variable is valid.

Table 3. Reliability Test Result

Variable	Cronbach's Alpha	Critical Value	Annotation
Self-Efficacy (X_1)	0.841	0.60	Reliable
Self-Esteem (X_2)	0.762	0.60	Reliable

Job Performance (Y)	0.732	0.60	Reliable
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Source: Data Processed from SPSS, 2024

It is considered reliable if the Cronbach's Alpha > 0.6 and unreliable if it is < 0.6. Based on the reliability test of the responses from 70 respondents results above. It is shown that Self-Efficacy (X1), Self-Esteem (X2), and Job Performance (Y) variables have a Cronbach's Alpha value greater than 0.6, thus making it reliable.

Classical Assumption Test

Normality Test

Table 4. One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
N		70
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.22541961
Most Extreme Differences	Absolute	.083
	Positive	.079
	Negative	-.083
Test Statistic		.083
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: Data Processed from SPSS, 2024

According to Ghozali (2011), if the Kolmogorov-Smirnov probability value (sig) is greater than 0.05, the data has a normal distribution. According to the table below, the significant result of the test is 0.200, the data is then considered to be normally distributed as it indicates the significant value is greater than 0.05 (5%).

Multicollinearity Test

Table 5. Multicollinearity Test Result

Collinearity Statistics		
Model	Tolerance	VIF
1 (Constant)		
Self-Efficacy	.744	1.344
Self-Esteem	.744	1.344

Source: Data Processed from SPSS, 2024

The Multicollinearity test is used to determine whether there exists a linear relationship between two or more independent variables. It can be identified by examining the Variance Inflation Factor (VIF) and the tolerance threshold. If it is detected that VIF Value is less than 10 and the tolerance level is more than 0.10, then it indicates no multicollinearity found. Based on the table below, the VIF value of both Self-Efficacy (X1) and Self-Esteem is 1.344, and with a tolerance level of 0.744, indicating that there is no multicollinearity found.

Heteroscedasticity Test

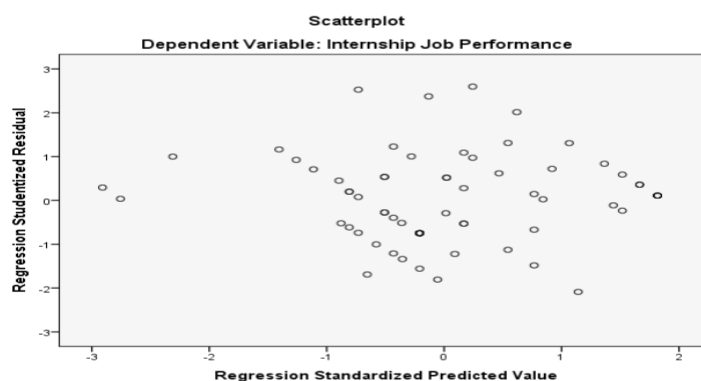


Figure 2. Heteroscedasticity Test

Source: Data Processed from SPSS, 2024

To determine whether this study is free from heteroscedastic, is by using the scatter tool, where heteroscedasticity does not occur if the scatter plot of data is spread both below and above the origin point (value 0) on the Y-axis and does not exhibit a certain pattern. The figure above indicates that the data points are spread randomly and distributed both above and below the Y-axis without forming a pattern. This implies there is no evidence of heteroscedasticity.

Multiple Linear regression

Through analyzing the multiple linear regression, this can determine how much influence the independent variables had on the dependent variable. Table 6 shows the multiple linear regression analysis and is then interpreted by the equation model.

Table 6. Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	5.139	1.272	
Self-Efficacy	.149	.086	.131
Self Esteem	.583	.057	.773

Source: Data Processed from SPSS, 2024

The multiple linear regression equation model obtained is as follows:

$$Y = 5.139 + 0.149X_1 + 0.583X_2 + e$$

The Interpretation of the equation is:

1. The constant value of 5.139 gives the understanding that if the variable Self- Efficacy (X1) and Self-Esteem (X2) is equal to 0, then the Job Performance (Y) is 5.139.
2. For Self-Efficacy (X1), the coefficient value is positive, meaning that if there is one unit increase in Self Efficacy (X1), then the Job Performance (Y) will increase by 0.149.
3. For Self-Esteem (X2), the coefficient value is positive, this means if there is one unit increase in Self-Esteem, then the Job Performance (Y) will increase by 0.583.

Hypothesis Testing

Partial Hypothesis Testing (T-Test)

The t-table value is calculated using the degree of freedom (df) and a 95% confidence level. It is calculated using the formula $df = n - k$ (where n is represented as the sample size, k is the total of independent and dependent variables). With $70 - 3$, the value of df being 67, then the value of the t-table is obtained at 1.996.

Table 7. Partial Hypothesis Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.139	1.272		4.039	.000
Self-Efficacy	.149	.086	.131	1.734	.087
Self-Esteem	.583	.057	.773	10.246	.000

Source: Data Processed from SPSS, 2024

Based on the table above, the testing of the hypothesis (H) obtained are; There is no influence of Self-Efficacy (X1) on Job Performance (Y). The table shows that the self-efficacy variable has a t-value of 1.734 which is lesser than the t-table of 1.996, and the significance value is greater than 0.05. There is a positive influence of Self-Esteem (X2) on Job Performance (Y). The table indicates that the self-esteem variable has a t-value of 10.246 which is greater than the t-table of 1.996, and a significance value of 0.00 which is less than 0.05.

Simultaneously Hypothesis Testing (F-Test)

The F test is now used to determine whether the independent variable simultaneously effects the dependent variable, the statement is correct if the F count is greater than the F table, and if the significant level is lesser than 0.05. The equation to determine the F table is $(k-1 ; n - k)$ with k being the total of independent and

dependent variables and n being the sample size. $F = (3-1 ; 70-3) = (2 ; 67)$, with the F table is 3.13 As shown on table 8, the value of F count is 84.653 which is greater than 3.13 as the F table, and the significance value is 0.00 which means is lesser than 0.05. As it fits the criteria, it can be concluded that H_0 is rejected and H_a is accepted, where Self-Efficacy (X_1) and Self-Esteem (X_2) together have a significant effect on Job Performance (Y).

Table 8. Simultaneously Hypothesis Test Result

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	261.829	2	130.914	84.653	.000 ^b
Residual	103.614	67	1.546		
Total	365.443	69			

Source: Data Processed from SPSS, 2024

Discussion

The Effect of Self-Efficacy on Student Job Performance

The result of data analysis in this research indicates that self-efficacy does not influence job performance among students majoring in management at the Economics and Business Faculty of Sam Ratulangi University during their internship. Self-Efficacy, as defined by Bandura (1997) as an individual's belief in their ability to take initiative in achieving set goals and assess the level of this ability with reference to targets in work. Based on the responses of the questionnaire, students have a belief that they can complete their internship well with their abilities and confidence. Despite respondents expressing confidence in their abilities to excel in their internship roles, results of the research concluded that the high self-efficacy the students had, in fact did not influence their internship job performance. Having a high self-efficacy as stated as Bandura (1997) can solve issues even when faced obstacles, affecting in what they do, their efforts invested, and their capability in the workplace. In the context of the results of this research, it can be argued that there is a possibility of students feeling overconfident in their ability, leading on approaching tasks with less caution, underestimating the tasks, or be less inclined in allocating their effort on the tasks, therefore contributing less or fewer resources to the task, decreased focus. Despite the lack of influence on job performance observed in this study, the job performance variable was also responded positively. This optimism may stem from students' tendencies to view situations positively, receiving affirming feedback from supervisors or peers or students' appreciation on learning through interning and feeling overall satisfaction of the experience amidst any shortcomings. Nonetheless, it is essential to acknowledge the limitations of this research, including task specificity and time constraints. The short duration of the internship (three months) may not provide enough opportunity for students' self-efficacy beliefs to fully influence their behavior and performance. Another huge factor contributing to the results of this study is self-esteem as the other variable might have played a more dominant role in shaping job performance of students, overshadowing the influence of self-efficacy.

The Effect of Self-Esteem on Student Job Performance

Self-Esteem influences Job Performance, based on the results it is concluded that H_2 is accepted, meaning Self-Esteem (X_2) has an influence on Job Performance (Y). This signifies that shows that self-esteem plays a role in influencing job performance among students majoring in management at the Economics and Business Faculty of Sam Ratulangi University during their internship. Self-esteem refers to how an individual perceives themselves or evaluates themselves, which can be positive or negative. In this context of research, students displayed positive self-evaluations, indicating high self-esteem. Students with high self-esteem often display a range of behaviors reflecting their confidence and positive self-regards. Corresponding with these indicators, students evaluate themselves as assertive, clearly expressing their opinions and ideas, confident in their decision-making and thus making choices independently, and like to engage in positive interactions with others. Their behaviors have been proven to have a significant impact on their internship job performance. Their assertiveness enables them to actively participate in discussion and share their ideas, being initiative takers also makes them seek out responsibilities, while pursuing personal growth, resulting in consistently high-performance levels. All these behaviors enhance their job performance, supporting the results of this study of the influence. Furthermore, Widyawati and Karwini (2018) showed that self-esteem positively influences job performance. The conclusion can be drawn that a higher self-esteem can be associated with an increase in job performance.

The Effect of Self-Efficacy and Self-Esteem on Student Job Performance

The result of this research shows that Self-Efficacy and Self-Esteem influences Job Performance. It can be concluded that from the results above Hypothesis 3 is accepted, which means that Self-Efficacy and Self-Esteem simultaneously influences Job Performance among students majoring in management at the Economics and Business Faculty of Sam Ratulangi University during their internship. Results of the study suggests that self-esteem plays a more significant role in influencing internship job performance compared to self-efficacy. Self-efficacy and self-esteem are two different related constructs, self-efficacy is related to the person's confidence in performing a specific task (Bandura, 1977) which means it is task-specific and focuses on confidence in one's capabilities to perform effectively. While self-esteem is defined as a favorable or unfavorable attitude toward the self (Rosenberg, 1965), it provides a broader sense of self-worth and overall evaluation of oneself, reflecting self-acceptance, self-respect, and independence of task performance. These two factors altogether influence students' internship job performance. The findings of this study align with previous research conducted by Wicaksono and Ratnawati (2022) that found that self-esteem and self-efficacy has been proven to directly and indirectly affect performance.

CONCLUSION AND RECOMMENDATION

Conclusion

1. Self-Efficacy does not influence Internship Job Performance of Students majoring in Management at Economics and Business Faculty of Sam Ratulangi University. This shows that students with a high self-efficacy does not influence their high result of job performance.
2. Self-Esteem influences Internship Job Performance of Students majoring in Management at Economics and Business Faculty of Sam Ratulangi University. This shows that students with a high self-esteem influences their high result of job performance.
3. Both Self-Efficacy and Self-Esteem influences Internship Job Performance of Students majoring in Management at Economics and Business Faculty of Sam Ratulangi University. This shows that the two independent variables can simultaneously affect the job performance of the internship students.

Recommendation

1. This study has limitations, the study only focused on a batch of students for its population, narrowing the results, whereas different results may be obtained with a larger sample. Future researchers can refer to this study as a reference for their research, in hopes of adapting it by adding additional variables and using different samples that are not examined in this study.
2. For the management students who already had their internship, it is recommended to evaluate the internship experience, whilst still practicing self-efficacy and maintaining a high self-esteem, reflecting on the experience and maintaining a high self-efficacy and self-esteem may open up many areas for growth especially when getting a new experience; entering the workplace, starting a new career, building up a new business, etc.
3. For the students that have not yet undertaken internships, it is important to practice self-efficacy and have a high self-esteem. Doing so enables students to improve their internship job performance, excelling in their internship roles and also enhance the credibility of the faculty and university. Moreover, this could also contribute to personal and professional growth.
4. It is recommended for the university to implement programs that could offer guidance and support for students to develop their confidence in their abilities.
5. It is recommended for companies or organizations to establish a supportive environment which could strengthen the development of interns' self-efficacy and self-esteem.

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