


# The Influence of Self Leadership on Task Commitment Through Self-Efficacy Mediation in Students

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<p><b>Submitted:</b> 2025-02-14</p> <p><b>Revised:</b> 2025-02-24</p> <p><b>Accepted:</b> 2025-03-12</p> <p><b>Keywords:</b> self-leadership; self-efficacy; task commitment</p> <p><b>Copyright holder:</b> © Agustina, A., Lubis, R., &amp; Aisyah, S. (2025)</p> <p>This article is under:</p>  <p><b>How to cite:</b> Agustina, A., Lubis, R., &amp; isyah, S. (2025). The Influence of Self Leadership on Task Commitment Through Self-Efficacy Mediation in Students. <i>Bulletin of Counseling and Psychotherapy</i>, 7(1). <a href="https://doi.org/10.51214/002025071318000">https://doi.org/10.51214/002025071318000</a></p> <p><b>Published by:</b> Kuras Institute</p> <p><b>E-ISSN:</b> 2656-1050</p>	<p><b>ABSTRACT:</b> This study uses quantitative research methods. The population and samples used were students. The research instrument was a questionnaire, namely aspects of task commitment, self-leadership and self-efficacy. The data analysis method used is SEM-PLS. The results showed hypothesis 1 there is an influence of self-leadership (X) on self-efficacy (M). This influence can be seen from the strength of the relationship (R-value) of 0.542 which is classified as sufficient with an R Square value of 0.293 or 29.3%. This means that the self-leadership variable has a direct effect of 29.3% on self-efficacy. Hypothesis 2 of this study is the effect of self-efficacy on task commitment. This hypothesis is proven correct because the significance value is <math>0.000 &lt; 0.05</math>. The effect can also be seen in the Summary table with an influence strength value (R-value) of 0.549 and a coefficient of determination of 0.302 or 30.2%. This means that the self-efficacy variable (M) has a direct effect of 30.2% on task commitment. Hypothesis 3, namely that there is an effect of self-leadership on task commitment through self-efficacy, this hypothesis is proven by the significance value in the regression coefficient table of <math>0.000 &lt; 0.05</math>. while the calculated R value is 0.580. the coefficient of determination obtained a value of 0.336 or 33.6%. This means that the variables of self-leadership and self-efficacy have an indirect effect of 33.6% on task commitment.</p>
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## INTRODUCTION

Individuals in their learning process have certainly experienced a condition where they feel fully involved in what is being studied (Csikszentmihalyi, 2020). The important assets for a student in studying are concentration, comfortable feeling, and motivation when carrying out teaching and learning activities. One of the implications of not concentrating is the problem of student boredom in class (Krishna, 2022). As researchers found, during observations at the Faculty of Psychology, Medan Area University. Researchers say that many students were playing with cellphones, talking with friends, drawing or scribbling abstractly on books or unclear drawings, reading literature that was not related to the lesson, or even falling asleep while the lecturer was teaching in class (sleeping here means closing your eyes while sitting like other students and not listening to the lecturer explain while the course is in progress) (observation on November 16, 2022, Environmental Psychology course at 15:00 WIB).

The conditions mentioned above are, of course, not ideal for ongoing teaching and learning activities in the classroom. This is in line with the researcher's interviews with several psychology lecturers, lecturer KF said that when the course lecturer gave assignments, not a few students

frowned because they felt burdened by the assignments given. Feelings of laziness and feeling that the assignment is difficult to complete make students at a low level regarding their commitment to the assignment (personal interview on November 17, 2022, in the B2 Psychology class at UMA).

Commitment to task, according to Renzulli (in [Syarifa, 2014](#)), is a subtle form of motivation. If motivation is usually defined as a general energy process that is a triggering factor in the organism, the responsibility of that energy is displayed on a specific task. According to Hawadi (in [Firmanto, 2013](#)), low engagement with tasks can create a gap between the potential one has and the achievements one shows. This is also supported by [Urhahne \(2017\)](#), students who have high task commitment show positive behavior towards all their tasks as students. According to Hawadi (in [Firmanto, 2013](#)), reduced children's commitment to tasks will reduce teachers' opportunities to develop their potential.

Researchers interviewed several students regarding completing all assignments on time. DY wants his task to be finished quickly, but DY feels lazy and always thinks there is still time. DY also chose to do other activities that were more interesting, so the assignment was postponed (personal interview on November 17, 2022, in Class B2 Psychology at UMA).

To complete assignments on time, students must be able to manage time and commit to their assignments (task commitment). Every student needs to achieve what they want, encouraging them to complete their assignments regardless of difficulties ([Zenzen, 2013](#)). The need to achieve the desired goal is also considered based on the value of the task itself ([Zenzen, 2013](#)). To achieve this goal requires responsibility for tasks (task commitment). In line with research conducted by [Kim et al. \(2013\)](#), the existence of students' self-binding to tasks (task commitment) gives rise to experiences of concentration in the academic field. In other words, this experience is the next step of task commitment, which may be achieved when students successfully overcome difficulties and acquire the right skills when carrying out academic tasks.

Task Commitment, or binding oneself to a task, is a will that comes from within a person, which encourages him to be diligent and tenacious, even though he experiences various obstacles and obstacles in carrying out and completing the tasks for which he is responsible ([Munandar, 2014](#)). This is in line with research, which states that students who have high task commitment show positive behavior toward all their tasks as students. Students do not feel burdened by the tasks given, they try hard, tenaciously, and continuously to produce the best work possible. Apart from that, students who have high task commitment are not easily satisfied with the job as it is, they have high hopes for completing assignments quickly, on time, and with maximum results ([Firmanto, 2013](#)).

In their observations, researchers met current students who felt tired of their lectures and had failed to complete academic assignments. As E said in the interview, only some of his friends did it when making group assignments. Other friends just use names or make assignments that do not follow what the lecturer directed. There are those who do assignments when they are due, imitate friends' assignments, or even don't do the assignment at all (personal interview on November 17, 2022, in Class B2 Psychology at UMA). A student with good academic grades is influenced by high enthusiasm, a great sense of optimism, and a high motive for success. With this high level of optimism, it is hoped that students will be successful in living their next life and have optimal learning outcomes. To achieve this success, sometimes students will experience problems and difficulties in studying ([Suryani et al., 2020](#)).

Therefore, every student is expected to have self-confidence, which is organizing the actions needed to complete the tasks. Self-efficacy is more specific to a task or situation and only involves judgment (not feelings) ([Tayibu, 2016](#)). Santrock in (in [Dariyo, 2014](#)) states that individuals with high self-efficacy will feel enthusiastic about-facing challenges and tend to try hard to get things done.

Students with self-efficacy will be able to realize, accept, and account for all potential, expertise, and skills appropriately and encourage themselves to be in the right position in all situations.

This is in line with research explained by [Baron & Byrne \(2014\)](#) that there are three aspects of self-efficacy that are important predictors of individual behavior, namely academic self-efficacy, which is related to the individual's belief in abilities, social self-efficacy, which is related to the individual's confidence in maintaining relationships, and self-efficacy which is related to the ability to resist peer pressure and high-risk activities. Students' confidence in their ability to influence activity choices, goals, and efforts and their persistence in class activities. Students with high self-efficacy will be able to do their lecture assignments well and on time even though there are other activities that are more interesting or obstacles. Students feel confident in their ability to complete academic assignments, which is influenced by their ability to lead themselves (Self Leadership). Self-leadership is an effort to influence oneself to exert oneself to learn better ([Neck et al., 2013](#)). Thus, self-leadership can motivate students to lead themselves so they can contribute to themselves. Students can also personally lead in practice, giving them enough strength to encourage themselves to be better.

Self-leadership is the process of influencing oneself to build self-direction and self-motivation, especially in carrying out and completing important and complex tasks and work so that personal goals are achieved ([Neck, 2012](#); [Musaheri, 2014](#)). Self-leadership is an effective way to improve academic achievement. In interviews with several students, they said that even though the tasks they carried out were unpleasant or difficult, they could complete them when they had a strategy to solve problems. On the other hand, when they don't have a good plan, the task cannot be completed well either. Students also said that they initially went to college simply to please their parents or simply because they were merely proud if they didn't go to college. However, after they have gone through lectures and faced many assignments, they can only lament their fate and feel worried about getting low grades (interview with R on November 17, 2022, in Class C Psychology at UMA).

Researchers in observations found that the UMA Psychology study program still faced many problems with student study success. This is in line with researchers' interviews with several lecturers, they said that there were still many students who had low grades because they did not do their assignments well and did not follow lectures well. However, there are also students who have good achievements because they always do their assignments and attend lectures well (interview on November 23, 2022, in the UMA Psychology Class).

## Objectives

Based on the description above, researchers are interested in seeing the influence of self-leadership on task commitment through the mediation of self-efficacy. To test the influence of self-leadership on task commitment through self-efficacy mediation in UMA Psychology Faculty students.

## METHODS

### Design and Participants

The research approach that researchers used in this research is quantitative. According to [Sugiyono \(2017\)](#), a population is a generalized area of objects or subjects with specific numbers and characteristics determined by researchers to be studied and concluded. The population in this research is all UMA Faculty of Psychology students in semester 2, semester 4, and semester 6 in the 2022/2023 academic year. The population size in this study can be seen in the Table 1.

Table 1. Total Population

No	Description/class	Total Student Population
1.	Class A2/ VI semester students	80
2	Class B2/ Student/I semester II	54
3.	Class B2/ IV semester students	36
4.	Class B2/ Student/i semester VI	33
5.	Class C2/ VI semester students	61
	Amount	246

The sampling technique used in this research is total sampling. [Sugiyono \(2017\)](#) opinion if the existing population is less than 100, the entire population will be used as a sample in the research. The total sampling technique was used to obtain a representative sample by looking at the student population consisting of several heterogeneous (not similar) classes, so the researcher took samples from each class.

### Instruments

Meanwhile, the instrument used to obtain data is a Likert scale model. The Likert model scale is a type of scale used to measure research variables. The research variables measured using this scale are translated into indicator variables which are then used as the starting point for compiling items ([Hasan, 2002](#)). There are 3 (three) scales for this research instrument, namely the self-leadership, task commitment, and self-efficacy scales, each scale has 4 categories of answer choices to give respondents freedom in answering research questions, namely Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS).

### Self-Leadership Scale

This scale refers to the aspects proposed by [Houghton & Neck \(2002\)](#) Houghton and Neck (2002), namely Behavior-focused strategies, Natural rewards strategies, and Constructive through pattern strategies (constructive thinking strategies).

### Task commitment Scale

This scale was prepared by [Sholihah \(2017\)](#). This scale refers to five aspects, namely (1) A tough attitude, tenacious and not easily bored, (2) Independent, does not need external encouragement, and is responsible, (3) Setting realistic aspirational goals with moderate risk, (4) Likes learning and has a desire to improve oneself, (5) Has a desire to succeed in the academic field.

### Self-efficacy Scale

The self-efficacy scale was prepared by [Sari \(2020\)](#) using 3 aspects based on Albert Bandura's theory: level, generality, and strength.

Table 2 Hypotheses and Testing Techniques

No	Hypothesis	Testing technique
1.	There is a significant influence of self-leadership towards self-efficacy in Fak students. UMA Psychology.	SEM
2.	There is a significant influence of self-efficacy towards task commitment in Fak students. UMA Psychology.	SEM
3.	There is a significant influence of self-leadership on task commitment through the mediation of self-efficacy	SEM

## Data Analysis and Data Collection

The data analysis technique in testing the research hypothesis was carried out using a Structural Equation Model (SEM) approach based on Partial Least Square (PLS). PLS is a structural equation model (SEM) that is component or variance-based. Structural Equation Model (SEM) is a field of statistical study that can test a series of relationships that are relatively difficult to measure simultaneously. According to Singgih (2014), SEM is a multivariate analysis technique combining factor analysis and regression (correlation) analysis, which aims to test the relationship between variables in a model, whether between indicators and their constructs or the relationship between constructs. For more details, see the following table 2.

Filling out the questionnaire is carried out at the end of lecture hours so that it does not interfere with students' usual study schedule. Respondents were asked to fill out the questionnaire by checking the answers in the columns deemed appropriate to the reality in the field. The research instrument is a questionnaire with 99 items. Of the total number of students in class A2 semester VI, B2 semester II, IV, and IV, and class C2 semester VI, the researcher only got 60-90% of the number of students who should have been there, because some students were not present on the day the researcher collected the data.

## RESULTS AND DISCUSSION

### Results

The recommended AVE value is above 0.5 (Sholihin, 2021). It is known that all AVE values are > 0.5, which means they meet the validity requirements based on AVE. Next, reliability testing is carried out based on the composite reliability (CR) value, see Table 3.

The Table 4 recommended CR value is above 0.7 (Mahfud and Ratmono, 2013:67). It is known that all CR values are > 0.7, which means they have met the reliability requirements based on CR. Next, reliability testing was carried out based on the Cronbach's alpha (CA) value.

Table 3. Validity Testing based on Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Self Efficacy (M)	0.718
Self Leadership (X)	0.705
Task Commitment (Y)	0.730

Table 4. Reliability Testing based on Composite Reliability (CR)

	Composite Reliability
Self Efficacy (M)	0.984
Self Leadership (X)	0.988
Task Commitment (Y)	0.989

Table 5. Reliability Testing based on Cronbach's Alpha (CA)

	Cronbach's Alpha
Self Efficacy (M)	0.983
Self Leadership (X)	0.988
Task Commitment (Y)	0.988

Table 6. Discriminant Validity Testing

	Self Efficacy (M)	Self Leadership (X)	Task Commitment (Y)
Self Efficacy (M)	(0.847)		
Self Leadership (X)	0.622	(0.840)	
Task Commitment (Y)	0.693	0.608	(0.854)

Note: The value between "(" is the square root of AVE

Table 7. Path Coefficient Test &amp; Significance of Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Self Efficacy (M) -> Task Commitment(Y)	0.513	0.518	0.133	3.859	0.000
Self Leadership (X) -> Self Efficacy (M)	0.622	0.622	0.083	7.535	0.000
Self Leadership (X) -> Task Commitment (Y)	0.289	0.285	0.139	2.086	0.038

In the Table 5 The recommended CA value is above 0.7 (Sholihin, 2021). It is known that all CA values are > 0.7, which means they meet the reliability requirements based on Cronbach's alpha. Next, discriminant validity testing was carried out using the Fornell-Larcker approach. Regarding testing the discriminant validation value as shown in the following table 6.

In discriminant validity testing, a latent variable's AVE square root value is compared with the correlation value between that latent variable and other latent variables. It is known that the square root value of AVE for each latent variable is greater than the correlation value between that latent variable and other latent variables. So, it is concluded that it has met the requirements for discriminant validity.

### Significance Test of Influence (Bootstrapping) (Hypothesis Test) (Inner Model)

Based on the results in Table 7, the following results are obtained, Self-efficacy (M) has a positive effect on Task Commitment (Y), with a path coefficient value (Original Sample column) = 0.513, and is significant, with a PV value = 0.000 < 0.05 (Hypothesis Accepted).

Self-Leadership (X) has a positive effect on Self-Efficacy (M), with a path coefficient value (Original Sample column) = 0.622, and is significant, with a PV value = 0.000 < 0.05 (Hypothesis Accepted). Self-Leadership (X) has a positive effect on Task Commitment (Y), with a path coefficient

Tabel 8. Rumus Perhitungan Jarak Interval

Category	Guidelines
Low	$X < \text{Mean} - 1.SD$
Medium	$\text{Mean} - 01.SD \leq x < \text{Mean} + 1.SD$
High	$\text{Mean} + 1.SD \geq X$

Table 9. Category Scale

Category	Guidelines
Low	$X < 63$
Medium	$63 \leq X < 100$
High	$100 \geq X$

Table 10. Category Scale

Category	Guidelines
Low	$X < 57$
Medium	$57 \leq X < 87$
High	$87 \geq X$



Table 11. Self-Leadership Categories

		Self Leadership Category			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	15	7.5	7.5	7.5
	High	186	92.5	92.5	100.0
	Total	201	100.0	100.0	

Table 12. Self-Efficacy Categories

		Self Efficacy Category			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	108	53.7	53.7	53.7
	High	93	46.3	46.3	100.0
	Total	201	100.0	100.0	

value (Original Sample column) = 0.289, and significant, with a PV value =  $0.038 < 0.05$  (Hypothesis Accepted). The following are 5 categorizations based on guidelines for preparing psychological scales (Azwar, 2013), determine the self-leadership and task commitment scales, see table 8. Based on the hypothetical data and categorization guidelines, you can determine the self-efficacy scale in Table 9. Empirical data is data obtained from research samples or scores based on scales that research subjects have filled in (Table 10).

The output above shows that the number of subjects was 201 people. There were 15 people, or 7.5% of research subjects, whose self-leadership was in the medium category. There were 186 people (92.5%) whose self-leadership was in the high category. So, most research subjects have high self-leadership, and no research subjects have low self-leadership.

The output in Table 11 below shows that the number of subjects was 201 people. There was 1 person, or 0.5% of research subjects, who had low task commitment, and 14 people, or 7.0% of research subjects, had task commitment in the medium category. There were 186 people or 92.5%, whose task commitment was in the high category.

So, most research subjects have high task commitment, and only 1 research subject has low task commitment, table 12 shows the categories of self-efficacy. The output above shows that the number of subjects was 201 people. There were 108 people, or 53.7% of research subjects, whose self-efficacy was in the medium category. There were 93 people (46.3%) whose self-efficacy was in the high category. So, most research subjects have self-efficacy in the medium category, and no research subjects have low self-efficacy.

## DISCUSSION

This research examines the influence of self-leadership on task commitment through the mediation of self-efficacy in students at the Faculty of Psychology, Medan Area University.

### *The Influence of Self-Leadership on Self-Efficacy*

Based on the results above, each available hypothesis can be discussed. In this research, there are three hypotheses. The first hypothesis (H1) is that self-leadership (X) influences self-efficacy (M). This influence can be seen from the strength of the relationship (R-value), which is 0.542, considered sufficient with an R Square value of 0.293 or 29.3%. This means that the self-leadership variable (X) has a direct effect of 29.3% on self-efficacy (M). Thus, the higher the student's self-leadership, the higher the student's self-efficacy.

Personal goals will be achieved when students can influence themselves to build self-direction, especially to convince themselves of their abilities. The results of this research support the results of previous research, which found that self-leadership has an influence on self-efficacy,

the higher the self-leadership, the higher the self-efficacy. Self-leadership is a process where a person acts according to their interests to achieve better control over their life (Priyantono, 2018).

These results are also confirmed by research conducted by Richadinata & Aristayudha (2020) Aristayudha (2020) that self-leadership positively affects self-efficacy, meaning that a start-up with a high level of self-leadership will make it also have self-efficacy. This shows that the higher the self-leadership value, the higher the self-efficacy, self-leadership can create goals and influence perceptions of control which impact self-efficacy (Richadinata & Aristayudha, 2020).

### ***The Influence of Self-Efficacy on Task Commitment***

The second hypothesis (H2) of this research is that self-efficacy (M) influences task commitment (Y). This hypothesis was correct because the significance value was  $0.000 < 0.05$  in the regression coefficient table. This influence can also be seen in the summary table, which has a strength of influence value (R-value) of 0.549 and a coefficient of determination (R square) value of 0.302 or 30.2%. This means that the self-efficacy variable (M) directly affects 30.2% on task commitment (Y).

If students are confident in their ability to influence activity choices, goals, and effort, as well as their persistence in activities in class, then they will be able to do their lecture assignments well and on time even though there are other activities that are more interesting or there are obstacles in doing so.

In line with previous research by Winarti (2016) showing the influence of self-efficacy on task commitment, students with a high commitment to learning tasks have better mathematics learning achievement than those with a low commitment to tasks.

The results of this research are also strengthened by research conducted by Tayibu (2016), which shows that self-efficacy has a significant direct effect on task commitment with a confidence level of 99%. The results of this research illustrate that self-efficacy is an important factor in achieving learning achievement with complete abilities and personality. This research also shows that people with high self-efficacy will be able to achieve their goals well and work more optimally compared to those with low self-efficacy. This does not depend on the type of student's skills or expertise but is related to beliefs about what can be done, concerns about how much effort is expended in a task (task commitment), and how long he persists in achieving the goal.

Other research also shows by Fatwa (2015) that there is a significant influence on task commitment. The significant influence of self-efficacy on task commitment means that self-efficacy is an important element in increasing task commitment.

### ***The Influence of Self-Leadership on Task Commitment Through Self-Efficacy***

The third hypothesis (H3) is that self-leadership (X) influences task commitment (Y) through self-efficacy (M). This hypothesis is proven by the significance value in the regression coefficient table of  $0.000 < 0.05$ . Meanwhile, the calculated R-value was 0.580. The coefficient of determination (R square) obtained a value of 0.336 or 33.6%. This means that the variables self-leadership (X) and self-efficacy (M) have an indirect effect of 33.6% on task commitment (Y).

If a student has high self-leadership and is confident in his abilities, he will also be able to complete his assignments, and he will have a high commitment to these assignments. The results of this research are confirmed by research conducted by Rahmawati (2006), showing that behavioral-focused strategies, indicators of self-leadership, have a significant positive influence on self-efficacy. Winarti (2016) also strengthens the results of this research by showing that self-efficacy influences task commitment; students who have high commitment to their tasks will have better learning achievements than students with low commitment to tasks.



## CONCLUSION

This study demonstrates that self-leadership plays a crucial role in enhancing students' self-efficacy and task commitment. Self-efficacy, which is positively influenced by self-leadership, further strengthens task commitment, highlighting the importance of these interrelated factors in supporting academic success. The findings suggest that fostering self-leadership skills among students and providing adequate academic resources can significantly contribute to their commitment to completing tasks effectively. Future research is encouraged to explore these relationships in different educational settings to enrich the understanding of how self-leadership, self-efficacy, and task commitment interact to influence student achievement.

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