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The Influence Of Self Efficacy and Locus Of Control On Employee Performance Through Learning Agility at PT. Pegadaian in Cirebon.

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Abstract

Learning agility and its impact on performance at PT Pegadaian are the focus of this study, which aims to investigate the function of self-efficacy and locus of control in this context. There were no exceptions among the 120 workers; everyone was actively engaged. Results showed a favorable correlation between high levels of self-efficacy and better performance. In a similar vein, having an internal locus of control helps one function at their best. The link between self-efficacy, locus of control, and employee performance was strengthened by learning agility, a major mediating variable. To overcome the impact of these two mental aspects on productivity on the job, people's capacity for rapid and flexible learning is crucial. As a result, boosting employees' learning agility and positive self-efficacy may work hand in hand to boost their performance. This study investigates the mediating role of learning agility in the relationship between self-efficacy, locus of control, and employee performance at PT. Pegadaian in Cirebon. A total of 120 employees participated in the study using a saturated sampling technique. Data were collected through questionnaires and analyzed using SPSS 25. The findings reveal that self-efficacy ($\beta = 1.000$, $p < 0.000$) and locus of control ($\beta = 0.176$, $p < 0.000$) significantly affect employee performance. Learning agility acts as a significant mediator, with a direct effect on performance ($\beta = 0.501$, $p < 0.000$), indicating its pivotal role in enhancing performance through psychological traits. The adjusted R^2 value of 1.000 supports the robustness of the model. These findings underscore the importance of internal psychological mechanisms and adaptability in achieving high job performance.

Keywords: Self Efficacy, Locus Of Control, Learning Agility, Employee Performance

INTRODUCTION

Companies need to have a clean and efficient structure in the age of global competitiveness. If they wish to keep improving and maintain their competitiveness, they must compete sensibly and figure out how to differentiate themselves from their rivals (Oktavia & Suryoko, 2017). Organizations must concentrate on enhancing the performance of all of their resources, including human resources, in the current period of globalization and fierce competitionIn order to survive and prosper in this fast paced age, human resources (HR) have become more and more crucial. Therefore, firms must effectively manage their workforce if they hope to witness a notable rise in work productivity (Ramadhan & Wahyuni, 2024). Competent human resources are necessary for public service. Their level of concern for the company and their work is demonstrated by their feeling of duty (Solahudin et al., 2024).

Any firm need a large enough workforce with a diverse variety of technical and social abilities. These skills are typically essential for attaining the best outcomes. Self-efficacy is a crucial component in this context, albeit many people may not be aware of it. Nonetheless, self-efficacy is essential for success in the workplace. In essence, self-efficacy is the conviction that one possesses the character, mental fortitude, and physical prowess required to perform things effectively (Dr. Rozi A. Sabil, SE. S.Pd., MBA, Fin, CRM, 2023).

According to (Lunenburg, 2011), Self-efficacy is the conviction that we can overcome obstacles and find solutions in any circumstance. Individuals that possess this mentality are typically better able to overcome obstacles and maintain focus on their objectives. To perform well, every employee needs to be highly confident in themselves and driven to keep going.

They do not give up easy when they are criticized or fail. Rather, they learn from that experience and apply it to their future development. This kind of thinking is crucial, particularly in the modern workplace, which is becoming more complicated and unpredictable. Having confidence in oneself is essential for adjusting to and thriving in the face of novel obstacles at work (Dwi et al., 2024).

The performance of each person is greatly influenced by their locus of control, which is their view of how much they can control their lives. This relates to whether a person believes that their success is influenced by external factors (fate or luck), or by internal factors such as personal effort. Workers who believe their actions have an impact on their own destinies tend to be more conscientious, proactive, and content in their roles. A person whose locus of control is outside of themselves aspires to take a back seat and rely on other factors more heavily.

Conversely, one needs to be able to pick things up rapidly, which is the speed at which a person can adjust and learn from new situations. High learning speed employees typically have a strong spirit of learning, love taking on new challenges, are proactive, and don't hesitate to take the initiative to accomplish their goals. They also welcome fresh viewpoints and concepts. Learning speed can therefore be an excellent strategy for introducing adaptable attitudes and behaviors into day to day business operations (Simatupang, 2022). These days, locus of control, self efficacy, and employee performance are all significantly correlated with this idea. People tend to learn more quickly if they have confidence in their skills and feel in control of their lives. They are better equipped to handle change as a result, which eventually improves their performance.

Because of developments in the pawn industry, including improvements in digital technology and changes in customer expectations, employees need to be learning new things. The ability to learn has a substantial impact on the relationship between employees' self-efficacy, locus of control, and performance on the job. The pawnshop encounters difficulties, nevertheless, because its staff members frequently depend on outside forces or an external locus of control. They frequently attribute business failures to external factors like market conditions or managerial practices. These ideas impair their capacity for adaptation, which consequently degrades their performance. As a result, the business needs to establish an environment that boosts employee confidence.

This study examines how employee performance at PT Pegadaian is correlated with self-efficacy, locus of control, and learning agility. This study also demonstrates the dearth of information in the existing literature. Numerous research have examined the connection between self-efficacy and performance as well as locus of control and performance. We still don't fully understand how these two elements combine to improve worker performance through learning agility, though. Self-directed learning is still a relatively new idea in human resource management, particularly in the financial industry like pawnshops. This study advances knowledge among scholars and professionals regarding the connection between learning agility, locus of control, and self-efficacy in enhancing employee performance at PT Pegadaian. Due to the paucity of research on the subject, it is vital to comprehend the particular circumstances of the pawn business. The particular difficulties this sector experiences may have an impact on employees' sense of control and self-assurance. By understanding these aspects, management can design more focused HRD programs that will complement the company's overall objectives and help people attain their best performance. Thus, the researchers hope that this study will add to our present knowledge of the mediating role of learning agility between self-efficacy, locus of control, and employee performance, with a focus on Pegadaian. A new perspective on the potential applications of self-efficacy and locus of control in enhancing workplace performance and learning agility is also anticipated from this research (Khildani et al., 2021).

Self-efficacy is an human’s belief in their ability to attain a goal. It reflects an internal assessment of the extent to which a person is capable to conduct tasks effectively, accurately,

and in agreement with applicable rules. Self-efficacy is different from aspirations related to ideals or goals to be achieved, while self-efficacy focuses more on individual confidence in realizing these goals (Rina Amelia, Slamet Triyadi, 2023). This concept was first introduced by Bandura, who considered self-efficacy as an important component in self-control. An individual's level of self-efficacy may be defined as their confidence in their own abilities to plan and execute an activity to its fullest potential (Bandura, 1986). According to (Bandura, 1997), self-efficacy has several dimensions, namely: magnitude which indicates The degree of complexity of the task, generality which refers to the coverage of various situations, and strength which describes how strongly the belief is maintained.

Strong internal control usually leads people to believe they have full control over the outcomes they achieve. During times of change, employees whose locus of control is high tend to do better because they are better equipped to handle more responsibility and work autonomously (Zacharias & Laurens, 2024). (Hendri & Candra Kirana, 2021) found that locus of control, Employee performance is unaffected by an human's notion of how much control they have over life events. According to research by (Darmawan et al., 2021) Employee performance is significantly affected by the location of control. This study tends to make a new benefaction to understanding the elements that influence employee performance in the public sector. Location of control refers to a human's ability to control themselves, which able to be determined by external or internal circumstances. It is a psychological condition in which a person believes that their behavior is influenced by things beyond their control (Narendra, 2018). According to (Rotter, 1990), The locus of control can be classified into 2 dimensions. 1. Internal Locus of Control: A person with this view believes that responsibility for all actions is under their own control; 2. External Locus of Control: This view holds that external forces determine accountability for all actions.

Employee performance is defined as the consequence of accomplished their responsibilities in line with certain work standards. Employees who perform well will be recognized as a form of reward (Pramesti et al., 2019). Employee performance is critical to the company's success. For that reason, it is very fundamental to appraise the performance of each work unit within the organization. This allows us to objectively measure the performance of human resources in the organization (Adhari, 2021). According to (Armansyah, 2020), A performance is defined as the output of a process that is examined and quantified within a specified time frame and under predefined rules or agreements. According to (Yuritanto, 2022), Employee performance is defined as an employee's qualitative and quantitative work results obtained while carrying out the obligations assigned to him. A person's performance is judged by how well and how many tasks are completed, and this is significantly influenced by interactions inside the firm (Hartono, 2022). According to (Edison et al., 2017) Performance can be explained through various dimensions, such as: Objectives: Objectives serve as markers to determine the amount of commodities, labor, or money produced. Quality: The quality of the output produced is very important as it is a major factor in maintaining client satisfaction. Timeliness: Completing or delivering work on time is key to gaining client trust. Compliance involves not only achieving targets, guaranteeing quality, and meeting deadlines, but also doing so in an accurate, transparent, and responsible manner. Since it also addresses the impact of self-efficacy on learning agility as a variable that contributes to enhancing individual performance in the workplace, (Syarqi & Widiana, 2024) research on "The Role of Self-Efficacy and Work Motivation on the Learning Agility of CPNS in NTB Province" is pertinent to this study. According to this study, learning agility is positively and significantly impacted by self-efficacy, which means that the more confident a person is in their skills, the more capable they are of learning and adapting. These results lend credence to the current research's contention that self-efficacy plays a significant role in fostering learning agility, which in turn influences the enhancement of employee performance.

Learning agility is a notion that connects how people behave, think, and learn from each other. It enables people to learn from their experiences, allowing them to constantly enhance their abilities, adaptability, and knowledge (Windiyanaputri & Darmawan, 2024). Learning agility refers to people's willingness and capability to gain new abilities, allowing them to modify and achieve efficiently when confronted with difficult conditions as soon as they come (Lombardo & Eichinger, 2000). Learning agility is the capacity to extract knowledge and lessons from previous experiences, allowing individuals to effectively navigate new situations (Yadav & Dixit, 2017). According to Lombardo and Eichinger (2000), Individuals with mental agility can analyze issues from different perspectives, deal with complexity and uncertainty, and clearly communicate their ideas to others. Social agility is defined as one's ability to know oneself well, learn from experience, communicate productively with others, and remain calm and resilient in the face of change. People with change agility are excited and passionate about new ideas, committed to ongoing development, and actively developing their competencies. Outcome agility displays a person's ability to achieve goals despite adversity, push others to strive harder, and exude confidence in those around them. In order to determine how Learning Agility influences the relationship between Self Efficacy and Locus of Control and employee performance, (Khildani et al., 2021) research on "The Influence of Self-Efficacy and Locus of Control on Employee Performance Through Learning Agility" uses a similar variable and research model, namely, media analysis. According to this study, learning agility significantly affects employee work performance, whereas self-efficacy and locus of control have a positive and significant impact on learning agility. The study's findings provide credence to the theory that, by acting as a mediator, raising self-efficacy and locus of control can boost worker productivity in a short-term manner.

RESEARCH METHODS

According to (Sugiyono, 2019), the quantitative method is a research method used to study a specific population or sample, with data collection using research instruments, and the data analysis is quantitative or statistical in nature. In this study, a quantitative approach is used to test the relationships between variables through regression tests and path analysis. Typically, studies in this area use learning agility as a mediator between locus of control, self-efficacy, and performance on the job. This study was carried out at PT Pegadaian Cirebon, a financial institution operating in the pawnshop service sector in Indonesia. A total of 120 employees were involved as respondents, without using sampling techniques as all employees contributed to the study. The data collection process was conducted between January and February 2025 through an online questionnaire distributed through Google Forms. Version 25.0 of the SPSS statistical program was used to analyze the data, applying mediation and regression analysis methods to understand the correlation between the variables under study.

RESULT AND DISCUSSION

1. Characteristics Of Respondents

The research subjects, who were 120 workers of PT Pegadaian in Cirebon, were described using the characteristics of respondents in this study. Some of the features included are gender, age, years of service, and most recent educational attainment.

Table 1

By Gender

No	Gender	Total Respondents	Percentage
1.	Male	45	37,5%
2.	Female	75	62,5%
Amount		120	100%

Table 1 presents that the respondents in this study consisted of 37.5% men and 62.5% women. In particular, 75 female employees participated, forming the largest group of respondents by gender.

Table 2
By Age

No	Age	Total Respondents	Percentage
1.	≤ 25	44	36,7%
2.	25 – 29	14	11,7%
3.	30 – 34	24	20%
4.	35 – 39	18	15%
5.	40 – 44	19	15,8%
6.	45 – 49	1	0,8%
Amount		120	100%

Table 2 above shows that the respondents in this study have different age ranges. Of the total 44 employees, 36.7% or 16 employees are ≤ 25 years old. There are 14 employees aged 25-29 years old which represents 11.7% of the total. 24 employees or 20% are between 30 and 34 years old, and 18 employees or 15% are between 35 and 39 years old. In the 40-44 years age group, there are 19 people or 15.8% working, while in the 45-49 years age group, only one person is working or equivalent to 0.8%. This shows that the under-25 age group, which accounts for 36.7% of all respondents, dominates in terms of respondent characteristics.

Table 3
Based on Work Period

No	Work Period	Total Respondents	Percentage
1.	≤ 5	50	41,7%
2.	5 – 9	51	42,5%
3.	10 – 14	19	15,8%
Amount		120	100%

Table 3 demonstrates the range of devotion among research participants. A total of 41.7% or 21 employees have a working period of ≤ 5 years, while 42.5% or 21 other employees have a working period between 5 to 9 years. On the other hand, 15.8% or 19 employees have a working period between 10 to 14 years. With 21 workers (or 42.5% of the total) falling into this category, it's safe to say that most respondents have been with the company for 5 to 9 years.

Table 4
Based on Last Education

No	Last Education	Total Respondents	Percentage
1.	SMA/SMK	76	63,3%
2.	Sarjana (S1)	40	33,4%
3.	Magister (S2)	4	3,3%
Amount		120	100%

From the Table 4 above, the characteristics of respondents according to the education's level of 120 employees of PT Pegadaian in Cirebon can be seen. The data shows that there are 76 employees or 63.3% who have high school / vocational high school education. Meanwhile, 40 employees or 33.4% have a Bachelor's education, and 4 employees or 3.3% have a Master's

education. As a result, the majority of respondents in this survey, 76 persons, or 63.3%, have a high school or vocational high school education.

2. Validity Test

Table 5
Validity Test Results

No. Pernyataan	r_{hitung}	r_{tabel}	Keterangan
1	.268	0,179	Valid
2	.313	0,179	Valid
3	.429	0,179	Valid
4	.289	0,179	Valid
5	.392	0,179	Valid
6	.456	0,179	Valid
7	.445	0,179	Valid
8	.557	0,179	Valid
9	.383	0.179	Valid
10	.390	0.179	Valid
11	.453	0.179	Valid
12	.292	0.179	Valid
13	.320	0.179	Valid
14	.215	0.179	Valid
15	.349	0.179	Valid
16	.254	0.179	Valid
17	.234	0.179	Valid
18	.308	0.179	Valid
19	.351	0.179	Valid
20	.392	0.179	Valid
21	.254	0.179	Valid
22	.415	0.179	Valid
23	.352	0.179	Valid
24	.249	0.179	Valid
25	.093	0.179	Valid
26	.291	0.179	Valid
27	.400	0.179	Valid
28	.424	0.179	Valid
29	.413	0.179	Valid
30	.426	0.179	Valid
31	.371	0.179	Valid
32	.310	0.179	Valid
33	.341	0.179	Valid
34	.275	0.179	Valid
35	.328	0.179	Valid

It is clear from Table 5 that all instrument statements for each variable are legitimate and appropriate for data analysis.

3. Reliability Test

Table 6
Reliability Test Results Self Efficacy

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.796	.796	9

Table 7
Reliability Test Results Locus Of Control

Reliability Statistics	
Cronbach's Alpha	N of Items
.737	8

Table 8
Reliability Test Results Kinerja Karyawan

Reliability Statistics	
Cronbach's Alpha	N of Items
.754	8

Table 9
Reliability Test Results Learning Agility

Reliability Statistics	
Cronbach's Alpha	N of Items
.812	10

According to the reliability test findings for all variables, the Cronbach's Alpha value is more than 0.70. Therefore, it is safe to say that all variables are accurate.

4. Normality Test

Table 10
Normality Test Results Model 1

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		120
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.66793182
Most Extreme Differences	Absolute	.052
	Positive	.036
	Negative	-.052
Test Statistic		.052
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.

c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The Test Statistic value is 0.052, and the Asymp. Sig. (2-tailed) is 0.200 > 0.05, as shown in Table 10.

Table 11
Normality Test Results Model 2

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		120
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.99135775
Most Extreme Differences	Absolute	.050
	Positive	.044
	Negative	-.050
Test Statistic		.050
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The results are in, and the Test Statistic is 0.050 (as shown in Table 10), with an Asymp. Sig. (two-sided) of 0.200 (higher than 0.05).

5. Multicollinearity Test

Table 12
Multicollinearity Test Results Model 1

Collinearity Statistics	
Tolerance	VIF
1.000	1.000
1.000	1.000

The self-efficacy variable (X1) and the locus of control variable (X2) both have a tolerance value of 1.000, as shown in Table 12. Each of these numbers is obviously more than 0.10. The VIF score for locus of control (X2) was likewise recorded at 1,000, while self-efficacy (X1) also reached 1,000. Every single independent variable has a VIF value less than 10. The absence of multicollinearity symptoms in the model may be concluded in this way.

Table 13
Multicollinearity Test Results Model 2

Tolerance	VIF
1.000	1.000
.712	1.404
.712	1.404

All of the independent variables have tolerance values greater than 0.1, as can be shown in Table 13. There is a 1.000 for self-efficacy (X1), a 0.712 for locus of control (X2), and a 0.712 for learning agility (Z). Also, learning agility and locus of control both have VIF values of 1,404, but self-efficacy has a VIF value of 1,000. The independent variables' VIF values are all less than 10. The absence of multicollinearity symptoms in the model may be concluded from this.

6. Partial Test (T)

Table 14
T-Test Results Model 1

Coefficients[a]					
		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	20.765	.478		43.485	.000
	Self Efficacy	1.000	.014	.834	71.813	.000
	Locus Of Control	.635	.014	.537	46.179	.000

A. Dependent Variable: Learning Agility

Table 14 displays the test findings, which suggest a correlation between learning agility and self-efficacy. H1 is accepted since the computed t value is 71.813 and the significance level is 0.000. Both the significance value (0.000) and the computed t value (71.813) are below 0.05.

Another piece of information that comes from the SPSS calculations is that learning agility is affected by locus of control (t = 46.179, p = 0.000). Both the second hypothesis (H2) and this result are accepted since they are less than 0.05.

Table 15
T-Test Results Model 2

Coefficients[a]					
		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.036	.067		104.746	.000
	Self Efficacy	1.000	.002	.723	444.108	.000
	Locus Of Control	.176	.002	.173	89.621	.000
	Learning Agility	.501	.002	.582	301.361	.000

A. Dependent Variable: Employee Performance

As shown in Table 15, the test results present the relationship between employee performance and self-efficacy. From the calculation using the SPSS software, the t-count value was 1.893 and the t sig was 0.000. Hence, both of them are more than 0.05, as shown by the t count (444.108) and tsig (0.000). This provides strong evidence in favor of the H3.

An employee's performance is significantly impacted by their locus of control. Using the SPSS software, the analysis showed that the t sig was 0.000 and the t count was 89.621. Consequently, the t count (89.621) and t sig (0.000) are greater than 0.05. These outputs imply that the fourth hypothesis (H4) has a significant and positive influence.

Learning agility acts as a mediating variable on performance, as demonstrated by the results of the t-count calculation, which was performed using the SPSS software. The results of this study were a t-count of 301.361 and a t-sig of 0.000. Therefore, based on the t count (301.361) and t sig (0.000), it may be concluded that hypothesis five (H5) is supported.

7. F Test

Table 16. F Test Results Model 1

ANOVA[a]					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1197.283	2	598.642	3644.787	.000[b]
	Residual	19.217	117	.164		
	Total	1216.500	119			

A. Dependent Variable: Learning Agility
B. Predictors: (Constant), Locus Of Control, Self Efficacy

Table 16 shows that the test findings were statistically significant with an Fcount value of 3644.787. There is also a comparison between the Fcount and Ftable scores. At a significance level of 0.05, the Ftable score is calculated using df 1 and df 2, where df1 is 2 and df2 is 117. Therefore, 3.07 is the Ftable score that was attained. This research revealed that Fcount (3644.787> 3.07) is higher than Ftable. Based on these findings, we may reject H0 and accept H1, which means that learning agility is positively and significantly impacted by self-efficacy and locus of control. Hence, it is determined that the model is practicable.

Table 17
F Test Results Model 2

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	901.422	3	300.474	125585.307	.000[b]
	Residual	.278	116	.002		
	Total	901.700	119			

A. Dependent Variable: Employee Performance
B. Predictors: (Constant), Learning Agility, Self Efficacy, Locus Of Control

Table 16 shows that the test results showed an Fcount value of 125,585.307 with a significance level of 0.000. The Ftable, which was computed using df1 = 3 and df2 = 116 at a significance threshold of 0.05, was then compared to this number. Consequently, 3.07 is the Ftable. Fcount is much more than Ftable at 125,585.307 > 3.07, hence H0 is rejected and H1 is accepted. This indicates that learning agility, locus of control, and self-efficacy all significantly and favorably impact worker performance. From these discoveries, the research's model is considered suitable or reliable.

8. Multiple Linear Regression Analysis

Table 18
Results of Multiple Linear Regression Analysis Model 1

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	20.765	.478		43.485	.000
	Self Efficacy	1.000	.014	.834	71.813	.000
	Locus Of Control	.635	.014	.537	46.179	.000

a. Dependent Variable: Learning Agility

Table 18 shows the multiple regression equation for regression:

Z = a1 + bX1 + bX2 + e
Z = 20,765 + 1,000 + 0.635

Meaning:

1. The constant of 20.765 describes if the independent variable means a constant, so that the learning agility variable can increase by 20,765.
2. The regression coefficient for the self-efficacy variable (X1) is 1,000. This indicates that every increase of 1 in self efficacy (X1) will increase learning agility by 1,000.
3. With a regression coefficient of 0.635 for the locus of control variable (X2), learning agility will rise by 0.635 for every point increase in locus of control.

Table 19
Results of Multiple Linear Regression Analysis Model 2

Coefficients[a]					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	7.036	.067		104.746	.000
	Self Efficacy	1.000	.002	.723	444.108	.000
	Locus Of Control	.176	.002	.173	89.621	.000
	Learning Agility	.501	.002	.582	301.361	.000

a. Dependent Variable: Employee Performance

Table 19 provides the equation for multiple linear regression:

Y = a1 + bX1 + bX2 + Bz + e

Y = 7,036 + 1,000 + 0.176 + 0.501

Meaning:

1. The constant of 7,036 indicates that the independent variable will rise by that much if it signifies constant.
2. Employee performance is influenced by self-efficacy, as seen by the 1,000 regression coefficient of X1. An increase of only one point in the self-efficacy measure has a multiplicative effect of one thousand on worker output.
3. Locus of control has a regression coefficient of 0.176. Employee performance rises by 0.176 points for every one point increase in locus of control.
4. Regression on learning agility yields a value of 0.501. This demonstrates that performance will rise by 0.501 units for every unit increase in learning agility among employees.

9. Coefficient of Determination.

Table 20
Results of the Determination Coefficient Test for Model 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992[a]	.984	.984	.405

a. Predictors: (Constant), Locus Of Control, Self Efficacy

The table shows that the Adjusted R Square is 0.984, which is equal to 98.4%. This demonstrates that, together, self-efficacy and locus of control account for 98.4 percent of the variance in learning agility. At the same time, variables beyond the scope of this investigation impact the remaining 1.6%.

Table 21
Results of the Determination Coefficient Test for Model 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.000[a]	1.000	1.000	.049

a. Predictors: (Constant), Learning Agility, Self Efficacy, Locus Of Control

The combined effects of self-efficacy, locus of control, and learning agility on employee performance are 100%, as seen in table 21 where the Adjusted R Square value is 1,000, or 100%.

10. Path analysis test

Table 22
Regression Path Analysis Results 1

Coefficients[a]					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	20.765	.478		43.485	.000
	Self Efficacy	1.000	.014	.834	71.813	.000
	Locus Of Control	.635	.014	.537	46.179	.000

a. Dependent Variable: Learning Agility

From the results of the path analysis test of equation 1, the regression equation is obtained, namely:

$Z = a_1 + b_1X_1 + b_2X_2 + e_1$

$Z = 20.765 + 1.000 + 0.635 + e_1$

The value of e1 in the regression equation 2 is measured through the formula

$e_1 = \sqrt{1 - RSquare} = \sqrt{1 - 0.984} = 0.126$

The regression equation, 1 = 20.765 + 1.000 + 0.635 + 0.126, is then updated using the e1 score. The learning agility is predicted to increase by 1.000 points with a 0.126 margin of error if the self-efficacy level rises by 1 point. Learning agility can also rise by around 0.635 points with the same error margin of 0.126 if the locus of control level rises by 1 point.

Table 23
Regression Path Analysis Results 2

Coefficients[a]					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.036	.067		104.746	.000
	Self Efficacy	1.000	.002	.723	444.108	.000
	Locus Of Control	.176	.002	.173	89.621	.000
	Learning Agility	.501	.002	.582	301.361	.000

a. Dependent Variable: Employee Performance

From the regression equation path's results test 2, the regression equation is:

$Y = a_2 + b_1X_1 + b_2X_2 + bZ + e_2$

$Y = 7{,}036 + 1{,}000 + 0.176 + 0.501 + e_2$

The e_2 number for regression equation 2 can be measured using the formula:

$e_2 = \sqrt{1 - RSquare} = \sqrt{1 - 1.000} = 0.000$

The e_2 number is then listed in the regression equation 2 = 7,036 + 1,000 + 0.176 + 0.501 + 0, so if the self efficacy variable increases by 1 unit, it can enlarge employee performance by 1,000 and there is no error. If the locus of control variable enlarges by 1 unit, it can enlarge employee performance by 0.176. If the learning agility variable enlarges by 1 unit, employee performance can enlarge by 0.501 and 0.000.

Figure 1. Conclusion of path analysis

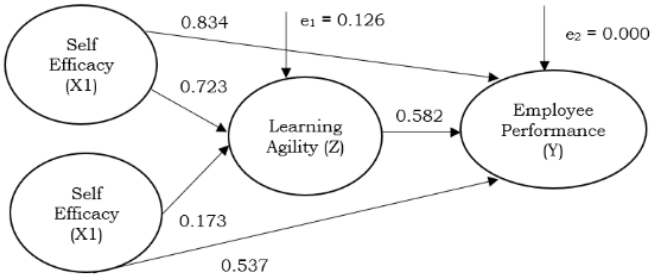

Table 24
Path Analysis Results

Direct influence between variables	Path coefficient (beta)	Standard error (sbi)/error	t-count	p-value/sig	Conclusions	Adj. R2
X1 to Z	1.000	0.014	71.813	0.000	Significant	0.126
X2 to Z	0.635	0.014	46.179	0.000	Significant	
X1 to Y	1.000	0.002	444.108	0.000	Significant	
X2 to Y	0.176	0.002	89.621	0.000	Significant	0.000
Z to Y	0.501	0.002	301.361	0.000	Significant	

Discussion

This researh's findings show that an individual's capacity for flexible learning is significantly influenced indirectly by their level of self-efficacy. At the 0.000 level of significance, with a t-value of 71.813 and a value of 0.723, the findings are determined to be very significant. In addition, research has shown that self-efficacy has a positive and substantial impact on learning agility (Syarqi & Widiana, 2024). Another factor that influences learning agility is one's locus of control, or the belief that one can influence one's own life. New findings from this study show that people who feel in charge of their life strive to be more flexible and adaptable as they learn. Conversely, self-efficacy has also shown to positively impact employee performance according to statistics. This is shown by a t-statistic of 444.108, an impact value of 0.834, and a significance level of 0.000, which is much lower than the 0.05 criterion. What this means is that people do better at work when they have faith in their own skills. The results of this study are consistent with those of (Brandion & Lestariningsih, 2023) which found that self-efficacy significantly affects the performance of workers at Surabaya's Wonorejo Mangrove Tourism. Locus of control significantly affects their performance (t-statistic = 89.621, effect value = 0.537, significance level = 0.000). This discovery lends credence to the findings of (Putra Wardhana, 2021), which affirm that employees' sense of control over their work environment greatly improves their productivity. Learning agility is also associated with improved productivity in the workplace. A relatively low significance level of 0.000, together with an

impact value of 0.582 and a t-count of 301.361, show that this effect is very significant. Research findings (Novryanto & Effendi, 2024) corroborate these findings, demonstrating that learning agility considerably and favorably enhances worker productivity.

CONCLUSION

A research of 120 Pegadaian employees in Cirebon found that a person's self-efficacy, or belief in human's own talents, has a major impact on how well they perform at work. The analysis's findings, which have a significance value of 0.000, demonstrate how powerful its influence is. Additionally, with the same significant outcomes, a human's locus of control the feeling that they have control over circumstances also contributes to better performance. It's interesting to note that learning ability, sometimes referred to as the capacity to continually learn and adapt, acts as a crucial link that improves the connection between these two elements and worker performance. This suggests that improved performance is linked to improved learning and adaption skills.

The study findings show that self-efficacy, as a mediating variable, has a great influence on learning agility. Similarly, locus of control contributes greatly to learning agilityThis study indicated that self-efficacy, or self-confidence in human's own talents, locus of control, or the perception that one has control over one's own destiny, and learning agility, or the capacity to adapt and learn fast, are all elements that improve employee performance. Self-efficacy can increase one's confidence in completing tasks and facing problems at work. Meanwhile, locus of control encourages the assumption that work performance is governed by one's own efforts rather than external variables. In comparison, learning agility encourages people to continuously learn, adapt and improve amidst dynamic changes in the work environment. These three characteristics, taken together, can strengthen the link between external factors such as work environment, leadership and motivation and improved employee performance. To support optimal employee performance in the long term, businesses should focus on and develop these three factors.

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