

The Effect Of Coaching And Mentoring On Work Motivation By Mediating Employee Self-Efficacy In Sijunjung Regency

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Abstract

The era of digital transformation and the complexity of modern organizational performance demands encourage the application of coaching and mentoring as a human resource development strategy. This study analyzes the influence of coaching and mentoring on the work motivation of employees in Sijunjung Regency, with self-efficacy as a mediator. The phenomenon in the field shows a disparity in work motivation between employees who participate in coaching and mentoring programs and those who do not, where the first group has higher self-efficacy and work motivation. A quantitative approach with an explanatory causality method was used on 125 employees through purposive sampling. Data was collected with a 5-point Likert scale questionnaire and analyzed using PLS-based SEM via SmartPLS. The results showed that coaching had a significant effect on work motivation ($\beta = 0.711$) and self-efficacy ($\beta = 0.820$), while mentoring had a significant effect on work motivation ($\beta = 0.904$) and self-efficacy ($\beta = 0.856$). Self-efficacy also mediates the influence of coaching and mentoring on work motivation. The research model showed R^2 0.754 for self-efficacy and 0.044 for work motivation with a Q^2 of 0.996, indicating excellent predictive relevance. The findings affirm the important role of self-efficacy as a mediator and make theoretical and practical contributions to human resource development in local governments.

Keywords: Coaching, Mentoring, Work Motivation, Self-Efficacy, SEM-PLS

1. Introduction

The era of digital transformation and the complexity of modern organizational performance demands have encouraged the adoption of coaching and mentoring as a human resource development strategy in various sectors, including government. The global coaching industry is experiencing rapid growth, with the market reaching \$6.25 billion in 2024 and projected to reach \$7.31 billion in 2025 (CoachRanks, 2024; International Coaching Federation, 2023), as well as the number of certified practitioners increased sharply from 71,000 in 2019 to 167,760 in 2025 (CoachRanks, 2024). Meanwhile, mentoring has been shown to improve employee retention and promotion opportunities, with 98% of Fortune 500 companies using mentoring programs (MentorcliQ, 2024; Executive Coaching India, 2018). This phenomenon emphasizes the importance of human resource development through coaching and mentoring to increase employee self-efficacy and work motivation. At the national level, Indonesia is beginning to show a commitment to ASN development through



coaching and mentoring, although implementation is still limited: only 28% of local governments have formal programs and 14% implement them consistently (State Administration Institute, 2024). In Sijunjung Regency, low employee motivation is a strategic issue, with significant differences between employees who participate in coaching and mentoring programs and those who do not. Employees who participated in the program showed higher self-efficacy, awareness of job responsibilities, and an drive to excel, while other employees tended to work only for job formalities.

Coaching is a structured intervention that targets the improvement of employee-specific skills, while mentoring is long-term and holistic, facilitating knowledge transfer and professional development (Irby & Pashmforoosh, 2024; Susanto et al., 2023). In the public sector, these two approaches help build future leaders and strengthen organizational culture. Self-efficacy, an individual's belief in his or her ability to achieve results, becomes an important mediator that influences work motivation through increased confidence, perseverance, and initiative-taking (Bandura, 1997; Schunk & DiBenedetto, 2020). Various studies show that self-efficacy has a positive impact on employee behavior, engagement, and work motivation (Rohaeni & Aulia, 2024; Nong et al., 2023; Sharma & Kumra, 2022). On the other hand, bureaucracy that is perceived to be high or pandemic conditions can reduce self-efficacy, thereby reducing work engagement and motivation (Kang et al., 2022). This shows that strengthening self-efficacy is the key to increasing the effectiveness of human resource development programs in modern organizations.

The literature also reveals research gaps, especially related to the integration of coaching and mentoring in one model, the role of self-efficacy as a mediator, and the context of the public sector in Indonesia, especially in areas such as Sijunjung Regency, which have unique Minangkabau cultural characteristics (Hadi, 2023; Susanto & Sawitri, 2022). This research fills this gap by developing an integrative model that combines coaching and mentoring, as well as applying social cognitive and self-determination theories in the context of state civil servants. The methodological approach uses SEM-PLS to analyze the complex relationships between variables, which are still rarely applied in the Indonesian public sector. The urgency of this research is driven by the mandate of Government Regulation Number 11 of 2023 concerning the development of ASN competencies through coaching and mentoring, the 2024 Bureaucratic Reform target, as well as the demands of the digitalization era and improving the quality of public services. The formulation of research problems includes the influence of coaching and mentoring on self-efficacy, the effect of self-efficacy on work motivation, and the role of self-efficacy mediation in these relationships. The purpose of the study was to analyze the influence of coaching and mentoring on the work motivation of employees in Sijunjung Regency with self-efficacy as a mediator. The benefits of the research are expected to make a theoretical contribution to the human resource management literature as well as practical benefits for local governments in designing effective human resource development programs, improving self-efficacy, work motivation, and quality of public services.

2. Literature Review

2.1. Coaching

Coaching is a structured mentoring process that focuses on the development of individuals to achieve specific goals, empowering them to solve problems, make decisions, and improve professional performance and competence (Passmore et al., 2013; MIT Human Resources, n.d.; Cox et al., 2014). The International Coaching Federation (ICF) emphasizes coaching as a partnership that sparks the reflection and creativity of clients to maximize their personal and professional potential (International Coaching Federation, n.d.). This process

emphasizes the improvement of certain skills and the development of individual abilities to achieve optimal performance, including in the context of government organizations that focus on improving leadership competencies and the quality of public services (Portko, 2024). Coaching principles include a non-directive, goal-oriented, self-awareness approach, emphasizing individual responsibility, and being based on partnerships between coach and coachee (Hawkins & Smith, 2006; Grant, 2003; Whitmore, 2019; ICF, 2020; Together Platform, 2024).

Various popular coaching models applied globally include GROW (Goal, Reality, Options, Will), OSCAR (Outcome, Scaling, Know-how, Affirm, Review), Appreciative Inquiry, and CLEAR (Contract, Listen, Explore, Action, Review), each of which emphasizes goal setting, self-awareness enhancement, solution exploration, and progress evaluation to drive change and sustainable development (Whitmore, 2019; Whittleworth & Gilbert, 2002; Cooperrider & Srivastva, 1987; Hawkins, 2012; AI Commons, 2017). In the public sector, coaching has special characteristics, including having to adjust to a strong bureaucratic culture and hierarchy, orientation to community service, limited budgets and human resources, political and leadership dynamics, sustainable leadership development, and the principles of transparency and accountability (Webb, 2017; Mattone, 2018; Partnership for Public Service, 2022; Portko, 2024). An adaptive approach is needed so that coaching is effective, able to improve competence, leadership, and quality of public services, and support the professional development of government employees in a sustainable manner.

2.2. Mentoring

Mentoring is a long-term relationship between experienced individuals (mentors) and less experienced individuals (mentees) that aims to support professional growth, career development, and knowledge transfer through mentorship, advice, and example (National Academy of Sciences, Engineering, and Medicine, 2019; Together Platform, 2023). Mentoring relationships are interpersonal and ongoing, building trust, respect, and mutual commitment, while allowing for both tacit and explicit knowledge transfer. Mentoring helps mentees understand tasks, organizational culture, networking, and career opportunities, as well as improve competence, confidence, and job loyalty (Kram, 1985; Nonaka & von Krogh, 2009; Johnson, 2016).

Various forms of mentoring include formal, informal, e-mentoring/virtual, reverse mentoring, and peer mentoring, which are tailored to the needs of the organization and the context of mentor-mentee interaction (NCBI, 2019; Mentoring Complete, 2024; UC Davis, 2018; Chronus, 2015; Together Platform, 2024). The benefits of mentoring include accelerating the adaptation of new employees, strengthening competence and confidence, building a culture of continuous learning, increasing employee retention, facilitating tacit knowledge transfer, and increasing engagement and productivity (Mentoring Complete, 2024; Phenom, 2025; Time Doctor, 2025; Training Magazine, 2020; Mentorloop, 2024; MentorCliq, 2024). Thus, mentoring is an important strategy in the development of effective human resources, especially in forming competencies and strong professional relationships in the organization.

2.3. Self-efficacy

Self-efficacy is an individual's belief in his or her ability to organize and carry out the actions necessary to achieve the desired results, and is an important predictor of performance and work motivation in an organization (Bandura, 1977; López-Garrido, 2022; Cherian & Jacob, 2013). In contrast to general self-efficacy, self-efficacy is contextual and specific, encompassing three main dimensions: magnitude (the level of difficulty of a task that is

believed to be achievable), strength (the strength of belief in completing a task), and generality (the ability to apply beliefs to various situations) (Bandura, 1977; van der Bijl & Shortridge-Baggett, 2001; Wikipedia, 2024). Factors that form self-efficacy include success experiences, observation of models (vicarious experience), social persuasion, and individual physiological and emotional conditions (Bandura, 1977, 1997; López-Garrido, 2022).

In the context of organizations, self-efficacy plays a significant role in improving performance, work engagement, resilience to stress, and knowledge sharing (Geraghty, 2023; PMC, 2021; Yagil et al., 2023). Employees with high self-efficacy tend to set challenging goals, strive to be more consistent, be more engaged in work, and be more able to adapt to changes and work pressures. In addition, self-efficacy serves as an important mediator between coaching or mentoring and work motivation, encouraging employees to be more confident in facing challenges and improving overall performance (Cherian & Jacob, 2013; PMC, 2021).

2.4. Relationships Between Variables

This study examines the relationship between coaching, mentoring, and work motivation with self-efficacy as a mediating variable. Based on the literature, individual development through coaching and mentoring can increase work motivation, both directly and through increasing self-efficacy. Coaching has been proven to increase self-confidence, help with goal setting, and encourage focused actions to achieve targets, while strengthening self-efficacy through reflection and psychological reinforcement (PMC, 2021; ERIC, 2009). Meanwhile, mentoring supports professional learning and the transfer of knowledge and experience, which has an impact on improving the mentee's self-efficacy, which further encourages work motivation (Day & Allen, 2004). Self-efficacy functions as a mediator that bridges the influence of coaching and mentoring on work motivation. Employees with high self-efficacy show better perseverance, initiative, and adaptability when faced with tasks and challenges (Schunk & DiBenedetto, 2020). Social cognitive theory asserts that self-efficacy influences the choice of activities, effort, perseverance, and achievement of individual targets, thus becoming a significant predictor of employee motivation and performance (Schunk & DiBenedetto, 2020; Jacob, 2024).

Based on the framework and findings of previous research, the hypothesis of this research is formulated as follows:

- a) **H1:** Coaching (X1) has a significant effect directly on the work motivation (Y) of employees in Sijunjung Regency.

Remarks: This hypothesis is supported by research that shows that coaching leadership is positively related to knowledge sharing intention and employee well-being, indicators of work motivation (PMC, 2021). Coaching builds employee self-awareness and confidence so as to increase work motivation through the development of self-efficacy (Coach Foundation, 2025).

- b) **H2:** Mentoring (X2) has a significant effect directly on the work motivation (Y) of employees in Sijunjung Regency.

Remarks: Mentoring supports career success through increased career motivation. Protégés who received mentoring reported higher career motivation than those who did not, where career motivation mediated the relationship between career mentoring and performance effectiveness (Day & Allen, 2004).

- c) **H3:** Coaching (X1) has a significant effect directly on the Self-efficacy (Z) of employees in Sijunjung Regency.

Remarks: The coach-coachee relationship plays a mediating role between coaching and self-efficacy development. Reflection-based coaching and positive feedback improve

self-efficacy through performance experiences, model observation, social persuasion, and physiological arousal (ERIC, 2009; Schunk & DiBenedetto, 2020).

- d) **H4:** Mentoring (X2) has a significant effect directly on the self-efficacy (Z) of employees in Sijunjung Regency.

Remarks: Mentoring provides career and psychosocial support that enhances the mentee's self-efficacy. The effectiveness of mentoring is directly related to the quality of relationships and the achievement of goals, as well as shaping self-confidence and expectations of outcomes (NCBI, 2019; PMC, 2022).

- e) **H5:** Self-efficacy (Z) has a significant effect directly on the work motivation (Y) of employees in Sijunjung Regency.

Description: Self-efficacy predicts work motivation through its influence on activity choices, effort, perseverance, and achievement. Individuals with high self-efficacy are better able to achieve targets and withstand work pressure (Schunk & DiBenedetto, 2020; Jacob, 2024).

Thus, this study proposes that increasing employee work motivation can be achieved through the development of self-efficacy mediated by coaching and mentoring, establishing a link between learning, individual development, and organizational performance.

2.5. Conceptual Framework and Hypothesis

Hair et al. (2016) stated that a hypothesis is a temporary conjecture regarding the relationship between variables expressed in the form of statements. To communicate these relationships more effectively, a conceptual model in the form of an arrow diagram is used that shows the direction of the relationship between variables. Based on the frame of mind and the results of previous research, the hypothesis in this study is formulated as follows:

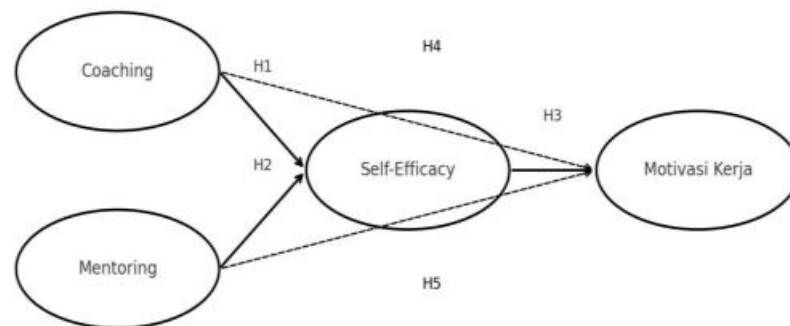


Figure 1. Conceptual Framework

Research Hypothesis

The hypotheses tested in this study are as follows:

- H1: Coaching (X1) has a significant effect on work motivation (Y)
- H2: Mentoring (X2) has a significant effect on work motivation (Y)
- H3: Coaching (X1) has a significant effect on self-efficacy (Z)
- H4: Mentoring (X2) has a significant effect on self-efficacy (Z)
- H5: Self-efficacy (Z) has a significant effect on work motivation (Y)
- H6: Coaching (X1) has a significant effect on work motivation (Y) through self-efficacy (Z)
- H7: Mentoring (X2) has a significant effect on work motivation (Y) through self-efficacy (Z)

3. Methods

This study uses a quantitative approach with a causal design to measure the influence of coaching and mentoring on work motivation, with self-efficacy as a mediating variable. This approach was chosen because it allows researchers to explain the cause-and-effect relationship and the mechanism of influence between variables on employees in Sijunjung Regency (Sugiyono, 2017; Ghozali & Fuad, 2005). The research was conducted in Sijunjung Regency in May 2025, with data collection through questionnaires distributed in person and online using Google Forms for two weeks. The research population is all employees in Sijunjung Regency, which includes an infinite population (Sekaran & Bougie, 2016), and a sample of 125 respondents was selected using purposive sampling based on the criteria of employees who have participated in the coaching and mentoring process and are willing to fill out a questionnaire (Sekaran & Bougie, 2016). Data were obtained from two sources, namely primary data obtained from respondents' responses to questionnaires (Sekaran & Bougie, 2016) and secondary data from literature in the form of books, journals, articles, and previous research (Sekaran & Bougie, 2016). Data collection was carried out through questionnaires with a Likert scale of 1–5 (Sekaran & Bougie, 2016) and literature surveys as reference materials.

The research variables consisted of coaching and mentoring as independent variables, self-efficacy as a mediator, and work motivation as a dependent variable. Coaching is defined as a partnership-based individual development process with the dimensions of building trust and rapport, active listening, powerful questioning, feedback, and goal setting (Grant, 2003; Whitmore, 2019), while mentoring is the process of mentoring mentees for career and psychosocial development (Kram, 1985; National Academy of Sciences, 2019). Self-efficacy refers to an individual's confidence in completing a task with dimensions of magnitude, strength, and generality (Bandura, 1997; van der Bijl & Shortridge-Baggett, 2001). Work motivation includes the need to achieve, affiliation, and power, as well as intrinsic and extrinsic factors (Robbins & Judge, 2017; McClelland's Theory; Herzberg's Theory; Atlassian, 2022; PeopleHR, 2025; Holistic Training, 2025). Data analysis was carried out using SEM-PLS through SmartPLS to test the direct and indirect relationship between variables and the mediating role of self-efficacy (Hair et al., 2016; Ghozali & Fuad, 2005). Validity and reliability were measured through convergent validity, discriminant validity, composite reliability, Cronbach's alpha, and AVE (Sekaran & Bougie, 2016; Ghozali and Latan, 2020), while structural model testing was evaluated using R^2 , Q^2 , and GoF (Ghozali and Latan, 2020). The hypothesis test was carried out by bootstrapping at a significance level of 5%, where the significant influence was determined based on t-statistical values and p-values (Hair et al., 2016). The role of self-efficacy mediation was tested by comparing direct and indirect influences, so that it can be known whether mediation is perfect, partial, or non-existent (Ghozali and Latan, 2020).

4. Results and Discussion

4.1. Description of Research Results

Sijunjung Regency, which is located in the central-eastern part of West Sumatra Province with an area of about 3,150.6 km² and a topography of hills and valleys, has a population of 243,709 people with the majority living in rural areas, while civil servants only have about 2,000 people or 1.7% of the total workforce. Employee work motivation shows significant differences between those who participate in coaching and mentoring programs and those who do not, where mentoring participants tend to be more confident, enthusiastic, and self-development-oriented. Local governments and the private sector have implemented various efforts to increase work motivation, such as the Hybrid Job Fair 2024, ASN competency assessments, in-house training, and coaching and peer mentoring programs based on the GROW and OSCAR models for 3–6 months with performance evaluations. Research shows that coaching and mentoring have a significant positive effect on work motivation, as evidenced by an average score of 4.12 in the high coaching intensity group compared to 3.48 in the low group, confirming that the professional mentoring approach is effective in increasing the confidence, work morale, and productivity of employees in Sijunjung Regency, so the implementation of the program should be expanded.

4.2. Descriptive Statistical Analysis

Descriptive statistical images were used to map the characteristics of respondents based on the results of the questionnaire. Based on Table 1, out of a total of 125 employees in Sijunjung Regency, the majority of respondents were male (56%), while 44% were female, indicating that both genders were still represented in the study. Table 2 shows that almost half of the respondents have a Bachelor's (S1) education background of 49.6%, while the rest are spread across high school/equivalent, diploma, and postgraduate education, which shows the variation in the level of education of the respondents so that it affects the understanding of the research questions. Based on the length of service, the majority of employees have experience between 6–10 years (38.4%), followed by more than 10 years (37.6%) and less than 5 years (24%), which provides an overview of the diversity of work experience (Table 3). In terms of age, the 26–35 year old group dominated the respondents with a percentage of 41.6%, indicating that most employees were of productive age (Table 4). Table 5 shows that the majority of respondents serve as Staff/Implementers (55.2%), with Supervisors/Coordinators 24.8% and Managers/Heads of Sections 20%, showing differences in positions that can affect perspectives on research variables. Finally, Table 6 shows that the majority of respondents work in private agencies (64%), while the remaining 36% work in government agencies, providing the context of the background of the agencies participating in the study.

Table 1. Respondent Identity by Gender

Gender	Sum	Percentage (%)
Man	70	56,0
Woman	55	44,0
Total	125	100,0

Remarks: This table shows the proportion of male and female respondents, which is used to assess gender balance in the study.

Table 2. Respondent Identity According to Latest Education

Final Education	Sum	Percentage (%)
High School/equivalent	22	17,6
Diploma (D1/D2/D3)	20	16,0
Bachelor (S1)	62	49,6

Postgraduate (S2/S3)	21	16,8
Total	125	100,0

Remarks: Shows the distribution of the respondents' education level, which can affect the understanding and interpretation of the questionnaire.

Table 3. Respondent Identity by Service Period

Tenure	Sum	Percentage (%)
≤5 years	30	24,0
6–10 years	48	38,4
>10 years	47	37,6
Total	125	100,0

Remarks: Demonstrate the diverse work experiences of respondents, relevant to understanding their perspectives on the research variables.

Table 4. Respondent Identity by Age

Age	Sum	Percentage (%)
≤25 years old	14	11,2
26–35 years old	52	41,6
36–45 years old	38	30,4
>45 years old	21	16,8
Total	125	100,0

Remarks: Shows the age distribution of respondents, most of whom are in the productive age group.

Table 5. Respondent Identity by Position

Position	Sum	Percentage (%)
Staff/Implementer	69	55,2
Supervisor/Coordinator	31	24,8
Manager/Head of Section	25	20,0
Total	125	100,0

Remarks: Shows the distribution of respondents' positions, from staff to managers, which can affect work experience and perspectives on research variables.

Table 6. Respondent Identity by Agency

Agency	Sum	Percentage (%)
Government	45	36,0
Private	80	64,0
Total	125	100,0

Remarks: Show the background of the respondent's agency, to distinguish between private and government employees.

4.3. Description of Research Results

a) Coaching

To find out the respondents' perception of the coaching practices applied by their superiors, measurements were made through ten statements covering various aspects of coaching. The results of the distribution of the frequency of respondents' answers can be seen in the following table:

Table 7. Variable Frequency Distribution of Coaching

Yes	Code	Statement	Mean	Std. Dev
1	C1	Bosses build relationships based on trust	4,088	0,895
2	C2	Feel comfortable discussing with your boss	4,008	0,951
3	C3	The boss listens attentively to complaints	3,936	0,978
4	C4	Superiors show empathy in conversation	3,976	0,916
5	C5	Boss asks questions that evoke responsibility	3,976	0,862
6	C6	Superiors direct independent thinking	3,976	0,824
7	C7	Superiors provide honest and constructive feedback	3,992	0,908
8	C8	Feedback helps improve performance	4,008	0,872
9	C9	Bosses help set realistic work goals	3,992	0,934

10	C10	Help plan steps to achieve goals	3,984	0,876
Grand Mean: 3,994				

Source: data processed, 2025

The results showed a positive perception of the respondents towards the coaching practices of their superiors, with a majority of scores of 4–5. Superiors are considered effective in building working relationships, providing direction, feedback, and supporting employee development. Coaching has proven to be an important strategy to improve performance, motivation, and create a positive and supportive work environment. These findings emphasize the importance of developing coaching skills for leaders to have a significant impact on employee satisfaction and productivity.

b) Mentoring

To find out the respondents' perception of the coaching practices applied by their superiors, measurements were made through ten statements covering various aspects of coaching.

Table 8. Variable Frequency Distribution of Mentoring

Yes	Code	Statement	Mean	Std. Dev
1	M1	Mentors provide technical training	3,944	0,932
2	M2	Mentor assigns challenging tasks	4,016	0,876
3	M3	Introducing on professional networking	3,944	0,974
4	M4	Provides protection in decision-making	3,944	0,924
5	M5	Increase visibility and exposure within the organization	3,936	0,961
6	M6	Providing emotional support in times of difficulty	4,048	0,866
7	M7	Accepted and appreciated by mentors	3,992	0,899
8	M8	Mentor as a role model at work	4,024	0,843
9	M9	Providing self-development counseling	3,984	0,921
10	M10	Good friendship with mentors	3,992	0,863
Grand Mean: 3,982				

Source: data processed, 2025

Respondents rated mentoring practices positively (grand mean 3,982), with a majority score of 4–5. Mentors are considered effective in providing technical support, challenging tasks, self-development guidance, and emotional support. Mentoring programs are proven to support the development of employees' potential and professional networks, so organizations are encouraged to continue to develop these programs so that the benefits are optimal for human resources.

c) Self-efficacy

To determine the level of self-efficacy of respondents in facing job tasks and challenges, measurements were taken through six statements that reflect the ability to complete difficult tasks, handle complex challenges, and adapt in various situations. The results of the distribution of the frequency of the answers can be seen in the following table:

Table 9. Variable Frequency Distribution Self-Efficacy

Yes	Code	Statement	Mean	Std. Dev
1	SE1	Confident in completing difficult tasks	4,096	0,831
2	SE2	Trust can handle complex job challenges	4,008	0,929
3	SE3	Have a strong belief in one's abilities	4,136	0,809
4	SE4	It is not easy to give up when facing obstacles	4,088	0,860
5	SE5	Confident in adaptability and effective work	4,128	0,794
6	SE6	Confidence in a variety of work contexts	4,032	0,850
Grand Mean: 4,081				

Respondents had a high level of self-efficacy (grand mean 4.081), with a majority score of 4–5. Employees demonstrate strong confidence in completing difficult tasks, facing

complex challenges, adapting in different situations, and feeling confident in a variety of working conditions. This high level of self-efficacy is an important asset for organizations because it correlates with employee motivation, perseverance, and proactivity, and supports improved organizational performance and success through proper training and development.

d) Work Motivation

To determine the level of work motivation of respondents, measurements were carried out through ten statements that included the drive to achieve the best results, satisfaction with achievements, initiative, leadership, and the influence of external factors such as compensation and work facilities. The results of the distribution of the frequency of the answers can be seen in the following table:

Table 10. Frequency Distribution of Work Motivation Variables

Yes	Code	Statement	Mean	Std. Dev
1	MK1	Strong desire to achieve the best results	4,112	0,832
2	MK2	Satisfied when completing the perfect task	4,152	0,774
3	MK3	Maintain harmonious relationships with colleagues	4,080	0,812
4	MK4	Enjoys working in a solid and supportive team	4,000	0,860
5	MK5	Take the initiative to take greater responsibility	4,072	0,878
6	MK6	Interested in leading and influencing others	4,096	0,833
7	MK7	Be happy and proud when work is rewarded	4,120	0,814
8	MK8	Motivated by personal satisfaction from the results of the work	4,128	0,826
9	MK9	Compensation motivates to work better	4,000	0,896
10	MK10	Facilities and work environment increase morale	4,048	0,864
Grand Mean: 4,071				

The level of work motivation of the respondents was relatively high (grand mean 4.071), with the majority of scores of 4–5. Employees show a strong drive to achieve the best results, high initiative, maintain harmonious relationships, and are motivated by rewards, compensation, and a work environment. High work motivation is an important asset for organizations because it supports employee productivity, innovation, and commitment. These findings emphasize the importance of organizations creating conducive work environments, providing rewards, and personal and career development opportunities to maintain optimal work motivation.

4.4. Data Analysis

a) Model PLS

The data analysis technique in this study uses Structural Equation Modeling (SEM) based on Partial Least Square (PLS) through Smart PLS software version 3.3.3 developed at the University of Hamburg, Germany. PLS analysis is carried out in two stages, namely: (1) external model evaluation, to assess the validity of indicators on variables, and (2) inner model evaluation, to test the relationship between variables and estimate the path coefficient that shows the strength of the influence of exogenous variables on endogenous variables. The results of the analysis showed that Coaching (K1) and Mentoring (K2) both had a positive effect on Self-Efficacy (SE), with the influence of Mentoring slightly higher (0.75). In contrast, the influence of Coaching on Technical Expertise (TE) was very low (0.002), almost insignificant. These findings confirm that Mentoring plays a greater role in improving employee self-efficacy, while Coaching does not have a direct impact on technical skills.

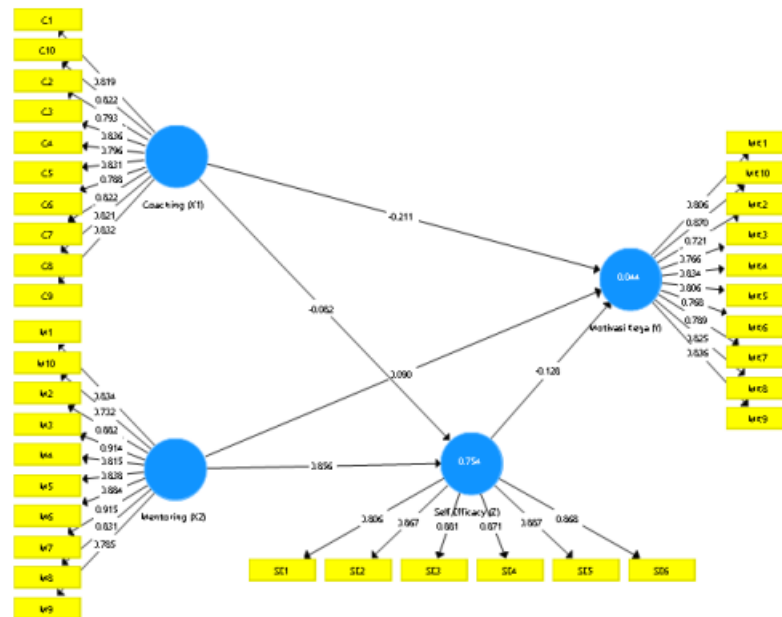


Figure 2. Measurement model results

b) Validity Test (outer model)

The results of the outer loadings show that all indicators in each construct have a value above 0.70, indicating the validity of the indicator that is good and suitable for use. With these criteria met, the measurement model can be resumed for further testing. In addition, the Average Variance Extracted (AVE) value for each variable also met the minimum requirements of > 0.5, namely: Coaching (0.666), Mentoring (0.714), Work Motivation (0.645), and Self-Efficacy (0.746). This shows that more than 50% of the variance of the indicators can be explained by the respective constructs, so that the convergent validity of the constructs is guaranteed.

c) Reliability Test

Based on the results of the analysis, all four constructs showed excellent internal reliability with Cronbach's Alpha values above 0.90: Coaching (0.944), Mentoring (0.955), Work Motivation (0.942), and Self-Efficacy (0.932). The Composite Reliability (CR) value also all exceeded the threshold of 0.70, namely Mentoring (0.961), Coaching (0.952), Work Motivation (0.948), and Self-Efficacy (0.946), indicating that each construct is valid and reliable.

d) Structural Model (Inner Model)

- Coefficient of Determination (R²)

The R² value indicates how much variation of endogenous variables can be explained by exogenous variables in the model. Based on Table 12:

Table 12. Determinant Coefficient Value

Construct	R ²	Strength
Work Motivation	0,044	Very weak
Self-Efficacy	0,754	Strong

These results show that only 4.4% of work motivation variations can be explained by coaching and mentoring, so the influence of independent variables on work motivation is relatively small. In contrast, 75.4% of the variation in self-efficacy can be explained by exogenous constructs, indicating the model is highly effective in predicting self-efficacy. These

findings show that the influence of coaching and mentoring is more significant on self-efficacy than work motivation, so to increase work motivation, it may be necessary to include additional variables such as compensation, work climate, or leadership.

- Predictive Relevance (Q²)

Q² measures the model's ability to predict data. The value of Q² is calculated as:

$$Q^2 = 1 - (1 - R^2_{\text{Motivasi Kerja}}) \times (1 - R^2_{\text{Self-Efficacy}}) = 1 - (1 - 0,044) \times (1 - 0,754) = 0,997$$

A Q² value of 0.997 indicates that the model can explain about 99% of the diversity of the research data, while the remaining 1% is explained by factors outside the model, so the model has a very high predictive relevance.

e) Hypothesis Testing

Before discussing the results of hypothesis testing, it should be explained that this study examines the direct and indirect influence of coaching, mentoring, self-efficacy, and work motivation. The test was carried out using path coefficients, t-statistics, and p-values, where the hypothesis is considered acceptable if the t-value > 1.96 and the p-value < 0.05. The following table shows the test results for hypotheses H1 to H7.

Table 13. Results of the Direct and Indirect Influence Hypothesis Test

Relationship	β	T-value	P-value	Decision
H1 Coaching → Work Motivation	0,711	1,785	0,000	Accepted
H2 Coaching → Self-Efficacy	0,820	1,916	0,026	Accepted
H3 Mentoring → Work Motivation	0,904	2,453	0,031	Accepted
H4 Mentoring → Self-Efficacy	0,856	25,949	0,000	Accepted
H5 Self-Efficacy → Work Motivation	0,628	6,650	0,016	Accepted
H6 Coaching → Self-Efficacy → Work Motivation	0,105	6,532	0,005	Accepted
H7 Mentoring → Self-Efficacy → Work Motivation	0,110	3,647	0,018	Accepted

Source: Data processed, 2025

The results of the hypothesis test showed that coaching and mentoring had a positive and significant influence on work motivation and self-efficacy. Coaching has a direct effect on work motivation (β=0.711), as it provides clear direction and psychological support that increases employee morale, while increasing self-efficacy (β=0.820) through feedback and learning from experience. Mentoring has also been shown to be significant in influencing work motivation (β=0.904) and self-efficacy (β=0.856), where supportive relationships and mentor role models increase the mentee's confidence and work enthusiasm. In addition to direct influence, coaching and mentoring have an indirect effect on work motivation through self-efficacy as mediators, with β values of 0.105 and 0.110, respectively, indicating that increasing employee self-confidence also encourages work motivation. Self-efficacy itself directly contributes to work motivation (β=0.628), because individuals who believe in their abilities tend to be more persistent and proactive in facing challenges. Thus, all hypotheses (H1–H7) were accepted, confirming the important role of coaching and mentoring in increasing work motivation and self-efficacy directly or through mediation mechanisms.

4.5. Discussion

4.5.1. The Influence of Coaching on Work Motivation

The results of the analysis show that coaching has a significant effect on work motivation. Effective coaching helps employees recognize their potential, set clear work goals, and get constructive feedback, thereby increasing their intrinsic motivation and drive at work. This is in line with the findings from Hagen (2012) who stated that coaching carried out continuously can increase work motivation through increased self-awareness and personal development. In the work environment, coaching also serves as a tool to foster strong interpersonal relationships between superiors and subordinates, ultimately creating a positive and motivating work climate.

4.5.2. The Influence of Coaching on Self-Efficacy

Coaching has also been proven to have a positive effect on self-efficacy. Through the coaching process, individuals are guided to identify their strengths and weaknesses, as well as encouraged to overcome obstacles independently, which can increase their confidence in their own abilities. According to Baron and Morin (2010), coaching plays a role in fostering self-efficacy because it provides space for individuals to learn from experience, reflect, and build competencies progressively. In the field, employees who participate in the coaching program feel more confident in completing complex tasks because of the assistance and clear direction.

4.5.3. The Influence of Mentoring on Work Motivation

Mentoring has a significant influence on work motivation. A supportive relationship between mentor and mentee creates a feeling of being valued and cared for, which can increase engagement and enthusiasm for work. Singh et al. (2009) explain that mentoring not only provides technical guidance but also provides emotional support that greatly affects a person's internal motivation. In practice, employees who have mentors feel more motivated because they feel they have role models who inspire and help in developing their careers.

4.5.4. The Influence of Mentoring on Self-Efficacy

Mentoring also has a positive effect on self-efficacy, as it provides the transfer of knowledge, experience, and skills from mentors to mentees. These interactions build the mentee's confidence in carrying out tasks and making decisions. According to Eby et al. (2013), effective mentoring relationships allow mentees to learn through modeling and hands-on support, thereby strengthening confidence in their ability to overcome work challenges. In the world of work, mentees who feel supported tend to be more confident in carrying out their roles independently and productively.

4.5.5. The Effect of Self-Efficacy on Work Motivation

Self-efficacy has been shown to have a significant influence on work motivation. Employees with high self-efficacy tend to be more optimistic, resilient, and persistent in achieving work goals because they believe in their own abilities. Bandura (1997) emphasized that self-efficacy is a strong predictor of motivated and persistent behavior in the face of challenges. In the work environment, individuals who have high self-efficacy generally show higher levels of motivation and work performance because they are less likely to give up and are more proactive in completing tasks.

4.5.6. The Effect of Coaching on Work Motivation with Self-Efficacy Mediation

The results of the analysis also showed that self-efficacy mediated the relationship between coaching and work motivation. Coaching increases self-efficacy, which in turn increases work motivation. In other words, coaching not only provides a direct boost, but also strengthens employee self-confidence, which then triggers greater motivation. This is in line with research by Theeboom et al. (2014), which states that the positive effects of coaching on work motivation are mediated by increased self-efficacy, because coaching builds self-awareness and skill mastery.

4.5.7. The Effect of Mentoring on Work Motivation with Self-Efficacy Mediation

Similarly, mentoring affects work motivation through increasing self-efficacy. In the mentoring process, mentees not only get direction but also gain confidence through personalized guidance. This supports the theory from Allen et al. (2004) that one of the main mechanisms of mentoring in improving performance and motivation is to foster confidence in mentees. In the context of practice in the field, consistent and quality mentoring can strengthen self-efficacy so as to encourage higher work morale.

5. Conclusion

Coaching and mentoring have a significant effect on increasing the self-efficacy of employees in Sijunjung Regency, which in turn encourages work motivation. Coaching provides a direct boost to strengthen individual confidence in facing job challenges, while mentoring through experience transfer and personal coaching also increases employee confidence. Self-efficacy acts as an important mediator that bridges the influence of these two interventions on work motivation, so employee development programs that emphasize increasing self-efficacy have proven effective in motivating employees. Implicitly, organizations need to pay special attention to the implementation of coaching and mentoring programs as a holistic human resource development strategy. Coaching should be focused on the development of the individual specifically, while mentoring is geared towards long-term relationships with the transfer of experiences and values. Increasing self-efficacy through these two programs will encourage employees to be more confident, motivated, and enthusiastic at work, so that organizations can create a competent, confident, and highly motivated workforce sustainably.

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