

# The Effect of Leadership Style, Organizational Culture, Job Design, and Self Efficacy on Workplace Learning, Growth Mindset, and Employee Achievement Motivation in Bank Jatim

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# 1 The Effect of Leadership Style, Organizational Culture, Job Design, and Self Efficacy on Workplace Learning, Growth Mindset, and Employee Achievement Motivation in Bank Jatim

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1 **Abstract:** The purpose of the study was to analyze the effect of leadership style, organizational culture, job design, and self-efficacy on workplace learning, growth mindset, and achievement motivation in Bank Jatim. The study design uses explanatory research. The research samples are employees of Bank Jatim class I branch office in East Java, and a sample of 165 employees was obtained. Data analysis techniques using Structural Equation Modeling (SEM).

The results show leadership style has a significant effect on workplace learning and growth mindset, while the effect on achievement motivation is not significant. Organizational culture has a significant effect on workplace learning and growth mindset, while the effect on achievement motivation is not significant. Job design has a significant effect on workplace learning and achievement motivation, while its effect on growth mindset is not significant. Self-efficacy has a significant effect on growth mindset and achievement motivation, while the effect on workplace learning is not significant. Workplace learning and growth mindset both have a significant effect on achievement motivation.

1 **Keywords:** leadership style, organizational culture, job design, self-efficacy, workplace learning, growth mindset, achievement motivation.

## I. INTRODUCTION

Human resource management, according to Wilson Bangun (2012: 6), is a process of planning, organizing, staffing, mobilizing and supervising, procuring, developing, providing compensation, integrating, maintaining, and separating labor to achieve organizational goals.

Science and technology are growing rapidly. Developments that occur can cause new problems and challenges in corporate and human work activities. The banking sector must also anticipate the rapid development of information technology to maintain a competitive advantage, including Bank Jatim.

The quality of human resources is also essential as a strategy for Bank Jatim to achieve its mission, namely, to get The Best Bank in Digital Services. This effort requires Bank Jatim to have quality human resources and have the motivation to continue to achieve high. According to McClelland

(Mangkunegara, 2013: 68), employees will achieve maximum performance if they have high achievement motivation.

An employee's achievement motivation is indirectly influenced by the employee's mindset (Caniels et al., 2018). A growth mindset is a mindset based on the belief that a person's necessary skills can be developed through effort and experience (Dweck, 2006: 7).

Workplace learning, which is learning in the workplace, is an essential part of knowledge building, driven by the impact of demographic changes, skills demands, technology, and community relations and roles in various institutions or communities (Vaughan, 2008: 3).

Achievement motivation can also be formed with the right leadership style (Nasution, 2017). A leadership style is a method used by a leader in influencing his subordinates.

The next factor that affects achievement motivation is organizational culture (Utomo et al., 2017), which is a shared belief, norms, and values that people in an organization have (Cruz et al., 2012).

Another factor that affects employee achievement motivation is job design, which is an approach in a job that is done in such a way as to gain interest in the work done by relying on, considering job enlargement, namely the practice of expanding the content of a job that includes types and tasks in the same level and job enrichment, namely practices that give employees a higher level of freedom towards planning and organization through job implementation and job evaluation (Greenberg and Baron, 1996).

The next factor is self-efficacy, which is one of the abilities of an individual's self-regulation. Baron and Byrne (2000: 176) reveal that self-efficacy is an individual's assessment of their ability or competence to do a task, achieve a goal, and produce something.

## II. DESCRIPTION OF THE PROBLEM

Based on the description that has been presented in the background, which provides an overview of the relationship between leadership style variables, organizational culture, job

design, self-efficacy, workplace learning, growth mindset, and achievement motivation among class I branch office employees of Bank Jatim in East Java, then the formulation of the problem can be conveyed as follows:

1. Do leadership styles significantly affect workplace learning at Bank Jatim's class I branch offices in East Java?
2. Do organizational cultures significantly affect workplace learning at Bank Jatim's class I branch offices in East Java?
3. Do job designs significantly affect workplace learning at Bank Jatim's class I branch offices in East Java?
4. Do self-efficacy significantly affect workplace learning at Bank Jatim's class I branch offices in East Java?
5. Do leadership styles significantly affect the growth mindset of class I branch office employees of Bank Jatim in East Java?
6. Do organizational culture significantly affect the growth mindset of class I branch office employees of Bank Jatim in East Java?
7. Do job design significantly affect the growth mindset of class I branch office employees of Bank Jatim in East Java?
8. Do self-efficacy significantly affect the growth mindset of class I branch office employees of Bank Jatim in East Java?
9. Do leadership styles significantly affect the achievement motivation of class I branch office employees of Bank Jatim in East Java?
10. Do organizational culture significantly affect the achievement motivation of class I branch office employees of Bank Jatim in East Java?
11. Do job design significantly affect the achievement motivation of class I branch office employees of Bank Jatim in East Java?
12. Do self-efficacy significantly affect the achievement motivation of class I branch office employees of Bank Jatim in East Java?
13. Do workplace learning significantly affect the achievement motivation of class I branch office employees of Bank Jatim in East Java?
14. Do growth mindset significantly affect the achievement motivation of class I branch office employees of Bank Jatim in East Java?

### III. LITERATURE REVIEW

Dessler (2011: 5) defines human resource management as the policies and practices of determining the human or human resource aspects of a management position, including recruiting, screening, training, rewarding, and appraising.

Leadership style is a behavior designed to integrate organizational goals with individual goals to achieve specific goals. According to Tjiptono (2001: 161), leadership style is

how leaders interact with their subordinates. The leadership style has four dimensions (Bass and Avolio, 2011):

- a. Attributed Charisma
- b. Inspiration Leadership
- c. Intellectual Stimulation
- d. Individualized Consideration
- e. Idealized Influence

According to Schodt, organizational culture includes an emotional and psychological climate or atmosphere, this allows organizational culture to include employee morale, attitudes, and employee productivity levels (West and Turner, 2008: 317). Schein also explained that organizational culture is defined as basic assumptions found and developed by a specific group whose function is to solve problems originating from external adaptation problems and internal integration (Muchlas, 2005: 531).

Job design describes each job's scope, depth, and purpose that differentiate between one job and another. The purpose of work is carried out through job analysis, where managers describe the work by the activities required to produce results (Gibson, 2009). In job design, there are three essential things to note:

1. The design must reflect meeting environmental demands.
2. Achieve maximum results and job satisfaction.
3. Implementers must be able to act as feedback.

Self-efficacy is an individual self-regulation ability. Bandura first put forward the concept of self-efficacy. Self-efficacy refers to the perception of an individual's ability to organize and implement actions to complete specific tasks (Bandura, 2005). According to Bandura (2005: 91), some sources can influence self-efficacy, namely:

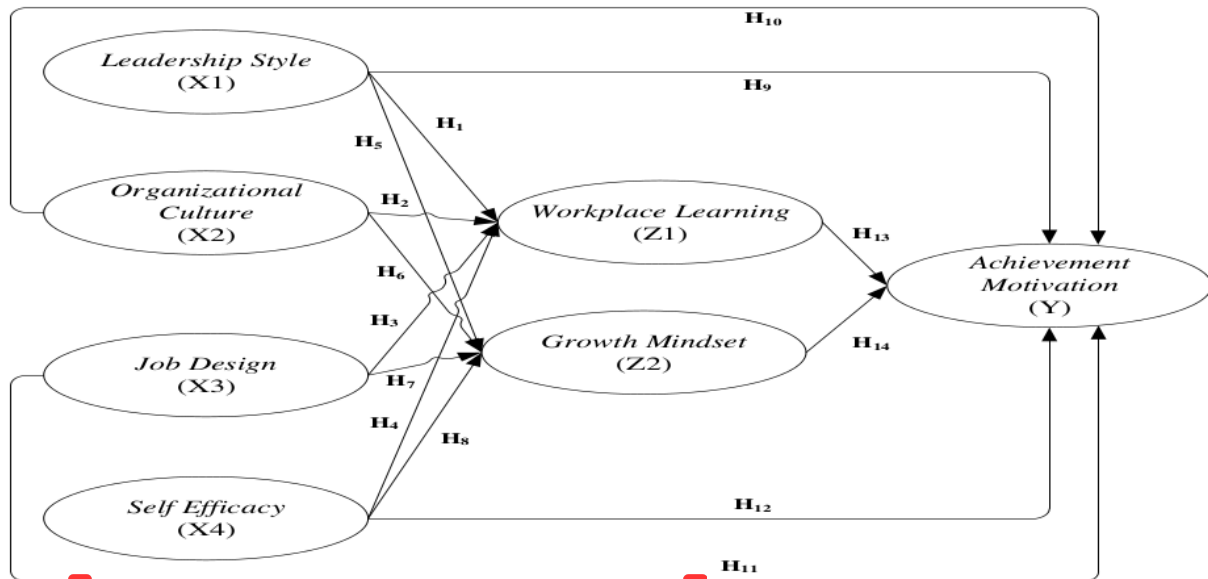
- a. Enactive mastery experience
- b. Vicarious experience
- c. Verbal persuasion
- d. Physiological and Affective state

Globalization and increasing competition have helped highlight the importance of workplace learning capacity in business as the key to corporate survival (Fulmer et al., 2000).

Growth mindset is a mindset based on the belief that a person's necessary skills can be developed through effort and experience (Dweck, 2006). The growth mindset is based on the belief that a person's essential qualities are things that can be processed through certain efforts.

Early motivation theorists explained that achievement motivation is a common trait that students always exhibit in various fields. In contrast, most contemporary theorists believe that achievement motivation may be somewhat specific to certain tasks and events. Achievement motivation also takes various forms, depending on the specific goals of the individual (Ormrod, 2008).

IV. FRAMEWORK AND HYPOTHESIS



- H1: The leadership style has a significant effect on workplace learning at the class I branch office of Bank Jatim in East Java.
- H2: Organizational culture has a significant effect on workplace learning at the class I branch office of Bank Jatim in East Java.
- H3: Job design has a significant effect on workplace learning at the class I branch office of Bank Jatim in East Java.
- H4: Self-efficacy has a significant effect on workplace learning at the class I branch office of Bank Jatim in East Java.
- H5: The leadership style has a significant effect on the growth mindset of class I branch office employees of Bank Jatim in East Java.
- H6: Organizational culture has a significant effect on the growth mindset in class I branch office employees of Bank Jatim in East Java.
- H7: Job design has a significant effect on the growth mindset for class I branch office employees of Bank Jatim in East Java.
- H8: Self-efficacy has a significant effect on the growth mindset in class I branch office employees of Bank Jatim in East Java.
- H9: The leadership style has a significant effect on the achievement motivation of Bank Jatim class I branch offices in East Java.
- H10: Organizational culture has a significant effect on the achievement motivation of Bank Jatim class I branch offices in East Java.
- H11: Job design has a significant effect on the achievement motivation of class I branch office employees of Bank Jatim in East Java.

- H12: Self-efficacy has a significant effect on achievement motivation in class I branch office employees of Bank Jatim in East Java.
- H13: Workplace learning has a significant effect on the achievement motivation of Bank Jatim class I branch offices in East Java.
- H14: growth mindset has a significant effect on the achievement motivation of Bank Jatim class I branch offices in East Java.

V. METHOD OF RESEARCH

In this study, the population is all employees of Bank Jatim who are in class I branch offices, namely the Surabaya, Malang, Kediri, and Jember branch offices, with the reason that class I branch offices should be a model for lower-class branch offices, especially in terms of developing a mindset. Employees and motivation to continue to excel. The population of all Bank Jatim employees in class I branch offices is 280 people (Bank Jatim, 2019). Based on calculations using the formula proposed by Slovin, 165 samples. Sampling was carried out using a proportional random sampling technique, namely sampling randomly 40 proportionally according to the population's distribution. To test the proposed hypothesis, the analysis technique used is SEM (Structural Equation Modeling), with statistical software AMOS.

VI. HYPOTHESIS TESTING

This research begins with testing the tool. Because the data taken from the data source is useful or not using a tool, the tool must be tested first to ensure the measurement's accuracy. To measure the questionnaire's validity, the corrected Pearson

product-moment correlation (*r*) was used. Normality testing is carried out to determine whether the data distribution meets the normality assumption. If the data is declared normality, Figure 1

then the data can be further processed by SEM. The estimation results of the SEM model as a whole are presented in Figure 1 below:

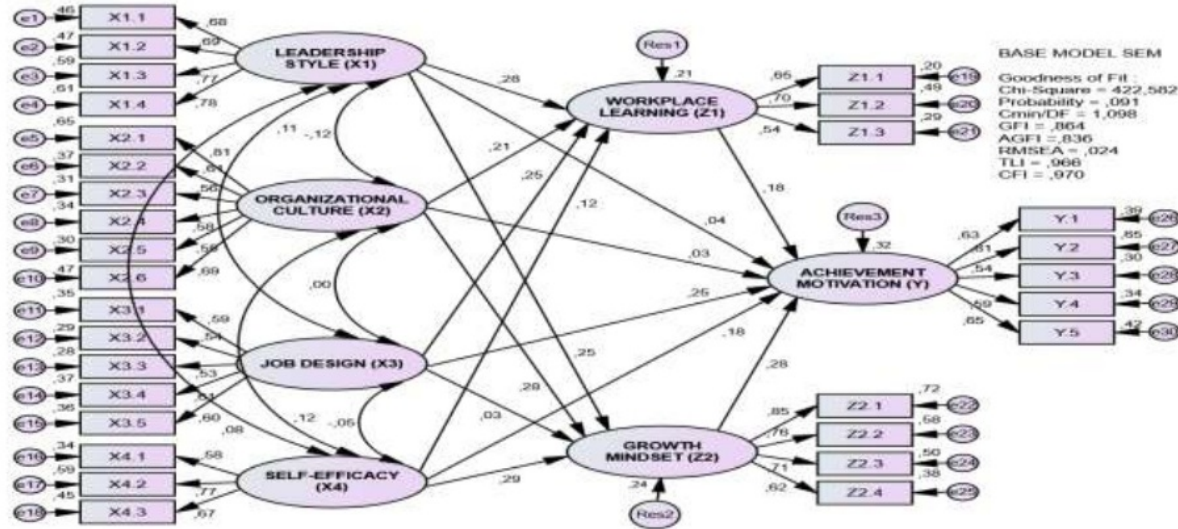


Table 1: Direct Effect Testing With Weight Regression

Hip	Causality Relationship	Std. Estimate	C.R.	P value	Note
H <sub>1</sub>	Leadership Style (X <sub>1</sub> ) → Workplace Learning (Z <sub>1</sub> )	0,283	2,333	0,020	ac
H <sub>2</sub>	Organizational Culture (X <sub>2</sub> ) → Workplace Learning (Z <sub>1</sub> )	0,215	2,026	0,043	ac
H <sub>3</sub>	Job Design (X <sub>3</sub> ) → Workplace Learning (Z <sub>1</sub> )	0,252	1,979	0,049	ac
H <sub>4</sub>	Self-Efficacy (X <sub>4</sub> ) → Workplace Learning (Z <sub>1</sub> )	0,122	1,027	0,305	ac
H <sub>5</sub>	Leadership Style (X <sub>1</sub> ) → Growth Mindset (Z <sub>2</sub> )	0,245	2,670	0,008	ac
H <sub>6</sub>	Organizational Culture (X <sub>2</sub> ) → Growth Mindset (Z <sub>2</sub> )	0,280	3,076	0,002	ac
H <sub>7</sub>	Job Design (X <sub>3</sub> ) → Growth Mindset (Z <sub>2</sub> )	0,031	0,330	0,742	re
H <sub>8</sub>	Self-Efficacy (X <sub>4</sub> ) → Growth Mindset (Z <sub>2</sub> )	0,291	2,774	0,006	ac
H <sub>9</sub>	Leadership Style (X <sub>1</sub> ) → Achievement Motivation (Y)	0,039	0,378	0,705	re

H <sub>10</sub>	Organizational Culture (X <sub>2</sub> ) → Achievement Motivation (Y)	0,033	0,329	0,743	re
H <sub>11</sub>	Job Design (X <sub>3</sub> ) → Achievement Motivation (Y)	0,247	2,256	0,025	ac
H <sub>12</sub>	Self-Efficacy (X <sub>4</sub> ) → Achievement Motivation (Y)	0,183	2,018	0,044	ac
H <sub>13</sub>	Workplace Learning (Z <sub>1</sub> ) → Achievement Motivation (Y)	0,184	2,297	0,022	ac
H <sub>14</sub>	Growth Mindset (Z <sub>2</sub> ) → Achievement Motivation (Y)	0,279	2,575	0,010	ac

ac: accepted re : rejected

Based on Table 1 above, it can be explained as follows:

1. Research and testing results using SEM with AMOS v.24 software showed a significant effect of leadership style on workplace learning at Bank Jatim class I branch offices in East Java. The estimation results of the parameter of the influence of leadership style on workplace learning showed a significant effect with a CR value of 2.333 (greater than 1.96) and a significance value (*p-value*) of 0.020 (less than the 5% real level). The resulting coefficient of influence is 0.283 (positive), meaning that the better the leadership style, the better employee learning in the workplace. Thus, the first hypothesis, which states

- that leadership style significantly affects workplace learning at Bank Jatim's class I branch offices in East Java, is acceptable ( $H_1$  is accepted).
2. Research and testing results using SEM with AMOS v.24 software also showed a significant effect of organizational culture on workplace learning at the class I branch office of Bank Jatim in East Java. The estimation results of the parameters of the influence of organizational culture on workplace learning also showed a significant effect with a CR value of 2.026 (greater than 1.96) and a significance value ( $p$ -value) of 0.043 (smaller than the 5% real level). The resulting coefficient of influence is 0.215 (positive), meaning that the better the organizational culture, the better employee learning in the workplace. Thus, the second hypothesis, which states that organizational culture has a significant effect on workplace learning in class I branch offices of Bank Jatim in East Java, is also acceptable ( $H_2$  is accepted).
  3. Research and testing results using SEM with AMOS v.24 Software also showed a significant effect of job design on workplace learning at Bank Jatim class I branch offices in East Java. The estimation results of the parameter of the effect of job design on workplace learning also showed a significant effect with a CR value of 1.979 (greater than 1.96) and a significance value ( $p$ -value) of 0.049 (smaller than the 5% real level). The resulting coefficient of influence is 0.252 (positive), meaning that the better the job design for employees, the better employee learning in the workplace. Thus, the third hypothesis states that job design has a significant effect on workplace learning at class I Bank Jatim branch offices in East Java, which is also acceptable ( $H_3$  accepted).
  4. Research and testing results using SEM with AMOS v.24 software showed no significant effect of self-efficacy on workplace learning at the class I branch office of Bank Jatim in East Java. The estimation results of the parameter of the effect of self-efficacy on workplace learning showed an insignificant effect with a CR value of 1.027 (less than 1.96) and a significance value ( $p$ -value) of 0.305 (greater than the 5% real level). The resulting coefficient of influence is only 0.122, meaning that the better the employee's self-efficacy cannot have a real impact on employee learning in the workplace. Thus, the fourth hypothesis states that self-efficacy has a significant effect on workplace learning at class I Bank Jatim branch offices in East Java and cannot be accepted ( $H_4$  is rejected).
  5. Research and testing results using SEM with AMOS v.24 software showed a significant influence of leadership style on employees' growth mindset at Bank Jatim class I branch offices in East Java. The estimation result of the parameter of the influence of leadership style on the growth mindset shows a significant effect with a CR value of 2,670 (greater than 1.96) and a significance value ( $p$ -value) of 0.008 (less than the 5% real level). The resulting coefficient of influence is 0.245 (positive), meaning that the better the leadership style, the better the employee's mindset to continue to develop himself. Thus, the fifth hypothesis, which states that leadership style has a significant effect on the growth mindset in class I branch offices of Bank Jatim in East Java is acceptable ( $H_5$  accepted).
  6. Research and testing results using SEM with AMOS v.24 software also showed a significant influence on organizational culture on employees' growth mindset at Bank Jatim class I branch offices in East Java. The estimation results of the parameters of the influence of organizational culture on growth mindset also showed a significant effect with a CR value of 3.076 (greater than 1.96) and a significance value ( $p$ -value) of 0.002 (smaller than the 5% real level). The resulting coefficient of influence is 0.280 (positive), which means that the better the organizational culture, the better the employee's mindset to continue to develop himself in the organization. Thus, the sixth hypothesis, which states that organizational culture has a significant effect on the growth mindset in class I branch offices of Bank Jatim in East Java, is also acceptable ( $H_6$  accepted).
  7. Research and testing results using SEM with AMOS v.24 software showed that job design had no significant effect on employees' growth mindset at class I branch offices of Bank Jatim in East Java. The estimation result of the parameter of the effect of job design on growth mindset shows an insignificant effect with a CR value of 0.330 (less than 1.96) and a significance value ( $p$ -value) of 0.742 (greater than the 5% real level). The resulting coefficient of influence is only 0.031, meaning that the better the job design does not have a real impact on increasing employees' mindset to continue developing themselves in the organization. Thus, the seventh hypothesis, which states that job design has a significant effect on growth mindset at class I branch offices of Bank Jatim in East Java, cannot be accepted ( $H_7$  is rejected).
  8. Research and testing results using SEM with AMOS v.24 software showed a significant effect of self-efficacy on employees' growth mindset at class I branch offices of Bank Jatim in East Java. The estimation results of the parameter of the effect of self-efficacy on growth mindset show a significant effect with a CR value of 2.774 (greater than 1.96) and a significance value ( $p$ -value) of 0.006 (less than the 5% real level). The resulting coefficient of influence is 0.291 (positive), meaning that the better its self-efficacy, the better the employee's mindset to continue developing himself in the organization. Thus, the eighth hypothesis, which states that self-efficacy has a significant effect on the growth mindset in class I branch offices of Bank Jatim in East Java is acceptable ( $H_8$  accepted).
  9. Research and testing results using SEM with AMOS v.24 software showed no significant effect of leadership style on achievement motivation in class I branch office employees of Bank Jatim in East Java. The estimation result of the parameter of the influence of leadership style on achievement motivation shows an insignificant effect with a CR value of 0.378 (less than 1.96) and a significance value ( $p$ -value) of 0.705 (greater than the 5%

real level). The resulting coefficient of influence is only 0.039, meaning that the better the leadership style cannot have a real impact on increasing employee motivation to continue to excel. Thus, the ninth hypothesis, which states that leadership style has a significant effect on achievement motivation at class I branch offices of Bank Jatim in East Java, cannot be accepted ( $H_9$  is rejected).

10. Research and testing results using SEM with AMOS v.24 software also showed no significant effect of organizational culture on achievement motivation for class I branch office employees of Bank Jatim in East Java. The estimation results of the parameter of the influence of organizational learning on achievement motivation also showed an insignificant effect with a CR value of 0.329 (less than 1.96) and a significance value ( $p$ -value) of 0.743 (greater than the 5% real level). The resulting coefficient of influence is only 0.033, meaning that the better the organizational culture cannot have a real impact on increasing employee motivation to continue to excel in the organization. Thus, the tenth hypothesis, which states that organizational culture has a significant effect on achievement motivation at class I branch offices of Bank Jatim in East Java, is also not acceptable ( $H_{10}$  is rejected).
11. Research and testing results using SEM with AMOS v.24 software show that job design has a significant effect on achievement motivation in class I branch office employees of Bank Jatim in East Java. The estimation result of the parameter of the effect of job design on achievement motivation shows a significant effect with a CR value of 2.256 (greater than 1.96) and a significance value ( $p$ -value) of 0.025 (smaller than the real level of 5%). The resulting coefficient of influence is 0.247, meaning that the better the job design, the higher the employees' motivation to continue to excel in the organization. Thus, the eleventh hypothesis, which states that job design has a significant effect on achievement motivation at class I branch offices of Bank Jatim in East Java is acceptable ( $H_{11}$  accepted).
12. Research and testing results using SEM with AMOS v.24 software also showed a significant effect of self-efficacy on achievement motivation among class I branch office employees of Bank Jatim in East Java. The estimation results of the parameter of the effect of self-efficacy on achievement motivation also showed a significant effect with a CR value of 2.018 (greater than 1.96) and a significance value ( $p$ -value) of 0.044 (smaller than the 5% real level). The resulting coefficient of influence is 0.183, meaning that the better the employee's self-efficacy, the higher the motivation of the employee to continue to excel in the organization. Thus, the twelfth hypothesis, which states that self-efficacy has a significant effect on achievement motivation at class I branch offices of Bank Jatim in East Java, is also acceptable ( $H_{12}$  accepted).
13. Research and testing results using SEM with AMOS v.24 software also showed a significant effect of workplace learning on the achievement motivation of class I branch office employees of Bank Jatim in East Java. The estimation results of the influence of workplace learning

parameters on achievement motivation also showed a significant effect with a CR value of 2.297 (greater than 1.96) and a significance value ( $p$ -value) of 0.022 (smaller than the 5% real level). The resulting coefficient of influence is 0.184, meaning that the better the learning in the workplace, the higher the motivation of the employee to continue to excel at work. Thus, the thirteenth hypothesis, which states that workplace learning has a significant effect on achievement motivation at class I branch offices of Bank Jatim in East Java, is also acceptable ( $H_{13}$  accepted).

14. Research and testing results using SEM with AMOS v.24 software also showed a significant effect of growth mindset on achievement motivation for class I branch office employees of Bank Jatim in East Java. The estimation results of the parameter of the influence of growth mindset on achievement motivation also showed a significant effect with a CR value of 2.575 (greater than 1.96) and a significance value ( $p$ -value) of 0.010 (smaller than the 5% real level). The resulting coefficient of influence is 0.279, meaning that the better the employee's mindset is to continue to develop, the higher the motivation of the employee to continue to excel at work. Thus, the fourteenth hypothesis, which states that the growth mindset has a significant effect on achievement motivation at class I branch offices of Bank Jatim in East Java, is also acceptable ( $H_{14}$  accepted).

## VII. CONCLUSION

The research objective was to analyze the influence of leadership style, organizational culture, job design, and self-efficacy on workplace learning, growth mindset, and achievement motivation among class I branch office employees of Bank Jatim in East Java. Based on the research objectives, as well as the results of the research and discussion that have been described in the previous chapter, it can be concluded as follows:

1. Leadership style has a significant effect on workplace learning at Bank Jatim's class I branch offices in East Java. The better the leadership style, the more learning develops in the workplace.
2. Organizational culture has a significant effect on workplace learning at Bank Jatim's class I branch offices in East Java. The stronger the organizational culture, the more learning in the workplace will develop.
3. Job design has a significant effect on workplace learning at Bank Jatim's class I branch offices in East Java. The better the job design, the higher the employees' willingness to learn, thus forming learning in the workplace.
4. Self-efficacy has no significant effect on workplace learning in the class I branch office of Bank Jatim in East Java. The higher the self-efficacy of employees

- being unable to have a real impact on workplace learning.
5. Leadership style has a significant effect on the growth mindset of class I branch office employees of Bank Jatim in East Java. The better the leadership style in inspiring employees, the more the employee's mindset will develop in seeing work.
  6. Organizational culture has a significant effect on Bank Jatim branch office employees' growth mindset in East Java. The stronger the organizational culture, the more employee mindset will be.
  7. Job design has no significant effect on employees' growth mindset at Bank Jatim's class I branch office in East Java. The better the job design cannot have a real impact on the development of the employee growth mindset.
  8. Self-efficacy has a significant effect on the growth mindset of Bank Jatim branch office employees in East Java. The higher the employee's self-efficacy, the employee's mindset will also develop.
  9. Leadership style has no significant effect on employees' achievement motivation at Bank Jatim's class I branch office in East Java, the better the leadership style in inspiring employees, unable to have a real impact on increasing employee motivation to continue to excel.
  10. Organizational culture has no significant effect on employees' achievement motivation at Bank Jatim's class I branch office in East Java. The stronger the organizational culture is not able to have a real impact on increasing employee achievement motivation.
  11. Job design has a significant effect on employees' achievement motivation at Bank Jatim branch offices in East Java. The better the job design will have a real impact on employee achievement motivation.
  12. Self-efficacy has a significant effect on the achievement motivation of employees of Bank Jatim branch offices in East Java. The higher the employee's self-efficacy, the higher the employee's achievement motivation will be.
  13. Workplace learning has a significant effect on the achievement motivation of employees of Bank Jatim class I branch offices in East Java. The higher learning that occurs in the workplace will have a positive impact on increasing employee achievement motivation.
  14. Growth mindset has a significant effect on achievement motivation in class I branch office employees of Bank Jatim in East Java. The higher the growth mindset of employees will have a positive impact on increasing these employees' achievement motivation.

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