Self-Efficiency Model: Analysis of Organizational Learning and Trust (Study on Junior High School Principals throughout Indonesia)

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Abstract. This study aims to analyze the effect of Organizational Learning and Trust on Self Efficacy in Junior High School Principals throughout Indonesia. This research uses a quantitative approach or a positivistic paradigm. Quantitative research is related to survey techniques, such as distributing questionnaires, experiments, structured observations, statistical analysis and so on. The target population of this study was 1,743 principals of exemplary junior high schools in Indonesia. The affordable population is 325 junior high school principals in the zoning centers of districts/cities in Indonesia. Based on the Slovin formula, the number of samples in this study was 325 people. Data analysis was performed by path analysis using Linear Structural RELation (LISREL) 8.7 for Windows. The results showed that organizational learning had a direct positive effect on the self-efficacy of junior high school principals. trust has a direct positive effect on the self-efficacy of junior high school principals, and organizational learning has a direct positive effect on the confidence of Junior High School principals,

Keywords: Organizational Learning, Trust and Self-Efficacy

INTRODUCTION

Education is a very important part to produce quality human resources that will determine the progress of a nation. One of the important elements in education is the principal, the principal has a strategic role in improving the quality of the education unit. Based on the regulation of the ministry of education and culture Number 6 of 2018 concerning Assignment of Teachers as Principals, currently the position of the principal is no longer an additional task, but as a main task.

As a leader, the principal must lead and empower a number of educators and education personnel in the school he leads to jointly achieve the school's vision and mission. Besides having to lead schools in accordance with their main duties and functions, they must also be able to respond to and adapt to various dynamics that are developing rapidly, for example in curriculum implementation, the rules for Admission of New Students, increasing teacher competence, increasing the competence of school principals, and so on. Currently the world of education is faced with a number of challenges. A visionary principal certainly has sensitivity and speed in responding or responding to these challenges.

The principal as a leader must have high self-efficacy so that it can be transmitted to teachers and other education personnel. According to the research data obtained, the self-

efficacy of SMP principals in Indonesia is still low and needs to be improved because the self-efficacy of a principal is one of the factors that determine success in the principal's leadership (Dewi, 2015).

The success of an educational institution is highly dependent on the leadership of the principal. Because the principal as a leader in his institution, he must be able to bring his institution towards achieving the goals that have been set, the principal must be able to see changes and be able to see the future in a better globalized life. The principal must be responsible for the smoothness and success of all arrangements and management affairs formally to their superiors or informally to the community who have entrusted their students. The role of the principal is very influential in the growth and development of education, namely to improve human resources and the quality of education. In line with this, self-efficacy is needed from individuals to change, self-efficacy is an individual's belief or confidence about his ability to organize, perform a task, achieve a goal, produce something and implement actions to achieve certain skills, so that organizational goals can be achieved. Bandura, 2016).

Trust is central to correlate a relationship, Trust is the basis of every business relationship, especially when the relationship is maintained in the long term (Kumar et al. 2015). Leonidou et al (2012) define trust as the belief of one party in a working relationship that the behavior of the other party is honest, sincere, and fair. Trust benefits consumers in terms of knowledge transfer and in balancing the potential unpleasant effects of cultural differences. The long term nature of a trusting relationship allows for a lasting relationship.

The relationship between trust, organizational learning, and self-efficacy has received widespread attention among researchers. Moorman et al (1993) found a positive relationship between trust, organizational learning, and self-efficacy among users of marketing research. Similar findings were reported in a recent study by Bloemer and colleagues (Bloemer et al., 2018) in an educational context, where trust requires maximum effort from an organization.

Trust facilitates the exchange of knowledge among organizations in the same field thereby increasing the ability of an organization to take advantage of available opportunities. In a relationship based on trust, stakeholders tend to perceive the value of a good product or service from an organization. Trust among organizational associations is the result of cooperation, keeping promises, and avoiding fraud. Trust produces behaviors that encourage increased competitiveness of an organization. An organizational learning puts trust in getting recognition from its stakeholders regarding the quality improvements that have been made by the organization.

Based on the background of the problem, the formulation of the research problem can be made as follows:

1. Does Organizational Learning have a direct effect on Trust?
2. Does Organizational Learning Affect Self-Efficacy?
3. Does Trust have a direct effect on Self-Efficacy?
4. Is there an indirect effect of Organizational Learning on Self-Efficacy through Trust?

LITERATURE REVIEW

Organizational Learning

Organizational learning is a type of activity in an organization where an organization learns while a learning organization is a form of organization (Ortenblad, 2004). Organizational learning is an active process that enables organizations to adapt quickly to change. This process includes activities to discover new knowledge, skills and behaviors. Organizational learning is also a principle for creating work knowledge and improving organizational efficiency. Therefore organizations must be active in learning (Zhang, 2014).

Organizational learning is related to the behavior expected of each individual in the organization and no two individuals behave the same in a particular work environment (Kondalkar, 2007). According to Bontis&Serenko (2009) organizational learning is one of the important characteristics of successful organizations in the long term. Another opinion was conveyed by Hong (1999) who said that organizational learning is a way to get a competitive advantage. This will be a differentiator for an organization from other organizations and if an organization tends to learn more slowly from its surroundings then the organization will sink and fall (Aggestam, 2006). Shelton & Darling (2003) say that failure to learn will bring the organization into ruin (Shelton & Darling, 2003). Holland in Salamah (2010) states that organizational learning is dynamic because it involves the basic elements of organizational development and growth.

Organizational learning is the process of increasing action through better knowledge and understanding so as to achieve organizational performance that affects the organization's ability to learn and adapt in a changing environment (Fiol, 1991). Organizational learning as a deep learning and success of organizational restructuring comes from problems that occur within the elements and from the organization itself (Simon, 1969). So the definition of organizational learning is a process and action to increase knowledge and better understanding.

To measure organizational learning, using the five dimensions of measurement Crossan, et al. (1999) namely Individual Level, Group Level, Organizational Level, Feed Forward, Feed-Back. Innovative behavior is also related to organizational culture (Hartmann, et al., 1997). So-called high-performance practices facilitate knowledge management and information exchange (Laursen& Foss, 2003), whereas human resource practices aligned with the promotion of organizational learning are associated with greater levels of organizational innovation (Shipton, West, Dawson, Birdi& Patterson, 2006).

The synthesis of Organizational Learning is a vision of how an organization can become an ideal organization with factors such as: professional self-mastery, mental model awareness, building group togetherness, group learning and system thinking.

Trust

Trust is a basic element of building a relationship quality model. Trust is the belief that a partner in a relationship will do their best for what their partner wants. Trust is the key to relationship quality because it encourages marketers to: a) Work with more emphasis on investing in maintaining good working relationships with their partners; b) Reject attractive short-term alternatives by emphasizing the long-term benefits of having a good relationship

with consumers; and c) View high-risk activities more wisely because they believe that their partners will not act opportunistically.

In an organization, group, or community, a leader is very important to create trust between individuals. The behavior of leaders who are honest, fair, caring and protecting their members (citizens), will foster trust from all elements of the community. After formulating goals, the next thing that needs to be done is to plan what will be done. Because of this it is important to know what members need. For this reason, it is necessary to involve community members in the process of solving their problems which will be the basis for planning. Furthermore, it is necessary to carry out open monitoring and evaluation to control whether the activities take place effectively or not. While the sources of trust when viewed from two different perceptions are beliefs, norms, social institutions, individual beliefs, good intentions, competencies, abilities, openness which are collectively embedded in the structure of a social system that carries out obligations to each other.

Trust is critical to building and maintaining respectful relationships, especially partnerships involving patients or community stakeholders and researchers, where there is often an inherent power imbalance. Patients and community members who are stakeholders in the design and conduct of health research depend on the honesty and willingness of researchers to protect them from harm. Although human research protections are available to study participants, no such institutional safeguards are available to provide oversight for patients and community partners involved in research. Such vulnerability leads to a lack of trust, which remains one of the most commonly cited barriers to public participation in research, especially among underrepresented groups in research.

The important role of trust in public engagement is evident in the emerging publications of newer approaches to engagement such as those used in the National Research Centered Clinical Research Network (PCORnet). The NYC Clinical Data Research Network modified its engagement strategy to facilitate the engagement of people with limited trust and found a lack of trust to be associated with concerns about data privacy and security, and a lack of trust that findings would be shared with the public.

Synthesis of Trust is a situation that occurs when teachers and school members believe in the reliability of the school so that teachers and school members depend on the school, where the factors of trust are: integrity, ability, commitment, quality, and motivation.

Self-Efficacy

Self-efficacy is a person's belief in his own ability to perform a behavior whether or not he is able to achieve certain goals (Bandura, 1997). Jerusalem and Schwarez (Masruroh, 2015) define self-efficacy as a person's belief to be able to perform a difficult task or overcome difficulties with his abilities. Machmud (2009) defines self-efficacy as a determining factor for individual development, persistence in using abilities to deal with difficulties, and patterns of thinking and emotional reactions they experience. Woolfk (Andiny, 2008) also defines self-efficacy as the belief that a person has about his competence or effectiveness in a certain era. According to Zimmerman (2000), self-efficacy is a personal assessment of a person's ability to organize and carry out work programs in achieving predetermined goals, and he tries to assess the level, generality, and strength of all activities and contexts.

Self-efficacy has a very big influence on a person, because self-efficacy can affect the actions to be taken. This is in accordance with Bandura's opinion which states that self-efficacy is a central construction in a person's social cognitive theory, and will affect the actions he will take and influence his decision making. Furthermore, Bandura (1997) said that a person tends to do something if he feels competent and confident and will avoid it if he feels less competent. This is because a person's self-efficacy will affect decision-making and actions taken. For example, if students feel they can follow the lesson well, they tend to be enthusiastic and active in learning. On the other hand, if students feel they are not able to follow the lesson, they will tend to avoid the lesson.

Masraroh (2012) revealed that a person's belief in self-efficacy is not related to how much ability a person has but is related to what beliefs can be done with the abilities possessed in various conditions. According to Zimmerman (2000), self-efficacy beliefs will make students motivated to learn through the use of self-regulation as a process of goal setting, self-monitoring, self-evaluation, and strategies used. J. Strecher, V. et al. in Aedi, Nur (2012) said that SE also affects a person's choice in setting behavior, the amount of effort they make to complete a task, and the length of time they persist in the face of obstacles. Finally, self-efficacy influences a person's emotional reactions, such as anxiety and distress, and thought patterns. Thus, individuals with low self-efficacy towards certain tasks think more about their personal shortcomings than think about completing the task, which in turn will hinder the successful performance of completing the task.

The synthesis of self-efficacy is the belief in the principal's ability to carry out the tasks needed to achieve certain results, which are determined by factors such as self-achievement, experiences of others, verbal beliefs, emotions.

Hypothetical model of research on the influence of organizational learning, and confidence in self-efficacy in junior high school principals throughout Indonesia.
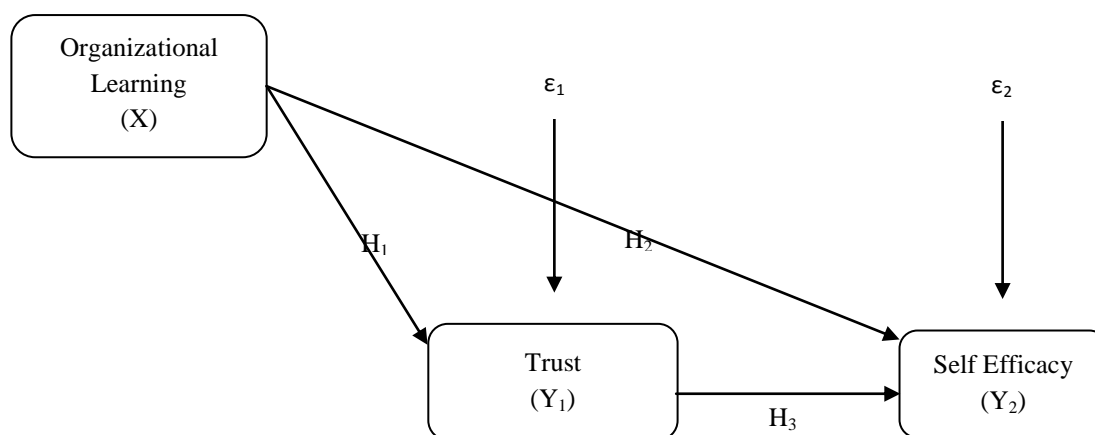

Figure 1
Conceptual Framework

Based on the relevant research, theoretical framework and hypothetical research model above, the following research hypotheses can be formulated:

1. There is a direct positive effect of Organizational Learning on the Trust of the Junior High School Principal.
2. There is a direct positive effect of Organizational Learning on the Self-Efficacy of Junior High School Principals.
3. There is a direct positive effect of trust on the self-efficacy of the SMP Principal.
4. There is a positive indirect effect of organizational learning on self-efficacy through trust.

RESEARCH METHODOLOGY

This research uses a quantitative approach or a positivistic paradigm (Denzin and Lincolns 2003). Quantitative research is related to survey techniques, such as distributing questionnaires, experiments, structured observations, statistical analysis and so on (Brannen, 2002). The method used is a survey method, which is a study aimed at studying large and small populations by selecting and examining selected samples from that population to find the incidence, distribution, and relative interrelation of the variables (Fred N. Kerlinger& Howard B. Lee , 2000).

This research was carried out at Model Junior High Schools in 325 districts/cities in Indonesia and took place in March-April 2021. The target population of this study was the Principals of Model Junior High Schools in Indonesia, amounting to 1743. Meanwhile, the sample size in this study was determined based on Slovin with a margin of error of 5%, so as to obtain a sample of 325.

The data analysis technique used in this research is using Structural Equation Modeling (SEM) analysis. With data processing is done with the program Linear Structural RELation (LISREL) 8.7 for Windows which is used to estimate structural coefficients and unknown parameters, test the accuracy of the model with empirical data and modify the model if necessary. SEM analysis in this study uses two stages (Two-Step Approach). The first stage is the measurement of variables using the CFA technique and the second stage is measuring or testing the full structure of the SEM model.

However, before carrying out the analysis test, the model fit test (Goodness Of Fit Test) was first carried out to measure the suitability of the observation or actual input (covariance matrix or correlation with predictions from the proposed model).According to Hair et.al (2014) evaluation The level of suitability of the data with the model is carried out through several stages, namely: (1) overall model fit (Overall model fit) (2) measurement model fit (measurement model fit) (3) structural model fit (structural model fit) Summary of evaluation criteria on the level of suitability of the data with the model can be seen in the following table:

Table 1
Goodness Of Fit Index

Absolut Fit Measure		
Goodness-of-Fit	*Cut-off Value*	Criteria
p-value (Sig.)	>0,05	*fit*
Chi-Square/df	≤ 3	*fit*

Absolut Fit Measure		
Goodness-of-Fit	Cut-off Value	Criteria
GFI(Goodness of Fit)	≥ 0,90	Fit
RMSEA(Root Mean square Error of Approximation)	≤0,08	Fit
RMR(Root Mean Square Residual)	≤ 0,05	Fit
Incremental Fit Measure		
Goodness-of-Fit	Cut-off Value	Criteria
AGFI(Adjusted Goodness of Fit Index)	≥ 0,90	Fitt
CFI (Comparative Fit Index)	≥ 0,90	Fit
Incremental Fit Index (IFI)	≥ 0,90	Fit
Relative Fit Index (RFI)	≥ 0,95	Fit
Parsimonious Fit Measure		
Goodness-of-Fit	Cut-off Value	Criteria
PNFI (Parsimonious Normed Fit Index)	Must be small	Fit
PGFI (Parsimonious Goodness Of Fit Index)	Close to 1	fit
AIC (Akaike Information Criterion)	<462.000	Fit
CAIC (Consistent Akaike Information Criterion)	<1536.725	Fit

RESULT AND DISCUSSION

Measurement Model Test Results

Confirmatory Factor Analysis of Organizational Learning Variables (X)

The model suitability test or Goodness of fit aims to measure the suitability of the research data with the research model in other words measuring the suitability of the observation or actual input (covariance/correlation matrix) with the predictions of the proposed model. Confirmatory model fit test Factor analysis of organizational learning variables (X) can be seen in the following table:

Table 2

Confirmatory Model Fitment Test Factor Analysis of Organizational Learning Variables (X)

Absolut Fit Measure			
Goodness-of-Fit	Cut-off Value	Results	Compatibility
p-value (Sig.)	> 0,05	0,923	Good fit
GFI(Goodness of Fit)	≥ 0,90	0,969	Good Fit
RMSEA(Root Mean square Error of Approximation)	≤ 0,08	0,000	Good Fit
RMR(Root Mean Square Residual)	≤ 0,05	0,013	Good Fit
Incremental Fit Measure			
Goodness-of-Fit	Cut-off Value	Results	Compatibility
AGFI(Adjusted Goodness of Fit Index)	≥ 0,90	0,947	Good Fit
CFI (Comparative Fit Index)	≥ 0,90	1,000	Good Fit
Incremental Fit Index (IFI)	≥ 0,90	1,002	Good Fit
Relative Fit Index (RFI)	≥ 0,95	0,987	Good Fit
Parsimonious Fit Measure			
PNFI (Parsimonious Normed Fit Index)	Must be small	0,859	Good Fit
PGFI (Parsimonious Goodness Of Fit Index)	Close to 1	0,753	Marginal fit
AIC (Akaike Information Criterion)	<420,000	229,871	Good Fit

Absolut Fit Measure			
Goodness-of-Fit	*Cut-off Value*	Results	Compatibility
CAIC (*Consistent Akaike Information Criterion*)	<1424,603	445,143	*Good Fit*

Based on the exogenous indicator model fit test output, most of the model fit criteria are in the good fit category. Meanwhile, Latan (2012) states that 4-5 criteria of goodness of fit are considered sufficient to assess the feasibility of a model, provided that each criterion of goodness of fit, namely absolute fit indices, incremental fit indices and parsimony indices is represented. Thus, it can be concluded that the goodness of fit test. Confirmatory factor analysis of organizational learning variables (X) can be accepted in other words, the research data is in accordance with the research model.

Confirmatory Factor Analysis of Trust Variables (Y_1)
The compatibility test of the Confirmatory model of the confidence variable analysis factor (Y_1) can be seen in the following table:

Table 3
Confirmatory Model Conformity Test for Confidence Variable Analysis (Y_1)

Absolut Fit Measure			
Goodness-of-Fit	*Cut-off Value*	Results	Compatibility
p-value (Sig.)	> 0,05	0,163	*Good fit*
GFI(*Goodness of Fit*)	≥ 0,90	0,944	*Good Fit*
RMSEA(*Root Mean square Error of Approximation*)	≤ 0,08	0,018	*Good Fit*
RMR(*Root Mean Square Residual*)	≤ 0,05	0,018	*Good Fit*
Incremental Fit Measure			
Goodness-of-Fit	*Cut-off Value*	Results	Compatibility
AGFI(*Adjusted Goodness of Fit Index*)	≥ 0,90	0,929	*Good Fit*
CFI (*Comparative Fit Index*)	≥ 0,90	0,998	*Good Fit*
Incremental Fit Index (IFI)	≥ 0,90	0,998	*Good Fit*
Relative Fit Index (RFI)	≥ 0,95	0,984	*Good Fit*
Parsimonious Fit Measure			
PNFI (Parsimonious *Normed Fit Index*)	Must be small	0,864	*Marginal Fit*
PGFI (Parsimonious *Goodness Of Fit Index*)	Close to 1	0,796	*Marginal fit*
AIC (Akaike Information Criterion)	<462.000	296.784	*Good Fit*
CAIC (*Consistent Akaike Information Criterion*)	<1567.064	521.624	*Good Fit*

Based on the exogenous indicator model fit test output, most of the model fit criteria are in the good fit category. Meanwhile, Latan (2012) states that 4-5 criteria of goodness of fit are considered sufficient to assess the feasibility of a model, provided that each criterion of goodness of fit, namely absolute fit indices, incremental fit indices and parsimony indices is represented. Thus, it can be concluded that the goodness of fit test of the confirmatory factor analysis of the confidence variable (Y_1) is acceptable, in other words, the research data is in accordance with the research model.

Confirmatory Factor Analysis of Self-Efficacy Variables (Y_2)

The fit test of the confirmatory factor analysis model for the self-efficacy variable (Y_2) can be seen in the following table:

Table 4

Confirmatory Model Fitment Test Factor Analysis of Self-Efficacy Variables (Y_2)

Absolut Fit Measure			
Goodness-of-Fit	*Cut-off Value*	Results	Compatibility
p-value (Sig.)	> 0,05	0,396	*Good fit*
GFI(*Goodness of Fit*)	≥ 0,90	0,948	*Good Fit*
RMSEA(*Root Mean square Error of Approximation*)	≤ 0,08	0,009	*Good Fit*
RMR(*Root Mean Square Residual*)	≤ 0,05	0,019	*Good Fit*
Incremental Fit Measure			
Goodness-of-Fit	*Cut-off Value*	Results	Compatibility
AGFI(*Adjusted Goodness of Fit Index*)	≥ 0,90	0,934	*Good Fit*
CFI (*Comparative Fit Index*)	≥ 0,90	0,999	*Good Fit*
Incremental Fit Index (IFI)	≥ 0,90	0,999	*Good Fit*
Relative Fit Index (RFI)	≥ 0,95	0,980	*Good Fit*
Parsimonious Fit Measure			
PNFI (Parsimonious *Normed Fit Index*)	Must be small	0,861	*Marginal Fit*
PGFI (Parsimonious *Goodness Of Fit Index*)	Close to 1	0,755	*Marginal fit*
AIC (Akaike Information Criterion)	<462,000	282,416	*Good Fit*
CAIC (*Consistent Akaike Information Criterion*)	<1567,064	507,256	*Good Fit*

Based on the exogenous indicator model fit test output, most of the model fit criteria are in the good fit category. Meanwhile, Latan (2012) states that 4-5 criteria of goodness of fit are considered sufficient to assess the feasibility of a model, as long as each criterion of goodness of fit, namely absolute fit indices, incremental fit indices and parsimony indices is represented. Thus it can be concluded that the goodness of fit test of the confirmatory factor analysis of the self-efficacy variable (Y_2) can be accepted in other words, the research data is in accordance with the research model.

Full Test Results Complete Structural Model (SEM)

The calculation of the path coefficients in the SEM model is carried out by continuing the results of the calculation of the correlation coefficient on each path based on the structural equations in the research constituency model, the value of the correlation coefficient in each path can be seen in the following table:

Table 5

Correlation Coefficient Between Latent Variables

	SLE.Y_2	**TRS.Y_1**	**ORL. X**
SLE.Y_2	1.000		
TRS.Y_1	0.525	1.000	
ORL. X	0.460	0.381	1.000

The full model SEM calculation is done using Lisrel 8.80 software. The results of the calculation of the path coefficient value in the SEM model can be seen in the following figure:
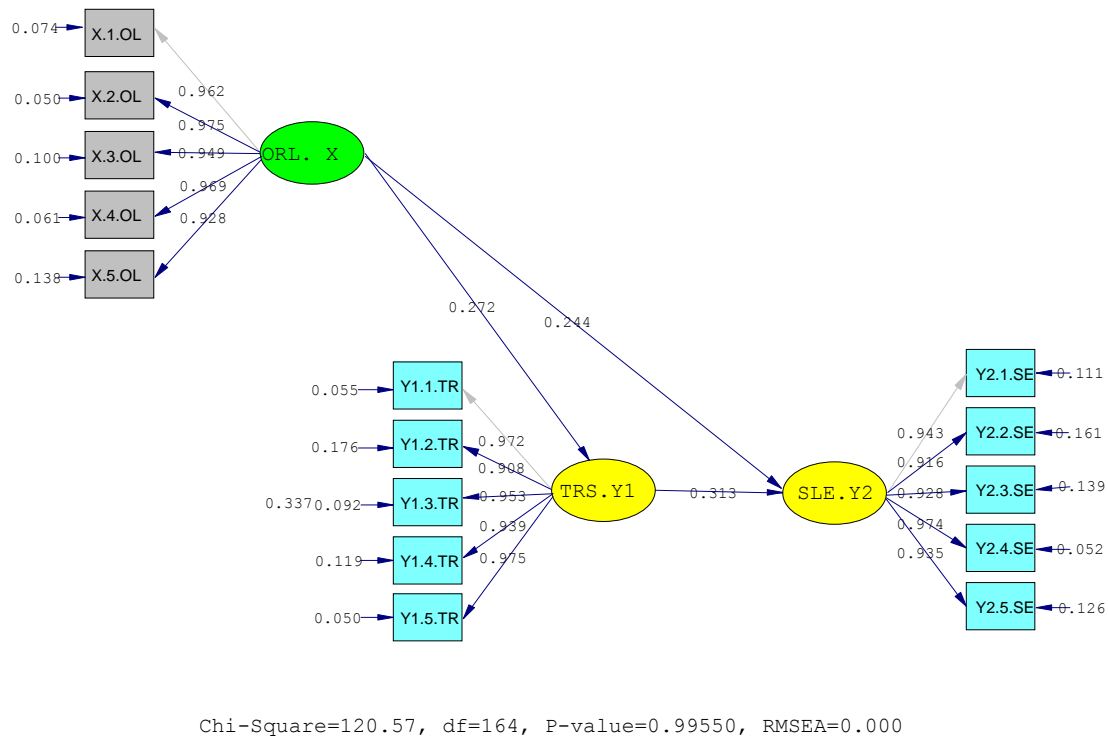

Chi-Square=120.57, df=164, P-value=0.99550, RMSEA=0.000

Figure 2
Path Coefficient (Standardized Solution) SEM Model

Testing the direct effect on the research model is carried out by looking at the path coefficient value in each research hypothesis path and followed by a t test to determine the path coefficient value or the influence value in the significant category. The results of the calculation of the t-count value in the SEM model can be seen in the following figure:
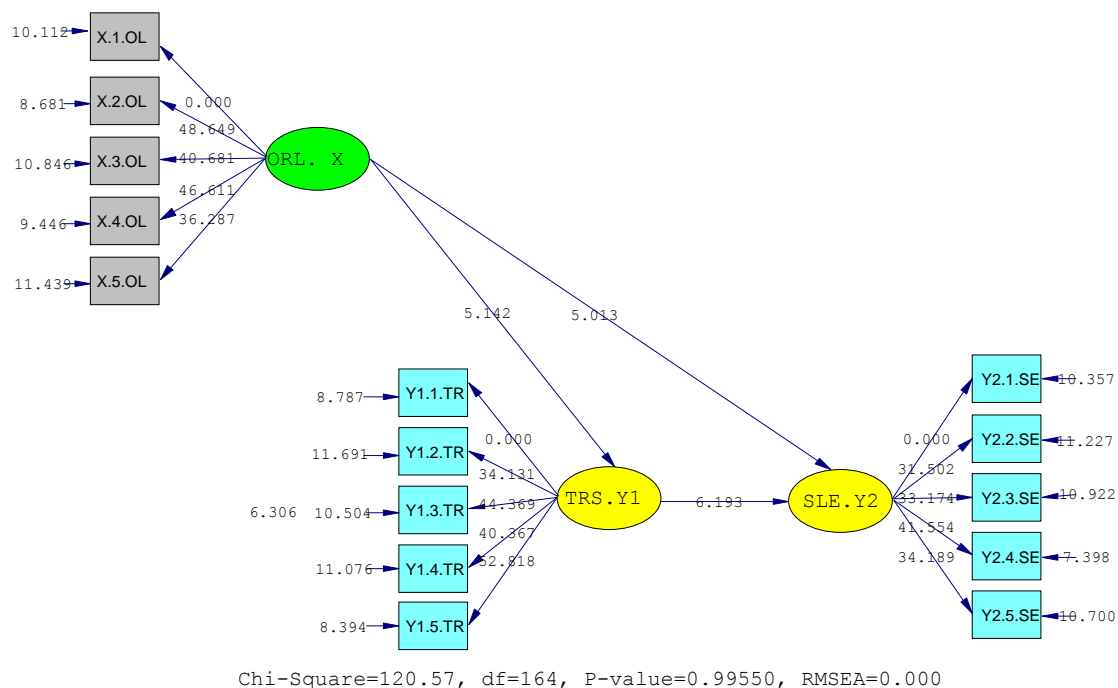
Chi-Square=120.57, df=164, P-value=0.99550, RMSEA=0.000

Figure 3
Total SEM Results

Based on the image of the final SEM model above, it can be seen that the value of the direct influence path coefficient and the value of C.R. (t-value) as the table below.

Table6
Path Coefficient and t-count

			Path Coefficient	tt-count
Organizational Learning (X)	→	Trust (Y1)	0,272	5,142
Organizational Learning (X)	→	Self-Efficacy (Y2)	0,244	5,013
Trust (Y1)	→	Self-Efficacy (Y2)	0,313	6,193

The value of the manifest variable loading factor/indicator is a measure of the contribution of an indicator to explain its latent variable, an indicator with a high loading factor value has a higher contribution to explain its latent variable, and vice versa with a low loading factor value has a lower contribution to explain its latent variable. .

Based on the image of the final SEM model above, it can be seen that the value of the manifest variable loading factor/indicator in measuring each latent variable can be seen in the following table:

Table7

Standardized Loading Factor Manifest Variable/indicator

	ORL. X	TRS.Y1	SLE.Y2
Professional Self-Mastery (X.1.OL)	0,962	- -	- -
Self-Development (X.2.OL)	0,975	- -	- -
Building Group Together (X.3.OL)	0,949	- -	- -
Group Study (X.4.OL)	0,969	- -	- -
Thought System (X.5.OL)	0,928	- -	- -
Integrity (Y1.1.TR)	- -	0,972	- -
Ability (Y1.2.TR)	- -	0,908	- -
Commitment (Y1.3.TR)	- -	0,953	- -
Quality (Y1.4.TR)	- -	0,939	- -
Motivation (Y1.5.TR)	- -	0,975	- -
Self-achievement (Y2.1.SE)	- -	- -	0,943
Experience (Y2.2.SE)	- -	- -	0,916
Verbal trust (Y2.3.SE)	- -	- -	0,928
Emotion (Y2.4.SE)	- -	- -	0,974
Level of education (Y2.5.SE)	- -	- -	0,935

Based on the output of the research model above, all observed variables or indicator variables have a significant loading factor value in measuring or forming latent variables because the loading factor value 0.5 and the path coefficient value of the direct influence of exogenous variables on endogenous variables is statistically significant because the value of $t_{count}> 1.96$.

In SEM the test is carried out using several measures of conformity (Goodness of Fit Test-GOF). The model fit test or goodness of fit aims to measure the suitability of the research data with the research model, in other words measuring the suitability of the observed or actual input (covariance/correlation matrix) with the predictions of the proposed model. The compatibility test of the full model compatibility test The SEM model can be seen in the following table:

Table 8

Full SEM Model Fit Test

Absolut Fit Measure			
Goodness-of-Fit	*Cut-off Value*	Results	Compatibility
p-value (Sig.)	> 0,05	0,996	*Good fit*
GFI(*Goodness of Fit*)	≥ 0,90	0,964	*Good fit*
RMSEA(*Root Mean square Error of Approximation*)	≤ 0,08	0,000	*Good fit*
RMR(*Root Mean Square Residual*)	≤ 0,05	0,004	*Good fit*
Incremental Fit Measure			
Goodness-of-Fit	*Cut-off Value*	Results	Compatibility
AGFI(*Adjusted Goodness of Fit Index*)	≥ 0,90	0,954	*Good fit*
CFI (*Comparative Fit Index*)	≥ 0,90	1,000	*Good fit*
Incremental Fit Index (IFI)	≥ 0,90	1,002	*Good fit*
Relative Fit Index (RFI)	≥ 0,95	0,992	*Good fit*
Parsimonious Fit Measure			

Absolut Fit Measure			
Goodness-of-Fit	*Cut-off Value*	Results	Compatibility
PNFI (Parsimonious *Normed Fit Index*)	Must be small	0,858	*Marginal fit*
PGFI (Parsimonious *Goodness Of Fit Index*)	Close to 1	0,753	*Marginal fit*
AIC (Akaike Information Criterion)	<420,000	212,570	*Good fit*
CAIC (Consistent Akaike Information Criterion)	<1424,603	349,536	*Good fit*

Based on the compatibility test output of the full model fit test model, most of the SEM model criteria fit in the good fit category. Meanwhile, Latan (2012) states that 4-5 criteria of goodness of fit are considered sufficient to assess the feasibility of a model, provided that each criterion of goodness of fit, namely absolute fit indices, incremental fit indices and parsimony indices is represented. Thus, it can be concluded that the goodness of fit test of the full SEM model can be accepted in other words there is no significant difference between the covariance matrix of the observed variable data (indicator) and the covariance matrix of the specified model. This shows that the structural equations generated by the research model can be used to explain the effect between exogenous and endogenous variables.

Hypothesis test
1. Organizational Learning (X) on Trust (Y_1)
From the results of the calculation of Structural Equation Modeling the direct influence of organizational learning (X) on trust (Y_1) the path coefficient value of p31 is 0.272 and t_{count} is 5.142, because the value of t_{count} (5.142) > 1.96, then reject H0, accept H1 and can be interpreted that there is a significant positive direct effect of organizational learning (X) on trust (Y_1). The results of the analysis of the sixth hypothesis provide findings that organizational learning (X) has a direct positive effect on trust (Y_1). This can be interpreted as the better organizational learning (X) will lead to increased trust (Y_1) and the worse organizational learning (X) will cause decreased trust (Y_1).

2. Organizational Learning (X) on Self-Efficacy (Y_2)
From the results of the calculation of the Structural Equation Modeling the direct influence of organizational learning (X) on self-efficacy (Y_2), the path coefficient value of py1 is 0.244 and t_{count} is 5.013, because the value of t_{count} (5.013) > 1.96, then accept H1, reject H0 and can be interpreted that there is a significant positive direct effect of organizational learning (X) on self-efficacy (Y_2). The results of the first hypothesis analysis provide findings that organizational learning (X) has a direct positive effect on self-efficacy (Y_2).

3. Belief (Y_1) on Self-Efficacy (Y_2)
From the results of the calculation of the Structural Equation Modeling the direct influence of trust (Y_1) on self-efficacy (Y_2) the path coefficient value of py3 is 0.313 and tcount is 6.193, because the value of tcount (6,193) 1.96, then reject H0, accept H1 and can be interpreted that there is a significant positive direct effect of trust (Y_1) on self-efficacy (Y_2). The results of the second hypothesis analysis provide findings that trust (Y_1) has a direct positive effect on self-

efficacy (Y_2), this can be interpreted as better trust (Y_1) will lead to increased self-efficacy and vice versa, worse trust (Y_1) will cause decreased self-efficacy.

4. Organizational Learning on Self-Efficacy through Trust

To test whether the indirect effect is significant or not, the Sobel test is carried out. Sobel test calculation as follows:

a   = 0,278
b   = 0,302
Sa   = 0,0541
Sb   = 0,0488

$$Z = \frac{a * b}{\sqrt{b^2 S_a{}^2 + a^2 S_b{}^2}}$$

$$Z = \frac{0,278 * 0,302}{\sqrt{0,302^2 0,0541^2 + 0,278^2 0,0488^2}}$$

$$Z = \frac{0,084}{0,021} = 3,953$$

The path coefficient (mediation) of the indirect effect of organizational learning on self-efficacy through trust is 0.085 with a z-value (Sobel Test) of (3.953) Because the Z-value (3.953) is smaller than 1.96, it can be concluded that the indirect effect of learning organization (X) on self-efficacy (Y_2) through trust (Y_1) is positive and significant. The results of the Sobel Test calculation are obtained using the online Sobel Test Calculation, the results of the Sobel Test calculation can be seen in the following picture:
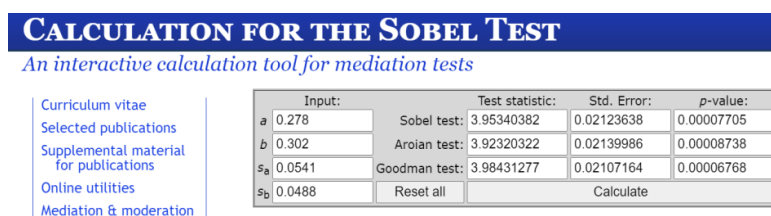

CALCULATION FOR THE SOBEL TEST
An interactive calculation tool for mediation tests

	Input:		Test statistic:	Std. Error:	p-value:
a	0.278	Sobel test:	3.95340382	0.02123638	0.00007705
b	0.302	Aroian test:	3.92320322	0.02139986	0.00008738
s_a	0.0541	Goodman test:	3.98431277	0.02107164	0.00006768
s_b	0.0488	Reset all		Calculate	

Figure 4

Calculation of Sobel Test indirect effect of X on Y_2 through Y_1

Discussion of Research Results

1. Organizational Learning on Trust

From the results of hypothesis testing, it can be concluded that there is a direct, positive and significant influence on organizational learning on trust. The results of this study are in line with the opinion of several experts including BelalPanahi (2014), in his research revealing the effect of organizational learning on organizational trust. Creating and maintaining organizational learning is a competitive advantage that will generate trust in the organization.

In addition, Guinot et al. (2014) in their research show that, in these companies, organizational learning ability has an influence on organizational trust and performance. The

empirical study is based on a population of 402 Spanish companies with proven excellence in human resource management.

2. Organizational Learning has a direct effect on Self-Efficacy

From the results of testing the first hypothesis, it can be concluded that there is a direct, positive and significant influence on organizational learning on self-efficacy. The results of this study are in line with the opinion of several experts including BitaParsa et al (2014), where the results of the study show that organizational learning is significantly related to self-efficacy in employees. The results showed that organizational learning had a direct and significant effect on employee self-efficacy (P < 0.05). Therefore, universities can strengthen their academic self-efficacy to improve organizational learning.

Then JiHoon Song et al (2012) in his research also suggested that there was a positive and significant impact of organizational learning in Korean labor institutions on teacher self-efficacy. Also identified is the mediating role of self-efficacy and job involvement on the relationship between organizational learning of the workforce education school and teacher job performance.

3. Belief in Self-Efficacy

The results of the hypothesis analysis provide findings that there is a direct, positive and significant effect of trust on self-efficacy. The results of this study were strengthened by the research of Ellen et al. (2019) the results of this study found that social trust contributed directly, positively and significantly to self-efficacy, emotional risk response, and risk information needs and preferences for risk information. Recent developments in risk communication research suggest that social trust affects self-efficacy, the way people respond to risk and risk communication. The potential value of social confidence in self-efficacy for developing more effective risk communication, which includes public concern and future information needs, should be a topic of interest in risk communication studies (Rowan 1996).

In addition, Stefan Tam et al (2018), conducted a literature study on the effect of trust on self-efficacy of IT users, how to get added value, post-adoption IT usage behavior. Such behavior includes the use of extended and innovative features, both of which are exploratory and can improve work performance. Because this exploratory behavior can be risky, research has drawn attention to the belief in technology for its users' self-efficacy. Research proves that there is a direct, significant and positive effect of trust on the self-efficacy of its users.

4. Organizational Learning has an indirect effect on Self-Efficacy through Trust

Based on the results of hypothesis testing and empirical evidence, this study shows that organizational learning has a positive indirect effect on self-efficacy through trust of 0.085. It can be concluded that the indirect effect of organizational learning on self-efficacy through trust is positive and significant.

Guillermo Buenaventura (2017), researching organizational learning has an indirect effect on Self-Efficacy through Trust, he uses a structural equation modeling methodology design that is used as a statistical test method. This technique allows quantitative validation of the qualitative hypotheses raised in this study. The findings of the results show empirical

evidence that supports the relationship Organizational Learning has an indirect effect on Self-Efficacy through Trust. This work develops a new relational model and contributes to the establishment of the mechanism of the relationship between variables, making academic contributions in the broad field of resource and dynamic capability theory. It also makes a real social contribution in terms of direct application and knowledge of how Organizational Learning has an indirect effect on Self-Efficacy through Trust.

Many factors influence self-efficacy during Organizational Learning and trust including: Creativity: (Desfiandi et al., 2017), (Yacob et al., 2020), (Richardo et al., 2020), (Prayetno & Ali, 2020), (Widayati et al., 2020); Leadership: (Limakrisna et al., 2016), (Bastari et al., 2020), (Ali et al., 2016), (Elmi et al., 2016); Knowledge:(Desfiandi et al., 2017), (Prayetno & Ali, 2020), (Mukhtar et al., 2016); Organizational Commitment: (Limakrisna et al., 2016), (Harini et al., 2020), (Prayetno & Ali, 2017).

CONCLUSION AND SUGGESTION
Conclusion
From the elaboration and discussion of the results of the research analysis, it can be concluded that the empirical findings of this study are as follows.
1. There is a direct positive effect of Organizational Learning on the Trust of the Junior High School Principal.
2. There is a direct positive effect of Organizational Learning on the Self-Efficacy of Junior High School Principals.
3. There is a direct positive effect of trust on the self-efficacy of the SMP Principal.
4. There is a positive indirect effect of organizational learning on self-efficacy through trust.

Suggestion
Some of the recommendations obtained based on the results of this study are:
1. Organizational Learning of Model Junior High School Principals throughout Indonesia Indonesia needs to be improved because it is proven to have an effect on the self-efficacy of Model Junior High School Principals throughout Indonesia. Improvement efforts, among others, can be done by increasing the dimensions of group learning, deepening identity, professional self-control, thinking systems, building group togetherness through managerial training programs, self-development and other technical training, as well as reviewing the literature on how to improve school community trust.
2. It is necessary to carry out continuous competency improvement for Confidence in Principals because it is proven from the results of the research that the confidence variable has the highest effect on the self-efficacy of Model SMP Principals throughout Indonesia through indicators of integrity, quality, motivation, ability, and commitment. Efforts to increase competence can be done by making circulars regarding sustainable programs for education offices throughout Indonesia with dimensions of personal mastery, awareness of mental models, building the required divisions, team learning, and thinking systems through Managerial Training, Character and Team Building.
3. There is a need for continuous competency improvement for self-efficacy in school principals through a sustainable program created by the Directorate of Junior High Schools (SMP)

because it has been proven to have an effect on organizational learning, competitive advantage, and the trust of Model SMP Principals throughout Indonesia The dimensions that need to be improved because it is proven to be able to measure the increase in self-efficacy are the dimensions of self-achievement, experiences of others, verbal beliefs, emotions.

4. It is hoped that further research can be carried out by other researchers who are interested in examining the problem of principal's self-efficacy by looking for the influence on other variables such as organizational justice, career development, compensation, job satisfaction, and organizational commitment. In this way, it is hoped that more comprehensive research findings can be obtained regarding the variables that affect the principal's self-efficacy. Further research can examine the indirect effect, and it is better to use a larger number of samples in order to obtain a wider generalization area of research.

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