THE IMPACT OF THE PANDEMIC ON COACHES' SELF-CONFIDENCE: THE ROLE OF SELF-EFFICACY AND PEER SUPPORT IN INDONESIA AND DENMARK

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Abstract	This study investigates the impact of self-efficacy and peer support on the self-confidence and learning enthusiasm of coaches and trainers at Vocational Training Centres (VTCs) in Indonesia and Denmark during and post the COVID-19 pandemic. Embracing a cross-cultural approach, it examines how educators from these diverse cultural environments adapt to the educational shifts prompted by the pandemic. The research employs a quantitative method, involving a purposive sample of 131 Indonesian coaches and 67 Danish educators, all with over three years of professional experience. Data was collected through a survey using a 5-point Likert Scale. The data was analyzed using Structural Equation Modeling. The findings highlight the critical role of self-confidence in driving learning enthusiasm among coaches. When self-efficacy alone does not directly increase engagement, self-confidence acts as a catalyst, enabling self-efficacy to improve learning enthusiasm significantly. These findings underscore the importance of self-confidence in fostering learning enthusiasm among coaches and have significant implications for developing culturally responsive educational policies and practices that support educator well-being and enhance learning outcomes globally.
Keywords	Self-Efficacy, Peer Support, Self-Confidence, Learning Enthusiasm, Quantitative Research.

INTRODUCTION

As the world emerges from the challenges posed by the Coronavirus Disease 2019 (COVID-19), which first emerged in Wuhan, China, and rapidly spread worldwide, we are now in a phase of reflection and new adaptation. The global concern prompted by the pandemic led to unprecedented changes in various sectors, including the total number of reported COVID-19 cases and deaths (Culp, 2020; Worldometer. The role of coaches and educators has been particularly vital in navigating the impacts of the pandemic, as noted by Kramer & Kramer (2020). This study aims to examine the enduring impact of COVID-19 on educators and professional coaches, and practitioners from vocational training centres in Indonesia and Denmark (Onyema et al., 2020).

During the COVID-19 pandemic, many sectors have undergone significant changes, including the education and vocational training sectors (Jex S, 2008). Amid ongoing uncertainties, understanding self-efficacy and peer support becomes crucial for educators and coaches to remain resilient and confront various challenges. The concept of self-efficacy, referring to an individual's belief in achieving specific outcomes, plays a key role in determining a person's response to stress and challenges (Albert Bandura, 1997b; Jex et al., 1992) Additionally, support from colleagues can serve as external motivation that can influence an individual's confidence and performance (Wentzel, 1998) .

Coaches in Indonesia experience worry and anxiety, resulting in a lack of self-confidence when changes occur during and post-pandemic (Arifin et al., 2022; Ganiet et al., 2023; Kurniasih et al., 2023) , as do coaches in Denmark, even though they have good self-efficacy, because many things have changed or transformed in human resources post-global pandemic, in research (Andersone et al., 2023; Durst et al., 2023).

Although numerous studies have discussed the impact of the pandemic on the education and vocational training sectors (Elsahn et al., 2020; Sulasmi et al., 2020), there remains a lack of information on how self-efficacy and peer support affect educators and coaches, particularly in Indonesia and Denmark. The pandemic era has compelled the education sector to adapt to sudden changes in teaching methods. A critical aspect influencing the success of this adaptation is the role of self-efficacy and support from colleagues. According to the existing literature (Albert Bandura, 1997a; Cherian & Jacob, 2013; Lunenburg, 2011), self-efficacy is key in human resources development, relating to self-control, resilience in the face of challenges, and achieving optimal performance. Meanwhile, peer support functions within a social and motivational context (Chen et

al., 2020; Thoits, 2021; Wei Tian et al., 2016). Understanding how these two factors interact and affect the performance and adaptation of educators in the context of the pandemic remains an area for further exploration (Elsahn et al., 2020; Sulasmi et al., 2020).

Although various studies have explored the impact of the pandemic on the education and vocational training sectors (Elsahn et al., 2020; Sulasmi et al., 2020), there remains a significant information gap regarding how psychological factors, such as self-efficacy and peer support, influence the performance and adaptation of educators or coaches in the era of the pandemic and new normal, based on previous studies (Lunenburg, 2011; Schunk, 1991; Sulasmi et al., 2020). In the study by Torun et al., (2021)Self-efficacy is linked to readiness for transition to adult healthcare, although perceptions of social support and quality of life were not related to preparedness. These variables, however, significantly influence perceived self-efficacy. Meanwhile, in (Yusriani et al., 2023b), it is stated that Peer Support significantly positively affects students' and workers' enthusiasm for learning in the MM Program at Universitas Terbuka, but Self-Efficacy does not influence learning enthusiasm and digital skill variables. However, (Salim et al., 2023) in their study "The role of career decision self-efficacy as a mediator of peer support on students' career adaptability," they found that peer support as an external factor is not sufficient to be enhanced in career adaptability, indicating the need for internal factors to help students adapt, as the lack of self-efficacy in facing changes in the world of work and career choices. Students who only receive social support from campus friends in career matters cannot adapt when lacking confidence in making decisions. Although previous studies have discussed self-efficacy and social support in education and work (Lunenburg, 2011; Schunk, 1991; Yusriani et al., 2023b), there is a knowledge gap regarding the specific influence of these factors on the performance and adaptation of educators during difficult times like the pandemic and the transition to remote learning methods. Therefore, this study focuses on "The Impact of the Pandemic on Coaches' Self-Confidence: The Role of Self-Efficacy and Peer Support in Indonesia and Denmark".

This research delves into the topic of self-efficacy through job-related stress, examining how individuals' belief in their ability to manage work-related stressors can impact their overall job performance and well-being. Specifically, the issue centres on identifying the factors contributing to employees' levels of self-efficacy, how self-efficacy affects their ability to manage job stress, and how this, in turn, influences their job satisfaction, performance, and turnover intentions. (Albert Bandura, 2000; Chan et al., 2016; Duran et al., 2019) A significant part of this study's analysis examines how

self-efficacy influences educators' or trainers' ability to adapt to new teaching methods amidst the pandemic, and how peer support contributes to various constructs for trainers at Vocational Training Centres. Amidst the drastic changes in educational approaches caused by the COVID-19 pandemic, a pressing question arises: How exactly do self-efficacy and peer support impact educators and trainers when facing the need to adapt to remote learning methods? (Albert Bandura, 1997a; Wentzel, 1998). In relation to the research gaps explained above, in challenging conditions such as the pandemic era and the new normal, to what extent does self-efficacy influence the adaptability and innovation of educators or trainers? (Albert Bandura, 1997b).

Understanding the contextual background of the countries under study is crucial in conducting this research. For instance, drawing comparisons between Indonesia and Denmark offers rich, nuanced insights, particularly in terms of culture and education. As revealed by (Hémar-Nicolas et al., 2021), there are significant differences in how children in these countries respond to cartoon characters and claims about vegetables, offering insights into enhancing food quality in terms of marketing management and nutritional health. This indicates that cultural elements influence their perceptions and reactions to education and learning materials.

Furthermore, (Hung et al., 2010) found variances in academic and societal views on healthy aging across cultures, offering profound perspectives on how each country understands and responds to health information. Additionally, (Lewis, 1999) describes how cross-cultural communication involves different visual approaches among various countries. This underscores the importance of understanding cultural nuances when designing educational or training methods, especially in facing challenges like a pandemic. Therefore, one of the initial research questions in interviews with educators or trainers at Vocational Training Centers pertains to their perception of peer support: "Does the cultural difference between Indonesia and Denmark impact how educators or coaches or trainers from these countries utilize self-efficacy and peer support in facing changes in teaching methods due to the pandemic? And how do these cultural differences affect their perception and adaptation in remote learning methods?" (Albert Bandura, 1997a; Wentzel, 1998). Researchers also observe that educators or trainers in Indonesia and Denmark require different types of peer support to enhance their motivation and performance during the pandemic, considering differences in culture and educational approaches in these countries (Wentzel, 1998).

By considering the comparison between Indonesia and Denmark, this research has the potential to not only offer insights on the impact of self-efficacy and peer support but also provide a deep understanding of how cultural contexts influence educators' or trainers' responses to pandemic challenges and the current post-pandemic recovery phase (Hémar-Nicolas et al., 2021; Hung et al., 2010; Lewis, 1999).

Vocational Training Centers (VTCs) are institutions where job training activities are conducted for participants to master specific competencies as preparation for entering the job market or for self-employment. Additionally, these centers serve as venues for enhancing work productivity to improve personal well-being (Kemnaker Republik Indonesia, 2017). Job training, as defined by (R. Indonesia, 2013), includes activities such as the provision, acquisition, improvement, and development of work competencies, productivity enhancement, discipline, attitude, and work ethos, all tailored to specific skills and expertise required in various occupations.

An instructor is an individual endowed with specific methodological and technical competencies, tasked with duties, authority, rights, and responsibilities in implementing training development activities (R. Indonesia, 2020). Following the World Health Organization's recommendation on March 20, 2020, to replace social distancing with physical distancing as a preventive measure against the spread of COVID-19, the entire learning process has undergone a transformation. In response to the pandemic situation, several regulations were issued as policies on training organization, taking into account the caution for preventing the spread of COVID-19 infection. A significant development was the shift from classical training to distance training (e-learning), a transition that maintained the core essence, quality, and objectives of the training (Kemdikbud Republik Indonesia, 2020; L. R. Indonesia, 2020). Distance learning (DL) is a collaborative learning process utilizing a learning system (L. A. N. R. Indonesia, 2022). During the COVID-19 pandemic, the e-learning system faced challenges in modifying attitudes (Adedoyin & Soykan, 2023). E-learning is not just about presenting online learning, but also creating engaging and communicative educational experiences (Elyas, 2018). Trainers are challenged to maintain the learning spirit so that learning and training can be optimally conducted during the pandemic.

Learning enthusiasm is all the efforts made by an individual to create learning activities and provide guidance to these activities until the goal is achieved (Chairunnisa et al., 2021). (Sardiman, 2018) asserts that learning enthusiasm is a state that drives a person to engage in continuous and intensive learning activities. During the pandemic, learning enthusiasm faces challenges related to

difficulties in the distance learning process, monitoring during the process, and guidance when encountering obstacles, as learning is conducted remotely. (Sidik & Sobandi, 2018) mentions that demonstrating teaching enthusiasm can facilitate students' absorption of material. Maintaining learning enthusiasm begins with the self-confidence of coaches or trainers themselves in delivering material and conducting training practices.

In different situational contexts, such as in Denmark and Indonesia, the coaches or educators serving as respondents in this research provide empirical data on their self-efficacy, pertinent to the transformative era of global pandemic recovery. The scholars are part of the coaches in Indonesia and Denmark, so the scholars hope for new insights and a deeper understanding related to this research. The coaches' perspectives and experiences offer a unique vantage point to explore the nuances of teaching and learning adaptations during this unprecedented time.

Self-confidence, as defined by various researchers, is an individual's belief in their ability to value themselves and to face challenges (Albert Bandura, 1997b; Ellis, 1994; Rosenberg, 1965). Bandura's Self-Efficacy Theory (A Bandura, 1986; Albert Bandura, 1977, 1997b), a prominent framework in this area, suggests that self-confidence is influenced by personal and vicarious experiences, as well as by support from peers, especially in the workplace. High self-confidence enhances work effectiveness, adaptability, risk-taking, and resilience to job stress, thereby optimizing productivity and effectiveness in teamwork.

The role of colleagues, defined as a group of individuals within an organization sharing a common goal (Robbins & Judge, 2012), is pivotal. Their diverse backgrounds contribute to productivity and bring varying perspectives to a team. Human nature as a social being underscores the importance of social support, which fosters a sense of care and affection (Yusriani et al., 2023a) particularly when provided by competent peers. Such support can significantly boost coworkers' motivation and performance. Empirical research by (Yusriani et al., 2023b) found a positive correlation between close friend support and student achievement motivation. This finding demonstrates that competent positive coworkers positively influence job satisfaction.

Self-efficacy, defined as the belief in one's capability to succeed in specific tasks or situations (Albert Bandura, 1997a), forms the basis for behavior, emotion management, and self-motivation. This concept is essential for realizing performance, as Peterson and Arnn's previous research (Yusriani et al., 2023b) agrees. Zimmerman and Schuck have statement (Yusriani et al., 2023b) further assert that individuals with high self-efficacy can process negative feedback more

constructively, using it to improve performance. Bandura emphasizes the critical role of self-efficacy in academic achievement and performance. Educators and trainers who enhance self-efficacy are expected to increase the likelihood of achieving their objectives. Maluranu in (Yusriani et al., 2023a) interprets Bandura's concept as a belief in one's capabilities, leading to greater courage in facing task challenges and to better anticipation of stress and anxiety (Jex et al., 1992; Jex S, 2008).

This cross-cultural research addresses a gap in understanding the differences in self-confidence and learning enthusiasm among trainers in Indonesia and Denmark during the pandemic. Studies encompassing cultural and geographical differences provide comprehensive insights, enhancing the understanding and validity of theories and models across nations (Wallace et al., 2022). They contribute to optimizing the effectiveness of management practices across various countries and cultures (Liao & Thomas, 2020).

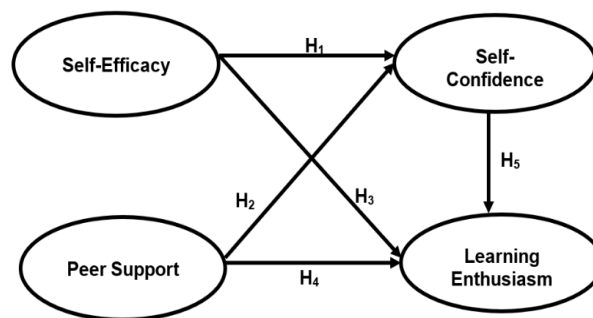Based on this description, the research model is arranged in Figure 1 below:

Figure 1. Research Model

METHOD

This study is an ex post facto research project employing a quantitative method (Creswell & Creswell, 2017; Johnson & Christensen, 2019; Saunders et al., 2009), to workers in Nusa Tenggara, Indonesia, and trainers in Denmark, to evaluate the impact of self-efficacy and peer support on self-confidence and learning enthusiasm among educators or trainers at international vocational training centers. It specifically targets workers in Job Centres who experienced an adaptation struggle during the pandemic from 2020 to 2022. The study was conducted from June 2023 to September 2023, building upon a preliminary study from October 2022 to January 2023, which focused on self-efficacy and peer support variables among students in the cross-national MM Program (Yusriani et al., 2023b).

The research employs a quantitative method; data were collected through a survey using a 5-point Likert Scale. The data was analyzed using Structural Equation Modeling. The research sample comprised a total of 131 workers in Nusa Tenggara, Indonesia, and 67 educators in Denmark, representing various cities and districts. In the initial data collection phase, in-depth interviews were conducted with approximately 25 educators, all with over three years of professional experience. The majority reported a decline in learning enthusiasm and self-confidence, coupled with a desire to develop skills, particularly when they felt their ability to complete tasks was impaired. Moreover, many educators stated that receiving affirmation and positive support from close friends helped to boost their learning enthusiasm. Following the interviews, a 20-item questionnaire was developed to further investigate the explored variables. The questionnaire items were designed to capture data on four main variables: self-efficacy, close friend support, learning enthusiasm, and self-confidence. From the 131 educators in Nusa Tenggara, 88 working in training centers were selected as respondents for the survey.

In addition, 67 educators in Denmark, actively involved in learning and teaching with the researchers, were also included. This sample was chosen to provide a comprehensive understanding of the relationships between the variables across diverse backgrounds, locations, and socioeconomic conditions through purposive sampling. All coaches were over 18 years old, had worked for at least three years as educators or trainers, and volunteered to participate in the research. The interpretation of survey data was based on findings from the initial interviews, aiming to confirm, differentiate, or enrich conclusions and insights obtained from the qualitative exploration phase, thus enhancing the descriptive significance of the research in human resource development.

Statistical analysis was employed to measure the relationships among variables and to provide strong evidence to support or refute the research hypotheses. To ensure the study's reliability and validity, the questionnaire was tested for clarity, completeness, and alignment with the research's purpose and objectives (Hair et al., 2014; Lestari, 2019; Patiro et al., 2023). It was also evaluated for internal consistency to ensure that each item contributed adequately to the understanding of the variables. This research adhered to strict confidentiality and anonymity procedures to maintain ethical research standards and ensure the integrity of the collected data.

Based on the literature review, the following five hypotheses research are proposed: 1) Self-efficacy influences the self-confidence of coaches or trainers; 2) Peer support influences the self-confidence of coaches or trainers; 3) Self-efficacy influences the learning enthusiasm of coaches or

trainers; 4) Peer support influences the learning enthusiasm of coaches or trainers; 5) Self-confidence influences the learning enthusiasm of coaches or trainers.

FINDINGS AND DISCUSSION

Findings

Number of Workers in Nusa Tenggara, Indonesia: 131, and 67 trainers in Denmark. Profile of respondents the following is data on the profile of 131 respondents from Indonesia.

Table 1. Profile of respondents in Indonesia

Profile	Sum	Percentage (%)
Gender		
Male	55	42
Female	76	58
Age (years)		
< 25	3	2.3
25 – 35	23	17.6
36 – 45	65	49.6
46 – 55	33	25.2
> 55	7	5.3
Status		
Married with Children	102	77.9
Married without Child	16	12.2
Unmarried	13	9.9
Work		
Civil servants	72	55
Employees of SOEs	2	1.5
Private Employees	39	29.8
Academics	5	3.8
Other	13	9.9
Education Level		
Senior High School	3	2.3
Diploma	7	5.3
Bachelor	88	67.2
Postgraduate	26	19.8
Doctorate	7	5.3
Years of Work Experience		
0 – 3	14	10.7
4 – 7	14	10.7
8 – 10	36	27.5
Above 10	67	51.1
Expense		
IDR0 – IDR3.000.000	8	6.1
IDR3.000.001 – IDR5.000.000	35	26.7
IDR5.000.001 – IDR10.000.000	35	26.7
IDR10.000.001 – IDR15.000.000	38	29
Above IDR15.000.000	15	11.5

Based on the data in Table 1, it was revealed that most of the respondents were male (58%), aged between 36 - 45 years (49.6%). Most respondents were married and had children (77.9%). The majority worked as civil servants (55%. In terms of education, the majority had a bachelor's degree (67.2%). In terms of work experience, the majority have been working for more than 10 years (51.15%), and most have an expenditure level of IDR10,000,000-IDR15,000,000 (29%). There were 67 respondents in Denmark with the following profile:

Table 2. Profile of respondents in Denmark

Profile	Percentage	Sum
Gender		
Male	46.3	31
Female	50.7	34
Not answer	3	2
Age (years)		
<25	16.4	11
25 - 35	11.9	8
36 - 45	34.3	23
46 – 55	34.3	23
> 55	3.1	2
Status		
Married with children	58.2	39
Married without children	16.4	11
Unmarried	25.4	17
Work		
Civil servants	29.9	20
Employees of SOEs	1.4	1
Private Employees	23.9	16
Academics	17.9	12
Other	26.9	18
Education level		
High school/diploma	22.4	15
Bachelor's degree	56.7	38
master degree	13.4	9
Doctorate	7.5	5
Years of Work Experience		
0 - 3	32.8	22
4 – 7	22.4	15
8 – 10	23.9	16
Above 10	20.9	14
Expense		
DKK 0- DKK3000	26.9	18
DKK3001 - DKK 5000	25.4	17
DKK5001 - DKK10000	6	4
DKK10001 - DKK20000	19.4	13
Above DKK20000	22.4	15

Based on the data in Table 2, it is revealed that most of the respondents in Denmark are female (50.7%), aged between 36 - 45 years and 46 - 55 years (34.3% each), married and have children (58.2%). The majority of respondents worked in the civil service (29.9%), and most had a bachelor's degree (56.7%). Respondents mostly had work experience between 0 - 3 years (32.8%). Most of their expenditure level per month is between DKK0 - DKK3000 (26.9%).

Convergent validity of measurement models with reflective indicators can be seen from the correlation between indicators and their constructs. Indicators are said to be valid if they have a loading factor of more than 0.70. The SmartPLS 4.0 program was used in the study, with the following results
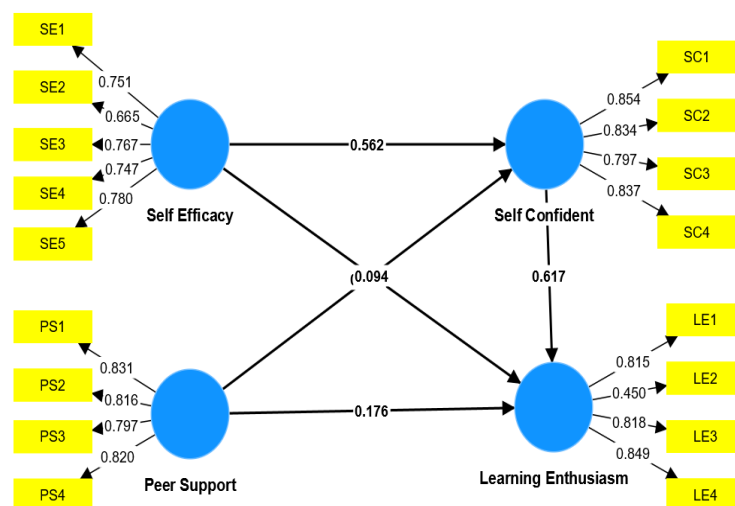

Figure 2. Output of Preliminary Model

Based on Figure 2, it is known that indicators of SE2 and LE2 have a loading factor below 0,7 as the critical value of the loading factor of a model; therefore, these indicators must be removed so that all indicators in this measurement model become valid. The following is a picture after removing invalid indicators.
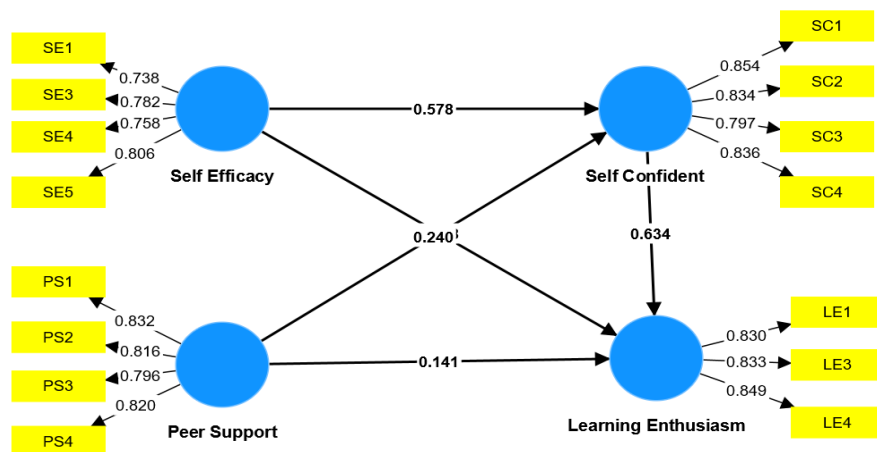
Figure 3. Final Output Model

Table 3. Outer Loading

	Outer loadings
LE1 <- Learning Enthusiasm	0.830
LE3 <- Learning Enthusiasm	0.833
LE4 <- Learning Enthusiasm	0.849
PS1 <- Peer Support	0.832
PS2 <- Peer Support	0.816
PS3 <- Peer Support	0.796
PS4 <- Peer Support	0.820
SC1 <- Self Confidence	0.854
SC2 <- Self Confidence	0.834
SC3 <- Self Confidence	0.797
SC4 <- Self Confidence	0.836
SE1 <- Self Efficacy	0.738
SE3 <- Self Efficacy	0.782
SE4 <- Self Efficacy	0.758
SE5 <- Self Efficacy	0.806

From Table 3, it can be seen that all indicators in this study have an outer loading value of more than 0.7. This means that all indicators on all variables in this study are valid, and the model is fit. Discriminant validity is the level of differentiation of an indicator in measuring instrument constructs. In testing, Discriminant validity can be done by looking at the square root value of average variance extracted (AVE). The AVE limit value for a good model is above 0.5. The next test is composite reliability; a construct is said to be reliable if the composite reliability value is above 0.70.

Table 4. Validity and Reliability

Variable	CR	AVE
Learning Enthusiasm	0.875	0.701
Peer Support	0.889	0.666
Self-Confidence	0.899	0.690
Self-Efficacy	0.854	0.595

Source: SmartPLS 4 Data Processing Results

Table 4 shows that all variables in this study have an AVE value> 0.5. This means that all indicators in the study are reliable, so that it can be stated that each variable has high discriminant validity. In addition, the composite reliability value of each variable in this study is more than 0.7. This means that all variables in this study are valid and reliable.

Inner model evaluation is carried out to determine that the structural model is built accurately. The analysis steps taken for evaluating the structural model can be seen from the following indicators:

Table 5. Model fit

	Saturated model	Estimated model
SRMR	0.067	0.067
d_ULS	0.541	0.541
d_G	0.240	0.240
Chi-square	265.137	265.137
NFI	0.829	0.829

Source: SmartPLS 4 Data Processing Results

From Table 5, it can be seen that the NFI value is 0.829 <0.9 and the SRMR or standardized root mean square value is 0.067 <0.10, so the model in this study is fit and can be continued in the structural model. Based on the results of this study in the Smart PLS program, the R-squared value is obtained as follows:

Table 6. R-Square

	R-square adjusted
Learning Enthusiasm	0.653
Self-Confidence	0.558

Source: SmartPLS 4 Data Processing Results

From Table 6, it can be seen that the variables that affect learning enthusiasm in this study are 65.3%, which means that the other 34.7% is explained by other variables not examined in this

study. Meanwhile, the variables that influence the self-confident variable in this study amounted to 55.8%, which means that 44.2% is explained by other variables that have not been studied in this study. This means that exogenous variables can moderately influence endogenous variables.

The results of the t-value in this study are shown in Figure 4. The variable is declared statistically significant or has a positive effect if the t-value is more than 1.96, and vice versa if the t-value is less than 1.96; then the variable is not significant or has a negative effect.
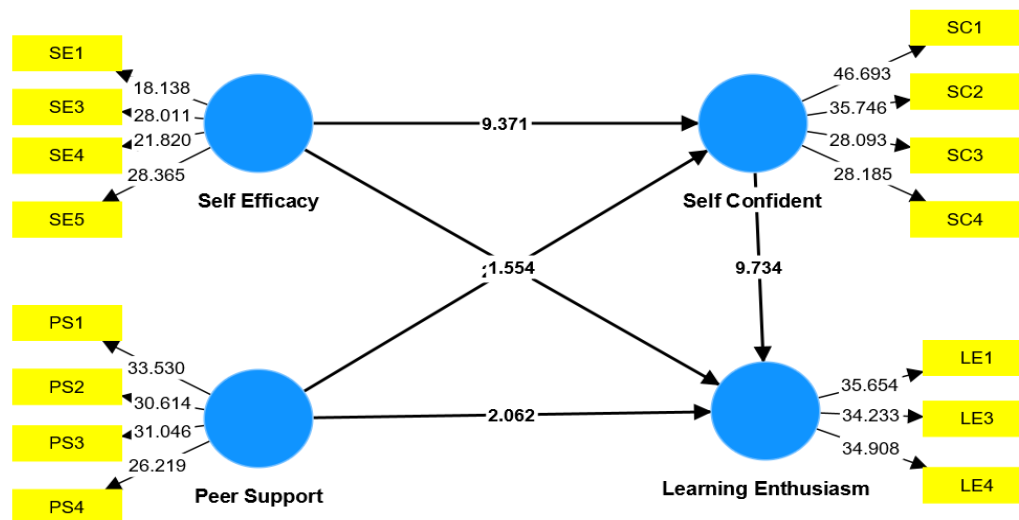

Figure 4. T-Value

Source: SmartPLS 4 Data Processing Results

Table 7. Direct effect

	T statistics	P values	Keterangan
H₁ = Self Efficacy -> Self Confident	9.371	0.000	Accepted
H₂ = Peer Support -> Self Confident	2.970	0.003	Accepted
H₃ = Self Efficacy -> Learning Enthusiasm	1.554	0.120	Rejected
H₄ = Peer Support -> Learning Enthusiasm	2.062	0.039	Accepted
H₅ = Self Confidence-> Learning Enthusiasm	9.734	0.000	Accepted

Source: SmartPLS 4 Data Processing Results

Based on Table 7, it can be concluded as follows:

H1 = Self-efficacy has a significant effect on self-confidence because the t-value is 9.371> 1.96 and the P-value is 0.000 <0.05, so that H1 is accepted.

H2 = Peer Support has a significant effect on self-confidence because the t-value is 2.970> 1.96 and the P-value is 0.003 <0.05, so that H2 is accepted.

H3 = Self-efficacy does not have a significant effect on learning enthusiasm because the t-value is 1.554 <1.96 and the P-value is 0.120> 0.05, so that H3 is rejected.

H4 = Peer Support has a significant effect on learning enthusiasm because the t-value is 2.062> 1.96 and the P-value is 0.039 <0.05, so that H4 is accepted.

H5 = Self-confidence has a significant effect on learning enthusiasm because the t-value is 9.734> 1.96 and the P-value is 0.000 <0.05, so that H5 is accepted.

Table 8. Indirect effect

	Original Sample	Sample Mean	Standard Deviation	T Statistics	P values
Peer Support -> Self-Confidence -> Learning Enthusiasm	0.152	0.153	0.051	2.995	0.003
Self-Efficacy -> Self-Confidence -> Learning Enthusiasm	0.366	0.363	0.057	6.454	0.000

Source: SmartPLS 4 Data Processing Results

Statistical Conclusion:

a. Self-confidence is able to mediate the effect of peer support on learning enthusiasm by 0.152, which means an increase of 15.2% with a T-Value of 2.995> 1.96 and P-Value = 0.003 <0.05.

b. Self-Confidence is able to mediate the effect of self-efficacy on learning enthusiasm by 0.366, which means an increase of 36.6% with a T-Value of 6.454>1.96, and a P-Value = 0.000 <0.05.

Discussion

The analysis provided significant insights into how self-efficacy and peer support influence self-confidence and learning enthusiasm among educators and trainers. The results indicate that self-efficacy significantly impacts self-confidence (t-value of 9.371, P-value of 0.000), reinforcing its role in boosting individuals' belief in their capabilities. This aligns with (A Bandura, 1986) theories, which highlight the importance of self-perception in enhancing performance and motivation. However, contrary to expectations, self-efficacy did not significantly impact learning enthusiasm directly (t-value of 1.554, P-value of 0.120), suggesting that while it can build confidence, other factors may be necessary to translate this confidence into active learning engagement.

Peer support was found to significantly influence both self-confidence (t-value of 2.970, P-value of 0.003) and learning enthusiasm (t-value of 2.062, P-value of 0.039). This highlights the critical role of social support systems in professional settings, aligning with previous research showing that colleague encouragement and shared experiences positively impact performance and morale (Wentzel, 1998; Thoits, 2021). These findings also support (Salim et al., 2023) conclusion that while external motivational factors are helpful, they need to be complemented by internal attributes like self-efficacy for better adaptability.

The structural equation modeling further demonstrated that self-confidence acts as an essential mediator between self-efficacy and learning enthusiasm, as well as between peer support and learning enthusiasm. This suggests that self-confidence serves as a bridge for applying self-

efficacy and peer support to enhance learning engagement. Indirect effects analysis confirmed that self-confidence significantly mediates the relationship between self-efficacy and learning enthusiasm (36.6% increase) and between peer support and learning enthusiasm (15.2% increase). This underscores the vital role of self-confidence in converting beliefs and support into proactive educational behavior.

The findings reveal that self-confidence has a critical role in enhancing learning enthusiasm, even when self-efficacy alone is insufficient. The results emphasize that peer support can shape learning enthusiasm directly and through the mediating role of self-confidence. This supports the idea that fostering a positive social environment is essential for developing enthusiasm for learning, particularly in times of crisis like the COVID-19 pandemic.

Despite these positive findings, the study has limitations, including a restricted sample and the examination of only four variables. Future studies could incorporate a broader set of variables, such as resilience, social skills, or a positive mindset, and include more diverse educational settings. Additionally, exploring potential moderating variables could provide a deeper understanding of these relationships.

The results show that self-efficacy has a significant influence on shaping self-confidence, but is unable to shape learning enthusiasm. Peer support significantly influences self-confidence and is also able to shape learning enthusiasm. Self-confidence is able to significantly influence learning enthusiasm. Self-confidence is able to mediate the influence of peer support on learning enthusiasm. Self-confidence is also able to mediate the effect of self-efficacy on learning enthusiasm.

In the field of Human Resource Management (HRM), the finding that H3 was rejected can be interpreted through the lens of workplace dynamics and motivational theories. While self-efficacy is recognized as a critical internal belief that contributes to performance and confidence (Albert Bandura, 1997a)Its impact on learning enthusiasm may be influenced by other HRM-related factors. About Work Environment and External Influences, According to (Abun et al., 2021; Beehr, 1994)External work conditions and organizational culture play a significant role in determining employee motivation and engagement. Self-efficacy alone may build confidence in an employee's ability to perform tasks but might not directly incite enthusiasm for learning if supportive structures, such as positive work climates or active peer involvement, are absent. This suggests that without adequate reinforcement from HR policies that foster collaborative and stimulating environments, self-efficacy may not translate into sustained learning enthusiasm.

Motivational Theories in HRM, the result aligns with Herzberg's Two-Factor Theory, which states that intrinsic factors like self-efficacy contribute to job satisfaction but do not necessarily drive motivation without external motivators such as recognition, peer support, and job enrichment. Similarly, findings by (Boyd et al., 2009; Chan et al., 2016) indicate that while employees with high self-efficacy may be confident in their abilities, their motivation to pursue additional learning may hinge on organizational incentives and social interactions that HR departments should actively promote.

About Social Support and Collective Efficacy, (Lunenburg, 2011; Wentzel, 1998) emphasize that self-efficacy can be a solitary attribute, which, in isolation, may not foster learning enthusiasm. Effective HR strategies include fostering collective efficacy and building peer networks, which have been shown to drive greater enthusiasm for professional development. This notion is supported by (Salim et al., 2023), who argue that external factors like peer support can act as catalysts, complementing self-efficacy to create a more conducive learning environment. The rejection of H3 implies that HRM practices should go beyond enhancing individual self-efficacy. To stimulate learning enthusiasm, HR policies should integrate mechanisms that promote collaboration, recognition, and support systems. This underscores the importance of developing a holistic approach that combines self-efficacy with comprehensive workplace strategies to boost engagement and enthusiasm for learning.

CONCLUSION

The findings underscore the crucial role of self-confidence in fostering learning enthusiasm. When self-efficacy does not directly enhance learning enthusiasm, self-confidence serves as a catalyst, enabling self-efficacy to contribute to greater engagement. This mechanism supports the idea that self-confidence transforms internal beliefs into proactive learning behavior among coaches. These results advance our understanding of how educators' performance and adaptability are influenced during crises, particularly in culturally diverse contexts. The study has significant implications for developing educational policies and practices that are culturally responsive, offering insights relevant to global educational settings facing similar challenges. Educational strategies should prioritize enhancing internal beliefs, such as self-confidence, while also fostering external support systems like peer support. This dual approach is essential to achieving better learning outcomes and adaptability, especially in crisis situations. The insights gained from this

study extend beyond Indonesia and provide a valuable framework for informing global policies that support educators in varied contexts.

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