



THE INFLUENCE OF SELF-EFFICACY AND INTERNAL LOCUS OF CONTROL ON SELF-DEVELOPMENT MOTIVATION THROUGH WOMEN'S VIOLENCE PREVENTION TRAINING AT THE WOMEN'S EMPOWERMENT AND CHILD PROTECTION SERVICE OF JAYAPURA REGENCY

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Abstract

The purpose of this study was to determine the effect of Self-Efficacy and Internal Locus of Control on Self-Development Motivation through Women's *Violence* Prevention Training at the Women's Empowerment and Child Protection Service of Jayapura Regency. This study was quantitative. The population in this study were female participants who had participated in women's violence prevention training activities with a sample size of 100 respondents determined using the Slovin formula. Data collection in this study used a questionnaire. The data processing technique used in this study was SEM-PLS with the Smart PLS 3.0 application with Convergent Validity, Discriminant Validity, Composite Reliability and Hypothesis Testing.

The results of this study indicate that self-efficacy and internal locus of control have a significant positive effect on *women's* violence prevention training. Self-efficacy has a significant positive effect on self-development motivation, while internal locus of control has a positive but insignificant effect on self-development motivation. Women's violence prevention training has a significant positive effect on self-development motivation. Self-efficacy and internal locus of control have a significant positive effect on self-development motivation through women's violence prevention training.

Keywords: Self-Efficacy, Internal Locus of Control, Self-Development Motivation and Women's Violence Prevention Training

INTRODUCTION

The development of government officials as human resources is crucial to the success of national development, both physically and non-physically. Government officials are the backbone of the state, tasked with realizing a just and prosperous society in accordance with Pancasila and the 1945 Constitution. Therefore, they must possess high skills, broad insight, potential, strong personalities, and sound morals and work ethics. The availability of appropriate human resources is crucial, as inaccurate human resources can lead to inefficiencies in work completion.

Quality human resources are key to achieving organizational goals. Quality human resources are characterized by comprehensive knowledge of tasks and responsibilities, adequate expertise, a productive and creative attitude, the ability to work collaboratively, and high levels of loyalty. Organizations consistently implement annual programs to fulfill their functions and roles, which require the support of quality human resources to continuously improve service and

innovation. Therefore, human resource development through education and training is crucial for sustainably improving employee performance.

Influenced by various disciplines, it is also known as self-development motivation, focused on improving the skills, training, and competencies of human resources (HR) that are crucial for achieving goals. Training conducted by social service organizations aims to improve the knowledge of human resources (HR). This training is typically tailored to the needs of the participants, in this case the community, and is also related to human resource management (HR).

Self-efficacy plays a crucial role in everyday life. A person will be able to optimally utilize their potential if self-efficacy supports it. A person with high self-efficacy values tends to increase motivation and performance in working optimally to achieve goals. Confidence in one's abilities can also help overcome stress and anxiety when facing challenges. According to Widiawati (2022), positive self-efficacy beliefs are strengthened by learning how activities...*self-regulated learning (SRL)* or self-directed learning contributes to progress or an innate tendency to expand one's capacity to seek out new, challenging things and to explore learning systematically using those tactics to achieve goals.

The observed phenomenon is that many people, particularly women, still lack basic knowledge, skills, and information on how to prevent, avoid, and report violent situations to the relevant authorities. High self-efficacy can help female training participants feel more confident in taking action, seeking help, or avoiding dangerous situations. In this case, self-efficacy contributes to women's motivation to develop themselves through training.

An internal locus of control is called a locus of control because an individual's control over their work and belief in success serve as benchmarks for carrying out or carrying out a task for which they are responsible. People with an internal personality believe they are in control of everything that happens to them. An internal locus of control also refers to the belief that a person has control over the events in their life.

Female trainees with a strong internal locus of control tend to be more proactive in finding solutions and taking responsibility for their own actions. Research by Trisnawati (2018) shows a significant influence between internal locus of control and learning motivation, indicating that individuals with internal control are more motivated. However, this finding differs from research by Hendrawati (2006), which found that locus of control had no significant effect on students' self-efficacy or achievement motivation. Therefore, the influence of internal control on motivation is not always direct and can vary depending on the context and position of control.

Self-development motivation is an internal drive to improve knowledge and skills, which is crucial in violence prevention training so that participants actively absorb and apply the material. Based on Herzberg's (1966) two-factor theory, as cited by Belliadwi (2017), motivation is influenced by hygiene factors such as working conditions and policies, as well as motivating factors such as recognition and responsibility. The Jayapura Regency Women's Empowerment and Child Protection Office plays a role in providing services according to its duties and

functions, as a form of commitment to the principles of good governance and strengthening the quality of life of the community.

The program includes outreach and training programs, such as gender mainstreaming, strengthening women's capacity, addressing violence against women and children, and women's entrepreneurship training. These activities are summarized in training on preventing violence against women and establishing a children's forum, aimed at realizing a Child-Friendly Regency. The success of employee service to the community is greatly influenced by self-efficacy and internal locus of control, particularly in handling public complaints. Direct assistance through this training helps communities solve problems, ensuring effective service delivery and effective resolution of violence cases.

Violence against women has serious impacts on individuals, families, and the wider community, making its prevention a shared responsibility. Systematic and sustained efforts are needed to address the root causes, change mindsets, and build effective support systems for women and victims of violence. Violence prevention training for women is crucial for increasing participants' awareness, knowledge, and skills. The training materials cover concepts, causal factors, and prevention and response strategies. The Jayapura Regency Women's Empowerment and Child Protection Office has conducted this training regularly for the past five years.

Another interesting and novel focus of this research is analyzing how self-efficacy and internal locus of control jointly influence women's self-development motivation in the context of violence prevention training. Specifically, the underlying characteristics that drive self-efficacy, internal locus of control, and self-development motivation within an organization correlate with effective and efficient job performance criteria, a topic that has not been widely studied by previous researchers.

The phenomenon of violence against women remains a major issue requiring serious attention from the government, particularly the Department of Women's Empowerment and Child Protection. Violence prevention efforts, which require women's empowerment and protection, remain suboptimal.

As a novelty, this study not only examines the direct influence of self-efficacy and internal locus of control on self-development motivation, but also examines the mediating role of women's violence prevention training as a connecting variable in the Women's Empowerment and Child Protection Office of Jayapura Regency. This mediation approach provides new insights into how training can be an important mechanism in strengthening the relationship between individual psychological characteristics and self-development motivation, particularly in the context of women's empowerment and child protection. Thus, the research findings are expected to provide theoretical and practical contributions in designing more effective training programs and strategies for increasing human resource capacity in this sector.

LITERATURE REVIEW

Human Resource Management (HRM)

According to Sinambela (2021), management is the process of utilizing organizational resources to achieve goals through organization, direction, coordination, and evaluation. Human resource management encompasses planning, organizing, implementing, and supervising the procurement, development, remuneration, integration, and maintenance of the workforce. Furthermore, HR management encompasses performance evaluation, job design, selection, placement, career development, compensation, and retirement management to effectively support the achievement of organizational goals.

Individual Behavior

According to Putra (2020), behavior is the totality of activities learned through experience and reinforcement. Individual behavior is the result of interactions between individuals and their environment, reflected in actions such as thinking, communication, and observation, which support organizational performance. Hafid and Sugiarto (2020) added that workplace behavior significantly influences satisfaction and performance; positive behavior increases performance, while negative behavior decreases it.

Self-Efficacy

The theory of self-efficacy was first introduced by Albert Bandura in the Annual Review of Psychology (2001). Self-efficacy refers to an individual's belief in their ability to complete tasks and achieve desired outcomes. Etymologically, "self" means oneself, while "efficacy" is the assessment of one's ability to do something correctly. Self-efficacy differs from aspiration because it assesses actual abilities, rather than ideal aspirations (Arsyad et al., 2024). Bandura explains that an individual's response to events is more important than the events themselves. Self-efficacy fosters self-respect, high goal expectations, intrinsic motivation, and improved performance and satisfaction (Fauziah, 2023). Thus, self-efficacy is an individual's belief in their ability to achieve goals and influences motivation and work outcomes.

Internal Locus of Control

The concept of locus of control was first proposed by Julian B. Rotter as a person's perception of the source of control over events in their life, divided into internal and external locus of control (Ambarita, 2019). Internal locus of control means a person believes that the results obtained come from their own efforts and personal responsibility, while external locus of control believes that results are influenced by factors outside their control. Experts such as Brownell, Martin and Lefcourt, and Reiss and Mitra emphasize that internal locus of control is related to the belief in one's own abilities and actions in achieving results. Internal locus of control encourages active effort and autonomy in decision-making.

Self-Development Motivation

Motivation comes from the word *to move* which means the drive to move someone to work productively to achieve goals (Bahrudi, 2018). Robbins (2001) states that motivation is the willingness to exert high effort to meet individual needs in an organization. According to Rogers (1980), self-development motivation is an individual's natural tendency to increase potential, skills, and knowledge. Widyarini (2013) emphasizes the importance of *sense of control*, need for achievement, self-esteem, self-confidence, broad insight, and quality of life to maintain this motivation. Self-development supports maturity and work performance (Sofo, 2003; Hersey & Blanchard, 1992), so it is important to set clear goals and celebrate achievements.

Thinking Framework

The image of the explanation above in the form of a conceptual research framework diagram is as follows:

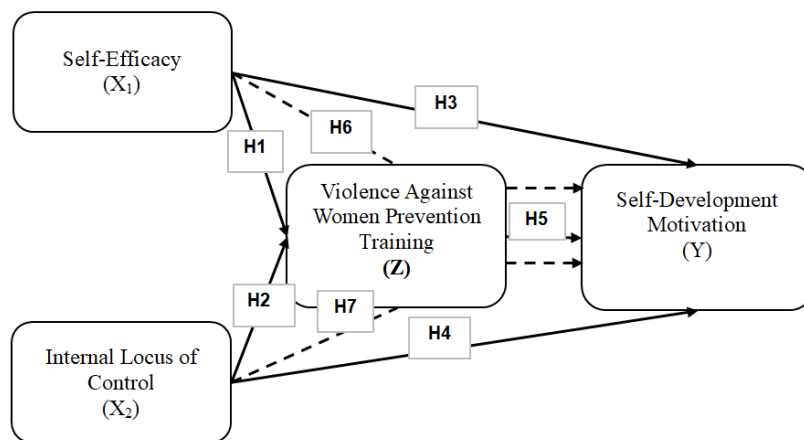


Figure 1 Thinking Framework

METHOD

Types and Design of Research

This study uses a quantitative approach, which involves collecting numerical data through research instruments, then analyzing it statistically to test the hypothesis (Sugiyono, 2017). The research design is a systematic procedure developed to solve problems and obtain empirical data. The data used are primary data obtained from questionnaires. The focus of the study is to analyze the influence of self-efficacy and internal locus of control on self-development motivation through training on preventing violence against women at the Women's Empowerment and Child Protection Office of Jayapura Regency.

Population, Sample, and Sampling Techniques

The population consisted of 200 women participating in training in four areas of Jayapura Regency. A sample of 100 participants was selected using random sampling without specific criteria, as all participants were women. The Slovin method was used to determine the sample size using the following formula:

$$n = \frac{N}{1 + Ne^2}$$

with $N = 200$ and error tolerance $e=0.1e = 0.1$, resulting in a sample of 100 respondents.

Data Collection Techniques

Data were collected through a questionnaire using a Likert scale (Sugiyono, 2019). The questionnaire contained statements that were responded to with options ranging from "Strongly Agree" to "Strongly Disagree" with a score of 5 to 1. This technique effectively measures respondents' attitudes, perceptions, and motivations.

Location and Time of Research

The research was conducted in four areas of Jayapura Regency: Sentani, East Sentani, Waibu, and Depapre, which are the locations of violence prevention training for women. Data collection took place over three months, from December 2024 to February 2025.

Data Analysis Tools

Data analysis used SEM-PLS (Structural Equation Modeling - Partial Least Squares), which allows for the simultaneous testing of complex relationships between variables. SEM-PLS is suitable for relatively small samples and variables with reflective measurements. Smart PLS 3.0 software was used to assist the analysis process.

The level of SEM-PLS analysis includes:

1. Measurement Model Testing (Outer Model):

Measuring the validity and reliability of instruments through:

- a. *Convergent Validity*, indicators are measured from the correlation of items with constructs (loading factor > 0.7 is considered good).
- b. *Discriminant Validity*, ensuring that the indicator is more strongly related to its construct than other constructs, as seen from the cross-loading and AVE value.
- c. *Composite Reliability And Cronbach's Alpha*, a value > 0.7 indicates high reliability.

2. Structural Model Testing (Inner Model)

Describes the relationship between latent variables based on theory. Evaluation is carried out by:

- a. *R-square*, to see the variation of the dependent variable explained by the independent variable.
- b. *Effect size (F2)*, measuring the magnitude of the influence of the variable.
- c. *Goodness of Fit (GoF)*, And *Q-square* for predictive model relevance. Q-square value > 0 indicates the model is good at predicting data.

3. Hypothesis Testing

This is done by examining the t-statistic and p-value at a 5% significance level ($\alpha=0.05$). The hypothesis is accepted if the t-statistic is >1.96 and the p-value is <0.05 .

With this method, research can systematically test the relationship between the influence of self-efficacy and internal locus of control on self-development motivation through women's violence prevention training accurately and reliably.

RESEARCH RESULTS AND DISCUSSION

Research result

1. Measurement Model Testing (Measurement Model/Outer Model)

Measurement model testing aims to verify the validity and reliability of the instruments used in the research. Validity indicates whether the instrument is capable of measuring what it is supposed to measure, while reliability indicates the consistency of the measurement results. Validity testing is performed using convergent and discriminant validity, while reliability is assessed using Cronbach's alpha and composite reliability.

Validity Test

Convergent validity was tested by examining the loading factor and Average Variance Extracted (AVE) values. The loading factor indicates the correlation between the indicator and the variable construct. A good loading factor value should be >0.7 , but values >0.5 are still tolerable. The AVE indicates how much of the indicator's variance can be explained by the construct and should be >0.5 . Based on the results of the outer loading test, most variable indicators had loading factor values above 0.7, indicating they were valid and could be used in this study. However, several indicators had loading values below 0.7, making them invalid and excluded from the analysis.

Table 1 Outer Loading Results for Each Indicator

Variables	Indicato r	Outer Loading	Indication
Self-Efficacy (X1)	X1.1	0,477	Invalid
	X1.2	0,844	Valid
	X1.3	0,852	Valid
	X1.4	0,859	Valid
Internal Locus of Control (X2)	X2.1	0,811	Valid
	X2.2	0,666	Invalid
	X2.3	0,840	Valid
	X2.4	0,811	Valid
Self-Development Motivation (Y)	Y1.1	0,870	Valid
	Y1.2	0,847	Valid
	Y1.3	0,831	Valid
	Y1.4	0,735	Valid
	Y1.5	0,846	Valid
Women's Violence Prevention Training (Z)	Z1.1	0,874	Valid

	Z1.2	0,886	Valid
	Z1.3	0,896	Valid
	Z1.4	0,917	Valid
	Z1.5	0,884	Valid

Data processed with Smart PLS 3.0, 2024

Discriminant Validity tests whether a variable's indicators have a higher correlation with its own variable than with other variables. Based on cross-loading (Table 5.10), the indicator loading values for each variable are higher than those for other variables, indicating good discriminant validity. Furthermore, the Fornell-Larcker Criterion test (Table 5.11) shows that the square root of the AVE value for each variable is greater than the correlation between constructs, and the AVE values for all constructs are >0.5 (see Table 5.12), thus discriminant validity is met.

Table 2 Cross Loading Examples

Indicator	Self-Efficacy (X1)	Internal Locus of Control (X2)	Self-Development Motivation (Y)	Women's Violence Prevention Training (Z)	Indication
X1.2	0,844	0,637	0,697	0,622	Valid
X2.3	0,552	0,840	0,621	0,476	Valid
Y1.1	0,753	0,711	0,870	0,732	Valid
Z1.4	0,634	0,556	0,697	0,917	Valid

Data processed with Smart PLS 3.0, 2024

Tabel 3 Fornell-Larcker Criterion

Indicator	Self-Efficacy (X1)	Internal Locus of Control (X2)	Self-Development Motivation (Y)	Women's Violence Prevention Training (Z)
Self-Efficacy (X1)	0,775			
Internal Locus of Control (X2)	0,697	0,785		
Self-Development Motivation (Y)	0,785	0,794	0,827	
Women's Violence Prevention Training (Z)	0,721	0,681	0,821	0,891

Data processed with Smart PLS 3.0, 2024

Tabel 4 Average Variance Extracted (AVE)

Variables	AVE	Indication
Self-Efficacy	0,601	Valid
Internal Locus of Control	0,616	Valid
Self-Development Motivation	0,684	Valid

Violence Against Women Prevention Training	0,795	Valid
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Data processed with Smart PLS 3.0, 2024

Reliability Test

Reliability testing used Cronbach's Alpha and Composite Reliability to assess the instrument's internal consistency. Based on Table 5.13, the Cronbach's Alpha values for all variables were greater than 0.7, indicating the instrument was reliable and trustworthy in measuring the research variables.

Table 5 Cronbach's Alpha:

Variables	Cronbach's Alpha	Indication
Self-Efficacy	0,762	Reliable
Internal Locus of Control	0,795	Reliable
Self-Development Motivation	0,884	Reliable
Violence Against Women Prevention Training	0,935	Reliable

Data processed with Smart PLS 3.0, 2024

Composite Reliability also shows similar results (Table 5.14) with all variables having values above 0.7, indicating high reliability and good measurement consistency.

Table 6 Composite Reliability

Variables	Composite Reliability	Indication
Self-Efficacy	0,852	Reliable
Internal Locus of Control	0,864	Reliable
Self-Development Motivation	0,915	Reliable
Violence Against Women Prevention Training	0,951	Reliable

Data processed with Smart PLS 3.0, 2024

2. Structural Model Testing (Inner Model)

The structural model was tested to determine the causal relationship between latent variables using the coefficient of determination (R-Square), effect size (F2), and Goodness of Fit (GoF). The coefficient of determination (R-Square) measures how much the independent variable is able to explain the variance of the dependent variable. Based on table 5.15, the Self-Development Motivation variable has an R² value of 0.804 (strong category), and Women's Violence Prevention Training 0.582 (moderate category). This indicates that the independent variables can explain approximately 80.4% and 58.2% of the variance of each dependent variable, while the remainder is influenced by other factors outside the model.

Table 7 R-Square Results

Variables	R-Square	Indication
Self-Development Motivation (Y)	0,804	Strong
Women's Violence Prevention Training (Z)	0,582	Moderate

Data processed with Smart PLS 3.0, 2024

Effect Size (F2) is used to assess the influence of each independent variable on the dependent variable. The results in Table 5.16 show that several variables have a moderate to strong influence, such as self-efficacy on training with a value of 0.283 (strong) and internal locus of control on self-development motivation of 0.260 (strong).

Tabel 8 Hasil Effect Size (F2)

Variables	Self-Development Motivation (Y)	Women's Violence Prevention Training (Z)
Self-Efficacy (X1)	0,136	0,283
Internal Locus of Control (X2)	0,260	0,149
Self-Development Motivation (Y)	-	-
Women's Violence Prevention Training (Z)	0,350	-

Data processed with Smart PLS 3.0, 2024

Goodness of Fit (GoF) tests the overall suitability of the model. Based on Table 5.17, the SRMR value of 0.081 (below 0.08), NFI of 0.766 (quite close to 0.9), and RMS_theta of 0.193 (close to zero) indicate that the model is suitable and suitable for use in analyzing the relationships between variables in this study.

Table 9 Goodness of Fit Test Results

Indicator	Saturated Model	Estimated Model	Information
SRMR	0,081	0,081	Fit
d_ ULS	1,132	1,132	
d_ G	0,655	0,655	
Chi-Square	349,244	349,244	
NFI	0,766	0,766	Fit
RMS_theta	0,193		Fit

Data processed with Smart PLS 3.0, 2024

Based on these test results, it can be concluded that the measurement instrument is valid and reliable, and the structural model is strong enough to describe the relationships between the variables in this study. The validity of the indicators and the consistency of the data are accountable, allowing further analysis of the structural model to be conducted with high confidence.

Discussion

1. The Influence of Self-Efficacy on Women's Violence Prevention Training

The results of the study indicate that self-efficacy has a positive and significant influence on training on preventing violence against women at the Women's Empowerment and Child Protection Office in Jayapura Regency. Respondents with high self-efficacy felt

more confident in carrying out tasks related to violence prevention. High self-efficacy enabled them to better understand the training material, master prevention techniques, and effectively implement the training outcomes in their daily lives. This demonstrates that the effectiveness of the training is strongly influenced by the participants' level of self-efficacy, where the higher the self-efficacy, the more successful the training.

These findings align with Albert Bandura's (2001) social cognitive theory, which emphasizes that an individual's belief in their ability to perform a task significantly determines the success of an action. In the context of women's violence prevention training, self-efficacy is a key factor in increasing participants' courage and readiness to undertake appropriate preventive and interventional actions. This study also corroborates the findings of Fahmy & Sinta (2022), who found a significant influence of self-efficacy and training on improving participant performance, emphasizing the importance of building self-confidence in similar training.

2. The Influence of Internal Locus of Control on Violence Prevention Training for Women

This study found that internal locus of control had a positive and significant impact on training for preventing violence against women. Respondents who felt responsible and took the initiative to prevent violence demonstrated the use of training as a means to improve their skills. They believed that with knowledge and personal effort, they could confront and overcome violence. This belief in personal control encouraged active participation in training and more effective application of the acquired material in their social environment.

Julian Rotter's (1966) Locus of Control theory supports these findings, stating that individuals with an internal locus of control believe that life outcomes are determined by their own actions and decisions. Therefore, they tend to take proactive preventative measures. These results align with research by Tripustikasari (2012), which states that an internal locus of control positively contributes to training transfer. Thus, the stronger a person's internal locus of control, the better they apply the knowledge gained during training.

3. The Influence of Self-Efficacy on Self-Development Motivation

Self-efficacy was also found to have a positive and significant influence on the motivation for self-development among training participants. Respondents with high confidence in their abilities demonstrated a stronger drive to improve their skills and knowledge. This confidence made them more motivated to continue learning and developing, as they felt capable of overcoming challenges and achieving their goals. Therefore, self-efficacy is a key driver in encouraging individuals to develop themselves sustainably.

Bandura's (2001) Social Cognitive Theory further supports these findings, where self-efficacy is considered a key determinant of motivation. Individuals with high self-efficacy are more confident that they can overcome obstacles and achieve desired outcomes, thus they are more persistent in learning and innovation. This research supports the findings of Yunita and Muhsin (2020), who also found a positive and significant influence of self-efficacy on student

learning motivation, demonstrating the consistency of this relationship across various learning and self-development contexts.

4. The Influence of Internal Locus of Control on Self-Development Motivation

The study found a positive but insignificant effect between internal locus of control and self-development motivation. This is likely due to differences in respondent characteristics, such as educational background, age, and work experience, which resulted in varying responses and weakened the statistical relationship between the variables. Nevertheless, the positive results indicate that individuals with a high internal locus of control tend to also exhibit greater self-development motivation.

According to Julian Rotter's (1954) theory, individuals with an internal locus of control believe that their success and failure are highly dependent on personal efforts and decisions. However, the results of this study differ from those of Sujadi (2018) and Alfitami & Rustiana (2018), who found a positive and significant influence of internal locus of control on achievement motivation. Therefore, these results suggest the need for further research to understand other factors influencing self-development motivation within the context of an internal locus of control.

5. The Influence of Women's Violence Prevention Training on Self-Development Motivation

Violence prevention training for women has been shown to have a positive and significant impact on participants' motivation for self-development. Respondents reported that the training provided new insights and skills, fostering a sense of responsibility and motivation to continue learning. The training was deemed essential in enhancing their readiness and effectiveness in their roles in society, as well as fostering a spirit of active self-development.

These results align with Self-Determination Theory (Deci & Ryan, 1985), which emphasizes that basic needs such as competence and autonomy drive intrinsic motivation for self-development. Internally motivated participants are more likely to participate actively in training and apply the knowledge gained. Research by Kekado et al. (2024) also supports these findings, demonstrating the positive influence of motivation and training on participants' career and self-development.

6. The Influence of Self-Efficacy on Self-Development Motivation Through Women's Violence Prevention Training

Self-efficacy has been shown to significantly influence motivation for self-development through training as an intervening variable. Respondents who are confident in their abilities feel more motivated to learn and innovate. Training provides guidance and concrete practices that help boost self-confidence and encourage continuous self-development. This relationship demonstrates the importance of strengthening self-efficacy to enhance training effectiveness.

This finding is supported by Bandura's (1977) self-efficacy theory, which states that belief in one's abilities directly influences motivation and effort in achieving goals. Research by Setyaningsih and Darusalam (2020) also found that self-efficacy significantly influences

motivation for training transfer, reinforcing its role as a key to success in training and development programs.

7. The Influence of Internal Locus of Control on Self-Development Motivation Through Women's Violence Prevention Training

The test results showed that an internal locus of control had a positive and significant effect on motivation for self-development through women's violence prevention training. Respondents felt more motivated to learn because they believed that success depended on their own effort and commitment. This awareness aligns with Zimmerman's (1989) theory, which emphasizes an individual's ability to control and learn independently, and Rotter's (1966) theory, which states that individuals with an internal locus of control believe their actions directly influence outcomes.

This relationship confirms that developing an internal locus of control can be an effective strategy for increasing participant motivation in women's violence prevention training. This research supports the findings of Ayuningtyas et al. (2018) who demonstrated the significant influence of locus of control, motivation, and competence on women's performance. Individuals with an internal locus of control tend to be more active in self-development and take responsibility for the results achieved.

CONCLUSION

Based on the research results and discussions that have been presented previously, the following conclusions can be drawn from the research on "The Influence of Self-Efficacy and Internal Locus of Control on Self-Development Motivation through Women's Violence Prevention Training at the Women's Empowerment and Child Protection Service of Jayapura Regency" as follows:

1. Self-efficacy has a positive and significant influence on Women's Violence Prevention Training at the Women's Empowerment and Child Protection Service of Jayapura Regency, it can be said that the hypothesis is accepted.
2. Internal Locus of Control has a positive and significant influence on Women's Violence Prevention Training at the Women's Empowerment and Child Protection Service of Jayapura Regency, it can be said that the Hypothesis is accepted.
3. Self-efficacy has a positive and significant influence on Self-Development Motivation at the Women's Empowerment and Child Protection Service of Jayapura Regency, it can be said that the Hypothesis is accepted.
4. Internal Locus of Control has a positive effect on Self-Development Motivation but is not significant on Self-Development Motivation at the Women's Empowerment and Child Protection Service of Jayapura Regency, it can be said that the Hypothesis is rejected.
5. Women's Violence Prevention Training has a positive and significant influence on Self-Development Motivation at the Women's Empowerment and Child Protection Service of Jayapura Regency, it can be said that the Hypothesis is accepted.

6. Self-efficacy has a positive and significant effect on Self-Development Motivation through Women's Violence Prevention Training at the Women's Empowerment and Child Protection Service of Jayapura Regency, it can be said that the hypothesis is accepted.
7. Internal Locus of Control has a positive and significant influence on Self-Development Motivation through Women's Violence Prevention Training at the Women's Empowerment and Child Protection Service of Jayapura Regency, it can be said that the Hypothesis is accepted.

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