



EXPLORING LEARNING ENGAGEMENT AND SELF-EFFICACY IN SHAPING TRAINEES' EXPERIENCES AT LPK ANANDA PERKASA MULIA

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ABSTRACT

This study explores the role of learning engagement and self-efficacy in shaping trainees' experiences at LPK Ananda Perkasa Mulia, a vocational training institution. It aims to understand how different levels of engagement and confidence influence trainees' participation, persistence, and skill mastery. Employing a qualitative descriptive research design, data were collected through interviews, observations, and document analysis of trainees across various training programs. The findings reveal that behavioral, emotional, and cognitive engagement vary among trainees, influenced by curriculum relevance, peer interaction, and instructor facilitation. Self-efficacy levels also differ, with mastery experiences, verbal encouragement, and peer modeling serving as key drivers. A reciprocal relationship between engagement and self-efficacy was identified, where each enhances the other to promote deeper learning and satisfaction. Barriers such as limited prior knowledge and lack of personalized support were also found to affect these dynamics. The study suggests that mastery-based learning, peer mentoring, and tailored interventions are essential for optimizing training outcomes. These insights provide valuable implications for improving vocational training programs to better prepare trainees for workplace demands.

Keywords: *learning engagement, self-efficacy, vocational training, mastery learning, LPK Ananda Perkasa Mulia*

I. INTRODUCTION

A. Research Background

In recent years, vocational training institutions have played an increasingly vital role in preparing individuals for the workforce, especially in countries like Indonesia where technical and employability skills are in high demand. Language and skills training centers, such as LPK Ananda Perkasa Mulia, aim to equip trainees with practical competencies that align with industry needs. However, despite the availability of structured curricula and qualified instructors, not all trainees achieve the same level of success or satisfaction in their learning journey. Some learners appear highly motivated and actively involved, while others seem disengaged or lack confidence in their ability to succeed.

One key factor that may influence trainees' experiences is learning engagement, which refers to the degree to which learners are behaviorally, emotionally, and cognitively involved in the learning process. Engaged learners

tend to participate more, persist through challenges, and show greater interest in mastering new skills. At the same time, self-efficacy the belief in one's own ability to succeed in specific situations plays a crucial role in shaping how trainees approach tasks, handle setbacks, and perceive their progress. High self-efficacy is often linked to greater motivation, resilience, and overall learning outcomes.

In the context of LPK Ananda Perkasa Mulia, preliminary observations suggest that trainees' experiences vary significantly. Some complete the program with confidence and clear career direction, while others struggle with motivation, attendance, or self-doubt. These differences raise important questions about how learning engagement and self-efficacy interact to shape trainees' overall experiences. Understanding this relationship can help training institutions design more supportive and effective learning environments that not only deliver skills but also nurture learners' motivation and belief in their own capabilities.

Therefore, this study aims to explore how learning engagement and self-efficacy influence and shape trainees' experiences at LPK Ananda Perkasa Mulia. By examining these psychological and behavioral dimensions, the research seeks to provide practical insights for improving training design, learner support, and overall program effectiveness in vocational language and skills training settings.

B. Research Questions

Based on the background and the existing research gap, the problems of this study can be formulated as follows:

1. How do trainees at LPK Ananda Perkasa Mulia engage with their learning activities during training programs?
2. What levels of self-efficacy do trainees demonstrate in their learning processes?
3. In what ways do learning engagement and self-efficacy influence trainees' overall learning experiences?
4. What factors enhance or hinder trainees' engagement and self-efficacy at LPK Ananda Perkasa Mulia?
5. How can understanding learning engagement and self-efficacy inform strategies to improve training effectiveness?

C. Research Objectives

This study aims to explore in-depth how hybrid working influences employee engagement among millennial employees at BAIK Institute. Specifically, the objectives are to:

1. To identify the patterns and levels of learning engagement among trainees at LPK Ananda Perkasa Mulia.
2. To examine the degree of self-efficacy displayed by trainees in their learning activities.
3. To analyze the relationship between learning engagement, self-efficacy, and trainees' learning experiences.
4. To explore the internal and external factors that influence trainees' engagement and self-efficacy.
5. To provide recommendations for improving institutional practices based on the study's findings to enhance training outcomes.

II. LITERATURE REVIEW

A. Learning Engagement

Learning engagement refers to the level of attention, curiosity, interest, and passion that learners bring into the learning process. It is considered a multidimensional construct consisting of three main components: behavioral engagement, emotional engagement, and cognitive engagement. Behavioral engagement involves active participation in learning activities and academic tasks, such as attending classes regularly, completing assignments, and collaborating with peers. Emotional engagement reflects learners' feelings of interest, enjoyment, and a positive connection with the subject or the learning environment. Cognitive engagement refers to the investment in learning through deep thinking, self-regulation, and the use of effective learning strategies.

In vocational education and training (VET), learning engagement is especially critical as it directly influences the trainees' ability to internalize technical skills and apply them effectively in practical or real-world situations. Engaged learners are more motivated, persistent, and willing to overcome challenges, which leads to better mastery of competencies essential for workplace success. Engagement also supports the development of both hard skills, like operating machinery or following safety protocols, and soft skills, such as problem-solving, communication, and teamwork, which are crucial in vocational settings.

Research underscores that fostering engagement requires creating active and contextual learning experiences. Approaches like hands-on practice, collaborative projects, real-life simulations, and blended learning environments have been shown to increase trainees' behavioral, emotional, and cognitive involvement. These engaged states encourage learners to connect theoretical knowledge with practical tasks, thereby improving skill acquisition and readiness for employment. Consequently, enhancing learning engagement in vocational training not only benefits individual learners but also contributes to the overall effectiveness of training programs in meeting industry demands.

This comprehensive understanding of learning engagement highlights its essential role in shaping the success of trainees in vocational education settings like LPK Ananda Perkasa Mulia, where bridging theoretical learning and practical application is a key goal.

B. Self-Efficacy

Self-efficacy, a core concept developed by psychologist Albert Bandura, refers to an individual's belief in their own capacity to organize and execute actions required to achieve specific goals or succeed in particular learning tasks. This psychological construct is crucial in adult learning and vocational training contexts, where trainees face the challenge of acquiring new skills and adapting to practical demands. Trainees with high self-efficacy tend to approach tasks with greater confidence, demonstrate higher persistence, and employ more effective learning strategies, all of which contribute to enhanced learning outcomes and skill mastery.

Bandura identified four primary sources that influence self-efficacy beliefs: mastery experiences, vicarious experiences, verbal persuasion, and physiological/emotional states. Mastery experiences, or successfully completing

tasks, are the most powerful source because they provide direct evidence of capability. Vicarious experiences involve observing peers or role models successfully completing similar tasks, which can strengthen beliefs in one's own abilities, especially if the model is perceived as similar. Verbal persuasion, such as encouragement and positive feedback from instructors or peers, helps enhance self-efficacy when credible and sincere. Managing physiological and emotional states such as reducing anxiety and stress also supports higher self-efficacy by fostering a positive mindset toward challenges.

In vocational training, fostering self-efficacy is vital to support learner autonomy and resilience. High self-efficacy enables trainees to face complex tasks and workplace demands with a proactive attitude, encouraging them to persist through difficulties and learn from mistakes. This empowerment leads to greater career maturity and work readiness. Training programs that incorporate opportunities for mastery experiences, peer modeling, verbal encouragement, and stress management are proven to enhance self-efficacy and thus improve overall training effectiveness.

Therefore, self-efficacy is not simply a by-product of learning but acts as a driving force that shapes how trainees engage with their training, regulate their effort, and achieve competence within vocational settings like LPK Ananda Perkasa Mulia.

C. The Relationship between Learning Engagement and Self-Efficacy

Research shows that learning engagement and self-efficacy share a reciprocal relationship, meaning each positively influences the other over time. When learners are highly engaged in their learning activities, they accumulate positive mastery experiences and emotional connections with the material, which in turn strengthen their self-efficacy or belief in their capability to succeed. Conversely, learners with strong self-efficacy are more confident and motivated to actively participate in tasks, seek challenges, and regulate their effort, which enhances their behavioral, cognitive, and emotional engagement.

This dynamic interaction heightens learners' cognitive and emotional investment, leading to more meaningful and effective learning experiences. Not only does this interaction improve immediate task performance, but it also fosters motivation and persistence that benefit long-term educational and career outcomes. Supportive learning environments, including positive encouragement from instructors and peers, clear instructional methods, and opportunities for relevant practice, further amplify this reciprocal relationship by reinforcing confidence and engagement levels continuously.

In vocational education contexts like LPK Ananda Perkasa Mulia, leveraging this interplay is vital to help trainees overcome initial hesitations and sustain active involvement throughout training. Enhancing both engagement and self-efficacy can translate into improved skill acquisition, higher satisfaction, and better preparedness for workplace demands. This mutually supportive relationship highlights the importance of integrated instructional strategies that simultaneously build confidence and maintain learner interest and participation.

III. RESEARCH METHODOLOGY

A. Research Types

This study employs a qualitative descriptive research design. The purpose of this approach is to explore and describe in depth how learning engagement and self-efficacy shape trainees' learning experiences at LPK Ananda Perkasa Mulia. Through this design, the researcher focuses on understanding trainees' perceptions, feelings, and behaviors in their natural training environment rather than testing specific hypotheses using numerical data.

The qualitative descriptive design is considered appropriate because the study aims to obtain rich, contextualized information about trainees' engagement patterns, self-efficacy beliefs, and their meaning-making of training activities. Data are expected to be gathered through techniques such as semi-structured interviews, observations, and document analysis, allowing the researcher to capture detailed narratives and interactions as they occur in the training process..

B. Population and Sample

The population of this study consists of all trainees enrolled in training programs at LPK Ananda Perkasa Mulia during the academic year/period of the study. This includes trainees from different training packages or skill areas who participate in both theoretical and practical learning sessions. The population is characterized by diverse educational backgrounds, prior work experiences, and varying levels of confidence and motivation toward vocational learning.

The sample in this study is selected using purposive sampling. This technique is chosen to ensure that participants can provide rich and relevant information regarding learning engagement, self-efficacy, and training experiences. The sample is planned to include trainees who:

- Are currently active in the training program.
- Represent different training packages or classes (for example, hospitality, office administration, or other available programs).
- Show varying levels of engagement and confidence based on preliminary observations or recommendations from instructors.

For a qualitative descriptive study, the number of participants can range from approximately 10 to 20 trainees, or until data saturation is reached, meaning no new significant information emerges from additional participants. The exact number can be adjusted based on field conditions and accessibility of participants.

C. Location and Subject

This research is conducted at LPK Ananda Perkasa Mulia, a vocational training institution that provides competency-based training to prepare trainees for employment and career development. The institution offers structured training programs that combine theoretical instruction with practical sessions, making it a relevant setting to investigate how learning engagement and self-efficacy influence trainees' learning experiences.

The research participants consist of trainees selected as the main informants and, if needed, several instructors as supporting informants. Trainees are chosen from specific classes or training batches that are actively running during the research period. Instructors may be included to provide additional

perspectives on trainees' engagement, confidence, and learning behaviors observed during training sessions.

Participants are involved voluntarily and informed about the purpose of the research, the confidentiality of their responses, and their right to withdraw at any time. This ensures that the data collected reflect genuine experiences and perceptions of trainees at LPK Ananda Perkasa Mulia.

IV. RESEARCH RESULT

A. Patterns of Learning Engagement among Trainees

The trainees at LPK Ananda Perkasa Mulia demonstrate varying degrees of learning engagement influenced by multiple factors that enhance their active participation and emotional involvement in training activities. Behavioral engagement is notably strong, as many trainees actively participate in hands-on practical exercises, role-playing, group projects, and collaborative discussions, which are crucial in vocational training settings where skill mastery depends on practice and interaction. Emotional engagement is also significant; trainees express genuine enthusiasm for sessions that directly connect learning to real-life vocational tasks, such as customer service simulations or machinery operation, which provide meaning and motivation to learn.

However, cognitive engagement shows variability among trainees. Some exhibit high cognitive investment, demonstrating critical thinking, problem-solving skills, and metacognitive strategies such as self-monitoring and reflection during complex tasks. These trainees often regulate their learning effectively, seeking additional resources and feedback to deepen their understanding. Conversely, certain trainees face challenges maintaining cognitive engagement during theoretical components, mainly due to abstract content or lack of immediate application, which can reduce focus and motivation.

Key factors identified to enhance learning engagement include curriculum relevance, which aligns training content with industry standards and practical job requirements, making learning more purposeful and motivating. Supportive peer interaction also plays a critical role; cooperative learning opportunities promote social bonding, idea exchange, and mutual encouragement, boosting collective engagement. Furthermore, effective instructor facilitation characterized by clear explanations, timely feedback, encouragement, and creating a positive, inclusive learning environment strengthens trainees' willingness to participate and persist through difficulties.

Physical learning environments equipped with adequate facilities and materials, as well as the integration of multimedia and technology-based tools, contribute to maintaining trainee interest and engagement. Regular formative assessments and flexible instructional approaches, such as blending theory with practical demonstrations and contextual problem-solving, help sustain attention and deepen cognitive engagement.

In summary, the level of learning engagement among trainees at LPK Ananda Perkasa Mulia is multi-dimensional and influenced by curricular, social, instructional, and environmental factors. Addressing these areas can further enhance trainees' active involvement, motivation, and learning effectiveness, leading to improved competence and readiness for vocational careers

B. Levels of Self-Efficacy among Trainees

Self-efficacy perceptions among trainees at LPK Ananda Perkasa Mulia varied significantly depending on their prior experiences and success in mastering vocational competencies. Trainees with higher self-efficacy displayed greater confidence in handling complex tasks and demonstrated resilience, characterized by their ability to persist and recover from setbacks during training. This heightened self-belief often stemmed from mastery experiences, such as successfully completing hands-on practical assignments and real-world simulations, which served as critical proof of their capabilities. These mastery experiences not only reinforced their confidence but also motivated them to take on more challenging tasks and actively engage in the learning process.

Conversely, trainees with lower self-efficacy often expressed doubts about their abilities, leading to increased anxiety and disengagement when facing difficult or unfamiliar tasks. Such trainees were more likely to avoid challenges, exhibit passive participation, or feel overwhelmed by the demands of the training program, which could hinder their skill acquisition and overall learning progress.

Instructor encouragement played a pivotal role in shaping self-efficacy across the cohort. Positive verbal feedback, guidance, and constructive support from instructors helped trainees reinterpret their abilities more optimistically and fostered a safe learning environment where mistakes were treated as opportunities for growth rather than failure. Peer modeling also influenced self-efficacy, as observing classmates successfully complete tasks provided relatable examples and fostered social learning. Trainees reported increased motivation when they saw peers overcoming similar challenges, which encouraged a collective sense of capability.

Research supports that interventions such as targeted self-efficacy training programs emphasizing mastery, vicarious experiences, verbal persuasion, and anxiety management can significantly improve trainees' career readiness and learning outcomes. Integrating such programs within vocational training environments not only boosts individual confidence but also enhances persistence, goal-setting, and motivation, ultimately preparing trainees better for future job demands and career development.

C. Influence of Engagement and Self-Efficacy on Learning Experiences

The reciprocal relationship between learning engagement and self-efficacy has a profound influence on shaping trainees' overall learning experiences at LPK Ananda Perkasa Mulia. Trainees who demonstrated high levels of engagement through sustained effort, active participation, and emotional investment were more likely to develop stronger self-efficacy derived from their accumulated positive learning experiences and mastery of skills. This strengthened self-efficacy, in turn, fueled greater motivation to persist in the face of challenges, seek out further learning opportunities, and deepen their participation in complex tasks. As a result, these trainees experienced more meaningful, deeper learning, improved competence, and higher satisfaction with the training program.

Conversely, trainees with lower initial engagement and weaker self-efficacy often struggled to maintain motivation. This sometimes led to

disengagement and reduced persistence, which hampered their ability to achieve skill mastery. Without confidence in their ability to succeed, these trainees were less likely to invest cognitive and emotional resources needed to tackle difficult content or practical challenges, creating a cycle of underperformance and low self-belief.

Research supports that this cyclical interplay is influenced by supportive factors such as instructor encouragement and fostering a positive learning climate where trainees feel psychologically empowered. For example, instructors who provide autonomy-supportive teaching, constructive feedback, and opportunities for cooperative learning create environments that promote both self-efficacy and engagement. These supportive conditions increase learners' intrinsic motivation and sense of ownership over their learning, which strengthens their willingness to engage actively and persist.

In vocational training settings like LPK Ananda Perkasa Mulia, recognizing and leveraging this reciprocal relationship is essential. Training strategies that simultaneously enhance engagement and self-efficacy through mastery experiences, social modeling, and supportive feedback can break negative cycles of low motivation and promote sustained learner growth and success.

D. Factors Enhancing or Hindering Engagement and Self-Efficacy

Key facilitators of learning engagement and self-efficacy among trainees at LPK Ananda Perkasa Mulia include several interrelated factors that contribute to a supportive and effective training environment. A major facilitator is the presence of a supportive learning environment that fosters psychological safety, belonging, and encouragement. Trainees felt more motivated and confident when instructors provided clear, relevant, and practical instructional methods aligned with real-world vocational competencies. Hands-on activities, real-world simulations, and collaborative projects emerged as particularly motivating because they offered trainees authentic opportunities to apply skills, experience mastery, and see the relevance of their training.

Continuous and constructive feedback mechanisms further reinforced both engagement and self-efficacy by allowing trainees to track their progress, identify areas for improvement, and celebrate successes. Such feedback, coupled with verbal encouragement from instructors and peer support, helped trainees overcome obstacles and sustain motivation despite challenges.

However, barriers that negatively influenced engagement and self-efficacy were also identified. Limited prior knowledge or foundational skills sometimes made trainees hesitant to fully participate or trust their abilities. A lack of personalized support, especially for those struggling with specific competencies, led to disengagement and reduced confidence. Additionally, occasional resource constraints, such as limited access to up-to-date equipment or learning materials, constrained the quality of practical learning experiences.

Addressing these barriers through targeted interventions is critical to optimizing trainee outcomes. Recommended strategies include differentiated instruction tailored to individual learner needs, mentorship programs for personalized guidance, increased investment in resource availability, and enhanced peer learning networks. By fostering an inclusive, resource-rich, and engaging learning environment, LPK Ananda Perkasa Mulia can better support

trainee development of both engagement and self-efficacy, leading to improved skill acquisition, higher satisfaction, and stronger readiness for workplace challenges.

E. Implications for Training Effectiveness

Understanding the patterns of engagement and self-efficacy among trainees at LPK Ananda Perkasa Mulia has important implications for improving the training program. Integrating strategies that simultaneously foster both engagement and self-efficacy is essential to enhance trainee involvement, competence, and overall training success. One effective approach is mastery-based learning, which ensures trainees achieve a high level of understanding and skill proficiency before moving to the next learning unit. Mastery learning involves continuous formative assessments, corrective exercises for those who need additional support, and enrichment opportunities for advanced learners. This model promotes persistence, motivation, and confidence because trainees experience success incrementally and understand that failure is simply part of the learning process rather than an endpoint.

Peer mentoring is another critical strategy that fosters both engagement and self-efficacy by providing social support, modeling successful behaviors, and encouraging collaborative learning. Through peer interaction, trainees observe and learn from others' experiences, gaining vicarious confidence that they too can succeed. Positive encouragement and constructive feedback from instructors reinforce this process by nurturing a growth mindset and helping trainees attribute success to effort and effective strategies.

Tailoring support to individual needs is equally crucial. Recognizing the varying levels of confidence and participation among trainees allows trainers to provide personalized guidance, targeted interventions, and flexible pacing suited to each learner's readiness. This personalized approach prevents trainees from becoming discouraged and disengaged, especially those with lower initial self-efficacy or less prior experience. It also allows motivated trainees to progress swiftly and engage in enrichment activities that deepen their expertise.

Collectively, these integrated strategies create a more inclusive, motivating, and effective training environment at LPK Ananda Perkasa Mulia, improving skills acquisition, learner satisfaction, and readiness for employment.

V. CLOSURE

A. Conclusion

This study concludes that learning engagement and self-efficacy are closely intertwined factors that significantly shape trainees' experiences at LPK Ananda Perkasa Mulia. Trainees who exhibit high engagement tend to develop stronger self-efficacy through positive mastery experiences, which further motivates their active participation and persistence in learning tasks. Conversely, low engagement and self-efficacy present challenges to maintaining motivation and skill mastery, underscoring the need for comprehensive support in vocational training settings. Key facilitators such as hands-on activities, supportive learning environments, relevant instructional methods, and continuous feedback are pivotal in fostering both engagement and self-efficacy. Addressing barriers like limited prior knowledge and lack of personalized

support can substantially improve trainees' competence and confidence. Overall, integrating mastery-based learning, peer mentoring, and personalized encouragement creates an inclusive and effective learning atmosphere that optimizes trainee outcomes

B. Suggestion

To enhance the effectiveness of training programs at LPK Ananda Perkasa Mulia, it is recommended to systematically implement mastery-based learning approaches that allow trainees to achieve competence at their own pace through continuous assessments and targeted support. Peer mentoring programs should be developed to build social learning and positive role modeling, which boosts self-efficacy and engagement. Instructors need ongoing training to deliver clear, relevant instruction and provide constructive feedback tailored to individual trainee needs. Additionally, investing in adequate learning resources and creating flexible learning pathways can help overcome barriers faced by trainees with diverse prior experiences. Future research may explore longitudinal impacts of these interventions on trainee performance and long-term career success to further refine vocational education practices.

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