



Self-Efficacy and Collective Efficacy on the Students' Correspondence Skill Based on Self-Determination Theory

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Abstrak

Komunikasi merupakan keterampilan penting yang harus dikembangkan dalam diri seorang individu. Dalam konteks dunia kerja, keterampilan komunikasi tertulis dikenal sebagai korespondensi. Penelitian ini bertujuan untuk meningkatkan keterampilan korespondensi mahasiswa dengan menyelidiki dampak keterampilan kolaboratif, keterlibatan, dan komunikasi interpersonal terhadap hasil belajar mahasiswa administrasi perkantoran. Penelitian ini merupakan penelitian kuantitatif. Populasi penelitian adalah 150 mahasiswa manajemen perkantoran. Pengambilan sampel menggunakan metode jenuh. Responden yang mengisi kuesioner sebanyak 141 orang. Mahasiswa mengisi kuesioner untuk mengukur efikasi diri dan efikasi kolektif, sedangkan tes untuk mengukur keterampilan korespondensi. Data ditabulasi dan dianalisis menggunakan SEM berbasis kovarians (CB-SEM). Hasil penelitian menunjukkan bahwa berdasarkan SDT, efikasi diri dan kompetensi memiliki peran yang signifikan dalam meningkatkan keterampilan korespondensi, sedangkan otonomi dan keterkaitan lebih memengaruhi efikasi diri dan efikasi kolektif. Namun, tidak semuanya memiliki pengaruh langsung terhadap hasil belajar korespondensi. Oleh karena itu, untuk meningkatkan keterampilan korespondensi, penting untuk menciptakan lingkungan belajar yang mendukung peningkatan kompetensi dan kepercayaan diri siswa, serta memberikan kebebasan dalam belajar dan berkomunikasi.

Keywords:

Correspondence skills; Competence; Relatedness; Autonomy; Self-efficacy; Collective efficacy;

Abstract

Communication is an important skill that must be developed in an individual. In the context of the world of work, written communication skills are known as correspondence. This study aimed to enhance students' correspondence skills by investigating the impact of collaborative skills, engagement, and interpersonal communication on learning outcomes for office administration students. This research is a quantitative study. The population was 150 university students of office management. It was saturation sampling. The respondents who filled out the questionnaires were 141. Students filled out a questionnaire to measure self-efficacy and collective efficacy, whereas a test measured correspondence skills. The data were tabulated and analyzed using covariance-based SEM (CB-SEM). The results showed that based on SDT, self-efficacy and competence have a significant role in improving correspondence skills, while autonomy and relatedness influence self-efficacy and collective efficacy more. However, not all of them have a direct effect on correspondence learning outcomes. Therefore, to improve correspondence skills, it is essential to create a learning environment that supports increasing students' competence and self-confidence, as well as providing freedom in learning and communicating.

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INTRODUCTION

Communication is widely recognized as a fundamental skill essential for individual development, particularly in professional contexts where written communication—commonly referred to as correspondence—plays a pivotal role. Correspondence encompasses various forms of formal and informal writing, including letters, memos, emails, and reports. Proficiency in this domain is crucial as it not only reflects one's professionalism and clarity of thought but also serves as a durable record for future reference.

For students in office management programs, mastering correspondence skills is imperative for both academic performance and future career readiness. Effective writing facilitates precise and professional communication, enabling students to articulate ideas with clarity and coherence. Prior studies (Sreena & Ilankumaran, 2018; Muspitarini, 2019) have underscored that correspondence tasks require a combination of critical thinking, analytical reasoning, and linguistic proficiency. However, empirical observations at the Faculty of Economics and Business, Universitas Negeri Semarang indicate that many students encounter challenges in composing well-structured and error-free professional correspondence. These findings are echoed in studies by Ramadhanti et al. (2019), Arlita Roza and Nelisa (2013), Subekti (2014), and Jetisya Putri et al. (2021), all of which highlight ongoing deficiencies in students' correspondence performance.

While prior research has primarily addressed technical aspects such as grammar, formatting, and style, there is comparatively limited exploration into the psychological factors that influence correspondence proficiency—particularly students' motivation, self-belief, and confidence. For instance, Erliani et al. (2024) emphasized the value of practice-based instruction, whereas Toyibah et al. (2024) proposed technology-mediated interventions. Although these approaches have pedagogical merit, they fall short of addressing the intrinsic psychological constructs that may underpin students' correspondence skills.

To address this gap, the present study adopts the Self-Determination Theory (SDT) as its theoretical foundation. SDT posits that individuals are driven by the satisfaction of three basic psychological needs—autonomy, competence, and relatedness—which collectively enhance intrinsic motivation and personal achievement (Deci et al., 2017). In this study, we specifically focus on two constructs derived from SDT: self-efficacy (individual belief in one's capabilities) and collective efficacy (a group's shared belief in its collective competence), both of which are hypothesized to significantly influence students' correspondence outcomes.

This research makes two key contributions. First, it delineates the roles of self-efficacy and collective efficacy, which are often treated interchangeably or examined in isolation. This distinction is particularly relevant in educational settings where collaboration and team-based learning are integral. As 21st-century competencies such as critical thinking, collaboration, communication, and creativity (4Cs) become increasingly central to curricula, understanding the influence of collective efficacy on learning outcomes is vital (Dayu et al., 2022; Le et al., 2018).

Second, this study introduces a modified research model that separately examines the influence of both efficacy constructs on correspondence skill development. Previous research, such as that by Tilak et al. (2022), found that social experiences and the fulfillment of competence and relatedness needs were positively associated with higher levels of collective efficacy in digitally supported learning environments. However, such

studies did not holistically integrate all dimensions of SDT, nor did they contextualize these constructs in relation to correspondence skill acquisition.

Accordingly, this study aims to examine the influence of self-efficacy and collective efficacy on students' correspondence skills within the theoretical framework of Self-Determination Theory (SDT). Specifically, the study explores how the basic psychological needs of autonomy, competence, and relatedness—through their impact on self- and collective efficacy—affect students' ability to perform formal written communication tasks.

The novelty of this research lies in its dual focus on both individual and group-level motivational constructs. While existing studies often emphasize technical writing skills or general motivation, this study uniquely integrates psychological factors rooted in SDT with the context of correspondence learning. Furthermore, by distinguishing between self-efficacy and collective efficacy and modeling their respective pathways to learning outcomes, this research offers a more comprehensive and nuanced understanding of how students' beliefs—both personal and collective—contribute to their academic performance in written communication.

Self-determination is the innate desire to flourish that is embedded within each of us (DeRobertis & Bland, 2018). Self-determination is about feeling equipped to make our own choices so that we feel a sense of control over our own lives. Our well-being is deeply connected to our sense of self-determination (Deci et al., 2017). Our role in peer support is to create the right conditions for others to deepen their sense of self-determination. As supporters, we walk alongside others, but we never fix or save.

Self-determination theory posits that humans have three fundamental psychological needs: competence, autonomy, and relatedness. These needs highlight the importance of developing mastery and skills (competence), having the freedom to make choices (autonomy), and forming meaningful connections with others (relatedness). According to (Deci et al., 2017), fulfilling these needs is essential for fostering motivation and psychological well-being.

First is competence, which refers to skills and competencies usually earned from training/education (Gervais, 2016). Ongoing opportunities for personal development and learning are essential. Setting and working towards both modest and ambitious objectives is crucial (Darling-Hammond et al., 2020). Continuously acquiring and practicing new abilities is vital. When individuals perceive themselves as skilled and competent, they are more inclined to take risks and pursue their goals. A sense of mastery is fundamental to thriving.

Second, autonomy is a sense of independence and discretion over goals, choices, and behaviors. When a person feels a sense of autonomy, they are empowered to take initiative and possess the tools for self-regulation. It allows individuals to get out of autopilot and choose to be intentional in their actions.

Third, relatedness means a sense of belonging and meaningful connections with others (King, 2015). Individuals have an innate requirement to both provide and obtain support. Accessing our self-determination is more challenging without a connection to a social group. Respect and genuine concern are crucial facets of our sense of belonging. Inclusive environments that foster diversity are essential. Criticism, ostracization, and cliques undermine feelings of connection and relatedness. We necessitate social and community ties, as well as support systems.

Moreover, the three core needs outlined in self-determination theory—autonomy, competence, and relatedness—play significant roles in shaping various types

of efficacy. Specifically, both autonomy and competence are critical factors that directly impact an individual's self-efficacy, which refers to one's belief in their ability to succeed in specific tasks. On the other hand, the interplay between relatedness and competence contributes to the development of collective efficacy, which is the shared belief in a group's capabilities to achieve collective goals. The previous studies by (Tilak et al., 2022) and (Martela et al., 2018) investigated the relationship between relatedness, competence, and autonomy on efficacy. They found that all three were able to influence self-efficacy and collective efficacy.

In their study (Tilak et al., 2022) focused on the dimensions of relatedness and competence as they relate to the measurement of collective efficacy. They made a deliberate choice to exclude autonomy from their evaluation, reasoning that autonomy is often perceived as an individualistic characteristic. This perception could potentially detract from the concept of collective efficacy, which hinges on shared beliefs and collaborative efforts rather than individual achievements. The researchers emphasized that self-efficacy is traditionally assessed through the lenses of autonomy and competence. This is because self-efficacy relates to an individual's belief in their capabilities to effect change and achieve goals. However, in the context of group dynamics, considering autonomy may overshadow the essential qualities of teamwork and mutual support. Thus, (Tilak et al., 2022) sought to illuminate how relatedness and competence can foster a more robust understanding of collective efficacy, steering clear of the complexities introduced by autonomy.

Correspondence learning outcomes include the ability and skills to communicate effectively using electronic and conventional media, such as letters, emails, and other platforms (Liu, 2016). With the rapid development in the field of information and communication technology, these skills are increasingly being expanded through the use of various technology platforms that can be integrated. In the context of the world of work, correspondence skills have a strategic role in building and maintaining good professional relationships with colleagues, superiors, and business partners, thereby contributing to the achievement of overall organizational goals (Setiawan et al., 2020). Effective correspondence learning outcomes not only support smooth communication within and outside the agency but also play an important role in facilitating work processes and decision-making that have an impact on organizational progress (Sholikhatun & Sutirman, 2018). This highlights the importance of learning outcomes in today's society. In the increasingly competitive job market, vocational high school graduates must meet these challenges.

Self-efficacy refers to self-confidence in being able to perform correspondence skills. The higher an individual's self-efficacy, the higher the confidence in being able to perform a task well. This is in accordance with the theory of self-determination, which states that individuals who have strong self-efficacy tend to have better abilities and skills. This finding is consistent with previous studies, which also show that self-efficacy is closely related to students' academic achievement (Ribeiro et al., 2018). Students with high self-efficacy believe they can complete their tasks well, which can affect their learning outcomes. (Herawati et al., 2020) Thus, self-efficacy is an important factor that determines students' academic performance, including in terms of correspondence skills.

Collective efficacy refers to a shared belief in the ability of a group to achieve common goals. Strong group collectivity can boost individual self-efficacy and their ability to perform correspondence tasks well. The results of the study showed that

collective efficacy has a positive and significant effect on students' correspondence abilities. The higher the collective efficacy, the higher the students' correspondence abilities.

This finding is in line with theoretical studies that reveal that strong collective efficacy can make individuals more confident and able to do tasks better. With high collective efficacy, students are more motivated, persistent, and able to overcome challenges in completing correspondence tasks. Research has found that collective efficacy can also affect students' attitudes and behavior at school (Ningsih & Ardianti, 2020).

The research hypotheses are as follows:

1. Autonomy has a positive and significant effect on self-efficacy. Competence
2. has a positive and significant effect on self-efficacy.
3. Relatedness has a positive and significant effect on collective efficacy.
4. Competence has a positive and significant effect on collective efficacy.
5. Self-efficacy has a positive and significant effect on correspondence skills.
6. Collective efficacy has a positive and significant effect on correspondence skills.

METHOD

This study employed a quantitative research design. The population consisted of 150 undergraduate students majoring in office management at Universitas Negeri Semarang. Given the manageable population size, a saturation sampling technique was adopted, and 141 students fully completed the study instruments.

Two main instruments were used for data collection instruments and procedure: First, questionnaire – to measure students' self-efficacy and collective efficacy. And the second, performance test – to assess students' correspondence skills, focusing on their ability to produce written communication such as letters, emails, and memos in accordance with professional standards. The instruments were developed and adapted based on existing validated scales. Indicators for self-efficacy and collective efficacy were adapted from Glassman et al. (2021) and Slåtten (2014), while correspondence writing performance was assessed based on the indicators proposed by Brown & Abeywickrama (2010) and Sharma & Mohan (2016), including content, organization, vocabulary, language use, and mechanics.

The data were tabulated and analyzed using covariance-based SEM (CB-SEM). After the model was validated, a CB-SEM analysis was conducted to determine the direct influence between variables. CB-SEM is used to test the research model that connects latent variables. The definition and indicators per variable can be seen in Table 1 below.

Table 1. - The definition and indicators per variable.

No	Variables	Definition	Indicators
1	Correspondence writing skill	Correspondence is the exchange of messages or written communication between two or more parties to establish a business or personal relationship.	a) content, b) organization, c) vocabulary, d) language use, e) mechanics.
2	Competence	Competence is the need to feel adequate and capable in one's actions. It reflects an	(Brown, H & Abeywickrama, 2010) a) Positive feedback b) Overcoming challenges

		individual's desire to experience mastery and effectiveness in their environment, thus fostering confidence in one's abilities and accomplishments. (Chong et al., 2024)	c) Feelings of progress or advancement (Martela & Riekki, 2018)
3	Relatedness	Relatedness is the need for connection with others. This involves feeling cared for by and connected to other people, which supports a sense of belonging and mutual care in social environments. (Chong et al., 2024)	a) Supportive social interactions, b) Sense of belonging c) Interpersonal connections (Martela & Riekki, 2018)
4	Autonomy	Autonomy refers to the need for self-direction and freedom to make choices aligned with one's values. It involves acting with a sense of volition and ownership over one's behavior. It enhances intrinsic motivation when individuals feel they are willingly engaging in activities rather than feeling pressured or controlled. (Chong et al., 2024)	a) Opportunity for choice and flexibility b) Self-directed decision-making, c) Freedom from external control (Martela & Riekki, 2018)
5	Self-Efficacy	Self-efficacy refers to a person's belief in his or her ability to organize and carry out actions to achieve specific goals (Slåtten, 2014)	a) Social presence b) Engagement c) Collaboration (Glassman et al., 2021)
6	Collective Efficacy	Collective efficacy is the belief among group members that they have something valuable to offer the group and that other group members consider each other's participation important and value them. (Lyons et al., 2016)	a) Social presence b) Engagement c) Collaboration (Glassman et al., 2021)

RESULTS AND DISCUSSION

RESULTS

After the data was tabulated and analyzed using CB-SEM with Smart-PLS, the following are the output results from the outer model. From the outer model, we can see the validity (convergent validity and discriminant validity) and reliability (composite reliability and Cronbach's alpha) of the indicators forming the variables. The following Figure 2 shows the schematic of the outer model.

Outer Model (Measurement Model)

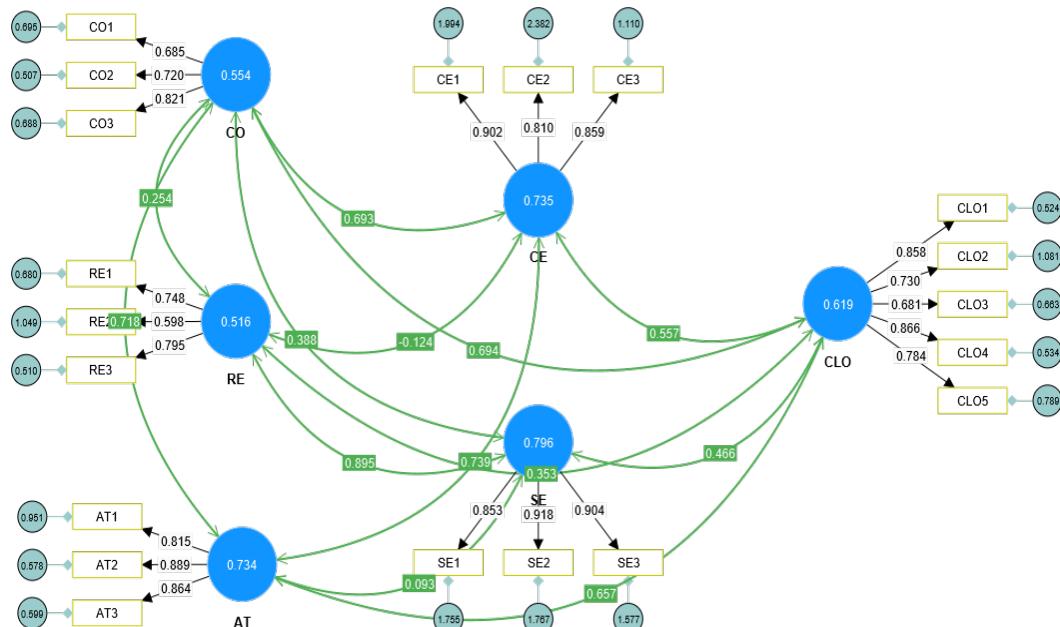


Figure 1. - Measurement Model (Outer Model)

For assessing the convergent validity, it utilizes outer loading and Average Variance Extracted (AVE) values (Ghozali, 2014:68). A higher outer loading value indicates a more substantial impact of the factor loading in explaining the matrix factors. Berikut ini Tabel 2 terkait outer loading per indikator.

Table 2. - Outer loading per indicators of variable.

No	The Variables	The Indicators	Outer loadings (standardized)	Taraf of Convergent Validity	Notes
1	Correspondence Learning Outcomes	CLO1 <- CLO	0,858	> 0,7	Valid
		CLO2 <- CLO	0,730	> 0,7	Valid
		CLO3 <- CLO	0,681*	> 0,6	Valid
		CLO4 <- CLO	0,866	> 0,7	Valid
		CLO5 <- CLO	0,784	> 0,7	Valid
2	Self-efficacy	SE1 <- SE	0,853	> 0,7	Valid
		SE2 <- SE	0,918	> 0,7	Valid
		SE3 <- SE	0,904	> 0,7	Valid
3	Collective efficacy	CE1 <- CE	0,902	> 0,7	Valid
		CE2 <- CE	0,810	> 0,7	Valid
		CE3 <- CE	0,859	> 0,7	Valid
4	Competence	CO1 <- CO	0,685*	> 0,6	Valid
		CO2 <- CO	0,720	> 0,7	Valid
		CO3 <- CO	0,821	> 0,7	Valid
5	Relatedness	RE1 <- RE	0,748	> 0,7	Valid
		RE2 <- RE	0,598*	> 0,6	Valid
		RE3 <- RE	0,795	> 0,7	Valid
6	Autonomy	AT1 <- AT	0,815	> 0,7	Valid
		AT2 <- AT	0,889	> 0,7	Valid
		AT3 <- AT	0,864	> 0,7	Valid

Table 2. shows that the outer loading for each variable related to learning outcomes, collaborative skills, learning engagement, and interpersonal communication exceeds the threshold of 0.6 or 0.7. It indicates that the indicators within the research construct are considered valid, demonstrating convergent validity and enabling accurate measurement of the research variables. Moreover, an assessment of convergent validity can also be conducted by examining the Average Variance Extracted (AVE). According to (Hair et al., 2019) the factor loadings between 0.5 and 0.65 can be retained if the CR & AVE are more significant than 0.5, as presented in Table 3.

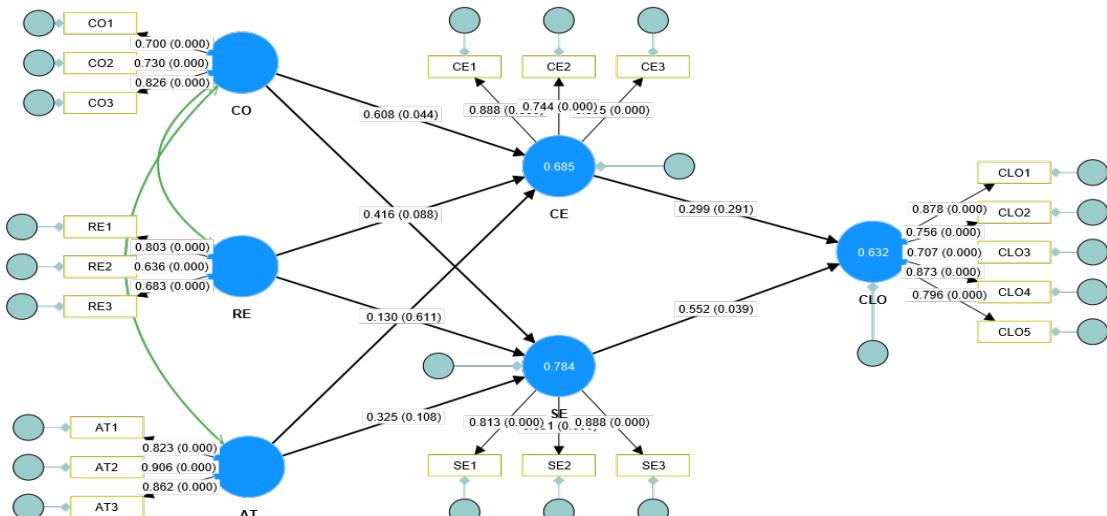
Table 3. - Cronbach's Alpha Results and Average Variance Extracted (AVE) Values for Research Variable.

No	Variables	Cronbac h's alpha (standar dized)	Threshold of Cronbach's alpha	Composi te reliabilit y (rho_c)	Notes	Average variance extracted (AVE)	Threshold of AVE	Notes
1	Corresponde nce Learning Outcomes	0,918	0,7	0,893	Reliable	0,619	0,5	Valid
2	Competence	0,843	0,7	0,796	Reliable	0,554	0,5	Valid
3	Relatedness	0,744	0,7	0,755	Reliable	0,516	0,5	Valid
4	Autonomy	0,896	0,7	0,891	Reliable	0,734	0,5	Valid
5	Collective efficacy	0,888	0,7	0,895	Reliable	0,735	0,5	Valid
6	Self-efficacy	0,925	0,7	0,924	Reliable	0,796	0,5	Valid

In Table 3. it can be seen that Cronbach's alpha and Average Variance Extracted (AVE) value in each research variable meets the rule of thumb and exceeds the threshold Cronbach's alpha of 0.7 and the threshold of AVE of 0.7. Thus, the variables in this research can become suitable research constructs.

Inner Model Test (Structural Model)

The inner model or structural model test involves the analysis of different metrics, such as R-square and t-test, to ascertain the statistical significance of the obtained results. By evaluating these metrics, researchers can gain insights into the impact of the construct on the system under study.

**Figure 2.- Structural Model (Inner Model)**

The R-Square

Hypotheses testing in this research can be seen based on p-value or t-statistics and total effect to know the influence per variable (Kock, 2016).

Table 4. - R-Square Test Results (R2)

No	Variables	R-Square	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (O/STDEV)	P Values	Notes
1	Collective efficacy	0,685	0,728	0,095	7,197	0,000	Strong
2	Correspondence Learning Outcomes	0,632	0,648	0,064	9,851	0,000	Moderate
3	Self-efficacy	0,784	0,812	0,071	10,973	0,000	Strong

Hypotheses Testing

Hypotheses testing in this research can be seen based on p-value or t-statistics and total effect to know the influence per variable (Kock, 2016).

Table 5. - Path Coefficient

The Influences	Original Sample (90)	Sample Mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Notes
CO -> SE	0,416	0,403	0,243	1,709	0,088*	Accepted
RE -> SE	0,439	0,463	0,200	2,198	0,028**	Accepted
AT -> SE	0,355	0,305	0,202	1,610	0,098*	Accepted
CO -> CE	0,608	0,603	0,302	2,017	0,044**	Accepted
RE -> CE	0,274	0,287	0,213	1,287	0,199	Rejected
AT -> CE	0,130	0,117	0,255	0,509	0,611	Rejected
CE -> CLO	0,299	0,281	0,283	1,057	0,291	Rejected
SE -> CLO	0,552	0,567	0,266	2,074	0,039**	Accepted

Self-determination theory (SDT) focuses on understanding how human motivation is formed when basic needs and psychological well-being are met. According to SDT, three basic needs are important to support a person's motivation and performance. These three needs are 1) Autonomy (The individual's desire to have a choice over the

actions taken), 2) Competence (The need to feel capable of carrying out a task or developing skills), and 3) Relatedness (The need to feel connected to other people).

The research results have shown that the research model produced a moderate research model with an R-Square of 0.632. Autonomy (AT), competence (CO), and relatedness (RE) become an important element in forming self-efficacy (SE) and collective efficacy (CE), which will then improve students' correspondence skills. Of the eight hypotheses, five hypotheses were accepted, and three hypotheses were rejected. These five hypotheses show that the element of competence is the element that has the most influence on self-efficacy and collective efficacy.

Influence coefficient competence the collective efficacy is 0,608 with a p-value of 0,044, which is significant at the 5% level. It shows that competence has a strong and significant relationship to collective efficacy, indicating that the more competent students feel, the higher the sense of collective efficacy within their group or class.

Likewise, with the influence coefficient competence, the self-efficacy is 0,416 with a p-value of 0,088, which is significant at the 10% level. It also shows a strong influence. The more competent students feel, the higher their self-confidence in correspondence skills. Furthermore, the research results also show that self-efficacy (SE) has more influence on students' correspondence skills than collective efficacy (CE). Correspondence skills, such as letter writing or business emails, are particular competencies and tend to be individualized. In developing these skills, each student needs to master writing techniques, grammar, and communication ethics personally. Because of its nature, personal self-confidence or self-efficacy will play a more significant role in comparison to collective efficacy.

Self-efficacy has a direct effect on correspondence skills. If students are confident in their ability to write correspondence, they will be more engaged, put in more effort, and achieve better learning outcomes.

DISCUSSION

The following is a discussion per hypothesis test:

Influence of Competence on Self-Efficacy (CO -> SE)

The T-statistic value is 1.709, and the P-value is 0.088, indicating that the relationship between competence and self-efficacy is significant at the significance level of 0.1 ($p<0.1$), which means this hypothesis is accepted. The results of this research are in line with research conducted by (Sudarroji et al., 2023), which states that there is a significant influence between self-efficacy and competence; this can be proven by the significance value obtained of $0.000 < 0.05$, so it can be said that self-efficacy has a significant influence on competence.

As part of SDT, competence is a decisive factor in building self-efficacy. When students feel skilled in correspondence skills (e.g., writing letters or emails well), they feel more confident that they can succeed in the task. These results suggest that mastery of correspondence skills increases students' self-confidence, which in turn strengthens their ability to write effectively.

The Effect of Relatedness on Self-Efficacy (RE -> SE)

The T-statistic value is 2.198, and the P-value is 0.028, indicating that the influence is between relatedness and self-efficacy significant at the significance level of 0.05 ($p<0.05$), so this hypothesis is accepted. The results of this research are in line

with research conducted by (Mochtarom & Fitrayati, 2024), which states that relatedness in the form of support from teachers influences self-efficacy.

Building strong social relationships and receiving support from peers and teachers play a crucial role in enhancing an individual's self-confidence, particularly in educational settings. When students engage in positive social interactions—whether through meaningful discussions, collaborative projects, or constructive feedback—they are more likely to feel empowered in their abilities. This is especially evident in tasks such as writing business letters and emails, where confidence can be noticeably bolstered through encouragement and guidance from those around them.

Moreover, these social connections foster a sense of relatedness, which contributes significantly to students' self-efficacy. As students receive affirmation and constructive criticism, they gain a deeper assurance in their skills, leading to improved performance in mastering essential correspondence abilities. The interplay of support and relatedness not only enriches their learning experience but also equips them with the necessary tools to navigate professional communication successfully in the future.

The Effect of Autonomy on Self-Efficacy (AT -> SE)

The T-statistic value of 1.610 and P-value of 0.097 show that autonomy has a positive and significant effect on self-efficacy with a significance level of 0.1 ($p<0.1$), which means this hypothesis is accepted.

Autonomy empowers individuals by granting them the freedom to act and make decisions that align with their personal values and interests. This sense of independence plays a crucial role in developing self-efficacy, which is the belief in one's ability to succeed. When individuals feel they have control over their actions, they often exhibit greater confidence in fulfilling their responsibilities.

In the realm of correspondence learning, for instance, allowing students the flexibility to choose their preferred methods or approaches for composing formal letters or emails can significantly enhance their self-esteem. This increased sense of competence not only fosters a more positive attitude towards their assignments but also motivates them to engage more fully with the material. Consequently, students are likely to feel more capable and assured in their ability to complete their tasks successfully, leading to improved performance and overall satisfaction in their learning journey.

The Influence of Competence on Collective Efficacy (CO -> CE)

The T-statistic value of 2.017 and P-value of 0.044 show that there is an influence competence to collective efficacy significant at the significance level of 0.05 ($p<0.05$), so this hypothesis is accepted.

Competence is a crucial concept that encompasses an individual's feelings of proficiency and skill in executing specific tasks. Within the framework of Self-Determination Theory (SDT), the perception of competence plays a significant role in shaping the confidence levels of both individuals and groups as they strive to accomplish their objectives. Research indicates that when students perceive themselves as competent in their correspondence skills—such as writing formal letters, crafting emails, and other forms of communication—they tend to cultivate a collective sense of confidence when working within a team.

This sense of shared confidence, also known as collective efficacy, is vital for fostering collaboration and achieving common goals. Proficient communication skills

form an essential foundation that enhances the ability of group members to engage effectively with one another. As team members develop their writing and communication abilities, they not only improve their individual contributions but also create a supportive environment where everyone feels empowered. In turn, this increased competence leads to greater teamwork outcomes and a heightened sense of belonging within the group. Thus, the development of strong correspondence skills is not merely an isolated benefit but a catalyst for building robust teams capable of tackling challenges collaboratively.

The Influence Relatedness on Collective Efficacy (RE -> CE)

The T-statistic value is 1.287, and the P-value is 0.199, indicating that the relationship between relatedness And collective efficacy is not significant, so this hypothesis is rejected.

Relatedness encompasses the fundamental human desire to feel connected to others and to be valued in social interactions. This sense of belonging is particularly influential in enhancing intrinsic motivation across various contexts. However, in the specific study referenced, no significant relationship was observed between relatedness and collective efficacy. This finding suggests that while fostering connections with others may bolster individual motivation and enhance one's sense of self-efficacy, it does not necessarily translate into a stronger collective efficacy within a group setting. Instead, it appears that relatedness plays a more critical role in shaping individual motivations and beliefs in one's capabilities rather than enhancing the group's overall effectiveness in collaboration.

The Influence of Autonomy on Collective Efficacy (AT -> CE)

The T-statistic value of 0.509 and P-value of 0.611 show that there is an influence of autonomy, and collective efficacy is not significant, so this hypothesis is rejected.

In the framework of Self-Determination Theory (SDT), autonomy is defined as the capacity of individuals to make their own choices and govern their actions freely. This concept emphasizes the importance of personal motivation, as individuals who feel autonomous are more likely to engage in activities that resonate with their intrinsic interests and values. However, the findings from this particular study suggest that while autonomy plays a crucial role in motivating individuals on a personal level, it does not have a direct impact on the sense of collective efficacy (CE) experienced within a group setting.

This observation raises an intriguing possibility: the dynamics of group efficacy may be shaped more significantly by alternative factors beyond individual autonomy. Elements such as social interaction and the overall support provided by the team are more influential in fostering a shared sense of efficacy among group members. These factors align closely with the dimensions of relatedness and competence, both of which are essential components of SDT. Relatedness refers to the connections and relationships individuals develop within a group, while competence involves the belief in one's abilities to achieve desired outcomes. Therefore, while individual autonomy is critical for personal development, it may be the collective experiences of support and collaboration that ultimately drive the perception of effectiveness in a group context.

The Influence of Collective Efficacy on Correspondence Learning Outcomes (CE -> CLO)

The T-statistic value of 1.057 and P-value of 0.291 show that there is an influence of collective efficacy on correspondence learning outcomes not significant, so this hypothesis is rejected.

Collective efficacy is defined as the shared belief within a group or team regarding their ability to accomplish a common goal. This concept highlights the importance of group dynamics in fostering motivation and commitment among its members. While the presence of collective influence can inspire individual members to engage actively in collaborative efforts, research indicates that collective efficacy does not directly impact the achievement of correspondence learning outcomes. Instead, the findings suggest that factors at the individual level, such as self-efficacy—the belief in one's capabilities—play a more significant role in driving personal learning experiences and outcomes. This emphasizes that, despite the benefits of collaboration and teamwork, the development of correspondence skills is more closely linked to each individual's learning journey rather than the collective dynamics of the group. Therefore, fostering self-efficacy and recognizing the personal aspects of learning are crucial for improving correspondence skills.

The Influence of Self-Efficacy on Correspondence Learning Outcomes (SE -> CLO)

The T-statistic value of 2.074 and P-value of 0.039 indicate that there is an influence of self-efficacy on correspondence learning outcomes significant at the significance level of 0.05 ($p<0.05$), so this hypothesis is accepted.

According to Self-Determination Theory (SDT), self-efficacy is a crucial factor in reaching desired learning outcomes. This concept revolves around the belief in one's ability to successfully perform tasks and face challenges. When students possess a strong sense of self-efficacy, particularly regarding specific skills—such as writing a formal letter or email—they are more inclined to engage with the task at hand and produce high-quality work. This confidence not only enhances their willingness to tackle assignments but also directly impacts the depth and professionalism of their writing. For instance, students who believe they can effectively communicate in writing are more likely to take the time to plan, revise, and refine their work, leading to outcomes that reflect their capabilities. Therefore, fostering self-efficacy within educational environments can significantly improve students' performance and overall learning experiences.

CONCLUSION

This study provides empirical evidence on the influence of psychological needs and efficacy beliefs—grounded in Self-Determination Theory (SDT)—on students' correspondence skills. The findings reveal that competence is the most influential psychological factor, significantly predicting both self-efficacy and collective efficacy. Notably, self-efficacy exerts a direct and substantial effect on students' performance in formal written communication tasks, whereas collective efficacy does not demonstrate a statistically significant direct effect. These results suggest that correspondence skills are more strongly shaped by individual cognitive and motivational factors than by group-level beliefs.

The results also indicate that autonomy and relatedness, while contributing

positively to self-efficacy and collective efficacy, do not directly impact students' correspondence performance. This implies that these psychological needs may play a more facilitative or indirect role by enhancing motivational orientations rather than performance outcomes per se.

These findings have important implications for educators, instructional designers, and policymakers. To foster effective correspondence skills, learning environments should emphasize the development of individual self-efficacy by creating opportunities for meaningful practice, feedback, and self-regulated learning. Incorporating authentic writing tasks, reflective exercises, and learner autonomy-supportive strategies can enhance students' sense of competence and intrinsic motivation. While collective efficacy may be less directly impactful in individual tasks, it should not be overlooked, especially in collaborative or peer-based writing settings where group dynamics become more salient.

From a theoretical perspective, this study contributes to the literature by integrating SDT and social-cognitive theory within a communication skill development context. It highlights the importance of distinguishing between individual and collective dimensions of efficacy—an area often underexplored in writing instruction research. The model presented offers a more nuanced understanding of how motivational constructs influence written communication performance in higher education.

Future research could explore how collective efficacy interacts with digital learning platforms or collaborative writing environments, particularly where group-based assessments or peer review are emphasized. Furthermore, cross-cultural studies may help determine whether these findings hold across diverse educational contexts.

In sum, enhancing correspondence skills requires not only attention to linguistic and technical competencies but also a deeper understanding of the motivational architecture that underpins effective written communication. By nurturing students' self-belief and psychological competence, educators can better prepare learners for the demands of academic writing and professional communication in an increasingly interconnected world.

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