ABSTRAK

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PENGARUH *PROCEDURAL JUSTICE, PERCEIVED DIVERSITY,* DAN *LEARNING GOAL ORIENTATION* TERHADAP *JOB PERFORMANCE* DENGAN *JOB SELF-EFFICACY* DAN *WORK ENGAGEMENT* SEBAGAI MEDIASI SERTA MODERASI *KNOWLEDGE-ORIENTED LEADERSHIP*
(xii + 203 halaman; 21 gambar; 41 tabel; 6 lampiran)

Penelitian ini bertujuan untuk menganalisis pengaruh *procedural justice*, *perceived diversity*, dan *learning goal orientation* terhadap *job performance* melalui peran mediasi *job self-efficacy* dan *work engagement*, serta peran moderasi *knowledge-oriented leadership* dalam perspektif *Social Cognitive Theory*. Studi *cross-sectional* ini menggunakan pendekatan kuantitatif dengan teknik pengambilan sampel *purposive sampling* pada 197 karyawan tetap pada bagian operasional, administrasi, leader, dan supervisor di PT. XYZ, sebuah perusahaan multinasional di Indonesia. Data dianalisis menggunakan Partial Least Square-Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa *procedural justice* dan *learning goal orientation* berpengaruh positif terhadap *job self-efficacy* dan *work engagement*, sedangkan *perceived diversity* tidak memiliki pengaruh yang signifikan. *Knowledge-oriented leadership* memperkuat pengaruh antara *perceived diversity* dan *learning goal orientation* terhadap *job self-efficacy*, namun memperlemah pengaruh antara *procedural justice* dengan *job self-efficacy* dan *work engagement*. *Job self-efficacy* maupun *work engagement* terbukti berpengaruh positif terhadap *job performance*. Analisis Importance-Performance Mapping Analysis (IPMA) mengidentifikasi *job self-efficacy* dan *learning goal orientation* sebagai area prioritas untuk peningkatan kinerja. Temuan ini memberikan kontribusi teoretis pada pengembangan *Social Cognitive Theory* dalam konteks organisasi dan implikasi manajerial dalam mengoptimalkan *job performance* melalui peningkatan *procedural justice*, *learning goal orientation*, *job self-efficacy*, dan *work engagement*.

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Kata kunci   :   *procedural justice, perceived diversity, learning goal orientation, job self-efficacy, work engagement, job performance, social cognitive theory*

ABSTRACT

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THE INFLUENCE OF PROCEDURAL JUSTICE, PERCEIVED DIVERSITY AND LEARNING GOAL ORIENTATION ON JOB PERFORMANCE WITH JOB SELF-EFFICACY AND WORK ENGAGEMENT AS MEDIATION WITH KNOWLEDGE-ORIENTED LEADERSHIP AS MODERATION
(xii + 203 pages; 21 figures; 41 tables; 6 appendices)

This study aims to analyze the influence of procedural justice, perceived diversity, and learning goal orientation on job performance through the mediating roles of job self-efficacy and work engagement, as well as the moderating role of knowledge-oriented leadership within the Social Cognitive Theory perspective. This cross-sectional study uses a quantitative approach with a purposive sampling technique on 197 permanent employees in operational, administration, leader, and supervisor divisions at PT. XYZ, a multinational company in Indonesia. Data was analyzed using Partial Least Square-Structural Equation Modeling (PLS-SEM). The results show that procedural justice and learning goal orientation positively influence job self-efficacy and work engagement, while perceived diversity does not have a significant effect. Knowledge-oriented leadership strengthens the relationship between perceived diversity and learning goal orientation on job self-efficacy but weakens the relationship between procedural justice and both job self-efficacy and work engagement. Both job self-efficacy and work engagement positively influence job performance. The Importance-Performance Map Analysis (IPMA) identifies job self-efficacy and learning goal orientation as priority areas for performance improvement. These findings provide theoretical contributions to the development of Social Cognitive Theory in organizational contexts and managerial implications in optimizing employee performance through enhancing procedural fairness, learning orientation, self-efficacy, and work engagement.