



The Effect of Interpersonal Communication and Self-Efficacy on Employee Performance with Procrastination as a Mediator Variable

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Abstract

In today's increasingly competitive work environment, employee performance plays a critical role in the success of any organization, especially in public services. However, poor communication and low self-confidence among employees, coupled with monotonous work routines, often lead to procrastination and reduced productivity. These issues not only affect individual performance but also the efficiency of public service delivery. This study aims to examine the influence of interpersonal communication and self-efficacy on employee performance, with procrastination serving as a mediator variable. The research was conducted with employees at the Land Office in City X, using a purposive sampling technique. The results showed that interpersonal communication had a positive path coefficient of 0.290 on employee performance, while self-efficacy had a stronger direct path coefficient of 0.668. The effect of both interpersonal communication and self-efficacy on employee performance through procrastination was weaker, with path coefficients of -0.121 and -0.059, respectively. This study highlights the importance of fostering effective communication and strengthening employees' self-confidence to enhance performance, and offers valuable insights for improving managerial strategies in public-sector organizations.

Keywords: *Interpersonal Communication, Self-Efficacy, Employee Performance, Procrastination, Public Sector, Organizational Behavior*

INTRODUCTION

Human resources, particularly employees' competencies, skills, and motivation, are central to achieving any organization's goals. In the public sector, employees' ability to deliver high-quality services is crucial, as it is responsible for executing government functions, providing essential services, and implementing public policies. The effectiveness of government programs hinges on the technical and managerial competence of civil servants. In an increasingly competitive global environment, improving employee performance has become a critical priority for public organizations, including Ministries and Government Institutions. Civil servants play an indispensable role in ensuring the efficiency of public service delivery. As Usman (2009) emphasizes, human resources are the primary asset of an organization, and the future and sustainability of any organization depend on the knowledge, skills, competencies, and synergy within its workforce, which serves as the driving force behind organizational success.

The government has made numerous efforts to improve the performance of civil servants in response to challenges such as slow services, convoluted procedures, rigid hierarchies, and centralized bureaucracy, all of which contribute to delays in task completion. To address these issues, the Regulation of the Minister of Apparatus Empowerment and Bureaucratic Reform Number 30 of 2021 concerning the Civil Servant Performance Management System was introduced. This regulation aims to enhance the performance of civil servants by establishing clearer career paths, duties, and performance assessments based on credit scores and work outcomes. It replaces the previous regulation, which was considered outdated and inadequate for the demands of modern research and technological advancements. Key mechanisms introduced by

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the new regulation include a structured system with four levels of positions—from Beginner to Supervisor—along with a more objective performance assessment framework that integrates credit scores and work results.

Additionally, the regulation emphasizes the involvement of coaching agencies and professional organizations in the continuous development of technical competencies. In contrast to the old system, which lacked clear pathways for career advancement and relied on subjective evaluations, the new regulation offers a more structured, transparent, and merit-based approach. It is expected that these reforms will increase the professionalism of civil servants, foster innovation, and improve the quality of public services. By implementing this regulation, performance appraisals can be conducted more fairly and objectively, motivating employees to enhance their performance, improve their skills, and collaborate effectively to achieve government goals and objectives. The outcomes of these appraisals will serve as a foundation for making informed decisions regarding career development, rewards, and further training.

Acting Head of the Civil Service Agency Bima Arya noted that the performance of human resources in Indonesia's government is perceived as relatively low. According to a 2022 report, only 19.82% of employees received a “star” performance rating, while 35% were categorized as “dead wood,” indicating a significant portion of the workforce is underperforming ([Kompas, 2022](#)). In line with this broader issue, the performance of civil servants in the Ministry of Agrarian and Spatial Planning/National Land Agency (ATR/BPN) continues to draw public attention. At the City X Land Office, performance in budget absorption is generally satisfactory, with a 100% absorption rate of the National Strategic Program (PSN) budget in 2022-2023. However, the 2024 achievement is projected to decline slightly to 96.91%.

While performance assessments in the Ministry of ATR/BPN show high ratings—98% of employees in 2023 received a “good” rating, and around 2% received “very good” ratings—the reality on the ground suggests a discrepancy. Around 96% of employees are expected to retain a “good” performance rating in 2024, with only 4% rated as “excellent.” Despite these positive assessment results, there have been complaints about the stagnant performance of civil servants, particularly regarding efficiency and service delivery. This raises questions about the effectiveness of current performance assessments. Whether they truly reflect the underlying factors, such as self-efficacy or procrastination, that influence day-to-day employee performance.

Moreover, data from the [Ombudsman Republik Indonesia \(2021\)](#) highlight public complaints regarding delays in land registration services, further indicating potential inefficiencies within the system. This suggests that the high-performance ratings in the Land Office do not fully capture the challenges employees face, including psychological and behavioral factors such as procrastination, which may contribute to delays in task completion and reduced service quality. Improving employee performance at the Land Office, therefore, remains a top priority, and understanding the factors influencing performance, including interpersonal communication, self-efficacy, and procrastination, is crucial to addressing these issues effectively.

This gap indicates not only a practical problem in improving public service performance but also a theoretical gap in understanding the behavioral and psychological determinants of employee performance within the public sector. Existing research on employee performance in ATR/BPN has primarily examined work discipline and reward systems. However, few studies have explored the roles of self-efficacy, interpersonal communication, and procrastination in government work settings, even though these factors are widely recognized in the organizational and behavioral psychology literature as influential for task completion and productivity.

Interpersonal communication is essential in public service environments where employees regularly interact with citizens and stakeholders. Likewise, self-efficacy—defined as an individual's belief in their capability to perform a task—can determine confidence, persistence, and work

outcomes. However, workplace monotony, stress, or uncertainty may lead to procrastination, a voluntary delay of tasks despite expected negative consequences (Klingsieck, 2013). Previous studies show that procrastination reduces productivity (Steel & König, 2006), but its mediating role in public-sector employee performance remains underexplored.

Based on these considerations, the objective of this study is to analyze the roles of interpersonal communication and self-efficacy in influencing employee performance, with procrastination examined as a potential mediating variable. The research addresses the following questions:

1. How does interpersonal communication influence employee performance at the City X Land Office?
2. What is the effect of self-efficacy on employee performance?
3. Does procrastination mediate the relationship between interpersonal communication and employee performance?
4. Does procrastination mediate the relationship between self-efficacy and employee performance?

By addressing these questions, this study offers several contributions. Theoretically, it extends Self-Efficacy Theory (Bandura, 1977) by positioning procrastination as a mediating factor in explaining employee behavior within a government setting. It also integrates communication and psychological constructs into a single performance framework, addressing a gap in public sector performance literature. Practically, the study provides insights to support performance-improvement strategies such as targeted communication training, self-efficacy-strengthening programs, and early detection of procrastination tendencies. Such interventions may contribute to improved employee motivation, reduced service delays, and more efficient public service delivery.

LITERATURE REVIEW

Employee Performance

Employee performance refers to the extent to which employees achieve expected work outcomes and contribute to organizational goals. Performance levels may vary over time due to individual, organizational, and environmental factors, including stress, role conflicts, and workplace tensions. Married employees, for example, often experience dual-role conflict as they balance professional responsibilities with household demands.

According to Moehleriono (2009), employee performance is the quantitative and qualitative achievement of work results performed by individuals or groups in accordance with assigned authority and responsibility. Similarly, Mangkunegara (2006) defines performance as the quality and quantity of outputs produced by human resources within a specific period, in line with assigned tasks and responsibilities. Anoraga (2006) emphasizes that performance is demonstrated through achievement that aligns with predetermined job requirements, indicating both processes and outcomes.

Ivancevich et al. (2007) explain that performance encompasses objective indicators such as productivity, attendance, and work quality, as well as behavioral outcomes including stress levels, discipline, and personal responsibility. Mathis and Jackson (2001) identify several performance determinants, including ability, motivation, organizational support, and the nature of assigned work. Meanwhile, Gibson et al. (1987) categorize performance determinants into three dimensions: individual factors (e.g., skills, experience, demographic background), psychological factors (e.g., perception, attitude, motivation, job satisfaction), and organizational factors (e.g., structure, leadership, reward systems). Robbins (2006) further suggests that performance can be assessed through task outcomes such as timeliness, output levels, and error rates, as well as behavioral indicators related to effort, cooperation, and problem-solving. Although personality traits can be

used as performance indicators, Robbins (2006) notes that they are less accurate predictors than task or behavioral measures.

Sinambela (2012) views performance as an individual's ability to complete assigned tasks in line with organizational needs, driven by motivation and a sense of commitment to work. Likewise, Armstrong and Baron (as cited in Wibowo, 2012) highlight that performance is closely linked to organizational strategy, customer satisfaction, and overall efficiency. Mathis and Jackson (2001) reaffirm that performance reflects the lawful and ethical execution of work aligned with organizational responsibilities and authority.

Interpersonal Communication

Interpersonal communication plays a critical role in the workplace, enabling the exchange of information, facilitating coordination, and helping reduce conflict. Effective communication is characterized by clarity, empathy, and responsiveness, whereas poor communication often leads to ambiguity, delays, and misunderstandings that hinder organizational performance. Although many studies emphasize verbal communication, non-verbal cues such as tone, posture, and facial expressions are equally essential in shaping mutual understanding and trust.

Luthans (2006) defines interpersonal communication as the transfer of information between individuals, highlighting its relational and interactive nature. Similarly, Wood (2013) describes interpersonal communication as a personal, two-way interaction that fosters shared meaning among individuals. These definitions underscore that interpersonal communication is more than the exchange of information—it reflects a relational process built on understanding and connection.

Several factors influence the effectiveness of interpersonal communication. According to DeVito (2011), openness, empathy, supportiveness, and positivity enhance the quality of communication. Conversely, Dewi (2007) identifies barriers such as perceptual differences, emotional instability, poor listening, and cultural or physical limitations, emphasizing the need to manage these challenges in organizational contexts.

Theoretical contributions further explain how interpersonal communication functions. DeVito (2017) conceptualizes communication as a transactional process that occurs simultaneously and involves reciprocal influence between individuals. Argyle (1972) describes it as a social skill developed through practice, much like a coordinated “dance.” Miller (1975) adds that interpersonal communication becomes interpersonal rather than impersonal when individuals recognize one another’s uniqueness and interact based on personal understanding rather than formal roles. These perspectives suggest that communication competency develops progressively depending on the depth of the relationship and the quality of interaction.

Core aspects of interpersonal communication include openness to sharing and receiving information, empathy, active listening, constructive feedback, nonjudgmental expression, and the maintenance of respectful, reciprocal relationships. Robbins and Judge (2008) classify communication forms into verbal, written, and nonverbal, while Kreitner and Kinicki (2014) highlight communication styles such as passive, assertive, and aggressive, as well as the importance of active listening.

In organizational settings, effective interpersonal communication improves collaboration, problem-solving, and efficiency, ultimately enhancing employee performance. Conversely, poor communication can create confusion, lower motivation, and negatively affect work outcomes. Interpersonal communication also connects to psychological constructs such as self-efficacy and procrastination. Employees with strong communication skills tend to feel more confident, engage more proactively, and experience fewer delays in completing tasks. In contrast, unclear instructions or low confidence may foster hesitation and procrastination, which can reduce productivity, work quality, and overall organizational performance.

Self-Efficacy

Self-efficacy refers to an individual's belief in their capability to organize and execute actions required to achieve desired outcomes. Individuals with high self-efficacy tend to approach tasks with confidence, manage difficulties more effectively, and persist despite barriers. In contrast, individuals with low self-efficacy may avoid challenging tasks and experience higher stress and hesitation during performance.

[Bandura \(1977\)](#) explains that self-efficacy reflects an individual's judgment of their ability to produce desired performance levels across varying conditions. This belief influences how individuals think, feel, and behave—shaping motivation, persistence, and effort. Employees with strong self-efficacy are more likely to make strategic decisions, remain motivated, and execute high-quality tasks.

[Lunenburg \(2011\)](#) further describes three dimensions of self-efficacy: (1) Magnitude, or the perceived difficulty level an individual feels capable of handling; (2) Strength, referring to the firmness of one's belief in their capability; and (3) Generality, indicating the extent to which self-efficacy beliefs apply across different tasks or situations.

[Bandura \(1997\)](#) identifies four major sources that shape self-efficacy:

1. Mastery experiences, where success strengthens confidence and failure may weaken it.
2. Vicarious experiences, or observing others succeed under similar circumstances, which can enhance perceived capability.
3. Verbal persuasion, such as encouragement from supervisors, peers, or mentors, which can increase confidence but is less influential than personal experience.
4. Physiological and emotional states, where calmness and positive affect support higher self-efficacy, while stress, anxiety, or fatigue may undermine it.

Overall, self-efficacy plays a central role in directing how employees interpret challenges, regulate their emotions, and maintain persistence in completing their tasks.

Procrastination

Work procrastination refers to the tendency to delay completing tasks despite being aware of the negative consequences of such delay ([Steel & König, 2006](#)). In organizational settings, procrastination is frequently associated with low self-regulation, unclear work roles, stress, and low self-efficacy. Persistent procrastination can hinder goal achievement, reduce productivity, increase workload, and disrupt workflow coordination across teams.

Procrastination involves postponing necessary action even when the individual understands that delaying has no benefit and may be harmful. According to [Ghufron \(2003\)](#), procrastination is often driven by fear of failure and perfectionism, where individuals avoid tasks because they believe they may not be able to perform them perfectly. When procrastination becomes habitual, it may develop into a behavioral trait rather than merely situational avoidance.

[Tuckman \(1991\)](#) identified several dimensions underlying procrastination, including:

1. Task avoidance, where individuals consciously delay tasks despite recognizing possible risks;
2. Coping with anxiety, referring to how individuals manage discomfort when facing challenging assignments; and
3. Time management difficulties, characterized by inefficient planning and scheduling, which contribute to work delays.

[Tuckman \(1991\)](#) argues that procrastination emerges partly from inadequate time-management skills and an insufficient capacity to regulate anxiety related to task execution.

In the context of the City X Land Office, procrastination is evident in task-handling patterns. Employees with clear communication from supervisors and strong peer interaction tend to feel more confident when processing land measurement files. High self-efficacy enables them to act

promptly and complete tasks without delay. Conversely, employees who lack clarity in instructions may hesitate, contributing to delays, administrative backlogs, and compromised service delivery.

Effective communication plays a significant role in reducing procrastination at work. Open and supportive communication fosters clarity, reduces uncertainty, and strengthens employee confidence. Clear guidance and constructive feedback from leaders and colleagues help employees feel capable of completing assignments, which in turn minimizes avoidance behaviors. When communication is poor, uncertainty increases, self-efficacy decreases, and fear of making mistakes can trigger procrastination.

Therefore, procrastination in the workplace is not merely an issue of individual motivation or laziness, but can reflect broader organizational and interpersonal dynamics. If left unaddressed, such delays may reduce service performance, increase stress, and negatively affect public perceptions of institutional quality.

Hypothesis

Grounded in the synthesis above, the following hypotheses are proposed:

- H1 : Interpersonal communication has a positive effect on employee performance.
- H2 : Self-efficacy has a positive effect on employee performance.
- H3 : Procrastination mediates the relationship between interpersonal communication and employee performance; specifically, poorer interpersonal communication increases procrastination, which in turn reduces performance.
- H4 : Procrastination mediates the relationship between self-efficacy and employee performance; specifically, lower self-efficacy increases procrastination, which in turn reduces performance.

RESEARCH METHOD

This research employed a quantitative explanatory design, aiming to analyze causal relationships among variables using path analysis. Four variables were examined: interpersonal communication and self-efficacy (independent variables), employee performance (dependent variable), and procrastination (mediating variable).

Employee performance was measured using 12 indicators adapted from [Robbins \(2006\)](#). Self-efficacy was measured using nine items based on the self-efficacy construct proposed by [Bandura \(1977\)](#). Interpersonal communication was measured using indicators adapted from [DeVito \(2017\)](#). Procrastination was measured using 12 items derived from [Tuckman \(1991\)](#). All questionnaire items were assessed using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Several items were adapted from existing scales; however, modifications were made to contextualize them to the workplace setting. Therefore, validity and reliability testing were conducted prior to data analysis.

The population consisted of 32 ASN employees at the City X Land Office, aged 25–56 years, with at least 2 years of service. Due to the small population size, saturated sampling was used, meaning the entire population was included as the sample. This approach is appropriate for limited populations and ensures maximum representation. Although the sample size in path analysis is typically larger, studies with small populations may use saturated sampling when population access is complete, measurement error is controlled, and assumptions are met.

Primary data were collected through questionnaires distributed to all eligible participants. Secondary data consisted of policy documents, literature, and prior research on the study variables. Data were analyzed using SPSS version 16. Prior to hypothesis testing, instrument validity and reliability were assessed. Assumptions of normality (Kolmogorov–Smirnov), linearity, and multicollinearity were tested to ensure model adequacy before conducting path analysis.

Validity Test

The validity test measures the validity of a questionnaire. A questionnaire is said to be valid if its questions can reveal what it is intended to measure (Ghozali, 2005). The method for measuring the validity of the competency questionnaire uses the Pearson correlation (r) or the product-moment correlation coefficient, with a significance level of 5%. The basis for decision-making to test the validity of the questionnaire item is that if r is calculated $> r$ from the table, then the item or variable is valid. On the other hand, if the calculation is $< r$ table, then the item or variable is invalid.

The researcher used a questionnaire to measure the level of interpersonal communication indicators (X1), 9 items for self-efficacy indicators (X2), 12 items for employee performance indicators (Y), and 10 items for procrastination indicators as mediators. The questionnaire was tested with 32 employees at two time points (1 week apart). The results of the majority of participants' answers were consistent between the two times. In conclusion, this instrument is considered reliable because it is not easily influenced by time or momentary emotional states. Based on the validity test, the research variable instrument item is considered valid if the calculated r value exceeds the r table value at a 95% significance level ($\alpha = 0.05$) and $n = 32$. Using the formula $df = n-2$, where n is the number of samples, so $df = 32-2 = 30$; then the table $r = 0.3494$ is obtained.

Table 1. Validity Test Result

Number	r count	r table	Information
XI.1	0,877	0.3494	Valid
XI.2	0,782	0.3494	Valid
XI.3	0,819	0.3494	Valid
XI.4	0,89	0.3494	Valid
XI.5	0,841	0.3494	Valid
XI.6	0,864	0.3494	Valid
XI.7	0,853	0.3494	Valid
XI.8	0,876	0.3494	Valid
XI.9	0,833	0.3494	Valid
XI.10	0,697	0.3494	Valid
X2.1	0,818	0.3494	Valid
X2.2	0,77	0.3494	Valid
X2.3	0,836	0.3494	Valid
X2.4	0,844	0.3494	Valid
X2.5	0,753	0.3494	Valid
X2.6	0,823	0.3494	Valid
X2.7	0,754	0.3494	Valid
X2.8	0,61	0.3494	Valid
X2.9	0,742	0.3494	Valid
Y1	0,75	0.3494	Valid

Based on the results of the validity test, the variables Interpersonal Communication, Self-Efficacy, Procrastination, and Employee Performance showed that all instrument items had calculated r values greater than the table value (0.3494). Thus, it can be concluded that the instrument items in all of these variables are declared valid.

Reliability Test

A reliability test assesses a questionnaire's ability to measure a variable. A questionnaire is considered reliable if a person's responses to statements are consistent or stable over time. SPSS provides a facility to measure reliability with Cronbach's Alpha (α) statistical tests. A construct or variable is said to be reliable if the Cronbach Alpha (α) statistic > 0.60 (Ghozali, 2005).

The researcher used a questionnaire to measure the level of interpersonal communication indicators (X1), 9 items for self-efficacy indicators (X2), 12 items for employee performance indicators (Y), and 10 items for procrastination indicators as a mediator. The questionnaire was tested with 32 employees at two time points (1 week apart). The results of the majority of participants' answers were consistent between the two times. In conclusion, instruments are considered reliable because they are not easily influenced by time or momentary emotional states.

Table 2. Reliability Test Result

Variable	Cronbach alpha	Critical Values	Information
Interpersonal Communication (XI)	0,963	0,6	Reliable
Self-efficacy (X2)	0,939	0,6	Reliable
Employee performance (Y)	0,955	0,6	Reliable
Procrastination (M)	0,822	0,6	Reliable

Given that Cronbach's alpha exceeds the critical value, the statements in the Interpersonal Communication and Work Environment questionnaire regarding employee performance are reliable and acceptable.

Normality Test

Normality tests are performed to determine whether the residuals in the regression model follow a normal distribution. In this study, there are four variables: interpersonal communication and self-efficacy as independent variables (X), employee performance as the dependent variable (Y), and procrastination as the mediating variable (M). Quantitative research data analysis requires that data meet the necessary criteria for analysis (Sinambela, 2012). In this study, the four variables were assessed using the Kolmogorov-Smirnov test for normality, the linearity test, and path analysis.

After the questionnaire was distributed to 32 employees, the researchers collected data using a Likert scale (1-5). Here are the analysis steps: Calculate the mean, median, and standard deviation to assess general trends. Then the Correlation test (Pearson) was used to see the relationship between interpersonal communication and self-efficacy on employee performance, with procrastination as a variable mediator. Analyze the data using simple linear regression to determine how often ad servings affect purchasing decisions.

In the Kolmogorov-Smirnov test, if it is known that the test value > 0.05 , it can be concluded that the residual value is normally distributed. The interpersonal communication variable has a test value of 0.210, which is greater than 0.05, indicating that the data are normally distributed. The self-efficacy variable has a value of 0.172, which is greater than 0.05, indicating that the data are normally distributed. The dependent variable, employee performance, has a test value of 0.200, which is greater than 0.05, indicating that this variable also has normally distributed residuals. The mediator variable in this study, namely procrastination, has a statistical value of 0.072, which is greater than 0.05. This shows that the variable has a normal distribution of residuals. Based on the Kolmogorov-Smirnov test, all variables used in this study are normally distributed.

The Multicollinearity test results showed that the Tolerance values for the interpersonal communication variable (X1) and self-efficacy (X2) were 0.314 (>0.10), indicating no

multicollinearity in the tested data. Meanwhile, the results of the calculation using the VIF showed that all independent variables had VIF values of 3.138, which are less than 10 (<10), indicating no multicollinearity in the tested data. Thus, based on these calculations, there are no signs of multicollinearity in the regression model.

FINDINGS AND DISCUSSION

Respondent Profile

Table 3 summarizes the demographic characteristics of the 32 respondents included in this study. The sample has slightly more male respondents (56.25%) than female (43.75%), indicating a relatively balanced gender representation. Most respondents are between 25 and 30 years old (56.25%), followed by those under 25 (25%), and only 18.75% over 30, indicating a predominantly young workforce.

In terms of education, 75% hold a bachelor’s degree, while 9.38% hold a master’s degree and 15.63% hold a diploma. This reflects a generally well-educated sample. The largest proportion of respondents work in general administration (31.25%), followed by human resources (25%), finance (21.88%), and public services (21.88%). All respondents reported approximately one year of work experience, suggesting that the organization employs many early-career staff.

Table 3. Profile of the Respondents

No.	Variable	Description	N	%
1	Gender	Male	18	56.25%
		Female	14	43.75%
2	Age	< 25 years old	8	25.00%
		25–30 years old	18	56.25%
		> 30 years old	6	18.75%
3	Education	Diploma	5	15.63%
		Bachelor	24	75.00%
		Master	3	9.38%
4	Unit	General administration	10	31.25%
		Human resource	8	25.00%
		Finance	7	21.88%
		Public service	7	21.88%
5	Work experience	1 year	32	100%

Descriptive Statistics

Table 4 presents descriptive statistics for all variables. Interpersonal communication (mean = 3.94) and self-efficacy (mean = 4.08) were rated positively, suggesting that employees generally perceive communication and confidence in their work as strong. Procrastination had a lower mean (2.67), indicating a moderate level of task-delay behavior. Employee performance received the highest mean score (4.12), indicating that employees generally perceive themselves as performing well.

Table 4. Descriptive Statistics

Variables	Number of items	Mean	Std. dev
Interpersonal communication	10	3.94	0.46
Self-efficacy	9	4.08	0.51
Procrastination	12	2.67	0.59

Employee performance	10	4.12	0.43
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Hypothesis Testing Result

Path analysis revealed several significant relationships (Table 5). Self-efficacy demonstrated the strongest direct effect on employee performance ($\beta = 0.668$; $p < 0.001$). Interpersonal communication also had a significant positive effect on performance ($\beta = 0.290$; $p = 0.032$). Both independent variables showed negative relationships with procrastination, which in turn negatively influenced employee performance.

Table 5. Hypothesis Testing Result

Relationships between variables	Direct effect	Indirect effect	Total effect	p-value
Interpersonal communication -> employee performance	0.290			0.032
Self-efficacy -> employee performance	0.668			0.000
Interpersonal communication -> employee performance through procrastination	-0.121	-0.075	-0.196	0.032
Self-efficacy -> employee performance through procrastination	-0.059	-0.174	0.115	0.000

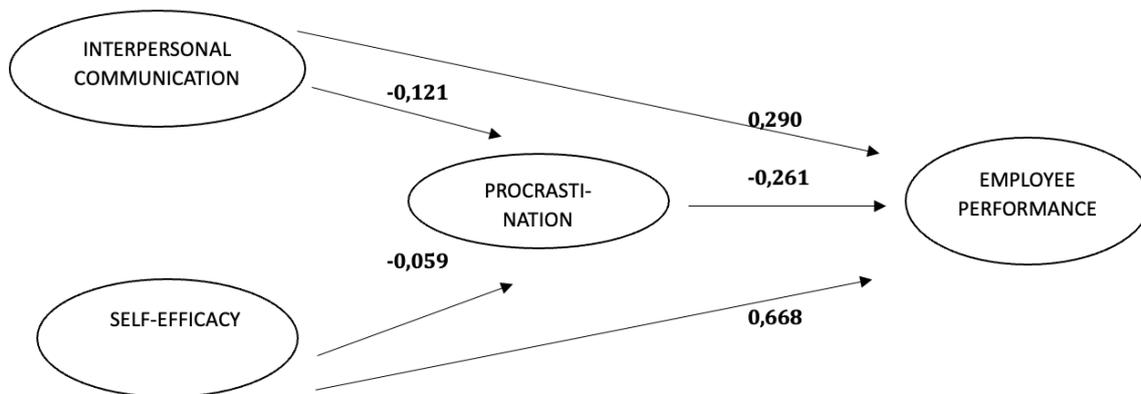


Figure 1. Conceptual Model with Regression Coefficients

The Influence of Interpersonal Communication on Employee Performance

The results indicate that interpersonal communication has a significant direct effect on employee performance (p -value = 0.032, which is less than $\alpha = 0.05$), with a path coefficient (β) of 0.290. This statistical evidence supports the notion that effective interpersonal communication plays a crucial role in enhancing employee performance. In the context of the City X Land Office, both male and female employees who engage in effective interpersonal communication tend to facilitate smoother collaboration and improved information exchange, ultimately enhancing work outcomes.

Self-Efficacy Theory (Bandura, 1977) also provides valuable insight here: employees with strong communication skills are more likely to believe they can carry out tasks effectively. This belief in their capabilities, driven by clear and supportive communication, increases their

confidence and motivation, thus positively influencing performance. Furthermore, the importance of face-to-face communication is emphasized by Mulyana (2009), who suggests that interpersonal communication allows for immediate feedback, helping employees adjust their behavior and approach to tasks.

This is particularly important in work environments where quick decisions, clarifications, and problem-solving are essential. In line with Lukmanati and Minartiwi (2018), the study found that good interpersonal communication among employees is a critical driver of performance. This is because it fosters a collaborative work culture in which employees feel supported and are more likely to share information, coordinate efforts, and work together towards shared goals.

Thus, the positive influence of interpersonal communication on employee performance can be understood through Self-Efficacy Theory. Effective communication not only facilitates collaboration but also strengthens employees' belief in their ability to perform well, which results in improved performance outcomes. This highlights the need for organizations, especially public-sector institutions like the Land Office, to prioritize cultivating strong communication skills among their employees, as these skills are directly tied to performance improvement.

The Effect of Self-Efficacy on Employee Performance

The results show that self-efficacy has a significant direct effect on employee performance (p-value = 0.000, which is less than $\alpha = 0.05$), with a path coefficient (β) of 0.668. This indicates a strong and significant relationship between an employee's belief in their abilities and their performance. Self-efficacy is a key predictor of employee performance, as employees who believe in their capacity to complete tasks tend to exert greater effort and persistence, which enhances the quality of their work. For male and female employees at the City X Land Office, the results show that those with high self-efficacy exhibited higher levels of motivation and enthusiasm, and were more effective and efficient at completing tasks.

From the perspective of Self-Efficacy Theory (Bandura, 1997), individuals with high self-efficacy are more likely to set clear and achievable goals, persist in the face of challenges, and approach tasks with confidence. This results in higher performance levels. The positive relationship between self-efficacy and performance aligns with findings from Kilapong (2013), who emphasized that high self-efficacy leads to optimism and a proactive approach to work. Employees who believe in their ability to succeed are more likely to face tasks head-on, leading to better outcomes. As Bhati (2022) notes, self-efficacy is associated with increased effort, perseverance, and overall performance, suggesting that confident employees are more likely to exert greater effort and overcome obstacles in their work.

The strong influence of self-efficacy on performance in this study is further supported by previous research. Cherian and Jacob (2013) found that self-efficacy positively impacts employee performance, reinforcing the idea that employees with higher self-belief perform better. Similarly, Rimper and Kawet (2014) found that self-efficacy is directly linked to improved employee performance, thereby confirming this study's findings. According to Lunenburg (2011), employees with high self-efficacy demonstrate greater motivation, leading to better job performance, as they are more likely to take initiative and tackle tasks with greater commitment.

In the context of the City X Land Office, the high path coefficient ($\beta = 0.668$) indicates that self-efficacy plays a critical role in driving employee performance. This underscores the importance of fostering self-belief and confidence among employees, as it directly enhances their performance. Self-efficacy not only influences the quality of work but also impacts employees' motivation to go above and beyond, thereby contributing to the organization's overall success.

This analysis highlights the practical significance of self-efficacy in improving employee performance in the public sector. Theoretical frameworks such as Self-Efficacy Theory (Bandura,

1977) provide valuable insight into how an individual's belief in their abilities can be leveraged to boost workplace performance. Therefore, strategies to enhance self-efficacy, such as training, mentorship, and positive reinforcement, can be crucial in improving employee performance at the Land Office.

The Effect of Interpersonal Communication on Employee Performance with Procrastination as a Mediator

The results indicate that interpersonal communication has a significant direct effect on employee performance ($\beta = 0.290$), but a negative direct effect on procrastination ($\beta = -0.121$). The indirect effect of interpersonal communication on employee performance through procrastination was calculated by multiplying the beta values (interpersonal communication on employee performance = 0.290; procrastination on employee performance = -0.261), yielding -0.075. This suggests that while interpersonal communication reduces procrastination, its effect on employee performance through procrastination is smaller than the direct effect.

- **Direct Effect (X → M):** The negative direct effect of interpersonal communication on procrastination ($\beta = -0.121$) indicates that better communication between employees leads to a reduction in procrastination. This finding supports the idea that interpersonal communication improves collaboration, clarifies roles and expectations, and reduces ambiguity, all of which are common triggers for procrastination. In other words, when employees communicate more effectively, they are less likely to delay tasks, which directly improves performance.
- **Indirect Effect (X → M → Y):** The indirect effect of interpersonal communication on employee performance through procrastination ($\beta = -0.075$) suggests that while improved communication can reduce procrastination, the overall impact on performance is weaker than the direct effect. This partial mediation indicates that procrastination is one of several factors influencing performance. While effective communication reduces procrastination, other factors, such as workload, leadership, and work environment, also play crucial roles in determining employee performance. This is consistent with research by [Zainuddin \(2015\)](#), which found that in the service sector, interpersonal communication did not have a significant direct influence on performance, and other factors, such as leadership and workload, were more dominant in influencing performance outcomes.
- **Contextual Factors:** In the City X Land Office, factors such as the office environment, work culture, and leadership dynamics may explain the weaker mediation effect of procrastination. For instance, a rigid hierarchical structure and bureaucratic procedures could impede effective communication, making it more difficult for employees to coordinate and collaborate efficiently. Additionally, leadership styles and organizational culture could either foster or hinder proactive work behavior, further influencing procrastination and performance. Therefore, while interpersonal communication is essential for reducing procrastination, it may not be sufficient on its own to drive significant performance improvements without addressing broader organizational and contextual factors.

This study did not fully support the third hypothesis, which proposed that interpersonal communication affects employee performance through procrastination in the City X Land Office. The results suggest that procrastination plays a partial mediating role but does not fully explain the relationship between communication and performance. The influence of other factors—such as the work environment, leadership, and workload—must be considered in future research to gain a more comprehensive understanding of the factors affecting employee performance in public sector organizations.

The Effect of Self-Efficacy through Procrastination on Employee Performance with Procrastination as a Mediator

The results reveal both direct and indirect effects of self-efficacy on employee performance through procrastination. Specifically, the direct effect of self-efficacy on procrastination is negative ($\beta = -0.059$), while the indirect effect through employee performance is stronger ($\beta = -0.174$), calculated as the multiplication of the self-efficacy on employee performance coefficient ($\beta = 0.668$) and the employee performance on procrastination coefficient ($\beta = -0.261$).

- **Direct Effect ($X \rightarrow M$):** The negative direct effect of self-efficacy on procrastination ($\beta = -0.059$) suggests that employees with higher self-efficacy, or belief in their ability to succeed, are less likely to procrastinate. This finding aligns with Bandura's Self-Efficacy Theory (1997), which posits that individuals with high self-efficacy are more likely to take proactive steps and engage with tasks, reducing the tendency to delay. However, the relatively small direct effect indicates that self-efficacy alone has a limited impact on reducing procrastination.
- **Indirect Effect ($X \rightarrow M \rightarrow Y$):** The stronger indirect effect of self-efficacy on procrastination through employee performance ($\beta = -0.174$) suggests that the positive influence of self-efficacy on performance is a key driver in reducing procrastination. This finding indicates that when employees believe in their abilities (high self-efficacy), they are more motivated and committed to performing well at work, which, in turn, reduces their tendency to procrastinate. Self-efficacy boosts employee performance, and improved performance, in turn, decreases procrastination. This result highlights the importance of self-efficacy as a motivational tool that impacts both task engagement and work outcomes.
- **Mediation Interpretation:** The indirect effect ($\beta = -0.174$) being larger than the direct effect ($\beta = -0.059$) suggests that procrastination acts as a mediator in the relationship between self-efficacy and employee performance. Since the indirect effect is stronger than the direct effect, it indicates partial mediation. This implies that while self-efficacy directly influences procrastination and performance, the relationship is more pronounced when mediated through performance, supporting the hypothesis that self-efficacy influences performance, which then reduces procrastination. In light of this, we conclude that procrastination is a key mediator of the relationship between self-efficacy and employee performance. The results partially support the fifth hypothesis: that self-efficacy influences employee performance indirectly through procrastination. However, it is important to note that this mediation is partial rather than absolute, meaning that other factors, such as workload, organizational culture, and leadership styles, may also influence procrastination and performance outcomes.

From a theoretical perspective, this finding reinforces Self-Efficacy Theory (Bandura, 1977), showing how self-efficacy not only directly affects individual performance but also indirectly influences behavior by reducing procrastination through improved work outcomes. In practice, this suggests that enhancing employees' self-efficacy can lead to higher performance and reduced procrastination, benefiting organizations by improving overall productivity and task completion.

CONCLUSIONS

The findings of this study provide both theoretical contributions and practical implications. First, the results reaffirm the importance of interpersonal communication in enhancing employee performance. Effective communication supports knowledge sharing, promotes collaboration, and fosters a positive work atmosphere.

At the City X Land Office, employees who communicate constructively tend to demonstrate greater responsibility and coordination in task execution. This supports the interpersonal

communication framework (DeVito, 2017), which emphasizes the role of verbal and nonverbal clarity in improving task outcomes. A supportive communication climate—characterized by empathy and feedback—appears particularly important in bureaucratic settings, where formal procedures can otherwise hinder flexibility and responsiveness.

Second, the study demonstrates that self-efficacy significantly predicts employee performance. Employees who believe in their capability display stronger persistence, motivation, and job focus, enabling them to manage workload demands more effectively. These findings align with social cognitive theory (Bandura, 1977) and are consistent with earlier empirical work (e.g., Cherian & Jacob, 2013). Within the City X Land Office, high self-efficacy appears particularly relevant given the demands of public service delivery, which often entail heavy workloads, regulatory procedures, and public expectations.

The mediation analysis revealed differing patterns. While self-efficacy reduces procrastination and indirectly enhances performance, procrastination did not significantly mediate the communication–performance relationship. This suggests that, in this bureaucratic context, delays may be shaped more by structural constraints—such as procedural approvals and hierarchical decision-making—than by individual communication dynamics. Therefore, communication contributes to performance primarily through direct benefits in relational and task coordination rather than through behavioral regulation mechanisms such as procrastination.

From a theoretical perspective, this research contributes to the organizational behavior and applied psychology literature by demonstrating how established constructs—communication, self-efficacy, and procrastination—interact in a public-sector setting characterized by hierarchy and regulation. The findings suggest that motivational and behavioral theories developed in private-sector or Western contexts remain relevant but may operate differently in formalized bureaucracies. Specifically, self-efficacy may play a stronger role in shaping behavioral outcomes (e.g., avoiding procrastination), whereas communication functions more as a relational and procedural facilitator.

Policy and Practical Recommendations

Based on the findings, several targeted recommendations can be made for public sector management and human resource policy:

1. **Communication and Soft-Skill Training:** Structured programs focused on constructive feedback, empathy, clarity, and conflict management could strengthen collaboration and workplace responsiveness.
2. **Supervisor Coaching Programs:** Supervisors should be trained to model effective communication and provide consistent guidance, ensuring communication translates into action within bureaucratic workflows.
3. **Self-Efficacy Development Initiatives:** Mentorship, skills training, and recognition systems can build employee confidence and strengthen motivation, particularly for early-career public servants.
4. **Procrastination Reduction Strategies:** Time management workshops, progress monitoring dashboards, and role clarity protocols can help reduce task delays and increase accountability.
5. **HR System Integration:** These practices should be embedded into performance appraisal criteria, onboarding systems, and continuing education frameworks to ensure sustainability.

LIMITATION & FURTHER RESEARCH

Future research should address several limitations identified in this study. First, because the sample was limited to employees in City X, future studies should expand the population to include

respondents from larger cities or multiple regions to improve generalizability and enable comparative analysis across public-sector contexts. Second, this study relied solely on self-report questionnaires, which may introduce response bias; therefore, future research is encouraged to adopt mixed-method designs incorporating interviews, focus groups, or observational techniques to obtain deeper contextual understanding. Third, the current research model focused only on interpersonal communication and self-efficacy with procrastination as a mediating variable, suggesting that future studies could include additional predictors such as leadership style, organizational culture, psychological well-being, workload structure, or perceived organizational support to build a more comprehensive behavioral model.

Additionally, examining procrastination using alternative analytical models, such as moderated mediation or conditional process analysis, may reveal conditions under which procrastination becomes more influential. Finally, longitudinal or comparative designs would allow researchers to assess changes over time and evaluate whether the identified relationships remain consistent across organizational environments or between public- and private-sector institutions.

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