

The Impact Between Self-Efficacy and Community Engagement on Psychological Empowerment in a Gender-Focused Tourism Curriculum: Insights from the WTIDcamp 2023 Program

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Abstract

In numerous studies, psychological empowerment is considered crucial for assessing the extent to which individuals perceive their ability to shape their roles and overcome job difficulties (Speitzer, 1995). As an industry, tourism stands out as one of the sectors predominantly occupied by women, accounting for as much as 55% (UN Women, 2020), thus frequently utilized as a tool for empowerment by various stakeholders (Staudt, 1990; Scheyvens, 2000; Chevalier, 2023). Consequently, it is intriguing to examine how psychological empowerment is construed by tourism workers. The objective of this research was to investigate the influence of self-efficacy and community engagement on the psychological empowerment of participants in the WTID Camp 2023. WTID Camp 2023 is a program initiated by Women in Tourism Indonesia aimed at raising awareness among tourism students and fresh graduates regarding the importance of gender equality in the Indonesian tourism industry workforce. This study employed quantitative research using multiple linear regression analysis (Sugiyono, 2010), where multiple linear regression aimed to predict the fluctuations in the dependent variable when two or more independent variables were manipulated (increased or decreased in value). There were 56 samples comprising tourism students participating in the WTID Camp 2023, aged between 18 and 24 years. Data were obtained through questionnaires constructed using Likert scales. The results indicate that community engagement significantly influences psychological empowerment. Similarly, self-efficacy significantly influences community engagement. However, self-efficacy does not significantly influence psychological empowerment.

Keywords: psychological empowerment; self-efficacy; community engagement; gender equality; tourism industry

Introduction

Tourism drives the economic engine for women involved in the industry (Manwa, 2008). Women's involvement in the tourism sector also serves as a means of empowerment, allowing women to have control over themselves (Staudt, 1990), natural resources, and the preservation of local

cultural heritage (Scheyvens, 2000). However, Swain (1995) notes that tourism is not free from gender relations inherent in the service-based nature of the industry. Thus, human resources, both male and female, are valuable assets for driving the tourism economy. According to Akuino (2013), the tourism sector plays a crucial role in Indonesia's economy, both as a significant source of foreign exchange and as a creator of jobs and business opportunities. This sector, through trade, hospitality, and restaurants, has a substantial positive impact on national revenue. Data from the World Tourism Organization in 2019 reveal that 55% of tourism workers in Indonesia are women, although gaps remain in areas such as wages, marginalization, discrimination, and subordination (Pangaribuan et al., 2015). This is corroborated by UNWTO (2016) research, which highlights persistent gender stigma, job discrimination, low status, and inadequate wages for women.

Since 2007, UNWTO has collaborated with UN Women and various external partners worldwide to bring gender issues to the forefront of the tourism sector, promote gender equality, and encourage member states to mainstream gender issues into their tourism policies. Scheyvens (2000) adds that gender issues need to be incorporated into community involvement planning. She also emphasizes that involvement will not be effectively achieved if women and communities are not included in decision-making regarding tourism development, taking into account the benefits of such development. Consequently, women's involvement must be matched by a comprehensive empowerment process to ensure that benefits are achieved along with enhanced skills and knowledge from various community members, including women.

Nevertheless, empowering women is not a simple task. Scheyvens (2000) identifies strategic dimensions of empowerment within the tourism context, such as psychological, economic, political, and social empowerment. Boley and McGehee (2014) expanded on Scheyvens' dimensions to create a measurement tool, the Resident Empowerment Through Tourism Scale (RETS), to assess community empowerment in tourism activities. However, both Scheyvens (2000) and Boley & McGehee (2014) have not provided detailed considerations regarding the stages of community empowerment. Furthermore, Nelly Stromquist (1995, as cited in Tripathi, 2015) defines women's empowerment as encompassing four components: cognitive, psychological, economic, and political. Empowerment relates to aspects of power that include the capacity to meet situational demands. Accordingly, increased self-efficacy or perceived competence is considered an integral part of the empowerment experience (Conger & Kanungo, 1988).

Regarding the importance of psychological empowerment, the Beijing Declaration and Platform for Action, established at the Fourth World Conference on Women in 1995, highlighted the emerging global communication networks and their impact on public policies, as well as individual attitudes and behaviors. This conference initiated movements for women's empowerment through skills enhancement, knowledge acquisition, and access to and use of information technology. Psychological empowerment thus provides women with space to grow.

In the realm of industrial and organizational psychology, psychological empowerment positively influences employee engagement (Jose et al., 2014). Human resource management studies also show that empowered employees tend to have higher job motivation. Higher job motivation is associated with increased effectiveness and performance (as cited by Drake et al., 2007). Spreitzer (1995) defines psychological empowerment as the enhancement of intrinsic motivation manifested through four cognitions reflecting an individual's orientation towards their job role: meaning, competence, self-determination, and impact. Meaning refers to the intrinsic value of a job task in relation to personal goals or standards. Impact denotes the perception of one's influence on their job role, whether operational, strategic, or administrative. Competence is the belief in one's ability to perform job tasks, while self-determination relates to the sense of choice in initiating or managing actions.

Before addressing the importance of workplace empowerment for women, it is essential to consider intrinsic motivation, which are urgent for psychological empowerment. ILO Convention No. 190 (and ILO Recommendation No. 206) discusses that a good working environment is one that upholds gender equality and is free from harassment and discrimination. ILO has worked to establish international standards for promoting gender equality in the workplace, initially through the ILO Convention on Equal Pay, ratified by Indonesia through Law No. 80/1957. Despite these efforts, many incidents of vulnerability still affect women at work, prompting ILO to continue advocating against gender discrimination in employment, as reported to the organization. ILO emphasizes that awareness-raising is also part of empowerment. In the context of a safe, non-violent working environment, ILO identifies factors such as employability, networking, and marketing abilities as crucial. These efforts guide women toward career paths aligned with job competencies, knowledge exchange from workplaces to universities, and job training. Thus, job preparation and training can support educational sectors in enhancing workers' skills and knowledge, leading to higher career advancement.

Regarding career opportunities, creativity is also an essential area. Self-development through leadership training, soft skills, and self-potential recognition can foster creativity among youth for achieving desired careers (Kemenpora, 2021). Given the current issues, many young people, including women, are vulnerable to problems such as discrimination, unpaid work, sexual harassment, and racism in the workplace. Literature highlights specific job characteristics in tourism and interactions with clients, providing a framework where sexual harassment may be more prevalent compared to other jobs, or at least an unusual experience for women in tourism-related positions. The 'quality' of tourists can open doors to exploitative situations, including sexual harassment (Dyer, 2010). Helge Hoel and Ståle Einarsen (2003) suggest that parts of the tourism industry intentionally create erotic and sexual environments that may threaten female workers from client behavior. According to an ILO working paper, violence and threats are common experiences for those working in the "night-economy," including tourism. Other studies report that 44% of tourism workers experience violence, with sexual harassment being prevalent among both

managerial and non-managerial positions (Scott, 1998). Gender plays a role in this, and age is also a significant factor, as younger individuals over 20 are more vulnerable. Given this reality, job preparation training should include policies that are inclusive and support young and female workers through improved knowledge of safe work environments, and efforts to mitigate gender-based discrimination and violence at work.

Given the limited training opportunities for young women in tourism, Women in Tourism Indonesia (WTID) or *Yayasan Perempuan Penggerak Pariwisata Indonesia* found that only 0.3% of higher education institutions offer courses on gender and tourism. Empowering women is a crucial component of sustainable development and a fundamental human right for all. Tourism serves as a powerful tool to empower women in various ways, from increasing control over natural resources to fostering economic, educational, and political empowerment. As tourism continues to grow globally, it creates diverse job opportunities. However, in Indonesia, despite the recovery of the tourism sector post-pandemic, gender equality remains a significant challenge. The WTIDcamp 2023 program, initiated by Women in Tourism Indonesia (WTID), was designed to address this gap. The camp provides intensive classes every weekend in January 2023, offering practical knowledge and skills aligned with the Global Report Women in Tourism (UNWTO 2019) and the ASEAN Gender & Development Tourism Framework (2020-2030). WTIDcamp 2023 focused on five key areas: Leadership, Employment, Entrepreneurship, Education, and Community. The program's curriculum addressed the gender gap in tourism by integrating essential soft skills and principles of gender equality. This study aims to explore how self-efficacy and community engagement impact the psychological empowerment of participants in the WTIDcamp 2023. To achieve this, a sample of 56 tourism students aged 18-24, who participated in the camp, was analyzed using multiple linear regression (Sugiyono, 2010). Data were gathered through Likert-scale questionnaires, revealing that community engagement had a significant influence on psychological empowerment.

Theoretical Framework

This study explores the impact of self-efficacy, community engagement, and psychological empowerment within the WTIDcamp 2023 curriculum which is designed to foster gender-sensitive leadership in tourism. These three variables play a crucial role in shaping how participants develop the confidence and skills necessary to address gender-related challenges in the tourism industry. Self-efficacy, as defined by Bandura (1997), refers to an individual's belief in their ability to successfully perform tasks and overcome challenges. It is a key determinant of how individuals perceive their capacity to act effectively in specific situations. In the context of WTIDcamp, self-efficacy is essential for building participants' confidence in their leadership abilities, particularly in confronting gender disparities. Individuals with high self-efficacy are more likely to take initiative, persevere in difficult situations, and feel more empowered to lead and make decisions (Schwarzer & Jerusalem, 1995). Participants who feel confident in their abilities are expected to demonstrate greater leadership in promoting gender-sensitive practices in tourism, as their self-efficacy

motivates them to overcome challenges related to gender biases. Community engagement is another critical factor that influences psychological empowerment. Community engagement refers to individuals' active involvement in initiatives aimed at addressing social, economic, or environmental issues (Miller et al., 2018). In the WTIDcamp program, participants engage in activities that promote gender equality within their communities, such as advocating for inclusive tourism practices and raising awareness about gender-based violence. Engaging with the community allows individuals to feel a sense of purpose and collective responsibility, which reinforces their sense of agency and empowerment. Previous research has shown that community engagement fosters personal growth and enhances individuals' psychological empowerment by providing opportunities for meaningful contributions (Zimmerman, 2000). Through active participation in gender-sensitive initiatives, participants in WTIDcamp are likely to feel more empowered as they see the impact of their actions on their communities. Psychological empowerment, as conceptualized by Spreitzer (1995), is a multidimensional construct that reflects an individual's sense of control and influence over their environment. It includes four dimensions: meaning, competence, self-determination, and impact. Meaning refers to the alignment between an individual's values and the activities they perform, competence reflects their confidence in their abilities, self-determination refers to autonomy in making decisions, and impact measures the extent to which individuals feel they can influence outcomes. The WTIDcamp program seeks to enhance participants' psychological empowerment by equipping them with the skills and knowledge to lead gender equality initiatives in tourism. Participants who find meaning in the program's goals, feel competent in their abilities, and experience autonomy in decision-making are more likely to perceive themselves as empowered leaders capable of effecting change.

Based on this theoretical understanding, the study formulates three key hypotheses to explore the relationships between these variables. First, self-efficacy is hypothesized to have a significant positive effect on psychological empowerment. Research suggests that individuals with high self-efficacy are more likely to feel empowered, as their belief in their abilities translates into a stronger sense of control and competence (Bandura, 1997; Schwarzer & Jerusalem, 1995). In the context of WTIDcamp, participants with higher self-efficacy are expected to feel more empowered to lead gender-sensitive initiatives and influence their communities. Second, self-efficacy is hypothesized to positively affect community engagement. Individuals with higher self-efficacy are more likely to engage in community-driven initiatives, as they feel confident in their ability to contribute meaningfully (Zimmerman, 2000). In WTIDcamp, participants who exhibit strong self-efficacy are expected to actively participate in gender equality efforts within their communities, believing they can make a tangible difference. Finally, the study hypothesizes that community engagement has a significant positive effect on psychological empowerment. Community engagement provides individuals with opportunities to witness the real-world impact of their contributions, which reinforces their sense of empowerment (Spreitzer, 1995). By actively participating in gender-sensitive tourism initiatives, WTIDcamp participants are expected to feel a greater sense of psychological empowerment as they see the positive outcomes of their actions on both personal

and community levels (Miller et al., 2018). These hypotheses build upon the idea that self-efficacy serves as a key driver of both community engagement and psychological empowerment, while community engagement acts as a reinforcing mechanism that enhances individuals' sense of empowerment. By examining these relationships, the study aims to provide insights into how programs like WTIDcamp can foster empowered leaders who are capable of advocating for gender equality in the tourism sector.

Methods

Subject

The study involved a sample of 56 participants selected through an application process, which included demographic submissions, essays, and participation in a forum group discussion (FGD). An internal scoring system assessed participants' motivation and suitability. This selective approach, along with the focused nature of WTIDcamp 2023, supports the use of survey methods despite the small sample size. Participants were diverse, with 4 men and 52 women from across Indonesia: 7 from Sumatera, 35 from Jawa, 4 from Sulawesi, 2 from Kalimantan, 7 from Nusa Tenggara, and 1 Bali. This broad geographic representation underscores the program's commitment to engaging perspectives from multiple regions. WTIDcamp 2023, aimed at youth aged 18-24 studying tourism and social sciences, seeks to build capacity for advancing gender equality in Indonesia's tourism and creative industries. A purposive sampling technique was used to ensure participants aligned with the program's goals and had relevant backgrounds in gender equality issues (Yin, 2014).

Material

The WTIDcamp 2023 curriculum is meticulously designed to address key important areas of enhancing self-efficacy and community engagement. The focus on Self-Efficacy within the curriculum, particularly in the module "Strengthening Gender Sensitivity Through Self-Leadership," is designed to enhance participants' confidence in their ability to lead and effect change despite the challenges posed by gender disparities. The curriculum's emphasis on self-efficacy is particularly relevant to understanding and combating gender-based violence and bias. For instance, the module "Gender-Based Violence (GBV) in Tourism" aims to empower participants with the confidence and skills necessary to address and prevent GBV. By fostering self-efficacy, the curriculum ensures that participants are not only aware of GBV issues but also feel empowered to take action as survivors, witnesses, and supporters. Similarly, the module "Gender Bias in Tourism Workplace: Be Assertive!" aligns with this focus by developing participants' assertiveness and ability to confront and address gender biases in the workplace. Through enhanced self-efficacy, participants can effectively challenge discriminatory practices and advocate for equitable treatment, thereby supporting the overall goal of advancing gender equality in the tourism industry.

Table 1. WTIDCamp 2023 Focused Material

Key Variables	Curriculum Implementation on WTIDcamp 2023
Self-Efficacy	<ul style="list-style-type: none"> • Strengthening Gender Sensitivity Through Self-Leadership Through this material, participants will understand different forms of gender differences and learn not to let them hinder their ability to lead themselves and others effectively. Participants will be able to apply the best version of themselves. • Gender Equality in Tourism Participants will receive introductory education on intersectional gender equality in the tourism industry and the importance of understanding the context of host/employee and guest/tourist relations. • Gender-Based Violence (GBV) in Tourism Participants will learn about various forms of sexual violence, cases of GBV in the tourism industry, and how to address them as survivors, witnesses, and supporters, rather than remaining bystanders. • Gender Bias in Tourism Workplace: Be Assertive! Participants will learn about gender bias through real-world practices in the workplace and business, and will develop the ability to understand and address these issues wisely and assertively.
Community Engagement	<ul style="list-style-type: none"> • Community Participation in Tourism: Engage Inclusivity (Social, Cultural, Environmental) Through this session, participants will gain technical insights into the importance of community-based tourism that aligns with social, cultural, and environmental aspects, especially how women are closely linked to these aspects. • The Role of Men in Promoting Gender Equality This session encourages men to be part of the solution to break down the patriarchal culture that has been a root problem for everyone, including themselves. • Gender-Mainstreaming Marketing Practices in Tourism & Creative Industries Participants will understand the work and business environment in the context of management practices that enhance creativity and articulate gender-aware marketing ideas (pitch your ideas). • Final Project The final project serves as a platform for participants to express their leadership skills through initiating ideas or solutions to a problem, which will be addressed collectively in groups.
Psychological Empowerment	<ul style="list-style-type: none"> • Meaning This dimension refers to the degree to which individuals find purpose or value in their work or activities. In the context of the WTIDcamp curriculum, "meaning" relates to how participants perceive the relevance of the training content (such as gender-based violence, self-leadership, and gender bias) to their personal values and goals. Participants who feel that the training is personally meaningful are more likely to be motivated and engaged. Questions to measure meaning include: "The activities in WTIDcamp 2023 are personally meaningful to me," "The learning I gain from WTIDcamp 2023 is important to

Key Variables **Curriculum Implementation on WTIDcamp 2023**

me,” and “I believe the work and topics we discuss at WTIDcamp 2023 are valuable.”

- **Competence**

This dimension reflects an individual's belief in their capability to perform tasks successfully. The WTIDcamp curriculum, particularly the modules on self-leadership and assertiveness, is designed to build participants' confidence in their ability to lead and take action against gender biases. Measuring competence allows us to assess whether participants feel more equipped with the skills and knowledge necessary to confront gender disparities and violence in the tourism industry. The questions to measure competence include: “I am confident about my ability to apply what I learn from WTIDcamp 2023,” “I feel assured about my capabilities to perform activities related to WTIDcamp 2023,” and “I have mastered the skills necessary to actively contribute to discussions and activities at WTIDcamp 2023.”

- **Self-Determination**

Self-determination refers to the sense of autonomy and control over one's actions. In this case, it relates to participants' ability to make independent decisions and take initiative in their work environments. The curriculum encourages self-leadership and personal agency, which directly contributes to an increase in participants' sense of self-determination. The questions to measure self-determination include: “I have significant autonomy in deciding how I engage with WTIDcamp 2023 activities,” “I can decide on my own how to approach tasks and challenges at WTIDcamp 2023,” and “I have considerable freedom to choose how I participate and contribute at WTIDcamp 2023.”

- **Impact**

Impact is the extent to which an individual believes they can influence outcomes or effect change within their organization or community. Through modules such as "Gender-Based Violence (GBV) in Tourism" and "Be Assertive!", participants are not only made aware of critical issues but are also given tools to take tangible action. Measuring impact helps assess how much influence participants feel they can have on promoting gender equality and addressing gender-based violence. The questions to measure impact include: “My contributions at WTIDcamp 2023 have a large impact on the outcomes of the activities,” “I have significant influence over what happens in group discussions and activities at WTIDcamp 2023,” and “I feel I have a great deal of control over how I can make a difference in the outcomes of WTIDcamp 2023.”

Furthermore, community Engagement is a central theme in the WTIDcamp 2023 curriculum, intricately linked to several key modules: "Community Participation in Tourism: Engage Inclusivity (Social, Cultural, Environmental)," "The Role of Men in Promoting Gender Equality," "Gender-Mainstreaming Marketing Practices in Tourism & Creative Industries," and the "Final Project." The emphasis on community engagement reflects the curriculum's commitment to integrating diverse perspectives and fostering inclusive practices across various facets of tourism. The module "Community Participation in Tourism: Engage Inclusivity (Social, Cultural, Environmental)"

underscores the importance of aligning tourism development with social, cultural, and environmental dimensions. By focusing on community-based tourism, the curriculum highlights how engaging communities—particularly women—can enhance the equitable distribution of tourism benefits and promote gender-sensitive practices within the industry. This approach ensures that the development of tourism respects and enriches local cultures and environments. In "The Role of Men in Promoting Gender Equality," the curriculum encourages men to actively contribute to dismantling patriarchal structures. By involving men in gender equality efforts, the program broadens the scope of community engagement and fosters a collaborative approach to addressing gender issues. This module emphasizes that achieving gender equality requires collective effort and that men's participation is crucial for creating a more inclusive environment. The "Gender-Mainstreaming Marketing Practices in Tourism & Creative Industries" module further supports community engagement by promoting gender-aware marketing strategies. This approach not only enhances the relevance of marketing strategies but also ensures they contribute to a more equitable and inclusive tourism industry. Finally, the "Final Project" provides a platform for participants to apply their knowledge of community engagement in a practical context. By working collaboratively on real-world problems, participants demonstrate their ability to integrate inclusive and gender-sensitive practices into their leadership and problem-solving efforts. This project highlights the importance of applying theoretical knowledge to practical challenges and reinforces the curriculum's focus on empowering participants and advancing inclusive practices in tourism.

Data Collection

The data collection for the study involved three established measurement instruments to assess the interplay between Self-Efficacy and Community Engagement on Psychological Empowerment Among Participants of the WTIDcamp 2023 program. First, psychological empowerment was measured using Spreitzer's Psychological Empowerment Scale (1995), which includes 12 items, employs a Likert-type scale to gauge 4 dimensions: Meaning, Competency, Self Determination, and Impact. The scale's reliability is well-documented, with Cronbach's alpha coefficients consistently above 0.70, indicating strong internal consistency. Second, the Benefits of Community Engagement (BACE) Scale, developed by Lee Miller, Sanjay Mehta, and Joyce McCauley (2018) includes 15 items, was utilized to evaluate participants' perceived benefits from community involvement. This scale also uses a Likert-type format and demonstrates high reliability with alpha coefficients above 0.80. Lastly, General Self-Efficacy (GSE), as formulated by Schwarzer and Jerusalem (1995) includes 10 items, was employed to measure participants' overall confidence in their abilities to manage and influence events in their lives through the WTIDcamp program. This instrument, which uses a Likert-type scale, has been extensively validated and shows high reliability, with alpha coefficients typically exceeding 0.85. Together, these instruments provide a comprehensive assessment of psychological empowerment, community engagement benefits, and general self-efficacy.

The study's results provide valuable insights into the role of community engagement in enhancing psychological empowerment within the tourism sector, highlighting the importance of fostering participatory and inclusive environments for young leaders in tourism. The study seeks to answer the following hypotheses:

1. Does self-efficacy have a significant effect on psychological empowerment?
2. Does self-efficacy have a significant effect on community engagement?
3. Is there a significant relationship between community engagement and psychological empowerment?

Data Analysis

The data collection technique employed in this study involved distributing structured questionnaires to gather primary data, aimed at measuring participants' attitudes, beliefs, values, or behavioral tendencies. Reliability testing was conducted using Cronbach's Alpha with a significance threshold of 0.60, indicating that a Cronbach's Alpha value of 0.60 or higher denotes reliability. Results from SPSS Version 22.0 confirmed that the questionnaires for Self-Efficacy, Community Engagement, and Psychological Empowerment achieved Cronbach's Alpha values of 0.931, 0.964, and 0.925, respectively, signifying reliability. For hypothesis testing, multiple linear regression analysis was utilized to assess the relationships between the variables. Specifically, the hypotheses tested were whether self-efficacy significantly affects psychological empowerment, whether self-efficacy significantly influences community engagement, and whether community engagement significantly relates to psychological empowerment.

Table 2. Reliability Tests of Each Variable

Variable	Measurement Instrument	Cronbach's Alpha	N of Items	Limit of Cronbach Alpha	Explanation
Self-Efficacy (X1)	General Self-Efficacy (GSE) Scale (Schwarzer & Jerusalem, 1995)	0,931	10	0,60	Reliable
Community Engagement (X2)	Benefits of Community Engagement (BACE) Scale (Lee Miller, Sanjay Mehta, & Joyce McCauley, 2018)	0,964	15	0,60	Reliable
Psychological Empowerment (Y)	Spreitzer's Psychological Empowerment Scale (1995)	0,925	17	0,60	Reliable

Result and Discussion

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The multiple linear regression analysis conducted in this study aimed to estimate the influence of self-efficacy (X1) and community engagement (X2) on psychological empowerment (Y). The

regression model yielded the following equation: $Y = 13.395 + 0.188(X1) + 0.695(X2) + e$. The constant term of 13.395 indicates the baseline level of psychological empowerment when both self-efficacy and community engagement are held constant. The regression coefficients show that a one-unit increase in self-efficacy is associated with a 0.188 increase in psychological empowerment, whereas a one-unit increase in community engagement is associated with a 0.695 increase in psychological empowerment, assuming other variables remain constant.

Table 3. The results of the t-test calculation Self-Efficacy and Community Engagement on Psychological Empowerment

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	13,395	4,226			3,170	0,003
	Total_X1	0,188	0,192	0,127		0,981	0,331
	Total_X2	0,695	0,127	0,708		5,467	0,000

(Resource: Research Data Analysis, 2023)

Hypothesis 1: Self-efficacy has a significant effect on psychological empowerment

In hypothesis testing, self-efficacy (X1) did not show a significant effect on psychological empowerment (Y). The t-value for self-efficacy was 0.981 with a significance level of 0.331, which is greater than the alpha level of 0.05. This indicates that the effect of self-efficacy on psychological empowerment is not statistically significant, leading to the acceptance of the null hypothesis (H0) and the rejection of the alternative hypothesis (Ha).

Hypothesis 2. Self-efficacy has a significant effect on community engagement

Conversely, community engagement (X2) had a significant impact on psychological empowerment (Y). The t-value for community engagement was 5.467 with a significance level of 0.000, which is less than the alpha level of 0.05. This result supports the rejection of the null hypothesis and the acceptance of the alternative hypothesis, confirming that community engagement significantly influences psychological empowerment.

Hypothesis 3. There is a significant relationship between community engagement and psychological empowerment.

Additionally, the analysis revealed that self-efficacy (X1) significantly affects community engagement (X2). The t-value for self-efficacy in relation to community engagement was 9.065 with a significance level of 0.000, which is well below the alpha level of 0.05. This finding supports the rejection of the null hypothesis and the acceptance of the alternative hypothesis, indicating a significant positive relationship between self-efficacy and community engagement.

Table 4. The results of the t-test calculation Self-Efficacy on Community Engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.401	4.182		3.205	0.002
	Total_X1	1.177	0.130	0.780	9.065	0.000

a. Dependent Variable: Total_X2

(Resource: Research Data Analysis, 2023)

The multiple linear regression analysis in this study demonstrates that community engagement (X2) significantly affects psychological empowerment (Y), whereas self-efficacy (X1) does not have a statistically significant impact. Specifically, community engagement contributes to a 0.695 increase in psychological empowerment for each unit increase, emphasizing its crucial role in fostering empowerment. This finding is consistent with the literature suggesting that active participation in community activities enhances psychological outcomes. For instance, studies by Zimmerman (2000) and Jeynes (2005) show that community involvement can lead to higher levels of empowerment by providing individuals with a sense of belonging and purpose, which aligns with the results of this study.

The lack of a significant effect of self-efficacy on psychological empowerment in this context contrasts with some established theories. Bandura's (1997) seminal work on self-efficacy highlights its importance in fostering psychological empowerment by influencing individuals' belief in their capabilities. However, the specific context of gender equality in the WTIDcamp 2023 curriculum may have moderated this effect. This discrepancy suggests that while self-efficacy is critical for various outcomes, its direct influence on psychological empowerment might be context-dependent or mediated by other factors, such as community engagement.

The WTIDcamp 2023 curriculum, with a 93% positive feedback rate regarding its usefulness in implementing gender equality, underscores the effectiveness of targeted educational programs. Research by Lomas and Croucher (2009) supports this view, indicating that well-designed curricula focused on gender equality can significantly impact participants' attitudes and practices. The curriculum's success highlights the importance of integrating gender-sensitive content into professional training programs to promote equitable practices in the workplace. Furthermore, the significant relationship between self-efficacy and community engagement, with a t-value of 9.065, aligns with literature suggesting that boosting self-efficacy can lead to increased community participation. For example, studies by Palys and Cumming (2000) and Smith et al. (2014) reveal that enhancing self-efficacy can improve individuals' willingness to engage in community activities, which in turn supports broader empowerment goals. This finding underscores the importance of incorporating self-efficacy training within gender equality programs to amplify their impact. Therefore, the curriculum's focus on building self-efficacy and fostering community engagement appears to be a strategic approach for promoting gender equality and empowering individuals in their professional and personal lives.

The effective integration of gender equality into the curriculum, as evidenced by the WTIDcamp 2023, underscores a critical shift towards gender-sensitive education in tourism. Gender-sensitive curricula are pivotal in addressing systemic biases and promoting equitable practices in the tourism industry. Research highlights that educational interventions focusing on gender equality can lead to significant improvements in attitudes and practices among professionals. For example, Boström and Söderholm (2013) found that incorporating gender equality into educational frameworks enhances participants' awareness and commitment to gender parity, thereby fostering a more inclusive workplace environment. The high rate of positive feedback from WTIDcamp 2023 participants indicates that such curricula are instrumental in shaping future industry practices and driving systemic change. Moreover, the incorporation of gender perspectives into tourism education not only addresses gender disparities but also enriches the field by promoting diverse viewpoints and inclusive practices. According to Cater and Jones (2019), gender-inclusive curricula contribute to a more comprehensive understanding of tourism dynamics, enabling professionals to design and implement more equitable and culturally sensitive tourism experiences. By focusing on gender equality, educational programs like WTIDcamp 2023 prepare participants to challenge traditional gender norms and advocate for more inclusive policies and practices in their workplaces. This approach not only enhances individual professional development but also contributes to broader societal change by promoting gender equity within the tourism industry.

Conclusion

The research conducted during the WTID Camp 2023 provides significant insights into the interplay between self-efficacy, community engagement, and psychological empowerment within a gender-focused tourism curriculum. Specifically, the analysis demonstrates that a one-unit increase in self-efficacy corresponds to a 0.188 increase in psychological empowerment, but did not show a significant effect on psychological empowerment. In contrast, community engagement exerts an even more substantial impact, with a 0.695 increase in psychological empowerment. This underscores the critical importance of fostering self-efficacy and promoting active community involvement as key strategies for empowering individuals, particularly women, within the tourism sector. Furthermore, the study emphasizes the pivotal role of structured programs such as the WTID Camp in equipping participants with the requisite skills and confidence to navigate challenges within the tourism industry. By promoting leadership and collaborative problem-solving, the program not only enhances individual competencies but also strengthens community connections, thereby leading to a more empowered workforce. These findings suggest that educational initiatives designed to bolster self-efficacy and community engagement can have a transformative effect on psychological empowerment, ultimately advancing gender equality and inclusivity in tourism and related fields.

The study's limitations primarily stem from its context-specific focus on the WTIDcamp 2023 program, which is tailored to the tourism industry and gender-related challenges within that

sector. This context may limit the generalizability of the findings to educational programs in other industries or to broader sectors beyond tourism. For instance, while the empowerment frameworks and gender-sensitivity training approaches are relevant to tourism, they may not fully translate to sectors with different dynamics, challenges, or organizational structures. Furthermore, the unique cultural and geographic setting of WTIDcamp 2023, as well as the specific curriculum design, might not be entirely applicable to programs in other regions or educational initiatives focused on different objectives. Future studies could expand on these findings by applying similar frameworks in diverse settings to examine whether the results hold in varying industries or cultural contexts.

The unique aspects of the WTIDcamp curriculum might not be representative of other contexts, potentially limiting the broader applicability of the results (Yegidis, 2014). Additionally, the unexpected finding that self-efficacy did not significantly impact psychological empowerment contrasts with established literature (Bandura, 1997). This discrepancy could be attributed to the specific context of the WTIDcamp curriculum. The study also had a homogenous sample of participants, which may affect external validity, and relied on self-reported measures that could introduce response biases. Despite these limitations, the internal WTIDcamp team recognizes the significant impact the program has on community engagement. The context-specific focus on tourism and gender equality has proven powerful in engaging local communities, leading to discussions about future specialization. Moving forward, WTIDcamp aims to develop a community engagement curriculum tailored specifically to train gender equality trainers in the tourism sector. This initiative will further strengthen the connection between community empowerment and gender-sensitive tourism practices, ensuring that future camps can cultivate sustainable, community-driven leadership.

To address these limitations, future studies should aim to include a wider range of educational programs and sectors to enhance the generalizability of the findings (Boström & Söderholm, 2013). Utilizing a mix of qualitative and quantitative methods could offer a more nuanced understanding of the constructs involved. Expanding the sample to include diverse demographics and professional backgrounds would improve the applicability of the results. Additionally, incorporating multiple data sources could help mitigate response biases and enhance the accuracy of the findings (Smith et al., 2014). Longitudinal studies could further illuminate how changes in self-efficacy and community engagement over time impact psychological empowerment, offering valuable insights for both research and practice (Zimmerman, 2000).

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Conflict of Interest Statement

There is no conflict of interest in the writing, review, and editorial process of the article titled "The Impact Between Self-Efficacy, Community Engagement on Psychological Empowerment in a Gender-Focused Tourism Curriculum: Insights from the WTIDcamp 2023 Program." The authors declare that this manuscript is free from any form of conflict of interest and has been processed in accordance with the journal's guidelines and policies to avoid any deviations from publication ethics in all its forms.

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