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The Performance of Bachelor's Degree Management Program Lecturers at Purwasukasi Private University: The Role of Self-Efficacy, Knowledge Sharing, and Lecturer Engagement

Enjang Suherman
Management, Universitas Buana Perjuangan Karawang, Indonesia
Iman Sudirman
Management, Universitas Pasundan, Indonesia
Atty Tri Juniarti
Management, Universitas Pasundan, Indonesia

Penulis Korespondensi
Enjang Suherman
enjangsuherman@ubpkarawang.ac.id

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ABSTRACT

The aim of this research is to analyze self-efficacy and share knowledge regarding lecturer involvement, which has implications for lecturer performance. This research method is descriptive verification by analyzing the direct and indirect influence of the independent variable on the dependent variable and can describe the condition of each variable. The sample used was 216 from a population of 326 permanent lecturers in the undergraduate management study program (Isaac & Michael's table technique). Data collection through interviews and questionnaires with descriptive statistical analysis and path analysis. The results of descriptive research show that self-efficacy in conditions is quite strong with the dimensions of magnitude, strength and generality. Knowledge sharing conditions are rare with the dimensions of Knowledge Donate and Knowledge Collecting. Meanwhile, lecturer involvement is quite strong with the dimensions of Dedication, Vigor and Absorption. And the performance of lecturers is in the quite good category with the dimensions of the tridharma of higher education. The results of verification research show that self-efficacy and knowledge sharing have a partial and simultaneous positive effect on lecturer involvement, and lecturer involvement has a positive and significant effect on lecturer performance. In this way, lecturer performance can be improved through lecturer involvement based on self-efficacy and knowledge sharing.

Keywords: *Quick Ratio, Sales Growth, total asset turn over to financial distress*

INTRODUCTION

The concept of lecturer performance in Indonesia is an implementation of the implementation of the Tridharma of higher education. According to Permenristekdikti no. 53 of 2023, the Tridharma of Higher Education, hereinafter referred to as Tridharma, is the obligation of higher education institutions to organize education, research, and community service.

The educational aspect focuses on the transfer of knowledge on campus, while the research aspect aims to produce empirical and theoretical knowledge to enrich science and technology. The service aspect involves the application of lecturers' knowledge in society, and the supporting aspect includes the involvement of lecturers in improving professionalism in the academic environment (Juriko Adbussamad & Ariawan, 2018).

According to Permendikbud No. 3 of 2020, lecturers are divided into permanent lecturers and non-permanent lecturers. Permanent lecturers are educators who work full time in higher education institutions, in accordance with Government Regulation No. 37 of 2009. Based on data from ***Pddikti.kemdikbud.go.id (2023),*** *the number of permanent lecturers for the Foundation (DTY) for the Bachelor of Management program at Private Universities (PTS) in Purwakarta (Purwakarta, Subang, Karawang, and Bekasi) is 494 lecturers. The details of the academic positions of lecturers for teaching staff are 168 lecturers, 164 expert assistants, 142 lecturers as lecturers, 16 lecturers as senior lecturers, and 2 lecturers as professors, while 68 lecturers have doctoral degrees. So the total number of DTY is 492 lecturers.*

The researcher also conducted an initial visit as a random pre-research survey and conducted interviews with the academic community (Staff, Education Staff, Study Program Secretary, Head of Study Program and Dean) of the PTS Management Study Program in Purwasukasi, there are 6 out of 11 universities that have been visited, including Buana Perjuangan Karawang University, Islamic University 45 Bekasi, Bina Insani University, President University, Pelita Bangsa University, and Pertiwi University. The main issue is the performance of lecturers, which is continued regarding the involvement of lecturers, sharing knowledge and self-efficacy.

1. *On average, 60% of the new Foundation's permanent lecturers have a character certificate. If a lecturer has not implemented character, of course his teaching performance is questionable.*
2. *The participation of lecturers in the committee is good and rotates, but in its implementation, not all of them take part in their duties.*

3. *When lecturers have other side jobs besides on campus, sometimes teaching duties are neglected, either by not attending class or changing schedules at any time. This shows that their dedication is less than optimal.*
4. *Most lecturers feel restless and complain about the workload that is not balanced with its benefits. This shows that the vigor value is not optimal.*
5. *Most lecturers will share new information, knowledge and skills only with those closest to them.*
6. *Not all lecturers attend job training, workshops or seminars organized by universities or other organizations outside the campus. Lecturers will be enthusiastic to attend when it is related to their benefits such as the interests of serdos or getting grants.*
7. *Most of the lecturers' determination regarding the tasks assigned to them is still hesitant. When lecturers are assigned to attend international conferences, some accept, some reject, and some accept but only try. This is because most lecturers have not mastered international languages fluently.*

It should be realized that Lecturer involvement can increase productivity and maintain highly competitive lecturers (Agbionu et al., 2018). Employees or lecturers who are involved will be more productive. Lecturer involvement in working makes lecturers feel more enthusiastic about their work and want to show the best performance, high loyalty and stay at the university. (Nurtjahjani et al., 2023)

The results of the study indicate that Lecturer involvement has a positive effect on lecturer performance. , universities must provide encouragement and support for Lecturer involvement in many activities. Support can be in the form of creating motives among lecturers that will provide positive feedback on higher lecturer involvement . (Novitasari, 2020). Employees who have low involvement in the work that is their responsibility will have an impact on the accumulation of work so that employees cannot carry out work on time. Employees will look relaxed and less concerned about their work. Employees appear not to be doing their jobs, are not happy with what is their responsibility and are not enthusiastic about working (Zulfikar. et al., 2020).

Higher education is the center of the development of community knowledge. If knowledge is shared in an academic environment, it will be open to theorizing, conceptualizing and learning skills to find one's own strengths and weaknesses. By using knowledge will help gain a competitive advantage in the form of creativity and innovation that can be applied (Feiz et al., 2017).

Sharing knowledge is very important for employee growth. Lecturers will feel familiar with knowledge and understanding. Knowledge needs to be communicated to others. Lecturers who are aware of the importance of exchanging knowledge will develop as a result of the exchange of new information that will have a positive impact on them. (Afrilyanti & Wardi, 2021).

In the world of education, knowledge is the most important thing. The desire to disseminate knowledge among employees is very important to be improved and maintained (Nair & Sivakumar, 2020). The intention to share knowledge depends on several factors. Self-Efficacy is an individual's ability to carry out certain tasks that serve as a key predictor in influencing a person's decision to share knowledge (Ibus & Ismail, 2018). Self-Efficacy can also influence people to share knowledge and both have a relationship with each other (Safdar et al., 2020).

Confidence in one's ability to achieve success can make employees work better and produce the best results. Employee enthusiasm in working makes them feel involved and have involvement (engage) which has a positive impact on the organization (Ardi et al., 2017). Research results(Asli et al., 2020) with 400 lecturers as respondents, it was found that Self-Efficacy has a positive influence on lecturer engagement with a path coefficient value of 0.619. Self-Efficacy is an antecedent of lecturer engagement. This means that a lecturer who has high Self-Efficacy will have a stronger involvement with his work. Self-Efficacy has a significant impact on goals and achievements by influencing emotional reactions. Employees who have self-efficacy will be more persistent in achieving their goals by trying to face problems (Dien et al., 2022). The higher the self-efficacy, the more confident in their ability to succeed (Sunarsi et al., 2022).

Based on the explanation of the phenomena, problems, and research results in the background, it is indicated that it is necessary to conduct research to test the performance of lecturers by offering a Structural Equation Model analysis model among the variables of lecturer performance, lecturer involvement, knowledge sharing, and lecturer self-efficacy. The purpose of this study is to analyze the role of self-efficacy, knowledge sharing, and lecturer involvement in influencing lecturer performance.

The development of previous theories and research to enrich the explanation related to this research, several previous studies are presented as follows:

a. *Research entitled Relationship between self efficacy and Knowledge Sharing: systematic review. Global Knowledge, Memory and Communication. Researched by Muhammad Safdar, Syeda Hina Batool, Khalid Mahmood in 2020. tells about the*

importance of self efficacy for educators and students in the context of knowledge sharing. Increasing self efficacy can encourage increased knowledge sharing, and vice versa, sharing knowledge can increase self efficacy.

b. *Further research entitled Work Self-Efficacy and Engagement of Vocational Business Education Lecturers . Journal Of Technical Education And Training. Researched by Edokpolor, James., Innocent Otache., & Kessington Osifo in 2022. This study presents the results of the appropriate hypothesis indicating a significant interaction between work self-efficacy and dimensions of work engagement, such as cognitive, emotional, and physical engagement, among Vocational Business Education lecturers in universities in the Southern region of Nigeria. This means that if Vocational Business Education lecturers have a high level of work self-efficacy, they tend to be actively involved in work-related tasks. This statement confirms that lecturers who are more confident will show a higher level of active involvement in carrying out their duties.*
c. *The next study entitled How Does Knowledge Sharing Affect Employee Engagement? Institutions and Economies. Researched by Sui Hai Juan, Irene Wei Kiong Ting, Qian Long Kweh, Liu Yao. In 2018, which stated that the aspect of knowledge sharing has a significant and positive effect on employee engagement at Private and Public Universities in Malaysia. Employees who spend more time interacting with others will often communicate with coworkers and work more. Employees who interact and communicate more will be more involved with the organization.*
d. *Further research entitled Employee Engagement and Performance of Lecturers in Nigerian Tertiary Institutions. Journal of Education & Entrepreneurship. Researched by Uchenna Clementina Agbionu, Maureen Anyalor and Anthony Chukwuma Nwali in 2018. States that the positive and significant influence of lecturer engagement on lecturer performance. The coefficient value is 0.7 which means it is very strong. The relationship between lecturer engagement and lecturer performance is very strong. Suggestions for universities to develop & maintain lecturer engagement by providing training opportunities.*

Self-Efficacy Theory in Human Agency(Bandura, dalam Laily & Wahyuni, 2018) states that self-efficacy is a belief in one's own ability to successfully achieve a goal. Dien et al., (2022)argues that the concept of lecturer self-efficacy is the lecturer's belief in his/her ability and success in carrying out the main tasks of the three pillars of higher education, namely as educators, teachers, and researchers as well as community service activities.

Bandura in Suralaga (2021) self-efficacy has three aspects, namely: (1) Magnitude (level of difficulty of the task); (2) Strength (individual strength); (3) Generality (self-mastery). According to Van Den Hooff and De Ridders, the conceptual knowledge sharing is described as a process in which individuals exchange implicit and explicit knowledge to create new knowledge . Knowledge sharing (knowledge transfer) is one method used to provide opportunities for every organization, institution, or company to share knowledge (Denok, et al 2023). The measurement of knowledge sharing according to Hoof & Ridders in Sawan et al (2021) includes (1) Providing Knowledge; (2) Collecting Knowledge.

Lecturer Engagement Theory in the concept of engagement theory. Engagement according to Kahn is a form of self-expression that uses physical, cognitive and emotional in work and organizations. Employee engagement is emotional and intellectual involvement in their work such as work intensity, work focus, and involvement in various jobs and organizations (Desler & Chhinzer, 2020). Based on the quotation of lecturer engagement measurements from various studies, the measurement of lecturer engagement (Desler & Chhinzer, 2020) includes: (1) Vigor ; (2) Dedication ; (3) Absorption .

Lecturer performance is the result of lecturers' work in carrying out the tridharma of higher education activities which include education or learning, research, community service and other academic support activities as stated in the lecturer performance report of at least 12 credits to a maximum of 16 credits in its appropriateness (Law No. 14 of 2005). Thus, the tridharma of higher education becomes a measure of lecturer performance.

The research paradigm is as follows:

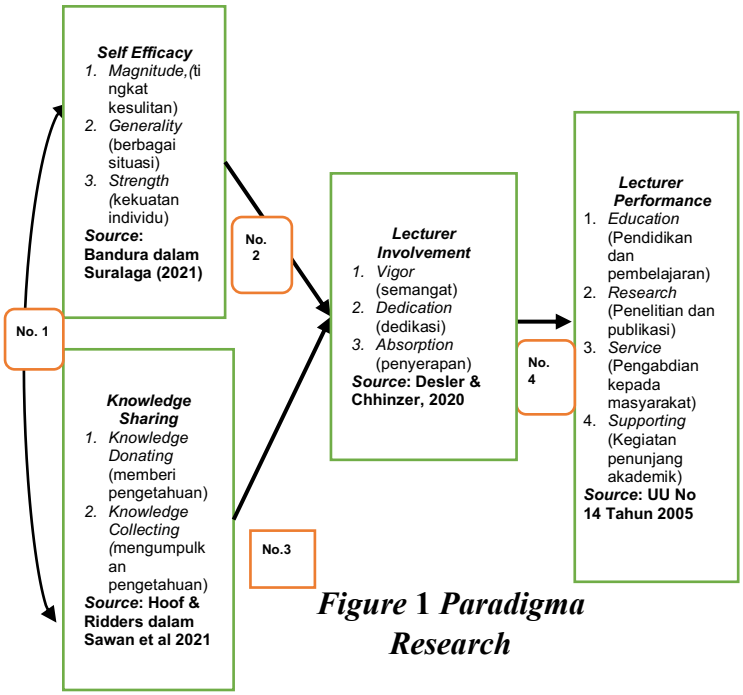

Figure 1 Paradigma Research

Information

No. 1 = (Safdar et al, 2020); (Mustofa & Nugroho, 2022) ; (Sonata , 2017)

No.2 = Ardi et al (2017); Djasa et al (2020); Edokpolor et al (2022)

No. 3 = Sabbatho et al (2020); Juan et al, (2018); Meda et all (2021)

No. 4 = Agbionu et al, (2018); Novitasari (2020); Triyono et al (2024)

RESEARCH METHODS

The research method is Quantitative Research with descriptive analysis and verification analysis. The observation unit in the study is a permanent lecturer of the S1 Management Study Program of Private Universities in the Purwasukasi Region, West Java.

The variables of this study consist of independent variables (Self-Efficacy and Knowledge Sharing), intermediate variables (Lecturer Involvement), and dependent variables (Lecturer Performance). Population: all permanent lecturers of the S1 Management Study Program of P TS in the Purwasukasi Region, West Java . The number of sample members is 21 6 lecturers from . While the sampling technique uses Proportional Cluster Random Sampling .

Data analysis using Descriptive Analysis and Path Analysis for its Verification. Descriptive analysis using scale analysis where the highest scale - the lowest scale (5-1) = 0.8 is 1 - 1.79 = very bad; 1.8 - 2.59 = bad; 2.60 - 3.39 = quite good; 3.40 - 4.19 = good; 4.20 - 5 = very good.

Verification analysis uses path analysis with the following stages:

1. *Validity and reliability tests with the criteria of r count > 0.3 are declared valid (Pearson product moment method) and the criteria of r count > 0.6 are declared reliable (Cronbach Alpha method)*
2. *The normality test with the residual sig > 0.05 criteria is declared valid (Kolmogorov Smirnov method).*
3. *Data transformation by changing ordinal data into interval data (MSI method = Method of Successive Interval)*
4. *Determinant Test with R2 criteria · the larger the independent variable has the ability to influence the dependent variable with the formula R2 x 100%*

5. *Hypothesis Testing, the criteria is if sig < 0.05 then the hypothesis is accepted and vice versa if sig > 0.05 then the hypothesis is rejected.*

RESULTS AND DISCUSSION

1. *Analysis Results*

a. *Validity and Reliability Test*

Table 1 Validity test

Question Items	***r-count (X_1)***	***r-count (X_2)***	***r-count(Y)***	***r-count(Z)***	***r-critical***	***Information***
Item 1	0.624	0.561	0.731	0.773	0.300	Valid
Item 2	0.352	0.762	0.706	0.740	0.300	Valid
Item 3	0.692	0.729	0.780	0.672	0.300	Valid
Item 4	0.667	0.755	0.762	0.698	0.300	Valid
Item 5	0.696	0.736	0.749	0.678	0.300	Valid
Item 6	0.603	0.720	0.459	0.669	0.300	Valid
Item 7	0.693	0.655	0.696	0.682	0.300	Valid
Item 8	0.687	0.698	0.316	0.634	0.300	Valid
Item 9	0.397	0.604	0.399	0.662	0.300	Valid
Item 10	0.690	0.650	0.484	0.672	0.300	Valid
Item 11	0.636	0.627	0.671	0.668	0.300	Valid
Item 12	0.698	0.552	0.726	0.623	0.300	Valid
Item 13	0.707	0.686	0.744	0.713	0.300	Valid
Item 14	0.683	0.727	0.594	0.692	0.300	Valid
Item 15	0.608	0.725	0.646	0.641	0.300	Valid

Based on the validity test of the calculation of the correlation of question items with the total items for each variable, it can be seen that r count > 0.3 then the statement item is declared valid, while the reliability test R count > 0.6 then the reliable statement is as follows

Table 2 Reliability Test

Variable	***r-count***	***r-table***	***Information***
Self Efficacy	0.878	0.700	*Reliable*
Sharing Knowledge	0.917	0.700	*Reliable*
Psychological Empowerment	0.921	0.700	*Reliable*
Lecturer Involvement	0.884	0.700	*Reliable*
Lecturer Performance	0.918	0.700	*Reliable*

b. *Data Transformation*

The data in the questionnaire is ordinal data from Likert scale answers, so to support path analysis, interval data is needed, therefore, ordinal data is transformed into interval data through the method of successive intervals.

c. Variable Normality Test

Testing the normality test of variables using the Kolmogorov Smirnov method by testing the residual variables, namely

Table 3 Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		216
Normal Parameters [a,b]	*Mean*	.0000000
	Std. Deviation	5.74895462
Most Extreme Differences	*Absolute*	.042
	Positive	.036
	Negative	-.042
Test Statistics		.042
Asymp. Sig. (2-tailed)		.200 [c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the results of the normality test, it is stated that it is normally distributed because Sig (2-tiled) > 0.05. So, process the data to be able to proceed to the next stage.

d. Descriptive Analysis.

Table 4 Descriptive Statistics

Indicator	*Self-efficacy*	*Share knowledge*	*Lecturer involvement*	*Lecturer performance*
Item 1	3.13	3.23	3.21	3.31
Item 2	3.06	3.23	3.27	3.31
Item 3	3.11	3.26	3.26	3.31
Item 4	3.19	3.22	3.16	3.28
Item 5	3.16	3.20	3.25	3.32
Item 6	3.13	3.31	3.01	3.34
Item 7	3.17	3.36	3.23	3.31
Item 8	3.06	3.25	3.26	3.28
Item 9	3.34	3.35	3.30	3.36
Item 10	3.08	3.21	3.30	3.36
Item 11	3.32	3.28	3.30	3.25
Item 12	3.10	3.13	3.21	3.30
Item 13	3.06	3.40	3.28	3.26
Item 14	3.05	3.27	3.10	3.26
Item 15	3.19	3.41	3.25	3.31
Average	3.14	3.27	3.23	3.30
Category	*Strong enough*	*seldom*	*Strong enough*	*Pretty good*

Based on the results of descriptive statistical data processing, it was found that the self-efficacy variable was in a fairly strong condition, meaning that the lecturer's self-confidence was not fully confident in the lecturer's ability to work, the knowledge sharing variable was in a rare condition, meaning that the intensity of sharing knowledge, skills and information between lecturers was rarely implemented, the lecturer involvement variable was in a fairly strong condition, meaning that the lecturer's engagement in working was not yet optimal. And the lecturer performance variable was in a fairly good condition, meaning that even though the Tridharma activities of higher education were carried out, there were still shortcomings or they were not optimal.

e. Verification Analysis

1) Path Analysis

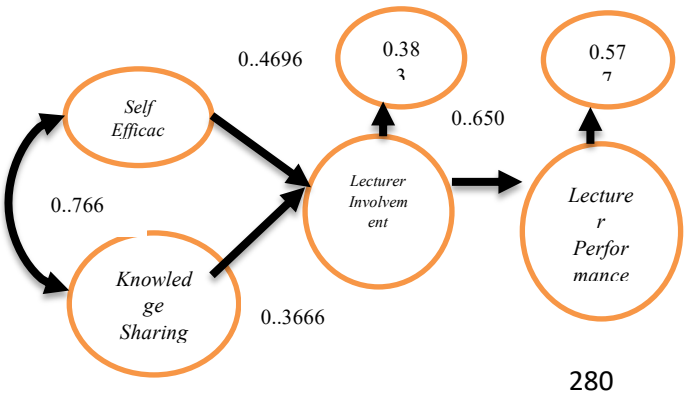

Figure 2 Overall Path Analysis Model Structure

Based on SPSS calculations, a path analysis model structure was obtained consisting of two exogenous variables, namely self-efficacy and knowledge sharing, one mediating variable, namely lecturer involvement, and one endogenous variable, namely lecturer performance variable.

2) The Influence of Self-Efficacy and Knowledge Sharing on Lecturer Engagement

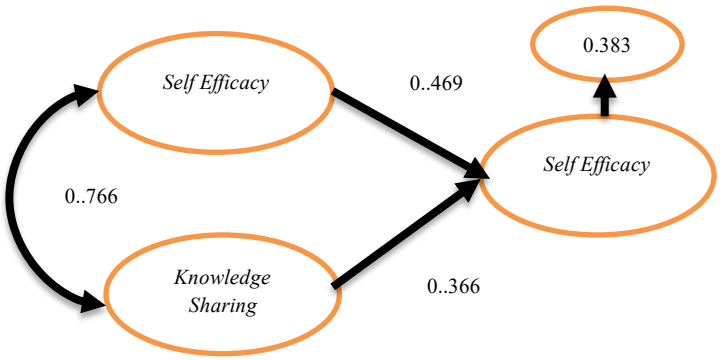

Figure 3 Structure of Path Analysis Model of Self-Efficacy and Knowledge Sharing on Lecturer Performance

The structural equation of this model is Y= 0.469X1+0.366X2+ε1

The results of the calculation of direct and indirect influences based on SPSS data processing produce the following results:

Table 5 Direct and indirect effects of self-efficacy and knowledge sharing on lecturer engagement

	Path Coefficient	***Direct Influence***	***Influence Through***			***Total***
			Self Efficacy	***Sharing Knowledge***	***Total Indirect***	
Self Efficacy	0.469	21.99%		13.14%	13.14%	35.13%
Sharing Knowledge	0.366	13.39%	13.14%		13.14%	26.53%
Total		46.33%	15.80%	15.80%	31.61%	61.66%

Based on the results of SPSS calculations, it was found that self-efficacy and knowledge sharing on lecturer involvement had an effect of 61.66%. While the partial effect of self-efficacy on lecturer involvement had an effect of 35.13% and the partial effect of

knowledge sharing on lecturer involvement had an effect of 26.54%. This shows that self-efficacy is more dominant in influencing lecturer involvement than knowledge sharing.

3) The influence of lecturer involvement on lecturer performance

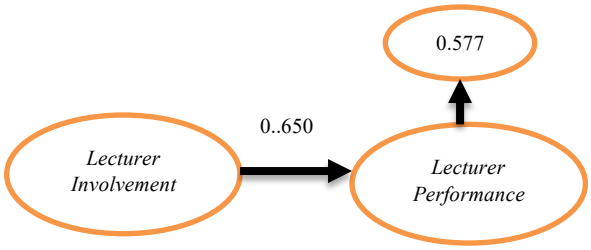

Figure 4 Structure of the Path Analysis Model of Lecturer Involvement towards Lecturer Performance

The structural equation of this model is Z= 0.650+ε2

The calculation results are direct influence and do not have indirect influence based on SPSS data processing, the following results are obtained:

Table 6 The influence of lecturer involvement on lecturer performance

	Path Coefficient	***Direct Influence***	***Influence Through***	***Total***
			Total Indirect	
Lecturer Involvement	0.650	42.3%		42.3%
Total		42.3%		42.3%

Based on the table, the influence of lecturer involvement on lecturer performance is 42.3%. However, there is no indirect influence because the model structure does not exist.

4) Partial Hypothesis Test of the Influence of Self-Efficacy and Knowledge Sharing on Lecturer Engagement.

To test the hypothesis of the partial influence of self-efficacy and knowledge sharing on lecturer involvement, the t-value of SPSS data processing is obtained as follows:

Table. 7.
Results of Partial Self-Efficacy Test towards Lecturer Involvement

Structural	***Path coefficient***	***t-count***	***t-table***	***Conclusion***
γ	0.469	7,111	1,9712	***H0 is rejected , there is a*** *significant influence of Self-Efficacy towards Lecturer Involvement*
γ	0.366	5,548	1,9712	***H0 is rejected*** *, there is a significant influence of Knowledge Sharing*

				towards Lecturer Involvement

Hypothesis test of self-efficacy has a significant effect on lecturer involvement seen from t count = 7.111 > t table = 1.9712. Thus , Ho is rejected and H1 is accepted. Hypothesis test of knowledge sharing has a significant effect on lecturer involvement seen from t count = 5.548 > t table = 1.9712. Thus, Ho is rejected and H1 is accepted.

5) *Simultaneous Hypothesis Testing of the Effect of Self-Efficacy and Knowledge Sharing on Lecturer Engagement*

   To test the hypothesis of the simultaneous influence of self-efficacy and knowledge sharing on lecturer involvement, the calculated F value and sig of SPSS data processing are obtained as follows:

Table. 8.
Results of Simultaneous Test of Self-Efficacy and Knowledge Sharing on Lecturer Involvement

Structural	***Path coefficient***	***F-count***	***F-table***	***Conclusion***
γ	0.785	171,473	3.8855	***H0 is rejected** , there is a significant influence of Self-Efficacy **and** Knowledge Sharing on Lecturer Involvement*

Hypothesis testing of the influence of self-efficacy and knowledge sharing on lecturer involvement can be seen from the calculated f 171.473 > 3.8855, thus it is found that self-efficacy and knowledge sharing influence lecturer involvement simultaneously.

6) *Hypothesis Testing on the Influence of Lecturer Involvement on Lecturer Performance.*

   To test the hypothesis of the influence of lecturer involvement on lecturer performance, the calculated F value and SPSS data processing sig are obtained as follows:

Table. 9.
Results of the Lecturer Involvement Test on Lecturer Performance

Structural	***Path coefficient***	***F-count***	***F-table***	***Conclusion***
z	0.65	156,735	3.8855	***H0 is rejected** , there is a significant influence of Lecturer Involvement on lecturer performance.*

Hypothesis test of the influence of lecturer involvement on lecturer performance is seen from the calculated f 156.735 > 3.8855, thus it is found that lecturer involvement has an effect on lecturer performance.

2. *Research Discussion*
   a. *Discussion of the Results of Self-Efficacy and Knowledge Sharing Conditions*
   1) *Self-Efficacy of Lecturers in Undergraduate Management Study Program, Purwasukai Private University*

   the recapitulation results regarding self-efficacy variables related to the dimensions of magnitude (confidence in ability at the level of difficulty), strength (confidence in ability at the strength of individual assessment), and Generality (confidence in ability in various situations), the average value obtained was 3.144 . Thus, self-efficacy is in the range of 2.60 to 3.39 with the category of Quite Strong

   2) *Sharing Knowledge of Lecturers of Undergraduate Management Study Program, Purawasukasi Private University*

   Based on the recapitulation results regarding the knowledge sharing variables related to the Knowledge Donate dimension (knowledge donation) and Knowledge Collecting (collecting knowledge) then the average value obtained is 3.27. Thus, knowledge sharing is in the range of 2.60 to 3.39 with the category Rare.

b. *Discussion of the Results of the Conditions of Lecturer Involvement in the S1 Management Study Program at Purawasukasi Private University*

   Based on the recapitulation results regarding the variables of lecturer involvement related to the dimensions of Dedication (dedication), Vigor (enthusiasm), and Absorption (absorption). then the average value obtained is 3.23 . Thus, the involvement of lecturers is in the range of 2.60 to 3.39 with the category of Quite strong.

c. *Discussion of the Results of the Performance Conditions of Lecturers in the S1 Management Study Program, Purawasukasi Private University*

   Based on the recapitulation results regarding the lecturer performance variables related to the dimensions of education and teaching, research and publication, community service and application of science, and supporting activities, the average value obtained was 3.30. Thus, the lecturer performance is in the range of 2.60 to 3.39 with the category of Quite Good.

d. *Discussion of the Influence of Self-Efficacy on the Involvement of Lecturers in the Undergraduate Management Study Program at Purawasukasi Private University*

Direct and Indirect Effects of Self-Efficacy and Knowledge Sharing Variables on Lecturer Engagement stated that self-efficacy has a partial positive effect on lecturer engagement of 35.15%. The direct effect of self-efficacy on lecturer engagement is greater by 21.99% compared to the indirect effect of self-efficacy on lecturer engagement of 13.14%.

Partial hypothesis testing in Table. 7. Partial Test Results of Self-Efficacy on Lecturer Involvement obtained the calculation result of the $_{calculated}$ *t value of 7.111 which is greater than the t* $_{table\ value}$ *or t* $_{0.05.216}$ *= 1.9712. So it is concluded that self-efficacy has a positive and significant effect partially on lecturer involvement. Thus, it can be stated that lecturer involvement can be increased through lecturer self-efficacy*

The influence of self-efficacy on lecturer engagement is supported by the results of previous studies, including Ardi et al (2017) who stated that from the results of the Self-efficacy study, which is an individual's belief in their ability to achieve certain goals, it turns out to play an important role in increasing employee engagement and their performance. Self-efficacy not only affects work engagement, self-efficacy also has a significant influence on job satisfaction where when someone has high self-efficacy, they are more effective in dealing with difficulties, are able to survive in the face of failure and are more likely to achieve work results that are valued according to their personal standards Citrayani et al. (2022).

e. *Discussion of the Influence of Knowledge Sharing on the Involvement of Lecturers in the Undergraduate Management Study Program at Purawasukasi Private University*

Direct and Indirect Effects of Self-Efficacy and Knowledge Sharing Variables on Lecturer Engagement stated that knowledge sharing has a partial positive effect on lecturer engagement of 26.53%. The direct effect of knowledge sharing on lecturer engagement is greater by 13.39% compared to the indirect effect of knowledge sharing on lecturer engagement of 13.14%.

Partial hypothesis testing in Table. 7. Partial Test Results of Knowledge Sharing on Lecturer Involvement obtained the calculation result of the $_{calculated}$ *t value of 5.548 which is greater than the t* $_{table\ value}$ *or t* $_{0.05.216}$ *= 1.9712. So it is concluded that knowledge sharing has a positive and significant partial effect on lecturer involvement. Thus, it can be stated that lecturer involvement can be increased through lecturer knowledge sharing.*

The effect of knowledge sharing on lecturer engagement has been widely studied, emphasizing the importance of knowledge sharing within organizations to increase

engagement levels (Ahmed et al., 2020). Knowledge sharing either sharing experiences, knowledge or skills between employees can improve employee capabilities in achieving the goals of the Institution. In addition, sharing knowledge can make employees directly involved in the Institution in the form of employee enthusiasm and pride in carrying out work. The results of this study indicate that sharing knowledge has a positive and significant influence on employee engagement Sabbatho et al (2020) . Employee engagement is a critical factor in organizational success, affecting a variety of organizational outcomes. Many studies have investigated the relationship between knowledge sharing and employee engagement. Knowledge sharing significantly increases employee engagement by fostering a culture of collaboration and innovation in the organization. Engaged employees are more likely to share their knowledge with coworkers and contribute new ideas to the organization. In addition, knowledge sharing has been shown to positively influence employee innovative work behavior, resulting in increased engagement and performance (Kim & Park, 2017).

f. Discussion of the Influence of Self-Efficacy and Knowledge Sharing on the Involvement of Lecturers in the Undergraduate Management Study Program at Purawasukasi Private University.

Direct and Indirect Effects of Self-Efficacy and Knowledge Sharing Variables on Lecturer Engagement stated that self-efficacy and knowledge sharing had a simultaneous positive effect on lecturer engagement of 61.66%. Based on these results, the effect of efficacy was greater at 35.15% compared to knowledge sharing of 26.53%. The effect of other variables that influenced lecturer engagement but were not studied was 38.34%.

The test results on the simultaneous hypothesis results show a $_{calculated}F$ *value of 171.473 which is greater than the* $F_{table\ value}$ *for* $F_{0.05,3.216} = 3.8855$*, so it can be stated that self-efficacy and knowledge sharing have a significant effect on lecturer involvement. Thus it can be stated that self-efficacy and knowledge sharing can increase lecturer involvement.*

The phenomenon that self-efficacy contributes more strongly than knowledge sharing to lecturer engagement is because one of the reasons is that lecturer self-efficacy can affect their engagement in the teaching process and interactions with students. Lecturers who have high levels of self-efficacy tend to be more committed to their profession, which can have a positive impact on the quality of teaching and interactions with students (Anwar et al, 2023).

g. *Discussion of the Influence of Lecturer Involvement on the Performance of Lecturers in the Undergraduate Management Study Program at Purawasukasi Private University*

Lecturer involvement has a partial positive effect on lecturer performance of 42.3% . The direct effect of lecturer involvement on lecturer performance is 42.3% while the indirect effect of lecturer involvement on lecturer performance is none. Thus, the influence of other variables that affect lecturer performance is 58.7%.

Hypothesis testing in Table. 9. The results of the Test of the Influence of Lecturer Involvement on Lecturer Performance obtained the calculation results that there was a $_{calculated}F$ *value of 156.735 greater than the* $F_{table\ value}$ *for* $F_{0.05,3,216} = 3.8855$*. So it is concluded that lecturer involvement has a positive and significant effect partially on lecturer performance.*

Employee engagement has been a subject of interest in various studies examining its impact on employee performance, including in the context of academic faculties. Research has shown that employee engagement plays a significant role in influencing employee performance, such as lecturers in higher education institutions. In addition, Lustanti et al. (2019) conducted a study that is in line with previous studies showing a positive relationship between employee engagement and performance. Their findings support the existing literature, emphasizing the important role of employee engagement in improving performance in various organizational environments.

CONCLUSION

The results of this study can be concluded that Magnitude dimension (confidence in ability at the level of difficulty), strength (confidence in ability at the strength of individual assessment), and Generality (confidence in ability in various situations) then obtained an average value of 3.144 . So self-efficacy in the category is quite strong. While the dimension of Knowledge Donate (donation of knowledge) and Knowledge Collecting (collecting knowledge) then the average value obtained is 3.27. Thus, knowledge sharing is in the Rare category. Dimensions of Dedication, Vigor , and Absorption then the average value obtained was 3.23. So the involvement of lecturers in the category is quite strong The Tridharma dimension of higher education obtained an average value of 3.30. Thus, the performance of lecturers is in the fairly good category. Self-efficacy has a partial positive effect on lecturer involvement of 35.15%. Sharing knowledge has a partial positive effect on lecturer involvement of 26.53%. Self-efficacy

and knowledge sharing have a simultaneous positive effect on lecturer involvement of 61.66%. Lecturer involvement has a positive effect on lecturer performance by 42.3%

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