

Antecedents of Self Efficacy and its Influence on Lecturer Performance

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Citation: Windayati, T., Kurniawati, E., Onoyi, N.J., & Yanti, S. (2024). Antecedents of Self Efficacy and its Influence on Lecturer Performance. INTERNATIONAL JOURNAL OF ECONOMICS, MANAGEMENT, BUSINESS AND SOCIAL SCIENCE (IJEMBIS), 4(3), 1063–1070.

<https://cvodis.com/ijembis/index.php/ijembis/article/view/432>

Received: 23 July 2024

Accepted: 14 August 2024

Published: 18 September 2024

Abstract.

As an educator, lecturers must have competence in carrying out their duties through the Tri Dharma of Higher Education. This study examines the Antecedent Self Efficacy and its Effect on Lecturer Performance. In this study, the population was private university lecturers in Batam and the sample was 122 permanent lecturers. The approach of quantitative research methods, questionnaires distributed to respondents as a way of collecting data. The result is that the three variables, competence, motivation and work engagement on performance have a positive and insignificant effect, while on self-efficacy, competence has a positive and insignificant effect, motivation and work engagement have a significant positive effect on self-efficacy, and self-efficacy has a positive and insignificant effect on performance.

Keywords: Performance, Competence, Motivation, Work Engagement, Self-Efficacy.

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1. Introduction

Lecturers are educators and scientists who are professionally responsible for changing, developing and disseminating knowledge through the Tri Dharma of Higher Education which includes education or teaching, conducting research and carrying out community service tasks. Teaching is a mandatory activity carried out by lecturers with a minimum number of credits per semester of 9 (nine) credits. Research tasks are activities that need to be carried out by lecturers, either individually or in groups with independent financing or by institutions. Community service tasks must be carried out by lecturers through community activities through institutions or other institutions, partners and the general public. In addition, lecturers also have additional duties as supporting tasks for lecturers every semester in the form of participation in scientific meetings, committee and so on. The workload or duties of lecturers must be reported periodically in order to get a picture of the real performance of lecturers through the implementation of the Tri Dharma of Higher

Education for 1 (one) semester. The report on the implementation of lecturer duties is called the Lecturer Performance Report (LKD).

The ability of a lecturer to complete their tasks or work is called lecturer performance. Performance can be in the form of presentation, implementation, achievement, results, or performance (Nadeak, 2020). Performance is the implementation of a predetermined plan. Human resources are people who have the skills, abilities, motivation, and interests to carry out performance. How the organization treats and appreciates its human resources will affect their attitudes and behavior when carrying out their duties.

The reality that occurs in lecturers in the implementation of the Tri Dharma of Higher Education is still minimal in the implementation of tasks in the fields of research and community service. The implementation is still limited only to fulfill administrative obligations and is not yet a development of science. Of the several non-governmental universities in Riau Islands Province, only two PTS have entered the main cluster, while the other PTS are in the Pratama cluster and the assisted cluster. This cluster classification is based on the number of scientific publications in reputable journals.

Experts argue that performance is the result given by a person so that it can reach the level of quantity and quality in accordance with the duties and responsibilities given to him. The results of a person's work in carrying out his duties are a combination of ability, motivation, and opportunity or ability (A); motivation (M), and opportunity (O), so that $W = f(A \times M \times O)$. in other words, performance is a function of ability, motivation, and opportunity (Djaya 2021).

According to the previous performance theory, a person must have the ability to work (ability), which in this study is called competence. An individual's performance is positively correlated with his expertise. The skills and abilities required to complete a particular task are known as competencies. Expertise can be defined as ability or skill (Salahuddin 2018). Research by Ashar, Mujanah and Murgianto (2019) (Harling, 2018) showed that competence on performance has a positive and significant effect. Meanwhile (Salahuddin, 2018), the result of his research is that competence has an insignificant effect on performance. Work ability is not enough to achieve high performance; motivation to work, involvement in work, independence, and competence are other necessary factors.

More work is accomplished by individuals who have a high level of motivation that is applied when they do their work. Employees who have high motivation show increased performance. According to research (Suci and Hermawati 2021); (Sriwidodo and Haryanto 2015) which found that improving employee performance can be achieved with high work motivation. However, studies conducted by (Van Harling and Tobi 2018), (Abdul Raheem Mohamad Yusof, Nek Kamal Yeop Yunus 2013), show that motivation on performance has an insignificant effect.

Work Engagement is defined as work involvement, which is characterized by an extraordinary passion for completing their tasks (Yurfa Auliya Putri and Hendro Prakoso 2021). According to the results of the study, that employees who have work engagement have a positive and significant impact on their performance (Rohana Manalu et al. 2021) and (J. 2014), but Guan's research (Guan and Frenkel 2018) results in employee performance being influenced by work engagement insignificantly. In addition, companies can find out

whether employees want to put in more effort and contribution to the company (Sofiah and Kurniawan 2019).

Self-efficacy can improve one's qualifications. Self-efficacy is an individual's confidence in their abilities and their ability to solve problems or work well. If someone believes in their abilities and believes that they will succeed, they will try to work hard in order to produce optimal performance. According to research (Sofiah and Kurniawan 2019), (Tims, Bakker, and Derks 2014), and (Ardi, Astuti, and Sulisty 2017), state the results that self-efficacy with performance has a positive and significant impact. Based on this explanation, it is very important to know what factors cause performance improvement, so researchers will conduct a study on Antecedents of Self Efficacy and its Effect on Lecturer Performance.

Performance is conceptualized as an individual's ability to perform the activities inherent in his function, using available resources (Moreira et al., 2011). According to (Jackson, 2011), employee performance includes all actions taken or not taken by employees. Employee performance is also the most important factor that determines the success of a company. (Mangkunegara, 2010) suggests that the definition of Employee Performance is the work achieved by an employee, both in terms of quality and quantity, in carrying out his duties in accordance with the responsibilities given. (Susi Mega Setyawati 2019)

The word "competent" in English is "competence", which means having ability, power, authority, skill, knowledge, attitude, and so on. Therefore, the ability, proficiency, skills, and knowledge that a person has is called competence. Thus, competence is defined as adequate ability to perform a task or the skills and abilities required to do so. Ability or expertise can be defined as competence (Shalahuddin 2018).

The description of the process that explains the intensity, direction and purpose of a person in working to achieve his goals is called motivation. Hasibuan in (Djaya 2021) suggests that motivation is defined as an encouragement to strive optimally in achieving organizational goals, which is in line with the ability of efforts to meet individual needs. Meanwhile, Robin in (Sriwidodo and Haryanto 2015) argues that motivation is the ability to meet personal needs and the desire to achieve organizational goals.

Motivation is the process of arousing behavior, maintaining it, and channeling certain action behaviors. Therefore, motives (needs or desires) drive employee actions. (Abdul Raheem Mohamad Yusof, Nek Kamal Yeop Yunus 2013). The motivation indicators in this study are: need for achievement; need for power; and need for affiliation.

According to Schaufeli, 2006, cited by (Susi Mega Setyawati 2019) states that, employee engagement is the relationship between a worker and what is done with extraordinary enthusiasm to complete his job duties well. Employee engagement is an effective tool to help every organization in its efforts to gain superior competitiveness. Human as a resource is a factor that cannot be replicated by competitors and is the most valuable asset if managed properly. This has been emphasized by Baumruk (2004), in that employee engagement is considered one of the most dominant factors in measuring organizational strength (J. 2014).

Work engagement has three dimensions (Schaufeli in (Ardi, Astuti, and Sulisty 2017), including: (1) Aspects of Strength (Spirit); characterized by high levels of energy and mental fortitude at work, the desire to try hard in carrying out tasks, and persistence in the face of difficulties; (2) Dedication aspect, characterized by feelings of meaning, enthusiasm,

inspiration, pride and challenge in work; dan (3) Aspects of Engagement, characterized by deep concentration and interest, immersion in work so that time seems to pass quickly, and difficulty in disengaging from work. Employees fully focus and enjoy their work, forgetting everything around them.

Self-efficacy is defined as an individual's belief in their ability to perform desired behaviours and influence the environment. It is expected that self-efficacy is related to employee performance because it affects both the activities people do and how much effort they put into those activities. In addition, employees with high self-efficacy are able to stay longer in their jobs to face challenges (Tims, Bakker, and Derks 2014)

According to Kreitner and Kinicki (2003: 169), self efficacy is a belief in a person about his ability to achieve success in a particular task. Individuals who have high self efficacy tend to show better performance because they have clear goals, strong drive, stable emotions and the ability to succeed in carrying out activities or tasks well. Bandura (1997: 42) states that, self-efficacy reflects an individual's belief in his ability to carry out tasks at a certain level of performance. (Ardi, Astuti, and Sulistyo 2017)

Bandura (1997: 42-46), states that there are three dimensions of individual self-efficacy, namely: 1) Level, individual self-efficacy varies in doing tasks depending on the level of difficulty of the task. 2) The strength or steadiness of individuals against their beliefs. 3) Breadth (generality) or individual ability to master the field or job task. From this explanation, it can be concluded that the dimensions of self-efficacy include: level and strength, as well as breadth and generality (Ardi, Astuti, and Sulistyo 2017).

Based on a literature study of previous research related to competence, work environment and motivation and work engagement, it was found that there were still inconsistent research results among researchers.

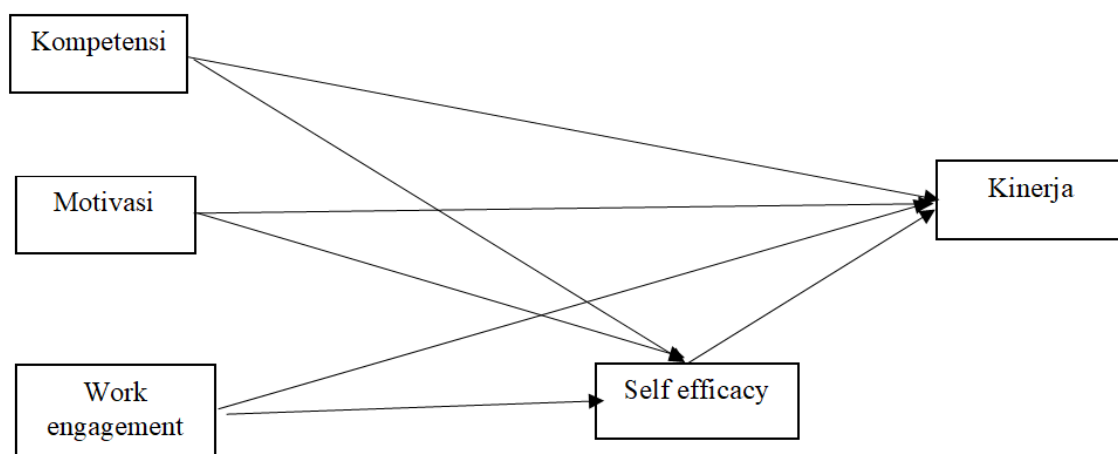


Figure 1. Research Model

2. Research Method

This research approach is quantitative research. Primary data in this study were collected using a questionnaire distribution. The data was processed with the help of SEM-PLS with the help of the AMOS-24 test tool.

The population of this study were all permanent lecturers totalling 232, the sample was taken using the Slovin formula with a standard deviation of 5% so that it became 168 people. The returned questionnaires were 126 (76%), so the sample used was 126.

Respondents consisted of 51.6% men (65) and 48.4% women (61), 81.7% of S2 education and 18.3% S3, the most functional positions are 58.7% lecturers, 3.2% Head Lecturers, 28.6% Expert Assistants and the rest are education personnel. The age of most respondents is 43.7% in the age range of 46-55 years and the least is above 56 years as much as 9.5%.

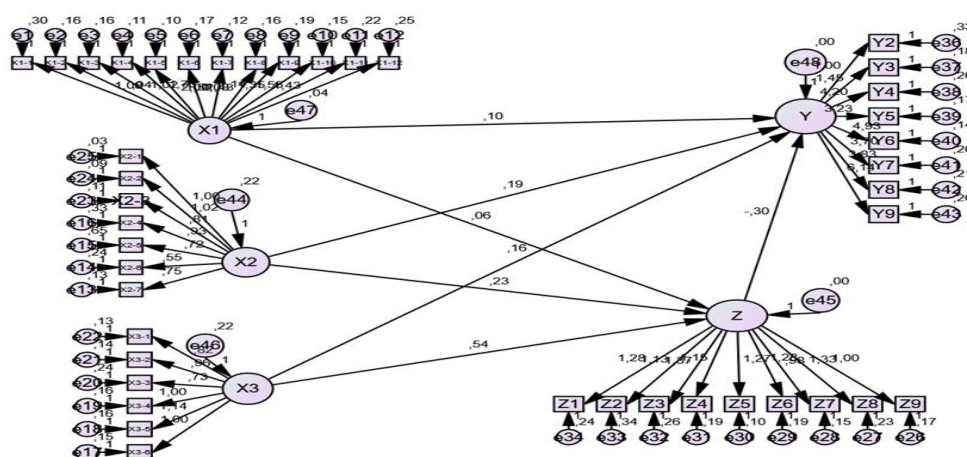
3. Results and Discussion

Based on the results of validity and reliability tests, the results are valid and reliable. The five main variables of this study are: performance, self-efficacy, competence, motivation and work engagement.

Table 1. Final model goodness of fit test results

Goodness of fit index	Cut-off Value	Hasil Model	Keterangan
X-Chi square	Kecil	665.378	
df		401	
Significant Probability (P Value)	0.05	0.000	Kurang
RMSEA	0.08	0.064	Baik
CMIN/DF	2.00	1.659	Baik
GFI	0.90	0.807	Baik
AGFI	0.90	0.761	Baik
TLI	0.90	0.910	Baik
CFI	0.90	0.922	Baik
NFI	0.90	0.828	Kurang

From the table data above, it is found that the value of RMSEA = 0.064, CMIN / DF = 1.659, GFI = 0.807. AGFI = 0.761, TLI = 0.910 and CFI = 0.922 have met the requirements to proceed to the next stage.



The direct effect hypothesis test has the aim of proving that the effect of one variable affects another variable directly (without intermediaries). If the path coefficient is positive, it indicates that an increase in the value of one variable is followed by an increase in the value of another variable. Conversely, if the path coefficient is negative, this indicates that an

increase in one variable has an impact on decreasing other variables. If the probability value (P Value) is smaller than 0.05, then H_0 is rejected (the effect of a variable on another variable is significant). However, if the probability value (P-Value) is above 0.05, then H_0 is accepted (the impact on other variables is not significant).

Table 2. Direct Effect

Hub Variabel		Estimate	S.E.	C.R.	P
Z	<--- X3	,538	,089	6,022	***
Z	<--- X2	,229	,053	4,284	***
Z	<--- X1	,056	,133	,418	,676
Y	<--- X3	,164	,251	,651	,515
Y	<--- X2	,190	,145	1,317	,188
Y	<--- X1	,099	,093	1,059	,290
Y	<--- Z	-,296	,445	-,665	,506

Source: Processed data (2023)

From data processing using SEM assistance, hypothesis testing is carried out by getting the following results: (1) The first hypothesis, that competence has a significant influence on lecturer performance is not accepted, as indicated by the C.R value of 1.059 and probability 0.290; (2) The second hypothesis, which states that motivation has a significant influence on lecturer performance is rejected, as indicated by the C.R. value of 1.317 and a probability of 0.188; (3) The third hypothesis, which states that work engagement has a significant influence on performance is rejected, as shown by the C.R. value of 0.651 and a probability of 0.515; (4) The fourth hypothesis, which states that competence has a significant influence on self-efficacy is rejected, as indicated by a C.R. value of 0.418 and a probability of 0.676; (5) The fifth hypothesis, which states that motivation has a significant effect on self-efficacy is accepted, indicated by a C.R. value of 4. 284 and a probability of 0.00; (6) The sixth hypothesis which states that work engagement has a significant effect on self-efficacy is accepted. Indicated by a C.R value of 6.022 and a probability of 0.00; dan (7) The seventh hypothesis, which states that self-efficacy has a significant effect on performance is rejected, indicated by a probability value of 0.506 greater than 0.05.

After knowing the results of the hypothesis test, proceed with the analysis of direct and indirect effects. The results of data analysis show a positive but insignificant effect, with a probability value of 0.29. This indicates that the competence of lecturers at University X affects performance but has an insignificant effect. This is in accordance with the findings of research (Shalahuddin 2018), which proves that competence has an insignificant impact on performance. That in the implementation of tri dharma, especially the teaching process, the competencies possessed by lecturers are used to support the achievement of performance is a necessity / obligation.

Motivation and performance have a positive but insignificant influence, this is stated by the probability number of 0.188. In this study, the motivation of lecturers affects performance but not significantly. From the observation that in the implementation of the tri dharma of higher education, lecturers build good relationships with colleagues and superiors / leaders, are also realistic in setting goals, try to do tasks on time and accept the risks of decisions that have been taken. This result is in accordance with the research of (Sogen and Harling, 2018) (Abdul Raheem Mohamad Yusof, Nek Kamal Yeop Yunus 2013), the result that motivation with performance has an insignificant effect.

Work engagement or work attachment has a positive but insignificant impact on performance, as indicated by a probability value of 0.515. this indicates that the work engagement of lecturers is able to affect performance but not significantly. In contrast to the results of research (Purnami and Warmadewa 2017), showing work engagement with performance has a significant influence. Many things affect this, such as other work outside

of teaching hours, additional duties as structural officials, performance reporting obligations and so on.

Competence has a significant influence on self-efficacy, this is evidenced by the probability value of 0.00 smaller than 0.05. this result indicates that if the competence of the lecturer is high, the stronger the self-efficacy will be. Self-efficacy is a person's confidence in their own ability to carry out their tasks and work at a certain level (Ardi, Astuti, and Sulistyono 2017). These results support research (Tims, Bakker, and Derks 2014); (Ardi, Astuti, and Sulistyono 2017), proving the influence between self-efficacy and performance significantly.

Motivation has a significant influence on self-efficacy, accepted as indicated by a p value of 0.00 below 0.05, the results prove that the higher the motivation of the lecturer, the stronger the confidence in carrying out the tasks he carries out.

Work engagement with self-efficacy has a significant effect, which is indicated by a probability figure of 0.00. This indicates that the greater the work engagement, the greater the self-efficacy possessed by the lecturer. (Nia Sari 2014), states. Individuals with high self-efficacy will have better performance because they have strong motivation, clear goals, stable emotions, and the ability to succeed in carrying out tasks or behaviours. Self-efficacy describes that the individual's actions will produce results according to his expectations. Self-efficacy becomes a foothold for individuals to work harder, even when facing obstacles in their work (Ardi, Astuti, and Sulistyono 2017).

Table 3. *Indirect Effect*

	X3	X2	X1	Z	Y
Z
Y	,138	,145	,412

From the table above, it can be concluded that self-efficacy is able to mediate the influence between variables indirectly, competence with performance even though the results are not significant, as well as motivation and work engagement on performance have a positive and insignificant effect shown in the p-value above 0.05, namely: 0.138; 0.145 and 0.412. These results indicate that self-efficacy is lacking in mediating the influence between competence on performance, motivation on performance and work engagement on performance. So high and low self-efficacy in lecturers has an insignificant effect on their performance.

4. Conclusion and Suggestion

Based on the results of the study, it is found that competence, motivation and work engagement on performance have an insignificant effect. Motivation and work engagement on self-efficacy have a positive and significant effect and indirectly competence, motivation and work engagement on performance through self-efficacy have a positive and insignificant effect.

Of course, in every research there are weaknesses, in this study the questionnaire was filled in by each respondent which could have resulted in biased data, low respondent participation, and limited time in data collection.

Some improvement efforts that can be made by the university in improving lecturer performance include: (1) Encourage lecturers to apply research results to lecture materials; (2) Provide training or workshops related to the implementation of the tri dharma of higher education to increase the publication of scientific papers, especially in reputable journals; dan (3) Provide incentives for lecturers who publish in reputable journals.

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