

## **The Role of Knowledge Sharing in Mediation The Influence of Self-Efficiency on Lecturer Performance**

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### **ABSTRACT**

The purpose of this study was to analyze the role of knowledge sharing in mediating the effect of self-efficacy on lecturer performance by examining the effect of self-efficacy on lecturer performance and the role of knowledge sharing as an intermediary variable. The research data was obtained from questionnaire answers which included 38 respondents from permanent lecturers at the Muhammadiyah Mamuju College of Economics who had functional positions selected based on purposive sampling. The results showed that self-efficacy has a significant effect on lecturer performance, and self-efficacy also has a significant effect on the mediating variable of knowledge sharing. Meanwhile, knowledge sharing did not mediate the self-efficacy variable on lecturer performance. Several supporting variables that can be used in future research are organizational support, leadership support or organizational culture.

**Keywords:** Knowledge Sharing; Self-Efficacy; Lecturer Performance

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### **INTRODUCTION**

The current era of globalization provides dynamic (Lv & Xu, 2018) and rapid changes in various aspects of life, especially for the world of education. Society is becoming increasingly critical of the growth, roles, responsibilities and quality of education (Amutha, 2020; Kippels & Ridge, 2019). Higher education is an educational institution that carries out the mission of educating and developing the life of a virtuous nation, becoming a center for the development of superior science, technology, art, social science and humanity by providing high-quality education (Freeman et al., 2014).

Private universities as partners of state universities need to continue to improve their competitive advantage and make appropriate adjustments in formulating strategies to prepare

qualified graduates who are able to compete in this competitive world (Enikeeva & Torosyan, 2015; Rodriguez-Aller et al., 2015). The success of private universities to produce competent graduates or outputs is strongly influenced by the performance of their human resources, namely the lecturers who have a direct influence on the student learning process. The concept of effective HR management is needed in universities to be able to display a profile of productive and quality lecturer resources (Snell et al., 2015).

Human resource management at private higher education institutions is expected to facilitate methods in improving lecturer competence, including by providing programs that increase knowledge such as socialization, educational seminars, as well as structured and organized training (Akib et al., 2019).

Not only armed with programs or facilities, but also need to be supported by good relations between lecturers so that good cooperation will be created. The importance of sharing knowledge can be used as a means of creating new knowledge (Grisold et al., 2017), a means of sharing experiences about techniques or methods that can be developed or used by lecturers' resources in solving tridharma task problems (O'connor, 2020; Zarnowski & Turkel, 2012). Basically an organization not only expects its human resources to have the skills, skills and abilities, but the most important thing is the intention to work harder and desire to achieve better and optimal performance or work results (O'connor, 2020).

The existence of lecturers as professionals in carrying out their duties and responsibilities can never be separated from the lecturers' personal internal factors that have an impact on changes in their performance (Evison et al., 2021). One of these factors is self-efficacy. Self-efficacy is an individual's belief or confidence that with the knowledge and abilities the individual is able to complete certain tasks (Aangenendt et al., 2018).

A person in an organization is always faced with complex, different and interrelated tasks. Task complexity is defined as an individual's perception of a task caused by limited capabilities and skills in integrating problems (Aangenendt et al., 2018). This perception raises the possibility that a task is difficult for one person, but may be easy for another.

Therefore, every human resource who works in an organization needs to continue to learn and improve their quality because knowledge, ability and confidence are needed in formulating strategies to complete tasks well (Kannan et al., 2013; Wildemuth et al., 2018).

## METHOD

The population of this study was 60 lecturers consisting of 33 who had NIDN and 27 who had NIDK/NUP. This study uses a non-probability sampling approach, namely purposive sampling. Purposive Sampling is a sampling technique for data sources with certain considerations (Kannan et al., 2013). Based on data on the number of lecturers at STIE Muhammadiyah Mamuju, only 38 people with NIDN and NIDK will be taken as samples. Data was collected through a questionnaire using a Likert scale. The number of questionnaires distributed was 38 questionnaires. Furthermore, questionnaires from respondents were entered in the data base for further processing.

## RESULT AND DISCUSSION

### Validity Test Results

**Table 1**  
**Validity Test Results**

No	Indicator	r-table	r-count	Information
<b>Self Efficacy</b>				
1	Confident can apply knowledge	0.312	0.856	Valid
2	Confidence that you can complete certain tasks	0.312	0.793	Valid
3	Sure it will work	0.312	0.808	Valid
<b>Sharing knowledge</b>				
1	Sharing knowledge through training	0.312	0.666	Valid
2	Share data with coworkers	0.312	0.857	Valid
3	Willingness to share in the expertise group	0.312	0.890	Valid
<b>Lecturer Performance</b>				
1	Carry out education and teaching	0.312	0.777	Valid
2	Carrying out research and writing scientific papers	0.312	0.858	Valid
3	Carry out community service	0.312	0.858	Valid

*Source: Primary data processed in 2021*

Based on the results of the validity test above, it was obtained that overall the indicators in the variables of self-efficacy, knowledge sharing and lecturer performance had an  $r_{\text{count}}$  value greater than  $r_{\text{table}}$ , therefore all indicators were declared valid and could be included in the subsequent analysis.

### Reliability Test

A variable is said to be reliable or reliable if it gives a value of *Cronbach's Alpha* ( $\alpha$ ) > 0.60 (Ghozali, 2018). The results of the reliability test in this study:

**Table 2**  
**Reliability Test Results**

Variable	<i>Cronbach's Alpha</i>	Information
Self Efficacy	0.747	Reliable
Sharing knowledge	0.738	Reliable
Lecturer Performance	0.715	Reliable

*Source: primary data processed in 2021*

Based on the results of the reliability test, it was obtained that the overall *Cronbach's Alpha* value of each variable had a value > 0.60, so that the three variables were declared *reliable*.

### Normality test

The output of normality testing with Skewness-Kurtosis:

**Table 3**  
**Normality Test Results**

Variable			Results
Self Efficacy	Skewness	-0.502	-1,310
	Std. Error	0.383	
	Kurtosis	-0.207	-0.276
	Std. Error	0.750	
Sharing knowledge	Skewness	-0.662	-1,728
	Std. Error	0.383	
	Kurtosis	-0.207	-0.276
	Std. Error	0.750	
Lecturer Performance	Skewness	0.050	0.130
	Std. Error	0.383	
	Kurtosis	0.159	0.212
	Std. Error	0.750	

Source: primary data processed in 2021

Based on the normality test table above, the three research variables have normal distribution of data. To get the ratio of Skewness and Kurtosis values is if the value of the skewness-kurtosis ratio is between -2 to +2 then the data is normally distributed. This normality test is obtained by dividing the Skewness-Kurtosis value by the *standard error* (SPSS Indonesia, accessed 26 February 2021)

### Mediator Role Testing Results

#### 1. Self-Efficacy Regression Analysis (X) on Lecturer Performance (Y)

**Table 4**  
**Results of Self-Efficacy Regression Analysis (X) on Lecturer Performance (Y)**

Coefficients <sup>a</sup>					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	-0.021	0.436		-0.048
	ED	0.997	0.036	0.977	27,461
Sig.					
					0.962
					0.000

a. Dependent Variable: KD

From the *output*, it can be seen that the value of the coefficient *c* is 0.997 ( $\beta_c = 0.977$ ) with  $t_c = 27,461$  and the significance of  $p < 0.05$ . Thus X significantly affects Y (or  $c \neq 0$ ) and the first criterion is met.

## 2. Self-Efficacy Regression Analysis (X) on Knowledge Sharing (M)

**Table 5**

**Results of Self-Efficacy Regression Analysis (X) on Knowledge Sharing (M)**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	5,144	1,238		4,153
	ED	0.580	0.103	0.684	5,620

a. Dependent Variable: BP

From the *output*, it can be seen that the value of the coefficient *a* is 0.580 ( $\beta_a = 0.684$ ) with  $t_a = 5.620$  and a significance of  $p < 0.05$ . Thus X significantly affects M (or a 0) and the second criterion is met.

## 3. Self-Efficacy Regression Analysis (X) and Knowledge Sharing (M) on Lecturer Performance (Y)

**Table 6**

**Results of Regression Analysis of Self-Efficacy (X) and Knowledge Sharing (M) on Lecturer Performance (Y)**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-0.095	0.537		-0.176
	ED	0.989	0.050	0.969	19,613
	BP	0.014	0.059	0.012	0.241

a. Dependent Variable: KD

From the *output*, it can be seen that the coefficient *b* is 0.989 ( $\beta_b = 0.969$ ) and the coefficient *c'* is 0.014 ( $\beta_c = 0.012$ ). The value of  $t_b = 0.241$  and a significance of  $p > 0.05$ , while with  $t_{c'} = 19.613$  and a significance of  $p < 0.05$ . Thus M does not affect Y and X significantly affects Y and the third criterion is not met.

## The Effect of Self-Efficacy on Lecturer Performance

The results of the first hypothesis test show that self-efficacy has a significant effect on lecturer performance. The results of the study support the findings of that self-efficacy has a positive effect on individual performance (Kannan et al., 2013). If someone has a high level of efficacy then he is always confident in his ability to do something, while someone who has a low level of self-efficacy will always hesitate and halfway in completing his task (Kannan et al., 2013). In this case, it is necessary to have support from various parties, such as colleagues, family, and the organization where they are sheltered. In the implementation of learning (Hobri & Hossain, 2018; Swan et al., 2012), research and writing scientific papers as well as community service of course requires high self-efficacy so as to create good performance and results at work (Kannan et al., 2013). Each individual must increase his self-efficacy to develop his potential. The more we believe in our abilities, the easier it is to improve our quality. Based on the research findings, respondents have a high response to self-efficacy, meaning that they

believe in their ability to apply knowledge, complete certain tasks and are confident that they will succeed with their work.

### **Effect of Self-Efficacy on Knowledge Sharing**

The results of the second hypothesis test show that self-efficacy has a significant effect on knowledge sharing. The results of this study are supported by research conducted. stated that self-efficacy is related to a person's confidence and ability to share knowledge with others tacit or explicit (Janssens & Kraft, 2012; Mbaye et al., 2019). For an academic, knowledge is the main strength that must be possessed in carrying out their duties, so that to obtain it high self-efficacy is needed. The results of the study indicate that respondents are not worried about sharing information with each other considering that sharing will increase knowledge insight, implementation will be easier, and will overcome the accumulation of knowledge.

### **The Role of Knowledge Sharing in Mediating the Effect of Self-Efficacy on Lecturer Performance**

The results of the third hypothesis test indicate that knowledge sharing does not have a mediating effect on self-efficacy and knowledge performance. Call a variable called a mediator if the variable influences the relationship between the independent and dependent variables. Knowledge sharing is a process of exchanging knowledge or information in a social environment that has the potential to increase knowledge. Knowledge itself is an absolute thing that must be continuously improved in order to be successful in implementing the Tridharma of Higher Education. In this case, knowledge sharing behavior through training can contribute to increasing the knowledge of each individual which affects learning activities in the classroom, data sharing activities are assumed to make it easier for colleagues to complete work such as journal data for writing scientific papers, while sharing activities the expertise group is considered more comfortable and fun because the knowledge content is shared according to the competencies possessed and can train self-confidence to do community service. However, in this study, self-efficacy has a better influence on the performance of lecturers because with self-confidence and a desire to learn, it can improve their performance.

## **CONCLUSION**

Based on the results of regression testing, it can be concluded that; Self-efficacy has a significant effect on lecturer performance, the higher self-efficacy it will improve performance. Individual or organizational factors can affect the relationship between self-efficacy and performance. Self-efficacy has a significant effect on knowledge sharing, meaning that the higher the self-efficacy, the knowledge-sharing behavior will increase. Knowledge sharing does not have a mediating effect on self-efficacy and lecturer performance, meaning that this knowledge-sharing behavior is not the main factor for a lecturer to improve his performance, but rather the belief and encouragement of obligations so that the task must be done.

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