

The Role of Transformational Leadership, Self Efficacy and Professional Competence on Knowledge Sharing and Lecture Performance

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ABSTRACT

The purpose of this study is to analyze the relationship between Transformational Leadership, Self Efficacy and Professional Competence on Knowledge Sharing and Lecture Performance. In this study using quantitative methods and data analysis techniques Structural Equation Modeling (SEM) using SmartPLS 3.0 software. In this study using quantitative methods and data analysis techniques Structural Equation Modeling Equation Modeling using SmartPLS 3.0 software. The sample selection method used non-probability sampling methods. Respondents in this study were private university lecturers in the city of Tangerang. Data collection in this study was conducted using an online questionnaire. Online questionnaires were sent to the respondents as many as 230 questionnaires, the next step is to evaluate the returned questionnaires, namely the questionnaires that returned 220 and did not return totaling 10 questionnaires. Based on the results of data analysis, it is concluded that Transformational Leadership has a significant effect on Lecture Performance, Self Efficacy has a significant effect on Lecture Performance, Professional Competence has no significant effect on Lecture Performance, Knowledge Sharing has no significant effect on Lecture Performance. The novelty of this research is the relationship model of the Role of transformational leadership, self-efficacy and professional competence on knowledge sharing and lecture performance.

Keywords: Transformational Leadership, Self Efficacy And Professional Competence, Knowledge Sharing, Lecture Performance

INTRODUCTION

According to Beverborg et al. (2015) The creation of quality education is needed from lecturers to share knowledge, namely by donating knowledge to other lecturers (knowledge sharing) so that they are able to involve different roles related to providing and receiving knowledge. Knowledge sharing in the

organization will contribute to increasing the viability of the organization because it is able to participate, thereby reducing the cost of coordinating activities, improving existing products and services and being able to improve employee performance on routine tasks. According to Gagné, M. (2009) to improve the performance of qualified lecturers, self-efficacy and professional competence of lecturers are

needed in the teaching and learning process. Self efficacy is an individual 's belief in his ability to organize and take the necessary actions to direct future situations and influence the way individuals react to certain situations or conditions . According to Fikri et al. (2021), Gagné, M. (2009). The high self-efficacy will make the lecturers have high confidence to be able to carry out the work, thus affecting the achievement of the performance of the lecturers in the teaching and learning process. Without high self-efficacy in lecturers, the performance of the lecturers is less than optimal. According to Beverborg et al. (2015), Coun et al. (2019) that self-efficacy plays a major role in improving employee performance. Professional competence is a person's ability or skill in working effectively, efficiently and having a high responsibility for the results achieved. In this case, as a professional figure, the lecturer must have expertise or expertise in his field, namely mastery of the material that must be taught along with the method, a sense of responsibility for the task and a sense of togetherness with other lecturer colleagues. Thus, the higher the professional competence possessed by a lecturer, it will certainly produce maximum performance in the teaching process. According to Fesharaki et al. (2010) that professional competence is a pillar that will place the bureaucracy as an effective machine for the government and as a parameter of apparatus skills in achieving one's performance. Research results According to Beverborg et al. (2015), Coun et al. (2019), Devonport et al. (2006) Fesharaki et al. (2010), Fikri et al. 2021), Gagné, M. (2009) showed that self-efficacy has a positive effect on performance, while research according to Beverborg et al. (2015), Coun et al. (2019), Devonport et al. (2006), Fesharaki et al. (2010), Fikri et al. 2021), Gagné, M. (2009) in fact self-efficacy has no effect on performance. In the study of Devonport et al. (2006), Fesharaki et al. (2010) showed that professional competence has a positive effect on performance, while research according to Fesharaki et al. (2010), Fikri et al. 2021), Gagné,

M. (2009) on the contrary, professional competence has no effect on performance.

According to Gagné, M. (2009) self-efficacy can be defined as a person's belief about his ability to direct the motivation, cognitive resources, and actions needed to successfully carry out his work. Self-efficacy is a person's level of belief or belief in self-confidence in doing and carrying out certain tasks or jobs. This characteristic shows a person's belief about his chances of succeeding in carrying out a task. Several academic studies have proven that self-efficacy is related to self-control, resilience in the face of failure, and problem-solving efforts. According to Devonport et al. (2006), Fesharaki et al. (2010) further stated that self-efficacy is an individual's belief in his ability to organize and take the necessary actions to direct future situations and influence the way individuals react to certain situations or conditions. Self efficacy has an impact on individual emotional reaction patterns.

According to Fikri et al. 2021) self-efficacy in individuals can be analyzed based on three dimensions, including magnitude, generality, and strength. Jones (1986) (in Mas'ud, 2004), explains that indicators of self-efficacy can be measured, among others, by feelings of being able to carry out, belief in abilities, being able to handle and being able to satisfy self-esteem.

According to Han et al. (2016), Koswara et al. (2021) that knowledge sharing is a willingness to contribute knowledge among organizational members so that they have a tendency to generate new ideas to develop process and product innovations. While Leonardi et al. (2014), Mariyanah et al. (2021), Manafi et al. (2015), Mittal et al. (2015). that knowledge sharing is considered as the role behavior of organizational members in communicating knowledge to others (contributing) in creating new ideas. Further Leonardi et al. (2014), Mariyanah et al. (2021) that knowledge sharing is the willingness of employees to communicate with others and voluntarily transfer knowledge. Knowledge sharing in the organization will contribute to increasing the viability of the company because it is able to participate,

thereby reducing the cost of coordinating activities, improving existing products and services and being able to improve employee performance on routine tasks as quoted by Mittal et al. (2015) that knowledge sharing is able to contribute knowledge to other employees so that they are able to involve different roles related to providing and receiving knowledge. According to Mariyanah et al. (2021), Manafi et al. (2015), Mittal et al. (2015). that knowledge sharing can be measured by 3 indicators, among others, by the willingness to provide new knowledge, colleagues provide new knowledge information and the habit of sharing knowledge in the organization. According to Le et al. (2019), Leonardi et al. (2014) defines professional competence as the various abilities needed to be able to manifest himself as a professional figure. According to Raharjo and Sutomo (2016) to measure professional competence can be measured by mastering the material, mastering competency standards, developing professionalism in a sustainable manner, utilizing information technology. Meanwhile, according to Han et al. (2016), Koswara et al. (2021) have classified the professional competence of lecturers into four major groups, among others, that professional competence can be measured, among others, by the ability to create a learning climate, learning management strategies, providing feedback and reinforcement, and having related abilities. self improvement.

According to Mittal et al. (2015) performance is the result of work in quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him. A person's performance can be seen from the positive attitude of employees towards everything faced in the work environment. Performance is closely related to the attitude of a person towards his work, work situations, cooperation between leaders and employees, and among fellow employees. This shows that performance is the result of human interaction with the work environment. Lecturer performance is a lecturer's activity in the learning process, namely how a lecturer plans learning, implements learning and assesses learning

outcomes. According to Manafi et al. (2015), Mittal et al. (2015). Lecturer performance is a description of the work carried out by educators related to the tasks they carry out and are their responsibilities. Further Mariyanah et al. (2021), Manafi et al. (2015), Mittal et al. (2015). defines lecturer performance as a measure of the effectiveness of the expected curriculum content achievement. Koswara et al. (2021), Le et al. (2019)) suggests that performance indicators can be seen, among others, in terms of quality, quantity, implementation of tasks, and responsibilities. Meanwhile, according to Mittal et al. (2015) that lecturer performance can be measured, among others, by planning teaching, planning teaching and learning activities and assessing learning outcomes.

Hypotheses Development

Relationship between Transformational Leadership and Lecture Performance
Transformational Leadership Theory by Novitasari et al. (2021), Obeidat et al. (2016) stated that Transformational Leadership will have a positive effect on increasing Lecture Performance. According to research conducted by Wang et al. (2020), Wu et al. (2020) stated that increasing Transformational Leadership will encourage an increase in Lecture Performance variables. conducted by Purwanto et al.(2021) stated that an increase in the Transformational Leadership variable will encourage an increase in the Lecture Performance variable. According to research conducted by Roberts et al. (2005) stated that Transformational Leadership has a significant influence on the Lecture Performance variable. Based on a study of theory and previous studies, the following hypotheses are formulated: Hypothesis 1: There is a positive influence between Transformational Leadership and Lecture Performance

Relationship between Self Efficacy and Lecture Performance

The self-efficacy of lecturers plays a major role in the world of education because with the belief in the abilities of the lecturers it will certainly affect the achievement in the teaching

and learning process, because of course they can manage the time to complete the specified work, set work goals, prepare things in advance at work. , always trying to get the job done, creative in various things, learn from the past both from his own experience and from others, motivate himself to always be better and not easily attacked by stress. This behavior has a positive impact on improving the performance of lecturers. Without good self-efficacy, the performance of the lecturers is less than optimal. Lecturers who can increase self-efficacy are not only in improving personal quality, but more on self-improvement and increasing self-confidence in the abilities possessed by lecturers so that they are able to increase the achievement of lecturer performance to the maximum. This is in accordance with the statement of Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020) that the importance of self-efficacy will affect the effort required and ultimately can be seen from its performance. This study also supports the research conducted by Purwanto et al. (2021), Rahmad et al. (2021), Qureshi et al. (2019) which found that self-efficacy has an effect on employee performance. The research results of Qureshi et al. (2019), Rahman et al. (2018) stated that self-efficacy has a positive influence on employee performance. Based on theoretical studies and previous studies, the following hypotheses are formulated:

Hypothesis 2: There is a positive influence between Self Efficacy and Lecture Performance

Relationship between Professional Competence and Lecture Performance

Professional competence is a set of abilities possessed by a person in carrying out tasks so that they are carried out with high quality, at the right time, carefully. Ability is showing the potential of people to carry out the work, maybe the ability is carried out or maybe not. The employee's work ability can be in the form of education and skills. Ability in the form of education has an important role in solving the problems faced. With the higher professional competence, the level of ability or skill of the lecturer will be higher, so that it will have an

impact on achieving maximum lecturer performance in the teaching and learning process. This is in accordance with the statement of Wang et al. (2020), Wu et al. (2020) that professional competence is a pillar that will place the bureaucracy as an effective machine for the government and as a parameter of apparatus skills in achieving one's performance. Obeidat et al. (2016), Praditya et al. (2020) explains that competence is a rational behavior to achieve the required goals in accordance with the expected conditions. Professional competence is one of the factors that affect employee performance. Employee professionalism is the potential of employees to carry out the work assigned to them effectively, efficiently and responsibly. For this reason, the work ability of employees has a large enough role in solving problems that occur. By having the ability to work in overcoming problems, it will affect employee performance. The results of the research Purwanto et al. (2021), Purwanto et al. (2019) shows that individual competence has a positive effect on employee performance. While Qureshi et al. (2019) also shows the same thing that professional competence has an effect on lecturer performance.. Based on theoretical studies and previous studies, the following hypotheses are formulated:

Hypothesis 3: There is a positive influence between Professional Competence and Lecture Performance

Relationship between Knowledge Sharing and Lecture Performance

Knowledge Sharing is the willingness to contribute knowledge among members of the organization so that they have a tendency to generate new ideas to develop process and product innovations. Knowledge sharing in the organization will contribute to increasing the viability of the company because it is able to participate, thereby reducing the cost of coordinating activities, improving existing products and services and being able to improve employee performance on routine tasks. According to Rahmad et al. (2021), Qureshi et al. (2019) that knowledge sharing is able to

contribute knowledge to other employees so that they are able to involve different roles related to providing and receiving knowledge. Sharing knowledge will increase understanding among fellow members because they are able to contribute knowledge so that they are able to support new ideas in improving organizational performance and will ultimately find the best work process for the organization. The research results of Suhana et al. (2019), Wang et al. (2020) shows that knowledge sharing has an influence on employee performance. Likewise with Fen Lin (2007) that knowledge sharing has a positive effect on HR performance. The results of Mega's research (2016) also show that knowledge sharing has a positive effect on HR performance. Based on theoretical studies and previous studies, the following hypotheses are formulated:

Hypothesis 4: There is a positive influence between Knowledge Sharing and Lecture Performance

METHOD

In this study using quantitative methods and data analysis techniques Structural Equation Modeling Equation Modeling using SmartPLS 3.0 software. Respondents in this study were private university lecturers in the city of Tangerang. The sample selection method uses non-probability sampling methods. Online questionnaires were sent to the respondents as many as 230 questionnaires, the next step is to evaluate the returned questionnaires, namely the questionnaires that returned 220 and did not return totaling 10 questionnaires.

Research Model

Based on theoretical studies and previous studies, the research model is structured as follows:

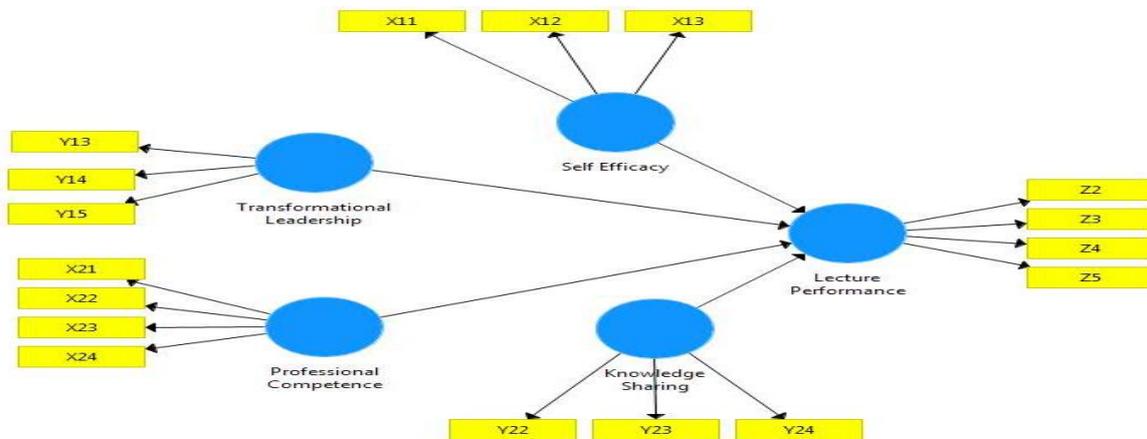


Fig 1. Research Model

The results present the results of the final data analysis instead of unprocessed raw data.

In this study there are 10 hypotheses as follows:

Hypothesis 1: There is a positive influence between Transformational Leadership and Lecture Performance

Hypothesis 2: There is a positive influence between Self Efficacy and Lecture Performance

Hypothesis 3: There is a positive influence between Professional Competence and Lecture Performance

Hypothesis 4: There is a positive influence between Knowledge Sharing and Lecture Performance

Data Processing Stages

1. Reliability Test

To test the reliability of the construct in this study used the value of composite reliability. A variable is said to meet construct reliability if it has a composite reliability value > 0.7 and Cronbach's Alpha value > 0.7 has a good level of reliability for a variable (Purwanto et al, 2019).

2. Validity Test

According to Purwanto et al. (2020) The validity test is intended to measure the extent to which the accuracy and accuracy of a measuring instrument performs the function of its measuring instrument or provides appropriate measurement results by calculating the correlation between each statement with a total score. In this study, the measurement validity test consisted of convergent validity and discriminant validity.

a. Convergent Validity

Measurement Measurement can be categorized as having convergent validity if the loading factor value is > 0.7 (Purwanto et al, 2021). If all loading factors have a value of > 0.7 , it can be concluded that all indicators have met the criteria for convergent validity, because no indicators for all variables have been eliminated from the model.

b. Discriminant validity

Discriminant validity is a test of construct validity by predicting the size of the indicator from each block (Purwanto et al, 2019). One of the discriminant validity can be seen by comparing the AVE value with the correlation between other constructs in the model. If the AVE root value is > 0.50 , it means that discriminant validity is reached (Purwanto et al, 2020). In addition, discriminant validity is also carried out based on the Fornell Larcker criteria measurement with the construct. In addition to using the AVE value, another method that can be used to determine discriminant validity is to measure discriminant validity by using the cross loading value. An indicator is said to meet

discriminant validity if the cross loading value is 0.70 or more (Purwanto, 2020).

3. Structural model (inner model)

The structural model (inner model) is the pattern of the relationship between the research variables. Evaluation of the structural model is by looking at the coefficients between variables and the value of the coefficient of determination (R²). The coefficient of determination (R²) essentially measures how far the model's ability to explain variations in the dependent variable is. A value close to 1 means that the independent variables provide almost all the information needed to predict the variation of the dependent variable (Purwanto, 2021).

4. Hypothesis Testing

The last step of the test using the Smart PIs application is hypothesis testing and is carried out by looking at the results of the bootstrapping value. This test is done by selecting the calculate menu and after that the menu options appear, then select bootstrapping, then the desired data will appear. The following are the results of the data test using bootstrapping. Hypothesis testing in this study can be known through regression weight by comparing the p-value with a significance level of 5% ($\alpha=5\%$). The hypothesis is said to be significant if it has a probability value (p-value) $< 5\%$.

Result and Discussion

Reliability Test

According to Purwanto et al (2021) reliability is a measure of the internal consistency of indicators of a construct that shows the degree to which each indicator shows a general latent construct. A variable is said to meet construct reliability if it has a composite reliability value > 0.7 and Cronbach's Alpha value > 0.6 has a good level of reliability for a variable (Purwanto et al, 2019). The composite reliability value of each indicator can be seen in table 1 below.

Tabel 1. Reliability

| Variables | Cronbach's Alpha | Composite Reliability |
|-----------------------------|------------------|-----------------------|
| Transformational Leadership | 0.988 | 0.992 |
| Self Efficacy | 0.983 | 0.989 |

| | | |
|-------------------------|-------|-------|
| Professional Competence | 0.995 | 0.996 |
| Knowledge Sharing | 0.993 | 0.995 |
| Lecture Performance | 0.981 | 0.985 |

In table 1, it can be seen the results of the reliability test analysis using the SmartPLS tool which states that all composite reliability values are greater than 0.7, which means that all variables are reliable and have met the test criteria. Furthermore, the value of cronbach's omission also shows that all cronbach's 'alpa' values are more than 0.6 and this indicates the

level of reliability of the variable has also met the criteria.

Convergent Validity

Measurement Measurement can be categorized as having convergent validity if the loading factor value is > 0.7 (Purwanto et al, 2021). Figure 2 shows that all loading factors have a value > 0.7, so it can be concluded that all indicators have met the criteria for convergent validity, because indicators for all variables have not been eliminated from the model.

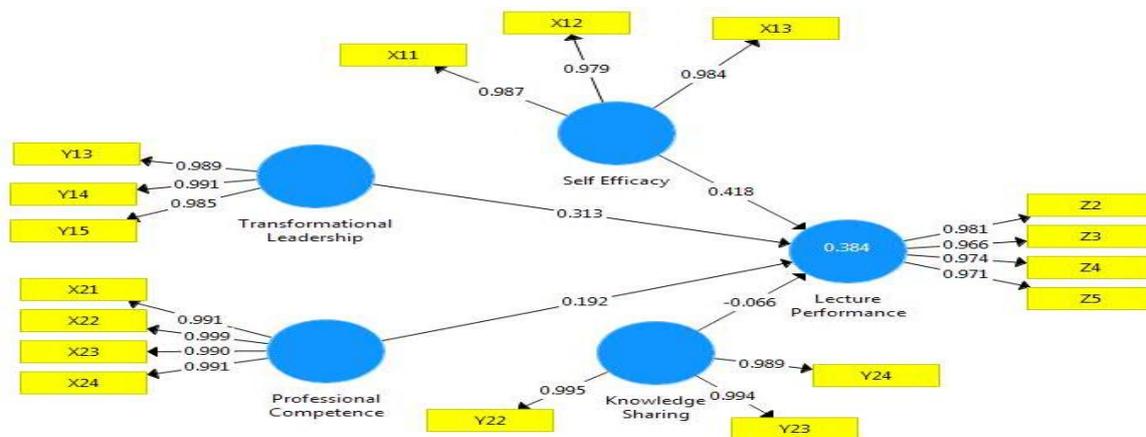


Fig 2. Convergen Validity

RESULT and DICUSSION

Discriminant validity

Based on table 2, the AVE value for all variables is > 0.50. So it can be said that the measurement model has been valid with

discriminant validity. In addition, discriminant validity was also carried out based on the Fornell Larcker criteria measurement with the construct. If the construct correlation in each indicator is greater than the other constructs, it means that latent constructs can predict indicators better than other constructs (Purwanto et al, 2019).

Tabel 2 . AVE

| Variables | AVE |
|-----------------------------|-------|
| Transformational Leadership | 0.977 |
| Self Efficacy | 0.967 |
| Professional Competence | 0.985 |
| Knowledge Sharing | 0.985 |
| Lecture Performance | 0.946 |

Structural model (inner model)

The structural model (inner model) is the pattern of the relationship between the research variables. Evaluation of the structural model is by looking at the coefficients between variables and the value of the coefficient of determination (R²). The coefficient of determination (R²) essentially

measures how far the model's ability to explain variations in the dependent variable is. In this study, the adjusted r-square value (adjusted R²) is used, because it has more than two independent variables.

Tabel 3 . R-square adjusted

| Variables | R=R-square adjusted |
|---------------------|---------------------|
| Lecture Performance | 0.356 |

In table 3 it can be explained that the adjusted R² value of the independent variable Transformational Leadership, Self Efficacy And Professional Competence on Knowledge Sharing on the dependent variable Lecture Performance is 0.369. This value is categorized as moderate, so it can be concluded that the two independent variables have a moderate

influence and level on the dependent variable. The independent variables Transformational Leadership, Self Efficacy And Professional Competence, Knowledge Sharing contributed to the dependent variable lecture performance by 35.6% while the remaining 54.4% was influenced by other variables not discussed in this study.

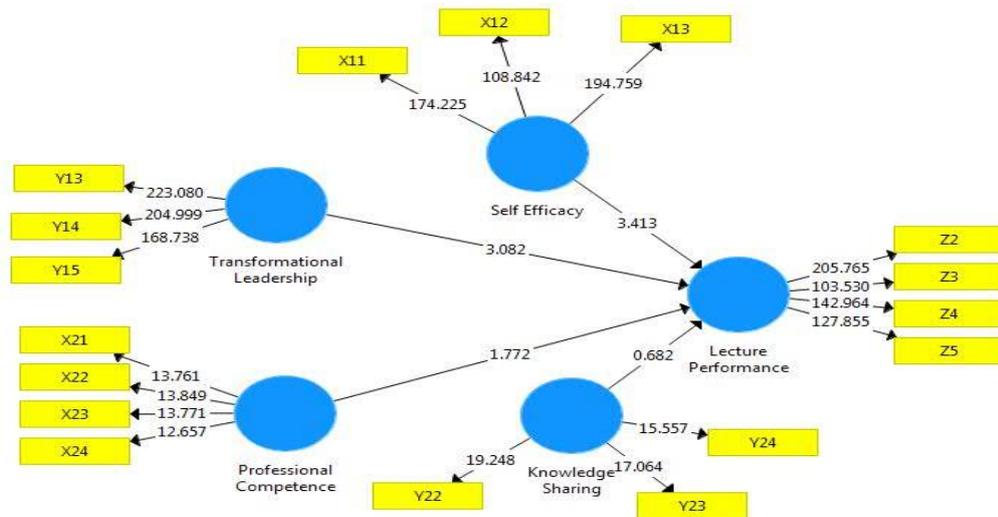


Fig 3. Hypotheses Testing

Hypothesis test

According to Purwanto et al (2021) After a research model is believed to be fit, a hypothesis test can be performed. The following are the results of the data test using bootstrapping.

Hypothesis testing in this study can be known through regression weight by comparing the p-value with a significance level of 5% ($\alpha=5\%$). The hypothesis is said to be significant if it has a probability value (p-value) < 5%.

Table 4. Hypotheses Testing

| Hypotheses | P - Value | Result |
|--|-----------|-------------|
| Transformational Leadership -> Lecture Performance | 0.002 | Significant |

| | | |
|--|-------|-----------------|
| Self Efficacy -> Lecture Performance | 0.001 | Significant |
| Professional Competence -> Lecture Performance | 0.077 | Not Significant |
| Knowledge Sharing -> Lecture Performance | 0.496 | Not Significant |

Relationship between Transformational Leadership and Lecture Performance

Based on the results of data analysis using SmartPLS obtained p value of $0.002 < 0.050$ so it can be concluded that Transformational Leadership has a significant effect on Lecture Performance, an increase in the transformational leadership variable will have a significant effect on increasing the Lecture Performance variable and a decrease in the Transformational Leadership variable will have a significant effect on the decrease in the Lecture variable. Performance . This result is not in line with the research conducted by Rahman et al. (2018), Roberts et al. (2005), Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020) that Transformational Leadership has a positive and significant effect on Lecture Performance

Relationship between Self Efficacy and Lecture Performance

Based on the results of data analysis using SmartPLS obtained p value of $0.001 < 0.050$ so it can be concluded that Self Efficacy has a significant effect on Lecture Performance, an increase in the Self Efficacy variable will have a significant effect on increasing the Lecture Performance variable and a decrease in the Self Efficacy variable will have a significant effect on the decrease in the Lecture variable. Performance . This result is not in line with the research conducted by Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020) that Self Efficacy has a positive and significant effect on Lecture Performance. The results of the study proved that self-efficacy has a positive and significant effect on lecturer performance, it can be interpreted that the higher self-efficacy, the higher the confidence in the lecturers in their abilities, so that it will have an impact on achieving maximum lecturer performance in the teaching and learning process. High confidence

in lecturers requires high experience for lecturers because experience is the key to success in working in achieving maximum performance. Lecturer performance will be maximized if the confidence in the lecturer grows so that the problems faced at work will be better, namely by requiring the experience of colleagues. Work experience from colleagues will certainly help any problems faced by lecturers and besides that the experience of colleagues can be used as a comparison in knowing the weaknesses or strengths of the lecturers in achieving maximum performance. Lecturer performance will be maximally needed advice and advice from superiors about the work carried out by lecturers. The existence of suggestions from superiors and input from colleagues will certainly help if there are obstacles and failures faced by lecturers, so that the achievement of lecturer performance will be maximized. This is in accordance with the statement of Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020) that the importance of self-efficacy will affect the effort required and ultimately can be seen from its performance. This study supports the findings of Novitasari et al. (2021), Obeidat et al. (2016), Praditya et al. (2020), Priyadarshi et al. (2019) which found that self-efficacy has an effect on employee performance. The results of the research Purwanto et al. (2021), Wang et al. (2020), Wu et al. (2020) states that self-efficacy has a positive influence on employee performance. In contrast to the research of Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020) that self-efficacy does not affect the performance of lecturers. The proven results of the research are important for the organization to evaluate the work given, where the work given can be a challenge for lecturers so that it will affect the resulting performance.

Relationship between Professional Competence and Lecturer Performance

Based on the results of data analysis using SmartPLS obtained p value of $0.077 > 0.050$ so

that it can be concluded that Professional Competence has no significant effect on Lecture Performance, an increase in the Professional Competence variable will have a non-significant effect on the increase in the Lecture Performance variable and a decrease in the Professional Competence variable will have an insignificant effect on the decrease. Lecture Performance variable. This result is not in line with the research conducted by Qureshi et al. (2019), Rahman et al. (2018) that Professional Competence has a positive and significant effect on Lecture Performance. Professional competence has also been shown to have a significant and significant effect on lecturer performance, meaning that the higher the professional competence, the higher the level of ability or skill of the lecturer, so that it will have an impact on achieving the maximum performance of lecturers in the teaching and learning process. It is important for lecturers to evaluate by continuing to review each lesson material that will be taught if the lecturer's performance will be maximized. Lecturer performance will increase if it is supported by the ability of the lecturers in the teaching and learning process, including the ability of the lecturers to use teaching aids to support students' interest in understanding the material being taught. For lecturers to continue to conduct studies if there are students who experience difficulties in the teaching and learning process to assist in improving the professional competence of lecturers. The role of lecturers is very necessary in utilizing electronic media such as laptops or the internet in supporting the teaching and learning process in improving lecturer performance. In essence, a lecturer must master the principles of learning well in the teaching and learning process in improving the performance of lecturers to the maximum. Roberts et al. (2005), Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020) explains that professional competence is a pillar that will place the bureaucracy as an effective machine for the government and as a parameter of apparatus skills in achieving one's performance. The results of this study support the findings of

Novitasari et al. (2021), Obeidat et al. (2016), Praditya et al. (2020), Priyadarshi et al. (2019), Putra et al. (2021), Purwanto et al. (2021), Purwanto et al. (2019), Purwanto et al. Sunarsi (2021) that individual competence has a positive effect on employee performance. While research by Roberts et al. (2005), Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020). also shows the same thing that professional competence affects the performance of lecturers. In contrast to the research of Roberts et al. (2005), Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020) that professional competence does not affect the performance of lecturers.

Relationship of Knowledge Sharing with Lecturer Performance

Based on the results of data analysis using SmartPLS, the p value is $0.496 < 0.050$ so it can be concluded that Knowledge Sharing has a significant effect on Lecture Performance, an increase in the Knowledge Sharing variable will have a significant effect on increasing the Lecture Performance variable and a decrease in the Knowledge Sharing variable will have a significant effect on the decrease in the Lecture variable. Performance. Knowledge Sharing has a positive and significant effect on lecturer performance, giving an understanding that it gives an understanding that the higher the lecturer's encouragement to contribute knowledge because he is involved in intellectual activities and problem solving, the maximum achievement of lecturer performance in the teaching and learning process will be. The proven results of the study provide evidence that in order to increase the performance of lecturers, it takes the willingness of lecturers to provide or contribute new knowledge to fellow lecturers. For lecturers, by donating knowledge information, it plays a very important role in determining the success of lecturers in the teaching and learning process, including the lecturer's efforts to learn new knowledge so that it can be donated to fellow colleagues. In teaching and learning activities, the habit of sharing knowledge is very necessary so that effective communication will be established in increasing the maximum

achievement of lecturers. According to Priyadarshi et al. (2019), Putra et al. (2021), Purwanto et al. (2021) that knowledge sharing is the willingness of lecturers to communicate with others and voluntarily transfer knowledge. Sharing knowledge in the organization will contribute to increasing the viability of the company because it is able to participate, thereby reducing the cost of coordinating activities, improving existing products and services and being able to improve lecturer performance on routine tasks. According to Purwanto et al. (2021), Purwanto et al. (2021), Rahmad et al. (2021), Qureshi et al. (2019) that knowledge sharing is able to contribute knowledge to other employees so that they are able to involve different roles related to providing and receiving knowledge. The results of this study support the findings of Purwanto et al. (2021), Purwanto et al. (2019), explains that knowledge sharing has a significant influence on company performance. The results of research Novitasari et al. (2021), Obeidat et al. (2016), Pradiya et al. (2020), Priyadarshi et al. (2019), Putra et al. (2021), Purwanto et al. (2021), Purwanto et al. (2019), Purwanto et al. 2021 shows that knowledge sharing has an influence on employee performance. Likewise with Roberts et al. (2005), Suhana et al. (2019), Wang et al. (2020), Wu et al. (2020). that knowledge sharing has a positive effect on HR performance. The results of research Novitasari et al. (2021), Wu et al. (2020). also shows that knowledge sharing has a positive effect on HR performance.

Theoretical Implications

The findings in this study provide evidence that the theories put forward by several experts, among others. The results of this study prove that self-efficacy has a positive influence on lecturer performance, in accordance with Manafi et al. (2015), Mittal et al. (2015) shows that self-efficacy knowledge can have a positive effect on lecturer performance. This is in accordance with the statement of Luthans (2003) that self-efficacy knowledge can manifest in individuals' self-confidence that their knowledge can encourage

each other to contribute knowledge to help solve work-related problems and work effectiveness. Furthermore, Han et al. (2016), Koswara et al. (2021) also explained that self-efficacy can help employees to encourage other co-workers to share knowledge; Professional competence is proven to have a positive effect on lecturer performance. This is in accordance with the findings of Fesharaki et al. (2010), Fikri et al. (2021), Gagné, M. (2009). Han et al. (2016), Koswara et al. (2021) that professional competence has a positive and significant effect on knowledge sharing. These results are also in agreement with Beverborg et al. (2015), Coun et al. (2019) that the high ability or skill possessed by employees will make employees feel challenged and enjoy with the knowledge they have so that there is an incentive to contribute knowledge because they are involved in intellectual activities and problem solving; The results of this study prove that self-efficacy has a positive influence on lecturer performance, in accordance with the findings of Mariyanah et al. (2021), Manafi et al. (2015) who found that self-efficacy has a positive effect on employee performance. This is in accordance with the statement of Leonardi et al. (2014), Mariyanah et al. (2021), Manafi et al. (2015), Mittal et al. (2015). that the importance of self-efficacy will affect the effort required and ultimately can be seen from its performance; Professional competence has been shown to have a positive effect on lecturer performance, according to the statement of Han et al. (2016), Koswara et al. (2021), Le et al. (2019), Leonardi et al. (2014), Mariyanah et al. (2021) that individual competence has a positive effect on employee performance. Sedarmayanti (2012) explains that professional competence is a pillar that will place the bureaucracy as an effective machine for the government and as a parameter of apparatus skills in achieving one's performance; Knowledge Sharing has been shown to have a positive effect on lecturer performance, according to the findings. According to Leonardi et al. (2014), Mariyanah et al. (2021), Manafi et al. (2015) explains that knowledge sharing has a significant influence on company performance.

According to Han et al. (2016), Koswara et al. (2021), Le et al. (2019) that knowledge sharing is able to contribute knowledge to other employees so that they are able to involve different roles related to providing and receiving knowledge.

Managerial Implications

Based on the results of the study, it shows that to improve the performance of lecturers to the maximum, there should be efforts from the school to convince the lecturers of their abilities (self-efficacy), according to Beverborg et al. (2015), Coun et al. (2019), Devonport et al. (2006), Fesharaki et al. (2010), Fikri et al. (2021), Gagné, M. (2009). Han et al. (2016) such as policies carried out by schools to be able to implement through targets or be able to handle student problems through learning units, thus encouraging lecturers to contribute knowledge in

achieving maximum lecturer performance. According to Leonardi et al. (2014), Mariyanah et al. (2021), Manafi et al. (2015), Mittal et al. (2015) other efforts to improve professional competence, such as conducting training, workshops, seminars so as to encourage lecturers to contribute knowledge in achieving maximum lecturer performance. It is also important for schools to improve self-efficacy and professional competence. This is because the higher the confidence in the lecturers in their abilities and with the support of high responsibility for their abilities or skills for professionalism, it will encourage lecturers to contribute knowledge because they are involved in intellectual activities and problem solving so that the achievement of lecturer performance will be maximized. .

CONCLUSION

In conclusion write the statement in paragraph style. Stated the research limitation and future research Engagement is currently one of the many constructs recognized in various countries.

Based on the results of data analysis, it is concluded that On the basis of conclusions. Based on the results of data analysis, it is concluded that Transformational Leadership has a significant effect on Lecture Performance, Self Efficacy has a significant effect on Lecture Performance, Professional Competence has no significant effect on Lecture Performance, Knowledge Sharing has no significant effect on Lecture Performance. Some of the suggestions are: Knowledge Sharing has been proven to be the most dominant in influencing the performance of human resources so that lecturers should strive to foster an attitude that sharing knowledge with fellow lecturers is a habit at work, Self efficacy has been proven to be able to improve lecturer performance, so there should be the efforts of the principal to convince the

lecturers to be able to handle more challenging work, such as being able to solve the difficulties faced by students in the teaching and learning process so that the achievement of lecturer performance will be maximized; (3) Professional competence is able to improve the performance of lecturers, so the lecturers should together with the principal, they are able to evaluate learning management strategies, namely by continuously making improvements in the teaching and learning process in order to evaluate the learning carried out. the research that has been done, then to improve the performance of lecturers can be done by several things. Increasing the self-efficacy of the lecturers in the teaching and learning process. This is because self-efficacy is proven to have a positive and significant effect on knowledge sharing. Feelings of being able to carry out, belief in abilities, being able to handle and satisfying self-expectations will be able to encourage lecturers to contribute knowledge because they are involved in intellectual activities and problem solving. It is proven that professional competence has a positive and significant influence on knowledge sharing. The

ability of lecturers to create a learning climate, implement learning management strategies, provide feedback and reinforcement and have abilities related to self-improvement will be able to encourage lecturers to contribute knowledge because they are involved in intellectual activities and problem solving. improve the performance of lecturers to the maximum. The feeling of being able to carry out, belief in the abilities of the lecturers, being able to handle and satisfying self-expectations will certainly be able to encourage lecturers to contribute knowledge so that the achievement of lecturer performance will be maximized. The ability of lecturers to create a learning climate, implement learning management strategies, provide feedback and reinforcement and have abilities related to self-improvement will be able to encourage lecturers to contribute knowledge so that it will have an impact on achieving maximum lecturer performance. . With the willingness of the lecturers to provide new knowledge, colleagues provide information on new knowledge and the habit of sharing knowledge at school will certainly affect the maximum performance of lecturers in the teaching and learning process.

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