

THE INFLUENCE OF SELF EFFICACY AND KNOWLEDGE SHARING ON TEACHER PROFESSIONALISM THROUGH SITUATIONAL LEADERSHIP

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Abstract

This research aims to determine the influence of self-efficacy, situational leadership, and knowledge sharing on the professionalism of ASN teachers at public elementary schools in Caringin District, Bogor Regency. This research uses a quantitative research approach, which is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know. This research also uses the path analysis method which is used to analyze the pattern of relationships between variables. The population in this study were all ASN teachers at Caringin District Public Elementary Schools, Bogor Regency, totaling 192 people. The research sample consisted of 131 teachers. The research results show that there is a positive and significant direct influence of Self Efficacy and knowledge sharing on teacher professionalism through situational leadership
Keywords: *Self Efficacy; Knowledge Sharing; Teacher Professionalism; and Situational Leadership.*

INTRODUCTION

Indicators of the greatness and level of civilization of a nation can be seen from the quality of its human resources. This cannot be separated from the high and low level of quality of human resources, so that human resource development is an absolute necessity because it affects the life and life of a nation. The higher the level and quality of human resources will affect the higher, open, intelligent mindset of action patterns, behavior patterns including the level of civilization. Teachers as one of the main actors of educational activities in higher education play an important role, where in lecture activities teachers participate in improving students' insights, knowledge and skills. As Government Regulation No. 37 of 2009 concerning Teachers states that Teachers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.

The study of professionalism continues to be a concern for both academics and practitioners. This can be seen from various research results that continue to be conducted. A descriptive qualitative study on professionalism shows that affective commitment as one of the dimensions of professionalism among permanent teachers in a university is based on their desire and attachment to the teaching profession. (Maria Dwi Yanika Hesti Nugraha, 2014). A quantitative research study has proven that teacher professionalism significantly has a positive effect on student learning behavior (Iyan Setiawan, 2018).

It has also been proven that as the dependent variable, teacher professionalism at Pakuan University is significantly influenced by empowerment, academic culture, and pedagogical competence (Sri Setyaningsih, 2015). Another study found similar things that one of the variables proven to play a role in professionalism among teachers is competence. Competence has a significant effect on affective, continuance, and normative commitment. (Nida Hasanati, 2017). Other findings regarding professionalism which is positioned as an independent variable, prove that commitment has a positive and significant influence on the performance of private college teachers in the Kopertis XII Maluku and North Maluku region of Ambon City. (Melda Wasahua, 2018).

One of the problems of teacher professionalism in Bogor Regency is the lack of education personnel, so in this case in order to overcome the shortage of educators in the Bogor Regency area, the Bogor Regency Government (Pemkab) through the Bogor Regency Education Office overcomes this by mobilizing honorary teachers. There are various problems faced by teachers in Bogor District. The first problem is the quality of teachers. In Bogor District there are still very few elementary school teachers who have a bachelor's degree. This will affect the quality of education at school. Another problem is added to the additional duties and other teacher tasks that cause learning in the Era of Globalization to be less than optimal. The second problem is teacher distribution. The problem of uneven distribution of teachers is a separate problem in the world of education in Indonesia. In several sub-districts in Bogor Regency, there is still a shortage of teachers due to the lack of facilities and professional teachers who are considered far from expectations. The third problem is teacher welfare, which is no secret that the level of welfare is still very poor. Teachers' income is considered far from adequate, especially for those who are still auxiliary teachers or honorary teachers. This condition still requires some teachers to seek additional income outside of their main duties as teachers. A reasonable increase in teacher welfare can improve teacher professionalism, including preventing teachers from practicing business or earning additional income at school. This is shown by the number of ASN teachers being

only 35% and honorary teachers being 65% in Bogor Regency (Bogor Regency Education Office, 2023).

The phenomenon that supports the description above, where in this study the low professionalism of teachers at the global level is in line with conditions in the field, especially in ASN State Elementary School Teachers in Caringin District, Bogor Regency. Based on an initial survey in April 2024 on the professionalism of 30 ASN Teachers at State Elementary Schools in Caringin District, Bogor Regency, there are still several problems regarding teacher professionalism including:

1. There are 34% of teachers who are limited or unable to mobilize and explore new knowledge, where it can be seen that some teachers have problems in planning in carrying out work that determines the achievement of work goals, have not modified varied teaching facilities, utilized varied learning materials in improving student learning outcomes, and used available funds to support innovative work.
2. There are 43% of teachers who are limited or unable to elaborate new ideas, products and services, which can be seen from some teachers' problems in modifying teaching methods that can improve the KBM process, applying new knowledge in every teaching activity, applying teaching skills so that they support the teaching and learning process, and updating teaching skills that can support the improvement of student learning outcomes.
3. There are 42% of teachers who are limited or unable to implement new products or services, which can be seen from the number of teachers who have problems improving the facilities used in providing educational services to students to function properly, implementing good communication in providing learning to students, updating educational services creatively, and paying attention to students so that they are helped in the learning process to overcome difficulties.

In relation to the implementation of the duties carried out by teachers as mandated by the law, teachers face various obstacles, problems and challenges in the field. Not a few teachers are less able to plan the learning process. Not a small number of teachers are also less able to carry out the learning process so that this results in student failure at school. The solution to overcome the problems faced by teachers in the field is to carry out educator or teacher empowerment activities. Empowerment is a process in which teachers become able to engage, share, and influence which will ultimately have a positive impact on teachers.

Self-efficacy as a belief in a teacher's ability to mobilize the motivation, cognitive resources, and actions needed to meet given situational demands greatly influences teacher innovativeness. Self-efficacy in teachers is something that affects the success of teaching in

schools. Teachers who have low self-efficacy will feel doubtful about their abilities, reduce their efforts in achieving goals, and even give up. In contrast, teachers who have high self-efficacy will strive to face challenges, never give up, be enthusiastic, and persevere. Teachers who have high self-efficacy believe that they are able to master and carry out teaching tasks and regulate their teaching methods so that they can achieve school achievements. This description is supported by the results of Terje Slåtten's research (2014: 340) entitled "Determinants And Effects Of Employee's Creative Self-Efficacy On Innovative Activities" which resulted in the finding that self efficacy and empowerment together have a fairly strong and significant relationship with innovativeness ($r = 0.487$, $p < 0.000$). Thus, increasing self-efficacy is predicted to increase teacher innovativeness.

Knowledge lies with individuals and is created by individuals. The source of knowledge of each colleague as an individual needs to be maintained and managed properly. The thing that will determine the success of achieving maximum performance in an institution, in this case a school, is the ability to manage knowledge assets, one of which is teachers as an important school asset.

Every human basically has tacit knowledge, which is knowledge that is inherent in the experience of each individual and involves intangible factors, such as the perspective of each individual, the beliefs that each individual has, and the assessment of something that is different from each individual. In the meetings that were held, more than half of the teachers who attended were passive. Teachers who attended the meetings tended not to share the new knowledge they had acquired with teachers who did not attend the meetings. As a result, co-teachers who do not attend the meetings do not gain new knowledge that is useful to support their work.

Knowledge sharing is about "giving" and "receiving" or reciprocating behavior. There must be a giver of knowledge and a receiver of knowledge, but whatever category an employee belongs to, the willingness to share and receive must be considered a critical factor for such an exercise to be successful. Knowledge sharing is the practice of exchanging and disseminating ideas, experiences, and knowledge with others to ensure that knowledge is continuous, ongoing, and sustained. Knowledge sharing aims to help and collaborate with others to solve problems, develop new ideas or implement policies or procedures. According to Iqra Aslam (2018: 235) entitled "Does Self Efficacy Moderate the Relationship between innovation and Knowledge Sharing? (A quantitative Research in Civil Secretariat Quetta)" produced findings that self efficacy and Knowledge Sharing have a strong and significant relationship with innovativeness ($r = 0.686$, $p < 0.000$). Thus, increasing self-efficacy and

knowledge sharing is predicted to increase teacher innovativeness.

In order to increase the innovativeness of teachers, one of the government programs is to issue a policy known as “Merdeka Belajar - Kampus Merdeka” in January 2020. Referring to Permendikbud Number 3 of 2020 concerning National Higher Education Standards in order to improve the quality of learning and university graduates, the concept offered aims to invite all universities in Indonesia to build a strategic plan in preparing student competencies carefully to be better prepared for the needs of the times. There are four main programs, namely, the ease of opening new study programs, changes in the university accreditation system, the ease of state universities becoming legal entities, and the right to study for students to take three semesters outside their study program. In an effort to improve the quality of education and graduates, the Minister of Education and Culture's policy can be used as a reference by all universities because student-centered learning provides opportunities for them to develop their creativity, innovation, personality, and needs.

There are several forms of learning activities based on Permendikbud No. 3 of 2020 Article 15 Paragraph 1, including internships / work practices, teaching assistance in educational units, humanitarian projects, entrepreneurial activities, research, student exchanges, building villages / thematic real work campuses, and independent project studies. The development and progress of a country is highly dependent on the ability of human resources as its subject. Indonesia as a country that is moving towards progressive progress is influenced by the education system it implements, where education as a system is organized by setting an example, building willingness, and developing the creativity of students in the learning process.

The influence of principal leadership on teacher productivity can be in the form of creating a work climate that can encourage or hinder teacher work. As the leader of an educational institution, the principal must be the driving force for the running of the educational process. The strength of the principal's leadership in completing a job depends on the situation at hand. Teachers and school members in solving problems depend on the situation and motivation from the leadership. Therefore, principals provide rules or regulations to determine the form and number of decisions in different situations. The contribution of each factor may not be the same for each principal. The implications of educational management applied by school principals have a different impact on the achievement of organizational goals. This is highly dependent on the creativity of each principal in leading or managing a school organization. So that if a conflict occurs, the principal has provided an alternative solution.

The implementation of the education system in Indonesia is strongly influenced by the ideas and ideas of ministers as assistants to the president. The statement that every change of minister will change the policy also applies in the world of education. With the inauguration of Nadiem Anwar Makarim as Minister of Education and Culture of the Republic of Indonesia, big ideas and ideas emerged as a policy, especially with regard to human resources which are the output of higher education known as Merdeka Belajar and Kampus Merdeka policies.

This government policy will be implemented properly, if stakeholders can see the philosophical aspect as the basis, then it is necessary to analyze it so that the policy can run effectively. This paper will focus on analyzing the Merdeka Belajar and Merdeka Campus policies.

Based on the description above, this study aims to conduct further research on the Effect of Self-Efficacy, Knowledge Sharing on Professionalism through Situational Leadership (Empirical Study on Elementary ASN Teachers in Ciwaringin District, Bogor Regency).

Penelitian ini dapat dirumuskan sebagai berikut:

1. Is there a direct influence of self-efficacy on the professionalism of ASN Teachers at State Elementary Schools in Caringin District, Bogor Regency?
2. Is there a direct effect of knowledge sharing on the professionalism of ASN Teachers at State Elementary Schools in Caringin District, Bogor Regency?
3. Is there a direct effect of situational leadership on the professionalism of ASN Teachers at State Elementary Schools in Caringin Subdistrict, Bogor Regency?
4. Is there a direct effect of self-efficacy on situational leadership of ASN in State Elementary Schools in Caringin District, Bogor Regency?
5. Is there a direct effect of knowledge sharing on situational leadership of ASN at State Elementary Schools in Caringin District, Bogor Regency?
6. Is there an indirect effect of self-efficacy on professionalism through situational leadership of ASN Teachers at State Elementary Schools in Caringin District, Bogor Regency?
7. Is there an indirect effect of knowledge sharing on professionalism through situational leadership of ASN in State Elementary Schools in Caringin District, Bogor Regency?

RESEARCH METHODS

This research uses a quantitative research approach. According to Margono, quantitative research is a process of discovering knowledge that uses data in the form of numbers as a

means of finding information about what we want to know. (Margono, 2015) Quantitative research is a systematic scientific study of parts of phenomena and their relationships. In quantitative research half of the research is the theoretical process or theorizing process. In this process the researcher conducts deductive analyses to try to answer the problem at hand. In research with quantifiable or numerical data, quantitative data analysis techniques are widely used. In addition, computational and statistical techniques can be used to process the data. Statistics is closely related to quantitative data analysis. This data analysis technique usually uses statistics. Because this data analysis technique uses mathematical framework calculations, the results are more objective, logical, and unbiased. In addition, because the sample taken has gone through certain calculations that are considered to represent the population, the results are more representative of the population. (Iyan Irdiyansyah, 2014) The method used in this research is a survey method with a path analysis approach. Survey information was collected from respondents using questionnaires for all variables. This study also uses the path analysis method which is used to analyze the relationship pattern between variables. This model is to determine the direct or indirect effect of a set of independent variables (exogenous) on the dependent variable (endogenous).

The population in this study were all ASN teachers in State Elementary Schools in Caringin District, Bogor Regency, totaling 192 people. The sampling technique in this study used proportional random sampling technique, namely how to collect data by taking the population proportionally to be sampled. The formula used to determine the sample using Taro Yamane with an error margin of 5%.

Of the 194 teachers who will be sampled as many as 131 civil servant teachers Data processing in this study used descriptive analysis techniques and inferential analysis (path analysis).

RESULTS AND DISCUSSION

1. Direct Effect of Self Efficacy on Professionalism

Based on the results of the calculation of the regression model, the b value of the Self Efficacy variable is 0.213, which means that the value is > 0 . Based on this value, Self Efficacy has a direct positive effect on professionalism of 0.213 or 21.3%.

Based on the p-value obtained, which is 0.002, which means < 0.05 , the conclusion is that H_0 is rejected and H_1 is accepted. Thus, there is a positive and significant direct influence between the Self Efficacy variable on professionalism.

The t test results obtained tcount of 3.094 and t table is known to be 1.98 where the t table value is obtained at a significance level of 0.05 with $df = n-1-1 = 131-1-1 = 129$ (n = is the sample and k is the number of independent variables). The conclusion that can be drawn is that $tcount > ttable$ ($3.094 > 1.98$) means that H_1 is accepted and H_0 is rejected, in other words, there is a positive and significant direct effect of Self Efficacy on professionalism.

Arief Anshari's research (2018) entitled The Effect of Self Efficacy on Professionalism produced findings that Self Efficacy affects employee engagement ($0.459, p < 0.01$). Thus an increase in Self Efficacy is predicted to increase Professionalism.

2. Direct Effect of Knowledge sharing on Professionalism

Based on the results of the calculation of the regression model, the b value of the knowledge sharing variable is 0.083, which means that the value is > 0 . Based on this value, knowledge sharing has a direct positive effect on professionalism of 0.083 or 8.3%. Based on the p -value obtained, which is 0.362, which means > 0.05 , the conclusion is that H_0 is rejected and H_1 is accepted. Thus, there is no significant direct influence between knowledge sharing variables on professionalism. The t test results obtained a tcount of 0.914 and the t table is known to be 1.98 where the t table value is obtained at a significance level of 0.05. The conclusion can be drawn that $tcount < ttable$ ($0.914 < 1.98$) means that H_1 is accepted and H_0 is rejected, in other words, there is no direct and significant effect of knowledge sharing on professionalism. This is not in line with the research of Budiyo and Wening Wedi Utomo (2011), entitled "The Effect of Job Motivation, Empowerment and Leadership on Organizational Citizenship Behavior, Job Satisfaction, Public Service Quality, and Professionalism", resulting in the finding that Knowledge sharing has a fairly strong and significant relationship with Professionalism ($r = 0.528, p < 0.05$). This means that the higher the Knowledge sharing, the higher the predicted Professionalism.

3. Direct Effect of Situational Leadership on Professionalism

Based on the results of the calculation of the regression model, the b value of the situational leadership variable is 0.189, which means that the value is > 0 . Based on this value, situational leadership has a direct positive effect on professionalism of 0.189 or 18.9%. Based on the p -value obtained, which is 0.001, which means < 0.05 , the conclusion is that H_0 is rejected and H_1 is accepted. Thus, there is a positive and significant direct influence between situational leadership variables on professionalism. The results of the t test

obtained a tcount of 3.508 and the ttable is known to be 1.98 where the ttable value is obtained at a significance level of 0.05. The conclusion can be drawn that $tcount > ttable$ ($3.508 > 1.98$) means that H_1 is accepted and H_0 is rejected, in other words, there is a positive and significant direct influence of situational leadership on professionalism.

4. Direct Effect of Self Efficacy on Situational Leadership

Based on the results of the calculation of the regression model, the b value of the Self Efficacy variable is 0.233, which means that the value is > 0 . Based on this value, Self Efficacy has a direct positive effect on situational leadership of 0.233 or 23.3%. Based on the p-value obtained, which is 0.038, which means < 0.05 , the conclusion is that H_0 is rejected and H_1 is accepted. Thus, there is a positive and significant direct influence between the Self Efficacy variable on situational leadership. The results of the t test obtained a tcount of 2.098 and the ttable is known to be 1.98 where the ttable value is obtained at a significance level of 0.05. The conclusion can be drawn that $tcount > ttable$ ($2.098 > 1.98$) means that H_1 is accepted and H_0 is rejected, in other words, there is a positive and significant direct effect of Self Efficacy on situational leadership.

5. Direct Influence of Knowledge sharing on situational leadership

Based on the results of the calculation of the regression model, the b value of the knowledge sharing variable is 0.384, which means that the value is > 0 . Based on this value, knowledge sharing has a direct positive effect on situational leadership of 0.384 or 38.4%. Based on the p-value obtained, which is 0.009, which means < 0.05 , the conclusion is that H_0 is rejected and H_1 is accepted. Thus, there is a positive and significant direct influence between knowledge sharing variables on situational leadership. The t test results obtained tcount of 2.634 and ttable is known to be 1.98 where the ttable value is obtained at a significance level of 0.05. The conclusion can be drawn that $tcount > ttable$ ($2.634 > 1.98$) means that H_1 is accepted and H_0 is rejected, in other words, there is a positive and significant direct effect of knowledge sharing on situational leadership.

6. Indirect Effect of Self Efficacy on Professionalism through Situational Leadership

Based on the calculation results, the indirect effect value of the Self Efficacy variable on professionalism through situational leadership is 0.044 or 4.4%, meaning that there is a positive indirect effect of Self Efficacy on professionalism through situational leadership. Thus, H_0 is rejected and H_1 is accepted.

7. Indirect Effect of Knowledge Sharing on Professionalism through Situational Leadership

Based on the calculation results, the indirect effect value of the knowledge sharing variable on professionalism through situational leadership is 0.073 or 7.3%, meaning that there is a positive indirect effect of knowledge sharing on professionalism through situational leadership. Thus, H0 is rejected and H1 is accepted.

CONCLUSION

1. Based on the results of the regression model calculation, the b value of the Self Efficacy variable is 0.213, which means that the value is > 0 . Based on this value, Self Efficacy has a direct positive effect on professionalism of 0.213 or 21.3%.
2. Based on the results of the regression model calculation, the b value of the knowledge sharing variable is 0.083, which means that the value is > 0 . Based on this value, knowledge sharing has a direct positive effect on professionalism of 0.083 or 8.3%.
3. Based on the results of the regression model calculation, the b value of the situational leadership variable is 0.189, which means that the value is > 0 . Based on this value, situational leadership has a direct positive effect on professionalism of 0.189 or 18.9%.
4. Based on the results of the regression model calculation, the b value of the Self Efficacy variable is 0.233, which means that the value is > 0 . Based on this value, Self Efficacy has a direct positive effect on situational leadership of 0.233 or 23.3%.
5. Based on the results of the regression model calculation, the b value of the knowledge sharing variable is 0.384, which means that the value is > 0 . Based on this value, knowledge sharing has a direct positive effect on situational leadership of 0.384 or 38.4%.
5. Based on the calculation results, the indirect effect value of the Self Efficacy variable on professionalism through situational leadership is 0.044 or 4.4%, meaning that there is a positive indirect effect of Self Efficacy on professionalism through situational leadership. Thus, H0 is rejected and H1 is accepted.
6. Based on the calculation results, the indirect effect value of the knowledge sharing variable on professionalism through situational leadership is 0.073 or 7.3%, meaning that there is a positive indirect effect of knowledge sharing on professionalism through situational leadership. Thus, H0 is rejected and H1 is accepted.

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