








Effect of Self-Concept and Knowledge Sharing on The Performance of Individual Lecturers

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Abstract. A teacher reaching out successfully performance could be influenced by several things. Besides intellectual ability, a good self-concept is vital in reaching out to lecturer performance. This research aims to identify and analyse the influence of self-concept and knowledge sharing on the performance of individual lecturers. The population in this research are lecturers from universities in Indonesia. The unit of analysis was ten universities in Indonesia, using a simple random sampling technique, and the amount of sample was 98 lecturers. The analysis technique used was descriptive analysis with multiple linear regression. The results of this research show that self-concept has a positive and significant effect on the performance of individual lecturers as well as self-concept and knowledge sharing. These three variables have a positive and significant impact on the performance of individual university lecturers in Indonesia.

Keywords: Knowledge Sharing, Lecturer Performance, Self-Concept.

Introduction

The progress of a nation with superior human resources includes the quality of college. Many things can affect the quality of college. Regarding learning, quality achievement in college is a teacher's responsibility. A teacher in achieving a performance's success can be influenced by some things, not just intellectual ability. Good self-concept becomes an essential part of realising a teacher's performance¹. The self-concept can be interpreted as a person's perception of himself, including what he knows and feels about his behaviour, mind, and feelings and how they can influence others²⁻⁴.

Meanwhile, in the other literature, knowledge sharing is a process where individuals exchange knowledge through tacit and explicit knowledge⁵. Knowledge sharing is the most crucial part of knowledge management to encourage individuals in the organization^{6,7}. Knowledge sharing is important in increasing individual competence in the organisation because, through knowledge sharing, tacit and explicit knowledge can be disseminated, implemented and developed properly. Knowledge-sharing behaviour consists of bringing (knowledge donating) and getting (knowledge collecting)⁸. The role of knowledge sharing in the organisation will have an impact on employee performance. In this case, the self-concept can be said to be closely related to the lecturers' success in controlling the learning atmosphere. This is in line with research stating that self-concept significantly affects a teacher's professional competence of a teacher⁹. Positive self-concepts will lead to high teaching motivation and create a more fun class climate. In contrast, a bad self-concept will cause fewer lecturers to optimise their role¹⁰.

In addition to having a good self-concept as a manifestation of emotional ability, lecturers must continue to develop themselves and honour the intellectual capability for performance to be more optimal to perform a more professional role. Performance is closely related to three main aspects, namely attitude, results and organisational effectiveness. Attitude shows an activity to achieve goals, effectiveness is a step in considering work results, and organisational emphasises aspects of the work process. There is a close relationship between individual performance and company performance¹¹. The statement shows that if the performance of lecturers is good, then the performance of the college will also be good.

Moreover, this fast-paced modern era requires every teacher to update to the science that continues to experience updates constantly. This is a matter that the way of searching for lecturers can always connect with new information and knowledge amid a solid busyness. As much as possible, the lecturer must seek to manage and develop their knowledge to be maintained to teach teachings to be more relevant to the growing border. Through this knowledge-sharing process, teachers could patent time for knowledge, new ideas, and problem-solving so that teacher performance could be optimized^{7,12}. The implementation of self-concept and the implementation of good knowledge sharing can potentially have a positive effect on lecturers. This study discussed the significant impact personal concepts and knowledge sharing have on the quality of the teacher's performance.

Method

This type of research uses explanatory research with a quantitative approach and is conducted at ten universities spread across Indonesia. The number of samples was 98 lecturers using simple random sampling techniques. This research data collection uses a questionnaire method using Google Forms, which consists of several questions associated with the variables studied. Data Analysis Methods using Descriptive Analysis and Inferential Analysis. Descriptive statistics are used to provide a data description of the variables of self-concept, knowledge sharing and individual performance, as well as the items distributed from each variable. The inferential analysis used in this study is multiple linear regression, with t-tests and F-tests.

Result and Discussion

Descriptive Statistical Analysis

The data obtained from the respondents' answers through the questionnaire can be seen in the following table:

Table 1. Descriptive Analysis

Variable	Item	Mean
Self-concept	Enthusiasm	4,4708
	Caring	
	Objectivity	
	Ethical behavior	
Knowledge sharing	Knowledge donating	4,4209
	Knowledge collecting	
Performance	Quantity of work	4,2397
	Quality of work	
	Compatibility with others	
	Presence at work	
	Length of service	

Sources: Processed primary data (2023)

Multiple Linear Regression

Regression analysis is a simple way of investigating the functional relationship between different variables¹³. The relationship between these variables is written in a mathematical model. Multiple regression analysis is an analysis that shows the relationship between the independent variable and the dependent variable. It is called simple linear regression analysis if there are independent and dependent variables in the measurement. Meanwhile, if there are several independent variables and one dependent variable in the measurement, it can be called multiple regression analysis.

Reliability Test Results

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.751	25

Validity Test Results

Table 3. Total Statistics

	Scale Mean if Item Deleted	Scale Vari- ance if em De- leted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
SC1	104.3673	127.224	.440	.741	Valid
SC2	104.6429	127.613	.372	.743	Valid
SC3	104.5612	123.177	.706	.732	Valid
SC4	104.1429	126.124	.512	.739	Valid
SC5	104.1531	128.894	.361	.745	Valid
SC6	103.9490	104.358	.021	.937	Invalid
SC7	104.3061	126.070	.484	.739	Valid
KS1	104.2755	128.305	.370	.744	Valid
KS2	104.3878	124.549	.599	.735	Valid
KS3	104.4898	122.954	.679	.732	Valid
KS4	104.5510	127.405	.385	.742	Valid
KI1	104.5918	121.584	.636	.730	Valid
KI2	104.8469	123.863	.534	.735	Valid
KI3	104.8776	122.026	.645	.730	Valid
KI4	104.6020	123.706	.581	.734	Valid
KI5	104.4796	125.943	.439	.739	Valid
KI6	104.4184	125.174	.591	.736	Valid
KI7	104.4490	124.662	.598	.736	Valid
KI8	104.6122	124.673	.496	.737	Valid
KI9	104.7245	121.769	.501	.733	Valid
KI10	104.3776	124.196	.644	.734	Valid
KI11	104.4388	125.507	.488	.738	Valid
KI12	104.7449	123.532	.498	.735	Valid
KI13	104.6531	123.033	.604	.733	Valid
KI14	104.6837	122.115	.664	.730	Valid

Determination Coefficient Test Results

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707 ^a	.499	.489	.37161

a. Predictors: (Constant), KS, SC
b. Dependent Variable: KI

From Table 4, the amount of R Square value is 0.499 or 49.9%. Thus, it can be said that self-concept and knowledge sharing significantly influence the individual performance of lecturers, with a value of 49.9%. In comparison, the remaining 50.1% is influenced by other factors not examined in this study.

Simultaneous Test Result (F test).

Table 5. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.078	2	6.539	47.351	.000 ^b
	Residual	13.119	95	.138		
	Total	26.196	97			

a. Dependent Variable: KI
b. Predictors: (Constant), KS, SC

From the calculation results obtained, $F_{\text{count}} (47.351) > F_{\text{table}} (2.60)$ and $\text{sig } f = 0.000 < \alpha = 0.05$, then H_0 is rejected, and H_1 is accepted. Based on the results of the above calculations, it can be concluded that self-concept and knowledge sharing significantly affect individual lecturers' performance.

Table 6. Coefficients

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.324	.474		-.683	.496
	SC	.651	.118	.468	5.533	.000
	KS	.374	.093	.340	4.017	.000

a. Dependent Variable: KI

The t-test results in Table 6 show that all knowledge-sharing variables significantly affect variable lecturer individual performance. Self-concept produces a t value of 5.533 and a sig value of 0.000. It can be concluded that individual self-concept significantly affects a lecturer's performance. This is compatible with the research results about knowledge sharing, which produces a t value of 4.017 and a sig value of 0.000^{14,15}. It can be concluded that individual knowledge sharing significantly affects lecturer individual performance^{7,16}.

In addition to the results of the tests that have been carried out, researchers also try to see references from the table of correlation analysis results between research variables.

Table 7. Correlations

		KI	SC	KS
Pearson Correlation	KI	1.000	.644	.581
	SC	.644	1.000	.515
	KS	.581	.515	1.000
Sig. (1-tailed)	KI	.	.000	.000
	SC	.000	.	.000
	KS	.000	.000	.
N	KI	98	98	98
	SC	98	98	98
	KS	98	98	98

Based on the results of the correlation analysis, it can be concluded that the self-concept variable has a high and strong correlation to organisational performance with a value of 0.644, and the knowledge-sharing variable has a fairly high correlation to organisational performance with a value of 0.581. It can be concluded that these two variables have an effect on optimising the performance of each lecturer in higher education.

Conclusion

The average percentage of respondents regarding the impact of self-concept falls in high categories. That means that teachers as respondents value this play an important role and can positively influence performance increases. The average percentage of respondents on the impact of knowledge sharing falls at a high category on which teachers value the value and impact the improvement of performance. Also, knowledge sharing has a significant impact on the improvement of the faculty's performance. A general influence between the concept of self and knowledge sharing on the lecturer's performance simultaneously had a significant impact. Through this study came several suggestions, including testing more the factors of a lecturer's performance, checking to see if each item in the research questionnaires has had enough correlation with the study to do because an indication of validating research illustrates that there is an invalid item with a reasonably low value, and adding research into the study's concepts and knowledge sharing to a greater and broader understanding of the role of self-conception and the knowledge sharing to the performance of the individual teachers.

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