



The Effect of Self-Efficacy and Knowledge on a Teacher's Task Performance: A Case Study on Public Junior High School Teachers in South Bengkulu

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Abstract: This study aimed to determine how self-efficacy affects teacher task performance in SMP Negeri Bengkulu Selatan and how knowledge affects task performance. The quality of an agency can be seen from the task performance of its employees. Task performance can be improved by various aspects, such as fulfilling desires, work needs, individual and job compatibility, and formal and informal relationships with colleagues. The SmartPLS4 application was used for the SEM analysis method in this study. The sample was 110 teachers from all public junior high schools in South Bengkulu. The test results show that the self-efficacy variable has a positive and significant influence on the task performance of each teacher. In contrast, the knowledge variable does not significantly influence a teacher's task performance. The results showed a t-value of $5.387 > 1.96$ and a p-value of $0.000 < 0.050$, thus indicating that the self-efficacy variable significantly positively affects task performance. The study results show that the t-value of $1.206 < 1.96$ and the p-value of $0.228 < 0.50$ shows that the knowledge variable does not positively affect the task performance variable. This research aims to inspire teachers by considering that self-efficacy and knowledge can affect task performance individually and institutionally.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui bagaimana self efficacy mempengaruhi task performance guru di SMP Negeri Bengkulu Selatan dan bagaimana pengetahuan mempengaruhi kinerja tugas. Kualitas suatu instansi dapat dilihat dari kinerja tugas karyawannya. Kinerja tugas dapat ditingkatkan dengan berbagai macam aspek, seperti: pemenuhan keinginan, kebutuhan kerja, kecocokan individu dan pekerjaan, serta hubungan formal dan informal terhadap sesama rekan kerja. Aplikasi SmartPLS4 digunakan untuk metode analisis SEM dalam penelitian ini. Sampel yang diperoleh sebanyak 110 guru dari semua SMP Negeri yang ada di Bengkulu Selatan. Hasil uji menunjukkan bahwa variabel self efficacy memiliki pengaruh yang positif dan signifikan terhadap task performance setiap guru. Sebaliknya, variabel knowledge tidak memiliki pengaruh yang signifikan terhadap task performance seorang guru. Hasil penelitian menunjukkan nilai t sejumlah $5,387 > 1,96$ serta nilai p sejumlah $0,000 < 0,050$, dengan demikian menunjukkan bahwa variabel self efficacy memiliki efek positif yang signifikan kepada task performance. Hasil dari penelitian menunjukkan dari nilai t $1,206 < 1,96$ serta nilai p $0,228 < 0,50$ yang menunjukkan bahwa variabel knowledge tidak mempengaruhi variabel task performance secara positif. Implikasi pada penelitian kali ini yaitu untuk memberikan inspirasi bagi para guru dengan mulai mempertimbangkan bahwa efikasi diri dan pengetahuan dapat mempengaruhi kinerja tugas baik individu maupun instansi.

A. Introduction

Self-efficacy and knowledge are expected to be essential in improving teachers' task performance. The expectation is that by having a solid belief in your abilities and adequate knowledge, teachers will be more motivated and able to perform their duties well. Teachers with high self-efficacy and strong knowledge are expected to be able to overcome challenges in the learning process, providing clear explanations of what to learn and how to do it. However, many teachers need help to do the job as best as possible. Teachers may feel inadequate or unconfident when doing their job. Lack of knowledge can also hinder teachers in providing effective instruction. This research title is significant because it investigates the relationship between teachers' self-efficacy, knowledge and task performance. This could be due to a need for more training, support or resources available to teachers. An essential step to improving the quality of education is understanding the components that influence teachers' task performance. By understanding how knowledge and self-efficacy affect task performance, we can find areas that need improvement and make valuable interventions to help teachers in their work. Teachers often need help with problems such as high workloads and lack of resources and training. Many teachers feel insufficient trust and confidence in their abilities when dealing with problems and their ability to cope with them, which negatively affects their performance. In addition, a lack of knowledge about teaching techniques and the latest educational developments may hinder their ability to teach well. Better professional development and training will help teachers improve their knowledge and efficiency. Training that focuses on strengthening self-efficacy, such as providing successful teaching experiences, positive feedback and verbal support, can help teachers feel more confident in their abilities. In addition, ongoing training on the latest teaching methods, educational technology, and educational developments can help improve teachers' knowledge. With this approach, teachers will be better prepared and motivated to tackle challenges in their jobs, which can ultimately improve their task performance and the overall quality of education.

Strongly motivated theoretically and practically, self-efficacy has been shown to play an essential role in acquiring new skills. This article evaluates research on medical students' self-efficacy beliefs and substantiates future research. We explicitly sought to describe the state of the research medical students' self-efficacy and investigate it through construct measurement and conceptualization (Klassen & Klassen, 2018). The Self-Efficacy Questionnaire (PSEQ) is one of the ten items used in clinical research in this study. Self-efficacy is "the judgments people make about their ability to organize and implement the steps needed to achieve expected performance" (Gangloff, 2017). Self-efficacy refers to one's ability to make a significant impact. People who perceive themselves as powerless and unhappy will not have the motivation to act. On the contrary, people who are aware and able to make a difference will feel happy because they have the initiative to take action (Nicholas et al., 2015). Self-efficacy is a way of thinking essential in individuals' assessment of their abilities and self-regulation processes. Self-efficacy reflects an individual's assessment of their abilities and beliefs in academic aspects, such as personal learning

abilities that are influenced by teachers' or parents' expectations and emotions, as well as students' assessment of their ability to complete learning and their confidence in realizing their goals (Chen, 2020).

Self-efficacy is a person's beliefs about his or her motivation, cognitive ability, and ability to act to achieve goals. These beliefs significantly affect students' English learning as their mood and attitude while learning affect their performance (Chen, 2020). Perceived instructional self-efficacy assesses a teacher's ability to achieve desired student engagement and learning outcomes, which can influence an essential part of didactic efficacy (Pellerone, 2021). Teacher self-efficacy explains how teachers' personal beliefs relate to students' academic progress. It helps to understand the different impacts of teachers and the whole school on student outcomes. The psychological tendency to feel capable of accomplishing a particular task is called self-efficacy (Lazarides & Warner, 2020). Students who have high self-efficacy scores tend to have high motivation, while students who have low self-efficacy are likely to be inactive students (Haerazi & Irawan, 2020). A person's belief in their ability to plan and take the actions needed to achieve a goal is known as self-efficacy. This theoretically and empirically powerful motivational belief has been shown to play an important role when forming new skills and knowledge. Bandura found that their understanding of students' skills often determined their behaviour. The way students think, feel, and their self-efficacy influences their actions. The theory of self-efficacy says self-efficacy is the belief held in a person for their ability to form a plan and then carry out certain activities to solve problems or find solutions (Al-Abyadh et al., 2022). Self-efficacy describes a person's belief in overcoming difficult situations or achieving specific behavioural goals. Motivational, cognitive, selection and emotional reaction processes play a significant role. The stronger a patient's self-efficacy, the more confident they will be in facing the challenges and struggles of their illness, and the more capable they are of having a positive and healthy attitude about their illness (Liu et al., 2018).

One of human intelligence's main components is the ability to teach others. Human teachers can monitor students' knowledge and adapt lessons to students' needs. (Abdelrahman et al., 2023). Providing task-related information and knowledge on how to help coworkers solve problems and find new solutions are all part of knowledge sharing. (Singh et al., 2021). Knowledge co-production for sustainability is problem-focused and benefits from precise and significant goals participants share. We use life cycle theory to identify the evolution of the relationship between knowledge sharing and innovation. (Norström et al., 2020). This theory states that knowledge fields develop according to an S curve operationalized in four stages: emerging, developing, mature, and saturated. We use the number of articles as a performance measure to identify the development of the relationship in time, and the accumulated number of articles generates an S curve (Castaneda & Cuellar, 2020).

Knowledge management creates, identifies, and manages organizational knowledge to achieve long-term benefits (Firman, 2023). Research on the developmental relationship between conceptual and procedural knowledge of mathematics shows that mathematically

proficient children require increased conceptual and procedural knowledge and increased flexibility (Rittle-Johnson, 2017). Increased competition, globalization, and technological advancements have driven the knowledge-based economy. As Saeed (2016) stated, frequent changes in the internal and external environment generate a vast pool of knowledge. (Saeed, 2016) Mentions two different ways to acquire knowledge: benchmarking and collaboration. The author states that organizations can identify process variations through benchmarking, which can be fulfilled by acquiring a company to be used as a benchmark (Akram & Hilman, 2018).

Laboratory studies typically have subjects perform one or more illustrative aspects of actual work and are then evaluated on the speed and accuracy of task performance. (Berkeley, 2006). Emotional intelligence, or task performance, may offer an opportunity to investigate the relationship between cognitive and emotional task performance (Van Scotter et al., 2000). In the particular research literature, there is solid evidence of the influence of goals on task performance. However, more research still needs to be done on how goals are used to determine performance (Locke et al., 1981). Most research on human task performance concentrates on determining the ability to complete a task in a given time frame or explores the influence of factors such as stress, sleep deprivation, medication use, individual differences, and other factors (Tsai, 2007).

If there is positive motivation in the workplace, each worker can increase their confidence when working. Self-efficacy can also be defined as the effort and perseverance required to achieve goals and perseverance in achieving goals. Self-control has made workers feel better and more motivated. Increasing employee independence is one way to improve organizational work performance and employee behavior. Self-efficacy is a person's belief that every effort can result in success, which can encourage them to keep trying to achieve their goals (Saadi, 2021). A mother's beliefs about breastfeeding her baby affect their efforts, thinking, and actions when faced with breastfeeding difficulties. This is called self-efficacy. Mastery experiences, experiences of others, and persuasion are some factors that influence a mother's self-efficacy. Both physical and emotional (Yasunaga et al., 2022). H1: Self-efficacy positively affects task performance.

We can distinguish elements such as knowledge, initiative, perseverance, intelligence, experience, physical strength, help from others, and then many more by considering the conditions of one's effective action (Flammer, 2018). When grammatical knowledge faces a complex text structure, according to (Haerazi & Irawan, 2020) when things are like this, they rely heavily on their teachers and need the opportunity to participate in active learning. Even though the term "knowledge graph" has been used in the literature since at least 2012, Google's announcement of the knowledge graph was followed by subsequent announcements from companies such as Airbnb, Amazon, eBay, Facebook, IBM, LinkedIn, Microsoft, Uber, and others (Hogan et al., 2021). H2: Knowledge positively affects task performance.

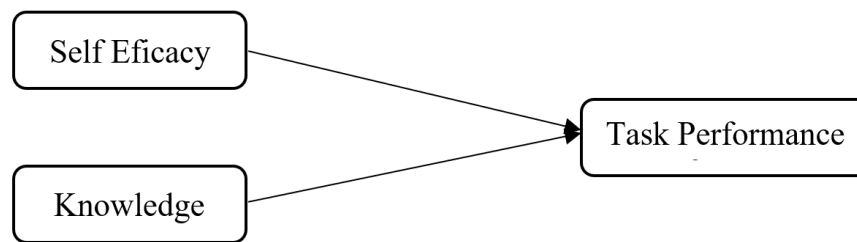


Figure 1. Relationships Between Variables

Specifically, this study aims to find the components that influence teachers' task performance and the influence of knowledge on teachers' task performance among junior high school teachers in South Bengkulu. It also aims to gain a deeper understanding of what influences teachers' task performance in their work and how to improve the quality of education for junior high school teachers in South Bengkulu by improving teachers' self-efficacy and knowledge.

B. Method

Quantitative research using the Structural Equation Modeling (SEM) method with SmartPLS4 was used. One hundred ten teachers from SMP Negeri in South Bengkulu were selected proportionally, and this sample consisted of 110 teachers. Using social media platforms such as WhatsApp, Instagram, and Facebook, an online questionnaire was used to collect data. In this study, the data collection method was used by sending the test questions through the online questionnaire link. This test aims to determine the effect of knowledge and self-efficacy on the task performance of junior high school teachers in South Bengkulu. The data analysis process at the time of this study began by analyzing data from questionnaires distributed online, observations, and other sources. This study was conducted in several steps, such as:



Figure 2. Research process

1. Research plans: Before conducting research, researchers must make a research plan. At the research planning stage, several activities will be carried out, including:
 - a. Develop test instruments
 - b. Create online questionnaire guidelines
 - c. Distribute questionnaires online
 - d. Prepare documentation equipment
2. Although this research has been carefully prepared and planned, the results will only be accurate and satisfactory if carried out carelessly and follow established rules. Therefore,

when conducting research, of course, researchers need to take the right actions in order to get satisfactory results. The stages of this research are:

- a. Distribute questionnaires online
 - b. Analyzed and evaluated the results of the online questionnaire test and made observations during the research activities.
3. Writing a research report is the most crucial part of research. This activity is greatly influenced by language and reasoning skills and relates to reading, commenting or reviewing habits. In addition, this research report analyzes teacher test results through the distribution of online questionnaires.

Primary data was obtained online through several social media platforms, namely the WhatsApp application, Instagram, and Facebook, and online questionnaires were provided to teachers in South Bengkulu. The respondents responded to items on the research instrument. Data collection was collected in November 2023. The research respondents were teachers at the State Junior High School of South Bengkulu Regency. The research sample consisted of 110 teachers taken randomly, proportional to the number of teachers in each school.

Table 1. Distributor Sample Based on School Origin

School Origin	Number of Teachers	Sample
SMPN 1 South Bengkulu	54	18
SMPN 2 South Bengkulu	55	14
SMPN 3 South Bengkulu	47	24
SMPN 4 South Bengkulu	27	9
SMPN 6 South Bengkulu	33	12
SMPN 9 South Bengkulu	35	8
SMPN 10 South Bengkulu	25	11
SMPN 20 South Bengkulu	23	5
SMPN 21 South Bengkulu	13	9
Total	312	110

Overall, the table provides an explanatory picture of how the variables studied interact with each other, using the mean and standard deviation and the relationship between variables using correlation.

Of the 110 respondents in this study, 40% were male, and 60% were female. 46% were more than 40 years old, 33% were 30-40, and 21% were less than 30. 43% of respondents have worked for more than ten years, 28% have worked for 6-10 years, 18% have worked for 1-5 years, and 9% have worked for less than one year. The majority, 78%, have a bachelor's degree, 20% have a master's degree, and 2% have a diploma.

Table 2. Basic Characteristics

Features	N (%)	Features	N (%)
Gender		Last Education	
Male	40		2

Features	N (%)	Features	N (%)
Female	60	Bachelor (S1)	78
		Master (S2)	20
Age		Length of Service	
<30	21	<1 Year	9
30-40	33	1-5 Year	18
40	46	6-10 Year	28
		>10 Year	45

The self-efficacy variable was measured using a questionnaire developed by Mark and James (1982). Respondents are asked to answer 17 statement items, describing their perception of the extent to which they believe. They are confident in their ability to carry out their duties as teacher educators at school. Each statement item will be measured using the Likert Scale (Van Scotter et al., 2000), designed to examine how strongly subjects agree and disagree with statements on a 5-point scale, with a score of 1= strongly disagree, to a score of 5= strongly agree.

The knowledge variable was measured using a questionnaire developed by Leisa and Ronald (1999). Respondents were asked to respond to 8 statement items that would describe their perceptions of the extent to which they are knowledgeable about the knowledge they teach as teacher educators in schools. Each statement item will be measured using the Likert Scale (Van Scotter et al., 2000), designed to evaluate how strongly the subject agrees and disagrees with the statement across 5 points. Thus, a score 1 indicates strongly disagree, and five indicates strongly agree.

Six statement items, taken from Rabintra Kumar Pradhan's study, were used as task performance variables to interpret the level of teachers' task performance during teaching. All statements were evaluated using the Likert Scale (Van Scotter et al., 2000), with a score of 1, meaning strongly disagree, and 5, meaning strongly agree. Some items in the research instrument also used reverse scoring, where strongly disagree responses were scored one and strongly agree responses were scored 5.

For small samples, structural equation modelling (SEM) analysis is used. The partial least square (PLS) method is also used. Because the SEM method can further analyze variables or models, it has better analysis and prediction capabilities than path analysis and multiple regression. SEM analysis is used because SEM can measure the effect or degree of relationship between components that incorrectly determine the dimensions of the construct (Ferdinand, 2006). The following things are done by SEM modelling develop a theory based on the model, in which changes in one variable have an impact on other variables; create flowcharts, including flowcharts of causal relationships; convert flowcharts to structural equations; and create measurement models. Structural equations and modelling are included in the converted flowchart. In this study, hypothesis tests were conducted to determine whether the path coefficients in the model were significantly correlated with model interpretation and modification. These hypothesis tests included chi-square statistics,

probability, good fit index (GFI), normative fit index (NFI), comparative fit index (CFI), Tucker Lewis index (TLI), and Root Mean Square Approximation Error (RMSEA).

C. Result and Discussion

Result

Descriptive statistics on all research variables, where the mean, standard deviation, correlation and Cronbach's alpha can be seen in this table. A preliminary analysis was conducted to ensure that no assumption violations were identified on any of the variables under study before running correlation and model analysis. Person correlation was used to examine how variables are related between different variables, namely gender, Age, Tenure, self-efficacy, knowledge, and task performance.

Table 3. Descriptive Statistic

	M	SD	1	2	3	4	5
Gender	0,40	0,493					
Age	37,92	6,175	0,553**				
Tenure	7,50	3,371	0,601**	0,917**			
SE	39,04	13,973	0,064	-0,015	-0,055		
KL	18,84	5,304	-0,075	-0,147	-0,107	0,614**	
TP	21,42	4,241	-0,038	-0,044	0,023	-0,532**	-0,228**

Notes: Combined scores on each variable were calculated by taking the average of the scores on each variable; gender was coded as a binary variable (1) for males and 0 for females; SD = Standard Deviation, **p = 0 and p < 0.01.

This table shows the descriptive statistics of each variable measured in the investigation:

1. Gender: A binary variable with a value of 1 for males and 0 for females.
2. Age: Indicates information on the average Age of respondents.
3. Tenure: Shows how long the average respondent works in one year.
4. SE: Demonstrate a description of one's effectiveness.
5. KL: Shows the description of knowledge.
6. TP: Indicates the description of the performance of the task
7. M: Shows the description of the average value in each variable
8. SD (Standard deviation): Indicates the extent of variation or dispersion from the mean value.

In the table, the sign means that the columns under numbers 1, 2, 3, 4, and 5 show a significant correlation at the 0.01 level. This shows where these correlation values are interpreted as follows:

1. Gender and Age (0,553): Gender and Age have a significant positive correlation.
2. Gender and Tenure (0,601): A positive correlation between gender and Tenure was found.

3. Age and Tenure (0,917): Age and Tenure have a robust positive correlation.
4. SE and TP (-0,532): Where there is a significant negative correlation between self-efficacy and task performance.
5. KL and TP (-0,228): There is a negative correlation between knowledge level and task performance.
6. $\rho > 0,01$ Indicates a moderately significant level of correlation (a p-value below 0.01 indicates a highly significant correlation).

Overall, the table provides an explanatory picture of how the variables studied interact with each other, using the mean and standard deviation and the relationship between variables using correlation.

Hypothesis Testing

Table 4. Indirect Effect And Direct Effect

Direct Effect	O	Mean	STDEV	T Values	P Values
X1 → Y	-0.629	-0.608	0.117	5.387	0.000
X2 → Y	0.141	0.089	0.117	1.206	0.228

The results are shown in Table 4; the self-efficacy variable significantly influences task performance; the use value is 5.387, which is greater than 1.96, and the p-value is 0.000, which is lower than 0.050. Thus, the self-efficacy variable positively and significantly influences task performance (H1 Accepted). This suggests that having more self-freedom will positively impact how one performs tasks.

In addition, this study investigated the effect of knowledge variables on task performance. The results show that the knowledge variable has no significant effect on task performance, with a t-value of 1.206 less than 1.96 and a p-value of 0.228 greater than 0.50. In other words, although knowledge is essential in this study, increasing knowledge does not directly impact task performance.

The results of this study increase our understanding of the elements that influence task performance. People with higher levels of self-reliance feel more confident in their abilities and are more motivated to complete tasks. This suggests that interventions aimed at increasing one's self-reliance can effectively improve one's performance in various work situations. The study found that while knowledge is an integral part of the job, having more knowledge does not necessarily mean that tasks will be completed better. An example of how this can happen is how this knowledge is used or combined with other skills required to complete tasks efficiently. Overall, this research emphasizes that self-efficacy predicts task performance more than knowledge. Those who work closely with others can help managers and organizational leaders focus on improving their employees' self-efficacy. Ultimately, *vang* can improve task performance through training, support, and recognition. In addition, although knowledge did not significantly influence this study, teachers need to expand their skills and knowledge as this can affect their performance both immediately and in the long term.

Discussion

This study aims to determine how independence and knowledge impact teachers' task performance as junior high school teachers in South Bengkulu. The initial research hypotheses were tested, namely H1, which shows a significant relationship between independence and task performance, and H2, which shows a significant relationship between knowledge and task performance among junior high school teachers in South Bengkulu.

This research will use many previous studies as a research benchmark. This research will use existing theories to determine whether the findings of this research support or not. In this study, what is discussed is the effect between self-efficacy and task performance and the effect of knowledge on task performance. The results show that self-efficacy significantly and positively affects task performance, while knowledge has no significant effect. This result supports the theory (Maehr & Zusho, 2009) that one's self-efficacy, or belief in one's ability to accomplish a particular task, significantly impacts one's performance. Self-efficacious teachers tend to be more confident and motivated to complete teaching tasks, which improves their performance. Teachers with self-efficacy can better face challenges and deliver effective teaching. In contrast, while teacher knowledge is critical, no direct relationship was found between task performance in this study. How such knowledge is applied during learning or combined with other necessary skills are some examples of how this might happen. A study (Sutamin et al., 2022) is discovering that teachers need pedagogical knowledge to effectively implement content in the classroom.

The results also show that, although knowledge did not significantly affect this study, educational institutions should continue to develop teachers' skills and knowledge. Training, support and recognition from school leaders can be effective strategies to improve teacher performance. However, as this study has limitations, the results may need to be more generalizable to a broader population due to the sample size covering only one city. As a result, further research is needed with a larger sample and in different locations. Overall, this study emphasizes self-efficacy as a critical predictor of task performance and offers strategies to improve teacher performance through educational institutions' self-efficacy improvement strategies. Thus, while teacher knowledge is vital for improving the quality of education students provide, self-efficacy is also essential.

D. Conclusion

The test results show that the self-efficacy variable has been proven to have a positive and significant effect on the task performance of each teacher. This is indicated by a t-value of 5.387, which is superior to 1.96, and a p-value of 0.000, less than 0.050, which indicates that the self-efficacy variable positively and significantly affects the task performance of each teacher. In other words, the knowledge variable does not significantly influence teachers' task performance. Therefore, even an increase in knowledge does not directly

improve teachers' task performance. This finding confirms that self-efficacy is the main factor affecting teacher performance, even though knowledge has no effect.

This research has significant consequences and can inspire educators. Teachers should realize that knowledge and self-efficacy are essential in task performance. High self-efficacy can boost a teacher's confidence and ability to face classroom challenges. Considerable knowledge and understanding of the subject matter is also essential for successful teaching. Better quality work can be achieved by combining this knowledge and self-efficacy.

Consequently, teacher training and professional development should focus on improving both aspects. By considering these consequences, educational institutions can adopt a more efficient approach to supporting teacher performance. Ultimately, this will positively impact the quality of education provided to students.

However, this study has limitations that need to be considered. Since the results only apply to agencies in one city, more research needs to be conducted to ensure that the results are generalizable. A replication study with a larger sample is recommended as the sample size of this study is a limitation. In addition, it is essential to conduct validity testing of the tool with more different methods. Finally, further research is also recommended to test the proposed model for generalizability.

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