

The Influence Of Self-Efficacy On The Professional Commitment Of Pamulang University FKIP Lecturer

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Abstract

The main problem in this research is the varying commitment of lecturers to the profession which can be seen from the fact that the majority of lecturers still have the functional position of expert assistant. The aim of this research is to see the influence of self-efficacy on commitment to the profession lecturers at the Faculty of Teacher Training and Education. The research method used is quantitative with regression analysis and optimizing quantitative descriptive findings using the SITOREM concept. based on research results obtained research results there is an effect of self-efficacy on lecturer professional commitment. Based on the results of SITOREM, it was found that of the four indicators of self-efficacy indicators that need to be improved are (performance exposure, self-instructed performance, attribution and relaxation biofeedback) to be able to increase the commitment of the teaching profession.

Keywords: Self-Efficacy, Professional Commitment, Lecturer

Introduction

Higher education is one of the vital aspects for achieving prosperity for the Indonesian nation. As expressed by(Nurzaman, 2021)which explains that development in the field of education has a multiple positive impact compared to other efforts in forming superior quality human resources, so that it becomes a determinant for achieving a nation's progress and increasing the standard of living. Lecturers are one of the 12 components(Yessi, 2018)In a higher education system it has a very vital role, especially at the higher education level. A lecturer in higher education must understand that the students they deal with are in the transition period from adolescence to adulthood so they must be

handled appropriately.

A professional lecturer must of course understand the Law of the Republic of Indonesia Number 14 of 2005, but in reality what happens in the field is that some lecturers have not carried out their duties perfectly. They carry out the profession of a lecturer without knowing the true nature of lecturers. One of the supporting evidence is inadequate Lecturers' commitment to their profession is reflected if there are activities outside of class that must be done and the time coincides with their teaching schedule. They have a tendency to choose activities outside of class. Apart from this, there is also a tendency for some to refuse to be sent to training or workshops. have more than one day of training time.

Commitment to the profession (Anwar, et al., 2021) is a psychological connection between a person and his profession, where he will identify and be involved in his profession, have the beliefs to accept the goals and values contained in the profession and have feelings of joy and enthusiasm for his profession. In essence, commitment to the profession consists of three dimensions, namely affective commitment, continuance commitment and normative commitment. However, in reality on campus, a lecturer's commitment to the profession is not always high, often a lecturer has a commitment to the profession that can be said to fall into various categories. Based on data obtained from the Pamulang University staffing, most of the academic positions of lecturers at FKIP Pamulang University are still quite good with the status of Assistant Expert. In line with the statement above, also supported by temporary observations carried out from July to August 2023 at FKIP Pamulang University, information was obtained that some lecturers still did not have a high level of commitment to their profession. The results of these observations, complemented by a preliminary survey questionnaire, show that some lecturers do not yet have optimal commitment to their profession. This can be seen from the lack of updates to the Semester Learning Activity Plan or material in lectures as well as the lack of research and community service compared to the number of lecturers. Some lecturers on campus only focus on teaching and tend to ignore the other two dharmas, namely research and service. to society.

In line with the opinion above (Sezgin, et al., 2012) also posits commitment to a profession as identification with and relative involvement in a particular profession, as well as a willingness to exert effort on behalf of the profession and a desire to maintain

membership in it. Which includes three indicators, namely (a) affective commitment which is a description of a person's emotional attachment to their work, (b) normative commitment which is a representation of a person's sense of obligation to continue working, and (c) ongoing commitment which involves an individual's assessment of the costs involved. by leaving his job.

Self-efficacy is the second factor that is thought to have an influence on the lack of professional commitment of lecturers.(Bandura, 1994)defines self-efficacy as people's beliefs about their ability to produce a specified level of performance given the influences or events that influence their lives. Self-efficacy determines how people think, motivate themselves and behave. Such beliefs produce diverse effects through four main processes, namely cognitive, motivational, affective and selective processes. The above is also supported by previous research, namely Research(Habib, 2019)entitled "Professional Commitment of Secondary School Teachers in Relationship To Their Self-Efficacy" concludes that there is a significant positive influence ($r= 0.478$ $p<0.01$) between self-efficacy and commitment to the teaching profession. The higher the self-efficacy, the higher the commitment to the profession is predicted to be. Several previous studies described above show that self-efficacy is thought to influence commitment to the profession in general. However, in all the research above, the units of analysis are teachers and employees of a company, so there is still an opportunity for updates to be made with the lecturer analysis unit, of course the indicators are also in accordance with the analysis unit. Apart from this, there is an opportunity for updates in terms of data analysis techniques, this research is equipped with SITOREM analysis.

Methods

Based on the type of study, this type of research has a verification nature or is usually called causality (causal study). This is because this research aims to find the cause or in other words a causal relationship of one or more problems. This research was conducted at the Faculty of Teacher Training and Education, Pamulang University with a population of 107 lecturers. This research consists of quantitative research to prove the research hypothesis and verify quantitative research results through SITOREM Analysis. Quantitative research and SITOREM analysis is a combined research method where this research combines research methods with regression analysis where the results of the

analysis are strengthened by SITOREM analysis. Based on the results of the SITOREM Analysis, each research variable indicator will be analyzed in detail, so that through the SITOREM Analysis these indicators can be mapped and it is known which indicators should be prioritized for immediate improvement and which indicators should be maintained or developed.(Anwar, et al., 2021).

Results And Discussion

Results

First Hypothesis Testing: There is a positive influence of organizational culture on commitment to the profession.

Hypothesis testing was carried out to test the influence of self-efficacy (X) on commitment to the profession (Y). To test that self-efficacy (X) has a positive effect on commitment to the profession (Y), the statistical hypothesis tested is as follows:

H0: $\beta_{yx} \leq 0$, There is no positive influence of self-efficacy on professional commitment.

H1: $\beta_{yx} > 0$, There is a positive influence of self-efficacy on professional commitment.

From the calculation results, the regression coefficient value is obtained with $\beta_{yx} = 0.650$. The results of the coefficient significance test obtained tcount of 13.815 and t table of 1.645.

The results of the analysis and regression tests can be seen in the table below.

Table 1 Calculation Results of Tests of the Influence of Organizational Culture Variables on Professional Commitment

Variable	N	B1	Sig.	tcount	ttable $\alpha = 0,05$	ttable $\alpha = 0,01$
X1 over Y	107	0.650	0,000	13,815	1,645	2,326

Significant requirements: tcount > ttable and significance level < 0.05

Based on the calculation results as shown in the table above, tcount > ttable. So Ho is rejected and H1 is accepted, thus it can be concluded that self-efficacy (X) has a significant positive effect on commitment to the profession (Y). Below are presented the results of the SITOREM analysis as explained in the figure and table below:

Table 2 SITOREM Self-Efficacy Results

Self-Efficacy Commitment (X)			
Indicator In Initial Condition		Indicator After Weighting	Indicator Value (Iv)
1	Performance Desentization	1st Self-Instructed Performance (17.59%)	3.21
2	Performance exposure	2nd Performance Decentization (14.81%)	4.03
3	Self Instructed Performance	3rd Attribution (14.81%)	3.37
4	Attribution	4th Performance exposure (13.89%)	3.09
5	Relaxation Biofeedback	5th Self Instruction (13.89%)	4.06
6	Self Instruction	6th Interpretive Treatment (13.89%)	4.02
7	Interpretive Treatment	7th . Relaxation Biofeedback (11.11%)	3.38

Based on the SITOREM analysis results table for each variable, there are indicators that each need to be improved in terms of self-efficacy, namely self-instructed performance, attribution, performance exposure and biofeedback relaxation, this means that these variables are proven to have an influence on low commitment to the profession

Discussion

An ideal lecturer must have a high sense of optimism that they are able to complete the tasks assigned to them. This sense of optimism will encourage the lecturer to practice and explore his abilities to produce the best. When he is able to produce the best, a feeling of loyalty will arise which is part of his commitment to the profession.

Apart from the above, if a lecturer is able to manage his stress level, of course it will form a positive mentality, with this positive mentality, directly or indirectly, it will form a sense of responsibility and enthusiasm in carrying out whatever tasks are assigned to him.

From the two explanations above, a conclusion can be drawn that a lecturer who has high self-efficacy definitely has great hopes of being able to carry out professional tasks that are his responsibility well and correctly, if someone can always complete his professional tasks, of course he has most likely will always have a high commitment to the

profession they hold. One factor that has an influence on a person's level of professional commitment is self-efficacy. Professional commitment itself is a psychological connection between a person and his profession, so that someone who has high professional commitment will be able to identify and be involved in the profession he is involved in, have the beliefs to accept the goals and values contained in the profession and have feelings of joy. and enthusiasm for the profession.

Commitment to the profession has three dimensions, namely affective commitment, continuance commitment and normative commitment. The first dimension is affective commitment, which is a strong belief and acceptance of professional values which leads to individual autonomous learning and professional improvement. This dimension has three indicators, namely (a) important part or someone making the profession they are involved in an important part of someone's life; (b) proud or feeling proud to be a lecturer and (c) enthusiastic or feeling enthusiastic about working as a teacher. The second dimension is continuance commitment or can be explained as the availability to make great efforts in the name of the profession one is pursuing, where there are three indicators in this second dimension, namely (a) availability to explore a profession that has the impact of giving everything to become a lecturer, (b) feeling disturbed if change from the profession they are currently pursuing, and (c) do not have pressure to change from the profession they are currently pursuing. The final dimension is normative commitment which is a strong desire to maintain membership in a profession. The indicators of this dimension consist of (a) a sense of responsibility to remain in the profession, (b) feelings of guilt if you change profession and (c) having feelings of loyalty to the profession you are in. carried it out.

Self-efficacy(Anwar, et al., 2023)is a belief or self-confidence that a person can perform well in the sense of having the ability to organize and carry out actions in completing the tasks that have been given to him. Self-efficacy has three dimensions, namely Magnitude, Strength and Generally. Magnitude or level of task difficulty, which includes beliefs about the success of completing a task (mastery experiences), has three indicators, namely (a) performance dezentization or encouragement to eliminate the negative influence of past achievements by having an optimistic view of being able to complete the tasks entrusted to him, (b) performance exposure or encouragement to highlight successes that have been achieved in the sense of having confidence in one's

ability to complete tasks, and (c) self-instructed performance or having the encouragement to train oneself and continue to do the best.

The belief that someone can perform well and complete the tasks that are their obligations will of course have a positive impact on how committed a person is to their profession. A profession will certainly continue to have a good image and develop in a good direction if it is supported by individuals who have high efficacy in it, thus it can be assumed that there is an influence of the self-efficacy variable on the variable of commitment to the profession.

The research results show that there is a positive influence of self-efficacy on commitment to the profession. Based on the results of research using hypothesis testing, it is known that the beta coefficient value of self-efficacy on commitment to the profession is 0.650 with a significance level of $0.000 < 0.05$, so H_0 is rejected, so it can be concluded that self-efficacy has a direct effect on commitment to the profession. The results of this research obtained the regression equation $Y = 5.397 + 0.650X$, which means that this equation can predict that every 1 increase in self-efficacy score will increase commitment to the profession by 0.650 times. This research also shows a coefficient of determination of 0.983 or 98.3% of commitment to the profession can be explained by the variables in the research while the remaining 1.7% is influenced by other factors outside the research variables. The results of this study are in line with research (Anwar, et al., 2021) (Habib, 2019) (Anwar, et al., 2023) concluded that there is a significant positive influence between self-efficacy and professional commitment.

Based on the results of SITOREM, it was found that of the six indicators of self-efficacy, there are four indicators that are included in the category that need to be improved, namely (performance exposure, self-instruction performance, attribution and relaxation biofeedback), while in the variable commitment to the profession, of the 9 indicators, there are 7 indicators that need to be improved. , this means that the problems in the self-efficacy variable influence the indicators of commitment to the profession. The SITOREM results above confirm and answer the identification of problems related to the lack of optimal innovation by lecturers which is the result of not being fully mastered and not up to date on the materials in their field of expertise. This situation is thought to have triggered a lack of optimal commitment to the teaching profession.

From the findings above obtained in the research through these two stages, it can be

seen that strengthening the lecturer's confidence in his ability to carry out his duties and giving the lecturer the freedom to provide solutions to problems in the tasks assigned to him will increase his sense of enthusiasm as a lecturer. This sense of enthusiasm is part of affective commitment.

Apart from the above, providing reinforcement in terms of self-instructed performance will encourage lecturers to train themselves to do their best by avoiding and eliminating the habit of procrastinating on assignments and always having the desire to continue improving assignments that are not yet perfect. This will increase your sense of responsibility as a lecturer, this sense of responsibility is part of your continuous commitment. Likewise, increasing confidence to persevere in completing the tasks at hand by setting work targets and carrying out work according to the target will foster a sense of pride as a lecturer because all work is completed according to previously set targets. This sense of pride is part of affective commitment.

Providing strengthening self-confidence to carry out self-introspection so that a lecturer can suppress feelings of frustration with the workload given and also reduce the desire to change professions and of course can increase his loyalty to the profession. This loyalty is part of normative commitment. Based on the explanations above, it can be concluded that increasing commitment to the profession is done by strengthening lecturers' self-efficacy.

Conclusion

Based on the description above, the researcher can conclude that there is a positive influence of self-efficacy on the professional commitment of Pamulang University FKIP lecturers and based on the results of the SITOREM analysis for each variable, there are indicators that each need to be improved in terms of self-efficacy, namely self-instructed performance, attribution, performance exposure and relaxation biofeedback, this means that these variables are proven to have an influence on low commitment to the profession.

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