

# Building Resilient Campuses: Harnessing Self-Efficacy to Tackle Human Resources Management Obstacles

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DOI: <http://doi.org/10.33650/al-tanzim.v8i3.8914>

Received: 26 June 2024

Revised: 22 July 2024

Accepted: 20 August 2024

## Abstract:

This study is based on the importance of effective human resource management in achieving the goals of higher education institutions, including producing quality graduates, improving academic reputation, and contributing to community development through self-efficacy. This study aims to analyze the role of self-efficacy in improving the performance and productivity of lecturers in higher education environments. This study uses a qualitative case study approach, with data collection techniques in the form of in-depth interviews, observation, and documentation. The findings show that lecturers and staff with high self-efficacy tend to be more confident in carrying out academic and administrative tasks, and are better able to adopt new technologies in the teaching and research process. These findings also indicate that high self-efficacy contributes to more appropriate and efficient decision making, reducing errors, and increasing the effectiveness of human resource management. The results of this study are expected to provide practical insights for higher education institutions to improve lecturer self-efficacy through appropriate training and management support, so that they can achieve better education, research, and service goals.

**Keywords:** *Self-Efficacy, Lecturer Performance, Productivity, Human Resource Management*

## Abstrak:

Penelitian ini didasari oleh pentingnya manajemen sumber daya manusia yang efektif dalam mencapai tujuan institusi pendidikan tinggi, termasuk menghasilkan lulusan berkualitas, meningkatkan reputasi akademik, dan berkontribusi pada pengembangan masyarakat melalui self-efficacy. Penelitian ini bertujuan untuk menganalisis tentang peran self-efficacy dalam meningkatkan kinerja dan produktivitas dosen di lingkungan perguruan tinggi. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, dengan teknik pengumpulan data berupa wawancara mendalam, observasi, dan dokumentasi. Hasil temuan menunjukkan bahwa dosen dan staf dengan self-efficacy tinggi cenderung lebih percaya diri dalam melaksanakan tugas-tugas akademik dan administratif, serta lebih mampu mengadopsi teknologi baru dalam proses pengajaran dan penelitian. Temuan ini juga mengindikasikan bahwa self-efficacy yang tinggi berkontribusi pada pengambilan keputusan yang lebih tepat dan efisien, mengurangi kesalahan, dan meningkatkan efektivitas manajemen sumber daya manusia. Hasil penelitian ini diharapkan dapat memberikan wawasan praktis bagi institusi pendidikan tinggi untuk meningkatkan self-efficacy dosen melalui pelatihan dan dukungan manajemen yang tepat, sehingga dapat mencapai tujuan pendidikan, penelitian, dan pelayanan yang lebih baik.

**Kata Kunci:** *Self-Efficacy, Kinerja Dosen, Produktivitas, Manajemen Sumber Daya Manusia*

Please cite this article in APA style as:

Khuzaini. (2024). Building Resilient Campuses: Harnessing Self-Efficacy to Tackle Human Resources Management Obstacles. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(3), 902-915.

## INTRODUCTION

Lecturers with high self-efficacy perform better in teaching preparation, student interaction, and research publications (Cardullo et al., 2021; Gordon et al., 2023; Ma et al., 2022; Matos et al., 2022). The main reason is that high self-efficacy increases lecturers' confidence in facing professional challenges (Hussain et al., 2022; Matos et al., 2022). Self-efficacy facilitates better collaboration among staff and enhances leadership skills, which are essential in managing academic teams and projects (Çoban et al., 2023; Liu et al., 2021; Widiyanto, 2021). The concept of self-efficacy suggests that lecturers who believe in their abilities are more proactive in preparing teaching materials (Widiyanto, 2021), more effective in interacting with students, and more productive in producing high-quality research. High self-efficacy encourages initiative and innovation among staff in curriculum development and research (Javed et al., 2021; Jønsson et al., 2021). This helps universities to remain competitive and relevant. Thus, high self-efficacy improves individual lecturers' performance and contributes to the quality of education and the university's academic reputation.

Self-efficacy contributes to higher job satisfaction among lecturers and academic and administrative staff (Akmalia et al., 2023; Mokhtar et al., 2023; Ortan et al., 2021). This satisfaction positively correlates with staff retention, reducing turnover, often a challenge in university human resource management (Alwi & Shaiq, 2021; Mondejar & Asio, 2022). High job satisfaction and self-efficacy reduce turnover rates, as staff feel satisfied and confident in their roles in higher education. High self-efficacy increases an individual's belief in their ability to complete tasks and meet daily work challenges, increasing job satisfaction (Dami et al., 2022; Ortan et al., 2021; Yurt, 2022). This suggests that staff with high self-efficacy feel more valued and able to achieve their professional goals, leading to greater job satisfaction. Thus, high self-efficacy increases job satisfaction and positively correlates with staff retention, reducing turnover, which is often a challenge in higher education.

Previous research studies have suggested that self-efficacy significantly influences various aspects of human resource management in higher education. Akmalia et al. (2023) and (Rossiandy and Indradewa, 2023) highlighted the impact of self-efficacy on lecturer performance and job satisfaction. However, more research is still needed to examine how self-efficacy can be developed systematically through specific interventions in higher education environments. In addition, although Ferrari (2023) and (Kovács & Kálmán, 2022) showed the importance of self-efficacy in adaptability and leadership, there is still a lack of understanding of the specific mechanisms that link self-efficacy to the ability to adapt to policy changes and new technologies. Nguyen et al. (2024) and (Souto et al., 2022) indicated that self-efficacy helps cope with stress and encourages innovation. However, more research is needed to understand how self-efficacy can be integrated into stress management strategies and innovation development in higher education. Arghode et al. (2021) Moreover, (Saputro and Syaebani, 2024)

emphasize the importance of self-efficacy in training and motivation. However, there is a need for more in-depth research on how training programs can be designed to effectively enhance self-efficacy and its impact on long-term motivation and productivity.

Although previous research suggests that self-efficacy significantly influences various aspects of human resource management in higher education, several research gaps need to be further explored. For example, the impact of self-efficacy on lecturer performance and job satisfaction is well known. However, more research is needed on how self-efficacy can be developed through specific interventions in the higher education environment. On the other hand, although self-efficacy is essential for adaptability and leadership, the specific mechanisms linking it to the ability to adapt to policy changes and new technologies still need to be fully understood. Therefore, this study aims to explore and fill several research gaps in the literature on self-efficacy and human resource management in higher education. The main innovation as a form of novelty from this research includes a description of self-efficacy among lecturers and administrative staff, including increased performance and productivity and psychological support as a form of communication from various aspects at the Islamic University of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin which is targeted to increase self-confidence and professional performance.

## RESEARCH METHODS

This research was carried out in the Postgraduate Environment of the Islamic University of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin. This location was chosen because of its relevance to the research topic and the availability of appropriate research subjects. The approach used in this study is a descriptive qualitative approach (Renjith et al., 2021). This approach was chosen because it provides an in-depth picture of the phenomenon being studied through natural and descriptive data collection.

Data collection in this study was carried out through three main techniques, namely in-depth interviews, observation, and documentation (Taherdoost, 2022). In-depth interviews were conducted with several lecturers and staff from six master's programs and several postgraduate staff to obtain rich and in-depth information related to research topics. Observation is carried out to observe the activities and interactions in the environment directly. Documentation involves collecting various documents and notes relevant to the research, such as reports, meeting minutes, and other materials that can provide additional data.

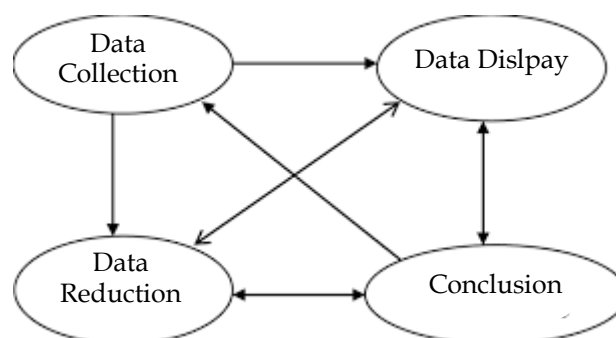


Figure 1. Data Analysis Process

The data analysis process in this study is as shown in Figure 1, including four main stages: data collection, data reduction, data presentation, and conclusion. The data collection involves collecting all relevant information from interviews, observations, and documentation (Williams, 2021). Data reduction is done by filtering and summarizing the data that has been collected to focus on the most critical and relevant information. The presentation of data is carried out by compiling data in a form that is easy to understand and further analyze. Concluding is carried out by analyzing the data that has been presented to find patterns, themes, and relationships that are relevant to the research topic. To ensure the validity of the data, data triangulation is carried out. Data triangulation is done by comparing and confirming information from different data sources, data collection techniques, and perspectives. Thus, the study results are expected to be highly reliable and valid.

## RESULTS AND DISCUSSIONS

Effective human resource management in lecturers is essential to achieve the goals of higher education institutions, including producing quality graduates, improving academic reputation, and contributing to knowledge and community development (Babagana, 2024; Baharun, 2024; Pusvitasari, 2021). Effective management processes greatly influence education quality (Alwi & Shaiq, 2021; Sanjani, 2024). This process ensures that lecturers with high qualifications, competence, and commitment can be adequately monitored to maintain high educational standards. It can contribute to improving the quality of education and ensuring that students receive the best education that can prepare them for future challenges.

Managing lecturer human resources in higher education by utilizing self-efficacy can be done through various efforts. Self-efficacy is a person's belief in his or her ability to organize and carry out the actions necessary to achieve a specific goal (Bhati & Sethy, 2022; Nguyen et al., 2024; Rossiandy & Indradewa, 2023). A high level of self-efficacy in lecturers can increase their performance, productivity, and commitment to the institution. This can significantly impact the performance of individual lecturers and the institution as a whole. By improving self-efficacy through various planned and sustainable efforts, universities can achieve the goals of better education, research, and service.

### Building Resilience and Adaptability of Lecturers

High self-efficacy refers to a person's confidence in his or her ability to cope with the tasks at hand and achieve the set goals. When lecturers have high self-efficacy in the context of higher education, it contributes positively to their adaptation to changes in the educational environment. In the era of continuing digital technology development, lecturers with high self-efficacy feel more confident in adopting new technologies in the teaching and research process. They believe that they can learn and master new tools that can enhance the student learning experience.

Lecturer self-efficacy plays a crucial role in integrating technology into the curriculum. The campus has invested in various digital tools and online learning platforms to support the teaching and research process. Lecturers with a high level

of self-efficacy are faster to adapt to this technology, such as a Learning Management System (LMS) that allows them to effectively manage classes, assign assignments, and communicate with students in real time. The results of an interview with one of the lecturers stated, "I strongly believe that technology has an important role in education. Technology can help us to make the teaching process more interactive and engaging for students. In addition, technology also facilitates access to a wide range of information and resources, which is very useful for research" (I-Lec-dwa, 11/1/24). The results of the interview emphasized the importance of technology adoption in the context of higher education and how lecturers at the Postgraduate School of the Islamic University of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin play an active role in integrating this technology to improve the student learning experience and develop relevant and impactful research.

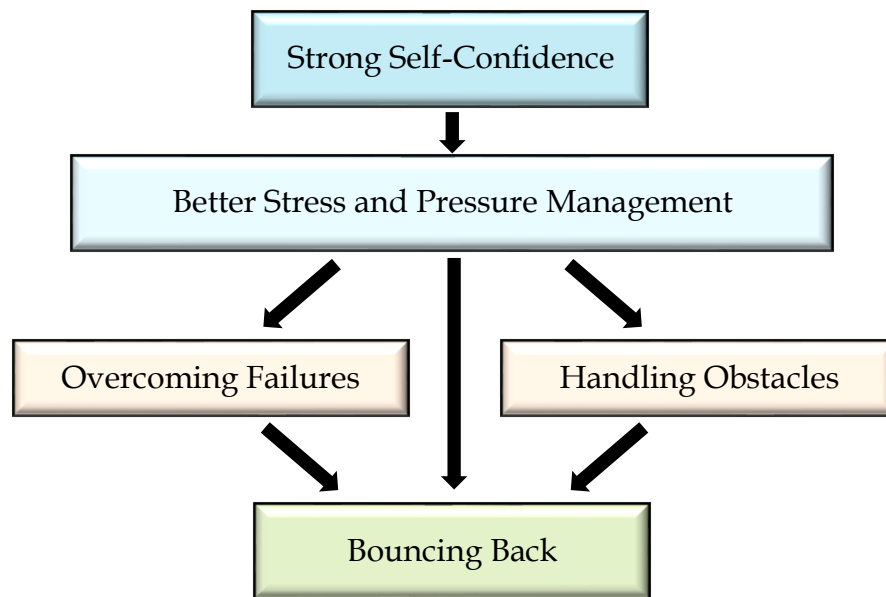
Lecturers' confidence in using technology improves teaching efficiency and provides opportunities for students to be more actively involved in learning. Interactive tools such as online discussion apps and virtual simulations have increased students' participation in class discussions and their understanding of the material being taught. This is in line with the results of an interview with one of the lecturers, who stated, "Lecturers with high confidence in technology play the role of agents of change. They use technology for personal gain and encourage their colleagues to adopt similar practices. This creates a more dynamic and innovative academic culture on our campus" (I-Lec-mz, 12/1/24). Lecturers at the Postgraduate School of the Islamic University of Kalimantan, Muhammad Arsyad Al Banjari, Banjarmasin, who have high self-efficacy, also act as agents of change, encouraging their colleagues to adopt and utilize new technologies, thereby creating a more dynamic and innovative academic culture.

This shows that lecturers with high self-efficacy are more proactive in looking for new resources and participating in training to continue to develop their skills. They are better prepared to face the challenges that arise in technology-based teaching and are more creative in developing teaching methods relevant to today's students' needs. This is important in ensuring that the institution remains competitive and can meet the expectations of an increasingly digital and technology-based labour market. The high self-efficacy of lecturers at the Postgraduate Program of the Islamic University of Kalimantan, Muhammad Arsyad Al Banjari, Banjarmasin, contributes significantly to improving the quality of education and research. It supports the university's vision to be a centre of excellence in innovative and future-oriented higher education while maintaining Islamic values in every aspect of its learning.

Strong self-confidence in lecturers plays an essential role in helping them resist stress and pressure and bounce back after facing failures or obstacles. In higher education, lecturers are often faced with various challenges, such as the demands to publish research, meet teaching targets, and adapt to changes in technology and curriculum. When lecturers have high self-confidence, they can better overcome these challenges positively and constructively. Strong self-confidence helps lecturers in the postgraduate environment of the Islamic University of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin manage



stress and pressure better, enabling them to set priorities, manage time, and use adaptive coping strategies. This belief also encourages lecturers to see failure as a learning opportunity so that they do not fall down but instead look for better solutions. In the face of obstacles such as technological or curriculum changes, highly self-confident lecturers adapt quickly and proactively to find solutions. All of this results in high resilience, where lecturers can bounce back after experiencing challenges or failures and use the experience to strengthen their abilities in the future. This improves their well-being and creates a dynamic and innovative academic environment, ultimately improving the quality of education and research.



**Figure 2. Resilience Concept**

Strong self-confidence in lecturers plays a crucial role in improving their ability to manage stress and face various challenges in a higher education environment. For example, a study by (Nguyen et al., 2024) showed that self-efficacy, or self-confidence, is directly related to better stress management and coping with failure. The study explains that lecturers with high levels of self-confidence tend to be more successful in setting priorities and facing work pressure because they have greater confidence in their ability to overcome problems. This phenomenon is reflected in how lecturers in the postgraduate program as the research subjects can adapt to changes in the curriculum and new technology. Research (Rossiandy & Indradewa, 2023) also supports these findings by showing that lecturers with strong self-confidence tend to be more resilient and able to bounce back after facing failure. They recover from obstacles and use the experience to improve and strengthen their teaching practices. In other words, high self-confidence helps lecturers not only manage stress and pressure but also create a more innovative and dynamic academic environment, which ultimately contributes to the overall progress of the institution and the improvement of the quality of education and research.

## Strengthening Synergy and Leadership of Lecturers to Improve Institutional Performance

High self-efficacy, or strong self-confidence, plays a vital role in improving the ability of lecturers and staff to work together in teams, which is especially important in the context of collaborative projects and joint problem-solving. Lecturers and staff with high self-efficacy feel more confident in their contributions, facilitating more effective communication, initiative taking, and reducing conflict (Alwi & Shaiq, 2021). They tend to be more proactive in resolving issues and providing emotional support to teammates, creating a positive and productive work environment. This phenomenon is clearly seen in research projects involving cross-disciplinary cooperation at the Postgraduate Program of the Islamic University of Kalimantan, Muhammad Arsyad Al Banjari Banjarmasin. Highly confident lecturers and staff contribute significantly to harmonious and innovative team dynamics, enriching student learning experiences and advancing research. Their ability to collaborate effectively and overcome common challenges improves the quality of projects and research outcomes and supports the institution's progress.

Leaders with high self-efficacy have a better ability to inspire and motivate teams in the work environment and take the initiative in overcoming obstacles in human resource management. Strong self-confidence allows the leader character in lecturers and staff to face challenges with a positive and constructive attitude and set an example of strong leadership to their team members. At the Postgraduate of the Islamic University of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin, leaders with high self-efficacy can encourage more effective collaboration between lecturers and staff as they demonstrate confidence in the team's ability to achieve a common goal. They inspire teams to work harder, be more innovative, and be proactive in identifying and overcoming obstacles in human resource management. Leaders like this create a supportive and productive work environment and increase the team's effectiveness in completing collaborative projects and achieving significant research results.

**Table 1. Aspects of Lecturer and Staff Collaboration**

<b>Collaboration Aspects</b>	<b>Description</b>	<b>High Self-Efficacy Effect</b>
Effective Communication	Lecturers and staff can convey ideas and feedback clearly and openly.	High self-efficacy makes individuals more confident in speaking and sharing views.
Taking Initiative	Team members dare to take proactive steps in projects and problem solving.	Individuals with high self-efficacy tend to be more active in leading and proposing new ideas.
Conflict Reduction	Lack of internal conflict as team members feel safer and more confident.	High self-confidence reduces feelings of insecurity and defensiveness, leading to a more harmonious working relationship.
Problem Solving Ability	Teams are more effective in finding and implementing solutions to the problems they face.	With high self-efficacy, team members are more confident in the problem-solving process and find innovative solutions.
Emotional Support and Motivation	Better emotional support and motivation between team members.	Confident individuals tend to provide better support and motivate their teammates.

Inspiration and Motivation from Leaders	Leaders are able to motivate and inspire teams to achieve common goals and overcome obstacles.	Leaders with high self-efficacy can inspire teams and boost morale, as well as handle obstacles effectively.
Adaptation to Change	The ability of the team to adapt to curriculum changes and new technologies.	High self-confidence facilitates faster and more efficient adaptation to change.

High self-efficacy plays an essential role in increasing the effectiveness of collaboration in academic environments such as the Postgraduate of the Islamic University of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin. Research shows that solid-confident individuals communicate more effectively, reduce conflict, and take initiative in collaborative projects. They feel more confident in sharing ideas and solutions, strengthening working relationships and boosting team morale. The character of a leader with high self-efficacy in lecturers and staff can inspire and motivate their environment to face challenges and adapt to change (Mokhtar et al., 2023). The confident academic community in graduate school contributes to a more dynamic and innovative academic environment by improving the quality of research and teaching. Research also shows that leaders who are confident in their abilities can handle obstacles more effectively, supporting the overall progress of the institution.

### **Optimize Effective Communication to Achieve Academic Excellence**

Lecturers and staff with high self-efficacy tend to communicate more effectively with colleagues and superiors, thanks to their self-confidence in their ability to convey ideas and feedback. This self-confidence makes them more comfortable speaking openly, expressing opinions, and sharing relevant information. As a result, communication becomes more apparent and productive, contributing to conflict resolution constructively. These good communication skills also strengthen teamwork because team members can understand each other and align their goals and expectations. Confident lecturers and staff speak more openly, listen more, and respond with empathy, creating a harmonious and effective work environment. This supports achieving better work results, increases efficiency in collaborative projects, and improves overall professional relationships.

Strong self-confidence allows staff to speak clearly and openly about ideas, feedback, and relevant issues, thus facilitating constructive conflict resolution and enhancing teamwork. As the results of the interviews with lecturers show, "good communication and transparency are essential to support effective collaboration in research and teaching projects. When staff have high self-confidence, they are better able to communicate effectively and transparently, leading to increased cooperation and more efficient problem-solving. This creates a more harmonious and productive academic environment, supporting the institution's progress" (I-Lec-dwa, 11/1/24). In a postgraduate academic environment, where research and teaching projects often involve cross-disciplinary collaboration, effective communication is crucial to align goals and expectations and address challenges that may arise. Thus, high self-efficacy plays a vital role in creating effective communication between colleagues and superiors.



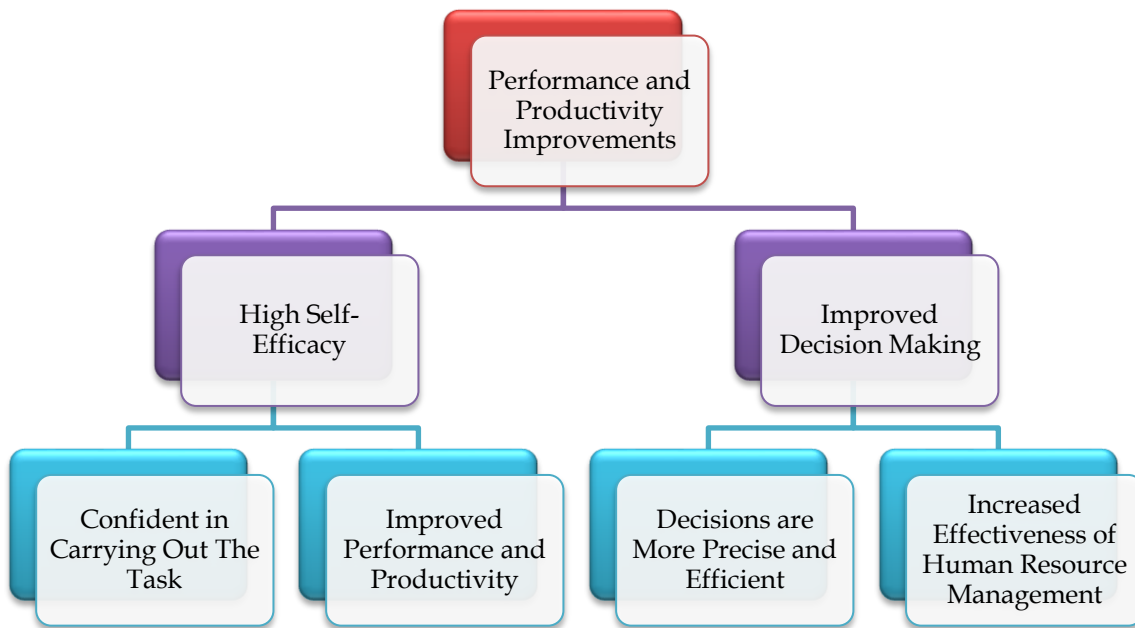
UIKA Postgraduate can ensure that discussions and information exchange run smoothly, supporting better work results. This productive and harmonious communication strengthens professional relationships, accelerates problem-solving, and increases efficiency in collaborative projects. This is in line with the results of an interview with a lecturer who stated, "My self-confidence encourages me to be more open and transparent in communication. I feel it is important to provide complete and clear information to colleagues and superiors. With this transparent attitude, we can reduce misunderstandings and increase efficiency in HR management because everyone knows what to expect and how the process is going" (I-Lec-mz, 12/1/24). It also contributes to a more dynamic and innovative academic environment, which supports the institution's progress in achieving educational and research goals.

High self-confidence is essential in encouraging staff to communicate more openly and transparently. Staff with strong self-confidence feel more confident in directly conveying their information and opinions, which helps reduce misunderstandings and improve efficiency in HR management. When staff feel confident, they are more likely to communicate clearly and provide constructive feedback, which supports transparency in the communication process. (Yurt, 2022) showed that self-efficacy, or self-confidence, affects the way individuals communicate. Individuals with high self-efficacy feel more confident in communicating ideas and feedback openly, which can reduce uncertainty and improve understanding between team members. This is in line with the findings by (Dami et al., 2022), which show that high self-confidence contributes to more effective and transparent communication, as individuals feel safer speaking and sharing information. The research results show that the phenomenon is seen in how staff interacts. With high self-confidence, staff at UIKA tend to be more open in sharing information, which reduces the risk of misunderstandings and improves coordination in research and teaching projects. This transparency supports more efficient HR management because all parties clearly understand the tasks, expectations, and processes involved. Likewise, it creates a more harmonious and productive work environment where staff feel more engaged and motivated to achieve common goals.

### **Increased Performance and Productivity of the Academic Community**

High self-efficacy is closely related to self-confidence in carrying out tasks, which positively impacts staff performance and productivity. When staff have strong confidence in their abilities, they feel more confident to face challenges and complete complex tasks. This belief encourages them to take initiative, manage their time more effectively, and commit to the quality of their work. With high self-efficacy, staff feel better able to overcome obstacles and are more motivated to achieve good results. They tend to have a positive attitude towards their work, which increases their efficiency and effectiveness in completing tasks. Lecturers and staff in the graduate who are confident in their abilities tend to produce more quality work and complete projects more efficiently. It also impacts a more positive and productive work environment, where staff feel more motivated and involved in achieving the institution's goals. High self-confidence in staff supports

the institution's progress by improving research outcomes and the overall quality of teaching.



**Figure 3. Performance and Productivity Improvements**

Improving the performance and productivity of lecturers and staff can be achieved through several interrelated mechanisms. First, higher self-confidence or high self-efficacy among staff plays an important role. Staff with high self-efficacy tend to be more confident in carrying out their tasks, ultimately improving overall performance and productivity. In addition, the high self-efficacy also allows staff to make more informed and efficient decisions, reducing the likelihood of errors occurring. These better decisions increase the effectiveness of human resource (HR) management, which is essential for running the organization's operations more smoothly and productively. Thus, high self-confidence not only directly impacts individual productivity but also improves the decision-making process, which positively impacts the overall effectiveness of HR management.

The research conducted at the Postgraduate Environment of the Islamic University of Kalimantan, Muhammad Arsyad Al Banjari, Banjarmasin, emphasized the importance of self-efficacy in improving the performance and productivity of academic staff. In this context, lecturers and staff with high self-efficacy show strong confidence in carrying out their academic and administrative tasks, which is very important to maintain the quality of education in the institution. The study's results are consistent with the findings from (Akmalia et al., 2023) and (Dami et al., 2022), which show that high self-efficacy contributes to improved individual performance and group dynamics. In the postgraduate environment, confident lecturers can better manage academic pressure and administrative responsibilities, directly affecting their productivity in research, teaching, and student service. As described by (Çoban et al., 2023), better decision-making among staff with high self-efficacy is particularly relevant in such postgraduate environments. Lecturers and staff making the proper and efficient

decisions will be more effective in managing academic programs, developing curricula, and facilitating research activities. It is essential to improve the effectiveness of human resource management in universities, which ultimately positively impacts the quality of education provided.

## CONCLUSION

Research conducted at the Postgraduate Environment of the Islamic University of Kalimantan, Muhammad Arsyad Al Banjari, Banjarmasin, shows that self-efficacy or high self-confidence in lecturers and staff has a crucial role in improving academic performance and productivity. Staff with high self-efficacy tend to be more confident in carrying out their duties, directly impacting the effectiveness and efficiency of managing academic programs, drafting curricula, and facilitating research activities. In addition, high self-confidence also allows them to make more informed and efficient decisions, reducing the likelihood of mistakes and increasing the effectiveness of human resource management at the university. With high self-efficacy, lecturers and staff can better manage academic pressure and administrative responsibilities, improving the quality of education and ensuring that students receive the best possible education.

High self-efficacy also contributes significantly to the adaptation and resilience of lecturers in the face of technological and curriculum changes. Lecturers with strong self-confidence feel more confident in adopting new technologies in the teaching and research process, which allows them to create a more dynamic and innovative academic environment. High self-efficacy improves teaching efficiency and provides opportunities for students to be more actively involved in learning. Interactive technology has increased students' participation in class discussions and understanding of the material. Thus, increasing self-efficacy through proper training and management support is an important strategy to achieve the goals of better education, research, and service in higher education institutions.

## ACKNOWLEDGEMENT

We want to express our deepest gratitude to the Islamic University of Kalimantan Muhammad Arsyad Al Banjari, Banjarmasin, for all the support and facilities provided while writing this article. This research can positively contribute to the development of science, especially in the field of Islamic education management.

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