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**THE ROLE OF SELF EFFICACY IN IMPROVING INDIVIDUAL
PERFORMANCE: A LITERATURE REVIEW**

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Abstrak

Tinjauan Pustaka Sistematis ini mengeksplorasi secara mendalam terkait variabel efikasi diri yang mencakup antecedent, konsekuensi, dan objek penelitian yang digunakan dalam penelitian efikasi diri. Tinjauan Pustaka Sistematis ini berfokus pada identifikasi terstruktur dari efikasi diri dengan rentang waktu sepuluh tahun terakhir dengan batasan pada negara-negara di Asia Tenggara. Metode penelitian ini menggunakan metode Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). Berdasarkan pencarian, terdapat 30 artikel relevan yang digunakan sebagai pedoman untuk menyusun Tinjauan Pustaka Sistematis ini. Hasil penelitian menunjukkan bahwa antecedent dari efikasi diri didominasi oleh aspek individu, aspek organisasi, dan aspek teknologi. Sementara itu, konsekuensi dari efikasi diri didominasi oleh kegunaan yang dirasakan, kemudahan penggunaan yang dirasakan, niat perilaku, dan kinerja. Objek penelitian cenderung mengkaji sudut pandang mahasiswa dan pengajar (akademisi)

Kata Kunci: Efikasi Diri, Kinerja Akademik, Anteseden, Konsekuensi, Tinjauan Pustaka Sistematis

Abstract

This Systematic Literature Review explores in depth related to self efficacy variables which include antecedents, consequences, and research objects used in self efficacy research. This Systematic Literature Review focuses on structured identification of self efficacy with a time span of the last ten years with restrictions on countries in Southeast Asia. This research method uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method. Based on the search, there are 30 relevant articles to be used as guidelines for preparing the Systematic Literature Review. The results showed that the antecedents of self efficacy were dominated by individual aspects, organizational aspects and technological aspects. While the consequences of self efficacy are dominated by perceived usefulness, perceived ease to use, behavioral intention and performance. The object of research tends to examine the point of view of students and teachers (academics).

Keywords: *Self Efficacy, Academic Performance, Antecedents, Consequences, Systematic Literature Review*

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Introduction

The concept of self efficacy was first proposed by Bandura (1997) who said that self efficacy is an individual's belief in his ability to complete a task or responsibility. Self efficacy has an impact on individuals which includes four aspects, namely behavioral choices, motivational efforts, cognitive processes, and emotional processes (W. Zhou et al., 2022).

Self efficacy is an influential aspect in everyday life. The influence of self efficacy determines a person's actions to achieve goals including in terms of facing challenges. Self efficacy becomes an individual factor as a mediator in the interaction of behavioral factors and environmental factors (Rafiola et al., 2020). In addition, self efficacy is one of the systems within a person that is able to control personal activities such as knowledge and skills possessed. There are four basic sources of information on self efficacy in a person are past experiences, verbal encouragement, physiological and emotional encouragement. The emotional state is influenced by the level of belief that exists in the individual. These beliefs include the existence of positive consequences of past behavior. Therefore, the beliefs inherent in a person are a component of self efficacy in achieving certain goals (Razzaq et al., 2018). Amornkitpinyo & Piriyasurawong, (2015) also states that self efficacy cannot be separated from outcome expectations which are an assessment of the community regarding the consequences that will result form a behavior.

Self efficacy is an individual's belief in their ability to complete a given task or job (Bandura, 2006). Individual perceptions related to their competence have a significant effect on motivation, effort, strength in completing responsibilities. High self-efficacy allows a person to complete tasks well and see them as meaningful. Vice versa, low self efficacy makes a person view a task or responsibility as disappointing and pessimistic (Klassen et al., 2011). The concept of self efficacy emerged from Social Cognitive Theory proposed by Albert Bandura (1998). This theory provides a theoretical basis for understanding ability and emphasizes the perception of influence on self referential experience.

The development of research related to self efficacy has provided concepts of self efficacy that individuals must have to achieve maximum goals. In the last ten years, self efficacy research has experienced an increase as evidenced by the increasing number of articles in the Scopus database every year. These developments provide opportunities for a number of researchers to conduct literature reviews that aim to confirm future self efficacy research. Self efficacy is closely related to the level of relationship between a person and his behavior self efficacy is also influenced by the external environment that provides positive results in achieving one's goals (Shehzad et al., 2019).

A review of the literature on self efficacy is developing in various research objects that can provide a comprehensive understanding of the concepts and findings. Previous literature reviews have been conducted on several objects including the level of student understanding by W. Zhou et al., (2022), Dinh & Vo, (2022), dan Peechapol, (2021); research on teaching objects conducted by Mustafa et al., (2022), Kholifah et al., (2023), dan Dzul et al., (2023); the object of research on the owner of SMEs was conducted by Setyaningrum & Muafi, (2023) dan Fiernaningsih et al., (2023); the object research on children by Lwin & Malik, (2014); object of research on e-Wallet users by N. H. Hashim et al., (2023) and the object of ride-hailing research conducted by Quy Nguyen-Phuoc et al., (2023). The positive impact of self efficacy has been well recognized as evidenced in several management literatures. It is identified as an important variable that is able to improve the quality and quantity of individual performance in either an organizational or individual context such as self efficacy.

In this case, a literature review is needed that specifically focuses on the object of countries in Southeast Asia. The review is able to provide a broad understanding of self efficacy in the situation and contribute to existing knowledge. This SLR examines research articles in Southeast Asian countries that have different cultural, social, and perceptual factors in each country. Therefore, it is important to conduct a Systematic Literature Review on self efficacy that examines antecedents, consequences, results and differences in research objects. With this SLR, researchers can find out the factors that influence self efficacy and what impact self efficacy has in various

perspectives. This knowledge can be used as a reference to develop strategies according to the needs of organizations, especially in Southeast Asian countries and contribute to organizational achievement. Therefore, the researcher conducted a Systematic Literature Review on self efficacy and focused on describing:

1. What are the antecedents of self efficacy?
2. What are the consequences of self efficacy?
3. What are the research objects of self efficacy?

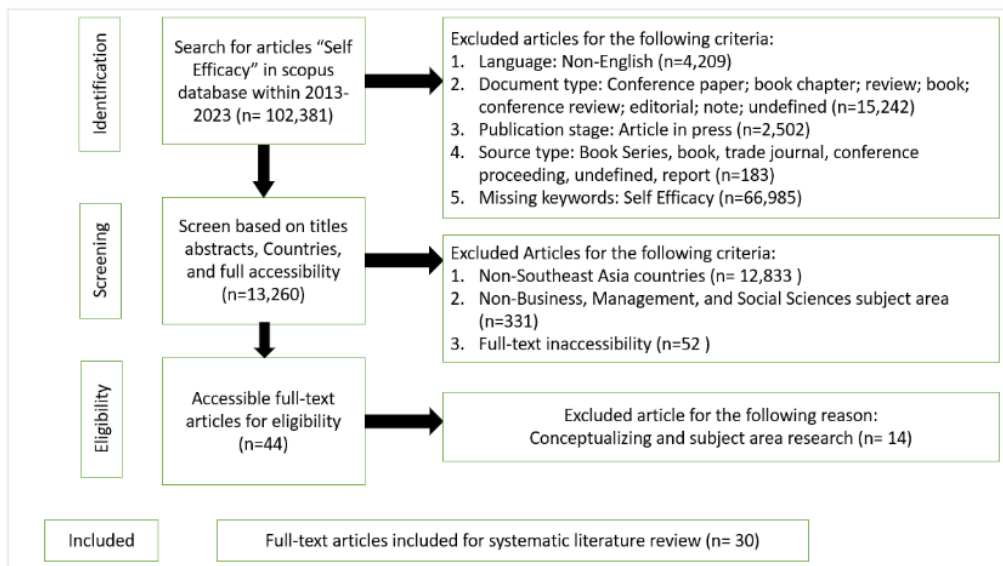
This Systematic Literature Review is focused on mapping the self efficacy literature from 2013 to 2023 indexed in the Scopus database. Based on the literature review, the researcher presents several recommendations for further future research on self efficacy. The benefits of this SLR do not have limitations on academics alone, but practitioners as an initial stage in investigating self efficacy to create individual effectiveness in an organization.

Method

This literature review uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method. PRISMA provides a standardized framework that is easy for researchers to understand and follows a list of guidelines carefully. The development of the review describes aspects of article selection criteria, search methods, data summarization and data analysis procedures (Abelha et al., 2020). This SLR uses research articles published in 2013-2023 in scientific journals indexed by Scopus. The selection of Scopus indexed articles is based on the level of quality and credibility as a source of scientific literature data that is widely recognized by academics.

The first step is to search for articles using the keyword *self efficacy* in the Scopus search field. This SLR has article restrictions to produce relevant articles with the following criteria: 1) writing in English; 2) research article; 3) final publication; 4) sourced from scientific journals; 5) year of publication 2013-2023; 6) Business, Management and Social science; 7) the place of research was conducted in Southeast Asian countries; 8) can be fully accessed through Airlangga University's literature access service. In addition, there is a keyword restriction on "self efficacy" to find relevant articles. The second step is the screening stage by looking at the title, abstract and accessibility of research articles. In this case the researcher focuses on the concept of the object of research, antecedents and consequences of self efficacy. The third step is eligibility which can be seen in Figure 1, found 30 articles that are relevant to the discussion of SLR.

Figure 1
PRISMA Flow Chart Diagram for Systematic Literature Review



RESULT AND DISCUSSION

Year, Journal Publisher, and Country of Research

The author maps the articles that have met the criteria based on the year, journal publisher, and country of research. It can be seen from Table 1, that research related to self efficacy has increased every year from 2013 to 2023. The majority of articles used in this SLR were published in 2022. In addition, this S:R uses the most self efficacy articles published by iJET which amounted to 12 (40%) of the 30 articles. Most of the self efficacy research contexts were conducted in the scope of education and conducted research in Indonesia.

Table 1
Article Distribution Based on Year of Publication

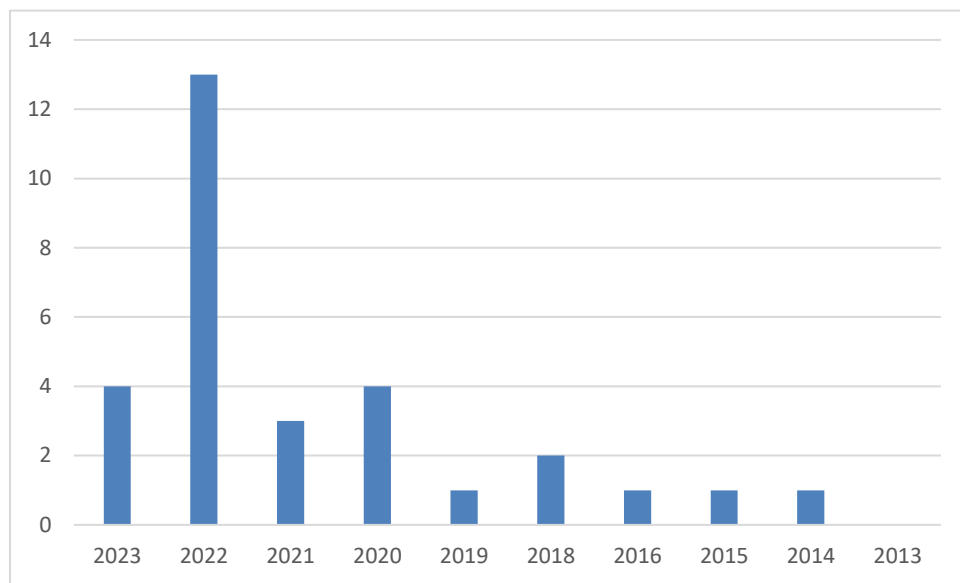


Table 2
Name of Journal that Published the Research Article

Journal	Quartiles	n	Percentage
General Management	Q3	1	3%
Safety Science	Q1	1	3%
iJET	Q3	12	40%
Journal Of Technical Education And Training	Q3	1	3%
Journal Of Educational Evaluation For Health Professions	Q2	1	3%
Asia Pacific Journal Of Educators And Education	Q4	1	3%
Journal Of Health Communication	Q1	2	7%
Language Testing In Asia	Q1	1	3%
International Journal Of Data And Network Science	Q3	1	3%
International Journal Of Evaluation And Research In Education (Ijere)	Q2	1	3%
International Journal Of Educational Methodology	Q4	1	3%
International Journal Of Education In Mathematics, Science And Technology	Q2	1	3%
Problems And Perspectives In Management	Q3	1	3%
Kasetsart Journal Of Social Sciences	Q3	1	3%
Malaysian Journal Of Learning And Instruction,	Q2	2	7%
International Journal Of Learning, Teaching And Educational Research	Q3	1	3%

Journal	Quartiles	n	Percentage
Sustainability (MDPI)	Q2	1	3%

Table 3
Research Country

Country	n	Percentage
Indonesia	14	47%
Vietnam	2	7%
Malaysia	6	20%
Thailand	3	10%
Brunei Darussalam	1	3%
Singapore	2	7%
Filiphina	2	7%

Research Object Self Efficacy

Based on the results of the mapping carried out, it can be seen that previous research related to self efficacy is scattered in various objects. The object that has been determined on six objects. Of the six objects the most widely used objects in research are the perspectives of students, teachers, owners of SMEs, children, e-Wallet users and ride-hailing. However, the most percentage is in the student's point of view of 60%. While other research objects contribute to self efficacy research such as owner of SMEs by 7%, ride hailing 3%, teacher 23%, children 3% and e-Wallet user 3%.

In the learner's perspective, previous research discusses the influence of self efficacy in improving students achievement or academic performance. Improving academic performance in students can be done through increasing self efficacy in the use of learning media and implementing new learning systems. In addition, to the students' point of view, previous research was also conducted on teachers, owner of SMEs, children, e-Wallet users and ride-hailing. This proves that previous research also tries to examine self efficacy in various perspectives. With the results of research from various perspectives, it is able to facilitate understanding related to self efficacy.

Table 4
Research Object Self Efficacy

Object of Research	n	Percentage
Owner of SMEs	2	7%
Ride-hailing	1	3%
Students	18	60%
Teacher	7	23%
Children	1	3%
E-Wallet User	1	3%

Antecedents Self Efficacy

The antecedent mapping of self efficacy can be seen in the Table 5. Based on the 30 research articles used in this SLR, there are 37 antecedent influences on self efficacy. Of the 37 antecedent effect, 8 have a positive effect, 2 are positive and significant, 26 have a significant effect and 1 has an insignificant effect. In general, the antecedents of self efficacy are divided into three categories, namely a) individual aspects such as knowledge, self esteem, emotional state, individual perception, anxiety and fatigue; b) organizational aspects such as servant leadership, organizational innovative climate, and learning community; c) technological aspects such as

student internet acces, signal quality, availability of student devices, and virtual laboratory simulations.

Table 5
Antecedents Self Efficacy

Antecedents	Researcher	Results
Servant leadership	(Setyaningrum & Muafi, 2023)	Significant
Subjective knowledge	(Quy Nguyen-Phuoc et al., 2023)	Positive
Perceived effectienes of preventive measures		Positive
Teachers support	(W. Zhou et al., 2022)	Significant
Learning style	(Dinh & Vo, 2022)	Significant
Student internet access	(Mustafa et al., 2022)	Significant
Student signal quality		Significant
Student device availability		Significant
Student data plan cost		Significant
Promotion of teaching presence	(X. Zhou, 2022)	Significant
Obvious positive promotion of social presence		Significant
Virtual lab simulation	(Peechapol, 2021)	Positive
Self esteem	(Prabowo et al., 2021)	No Significant effect
Technology pedagogical content knowledge	(Andyani et al., 2020)	Significant
Organizational innovative climate		Significant
Performance accomplishment	(Razzaq et al., 2018)	Significant
Vicarious learning		Significant
Verbal encouragement		Significant
Emotional states		Significant
Health education message, Exergaming	(Lwin & Malik, 2014)	Significant
Digital technology intimacy,	(Kholifah et al., 2023)	Positive Significant
Psychological well-being		Positive Significant
Entrepreneurship training,	(Adha et al., 2023)	Positive
Family support		Positive
Entrepreneurial passion	(Fiernaningsih et al., 2023)	Positive
Perception students as teacher	(Mustadi et al., 2023)	Significant
Gender		Significant
Trust	(Dzul et al., 2023)	Positive
Proffesional learning community		Positive
Stress	(Santos et al., 2022)	Significant
Anxiety		Significant
Fatigue		Significant
Problem solving and a sense of belonging	(N. H. Hashim et al., 2023)	Significant

Consequent Self Efficacy

Related to the impact caused by self efficacy, this SLR also maps the self efficacy consequence variables observed in Table 5. There are 45 effects of self efficacy on other variables, namely consequences. The 45 consequences consist of 17 proven significant, 20 proven positive, 2 proven no significant effect, 1 proven significant negative, 1 proven negative, and 4 proven significant positive.

The results of the consequent grouping of self efficacy research article from 2013 to 2023 can be seen that there are several concurrent variables that have the same effect as the results of other studies. In general, self efficacy is able to increase students' *perceived usefulness* in conducting online learning and has a positive and significant effect (Dinh & Vo, 2022) & (Amornkitpinyo & Piriyaawong, 2015).

In addition to having an impact on students' *perceived usefulness*, self efficacy also has a positive and significant influence on *behavioral intention* in research (Dinh & Vo, (2022); Lin & Bautista, (2016) and Amornkitpinyo & Piriyaawong, (2015). The results showed that self efficacy affects the level of technology acceptance (*behavioral intention*) by end users who support the teaching and learning process in the context of education.

The results of research conducted by Osman et al., (2018); Razzaq et al., (2018) and Mustadi et al., (2023) stated that self efficacy also has a positive impact on *academic performance*. The academic performance of students who do distance learning (*online*) can be improved and strengthened by emphasizing several factors, one of which is self efficacy. With high self efficacy from students, it will also reduce the dropout rate. However, research results from Prabowo et al., (2021) stated that self efficacy has an insignificant effect on academic performance but has a positive effect. Self efficacy in this study has a small role so that it does not significantly affect academic performance. Academic performance in this study is more dominated by the influence of students' self esteem.

Table 6
Consequent Self Efficacy

No.	Consequently	Researcher	Results
1	Successful women entrepreneurs	(Setyaningrum & Muafi, 2023)	Significant
2	Intention to engage in self-protective behaviour	(Quy Nguyen-Phuoc et al., 2023)	Positive
3	Self-regulated learning	(W. Zhou et al., 2022)	Significant
4	Perceived usefulness		Significant
5	Perceived ease of use	(Dinh & Vo, 2022)	Significant
6	Behavioural intention		Significant
7	Cognitive presence	(X. Zhou, 2022)	Significant
8	Academic performance	(Prabowo et al., 2021)	Not Significant
9	Burnout	(Rohmani & Andriani, 2021)	Negative Significant
10	Students achievement	(Rafiola et al., 2020)	Not Significant
11	Use of ICT in pedagogy	(Andyani et al., 2020)	Signifikan
12	Performance expectancy		Positive
13	Effort expectancy		Positive
14	Social influence	(Wong et al., 2020)	Positive
15	Intention to use		Positive
16	Students reading	(Haerazi & Irawan, 2020)	Significant

No.	Consequently	Researcher	Results
17	Generation Z students behavior intention to use of legal educational software	(Miraja et al., 2019)	Positive
18	Students performance	(Osman et al., 2018)	Positive Significant
19	Behavior	(Razzaq et al., 2018)	Significant
20	Performance		Significant
21	Response efficacy		Positive
22	Behavioral intention	(Lin & Bautista, 2016)	Positive
23	affective attitude		Negative
24	Perceived usefulness	(Amornkitpinyo & Piriyasurawong, 2015)	Positive
25	Perceived ease of use		Positive
26	Behavioural intention		Positive
27	Intention	(Lwin & Malik, 2014)	Positive
28	Academic demotivation	(Wicaksono et al., 2023)	Positive Significant
29	Academic resilience		Positive Significant
30	Adaptasi of E-Wallets	(N. H. Hashim et al., 2023)	Significant
31	Instructional quality	(Kholifah et al., 2023)	Positive Significant
32	Entrepreneurship intention	(Adha et al., 2023)	Positive
33	Performance of school principals	(Darwin & Mudjisusatyo, 2023)	Positive
34	Job satisfaction		Positive
35	Perception of position		Positive
36	Entrepreneurial intention	(Fiernaningsih et al., 2023)	Positive
37	Motivation	(Mustadi et al., 2023)	Significant
38	Performance		Significant
39	Students number sense competence	(Santos et al., 2022)	Significant
40	Attitude		Positive
41	Subjective norms	(Costan et al., 2022)	Positive
42	Perceived behavioral control		Positive
43	Regulation		Significant
44	Empathy students	(R. Hashim et al., 2023)	Significant
45	Competencies of students		Significant

Conclusion

This study aims to examine more deeply about self-efficacy. Self-efficacy articles in this study cover the time span from 2013 to 2023. The discussion in this study includes the definition of self-efficacy, the object of self-efficacy research, antecedents, and consequences. The main focus of the discussion in this study is the antecedents and consequences caused by self-efficacy. The most dominating antecedents in this study are from technological aspects such as student internet access, signal quality, availability of student devices, and virtual laboratory simulations. While the consequences that dominate in several studies are perceived usefulness, perceived ease of use, behavioral intention and academic performance.

In this study self-efficacy was explored through 30 relevant articles. Research related to self-efficacy does not have limitations in certain objects. However, after mapping this research has developed in various research objects. This is evidenced during the last ten years has covered six research objects. The research results can be used as a reference to design a conceptual framework that describes the antecedent and consequent relationships of self-efficacy. The limitations in this SLR are in the coverage of research countries, research years and database used. This SLR identified research articles limited to Southeast Asia countries with a time span from 2013 to 2023. These limitations include differences in each country where each country has different perspectives and cultures that can affect the level of self-efficacy of each individual. In addition, this research is only limited to the Scopus database, and there are many other databases that need to be analyzed. It is important to identify and understand complex and comprehensive self-efficacy research.

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