



DIJDBM:
**Dinasti International Journal of Digital
Business Management**

E-ISSN: 2715-4203
P-ISSN: 2715-419X

<https://dinastipub.org/DIJDBM> ✉ dinasti.info@gmail.com ☎ +62 811 7404 455

DOI: <https://doi.org/10.38035/dijdbm.v7i4>
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The Influence of Self-awareness, Digital Competence and Self-efficacy on Professionalism

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Abstract: The Influence of Self-Awareness, Digital Competence, and Self-Efficacy on Professionalism is a scientific article of literature study in the scope of the field of human resource management science. The aim of this article is to develop a hypothesis of the influence between variables that will be used in further research. Research objects in online libraries, Google Scholar, Mendeley and other academic online media. Research method with library research sourced from e-books and open access e-journals. Analysis using qualitative descriptive. The results of this article: 1) Self-awareness influences Professionalism; 2) Digital Competence influences Professionalism; and 3) Self-efficacy influences Professionalism.

Keyword: Professionalism, Self-Awareness, Digital Competence, and Self-Efficacy.

INTRODUCTION

Background of The Problem.

Every student, whether undergraduate, postgraduate or doctoral, is required to conduct research in the form of a thesis, dissertation or essay. Likewise, lecturers, researchers and other functional staff actively conduct research and write scientific articles for publication in scientific journals.

Scientific work is one of the requirements for students to complete their studies at most universities in Indonesia. This provision applies to all levels of education, namely undergraduate thesis (S1), undergraduate thesis (S2), and undergraduate dissertation (S3).

Based on empirical experience, many students and authors have difficulty finding supporting articles for their scientific work as previous research or as relevant research. Relevant articles are needed to strengthen the theory being studied, to see the relationship or influence between variables and to build hypotheses. This article discusses the Influence of Self-Awareness, Digital Competence, and Self-Efficacy on Professionalism, a literature review study in the field of human resource management science.

Based on this background, the aim of writing this article is to develop a hypothesis for further research, namely to formulate: 1. The Influence of Self-Awareness on Professionalism; 2. The Influence of Digital Competence on Professionalism; and 3. The Influence of Self-Efficacy on Professionalism.

METHOD

The method of writing a Literature Review article uses the Literature Research and Systematic Literature Review (SLR) method, analyzed qualitatively, sourced from online applications such as Google Scholar, Mendeley, and other online academic applications.

SLR is defined as the process of identifying, assessing, and interpreting all available research evidence with the aim of providing answers to specific research questions (Kitchenham et al., 2009).

In qualitative analysis, literature reviews must be used consistently with methodological assumptions. One reason for conducting qualitative analysis is that the research is exploratory in nature, (Ali, H., & Limakrisna, 2013).

RESULTS AND DISCUSSION

Result

Based on the background, objectives and methods, the research results in this article are as follows:

Professionalism

Profesionalism is mark or qualities of profession (Albert Sydney Hornby, 2005). Professionalism is closely linked to the quality and standards of conduct that characterize a profession. It is a crucial attribute for every employee within an organization seeking to achieve its goals; consequently, having a workforce that is professional and highly competent indirectly aids the organization in fulfilling its mission. The term "professionalism" derives from "profession"—referring to work that requires specific knowledge, skills, and methods—and applies to all employees, from the highest to the lowest levels of the hierarchy. In the context of workplace conduct, professionalism is regarded as a complex, multidimensional concept.

Professionalism refers to the possession of a high level of knowledge, skills, and technical capabilities in one's work (Frederick Winslow Taylor, 2006). A professional is an individual who is trusted and relied upon because they are expert, skilled, knowledgeable, responsible, diligent, disciplined, and serious in carrying out their professional duties.

Professionalism is an attitude and behavior that reflects a commitment to quality, integrity, honesty, and responsibility in carrying out assigned tasks (Daft, 2018).

According to Richard H. Hall's theory of professionalism introduced in his 1968 article "Professionalization and Bureaucratization" professionalism can be categorized into two primary dimensions: the Structural Dimension (Job Structure), involving the processes of work formalization and standardization, such as the establishment of professional associations and vocational education; and the Attitudinal Dimension (Attitudes and Values), comprising beliefs regarding public service, professional autonomy, and loyalty to the professional code of ethics.

Professionalism has been extensively studied by previous researchers, including (William E. Snizek, 1972), in the study titled "Hall's Professionalism Scale: An Empirical Reassessment"; his contribution involved simplifying Hall's original 50-item questionnaire into an empirically valid, concise version. (Kalbers and Fogarty, 1995), in a study titled "Professionalism and Its Consequences in a Bureaucratic Context"; contribution: adapting Hall's scale to make it specifically suitable for examining the professionalism of auditors and accountants within large organizations. In Indonesia, notable figures include (Prof. Dr. Abdul Halim, M.B.A, 2005) from Universitas Gadjah Mada (UGM), whose research and citations focus on public sector accounting and auditing, specifically examining the professional commitment and independence of accountants in Indonesia. Another key figure is (Prof. Dr. Unti Ludigdo, S.E., M.Si, 2006) from Universitas Brawijaya (UB), an expert in professional ethics and accounting; his research frequently examines the sociological aspects of professionalism and auditor ethics, utilizing an adaptation of Hall's sociological values of

professionalism. Finally, there is (Dr. I Dewa Gede Dharma Suputra, 2011/2018) from Universitas Udayana (UNUD), whose research and citations focus on professional commitment, ethical awareness, and auditor performance within Public Accounting Firms (KAP) in the Bali region.

Self-Awareness

Self-Awareness according to (Daniel Goleman, 1999), self-awareness is the ability to recognize one's own emotions, understand their impact, and use that understanding to guide decision-making. This concept encompasses a deep understanding of one's strengths, weaknesses, values, and drives, serving as the most crucial foundation or pillar of emotional intelligence. Goleman asserts that individuals with a high level of self-awareness tend to be better at managing stress and making wise decisions, particularly in educational and professional settings.

Self-Awareness according to (Boyatzis and McKee, 2005), self-awareness is a key component of effective leadership development, emotional management, and positive interpersonal relationships. In both educational and professional settings, individuals with high self-awareness are better equipped to lead organizations, manage their emotions, and build positive interpersonal relationships.

According to (Dr. Tasha Eurich, 2018), self-awareness is categorized into two dimensions: internal self-awareness and external self-awareness. Internal self-awareness relates to understanding one's own values, emotions, and aspirations, whereas external self-awareness relates to understanding how others perceive us.

Self-awareness has been extensively studied by researchers across various disciplines, notably (Shelley Duval and Robert Wicklund, 1972), the originators of the Objective Self-Awareness (OSA) theory; they examined how individuals evaluate their own behavior when confronted with a mirror or video recording. Additionally, social psychologists (Robert Baron and Donn Byrne, 2004) categorized self-awareness into three fundamental levels subjective, objective, and symbolic in their seminal textbook, **Social Psychology** (10th Edition).

In Indonesian scholarly journals, local academics have frequently investigated the self-awareness variable to explore its relationship with academic aspects, anxiety, and character; examples include (Dinny Handayani and Silvia Septhiani, 2021), whose research published in *Jurnal Cendekia: Jurnal Pendidikan Matematika*, focused on the role of self-awareness in mathematics learning outcomes; (Nugraheni, 2015), Universitas Sanata Dharma, Yogyakarta, who developed a self-awareness scale for the Indonesian context that has been widely adopted by other researchers to measure anxiety levels among final-year university students; and (Yuzarion et al, 2024), Universitas Ahmad Dahlan, whose research highlighted the significant influence of self-awareness on improving students' academic achievement.

Digital competence

Digital competence enables individuals to engage in continuous learning and enhance their skills in step with technological advancements. Digital literacy essentially places emphasis on computer literacy and information literacy (David Bawden, 2001). Computer literacy itself emerged in the 1980s and became widespread during the 1990s. Over time, digital literacy has become increasingly accessible and widespread. Thus, it can be concluded that, according to Bawden, digital literacy refers to the technical skills required to access, comprehend, synthesize, and disseminate information. In the current millennial era, such skills are highly familiar; indeed, they have evolved from mere familiarity into a necessity of daily life.

According to Cahen and Mendes (2019), digital competence refers to the knowledge and skills required to use communication tools, digital media, or networks to find, utilize, create, evaluate, and leverage information in a manner that is healthy, wise, intelligent, meticulous, precise, and lawful, for the purpose of fostering communication and interaction in daily life.

According to the European Commission's Digital Competence framework (Anusca Ferrari, 2013), digital competence can be categorized into five dimensions. First, Information and Data Literacy: the ability to identify, locate, evaluate, store, and organize digital information and data. Second, Communication and Collaboration: the ability to interact, share, and collaborate using digital tools, as well as an understanding of digital ethics. Third, Digital Content Creation: the ability to create and edit new digital content, integrate works, and understand copyright. Fourth, Safety: the ability to protect devices, personal data, and digital identities, as well as to maintain physical health and environmental well-being while using devices. Fifth, Problem Solving: the ability to identify digital needs, resolve technical issues, and identify competence gaps.

Digital competence has been extensively studied by previous researchers, including (Esther Van Laar et al, 2017), who explored 21st-century skills and formulated comprehensive dimensions of digital competence. Additionally (Battour et al. and Heenkenda et al, 2022) investigated how digital competence serves as a key catalyst for MSMEs to build and enhance innovation capacity. Effective technology utilization opens opportunities for companies to compete more effectively; research indicates that market orientation drives innovation capacity, and firms consistently focused on sustainability practices (environmental and social) possess more robust innovation capabilities, optimizing digital competence for dynamic business adaptation strategies.

Related studies have also analyzed MSME operational efficiency within the contexts of digital competence, market disruption, and dynamic adaptation. Research on digital competence has been conducted by numerous academics globally and locally, focusing on its impact on innovation, entrepreneurship, and academic performance. In the Indonesian academic and management sectors, the relationship between digital competence and work performance and motivation was examined by academics such as (Annisa Triyekti Nugroho and Marguna Andi, 2020) from Universitas Brawijaya, focusing on the impact of digital competence on knowledge sharing. Furthermore, in the fields of business and entrepreneurship, this topic was studied by (Jony Chandra and Yayan Hendayana, 2024) from Universitas Bhayangkara Jakarta Raya, focusing on optimizing digital competence for dynamic business adaptation strategies. Indonesian researchers (Education & Students) (Puput Fitria, Nurul Isnaini, and Andi Thahir, 2025) from Raden Intan State Islamic University Lampung, focus their research and citations on students facing all-digital demands, specifically examining the roles of self-efficacy and academic performance in digital competence.

Self-Efficacy

Self-efficacy refers to an individual's belief regarding their abilities, efficiency, and overall mental capacity to handle situations, solve problems, and meet the various demands of life (Duane Schultz, 1994). This concept centers on a self-assessment of one's own competence. The higher the level of self-efficacy, the greater the individual's confidence in successfully performing an action and overcoming obstacles.

Self-efficacy is an individual's belief or confidence in their own ability to organize and successfully complete specific tasks or handle situations in order to achieve desired goals (Albert Bandura, 1997). Self-efficacy plays a crucial role in determining how a person takes action, the amount of effort they exert, and their persistence in the face of obstacles while striving to achieve their desired goals.

Self-efficacy is an individual's evaluation of their ability or competence to complete a task, achieve a goal, or overcome obstacles (Baron & Byrne, 2004).

According to (Albert Bandura, 1997), self-efficacy is measured through three primary dimensions that serve as key indicators of individual behavior. The first is the **Magnitude (or Level)** dimension, which relates to an individual's belief regarding the level of task difficulty they are capable of mastering. The second is the **Strength** dimension, which pertains to the

degree of conviction, steadfastness, or confidence a person has in their own abilities; this belief is typically stable and resilient against obstacles or failure. The third is the ****Generality**** dimension, which concerns the extent to which an individual feels confident in their abilities across a wide range of situations or activities.

Self-efficacy has been extensively studied by previous researchers, including (Fred Luthans, 1998), who examined the role of self-efficacy within the realms of positive psychology and organizational behavior, noting its direct impact on employee motivation and performance. (Lane et al, 2004) investigated the significant relationship between self-efficacy and levels of stress, anxiety, and academic performance among students. (Brown et al, 2006) examined indicators and measurements of self-efficacy dimensions, encompassing level (task difficulty), strength (conviction intensity), and generality (breadth of behavioral domains).

Research on self-efficacy in Indonesia has been conducted by (Prof. Dr. Suryanto, M.A., Ph.D.,1994) at Universitas Airlangga (UNAIR), focusing on the relationship between achievement motivation, self-efficacy, and the performance of soccer athletes; (Desi Nur Hidayati, 2013) at Universitas Pendidikan Indonesia (UPI), focusing on an "Academic Guidance Program to Enhance Students' Academic Self-Efficacy (A Descriptive Study Toward Developing an Academic Guidance Program for 7th-Grade Students at SMP Negeri 9 Bandung, 2012-2013 Academic Year)"; and (M. Ridho Marzuki, 2023) at UIN KHAS Jember, focusing on "The Influence of Self-Efficacy and Social Media Usage—Mediated by Achievement Motivation on Mathematics Learning Outcomes of 8th-Grade Students at MTs Negeri 9 Banyuwangi, 2022-2023 Academic Year."

Self-Awareness

Conceptual Definition

In the context of professionalism, self-awareness is an individual's metacognitive ability to objectively recognize, understand, and articulate their own emotions, strengths, weaknesses, values, and internal drives, while also understanding how these factors influence their behavior and decision-making in the workplace. Key theoretical references for this variable include (Daniel Goleman, 1999), regarding aspects of emotional intelligence, and (Eurich, 2017), who categorizes it into internal and external dimensions.

Variable Indicators

Emotional Self-Awareness: The ability to recognize the emotions one is experiencing and their impact on work performance.

Accurate Self-Assessment: A realistic understanding of one's own strengths (assets) and limitations (areas for development).

Alignment of Values and Motivation: Clarity regarding the life principles, personal code of ethics, and career goals that drive professional actions.

External Self-Awareness: The ability to understand how others (colleagues, superiors, or clients) perceive us and our performance.

Digital Competence

Conceptual Definition

Digital competence is the set of knowledge, skills, and attitudes required by a professional to use information and communication technology (ICT) confidently, critically, creatively, and safely in order to achieve work objectives, solve problems, and collaborate in the digital era. In the Systematic Literature Review (SLR) method, the most valid and highly recommended global standard reference is DigComp 2.2 (Digital Competence Framework for Citizens) from the European Union.

Variable Indicators (Adapted from the 5 Key Areas of DigComp)

Information and Data Literacy: The ability to critically search for, filter, evaluate, manage, and store digital data or information.

Communication and Collaboration: The ability to interact, share, and collaborate with a team via digital devices and platforms while adhering to proper ethical standards.

Digital Content Creation: The ability to create, edit, and integrate digital content (documents, media, basic programming) and to understand intellectual property rights (IPR).

Digital Safety and Security: The ability to protect devices, personal data, and privacy—as well as physical and mental health from cyber risks in the workplace.

Problem Solving: The ability to identify technology needs, resolve simple technical issues, and use digital tools creatively to innovate.

Self-Efficacy**Conceptual Definition**

Professional self-efficacy refers to an individual's subjective belief in their own capabilities to organize, execute actions, and overcome work-related challenges in order to achieve established performance targets. The primary and sole theoretical reference must be (Albert Bandura, 1997); in the context of journal articles, this concept is synthesized as "Professional/Occupational Self-Efficacy."

Variable Indicators (Based on Bandura's Three Dimensions)

Level of Difficulty (Magnitude/Level): An individual's confidence in completing work tasks, ranging from the simplest to the most complex and challenging ones.

Scope/Generalization (Generality): The extent to which an individual's self-confidence can be transferred or applied across various work situations, different types of tasks, or when adapting to new work systems.

Strength of Belief (Strength): The level of resilience, steadfastness, and stability of an individual's belief, ensuring it is not easily shaken or abandoned when facing failure, stress, or criticism in the workplace.

Professionalism**Conceptual Definition**

As the dependent variable, professionalism is defined as the loyalty manifested through commitment, behavior, ethical standards, specialized expertise, and high-quality work demonstrated by an individual in the practice of their profession, and recognized by the organization, peers, and the public alike. Theoretical references for the literature review may draw upon the professionalism theories of (Hall, 1968) or (Evetts, 2013) regarding organizational versus occupational professionalism.

Variable Indicators

Commitment to Dedication (Dedication to the Profession): Total commitment, loyalty, and pride in performing one's work that transcend financial considerations.

Adherence to the Code of Ethics (Compliance with Ethics & Integrity): Consistent application of moral principles, transparency, honesty, and professional standards.

Professional Autonomy: The ability to make work-related decisions independently and responsibly based on scientific expertise, free from interference that compromises objectivity.

Continuous Professional Development: A commitment to constantly updating knowledge and skills in line with evolving demands.

Performance Accountability (Accountability & Work Quality): Readiness to accept the consequences of work outcomes and consistency in producing high-quality work.

Review of Relevant Articles

Review relevant articles to establish a basis for formulating the research hypothesis by summarizing findings from prior relevant studies as shown in Table 1 below and explaining the similarities and differences between those studies and the proposed research.

Table 1: Relevant Research Findings

No	Author (Tahun)	Results of Previous Research	Similarities to This Article	Differences from This Article	H
1	Cazan & Schiopca (2014)	High self-awareness significantly enhances self-regulation, leading to elevated standards of personal professionalism.	Examining self-awareness as a key predictor in shaping professionalism.	You are using a cross-sectional survey method involving students, whereas you are employing a cross-professional Systematic Literature Review (SLR) approach.	H1
2	Sutton et al. (2015)	Self-awareness is the fundamental basis for ethical decision-making and the formation of professional identity.	Examining the direct relationship between the self-awareness variable and the level of professionalism.	Their focus is solely on the realm of traditional leadership, whereas you integrate it with the context of digital-age competencies.	H1
3	Tejedor et al. (2020)	Digital competence has a significant positive impact on performance and professional work conduct in the digital era.	Examining the variable of digital competence and its impact on the aspect of professionalism.	Their study employs an empirical quantitative method focusing on lecturers, whereas you use an SLR (Systematic Literature Review) method to cover a broader professional scope.	H2
4	Hatlevik et al. (2018)	Digital competence does not exist in isolation; its mastery is heavily determined by an individual's level of ICT self-efficacy.	Analyzing the direct correlation between digital competence and self-efficacy.	The focus is on school students, whereas your research plan synthesizes the impact on professionalism within the professional world.	H2
5	Stajkovic & Luthans (1998 / Rujukan Klasik)	Self-efficacy exhibits a consistently strong correlation with fostering intrinsic motivation and standardizing professional work standards.	Both employ self-efficacy theory as one of the key predictors determining the quality of professionalism.	Their meta-analysis has not yet addressed the aspect of digital competence due to the limitations of the era's timeframe.	H3
6	Scherer et al. (2019)	There is a strong two-way relationship; digital competence increases self-efficacy, and high self-efficacy	Examining the functional interaction between the variables of Digital	Their research focuses specifically on the teaching profession, whereas	H3

accelerates technology mastery.	Competence and Self-efficacy.	you are synthesizing its impact on professionalism in general.
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Discussion

Based on the theoretical review, the discussion in this article involves reviewing relevant literature, analyzing the influence between variables, and formulating a conceptual framework for the research plan:

Berdasarkan hasil penelitian maka pembahasan artikel ini adalah melakukan review artikel yang relevan, analisis pengaruh antar variabel dan membuat konseptual berfikir rencana penelitian:

The Influence of Self-awareness on Professionalism.

The concept or function of self-awareness in relation to professionalism serves as the internal psychological bedrock for the development of professional behavior. Its primary role can be explained through metacognitive mechanisms and self-regulation. Conceptually, individuals with a mature level of self-awareness possess a superior ability to monitor their internal states including emotions, personal biases, areas of competence, and personal limitations. When a professional can recognize their emotional triggers, they avoid reacting impulsively to work-related pressures, responding instead in a measured and objective manner. This capacity to maintain objectivity and exercise self-control lies at the heart of professionalism indicators, particularly regarding adherence to codes of ethics, integrity, and performance accountability.

Self-awareness influences professionalism; the way self-awareness is perceived whether positively or negatively shapes the corresponding perception of professionalism. Aligned self-awareness acts as a mirror, reflecting the very embodiment of professionalism. When an individual possesses a positive, accurate, and mature sense of self-awareness (characterized by high internal and external self-awareness), their judgments, decisions, and work behaviors are consistently perceived as professional by the work environment including peers, superiors, and clients. Conversely, if self-awareness is poor marked by a failure to recognize personal weaknesses, a rejection of criticism, and emotional blindness the individual's reputation and performance quality will be viewed as lacking in professionalism.

Self-awareness has a positive impact on professionalism; this aligns with research by (Kusumawati, 2021), which demonstrated a strong correlation between an individual's self-awareness and the enhancement of their professional quality in the workplace. These findings are further supported by arguments from (Sutton et al, 2015) and (Goleman, 2001), who posited that the internal control stemming from robust self-awareness serves as a fundamental basis for cultivating ethical, accountable, and competent work behaviors. In the context of strengthening human resource competencies in Indonesia, these findings resonate with the premises of guidance, counseling, and psychology scholars from the Universitas Pendidikan Indonesia (UPI)—such as (Sunarya and Ramdhani, 2024) who emphasize that an individual's capacity to recognize internal attributes (strengths, weaknesses, and personal values) is an essential prerequisite for effective task planning and the development of professional accountability. This theoretical construct is reinforced by a study by (Muttaqien, 2022) affiliated with UPI's postgraduate program which demonstrated that a self-regulation model driven by high self-awareness significantly boosts an individual's intrinsic motivation to consistently meet peak performance standards. Furthermore, UPI (Professor Supriatna, 2025) highlights that reflective exploration grounded in high self-awareness acts as a crucial buffer against work-related stress, helping to maintain a consistent professional reputation and integrity in the global era.

The Influence of Digital Competence on Professionalism.

The concept or function of digital competence in relation to professionalism is that of a technical enabler, determining the extent to which an individual's standards of professionalism can be realized in the digital era. Without adequate digital competence, even a high level of professional commitment will be hindered by slow work execution and operational limitations.

Digital competence influences professionalism; a positive assessment of digital competence leads to a positive perception of professionalism, and vice versa. This symmetrical, linear relationship underscores the role of digital competence as a determinant of the external legitimacy of an individual's professionalism in the modern era. When a professional effectively understands, masters, and applies digital competencies such as accurate data management, ethical virtual communication, and cyber privacy protection their performance is viewed by the work environment as highly professional. Conversely, if digital competence is assessed negatively or neglected, the individual's adaptability is hindered, causing their work output to fall short of current professional standards.

To enhance professionalism by prioritizing digital competence, management must shift its paradigm from merely providing technological tools to fostering a structured digital workplace culture. In this culture, digital interaction is not viewed as an additional administrative burden but rather as a space for upholding ethics, accountability, and quality work standards. Within this structured ecosystem, management does not simply demand blind technical proficiency; instead, it creates an enabling environment that integrates technological skills with the profession's core values.

Digital competence influences professionalism; this aligns with research by (Rivaldi, 2024), which confirms a significant positive relationship between digital competence mastery and work readiness, establishing 21st-century technological proficiency as an essential foundation for building a competent professional identity. This concept is reinforced by a study in the (Abmas, 2023), demonstrating that interventions to enhance Information and Communication Technology (ICT) literacy can directly boost professionalism indicators specifically regarding work output innovation and organizational administrative efficiency. Furthermore, a study in the (Inovasi Kurikulum UPI journal, 2023) synthesizes that modern organizational governance rooted in professionalism and accountability requires personnel to internalize the changing digital landscape not as a burden, but as a new standard for collaboration that must be met.

The Influence of Self-Efficacy on Professionalism.

In the context of professionalism, self-efficacy functions as an engine of intrinsic motivation and a regulator of resilience, enabling an individual to uphold professional standards. While self-awareness acts as an internal evaluative radar and digital competence serves as an external technical instrument, self-efficacy is the psychological driving force that determines whether a professional is willing, courageous, and consistent in utilizing their capabilities to achieve high performance targets.

Self-efficacy influences professionalism; a positive perception of self-efficacy fosters a positive perception of professionalism, and vice versa. Self-efficacy acts as a psychological anchor that determines an individual's professional credibility and stability. When an individual holds a strong, well-developed belief in their professional capabilities, it manifests as confident, tangible actions—demonstrating resilience under pressure and independence in decision-making. Ultimately, it is these very attitudes that the work environment including superiors, colleagues, and clients perceives as a high level of professionalism.

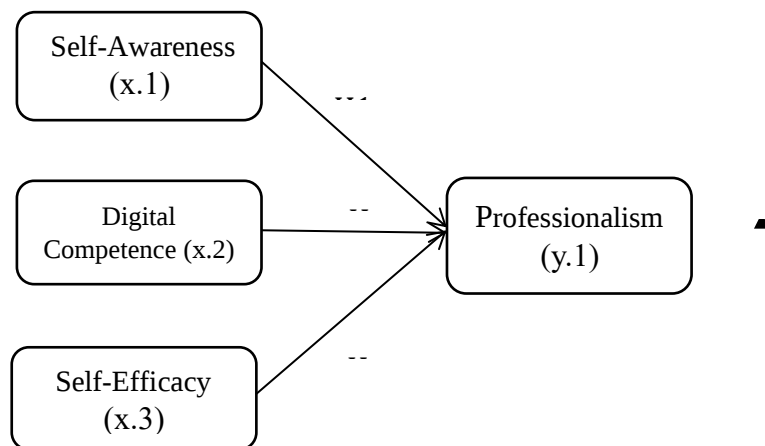
To enhance professionalism by addressing self-efficacy, management must focus on strengthening this attribute by implementing strategies based on the four primary sources of self-efficacy formulated by Albert Bandura. Management must shift from merely imposing

performance targets to providing psychological interventions and a supportive work environment one where individuals' belief in their own capabilities is structurally nurtured, enabling them to transform their potential competence into ethical and accountable work performance. Within this supportive ecosystem, management no longer places employees under the shadow of a fear of failure; instead, it treats every operational challenge as a laboratory for personal capacity development.

Self-efficacy influences professionalism; this aligns with research conducted by academics at the Universitas Pendidikan Indonesia (UPI). Contemporary research by (Hapuk, Suwatno, and Machmud, 2020) affiliated with the Faculty of Economics and Business Education (FPEB UPI), demonstrates that self-efficacy is an essential variable mediating improvements in work performance and capabilities. Furthermore, a study by (Dr. H. Tambunan, M.Pd., 2021) from UPI's Primary School Teacher Education (PGSD) Graduate Program regarding educator professionalism found that the specific self-efficacy possessed by employees contributes positively and significantly both partially and simultaneously to enhanced professionalism in the workplace; high self-efficacy leads to increased professional commitment. Similarly, research by (Prof. Dr. H. Suwatno, M.Si., and Dr. Amir Machmud, S.E., M.Si., 2020) from UPI's Faculty of Economics and Business Education (FPEB) focused on graduate and workforce capabilities, concluding that self-efficacy acts as a psychological predictor and a robust mediating variable in determining professional expertise and individual adaptability within the technology-saturated industry. These findings are further reinforced by a publication in the (Curricula journal UPI, 2025), which empirically proves that self-efficacy significantly contributes to individual performance and serves as a foundational pillar for sustainable workplace professionalism enhancement programs.

Contextual Framework

Based on the problem formulation, discussion, and relevant research, the conceptual framework for this article was derived, as shown in Picture 1 below.



Picture 1: Conceptual Framework

Based on the conceptual framework diagram above, self-awareness, digital competence, and self-efficacy influence professionalism. In addition to these three exogenous variables affecting professionalism, there are numerous other variables, including: 1. Emotional Intelligence (x.4): (Inayatullah, 2009), (Zainal Abidin, 2021), and (Fany, 2023), 2. Compensation System (x.5): (Sahidaria, 2015), (Medi Prakoso, 2016), and (Sinambela, 2021), 3. Work Ethic (x.6): (Weber, 1905), (Jansen Sinamo, 2005, 2014), and (Nurois, Suwatno, & Machmud, 2020).

CONCLUSION

Based on the objectives, results, and discussion, the conclusion of this article is the formulation of hypotheses for future research, namely: 1. Self-awareness influences Professionalism; 2. Digital Competence influences Professionalism; and 3. Self-Efficacy influences Professionalism. There are still many other factors influencing professionalism, such as emotional intelligence, compensation systems, and work ethic. Therefore, further research is still needed.

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