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The Influence of Knowledge Sharing and Self-Efficacy on the Performance of Indonesian Competitive Taekwondo Athletes

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ABSTRACT

This research examines how knowledge sharing and self-efficacy affect Indonesian elite taekwondo players. Based on the importance of knowledge management and psychological preparation in competitive sports and Indonesian taekwondo players' inconsistent international performance, this study fills a gap in the literature. A quantitative technique was used to gather data from 166 active Indonesian kyourugi taekwondo athletes using standardized questionnaires and simple linear regression. Unlike early beliefs, information exchange does not greatly improve athlete performance in this scenario. Self-efficacy has a statistically significant beneficial effect on athletic accomplishment, highlighting its importance in competitive success. These findings imply that although explicit knowledge transfer may not immediately enhance competition performance, Indonesian taekwondo players need high self-efficacy to increase mental resilience, effort, and problem-solving. Sports stakeholders must emphasize psychologically informed training to generate high-performing athletes, according to the research.

Knowledge Sharing, Self-Efficacy, Taekwondo, Athlete Performance, Sports Psychology

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INTRODUCTION

Knowledge management and psychological preparation affect athletic performance in competitive sports, especially martial arts like taekwondo. Knowledge management is crucial to current sports training systems, notably in information processing, tacit and explicit knowledge transmission, and long-term training methods (Lee et al., 2022). A knowledge-based training approach for Indonesian taekwondo players includes coach-athlete information exchange, fighting technique recording, and post-match analysis. Match video archives, fighting method records, and tactical plans from training companies improve athletes' skills (Park & Cho, 2023). Many Indonesian sports organisations lack a systematic and sustained knowledge management system. Zhang et al. (2021)

noted that knowledge management in training settings may boost learning efficiency and athlete adaptation to various competitive conditions.

Additionally, psychological characteristics, notably self-efficacy, influence athletic performance, especially in high-pressure competitive contexts. Self-efficacy is the conviction that one can plan and execute activities to achieve objectives (Bandura, as quoted in Joo et al., 2021). Modern research shows that self-efficacy affects perseverance, cognitive strategy use, and success in high-risk competitive circumstances (Nguyen et al., 2022). High-self-efficacy athletes are more focused and emotionally stable during tournaments (Kwon & Kim, 2023).

Despite these results, Indonesian taekwondo players' training generally lacks psychological development tactics, especially self-efficacy. In their systematic review, Liu et al. (2021) cited Feltz et al. (2008), who stressed that successful experiences, competent role models, and continuous social support in training environments build self-efficacy. The lack of a systematic training system and organized organizational assistance in Indonesia limits information retention and psychological training. Since 1975, taekwondo has been one of Indonesia's most popular sports, yet Indonesian athletes' international performances are poor. Indonesian taekwondo competitors failed to win any medals at the 2004 Athens Olympics, indicating shortcomings in technical, managerial, and psychological preparation (Kim & Park, 2022).

Knowledge management and self-efficacy have been extensively studied in education and corporate settings (Zhou et al., 2023; Martins & Costa, 2022), but few studies have directly linked them to martial arts athletes' performance, particularly taekwondo. Li et al. (2021) found that coach-athlete information exchange improves technical performance and mental preparation for competition. This research gap highlights the need to study how knowledge sharing and self-efficacy affect Indonesian competitive taekwondo players. This research examines these characteristics and provides sports stakeholders with strategic insights on the value of knowledge-based and psychologically informed training methods in developing high-performing athletes.

This research examines how information sharing and self-efficacy affect Indonesian taekwondo athletes' performance, individually and collectively. The study examines how information sharing affects athletic performance, how self-efficacy improves competitive results, and how these characteristics affect taekwondo players' success. This research advances knowledge management and sports psychology, notably in Indonesian martial arts. It illuminates how knowledge and psychological confidence affect athletic performance. This study integrates psychological and managerial perspectives into sports

performance studies, filling a gap in the literature and helping coaches, sports organisations, and policymakers design more effective, knowledge-based, and psychologically supportive training systems. This research only includes Indonesian taekwondo players, limiting its applicability to other sports or areas. Self-reported surveys may also introduce subjective biases into the findings.

RESEARCH METHOD

Research Procedure

The four-stage research approach followed quantitative research methods in social sciences and sports studies to guarantee efficiency and rigor (Creswell & Creswell, 2018). The first step was issue identification and research background, followed by a complete literature assessment to build a theoretical framework and assumptions. A standardized questionnaire on information sharing, self-efficacy, and athletic performance was constructed based on important indicators and validated by experts (Zhou et al., 2023). Data was collected from active taekwondo athletes registered with the Indonesian Taekwondo Federation (PBTI) and connected clubs in the second phase. Participants gave informed permission to receive closed-ended Likert scale surveys online and offline (Neuman, 2014). Data were coded and analyzed using SPSS or SmartPLS in the third phase. This step comprised validity and reliability testing, descriptive analysis, and inferential statistical methods like regression or path analysis to assess variable correlations, supplemented by classical assumption testing (Martins & Costa, 2022). In the last step, academic results were reported, theoretical interpretation, practical suggestions, research limits, and future prospects were discussed (Creswell & Creswell, 2018).

Population and Sample

According to Sekaran and Bougie (2016), population is a collection of people, events, or things of interest to researchers. This research includes Indonesian kyourugi taekwondo athletes who are members of sports organizations and have competed nationally or internationally. To provide each member an equal chance of selection, probability sampling is suited for the clearly defined but restricted population. To achieve equal representation throughout Indonesia's different areas, stratified random sampling divides the population into strata—such as province or competition level—and randomly picks samples from each stratum. The sample includes kyourugi taekwondo athletes with at least one year of national or international competition experience, assuring appropriate knowledge (Sekaran & Bougie, 2016). Hair (2019) suggests multiplying questionnaire indicators by five to ten to approximate sample size. This survey needs 160 respondents for 32 indicators.

The sample is proportionately dispersed throughout Indonesia's geographic zones: 60 from Sumatra and environs, 60 from Java and Bali, and 40 from Kalimantan, Sulawesi, and Papua to ensure representativeness. This distribution considers geographic diversity and training availability. The research analyzes direct associations between independent factors and a single dependent variable without sophisticated structural modeling, hence linear regression will be used for data analysis.

Operational Definition of Variables

This research uses literature-based variable definitions to achieve exact measurement. Van Den Hooff and Ridder (2004) describe knowledge sharing as the interchange of tacit and explicit information to generate new ideas or solutions. This concept is tested by knowledge giving and collecting on a five-point Likert scale from strongly disagree to strongly agree. Ortenburger et al. (2021) operationalize achievement in taekwondo to include physical prowess and psychological factors like motivation, self-confidence, and self-efficacy, assessed through medal attainment, national or international rankings, technical score progression, and tournament participation on a similar Likert scale. Kriegstein (2019) defines achievement as an individual's ability to succeed. According to Gao et al. (2008), self-efficacy is the idea that one can learn and do specified behaviors, including predicting consequences. Self-confidence, action control, resilience, and motivation are markers. Van Den Hooff and Ridder (2004)'s 10-item knowledge sharing questionnaire, Luszczyńska et al.'s 10-item self-efficacy questionnaire, and Elliot and McGregor (2001)'s 12-item achievement questionnaire are used in the research. These technologies collect data on athletes' knowledge sharing, confidence in overcoming hurdles, and competitive achievements to examine their influence on taekwondo performance.

Research Instrument Test

To assure measurement accuracy and consistency, this research tests instruments for validity, reliability, and normalcy. Sekaran and Bougie (2016) define validity as an instrument's ability to measure the target concept. This research evaluates model fit between theoretical measurement models and actual data using SPSS Confirmatory Factor Analysis (CFA). Valid and significant construct indicators have factor loadings of 0.5 or above (Salim et al., 2011). An instrument's reliability is its consistency in measuring a concept across time, generating consistent findings (Sekaran & Bougie, 2016; Bandur, 2013). For internal consistency, Cronbach's Alpha ranges from 0 to 1, with higher values indicating more dependability (Tavakol & Dennick, 2011). According to Bandur (2013), alpha values over 0.70 suggest reasonable

reliability, 0.80 very good, and 0.90 outstanding reliability. SPSS is commonly used in research for reliability testing. F and t-tests need normality testing to determine whether variables follow a normal distribution (Sekaran & Bougie, 2014). In the Kolmogorov-Smirnov Z test, a significance probability higher than 0.05 shows normal data distribution, whereas values below 0.05 indicate non-normality (Sekaran & Bougie, 2014). These checks maintain research equipment and data analysis reliability.

Simple Linear Regression Data Test

Data is suitable for factor analysis if the Kaiser-Meyer-Olkin (KMO) measure is above 0.5 (Santoso, 2006). Factor analysis is recommended for KMO values of 0.5 to 1.0 (Bilson, 2005). This study uses simple linear regression analysis to determine the direction and strength of a single independent variable's effect on a dependent variable, whether positive or negative, and to predict dependent variable changes based on independent variable variations. This approach usually needs interval or ratio-scale data (Creswell & Creswell, 2018). To examine theory-based and literature-based correlations, quantitative research requires hypothesis testing. Knowledge sharing and self-efficacy are tested for their effects on athlete performance using inferential statistics. SPSS is used for analysis to guarantee correctness and validity.

RESULT AND DISCUSSION

Respondent Characteristics

This survey included 190 taekwondo players from around Indonesia who completed Google Forms from April 25 to May 14, 2025. As shown in Table 4.1, 166 of the 190 questionnaires were valid and acceptable for analysis, while 24 were eliminated because respondents did not fit the study's requirements. This ensured 100% data gathering response. These 166 respondents' valid data were evaluated for demographic and training factors.

The demographic study showed that 72.2% of respondents were performance-class taekwondo athletes, with 84.4% having won championships, suggesting a competitive sample. At 51.2%, men athletes outnumbered girls. Most responders were 15–20 (89.2%). Over half of the competitors (57.89%) had trained taekwondo for over three years. Many responders (48.19%) were from Lampung, followed by West Java, South Sumatra, and Jakarta. At 18.67%, the most athletes were black belts. These data show a youthful, experienced, and geographically diversified sample of taekwondo athletes, laying the groundwork for performance and variable studies.

Research Instrument Test Results

This research tested instrument validity to see whether the instruments assessed the target constructs. Sekaran and Bougie (2016) state that validity testing assesses a research instrument's ability to capture the idea under study. In this research, indicators with factor loadings of 0.5 or above were valid and significant in assessing their constructs (Salim et al., 2011). Analysis excluded items with loadings ≤ 0.5 . Multiple rounds of validity testing retained particular items for each variable: knowledge sharing (4, 5, 6, 7, 8, 9, 10), self-efficacy (1, 2, 4, 5, 6, 7, 8, 9, 10), and accomplishment (1, 2, 3, 8, 10, 11). The detailed factor loadings for each item varied from 0.504 to 0.778, validating them (Table 4.3). Following this, reliability testing was done using Cronbach's Alpha, a popular internal consistency metric (Tavakol & Dennick, 2011). The study found excellent reliability for knowledge sharing ($\alpha = 0.819$), self-efficacy ($\alpha = 0.839$), and accomplishment ($\alpha = 0.763$), indicating consistent construct measurement.

The Kolmogorov-Smirnov Z test was used to assess the residuals for normality, which is necessary for several inferential statistical methods including F-tests and t-tests (Sekaran & Bougie, 2014). If the significance value exceeds 0.05, these writers consider data regularly distributed; otherwise, they diverge. With a significance value of 0.014, the data in this investigation were not normally distributed. This indicates care in parametric tests that presume normality and may need data modification or other statistical methods to fulfill analytical assumptions. Even with non-normal residual data, rigorous instrument testing ensures accurate and trustworthy measurement.

Description of Respondent Statements

The distribution of knowledge-sharing behavior evaluated by seven verified and trustworthy items in respondents' utterances. These items evaluate active and reactive knowledge-sharing within and across teams. The statement "My team members share information with me when I ask" had the highest mean score (4.25), followed by "My team members share their skills when I ask" (4.16). This shows that teams share information reactively, based on direct requests. Internal information sharing seems well-established yet request-driven. "I share my skills with colleagues outside my team" (mean = 2.87) and "I share information with colleagues outside my team" (mean = 2.91), on the other hand, had the lowest averages, indicating limited proactive external knowledge dissemination. Items like "Colleagues outside my team share their skills when I ask" (mean = 3.61) and "Colleagues outside my team share information when I ask" (mean = 3.54) suggest that active solicitation increases knowledge exchange outside the team. These results suggest a more reactive than proactive information sharing culture, especially in teams. Wang and Noe

(2010) found that social environment and interpersonal interactions strongly impact organizational knowledge-sharing.

Respondent ratings on 10 items measuring self-efficacy to handle obstacles and solve issues. “I can always solve difficult problems if I try hard enough” (mean = 4.16) had the highest mean score, indicating that respondents – particularly taekwondo athletes – believed they could overcome complicated obstacles via persistence. This supports Bandura's (1997) self-efficacy theory, which stresses confidence in planning and executing activities to attain objectives. The item “If someone opposes me, I can find ways and means to get what I want” (mean = 3.65), although being reasonably high, had the lowest mean score, indicating poorer confidence in facing external resistance. This may be due to minimal conflict resolution experience or insufficient adaptive techniques for social or competitive situations, indicating resilience and assertiveness development opportunities.

The accomplishment variable shows respondents' competitive success motivations. The statement “I want to perform better than other athletes” had the highest mean score of 4.65, indicating a strong desire to outperform peers, especially in taekwondo. This high average shows a competitive mentality and a drive to enhance sports ability. While remaining in the upper range, “I only want to avoid poor results” (mean = 4.11) had the lowest average score, suggesting that most respondents are driven by greatness rather than failure. This motivational pattern emphasizes a proactive, growth-oriented mentality that values success above failure. These descriptive insights provide a complete picture of respondents' athletic knowledge-sharing, self-efficacy, and accomplishment motives.

Descriptive Statistical Analysis

In Table 1, descriptive statistical analysis shows respondents' assessments on three factors. On a Likert scale of 1 to 5, respondents agreed moderately to highly on variable X1.

Table 1.
Descriptive Statistic

Variable	N	Minimum	Maximum	Mean	Std. Deviation
X1	166	1,29	5	3,4862	0,86861
X2	166	1,78	5	4,0315	0,62661
Y1	166	1,50	5	4,4157	0,62273

A large yet acceptable response variability is shown by the standard deviation of 0.86861. The mean value for variable X2 is 4.0315, indicating strong perceptions. The standard deviation of 0.62661 suggests a less variable response

pattern than X1. For variable Y1, the mean score is the highest at 4.4157, indicating strong agreement or favorable assessment. The standard deviation of 0.62273 indicates a substantial agreement among participants for this measure. Collectively, these descriptive statistics demonstrate that respondents like variables X2 and Y1, whereas X1 is more diverse but still positive. This data gives a good insight of sample attitudes for inferential statistical analysis and interpretation.

Hypothesis Test Results

The hypothesis testing findings show that variable X1 (Knowledge Sharing) does not affect accomplishment (Y) with a significance value (p-value) of 0.385, which above the 0.05 threshold. The positive but weak link shown by the t-value of 0.871 and Beta coefficient of 0.067 is inadequate to make conclusions. This suggests that athletes who share information may not perform better, presumably because the knowledge is unrelated to non-academic performance characteristics. Contrarily, X2 (Self-Efficacy) has a relatively substantial positive impact on accomplishment, with a p-value of 0.002 (< 0.05), t-value of 3.152, and Beta coefficient of 0.243. This shows that athletes with stronger self-efficacy perform better. The data show that self-efficacy drives accomplishment, but information sharing alone does not predict athletic success.

Table 2.
Hypothesis Test

Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.	Description
	Variable	B	Std. Error	Beta			
1	(Constant)	19,632	1,990		9,864	0,000	
	X1	0,41	0,47	0,67	0,871	0,385	No significant effect
	X2	0,161	0,51	0,243	3,152	0,002	Significant effect

The Effect of Knowledge Sharing on Athlete Achievement

The regression analysis shows that information sharing (X1) does not affect athletes' performance (Y) with a significance value of 0.385, which above the 0.05 criterion. This shows that Taekwondo players' information sharing may not boost performance. Players may share experiences, technical techniques, and training ideas, but this does not improve performance. The knowledge shared may be general or superficial, making it unsuitable for competitive

settings; the quality of shared knowledge may not match athletes' needs or competency levels; and athletes may rely more on coaches or personal experience than peer-shared information. Descriptive analysis shows that the statement "I share my skills with teammates outside my own team" had the lowest mean score of 2.87, showing a general hesitation or infrequency in sharing skills between teams. Limited cross-team information sharing may limit the range and effectiveness of shared ideas, reducing their impact on skill improvement or strategy adaptability during competition.

According to Wang and Noe (2010), information sharing does not inevitably boost individual performance, especially when unstructured or without a stated goal (Human Resource Management Review, 20(2), 115–131). Shared information may be non-technical, irrelevant, or unrelated to competitive tactics, preventing performance progress. Kim (2005) underlines that motivating variables, openness, and environmental context greatly affect information sharing efficacy, hence not all sharing actions have instant benefits. Knowledge exchange without actual training, strategic coaching, or intense skill development is unlikely to improve Taekwondo performance. Success in such fields requires knowledge, physical abilities, mental preparation, and direct competitive experience, not just peer information sharing.

The Effect of Self-Efficacy on Athlete Achievement

Contrary to earlier results, self-efficacy positively and statistically significantly affects Indonesian Taekwondo athletes, with a significance value of 0.002, below the 0.05 threshold. This suggests that self-efficacy increases competitiveness. According to Bandura's (1997) key theory, self-efficacy is an individual's conviction in their capacity to plan and execute activities to achieve performance objectives. Self-efficacy makes athletes more confident, tenacious in training, and psychologically prepared for competitive demands (Self-Efficacy: The Exercise of Control).

Feltz et al. (2008) argue that self-efficacy is a key predictor of athletic success, especially in martial arts. Confident athletes concentrate, stay calm, and make good decisions throughout contests (The Psychology of Coaching, Teamwork, and Self-Efficacy in Sport). Pajares (1996) has found that self-efficacy positively affects effort, strategic approaches, and achievement in many learning and performance situations, including competitive sports (Review of Educational Research, 66(4), 543–578). Descriptive data supports these theoretical findings: the survey item, "I can always solve difficult problems if I try hard enough," received a high mean score of 4.16, indicating that most athletes believe they can overcome challenges with sustained effort. This shows

that self-efficacy boosts motivation, resilience, and mental readiness, boosting athletic performance.

CONCLUSION

The data and debate on knowledge sharing and self-efficacy on Indonesian Taekwondo athletes' performance lead to many conclusions. The first hypothesis is rejected because information exchange does not improve athletic performance. This shows that sharing information among athletes in this research did not improve competitive performance. Quality, relevance, and systematic distribution of shared information may not improve athletes' competitive results. This supports the second hypothesis since self-efficacy strongly impacts athletic performance. Higher self-efficacy predicts better athletic performance. Self-efficacy boosts mental resilience, effort, and problem-solving throughout training and competition.

This study has significant drawbacks that need more investigation, despite its useful findings. The study solely investigated information sharing and self-efficacy, not intrinsic motivation, emotional intelligence, coaching quality, physical condition, or competitive environment. Online surveys may have introduced response biases, impacting participants' honesty and accuracy. The sample was limited to 166 Taekwondo competitors, limiting its applicability to other sports. While the quantitative methodology provided an aggregate summary, it could not capture athletes' psychological or subjective feelings during competition, indicating that qualitative approaches like interviews or observations should supplement additional investigations. Future study should include more factors and use mixed techniques to better understand athletic performance drivers. To maximize competition performance, Taekwondo athletes should use positive self-talk and systematic psychological training modules to boost self-efficacy, and coaches should provide active, confidence-building feedback.

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