

Workplace Spirituality and Knowledge Sharing on Employee Engagement: Mediated Role by Achievement Motivation

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ABSTRACT

Purpose - This study aims to determine the role of workplace spirituality and knowledge sharing in influencing employee engagement with achievement motivation as a mediating variable.

Methodology - Analysis of the model in the study using Partial Least Square (PLS) with SMART PLS Software Ver 4.0 with the sample of this study is an educational foundation located in West Jakarta. The research respondents were permanent teachers, totaling 108 teachers.

Findings - This study proves that workplace spirituality and achievement motivation affect employee engagement, knowledge sharing does not affect employee engagement, workplace spirituality and knowledge sharing effect on employee engagement mediated by achievement motivation. **Novelty/value** - Finding meaning in work can have an impact on feeling attached to the organization and have an impact on increasing achievement motivation in carrying out work. Achievement motivation, if managed, implemented, and developed by an organization, can improve or create a work environment that is spiritual and knowledge sharing between employees will work effectively so that later an organization will have employees with a high level of engagement.

Keywords: Workplace Spirituality, Knowledge Sharing, Achievement Motivation And Employee Engagement

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INTRODUCTION

The development of the era of disruption in which massive changes occurred by changing newer business systems and arrangements impacted the world of education. One form of government policy is the Independent Campus program. The development of the era of disruption is emphasized in terms of the quality of higher education that is innovative and accelerating. The Merdeka Learning Campus Program is adapted to the characteristics of the millennial generation in facing the changing times so that the millennial generation can face the challenges of the industrial revolution 4.0. The Merdeka Learning Program has constraints related to the readiness of resources. At the same time, the implementation of the Merdeka Learning Program is assessed as having to get strong support starting from the facilities, infrastructure, and teaching staff according to the required qualifications. As the vanguard of these changes, the teacher must be ready to make various efforts and have the courage to learn and try. In order not only to adapt but also to be able to prepare students as the nation's generation to be able to answer future challenges (Suleman et al., 2022)

Implementing the Merdeka Learning program must receive strong support with the readiness of resources starting from facilities, infrastructure, and teaching staff in accordance with the required qualifications. The lack of experience in implementing learning independence also determines the quality or competence of the teacher. Some teachers are considered to have difficulty mastering or applying basic skills for learning needs in the digital era, such as Ms. Word, creating engaging and fun presentations, and more. Even though the implementation of the Freedom to Learn Program requires teachers to always be creative and innovative by involving various media or learning models to encourage students to study hard (Adeyemi, 2022; Agustina & Rosalia, 2022; Iskanto, 2022; Iskanto et al., 2021).

Teachers or educators in specific educational units must be able to work with fellow teachers, leaders (principals), and all stakeholders in the school. In carrying out their work, teachers must be able to adapt and innovate in line with the policies set by the government. Psychologically, teacher involvement in school is a form of engagement. Hasanah (2019) explains that engaging an employee can affect retention, productivity, profitability, customer loyalty, and work safety. An employee with high engagement will have concern and understand the business context and be able to work with colleagues to improve performance for the company's benefit (Hendrawati et al., 2022; Iskanto, 2022, 2023; Winata, 2022). In this case, the school needs teachers who have an engagement to be able to educate, teach and carry out responsibilities as a teacher so that the school's goals can be achieved optimally. Schools with teachers with work engagement will get various benefits, one of which is that the teacher will increase their participation in facing various challenges in the field of education.

Schools need teachers who have engaged high level to carry out the challenges of the Freedom to Learn Program and carry out their role. However, based on DAPODIK City DKI Jakarta data, data on the number of PNS and Private teachers shows a decrease in the number of teachers in DKI Jakarta in the 2019-2022. In the 2019/2020 academic year, there were 81,704 Even Semesters; in the 2020/2021 academic year, there were 95,212 Odd Semesters; in the 2020/2021 academic year, there were 97,081 Even Semesters; in the 2021/2022 academic year, there were 94,803 Odd Semesters, in the 2021/2022 academic year The Even Semester is 94,693 Moreover, in 2022/2023, the Odd Semester is 94,148. The teacher who resigns, this is generally the case in private schools. According to DKI Jakarta Provisional DPRD (2022), The decline in the number of teachers in DKI Jakarta in public and private schools has different causes. In public schools, the decline in teachers is due to the age of the teachers entering retirement age, while teachers in the private sector have decreased due to the desire of private teachers to become PNS or PPPK (P3K) teachers. The decline in teachers results from low levels of engaged teachers in private schools.

Mujiasih (2019) explains that an employee who has engaged With the company will feel satisfied and fair towards work, have pride in their place of work, so they are committed to the company's mission, provide extra time and energy for the company, and are even willing to invest. Based on previous research, employee engagement is influenced by several factors, namely: 1) According to Baskar (2020), employee engagement is influenced by the concept and practice of spirituality; 2) According to Rozman (2019), employee engagement is influenced by knowledge sharing(knowledge sharing); 3) According to Tsania (2018) extensive influence employee engagement caused by work motivation. With some problems still occurring, this should become an essential concern in order to advance the organization by encouraging and developing human resources so that they have more employee engagement high for the organization.

Employee Engagement

Employee engagement or employee engagement was first defined by Kahn (1990) as a situation in which members of an organization identify themselves with their work. According to Tanwar (2017), employee engagement is an emotional commitment connected between employees and the company. Employees are enthusiastic and happy in carrying out the work agreed upon as their responsibility. Employees easily take positive steps to advance the prestige and progress of the company. This employee means employees care about their job and the company. What is special is that if employees are engaged, employees do not work only for salary or promotion but on behalf of organizational goals.

The Gallup Organization (2017) classifies three types of employees based on the level of engagement, namely Engaged, Not Engaged dan Actively Disengaged

Workplace Spirituality

Prakoso et al. (2018) suggested that workplace spirituality makes someone have an inner life that grows because of organizational work responsibilities. Organizations or companies that adhere to a spiritual culture believe that every human has a mind and soul, seeks to find goals, and has meaning in everything he does in carrying out his responsibilities as an employee. Milliman in Anvari et., Al (2017) suggests that workplace spirituality is about expressing one's desire to find meaning and purpose in life and is a process of living out a set of personal values one holds dearly. It provides many benefits to the organization, such as helping to increase trust among people, increasing linkages among work groups, and helping to create more employee motivation, which in turn leads to increased organizational commitment and bonding. Spiritual workplace measurement can be explained in dimensions of meaningful work, sense of community, dan positive organization purpose. According to research conducted by Saragih (2021), The results of the study prove that workplace spirituality has a direct positive effect on employee engagement. Moreover, the results of the research conducted by Fanggidae (2017) titled The Influence of Workplace Spirituality to Motivation, Job Satisfaction, and Organizational Commitment show that Spirituality in the workplace affects employee motivation.

H1 : *Workplace spirituality positive effect on Employee Engagement*

H2 : *Workplace Spirituality's positive and significant effect on Achievement Motivation*

Knowledge Sharing

Collins and Hitt in Sahri (2022) describe in their research that knowledge Sharing is the accumulation of social capital for an organization, the availability of adequate social capital, and the knowledge an individual possesses can be shared efficiently and effectively within the organization. In their research, Zumali et al. (2018) stated that knowledge Sharing is an activity of spreading knowledge from one party to another in the context of exchanging personal intellectual capital. Two dimensions are needed in Knowledge Sharing: Knowledge Donating and knowledge Collecting. Juan (2018) conducted research in the title How Does Knowledge Sharing Affect Employee Engagement? Shows that result knowledge sharing has an impact on employee engagement, and research conducted by Mohammad (2018) in title Motivation Factors Toward Knowledge Sharing Intentions and Attitudes results shows that knowledge sharing influences the motivation of employees in the organization.

H3 : *Knowledge Sharing positive effect on Employee Engagement*

H4 : *Knowledge Sharing Positive and significant effect on achievement Motivation*

Achievement Motivation

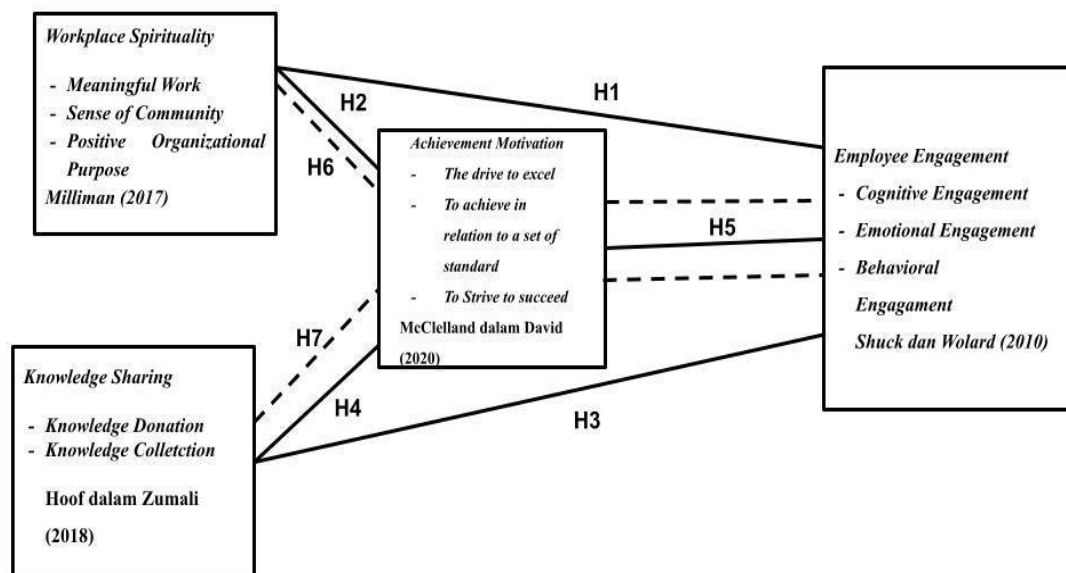
According to Robbins (2015), there are four theories about motivation: the hierarchy of needs theory, theory X and theory Y, two-factor theory, and McClelland's theory of needs. Regarding achievement motivation, the authors will emphasize McClelland's theory of needs. McClelland's theory of needs is a theory which states that "Achievement(after), power(nPow), and affiliates(nAff) is an important need and can help in explaining motivation" Need for achievement motivation or nAch is the drive to achieve, for achievement related to a set of standards. Measurement of Achievement Motivation, according to McClelland in David (2020), is the drive to excel, To achieve a set of standards, and Strive to succeed Habibi (2017), in a study entitled The Relationship between Achievement Motivation and Employee Engagement Shows the same results, namely that there is a significant positive relationship between achievement motivation and employee engagement. Imron (2022), in the research title Improving Human Resource Performance Through Tacit Knowledge and Religiosity: The Role of Achievement Motivation as a Mediation Study for Madrasah Ibtidaiyah Teachers, uses achievement motivation as mediation in this research so that it shows positive results. Based on the opinions of experts and previous researchers, it can be concluded that there is a very close relationship between Workplace Spirituality,

Knowledge Sharing, and Achievement Motivation, as well as a positive relationship between Achievement Motivation and Employee Engagement, so the hypothesis is as follows:

H5 : Achievement Motivation has a positive and significant effect on *Employee Engagement*

H6 : *Achievement Motivation* positive effect in mediating influence *Workplace Spirituality* to *Employee Engagement*

H7 : *Achievement Motivation* positive effect in mediating the effect of knowledge sharing to *Employee Engagement*



METHOD

Research design (research design), namely the concept of collecting, measuring, and analyzing data. This research uses a quantitative explanatory study approach that often relies on secondary research. The variables examined are Workplace Spirituality, Achievement Motivation, Knowledge Sharing, and Employee Engagement. The data analysis used is in the form of descriptive and causal statistics. Quantitative research looks at the relationship of variables to the object under study. The data collection method uses a survey method with a questionnaire instrument. Data analysis was carried out in this study through the Partial Least Square – Structural Equation Model (PLS-SEM).

The population in this study were permanent teachers of PG/TK, SD, SMP, SMA, and SMK YPA, totaling 108 teachers divided into five units including TK, SD, SMP, SMA, and SMK, with 14, 28, and 14 teachers, respectively. 20, 23, and 23 permanent teachers. This study used a non-probability sampling technique with a saturated sample to select the sample. Teachers are still the sample in this study because of the problems faced by the Al-Chasanah Education Foundation, namely low employee engagement closely related to employees already in an organization. This permanent status has privileges compared to contract status or freelance.

Based on the literature review, the concepts used in measuring each variable are detailed in dimensions and items. Each item was evaluated using a Likert scale category between 5 to 1 with category answers from 1 strongly disagree to 5 strongly agree.

RESULTS AND DISCUSSION

Results

The characteristics in this study are teachers with permanent status at one of the foundations located in West Jakarta by looking at gender, age, years of service, and amount of income. The majority of respondents were female, namely as much as 63.89%, and male as much as 36.11, with predominance under 30 years as much as 44.44%. Teachers who are under the age of 30 are teachers with categories of fresh graduates. Most of the permanent teacher's working period is under five years, with a percentage of 52.78%, and the total income is 3 - 5 million.

This study uses the PLS-SEM data analysis method using the SmartPLS 4.0 program. The analysis results are assessed by testing the measurement model (Outer Model Evaluation). According to Ghazali (2018), a correlation can be said to meet convergent validity if it has a loading value of greater than 0.7. So in this research loading factor must have a value above 0.7.

On the first try, there is a loading factor whose value is still below 0.7, namely on the variable indicator Employee Engagement, which contains a question item regarding "I work harder than expected to help my company be successful" with a loading factor value of 0.572 so that this indicator must be eliminated. After the elimination process, the Convergent Validity Test found that all indicators of each construction had a loading factor value above 0.7, indicating that all indicators used as measuring instruments in this study were appropriate measuring instruments. The AVE value of all variables is more significant than 0.5, indicating that convergent validity is high. Discriminant Validity Test using value cross loading shows the value of each indicator in one construct has a more excellent value than other variables, so the measurement results for each variable show high validity.

Table 1. Convergent Validity, Discriminat Validity dan Construct Reliability

Variable	ITEM	LF	AVE	Cross Loading				that	CR
				WS	KS	AM	EE		
Workplace Spirituality	WS1.1	0.868	0,826	0.868	0.695	0.775	0.772	0.979	0.977
	WS1.2	0.917		0.932	0.821	0.889	0.919		
	WS1.3	0.938		0.859	0.776	0.783	0.785		
	WS2.1	0.916		0.917	0.824	0.865	0.88		
	WS2.2	0.917		0.938	0.837	0.854	0.867		
	WS2.3	0.881		0.916	0.81	0.835	0.863		
	WS2.4	0.908		0.917	0.786	0.843	0.856		
	WS3.1	0.93		0.881	0.783	0.805	0.805		
	WS3.2	0.928		0.908	0.799	0.84	0.825		
	WS3.3	0.932		0.93	0.813	0.894	0.896		
	WS3.4	0.859		0.928	0.788	0.859	0.848		
Knowledge Sharing	KS1.1	0.884	0,735	0.818	0.884	0.829	0.815	0.948	0.982
	KS1.2	0.907		0.78	0.907	0.784	0.764		
	KS1.3	0.865		0.695	0.865	0.694	0.675		
	KS1.4	0.817		0.61	0.817	0.606	0.599		
	KS2.1	0.877		0.864	0.877	0.838	0.82		
	KS2.2	0.786		0.611	0.786	0.604	0.598		
	KS2.3	0.836		0.697	0.836	0.682	0.676		
	KS2.4	0.881		0.871	0.881	0.873	0.86		
Achievement Motivation	AM1.1	0.928	0,874	0.86	0.817	0.928	0.883	0.971	0.957
	AM1.2	0.882		0.8	0.741	0.882	0.834		
	AM2.1	0.939		0.879	0.873	0.939	0.906		
	AM2.2	0.955		0.886	0.806	0.955	0.912		
	AM3.1	0.955		0.893	0.828	0.955	0.929		
	AM3.2	0.95		0.869	0.805	0.95	0.909		
Employee Engagement	EE1.1	0.932	0,832	0.852	0.798	0.896	0.932	0.979	0.981
	EE1.2	0.938		0.862	0.799	0.885	0.938		

EE1.3	0.94	0.888	0.812	0.902	0.94
EE1.4	0.94	0.882	0.817	0.916	0.94
EE2.1	0.925	0.89	0.784	0.883	0.925
EE2.2	0.936	0.897	0.81	0.911	0.936
EE2.3	0.93	0.911	0.795	0.902	0.93
EE2.4	0.931	0.914	0.8	0.913	0.931
EE3.1	0.912	0.844	0.785	0.87	0.912
EE3.2	0.873	0.769	0.714	0.826	0.873
EE3.3	0.762	0.614	0.629	0.686	0.762

Source: Processed results from data processing using PLS 4.0, 2023

Keterangan : WS = Workplace Spirituality, KS = Knowledge Sharing, AM = Achievement Motivation, EE = Employee Engagement. CA = Cronbach's Alpha, CR = Composite Reliability

The following analysis of the inner model is shown in Table 2. The first step is to do the R test 2. The results show that variable Employee Engagement has a value of 0.933 which can be interpreted as the ability of the variance that can be explained by the variable Workplace Spirituality, Knowledge Sharing and Achievement Motivation employee Engagement is 93.3%, while for variables Achievement Motivation has a value of 0.871 so that the variance ability that can be explained by the Workplace Spirituality variable, Knowledge Sharing on Achievement Motivation is 87.1%

Table 2. Nilai R²

Variable	R-square	R-square adjusted	Is
<i>Achievement Motivation</i>	0.871	0.869	Strong
<i>Employee Engagement</i>	0.933	0.931	Strong

Then the f-test is carried out² In Table 3, it shows that the amount of influence is given *Achievement Motivation* to *Employee Engagement* is strong, *knowledge sharing* to *employee engagement* shows that there is no effect workplace *spirituality* to *employee engagement* is having a moderate effect. The amount of influence knowledge *sharing* and workplace *spirituality* to variables achievement *motivation* that is small and strong.

Table 3. Nilai f²

Variable	<i>Knowledge Sharing</i>	<i>Workplace Spirituality</i>	<i>Employee Engagement</i>	<i>Achievement Motivation</i>
<i>Employee Engagement</i>				
<i>Achievement Motivation</i>			0,85	
<i>Knowledge Sharing</i>			<u>0,00</u>	0.12
<i>Workplace Spirituality</i>			0.193	0.906

In this study, a Q test was also carried out² to determine the predictive relevance of the compiled model, and the results are obtained in Table 4, which shows that the model meets predictive relevance where the model has been reconstructed correctly.

Table 4. Q value²

$$Q^2 = 1 - (1 - R^2_1) (1 - R^2_n)$$

$$Q^2 = 1 - (1 - 0.871) (1 - 0.933)$$

$$Q^2 = 1 - (0.129) (0.067)$$

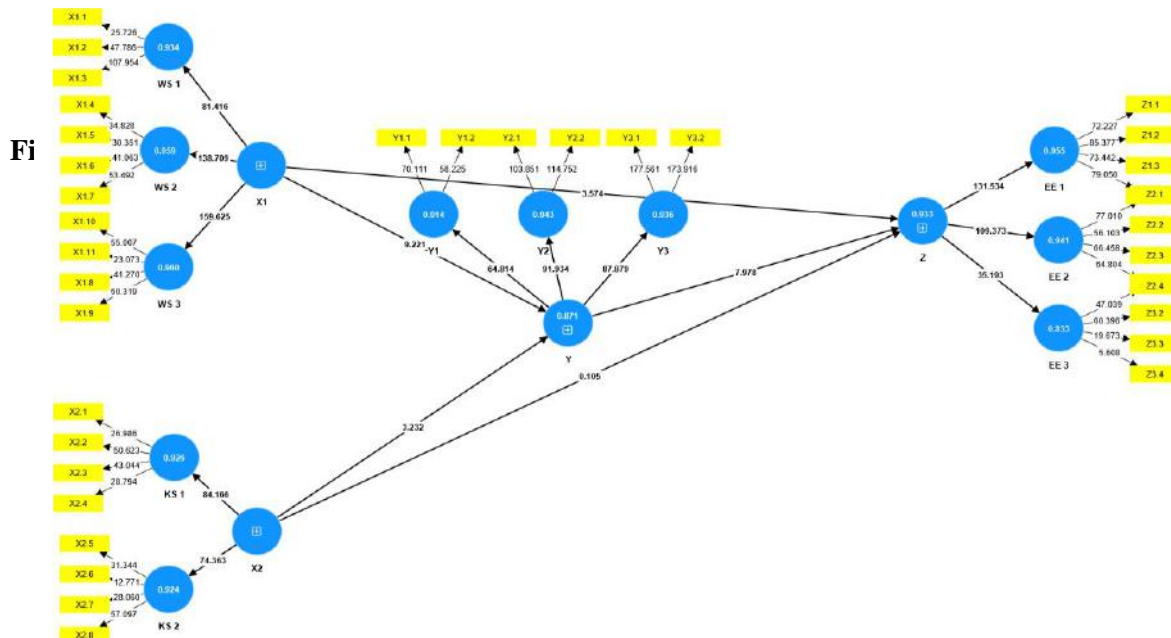
$$Q^2 = 1 - 0.008643$$

$$Q^2 = \underline{\underline{0.991357}}$$

In addition, this study conducted a t-test for the significance of the structural path. Critical value path coefficients indicated by the t value for the one-tail hypothesis, the 5% significance level is 1.64. Significance values can be calculated using the bootstrapping method, which assesses the level of significance or probability of direct and indirect effects. The t-test results can be seen in Table 5 and Figure 1, which show six accepted and one rejected hypothesis.

Table 5. t Test

	Original sample (O)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Results hypothesis
H1 : Workplace Spirituality -> Employee Engagement	0.323	0.089	3.624	0.000	Accepted
H2: Workplace Spirituality -> Achievement Motivation	0.702	0.074	9.45	0.000	Accepted
H3: Knowledge Sharing -> Employee Engagement	<u>-0.007</u>	<u>0.067</u>	<u>0.104</u>	<u>0.917</u>	Rejected
H4 : Knowledge Sharing -> Achievement Motivation	0.255	0.077	3.302	0.001	Accepted
H5 : Achievement Motivation -> Employee Engagement	0.665	0.088	7.58	0.000	Accepted
H6 : Workplace Spirituality -> Achievement Motivation -> Employee Engagement	0.467	0.073	6.419	0,000	Accepted
H7 : Knowledge Sharing -> Achievement Motivation -> Employee Engagement	0.17	0.061	2.775	0.006	Accepted



Discussion

Workplace Spirituality has a positive influence on employee Engagement. Workplace spirituality can affect employee Engagement because the teachers' enthusiasm at work can impact a sense of attachment to the organization or school where they work. When the teacher feels enthusiasm indicates that the teacher feels the work being done is very meaningful. Meanwhile, at least it reflects workplace spirituality in influencing employee engagement is related to the organization Alignment with Organization (Organization Level) with feelings teachers feel treated well by the foundation. Research conducted by Saragih (2021) proves that workplace spirituality positively affects employee engagement. The research also recommends that by paying attention to workplace spirituality, employees within the organization feel more connected to the goals and values of the organization. This research is also in line with., Zhang, F. et al. (2017), Sharma et al. (2020), and Margaretha et al. (2020).

Knowledge Sharing does not affect employee Engagement. This shows that even though there are knowledge-sharing practices in the workplace, it does not necessarily affect the level of employee engagement. In theory, knowledge sharing still have an essential value in the organization. These practices can increase collaboration, accelerate learning, increase innovation, and enrich the overall work environment. However, for the educational environment, which is the object of research, there are differences in the desire and ability among teachers to share knowledge, and the practice of knowledge sharing has not yet met the feasibility element. The results of this hypothesis test are supported by previous studies whose results show no positive relationship between knowledge sharing and knowledge sharing employee engagement Thilgavathie Naicker (2023) the title The effect of knowledge sharing on employee engagement.

Workplace Spirituality influences achievement motivation. Workplace spirituality can affect achievement Motivation because the teachers' enthusiasm at work impacts increasing achievement motivation in carrying out work. The existence of influence between workplace spirituality and achievement motivation means that spiritual values implemented in the work environment affect the level of individual motivation in achieving high goals and achievements. Workplace spirituality involves the recognition and integration of spiritual values such as meaning, purpose, justice, and work-life balance. In previous research conducted by Fanggidae (2017) under the title The Influence of Workplace Spirituality to Motivation, Job Satisfaction, and Organizational Commitment, The results show that Spirituality in the workplace affects employee motivation.

Knowledge sharing affects achievement motivation. The influence of knowledge sharing on achievement motivation is reflected in the practice of collecting knowledge by teachers for asking other teacher colleagues to teach themselves to do something when other teachers are experts at work. Meanwhile, what at least reflects the influence between knowledge sharing and achievement motivation is the teacher's unequal desire to know about what my colleagues know. The results of this study are supported by previous research conducted by Collins and Hitt in Sahri (2022) that Knowledge Sharing is an accumulation of social capital for an organization, the availability of adequate social capital, the knowledge possessed by an individual can be shared efficiently and effectively within the organization.

Achievement motivation effect on employee engagement. Influence on employee engagement generated in Achievement Motivation is reflected in a teacher's self-motivation to achieve success because it is seen that the teachers have the desire to be more conscious at work. Achievement Motivation shows a person's interest in being better at work, managing the workplace, finding solutions, and improving the quality of work results. The results of this hypothesis test are supported by previous research by Maha Thuwaini Farhan Mohammad (2018) in the title Motivation Factors Toward Knowledge Sharing Intentions and Attitudes. The results show that there is an effect of knowledge sharing on the motivation of employees in the organization.

Achievement motivation in this study was able to show results as a mediator to mediate between workplace Spirituality to employee Engagement and knowledge sharing to employee engagement. Achievement motivation used as mediation in research conducted by Imron (2022) in the research title Improving Human Resource Performance Through Tacit Knowledge and Religiosity: The Role of Achievement Motivation as Mediation for Madrasah Ibtidaiyah Teacher Studies which shows that achievement motivation can be a mediator to improve teacher performance.

CONCLUSION

Workplace Spirituality Influences Employee Engagement. The existence of this influence is because the teachers' enthusiasm at work can impact a sense of attachment to the organization or school where they work. Knowledge Sharing does not affect employee Engagement, showing that the educational environment, which is the object of research, has differences in desire and ability among teachers to share knowledge. The practice of knowledge sharing still needs to meet the eligibility element. Workplace spirituality affects achievement motivation because it shows that teachers' enthusiasm at work can impact increasing achievement motivation in carrying out work. Influence knowledge sharing to achievement motivation reflected in the practice of collecting knowledge carried out by the teacher because he asked other fellow teachers to teach him to do something when the other teacher was an expert at work. The influence of achievement motivation on employee engagement is reflected in a teacher's self-motivation to achieve success because it is seen that the teachers have a desire to be more conscious at work. Achievement Motivation shows a person's interest in being better at work, managing the workplace, finding solutions, and improving the quality of work results. Achievement motivation as a mediator of the relationship between Workplace Spirituality and Employee Engagement is shown because when employees feel that their organization values their spirituality, the organization shows that they care about the welfare of employees inside and outside of work. The feelings of connectedness and membership engendered by workplace spirituality result in more committed, engaged, and productive employees at work. When employees can express their spiritual beliefs, they feel more connected to their communities, and the organization gets a positive impact.

From the results of hypothesis testing, it was found that knowledge sharing did not affect employee engagement. Then, in the future, it is necessary to do further research by adding mediating and moderating variables. If the next researcher adds moderating variables, further research can use a system reward so that knowledge sharing will increase because it is given a reward or can use other variables not examined in this study.

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