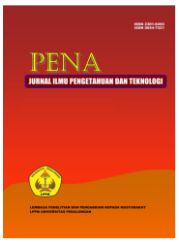
PENA
JURNAL ILMU PENGETAHUAN DAN TEKNOLOGI
p-ISSN : 0854-7521 e-ISSN : 2301-6450
Vol. 39 No. 1 Maret 2025 Hal. 15- 26
https://jurnal.unikal.ac.id/index.php/pena



The Influence of Digital Competence and Knowledge Sharing on Educational Staff Performance with Motivation as an Intervening Variable

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Submitted : 20/03/25 *Accepted :28/05/25* *Published:23/06/25*

ABSTRACT

The difference in research results on the influence of digital competence, knowledge sharing, motivation on performance underlay this research. The purpose of this study was to test and analyze the influence of digital competence and knowledge sharing on the performance of educational staff at Pekalongan University with motivation as an intervening variable. Data analysis in this study used the Partial Lest Square (PLS) approach. The results of the study explained that: First, digital competence had a positive and significant effect on motivation. Second, digital competence had a positive and insignificant effect on performance. Third, knowledge sharing had a positive and significant effect on motivation. Fourth, knowledge sharing had a positive and significant effect on performance. Fifth, motivation had a negative and insignificant effect on performance. Sixth, digital competence had a direct effect on performance, meaning that motivation did not play a role in mediating the relationship between digital competence and performance. Seventh, knowledge sharing had a direct effect on performance, meaning that motivation did not play a role in mediating the relationship between knowledge sharing and performance.

Keywords : *digital competence, knowledge sharing, performance, motivation*

ABSTRAK

Perbedaan hasil penelitian tentang pengaruh kompetensi digital, *knowledge sharing*, motivasi terhadap kinerja mendasari dilakukan penelitian ini. Tujuan penelitian ini untuk menguji dan menganalisis pengaruh kompetensi digital dan *knowledge sharing* terhadap kinerja tenaga kependidikan Universitas Pekalongan dengan motivasi sebagai variabel intervening. Analisis data dalam penelitian ini menggunakan pendekatan *Partial Lest Square* (PLS). Hasil penelitian menjelaskan bahwa: Pertama, kompetensi digital berpengaruh positif dan signifikan terhadap motivasi. Kedua kompetensi digital berpengaruh positif dan tidak signifikan terhadap kinerja. Ketiga *knowledge sharing* berpengaruh positif dan signifikan terhadap motivasi. Keempat *knowledge sharing* berpengaruh positif dan signifikan terhadap kinerja. Kelima motivasi berpengaruh negatif dan tidak signifikan terhadap kinerja. Keenam kompetensi digital berpengaruh langsung terhadap kinerja, artinya motivasi tidak berperan dalam memediasi hubungan kompetensi digital terhadap Kinerja. Ketujuh *knowledge sharing* berpengaruh langsung terhadap kinerja, artinya motivasi tidak berperan dalam memediasi hubungan *knowledge sharing* terhadap kinerja.

Kata Kunci : kompetensi digital, *knowledge sharing*, kinerja, motivasi

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INTRODUCTION

According to the Government Regulation of the Republic of Indonesia Number 4 of 2014, a higher education institution is an educational unit that provides higher education. A private university is a higher education institution established and/or managed by the community. Universitas Pekalongan is a private university established by the Samarthya Mahotsaha Paramadharma Foundation. The operation of a higher education institution requires human resources (HR). Human resources are the main component in supporting the success of a university, specifically in achieving its vision, mission, and goals. According to Chalimah (2019), human resources are a crucial factor in an organization. Organizational goals can be more easily achieved if the organization has qualified and productive human resources.

Universitas Pekalongan has a vision, mission, and goals. To achieve the vision, mission, and goals of Universitas Pekalongan, qualified human resources are required. No matter how grand the university building is or how advanced and complete its facilities are, without qualified human resources, the university will not be able to develop optimally. Human resources play a very important and strategic role in achieving the goals of higher education institutions. To acquire and develop qualified human resources, professional human resource management is essential. Professional human resource management is one of the key factors supporting the success of higher education institutions.

In the context of educational work, Nurul Ulfatin (2016) classified people involved in the operational aspects of education into two groups: learners (students) and those referred to as educators and educational staff. All individuals participating in the education process are referred to as students (learners). Meanwhile, those who provide education are referred to as educators and educational personnel. Educators and educational personnel are what is referred to as educational human resources. In higher education institutions, educational personnel include librarians, laboratory staff, technicians, administrative staff, and support staff who are responsible for achieving the quality targets of university programs.

The rapid development of technology demands that educational personnel always be ready and responsive in facing various changes and challenges by adapting to dynamic regulations and policies in order to continue contributing and providing good performance in advancing and developing their universities. Educational staff must continuously develop and enhance their competencies. There are many competencies that educational staff must possess, one of which is digital competence.

Digital competence, according to Elisnawati et al. (2023), is the ability to enhance the positive outcomes of ICT use and to minimize the negative results associated with digital engagement. Meanwhile, according to Ilomäki et al., (2011), digital competence is based on basic ICT skills, namely the use of computers to retrieve, evaluate, store, produce, present, and exchange information, as well as to communicate and participate in collaborative networks via the internet. The definition of digital competence as stated by Ilomäki et al., (2011) can be used to measure the variable of digital competence.

To improve the performance of educational personnel, in addition to possessing various competencies, a culture of knowledge sharing among educational staff is also necessary. According to Tupamahu, Pelamonia (2021), knowledge sharing is an individual's behavior in sharing what they have learned and transferring what they know to others who have common interests and have found the knowledge to be useful. Partogi & Tjahjawati (2019) state that a culture of knowledge sharing, if well implemented and applied by employees, will bring great benefits to the organization, including enabling new employees to carry out their tasks, thus forming a high-quality workforce that helps the organization

achieve its goals more easily. Partogi & Tjahjawati (2019) conclude that knowledge sharing is the process of sharing and distributing knowledge among individuals, which is beneficial in stimulating individuals to think more creatively and effectively, ultimately resulting in improved organizational performance.

The indicators used to measure knowledge sharing, according to Tupamahu, Pelamonia, (2021), are: (1) knowledge collection, where employees learn new knowledge both inside and outside the organization; (2) knowledge contribution, where employees contribute ideas to their colleagues, supervisors, or the organization; and (3) sharing experiences and information, where employees share work-related experiences and information with colleagues, supervisors, or the organization.

In addition to competencies and a culture of knowledge sharing among educational staff, another factor influencing their performance is motivation. Motivation, according to HB Uno dan N Lamatenggo (2012), is an internal drive that causes an individual to act or perform a task. Motivation is difficult to observe directly, but it can be clarified through behavior, such as impulses or stimuli that trigger certain behaviors.

Another view on work motivation, according to Anandita et. al., (2021), is the internal drive that a person possesses to inspire or ignite enthusiasm in relation to the work environment, ultimately leading to goal achievement. It can be said that to achieve the goals of a higher education institution, strong work motivation is needed from educational personnel in order to deliver good performance. According to Hadeli (2007), there are six indicators to measure work motivation: (1) a strong feeling in achieving goals, (2) taking responsibility for oneself, (3) being evaluative, (4) taking moderate risks, (5) being creative and innovative, and (6) enjoying challenges or activities that are competitive or achievement-oriented.

The increasing number of competencies possessed by educational personnel, supported by a culture of knowledge sharing and strong work motivation, is expected to improve performance, which in turn will contribute to the achievement of the vision, mission, and goals of Universitas Pekalongan. Performance, according to Mangkunegara (2015), is the result of an employee's work in terms of quality and quantity obtained while carrying out the duties and responsibilities assigned to them. Employee performance can be linked to the individual's ability or competence to develop themselves in order to work toward the goals desired by the organization (Anandita et. al., 2021). According to Robbins (2016) as cited in Bintoro & Daryanto, (2017), there are five indicators used to measure individual employee performance: (1) Quantity, (2) Quality, (3) Timeliness, (4) Effectiveness, and (5) Independence.

Based on previous studies, there are many factors that influence employee performance. A study by Nugraha & Sukiman (2023) stated that knowledge sharing has a significant positive effect on work motivation, and that knowledge sharing has a positive but not significant effect on employee performance. Work motivation has a significant positive effect on employee performance. Knowledge sharing has a significant positive effect on employee performance through work motivation, with work motivation playing a mediating role in the relationship between knowledge sharing and performance.

Fadila et al., (2022), in their research, found that knowledge sharing and transformational leadership style have a significant positive effect on employee productivity. A study conducted by Rahmah & Tania (2023) showed different results for the knowledge sharing variable. Their findings indicate that knowledge sharing has a negative but not significant effect on employee performance, while work motivation has a significant positive effect on employee performance. Knowledge sharing and work motivation do not directly affect performance through competence as an intervening variable.

The study conducted by Baharrudin et al., (2021) showed that digital competence had a positive but not significant effect, while human resource engagement had a significant positive effect on HR performance during the work-from-home era. Meanwhile, the findings of Elisnawati et al. (2023) showed that digital competence had a significant positive effect on employee performance. Work motivation had a significant positive effect on employee performance, and work discipline also had a significant positive effect on employee performance.

The influence of digital competence and knowledge sharing on performance cannot be separated from psychological aspects, one of which is work motivation. Motivation plays an important role as an internal driving force that encourages individuals to apply their knowledge and skills optimally. Therefore, it is essential to examine the role of motivation as an intervening variable that can strengthen or even mediate the relationship between digital competence and knowledge sharing on the performance of educational personnel.

Considering the differing results of previous studies and in line with the actual needs at Universitas Pekalongan in facing the era of digitalization, as well as the importance of providing empirical evidence to support efforts to improve the quality of educational staff performance through a holistic approach that includes aspects of competence, collaboration, and motivation, the authors have chosen the title *The Influence of Digital Competence and Knowledge Sharing on the Performance of Educational Staff with Motivation as an Intervening Variable*. This research is expected to provide both theoretical and practical contributions to human resource development in the educational sector.

The conceptual model in this study is divided into three groups of variables: independent variables, dependent variables, and intervening or mediating variables. The independent variables in this study are digital competence and knowledge sharing. Performance is the dependent variable, while motivation is the intervening or mediating variable. Based on the explanation above, the research hypotheses can be formulated as shown in Table 1.

Table 1 : Hypotheses of the study

	Hypotheses
H1	Digital competence has a significant positive effect on motivation
H2	Digital competence has a significant positive effect on performance
H3	Knowledge sharing has a significant positive effect on motivation
H4	Knowledge sharing has a significant positive effect on performance
H5	Motivation has a significant positive effect on performance
H6	Digital competence has an indirect effect on performance through motivation as an intervening variable
H7	Knowledge sharing has an indirect effect on performance through motivation as an intervening variable

METHODS

This study is a correlational study. Correlational research is a type of descriptive research that explains the relationship between two or more variables (Hasanah, 2021).

Operationalization of Variables

This study examines four variables: digital competence (X1) and knowledge sharing (X2) as independent variables, motivation (Z) as the intervening variable, and the performance of educational staff (Y) as the dependent variable. In order for these four variables to be measurable and clearly defined, the following operational definitions are provided in Table 2.

Tabel 2. Definisi Operasional Variabel

Variable	Indicators	Source
Digital Competence	1. Retrieving 2. Evaluating 3. Storing 4. Producing 5. Presenting and exchanging information 6. Communicating and participating in collaborative networks via the Internet	Ilomäki et al., (2011)
Knowledge Sharing	1. Collecting knowledge 2. Contributing knowledge 3. Sharing experiences and information	Tupamahu, Pelamonia, (2021)
Performance	1. Quality 2. Quantity 3. Timeliness 4. Effectiveness 5. Independence	Robbins (2016) as cited in Bintoro & Daryanto, (2017)
Motivation	1. Strong sense of goal achievement 2. Accountability to oneself 3. Evaluative 4. Moderate risk-taking 5. Creativity and innovation 6. Enjoyment of competitive or achievement-oriented challenges and activities	Hadeli, (2007)

Population and Sample

The population in this study consists of educational staff at Universitas Pekalongan. A total of 30 individuals were selected as the sample for this study. The sampling technique used was accidental sampling.

Data Collection Method

This study utilized primary data collected through questionnaires filled out by respondents using a Likert scale.

Data Analysis Technique

The data analysis technique employed in this study is the Partial Least Squares (PLS-SEM) method using the SmartPLS 3.0 application. The use of PLS-SEM is based on several methodological advantages, including its suitability for handling non-normal data and situations involving small sample sizes, making it ideal for exploratory research where collecting large amounts of data is not feasible (Ghozali, 2018).

RESULTS AND DISCUSSION

Measurement Model Test (Outer Model)

The Outer Model test is conducted to evaluate the validity and reliability of the indicators used to measure the latent variables (constructs). This test ensures that the indicators genuinely measure the intended concept and measure consistently.

The purposes of the Outer Model test are as follows:

a. To evaluate Convergent Validity, assesses whether the indicators used have a strong correlation with the latent variable being measured. It means that the indicators measure the same concept.
b. To evaluate Discriminant Validity, assesses whether the indicators are able to distinguish between different latent variables. It indicates that the indicators not only measure one latent variable but also have the ability to differentiate it from other latent variables.
c. To evaluate Construct Reliability, assesses the internal consistency of the indicators used. It means that the indicators consistently measure the same concept.

The measurement model for validity and reliability testing, the model's coefficient of determination, and the path coefficients for the structural equation model can be seen in Figure 1

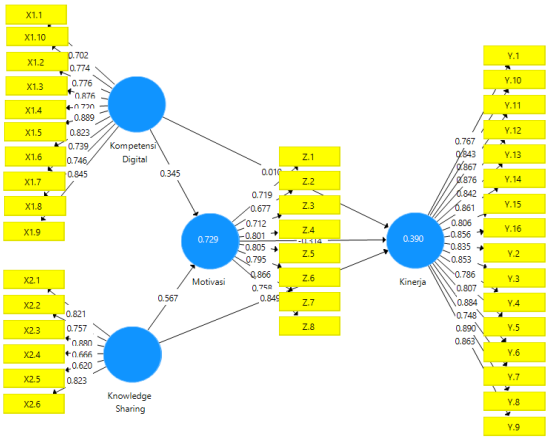

Figure 1: *Outer Model*

In Figure 1 above, X1.1 to X1.10 are the items used to measure the Digital Competence variable. X2.1 to X2.6 are the items used to measure the Knowledge Sharing variable. Z1 to Z8 are the items used to measure the Motivation variable, and Y1 to Y16 are the items used to measure the Performance variable.

Validity Test

- ***Convergent Validity***

This is used to assess the extent to which the questionnaire instrument accurately explains the variables included in the study. An indicator is considered valid if its outer loading value is greater than 0.5. Based on the data analysis shown in Figure 1 above, it was found that all outer loading values for all indicator items were greater than 0.5, indicating that all indicators are valid and the convergent validity requirement is fulfilled.

- ***Discriminant Validity***

Discriminant validity testing is conducted to ensure that each construct or variable in the latent model is distinct and unique from other variables in the model. Discriminant validity can be assessed using the Average Variance Extracted (AVE) value and the square root of the AVE.

The AVE (Average Variance Extracted) value is a measure used in statistics, particularly in factor analysis and structural models, to assess the proportion of variance explained by a construct (latent variable) in the measurement.

An indicator of a variable is considered valid if the AVE value is greater than 0.50. Table 3 presents the results of the discriminant validity measurement.

Tabel 3. Construct Reliability and Validity

Variable	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Performance	0.972	0.975	0.974	0.701
Knowledge Sharing	0.855	0.869	0.894	0.588
Digital Competence	0.933	0.937	0.943	0.626
Motivation	0.900	0.907	0.920	0.591

Source: Processed Primary Data, 2024

Based on Table 3, the results of the discriminant validity measurement show that the AVE values for all variables are greater than 0.5, indicating that all variable indicators are valid and the Discriminant Validity test is fulfilled.

The values of the square roots of AVE were shown in Table 4. In Table 4, it can be seen that the square root of the AVE for each variable is greater than its correlation with other variables, thus it can be stated that the Discriminant Validity is fulfilled.

Table 4. Fornell-Larcker Criterion

Variable	Performance	Knowledge Sharing	Digital Competence	Motivation
Performance	0.838			
Knowledge Sharing	0.599	0.767		
Digital Competence	0.396	0.737	0.792	
Motivation	0.391	0.721	0.763	0.769

Source: Processed Primary Data, 2024

Reliability Test

A research instrument is considered reliable if the values of Cronbach's Alpha > 0.7, rho_A > 0.7, and Composite Reliability

> 0.7. As shown in Table 3, the values of Cronbach's Alpha, rho_A, and Composite Reliability are all greater than 0.7, thus it can be concluded that the reliability test is fulfilled.

1. Structural Model Test (Inner Model)

The purpose of the inner model test is to evaluate the relationships between latent variables (constructs) in the research model. This test is conducted by examining the R-Square value, F-Square, and Estimates for Path Coefficients.

R-Square

R-Square is a measure of the proportion of variation in the dependent variable that can be explained by the influencing variables. The criteria are as follows:
R^2 = 0.75 indicates substantial (strong)
R^2 = 0.50 indicates moderate
R^2 = 0.25 indicates weak (small)
Table 5 shows the results of the R2.

Table 5. R^2 results

Variable	R^2	R^2 Adjusted
Performance	0.390	0.319
Motivation	0.729	0.709

Source: Processed Primary Data, 2024

Based on Table 5, it is shown that: R-Square for Path Model I = 0.390, which means that variables X1 and X2 are able to explain variable Z by 39% (moderate criteria).
R Square for Path Model II = 0.729, which means that variables X1 and X2 through Z are able to explain variable Y by 72.9% (moderate criteria).

F Square

F^2 effect size is a measure used to assess the relative impact of an influencing (exogenous) variable on an affected (endogenous) variable.
The criteria are as follows:
F^2 = 0.02 (small/weak);
F^2 = 0.15 (moderate);
F^2 = 0.35 (large/strong)

Table 6. *F Square*

Variable	Performance	Motivation
Knowledge Sharing	0.350	0.543
Digital Competence	0.000	0.200
Motivation	0.044	

Source: Processed Primary Data, 2024

Based on the data analysis results as shown in Table 6, it was found that:
Knowledge Sharing → Motivation = 0.543 (large/strong)
Knowledge Sharing → Performance = 0.350 (large/strong)
Digital Competence → Motivation = 0.200 (moderate)
Digital Competence → Performance = 0.000 (small/weak)
Motivation → Performance = 0.044 (small/weak)

Hypothesis Testing

Direct Effect (Path Coefficient)

The analysis of direct effects is used to test hypotheses regarding the direct influence of an exogenous variable on an endogenous variable.

Criteria:

✓ **Path Coefficient**

- If the Path Coefficient value is positive, the influence of the exogenous variable on the endogenous variable is in the same direction. This means that if the value of the exogenous variable increases, the value of the endogenous variable also increases.
- If the Path Coefficient value is negative, the influence is in the opposite direction. This means that if the value of the exogenous variable increases, the value of the endogenous variable decreases.

✓ **Probability / Significance Value (P-Value)**

- If the P-Value < 0.05, the effect is considered significant.
- If the P-Value > 0.05, the effect is considered not significant.

The results of the Path Coefficient analysis are presented in Table 7.

Table 7. *Path Coefficient*

Path	Original Sample(O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Knowledge Sharing → Performance	0.849	0.947	0.327	2.599	0.010
Knowledge Sharing → Motivation	0.567	0.587	0.109	5.190	0.000
Digital Competence → Performance	0.010	-0.013	0.368	0.026	0.979
Digital Competence → Motivation	0.345	0.336	0.117	2.941	0.003
Motivation → Performance	-0.314	-0.363	0.316	0.995	0.320

Source: Processed Primary Data, 2024

Based on the results of the path coefficient analysis presented in Table 7, the following findings were obtained:

- H1 Digital Competence → Motivation = 0.345 (positive), P Value 0.003 < 0.05 (significant), indicating that digital competence has a positive and significant effect on motivation. This finding shows that the higher the level of digital competence possessed by educational staff, the higher their work motivation. This can be explained by the fact that mastering technology provides a sense of confidence, ease in completing tasks, and a feeling of relevance to current demands, which ultimately increases enthusiasm and motivation to work. This finding supports previous studies that demonstrate a strong relationship between digital skills and increased work motivation in educational environments, thus H1 is accepted.
- H2 Digital Competence → Performance = 0.010 (positive), P Value 0.979 > 0.05 (not significant), indicating that digital competence has a positive but not significant effect on performance. Although the relationship is positive, this shows that even though educational staff may have good digital skills, it is not sufficient to directly improve their performance. Therefore, H2 is rejected.
- H3 Knowledge Sharing → Motivation = 0.567 (positive), P Value 0.000 < 0.05 (significant), indicating that knowledge sharing has a positive and significant effect on motivation. The higher the level of knowledge-sharing practices in the work environment, the higher the motivation of the educational staff. This aligns with the theory that knowledge sharing can create a collaborative and supportive work atmosphere, enhance a sense of belonging to the organization, all of which contribute to increasing individual motivation. Therefore, H3 is accepted.
- H4 Knowledge Sharing → Performance = 0.849 (positive), P Value 0.010 < 0.05 (significant), indicating that knowledge sharing has a positive and significant effect on performance. This finding shows that educational staff who actively share knowledge not only help their colleagues but also expand their own insights and strengthen their skills. A work environment that supports knowledge exchange will accelerate task completion and encourage innovation, thereby directly contributing to improved performance. Therefore, H4 is accepted

- H5 Motivation → Performance = -0.314 (negative), P Value 0.320 > 0.05 (not significant), indicating that motivation has a negative and not significant effect on performance. Therefore, H5 is rejected**.**

Indirect Effect

The analysis of indirect effects is useful for testing hypotheses regarding the indirect influence of an exogenous variable on an endogenous variable mediated by an intervening variable.

Criteria:

- If the *P-Value* < 0.05, the effect is significant or indirect, meaning that the intervening variable plays a mediating role in the relationship between the exogenous and endogenous variables.
- If the *P-Value* > 0.05, the effect is not significant or is considered a direct effect, meaning that the intervening variable does not play a role in mediating the relationship between the exogenous and endogenous variables.

The results of the Indirect Effect analysis can be seen in Table 8.

Tabel 8 *Specific Indirect Effect*

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Knowledge Sharing → Motivation → Performance	-0.178	-0.217	0.202	0.882	0.378
Digital Competence → Motivation → Performance	-0.108	-0.118	0.127	0.853	0.394

Source: Processed Primary Data, 2024

Based on Table 6 above, the following conclusions can be drawn:

- H6: Digital Competence → Motivation → Performance, P-Value = 0.394 > 0.05 (direct effect), meaning that Digital Competence has a direct effect on Performance. Motivation does not play a mediating role in the relationship between Digital Competence and Performance; therefore, H6 is rejected.
- H7: Knowledge Sharing → Motivation → Performance, P-Value = 0.378 > 0.05 (direct effect), meaning that Knowledge Sharing has a direct effect on Performance. Motivation does not play a mediating role in the relationship between Knowledge Sharing and performance; therefore, H7 is rejected.

CONCLUSION

The results of the study involving 30 educational staff at Universitas Pekalongan regarding the role of digital competence and knowledge sharing on staff performance, with motivation as an intervening variable, revealed several findings. First, digital competence has a significant positive effect on motivation. Second, digital competence has a positive but not significant effect on performance, which is consistent with the findings of Baharrudin et al., (2021). Third, knowledge sharing has a significant positive effect on motivation, in line with the study by Nugraha & Sukiman (2023). Fourth, knowledge sharing has a significant positive effect on performance, consistent with the findings of Nugraha & Sukiman (2023) and Fadila et al., (2022). Fifth, motivation has a negative but not significant effect on performance. Sixth, digital competence has a direct effect on performance, indicating that motivation does not mediate the relationship

between digital competence and performance. Seventh, knowledge sharing also has a direct effect on performance, meaning that motivation does not mediate the relationship between knowledge sharing and performance.

From these findings, it can be concluded that knowledge sharing is the most consistently influential factor on both motivation and performance. Therefore, it is necessary to strengthen the culture of knowledge sharing across units and departments, as it significantly impacts both motivation and performance. Universitas Pekalongan needs to encourage the development of a collaborative work culture. Meanwhile, digital competence plays more of a role as a motivator, but it does not directly enhance performance without the support of other contributing factors. These findings provide practical implications: improving the performance of educational staff not only depends on enhancing digital skills but also requires support through a work culture that promotes collaboration, as well as a management system capable of transforming motivation into tangible performance outcomes.

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