Educational Leadership and Management Journal (Element)
Volume 02 Number 02 (2025)
https://online-journal.unja.ac.id/element
DOI : 10.22437/element.v2i2.40688

e-ISSN 3031-4721

44-62

The Relationship Between Knowledge Management and Learning Culture In Increasing Lecturer Participation and Engagement

Aurora Chantyka Maharani Ramadhan, Almaida Rahayu, Laily Nur Shoimah, Refni Jupisa, Dian Arisandy Eka Putra Sembiring
Universitas Jambi, Indonesia

Article Info

Article history:

Received 06, 01, 2025
Revised 20, 03, 2025
Accepted 21, 04, 2025

Keywords:

Knowledge Management, Learning Culture, Lecturer Involvement, Higher Education.

ABSTRACT

This study looks at how higher education lecturer involvement, learning culture, and knowledge management relate to each other. To improve the effectiveness of education, knowledge management includes the creation, archiving, sharing, and application of information. A supportive learning environment will increase staff and student engagement and encourage creativity and teamwork. Data for this study were collected from lecturers at various universities in Jambi using a quantitative survey method. The findings show that lecturer engagement is influenced by learning culture, which in turn is influenced by knowledge management. Lecturer engagement is also influenced by contact with students, the availability of technology, and university assistance, especially in distance learning. This report suggests further investigation into the variables that affect lecturer participation and the use of learning technology.

Corresponding Author: dianarisandys@unja.ac.id

INTRODUCTION

Leaders play an important role in organizations because in addition to setting visions, missions, goals, and success strategies, leaders are also in charge of guiding, directing, and motivating group members to achieve goals. Below are various definitions from various experts on the topic of leadership. Robbins (2009), leadership is the process of guiding and influencing a group to achieve goals. Scheiman (2010) highlights efforts to use different types of non-coercive influence to motivate members of the organization. Certo (2009), on the other hand, puts leadership in a broader context: the process of guiding the actions of others to achieve a common goal. Based on the opinions of several experts, it can be said that their opinions are generally in agreement on the elements of the process related to affecting, controlling, and motivating the goals to be achieved.

Views on leadership are very diverse. Mc Shane (2008) divides leadership perspectives into five categories: competencies (traits), behaviors, contingencies, transformational

leadership, and implicit leadership. Kondalkar (2006) then categorizes leadership perspectives based on approaches such as trait, behavioral, situational, transactional, and charismatic. Schermerhorn (2010) classifies leadership perspectives into four categories of traits: trait theory, behavioral theory, contingency theory, and new theory. According to the opinion of some experts, they include all three major theories: trait theory, behavior theory, and contingency theory, but transaction theory, change theory, charisma theory, additive theory, and new theory. the point of view of each expert.

Knowledge management in an organization cannot function properly without the support of developing organizational culture. Organizational culture facilitates knowledge management because "organizational culture exists to facilitate knowledge sharing". Continuous change and increasing challenges require organizations to continue learning. Therefore, learning should be used as part of the organizational culture so that the daily activities and behaviors of all members of the organization reflect continuous learning, which is expected to improve organizational capabilities. The impact on organizational performance. As Malik et al. (2011), "a good learning culture not only helps employees achieve high levels of performance, but also helps retain these talented employees within the Company".

Organizational learning culture is the culture or values embraced in an organization that supports continuous learning to develop the capabilities of the entire organization. This culture is believed to affect the application of knowledge management because it increases learning motivation. An organizational culture that supports the learning process is needed so that knowledge can be easily acquired, developed, and transferred. This is in line with the statement of Poole (2000) and Hall (2001) that the process/effort to motivate employees to learn requires an appropriate organizational culture to support organizational learning. To gain insight into the relationship between organizational learning and knowledge management, it makes sense to start with a careful interpretation of knowledge. We strongly agree that Sveby considers knowledge to be an agent of a person. (Sveiby, 1997) To understand the ability to take effective action well, it is important to know that this ability includes both potential and actual abilities. Therefore, knowledge may be in one's mind and/or in the execution of appropriate actions in a particular situation. This means that an action is said to be effective if it produces the expected and desired results.

Lecturer involvement also helps arouse student interest (Hidayati & Darmuki, 2021). The involvement of lecturers in this study includes important aspects in supporting the student learning process. Direct interaction between lecturers and students is a key element in understanding complex concepts. Through direct interaction, lecturers respond to students' individual needs, explain concepts in detail, and provide necessary clarifications. Additionally, teacher support can include helping students complete assignments, providing constructive feedback, and motivating students to overcome learning difficulties. Systematic guidance from lecturers also provides clear direction in the learning process and helps students develop a deep understanding of the subject (Saragih, 2019; Muspawi, et al., 2023).

Therefore, lecturer involvement includes not only teaching but also comprehensive guidance and support to ensure students understand and apply the concepts. The faculty report documents the challenges students face during emergency distance learning,

including access to technology, childcare responsibilities, and financial stability, which impact student engagement (Ní Fhloinn & Fitzmaurice, 2022). Overall, lecturers play an important role in adapting to changing environments and implementing effective teaching methods that support the student learning experience (Latipah, 2017).

Increasing student engagement requires not only knowledge management but also a strong learning culture. Students feel encouraged to actively engage in the learning process in an environment that encourages teamwork, creativity, and lifelong learning. Students have the opportunity to hone their critical thinking skills, creativity, and social skills in such an environment.Senge (2006), all of this encourages students to participate more actively in lectures. When knowledge management and learning culture are well integrated, it can improve communication between students and the academic community.

A helpful learning environment can increase students' desire both from the inside and from the outside, according to previous research. Ultimately, this affects how involved and involved students are in their education. This study looks at how learning culture and knowledge management relate to student engagement and participation in the classroom (Alavi & Leidner, 2001). It is thought that a deeper understanding of these dynamics will help in creating stronger teaching strategies.

Literature Review

Knowledge Management

Knowledge creation, knowledge storage, knowledge sharing, and knowledge application are components of the knowledge management process, (Ceptureanu, Ceptureanu, Olaru, & Popescu, 2018) and (Gonzalez & Martins, 2017). Davenport et al., knowledge management has four objectives, which are as follows: (1) Establishing a knowledge repository: this goal is achieved by storing implicit knowledge of documents in an easily accessible repository. The purpose of this activity is to record the knowledge that people have. (2) Enabling or promoting the flow of knowledge between people to build a process of knowledge sharing is how this goal is achieved. (3) Improving the knowledge environment: This goal is achieved by creating an atmosphere that encourages the production, exchange, and use of knowledge. Building awareness and a knowledge-based organizational culture is closely related to the creation of such an environment. (4) Managing Knowledge as an Asset: Including the value of intellectual property in company reports helps achieve this goal (Davenport et al., 1998).

Management comes from the word "manegiare", which in Italian means "to train a horse". A person who works as a horse trainer must have the ability to control the horse well. The root word "menage" in French means the act of guiding or dreaming. The word "manage" in English means to execute, manage, organize, and manage. In organizations, knowledge can be identified, created, described, and distributed for use, knowledge, and learning. This process is known as knowledge management.

They typically relate to organizational goals and aim to achieve specific goals, such as improved performance, shared knowledge, competitive advantage, or continuous innovation. This knowledge management concept includes the management of human resources (HR) and information technology (IT) in an effort to improve the organization to

be more competitive. The concept of knowledge management is greatly influenced by the advancement of information technology. Information technology forms almost all activities of human life, so knowledge management is always related to human resource management and technology management (Hendrawan, 2019).

Dalkir (2014) Knowledge Management is a systematic coordination in an organization that regulates human resources, technology, processes and organizational structures in order to increase esteem through reuse and innovation. This coordination can be achieved through creating, sharing and applying knowledge using the experience and actions that the company has taken for the continuity of organizational learning. Knowledge Management is a collection of tools, techniques, and strategies for maintaining, analyzing, organizing, improving, and sharing understanding and experience. Such understanding and experience are built on knowledge, either embodied in an individual or inherent in the real process and application of an organization (Ismayanti, et al., 2020).

Knowledge management according to Gloet & Terziovski (2004) is described as a person's ability to implement his or her abilities into organizational abilities. Meanwhile, Beckman (1999), explained that knowledge management can be developed through education and experience that a person has. Coleman (1999) explained the importance of knowledge management that human resources have in organizations to be able to improve organizational performance.

Lecturer Involvement

Student attention is also influenced by lecturer involvement (Hidayati & Darmuki, 2021). An important element that improves student learning is included in the involvement of lecturers in this research. Understanding difficult math topics requires direct communication between lecturers and students. Lecturers can meet the unique needs of each student, explain ideas thoroughly, and provide necessary explanations by interacting directly with their students. In addition, lecturers can provide constructive feedback, assist students in completing assignments, and motivate them to overcome learning challenges (Wasni, et al., 2024). In addition, methodical guidance from teachers provides a clear direction in the learning process and helps their understanding of the subjects taught (Saragih, 2019).

As a result, lecturers do more than just educate; They also offer comprehensive assistance and direction to ensure that students fully understand and apply the concepts. During an emergency distance learning session, teachers identified a number of issues facing students. These include concerns about financial stability, childcare obligations, and access to technology, all of which have an impact on student engagement (Ní Fhloinn & Fitzmaurice, 2022). All things considered, lecturers play an important role in practicing efficient teaching strategies that enhance students' math learning experience and help them adjust to the ever-changing environment (Latipah, 2017).

The presence and interaction of teachers with students has a beneficial impact on student satisfaction in online learning (Felix et al., 2023). Student happiness is greatly influenced by teacher performance, which involves courage, accountability, and motivation during the learning process. Fathan (2022) emphasized that the quality of lecturers and the academic environment have an impact on student learning satisfaction. These results imply

that to increase student happiness during the learning process, educational institutions must concentrate on increasing lecturer involvement and building a positive academic environment.

The involvement of lecturers in knowledge management is crucial to create a learning culture in the organization. Lecturers have an important role in transferring knowledge and creating a collaborative environment. In the context of higher education, lecturers hold a very strategic position. They must be agents of change for students' attitudes and behaviors. Lecturers are at the forefront of determining the quality of educational services as a "front line provider and determine the quality of service delivery system" (Mustofa, 2021). The role of lecturers is very important in overcoming the problem of academic cheating for the advancement of education and to produce a generation of the nation that is superior, qualified, honest, characterful, and accomplished. The task of lecturers who focus on learning should not only involve them in teaching activities in the classroom, but also in educating students to become better individuals in various aspects of life. However, it is not uncommon for lecturers to feel that their duties are only limited to teaching in class, giving assignments and exams, and providing grades (Sagoro). Only a handful of lecturers showed concern for student behavior in detail, both inside and outside the classroom. Many students are involved in cheating during the learning process as if they do not get attention from the relevant lecturers, so students tend to repeat the cheating act (Ardi, 2014). When lecturers find out that there are students who cheat, they often only remind without giving heavy sanctions that can encourage students to think again before repeating their mistakes. The implementation of preventive measures against academic cheating, especially in the context of learning, will be successful if lecturers are actively involved in the process (Toisuta, 2021).

Organizational Learning Culture

It describes the collective mental programming that emerges in a learning organization or learning community, or a collective perspective on life in an organization. Learning communities, according to Ryan (Chawla & Renesch, 1995), are places where solid relationships, openness and diversity are valued, curiosity is encouraged, experimentation becomes commonplace, and persistence is used to solve problems. People in such companies respect and respect each other, speak openly and honestly at all times, offer and accept criticism, are constantly challenged to think outside the box, and are allowed to be themselves.

When everyone accepts responsibility for their own and others' learning, encourages risk-taking, and rewards learning, then an organizational learning culture is present, according to Marquardt and Reynolds (1994). According to Robbins (2008), organizational culture is a set of values embraced by all members of the organization. It's not about whether employees enjoy the company culture; It's about how they see it. Kreitner and Angelo Kinicki (2008) define organizational culture as the general values and principles that shape the organization's identity.

Want (2006) defines organizational culture as an organization's members' collective belief system regarding their competitiveness in the market and how they behave in

accordance with that trust system to provide financially beneficial and value-added goods and services to customers. The attitudes, systems, beliefs, aspirations, behaviors, values, and practices of an organization show its culture (Saputri, et al., 2020). However, the performance and activities of management and employees are the most important thing.

An organization can be defined as a group of individuals who work together in a coordinated manner to achieve the same goal through a certain forum (Arganoda, 2005). Senge (2006) further explained that a learning organization is a type of organization in which each member develops their capacity to create truly desired outcomes through the improvement of new thinking as well as the development of collective thoughts and aspirations that can develop freely. Here, individuals together continuously learn about ways to learn together. Senge (2006) also emphasizes that learning is a process of building capacity to create something that could not be created before. According to Senge (in Gilley and Maycunih, 2007), learning can be divided into two types, namely adaptive learning and generative learning. Adaptive learning is the initial stage of a learning organization that aims to adapt to changes in the environment. In contrast, generative learning encompasses creativity and innovation, which goes beyond simply adapting to change and includes the ability to anticipate change. On the other hand, James March (in Jones, 2007) distinguishes the types of learning in organizations into exploratory learning and exploitative learning. Exploratory learning is related to the efforts of members of an organization to seek out and experiment in various new ways and forms in organizational activities and procedures. This aspect includes finding new methods to manage the environment, such as trying to implement alliance strategies and forming network organizations, or looking for new organizational structures to manage organizational resources such as cross-functional team structures. Meanwhile, exploitative learning is a way in which members of an organization improve and develop an existing organization.

Leadership and power

The ability to influence others is the simplest definition of leadership (Makawimbang, 2012). Therefore, the power to persuade others to do what the leader says is what leadership means. Overton (2002) defines leadership as the ability to complete tasks with full cooperation and trust. According to Overton, the main goal of leadership is to persuade people to take action. Rivai (2013) The presence of leaders and those under their direction, or followers, are the seven components or parts of leadership. The leader is making an attempt to influence others using a variety of methods; Together with the leadership, there is an end aim to be accomplished; Leadership may emerge within an organization or outside of it; Leaders may be elected by their followers or appointed formally; There are circumstances in which leadership is required, including those involving followers and the surrounding environment.

Senge, quoted by Syafaruddin and Asrul (2013), emphasized that the vision partitioning process has three interrelated goals: first, the process must be advanced; Second, the problem must be fully understood. To understand their children and their citizens, people need to be able to have deep conversations about their expectations. In this case, mutual trust has developed to express everyone's goals. Third, practice it. Together with other supporters, people need to be happy to go to school.

Someone who realizes that trust is based on previous behavioral evaluations is a good leader. Successful leaders understand that managing a company, as it should, involves a lot of work, demands, and difficulties. As a result, a good leader has staff members who share the vision and values of the organization. Here, a successful leader works to increase staff loyalty and trust to boost organizational personnel (Syafaruddin and Asrul, 2013).

In an organization, the role held by the leader has a very vital strategy because the success of a leader is highly dependent on his followers. Therefore, leaders must choose their subordinates carefully. According to (Hersey and Blanchard), a situation is a supportive condition in which a leader seeks to influence the behavior of others in order to follow his will to achieve a common goal. The leadership style applied in a given situation can vary over time, as each situation requires a different approach. Thus, the three elements that affect leadership style, namely leaders, followers, and interconnected situations, will determine the success rate of a leader. Power is the ability to do or influence something or anything. In this context, power is related to agency, which is a person's ability to make changes or differences in the world. Power is the legitimate ability, capacity, or authority to act, especially in the process of delegating authority. This understanding of power refers to the right or authority that, according to some, requires the other party to do everything they consider to be authority.

H1: Leadership & Power (X2) Positively affects Lecturer Engagement (Y)
H2: Organizational Learning Culture (X3) Positively Affects Lecturer Engagement (Y)
H3: Knowledge Management (X1) Negatively affects Leadership and Authority (X2)
H4: Knowledge Management (X1) Positively affects the Organizational Learning Culture (X3)
H5: Organizational Learning Culture (X3) Positively Affects Leadership & Power (X2)
H6: Knowladge Management (X1) Positively Affects Orgnizational Learning Culture (X3)

METHODS

Instrument Development

Quantitative survey methodologies are used in research. One of the study techniques for collecting information or data from a population is surveys. To gather information about the learning culture, knowledge management, and student participation and engagement, this is usually done through surveys or interviews conducted using Google Forms. We used survey instruments with 45 related themes, including demographic questions. Its creation is based on an established paradigm of literary studies consisting of basic works (Nonaka & Takeuchi, 1995; Senge, 1990; Wenger, 1998). The areas covered by this tool are drawn from previous studies on knowledge management (Gold et al., 2001), learning culture (Schein, 2010), and student participation and engagement (Fredricks et al., 2004). Following Creswell's (2014) technique, we used a five-point Likert scale that went from "disagree at all" to "agree completely".

To ensure the authenticity of the language and culture, the instruments are translated into Indonesian by two qualified translators. The information was validated using expert commentary from five top scientists in the field of knowledge management and higher education. Discussions in two focus groups with instructors and students from various Jambi

universities also had an impact on the development of the instrument. This category represents the main population of our survey. To ensure the validity of the instrument, we use the Content Validity Index (CVI), as explained by Habibi et al. (2021). All components of the instrument are 0.8 above the CVI threshold when the findings are compared to the predetermined standard. It demonstrates the validity and reliability of the tools we use to measure the relationship between learning culture, knowledge management, and student engagement and engagement.

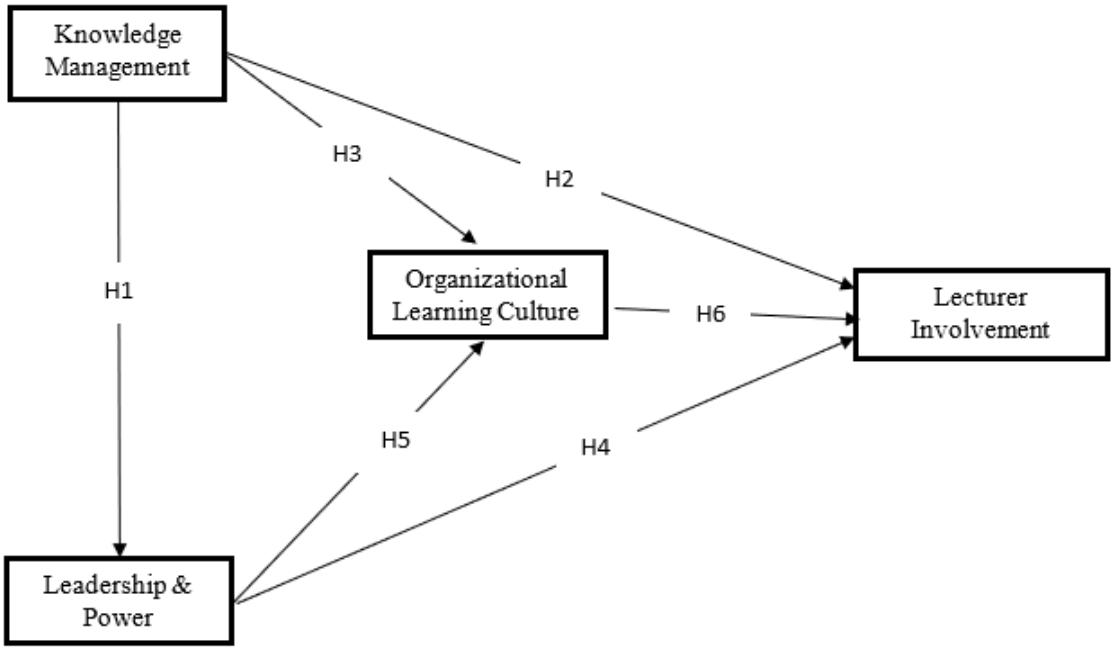

Figure 1. Modeling factor's

Population and Sampling

The study population, according to Hair et al. (2022), is made up of all related units or people known as the unit of analysis. People, organizations, and things can all be considered units of analysis. These populations are made up of entities with certain qualities and sets and serve as the basis for generalizations. The research population consists of approximately Looking at the data taken as of November 2023, the target population in this study includes university academics consisting of 330,675 active lecturers from universities in Indonesia who are registered on the higher education database portal (PDDikti, 2023). To get a statistical strength of 95, the sample size calculator suggests a sample size of 178 individuals. Although 215 people registered and completed the poll, only 214 of them were the majority of lecturers who were considered genuine. Respondents from outside Jambi Province were the most (29.10%), while respondents from Jambi Province ranked second (70.90%). This distribution shows the achievement of higher education, which provides important information regarding demographic surveys and related.

Data Analysis

One of the data analysis techniques chosen because of its ability to adapt to various research situations is PLS-SEM. In addition, PLS-SEM offers benefits related to sample size and data distribution. The SmartPLS 3 program is used to analyze the data. The analysis

was carried out in two steps using a methodology developed by Anderson and Gerbing (1988). Measurement models for discrimination, convergent validity, and internal consistency are assessed first. In the second stage, a structural model is used to test the hypothesis. Researchers can investigate the relevance of the projected linkages and the relationships between latent variables using this approach. Before proceeding to the second stage, the researcher needs to ensure that the evaluation of the measurement model meets the requirements.

RESULTS AND DISCUSSION

Several techniques are used to assess the validity and reliability of concepts, including discriminatory validity, convergent validity, and internal reliability. Design dependability was assessed using extracted average variance (AVE) and composite reliability (CR). The high consistency of this construct is shown by the CR value of knowledge management of the study of 0.930, the CR value of student engagement of 0.918, and the CR value of organizational learning culture of 0.933. The fact that all of these numbers are much more than the minimum requirement of 0.7 shows that this research tool is reliable.

AVE is used to determine convergence validity; A value of 0.5 or higher is considered appropriate. A high Ave score indicates that most of the indicator's volatility can be explained by its structure. The results of the analysis revealed that the AVE for leadership and authority was 0.625, organizational learning culture was 0.626, student involvement was 0.578, and knowledge management was 0.613. These values meet the minimum. The convergent validity of this structure is adequate. This suggests that the research indicators are actually measuring the relevant constructions.

The average score for each factor indicates the respondent's perception of the constructed being tested. Knowledge management ranked from 3,369 to 4,112, indicating that most respondents had a good opinion about knowledge management in their companies. There was a variation in student participation, as evidenced by the range of student involvement scores of 3,369 to 4,000. An organization with a good learning culture is indicated by its organization's average learning culture score, which is between 3,846 and 4,056. Respondents rated high leadership and power in their businesses, as evidenced by the average score for those attributes, which varied from 3,860 to 4,107. Each item makes a significant contribution to the construction of the item if the total load factor is more than 0.6. This shows how well the metrics used in this investigation measure the structure of the problem.

Overall, the findings of the analysis show that the research instrument is valid and precise enough to measure the structure under investigation. The measurement model used in this investigation is valid and reliable, as evidenced by high CR and AVE values and generally low VIF values. According to the findings, the structural model is worth testing at the hypothesis stage. As a result, researchers can continue to know that the measurement model used meets the requirements.

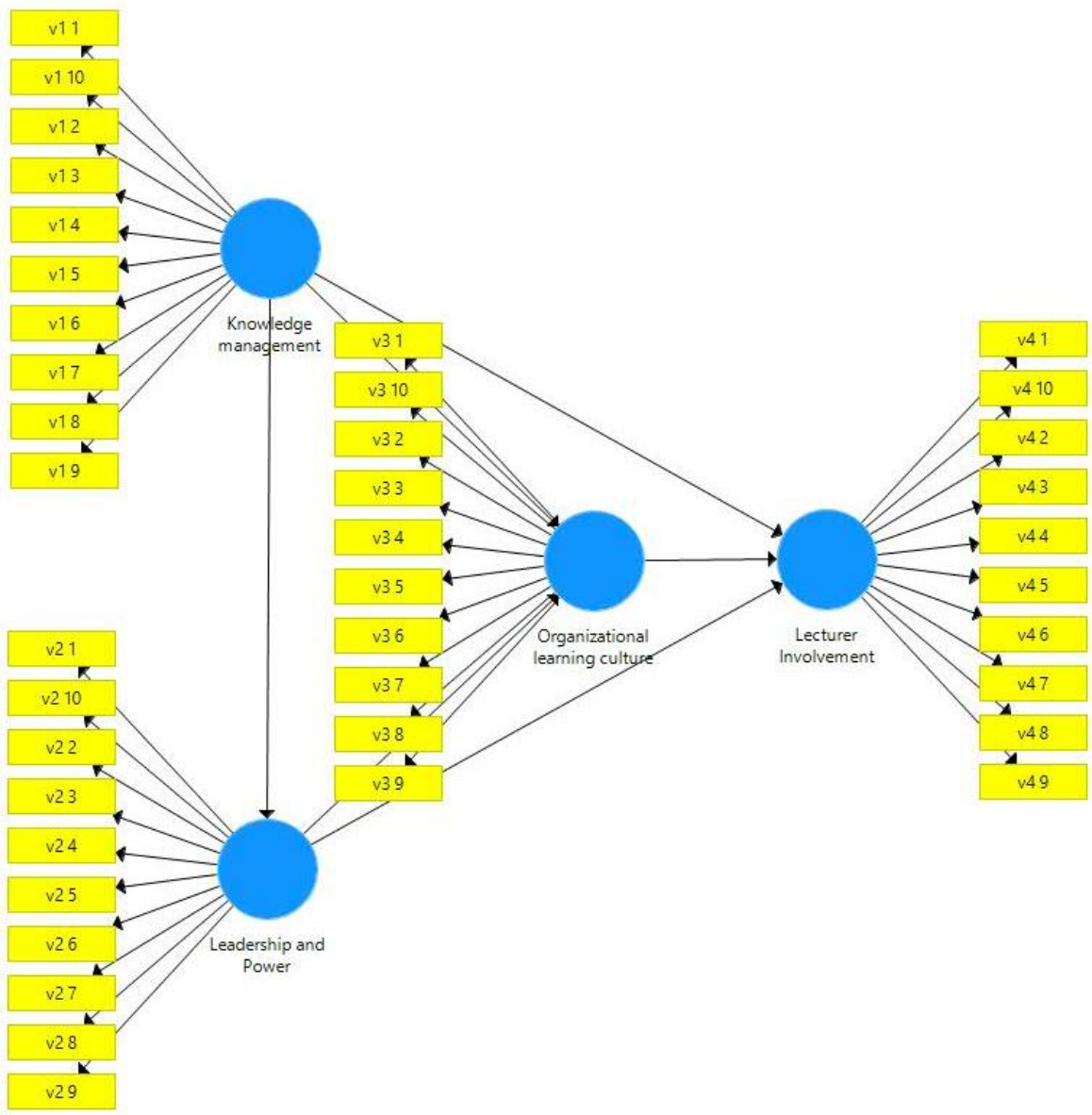

Figure 2. Structural Model's

To guarantee the validity of discrimination between the constructed examined, the heterotrait-monotraite ratio (HTML) is considered a strong criterion in the analysis of the validity of discrimination. When comparing the geometric mean of heterotrait-heteromethod and monotrait-heteromethod correlations, the HTMT value can be considered valid discrimination if it is less than the recommended threshold value, which is 0.85 or 0.90 (Henzeler et al., 2015; Franke & Sarstedt, 2019). This approach ensures that each element of the model is different and not overly connected.

We found that students' HTMT scores for knowledge management and leadership and authority were 0.778 and 0.759, respectively, in our study. Student engagement and organizational learning culture had a correlation of 0.805, knowledge management and leadership and authority had a correlation of 0.772, organizational learning culture and leadership and authority had a correlation of 0.908, and leadership and authority had a correlation of 0.800 with the organization. There is a sufficient level of discrimination validity because all values are below the free threshold of 0.90.

Table 1. Mean, CR, AVE, Loading, dan VIF

Variable	Item	CR	AVE	Mean	VIF	Loads
Knowledge Management	KM1	.941	.613	4.028	2.051	.740
	KM2			4.047	2.315	.787
	KM3			4.089	2.225	.764
	KM4			3.995	2.643	.819
	KM5			4.112	2.586	.801
	KM6			4.051	2.908	.843
	KM7			4.107	2.343	.776
	KM8			3.981	2.274	.772
	KM9			4.103	2.165	.773
	KM10			4.042	2.020	.750
Leadership and Power	LP1	.931	.578	3.654	4.143	.779
	LP2			3.668	4.748	.788
	LP3			3.621	4.436	.833
	LP4			3.369	1.646	.621
	LP5			4.000	2.030	.683
	LP6			3.977	2.092	.731
	LP7			3.509	2.665	.766
	LP8			3.939	2.245	.758
	LP9			3.977	2.113	.771
	LP10			3.981	2.984	.844
Organizational Learning Culture	OLC1	.944	.626	3.966	2.408	.782
	OLC2			3.967	2.309	.767
	OLC3			3.986	2.257	.772
	OLC4			3.977	2.459	.808
	OLC5			3.944	2.656	.817
	OLC6			3.888	2.645	.774
	OLC7			3.883	3.041	.840
	OLC8			3.846	2.077	.759
	OLC9			4.056	2.268	.774
	OLC10			4.051	2.536	.812
Lecturer Involvement	LI1	.943	.625	3.860	1.771	.701
	LI2			3.869	2.751	.826
	LI3			4.107	1.979	.755
	LI4			3.972	2.633	.817
	LI5			3.879	2.366	.795
	LI6			3.972	2.448	.811
	LI7			3.911	2.477	.754
	LI8			4.005	2.392	.794
	LI9			4.033	2.446	.796
	LI10			3.991	2.899	.846

These results show how the study constructs of organizational learning culture, leadership and authority, knowledge management, and student engagement differ from each other. In addition, they increase the dependency of measurement models. Therefore, the research techniques used in this study are considered legitimate and trustworthy (Henseler et al., 2015; Sarstedt et al., 2022).

Table 2. HTMT

Variable	Knowledge Management	Leadership and Power	Lecturer Involvement
Leadership and Power	.778		
Lecturer Involvement	.772	.759	
Organizational Learning Culture	.908	.805	.800

Model Structural

In this work, we estimate the structural model using 5000 samples and pls bootstrap approach. Henseler, Ringle, and Sarstedt (2015) define bootstrapping as a method for assessing the statistical significance of model findings that replace the original data and use random subsampling. Hair et al. (2019) suggested proposing a model adaptation index to assess model adaptation before researching structural models. Standard mean squares (SRMR) are used to assess the suitability of the model; a good FARMER score is less than the criterion of 0.08. Table 3 shows that the SRMR value of this model is below the limit of 0.075, which indicates a good model fit.

In this study, 5000 samples were selected, and iterative bootstrapping was used to estimate the structural model. To assess statistical significance, the PLS-SEM framework suggests bootstrapping as a technique for selecting and swapping random sub-samples from the original dataset (Sarstedt et al., 2022). Hair et al. (2022) suggested the presentation of the Fit model index before evaluating the structural model. Furthermore, the function is supported by d_uls and d_G values (4,584 and d_G, respectively). 1,977) adoption model as well. The overall adequacy of this model is shown by a square value of 2080.594 and an NFI of 0.729. These findings demonstrate the validity and benefits of the structural models used in this investigation.

Table 3. Model Fit

Criterion	Saturated	Estimated
SRMR	.075	.075
d_ULS	4.564	4.564
d_G	1.977	1.977
Kuadrat	2080.783	2080.783
NFI	.729	.729

As recommended by Hair et al., the significance of the association in this model is assessed using a bootstrap procedure with a significance level of 5%, taking into account the path coefficient (β), p-value, and significance. It has been assessed. (2022). In SmartPLS 4, hypothesis testing using bootstrap yielded a number of significant findings. Leadership and authority were negatively but significantly affected by student participation, according to the test results (H1, β = -0.001, p = 0.000). In addition, the learning culture of the organization was positively and significantly influenced by student participation (H2, β = 0.000, p = 0.000). However, leadership and authority were not significantly affected by knowledge management (H3, β = -0.005, p = 0.068). In contrast, the company's learning culture is positively and significantly influenced by knowledge management (H4, β = 0.001, p = 0.000). In addition, it has been proven that leadership and authority are significantly enhanced by the learning culture of the organization (H5, β = 0.008, p = 0.003). With a significance threshold of 5%, this study allows us to understand how corporate learning culture, leadership, and authority are shaped by student engagement and knowledge management in educational settings.

The PLS-SEM (Partial Least Squares Structural Equation Modeling) method is used to assess structural models to determine the relationship between the following variables: leadership and authority, organizational learning culture, knowledge management, and student engagement. Analyzing the path coefficient (β), p-value, and significance reveals

the direction and magnitude of influence of each hypothetical path. According to the test results, the H1 hypothesis, which states that student engagement affects authority and leadership, is significant, with a p-value of 0.000 and a path coefficient of -0.001. This shows that student involvement in leadership and authority has a major detrimental impact. Previous research has shown that student engagement has an impact on the leadership environment, albeit negatively.

Table 4. Structural model; path coefficient (β), p-value, significance,

H	Road	B	P-value	Mr.
H1	Knowladge Management -> Leadership and Power	-.001	.000	Yes
H2	Knowladge Management -> Lecturer Involvement	.003	.104	No
H3	Knowledge Management -> Organizational Learning	.005	.000	Yes
H4	Leadership and Power -> Lecturer Involvement	.004	.000	Yes
H5	Leadership and Power -> Organizational Learning	.001	.000	Yes
H6	Organizational Learning -> Lecturer Involvement		007	Yes

Furthermore, the H2 hypothesis, which examines how student engagement influences a company's learning culture, shows a p-value of 0.000 and a path coefficient of 0.000, both of which are significant. This shows a strong positive correlation, which is in line with the idea that student engagement can improve the teaching environment. The H3 hypothesis investigates the relationship between leadership and authority and knowledge management. The results show a p-value of 0.068 and a route coefficient of -0.005. The results were insignificant because the p-value was higher than 0.05. As a result, the information in this case is not enough to show how knowledge management affects authority and leadership.

Furthermore, the test findings show that the H4 hypothesis—which states that knowledge management has an impact on organizational learning culture—is significant, with a path coefficient of 0.001 and a p-value of 0.000. The evidence that these two factors have a fairly favorable influence is supported by the data. These results give credence to the idea that good knowledge management can improve organizational learning practices.

Finally, the H5 hypothesis looks at how leadership and authority are influenced by a company's learning culture. It displays a significant p-value of 0.003 and a path coefficient of 0.008. This confirms previous findings that an organization's learning culture increases authority and leadership. This analysis shows that most of the associations studied in this model are significant and support the initial hypothesis, except for H3, which is not significant. These findings highlight the value of learning culture, student engagement, and knowledge management in enhancing organizational leadership and authority.

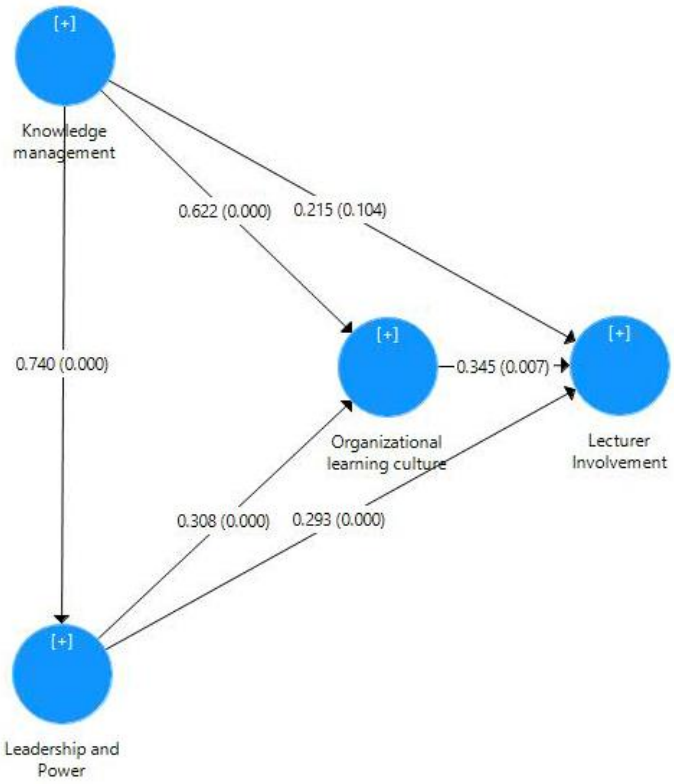

Figure 2. Structural model hypothesis
(Employee Engagement, Learning Culture, and Leadership and Authority (H1))

Hypothesis 1: Leadership, authority, learning culture, and employee engagement. Employee participation can enhance your leadership position while fostering a healthy learning culture. Deci and Ryan's (1985) intrinsic motivation theory states that if workers believe that they have an important role in the learning process of the organization, they will be more likely to interact with and support current management. High commitment shows trust in managers, which enhances the learning culture of the organization.

Hypothesis 2: Organizational learning culture and employee engagement: A positive learning culture has a high correlation with employee engagement, which is a reflection of active participation in organizational operations. According to Kahn's (1990) employee engagement theory, a high level of commitment allows a person to contribute more successfully in achieving organizational goals. By fostering a sense of community and individual responsibility for the learning process, a strong learning culture increases employee engagement. Saks (2006) further highlights that a high level of commitment fosters a learning environment where team members collaborate to achieve a common goal, which increases employee motivation and satisfaction.

Hypothesis 3: Examine the relationship between leadership, authority, learning culture, and knowledge management. The key idea in Senge's Learning Organization Theory (1990) is the relationship between learning culture influenced by leadership and knowledge management. Organizations can learn from their past experiences thanks to knowledge management's knowledge base, and its effective implementation is made possible by a culture of transformative learning and leadership. Knowledge is spread evenly across the company and is used to improve decision-making when supporting leadership.

According to Garvin (1993) research, a culture of continuous learning is fostered by adaptive leadership and greater knowledge sharing.

Hypothesis 4: Organizational learning culture and knowledge management. The development of learning culture in an organization is greatly influenced by knowledge management. Knowledge management contributes to the generation and dissemination of knowledge that allows businesses to continuously adapt and learn, according to the ideas of Nonaka and Takeuchi (1995). Good knowledge management techniques facilitate collaborative learning activities and foster an innovative and development-oriented culture within the company. According to a study by Alavi and Leidner (2001), companies with effective knowledge management usually have a stronger learning culture where employees are inspired to contribute and share information.

Hypothesis 5: Leadership, authority, and organizational learning culture The leadership styles used, especially those related to authority, have a significant impact on organizational learning culture. According to Bass and Avolio (1994) transformational leadership theory, leaders who are able to uplift and encourage their followers foster a culture of learning where the leader's vision encourages creativity and learning. By empowering people, leaders foster a culture of learning, empower members to take part in decision-making, and inspire them to continue learning and growing. In addition, according to Yukl (2013), leadership that encourages involvement and division of authority can foster an atmosphere conducive to organizational learning.

CONCLUSION

The study shows how knowledge management and employee engagement have a major impact on an organization's learning culture, with empowerment and leadership style playing a major role. According to research, employee engagement increases motivation and satisfaction in business, promotes leadership roles, and helps create a healthy learning culture. This is in line with the intrinsic motivation theory of Deci and Ryan (1985), which states that a strong sense of belonging encourages greater dedication to organizational learning.

However, the intricate network of relationships that exist between learning culture, knowledge management, and employee engagement may be too complex to be adequately represented by a quantitative approach. In addition, the empowerment that fosters inspiring and collaborative leadership, as outlined in Bass and Avolio's (1994) Transformational Leadership Theory, strongly supports the influence of leadership on the development of a positive learning culture. The concentration of studies on certain variables and methods that may lack understanding of the intricacies of dynamic relationships between variables is the limitation. In addition, the findings of this study may not be very applicable to tissues with various characteristics. Because leadership training and professional development are essential for enhancing a learning culture, their influence on organizational practices and policies becomes significant. To foster an environment

conducive to learning, organizational policies must also encourage active participation and efficient knowledge management.

REFERENCES

Ardi, Minal, „Pelaksanaan Pembelajaran Bagi Mahasiswa Program Studi PPKn STKIP-PGRI Pontianak", Jurnal Edukasi, 1.88 (2014), 77

Arganoda, Antonio, 2005. Fostering Values in Organizations. Journal of Business Ethics, Vol.45 No.1 June 2005,23-39.

Asrul, S., & Contemporary, K. P. (2013). Mesiono. Educational Innovation (An Analysis of New Education Policies.

Beckman,T.J.(1999).The Current State of Knowledge Management.in Liebowitz,KnowledgeManagement Handbook, CRC Press, Boca Raton, FL

Bond, M. (2020). Facilitating student engagement through the flipped learning approach in K-12: A systematic review. *Computers & Education*, 151, 103819.

Caldwell, R. (2012). Leadership and learning: A critical reexamination of Senge's learning organization. *Systemic Practice and Action Research*, 25, 39-55.

Ceptureanu, S. I., Ceptureanu, E. G., Olaru, M., & Popescu, D. I. (2018). An exploratory study on knowledge management process barriers in the oil industry. *Energies, 11*(8), 1977.

Certo.C Samuel and S TrevisCerto. (2009). Modern Management: Concept and Skill. Eleventh Edition.Perason.Prentice Hall. New Jersey

Creswell, J.D., Pacilio, L.E., Lindsay, E.K., & Brown, K.W. (2014). Brief mindfulness meditation training alters psychological and neuroendocrine responses to social evaluative stress. *Psychoneuroendocrinology*, 44, 1-12.

Davenport, T. H., De Long, D. W., & Beers, M. C. (1998). Successful knowledge management projects. *MIT Sloan management review, 39*(2), 43.

Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: A self-determination perspective. *Educational psychologist, 26*(3-4), 325-346

Fathan, A. (2022). Analysis Of Student Satisfaction In View Of Academic Atmosphere And Quality Of Educators. *AKADEMIK: Jurnal Mahasiswa Ekonomi & Bisnis, 2*(3), 132–140. https://doi.org/10.37481/jmeb.v2i3.558

Felix, Prihanto, Y. J. N., & Annas, M. (2023). Analysis of the Influence of E-Learning Service 100 Quality Factors on Student Perceived Value and Student Satisfaction, with Implication to Student Loyalty. *Marketing of Scientific and Research Organizations, 48*(2), 81–110. https://doi.org/10.2478/minib-2023-0011

Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School involvement: Potential concept, state of evidence. *Review of educational research, 74* (1), 59-109.

Garvin, P.L. (1993). A conceptual framework for the study of language standardization.

Gilley, Jerry, W. dan Maycunih, Ann, 2007. Beyond the Learning Organization: Creating a Culture

Gloet,M.,&Terziovski,M.(2004).Exploring The Relationship Between KnowledgeManagement Practices and Innovation Performance.Journal of ManufacturingTechnology Management,15(5), 402–409

Goldsmith, M., & Hesselbein, F. (2006). The leader of the future 2: Visions, strategies, and practices for the new era. Jossey-Bass.

Hall, B.P (2001). Values Development and Learning Organization. *Journal Of Knowledge Management. Vol.5* No. Pp. 19-32

Hassan, S., Mahsud, R., Yukl, G., & Prussia, G. E. (2013). Ethical and empowering leadership and leader effectiveness. *Journal of Managerial Psychology, 28*(2), 133-146.

Hendrawan, M. R. (2019). *Manajemen Pengetahuan: Konsep dan Praktik Berpengetahuan pada Organisasi Pembelajar.* Universitas Brawijaya Press.

Hidayati, N. A., & Darmuki, A. (2021). Application of the Auditory Intellectually Repetition (AIR) Model to Improve Speaking Skills in Students. *Journal of Educatio FKIP UNMA, 7*(1), 252–259. https://doi.org/10.31949/educatio.v7i1.959

Ismayanti, D. T., Aulia, A. M., & Yusuf, M. (2020). Pengaruh Jejaring Sosial Online Dan Stress Mahasiswa Sebagai Prediktor Kesehatan Mental Dan Kecerdasan Emosional Dikalangan Fkip Unja. *Indonesian Educational Administration and Leadership Journal*, *2*(2), 139-153.

Iuliano, A. D., Roguski, K. M., Chang, H. H., Muscatello, D. J., Palekar, R., Tempia, S., ... & Mustaquim, D. (2018). Estimates of global seasonal influenza-associated respiratory mortality: a modelling study. *The Lancet, 391*(10127), 1285-1300.

Jiang, W., Han, B., Habibi, MA, & Schotten, HD (2021). Jalan menuju 6G: Survei komprehensif. *IEEE Open Journal of the Communications Society,* 2, 334-366

Jones, Gareth, R, 2007. Organizational Theory, Design, and Change (5rd edition). New Jersey: Pearson Education Inc

Kondalkar, G.V. (2007). Organizational Behavior. New Age International Publisher

Legate, AE, Hair Jr, J.F., Chretien, J.L., & Risher, J.J. (2023). PLS-SEM: Prediction-oriented solution for HRD researchers. *Human Resource Development Quarterly, 34* (1), 91-109

Makawimbang, J. H. (2012*). Quality educational leadership*. Bandung: Alfabeta, 22.

Malik MuhammadEhsan, RizwanQaiser Danish and Ali Usman. (2011). Impact of Motivation to Learn and Job Attitude On Organizational Learning Culture in A Public Service Organization of Pakistan. *African Journal of Business Management.Vol 5* (3). Pp.844-854

McShane, SL. Von Glinow, MA. (2008). Organization Behavior: Emerging Realistic for The Work Place Revolution. *McGraw Hill. Irwin*

Muizzudin, M. (2022). MANAGING LECTURERS' PERFORMANCE BY USING STUDENT SATISFACTION SURVEY. *Idaarah: Jurnal Manajemen Pendidikan, 6*(2), 237–249. https://doi.org/10.24252/idaarah.v6i2.24265

Muspawi, M., Idrus, A., Rahman, K. A., & Hendra, R. (2023). Literasi teori kepemimpinan: pendampingan bagi siswa smk pertanian pembangunan negeri jambi. *GERVASI: Jurnal Pengabdian kepada Masyarakat*, *7*(1), 316-326.

Mustofa, Lutfi, Pandemi Covid, Prespektif Hukum, and A Latar Belakang Masalah, „Al Wathan":, 2.01 (2021), 71–101

Ní Fhloinn, E., & Fitzmaurice, O. (2022). Mathematics Lecturers' Views on the Student Experience of Emergency Remote Teaching Due to COVID-19. *Education Sciences, 12*(11). https://doi.org/10.3390/educsci12110787

Nonaka, L., Takeuchi, H., & Umemoto, K. (1996). Theory of organizational knowledge creation. *International Journal of Technology Management, 11*(7-8), 833-845.

Pamungkas, T., Jamrizal, J., & Us, K. A. (2024). Kepemimpinan Partisipatif, Delegasi, Dan Pemberian Kewenangan. *Jurnal Manajemen Riset Inovasi, 2*(2), 99-110.

Pebrina, E. T. (2021). PERAN DUKUNGAN ORGANISASI TERHADAP KINERJA: ANALISIS PERAN KETERLIBATAN DOSEN PERGURUAN TINGGI. *Journal Of Communication Education, 15*(1).

Poll.S.W. (2000). The Learning Organization: Motivating Employees by integrating TQM Philosophy in a Supportive Organization Culture. *Leadership and Organization Development Journal. Vol.21.* No.8. pp.378-8

Robbins, Stephen and Mary Coulter, 2009.Management, Tenth Edition. Pearson Education, Prentice Hall

Saputri, L., Puspita, P. A., & Sembiring, D. A. E. P. (2020). Pengaruh Organisasi Kemahasiswaan, Konflik Peran, Stres Organisasi Terhadap Pretasi Akademik Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan (Fkip) Universitas Jambi. *Indonesian Educational Administration and Leadership Journal (IDEAL)*, *2*(2), 123-138.

Saragih, M. J. (2019). Perlunya Belajar Mata Kuliah Aljabar Abstrak Bagi Mahasiswa Calon Guru Matematika. *Jurnal Cendekia: Jurnal Pendidikan Matematika, 3*(2), 249–265. https://doi.org/10.31004/cendekia.v3i2.104

Saragih, M. J. (2019). The need to learn abstract algebra courses for prospective mathematics teacher students. *Journal of Scholars: Journal of Mathematics Education, 3*(2), 249–265. https://doi.org/10.31004/cendekia.v3i2.104

Sarstedt, M., Hair, J. F., Pick, M., Liengaard, B. D., Radomir, L., & Ringle, C. M. (2022). Advances in the use of partial least squares structural equation modeling in marketing research in the last decade. *Psychology & Marketing, 39*(5), 1035-1064

Schein, E.H. (2010). *Organizational Culture and Leadership*. San Fransisco, CA. jossey Bass

Schermerhorn, R. John, James G Hunt, Richard Osborn and Mary U. (2010). Organizational Behavior.11 Edition. John Wiley and SonsInc

Senge, P. (1990). Peter Senge and the learning organization. Dimensions, 14.

Senge, Peter, 2006. The Fifth Dicipline: The Art and Practice of Learning Organization (revised edition). New York: Double D.

Soleh, Alvin (2011). "Smart Knowledge Worker", Kmplus, Jakarta.

Sukiyanto, S., & Maulidah, T. (2020). Pengaruh gaya kepemimpinan kepala sekolah dan budaya organisasi terhadap motivasi guru dan karyawan. *Jurnal Pendidikan Edutama, 7*(1), 127.

Supriyadi, A., Sanusi, A., & Manan, A. (2017). A study on the performance of manufacturing employees: organizational culture, compensation, organizational commitment, and organizational citizenship behavior. *European Journal of Business and Management, 9*(6), 32-43.

Takeuchi, H. (2001). 15 Towards the Concept of Universal Knowledge Management. Managing industry knowledge: Creation, transfer and utilization, 315.

Toisuta, Jakson Sespa, „Peran Dosen Mengatasi Permasalahan Pembelajaran Online Pada Masa Pandemi Covid-19", Fidei: Jurnal Teologi Sistematika Dan Praktika, 4.1 (2021), 23–42 https://doi.org/10.34081/fidei.v4i1.1 78

Voorhees, C. M., Brady, M. K., Calantone, R., & Ramirez, E. (2016). Validity testing of discrimination in marketing: analysis, causes of concern, and proposed solutions. *Journal of the Academy of Marketing Sciences, 44*, 119-134.

Wang, Chih-Chien. (2004). The influence of Ethical and self Interest Concern on Knowledge sharing intention Among Managers. *An Empirical Study Vol.21*. No.3. pg 370

Wasni, N. Z., Sembiring, D. A. E. P., Yusuf, M., Hendra, R., Febriyanti, E., & Rinda, P. M. (2024). The Influence of Emotional Intelligence, Self-Efficacy, and Learning Motivation on Student Achievement. *Edukasi*, *18*(2).

Wibowo, A. (2019). A New Paradigm in Knowledge Management: Development of Conceptual Models. *Publisher of Yayasan Prima Agus Teknik*, 1-71.