



## Knowledge Sharing, Psychological Empowerment and Lecturer Performance at UBP Karawang Campus: A Survey

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### ABSTRACT

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The Covid-19 pandemic has changed the work pattern of lecturers, which has an impact on the performance of the tridharma of lecturers' universities. Lecturers rely on individual abilities, psychological encouragement, and determine development in completing a job, this is psychological empowerment. Sharing knowledge of lecturers will produce new knowledge so that lecturers are able to make changes. However, not all lecturers want to share their knowledge and not all lecturers have the motivation to explore information or knowledge from other lecturers. UBP Karawang is a newly established university and has great potential to develop with all its shortcomings. The purpose of this study is to analyze and describe knowledge sharing, psychological empowerment and performance of UBP Karawang lecturers. This research method uses a descriptive design while the research method is a survey and literature study. The research data uses primary and secondary data from lecturer interviews while secondary data is a literature review. The data analysis technique used descriptive analysis. The results showed that knowledge sharing activities were seen from the perspective of individual factors, technology and organizational factors. The psychological empowerment activities of lecturers are also good, this is because they are proud to be lecturers, have a sense of competence, a sense of influence, and a sense of work autonomy. And the results of the lecturer's performance have been going well, including learning activities, service, and research.

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### 1. Introduction

Changes in the work pattern of lecturers who are done at home are a new habit. It is not easy to adapt to flexibility, especially maintaining performance. Not only learning, but research and service also temporarily cannot run properly because the impact of the pandemic has reduced activities outside the home. In the end, the commitment of the lecturers is low (Adiawaty, 2020; Achmad, 2021).

Lecturers are able to carry out lectures according to schedule with the work from home (WFH) method. However, there are obstacles, namely the capacity of online support tools in the form of internet, computers, and sometimes power outages which become a nuisance during lectures. However, the service performance is lower than before due to the COVID-19 pandemic (Togar & Wahyanti, 2021; Achmad & Yulianah, 2022)

Lecturers who are busy working who have nothing to do with the main task of the tridharma of higher education are generally apathetic. This behavior shows low performance. Leaders of a university or higher education foundation are required to pay attention and understand what lecturers need (Hr & Surianti., 2019; Nurwati, & Achmad, 2021).

An empowerment of lecturers is needed to improve the quality of performance in the face of various challenges that change from time to time. Empowerment of lecturers can accommodate the desire of lecturers to develop themselves and improve their careers (Agustini, 2015). Knowledge of psychological empowerment can be useful for leaders, because with this knowledge they can manage, develop and motivate employees well (Jordan et al., 2017; Syam & Achmad, 2022).



The role of psychological empowerment in obtaining positive work results requires meaningful experience, competence, self-determination, and has an influence on the work role. All of them contribute to increasing employee engagement. Psychologically empowered employees behave tend to be emotionally motivated consistently (Macsinga et al., 2015).

In certain situations, lecturers can use their own policies, relying on individual abilities, lecturers can determine the development and technical implementation (Budiadnyana et al., 2021). Lecturers will be motivated when the work being done is meaningful work. Besides that, the competence of lecturers will also overcome any obstacles that arise to achieve the goal. The award from the leadership is a form of appreciation for the contribution achieved. So that lecturers will feel valued and recognized for their existence.

Sharing knowledge among lecturers is the basis for generating new ideas by providing opportunities, support, and assistance from colleagues. The more lecturers share knowledge, the lecturers will be able to make changes (Budiadnyana et al., 2021). Sharing knowledge seems easy, but its implementation is difficult because not all lecturers are willing to share their knowledge and not lecturers have the motivation to seek information or knowledge from other lecturers. Universities should support knowledge sharing by providing facilities in the form of giving awards to lecturers who donate knowledge (Hidayat & Rofaida, 2021).

Buana Perjuangan University Karawang is a higher education institution that is growing and developing. UBP Karawang has just been established and despite the many shortcomings in it, this institution has high potential to advance and develop into higher education that needs to be taken into account (Tuhagana, 2018).

Based on these phenomena and problems, there is a problem formulation implied by the author, namely how to share knowledge, psychological empowerment, and lecturer performance at UBP Karawang Campus? Literature review, Knowledge sharing is a process of sending or distributing knowledge and understanding from individuals/organizational bodies to other organizational/individual bodies with various methods and varied media (Lumbantobing, 2011). The process of communicating tacit knowledge with other individuals or organizations (Badar & Seniati, 2017).

Knowledge contribution activities, individuals always communicate personal knowledge with others, while information gathering activities are carried out in consultation with fellow colleagues in order to encourage the sharing of intellectual capital. The balance of the donating process with collecting is needed to minimize the loss of one party, especially those who provide knowledge without receiving other knowledge (Hidayat & Rofaida, 2021).

Knowledge sharing is a process in which individuals exchange (implicit and explicit) their knowledge and jointly create new knowledge. Knowledge sharing implies that any knowledge sharing process consists of bringing (or donating) knowledge and acquiring (or accumulating knowledge) (Hooff & Ridder, 2004). He continued that there are two knowledge sharing processes, namely (1) Donation of knowledge. Communicating to others what a person's personal intellectual capital is; (2) Knowledge gathering, consultation with colleagues to make them share their intellectual capital. An activity that maintains and develops knowledge so that the mechanism makes that knowledge more useful is a knowledge sharing behavior (Hidayat & Rofaida, 2021). The knowledge sharing process should maintain a balance between the process of donating and collecting knowledge. This does not harm either party.

Knowledge sharing can be influenced by several factors (Month, 2016), as follows Individual factors. A person's willingness to explore knowledge tends to share knowledge as an intellectual exploration. In the individual factor there is the pleasure of sharing knowledge, and the ability to share knowledge. Organizational Factors. The role of management is the most important influence in organizational knowledge. With the support of management can provide sufficient knowledge resources. Rewards in the form of incentives or non-incentives can shape employee behavior such as knowledge sharing behavior. The existence of a reward system can encourage employees to share knowledge. Technological factors. The relationship between information and communication systems technology and knowledge sharing has a strong correlation. Facilities and the development of a technology will shape the sharing of knowledge between employees.

Several studies identify the concept of knowledge sharing. In his research, several theories and journal reviews affect knowledge sharing (Wang & Noe, 2010), including: Organizational context. One of the parameters of the organizational context is (1) organizational culture and climate; (2) leadership characteristics; (3) Management support; (4) rewards and incentives; and (5) organizational structure.

Interpersonal and team characteristics. These include (1) the characteristics and processes of the team; (2) Differences in the form of minorities, gender, status, education and so on; and (3) Social networks Cultural characteristics. Differences in country culture and language are a challenge to share knowledge. Individual characteristics. Attitudes and work behavior show individual characteristics. Individuals who have high knowledge tend to share knowledge, as well as individuals who have high self-confidence tend to share knowledge. Motivational factors. Among them (1) believe in having knowledge, when employees believe in their knowledge than the organization, they tend to give reports; (2) perceived benefits and costs, when employees feel the benefits and lower costs of sharing knowledge than seeking knowledge; (3) interpersonal trust and fairness, when employees believe that when sharing knowledge is carried out, justice exists in the form of reciprocity; and (4) individual attitude, employees hope that there will be increased relationships with others when sharing knowledge is carried out.

Psychological Empowerment, Psychological empowerment is a cognitive state characterized by a sense of control, competence and internalization of goals (Menon, 1999). Jordan et al (2017) Define psychological empowerment as motivation and as the process of individuals' perception of their own effectiveness compared to other members in the organization, together with the help of formal and informal procedures and techniques in promoting effectiveness.

Empowerment implies the need for individual freedom to act as well as be responsible for their actions in accordance with their main duties and responsibilities. The concept of empowerment implies that a person can behave independently with full responsibility (Agustini, 2015).

Psychological empowerment is one of the structures in the form of motivation that focuses on individual cognition that can be empowered. Individuals in authority must perform better than individuals with less authority (Saidah & Muhid, 2021). Empowerment of lecturers is carried out to improve the quality of performance in facing challenges that often change. Increasing competitiveness in empowering lecturers includes science, technology and art. Empowerment can also accommodate the desire of lecturers to develop themselves in improving their careers (Agustini, 2015). Employees experiencing psychological empowerment will feel their work assignments are meaningful, employees feel confident in their abilities in carrying out work tasks, and employees will feel they have autonomy over employee actions (Macsinga et al., 2015).

Psychological empowerment will make employee psychology feel the 4 perceptions of employees in their work (Jordan et al., 2017), namely Meaning is a meaningful employee's job. Employees will accept their work and duties so that employees will be committed and participate in all organizational activities. Employees will focus on their work, employees will try to solve problems with various knowledge and skills that employees have. Competence is confidence in having competence in carrying out tasks. Employees believe they have the capacity to complete their tasks. Employees will give more initiative, persistence and effort in facing various obstacles. Self-determination is the freedom to choose various methods in completing tasks. Employees will feel their own freedom (autonomy) in making decisions about work assignments without worrying about a lot of supervision. Self-determination will make work more flexible, creative, confident, and will be able to control yourself. Impact means that employees believe what they are doing has a broad effective impact. Impact will control the work environment of employees, with a sense of having an influence on each employee, the work environment will be controlled by between employees.

Lecturer Performance, Lecturer performance is the performance carried out by lecturers in quality and quantity in carrying out their duties in accordance with the responsibilities assigned to them, performance measurement includes discipline, professional competence, obedience, attendance, cooperation, and quantity of work (Adiawaty, 2020). Achievement results from a lecturer's potential development in implementing the Tridharma of Higher Education (Rina, 2017).

Lecturer performance must be based on Law No. 12 of 2012 namely the implementation of the Tri dharma of Higher Education (Togar & Wahyanti, 2021), which are as follows Lecturer's performance is based on the process of academic education, lectures, or practicum. Studying. Lecturers must be able to complete lectures according to the schedule either face-to-face or online. However, for online lectures there are several obstacles, especially facilities that are not supportive. Practice. Learning to use certain tools and materials with certain methods must be done offline. However, when practicing offline, there are several obstacles during the pandemic, namely restrictions on humans in a room. Lecturers must be more creative in compiling practical models in these conditions, using practical information technology can be used with video recordings. Guidance. Generally, the forms of academic guidance are guardianship and final project.

This academic process can be used online during a pandemic. Likewise, lectures using social media, or campus learning management systems are an alternative for lecturers in conveying their knowledge. With these conditions, of course, lecturers and students will be more intensive in conducting communication or guidance without any distance.

Lecturer performance based on research and publications Study. Even though there are restrictions on activities, research must still be carried out. Research that requires data collection in the field must implement a health protocol. The difficulty of obtaining survey data is the main obstacle. However, this requires lecturers to think creatively in collecting data by means, for example, online. Lecturers should read and dig up a lot of information and spend a lot of time writing reports. And lastly, lecturers can get new ideas for solving research problems. Publication. The quantity of publications is generally an assessment of publications. The presentation of research results that will be published is held by a webinar. Lecturer performance based on community service

The form of community service for lecturers generally holds leadership positions outside the institution, development of research results for industry and providing counseling or lectures for the community. The results of the service report are usually made into articles and published in journals. For community service, they can interact indirectly through virtual video media or interact directly face to face. Face-to-face during the pandemic is not possible, this triggers lecturers to think creatively looking for this community service that is not face-to-face. Lecturers can also do community service in the form of social media, namely making education in the form of videos.

There are five indicators in measuring lecturer performance (Adiawaty, 2020), namely (1) the quality of work results as measured by task perfection through ability; (2) the quantity of work that is measured from the number of work activities that have been completed; (3) Completed according to the target time measured by the timeliness of completion; (4) the effectiveness of resources as measured by the number of results achieved on the use of resources; (5) Commitment to the tridharma of lecturers as measured by the implementation of tasks related to the tridharma of higher education.

## 2. Method

This research method uses a descriptive design while the research method is a survey and literature study. The research data uses primary and secondary data from lecturer interviews while secondary data is a literature review. Research respondents are at least 4 people from each lecturer who has a lecturer academic position including Head Lector, Lector, Expert Assistant and Teaching Staff. The analysis technique uses descriptive analysis with the following steps (1) formulating the problem so that the research is focused; (2) determine the types of information and data relevant to the formulation of the problem; (3) data collection and data processing according to the data used; (4) answer questions that have been formulated from the results of descriptive data processing; (5) reviewing the results of descriptive data with discussion; (6) presents the results of descriptive data analysis.

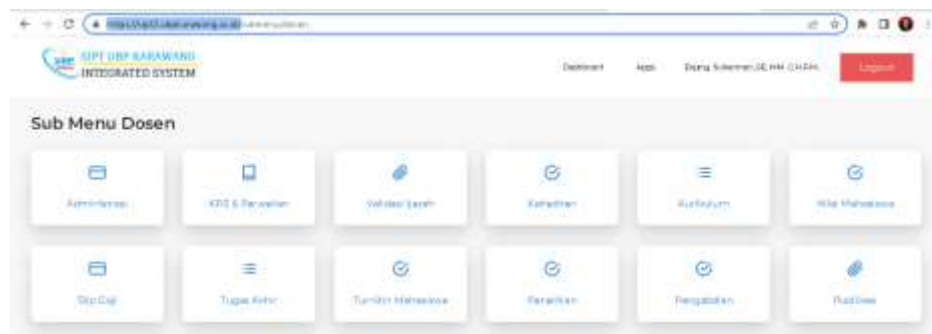
## 3. Result and Discussion

### 3.1 Knowledge Sharing

Knowledge sharing is an activity to exchange knowledge, skills and information needed by lecturers, either between individuals or between institutions and individuals. Knowledge sharing activities carried out by UBP Karawang Lecturers are Good. For coordination between lecturers, a social media group is always created on the WhatsApp application. There are also direct knowledge sharing activities such as organizing workshops, training, webinars and lecturer meetings. Lecturer meetings are held at least three times, namely before the beginning of the lecture, before the Mid-Semester Examination and before the Final Semester Examination.

Various information is disseminated between lecturers, both information regarding Research Grants, PKM Grants, and scientific publications. If the lecturer wants to transfer his knowledge, it is always in workshops or training activities. For knowledge sharing activities, you can also use a web to transfer information on lecturer activities, one of which is the UBP Karawang application with a higher education information system on the <https://sipt2.ubpkarawang.ac.id/> page which can be seen in the following display:





**Figure 1** Information System for College Lecturers of UBP Karawang

On this page there are accounts of administration, guardianship, lecturer attendance, curriculum, student grades, salaries, student final assignments, tours, research, service, and publications. Lecturers can provide information on higher education tridharma activities to institutions on that page. However, this knowledge sharing system is still not complete, because there is no system for sharing knowledge between lecturers, so far it has only been through social media. Most of UBP Karawang's lecturers in knowledge sharing activities are only in knowledge collecting, while knowledge donating activities are still not optimal. There are some lecturers who like to share knowledge, and not a few lecturers keep their knowledge for themselves. This is due to several factors.

a. Individual Factor

Each individual lecturer has different characteristics, characters, and attitudes. Individual lecturers will share knowledge with those who are considered close, sometimes the level of maturity, and the level of knowledge also has an important role in sharing knowledge between lecturers, especially intellectual maturity. Self-awareness and self-pleasure to share knowledge between individuals with the aim of facilitating work are part of the individual factors in knowledge sharing (Firdaus & Ahman, 2020).

b. Organizational Factor

Not all campus organizations can support knowledge sharing activities. Limited resources, or campus policies themselves are one of the causes of the absence of knowledge sharing. UBP Karawang provides support to lecturers in knowledge sharing activities in the form of providing training and education activities for all lecturers, visiting comparative studies, and facilitating lecturers for further studies. The leadership of UBP Karawang is very supportive in improving the competence and promotion of lecturers' functional positions. Various information is often shared on various occasions.

c. Technological Factor

Technological factors will make lecturers carry out knowledge sharing activities such as providing applications or online information sharing facilities. Lecturers will feel happy and satisfied if the means of sharing information and knowledge are made easier to use, the features of online facilities are interesting to use, personal data is safe, and the electronic service is good. Online electronic services available at UBP Karawang are [spt2.ubpkarawang.ac.id](http://spt2.ubpkarawang.ac.id) and [elearning.ubpkarawang.ac.id](http://elearning.ubpkarawang.ac.id) as well as the WhatsApp social media group that is currently available.

This is in accordance with research conducted stating that the influence and development of information technology and the ability to use it can encourage lecturers to carry out knowledge sharing activities, such as whatsapp, zoom and other social media (Sandra et al., 2022). The results of other studies obtained analytical factors that can affect knowledge sharing, including the first is the organization in the form of culture and rewards, the second is the availability of technology for information technology applications, and the three individuals include self-efficacy, happy to help, and the expected results. Of these several factors, the most influencing knowledge sharing is the individual factor, although the main task of the lecturer is to share knowledge, it depends on the personality of each lecturer who likes to help others (Sarja, 2014).

### 3.2 Psychological Empowerment

#### a. Validity Test Results

Becoming a lecturer is one of one's dreams in life, as well as the lecturers at UBP Karawang which is not a mere coincidence. The lecturer must study at least until the second strata level which has sacrificed family time, money, and freedom in achieving this level of education. In addition, he continued his doctoral studies after joining the Foundation's scholarship assistance. The leadership often gives motivation to UBP Karawang lecturers, UBP Karawang is a place to work, UBP Karawang is a place to transfer knowledge. Lecturers are teachers who have high social status in the community, so be proud to be a lecturer at UBP Karawang. UBP Karawang has been established since 6 years ago, a lot of people want to apply to become lecturers at UBP Karawang, including one lecturer from Malang, East Java, Aceh in the Simeuleu area, Lampung, East Nusa Tenggara, Ambon, and most of them come from West Java. The sense of significance of a job is an employee's pride working in that place even though the job is not his dream job. However, employees feel that this is the work that is being done and must be done properly (Anissatul et al., 2021).

#### b. Sense of Competence

Lecturers certainly have high intellectual and academic skills, there is no doubt about competence. However, science continues to develop and needs further deepening and development through research and education. Likewise, UBP Karawang lecturers will continue to be given briefings in the form of competencies according to their fields. Competence that is qualified in carrying out its duties and responsibilities will lead to self-confidence in the competencies obtained. Personnel development based on the needs of each employee will provide interventions to increase competence. Good competence will give them confidence in carrying out their work duties and can create new innovations according to their needs (Fahlevi & Satrya, 2020).

#### c. Sense of Freedom of Choice

UBP lecturers are given space to express scientific thinking, freedom to choose their interests in doing their work assignments by making a roadmap by the lecturer concerned. The roadmap is made to provide direction in carrying out the tridharma activities of higher education including research and service. This sense of freedom of choice will make lecturers feel comfortable at work and still comply with the rules that have been set. Creative ideas will grow innovative ideas that will bring change for the better. The sense of freedom to choose their own way of working can make employees comfortable and still comply with applicable regulations. This feeling will lead to initiative in doing tasks and determining what activities must be done first (Anissatul et al., 2021).

#### d. Sense of Impact/Influence.

UBP Karawang lecturers are given the freedom to make research and service roadmaps with the competence of their lecturers. Of course, a sense of pride will arise in a lecturer so that it will foster a sense of having an influence on the progress of the UBP Karawang institution, especially in each study program. The progress of study programs at UBP Karawang will definitely depend on the contribution of each lecturer concerned. The sense of having an impact can lead to employee creativity ideas or ideas will not be in vain so that employee creative ideas can contribute to improving service quality and institutional performance (Fahlevi & Satrya, 2020).

### 3.3 Lecturer Performance

#### a. Educational and Learning Performance

Universitas Buana Perjuangan Karawang has had more than 10,000 students since the start of covid, the learning system is carried out face-to-face so lectures are scheduled from morning to night. Previously, UBP Karawang would create a new learning model technique at the end of 2019 in the form of blended learning, namely combining offline and online learning, which in the end, in early 2020, required lecturers and students to study online who did not have 100% readiness. The Learning Management System was developed to assist lecturers and students in learning which is called the Buana Online Course, and is still being used. Here's the LMS UBP Karawang



Figure 2 Buana Online Course

The mechanism for online lectures is left to the lecturers concerned. UBP Karawang lecturers often use zoom and meet google applications for virtual videos. However, not all meetings are conducted with virtual videos, sometimes lecturers provide explanation videos via YouTube which have been previously recorded, and occasionally students are given independent assignments. The use of LMS makes it easy for lecturers and students in online learning, both in distributing materials and assessing learning outcomes. Meanwhile, other learning media have drawbacks including Whatsapp being less effective because it cannot control students directly, Meet Google and Zoom can control students but have not been able to adapt their use (Syahrir et al., 2021). Distance learning or online has a weakness, namely lecturers and students do not have emotional closeness, only recognize through the camera, besides there are several obstacles in online learning including:

- 1) Internet network for each lecturer and student is unstable
- 2) No props for online explanation
- 3) Computer equipment and other hardware that is not yet supported.
- 4) Lecturer's proficiency in using online learning applications.

This is in accordance with previous research stating that online learning obstacles are due to poor network connections in each lecturer's house, each lecturer has various internet capacities, other obstacles are rotating power outages, lack of praga tools, and lack of lecturer competence in the use of online media (Togar & Wahyanti, 2021).

b. Research and Publications

Research and publications for UBP Karawang lecturers run every semester, especially for lecturers who are certified educators, of course, it is obligatory to submit research and publications in the form of Lecturer Workload (BKD) and Lecturer Performance Report (LKD). The following are research and publication data found at <https://sinta3.kemdikbud.go.id/> which is affiliated with UBP Karawang as follows:



Figure 7 Research and Publications of UBP Karawang

Based on the picture, the total Authors affiliated with UBP Karawang are 165 lecturers who have been verified by the Ministry of Education and Culture Sinta. This is in accordance with the number of permanent lecturers registered at <https://pddikti.kemdikbud.go.id/> totaling 81 permanent female lecturers and 84 male permanent lecturers spread over 11 study programs. In 2020 is the highest peak of scientific publications but after that in the following year experienced a decline. This is due to several factors, namely:

- 1) Limited field research due to the covid 19 outbreak
- 2) The lecturer's self-motivation in research.
- 3) The ability of lecturers for research and publication.
- 4) Publication policies that burden lecturers, for example, author fees are too high
- 5) Lack of research and publication experience.

This is in accordance with several research results including several factors that can hinder research results including research competence, motivation for achievement, motivation for the economy, personality factors and regulations/policies (Santoso, 2022). The results of another study showed that lecturers who had low functional positions had low research scores, besides that research and publication experience became one of the factors for research and publication productivity (Retnowati et al., 2018).

c. Community service

The implementation of community service for all UBP Karawang lecturers every semester is always carried out either in groups or individually. Every semester the Quality Control and Quality Assurance Groups under LP3M UBP Karawang always monitor and supervise all lecturers in terms of community service activities or abdimas. The service activities of UBP Karawang lecturers can be in the form of providing counseling, training or also occupying a certain position. The results of the abdimas report are made of service articles which will be published in the service journal. UBP Karawang itself has a devotional journal called the Buana Pengabdian Journal. Sometimes some lecturers publish their service journals outside the institution. The following is a list of current PKM activities:

**TABLE 3**  
List of PKM Activities

No	PKM Activities
1	Holding a leadership position outside the organization
2	Carry out the development of educational and research results
3	Provide training/counseling/arrangement/lecture/community assistance, scheduled, programmed
4	Providing services to the community or other activities that support the implementation of general government and development tasks
5	Create/write devotional works
6	The results of community service activities are published
7	Participate actively in the management of scientific quantities

The tridharma activities of higher education at UBP Karawang are quite good overall, but there are some lecturers who are not optimal in carrying out these activities with various obstacles that have been described previously. This is not much different from the results of several other studies including Adiwaty (2020) Lecturers have low commitment to the tridharma of higher education based on a survey of only 8% during the covid 19 pandemic, especially distance learning. The performance of lecturers in carrying out the tridharma of higher education is still not in accordance with institutional standards, this condition is caused by several driving factors (Andini et al., 2016) including: (1) Ability, these ability factors include attitude, effectiveness, motivation, efficiency, and expertise discipline; (2) organizational structure includes leadership, resources, job design, and work experience; (3) The background includes demographics, and initiatives and (4) Perception. The performance of lecturers can be influenced by several factors, namely internal factors, scientific fields, educational background, functional positions, and age (Nurkhaerani et al., 2013).

**4. Conclusion**

Based on the results of the discussion, it can be concluded as follows Knowledge sharing activities between lecturers at UBP Karawang have been said to be good, this can be seen in the individual factors of



UBP Karawang lecturers who like to share knowledge, technological facilities are available even though they are not complete, and support from organizations, especially support from the leadership. Psychological empowerment activities for UBP Karawang lecturers are good, it can be seen that most UBP Karawang lecturers are proud to be lecturers, have a fairly high sense of competence, are given autonomy in completing work, and have a sense of influence on the results of their work. The performance of UBP Karawang lecturers is good, this can be seen, most of UBP Karawang lecturers already have functional positions quickly, as well as passing lecturer certification which shows good performance in carrying out the tridharma activities of higher education

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