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Agile Leadership and Knowledge Sharing In Improving Lecturer Performance

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Abstract: This research aims to investigate the role of Agile Leadership and knowledge-sharing practices on lecturer performance in higher education institutions. The quantitative method of multiple regression analysis was used to collect and analyze data from questionnaires distributed to lecturers at Linggabuana PGRI Sukabumi University, with a sample of 72 permanent foundation lecturers. The results of the analysis show that Agile Leadership and knowledge sharing simultaneously have a tremendous influence on lecturer performance. Agile Leadership makes an extraordinarily positive contribution to lecturer performance while knowledge-sharing practices also have a positive and extraordinary impact. These findings emphasize the importance of implementing Agile Leadership principles and encouraging knowledge-sharing practices as a strategy to improve lecturer performance in higher education environments. The practical implication of these findings is the need for educational institutions to develop a culture of responsive leadership and encourage collaboration and exchange of knowledge between lecturers to increase the effectiveness of teaching, research, and community service.

Keyword: Agile Leadership, Knowledge Sharing, Lecture Performance.

INTRODUCTION

Amid constant change and increasingly complex demands in higher education, the role of lecturers as academic leaders has become increasingly vital. Lecturers are not only expected to provide high-quality teaching but also to innovate in research and contribute to the development of society. To improve lecturer performance, approaches that are innovative and proven to be effective are a major concern for stakeholders in higher education institutions.

Lecturers play a crucial role in carrying out their duties in higher education, including teaching, conducting research, and providing services to the community. Because of this,

their performance has become a major focus of educational research. Performance itself refers to the success of a person or group in carrying out their duties and responsibilities, as well as their ability to achieve the goals and standards that have been set. (Indriani, 2015), (Nadeak, 2020) and (Mardikaningsih & Darmawan, 2022). This definition describes performance or performance as a result of presentation, implementation, achievement, or performance. Lecturer performance in this research was measured using indicators such as education and teaching, research, community service, and supporting activities (Jufrizen et al., 2020).

In this context, to improve lecturer performance, the Agile Leadership concept emerged as a framework that attracted attention. Agile Leadership emphasizes adaptability, collaboration, and responsiveness to change as the basis for achieving common goals. Agile leadership can quickly anticipate environmental changes (volatility), predict uncertainties that may occur in the future, analyze various interacting factors that influence the organization, and interpret current conditions and realities correctly. (Hendrik Kresnawan, Bakhtiar Abbas, 2023) . Where Agile Leadership places more emphasis on team empowerment and trust in their ability to make decisions independently (Surapto et al., 2024). Agile Leadership is also a form of leadership activity that focuses on the leader's ability to act quickly, flexibly, and adaptively in dealing with diverse conditions, new experiences, and environmental changes. (Arifin & Purwanti, 2023) (Susanto et al., 2023) and (Kusumawati & Anik, 2023).

Agile Leadership also highlights the importance of open and transparent communication between leaders and team members, while creating a work environment that supports employee skills and career development. This leadership style is very suitable for companies operating in a fast and dynamic environment because it emphasizes the ability to adapt quickly to changes that occur. (Teguh Setiwan Wibowo, Rini Fatmawati, Sunday Ade Sitorus, Hartanto, 2023). Agile leadership is measured by indicators, namely: Responsiveness to change, Active involvement and participation, Effective collaboration and teamwork, Flexibility and adaptability, Support and empowerment, Open communication and transparency, and Learning and innovation (Hariyati, Ummy Kalsum, 2023). Although traditionally applied in the technology industry, Agile Leadership principles offer interesting potential for application in higher education contexts, particularly in improving lecturer performance.

Implementing Agile Leadership is important in improving lecturer performance, as has been done by (Teguh Setiwan Wibowo, Rini Fatmawati, Sunday Ade Sitorus, Hartanto, 2023) where the result is that Agile Leadership has a positive and significant effect on employee performance in the VUCA era, also by (Hendrik Kresnawan, Bakhtiar Abbas, 2023) where the findings were that Agile Leadership had a positive and significant effect on ASN Performance at the Regional Secretariat of Southeast Sulawesi Province. So the higher the level of implementation of agile leadership in an organization, the better the team's performance can be.

Meanwhile, the practice of knowledge sharing is also considered a key factor in improving lecturer performance. Knowledge sharing is a meeting efficiency facility that can improve employee performance. Good knowledge-sharing practices show an environment that is willing to share between employees, thereby creating a sense of mutual ownership and responsibility for personal and colleague performance (Hendrik Kresnawan, Bakhtiar Abbas, 2023). Knowledge sharing is also an indispensable approach to facilitating knowledge recording and encouraging effective sharing with colleagues. To support this, intuitive and easy-to-use tools are needed (Budiono, Muryati, 2024). Knowledge sharing is the activity of transferring or disseminating information which includes implicit and explicit knowledge from one person, group, or organization to another (Haris, 2019).

According to (Hendrik Kresnawan, Bakhtiar Abbas, 2023), knowledge-sharing is measured by the indicator: Embrained knowledge, namely knowledge related to conceptual skills and individual cognitive abilities through formal study (learning by studying). Embodied knowledge, is knowledge that is formed within a person from previous experiences. Encultured knowledge includes assumptions and beliefs used to obtain new values and information. Embedded knowledge is a collective form of tacit knowledge that is embedded in organizational routines, practices, values, norms, and shared beliefs. Encoded knowledge, is knowledge that has been codified and is in explicit form.

Implementing knowledge-sharing practices well indicates that organizations tend to have better performance compared to those that do not. This has been proven by findings (Budiono, Muryati, 2024) where knowledge sharing was able to improve the performance of Wonosari State Vocational School Teachers, Malang Regency. So the more active and open an organization is in practicing knowledge sharing, the greater the impact on improving individual and group performance in the work context.

The combination of agile leadership and active knowledge sharing in practice is a key component of effective leadership and governance. The hypothesis is a combination of agile leadership and active knowledge sharing in practice, which is achieved through positive leadership and active leadership in practice. After all, the two teams are closely linked and have many indispensable roles, even when divided into individual and institutional groups. The Chinese government has launched a comprehensive strategy to promote agile leadership, knowledge sharing, and training.

After all, penalties are one of the most important pillars of leadership in agile leadership and knowledge sharing. Because of this, penalties are one of the most important pillars of leadership and knowledge sharing. Through penalties, members of the leadership team are given equal opportunity and leadership in agile leadership and knowledge sharing.

Initial observation results show that Linggabuana PGRI Sukabumi University lecturers still face difficulties in the BKD reporting process and providing services to share knowledge, according to the findings reported (Hasibuan & Hidayat, 2024). These difficulties are related to several factors, including leaders' responsiveness to change, limitations in adapting to curriculum changes or new teaching methods, and low levels of participation in training or professional development.

To fill this knowledge gap, this research aims to use quantitative methods of multiple regression analysis to explore the relationship between Agile Leadership, knowledge-sharing practices, and lecturer performance. By utilizing this approach, we can systematically measure how much influence Agile Leadership and knowledge-sharing practices have on lecturer performance. It is hoped that the findings from this research will provide valuable insights for decision-makers in higher education institutions to develop more effective strategies for improving lecturer performance and, more broadly, improving the quality of higher education as a whole.

METHOD

This research design uses a multivariate regression method to identify the relative contribution of the independent variables, namely agile leadership and knowledge sharing, to the dependent variable of lecturer performance, while controlling the effects of other variables that might influence the results. Furthermore, the associative method is used to explore the relationship between these variables without inferring direct cause and effect, but only showing the degree of correlation between them. With this combined approach, this research aims to gain a deeper understanding of how agile leadership and knowledge-sharing practices influence lecturer performance in the academic environment.

The population of this study consisted of all permanent Foundation lecturers registered in the civil service section of Linggabuana PGRI Sukabumi University, with a total of 72 people. The sample in this study was the entire population taken using the census method. Data collection was carried out through a questionnaire, a research instrument that contains a set of written statements or questions to respondents to produce primary data. The analysis technique used is parametric statistics, with a multi-regression analysis method using SPSS 26.

RESULTS AND DISCUSSION

Respondent Description

Linggabuana University PGRI Sukabumi is a new university that was founded in 2023. This university was formed from a combination of two higher education institutions, namely the PGRI Sukabumi Teacher Training and Education College and the PGRI Sukabumi College of Economics. This university consists of two main faculties, namely the Faculty of Social Economics and the Faculty of Engineering, with a total of 7 study programs, including Management, Accounting, Pancasila and Citizenship Education, National Economic Education, Informatics, Civil Engineering, and Agricultural Industrial Engineering.

The respondents in this research were all of the Foundation's Permanent Lecturers, totaling 72 people and divided into two faculties. There are 23 lecturers from the Management Study Program, 10 lecturers from the Accounting Study Program, 10 lecturers from the Pancasila and Citizenship Education Study Program, 13 lecturers from the National Economic Education Study Program, 6 lecturers from the Informatics Study Program, 5 lecturers from the Civil Engineering Study Program, and the Agricultural Industrial Engineering Study Program with 5 lecturers.

Data Quality Test Results

Table 1. Results of Agile Leadership Validity Testing

Statement No	R Count	R Critical
AgL1	0.874	0.300
AgL2	0.487	0.300
AgL3	0.860	0.300
AgL4	0.534	0.300
AgL5	0.585	0.300
AgL6	0.861	0.300
AgL7	0.784	0.300

Source: SPSS26 Processed Data, 2024

Table 2. Knowledge Sharing Vaidity Test Results

Statement No	R Count	R Critical
KnS1	0.697	0.300
KnS2	0.758	0.300
KnS3	0.636	0.300
KnS4	0.586	0.300
KnS5	0.640	0.300

Source: SPSS26 Processed Data, 2024

Table 3. Results of Lecturer Performance Validity Testing

Statement No	R Count	R Critical
LP1	0.665	0.300
LP2	0.556	0.300
LP3	0.795	0.300
LP4	0.717	0.300

Source: SPSS26 Processed Data, 2024

Based on the analysis in Tables 1, 2, and 3, it is found that all calculated r values of the research variables are greater than the critical r. So this research data can be declared valid

Table 4. Reliability Test Results

Variable	Nilai Cronbach's Alpha
Agile Leadership	0.842
Knowledge-Sharing	0.685
Lecture Performance	0.629

Source: SPSS26 Processed Data, 2024

Sourced from Table 4, the Cronbach's alpha value obtained from the variables studied was greater than 0.60. So, this research data is reliable and can be continued with further analysis

Prerequisite Test Results

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		72
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.95873280
Most Extreme Differences	Absolute	.073
	Positive	.073
	Negative	-.042
Test Statistic		.073
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: SPSS26 Processed Data, 2024

Sourced from the normality test results obtained in Table 5, the data distribution is declared normal because of the Asymp value. The Sig of 0.200 is greater than 0.05.

Table 6. Results of Agile Leadership Linearity Testing on Lecturer Performance

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Lecture Performance * Agile Leadership	Between Groups	(Combined)	62.622	9	6.958	5.907	.000
		Linearity	49.253	1	49.253	41.814	.000
		Deviation from Linearity	13.369	8	1.671	1.419	.207
	Within Groups		73.031	62	1.178		
	Total		135.653	71			

Source: SPSS26 Processed Data, 2024

Table 7. Results of Knowledge Sharing Linearity Testing on Lecturer Performance

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Lecture Performance * Knowledge Sharing	Between Groups	(Combined)	68.315	7	9.759	9.276	.000
		Linearity	60.092	1	60.092	57.114	.000
		Deviation from Linearity	8.223	6	1.370	1.303	.269
	Within Groups		67.338	64	1.052		
	Total		135.653	71			

Source: SPSS26 Processed Data, 2024

From the linearity test results obtained in Tables 6 and 7, there is a linear relationship between each variable, namely Agile Leadership and Knowledge Sharing, and lecturer performance. Because the sig linearity value is equal to 0.000, which is smaller than 0.05, it can be concluded that the relationship is statistically significant.

Table 8. Heteroskesdicity Test Results

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-1.045	.893		-1.171	.246
	Agile Leadership	.025	.030	.117	.827	.411
	Knowledge Sharing	.048	.044	.154	1.088	.280

a. Dependent Variable: ABS_RES1

Source: SPSS26 Processed Data, 2024

From Table 8, it can be seen that both agile leadership and knowledge-sharing values have sig values greater than 0.05, so this research data does not contain symptoms of heteroscedasticity.

Table 9. Multicollinearity Test Results

Coefficients[a]

Model		Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	Agile Leadership	.683	1.465
	Knowledge Sharing	.683	1.465

a. Dependent Variable: Lecture Performance

Source: SPSS26 Processed Data, 2024

From Table 9, it is obtained that the value of each research variable has a tolerance value of > 0.10 and a VIF (Variance Inflation Factor) value of <10. So we can be sure that this data does not have symptoms of multicollinearity

Data Analysis Results

Table 10. Test Results of Determination Coefficient Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720[a]	.519	.505	.97253

a. Predictors: (Constant), Knowledge Sharing, Agile Leadership

Source: SPSS26 Processed Data, 2024

In Table 10, the Adjusted R-squared value is equal to 0.505, which is equivalent to 50.5%. This indicates that Agile Leadership and Knowledge Sharing have a role of 50.5% in lecturer performance, and the remaining 49.5% are variables not included in this research

Table 11, Multiple Regression Analysis Test Results

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3.367	1.622		2.076	.042
	Agile Leadership	.181	.055	.333	3.300	.002
	Knowledge Sharing	.378	.080	.478	4.728	.000

a. Dependent Variable: Lecture Performance

Source: SPSS26 Processed Data, 2024

From Table 11, the regression equation is obtained as follows: Y = 3.367 + 0.181AgL + 0.378KnS

The explanation is as follows:

1. The Constant Value (3.367) shows that if the Agile Leadership and Knowledge Sharing values are zero, then the performance of permanent lecturers will be 3.367.
2. The regression coefficient for Agile Leadership (0.181) shows that every one unit increase in the Agile Leadership level will cause lecturer performance to increase by 0.181.
3. The regression coefficient for Knowledge Sharing (0.378) shows that every one-unit increase in the level of Knowledge Sharing will cause lecturer performance to increase by 0.378.

Table 12, Partial Hypothesis Testing Results (t-count)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3.367	1.622		2.076	.042
	Agile Leadership	.181	.055	.333	3.300	.002
	Knowledge Sharing	.378	.080	.478	4.728	.000

a. Dependent Variable: Lecture Performance

Source: SPSS26 Processed Data, 2024

From Table 12, the explanation is:

1. For Agile Leadership the calculated t is equal to 3,300 > from t table = 1,995. with a sign value equal to 0.002 < 0.05. So, this hypothesis is recognized, where Agile Leadership has an extraordinary role in lecturer performance.
2. For Knowledge Sharing the t-count is equal to 4.728 > from t table = 1.995. with a signed value equal to 0.000 < 0.05). So, this hypothesis is recognized, where Knowledge Sharing has an extraordinary role in lecturer performance.

Table 13, Simultaneous Hypothesis Testing Results (f-count)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.392	2	35.196	37.212	.000[b]
	Residual	65.261	69	.946		
	Total	135.653	71			

a. Dependent Variable: Lecture Performance

b. Predictors: (Constant), Knowledge Sharing, Agile Leadership

Source: SPSS26 Processed Data, 2024

From Table 13, the f-count Test Results (Simultaneous) show that the calculated hf is 37,212 > Fttable 3.13, along with a sig value of 0.000 < 0.05. then this hypothesis is recognized. Where agile leadership and knowledge-sharing simultaneously have an extraordinary role in lecturer performance.

Discussion

Agile Leadership plays a role in lecturer performance

The partial agile leadership test results obtained a sign value equal to 0.002, which is smaller than 0.05, so Hypothesis 1 is recognized because Agile Leadership plays an extraordinary role in lecturer performance.

Agile Leadership has an important role in improving lecturers' performance by helping them adapt more quickly to change, encouraging collaboration between lecturers, and responding more flexibly to student needs. With this approach, lecturers can become more

efficient in facing ever-changing educational challenges and improve the quality of their teaching. This finding is also in line with the results carried out by (Hendrik Kresnawan, Bakhtiar Abbas, 2023) where the result is that Agile Leadership has a positive and extraordinary effect on performance at the Regional Secretariat of Southeast Sulawesi Province. This is also by research by (Teguh Setiwan Wibowo, Rini Fatmawati, Sunday Ade Sitorus, Hartanto, 2023) which shows that Agile Leadership has a positive and significant effect on employee performance in the VUCA era. However, these results are not in line with the findings of (Krismanto et al., 2023), which show that leadership agility has no partial effect on employee performance at PT Bungasari Flour Mills Indonesia. This may be due to the traditional approach to management that is still applied by leaders in the company.

Knowledge-sharing plays a role in lecturer performance

The results of partial hypothesis testing showed that the knowledge-sharing sig value was equal to 0.000, which was smaller than the significance level of 0.05. So, Hypothesis 1 is recognized because Knowledge Sharing plays an extraordinary role in a lecturer's performance.

The practice of knowledge sharing dominates in improving lecturer performance in the educational environment. By sharing knowledge and experience between lecturers, they can learn from each other and develop their skills in teaching. This not only expands individual capacity but also creates a collaborative and supportive environment among teaching staff. This finding is in line with findings from (R Djayendra Dewa, 2023), where knowledge-sharing has a positive effect on lecturer performance in the field of research and scientific publications, and also in line with findings from (Hendrik Kresnawan, Bakhtiar Abbas, 2023), where knowledge-sharing has an effect positive and extraordinary performance at the Regional Secretariat of Southeast Sulawesi Province. This finding also agrees with the findings of (Budiono, Muryati, 2024) where Knowledge-Sharing was able to improve the performance of Wonosari State Vocational School Teachers, Malang Regency.

Agile Leadership and knowledge simultaneously play a role in lecturer performance

The calculated f-test results show that the significance value of Agile leadership and Knowledge Sharing simultaneously on lecturer performance is 0.000 < 0.05. So, Hypothesis 3 is recognized because Agile leadership and Knowledge Sharing simultaneously play an extraordinary role in lecturer performance.

Agile Leadership and knowledge-sharing practices simultaneously play an extraordinary role in improving lecturer performance in the educational environment. With a responsive approach to change and the ability to facilitate collaboration and knowledge exchange between lecturers, Agile Leadership creates an environment where lecturers can continuously develop their skills and increase the effectiveness of their teaching. When lecturers can adapt quickly to change and share their knowledge and experience with others, they not only expand individual capacity but also improve the overall quality of teaching. Thus, the combination of Agile Leadership and knowledge-sharing practices helps create a dynamic and supportive environment, where lecturers can reach their maximum potential in guiding and helping students achieve academic success.

This research is novel because there has been no previous research that has simultaneously explored the relationship between agile leadership and knowledge sharing on lecturer performance. Thus, this research provides a valuable contribution to expanding understanding of how these two factors together can influence lecturer performance in the educational environment. By emphasizing these two concepts together, this research can provide more comprehensive and in-depth insight into the factors that contribute to lecturer effectiveness in facilitating learning and improving student achievement.

CONCLUSION

Both individually and simultaneously, Agile Leadership and knowledge-sharing practices have a very significant role in improving lecturer performance. Through a change-responsive and collaborative approach, Agile Leadership helps lecturers to adapt quickly to ever-evolving educational challenges. On the other hand, knowledge-sharing practices enable lecturers to learn from each other and share experiences, which directly expands individual capacity and improves the quality of their teaching.

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