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CHALLENGE MANAGEMENT: THE IMPORTANT ROLE OF ENGAGEMENT FOR LECTURER PERFORMANCE WITH KNOWLEDGE MANAGEMENT AND TALENT MANAGEMENT APPROACHES

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ABSTRACT[2]

Introduction/Main Objectives: This research is a concept of measuring lecturer performance at private universities in Makassar city with the approach of knowledge management, talent management and also engagement.
Background Problems: The challenges faced by private universities in Makassar are not only the concept of maintaining the quality of learning implementation but also faced with the challenge of quantity or the number of prospective students obtained each new academic year, this encourages the dual role of every human resource in it, including lecturers.
Novelty: The finding of this moderation position is a novelty value in this research, which assumes that the interaction of knowledge management on talent management on lecturer performance has a negative effect or tends to weaken the relationship between these variables
Research Methods: This study used a sample of 325 lecturers spread from various private universities in Makassar city, with a proportional sample approach for each university and then the data obtained from questionnaires distributed online and offline were processed with SmartPLS 4.0 tools with the analysis technique, namely Structural Equation Modeling (SEM).

Finding/Results: The results showed that knowledge management both directly and indirectly has a positive and significant effect on engagement and lecturer performance, as well as Talent Management. Meanwhile, the condition of knowledge management as a moderating variable in explaining the relationship between talent management and performance appears to have a negative moderating effect.

Conclusion: This indicates that talent management is more likely to have a strong relationship with lecturer performance rather than having to interact with knowledge management.

Keywords: *Challenge management, knowledge management, talent management, engagement, performance*

INTRODUCTION

Higher education in Indonesia plays a very important role in the development of superior and competitive human resources in this era of globalization. In the eastern region of Indonesia, particularly in Makassar city, private universities play an important role in expanding access to higher education. However, many of these universities are non-excellent accredited, facing major challenges in their efforts to improve the quality of their education and academic performance. According to Ramadhani et al. (2020), talent management and knowledge management have a significant influence on employee performance, with employee retention as an important moderating variable. In the context of private universities in Makassar, this challenge is even more relevant given the limited resources and infrastructure they face. Globally, talent management issues are becoming increasingly critical in organizational strategies, especially in the higher education sector. Tarique and Schuler (2018) noted that global talent management is now a strategic priority for organizations aiming to enhance performance and achieve a sustainable competitive advantage (Tarique & Schuler, 2018). Effective talent management in the higher education sector is necessary to ensure that institutions can retain and attract the best academics, who are key in improving the quality of teaching and research.

Research by Collings, Scullion, and Vaiman (2019) underlines that talent management practices must be adaptable to the unique challenges of different cultural and organizational contexts, especially in non-Western settings (Collings, Scullion, & Vaiman, 2019). In the context of Indonesia, and specifically Makassar, this means that universities must be able to develop approaches that are not only appropriate to local conditions but also in line with global best practices. This adaptation is important given the challenges faced by private universities with non-excellence accreditation, such as limited funding, lack of research facilities, and low attraction of highly qualified lecturers.

Knowledge management also plays an important role in improving academic performance. Nonaka and Takeuchi (1995) in their fundamental research on knowledge management stated that knowledge management is a crucial component of organizational strategy, essential for innovation and maintaining competitive advantage (Nonaka & Takeuchi, 1995). In universities, knowledge management can be used to optimize teaching, research, and continuous learning. For example, research by Donate and de Pablo (2015) shows that effective knowledge management practices are directly linked to organizational innovation and performance (Donate & de Pablo, 2015). In the context of Makassar, the development of a strong knowledge management culture can be key in facing challenges in improving the quality of education, especially in private universities with non-excellent accreditation.

Lecturer engagement is another important variable in improving academic performance. Engagement refers to the degree to which lecturers feel emotionally and cognitively committed to their work and institution (Schaufeli & Bakker, 2010). In a study by Bakker and Demerouti (2008), it is stated that engagement is fostered when employees perceive their work environment as supportive, balanced, and conducive to personal and professional growth (Bakker & Demerouti,

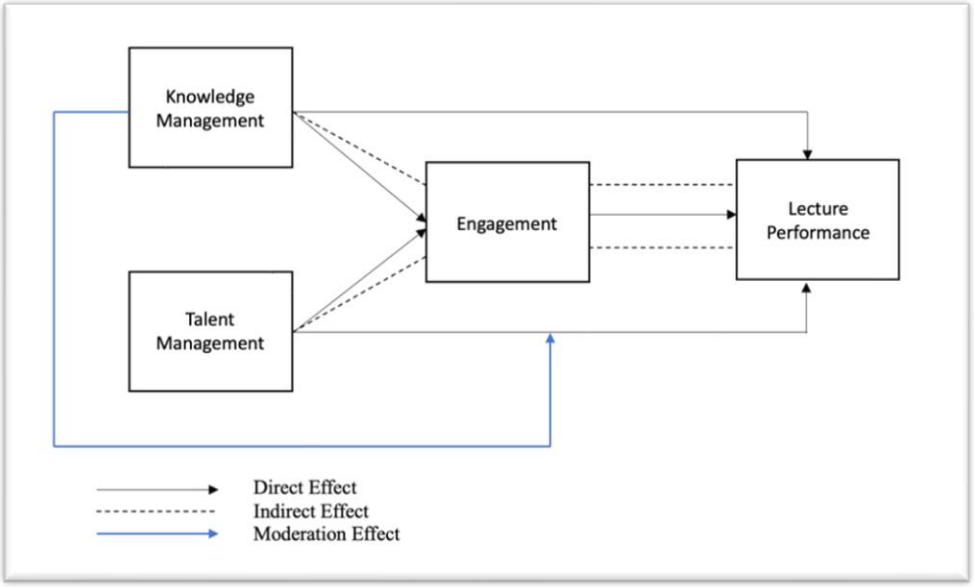
2008). Thus, high lecturer engagement not only improves performance, but also lowers turnover rates and increases retention of quality lecturers. In private universities in Makassar, lecturer engagement is influenced by various factors, including organizational culture, support from management, and opportunities for career development. According to Vaiman et al. (2020), engagement is a critical factor influencing employee performance and retention, particularly in knowledge-intensive sectors like higher education (Vaiman et al., 2020). Therefore, it is important for universities to create a supportive work environment, where lecturers feel valued and have the opportunity to develop professionally. LLDIKTI Region IX, which covers South Sulawesi, West Sulawesi and Southeast Sulawesi, has a central role in ensuring the quality of higher education in the region. According to the annual report of LLDIKTI Region IX (2023), key challenges in the region include limited quality human resources, inadequate infrastructure, and the need to improve higher education accreditation (LLDIKTI IX, 2023). In an effort to improve the quality of higher education, LLDIKTI emphasizes the importance of improving lecturers' competencies through training programs, certification, and continuous career development. However, in Makassar, many private universities still struggle to meet this standard. Based on data from Makassar's Central Bureau of Statistics (BPS) (2023), only around 15% of lecturers in private universities have doctoral academic qualifications, with the majority being at the expert assistant and lector levels (BPS, 2023). This indicates an urgent need to improve the academic qualifications of lecturers, which is one of the important factors in improving the quality of education. According to a study by Kieser and Leiner (2009), German universities have developed a strong culture of knowledge sharing and talent development, which contributes significantly to their academic excellence (Kieser & Leiner, 2009). This contrasts with the situation in many private universities in Makassar, where HR management is still fragmented and less structured.

METHOD, DATA, AND ANALYSIS

This research uses a quantitative approach with an explanatory design to test the causal relationship between the variables in the conceptual model: Knowledge Management (KM), Talent Management (TM), Engagement, and Lecturer Performance. This design was chosen to explore the direct and indirect effects of KM and TM on lecturer performance, as well as to identify the role of Engagement as a mediating and KM as a moderating variable in influencing the relationship between TM and Lecturer Performance. This approach is particularly relevant for understanding the complexity of interactions between variables that influence each other in the context of higher education (Hair et al., 2017; Sarstedt et al., 2019). This study was conducted in private universities in Makassar, where the target population was lecturers with at least two years of teaching experience and active in research activities. A purposive sampling technique was used to select respondents, with a sample size of 325 private lecturers at universities in Makassar city. Data collection was conducted through a questionnaire designed based on indicators of each variable, which includes KM, TM, Engagement, and Lecturer Performance (Nonaka & Takeuchi, 1995; Collings et al., 2019; Schaufeli et al., 2002; Kim et al., 2021). Each item in the questionnaire was measured using a 5-point Likert scale.

The collected data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. SEM-PLS was chosen for its ability to handle complex models and with relatively small sample sizes, as well as for its ability to analyze data that does not meet the assumption of normal distribution (Hair et al., 2017). The data analysis process involves several important steps: measurement model evaluation (outer model), structural model evaluation (inner model), and predictive relevance evaluation (Q^2). In the measurement model evaluation, convergent validity is tested with Average Variance Extracted (AVE) which should be more than 0.5, while

construct reliability is measured using Composite Reliability (CR) and Cronbach's Alpha, with suggested values of more than 0.7. Discriminant validity is tested using the Fornell-Larcker criterion. At the structural model evaluation stage, hypothesis testing is carried out using bootstrapping techniques to obtain t-statistics and p-values, with the hypothesis accepted if the p value is less than 0.05. The R-squared (R^2) value is used to assess how much the independent variable can explain the dependent variable. Moderation test was conducted to see the moderating effect of KM on the relationship between TM and Lecturer Performance. In addition, predictive relevance (Q^2) was tested using blindfolding techniques to measure the predictive ability of the model (Sarstedt et al., 2019).



Picture 1. Conceptual Research

RESULT AND DISCUSSION

This research was conducted in Makassar city using a sample size of 325 lecturers from private universities. Each lecturer participating in this study is a lecturer with status as a permanent lecturer in each university, has a national lecturer identification number, has been in the profession for a minimum of three years, and the minimum education is a master's level. Some of these profiles are summarized in the following table:

Table 1. Demographic characteristics of respondents

No.	Description	Characteristics	Number of Lecturers
1	Age	27-35 Years	65
		36-40 Years	156
		≥ 41 Years	104
	Total		**325**
2	Gender	Male	154
		Female	171
	Total		**325**
3	Final Education	Master	277
		Doctorate	48
	Total		**325**

No.	Description	Characteristics	Number of Lecturers
4	Functional Position	Expert Assistant	201
		Lecturer	97
		Head Lector	26
		Professor	1
Total			**325**

The table shows that the total respondents aged 36-40 years were the most respondents with a total of 156 lecturers or around 48%, then lecturers aged 41 years and over as many as 104 respondents or around 32%, while for lecturers aged 27 to 35 years were 65 respondents or 20%. This age shows that the phenomenon that occurs in Makassar city shows a productive age and tends to be very good to continue to develop and improve the quality and ability to undergo the profession as a lecturer. Table 1 also shows information on respondents based on gender, it can be seen that female lecturer respondents are far more than male lecturer respondents, namely a total of 171 female respondents or 52.6% of respondents in this study were female, and the number of male respondents was 154 respondents or around 47.4%. For the education level of the respondents who participated in this study, those who drank had a Master's degree which is the minimum requirement for someone to become a professional lecturer, the number of respondents in this study based on the level of education was master's as many as 277 respondents or around 85.2% and the number of respondents with a Doctoral education level was 48 respondents or around 14.8%. The functional position of each lecturer explains the level and duration and performance of the workload that has been taken and adjusted, in this condition the functional position with the level of Professor or professor is the highest level even though this is only filled by one respondent. The basic level is expert assistant as many as 201 respondents or around 61.84%. The next level is lector or in common language known as assistant professor as many as 97 respondents or around 29.8%, and the last is the level of associate professor or head lector as many as 26 respondents or around 8%.

Furthermore, this research explains the findings about the variables and also the indicators used, Convergent validity refers to the extent to which the indicators of a construct actually measure the same concept. In the context of Structural Equation Modeling (SEM) with Partial Least Squares (PLS), convergent validity is usually evaluated by looking at the outer loading value of each indicator. according to Hair et al. (2021), an outer loading value greater than 0.70 indicates that the indicator has a strong contribution to the measured construct.

Table 2. Indicator Outer Loading Value

Indicator	Engagement	Knowledge Management	Lecture Performance	Talent Management
X1.2		0.743		
X1.3		0.835		
X1.4		0.850		
X2.1				0.755
X2.2				0.874
X2.3				0.916
X2.4				0.902
X2.5				0.810
Y1.1			0.802	
Y1.2			0.936	
Y1.3			0.886	
Y1.4			0.923	

Indicator	Engagement	Knowledge Management	Lecture Performance	Talent Management
Z1.1	0.835			
Z1.2	0.889			
Z1.3	0.899			
Z1.4	0.734			
X1.1		0.870		

The outer loading value shown by each indicator on each variable above shows very good convergent test results by showing a value greater than 0.7. This strong convergent validity also means that further structural analysis can be carried out with confidence that the measured constructs accurately reflect the variables they represent. Furthermore, to ensure the reliability and validity of the measurement model in this study, a reliability test using Cronbach's Alpha and Composite Reliability (CR) was conducted, as well as a validity test using Average Variance Extracted (AVE). Table 3 shows the Cronbach's Alpha and Composite Reliability values for each construct. The Cronbach's Alpha value ranges from 0.782 to 0.921, which indicates that each construct has good to excellent internal consistency, in accordance with the minimum limit of 0.70 recommended by Hair et al. (2021). In addition, the Composite Reliability (CR) value ranges from 0.824 to 0.944, which also exceeds the 0.70 threshold recommended by Sarstedt, Ringle, & Hair (2020). These results indicate that each item in the construct is reliable and provides consistent results. Convergent validity was evaluated through the Average Variance Extracted (AVE) value which is also presented in Table 1. The AVE values for all constructs ranged from 0.694 to 0.810, which exceeded the 0.50 threshold recommended by Fornell and Larcker (1981). This indicates that more than 50% of the variance of the indicators can be explained by the latent constructs, indicating adequate convergent validity.

Table 3. Reliability and Validity Test

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Engagement	0.861	0.876	0.906	0.709
Knowledge Management	0.845	0.864	0.895	0.682
Lecture Performance	0.910	0.917	0.937	0.789
Talent Management	0.906	0.915	0.930	0.729

The high values of Cronbach's Alpha and Composite Reliability indicate that the constructs used in this study have strong internal consistency, meaning that the indicators used are able to measure the constructs accurately. In addition, the high AVE value confirms that the constructs also have good convergent validity, which means that the constructs are well represented by their indicators. This finding ensures that the constructs used in this study are well measured, so that the results of the structural analysis can be interpreted more meaningfully. The reliability and validity tests conducted ensure that the measurement model used in this study is strong enough. Therefore, the constructs can be used in the structural model to test the relationship between knowledge management, talent management, engagement, and lecturer performance. These strong reliability and validity metrics also increase the credibility of the research findings and support the generalizability of the results to similar contexts. After conducting reliability and validity testing, the next test is to prove the hypotheses that have been built in this research. The results of hypothesis testing conducted

from 325 lecturers found that, of the 8 hypotheses built, 7 of them were accepted with a positive and high influence (P Value <0.05).

Table 4. Bootstrap results of the PLS-SEM mode

Hubungan	Hypotesis	Original sample (O)	T statistics (|O/STDEV|)	P values
Knowledge Management -> Lecture Performance	H1	0.357	5.775	0.000
Knowledge Management -> Engagement	H2	0.263	4.958	0.000
Talent Management -> Lecture Performance	H3	0.205	3.608	0.000
Talent Management -> Engagement	H4	0.612	16.394	0.000
Engagement -> Lecture Performance	H5	0.229	3.392	0.001
Knowledge Management -> Engagement -> Lecture Performance	H6	0.060	2.596	0.009
Talent Management -> Engagement -> Lecture Performance	H7	0.140	3.463	0.001
Knowledge Management x Talent Management -> Lecture Performance	H8	-0.041	2.021	0.043

Knowledge Management has a positive and significant effect on Lecturer Performance, with a T-statistics value of 5.775 and a P-value of 0.000. This indicates that good knowledge management in higher education can directly improve lecturer performance. Research by Nonaka and Takeuchi (1995) shows that effective knowledge management encourages innovation and better performance in organizations, including in the context of higher education. Kalling (2003) mentions that in some cases, knowledge management does not always have a positive impact on performance, especially if the knowledge managed is not relevant or cannot be accessed properly by all lecturers and teaching staff. As for the test of knowledge management on engagement, the results showed that Knowledge Management (KM) has a positive and significant effect on lecturer engagement, with a T-statistics value of 4.958 and a P-value of 0.000. This means that when knowledge management in the institution is better, lecturer engagement in their work increases. This result is in line with research by Donate and de Pablo (2015) who found that effective Knowledge Management can increase employee engagement because they feel more supported and have access to knowledge resources needed for their work, in contrast to Schroeder and Robinson (2009) who found that Knowledge Management is not always related to Engagement, especially if its implementation is not accompanied by changes in organizational culture that support engagement.

Talent Management also has a positive and significant effect on Lecturer Performance, with a T-statistics value of 3.608 and a P-value of 0.000. This means that good talent management contributes to improving lecturer performance. Thunnissen et al. (2013) showed that Talent Management that is integrated with the overall organizational strategy can improve employee performance through development that suits the needs of the organization. This finding contradicts the findings of Björkman et al. (2007) found that Talent Management is not always positively correlated with performance, especially in organizations that do not have a strong talent development culture. As for the findings in the relationship between talent management and lecturer engagement, the results show that Talent Management has a very strong and significant effect on Engagement, with a T-statistics value of 16.394 and a P-value of 0.000. This indicates that a good talent management strategy significantly increases lecturer engagement in their tasks. Collings and Mellahi (2009) found that Talent Management strategies focused on career development and talent retention directly increase employee engagement. Meyers et al. (2013) pointed out that Talent Management that is too focused on a specific group of individuals can lead to disengagement among other employees who feel de-prioritized.

In this research, engagement is a variable that tests lecturer performance directly and also acts as a moderating variable in explaining the relationship between knowledge management and talent management on lecturer performance. The results showed that engagement has a direct influence on lecturer performance and also when mediating the relationship between knowledge management and talent management all have a positive and significant influence on lecturer performance. Schaufeli and Bakker (2004) found that high engagement is usually associated with increased productivity and work quality in various sectors, including education. Akker et al. (2011) mentioned that the relationship between engagement and performance is not always linear and can be influenced by other factors such as workload and management support. Xue et al. (2011) support these results, finding that good Knowledge Management increases engagement, which then leads to improved performance. Vaiman et al. (2012) showed that effective Talent Management increases engagement which in turn increases performance. Yarnall (2011) showed that in some cases, engagement does not play a significant mediating role between Talent Management and performance, depending on the organizational context and the implementation of Talent Management itself. Chang and Lee (2007) found that engagement mediation is not always significant, especially in contexts where engagement is already high without Knowledge Management intervention.

The results showed that Knowledge Management (KM) moderated the relationship between Talent Management (TM) and Lecturer Performance with a negative but significant effect. The T-statistics value for this hypothesis is 2.021, and the P-value is 0.043, which means that this effect is significant at the 95% confidence level. However, what is interesting is that the direction of the effect is negative, with a coefficient of -0.041. This suggests that when KM interacts with TM, the effect of TM on Lecturer Performance actually decreases. One possibility is that when KM and TM are applied together intensively, it can create redundancy or knowledge overload. Lecturers will feel burdened with too much information and procedures, which may interfere with their focus on teaching and research. Wang and Noe (2010) note that in some cases, too much focus on KM can reduce flexibility and creativity, which in turn can negatively affect performance. Highly structured KM will reduce lecturers' independence in managing their own knowledge, which may be more desirable in a TM context that aims to empower lecturers. If KM overly regulates how knowledge should be managed, this could create resistance among lecturers who prefer a more flexible TM approach. This research finally obtained a novelty value in the eighth hypothesis test with the finding that KM acts as a moderator that weakens the relationship between TM and Lecturer Performance. Therefore, organizations need to be careful in integrating KM and TM, ensuring that KM implementation does not burden or interfere with TM's flexibility and focus on individual development, but instead supports it in an aligned way.

CONCLUSION

This study aims to examine the effect of Knowledge Management (KM) and Talent Management (TM) on Engagement and Lecture Performance, as well as to examine the moderating role of KM in the relationship between TM and Lecturer Performance, the results show that overall both direct and indirect relationships of knowledge management and talent management variables on engagement and lecturer performance all have an influence, only the moderating relationship that occurs in this study is an interesting finding because it explains the relationship that can weaken between talent management and lecturer performance if moderated by knowledge management. This research provides important insights for universities and human resource managers in the higher education sector. To improve lecturer performance, universities should ensure that KM and TM are implemented in a mutually supportive and non-conflicting manner. KM implementation should

consider flexibility and specific needs identified through TM, so as to provide maximum benefits for lecturers and the institution as a whole.

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