

The Effect of Knowledge Sharing and Work Engagement on Teacher Performance with Organizational Citizenship Behavior (OCB) as a Mediating Variable

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This study aims to analyze the influence of knowledge sharing and work engagement on teacher performance with Organizational Citizenship Behavior (OCB) as a mediating variable at the YPPK Dr. JB Sitanala School, Ambon Island Branch. The study used a quantitative approach with a sample of 104 teachers. The analysis was conducted using SmartPLS. The results showed that knowledge sharing and work engagement did not directly affect teacher performance. However, knowledge sharing and work engagement significantly influenced OCB, and OCB significantly influenced teacher performance. OCB was proven to mediate the relationship between knowledge sharing and work engagement on teacher performance. This finding emphasizes the importance of strengthening extra-role behavior in improving teacher performance.

Keywords: Knowledge Sharing, Work Engagement, OCB, Teacher Performance

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1. Introduction

Education is a key factor in developing quality human resources. The success of education is largely determined by the quality of teachers, the primary implementers of the learning process. Teachers serve not only as instructors but also as facilitators, mentors, motivators, and agents of change, contributing to improving the quality of education. Therefore, improving teacher performance is a crucial aspect that deserves attention from every educational institution. In efforts to improve teacher performance, one factor considered crucial is knowledge sharing. Knowledge sharing enables educators to exchange experiences, information, skills, and learning methods, thereby enhancing individual competency and organizational effectiveness. Through a culture of knowledge sharing, teachers can develop learning innovations, broaden professional horizons, and improve the quality of the teaching and learning process. However, various studies show that knowledge sharing practices in educational institutions still face obstacles, such as low willingness to share knowledge and suboptimal systems supporting the process. In addition to knowledge sharing, work engagement is also a crucial factor in improving teacher performance. Teachers with high work engagement tend to demonstrate greater enthusiasm, dedication, and involvement in carrying out their duties. Work engagement encourages teachers to make their best contributions to the school and actively participate in various organizational activities. However, high levels of work engagement do not necessarily directly improve performance if they are not supported by a conducive work environment and positive

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organizational behavior. Therefore, other factors are needed to bridge this relationship, one of which is Organizational Citizenship Behavior (OCB).

OCB is voluntary behavior carried out by individuals outside the formal demands of their jobs, such as helping coworkers, maintaining harmonious working relationships, and actively participating in supporting the achievement of organizational goals. In a school environment, OCB behavior is crucial because it can create a collaborative work environment and support increased organizational effectiveness. Teachers with high OCB tend to be more collaborative, share knowledge, and contribute to the overall success of the school.

The Dr. JB Sitanala Christian Education Development Foundation (YPPK) Ambon Island Branch, as one of the Christian educational institutions in Maluku, faces various challenges related to the availability and quality of teaching staff. A limited number of teachers, the dominance of senior teachers approaching retirement, and suboptimal competency development programs are issues that can impact the quality of education. Meanwhile, efforts to increase teacher capacity through various training programs have been implemented, but their effectiveness has not been fully measured. This situation highlights the importance of building a culture of knowledge sharing, increasing work engagement, and encouraging OCB behavior to continuously improve teacher performance.

Based on the description, this study aims to analyze the influence of knowledge sharing and work engagement on teacher performance with Organizational Citizenship Behavior (OCB) as a mediating variable at the YPPK Dr. JB Sitanala School, Ambon Island Branch. The results of the study are expected to contribute to the development of human resource management in the educational environment, particularly in efforts to improve teacher performance and the quality of educational services.

2. Theoretical Framework

Knowledge Sharing

Knowledge sharing is the process of sharing knowledge, experience, skills, and information between individuals within an organization to support the achievement of organizational goals. According to Subagyo and Kistianto (2013), knowledge sharing is a method of knowledge management that provides opportunities for organizational members to share their knowledge, experience, techniques, and ideas. Meanwhile, Raharso (2016) explains that knowledge sharing is a mechanism for transferring knowledge from one party to another who needs it.

Knowledge sharing is a crucial factor in organizations because it can enhance learning, creativity, innovation, and competitive advantage. Mardillah and Rahardjo (2017) distinguish two forms of knowledge sharing: tacit knowledge, which stems from individual experience and is difficult to document, and explicit knowledge, which can be communicated and documented systematically. In this study, knowledge sharing was measured through indicators of knowledge collection, knowledge contribution, and sharing experiences and information among organizational members.

Work Engagement

Work engagement is a positive psychological state that indicates an individual's level of involvement and enthusiasm for their work. Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) define work engagement as a state of high energy characterized by vigor, dedication, and absorption. Robbins (2008)

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adds that work engagement indicates the extent to which a person identifies with their work, actively participates in it, and considers it important to them.

Work engagement has three main dimensions. First, vigor, which refers to high energy and mental resilience at work. Second, dedication, which refers to strong involvement, pride, and enthusiasm in one's work. Third, absorption, which refers to the state of full concentration and a feeling of being immersed in one's work. Teachers with high work engagement tend to demonstrate commitment, responsibility, and sincerity in carrying out their professional duties. Therefore, work engagement is seen as a factor capable of enhancing positive behavior and individual performance within educational organizations.

Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) is voluntary individual behavior that occurs outside of formal job requirements but positively contributes to the organization. Organ (2006) defines OCB as individual behavior that is discretionary and not directly linked to a formal reward system, yet capable of increasing organizational effectiveness. This behavior reflects an individual's willingness to contribute beyond what is required by the organization.

In the school environment, OCB is reflected through teachers' willingness to help colleagues, maintain harmonious relationships, participate in school activities, and support various organizational programs. According to Robbins (2001), OCB indicators consist of altruism (helping), conscientiousness (compliance with rules), sportsmanship (sportsmanlike and positive attitudes), civic virtue (concern for the organization), and courtesy (good manners in interactions). OCB is an important factor because it can create a conducive work environment, improve teamwork, and support the effectiveness of educational organizations.

Teacher Performance

Teacher performance is the work results achieved by teachers in carrying out their professional duties and responsibilities as educators. According to Wahyudi (2012), teacher performance is the work results achieved in carrying out tasks, including lesson planning, lesson implementation, lesson evaluation, and follow-up on evaluation results. Teacher performance not only reflects teaching ability but also demonstrates the teacher's effectiveness in achieving educational goals.

Teacher performance is influenced by various factors, such as ability, motivation, knowledge, work environment, and organizational behavior. In this study, teacher performance indicators refer to Supardi (2014), namely the ability to develop lesson plans, implement learning, build interpersonal relationships, assess learning outcomes, implement enrichment programs, and implement remedial measures. Teachers who possess strong professional skills and are supported by positive behavior within the organization will be able to produce optimal performance and contribute to improving the quality of education.

Relationship Between Variables

Theoretically, knowledge sharing enables teachers to acquire and share knowledge that can improve their work abilities and encourage the emergence of Organizational Citizenship Behavior (OCB). High work engagement also encourages teachers to be more active, committed, and participate in organizational activities. Furthermore, OCB behavior can increase work effectiveness and support the achievement of better

teacher performance. Therefore, this study examines the effect of knowledge sharing and work engagement on teacher performance, with Organizational Citizenship Behavior (OCB) as a mediating variable.

3. Method

This study uses a quantitative approach with a correlational and causal research design that aims to analyze the influence of knowledge sharing and work engagement on teacher performance with Organizational Citizenship Behavior (OCB) as a mediating variable. The quantitative approach was chosen because the research data were collected in numerical form and analyzed using statistical techniques to test the relationship and influence between the variables studied. The method used is a survey method, namely data collection through distributing questionnaires to respondents to obtain information about the level of knowledge sharing, work engagement, OCB, and teacher performance at the YPPK Dr. JB Sitanala School, Ambon Island Branch.

The study population consisted of all 104 teaching staff at the YPPK Dr. JB Sitanala School, Ambon Island Branch, including teachers at the elementary, middle, and high school levels. Given the relatively limited population, this study employed a census technique or population research, so that all members of the population were selected as respondents. The data used consisted of primary data obtained through questionnaires and limited interviews, as well as secondary data derived from school documents, institutional reports, and various literature relevant to the study.

Data analysis was conducted using descriptive statistics to describe the characteristics of respondents and the conditions of each research variable. Furthermore, hypothesis testing was conducted using the Partial Least Squares (PLS) method with the help of SmartPLS 4 software. This method was used to test the measurement model (outer model) and the structural model (inner model), thus identifying the direct and indirect influences between knowledge sharing, work engagement, OCB, and teacher performance.

4. Results And Discussion

Structural Model Test Results

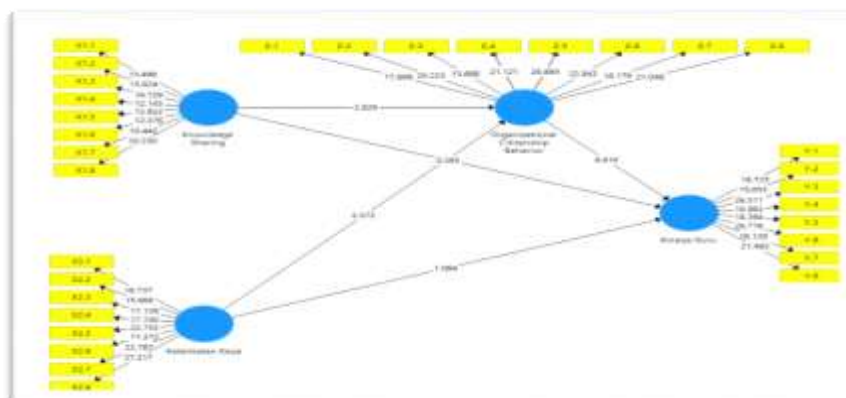


Figure 1. Structural model test

Table 1. Reability and Validity Values

Variables	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Work Engagement	0.965	0.966	0.971	0.805
Teacher Performance	0.951	0.951	0.959	0.743
Knowledge Sharing	0.937	0.941	0.948	0.696
Organizational Citizenship Behavior	0.967	0.967	0.972	0.811

The table above shows that all variables have AVE and reliability values that meet the minimum standard of 0.05. This indicates that the indicators used to measure each variable are able to explain the construct very well. For example, the OCB variable has an AVE of 0.811, meaning this indicator can be explained by the OCB construct itself, making it highly valid and reliable in measuring the OCB concept.

Furthermore, the work engagement variable showed an AVE of 0.805, indicating that this construct can explain this indicator. This is a very high value and confirms that the work engagement indicator used is very appropriate and valid for capturing the dimensions of this construct.

R-Square Test (R2)

This test measures the extent to which the independent variable is able to explain the dependent variable. The higher the R² value, the greater the proportion of the variance in the dependent variable that can be explained by the model.

Table 2. R-Square Test Results (R2)

Dependent Variable	R Square	R Square Adjusted
Teacher Performance	0.754	0.746
Organizational Citizenship Behavior	0.768	0.763
Independent Variables: Work Engagement, Knowledge Sharing		

The coefficient of determination (R-Square or R2) test is the main indicator in assessing the predictive ability of a structural model in the PLS-SEM approach. R2 measures the extent to which the independent variables in the model are able to explain the variance of the dependent variable. The higher the R2 value in general (Hair et al., 2011). The interpretation of the R2 value in path one with a value of 0.754 means that the ability of the teacher performance variable is 0.754 is classified as very strong, and the remaining 24.6% is influenced by other variables. Then in the R2 path two OCB with a value of 0.768 or 76.8% is included in the very strong category and the remaining 23.2% is influenced by other factors not examined.

Path Coefficient Significance Test

Table 3. Path Test Results

Relationship between variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Work Engagement -> Teacher Performance	0.114	0.104	0.107	1,064	0.288
Work Engagement -> Organizational Citizenship Behavior	0.429	0.508	0.181	2,373	0.018

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Knowledge Sharing-> Teacher Performance	0.089	0.093	0.149	0.595	0.552
Knowledge Sharing -> Organizational Citizenship Behavior	0.527	0.448	0.186	2,826	0.005
Organizational Citizenship Behavior-> Teacher Performance	0.701	0.721	0.159	4,414	0.000

The results of the Path Coefficient test presented in the table above show that of the five relationship paths tested, three of them show a statistically significant influence. First, the relationship between Work Engagement and Organizational Citizenship Behavior (OCB) has a t-statistic value of 2.373 and a p-value of 0.018, indicating that its influence is significant at the level of trust. Second, the influence of Organizational Citizenship Behavior (OCB) on Teacher Performance is also significant with a t-statistic value of 4.414 and a p-value of 0.000. Third, the relationship between Knowledge Sharing and Organizational Citizenship Behavior (OCB) shows a very significant influence, with a t-statistic value of 2.826 and a p-value of 0.005. However, the other two relationship pathways, namely Work Engagement on Teacher Performance and Knowledge Sharing on Teacher Performance, have t-statistic values below 1.064 and p-values above 0.288, namely 1.064 ($p = 0.288$) and 2.826 ($p = 0.005$), respectively. This indicates that statistically, the influence of these two pathways is not significant. In other words, in the context of this study, Knowledge Sharing and Teacher Performance do not provide a significant direct contribution to improving organizational citizenship behavior.

Indirect Effect / Mediation Test

If the model involves a mediating variable such as Organizational Citizenship Behavior (OCB), a mediation test is conducted to determine whether the indirect effect of the independent and dependent variables through the mediator is significant. This test is also conducted using the bootstrapping method. Assessment requirements:

- P-Value indirect effect < 0.05 indicates that the mediation effect is significant

Table 4. Results of the Indirect Effect Test

Indirect Line	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Work Engagement -> Organizational Citizenship Behavior-> Teacher Performance	0.301	0.366	0.152	1,978	0.049
Knowledge Sharing -> Organizational Citizenship Behavior-> Teacher Performance	0.369	0.323	0.15	2,458	0.014

Work Engagement → Organizational Citizenship Behavior → Performance

The T-Statistics value of 1.978 and P-Value of 0.049 indicate that there is a significant indirect effect of Work Engagement (KK) on Organizational Citizenship Behavior (OCB) through Teacher Performance. Theoretically, this result is in line with Dennis W. Organ's theory that OCB is an individual's voluntary behavior that is not directly recognized by the formal reward system, but greatly helps the effectiveness of the organization.

Knowledge Sharing → Organizational Coordination → Behavior Performance

The indirect effect of Knowledge Sharing on OCB through Teacher Performance also showed significant results, with a T-Statistic of 2.458 and a P-Value of 0.014. This means that the Knowledge Sharing style that encourages empathy towards fellow teachers can improve teacher performance well. The high teacher performance then becomes the main driver in the emergence of OCB behavior, which is shown in the form of loyalty, social responsibility, willingness to help, and concern for the success of the organization as a whole. Knowledge sharing between teachers in schools (for example sharing teaching methods, evaluation strategies, or classroom experiences) will improve teacher understanding and competence.

Discussion

The Influence of Knowledge Sharing on Teacher Performance

The test results show that knowledge sharing does not significantly impact teacher performance (T-statistic = 0.595; P-value = 0.552 > 0.05), thus the first hypothesis is rejected. This finding indicates that knowledge sharing activities among teachers have not been able to directly improve teacher performance. This condition indicates that improving teacher performance is not only determined by the knowledge sharing process, but is also influenced by other factors such as motivation, commitment, and the work environment.

The Influence of Work Engagement on Teacher Performance

The test results showed that work engagement did not significantly influence teacher performance (T-statistic = 1.064; P-value = 0.288 > 0.05), thus rejecting the second hypothesis. This suggests that teacher enthusiasm, dedication, and involvement in their work do not directly improve performance. Teacher performance is likely more influenced by other supporting factors such as leadership, reward systems, and available working conditions.

The Influence of Knowledge Sharing on Organizational Citizenship Behavior (OCB)

The test results show that knowledge sharing has a positive and significant effect on OCB (T-statistic = 2.826; P-value = 0.005 < 0.05), so the third hypothesis is accepted. This finding indicates that the better the knowledge sharing process between teachers, the higher the teachers' voluntary behavior in helping colleagues, collaborating, and supporting the achievement of school organizational goals.

The Influence of Work Engagement on Organizational Citizenship Behavior (OCB)

The results of the study showed that work engagement had a positive and significant effect on OCB (T-statistic = 2.373; P-value = 0.018 < 0.05), thus the fourth hypothesis was accepted. Teachers with high levels of work engagement tend to exhibit positive behaviors, such as helping colleagues, actively participating in school activities, and making greater contributions to the organization.

The Influence of Organizational Citizenship Behavior (OCB) on Teacher Performance

The test results show that OCB has a positive and significant effect on teacher performance (T-statistic = 4.414; P-value = 0.000 < 0.05), so the fifth hypothesis is accepted. These results indicate that teacher voluntary behavior, such as caring for colleagues and active participation in organizational activities, can improve work effectiveness and the quality of teacher task implementation.

The Influence of Knowledge Sharing on Teacher Performance through Organizational Citizenship Behavior (OCB)

The results of the indirect effect test indicate that OCB is able to mediate the influence of knowledge sharing on teacher performance (T-statistic = 2.458; P-value = 0.014 < 0.05), so the sixth hypothesis is accepted. This finding indicates that knowledge sharing can improve teacher performance if it encourages the formation of OCB behaviors, such as cooperation, mutual assistance, and concern for the organization.

The Influence of Work Engagement on Teacher Performance through Organizational Citizenship Behavior (OCB)

The test results show that OCB is able to mediate the effect of work engagement on teacher performance (T-statistic = 1.978; P-value = 0.049 < 0.05), so the seventh hypothesis is accepted. This indicates that high work engagement will encourage the emergence of OCB behavior, which in turn contributes to improved teacher performance. Thus, OCB plays a role as an important mechanism that bridges the relationship between work engagement and teacher performance.

5. Conclusion

1. Knowledge sharing had no significant impact on teacher performance. This indicates that sharing knowledge, experience, and information among teachers has not been able to directly improve teacher performance.
2. Work engagement does not significantly impact teacher performance. This means that high levels of teacher enthusiasm, dedication, and involvement in their work do not directly improve performance.
3. Knowledge sharing has a positive and significant impact on Organizational Citizenship Behavior (OCB). This means that knowledge sharing can encourage cooperation, mutual assistance, and concern for organizational progress, which are key characteristics of OCB behavior.
4. Work engagement has a positive and significant effect on Organizational Citizenship Behavior (OCB). This means that higher levels of work engagement tend to indicate higher levels of OCB behavior.
5. Organizational Citizenship Behavior (OCB) has a positive and significant impact on teacher performance. This means that higher OCB behavior will lead to higher performance.
6. Knowledge sharing significantly influences teacher performance through Organizational Citizenship Behavior (OCB). The research findings demonstrate that OCB can act as a mediating variable that bridges the relationship between knowledge sharing and teacher performance.
7. Work engagement significantly influences teacher performance through Organizational Citizenship Behavior (OCB). OCB has been shown to mediate the relationship between work engagement and teacher performance.

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