
How to Create Knowledge Sharing Behavior: The Key Success of Lecturers Performance

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Abstract

This paper examines the influence of Leadership Spirituality and Workplace Spirituality on Knowledge Sharing Behavior and Lecturers Performance at State Islamic University of Sultan Syarif Kasim Riau. To achieve this goal, the study was conducted on a sample of 112 Lecturers of State Islamic University of Sultan Syarif Kasim Riau. Data collection was primarily conducted using a questionnaire and analyzed through Partial Least Square-Structural Equation Modeling (PLS-SEM). The hypothesis was tested by examining the value of R-Square, Q-Square, and path coefficient. This approach was meant to determine how the latent dependent variable is influenced by the independent latent variable and significance test. The results showed that Leadership Spirituality did not significantly influence Knowledge Sharing Behavior or the Performance of Lecturers. Contrastingly, Workplace Spirituality significantly influence the Knowledge Sharing Behavior of Lecturers. However, it did not significantly affect the Performance of Lecturers. Additionally, Knowledge Sharing Behavior has no significant effect on Lecturer Performance. The structural model has a good Goodness of Fit. To create an excellent spiritual work environment, the university should encourage community service activities and make a more tangible contribution to society. This is because of the community's needs to create a more spiritual work environment. Corporate Social Responsibility activities need to be prioritized to increase public confidence in the university and apply useful research results in the community.

Keywords: Leadership Spirituality, Workplace Spirituality, Knowledge Sharing Behavior, Performance

1. Introduction

Offering higher education services requires a close relationship between educators, staff, and students as stakeholders. Excellent performance by the teaching staff determines the success of higher education institutions, especially in producing quality graduates. In general, quality universities satisfy students and promotes loyalty (Chandra et al., 2019; Hafni et al., 2020). Islamic Religious Universities (PTKI) in Indonesia hardly achieve the target set by the government nationally. The performance of educators, the spearheaders of higher education quality, is still unsatisfactory.

The academic position indicates educators' performance in the implementation of the Tri Dharma of higher education, including education and teaching, research, and community service. The small percentage of lecturers with academic positions, such as Head Lecturers and Professors, shows the low performance of teaching staff. This is in line with research publications in reputable international journals.

The national and the Sultan Syarif Kasim State Islamic University (UIN) educators' performance conditions appears similar. Some teaching staff do not have 33 (6%) academic positions. There are 18 (0.3%) and 111 (20.1%) Professors and Head Lecturers out of the total 553 lecturers. The data on Research Productivity and Scientific Publications of Sultan Syarif Kasim State Islamic University (UIN) Riau 2019, the number of Scientific Research and Publications at Sultan Syarif Kasim State Islamic

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University (UIN) Riau is still very minimal. Only 3.6% of lecturers' research has been published in international journals.

The lack of research published in reputable international journals shows a low performance of teaching staff at Sultan Syarif Kasim State Islamic University (UIN) Riau, especially in terms of Tridharma. Research publications indicate the performance of teaching staff in research with the most significant weight for performance appraisal. This is a phenomenon that necessitates a study. Ideally, Civil Servants lecturers with facilities from the state should have a better performance. According to Hafni et al. (2020) and Indartono & Wulandari (2014), spirituality in the work environment influences organizational commitment, job satisfaction, and performance. Hafni et al., 2020 studied private university lecturers in Riau. The study showed that workplace spirituality had no significant effect on job satisfaction, though it directly affected lecturer performance. This is in line with Vasconcelos (2018). Generally, there is little research on spirituality, especially in Asia. The relationship between spirituality in the work environment and job satisfaction, organizational commitment, and Employee Performance are mostly conducted in the United States. In Asia, research on spirituality is mainly found in Pakistan, Thailand, India, Malaysia, and Turkey.

Apart from Workplace Spirituality, leadership spirituality also influences job satisfaction and employee performance. Fry (2003) stated that to motivate followers, leaders should focus on the organizations' core values and communicate them through personal vision and action. Spiritual leadership is also more conceptually different from other leadership theories. Several studies show that Leadership Spirituality influences the effectiveness of achieving organizational goals (Fry, 2003; Korac-Kakabadse et al., 2002; Hyson, 2013; Smith & Malcolm, 2010; Payne, 2010; Wahid, 2017). Disagree with some researchers, Hafni et al., (2020) proved that Leadership Spirituality did not significantly affect the performance of lecturers but directly influenced job satisfaction. Although each study had different standpoints, the concept has the same fundamentals, specifically the importance of Leadership Spirituality on realizing the vision of an organization.

Knowledge Sharing also plays a critical role in increasing individual competence in an organization. Both tacit and explicit knowledge can be disseminated, implemented, and developed through sharing. The knowledge-sharing culture may enhance personal knowledge in organizations to encourage individuals to innovate. This is in line with

Aristanto (2017) and Aulawi et al. (2009), which stated that Knowledge Sharing is essential in improving individual innovation capability. It facilitates the re-use and regeneration of the existing knowledge in the organization. This increases the ability of individual innovation in the organization. Knowledge sharing in an organization also encourages new creations, foster new ideas, communicate, intrapersonal relationships, creativity, and problem-solving. For this reason, knowledge sharing has a positive impact on individual innovation capability. Muizu et al. (2018) established that knowledge sharing affects employee performance. However, Saragih's opinion (2017) stated that knowledge sharing has no significant effect on improving employee performance in manufacturing industries in Batam.

This study was motivated by the desire to learn more about the relationship between Leadership Spirituality, Workplace Spirituality and Knowledge Sharing Behavior and Performance of educators in tertiary institutions. The study examines the effect of Leadership Spirituality and Workplace Spirituality on Knowledge Sharing Behavior and Performance of Civil Servants Lecturers at the State Islamic University of Sultan Syarif Kasim Riau.

2. Theoretical Review

The Effect of Leadership Spirituality on Knowledge Sharing Behavior

Spiritual leadership helps realize human desires to be humanized in organizations. According to Pfeffer (2003), spiritual leadership entails interesting and meaningful work that enable employees to learn, develop, and have competence and expertise. Meaningful work is characterized by a feeling of purpose, a sense of belonging and positive social relationships between coworkers. It involves the ability to live in an integrated life for work role to be compatible with true nature and identity as a human being.

A sense of belonging and positive social relationships with colleagues positively impacts the desire to share knowledge. This behaviour creates the ability to live in an integrated life (Pfeffer, 2003).

In this study, Leadership Spirituality indicators were obtained from Fry et al., (2007). The indicators include vision (continuation to build consensus and leadership following the organization's vision and mission), Love (harmony, prosperity, caring and appreciation for oneself and others, and Hope/Faith (Trust is more than just hope or hope for something you want).

Based on the clarification of the theory and previous research, the first hypothesis is formulated as follows:

H1: Leadership Spirituality has a positive effect on Knowledge Sharing Behavior.

The Effect of Leadership Spirituality on Performance

Ki Hajar Dewantara applied Spiritual Leadership by implementing it on Javanese philosophical values with the motto in front of good role models, amid being a good friend, and always ready to provide support and encouragement. According to Fry (2003), a spiritual leader supports other people when in need and offers friendship when needed (Muizu et al., 2018).

Rondonuwu et al. (2017) stated that spiritual leadership significantly influences employee performance, where the strength of the results was obtained through the correlation coefficient test. Tremendous spiritual leadership has a significant impact on employee performance (Pio et al., 2015). The study showed that spiritual leadership influences employee performance through ethical behaviour and organizational commitment. Similarly, job satisfaction influences employee performance through organizational commitment. The second hypothesis is formulated as follows:

H2: Leadership Spirituality has a positive effect on performance.

The Effect of Workplace Spirituality on Knowledge Sharing Behavior

Nur Kamariah Binti Abdul Wahid (2017) reported that respecting culture or workplace climate motivate employees to share knowledge. The influence of spirituality at work on motivation to share knowledge also promotes knowledge sharing behaviour. The dimension of spirituality in the workplace, including significant work elements, a sense of togetherness, harmony of values, and organizational values, influences the motivation to share knowledge.

There are many skills and experiences from the organization, hence the need to share knowledge voluntarily. Workplace spirituality helps overcome the thought of storing knowledge for personal gain. Individuals interested in external factors are further motivated to share knowledge. This is because essential work elements and a sense of togetherness in workplace spirituality makes sharing more attractive than gift-giving. According to Belwalkar (2018) and Rego (2007), the Workplace Spirituality indicators include a sense of Team togetherness, alignment with organizational values, a sense of contribution to society and comfort at work, and Opportunities for the inner life. The third hypothesis is formulated as follows:

H3: Workplace Spirituality has a positive effect on Knowledge Sharing Behavior.

The Effect of Workplace Spirituality on Performance

Workplace spirituality recognizes that people have an inner life nurtured by meaningful work in the organization (Robbins and Judge, 2017).

An organization with a pleasant spiritual environment has working more seriously and selflessly. In this regard, work is motivated by life goals, apart from being part of worship. Employees working with good Workplace Spirituality have excellent performance.

Most studies show the relationship between Spirituality and Employee Performance (Duchon and Plowman, 2005; Salehi et al., 2017; Tischler et al., 2002). According to Duchon and Plowman (2005), spirituality improves employee performance in hospitals, especially in work units. Salehi et al. (2017) examined spirituality in the manufacturing industry. Therefore, the fourth hypothesis is formulated as follows:

H4: Workplace Spirituality has a positive effect on performance.

Effect of Knowledge Sharing Behavior on Performance

The knowledge gained by individuals in the organization increases through sharing. Knowledge help employees accomplish their responsibility. With the embedded knowledge in each employee, respective tasks under the organization's expectations can be fulfilled, improving individual performance.

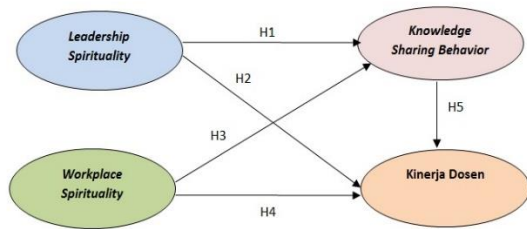
According to Panahi et al. (2012) and Wei (2005), indicators of knowledge sharing behaviour include Social Interaction, Experience Sharing, Informal Relationship, Observation, and the Mutual Trust.

Aulia & Syarifuddin (2017) stated that knowledge sharing variables have both partial and simultaneous effect on employee performance variables at TCUC. Additionally, knowledge sharing and employee performance variables were in the high category, hence suitable. All dimensions of knowledge sharing had a positive and significant effect on employee performance at TCUC. Moreover, Wairisal & Prajawati (2017) reported that knowledge sharing has a positive but insignificant influence on the quality and quantity of PT in Pos Indonesia (Persero) in Ambon City. Therefore, the fifth hypothesis is formulated as follows:

H5: Knowledge Sharing Behavior has a positive effect on performance.

Based on the description above, the conceptual framework of the research can be presented as

follows:



3. Method

This research was conducted at Sultan Syarif Kasim State Islamic University (State Islamic University (UIN)) in Riau, located on Jl. Raya Pekanbaru-Bangkinang (H.R Soebrantas) Km. 15 Pekanbaru. The population consisted of all civil servant lecturers at Sultan Syarif Kasim UIN Riau, totalling to 553. Using the Non-Probability sampling technique and determining the sample size of the population using the Slovin formula, the sample used was made of 230 lecturers. However, the questionnaires returned were only 112. This is because the study was conducted during the Covid-19 epidemic. It was challenging to meet respondents directly, and the questionnaire could only be given via Google form. The Likert scale used 1-5 rank (Cooper dan Emory, 1996).

4. Data Analysis Technique

Hypothesis Testing Path Analysis (Path Analysis) with PLS-SEM

This research has two independent variables and two dependent variables. Indicators for each variable are 16 with 40 question instruments. After processing the data using AMOS, the model results that do not meet the goodness of fit requirements are not typical. This is attributed to many indicators and question instruments, yet the sample size is only 112 respondents.

According to Ghazali (2014), in case the data owned meets the assumptions required by the covariance-based SEM, hard modelling with AMOS or Lisrel software should be used for analysis. However, in case the data does not meet the required assumptions, the existing data is analyzed by lowering goals. The objective shifts from looking for causality relationships between variables to determining predictive linear relationships using component-based SEM.

As stated by Wold (1985) in Ghazali (2014), Partial Least Square (PLS) is a powerful analysis method since it is not based on many assumptions. Data does not have to be normally distributed (indicators with a scale of categories, ordinal, intervals to ratios can be used in the same method). Also, the sample does not have to be significant.

Structural Equation (Structural Equation) was formulated to express the causality relationship

between various constructs and arranged with the following guidelines.

Table 1 Structural Equations

$$\text{Knowledge Sharing Behavior } (\eta_1) = \gamma_1 \xi_1 +$$

Characteristics of Respondents

The following data presents some characteristics in this study, including gender, age, last education, years of service, certification status, and functional positions.

Table 2 Characteristics of Respondents

No	Characteristics	Frequency	Percentage
Gender			
1	Male	55	49,11%
2	Female	57	50,89%
	Total	112	100%
Age			
1	25-35 years old	4	3.57%
2	36-45 years old	64	57.14%
3	46-55 years old	40	35.71%
4	>55 years old	4	3.57%
	Total	112	100%
Latest Education			
1	Graduate (Master)	66	58.93%
2	Post-Graduate (PhD)	46	41.07%
	Total	112	100 %
Years of Service			
1	1-10	19	16.96%
2	11-20	65	58.04%
3	21-30	26	23.21%
4	>30	2	1.79%
	Total	112	100 %
Certification Status			
1	Certified	107	95.54%
2	Uncertified	5	4.46%
	Total	224	100 %
Functional Position			
1	Expert Assistant	19	16.96%
2	Lecturer	65	58.04%
3	Head Lecturer	26	23.21%
4	Professor	2	1.79%
	Total	112	100 %

Source: Processed Data

From the table, the number of female lecturers is higher than males. The average age of lecturers dominating ranges from 36-45 with a work period of 11-20 years. In general, lecturers are 95.54% certified, and functional positions are at the lector level of 58.08%.

One Way ANOVA analysis

This analysis tests whether there are significant differences in the mean between more than 2 (two)

groups on something. Regarding, the analysis is based on the average value of Leadership Spirituality, Workplace Spirituality, Knowledge Sharing Lecturer Behavior, and Performance in terms of differences in respondent characteristics. The study characteristics are divided into the following.

1. Based on education, there are two groups, lecturers with master and post-grad education.
2. In terms of tenure, respondents are grouped into lecturers with 1-10 years, 11-20 years, 21-30 years and > 30 years.
3. Based on age, respondents are grouped into lecturers aged 25-35 years, 36-45 years, 46-55 years, and > 55 years.
4. Based on gender, there are two groups, male and female lecturers.
5. According to certification, there two groups, Certified and Uncertified Lecturers.
6. In terms of Functional Position, respondents are grouped into Expert Assistant Position, Lecturer, Head Lecturer and Professor.

Analysis of Differences in Respondents' Opinions on the Leadership Spirituality variable

In One Way Anova testing, the criteria for rejecting or accepting a hypothesis are based on p-value (significance). In case the p-value < 0.05, there are differences in the assessment of respondents based on characteristics. In case p-value > 0.05, there are no differences.

From Table 3, Leadership Spirituality (X1) indicator shows some opinions from respondents with p-values > 0.05. There are differences in respondents' opinions regarding Leadership Spirituality based on education, age, gender, and functional position. Respondents with Post-graduate education have a higher trust in their leaders compared to those with Graduate education. Lecturers with PhD degrees also believe that their leaders are honest, as opposed to those with Master degrees. According to ANOVA test results, the average answer of respondents with a master education is only 3,303, while those with Post-graduate education have an average value of 3,761. Therefore, the higher the education level, the more the trust in leaders.

In the expressions "I feel my organization values my work" and "My leaders respect my trust," there are differences in opinion based on the level of education. Lecturers with doctorate degrees have an average grade higher than those with master's education. This means that lecturers with post-grad levels of education have more respect for their organizations and leaders.

Table 3 ANOVA Test based on Education, Years of Service, Age, Gender and Certification and Functional Positions

Variable	Indicator	F-Test						Functional Position	
		Avg	Education	Years of Service	Age	Gender	Certification		
Leadership Spirituality (X1)	X11	3.589	0.277	0.910	0.027*	*	0.057*	0.367	0.159
	X12	3.188	0.214	0.566	0.035*	*	0.047*	0.623	0.758
	X13	2.902	0.597	0.605	0.093*	*	0.742	0.456	0.349
	X14	3.446	0.085	0.680	0.016*	*	0.087	0.446	0.336
	X15	3.491	0.018*	0.231	0.006*	**	0.192	0.807	0.114
	X16	3.134	0.011*	0.173	0.005*	**	0.157	0.757	0.209
	X17	3.571	0.161	0.490	0.524	0.052*	0.571	0.04**	
	X18	3.732	0.056*	0.563	0.285	0.158	0.854	0.038	
	X19	4.357	0.175	0.379	0.349	0.897	0.552	0.051*	
	X1.10	4.071	0.019*	0.451	0.224	0.428	0.212	0.363	
Workplace Spirituality (X2)	X2.1	4.214	0.662	0.474	0.195	0.243	0.651	0.284	
	X2.2	4.089	0.690	0.372	0.130	0.308	0.435	0.276	
	X2.3	3.259	0.700	0.037*	0.025*	*	0.100	0.192	0.155
	X2.4	3.634	0.150	0.889	0.390	0.065*	0.360	0.575	
	X2.5	3.473	0.143	0.382	0.469	0.063*	0.362	0.356	
	X2.6	3.625	0.296	0.423	0.470	0.040*	*	0.374	0.874
	X2.7	3.215	0.230	0.645	0.134	0.002*	**	0.559	0.679
	X2.8	3.327	0.147	0.826	0.144	0.010	0.808	0.39	
	X2.9	3.252	0.238	0.986	0.469	0.460	0.697	0.424	
	X2.10	3.850	0.772	0.777	0.166	0.070*	0.975	0.735	
	X2.11	3.415	0.103	0.340	0.000*	**	0.898	0.575	0.063*
	X2.12	3.421	0.114	0.020*	*	0.005*	0.986	0.663	0.01**
	X2.13	4.047	1.000	0.787	0.276	0.317	1.000	0.268	
	X2.14	3.785	0.154	0.186	0.050*	*	0.043*	0.909	0.01**
	X2.15	4.290	0.576	0.819	0.632	0.700	0.690	0.303	
Knowledge Sharing Behavior (Y1)	Y11	4.308	0.185	0.452	0.965	0.584	0.408	0.062*	
	Y12	4.107	0.013*	0.177	0.002*	**	0.651	0.789	0.027*
	Y13	4.037	0.052*	0.057*	0.007*	**	0.527	1.000	0.05*
	Y14	3.925	0.693	0.903	0.378	0.985	0.472	0.557	
	Y15	3.355	0.574	0.746	0.060*	*	0.396	0.865	0.235
	Y16	3.495	0.891	0.638	0.043*	*	0.835	0.674	0.046*
	Y17	4.168	0.608	0.021*	*	0.395	0.736	0.645	0.202
	Y18	4.224	0.974	0.062*	0.925	0.961	0.607	0.356	
Kinerja (Y2)	Y21	2.421	0.473	0.635	0.025*	*	0.028*	0.240	0.158
	Y23	1.313	0.645	0.987	0.408	0.471	0.727	0.777	
	Y24	1.713	0.032*	0.778	0.072*	0.409	0.894	0.355	
	Y26	1.701	0.014*	0.652	0.385	0.001*	**	0.263	0.216
	Y27	2.374	0.209	0.695	0.013*	*	0.015*	0.210	0.101

*=P-value<0.1, **=P-value<0.05, ***=P-value<0.01

Age affects the Leadership Spirituality variable. The average score of older lecturers is higher the age of the respondents (especially respondents aged 55 and above) compared to younger lecturers. This measured based on the statement "My leader is willing to defend me in case I am right and pays attention to my inner condition. I feel highly valued. I believe in my leader; my leader is honest and not full of falsehood."

Based on gender, there are differences in opinion between male and female respondents in the statement, "My leader is willing to defend me in case I am right. My leader always prioritizes the interest's members rather than personal interests. I feel my organization respects me." Female respondents, based on the average value of their answers, have a higher score than male respondents.

Based on functional positions, there are different answers to the statement "I feel my organization respects me, and my leader allows me to worship." Lecturers with Functional Position Professors have the highest average value for both statements.

Analysis of Differences in Respondents' Opinions on Workplace Spirituality variables

The full table of Anova test results for Spirituality workplace variables is shown in the appendix. From the test results, there are differences in opinion about Spirituality workplaces based on characteristics of tenure, age, gender, and functional position. In Table 6, the Spirituality (X2) workplace indicator has a p-value <0.05.

Based on the length of service, there are differences in income for statements X2.3 and X2.12 ("This campus always accompany the most important moments in my life, and I do not mind completing work here, even though my working hours are over"). Lecturers with more than 30 years of service have a higher average score of answers compared to those with lower tenure (less than 30years).

Based on age criteria, there are also differences in the opinion of respondents. There are differences in opinions in statements X2.3, X2.11, X2.12, X2.14, ("This campus always accompany the most important moments in my life. I feel at home for long while in the campus. I have no objection to completing work even when working hours are over. I feel inner peace with my current job "). Respondents aged 55 years and above have the highest average score. However, respondents at the youngest age (25-35) initially had a high average, but then 36-55 years, then 55 and above. This means young lecturers believed in the calm and inner life of their work, though they experienced changes while

36-55 years. They only experienced inner peace with their work after attaining the age of 55 years and above.

Based on gender, there are differences in opinion regarding Workplace Spirituality. In the statements X2.4, X2.5, X2.6, X2.7, X2.10, X2.14, the average response of female respondents was higher on Workplace Spirituality. This means that women believe that their work environment values are similar to the virtues they embrace. Their life goals are in line with the campus vision and mission. Additionally, they believe that the campus cares about the welfare of the surrounding community, becoming a second home to them. They also experience inner peace while in the campus environment.

There are also differences in respondents' opinion regarding statements X211, X2.12, X2.14 ("I feel at home for long in this campus. I do not mind finishing work even when my working hours are over. I feel an inner calm with my current job "). From the attached ANOVA data, the higher the lecturer's functional position, the higher the confidence in the spirituality conditions of the work environment.

Analysis of Differences in Respondents' Opinions on the Knowledge Sharing Behavior variable

Table 3 above shows that there are differences of opinion regarding Knowledge Sharing Behavior based on education, years of service, age, and Functional Position.

Based on education, there are differences in opinion on the statements of Y12 and Y13 ("I am always willing to share the knowledge I know with other colleagues and "Me and my colleagues support each other to improve abilities "). From the average value of the respondents' answers, lecturers with S3 education level have a higher willingness to share compared to those with S2 education.

Based on the length of service, there are differences in opinion regarding statements Y13, Y1.7 and Y1.8 ("My colleagues and I support each other to improve their abilities.")

Based on age, respondents with tenure more than 30 years have a higher willingness to share knowledge than lecturers. The same thing applies to respondents based on age. Lecturers aged 55 years and above have a desire to share higher than other young lecturers.

Lecturers with functional positions, specifically professors, have a higher desire to share compared to other functional position lecturers. This is especially in statements Y1.1, Y1.2, Y1.3, and Y1.6 ("I am always willing to share the knowledge with colleagues, I feel it is not difficult to accept and adapt to the knowledge of coworkers, coworkers. We

support each other to improve abilities. There is technical support for sharing knowledge with colleagues ")

Analysis of Differences in Respondents' Opinions on Performance variables

From Table 3, opinion differences found on education, age, and gender variables. Based on the Education Criteria, there are differences in opinion between Graduates and Post-Graduates for the National Journal of Research not accredited per year (Title) and Community Service per year (Title). Additionally, graduate lecturers are more productive in producing journal articles not accredited and offer services compared to post-graduate lecturers.

Based on age, there are differences between respondents in statements Y2.1, Y2.6, and Y2.7 [Average teaching load per semester (SKS), Community Service Devotion per year (Title), and Supporting Activities of Higher Education Triharma for Semesters]. Young lecturers (aged 25-45) are more productive in teaching, producing journal articles not accredited, and implementing service than lecturers aged 46 to 55 years and above.

Based on gender, there are differences in respondents' average response to statements Y2.1, Y2.6, Y2.7 [Average teaching load per semester (SKS), Community Services per year, and Supporting Activities of Higher Education Tri-Dharma per - semester]. The average value processed shows that female lecturers are far more productive in teaching, serving, and carrying out Tridharma support activities than male lecturers.

5. Result

Validity test

The data must be processed first by using a program to obtain valid data. The SPSS 19.0 program was used to obtain the r table by looking at the r table with $n = 112$ at $\alpha 5\%$ with a two-sided test. The r table can be 0.30 in case $r \text{ count} > r \text{ table} = \text{Valid}$ and $r \text{ count} < r \text{ table} = \text{Invalid}$. Of the ten questionnaire statements used to measure Leadership Spirituality and the entire value of Corrected Item, specifically Total Correlation > 0.30 . Therefore, all statements used to measure Leadership Spirituality have valid values.

Of the 15 questionnaire statements used to measure Workplace Spirituality, the value of Corrected Item was > 0.30 . From the eight statements used, Knowledge Sharing Behavior has a correct item - Total Correlation value of > 0.30 . Therefore, all statements used to measure the Knowledge Sharing Behavior of Civil Servants Lecturers at Sultan Syarif Kasim UIN Riau have valid values. From the 7 (seven) questionnaire statements used to measure the Lecturer Performance variable, two have a correct item - Total Correlation value of

< 0.30 . therefore, all statements used to measure Lecturer Performance have a valid value. Invalid statements were not included in this study.

Data Reliability Test

The reliability test used was a questionnaire administered to determine the consistency of respondents' answers. The reliability test was conducted using the Cronbach alpha statistical test. Additionally, the limit of the Cronbach alpha test is ≥ 0.70 (Ghozali, 2016). All variables used have a Cronbach alpha value higher than 0.70 . Therefore, all variables used have positive values. The questionnaire used to test the reliability of a variable was effective.

Hypothesis Testing Path Analysis (Path Analysis) with PLS-SEM

Multicollinearity Test

A multicollinearity test is performed to ensure there is no perfect correlation between independent variables. This test involves looking at the Variance Inflating Factor (VIF) of the regression results. If the value < 10 , the data is free from multicollinearity symptoms. Multicollinearity test results are shown in the table below.

Table 4 Multicollinearity Test

Variable	VIF	Explanation
Leadership Spirituality (X1) -> Knowledge Sharing Behavior (Y1)	2,396	Multicollinearity does not happen
Leadership Spirituality (X1) -> Kinerja (Y2)	2,400	Multicollinearity does not happen
Workplace Spirituality (X2) -> Knowledge Sharing Behavior (Y1)	2,396	Multicollinearity does not happen
Workplace Spirituality (X2) -> Kinerja (Y2)	3,763	Multicollinearity does not happen
Knowledge Sharing Behavior (Y1) -> Kinerja (Y2)	2,487	Multicollinearity does not happen

Source: Smart Processed Results PLS 3.0

The results of multicollinearity testing show that the exogenous variables have a VIF value < 10 . Therefore, there is no multicollinearity in the research model.

Determination Coefficient Test (R2)

Determination test (R2) assess the percentage of the influence of indicators that affect the dependent variable. The remaining percentage is influenced by other indicators not explained in this study. The results of the determination coefficient regression are shown in table below.

Table 5 Determination Coefficient Test (R2)

No	Variable	R- Square
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1	Lecturer Performance (Y2)	0,053
2	Knowledge Sharing Behaviour (Y1)	0,598

Source: Processed Smart PLS 3.0 Results 2020

Table 5 shows that the R-Square value for the Knowledge Sharing Behavior (Y1) was 0.598. This means that the percentage of the influence of Leadership Spirituality, Workplace Spirituality on Knowledge Sharing Behavior is 59.8%. Other factors influence the remaining 41.2%.

The R-Square value for the Performance variable (Y2) of 0.053 means that 5.3% of the performance is influenced by Leadership Spirituality, Workplace Spirituality, and Knowledge Sharing Behavior.

Apart from using R-Square, the goodness of fit model can also be measured by Q-Square predictive relevance (Q2) for structural models, measuring how well the model and the estimated parameters generate the observational values. Q2 value has the same meaning as the coefficient of determination (R-Square). Q-Square value $(Q2) > 0$ indicates the model has predictive relevance. Conversely, in case the value $(Q2) < 0$, the model lacks predictive relevance. Where the higher the Q2 value, the model is more fit with the data. Q2 value calculation is determined as follows.

$$Q2 = 1 - (1 - R12) (1 - R22) \dots (1 - Rn2)$$

$$Q2 = 1 - (1 - 0,598) (1 - 0,053)$$

$$Q2 = 1 - (0,402) (0,947)$$

$$Q2 = 1 - 0,38$$

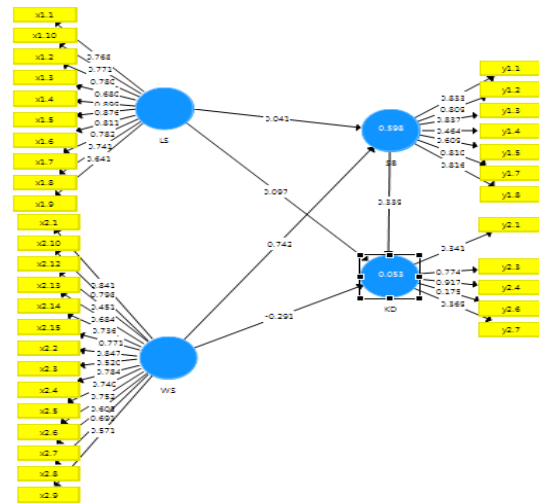
$$Q2 = 0,62$$

The calculation result shows that the Q2 value of 0.62 means that the diversity of the research data can be explained by the structural model developed in this study is 62%. Based on these results, the structural model already has good goodness of fit. Subsequent evaluation of inner models by looking at the path diagram shows the influence the independent variable has on the dependent variable, as shown in Figure 1.

Path Analysis Test (Path Analysis) with PLS-SEM tool

This study used a Partial Least Square (PLS), an alternative method of estimating models for managing Structural Equation Modeling (SEM). The PLS design was used to overcome the limitations of the SEM method. SEM method requires extensive data, no missing values, must be a normal distribution, and may not have multicollinearity. Contrastingly, PLS uses a distribution-free approach, where data can be given a particular distribution. PLS can also be used on small sample sizes.

Figure 1 Path Diagram



Source: Smart PLS 3.0 Processed Results

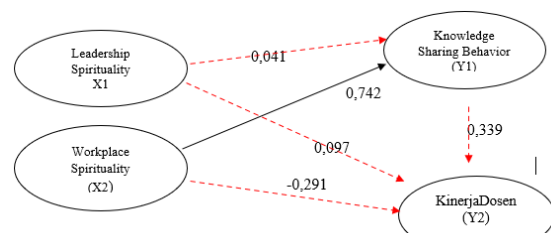
This technique tests the magnitude of contribution shown by the path coefficient on each path diagram and causal relationship between variables X1 and X2 to Y1 and Y2 impact on Y2. The results of the processed data taken from the tabulated questionnaire filled out by respondents are shown in Table 6 below.

Table 6 Hypothesis Testing with PLS-SEM

Exogenous Variables	to	Endogenous Variables	Original Samples (O)	T Statistic (O/ST DEV)	P Values	Conclusion
Leadership Spirituality	->	Knowledge Sharing Behavior	0,041	0,391	0,696	Not Significant
Leadership Spirituality	->	Lecturer Performance	0,097	0,485	0,628	Not Significant
Workplace Spirituality	->	Knowledge Sharing Behavior	0,742	8,106	0,000	Positive Significant
Workplace Spirituality	->	Lecturer Performance	-0,291	0,767	0,443	Not Significant
Knowledge Sharing Behavior	->	Lecturer Performance	0,339	1,138	0,256	Not Significant

Source: Smart Processed Result PLS 3.0

Figure 2 Results of Path Analysis of PLS-SEM



Source: Smart Processed Data PLS 3.0

From Figure 2, the results of the testing of all hypotheses proposed in this study can be explained as follows.

1. The Effect of Leadership Spirituality on Knowledge Sharing Behavior

The testing results show that the effect of leadership Spirituality variable on Knowledge Sharing Behavior had a significance value of 0.696, higher than the alpha value. Since the level of significance is higher than alpha, Leadership Spirituality has no significant effect on Knowledge Sharing Behavior. This means that the proposed hypothesis is rejected. Therefore, Leadership Spirituality, whether good or not, does not affect the Knowledge Sharing Behavior of Civil Servants Lecturers at Sultan Syarif Kasim UIN Riau.

2. Effect of Leadership Spirituality on Lecturer Performance

The results of the Leadership Spirituality variable test on the Performance of Lecturers had a significance value of 0.628, greater than alpha. Since the level of significance is higher than alpha, Leadership Spirituality does not have a significant effect on Lecturer Performance, hence the proposed hypothesis is rejected. Therefore, Leadership Spirituality, whether good or not, has no impact on Lecturer Performance.

3. The Effect of Workplace Spirituality on Knowledge Sharing Behavior

The test results of the Workplace Spirituality variable on Knowledge Sharing Behavior had a significance value of 0,000 smaller than alpha. Since the level of significance is smaller than alpha, Workplace Spirituality has a significant effect on Knowledge Sharing Behavior, hence the proposed hypothesis is accepted. This means the existing Workplace Spirituality has an impact on Knowledge Sharing Behavior.

4. Effect of Workplace Spirituality on Lecturer Performance

The test results of Workplace Spirituality effect on the Performance of Lecturers had a significance value of 0.443, higher than the alpha value. Since the level of significance is higher than alpha, Workplace Spirituality does not significantly affect Lecturer Performance. This means that the proposed hypothesis is rejected, hence Workplace Spirituality, whether good or not, does not have an impact on Lecturer Performance.

5. Effect of Knowledge Sharing Behavior on Lecturer Performance

Based on the testing results, Knowledge Sharing Behavior Against Lecturer Performance has a significance value of 0.256, higher than alpha. Since the significance level is higher than alpha, Knowledge Sharing Behavior has no significant effect

on Lecturer Performance. For this reason, the proposed hypothesis is rejected. Knowledge Sharing Behavior, whether good or not, does not have an impact on Lecturer Performance

6. Research Discussion

This study analyzed the Effect of Leadership Spirituality, Workplace Spirituality, Knowledge Sharing Behavior, and Performance of Civil Servants Lecturers at Sultan Syarif Kasim UIN Riau. Therefore, this section examines the significant influence of the contribution of Leadership Spirituality, Workplace Spirituality, Knowledge Sharing Behavior, and Lecturer Performance. The tests result with Partial Least Square (PLS), Structural Equation Modeling (SEM), the relationship between Leadership Spirituality (X1), Workplace Spirituality (X2), Knowledge Sharing Behavior (Y1), and Performance (Y2) can be explained as follows.

The Effect of Leadership Spirituality (X1) on Knowledge Sharing Behavior (Y1)

According to the test results, H1 was rejected. Specifically, the hypothesis stating that "Leadership Spirituality (X1) has a positive effect on Knowledge Sharing Behavior (Y1) of Civil Servants Lecturer at Sultan Syarif Kasim UIN Riau" was rejected. Leadership Spirituality (X1) did not significantly influence Knowledge Sharing Behavior (Y1). Majority of respondents do not assume that their leaders prioritize the public interest, do not pay too much attention to their subordinates' inner conditions, and are full of falsehood. However, Anova test results show that respondents aged 55 years and above with more than 30 years of work experience are positive, contrary to young lecturers with less than 30 years of work experience. For this reason, there is need for Leadership Spirituality training to understand subordinates' inner needs better. Leaders should be more concerned about the interests of their members.

The research results are in line with research (Wahid, 2017), which stated that Spiritual Leadership and manifestations of the spiritual work develop employees' inner lives and increase their motivation to share knowledge.

The Effect of Leadership Spirituality (X1) on Performance (Y2)

From hypothesis testing results, Leadership Spirituality (X1) does not significantly influence the Performance of Civil Servants Lecturers (Y2) at Sultan Syarif Kasim UIN Riau. From the respondents' responses, almost all performance statements did not have good grades for all aspects of tri dharma. The minimum teaching load of 12 credits is not fulfilled, the amount of research and publication results is not attained, the community service target is not fulfilled, and the tri dharma support activities

are not carried out correctly. These aspects need to be critically examined by the leadership. Respondents still deplore the leadership's nature that does not prioritize the interests of members. They assume that the leadership still prioritizes personal interests and is full of falsehood.

Leaders should prioritize the interests and needs of lecturers. Lecturers can be more productive to work in case a particular budget to increase their motivation in researching, serving, and other Tridharma supporting activities is allocated. This attention can be given in the form of additional incentives for lecturers successful in conducting research publications, holding workshops and seminars. Additionally, lecturers should be involved in conference activities to foster interest and motivation to write and socialize with fellow field peers and professionals.

The results of this study contradict (Agustina N, 2017; Hafni, Budiyanto, et al., 2020; Hyson, 2013; Korac-Kakabadse, Kouzmin, & Kakabadse, 2002; Rahmawaty, 2016; Tanuwijaya, 2015), which stated that spiritual leadership affect employee satisfaction and performance. However, the results are in line with (Hafni, Budiyanto, et al., 2020), which stated that spiritual leadership does not significantly affect the performance of lecturers at private universities in Riau.

The Effect of Workplace Spirituality (X2) on Knowledge Sharing Behavior (Y1)

The test results show that Workplace Spirituality (X2) has a significant effect on Knowledge Sharing Behavior (Y1). According to the respondents, the lecturers feel proud to be part of this campus. They believe that what they are doing now is part of worship (with excellent response categories). Moreover, the respondents were willing to share known knowledge with coworkers. Realizing that the work they are doing now is part of worship is directly proportional to the desire to share their knowledge as alms. This custom should be maintained and built into a culture of sharing by all lecturers. Senior lecturers with better performance may pass on knowledge to their junior counterparts. The juniors might be trying to understand the Tridharma application in higher education, for example, involving lecturers. They are young in joint research or collaborative research publications and devotion.

From the ANOVA, different test results show that lecturers with a final education in PhD and older have a higher desire to share than young lecturers with a Masters degree. Therefore, universities and leaders must provide academic discussion forums regularly and periodically. In these forums, competent senior lecturers should share knowledge with others. The results are line with (Butts, 1999;

Wahid, 2017), which reported that the spiritual work environment influences Knowledge Sharing Behavior.

The Effect of Workplace Spirituality (X2) on Lecturer Performance (Y2)

The test results show that Workplace Spirituality (X2) has no significant effect on Lecturer Performance (Y2). Workplace spirituality has no significant direct effect on performance. Workplace spirituality only significantly affects the formation of knowledge sharing behaviour. According to the respondents, the campus is less concerned about the welfare of the surrounding community, lacking a clear service program. They feel the campus has not made a real contribution to the community.

The university should promote community service activities and make a more tangible contribution to society based on people's needs. Corporate Social Responsibility activities, such as the need to increase public trust in the university and apply useful research results in the community, should be encouraged.

Female respondents acknowledged that their work environment values met their expectations. Their life goals were in line with the campus's vision and mission. Moreover, they believed the campus was their second home and experienced inner peace while in its environment. This means that lecturers personally acknowledged that the work environment is spiritually binding. It needs to be considered in terms of campus relations, in this case, the university and the community to be improved. The results contradict (Butts, 1999; Hafni, Budiyanto, et al., 2020; Rego et al., 2007; Wahid, 2017), which established that the spiritual work environment influences knowledge sharing behaviour.

The Effect of Knowledge Sharing Behavior (Y1) on Lecturer Performance (Y2)

According to the test results, Knowledge Sharing Behavior (Y1) does not significantly influence Lecturer Performance (Y2). The lecturers acknowledge that universities have not provided sufficient forums to exchange information and spread knowledge. From the ANOVA test results, lecturers with a post-grad education and old age have a higher desire to share than younger lecturers. For this reason, universities and leaders must organize interesting academic discussion forums regularly in the form of seminars, book discussions, panel discussions, or conferences with competent speakers.

7. Conclusion

Based on the hypothesis test results and discussion in this study, the following conclusions are made.

1. Leadership Spirituality (X1) does not significantly influence the Knowledge Sharing Behavior (Y1) of Civil Servants Lecturer.
2. Leadership Spirituality (X1) does not significantly influence the Performance of Civil Servants Lecturers (Y2).
3. Workplace Spirituality (X2) has a significant effect on Knowledge Sharing Behavior (Y1) of Civil Servants Lecturers.
4. Workplace Spirituality (X2) does not significantly influence the Performance of Lecturers (Y2).
5. Knowledge Sharing Behavior (Y1) does not significantly influence Lecturer Performance (Y2).

There is a need for "Leadership Spirituality" training to understand subordinates' inner needs better. Leaders should be more concerned about the interests of its members. Furthermore, Higher Education also needs to provide a particular budget to increase lecturers' motivation in researching, conducting community service, and other Tri-dharma support activities. This attention could be in the form of additional incentives for successful lecturers successful in conducting research publications and holding workshops and seminars. Moreover, lecturers should be involved in conference activities to foster interest and motivation to write and socialize with field peers and professionals. Universities and leaders should also provide academic discussion forums regularly and periodically by involving competent senior lecturers to share knowledge with other lecturers. To create an excellent spiritual work environment, the university should encourage community service activities and make a more tangible contribution to society. This should be based on the needs of the community to create a more spiritual work environment. There is need for Corporate Social Responsibility activities to increase public trust in the university and apply useful research results in the community.

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