



Leveraging Tacit Knowledge for Teacher Performance in Vocational Schools After-Break

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ABSTRACT

Purpose – The primary objective of this study is to examine the utility of tacit knowledge in enhancing the performance of vocational school teachers who have experienced a career hiatus. Additionally, it seeks to investigate strategies for vocational schools to provide improved support to their teachers in leveraging tacit knowledge to enhance performance, particularly through the promotion of work engagement. Furthermore, the study aims to present a framework for vocational school managers, facilitating the explicit articulation of teachers' tacit knowledge, thereby contributing to the creation and dissemination of new knowledge through effective knowledge management.

Design/methodology/approach – In order to gather data for this research, an explanatory survey methodology is employed, with the study's focus directed towards vocational education teachers in the region of West Java. A meticulously chosen sample size of 360 teachers is selected, guided by specific experience criteria and employment within the foundation overseeing the Private vocational school. Structural equation modeling (SEM) serves as the chosen method for hypothesis testing in this study.

Findings – This study finds that teacher work engagement serves as a crucial mediator in the relationship between tacit knowledge and performance among vocational school teachers. It is observed that increased tacit knowledge may unexpectedly lead to reduced teacher performance, emphasizing the complexity of this relationship. Tacit knowledge is identified as a valuable resource for addressing workplace demands within vocational education. Moreover, it exerts a significant influence on the motivation process of teachers, subsequently impacting their engagement and overall performance. Interestingly, engagement plays a mitigating role, counteracting the negative effects of suboptimal tacit knowledge utilization by teachers, allowing them to achieve better performance, although not always reaching their full potential based on their rich experiences. Consequently, work engagement emerges as a key mediator, facilitating the translation of tacit knowledge into effective teaching outcomes. These findings shed light on the intricate dynamics of tacit knowledge, engagement, and performance in vocational education, providing valuable insights for educators and policymakers.

Originality/value – The originality of this research manifests in its concentrated exploration of the application of tacit knowledge to enhance the performance of vocational school teachers, particularly those who have taken a hiatus in their careers. Additionally, the study introduces a fresh perspective to the realm of vocational education by highlighting the potential outcomes of making teachers' tacit knowledge explicit, with a particular emphasis on work engagement and knowledge management. This novel approach contributes valuable insights to the field, paving the way for further exploration and development.

KEY WORDS

Engagement, Tacit Knowledge, Vocational Education, Performance, Job Demand-Resources

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1 INTRODUCTION

Since its introduction as a form of knowledge by Polanyi & Sen, (1966), specifically knowledge that embodies shared values and traditions, tacit knowledge has garnered the attention of practitioners and academics alike, prompting research from various perspectives. But According to van den Heuvel et al., (2019) tacit knowledge is difficult to detect because individuals do not recognize what has been acquired over the years. Supanitchaisiri et al., (2020) stated that knowledge is difficult to articulate and difficult to put into words, text, or images. Li & Sang, (2023) asserted that tacit knowledge is practical knowledge, noting that practical knowledge does not always equate to tacit knowledge. Xu et al., (2022) highlighted the significance of tacit knowledge.

Therefore, knowledge governance such as knowledge management is required for tacit knowledge (Ahmad et al., 2015; Davidova et al., 2014; Malik, 2021; Nonaka & Takeuchi, 1996; Supanitchaisiri et al., 2020). Mahajan et al., (2023) posit that tacit knowledge constitutes an integral component of knowledge management. Kianto et al., (2016) added that knowledge management consists of knowledge processes such as knowledge creation, sharing, acquisition, transfer, and joint application. Tacit knowledge constitutes a crucial element within the realm of knowledge management practices.

Tacit knowledge not only describes the cognitive aspects of a person as a knowing subject; but attributes that are impersonal (Yu, 2015). An unmodifiable and inaccessible set of beliefs, skills, and practical understandings (Liu, 2019). Asher & Popper, (2019) stated tacit knowledge as knowledge that is obtained naturally, non-formally, and based on reflection results. Ivancevich et al., (2013) explain tacit knowledge as practical knowledge about work through direct observation and involvement. However, Brümmer et al., (2022) have highlighted the difficulty in comprehensively defining tacit knowledge.

Tacit knowledge links successful performance with "learning by doing" and "professional intuition". Individual instincts are related to work by the code of ethics as tacit knowledge. Huang, (2017) shows that tacit knowledge is related to innovation ability. Manaf et al., (2018); Olaisen & Revang, (2018); Watannabe & Benton, (2017) explain the importance of tacit knowledge in improving team performance. Huie et al., (2020); Matošková, (2020) suggest there is a dependence on experienced employees to handle work effectively. Ibidunni, (2020) explains tacit knowledge is important for higher levels of performance.

In contrast to (Manaf et al., 2018) shows that experience has a different effect on performance. Just experience managing self that affects performance is not the experience of managing other and managing tasks. Managing other people and even more complex tasks are not enough with experience alone. AlMulhim, (2020); Junaidi, (2022); Manaf et al., (2018); Matošková, (2020) stated that there is no significant relationship between performance and the level of tacit knowledge. The relationship between tacit knowledge and performance is not clear. It is contraproductive. It needs to be studied further.

According to Albawwat, (2022); Iqbal et al., (2023); Kucharska & Rebelo, (2022); Mahajan et al., (2023); Wang et al., (2021); Zhang et al., (2021) empirical evidence suggests that tacit knowledge has a significant role in the business world. In the field of education, tacit knowledge has made substantial contributions as noted by Alves & Pinheiro, (2022); Ibarra-Cisneros et al., (2023); Purwanto & Sulaiman, (2021). In the field of education, tacit knowledge is predominantly associated with teaching and learning, as exemplified by Liu, (2018), professionalism (Di Rienzo, 2020), or Ba et al., (2021), which elucidate experiences and emotions during teaching.

However, studies on tacit knowledge as a part of organizational process in vocational education schools are still rare. Tacit knowledge in organizational processes extends beyond a focus solely on teaching and learning; it becomes an integral part of efforts to drive the entire organization in every aspect. However, neglecting the role of tacit knowledge can lead to losses for the institution. In addition, the threat to the function of tacit knowledge is felt by the development of information technology. (Arias-Pérez & Cepeda-Cardona, 2022; Toscani, 2023) stated that the development of information technology poses a threat to the function of tacit knowledge. Especially with the threat of artificial intelligence, the sharing of tacit knowledge has decreased. The current generation tends to prioritize sharing tacit knowledge with general Artificial Intelligence (GEM) over sharing it with the previous generation

Furthermore, Tacit knowledge in education is diminishing, particularly in West Java. The presence of experienced teachers in vocational high schools (SMK) has declined, with a majority of teachers being

young. This phenomenon results from an imbalance between the large number of retiring teachers and new recruitments. Tacit knowledge is often associated with high-achieving schools in fields such as industry, vocational curriculum, and teaching factories (Junaidi, 2022). This indicates the significance of the involvement of experienced teachers in relation to achievement.

To substantiate this and minimize contradictions in the relationship between tacit knowledge and performance, further examination is required, incorporating the mediating variable of work engagement. There is a gap between tacit knowledge and performance. Researchers offer an explanation regarding work engagement to reduce contradictions and ambiguity in the relationship between tacit knowledge and performance based on the JD-R perspective on the two processes related to work: motivational and resource-based support (Bakker et al., 2023). Work engagement is a positive or negative emotional attachment to the job, colleagues, and the organization, greatly influencing their willingness to learn and perform in the workplace (Sandhya & Sulphay, 2020).

However, the relationship between Tacit knowledge, engagement, and performance has not been extensively explored, especially within the organizational processes of vocational education institutions. Edopkolor et al., (2022) suggest that literature on the relationship between Tacit knowledge organized through knowledge management to enhance engagement and performance remains limited.

The results of the study provide a strong empirical and theoretical basis for decision-making to optimize the function of tacit knowledge in organizations through a knowledge management system. Empirical evidence is needed so that organizations can optimize the function of tacit knowledge to encourage performance through a structured system, namely knowledge management. This research will contribute to increase understanding of the function of tacit knowledge for performance through engagement as a part of organizational process. As stated by Miković et al., (2020) that knowledge management has its life cycle. Tacit knowledge is one of the resources to make knowledge management alive. Nonaka & Takeuchi, (1996) describe tacit knowledge as a source of knowledge in KM. The aim of the study was to analyze the relationship between tacit knowledge on employee engagement and performance in private vocational schools in West Java.

2 LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

The concept of tacit knowledge was put forward by Polanyi & Sen, (1966) as the knowledge that describes shared values and traditions in the context of organizational life. picture of social reality at a time and space that is reflected and produces an understanding of something (Adloff et al., 2015). It is defined as an unmodified and inaccessible set of beliefs, skills, and understandings about practice (Liu, 2019). Defines tacit knowledge as an illegible part of knowledge that is very difficult to articulate, teach, learn or manage, especially when tacit knowledge does not come from the reality of personal experience (Mohamed, 2020). McGrath et al., (2019) stated that tacit knowledge is the knowledge that is experienced, internalized, and routinized. Tacit knowledge 'offers insight into the cognitive and affective aspects of an individual about reality as a result of one's reflection on his implicit and personal world.

Tacit knowledge has a relationship with engagement. Employee engagement refers to the connection between an organization and its employees, which qualitatively and quantitatively influences productivity and long-term sustainability (Tirastittam et al., 2020). Work engagement is a state of mind in which an individual experiences a positive and fulfilling connection with their work. This state is characterized by three dimensions: vigour, dedication, and absorption (Schaufeli et al., 2017). Bakker et al., (2023); Bakker & de Vries, (2021); Bakker & Demerouti, (2008); Bakker & Oerlemans, (2019); Schaufeli et al., (2017) posit work engagement as a state in which an individual possesses positive thoughts, enabling them to express themselves physically, cognitively, and affectively in their work, thus triggering a cycle of proactive work behavior, based on resource-based support.

According to the Job Demands-Resources (JDR) model, engagement is influenced by both job demands and job resources (Bakker et al., 2023; Bakker & Demerouti, 2014). the use of tacit knowledge can also promote creativity and innovation, as employees are able to draw on their unique perspectives and experiences to solve problems and generate new ideas. From the JD-R perspective, it is likely that experienced

people who have acquired more resources in their work (such as skills, knowledge, social support, autonomy, feedback, and opportunities for growth and development) are better equipped to handle job demands. Experienced teachers are likely to be more motivated to engage in work if their job provides them with the necessary resources to meet the demands of the job.

The Tacit knowledge can increase engagement by providing opportunities for personal growth and development, as well as a sense of purpose and meaningfulness in teacher's work. the use of tacit knowledge can provide teachers with important job resources that can increase their engagement by enhancing their sense of competence, social support, and creativity in the workplace for performance. assert that the exchange of tacit knowledge across organizations fosters engagement and performance.

The proposed hypothesis are:

- Ha1= Tacit knowledge has a positive effect on work engagement
- Ha2 = Tacit knowledge has a positive influence on performance
- Ha3 = Work engagement mediates the effect of tacit knowledge having a positive influence on performance

3 RESEARCH METHOD

The research employs a positivistic approach. This research includes hypothesis testing research/hypothesis testing by the research objectives through appropriate surveys. The type of relationship studied is causal. The research object chosen is the problem of the performance of vocational school teachers in West Java. The population in this study is private vocational school teachers in West Java who have permanent foundation teachers. In this study, 360 samples were selected randomly. Prior to sample collection, the researcher establishes criteria for selecting respondents who will form the sample population. The teachers selected were teachers with the status of foundation employees, had taught for at least 1 year. The sample selection took into account the representation of private vocational high school teachers from each city district in West Java. The sample selection step is to determine the number of samples, determine the number of teacher samples per district, city, and then per school according to the number of SMK teachers in the school. The sample was not selected based on the representation of the grouping of teachers based on the criteria as productive, normative, and adaptive teachers. The sample selection was conducted randomly, while the sample size was determined based on 10 times the number of indicators, which amounted to 360.

3.1 MEASUREMENT SCALE

The measurement scale uses a semantic differential rating scale from 1 to 5 with answers ranging from very low to very high. Questions use positive and negative questions as an effort to reduce bias.

The measurement of the Tacit knowledge variable was measured based on Liu, (2019); McGrath et al., (2019); Polanyi, (1966), namely personalize, implicit, contextual, continuity. 7 statement items to reflect these 4 dimensions such as the personalized dimension, the statement of subjectivity in experiences that are different from others. Loaded with emotions and feelings (subjective). The instrument employed exhibits an acceptable Goodness of Fit (GOF) value based on univariate testing, with CMIN/DF = 1.46, GFI = 0.92, CFI = 0.97, PNFI = 0.78, RMSEA = 0.041, and SRMR = 0.002.

Work engagement was measured using the Utrecht Work Engagement Scale (UWES), which has been developed to encompass three dimensions of work engagement: vigor, dedication, and absorption (Austin et al., 2020; Sandhya & Sulphrey, 2020; Schaufeli et al., 2017). It comprises 17 statements related to work engagement. The instrument used demonstrates a good Goodness of Fit (GOF) value, with CMIN/DF = 2.06, GFI = 0.91, CFI = 0.96, PNFI = 0.72, RMSEA = 0.052, and SRMR = 0.008.

Performance measurement, as defined by Robbins & Judge, (2017); Saleem et al., (2019); Sultana et al., (2017), encompasses task performance, citizenship, and counter-productivity. In the context of this research in vocational schools (SMK), 12 statements were adapted for teacher job performance. The instrument used demonstrates a good Goodness of Fit (GOF) value, with CMIN/DF = 1.88, GFI = 0.90, CFI = 0.945, PNFI = 0.68, RMSEA = 0.061, and SRMR = 0.022.

The answer to the statement is from strongly disagree to strongly agree on a scale of 1 to 5. The distribution of the questionnaire was carried out for 1 month with the assumption that the variables did not change and did not exist. The implementation of learning in Vocational Schools is carried out online and teachers are getting used to the conditions during the covid 19 pandemic. For teachers who are in areas where internet access is difficult, questionnaires are distributed manually through limited visits.

Of the total questionnaires distributed as many as 500 questionnaires, the number of questionnaires that were returned with filled-out answers was 360 questionnaires to be obtained using the SEM co Variant with maximum likelihood estimation model. It is started from the construction of the model according to the theory to the goodness of fit test based on the criteria set as a test reference.

4 RESULTS

Demographic characteristics as follow as below:

Table 1. Demographic characteristics

| Demographic characteristics | Frequency | % |
|-------------------------------|-----------|-------|
| Gender | | |
| Man | 214 | 59.4% |
| Woman | 146 | 40.6% |
| Age | | |
| 20 to 30 years | 62 | 17.2% |
| 31 to 40 years | 165 | 45.8% |
| 41 to 50 years | 110 | 30.6% |
| above 50-55 | 21 | 5.8% |
| above >55 | 2 | 0.6% |
| Educational background | | |
| Diploma | 36 | 10.0% |
| Bachelor | 310 | 86.1% |
| Magister | 14 | 3.9% |
| Work experience | | |
| < 5 years | 61 | 16.9% |
| 5 to 10 years | 162 | 45.0% |
| 11 years to 15 years | 114 | 31.7% |
| 15-20 years | 21 | 5.8% |
| over 20 years | 2 | 0.6% |

Source: Research results, 2022

Judging from the age of the majority of the respondents, the SMK teachers are male, the majority of the teachers are 31. to 40 years old, with a Bachelor educational background. The majority have a length of service of 5 to 10 years, both female and male respondents or are in the quite adequate category. The teachers have various teaching experiences as productive, normative, and adaptive teachers. The description of the research variables is as follows:

4.1 DESCRIPTIVE STATISTICS

Table 2. Description of research variables

| No | Variable | Mean | Standard Deviation | Category |
|----|-----------------|------|--------------------|----------|
| 1 | Tacit knowledge | 3.8 | 0.83 | High |
| 2 | Work engagement | 3.6 | 0.65 | High |
| 3 | Performance | 3.8 | 0.43 | High |

Source: 2021 research results

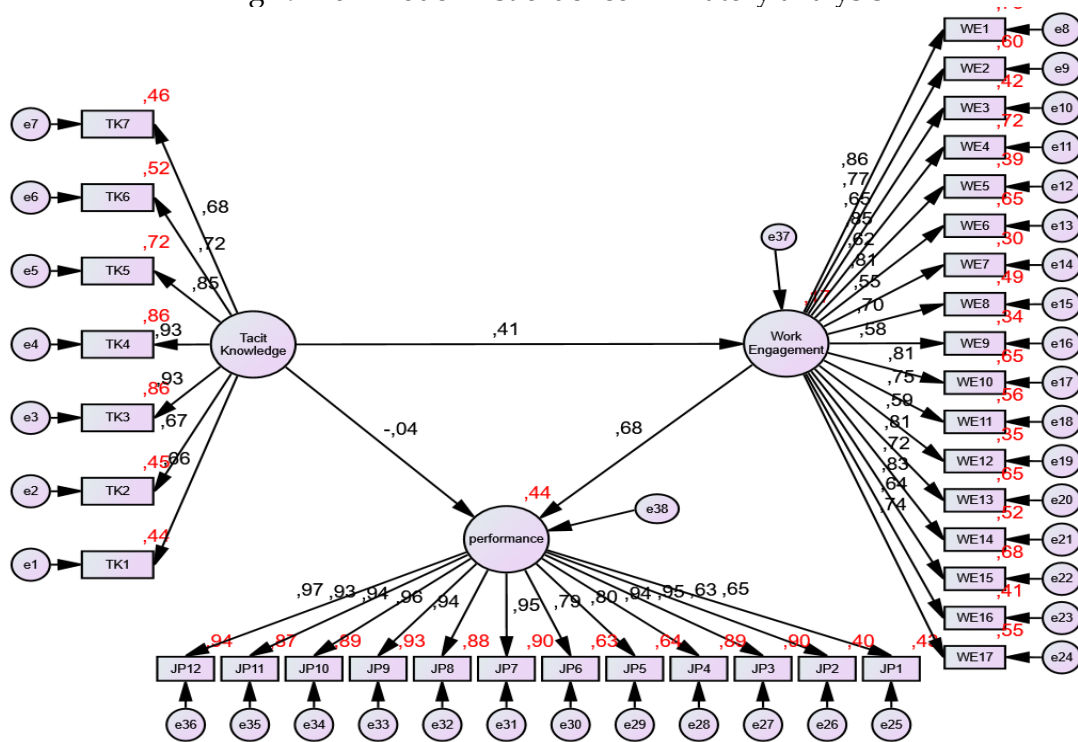
The results showed that loaded with emotions and feelings (subjective) and learn through reflection and interaction with work as a teacher. The average teacher has high experience in teaching with a score

of 3.9 or in the high category. On the satisfaction variable, the score of the variable is 3.6. Teachers quite feel strong support from colleagues, the leadership provides adequate supervision but lacks promotion to structural positions and the teacher's preference for the organization. In general, teachers support organizational goals and treat co-workers with respect. For the performance variable, performance still shows the implementation of tasks even though during a pandemic, teachers show citizenship, and do not show counter-productive behavior. The average is 3.8 or is in the high category.

4.2 RESULTS OF ANALYSIS WITH SEM PROCEDURES

Full model research results are as follows:

Fig 1. Full model first order confirmatory analysis



The tacit knowledge as personal resources can be identified and leveraged in the context of vocational education, as well as the specific strategies that can be used to support teachers performance through work engagement.

The test results of Confirmatory Factor Analysis (Convergent Validity, average variance extracted (AVE), Composite reliability) are as follows:

Table 3. CVA, AVE and CR test results

| Construct | Text size 9pt, centered, bold | Loading Factor | AVE | CR |
|-----------------|--|----------------|-------|-------|
| Tacit Knowledge | I have work experience that is full of emotions and meaningful in teaching | 0.662 | 0.615 | 0.967 |
| | It is not easy for me to explain or transcribe my work experience. | 0.670 | | |
| | My work experience is reasonable and understandable. | 0.925 | | |
| | I have an adequate work experience that enables me to perform my job responsibilities effectively. | 0.925 | | |
| | I experience a continuous learning process about work as a teacher. | 0.851 | | |
| | I learn through reflection and interaction with my work as a teacher. | 0.721 | | |
| | My work experience is subjective and is loaded with emotions and feelings. | 0.681 | | |

| Construct | Text size 9pt, centered, bold | Loading Factor | AVE | CR |
|------------------------------------|---|----------------|-------|-------|
| Work Engagement | I feel full of energy when working. | 0.864 | 0.607 | 0.983 |
| | I feel strong when working. | 0.772 | | |
| | I feel like working when I wake up in the morning. | 0.647 | | |
| | I can work for a very long time without getting tired. | 0.85 | | |
| | I am very tenacious mentally when working. | 0.624 | | |
| | I persist at work, even when things are not going well. | 0.806 | | |
| | I find my work meaningful and purposeful. | 0.55 | | |
| | I am enthusiastic about my work. | 0.702 | | |
| | My work is inspiring to me. | 0.579 | | |
| | I am proud of my work. | 0.653 | | |
| | My work is very challenging. | 0.635 | | |
| | Time passes quickly when I am working. | 0.95 | | |
| | I forget everything else while working. | 0.943 | | |
| | I feel happy when working intensely. | 0.8 | | |
| | I become immersed in my work. | 0.791 | | |
| I get carried away when working. | 0.95 | | | |
| It is hard for me to stop working. | 0.936 | | | |
| Performance | I find the educational tasks assigned to me meaningful and fulfilling. | 0.653 | 0.774 | 0.952 |
| | I find the administrative tasks assigned to me manageable and necessary. | 0.635 | | |
| | I find the tasks in conventional job descriptions (teaching) challenging and rewarding. | 0.95 | | |
| | I actively contribute to the psychological environment of the organization. | 0.943 | | |
| | I support the organizational goals set by the institution. | 0.8 | | |
| | I treat my coworkers with respect and professionalism. | 0.791 | | |
| | I regularly make constructive suggestions to improve the workplace. | 0.95 | | |
| | I frequently say positive things about the workplace to others. | 0.936 | | |
| | I maintains the organization and its values. | 0.962 | | |
| | I avoid attempts to damage property or resources of the organization. | 0.942 | | |
| | I always act politely towards my coworkers. | 0.933 | | |
| | I rarely have absenteeism or unexcused absences from work. | 0.967 | | |

Note: AVE = average Variance Extracted, CR = Composite reliability

The test results show that the loading factor value for all indicators of the constructs of tacit knowledge, work engagement, and performance is 0.4, so it can be concluded that all indicators can explain the constructs of tacit knowledge, work engagement, and performance meet convergent validity. The Composite Reliability construct value of each latent variable shows the Cronbach's Coefficient Alpha value 0.6, meaning that the reliability measurement results are consistent or reliable. This shows that indicators can be used to measure latent variables. In line with the concept put forward by Liu, (2019); McGrath et al., (2019); Polanyi, (1966) on tacit knowledge. The results of the study further strengthen the importance of verifying the function of tacit knowledge about individuals to be used as a source of knowledge for knowledge management. Based on the measurement results, there is room for further exploration regarding the indicators of tacit knowledge, which are indeed challenging to identify. The AVE value indicates a high level of explanation, specifically at 61.05%, with a very high composite reliability (CR) of 0.967. For the WE variable, the AVE value stands at 60.7%, with a CR value of 0.983. Meanwhile, for performance, the AVE value is 77.4%, with a CR of 0.95. Work engagement construction in this research is in line with Utrecht Work Engagement Scale (UWES). The dimensions of work engagement consist of vigor, dedication, and absorption (Schaufeli et al., 2017). Performance, in general, is in accordance with the concept put forward by Robbins & Judge, (2017); Saleem et al., (2019); Sultana et al., (2017) namely the main performance according to the job desk. This indicates that there are several variations that the model cannot account for. Consequently, it is essential to conduct a more comprehensive evaluation of both the model and the data

utilized to identify potential reasons for the low value of variance extraction. But, the validity and reliability of the instrument is accepted.

4.3 DISCRIMINANT VALIDITY TEST

The results of the discriminant validity test are as follows as below:

Table 4. Discriminant Validity

| Variable | TC | WE | JP |
|----------|-------------|-------------|------------|
| TC | 1 | | |
| WE | 0.391 | 1 | |
| JP | -0.022 | 0.654 | 1 |
| TK1-TK7 | 0.66 - 0.93 | 0.26 - 0.36 | 0.16- 0.22 |
| WE1-WE17 | 0.25-0.39 | 0.58- 95 | 0.41-0.64 |
| JP1-JP12 | 0.15-0.23 | 0.40-0.63 | 0.64- 0.97 |

Information: TC: Tacit Knowledge, WE: Work engagement, JP: job performance

The results of the correlation test show that there is a relationship between variables. According to the test results in the table above, it is known that the TK1-TK7 indicators have the highest correlation to the Tacit Knowledge (TK) variable (X1). indicators WE1-WE17 have the highest correlation to the Work engagement variable (X2), indicators JP1.1-JP12 have the highest correlation to the Performance variable (Y), so it can be concluded that discriminant validity is in the category quite good.

4.4 MODEL SUITABILITY TEST (GOODNESS OF FIT TEST) AND MODEL REIFICATION

The goodness of fit of the model was evaluated using various criteria, including absolute fit indices, incremental fit indices, and parsimony indices.

Table 5. Goodness of Fit

| Goodness | Cut of Value | Results of Phase 1 Testing | Improvement Results | Conclusion |
|--------------------------|----------------------|----------------------------|---------------------|--|
| Significance Probability | ≥ 0.05 | 0.000 | 0.007 | It is recommended to examine other fit indices |
| RMSEA | ≤ 0.08 | 0.71 | 0.421 | Fit |
| GFI | ≥ 0.90 | 0.786 | 0.921 | Fit |
| AGFI | ≥ 0.90 | 0.760 | 0.908 | Fit |
| CMIN/DF | ≤ 2 or ≤ 3 | 2.995 | 1.982 | Fit |
| TLI | ≥ 0.95 | 0.916 | 0.965 | Fit |
| CFI | ≥ 0.95 | 0.921 | 0.942 | Fit |
| PNFI | > 0.6 | 0.832 | 0.725 | Fit |
| IFI | > 0.90 | 0.921 | 0.935 | Fit |

Source: Data output from AMOS SPSS version 23.0

Based on the test results, there was a match between the data collected from the survey and the theoretical model, indicating that the model accurately represented the relationships between the variables being studied. The findings provide support for the use of tacit knowledge to improve teacher performance in vocational schools after a break through work engagement, and may inform future efforts to develop knowledge management for teachers' tacit knowledge optimization.

4.5 CAUSALITY TEST WITH REGRESSION ANALYSIS TECHNIQUE (REGRESSION WEIGHT) AND EFFECT MEDIATION

Based on the results of mediation variable testing using Z-scores, it was found that the Z-score value supports the hypothesis stating the significant role of the mediation variable, which is 3.271. The results of the causality test showed a significant positive relationship between variables including the results of testing the role of work engagement as a mediating variable.

4.6 HYPOTHESIS TESTING

The results of hypothesis testing are as follows:

Table 6. Hypothesis test results

| Hypothesis | Estimate | CR | P-Value | Conclusion |
|---|----------|--------|---------|------------|
| Tacit knowledge has a positive influence on work engagement | 0.414 | 7.009 | 0.00 | Supported |
| Tacit knowledge has a positive influence on Performance | -0.043 | -0.479 | 0.124 | Rejected |
| Work engagement mediates the effect of Tacit knowledge having a positive influence on Performance | 0.282 | 6.035 | 0.00 | Supported |

Description: CR = Critical ratio

The test results show that tacit knowledge has a positive effect on work engagement with an estimate of 0.414. CR value indicates the hypothesis is supported. Second hypothesis is unsupported. Tacit knowledge does not have a positive effect on performance. The estimated value is -0.043 with a CR value of -0.479. Work engagement mediates the effect of tacit knowledge having a positive effect on performance. Through work engagement, tacit knowledge influences performance of 0.282.

5 DISCUSSION

The results of the study show the importance of the teacher's positive view of the world and its environment. This view can be seen from the attitude and way the teacher views his role and attitude towards the function of tacit knowledge in his work, both as adaptive, productive and normative teachers. The more positive the view, the higher the level of work engagement. Dispositions that shape an individual's personality, or assumptions and beliefs based on his experience determine his perception of the factors that determine satisfaction. This view becomes the basis for schools to optimize systems that support the function of tacit knowledge to encourage performance.

In line with Adloff et al., (2015) that tacit knowledge as a description of social reality in SMK includes a description of teacher satisfaction in carrying out their duties. The picture is individual and subjective and different from one another. These differences become the basis for schools to develop a tacit knowledge management system. The system is linked to promotions, rewards and the design of an incentive system. The subjective experience of teachers with their positive views will encourage increased teacher satisfaction and ultimately determine teacher performance. Tacit knowledge affects work engagement, in line with Admiraal et al., (2019); Topchyan & Woehler, (2020).

Tacit knowledge management needs to be done carefully. The governance orientation is to increase teacher satisfaction first and then perform as a gradual process. This is based on the results of research that shows that tacit knowledge does not hurt performance. Teachers limit their contribution to high performance due to the weakness of the factors that are indicators of work engagement. Teachers limit themselves to optimizing the function of experience in improving performance.

Different research results Huang, (2017); Magnier-Watanabe & Benton, (2017); Manaf et al., (2018); Olaisen & Revang, (2018) explain the importance of tacit knowledge in improving performance. Dependence on experience to improve performance does not occur in this study, which is different from that proposed by Huie et al., (2020) and Matošková, (2020). The results of the study are different from Ibidunni, (2020) which explains tacit knowledge is important for higher levels of performance. Previous studies with different samples have revealed a direct, positive, and significant impact of tacit knowledge on performance. In this research, tacit knowledge requires a mediating variable to explain changes in performance, namely teacher engagement in their work. Although distinct, both tacit knowledge and teacher engagement are crucial resources that support performance through different mechanisms. The results of the study provide a signal for organizations to pay attention to the variable of teacher engagement. Consistent with several prior studies that have demonstrated the importance of engagement as a predictor and mediator for performance.

The vocational high schools knowledge management system needs to be integrated into the main business processes in the vocational high schools, namely meeting the teaching needs, continuing at a higher level, and entrepreneurship. Knowledge acquisition, knowledge sharing, knowledge creation, knowledge codification, and knowledge retention need to be institutional orientations. This is so that the function of tacit knowledge for performance can be improved

Through teacher engagement, tacit knowledge has a significant influence on performance. The function of engagement as mediation is the knowledge that can be used as a reference for vocational high schools to carry out structured improvements to improve performance. The teacher's belief that teaching quality developed through experience ultimately leads teachers to a more positive attitude towards work, builds teacher awareness to contribute to the organization, encourages more positive interactions with colleagues (shared experiences), and ultimately improves performance, needs to be managed through a management system. knowledge. Therefore, vocational schools need to design a knowledge management system that allows for supervision and supervision that provides positive feedback for teachers to deal with administration,

The importance of tacit knowledge and teacher engagement has implications for the knowledge management (KM) system developed. Knowledge management emphasizes teacher satisfaction as a focus. Knowledge formulation, sharing activities, tacit knowledge acquisition process, transfer of acquired tacit knowledge, and joint application with infrastructure and infrastructure support take into account the needs of experienced teachers for promotion and career development. Tacit knowledge sharing can make a positive contribution to the organization in the form of performance and KM as a system developed by the school. Tacit enriches the content as well as the design and development of vocational education knowledge management. The development of knowledge management will encourage improvements in the tacit knowledge methodology to become more scientific, strengthen the application of principles and techniques to manage tacit knowledge.

Efforts to optimize tacit functions through knowledge management require an understanding of the individual's point of view about reality. These diverse views enrich and make SMK increasingly understand the importance of diversity of knowledge, viewpoints, and their relation to implementation in the field. This diversity is possible to obtain functional verification through knowledge management. Knowledge management facilitates the combination of information sourced from tacit knowledge, according to context, as an ongoing process to ensure performance through satisfaction. Tacit knowledge does not only represent subjectivity. Tacit knowledge is an illustration of the need for recognition, appreciation of experienced teachers to realize optimal performance.

6 CONCLUSION

Teacher work engagement mediates the effect of tacit knowledge on performance. Increased tacit knowledge reduces teacher performance. Tacit knowledge serves as a resource to address workplace demands. Tacit knowledge influences the motivation process of employees, which, in turn, impacts teacher engagement and performance. Engagement mitigates the negative effects of suboptimal tacit knowledge utilization by teachers. Consequently, teachers achieve performance below what could be attained based on their rich experiences. Work engagement functions as a mediator between tacit knowledge and teacher performance.

6.1 RESEARCH LIMITATIONS

This study provides an overview of the process of enhancing performance through the motivational process, as depicted in the JD-R perspective. Subsequent research can investigate the role of Tacit knowledge based on the Health Impairment process. Further research may focus on examining the relationships between tacit knowledge, emotional and cognitive resources, which may lead to exhaustion and health issues. Data collection utilized cross-sectional data; however, future studies may employ data collection techniques such as mixed methods. The generalizability of the findings from this study is limited; therefore, further research in different fields or industries other than education is warranted.

6.2 THEORETICAL IMPLICATION

The development of the concept of tacit knowledge in knowledge management needs to be strengthened by theories regarding teacher engagement in carrying out their duties. In the Job Demands-Resources (JD-R) theory, the engagement proposition is that having sufficient psychological resources in the workplace (such as autonomy, social support, and developmental opportunities) will increase employees' level of engagement in their work and increase motivational process for performance. Therefore, the engagement proposition in the JD-R theory emphasizes the importance of balancing job demands and resources in the workplace in promoting employee engagement and well-being.

6.3 PRACTICAL IMPLICATION

Optimizing the function of tacit knowledge to encourage performance cannot ignore the factors that drive teacher engagement. The teacher's understanding of the meaning of the role as an educator becomes an important aspect that makes the teacher more meaningful in his work, is challenged and engaged with his work. In the JD-R view, schools can increase autonomy, social support, and developmental opportunities for teachers by implementing the following strategies such as increase teacher autonomy by giving them more control over their work, such as allowing them to choose their teaching methods or giving them input into curriculum development. This can help teachers feel more in control of their work and increase their sense of ownership over their teaching. Schools can increase social support for teachers by creating a supportive work environment, promoting positive relationships among teachers, and providing access to resources and assistance when needed. This can help teachers feel valued and supported in their work, which can lead to greater engagement. Schools can provide teachers with opportunities for professional development, such as training workshops, mentoring programs, or access to conferences and seminars. This can help teachers develop new skills and knowledge, which can increase their engagement in their work for performance. Schools need to pay attention to teacher satisfaction based on their function to mediate and optimize tacit knowledge. The success in optimizing the function of tacit knowledge on performance lies in the ability of private vocational schools to integrate knowledge management systems that emphasize teacher engagement.

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