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The Talent management and knowledge management as predictors of work engagement among graduates of Indonesia's Guru Penggerak Programme in Lampung

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ABSTRACT

This study examined the relationships of talent management and knowledge management with work engagement among graduates of Indonesia's Guru Penggerak (Teacher Leader) Programme in Lampung Province. A quantitative cross-sectional correlational design was employed, involving 362 graduates recruited through voluntary response sampling. Data were collected using an online questionnaire comprising the Talent Management Scale, a knowledge management instrument covering four processes, and the Utrecht Work Engagement Scale (UWES-17). The data were analysed using multiple linear regression. Talent management ($t = 6.590$, $p < .001$) and knowledge management ($t = 4.368$, $p < .001$) were both positively and significantly associated with work engagement. The regression model was statistically significant, $F(2, 359) = 41.641$, $p < .001$, explaining 18.8% of the variance in work engagement ($R^2 = .188$; adjusted $R^2 = .184$). These findings suggest that teachers' perceptions of talent development in the programme and their knowledge-management practices are positively associated with their work engagement. The results highlight the importance of strengthening organisational support through the Guru Penggerak Programme, while acknowledging the limitations of voluntary response sampling and self-reported data.

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INTRODUCTION

Teachers who complete Indonesia's Guru Penggerak Programme (PGP) are expected to apply their leadership and professional-development experiences in their schools. Programme completion, however, does not by itself ensure sustained involvement in teachers' daily work. Organisational conditions that support teachers' potential, professional learning, and collaboration may also matter (Iqbaltullah et al., 2021; Sunarni & Karyono, 2023). Work engagement is therefore an important outcome to examine among PGP graduates.

Talent management concerns identifying, developing, and retaining people's potential, whereas knowledge management concerns creating, sharing, and applying knowledge (Becerra-Fernandez & Sabherwal, 2015; Yener et al., 2017). In schools, these practices may be reflected in opportunities for professional development, recognition, collaborative learning, and the application of shared teaching practices. Prior research has linked talent management and knowledge management with employee engagement and organisational outcomes (Rožman et al., 2019; Srimulyani, 2020; Whelan & Carcary, 2011).

Talent management may support work engagement by helping employees develop their capabilities and see how their contributions are valued (Sadek, 2022; Sopiah et al., 2020). In educational settings, professional development and leadership opportunities may help teachers apply their competencies and sustain commitment to their work (Chavez, 2021; Chethana & Noronha, 2023).

Knowledge management may support work engagement by enabling teachers to access, exchange, and apply professional knowledge. Knowledge sharing and collaborative learning can strengthen professional interaction and help teachers address instructional challenges (Mohammed et al., 2020; Whelan & Carcary, 2011; Yusari, 2023).

The two practices may be complementary: talent management develops individual capabilities, while knowledge management enables knowledge to circulate and be used across an organisation (Bollinger & Smith, 2001; Durst & Edvardsson, 2012; Whelan & Carcary, 2011). Evidence has associated these practices with engagement, although findings may differ across organisational settings (Obeidat et al., 2019; Rožman et al., 2019; Wikaningrum & Kartikasari, 2023).

The PGP was introduced to strengthen teachers' leadership capacities and professional development (Sunarni & Karyono, 2023). This study does not treat PGP as an official talent-management or knowledge-management programme; rather, these two concepts provide analytical perspectives for examining teachers' perceptions of development, knowledge-related practices, and work engagement after programme completion.

Although previous studies have examined talent management, knowledge management, and engagement in business and educational settings (Harmen & Darma, 2018; Hidayat et al., 2020; Rožman et al., 2019; Srimulyani, 2020), empirical evidence focused on PGP graduates remains limited. In particular, the relationships of talent management and knowledge

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management, individually and jointly, with work engagement among PGP graduates in Lampung require further examination.

Accordingly, this study examines the associations of talent management and knowledge management with work engagement among PGP graduates in Lampung Province. It tests three hypotheses: H1, talent management is positively associated with work engagement; H2, knowledge management is positively associated with work engagement; and H3, talent management and knowledge management jointly predict work engagement.

METHOD

Research Design

This study used a quantitative, correlational design to examine the relationships among talent management, knowledge management, and work engagement without manipulating the variables (Cohen et al., 2017; Creswell & Creswell, 2018). The design was used to estimate the direction and strength of the associations, not to establish causation.

Research Context, Population, and Sample

The study was conducted in Lampung Province, Indonesia, in March 2025. The Balai Guru Penggerak (BGP) Lampung was the institutional setting because its functions include developing, empowering, and mapping the competencies of teachers and other education personnel, as stipulated in Minister of Education Regulation No. 14 of 2022.

The study population comprised 3,815 teachers who had graduated from the Guru Penggerak Programme (PGP), Cohorts 1–10, across 15 regencies and municipalities in Lampung Province, based on 2024 data from BGP Lampung. This population refers specifically to PGP graduates and not to all teachers in Lampung Province.

The study involved 362 respondents who had completed the PGP and submitted the online questionnaire. The questionnaire link was distributed through WhatsApp groups of PGP graduates, and participation was voluntary. Accordingly, recruitment is more accurately described as non-probability voluntary-response sampling rather than random sampling, because participants were not individually selected through a random procedure that gave each member of the population a known chance of selection (Cohen et al., 2017). The 362 respondents therefore constitute the participating sample; the sample size alone does not establish statistical representativeness of all 3,815 PGP graduates.

Research Variables

This study examined three research variables: talent management (X1) and knowledge management (X2) as the independent variables, and work engagement (Y) as the dependent variable. Talent management was measured using the three dimensions proposed by Yener et al. (2017): talent attraction, talent development, and talent retention. Items were adapted to teachers' perceptions of selection, professional and leadership development, and recognition or retention of teacher potential in the PGP context. Knowledge management was measured through four processes, namely knowledge discovery, knowledge capture, knowledge

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sharing, and knowledge application, based on Becerra-Fernandez and Sabherwal (2015). Work engagement was measured using the Utrecht Work Engagement Scale (UWES-17), based on Schaufeli and Bakker (2004), covering vigor, dedication, and absorption.

Data Collection

Data were collected through Google Forms from 4 to 22 March 2025. The questionnaire link was distributed through WhatsApp groups of PGP graduates in Lampung Province, with assistance from BGP Lampung and district/municipal education personnel. A total of 362 responses were included in the dataset. Respondent characteristics included gender, cohort, location, school level, education, length of service, position, and employment status. Cohort data were verified: 25 records initially coded as Cohort 11 were confirmed by the researchers to belong to Cohort 10, so all 362 respondents fall within the PGP Cohorts 1–10 population. Participation was voluntary; the questionnaire introduction stated that responses would be confidential and used only for research.

Research Instruments

The questionnaire comprised three instruments: a 17-item Talent Management Scale adapted from Yener et al. (2017), 15 knowledge management items developed from the four processes described by Becerra-Fernandez and Sabherwal (2015), and the 17-item UWES-17 based on Schaufeli and Bakker (2004). All 49 items were presented in Indonesian and rated on the same four-point scale, ranging from 1 (very unsuitable) to 4 (very suitable), without a neutral midpoint.

The talent management items were adapted to the PGP context by modifying the wording to reflect programme selection, teacher development, and recognition or retention. An English-language expert reviewed the linguistic suitability of the items. The knowledge management items were developed to represent discovery, capture, sharing, and application, and the UWES-17 was used to measure the three engagement dimensions.

Instrument Validity and Reliability

Two social science education experts from Universitas Negeri Yogyakarta reviewed the relevance and wording of the items. Their review was qualitative; no numerical content-validity index (e.g., Aiken's V or CVI) was computed. Empirical item validity was assessed using Pearson item–total correlations in a pilot test involving 35 respondents ($df = 33$; critical $r = 0.3338$ at $\alpha = .05$). All 49 items exceeded the critical value and were retained: 17 talent management, 15 knowledge management, and 17 work engagement items. These results support item–total consistency in the pilot sample but do not establish the factor structure of the instruments; exploratory or confirmatory factor analysis was not conducted, and common-method bias was not assessed, although all variables were measured using self-reported data.

Internal consistency was assessed using Cronbach's alpha in the main sample ($n = 362$), with values above .70 treated as acceptable (Mohajan, 2017; Yusup, 2018). Cronbach's alpha

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was .869 for talent management, .917 for knowledge management, and .871 for work engagement, indicating acceptable-to-high internal consistency for all three scales.

Data Analysis

Data were analysed using descriptive statistics and multiple linear regression in SPSS version 26. Normality of the residuals, multicollinearity, and heteroscedasticity were examined before hypothesis testing, followed by *t*-tests, an *F*-test, and the coefficient of determination. Because the design was cross-sectional and correlational, regression coefficients are interpreted as statistical associations or prediction rather than causal effects.

RESULTS AND DISCUSSION

Descriptive Statistics

Scores were classified into five levels using the empirical mean (M) and standard deviation (SD): very high ($X > M + 1.5SD$), high ($M + 0.5SD < X \leq M + 1.5SD$), moderate ($M - 0.5SD < X \leq M + 0.5SD$), low ($M - 1.5SD < X \leq M - 0.5SD$), and very low ($X \leq M - 1.5SD$). Table 1 presents the empirical and hypothetical scores of the three variables.

Table 1. Empirical and hypothetical scores of the research variables (n = 362)

Variable	Empirical				Hypothetical			
	Min	Max	M	SD	Min	Max	M	SD
Talent management	35	68	55.53	6.54	17	68	42.50	8.50
Knowledge management	44	60	53.32	3.96	15	60	37.50	7.50
Work engagement	35	68	56.26	6.65	17	68	42.50	8.50

Note. M = mean; SD = standard deviation.

Talent management was most frequently classified as moderate (127; 35.1%), followed by high (91; 25.1%), low (89; 24.6%), very high (31; 8.6%), and very low (24; 6.6%) (Table 2).

Table 2. Categorisation of talent management scores

Category	Interval	Frequency	Percentage (%)
Very high	X > 65.35	31	8.6
High	58.81 < X ≤ 65.35	91	25.1
Moderate	52.26 < X ≤ 58.81	127	35.1
Low	45.72 < X ≤ 52.26	89	24.6
Very low	X ≤ 45.72	24	6.6
Total		362	100.0

Source: Processed primary data, 2025.

Knowledge management was most frequently moderate (137; 37.8%), followed by low (91; 25.1%), high (81; 22.4%), very high (31; 8.6%), and very low (22; 6.1%) (Table 3).

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Table 3. Categorisation of knowledge management scores

Category	Interval	Frequency	Percentage (%)
Very high	X > 59.25	31	8.6
High	55.30 < X ≤ 59.25	81	22.4
Moderate	51.34 < X ≤ 55.30	137	37.8
Low	47.38 < X ≤ 51.34	91	25.1
Very low	X ≤ 47.38	22	6.1
Total		362	100.0

Source: Processed primary data, 2025.

Work engagement was most frequently moderate (150; 41.4%), followed by high (81; 22.4%), low (67; 18.5%), very high (33; 9.1%), and very low (31; 8.6%) (Table 4).

Table 4. Categorisation of work engagement scores

Category	Interval	Frequency	Percentage (%)
Very high	X > 66.25	33	9.1
High	59.59 < X ≤ 66.25	81	22.4
Moderate	52.94 < X ≤ 59.59	150	41.4
Low	46.28 < X ≤ 52.94	67	18.5
Very low	X ≤ 46.28	31	8.6
Total		362	100.0

Source: Processed primary data, 2025.

Regression Assumption Tests

The normality assumption was assessed using the unstandardised regression residuals rather than testing each observed variable separately. The Kolmogorov–Smirnov test with Lilliefors correction and the Shapiro–Wilk test were applied to the residuals; a significance value above .05 indicates no evidence of a departure from normality. Neither test was statistically significant (Table 5), indicating no evidence of non-normality in the regression residuals.

Table 5. Normality tests of the regression residuals

Test	Statistic	n	p
Kolmogorov–Smirnov (Lilliefors corrected)	D = .0365	362	.339
Shapiro–Wilk	W = .9936	362	.130

Multicollinearity was assessed using tolerance and the variance inflation factor (VIF); tolerance above .10 and VIF below 10 indicate no serious multicollinearity. Both predictors had a tolerance of .932 and a VIF of 1.074 (Table 6), indicating no problematic multicollinearity.

Table 6. Multicollinearity test results

Variable	Tolerance	VIF	Remarks
Talent management (X1)	0.932	1.074	No multicollinearity
Knowledge management (X2)	0.932	1.074	No multicollinearity

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Heteroscedasticity was assessed using the Glejser test, which relates the absolute residuals to the independent variables. The Glejser significance values were .423 for talent management and .405 for knowledge management; both exceeded .05, indicating no evidence of heteroscedasticity. The scatterplot of the residuals (Figure 1) showed points distributed on both sides of zero without a clear pattern.

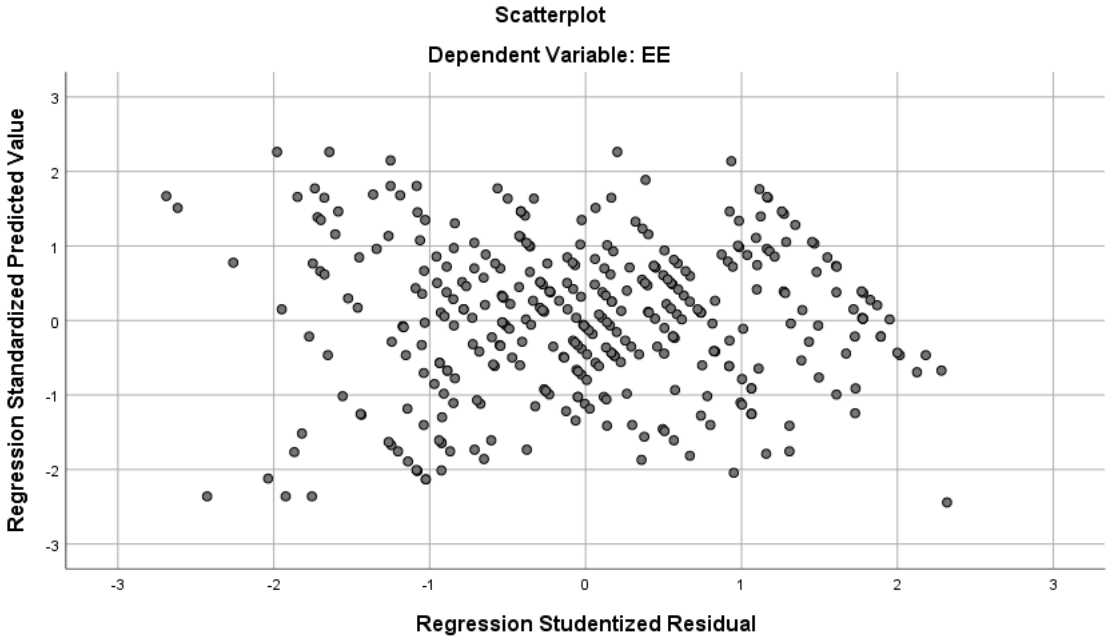


Figure 1. Scatterplot of regression standardised predicted values against studentised residuals (dependent variable: work engagement)

Multiple Linear Regression Analysis

The multiple linear regression model was statistically significant, $F(2, 359) = 41.641$, $p < .001$. The model yielded an R value of .434, an R^2 of .188, and an adjusted R^2 of .184, indicating that talent management and knowledge management jointly accounted for 18.8% of the variance in work engagement. The effect size was $f^2 = .232$, a medium effect according to conventional guidelines.

Regarding the individual predictors (Table 7), talent management was positively associated with work engagement ($B = .330$, $SE = .050$, $\beta = .325$, $t = 6.590$, $p < .001$, 95% CI [.232, .428]). Knowledge management was also positively associated with work engagement ($B = .362$, $SE = .083$, $\beta = .215$, $t = 4.368$, $p < .001$, 95% CI [.199, .525]). Both confidence intervals excluded zero, supporting the positive associations observed in the regression model.

Table 7. Multiple linear regression coefficients predicting work engagement

Predictor	B	SE	β	t	p	95% CI for B
Constant	18.653	4.571	—	4.081	< .001	[9.664, 27.642]
Talent management	.330	.050	.325	6.590	< .001	[.232, .428]
Knowledge management	.362	.083	.215	4.368	< .001	[.199, .525]

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Note. B = unstandardised regression coefficient; SE = standard error; β = standardised regression coefficient; CI = confidence interval. Dependent variable: work engagement. F(2, 359) = 41.641, p < .001; R^2 = .188; adjusted R^2 = .184.

Hypothesis Testing

Talent management was positively and significantly associated with work engagement (t = 6.590, p < .001); therefore, H1 was supported. Knowledge management was positively and significantly associated with work engagement (t = 4.368, p < .001); therefore, H2 was supported. Talent management and knowledge management jointly predicted work engagement, F(2, 359) = 41.641, p < .001; therefore, H3 was supported.

The Association between Talent Management and Work Engagement

Talent management was positively associated with work engagement (β = .325, p < .001). This finding is consistent with previous research. Srimulyani (2020), in a study involving 69 employees, including educational and non-educational personnel at an educational foundation, reported a positive and significant relationship between talent management and engagement (β = .341, p = .004). This standardised coefficient is relatively close to that found in the present study, although the comparison should be interpreted cautiously because the studies involved different samples and regression models. Sadek (2022) also reported a positive and significant relationship between talent management practices and engagement, particularly in the vigor dimension, among employees of five-star hotels in Sharm El-Sheikh. Although conducted in different organisational settings, these findings provide comparative support for the positive association identified in the present study.

In the context of the PGP, talent management may be reflected in opportunities to identify and develop teachers' professional potential, strengthen instructional leadership, and support their professional development. These opportunities may be reinforced through professional development activities, facilitator mentoring, collaborative learning communities, and recognition of teachers' contributions. Through these activities, teachers may gain greater confidence in their professional abilities and find opportunities to apply their competencies in school improvement. Such experiences may be associated with stronger work engagement, particularly in terms of vigor, dedication, and absorption. Nevertheless, these specific mechanisms were not separately measured in this study and should therefore be interpreted as possible contextual explanations rather than directly tested processes.

The Association between Knowledge Management and Work Engagement

Knowledge management was also positively associated with work engagement (β = .215, p < .001). This finding is consistent with research linking knowledge-management processes and employee engagement (Rožman et al., 2019; Yusari, 2023). Knowledge discovery, capture, sharing, and application may provide PGP graduates with opportunities to exchange teaching experiences and apply professional knowledge. These processes are plausible contextual explanations, not separately tested mechanisms in this study.

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Whelan and Carcary (2011) describe the complementary relationship between talent management and knowledge management. Yusari (2023), in a hospitality-sector study, reported a positive relationship between knowledge management and engagement but a negative relationship for talent management. The difference from the present findings may reflect sectoral and organisational differences; it should not be interpreted as evidence that one result invalidates the other.

The model explained 18.8% of the variance in work engagement; 81.2% was not explained by the two predictors. Workload, leadership support, school climate, and individual resources may be relevant topics for future research, but they were not tested here.

Limitations

The study has four limitations: its cross-sectional design precludes causal conclusions; self-reported measures may introduce common-method bias; voluntary-response recruitment may cause self-selection bias; and the sample was limited to PGP graduates in Lampung, restricting generalisability.

CONCLUSION

The three variables were most frequently in the moderate category: talent management (127 respondents; 35.1%; M = 55.53), knowledge management (137; 37.8%; M = 53.32), and work engagement (150; 41.4%; M = 56.26). Talent management and knowledge management were each positively associated with work engagement and jointly predicted it significantly, $F(2, 359) = 41.641$, $p < .001$, accounting for 18.8% of its variance.

For practice, BGP Lampung, education offices, and schools may strengthen opportunities for teacher development, recognition, knowledge documentation, peer exchange, and application of effective teaching practices. These recommendations are consistent with the variables examined, but the study did not directly evaluate specific organisational interventions. Future evaluation should identify which dimensions of talent management and knowledge management require support and assess whether targeted initiatives are followed by changes in teachers' work engagement.

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