

The Effect of Knowledge Management and Organizational Commitment on Lecturer Performance in University

Ahmed Muayad Younus

*Doctor of Philosophy in Management & information Technology, Postgraduate Centre,
LUTCUniversity, Cyberjaya, Malaysia*

Email: ¹ Eng.Ahmed.muayad@gmail.com

(: coressponding author)*

Muslim Najeeb Zaidan

*Doctor of Philosophy in Management, Postgraduate Centre (PGC), Limkokwing University,
Cyberjaya, Malaysia*

ABSTRAK

This study aims to analyze the effects of organizational commitment and knowledge management on lecturer performance, analyzing the effect of organizational commitment on lecturer performance, analyzing the effect of knowledge management on lecturer performance, and analyzing the effect of knowledge management on lecturer performance. The number of samples in this study was respondents of FTMS Malaysian University. The data was analyzed using descriptive and inferential statistics performed by SPSS-23 and Smart PLS 3.3.3. The results of the analysis show that organizational commitment had a significant effect on lecturer performance and knowledge management had a significant effect on lecturer performance. Overall, this study's result shows a positive response from all respondents, and most of them have general ideas about performance.

Keywords: *Organizational Commitment, Knowledge Management, Lecturer Performance, Data Analyzed, SPSS And Smart Pls*

1. INTRODUCTION

In the current era of globalization, knowledge management is one of the services that a corporation can provide, in addition to human resources and other physical assets. The concept of knowledge as an organizational asset can be used to differentiate an organization. Knowledge must be arranged in an orderly fashion in order for these assets to become a resource for organizational development. This organization is accomplished through knowledge management. Knowledge management is classified into two types: tacit and explicit knowledge. Tacit knowledge is acquired by daily experience and is generally difficult to copy and convey to others (Nonaka, 1994). Experience is necessary for tacit knowledge to exist. As a result, tacit knowledge is subjective, making it challenging to express and formalize (Nonaka, 1994). Explicit knowledge, on the other hand, is knowledge that can be communicated to other individuals in such a way that it is easy to describe in documentation, training, and so on, where the authors categorize it as work methods and technologies (Bohn quoted from Alavi et al., 2001).

A member of staff is impacted. employees' (Odom et al., 1990; Spector, 1997) commitment to the organization and, eventually, quantity and quality of performance (Petty et al., Bolon et al., Spector et al., Spector et al., Spector et al., Spector et al., Spector et al., Spector et al., Spector et al., Spector et al., Spector, 2001). Numerous factors, including extensive research and validated procedures, contribute to the lecturer's performance. Knowledge and a range of abilities are prerequisites. and role ambiguity. Organizational commitment, however, is crucial. There are no difficult circumstances that must be taken into account while assessing the effect on instructor performance. It is the subject that has been the most thoroughly explored. Previously, one researcher researched the organizational commitment issues component to determine its effect on lecturer performance, while another investigated the organizational commitment issues element to determine its effect on lecturer performance. The commitment requirement must be satisfied in order to ascertain the effect on the workplace. No single researcher is capable of elucidating both. Organizational and knowledge management concerns To ascertain their effect on on-lecturer performance, It has only been approached a few times. a commitment-based paradigm for organizational behavior The goal of this study is to examine how organizational commitment and knowledge management approaches affect the performance of an individual lecturer.

(2013) discovered a link between knowledge management and job happiness. To develop high-quality lecturer performance in today's knowledge age, universities require management or management capable of treating all lecturers' expertise as a university asset. Universities employ knowledge management as a means of resolving issues in higher education Ahmed, M. (2021).

As a result, the anticipated goals and vision are realized, which are quantified through three components: people, process, and technology (Bhojaraju, 2005). The primary components of knowledge management assist the company in achieving its goals and ambitions in higher education. This relates to professors' performance, as lecturers are the primary driving force of a university; thus, when lecturers perform well, the organization performs well as well, and vice versa. Additionally, knowledge is a fulfilled ability in performance. As a result, institutions need to understand the extent to which knowledge management contributes to instructor performance improvement. Bernardin and Russell (2003) define lecturer performance as meeting five criteria: quality, quantity, timeliness, necessity for supervision, and interpersonal impact. Falah and Prasetya (2017) discovered a link between knowledge management and lecturer performance.

2. LITERATURE REVIEW

2.1 Knowledge Management

Matthew (2010) defines knowledge management as the process through which an organization identifies, selects, organizes, disseminates, and transfers critical information and experiences that are critical to the organization. Additionally, Tiwana (2000: 5) defines Knowledge Management as the systematic management of knowledge with the purpose of generating company value and competitive advantages. According to Darroch (2003), knowledge management is a function that serves, recognizes, and manages organizational knowledge for the long term benefit of the business. Additionally, Tiwana (2000: 5) defines Knowledge Management as the systematic management of knowledge with the purpose of generating company value and competitive advantages.

2.2. Organizational Commitment

For many years, management and organizational psychology have examined the origins, correlates, and effects of organizational commitment. Organizational commitment is an enticing subject, even more so in today's competitive industry. Employees' physical, administrative, and temporal ties to firms have decreased in recent years. Employees are becoming more mobile and less reliant on their employers (Grant et al., 2008). To increase high levels of employee attachment to their firms, practitioners and scholars look for novel approaches and devote attention to this subject. It is critical for both academics and practitioners. While academics seek to expand their understanding of psychological attachment, practitioners seek to reduce absenteeism and turnover in their businesses. Previous research has established that organizational commitment is a significant predictor of absenteeism and turnover. Organizational commitment is defined as "the degree to which an individual identifies with and participates in a particular organization." (1979, Mowday, Steers, and Porter). Organizational commitment can be characterized as a psychological bond between employees defined by their desire to remain and persist in an organization through acceptance of the organization's principles and goals and personal attachment to them (Hart and Willower, 2001). Organizational commitment is defined as an employee's strong belief in and acceptance of an organization's mission and values, active participation in the organization's efforts to accomplish these objectives, and a strong desire to remain a member of the organization (Hunt & Morgan, 1994).

2.3. Performance (Lecturer)

Performance is the outcome of an employee's effort in terms of quality and quantity in carrying out his or her role in line with the obligations allocated to him or her. In essence, performance is an individual characteristic, as each employee has a unique set of qualities. Additionally, education, initiative, job experience, and employee motivation all have an effect on employee performance. According to Sembiring (2012: 81), performance is a term that refers to the degree to which an activity, policy, or program contributes to the realization of the organization's vision, mission, and goals. According to Handoko (2001: 21), performance is a proxy for an employee's success. Performance is defined as an individual's conduct in relation to defining work objectives, attaining work objectives, working methods, and personal qualities. Employee performance is the consequence of an employee's effort in terms of quality and quantity in carrying out his or her duties in line with the obligations allocated to him or her (Mangkunegara, 2005: 9). As'ad (2003: 35) contends that performance is inextricably linked to employees' attitudes regarding their work, work conditions, and cooperation between leaders and employees. Sulistyani (2003: 223) then states that a person's performance is a sum of his abilities, efforts, and opportunities as measured by the outcomes of his work. Additionally, Hasibuan (2001: 34) believes that performance (work performance) is the consequence of a person's labor in carrying out the duties allocated to him based on his talent, experience, seriousness, and time constraints. Performance can be thought of as the process through which work is accomplished. However, the work's outcomes demonstrate performance as well (Wibowo, 2009). The general attitude of individuals toward their work, according to Robbins and Judge (2009), is defined as the general attitude of individuals toward their work in which a person is required to interact with colleagues and superiors and to follow the rules and policies of the organization to meet performance standards. Luthan (2006) explains that "job satisfaction is the outcome of employees' assessments of how well their employment offers things that are regarded vital," which is further supported by Luthan (2006). Job satisfaction is the most important and widely researched attitude in the field of organizational behavior, and it is also the most prevalent. "Employee job happiness is an essential issue that is examined in relation to employee work productivity," writes Sutrisno (2011: 77), "and discontent is often related with a high degree of job demands and complaints Younus, A. M., Abumandil, M., & Tarazi, R. (2021).."

In relation to the performance of lecturers, where lecturers are the primary driving force of a

university, when lecturers' performance is good, the organizational performance is good as well, and vice versa; in performance, there is also knowledge as an ability that is fulfilled; and in performance, there are also knowledge and ability that are fulfilled. As a result, universities must understand the amount to which knowledge management contributes to the improvement of professor performance to

make informed decisions. According to Bernardin and Russel (2003), lecturer performance is evaluated based on five criteria for lecturer assessment, which are as follows: quality, quantity, timeliness, necessity for supervision, and impact on interpersonal relationships. Falah and Prasetya (2017) discovered that knowledge management has an impact on the performance of lecturers in higher education Younus, A. M. (2021).

2.4. A Proposed framework and Hypothesis of This Study

A conceptual framework is a collection of fundamental concepts and principles gathered from relevant fields of study that serves as a guide for the development of a future presentation (Azmi, Abdullah, Bakri, Musa, and Balakrishnan, 2018).

The study indicates that organizational commitment to knowledge management has a direct effect on lecturer performance in small and medium-sized businesses (SMEs). The purpose of this study is to cultivate

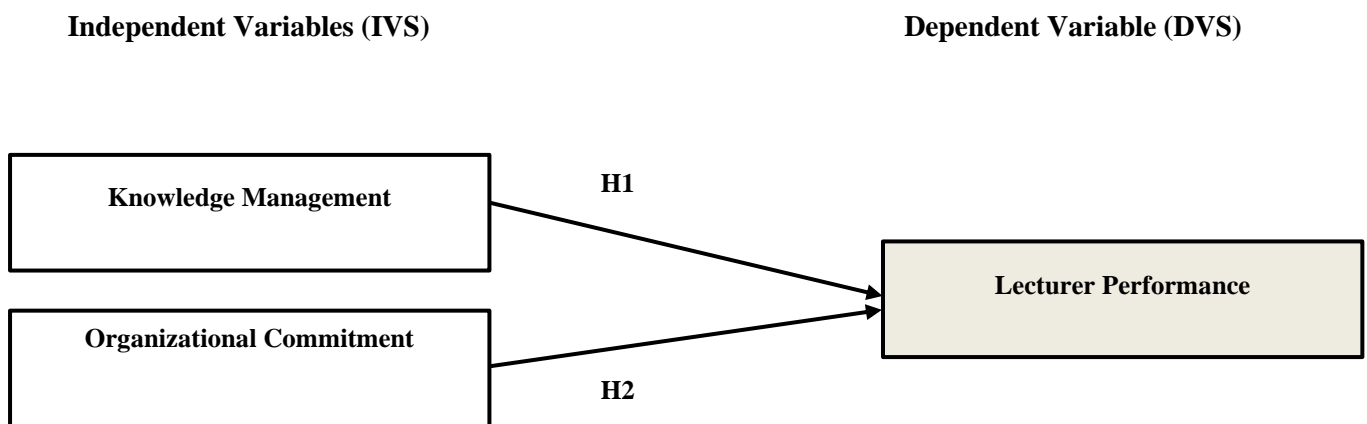


Figure 1. Proposed Framework of direct effects on Lecturer Performance

H1. Knowledge management has a significant effect on lecturer performance.

H2. Organizational commitment has a significant effect on lecturer performance.

3. METHODOLOGY

3.1 Research design

The method used for this study approach is the quantitative methods approach. The quantitative method approach was used by data collecting through a structured questionnaire survey as well as statistical analysis in presenting a lecturer's profile.

3.2 Population, Samples and Sampling Techniques

Rather than specific qualities pertaining to a full and distinct collection of items, population is the sum total of all potential values, including counting results and quantitative and qualitative measurements (Sudjana, 2008: 164). A population, according to another definition, is a collection of

objects, whether they are persons, symptoms, test scores, objects, or events (Arikunto, 2009). This survey included 170 lecturers from FTMS Malaysian university. The Sloven formula is used to compute the number of samples in this investigation, yielding a total sample size of 55 respondents.

3.3 Instruments

Responses from university instructors were gathered using a questionnaire form. They were tasked with completing a questionnaire consisting of three components. The component contains demographic information about the applicant, such as gender, age, Qualifications, and years of experience Ahmed, M. Y. (2021).

- A. Gender of Respondents
- B. Qualifications of Respondents
- C. Experience of Respondents

3.4 Data Analysis

The survey questionnaire results are analyzed using two types of statistics, descriptive and inferential statistics. Frequency, percentage, mean, and standard deviation were used as descriptive statistics. Additionally, this study employs the picture to illustrate the outcome of descriptive statistics.

This study employs structural equation modeling to do inferential statistics. Partial least squares model – (SEM-PLS). The link between exogenous and endogenous variables in the model is predicted using a second-generation approach. SEM-PLS is composed of two major components: measurement and structural model. Validity, reliability, and discriminant validity will all be reported by the measurement model. Additionally, the structural model will display the determination coefficient (R Square), the predictive relevance value (Q Square), and the results of hypothesis testing.

3.5 Operational Definition of Variables

- Knowledge Management. is information that alters a person and serves as the foundation for functioning more successfully than in the past. The indicators for knowledge management are as follows: People, Process, and Technology

- **Organizational Commitment.** For many years, management and organizational psychology have examined the origins, correlates, and effects of organizational commitment. Organizational commitment is an enticing subject, even more so in today's competitive industry.
- **Lecturer Performance.** is defined as an employee's ability to do tasks in accordance with their primary duties and responsibilities in a job, as measured by the following indicators: Quality, Quantity, Timeliness, Effectiveness, and Individual Relationships.

4. RESULTS AND DISCUSSION

4.1 Demographic characteristics of respondents

the questionnaire, which contains respondent information, summarizes the respondents' demographic characteristics. This study involves a total of 55 lecturers. Females and males were included in this study based on respondent characteristics. Their ages ranged from 22 to 45, and they were all 45 years old. The researcher evaluated the demographic characteristics of the respondents in order to deduce the logic behind their questionnaire responses. The demographic information collected from respondents included their gender, age, level of education, and length of service with the organization. The following sections go into additional detail about each of these.

A. Respondents' Gender B. Respondents' Qualifications C. Respondents' Experiences.

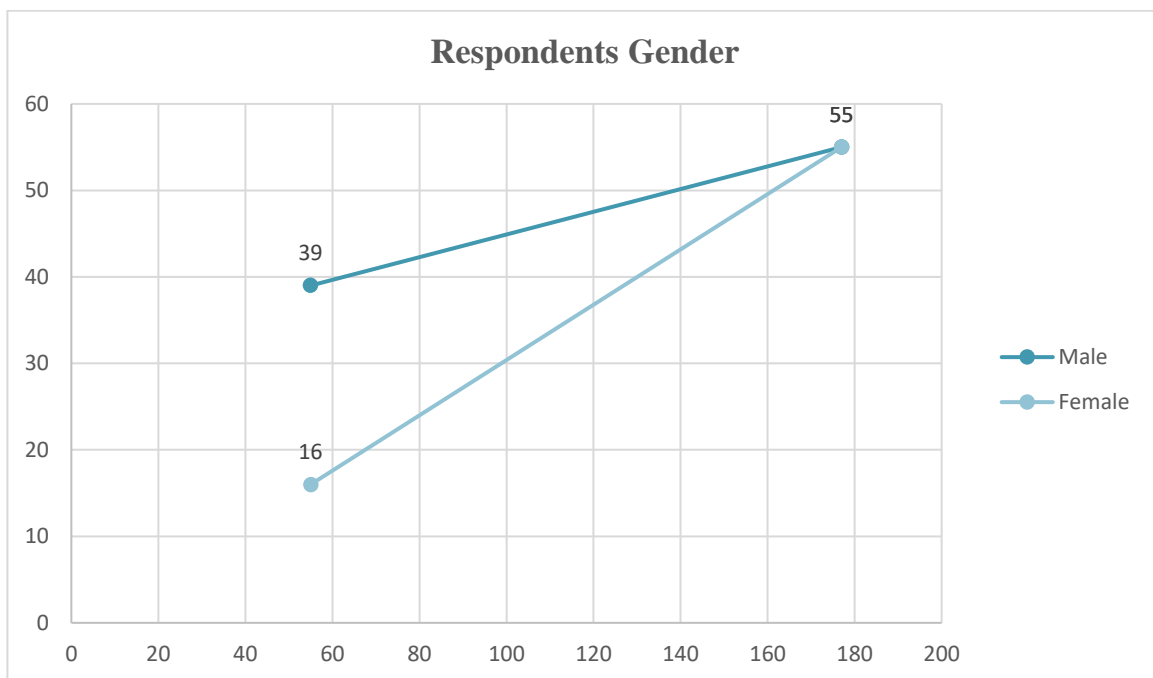


Figure 2. Numbers of Respondents' Gender

The gender variable is depicted in Figure 2. Males are the most common, accounting for 39 people in all cases, while females are the least common, accounting for 16 people in all cases.

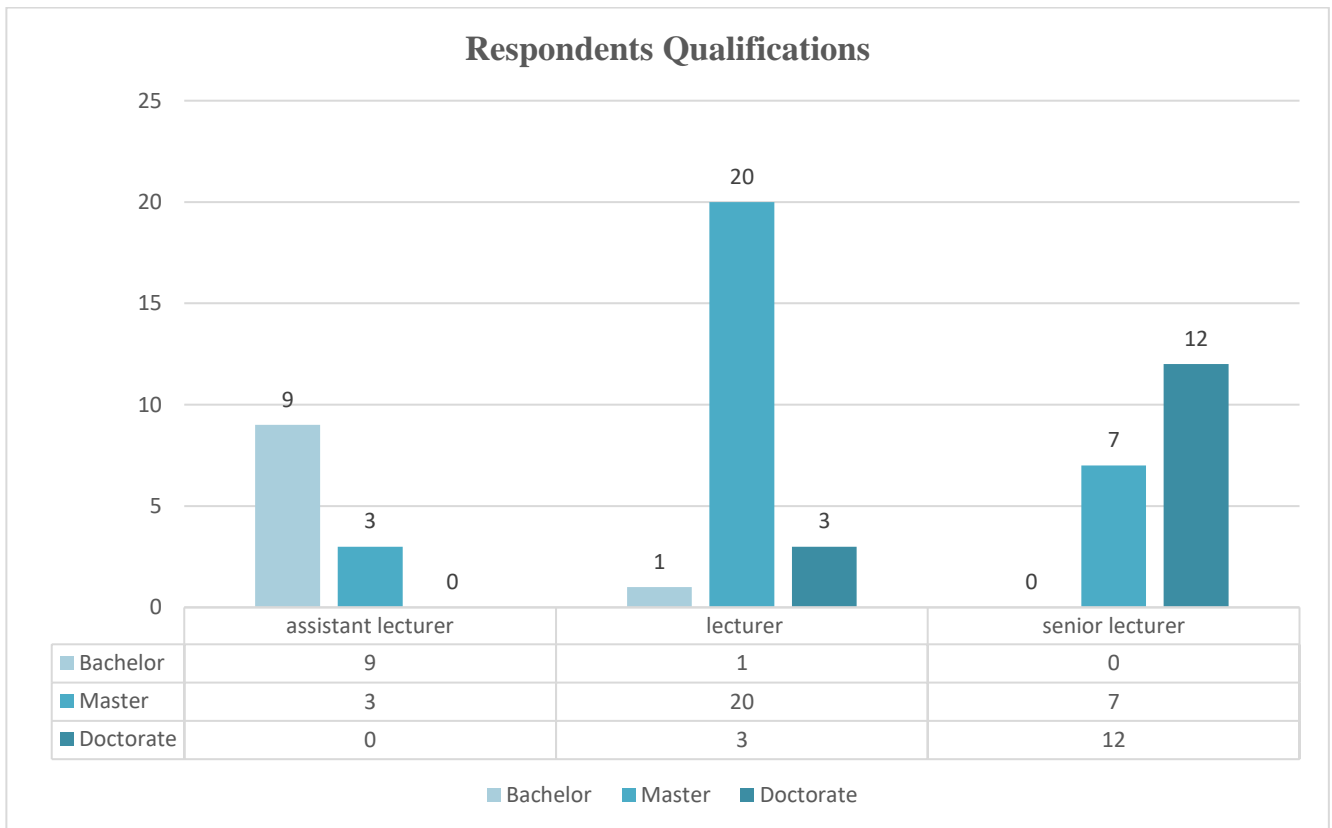


Figure 3. Respondents Qualifications

Figure 3 illustrates the most common, with a total of 30 lecturers and assistant lecturers with a master's degree, who have the biggest number of lecturers. Then having 15 lecturers with doctoral degrees is the bare minimum requirement. Reaching a total of 10 assistant lecturers and one lecturer with a bachelor's degree is the very minimum requirement.

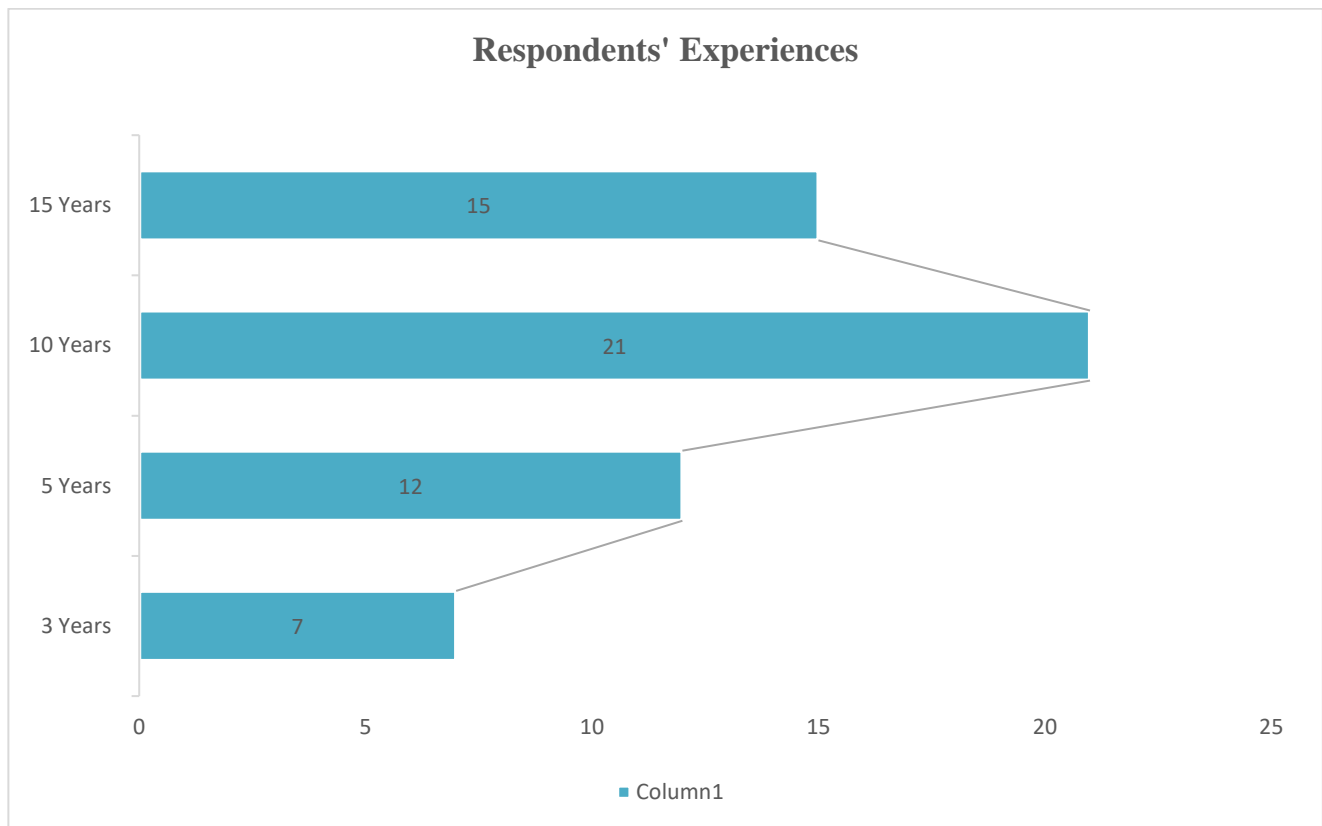


Figure 4. Respondents' Experiences

Figure 4, depicts the most common variable, the number of years of experience lecturers with 10 years of experience received the greatest score for evaluating the data and answering the study questions, whereas workers with 15, 5, and 3 years of experience received the lowest score for evaluating and answering the study questions.

4.2 Data Analysis

This section shows the results of the analysis done with structural equation modeling that used partial least squares (SEM-PLS). In nature, this model has two important parts of how things are built., which are Measurement Model and Structural Model.

4.3 Measurement Model

The results of the instrument's validity and reliability measurement scale are presented in this section. Valid instruments have a loading factor greater than or equal to 0.50. Following that, Cronbach Alpha, rho A, and Composite Dependability are used to determine the measurement scale's reliability. These tests have a higher cutoff point of 0.60 or 0.70. (Ramayah et al., 2018). Then we can determine whether the variables are genuine and dependable. Additionally, we examine the variables' convergence validity to guarantee they are converging; this study makes use of Average Variance Extracted (AVE). When the value of AVE is more than or equal to 0.50, the variable is classified as convergence (Hair et al., 2014).

Table 1. Results of Instruments Validity and Reliability Measurement Scale

Variable(s)	Loading(s)	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Knowledge Management	0.568	0.862	0.877	0.893	0.514
	0.713				
	0.809				
	0.697				
	0.824				
	0.808				
	0.643				
Commitment Knowledge	0.609	0.855	0.875	0.897	0.636
	0.679				
	0.814				
	0.896				
	0.779				
Lecturer Performance	0.804	0.876	0.890	0.907	0.620
	0.772				
	0.828				
	0.857				
	0.683				
	0.848				
	0.719				

The validity and reliability of the instruments are summarized in Table 1. Three variables are involved: knowledge Management, organizational commitment, and lecturer performance. The loadings factor values range from 0.60 to 0.90. The loading value ranges from 0.568 to 0.896. Cronbach's Alpha, rho A, and Composite Reliability all have values greater than 0.60 and less than 0.90. The Average Variance Extracted (AVE) value is more than 0.50. As a result, we conclude that the variables are valid, reliable, and convergent. Additionally, this study does a discriminant validity test. Discriminant validity is classified into three types: cross loading, Fornell-Larcker criterion, and heterotrait-monotrait ratio (HTMT). We utilize HTMT to assess discriminant validity because it is more robust than the other two tests. HTMT should be less than or equal to 0.85. (Ramayah et al., 2018 and Hair et al., 2017).

Table 2. Results the Discriminant Validity using Heterotrait-Monotrait Ratio

No	Variable(s)	1	2	3
1	organizational commitment			
2	lecturer performance	0.7614		
3	Knowledge Management	0.5702	0.8356	

The findings of discriminant validity testing using the Heterotrait-Monotrait Ratio are shown in Table 2. (HTMT). The results suggest that the HTMT value for each of the three variables is less than 0.85. This indicates that the variables utilized in this investigation have discriminant validity. Additionally, in the following section, we will discuss the outcome of the structural model.

4.3.1 Structural Model

results of coefficient determination, predictive relevance, and hypothesis testing in this section. According to Table 3, the variables Knowledge Management and organizational commitment explain 0.674 or 67.4 percent of the link between lecturer performance and garage sales. The remaining 32.8 percent is

explained by variables not included in this study. Additionally, the predictive relevance value is 0.389. If it is more than 0 but less than 1, it indicates that the variables do not include the omitted variable (Hair et al., 2014).

Table 3. Results the coefficient determination and predictive relevance

Variable	R Square	R Square Adjusted	Q Square
lecturer performance	0.674	0.667	0.389

The outcome of hypothesis testing. Using a bootstrapping approach, this study discovered that variables related to knowledge and awareness have a substantial beneficial effect on students' intentions to conduct E-Business and Garage Sales. The result is detailed in Table 4.

Table 4. Results the Hypothesis testing

Path Analysis	Original	Sample Mean	Standard	Confidence Intervals		T Statistics	P Values
	Sample (O)	(M)	Deviation (STDEV)	2.5%	97.5%	(O/STDEV)	
organizational commitment → Intention to							
lecturer performance	0.396	0.399	0.075	0.256	0.542	5.385	0.000
Knowledge management → lecturer performance	0.546	0.542	0.072	0.403	0.666	7.694	0.000

The findings of hypothesis testing are summarized in Table 4. The value of the organizational commitment regression coefficient is 0.396, standard deviation is 0.075, C.I. 2.5 = 0.256, C.I. 97.5 = 0.542, t-stat is 5.385, and the value is significant at the 0.01 level (1 percent). This suggests that a 1% increase in students' organizational commitment would have a 39.9% effect on lecturer performance. Additionally, the knowledge management regression coefficient is 0.546, the standard deviation is 0.072, the confidence intervals for 2.5 = 0.403 and 97.5 = 0.666, the t-stat is 7.694, and the correlation coefficient is significant at the 0.01 level (1 percent). This suggests that if students' knowledge increases by 1%, the influence on lecturer performance is 54.6 percent (Fig. 4).

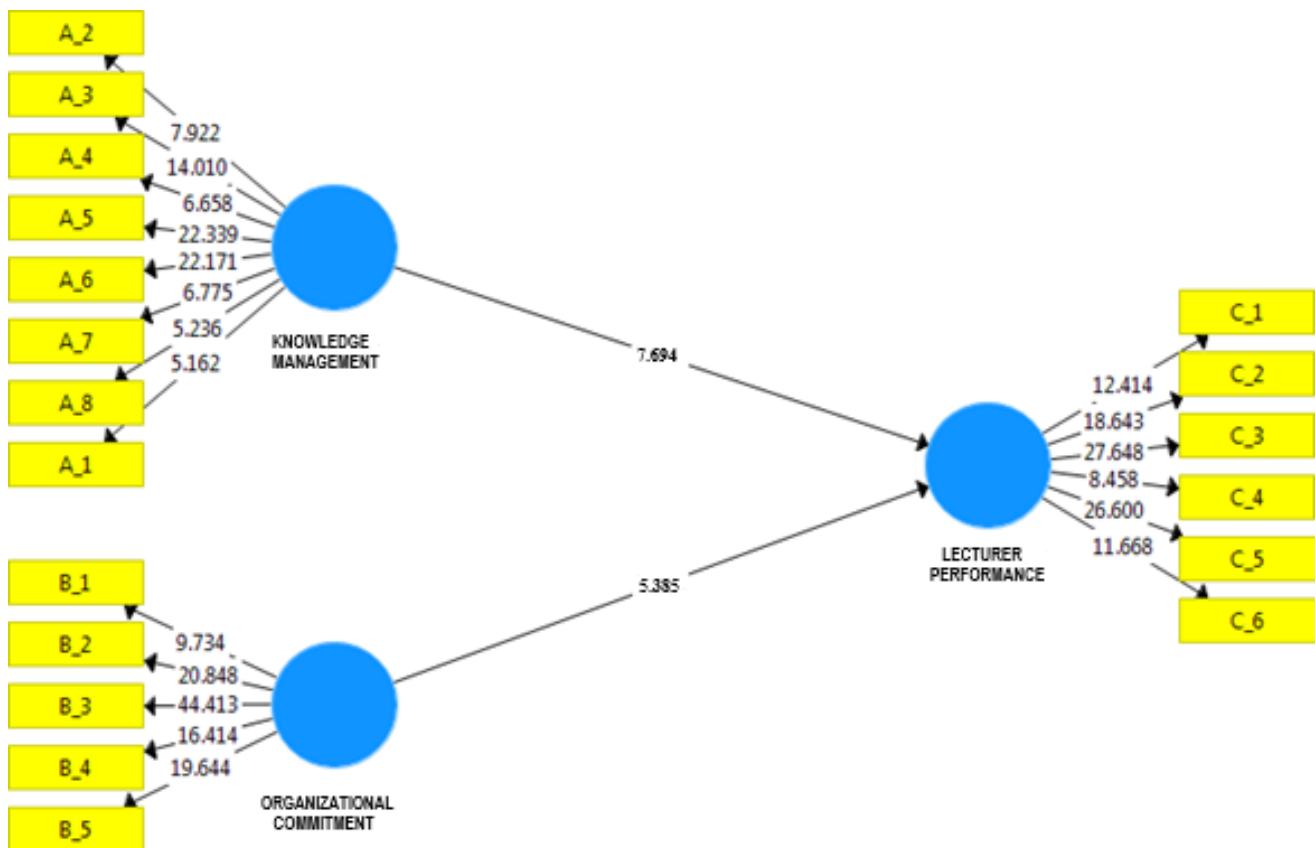


Figure 5. The hypothesis result of testing using PLS

4.4 Discussion

knowledge management has an effect on lecturer performance, increasing knowledge management can result in increased lecturer performance. Not only can knowledge management boost performance, but it also facilitates the sharing of knowledge. Due to the existence of shared knowledge, lecturers gain a larger perspective not just on their field of work, but also on corporate-level difficulties. For the organization, incorporating individual information from lecturers creates a knowledge foundation. Knowledge management is the process of identifying, storing, and sharing knowledge (expertise, skills, experiences, and networks) that is held by people in an organization and is intended for the benefit of the organization. Knowledge management can have a beneficial effect on an organization's business processes, either directly or indirectly, by saving time and money, growing knowledge assets, and enhancing adaptability. Falah and Prasetya (2017) corroborate this study's findings, stating that knowledge management has an effect on lecturer performance.

Organizational commitment has an effect on lecturer performance; a greater level of organizational commitment might result in an increase in lecturer performance. Organizational commitment represents the lecturer's attitude toward his job, as evidenced by the lecturer's favorable attitude toward work and everything encountered at his place of employment. Organizational commitment is a sort of satisfaction for the lecturer's work, however it is subjective. While satisfaction varies amongst individuals due to the fact that each individual uses their own satisfaction criteria to determine their degree of life satisfaction, the organizational dedication of lecturers at work can be noticed in their performance. Lecturers that are

satisfied with their jobs always arrive on time, indicating that the lecturer values their jobs and is accountable for the responsibilities that must be completed. When a professor is content with his or her work and does not complain about assignments or duties, he or she is always capable of accepting new and tough assignments gracefully and maintaining a healthy connection with other lecturers and superiors. The findings of this study corroborate the assertions of Kianto et al. (2016) and Loan (2020) that organizational commitment has an effect on performance.

5. CONCLUSION

Knowledge management has a strong effect on jLecturer Performance, implying that increased knowledge management can result in increased Lecturer Performance. Knowledge management has a major impact on professor performance, which indicates that better knowledge management results in improved lecturer performance. Commitment from the organization can help increase professor performance. Organizational Commitment has a substantial impact on lecturer performance, which indicates that a greater level of lecturer performance might benefit the lecturer. Through lecturer performance, organizational commitment has a substantial effect on lecturer performance.

5.1 Recommendations

Knowledge management and Organizational Commitment in organizations are already running well, but organizations need to further improve so that it would not experience a decline in knowledge management and Organizational Commitment activities. Organizations need to be supported by providing mentoring activities so that lecturers' ideas can be accommodated. Organizations also need to provide rewards so that lecturers can contribute more actively.

ACKNOWLEDGEMENT

The authors wish to express their gratitude to his family. Additionally, the authors like to express their gratitude to the anonymous reviewers for their insightful comments and thorough reading of the paper. Additionally, the author wishes to express gratitude to the group FTMS Course - Sustainability: Issues, Challenges, and Prospects for enabling the author to publish this research article.

REFERENCES

1. Ahmed, M. (2021). Smart City in Urban Innovation: Concept, Management, Policy and Technology. *International Journal of Advanced Engineering Research and Science*, 8(10), 001-014
2. Ahmed, M. Y. (2021). Innovation Management techniques for the development of working methods in service organizations.
3. Alavi, M., & Leidner, D.E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. *MIS Quarterly*, 25(1), 107–136.
4. Arikunto, S. (2009). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. As'ad. (2003). *Kepemimpinan Efektif Dalam Perusahaan*. Ed.2. Yogyakarta: Liberty.
5. Bernardin, H.J., & Russel, J.E. (2003). *Human Resource Management*. New Jersey: International Editions Upper Saddle River, Prentice Hall.

6. Bhojaraju, G. (2005). Knowledge management: Why do we need it for corporates. *Malaysian Journal of Library & Information Science*, 10(2), 183-190.
7. Darroch, J. (2003). Developing a measure of knowledge management behaviours and practices. *Journal of Knowledge Management*, 7(5), 41-54.
8. Falah, A. S. N & Prasetya, A. (2017). Pengaruh Knowledge Management Terhadap Kinerja Karyawan dan Kinerja Perusahaan (Studi Pada Karyawan Pt Semen Indonesia Persero Tbk). *Jurnal Administrasi Bisnis*, 50(4), 192-198.
9. Handoko, T. H. (2001). *Manajemen Personalialia dan Sumberdaya Manusia*, Edisi Kedua. Yogyakarta: BPFE.
10. Jadidi, R., Ehsanifar, M & Moshtaghi, S. (2013). A study on the effect of knowledge management on job satisfaction: A Case study of texture industry. *Management Science Letters*, 3(12), 3037-3042.
11. Kianto, A., Vanhala, M., & Heilmann, P. (2016). The impact of knowledge management on job satisfaction. *Journal of Knowledge Management*, 20(4), 621–636.
12. Loan, L. (2020). The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. *Management Science Letters*, 10(14), 3307-3312.
13. Luthans, F. (2006). *Organizational Behavior*. International Edition. McGraw Hill.
14. Mangkunegara, A.A. A. P. (2005). *Manajemen Sumber daya Manusia Perusahaan*. Bandung : PT Remaja Rosdakarya
15. Ramayah, T., Cheah, J., Chuah, F., Ting, H., & Memon, M. A. (2018). Partial least squares structural equation modeling (PLS-SEM) using smartPLS 3.0.
16. Richter, C., Kraus, S., Brem, A., Durst, S., & Giselbrecht, C. (2017). Digital entrepreneurship: Innovative business models for the sharing economy. *Creativity and Innovation Management*, 26(3), 300-310.
17. Robbins, S. P. & Judge, T. A. (2009). *Organizational Behavior*. 13 ThreeEdition, USA: Pearson International Edition, Prentice
18. Robotham, D. (2012). Student part-time employment: Characteristics and consequences. *Education and Training*, 54(1), 65–75. <https://doi.org/10.1108/00400911211198904>
19. Sanusi, A. (2014). *Metodologi Penelitian Bisnis*. Cetakan Kelima. Penerbit Salemba Empat. Jakarta.
20. Sembiring, M. (2012). *Budaya dan Kinerja Organisasi*. Bandung: Fokusmedia.
21. Schoch, M., Lakner, C. and Fleury, M. (2020). Progress toward ending poverty has slowed. *World Bank Blogs*. <https://blogs.worldbank.org/opendata/progress-toward-ending-poverty-has-slowed> (accessed 27 October 2020)
22. Sudjana. (2002). *Metoda Statistika*. Bandung: Tarsito.
23. Sulistiyani, A. T. (2003). *Manajemen dan Sumber Daya Manusia : Konsep Teori dan Pengembangan Dalam Konteks Organisasi Publik*. Yogyakarta : Graha Ilmu.
24. Sumner, A., Hoy, C., & Ortiz-Juarez, E. (2020). Estimates of the impact of COVID-19 on global poverty. *Unuvider*, April, 1–9. <https://doi.org/10.35188/UNU-WIDER/2020/800-9>
24. Sutrisno, E. (2011). *Manajemen Sumber Daya Manusia*. Penerbit: Jakarta, Kencana.

25. The national council of Swedish youth organisations (2009). The Role of Young People in Poverty Reduction. 1–32. www.lsu.se
26. The World Bank Group. (2020). Measuring Poverty. <https://www.worldbank.org/en/topic/measuringpoverty> (accessed 13 August 2020).
27. The World Counts. (2020). What's it like to be really poor? <https://www.theworldcounts.com/stories/poverty-in-the-world-today> (accessed 26 August 2020).
28. Tiwana, A. (2000). The Knowledge Management Toolkit: Practical Techniques for Building A Knowledge Management System. New Jersey: Prentice Hall PTR.
29. United Nations. (2019). No Poverty and Zero Hunger. <https://www.un.org/sustainabledevelopment/goal-of-the-month-archival/goal-of-the-month-october-2019/> (accessed 13 August 2020).
30. United Nations. (2020). The Sustainable Development Agenda. <https://www.un.org/sustainabledevelopment/development-agenda/> (accessed 1 September 2020).
31. Wu, F., Zheng, Q., Tian, F., Suo, Z., Zhou, Y., Chao, K. M., Xu, M., Shah, N., Liu, J., & Li, F. (2020). Supporting poverty-stricken college students in smart campus. *Future Generation Computer Systems*, 111, 599–616.
32. Younus, A. M. (2021). The Performance of Small and Medium-Sized Enterprises: Financial Innovation and Barriers.
33. Younus, A. M., Abumandil, M., & Tarazi, R. (2021). An Investigation into the Factors Affecting Natural Essential Oil Sales Via E-Marketplaces to Improve the Perceived Trust of Small and Medium-Sized Enterprises (SMEs). *NVEO-NATURAL VOLATILES & ESSENTIAL OILS Journal* | NVEO, 6949-6964.