

# The Influence of Digital Talent and Career Development Support on Retention Intention: The Mediating Roles of Career Adaptability and Employee Engagement among Teachers at SMK Korpri Majalengka Regency

Muhamad Rifai<sup>1\*</sup>, Anna Wulandari<sup>2</sup>, Muhamad Ekhsan<sup>3</sup>

<sup>1,2,3</sup> Management Study Program, Pelita Bangsa University, Indonesia

\*Corresponding Author: [astramuhamadr99@gmail.com](mailto:astramuhamadr99@gmail.com), [annawulandari@pelitabangsa.ac.id](mailto:annawulandari@pelitabangsa.ac.id), [muhamad.ekhsan@pelitabangsa.ac.id](mailto:muhamad.ekhsan@pelitabangsa.ac.id)

## Article History

Received: 04-06-2026

Revised: 10-06-2026

Published: 30-06-2026

**Keywords:** Digital Talent, Career Development Support, Career Adaptability, Employee Engagement, Retention Intention

## ABSTRACT

Digital transformation in the vocational education sector requires educators to have adequate digital competencies to be able to adapt to the development of learning technology. This study aims to analyze the influence of Digital Talent and Career Development Support on Retention Intention mediated by Career Adaptability and Employee Engagement in teachers of SMK Korpri Majalengka Regency. This study uses a quantitative approach with a survey method. Data was obtained through the distribution of questionnaires to teachers of SMK Korpri Majalengka Regency and analyzed using Structural Equation Modeling (SEM) based on Partial Least Squares (SmartPLS). The results of the study show that Digital Talent and Career Development Support have an important role in increasing teachers' Retention Intention. In addition, Career Adaptability and Employee Engagement function as mediating variables that strengthen the relationship between Digital Talent and Career Development Support to Retention Intention. The findings of this study imply that improving digital competence, career development support, career adaptability, and work attachment need to be the main focus in human resource management strategies in vocational education institutions to maintain quality educators.

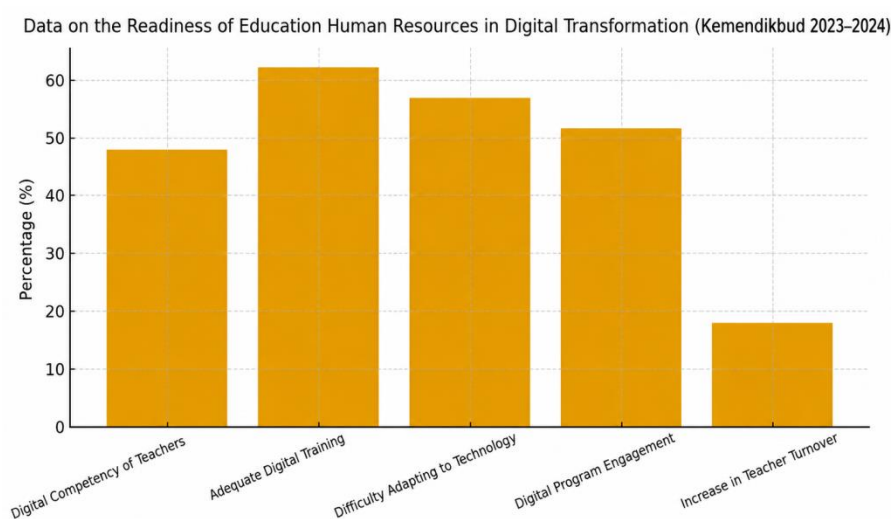
## INTRODUCTION

The development of the Industrial Revolution 4.0 and Society 5.0 has encouraged digital transformation in various sectors, including vocational education. Vocational High Schools (SMK) are required to produce human resources who are able to adapt to technological developments and the needs of the digital-based world of work. In this context, educators not only play the role of delivering learning materials, but also as agents of digital transformation who are able to integrate technology into the learning process. Digital competence or digital talent is one of the important factors that determine the success of the

implementation of technology-based learning in the vocational school environment. Teachers who have good digital skills are able to effectively utilize various platforms and learning technologies so that they can improve the quality of the teaching and learning process Fadilah, (2023). In addition, teachers who receive support for career development tend to have higher motivation to stay and thrive in educational organizations (Yanuar, 2023).

The Human Capital Theory perspective explains that human resources are strategic assets of organizations that have economic and competitive value. The loss of a competent workforce not only leads to a loss of investment in training and development, but also has the potential to decrease the effectiveness of the organization in achieving the goals that have been set. Human capital is the main factor that generates knowledge, innovation, and organizational excellence in the face of dynamic environmental changes Awu, (2023). Therefore, efforts to retain educators who have digital competence are an important need for vocational education institutions so that digital transformation can run sustainably.

National data shows that the readiness of education human resources in facing digital transformation is still relatively low. Based on the Ministry of Education and Culture's report for 2023–2024, only some vocational school teachers have adequate digital competence. In addition, there are still limitations in digital training, low teacher involvement in digital transformation programs, and difficulties in adapting to learning technology developments. This condition shows that the development of digital talent and organizational support for teacher career development still needs to be improved in order to be able to support the success of digital transformation in the vocational education sector. Teachers who receive adequate training support, digital facilities, and career development opportunities tend to have higher retention intentions than teachers who do not receive such support (Jafar, 2023).



**Figure 1. Data on the Readiness of Educational Human Resources in the Digital Transformation of Vocational Teachers**

The same phenomenon was also found at SMK Korpri Majalengka Regency. The results of the observation show that the level of digital readiness of teachers is still diverse.

Some teachers have shown high readiness in utilizing learning technology, but others still have difficulty adapting to the use of digital technology. This condition indicates that digital transformation in the school environment has not taken place evenly. This difference in digital readiness level can affect teachers' ability to carry out technology-based learning processes while influencing their decision to stay in educational organizations. Teachers who have high digital skills but do not receive adequate career support have the potential to look for job opportunities that are considered more promising.

The high demand for digitalization of education also requires schools to provide career development support (*career development support*) adequate for educators. Career development support is not only in the form of training and further education, but also includes promotion opportunities, professional mentoring, and career path clarity. At SMK Korpri Majalengka Regency, career development programs are still incidental and have not been fully integrated into the school's human resource management strategy. This condition has the potential to cause job dissatisfaction and reduce teacher loyalty to the organization. Previous research has shown that organizational support for career development plays an important role in increasing individual motivation, loyalty, and commitment to the organization Faradiba, (2021). In addition, teachers who obtain clear career development opportunities tend to have higher motivation to survive and thrive in their work environment (Jafar & Aisyah, 2022).

In addition to career development support, the employee engagement factor is also an important aspect that affects retention intention. Teachers who have a high work attachment will show greater enthusiasm, dedication, and involvement in carrying out their duties. Conversely, low work attachment can lead to decreased motivation and commitment to the organization. Some observational findings show that there are still teachers who carry out routine tasks without showing strong emotional involvement with the school. This condition indicates that the organization is not fully able to provide the psychological support needed by teachers. Bakker, A. B., & Albrecht, (2022) Explains that employee engagement is influenced by organizational support and career growth opportunities given to individuals. Teachers who feel valued and have opportunities to develop tend to have higher levels of work engagement. The findings are supported by The Sawy, (2022) which states that work attachment contributes to increased loyalty and an individual's desire to stay in the organization.

Adaptability to career changes or *career adaptability* It is an increasingly important factor in dealing with rapid changes in the work environment due to the development of digital technology. Teachers are required to be able to adapt to changes in curriculum, learning methods, and the use of technology in the educational process. Good career adaptability allows individuals to face job challenges more flexibly and productively. Jewitan Fitriani et al., (2022) explains that career adaptability is influenced by organizational support and professional development opportunities provided to individuals. Teachers who receive adequate career support tend to have higher adaptability than those who do not receive such

support. In addition, career adaptability has also been shown to have a positive relationship with an individual's intention to stay in the organization (Avolio & Kahai, 2025).

Theoretically, the relationship between digital talent, career development support, career adaptability, employee engagement, and retention intention can be explained through the integration of Human Capital Theory, Career Construction Theory, and the Job Demands-Resources (JD-R) Model. The Human Capital Theory perspective places digital competencies as a strategic asset of the organization that must be maintained. Meanwhile, Career Construction Theory explains the importance of career adaptability in dealing with changes in the work environment. On the other hand, the JD-R Model emphasizes that job resources such as organizational support and career development are able to increase work attachment and strengthen individual commitment to the organization Albrecht, (2022). Therefore, career adaptability and employee engagement are seen as psychological mechanisms that are able to explain how digital talent and career development support affect teacher retention intention.

Previous research has proven that digital talent has an effect on the digital transformation of learning Fadilah, (2022), career development support affects loyalty and job attachment, and career adaptability affects workforce retention Sun, (2019). Nevertheless, most of the research was conducted on the business sector and general organizations. Research that specifically examines the relationship between digital talent, career development support, career adaptability, employee engagement, and retention intention in the context of vocational education is still very limited. In addition, previous research generally only tested one mediation variable, while this study integrated two mediation variables at once, namely career adaptability and employee engagement. This condition shows that there is a research gap that needs to be studied further.

Based on the empirical phenomenon and research gap, this study offers novelty through testing a dual mediation model that integrates career adaptability and employee engagement in the relationship between digital talent and career development support to teacher retention intention in the vocational education environment. This research is expected to make a theoretical contribution to the development of educational human resource management studies and make a practical contribution to schools in designing effective educator retention strategies in the era of digital transformation. Therefore, the purpose of this study is to analyze the influence of digital talent and career development support on retention intention mediated by career adaptability and employee engagement in teachers of SMK Korpri Majalengka Regency.

## RESEARCH METHODS

This study uses a quantitative approach with a type of causal associative research that aims to analyze the cause-and-effect relationship between Digital Talent, Career Development Support, Career Adaptability, Employee Engagement, and Retention Intention in teachers of SMK Korpri Majalengka Regency. The quantitative approach was chosen because it allows

the objective measurement of relationships between variables through numerical data as well as hypothesis testing using statistical techniques (Scott, 2022).

The research was carried out at SMK Korpri Majalengka Regency, West Java. The research object was chosen because the school has policies that support the development of teachers' digital competencies and career development programs that are relevant to the research objectives. In addition, a school environment that is adaptive to digital transformation provides an appropriate context to examine the factors that affect the retention intention of educators.

The population in this study is all educators who actively teach at SMK Korpri Majalengka Regency as many as 110 people. The sample was determined using a saturated sample technique (census sampling), so that all members of the population were made as research respondents. This technique was chosen because the population is relatively limited and allows all members of the population to be reached by researchers. Thus, the number of samples used in this study is 110 teachers. The respondents involved have the criteria of being an active teacher, have a minimum working period of one year, and are willing to participate in the research. The data used is quantitative data obtained through the distribution of questionnaires to respondents. The research instrument was compiled using a five-point Likert scale, ranging from strongly disagree to strongly agree. Primary data was obtained directly from teachers as research respondents, while secondary data was obtained from school documents, scientific literature, journals, and various supporting sources relevant to the research.

This study involved five variables, namely Digital Talent (X1) and Career Development Support (X2) as exogenous variables, Career Adaptability (M1) and Employee Engagement (M2) as mediating variables, and Retention Intention (Y) as endogenous variables. The research model is designed to test the direct and indirect influence of Digital Talent and Career Development Support on Retention Intention through Career Adaptability and Employee Engagement. Data analysis was carried out using the Structural Equation Modeling method based on Partial Least Squares (PLS-SEM) with the help of SmartPLS software. The selection of the PLS-SEM method is based on its ability to analyze complex research models, involving several latent variables, and being able to test direct and mediated relationships simultaneously. The analysis stages include testing the measurement model (outer model) to assess the validity and reliability of the construct, testing the structural model (inner model) to evaluate the relationship between variables, and testing hypotheses based on t-statistics and p-values at a significance level of 5%. In addition, model evaluation was also carried out through testing the value of the determination coefficient ( $R^2$ ) to measure the ability of exogenous variables to explain endogenous variables in the research model.

## RESULTS AND DISCUSSION

This section describes the results and discusses the results obtained from the research and draws similarities and differences between previous studies of methods, data and results.

However, explain whether the issue has been successfully researched according to the purpose using the proposed method. This should involve a description of the analysis performed, the causes and benchmarks of success/failure, and the part of steps that should be taken as a follow-up process.

**Table 1. Characteristics of Respondents by Gender**

Gender	Quantity	Percentage (%)
Male	51	46,36
Women	59	53,64
Total	110	100

Based on Table 1, it can be seen that the research respondents consisted of 110 teachers of SMK Korpri Majalengka Regency. Female respondents amounted to 59 people or 53.64%, while male respondents amounted to 51 people or 46.36%.

**Table 2. Characteristics of Respondents by Age**

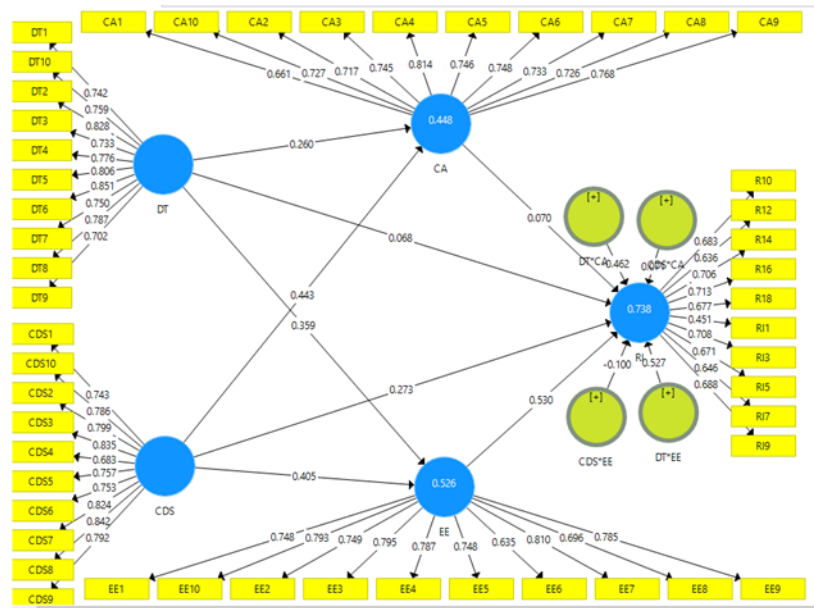
Age Range	Quantity	Percentage (%)
< 23 years old	5	4,55
23–30 Years	39	35,45
30–40 Years	31	28,18
> 40 years old	35	31,82
Total	110	100

Based on Table 2, it can be seen that most of the respondents are in the age range of 23–30 years, namely 39 respondents or 35.45%. Furthermore, respondents over the age of 40 were 35 respondents or 31.82%, respondents aged 30–40 years were 31 respondents or 28.18%, while respondents under the age of 23 were the smallest group, namely 5 respondents or 4.55%.

**Table 3. Characteristics of Respondents Based on Length of Service**

Lifetime Range	Quantity	Percentage (%)
< 1 Year	6	5,45
1–3 Years	20	18,18
3–5 Years	19	17,27
> 5 Years	65	59,09
Total	110	100,00

Based on Table 3, it can be seen that most of the respondents have a working period of more than 5 years, namely 65 respondents or 59.09%. Furthermore, respondents with a working period of 1–3 years amounted to 20 respondents or 18.18%, respondents with a service period of 3–5 years were 19 respondents or 17.27%, while respondents with a working period of less than 1 year were the smallest group, namely 6 respondents or 5.45%.



**Figure 2. Path chart with loading factor values after indicator elimination**

Based on the results of the outer loading test, most of the indicators have met the validity criteria with values greater than 0.70. In the Digital Talent variable, all indicators are declared valid. In the Career Development Support variable, there is one invalid indicator, namely CDS4 (0.683). In the Career Adaptability variable, there is one invalid indicator, namely CA1 (0.661). In the Employee Engagement variable, there are two invalid indicators, namely EE6 (0.635) and EE8 (0.696). Meanwhile, in the Retention Intention variable, only three indicators met the validity criteria, namely RI3 (0.708), RI4 (0.706), and RI6 (0.713), while other indicators had values below 0.70.

Discriminant validity was evaluated using the Average Variance Extracted (AVE) value. A construct is declared to have good discriminant validity if it has an AVE value greater than 0.50.

**Tabel 4. Average Variance Extracted (AVE)**

Variabel	AVE
CA	0,547
CDS	0,613
CDS*CA	1,000
CDS*EE	1,000
DT	0,600
DT*CA	1,000
DT*EE	1,000
EE	0,572
RI	0,438

Based on Table 4, it is known that the variables Career Adaptability (0.547), Career Development Support (0.613), Digital Talent (0.600), and Employee Engagement (0.572) have AVE values above 0.50 so that they meet the criteria for discriminatory validity. The

moderation construct also shows an AVE value of 1,000 so it has excellent validity. However, the Retention Intention variable has an AVE value of 0.438 so it does not meet the criteria for discriminant validity because it is still below the minimum limit of 0.50.

**Table 5. Discriminatory Validity**

	CA	CDS	CDS*CA	CDS*EE	DT	DT*CA	DT*EE	EE	RI
CA	0,739								
CDS	0,651	0,783							
CDS*CA	-	-	1,000						
	0,556	0,378							
CDS*EE	-	-	0,970	1,000					
	0,558	0,405							
DT	0,614	0,800	-0,368	-0,406	0,775				
DT*CA	-	-	0,985	0,947	-	1,000			
	0,558	0,360			0,353				
DT*EE	-	-	0,981	0,975	-	0,985	1,000		
	0,572	0,414			0,400				
EE	0,833	0,692	-0,500	-0,571	0,683	-0,494	-0,547	0,756	
RI	0,751	0,703	-0,498	-0,518	0,665	-0,501	-0,515	0,807	0,662

Based on Table 5, the root value of AVE in each construct shows a greater result than its correlation with other constructs. The Career Adaptability variable has a root value of AVE of 0.739, Career Development Support of 0.783, Digital Talent of 0.775, Employee Engagement of 0.756, and Retention Intention of 0.662. In addition, the entire moderation construct has an AVE root value of 1,000. The results show that the model has met the criteria of discriminant validity based on the Fornell-Larcker approach, so that each construct is able to distinguish itself from other constructs in the research model.

**Table 6. Collinearity Statistics (VIF)**

Variabel	Rentang VIF
Career Adaptability (CA)	1,713 – 2,603
Career Development Support (CDS)	1,793 – 3,382
Digital Talent (DT)	1,924 – 3,125
Employee Engagement (EE)	1,879 – 2,720
Retention Intention (RI)	1,294 – 1,921
CDS*CA	1,000
CDS*EE	1,000
DT*CA	1,000
DT*EE	1,000

The collinearity test was carried out to determine the presence of symptoms of multicollinearity between indicators in the research model. Based on the test results, all indicators have a VIF value below 5.00. The VIF value on the Career Adaptability indicator ranges from 1,713 to 2,603, Career Development Support between 1,793 to 3,382, Digital Talent between 1,924 to 3,125, Employee Engagement between 1,879 to 2,720, and Retention Intention between 1,294 to 1,921. All moderation constructs also have a VIF value of 1,000.

Thus, it can be concluded that there are no symptoms of multicollinearity in the research model, so the model is suitable for further analysis.

The reliability test is carried out to measure the internal consistency of indicators in forming research constructs. Reliability evaluation was carried out using Cronbach's Alpha, rho\_A, and Composite Reliability values with a minimum limit of 0.70. In addition, AVE values are used to support convergent validity testing.

**Table 7. Reliability Test**

Variabel	Cronbach's Alpha	rho_A	Composite Reliability	AVE
CA	0,907	0,910	0,923	0,547
CDS	0,929	0,932	0,940	0,613
CDS*CA	1,000	1,000	1,000	1,000
CDS*EE	1,000	1,000	1,000	1,000
DT	0,926	0,929	0,937	0,600
DT*CA	1,000	1,000	1,000	1,000
DT*EE	1,000	1,000	1,000	1,000
EE	0,916	0,920	0,930	0,572
RI	0,856	0,863	0,885	0,438

Based on Table 7, all research variables have Cronbach's Alpha, rho\_A, and Composite Reliability values above 0.70 so that all constructs are declared reliable. The Career Adaptability variable has a Composite Reliability value of 0.923, Career Development Support of 0.940, Digital Talent of 0.937, Employee Engagement of 0.930, and Retention Intention of 0.885. These results show that the research instrument has a good level of internal consistency. Although the Retention Intention variable has an AVE value of 0.438 which is still below 0.50, it still shows good reliability based on Cronbach's Alpha, rho\_A, and Composite Reliability values that have met the criteria.

Structural model testing (inner model) was carried out to evaluate the model's ability to explain the relationship between the latent variables studied. The evaluation of the structural model in this study was carried out through testing the determination coefficient (R Square), Model Fit, Effect Size (F Square), and Predictive Relevance (Q Square). This test aims to determine the predictive ability of the model as well as the strength of influence between constructs in research.

**Tabel 8. R Square**

Variable endogenous	R Square	Adjusted R Square
Career Adaptability (CA)	0,448	0,438
Employee Engagement (EE)	0,526	0,517
Retention Intention (RI)	0,738	0,717

Based on Table 8, the Career Adaptability (CA) variable has an R Square value of 0.448. This shows that 44.8% of the variation in Career Adaptability can be explained by the variables of Digital Talent and Career Development Support, while the remaining 55.2% is explained by other variables outside the research model. This value is included in the weak category because it is in the range of 0.25–0.50. The Employee Engagement (EE) variable has

an R Square value of 0.526. These results show that 52.6% of the variation in Employee Engagement can be explained by exogenous variables in the study model, while the remaining 47.4% are influenced by other factors outside the study. This value is included in the medium category. The Retention Intention (RI) variable has an R Square value of 0.738. This means that 73.8% of the variation in Retention Intention can be explained by Digital Talent, Career Development Support, Career Adaptability, Employee Engagement, and moderation variables used in the research model. The remaining 26.2% was explained by other factors outside the research model. This value is in the medium to strong category because it is close to the value of 0.75.

**Table 9. Model Fit Test Results**

<b>Indicator</b>	<b>Model Saturated</b>	<b>Estimation Model</b>
SRMR	0,079	0,100
d_ ULS	7,944	12,842
d_ G	5,648	5,879
Chi-Square	2464,553	2520,984
NFI	0,550	0,540

Based on the results of the fit model test, the Standardized Root Mean Square Residual (SRMR) value in the saturated model was 0.079 and in the estimation model was 0.100. Referring to the criterion that the SRMR value is less than 0.10 indicates a good fit, then the saturated model can be declared to meet the good fit criteria. Meanwhile, the estimation model is still at the limit of model feasibility so that it can be categorized as marginal fit. Thus, the research model is considered to have an acceptable level of fit and is suitable for further analysis.

Hypothesis testing was carried out to determine the direct influence between variables in the research model. The test was conducted using the bootstrapping method in the SmartPLS 3.3.3 application. The hypothesis is stated to be accepted if the T-Statistic value  $> 1.96$  and the P-Value value  $< 0.05$ . On the other hand, if the T-Statistic value  $< 1.96$  and the P-Value  $> 0.05$ , then the hypothesis is rejected.

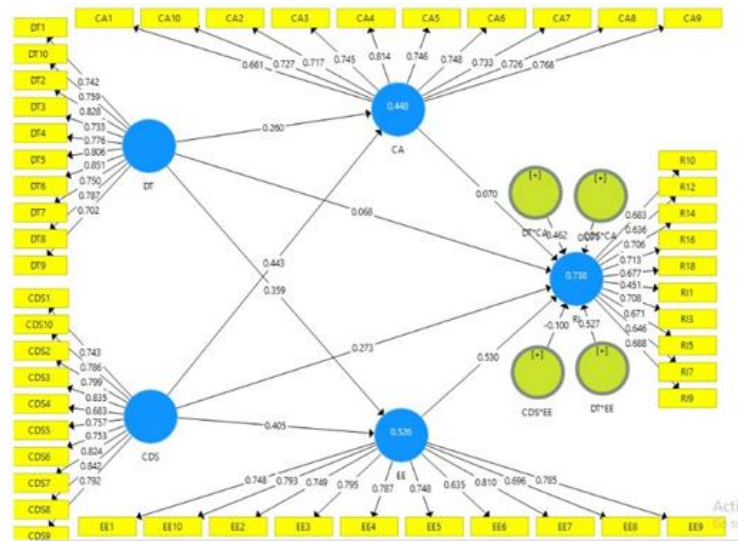


Figure 3. SEM diagram of the bootstrapping process

Table 10. Hypothesis Testing Results

Relationships Between Variables	Original Sample (O)	T Statistics	P Values	Verdict
CA → RI	0,070	0,740	0,459	Rejected
CDS → CA	0,443	3,766	0,000	Accepted
CDS → EE	0,405	2,745	0,006	Accepted
CDS → IR	0,273	2,021	0,044	Accepted
CDS*CA → RI	0,071	0,403	0,687	Rejected
CDS*EE → RI	-0,100	0,642	0,521	Rejected
DT → CA	0,260	1,633	0,103	Rejected
DT → EE	0,359	2,566	0,011	Accepted
DT → RI	0,068	0,619	0,536	Rejected
DT*CA → RI	-0,462	1,986	0,048	Accepted
DT*EE → RI	0,527	1,626	0,105	Rejected
YES → RI	0,530	4,050	0,000	Accepted

Based on the results of the hypothesis test in Table 10, it is known that Career Development Support has a positive and significant effect on Career Adaptability ( $\beta=0.443$ ;  $p=0.000$ ), Employee Engagement ( $\beta=0.405$ ;  $p=0.006$ ), and Retention Intention ( $\beta=0.273$ ;  $p=0.044$ ). In addition, Digital Talent has also been proven to have a positive and significant effect on Employee Engagement ( $\beta=0.359$ ;  $p=0.011$ ). Meanwhile, Employee Engagement had a positive and significant effect on Retention Intention ( $\beta=0.530$ ;  $p=0.000$ ). These findings show that support for career development and digital skills has an important role in increasing teachers' work engagement which ultimately impacts the increase in the desire to stay in the organization.

On the other hand, Career Adaptability had no significant effect on Retention Intention ( $\beta=0.070$ ;  $p=0.459$ ), nor Digital Talent had a significant effect on Career Adaptability ( $\beta=0.260$ ;  $p=0.103$ ) or Retention Intention ( $\beta=0.068$ ;  $p=0.536$ ). The results of the moderation

test showed that only the interaction of Digital Talent and Career Adaptability had a significant effect on Retention Intention ( $\beta=-0.462$ ;  $p=0.048$ ), while the other moderation constructs showed no significant effect. These results indicate that the increase in teachers' retention intention is more influenced by organizational support and work attachment than career adaptability or direct digital skills.

## CONCLUSIONS AND SUGGESTIONS

This study aims to analyze the influence of Digital Talent and Career Development Support on Retention Intention with the role of Career Adaptability and Employee Engagement moderation in teachers of SMK Korpri Majalengka Regency. The results of the study show that Career Development Support has a positive and significant effect on Career Adaptability, Employee Engagement, and Retention Intention. Digital Talent has been proven to have a positive and significant effect on Employee Engagement, but it does not have a significant effect on Career Adaptability or Retention Intention. In addition, Employee Engagement has a positive and significant effect on Retention Intention, while Career Adaptability does not have a significant effect on Retention Intention.

The results of the moderation test showed that only the interaction of Digital Talent and Career Adaptability had a significant effect on Retention Intention. Meanwhile, the moderation of Career Adaptability in the relationship between Career Development Support and Retention Intention, and the moderation of Employee Engagement in the relationship between Career Development Support and Digital Talent to Retention Intention did not show a significant effect. These findings indicate that efforts to increase teachers' retention intention are more effective through strengthening career development support and increasing work attachment rather than only focusing on improving digital skills or career adaptability separately.

Based on the results of the research, SMK Korpri Majalengka Regency is advised to improve the Career Development Support program through continuous training, competency development, career mentoring, and providing wider professional development opportunities for teachers. This step is important to increase work attachment and strengthen teachers' desire to stay in the organization. In addition, schools need to continue to develop teachers' digital competencies through a structured and sustainable Digital Talent improvement program in order to be able to support the technology-based learning process more optimally.

## ACKNOWLEDGMENTS

The author expresses praise and gratitude to God Almighty for His mercy and gifts so that this research can be completed properly. The author also expressed his gratitude to all parties who have provided support, guidance, and assistance during the research process and preparation of this article.

Special thanks are expressed to Universitas Pelita Bangsa, the Master of Management Study Program, supervisors, and the entire academic community who have provided

constructive direction and input during the research process. The author also expressed his gratitude to the Principal, educators, and all respondents at SMK Korpri Majalengka Regency who were willing to participate and provide the necessary information in this study. The author hopes that the results of this research can provide benefits for the development of science, especially in the field of Human Resource Management and Education Management, as well as become a reference for future research.

## BIBLIOGRAPHY

- Avolio & Kahai. (2014). Leadership. *Contributions to Management Science*, 11(4), 1–26. [https://doi.org/10.1007/978-3-319-05248-9\\_1](https://doi.org/10.1007/978-3-319-05248-9_1)
- Awu, et al. (2023). Human Capital and Organizational Performance. *Management Review Quarterly*.
- Bakker, A. B., & Albrecht, S. (2018). *Work engagement: Current trends. Career Development International*,.
- El Sawy, O. A., Kræmmergaard, P., Amsinck, H., & Vinther, A. L. (2016). *No TitleHow LEGO built the foundations and enterprise capabilities for digital leadership. MIS Quarterly Executive*,.
- Fadilah Ramadhani Br. Ginting, & R. H. (2022). The Effect of the Use of "old-school" Non-Digital Learning Media on Students' Concentration when Learning PAI Subjects. *Management Review Quarterly*.
- Fadilah Ramadhani Br. Ginting, & R. H. (2023). The Effect of the Use of "old-school" Non-Digital Learning Media on Students' Concentration when Learning PAI Subjects. *Wisdom. Journal of Islamic Religious Education Studies*, 2(3), 18–3. <https://doi.org/10.61132/hikmah.v2i3.1254>
- Faradiba, H. P. (2021). Analysis of Organizational Culture Factors, Career Development, and Motivation in Increasing Employee Job Satisfaction. *Management Review Quarterly*.
- Fitriani, F., Amin, S., & Wediawati, B. (2022). The Effect of Organizational Support on Employee Performance Through Employee Attachment as Mediators (Study at the Sungai Gelam Freshwater Aquaculture Fisheries Center). *Scientific Journal of Batanghari University of Jambi*, 22(3), 2256. <https://doi.org/10.33087/jiubj.v22i3.3054>
- Jafar, & A. (2023). Teacher Training and Motivation. *Multidisciplinary*.
- Sugiyono. (2022). *Quantitative, Qualitative and R&D Research Methods*. Alfabeta, Bandung.
- Sun, L. (2019). Perceived Organizational Support: A Literature Review. *International Journal of Human Resource Studies*, 9(3), 155. <https://doi.org/10.5296/ijhrs.v9i3.15102>
- Yanuar Rahmat Syah, T., Ramadhan, G., Larasati Hazrati Havidz, I., Aribowo, T., Esa Unggul, U., & Agung Podomoro Land Tbk Correspondence Author, P. (2023). The Influence of Strategic Human Resources Management Practices Moderated by Job Engagement and Perceived Supervisor Support on Employee Retention. *Educational Journal of History and Humanities*, 6(3), 1196.
- Zaki, A. R. M., & Ulya, I. A. (2025). Analysis of teachers' pedagogical and technological

readiness in adopting AI as a means of adaptive learning. *Indonesian Journal of Education*, 6(7), 3220–3228. <https://doi.org/10.59141/japendi.v6i7.8434>

Zeng, Z., & Ye, M. (2016). The Influence of Organizational Justice on Employees Compulsory Citizenship Behavior: The Mediation Effect of Psychological Security. *Open Journal of Social Sciences*, 04(02), 199–204. <https://doi.org/10.4236/jss.2016.42025>

Zheng, T. (2017). *A Literature Review on Knowledge Sharing*. 2008, 51–58. <https://doi.org/10.4236/jss.2017.53006>