E-ISSN : 2962-9713
P-ISSN : 2963-928X

The Effect Of Work Experience, Coaching Leadership, And Knowledge Sharing On Employee Performance

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh pengalaman kerja, coaching leadership, dan knowledge sharing terhadap kinerja karyawan pada PT Bukit Asam (Persero) Tbk Unit Pelabuhan Tarahan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei eksplanatori. Data primer dikumpulkan melalui kuesioner terstruktur menggunakan skala Likert lima poin. Populasi penelitian terdiri atas 1.679 karyawan, dengan 200 responden yang dipilih sebagai sampel penelitian. Data dianalisis menggunakan statistik deskriptif, uji asumsi klasik, analisis regresi linear berganda, koefisien determinasi, serta uji hipotesis melalui uji t dan uji F dengan bantuan SPSS 25.0. Hasil penelitian menunjukkan bahwa pengalaman kerja berpengaruh positif dan signifikan terhadap kinerja karyawan ($t = 9,676$; $p < 0,001$). Coaching leadership juga berpengaruh positif dan signifikan terhadap kinerja karyawan ($t = 10,023$; $p < 0,001$), sedangkan knowledge sharing menunjukkan pengaruh positif dan signifikan paling kuat ($t = 10,509$; $p < 0,001$). Secara simultan, pengalaman kerja, coaching leadership, dan knowledge sharing berpengaruh signifikan terhadap kinerja karyawan ($p < 0,001$), dengan nilai R^2 sebesar 0,673. Dengan demikian, ketiga variabel tersebut secara bersama-sama menjelaskan 67,3% variasi kinerja karyawan. Temuan ini menegaskan pentingnya mengintegrasikan pengalaman kerja, kepemimpinan yang berorientasi pada pengembangan, dan praktik berbagi pengetahuan untuk meningkatkan kinerja serta mendukung pembelajaran organisasi dalam operasional pertambangan.

Kata Kunci: *Pengalaman Kerja, Coaching Leadership, Knowledge Sharing, Kinerja Karyawan, Industri Pertambangan.*

Abstract

This study aims to analyze the effects of work experience, coaching leadership, and knowledge sharing on employee performance at PT Bukit Asam (Persero) Tbk Tarahan Port Unit. The study employed a quantitative approach with an explanatory survey design. Primary data were collected through a structured questionnaire using a five-point Likert scale. The population consisted of 1,679 employees, with 200 respondents selected as the research sample. Data were analyzed using descriptive statistics, classical assumption tests, multiple linear regression, coefficient of determination, and t-test and F-test hypothesis testing using SPSS 25.0. The results show that work experience has a positive and significant effect on employee performance ($t = 9.676$, $p < 0.001$). Coaching leadership also has a positive and significant effect ($t = 10.023$, $p < 0.001$), while knowledge sharing demonstrates the strongest positive and significant effect ($t = 10.509$, $p < 0.001$). Simultaneously, work experience, coaching leadership, and knowledge sharing significantly affect employee performance ($p < 0.001$), with an R^2 of 0.673. Thus, the three variables jointly explain 67.3% of the variance in employee performance. These findings highlight the importance of integrating employee experience, developmental leadership, and knowledge-sharing practices to strengthen performance and support organizational learning in mining operations and sustainability.

Keywords: *Work Experience; Coaching Leadership; Knowledge Sharing; Employee Performance; Mining Industry.*

E-ISSN : 2962-9713
P-ISSN : 2963-928X

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INTRODUCTION

The global business environment is increasingly characterized by conditions of *Volatility, Uncertainty, Complexity, and Ambiguity* (VUCA), requiring organizations to develop stronger adaptive capabilities. Commodity price volatility, uncertainty in global markets, the complexity of sustainable energy regulations, and changing energy transition policies have created considerable pressure on companies to maintain their performance and competitiveness sustainably. Under such conditions, static organizational strategies are becoming less adequate, requiring companies to develop adaptive capabilities and organizational resilience in responding to changes in the business environment (Doh et al., 2021; Taskan et al., 2022). Corporate efficiency is also no longer limited to financial performance but increasingly involves the ability to manage human resources effectively, productively, and adaptively in response to environmental changes (Ayanponle et al., 2024).

These conditions are particularly relevant to Indonesia's coal mining industry, which continues to play a strategic role in the national economy while simultaneously facing various pressures, including fluctuations in international coal prices, the acceleration of the energy transition, and global demands for carbon emission reductions. Under these circumstances, the quality of human resources represents an important factor in maintaining corporate productivity and performance. High-quality human resources not only serve as drivers of productivity but also constitute a source of sustainable competitive advantage (Zhang & Morris, 2020; Tang et al., 2024). Therefore, managing factors that can improve employee performance is an essential component of corporate strategy for addressing industry dynamics.

One factor that potentially influences employee performance is work experience. Work experience reflects the accumulation of knowledge, skills, and abilities acquired by employees through direct involvement in work activities. Employees with longer work experience tend to possess greater capabilities in solving problems, making decisions, understanding job characteristics, and adapting to changes in the work environment (Ilham, 2022; Li et al., 2022). Experience can also broaden employees' perspectives on business processes, allowing their capabilities to extend beyond technical aspects to include an understanding of the interrelationships among organizational functions (Chen, 2021; Zhou & Yang, 2022). Thus, work experience can serve as an individual competency asset that supports the effectiveness and efficiency of task completion and ultimately contributes to improved employee performance.

In addition to work experience, leadership style represents an important factor in employee performance development, particularly through the implementation of *coaching leadership*. This leadership style positions leaders not merely as providers of instructions but also as coaches who provide guidance, feedback, support, and encouragement for the development of their subordinates' competencies. Through coaching processes, employees can improve their skills, motivation, self-confidence, and problem-solving abilities. Hsu et al. (2019) demonstrated that managerial coaching has a positive and significant effect on job performance. This finding indicates that the

E-ISSN : 2962-9713
P-ISSN : 2963-928X

role of leaders as coaches can serve as an important mechanism for developing employee capabilities while improving performance outcomes.

Another important factor is *knowledge sharing*, defined as the process of exchanging information, knowledge, skills, and experiences among organizational members to support the achievement of common goals (Suparjo et al., 2023). Knowledge sharing becomes increasingly important in organizations experiencing changes in workforce composition because knowledge possessed by senior employees, particularly tacit knowledge, may be lost when employees retire or leave the organization. Through knowledge-sharing processes, experience and expertise can be transferred to other employees and transformed into organizational knowledge that can be utilized sustainably. Santoro et al. (2018) found that knowledge sharing has a positive and significant effect on employee performance. Therefore, knowledge sharing not only supports individual learning but can also strengthen collective competence and organizational effectiveness.

The importance of these three factors can be observed in the conditions of PT Bukit Asam (Persero) Tbk, one of Indonesia's strategic state-owned enterprises in the coal mining industry. Company data indicate changes in the number of employees, production volume, and net profit during the 2020–2024 period. The number of employees decreased from 2,057 in 2020 to 1,561 in 2023 before increasing to 1,679 in 2024. During the same period, production volume increased from 24.84 million tons to 43.30 million tons. This condition indicates an increase in productivity demands on the available workforce. Meanwhile, the company's net profit fluctuated, increasing from IDR 2.39 trillion in 2020 to IDR 12.57 trillion in 2022 before declining to IDR 6.1 trillion in 2023 and IDR 5.1 trillion in 2024. This phenomenon indicates that increased physical productivity has not necessarily been accompanied by consistent improvements in profitability.

The dynamics of human resources are also reflected in the employees' tenure composition. Of the 1,679 employees in 2024, 663 employees or 39.49% had a tenure of 0–5 years, while 1,016 employees or 60.51% had worked for more than five years. This composition indicates the coexistence of relatively new employees and employees with longer work experience. This condition is important because the experience of senior employees represents a strategic organizational asset developed through direct involvement in various operational activities. Knowledge and skills acquired through field experience cannot be entirely replaced by formal education and training. At the same time, employee retirement may reduce the accumulation of such experience and increase the risk of *knowledge loss* if knowledge transfer is not managed systematically.

These challenges are further complicated by the need for effective workforce regeneration mechanisms. Based on a preliminary interview with one of the *Section Heads of Operations A–D* conducted in June 2026, employee development has been implemented through pre-work briefings, on-the-job assistance, and evaluations following operational activities. However, individual coaching has not been implemented optimally due to high operational demands and supervisors' limited time to provide guidance to all subordinates. In addition, knowledge sharing still occurs predominantly through direct communication among employees, meaning that the experience and knowledge possessed by senior employees have not been fully documented systematically. These conditions demonstrate the importance of strengthening *coaching leadership* and *knowledge sharing* to support competency transfer within the workplace.

E-ISSN : 2962-9713
P-ISSN : 2963-928X

These challenges are also reflected in the performance of employees at PT Bukit Asam (Persero) Tbk Tarahan Port Unit. During the 2020–2024 period, employee performance indicators showed a declining trend. Work quality decreased from 98% to 92%, work quantity from 99% to 93%, timeliness from 98% to 91%, work effectiveness from 97% to 90%, and responsibility from 99% to 93%. The decline across these indicators indicates that the increase in operational activities has not been fully accompanied by optimal employee performance. In port operations, which require accuracy, timeliness, effectiveness, and compliance with established procedures, this condition represents an important concern for the continuity of company operations.

Conceptually, work experience, *coaching leadership*, and *knowledge sharing* have complementary mechanisms in supporting employee performance. Work experience provides a foundation of competencies acquired through practical involvement, *coaching leadership* facilitates the development of these competencies through guidance and feedback from leaders, while *knowledge sharing* enables individual knowledge and experience to be transferred and utilized by other organizational members. Previous studies have demonstrated positive relationships between each of these factors and employee performance (Li et al., 2022; Hsu et al., 2019; Santoro et al., 2018). However, research findings may differ across organizations because they are influenced by job characteristics, organizational culture, workforce composition, and leadership context. Purnantara et al. (2023) found that leadership and knowledge sharing can improve employee performance, while Wulansari and Fauzi (2023) reported that coaching, mentoring, and work experience jointly contribute to improved employee performance.

Nevertheless, empirical studies examining the simultaneous effects of work experience, *coaching leadership*, and *knowledge sharing* on employee performance remain limited, particularly in the context of the mining industry, which is characterized by complex and high-risk work environments and workforce regeneration challenges. This limitation indicates the need for empirical evidence regarding how these three factors contribute to employee performance within the operational context of mining and port activities. PT Bukit Asam (Persero) Tbk Tarahan Port Unit provides a relevant research context because the company faces a combination of increasing production volume, changes in workforce composition, employee retirement, the need for knowledge transfer, and declining employee performance indicators.

Based on these phenomena and the identified research gap, this study aims to analyze the effects of work experience, *coaching leadership*, and *knowledge sharing* on employee performance at PT Bukit Asam (Persero) Tbk Tarahan Port Unit. This study is expected to provide empirical contributions to the development of human resource management literature, particularly concerning factors that support employee performance in the mining industry. Practically, the findings are expected to provide considerations for management in designing employee development strategies, strengthening coaching practices among supervisors and managers, and establishing knowledge-sharing systems capable of maintaining organizational knowledge continuity amid workforce regeneration.

LITERATURE REVIEW

Human Capital Theory and Resource-Based View

This study is grounded in *Human Capital Theory* and the *Resource-Based View* (RBV). Human Capital Theory emphasizes that employees' knowledge and skills constitute important organizational capital that can enhance productivity (Ilham, 2022). In this context, work experience and knowledge sharing represent forms of human

E-ISSN : 2962-9713
P-ISSN : 2963-928X

capital investment that strengthen individual and collective competencies. Meanwhile, RBV emphasizes that sustainable competitive advantage is derived from valuable, unique, and difficult-to-imitate internal resources, including human resource quality and managerial capabilities (Layek, 2024). Accordingly, work experience, coaching leadership, and knowledge sharing are viewed as internal resources and capabilities that can contribute to improved employee performance.

Work Experience and Employee Performance

Work experience refers to the length of time and range of work situations experienced by employees, encompassing both tenure and the depth of task-related knowledge acquired through practical activities (Wirawan et al., 2018; Suwanto et al., 2021). Employees with greater work experience tend to possess stronger tacit knowledge, better understanding of work procedures, and greater ability to deal with operational challenges. Experience also enables employees to work more independently, efficiently, and accurately while learning from previous mistakes (Ilham, 2022).

Empirical evidence generally indicates a positive relationship between work experience and employee performance. De Sivatte et al. (2019) found that experience in specific work locations and positions can strengthen the relationship between experience and job performance, particularly when tasks are complex. Similarly, Ilham (2022) concluded that greater work experience contributes positively to employee performance. These findings support the expectation that employees with greater experience are better equipped to perform their tasks effectively.

H1: Work experience has a positive and significant effect on employee performance.

Coaching Leadership and Employee Performance

Coaching leadership refers to a leadership approach in which leaders act as coaches who guide, support, provide feedback, and facilitate the development of their employees rather than merely giving instructions (Colgate, 2025; Huang, 2019). Through two-way communication, constructive feedback, competency development, and psychological support, coaching leadership can strengthen employee motivation, confidence, autonomy, and capabilities.

Previous studies provide empirical support for the positive relationship between coaching leadership and employee performance. Huang (2019) found that coaching leadership positively affects in-role performance. Similarly, Napitupulu (2021) and Virgawenda et al. (2021) reported that coaching practices by supervisors significantly improve employee performance. The meta-analysis conducted by Theeboom et al. (2014) further demonstrated that coaching has positive effects on performance, well-being, and employees' self-regulation. More recently, Hwang et al. (2023) showed that coaching leadership can improve employees' creative performance through empowerment. Therefore, coaching leadership is expected to provide employees with the guidance and support necessary to achieve higher performance.

H2: Coaching leadership has a positive and significant effect on employee performance.

Knowledge Sharing and Employee Performance

Knowledge sharing refers to the exchange of knowledge, information, skills, and experience among organizational members through formal and informal interactions. It involves both *knowledge donating*, whereby employees voluntarily share their

E-ISSN : 2962-9713
P-ISSN : 2963-928X

knowledge and experience, and *knowledge collecting*, whereby employees actively seek knowledge from others (Bucăta & Rizescu, 2017; Suparjo et al., 2023). Effective knowledge sharing facilitates organizational learning, strengthens employee capabilities, and reduces the risk of knowledge loss.

Knowledge sharing is expected to improve employee performance by enabling employees to learn from one another, adopt effective work practices, reduce errors, and develop solutions to operational problems. Partogi and Tjahjawati (2019) found that knowledge sharing has a positive and significant effect on employee performance in a government-owned company. Similar findings were reported by Suparjo et al. (2023), while Santoro et al. (2018) demonstrated that knowledge sharing contributes positively to innovation capacity and employee performance. However, Prompreing and Hu (2021) found that knowledge sharing did not always have a significant direct effect on performance, indicating that organizational context and supporting conditions may influence this relationship. Nevertheless, based on the dominant empirical evidence, knowledge sharing is expected to contribute positively to employee performance.

H3: Knowledge sharing has a positive and significant effect on employee performance.

Research Framework

Based on Human Capital Theory, RBV, and previous empirical findings, this study proposes that employee performance is influenced by three complementary factors: work experience, coaching leadership, and knowledge sharing. Work experience represents an individual competency resource, coaching leadership reflects managerial support for employee development, while knowledge sharing represents organizational collaboration and knowledge management. Accordingly, the proposed research model examines the effects of work experience, coaching leadership, and knowledge sharing on employee performance.

METHOD

Research Design

This study employed a quantitative approach using an explanatory survey design. An explanatory research design is used to examine and explain the relationships among variables formulated in the research hypotheses and to measure the magnitude of the effects of independent variables on a dependent variable through statistical analysis (Hair et al., 2022). The independent variables in this study were work experience, coaching leadership, and knowledge sharing, while employee performance served as the dependent variable.

Population and Sample

The population of this study consisted of all employees of PT Bukit Asam (Persero) Tbk, totaling 1,679 employees based on the 2024 employee records. A total of 200 respondents were selected as the research sample. The sample size was determined with reference to Hair et al. (2022), who suggest that a sample size of 100–200 respondents or more is generally adequate for multiple linear regression analysis involving several independent variables. A sample of 200 respondents was selected to provide sufficient statistical power and reliable model estimation while also anticipating the possibility of unusable or incomplete questionnaires during the data collection process.

Data Collection and Research Instrument

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P-ISSN : 2963-928X

This study utilized primary data collected directly from respondents through a structured questionnaire (Sekaran & Bougie, 2020). The questionnaire consisted of closed-ended statements measured using a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

The research instrument measured four variables: work experience (X1), coaching leadership (X2), knowledge sharing (X3), and employee performance (Y). Work experience was measured through four indicators: duration of work experience, complexity of assigned tasks, experience in dealing with team dynamics, and experience across different work locations (De Sivatte et al., 2019). Coaching leadership was measured using five indicators: support for competency development, communication of organizational goals and provision of direction, constructive feedback, development of positive relationships between leaders and employees, and psychological support for employees (Hwang et al., 2023).

Knowledge sharing was measured through four indicators: sharing work experience with colleagues, sharing effective work tips or methods, assisting colleagues by sharing knowledge, and openness in sharing knowledge with colleagues (Lin et al., 2020). Employee performance was measured through five indicators: completion of assigned tasks, quality of work produced, achievement of work objectives, ability to work in teams, and ability to solve problems and engage in innovation (Lin et al., 2020). All variables were measured using a five-point Likert scale.

Instrument Testing

Prior to data collection, the research instrument was tested to assess its validity and reliability. Validity testing was conducted using SPSS version 25.0 by comparing the calculated correlation coefficient ($r_{calculated}$) with the critical value (r_{table}). An item was considered valid when $r_{calculated} > r_{table}$. Items that did not meet the validity criterion were considered for removal or revision.

Reliability testing was conducted to assess the internal consistency of the research instrument. The analysis was performed using SPSS version 25.0 based on Cronbach's Alpha coefficient. The instrument was considered reliable when the Cronbach's Alpha value exceeded 0.60 (Sugiyono, 2019).

Data Analysis

Data were analyzed using descriptive statistics, classical assumption tests, multiple linear regression analysis, the coefficient of determination, and hypothesis testing. Descriptive statistics were used to describe the characteristics of the research data through the mean, standard deviation, and correlations among the variables (Hair et al., 2022).

Classical assumption testing included normality, linearity, and multicollinearity tests. The normality test was conducted to determine whether the residuals in the regression model were normally distributed. The residuals were considered normally distributed when the significance value was greater than 0.05. The linearity test was conducted to determine whether the relationship between the independent and dependent variables was linear. A significance value greater than 0.05 for the *Deviation from Linearity* indicated no significant deviation from linearity. Multicollinearity was assessed using the *Tolerance* and *Variance Inflation Factor* (VIF) values. The regression model was considered free from multicollinearity when the Tolerance value was greater than 0.10 and the VIF value was less than 10.

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P-ISSN : 2963-928X

Multiple linear regression analysis was employed to examine the effects of work experience, coaching leadership, and knowledge sharing on employee performance. The regression model was formulated as follows:

$$\mathbf{Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e}$$

where Y represents employee performance; X_1 represents work experience; X_2 represents coaching leadership; X_3 represents knowledge sharing; *a* represents the constant; b_1, b_2, and b_3 represent the regression coefficients; and *e* represents other variables not included in the model.

The coefficient of determination (R^2) was used to determine the proportion of variance in employee performance explained by work experience, coaching leadership, and knowledge sharing. Hypothesis testing was subsequently conducted using the *t*-test and *F*-test. The *t*-test was used to examine the partial effect of each independent variable on employee performance, whereas the *F*-test was used to examine the simultaneous effect of all independent variables on employee performance. Statistical significance was assessed at the 5% significance level ($\alpha = 0.05$), with a hypothesis considered statistically significant when the p-value was less than 0.05.

RESULTS AND DISCUSSION

Respondent Characteristics

The study involved 200 employees of PT Bukit Asam (Persero) Tbk. The respondents were distributed across several work locations, with the largest proportion working in Tanjung Enim (51%), followed by Lampung (20%), Palembang (15%), Jakarta (12%), and Ombilin (2%). In terms of educational background, most respondents held a bachelor's degree (S1), accounting for 52.5% of the total respondents, followed by senior high school graduates (20.5%), diploma graduates (16%), and master's degree holders (11%). These characteristics indicate that the respondents represented employees from different work locations and educational backgrounds within the organization.

Instrument Validity and Reliability

The validity test showed that all questionnaire items for work experience, coaching leadership, knowledge sharing, and employee performance had significance values of 0.000, which were below the 0.05 threshold. Therefore, all measurement items were considered valid and suitable for further analysis.

The reliability results are presented in Table 1.

Table 1. Reliability Test Results

Variable	Cronbach's Alpha	Decision
Work Experience	0.897	Reliable
Coaching Leadership	0.931	Reliable
Knowledge Sharing	0.805	Reliable
Employee Performance	0.914	Reliable

Source: Processed data using SPSS, 2026.

All variables demonstrated Cronbach's Alpha coefficients above 0.70, ranging from 0.805 to 0.931. Thus, the measurement instruments demonstrated satisfactory internal consistency and were considered reliable for subsequent analysis.

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Classical Assumption Tests

The regression model satisfied the required classical assumptions. The One-Sample Kolmogorov–Smirnov test produced an Asymp. Sig. (2-tailed) value of 0.269, indicating that the residuals were normally distributed ($p > 0.05$). The linearity tests also indicated linear relationships between work experience, coaching leadership, and knowledge sharing and employee performance, with significance values of 0.319, 0.429, and 0.293, respectively. Furthermore, no multicollinearity was identified. The tolerance values ranged from 0.936 to 0.986, while the VIF values ranged from 1.014 to 1.068, all of which were within the recommended criteria. Therefore, the regression model was considered appropriate for further analysis.

Multiple Linear Regression Analysis

Multiple linear regression was conducted to examine the effects of work experience, coaching leadership, and knowledge sharing on employee performance. The regression results are summarized in Table 2.

Table 2. Multiple Linear Regression Results

Variable	B	Std. Error
Constant	3.812	0.740
Work Experience (X1)	0.191	0.020
Coaching Leadership (X2)	0.113	0.011
Knowledge Sharing (X3)	0.353	0.034

Source: Processed data using SPSS, 2026.

The regression equation is:

$$Y = 3.812 + 0.191X_1 + 0.113X_2 + 0.353X_3 + e$$

The results indicate that all three independent variables had positive regression coefficients. Work experience had a coefficient of 0.191, coaching leadership had a coefficient of 0.113, and knowledge sharing had the largest coefficient at 0.353. These findings indicate that increases in each of the three independent variables were associated with increases in employee performance, assuming the other variables remained constant.

The model produced an R value of 0.821, indicating a very strong relationship between the independent variables and employee performance. The R^2 value was 0.673, indicating that work experience, coaching leadership, and knowledge sharing jointly explained 67.3% of the variance in employee performance, while the remaining 32.7% was attributable to other factors outside the model.

Table 3. Model Summary

R	R^2	Explained Variance
0.821	0.673	67.3%

Source: Processed data using SPSS, 2026.

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Hypothesis Testing

The partial effects of the independent variables were examined using the t-test at a 5% significance level. The results are presented in Table 4.

Table 4. Partial Hypothesis Testing

Hypothesis	t-value	p-value	Decision
Work Experience → Employee Performance	9.676	< 0.001	Supported
Coaching Leadership → Employee Performance	10.023	< 0.001	Supported
Knowledge Sharing → Employee Performance	10.509	< 0.001	Supported

Source: Processed data using SPSS, 2026.

Work experience had a positive and statistically significant effect on employee performance ($t = 9.676$, $p < 0.001$). Thus, the first hypothesis was supported. Coaching leadership also had a positive and statistically significant effect on employee performance ($t = 10.023$, $p < 0.001$), supporting the second hypothesis. Similarly, knowledge sharing demonstrated a positive and statistically significant effect on employee performance ($t = 10.509$, $p < 0.001$), supporting the third hypothesis.

The simultaneous effect of the three independent variables was examined using the F-test. The model yielded a significance value of 0.000 ($p < 0.001$), indicating that work experience, coaching leadership, and knowledge sharing jointly had a statistically significant effect on employee performance. Therefore, the fourth hypothesis was supported.

Table 5. Simultaneous Hypothesis Testing

Model	p-value	Decision
Work Experience, Coaching Leadership, and Knowledge Sharing → Employee Performance	< 0.001	Supported

Source: Processed data using SPSS, 2026.

Overall, the results demonstrate that work experience, coaching leadership, and knowledge sharing are significant predictors of employee performance. Among the three predictors, knowledge sharing exhibited the largest unstandardized regression coefficient ($B = 0.353$), followed by work experience ($B = 0.191$) and coaching leadership ($B = 0.113$). The findings further indicate that the three variables jointly provide a substantial contribution to explaining employee performance, with the regression model accounting for 67.3% of its variance.

Discussion

The Effect of Work Experience on Employee Performance

The findings demonstrate that work experience has a positive and significant effect on employee performance at PT Bukit Asam (Persero) Tbk. This finding indicates that employees with greater work experience tend to demonstrate better performance in carrying out their responsibilities. Work experience enables employees to develop practical knowledge, understand work procedures, become familiar with organizational processes, and respond more effectively to problems encountered in the workplace. Thus, experience is not merely reflected in the length of employment but also in the accumulation of practical skills and knowledge acquired through continuous involvement in work activities.

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The descriptive findings support this interpretation. Work experience obtained a mean score of 3.49, which was categorized as high. The highest-rated indicator was the statement, *"I am accustomed to working together with team members at work,"* with a mean score of 3.57. This result suggests that employees' work experience contributes to their ability to collaborate and coordinate with colleagues. Such collaborative experience is important in supporting task completion, particularly in an organizational environment where employees are required to coordinate with other members to achieve work targets. Conversely, the lowest-rated indicator concerned the ability to adapt quickly based on experience across different work locations, with a mean score of 3.41. Although still categorized as high, this finding suggests that cross-unit or cross-location experience could be further strengthened to improve employees' adaptability to changing work environments.

The positive relationship between work experience and employee performance can be explained by the accumulation of practical knowledge and skills obtained through repeated exposure to work situations. Employees with broader experience are generally more familiar with potential work problems and can therefore identify appropriate solutions more efficiently. Experience may also reduce work-related errors because employees have developed routines and judgment based on previous situations. This interpretation is consistent with Sella and Ubaidillah (2022), who found that work experience affects employee performance. Similarly, Yunita, Yulianthini, and Bagia reported a significant relationship between work experience and employee performance. These findings indicate that work experience contributes to employees' understanding of tasks, efficiency in completing work, and ability to deal with various workplace problems.

The findings are also consistent with Sucihati and Febrianata (2023), who found that work experience has a positive and significant effect on employee performance and is associated with improvements in work-related competence. Work experience can therefore be viewed as an important mechanism through which employees develop their capabilities. Through continuous exposure to work activities, employees can broaden their knowledge, improve adaptability, strengthen decision-making abilities, and develop more effective approaches to solving work-related problems. For organizations, this finding highlights the importance of managing and developing employees' accumulated experience as part of human resource development and performance improvement.

The Effect of Coaching Leadership on Employee Performance

The results show that coaching leadership has a positive and significant effect on employee performance at PT Bukit Asam (Persero) Tbk. This finding suggests that leadership practices emphasizing coaching, guidance, feedback, motivation, and employee development can contribute directly to improved employee performance. In a coaching-oriented leadership approach, managers do not merely provide instructions but also function as facilitators who help employees understand their responsibilities, develop competencies, identify solutions, and achieve work objectives.

The descriptive results indicate that coaching leadership was categorized as high, with a mean score of 3.46. The highest-rated indicators were *"My supervisor helps set work goals"* and *"My supervisor provides opportunities for development,"* both with a mean score of 3.54. These findings indicate that supervisors play an important role in helping employees understand work targets while simultaneously providing opportunities to develop their competencies. However, the lowest-rated indicator was *"My supervisor provides clear directions,"* with a mean score of 3.39. Although this

E-ISSN : 2962-9713
P-ISSN : 2963-928X

remains within the high category, it suggests that clarity in communication and work direction represents an area that can still be improved. Clearer guidance may help employees develop a more precise understanding of targets, responsibilities, and expected work outcomes.

The significant effect of coaching leadership can be understood through the developmental nature of the coaching process. When leaders provide constructive feedback and opportunities for development, employees receive guidance not only on what should be achieved but also on how they can improve their capabilities. This process may strengthen employee confidence, engagement, and competence, which ultimately contributes to better performance.

This finding is consistent with Ribeiro et al. (2020), who found that managerial coaching capability has a positive effect on individual employee performance, both directly and through affective commitment. Similarly, Nyfoudi et al. (2023) demonstrated that managerial coaching skills are associated with improved team performance, particularly through the development of knowledge at the team level. These studies reinforce the argument that coaching leadership can create an environment in which employees are encouraged to learn, develop, and contribute more effectively to organizational objectives.

Furthermore, Kim, Egan, and Moon (2014), through a comparative study of public employees in the United States and South Korea, found that managerial coaching behavior was associated with role clarity, job satisfaction, and performance-related outcomes. The present findings therefore extend previous evidence by demonstrating the relevance of coaching-oriented leadership in the context of PT Bukit Asam (Persero) Tbk. Practically, organizations can strengthen employee performance by developing leaders' coaching capabilities, particularly in providing clear direction, constructive feedback, developmental opportunities, and continuous support. The effectiveness of coaching leadership is likely to increase when leaders move beyond directive supervision and actively facilitate employee learning and problem solving.

The Effect of Knowledge Sharing on Employee Performance

The findings indicate that knowledge sharing has a positive and significant effect on employee performance. This result demonstrates that employees who actively exchange information, ideas, experiences, and work-related knowledge are more likely to perform their tasks effectively. Knowledge sharing enables employees to access knowledge possessed by colleagues, learn from previous experiences, and obtain alternative solutions to work-related problems. Consequently, the transfer of knowledge within the organization can accelerate learning and support more effective task completion.

The descriptive results show that knowledge sharing had a mean score of 3.49 and was categorized as high. The highest-rated indicators were *"I share my ideas about work with my colleagues"* and *"I discuss my work tips with my colleagues,"* both with a mean score of 3.52. These findings suggest that interaction and exchange of knowledge among employees have been relatively well established, particularly in relation to sharing ideas and practical work experiences. Meanwhile, the lowest-rated aspect was knowledge sharing itself, with a mean score of 3.43. Although this value remains within the high category, it indicates that more active knowledge exchange can still be encouraged through open communication, collaboration, and a work environment that facilitates employees' willingness to share their knowledge and experience.

E-ISSN : 2962-9713
P-ISSN : 2963-928X

The positive effect of knowledge sharing on employee performance can be attributed to its role in facilitating organizational learning. When employees exchange knowledge, they can obtain information that may not be available through formal procedures or individual experience alone. Knowledge sharing can also help employees solve problems more rapidly because they can draw upon the experiences and solutions of colleagues. In this sense, knowledge sharing transforms individual knowledge into an organizational resource that can be utilized collectively.

This finding is consistent with Nashir and Pratminingsih (2023), who found that knowledge sharing has a positive effect on job performance. Their findings indicate that knowledge sharing represents an important mechanism through which organizational knowledge can be utilized to improve employee performance. Similarly, Lin, Huang, and Huang (2020) demonstrated that knowledge sharing is related to job performance through increased work engagement and helping behavior among employees. These findings reinforce the present study's conclusion that knowledge sharing can provide employees with relevant information, strengthen problem-solving capabilities, and support the achievement of work targets.

The findings also have practical implications for PT Bukit Asam (Persero) Tbk. Strengthening knowledge sharing should not be limited to encouraging employees to exchange information informally but should also involve creating organizational mechanisms that facilitate knowledge transfer. Employees should be encouraged to share work experiences, ideas, information, and solutions through direct interaction as well as internal communication platforms. A more open knowledge-sharing environment can support continuous learning, improve employee competence, and contribute to more effective and productive performance.

The Simultaneous Effect of Work Experience, Coaching Leadership, and Knowledge Sharing on Employee Performance

The results further demonstrate that work experience, coaching leadership, and knowledge sharing simultaneously have a significant effect on employee performance. This finding indicates that employee performance is not determined by a single factor but emerges from the interaction of individual capabilities, leadership practices, and organizational knowledge processes. Employees' accumulated experience provides practical competence, coaching leadership provides direction and developmental support, while knowledge sharing enables employees to access and utilize knowledge from colleagues.

The combined contribution of these three variables is substantial. The regression model produced an R Square value of 0.673, indicating that work experience, coaching leadership, and knowledge sharing collectively explain 67.3% of the variance in employee performance, while the remaining 32.7% is attributable to other factors outside the research model. This result demonstrates that the three variables constitute important explanatory factors for employee performance within the organizational context examined.

The simultaneous finding provides a more comprehensive perspective than examining each variable independently. Work experience allows employees to develop practical competence through accumulated exposure to work situations. Coaching leadership strengthens this competence by providing guidance, feedback, and developmental support. Meanwhile, knowledge sharing enables employees to access additional information, experiences, and solutions from colleagues. These three mechanisms can therefore complement one another in supporting effective task completion and employee development.

E-ISSN : 2962-9713
P-ISSN : 2963-928X

The finding is consistent with previous research showing a positive relationship between work experience and employee performance. Research on managerial coaching has likewise demonstrated that coaching behavior can support individual performance and facilitate knowledge-sharing processes among employees. Taken together, these findings suggest that employee performance can be strengthened through an integrated human resource management approach rather than through isolated interventions.

From a managerial perspective, the findings imply that improving employee performance at PT Bukit Asam (Persero) Tbk requires an integrated strategy. The organization can strengthen employee performance by providing opportunities to accumulate and utilize work experience, developing supervisors' coaching capabilities, and establishing a work culture that encourages knowledge exchange and collaboration. Such an integrated approach can create a work environment that supports continuous learning, problem solving, competency development, and achievement of organizational targets.

CONCLUSION

This study concludes that **work experience, coaching leadership, and knowledge sharing each have a positive and significant effect on employee performance at PT Bukit Asam (Persero) Tbk**. Employees with greater work experience tend to demonstrate better performance through improved understanding of work procedures, problem-solving abilities, adaptability, and decision-making. Similarly, effective coaching leadership contributes to higher employee performance through guidance, constructive feedback, competency development, and continuous support. Knowledge sharing also enhances employee performance by facilitating the exchange of experience, information, skills, and work solutions among employees.

Furthermore, **work experience, coaching leadership, and knowledge sharing simultaneously have a positive and significant effect on employee performance**. The model explains **67.3% of the variance in employee performance ($R^2 = 0.673$)**, while the remaining 32.7% is attributable to other factors outside the research model. These findings indicate that improving employee performance requires an integrated approach that combines individual experience, developmental leadership, and a collaborative knowledge-sharing environment.

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