Kuram ve Uygulamada Eğitim Yönetimi
Educational Administration: Theory and Practice
2023, Cilt 29, Sayı 3, ss: 180-195
2023, Volume 29, Issue 3, pp: 180-195
www.kuey.net

Sharing Tacit Knowledge as a Strategy for Improving the Quality of Central Java Private Education Lecturers

Rini Werdiningsih [1*], *Emiliana Sri Pudjiarti* [2], *Fransiskus Janu Hamu* [3]

Article History

Article Submission
04 February 2023
Revised Submission
19 March 2023
Article Accepted
05 May 2023

Abstract

The problem that occurs in knowledge management is that several individuals control a lot of knowledge so when these individuals leave the organization, the organization will lose its knowledge. Therefore knowledge sharing is very important for the success of educational institutions. This study aims to examine the willingness to share tacit knowledge, its relation to perceived values, and altruistic behavior. This research was conducted at a private university in Central Java with a quantitative and qualitative approach. The quantitative approach uses a sample of 294 lecturers. Qualitative approach through triangulation of higher education leadership sources. The results of the study concluded that altruistic behavior is the best predictor in forming the desire to share knowledge between lecturers both internally and externally, and perceived value support is also an important factor for sharing knowledge. This finding implies the need to build a culture of sharing tacit knowledge through regular discussions at the study program level at the lowest structural scope. Discussions at the faculty and university level, as well as discussions with external parties, both fellow academics, and non-academicians, these activities must be under the umbrella of academic regulations and enhance the role of quality assurance as a control tool. All of this is believed to improve the quality of lecturers in implementing the Tri Dharma of Higher Education.

Keywords: Altruism Behavior; Perceived Value; Willingness to Share; Trust; Tacit Knowledge Sharing

[1*]*Associate Professor, Faculty of Social and political Sciences, University of August 1945, Semarang, Indonesia, rini-werdi@untagsmg.ac.id*

[2]*Professor, Faculty of Economics and Business, University of 17 August 1945, Semarang, Indonesia, emiliana-sripujiarti@untagsmg.ac.id*

[3]*Lecturer, Catholic Religious Education, Stipas Danum Pambelum Keuskupan Palangkaraya, Palangka Raya, Indonesia, fransisjanu@gmail.com*

Introduction

With the publication of regulations from the Ministry of Education and Culture as stated in the Minister of Research, Technology and Higher Education Regulation Number 51 of 2017 concerning Certification of Educators for Lecturers, Lecturers are required to be professional in carrying out their duties. In addition to professional educators and scientists, their primary responsibilities are to transform, develop and disseminate science, technology, and art through education, research, and community service. In this regard, the management of knowledge in education is very important, because knowledge is the most valuable asset. Knowledge is a unique and distinctive intellectual asset, and it is for this reason that academics popularize knowledge management through research and practice. Gamble (2020) states that there are two types of intellectual assets, first, explicit knowledge, namely knowledge that is collected and translated into a form of written documentation so that it is more easily understood by others, second, tacit knowledge, namely knowledge contained in one's mind by understanding and experience of the person himself, so this is what makes this type of knowledge unique and distinctive. This type of tacit knowledge is the most critical and difficult to articulate. Added value to an organization can also be seen from this type of knowledge in a knowledge management system.

Sharing tacit knowledge is one of the core concepts in the study of knowledge management (Sentika & Arissaputra, 2022). It is also known as the way people communicate and receive knowledge (Mønsted, 2005). Knowledge can be shared when a group works together to solve problems and generate new ideas (Nham et al., 2020). In the workplace, employees often share job-related information, values, experiences, knowledge, and skills with others either explicitly or tacitly (Wang, 2013). It is also explained that there are several ways for individuals to share explicit knowledge, for example, written notes and discussion of data analysis. Conversations during discussions and informal meetings also help develop new tacit knowledge among them (Gamble, 2020). For universities, lecturers can contribute to creativity, innovation, application of knowledge, and even competitive advantage through knowledge sharing (Asbari et al., 2019).

Knowledge management is a series of activities used by organizations to identify, create, explain, and distribute knowledge for reuse, knowledge, and learning within the organization. These activities are usually related to organizational objectives and are aimed at achieving a specific result such as shared knowledge, performance improvement, competitive advantage, and innovation (Garcia-Perez et al., 2018). Thus the ontological study in knowledge management is knowledge, and many organizations use knowledge management as a strategy for creating value, increasing organizational effectiveness and productivity, as well as an organizational competitive advantage, thus the core concept of knowledge management is how to explore, use, and disseminate knowledge.

Philipson and Kjellström (2020) hold the view that knowledge that is always created by individuals can be raised and expanded by organizations through social interaction where tacit knowledge is converted into explicit knowledge, therefore, the process of creating knowledge in organizations must be understood as a process that organizationally strengthens the knowledge created by individuals and its formation is part of the organization's knowledge network. Referring to the epistemological view of ownership, where knowledge is owned by individuals within the organization, the emphasis is on tacit knowledge and individual achievement. While the views related to the practical epistemological perspective that knowledge must be shared, so that knowledge becomes valuable, and if knowledge is hoarded it will soon become obsolete (Sentika & Arissaputra, 2022). Through this perspective, knowledge is in the context of individual interaction. This study tries to adopt a view of knowledge through the epistemology of ownership.

Polanyi (1966) provides a distinction between tacit and explicit knowledge, explicit knowledge is the knowledge that can be easily codified, transferred, communicated, or documented in a systematic language such as words and pictures (Sentika & Arissaputra, 2022) . This usually consists of technical knowledge, instructions, and processes, in contrast, tacit knowledge is the knowledge that is personal, specific and subjective, and rooted in action, commitment to involvement, and particular contexts, as subjective, and rooted in action, commitment to involvement, and particular contexts, as Polanyi (1966) defines tacit knowledge as knowledge which is known but difficult to express because it has been internalized in the subconscious mind.

Tacit knowledge denotes a level of understanding that cannot be made explicit because it is not accessible to the conscious mind.

The question is "How can the knowledge possessed by individuals, in this case, the lecturers as a result of a non-stop learning process, be shared with all lecturers in educational institutions?" because the problem that often occurs in knowledge management is the amount of knowledge that is controlled by several individuals, then when these individuals leave the organization (exit), it is likely that the organization will lose its knowledge (Sentika & Arissaputra, 2022). Therefore knowledge sharing is very important for the success of educational institutions because the dissemination of knowledge on parts of the organization is very beneficial (Asbari et al., 2019; Garcia-Perez et al., 2018; Sentika & Arissaputra, 2022).

Many organizations do not know or do not know the potential for hidden knowledge possessed by their members, this statement can be seen from the results of research (Dhelphi Group) that knowledge in organizations is stored in a structure of 42% in the minds (brain) of employees/members; 26% paper documents; 20% electronic documents; and 12% knowledge based-electronics. Thus the culture of sharing knowledge is a basic problem at the knowledge management implementation level holds the view that the ability to associate is highly dependent on a condition in which the community is willing to share to find common ground for shared norms and values if this ethical-normative meeting point is found, then in turn, individual interests will submit to the interests of the group community (Zhao et al., 2018). Therefore knowledge sharing has many potential benefits that can be realized, although there are still workers who do not have the will to share knowledge (Mohajan, 2019). Because they think that knowledge is very important and valuable to protect so that their position and position in an organization is secure, and not replaced by someone else, storing knowledge is a natural tendency, which may be difficult to change. Another reason why people don't want to share knowledge is that they feel that sharing knowledge is a waste of time and effort, and can be used for other work activities that can generate greater personal benefits and benefits that exceed expectations (Natek & Lesjak, 2021).

Based on the explanation above, this study aims to examine knowledge sharing at private universities (PTS) in Central Java. The choice of higher education institutions as a research context is because higher education institutions are organizations engaged in the field of knowledge and information services. Learning and knowledge sharing is at the forefront and determine lecturer performance and institutional performance. Another interesting phenomenon is that higher education institutions have unique characteristics when compared to other public sector organizations, and also play an important role in various innovations.

Apart from that, there is also an increasing demand for higher education institutions to be able to respond to every development need, by becoming the driving force and source of knowledge for the development of higher education institutions. This condition has encouraged higher education institutions to not only carry out educational activities but are required to become research organizations that provide various solutions to problems experienced by stakeholders, both industry, government, and other parties who need them. Several other facilitators and deterrents of knowledge-sharing behavior that have been reported in the literature include knowledge properties (Matic, Cabrilo, & Grubic-Nesic, 2017; Szilva, Caganova, Bawa, & Pechanova, 2018), managerial actions and management style (Krylova, Vera, & Crossan, 2016), and individual characteristics such as the individual's tendency to believe (Matzler et al., 2006). Therefore, the tendency of lecturers to trust others will positively influence their willingness to share knowledge, perceived values also influence knowledge-sharing behavior, and the impact of all of these will affect the overall service innovation performance of higher education institutions.

Literature Review

Hypotheses Development

Perceived Value and Willingness to Share

Perceived value is one of several theories that discuss the value of information. Based on research conducted by Gallarza and Saura (2006) referring to Zeithaml (1988), the definition of

perceived value, which is the most widely accepted, namely: the overall assessment of the usefulness of a product by looking at it based on perceptions of what is received and what is given.

Table 1. State of The Art Perceived Value and Willingness to Share

No.	Researcher	Findings
1	Mahmood et al. (2020b)	The findings of this study conclude that the perceived value of knowledge influences the intention to share tacit knowledge.
2	Ahmet Demir, et al. (2020)	The results reveal that service quality directly affects perceived value and satisfaction but has no direct effect on willingness to pay
3	C. Schumacher (2022)	Empirical findings show that national culture directly influences willingness to share and moderates the effects of privacy concerns and perceived benefits on Willingness to Share
4	Medberg, G. and Grönroos, C. (2020)	This study identified seven empirical dimensions of positive and negative usage value: solution, attitude, convenience, expertise, speed of service, flexibility, and monetary cost. Interestingly, this value dimension overlaps greatly with the service quality dimension

H1: Perceived Value positively influences Willingness to share

Altruism behavior and Trust

The concept of altruism was first introduced by Auguste Comte, who defined altruism as the principle of devoting behavior for the benefit of others (Khoa et al., 2020). The psychological basis for altruism is explained in social exchange theory (Honeycutt, 2014). Self-space basis views that altruism is open-mindedness as a result of the urge to meet the needs of coexistence with others (Khoa et al., 2020). Sociologically, altruism makes individuals willing to put others before themselves and makes individuals ready to help others without expecting anything in return (Khalil, 2001). According to Slonim and Garbarino (2008), trust and altruism have a significant relationship in influencing business success, as well as the findings (Khoa et al., 2020) that altruism, peer support, and leader support have a positive and significant effect on employee trust.

Table 2. State of the art Altruism Behavior and Trust

No	Researcher	Findings
1	Slonim and Garbarino (2008)	Trust and altruism are important behaviors that influence successful decisions and business growth.
2	Brülhart and Usunier (2008)	Reciprocal relationships, interactions, and trust are distinct and relevant components of individual preference and altruism. Formally the test describes dominant altruism in favor of trust and giving more to the poor.
3	Khoa et al. (2020)	From the research results it is known that altruism, peer support, and leader support have a positive and significant effect on employee trust. In terms of employee demographic characteristics, it appears that voting behavior tends to vary significantly depending on position and level of education.

H2: Altruism behavior positively influences Trust

Willingness to Sharing and Tacit Knowledge Sharing

Willingness emphasizes collective interests that prioritize groups (De Vries et al., 2006). The will philosophy primarily considers group members as the most relevant factors leading to the formation of intentions and the performance of the behavior. Willing to share describes the extent to which individuals are ready to transfer intellectual resources and share them with other team members and organizational members. Susanty et al. (2016) show that personal intention to share information is a fundamental determinant of knowledge sharing. A study conducted by De Vries et al (2006), emphasized that willingness is related to knowledge gathering and knowledge donation.

Knowledge-sharing attitudes about willingness mediate the relationship between communication style, job satisfaction, and performance beliefs on knowledge-sharing behavior.

Table 3. State of the art Willingness to Share and Tacit Knowledge Sharing

No.	Researcher	Findings
1	Manus et al. (2016)	These findings provide researchers with an overall topology of the KS factors and equally offer useful insights for managers looking to increase their willingness to share knowledge within their firms.
2	Du et al. (2012)	This study looks at the factors that influence the extent of willingness to share information from a partnership perspective. Template-based and proactive information sharing suggests that as partnerships become closer, the willingness to share template-based information increases, and consequently the willingness to share information becomes proactive.
3	Gosain et al. (2004)	Willingness to share reflects the quality of the information shared, including timeliness, accuracy, adequacy, completeness, and reliability. These dimensions, combined with the extent of information sharing and the level of coordinated knowledge involved, influence the quality of decisions made by firms.

H3: Willingness to share positively influences Tacit Knowledge Sharing

Trust and Tacit Knowledge Sharing

The sharing of tacit knowledge is considered a form of intellectual capital preceded by the formation of trust (Lin, 2007). To create an organizational culture that encourages the sharing of tacit knowledge, trust must be built. Trust is more than just an emotional expression of belief in others because trust consists of ethical behavior, competence, reliability, and integrity. In essence, trust can increase organizational commitment and expertise. High trust is closely related to employee engagement, customer satisfaction, and business success. Trust plays a major role in teamwork and effective task completion. Additionally, trust builds confidence and encourages honest feedback that enhances the quality of information. In other words, trust in the workplace helps organizations achieve quality performance through the sharing of tacit knowledge, to improve employee expertise and quality of information. By integrating the dynamics of trust into the core values of an organization's culture, interactions are not only between colleagues but also management and their employees (Nesic & Lalic, 2016).

Table 4. State of The Art Trust and Tacit Knowledge Sharing

No.	Researcher	Findings
1	Ogunmokun et al. (2020)	The results of the empirical analysis reveal that the tendency of trust is positively related to knowledge-sharing behavior, and knowledge-sharing behavior is positively related to organic organizational structure and service innovation.
2	Holste and Fields (2010)	Trust influences staff members' willingness to share tacit knowledge and affect-based trust has a significantly greater influence on willingness to share tacit knowledge, whereas cognition-based trust plays a bigger role in willingness to use tacit knowledge
3	Samadi et al. (2015)	The results of the study concluded that there is a relationship between organizational trust and knowledge sharing between employees with generational differences. This finding contributes significantly to the advancement of knowledge management research literature because it contributes ideas for managers to gain better insights about the

No.	Researcher	Findings
		relationship between trust built among multigenerational employees and knowledge sharing.
4	Ni and Ganesharatnam (2022)	The results of this study indicate that sharing explicit and tacit knowledge has a positive and significant effect on teachers' innovation capabilities, both directly and through the mediation of organizational learning while sharing tacit knowledge has a positive and significant effect on teachers' innovation capabilities through the mediation of mutual trust.

H4: Trust positively influences tacit knowledge sharing

Perceived Value and Tacit Knowledge Sharing

Generally, people are motivated to share tacit knowledge after having experience, and sharing tacit knowledge will not reduce the value, on the other hand, sharing tacit knowledge increases value for owners because it can be more beneficial such as receiving respect from colleagues, where the concept of value has a different view. more holistic and can include dimensions: benefits, uniqueness, uses, and resources. Collectively they form a perception of Value (Mahmood et al., 2020b). While a broad perception of value will compensate for a single perception, where the value given to knowledge will be based on all four dimensions and develop positive perceptions of sharing knowledge. Ignacio (Castañeda, 2015) in his study verified the positive relationship between Perceived Value and Tacit Knowledge Sharing.

Table 5. State of The Art Perceived Value and Tacit Knowledge Sharing

No.	Researcher	Findings
1	Mahmood et al. (2020b)	Sharing Tacit Knowledge is a challenge but it provides increased performance and rapid innovation within the organization. This study highlights the OCB factor and perceived value of knowledge impact on tacit knowledge share, its findings conclude that perceived value is significant for tacit knowledge share
2	Castañeda (2015)	Found that the perceived value of knowledge is directly related to the intention to share knowledge when the sharer does not lose. Perceived value implies high communication and low knowledge protection. Conversely, if knowledge is perceived as unique or singular, then individuals may feel that when they share it, this knowledge may lose value. In that case, one would have no intention of sharing it.

H2: Perceived Value positively influences Tacit Knowledge Sharing

Altruism behavior and Tacit Knowledge Sharing

Altruism is voluntary behavior that is carried out intentionally with the motivation to benefit others without wanting rewards or the desire to avoid punishment, such altruistic actions are intentional actions to help/benefit others without bringing benefits to oneself, sometimes even making the individual have to pay (Pfattheicher et al., 2022), and more motivated by the desire to benefit others (Solorzano et al., 2022).

Table 6. State of the Art of Altruism Behavior and Tacit Knowledge Sharing

No.	Researcher	Findings
1	Obrenovic et al. (2020)	Willingness to share has a direct impact on the sharing of tacit knowledge by mediators of altruism. Altruism has an indirect effect on sharing tacit knowledge when subjective norms become the mediator. The findings show that social capital, such as altruism, has an effect on tacit knowledge sharing compared to personality traits that feature an intrinsic component.
2	Mahmood et al. (2020a)	Sharing Tacit Knowledge is a challenge but it provides increased performance and rapid innovation within the organization. This research

No.	Researcher	Findings
		explores the problem of sharing tacit knowledge from a behavioral perspective and focuses on forming intentions and attitudes toward sharing tacit knowledge. As interest in sharing tacit knowledge increases, this research conducts a systematic literature survey and notes key individual-level factors influencing tacit knowledge sharing such as OCB and Perceived Value of Knowledge (PVK), and discusses their role in influencing Intentions to Share Tacit Knowledge.
3	Shaari et al. (2015)	Altruism and virtual practice communities as key antecedents to facilitating knowledge-sharing behavior among nurses. The conceptual framework integrates social cognitive theory, social capital theory, and SDGs.

H6: Altruism behavior positively influences Tacit Knowledge Sharing

Frameworks

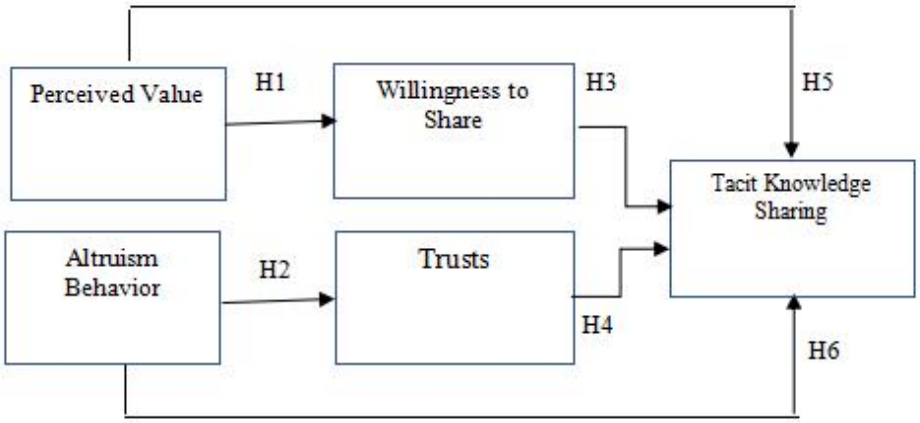

Figure 1. Framework

Methodology

This research focuses on private higher education institutions in Java to make empirical generalizations with a non-probability purposive sampling technique. The criteria for selecting respondents for this study were: permanent lecturers with a minimum working period of 5 years at the educational institution; Work in a position where they are allowed to innovate work processes. The minimum sample requirement for this study is twenty times the number of paths in the research model. In this research model, there are 32 indicators, so the minimum sample is 170 respondents, but in this study, the number of observation units is 280.

Table 7. Variable measurement scale

No.	Variable name and indicator	Research Indicators
1	Altruism Behavior (David G. Myers, 2012)	Empathic: feeling most responsible, social, adaptable, tolerant, self-controlled, and motivated to make a good impression. Belief in a just world, the belief that in the long term wrong will be punished and good will be rewarded. People who have a strong belief in world justice will be motivated to easily show helping behavior. Social responsibility is being responsible for whatever other people do so that when other people need help, that person must help them. Internal self-control: things that are done are motivated by internal

No.	Variable name and indicator	Research Indicators
		control (e.g. self-satisfaction).
2	Perceived Value (Sweeney, 2001)	Emotional value: a utility that comes from positive feelings or affective/emotions, with indicators: pleasure, pride, gratitude Social value, the utility that is obtained from the ability of something to improve self-concept, with indicators: relationships, cooperation, and mutual support. Information, and utility were obtained from perceptions of quality and expected performance, with indicators: accuracy, speed, and timeliness. Entertainment, the utility of something like building personal branding, prestige, and confidence.
3	Tacit Knowledge Sharing (Asbari et al., 2019)	Knowledge transfer is largely determined by the credibility of the transferor through face-to-face interactions. Share through analogies, metaphors, and experimental, intuitive stories, communicated through face-to-face collaboration Rules-of-thumb and imaginative skills, physical maneuvering, increased efficiency, image formation and recognition, and handling human relations Shared through highly interactive conversations, telling stories, sharing experiences
4	Trusts (Nguyens, 2014)	Trustworthy: considers other parties trusted to do a job Benefit: believing that activity will bring benefits Promise: believes that the other party can keep promises Job right: believe that other parties can do the job right.
5	Willingness to Share (Wangpipatwong et al., 2009))	Willingness to share lecture material with friends Willingness to discuss new ideas with friends Willingness to share the knowledge gained with friends Willingness to accept input from friends Willingness to collaborate Willingness to accept criticism from friends Willingness to listen to the problems faced by friends Willingness to help solve a friend's problem

Data Analysis

Data was collected through surveys and analyzed with Structured Equation Modeling-Partial Least Square (SEM-PLS) - SMART PLS 5 (Becker et al., 2015). SEM-PLS is used to assess the outer model and inner structural model. Outer model assessment to evaluate the validity, consisting of average variance extracted (AVE) test, loading factor, Fornell lesser criteria, and cross-loading. Furthermore, reliability evaluation is carried out through composite reliability evaluation. After the measurement model has been evaluated, the structural model must also pass through several evaluations to determine whether all paths (relationships between one construct and another construct) have an acceptable fit. The fit was assessed for each path in the model, and the overall fit goodness-of-fit assessment of the model is not recommended because the overall fit measure is biased toward large sample sizes. Evaluation for the measurement model is R2, predictive relevance of Q2, and the size and significance of the path coefficient.

Results

The survey was conducted on 280 respondents, but 4 responses were incomplete so 274 respondents were declared fit. The respondents were lecturers with various demographic backgrounds from several private universities (PTS) in Java. Table 8 is a detailed demographic profile of the 274 respondents who were sampled.

Table 8. Demographic Profile of Respondents

Demographic Profiles	Frequency	%	Demographic Profiles	Frequency	%
Gender			**Marital status**		
Male	118	43.07%	Single/have not married	63	22.26%
Female	156	56.93%	Married	211	77.01%
Tenure			**Education Level**		
			Bachelor degree	14	5.11%
			Grade 2	203	74.09%
Less than six years	12	4.38%	Grade 3	57	20.80%
1-5 years	76	27.74%	**Academic Positions**		
6-10 years	81	29.56%	Functional	2	0.73%
11-15 years	83	30.29%	Expert Assistants	8	0.00%
More than fifteen years	22	8.03%	Lector	111	2.92%
			Head Lecturer	51	40.51%
			Professor	4	18.61%

Table 8 explains that women occupy the majority position, and seen from the level of education, the majority hold master's degrees. For years of service, most of the respondents have worked between 11 to 15 years, and most of their academic positions are lecturers.

Outer Model Evaluation

Following the evaluation of the outer model, first, we assess Percive Value (PV) because the construct is a second-order construct. The iterative indicator approach is used in the first order to extract latent variable scores in each first-order construct. After the latent variable scores are loaded in the second-order model, then assess the validity and reliability criteria for each construct in the measurement model are. Table 9 summarizes the AVE, composite reliability, and Fornell-lacker criteria for each construct in this study.

Table 9. Validity and Reliability Criteria for Each Construct

Construct	Composite reliability*	AVE **	Fornell-Lacker Criterion***				
			Altruism Behavior	Perceived Value	Tacit Knowledge Sharing	Trusts	Willingness to Share
Altruism Behavior	0.916	0.731	0.855				
Perceived Value	0.918	0.784	0.454	0.696			
Tacit Knowledge Sharing	0.942	0.801	0.517	0.503	0.895		
Trusts	0.931	0.771	0.399	0.406	0.474	0.878	
Willingness to Share	0.922	0.598	0.308	0.523	0.467	0.332	0.773

*Composite reliability should be more than 0.7

** AVE should be more than 0.5

***Fornell-Lacker Criterion should be more than the correlation value of that construct to

another construct

Based on Table 9 above, all constructs meet the AVE criteria (concurrent validity), composite reliability, and Fornell Lacker criteria (discriminant validity and reliability). In addition, the majority of outer loading (can be seen in the attachment) for each indicator is more than 0.7, based on the cross-loading value, all indicators have the highest loading value in their respective constructs, indicating that all constructs have discriminant validity that can be accepted.

Inner Model Assessment

After the outer model of this study has been assessed, Table 10 summarizes the criteria used to assess the inner model of this study.

Table 10. r-square, f-square, Q and q-square

Construct	r-square	f-square	Q-square	q-square
Tacit Knowledge Sharing	0.438*	0.107**	0.343***	****
Trusts	0.223*	0.082**	0.164***	****
Willingness to Share	0.273*	0.336**	0.160***	****

*paths with r-square less than 0.5 are considered weak predictive accuracy

** path with an f-square above 0.35 is considered large

***path with a Q-square of more than 0 has predictive relevance

****path q-square more than 0.25 is considered medium predictive relevance

Table 10 shows that four inner model criteria have a weak r-square value. All paths in the model have a weak r-square level. Furthermore, f-square, the effect size of the exogenous constructs, indicates that all pathways have large effect sizes. Lastly, Q and q square show that all exogenous have great predictive relevance to the endogenous variables.

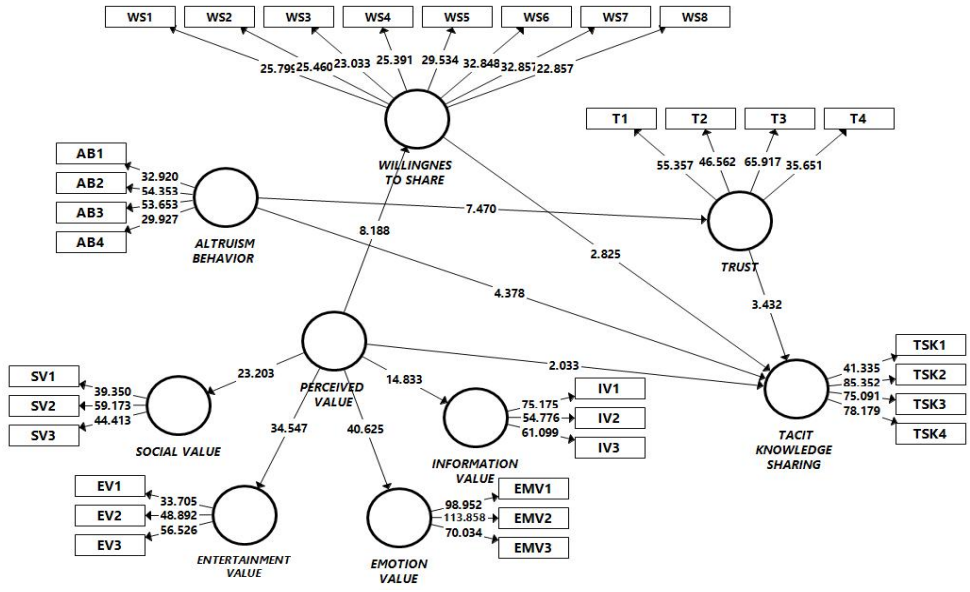

Figure 2. Full SEM model

Table 11 shows the beta pathways and p values of the two pathways in the model. Beta paths and p-values were extracted from 500 bootstraps using SMART PLS5.

Table 11. Path beta, t-value, and P-value

Path	Path beta	t-value	P-values
Altruism Behavior→Tacit Knowledge Sharing	0.285	4,515	0.0001
Altruism Behavior→Trusts	0.270	4,371	0.0001
Perceived Value→Tacit Knowledge Sharing	0.272	2,978	0.039
Perceived Value→Willingness to Share	0.523	8.004	0.0001
Trusts→Tacit Knowledge Sharing	0.218	3,672	0.0001
Willingness To Share→Tacit Knowledge Sharing	0.216	2,709	0.007

As shown in Table 11, all seven beta pathways are significant at 5%. Beta in positive value. These results support hypotheses 1 to 7 and are declared accepted. Furthermore, a test of the mediation hypothesis can be seen in Table 12.

Table 12. Direct, indirect effects and VAF

Path	Value	P-value
Direct effect (Altruism Behavior→Tacit Knowledge Sharing) [1]	0.285	0.0001
Indirect effect (Altruism Behavior→Trusts→Tacit Knowledge Sharing) [2]	0.059	0.017
Total effect (direct +indirect) [3]	0.344	
VAF ([2]/[3])	0.172	
Direct effect (Perceived Value→Tacit Knowledge Sharing) [1]	0.272	0.039
Indirect effect (Perceived Value→Trusts→Tacit Knowledge Sharing) [2]	0.062	0.003
Total effect (direct +indirect) [3]	0.334	
VAF ([2]/[3])	0.186	
Direct effect (Perceived Value→Tacit Knowledge Sharing) [1]	0.272	0.039
Indirect effect (Perceived Value→Willingness to Share→Tacit Knowledge Sharing) [2]	0.113	0.019
Total effect (direct +indirect) [3]	0.385	
VAF ([2]/[3])	0.294	

Altruism Behavior (altruistic behavior) refers to a person's tendency to take actions that benefit others without taking into account the personal benefits obtained. Tacit Knowledge Sharing (implicit knowledge sharing) refers to the process by which individuals voluntarily share knowledge that is difficult to articulate, such as experience, intuition, and practical skills with others in an organization. The results of the analysis as shown in Table 12 show that the direct effect of altruism on tacit knowledge sharing [1] is 0.285, while the indirect effect through trust is 0.059 [2], so the total effect [1 + 2 = 3] is 0.344. The ratio of the indirect effect coefficient to the total coefficient is called the VAF of 0.172 or 17.2%. This figure is below the cut of the value of 80% (Ken, 2019), so the trust variable is concluded to be worthy of mediation, it is also proven that the significance value (p-value) of the influence of these variables is still below 0.05

Perceived Value is a subjective perception or judgment made by individuals about the value or benefits obtained from products or services offered by an organization, while Tacit Knowledge Sharing refers to a process where individuals voluntarily share knowledge that is difficult to articulate, such as experience, intuition, and practical skills to others in an organization. The results of the analysis as shown in Table 12 show that the direct effect of Perceived Value on tacit knowledge sharing [1] is 0.272, while the indirect effect through trust is 0.062 [2], so the total effect [1 + 2 = 3] is 0.334. The ratio of the indirect effect coefficient to the total coefficient is called the VAF of 0.186 or 18.6%. This figure is below the cut of the value of 80% (Ken, 2019), so the trust variable is concluded to be worthy of mediation, it is also proven that the significance value (p-value) of the influence of these variables is still below 0.05

Perceived Value is a subjective perception or judgment made by individuals about the value or benefits obtained from products or services offered by an organization, while Tacit Knowledge Sharing refers to a process where individuals voluntarily share knowledge that is difficult to articulate, such as experience, intuition, and practical skills to others in an organization. The results of the analysis as shown in Table 12 show that the direct effect of Perceived Value on tacit knowledge sharing [1] is 0.272, while the indirect effect through Willingness to Share is 0.113 [2], so the total effect [1 + 2 = 3] is 0.385. The ratio of the indirect effect coefficient to the total coefficient is called the VAF of 0.293 or 29.3%. This figure is below the cut of the value of 80% (Ken, 2019), so the Willingness to Share variables is concluded to be worthy of mediation, it is also proven that the significance value (p-value) of the influence of these variables is still below 0.05

Discussion

These findings are in line with the basic tenets of the theory of planned behavior and the extensive empirical evidence to support this proposition. This study concludes that willingness to share influences tacit knowledge-sharing behavior. Therefore this study found that willingness to share knowledge influences tacit knowledge sharing and serves as a mediator between knowledge-sharing behavior and personality characteristics. When planning behavior, choices are analyzed to identify the one that is most likely to lead to the desired goal. When individuals perceive that joint efforts make the completion of targeted tasks more likely, they will willingly share their experiences with others under conditions of reciprocity. Lecturers will share knowledge to gain the necessary knowledge to complete assignments. Therefore, the teacher's willingness to share exerts sharing behavior increases when there is a visible relationship between effort and outcome, that is when individuals perceive that joint effort makes sense of the outcome. Generally, to effectively inspire knowledge sharing among lecturers is the main knowledge management effort (Wang, JS, Lin, CW, Yang, YTC, & Ho, 2012), although sometimes lecturers tend to see knowledge as a means of control and power (Anitha Chennamanini, 2012).

The awareness of collaborating as educators in self-development is in line with the philosophy of educational administration which requires the need for cooperation by utilizing all available resources needed to achieve educational goals that have been set effectively and efficiently (Castetter, 1996).

The results of interviews with several higher education leaders explained that the higher frequency of internal discussions and external discussions with institutions outside the campus conducted by lecturers had an impact on the quality of the performance of the Tri Dharma of Higher Education. This is where the role of effective knowledge management is recognized as the foundation of any higher education to maximize its capabilities and achieve goals. Higher education institutions strive to increase the knowledge that is mostly stored in the minds of individual lecturers which is useful for creating value and driving success.

Effective implementation of higher education knowledge management requires maximum management through the application of appropriate policies to improve the quality of education to answer the vision and mission of the institution. One such policy is an innovative learning process for lecturers through the practice of sharing knowledge because sharing knowledge is a vital process in the world of education. And enable the transfer of knowledge. Given that knowledge is always a valuable asset, some individuals tend to hoard knowledge for various reasons, and therefore, sharing knowledge among lecturers is a voluntary action to be actively involved in the process of improving the quality of education. This tacit sharing encourages people to think creatively.

The next condition is that individual lecturers can think systemically to complete their work, and can deepen self-mastery through self-confidence so that they can increase their knowledge and skills and carry out their duties and responsibilities better in carrying out the tri dharma of higher education. It is as described by Obrenovic et al. (2020) stated that empathy is a person's ability to understand the feelings and emotions of others and the ability to imagine oneself in the place of other people. Therein lies the success in sharing tacit knowledge depending on the frequency and quality of interactions between lecturers, and the willingness and ability to use the knowledge.

Conclusion

This study concludes that altruistic behavior is the best predictor in forming the desire to share knowledge between lecturers both internally on campus and with external parties, besides that the support of perceived value is also an important factor in forming the desire to share knowledge. This finding implies that it is necessary to build a culture of sharing knowledge through regular discussions at the level of study programs at the lowest structural scope, and discussions at the faculty and university levels, besides that also discussions with external parties both fellow academics and non-academicians, the activity This must be covered by academic regulations and the development of quality assurance as a means of control. All of this is believed to improve the quality of lecturers in implementing the Tri Dharma of Higher Education.

Education is a system of change toward intelligence, maturity, and self-maturation. Obtaining a proper education is an obligation as well as the human right of every person to become mature, skilled, and intelligent as a provision for living his life. Education can take place in various ways, forms, and types, one of which is collaborative knowledge "sharing knowledge" between individual lecturers as actors of education.

The weakness of this study is that it has not been able to identify problems in higher education comprehensively such as sharing knowledge related to higher education governance, higher education finance, and the process of recruiting and maintaining lecturers. Therefore, recommendations for future research must include these variables as research variables.

References

Anitha Chennamanini, JTCT, & MKR (2012). A unified model of knowledge sharing behaviors: theoretical development and empirical test. *Behavior & Information Technology, 31*(11), 1097-1115.

Asbari, M., Wijayanti, L. M., Hyun, C. C., Purwanto, A., & Santoso, P. B. (2019). Effect of Tacit and Explicit Knowledge Sharing on Teacher Innovation Capability. *Educational Dynamics, 14*(2), 227-243.

Becker, J. M., Ringle, C. M., Sarstedt, M., & Volckner, F. (2015). How collinearity affects mixture regression results. *Marketing Letters, 26*(4), 643-659.

Brülhart, M., & Usunier, J. C. (2008). *Verified trust: Reciprocity, altruism, and randomness in trust games*. IRM

Castañeda, Z., & Ignacio, D. (2015). Knowledge sharing: The role of psychological variables in leaders and collaborators. *Suma Psicológica, 22*(1), 63-69.

Myers. D. G. (2012). *Social Psychology (10th ed.)*. New York, USA: McGraw-Hill.

Donald Hislop, Rachelle Bosua, R. W. H. (2018). *Knowledge Management in Organizations: a critical introduction (4th ed.)*. Oxford, UK: Oxford University Press.

Du, T. C., Lai, V. S., Cheung, W., & Cui, X. (2012). Willingness to share information in a supply chain: A partnership-data-process perspective. *Information and Management, 4*9(2), 89-98.

Gallarza, & Saura (2006). Value dimensions, perceived value, satisfaction and loyalty: an investigation of university students' travel behavior. *Value Dimensions, Perceived Value, Satisfaction and Loyalty: An Investigation of University Students' Travel Behavior, 27*(3), 437-452.

Gamble, J. R. (2020). Tacit vs explicit knowledge as antecedents for organizational change. *Journal of Organizational Change Management, 33*(6), 1123-1141.

Garcia-Perez, A., Cegarra-Navarro, J. G., & Jahantab, M. M. (2018). Knowledge Sharing as a Driver of Competitive Advantage: Two Cases from the Field. *Knowledge Management and Organizational Learning, 6*, 145-167.

Gosain, S., Malhotra, A., & El Sawy, OA (2004). Coordinating for flexibility in e-business supply chains. *Journal of Management Information Systems, 21*(3), 7-45.

Holste, J. S., & Fields, D. (2010). Trust and tacit knowledge sharing and use. *Journal of Knowledge Management, 14*(1), 128-140.

Honeycutt, J. M. (2014). Altruism and Social Exchange Theory: the Vicarious Rewards of the Altruist. *Social Thought and Research, 6(1), 93-99*.

Islam, M. Z., Jasimuddin, S. M., & Hasan, I. (2015). Organizational culture, structure, technology infrastructure and knowledge sharing. *Vine, 45*(1), 67-88.

Khalil, E. L. (2001). Adam smith and three theories of altruism. *Recherches Economiques de Louvain, 67*(4), 421-435.

Khoa, B. T., Huynh, L. T., & Nguyen, M. H. (2020). The relationship between perceived value and peer engagement in the sharing economy: A case study of ridesharing services. *Journal of System and Management Sciences, 10*(4), 149-172.

Krylova, K. O., Vera, D. & Crossan, M. (2016). Knowledge transfer in knowledge-intensive organizations: the crucial role of improvisation in transferring and protecting knowledge. *Journal of Knowledge Management, 2*0(5), 1045-1064.

Lin, H. F. (2007). Knowledge sharing and firm innovation capability: an empirical study. *International Journal of Manpower, 28*(3/4), 315-332.

Mahmood, A., Tasmin, R., Saeed, B., & Saeed, A. Tacit Knowledge Sharing in Technology-Based Firms: Role of Organization Citizenship Behavior and Perceived Value of Knowledge. *International Journal of Scientific & Technology Research, 9*(3), 5296-5302.

Mc Manus, P., Ragab, M., Arisha, A., & Mulhall, S. (2016, September). Review of factors influencing employees' willingness to share knowledge. In *Proceedings of the 18th European conference on knowledge management (ECKM)*. Reading, UK: Academic Conferences International Limited.

Matić, D., Cabrilo, S., Grubić-Nešić, L., & Milić, B. (2017). Investigating the impact of organizational climate, motivational drivers, and empowering leadership on knowledge sharing. *Knowledge Management Research & Practice, 15*(2), 431-446.

Matzler, K., Bidmon, S., & Grabner-Kräuter, S. (2006). Individual determinants of brand affect: The role of the personality traits of extraversion and openness to experience. *Journal of Product and Brand Management, 15*(7), 427-434.

Mohajan, HK (2019). Knowledge Sharing among Employees in Organizations. *Journal of Economic Development, Environment and People, 8*(1), 52.

Mønsted, M. (2005). *Knowledge sharing and methods of communication in high technology firms*. In *the Organizational Knowledge and Learning Conference*. Bentley College, Boston, USA.

Natek, S., & Lesjak, D. (2021). Knowledge management systems and tacit knowledge. *International Journal of Innovation and Learning, 29*(2), 166-180.

Nesic, A., & Lalic, D. (2016). The Impact of Trust on Job Performance in Organizations. *Management-Journal for Theory and Practice of Management, 21*(81), 27-34.

Nguyen, et all. (2014). The exoskeletal structure and tensile loading behavior of an ant neck joint. *Journal of Biomechanics, 47*(2), 497-504.

Nham, T. P., Tran, N. H., & Nguyen, H. A. (2020). Knowledge sharing and innovation capability at both individual and organizational levels: An empirical study from Vietnam's telecommunication companies. *Management and Marketing, 15*(2), 275-301.

Eu, C. N., & Sumitha, G. (2022). DETERMINANTS OF KNOWLEDGE SHARING BEHAVIOUR AMONG STUDENTS OF PRIVATE HIGHER EDUCATION INSTITUTIONS IN KLANG VALLEY, MALAYSIA. *Journal of Business and Social Sciences, 2022*(17), 1-19.

Obrenovic, B., Jianguo, D., Tsoy, D., Obrenovic, S., Khan, M. A. S., & Anwar, F. (2020). The Enjoyment of Knowledge Sharing: Impact of Altruism on Tacit Knowledge-Sharing Behavior. *Frontiers in Psychology, 11*, 1-16.

Ogunmokun, OA, Eluwole, K. K., Avci, T., Lasisi, T. T., & Ikhide, J. E. (2020). Propensity to trust and knowledge sharing behavior: An evaluation of importance-performance analysis among Nigerian restaurant employees. *Tourism Management Perspectives, 33*, 100590.

Pfattheicher, S., Nielsen, Y. E. S., & Thielmann, I. (2022). Prosocial behavior and altruism: A review of concepts and definitions. *Current Opinion in Psychology, 44*, 124-129.

Philipson, S., & Kjellström, E. (2020). When objects are talking: How tacit knowing becomes explicit knowledge. *Journal of Small Business Strategy, 30*(1), 68-82.

Samadi, B., Wei, C. C., Seyfee, S., & Yusoff, W. F. W. (2015). Conceptual model of organizational trust and knowledge sharing behavior among multigenerational employees. Asian Social *Science, 11*(9), 32-42.

Sampe, F., Cakranegara, P. A., Yusuf, M., Rahayu, M., & Nasution, R. A. (2022). EMPLOYEE PERFORMANCE AND HUMAN RESOURCE PROTECTION. *Jurnal Ekonomi, 11*(03), 1045-1049.

Sentika, S., & Arissaputra, R. (2022). Knowledge Sharing is The Key Success Factor to Building Competitive Advantage in Indonesia: a Review and Hint for Future Research. *Budapest Int Res Critics Inst (BIRCI-J): Humanit Soc Sci, 5*(1), 3095-3103.

Shaari, R., Bakri, N., & Mannan, A. A. (2015). ScienceDirect Antecedents of Knowledge Sharing Behavior among Nurses: Towards Research Agenda. *Procedia-Social and Behavioral Sciences, 171*, 635-641.

Singh Solorzano, C., Panasiti, M. S., Di Pucchio, A., & Grano, C. (2022). The Impact of Positivity and Parochial Altruism on Protective Behaviours during the First COVID-19 Lockdown in Italy. *International Journal of Environmental Research and Public Health, 19*(16), 10153.

Slonim, R., & Garbarino, E. (2008). Increases in trust and altruism from partner selection : Experimental evidence. *Experimental Economics, 11,* 134-153.

Sweeney;, J. G. N. S. (2001). Consumer perceived value: The development of a multiple item scale. *Journal of Retailing, 77*(2), 203-220.

Szilva, I., Caganova, D., Bawa, M., Pechanova, L., & Hornakova, N. (2018). Knowledge management perception in industrial enterprises within the CEE region. In *Cloud Infrastructures, Services, and IoT Systems for Smart Cities: Second EAI International Conference, IISSC 2017 and CN4IoT 2017, Brindisi, Italy, April 20-21, 2017, Proceedings 2* (pp. 66-75). New York, USA: Springer International Publishing.

Wang, J. S., Lin, C. W., Yang, Y. T. C., & Ho, Y. (2012). Walking pattern classification and walking distance estimation algorithms using gait phase information. *IEEE Transactions on Biomedical Engineering, 59*(10), 2884-2892.

Wang, Y. (2013). *Tacit Knowledge in Community of Practice: Implications of using Social Communication Tools* (Dissertation). Retrieved from http://urn.kb.se/resolve?urn=urn:nbn:se:lnu:diva-27822

Wangpipatwong, S., Chutimaskul, W., & Papasratorn, B. (2009). Quality enhancing the continued use of e-government web sites: Evidence from e-citizens of Thailand. *International Journal of Electronic Government Research, 5*(1), 19-35.

Yusuf, M., Fitriyani, Z. A., Abdilah, A., Ardianto, R., & Suhendar, A. (2022). The Impact Of Using Tokopedia On Profitability And Consumer Service. *Jurnal Darma Agung, 30*(2), 559-573.

Yusuf, M., Sutrisno, S., Putri, P. A. N., Asir, M., & Cakranegara, P. A. (2022). Prospek Penggunaan E-Commerce Terhadap Profitabilitas Dan Kemudahan Pelayanan Konsumen: Literature Review. *Jurnal Darma Agung, 30*(1), 786-801.

Zhao, J., Zhu, C., Peng, Z., Xu, X., & Liu, Y. (2018). User willingness toward knowledge sharing in social networks. *Sustainability (Switzerland), 10*(12), 1-27.