

# The Mediating Effect of Knowledge Sharing on the Relationship Between Organizational Support and Performance Scientific Publication Lecturers

Ratna Komala Putri, Shendy Amalia, Ervina CM Simatupang, Moh. Rusnoto Susanto, Flora Grace Putrianti, Triyono

**ABSTRACT---** This study aims to produce a study of the effect of organizational support on the performance of scientific publications of lecturers at private universities in West Java mediated by knowledge sharing. **Research Methods -** In this study, respondents consisted of 275 lecturers from 15 private universities accredited in West Java. Male respondents were 34.3% while 65.7% were female. This research uses quantitative method and structural equation model (SEM) is used as an analytical tool. **Originality -** The study of organizational support by sharing knowledge on the performance of scholarly scientific publications in private universities in West Java has never been done by previous researchers, so the current research has high originality. Thus, this study may contribute to improving the performance of scientific publications of lecturers at private universities. **Findings-Optimum organizational support through knowledge sharing can improve the performance of scientific publications of lecturers at private universities.**

**Keywords—**Mediating, Sharing Knowledge, Organizational, Scientific Publications.

## I. INTRODUCTION

Higher educational institutions are unit which provision higher education (Law No. 12 of 2012). It is the environment in which a scientific community (lecturers, students and technical practitioners within the universities) are responsible for promoting human dignity and cultural heritage by performing research, teaching and service which can be provided to local, national, regional and international environments. Law No. 14/2005 on Teachers and Lecturers article 1, section 2, states that lecturers are defined as professional educators and scientists whose the primary tasks are transforming, developing and disseminating science, technology and the arts through education, research, and community service. Furthermore, Kennedy[1] stated that academic duties of lecturers are to teach, to mentor, to serve the university, to discover, to publish, to tell the truth, to reach beyond the wall, and to change.

The above statement infers that one of the lecturers' academic duties is that they are expected to be able to discover and publish their findings. It is in the form of scientific publications in reputable national and international journals which function as a medium of self-actualization of

academics and researchers for international advancement of science.

The success indicator of higher educational institutions is measured by the extent to which the universities are capable to produce high-quality outputs which are recognized by the public, both the scientific community and public in general. The scientific publication in national as well as international journals publishers is one of the results/outputs of research and scientific work. In addition, publication of scientific journals is also a requirement for lecturers to be able to apply for lecturer functional promotion as stipulated in Regulation of the Minister of Administrative Reform and Bureaucratic Number 17 of 2013.

Rasula[2] also affirmed that improvement in performance is influenced by knowledge sharing among members of the organization. Meanwhile, according to Ming and Jessica[3], knowledge sharing is nature of academic institutions, about how many seminars as well as conferences are held and publications are produced by academics which far outweigh other professions, signifying the desire of academics for knowledge sharing. However, in academic institution, Ming and Jessica revealed that there often exists 'knowledge hoarding'. In line with the views of these both researchers, See and Manjit[4] also revealed that knowledge-sharing will help universities strengthen research and teaching activities. Given the importance of knowledge sharing; however, many scholars still hoard the knowledge they acquired.

Several studies conducted at higher educational institutions in Asia have shown that knowledge sharing activities in the academic environment encounter the same obstacles as that in the business environment. Moreover, Basu and Sengupta[5] revealed that there is a missing tradition of knowledge sharing in college institutions. It is indicated by carrying out some individualistic activities, limited internal peer groups and interaction with external experts limited to personal acquaintances. Raza and Arid [6] suggested that in a conducive environment of educational institutions, lecturers are given an opportunity to discuss academic issues in groups, seminars and conferences. Based on the statement, it is assumed that the academic atmosphere associated with scientific publications produced by lecturers are viewed both in terms of quantity and quality.

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Revised Manuscript Received on May15, 2019.

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*a. Support of Organization*

Support of organization is related to how the workers are organized into formal or informal units to achieve strategic missions and goals, how responsibilities of duties and job titles are shared, compensation processes are carried out, management of individual or employee's performance, promotion, communication, recruitment and planning are successfully managed. Within organizations, social interaction may occur in the context of individuals with their organizations. As such, the concept of organizational support is an attempt to explain the interaction of individuals with their organizations which particularly studies how organizations treat individuals (employees) which lead to generate employee perceptions of the treatment the organizations provide. Therefore, the organizational support can be defined as the employee's perception of the extent to which the organization provides support to employees and to the extent to which the organization's preparedness to provide assistance when needed.

The concept of organizational support referring to several authors, such as Rhoades and Eisenberger [7] stated that organizational support is the provision of voluntary resources and government regulations on health and safety. Eisenberger [7] argued that organizational support refers to the extent to which employees feel that their contribution is valued by the organization and that the organization cares about their well-being. Erdogan and Enders [8] said that organizational support is an individual trust that the organization cares about its standards and provides input by providing assistance and support. While Wendel [9] stated that organizational support refers to all matters relating to help and relationships between co-workers involving desire to help each other and the mutual need between superiors and subordinates. In other hands Levenson [10] said that organizational support is a reflection of employee perceptions of their organizational preparedness to appreciate efforts to improve work and meet their socio-emotional needs.

Ivancevich [11] argued and strengthen that organizational support is the amount of support and feelings received by colleagues, superiors, and departments which assist in successful tasks and workmanship. Mathis and Jackson [12] supported this support received from the organization in the form of productive training, equipment, expectations and teamwork. Baranik [13] argued that organizational support is guidance activities, such as employee counseling, challenging tasks for employees, employee protection, employee coaching, ensuring a harmonious relationship between employees and role modeling. Chiang and Hsieh [14] said that organizational support is the belief that leaders care about the needs of employees. In this study, the construct of organizational support is defined based on literature reviews and preliminary survey carried out to the lecturers of private universities in West Java. In this regard, it is the extent to which universities provide support, assistance when needed, rewards of contribution, care about social-

emotional needs, welfare, relationships and mutual feelings among lecturers and leaders.

*b. Knowledge Sharing*

Knowledge refers to anything which is perceived by the individual both in the abstract and in a concrete way. Davenport and Prusak [15] argued that knowledge differs from data or information. According to these authors, knowledge is often related not only to documents or storage of valuables, but also to routines, processes, practices and norms. Moreover, Raub [16] suggested that knowledge is something which is dynamic and able to develop, so that if it is shared, it will advance and develop. Ming and Jessica [3] argued that knowledge is an important asset for both individuals and organizations to succeed in an increasingly competitive environment. On the other hand, according to Wang and Noe [17] knowledge is information which has been previously processed by individuals, such as ideas, facts of expertise and assessment which are salient factors for organizational advancement.

The most importantly, it is about how to encourage individuals within an organization to share the knowledge they acquire in knowledge management; therefore, it is essential for an organization to support employees to perform knowledge sharing. It is because through knowledge sharing, they can disseminate the knowledge to be implemented and developed. On the other hand, by sharing knowledge, individuals within the organization will be stimulated to think critically and creatively. Therefore, in order to encourage knowledge sharing within the organization, the prerequisite condition is that the organization must be able to identify what is required to support knowledge sharing.

Furthermore, Davenport and Prusak [15] affirmed that the knowledge sharing is often used with the term 'transfer of knowledge'. They stated that the phrase describes the advanced level of effectiveness of knowledge dissemination. It is because the term 'transfer' consists of two actions, namely the transmission of knowledge to the recipient and the absorption of knowledge by the recipient. In this sense, by merely providing knowledge in a portal accessible to all members of the organization, it cannot be categorized as a transfer of knowledge since it is not always necessarily required, understood and utilized by the person who accesses the portal. Davenport and Prusak [15] stated that knowledge sharing relates to document or storage of valuables, routines, processes, practices and norms. Gestao [18] argued that knowledge sharing involves the activity of transferring or disseminating knowledge of a person, or other organization that has more knowledge and willingness to share it.



with others. Bartol & Srivastava [19] suggested that knowledge sharing is an act in which employees disseminate relevant information, ideas, suggestions, and expertise to others. Grotenhuis dan Weggeman [20] argued that knowledge sharing is an organizational mechanism to develop existing knowledge in the organization, in addition to knowledge sharing is one of the mechanisms used to stimulate knowledge creation to protect knowledge and facilitate knowledge dissemination. Srivastava [19] stated that knowledge sharing is very important because it is the key that enables codification and storage of knowledge acquired, so that it can be developed over time. Gestao [18] said that knowledge sharing is a process of exchange and gain in the necessary knowledge through both formal and informal methods. Ivancevich [11] suggested that knowledge sharing is an important aspect of competing. McShane [21] said that knowledge sharing involves disseminating knowledge to others within the organization. According to the literature review and preliminary survey conducted to lecturers of private universities in West Java, a construct of knowledge sharing is obtained. Taking it into account, the knowledge sharing is the activities to transfer, develop, stimulate the creation, protect and facilitate the dissemination of information, ideas, advice and expertise at universities by means of both formal and non-formal method.

#### *c. Performance of Scientific Publications Lecturers*

In Higher Education, the measure of institutional performance success depends on the performance of lecturers in performing their duties and responsibilities. Lecturers as professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and the arts through education, research, and community service. Bernardin [22] defines performance as a record of results resulting from a function of a particular work activity or activity over a specific period of time. Ivancevich [11] argues that performance as a set of employee-related behaviors designed to achieve organizational goals. One of the goals of higher education is to produce high quality products that are recognized by the public, both scientific communities and the general public. The product is one of the scientific papers published in national and international scientific journals.

Furthermore, it is mentioned in Article 46 (2) of Law No 12/2012 and Article 44 (5) Regulation of the Minister of Research, Technology and Higher Education No. 44 of 2015 that the results of research are not confidential, do not interfere and / or not harm the interests public or national shall be disseminated by way of dissemination, publication, patent, and / or other means which can be used to convey the results of research to the public. Published means that the research results are published in accredited scientific journals and / or books published by Universities or other publishers and have International Standard Book Number (ISBN). This is reaffirmed by the Regulation of the Minister of Administrative Reform and Bureaucratic Number 17 of 2013 and the Regulation of the Minister of Education and Culture No. 92 of 2014 regulates the increase of academic lecture level of lecturers requiring publication on accredited

national scientific journals and reputable international journals in the field. This policy encourages lecturers to be more productive in producing scientific publications, so as to improve the competitiveness of Indonesian nation on the world level in terms of publication. Based on several literature studies of text books, journals and laws on duties and responsibilities of lecturers and Ministerial Regulation of State Apparatus Empowerment and Bureaucracy Reform, and initial survey of permanent lecturers at private universities in West Java, hence got construct about the performance of scientific publication that is Quantity and quality of results, timeliness in realizing the university's goals, objectives, vision, and mission in the field of scientific publications.

## **II. METHOD**

Given that the observation of the present study is a lecturer of faculty of economics of accredited private universities in West Java, the research sample was taken using simple random sampling technique. The samples were taken as many as 275 respondents from 15 accredited private universities in West Java. This current research used the method of structural equation modeling (SEM) to investigate the structural model and hypotheses. For this purpose, SEM used a minimum ratio of 5 respondents for each indicator.

## **III. DISCUSSION**

In the table 1 below, organizational support variable significant with ( $t_{count} > t_{table}$ ). The value of the inner coefficient ( $\gamma$ ) is also positive which indicates that organizational support has a 10% influence on knowledge sharing. organizational support is measured through training, Encouragement from leadership, Fund support, opportunity for conferences and incentives. While the partial variable of organizational support is not significant ( $t_{count} < t_{table}$ ) where the value is only  $R^2 = 1\%$  to the performance of scientific publications.

**Tabel 1: Partially Hypothesis testing**

Hypothesis		Coefficient	R <sup>2</sup>	t-Count	Conclusions
1	Organizational Support → Sharing Knowledge	0.67	0.45	8.06*	Hypothesis accepted
2	Organizational Support → Performance of Scientific Publications Lecturers	0.10	0.01	1,17	Hypothesis Rejected
3	Knowledge Sharing → Performance of Scientific Publications Lecturers	0.73	0.53	6.17*	Hypothesis accepted

\* significant  $\alpha=0.05$  ( $t_{table}=1.96$ )



Table2: Simultaneous Hypothesis Test

In the above table significant organizational support variable with ( $t$ -arithmetic  $>$   $t$ -table). The value of the inner coefficient ( $\gamma$ ) is also positive which indicates that organizational support has a 10% influence on knowledge sharing. organizational support is measured through training, Encouragement from leadership, Fund support, opportunity for conferences and incentives. While the partial variable of organizational support is not significant ( $t$ -count  $<$   $t$ -table) where the value is only  $R^2 = 1\%$  to the performance of scientific publications.

The high level of support for research activities and scientific publications of lecturers is reflected in the university which regularly conducts training for lecturers to undertake the writing of scientific articles, data analysis and training to conduct scientific publications; university leaders encourage and assess the performance of lecturers in conducting research, conferences and scientific publications in national and international journals reputable: providing funds for lecturers to conduct research, national and international conferences, and provide funds to conduct scientific publications both in reputable national and international journals; provide opportunities for conferences both nationally and internationally; and provide incentives for successful lecturers to become best papers in national and international conferences, and provide incentives for lecturers' scientific articles published in reputable national and international journals. high organizational support will lead to high knowledge sharing, such as increased knowledge sharing activities, knowledge sharing within the organization, knowledge sharing through technology and knowledge sharing by motivators.

Knowledge sharing has an effect of 0.73 standard deviation. The great diversity of performance variables of scientific publications that can be explained by knowledge sharing reaches the value of  $R^2 = 0.53$ . It can be said that 53% of the changes that occur in the variable performance of scientific publications is influenced by the changes in knowledge sharing variables. While 47% of the changes that occur on the performance variable of scientific publications lecturer explained by other variables that are not included in this research.

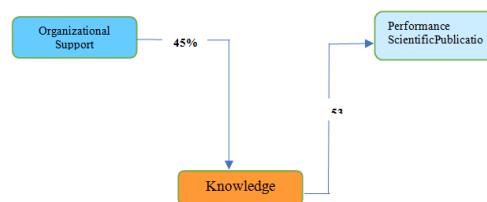
The results also show that knowledge sharing, among others: Knowledge sharing activities (publishing scientific articles, sharing scientific articles, sharing experiences in conferences, and participation in conferences), Organizations (workshops, seminars, mentoring, intellectual property, research incentives, discussions), availability of technology (university sites, integrated emails with university web, data base research, data analysis software, and repository), motivators (discussion forums, mutual help among lecturers, information exchange), if it is already well done then the performance of scientific publications lecturer at the Private University in West Java will increase. This is in line with the opinion of Ayman[23] sharing knowledge effectively among academics at higher education institutions is very important. The same thing is also revealed by Felicia [24] that knowledge sharing is very influential on performance improvement. the achievement of competitive advantage is a major predictor of the achievement of strong organizational performance.

Hypothesis	Coefficient	$R^2$	t-Count	Conclusions
Organizational Support →Knowledge Sharing → Performance of Scientific Publications Lecturers	0.49	0.10	4.84**	Hypothesis accepted

\* significant  $\alpha=0.05$  (t table = 1.96)

\*\*Sobel test

The result of the mediation test with the test is known that the knowledge-sharing variable is a significant mediator variable in mediating the influence of support to the performance of scientific publication where the value of  $R^2$  reaches 49%. The above results show that the intervening variable is the sharing of knowledge in explaining the effect of organizational support on the performance of scientific publications



#### IV. CONCLUSION

Optimization of organizational support can improve the performance of scholarly scientific publications through its influence on knowledge sharing. Effective sharing of knowledge can improve the performance of scientific publications. Where, the activities of publishing scientific articles, sharing scientific articles, among lecturers always share experiences in conferences, and participate in conferences. The university always holds workshops on writing scientific articles and publications, holding seminars, mentoring, lecturers must register the intellectual property rights, incentives, always hold discussion forums related to scientific publications.

Availability of supporting technologies, such as regular updates to university sites, actual information on mailing lists to lecturers, availability of research databases, availability of data analysis software that can be used by lecturers, and the availability of research repositories. Motivating each other in discussion activities, helping each other in doing scientific publications, as well as mutual exchange of information among the lecturers. Thus, the scientific publications of lecturers will increase in quantity, quality and timeliness.



## ACKNOWLEDGMENT

I would like to thank you my colleagues for their synergistic collaboration in the elaboration process and compilation of this manuscript. Our special thanks go to Institutional Leaders of Sarjanawiyata Tamansiswa University for the institutional support in terms of a scientific publication collaboration. It can contribute to dedicating knowledge within globally useful scientific disciplines and publications.

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