

# The Influence of Organizational Support to Knowledge Sharing at Universities in Indonesia

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**Abstract**---Objective - To produce a study of organizational support for knowledge sharing (KS) in private universities in Indonesia. Design/method/ approach - Combined qualitative and quantitative research, the test tool uses SEM (Structural Equation Modeling) for the verification hypothesis. Whereas for qualitative research with FGD and interviews. Originality/value - based on searches from several previous studies, shows that research on the influence of organizational support for knowledge sharing has never existed. So that this research can be used as literature to increase knowledge sharing in the university environment. Findings - Increasing sharing of knowledge in higher education institutions can be carried out effectively if organizational support is enhanced.

**Keywords**---Organizational Support, Knowledge Sharing, Universities.

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## I. INTRODUCTION

The university is an organization that consists of: educators, namely lecturers, education staff and students. Each college has its own culture which is directly or indirectly created by lecturers, leaders, technical implementers and students. Facing global competition, universities must be able to compete and have excellence, this can be realized by sharing knowledge. Through knowledge sharing, leaders, lecturers, and staff at universities can exchange knowledge and experience to create ideas, creative and innovative thinking. Then the duties of lecturers at Tri Dharma can increase. This is as expressed by Norhadi (2014) that the performance of lecturers will increase if the university increases knowledge sharing among lecturers. Ming (2008) also argue that KS is a daily activity in educational institutions, being a participant in conferences, conducting scientific publications by lecturers, but still related to the concealment of knowledge.

The same is also stated by See and Manjit (2013) that KS assists research activities and releases to universities, regardless of the importance of KS, but there are still many academics who store knowledge. Mohaddeseh (2013) revealed that academic institutions are still found in knowledge accumulation, So the leader must encourage lecturers to activate actively in the process of forming, transferring/sharing knowledge to create a culture based in the organization. Similar conditions occur in several universities in Indonesia, that universities have not fully provided time for lecturers to conduct internal seminars, but the implementation of scientific publication workshops has not been conducted. Allegedly the lecturers still do not understand the procedures and procedures for conducting scientific publications. The availability of textbooks is still limited, not all universities have access to journalism independently so that it is still limited to the access that is owned by the national library (Budiawan, 2018). Richard (2014) revealed that academic performance is positively influenced by organizational support. However, the extent of the influence of organizational support to improve performance at universities is still largely lacking. Conditions at private universities still lack funding for seminars for lecturers, as well as funds for scientific publications both in leading scientific journals, while funding for seminars and lecturers' scientific publications is a form of assistance

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and awards from universities to lecturers. The leadership drive to help lecturers is also still weak, so this shows the impact on weak KS behavior in universities. In studies conducted at Asian universities it was found that KS activities in higher education institutions have the same obstacles as in the business environment. Sengupta (2007) revealed that the habit of sharing knowledge about higher education was lost, the interaction of academics was limited to internal groups, and interacting with experts was only limited to personal acquaintances. So that research on organizational support for KS must be done immediately so that the behavior of KS at universities can increase.

## II. LITERATURE REVIEW

### A. Organizational Support

Support from organizations to employees is organized against informal and formal units in order to achieve strategic mission and objectives. In an organization, social interaction is an individual interaction with their organization. This reflects that, the concept of organizational support is to facilitate the organization of individuals who have an interest in service organizations. Therefore, organizational support is the perception of employees about the size of the supporting organization to employees, and assistance is needed.

The table below presents the concepts of organizational support from experts.

**Table 1**  
**Summary of Concept and Construct of Organizational Support**

No.	Author/ year	Concept
1.	Eisenberger <i>et al.</i> (2012)	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.
2.	Erdogan and Enders (2007)	Organizational support is an individual trust that the organization cares about/ its standards/ and provides input/ by providing assistance and support.
3.	Wendel (2008)	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
4.	Leveson <i>et al.</i> (2010)	Organizational support is a reflection of employee perceptions of their organizational preparedness to appreciate efforts to improve work and meet their socio-emotional needs
5.	Ivancevich (2014)	Organizational support is the amount of support and feelings received by colleagues, superiors, and departments which assist in successful tasks and workmanship
6.	Mathis and Jackson (2010)	Organizational support is the support received from the organization in the form of productive training, equipment, expectations and teamwork
7.	Baranik <i>et al.</i> (2010).	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
8.	Chiang and Hsieh (2012)	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 a preliminary survey carried out to the lecturers of private universities in West Java. In this regard, The University provides support, assistance, attention, appreciation, relationships and good reciprocity with fellow lecturers and leaders.

### B. Knowledge Sharing

Ming (2008) argues Knowledge is important for individuals and organizations to succeed and be more competitive in the environment. Different opinions expressed by Wang (2010), knowledge is information that has been owned by individuals, such as ideas, knowledge and responses to advance the organization.

Most importantly, encourage organizational members to share information and knowledge obtained in knowledge management; therefore, it is very important for organizations to support employees to share knowledge. Because through sharing knowledge, they can disseminate knowledge to be developed. Sharing knowledge carried out by individuals can stimulate members to think critically and creatively. To encourage KS in the organization, the condition is that the organization must be able to specify what is needed to support KS.

**Table 2**  
**Summary of Concept and Construct of Knowledge Sharing**

No.	Author/ Year	Concept
1.	Bartol & Srivastava (2002)	Knowledge sharing is an act in which employees disseminate relevant information, ideas, suggestions, and expertise to others
2.	Grotenhius dan Weggeman (2002)	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
3.	Srivasta et al. (2006)	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
4.	Adenan (2013)	Knowledge sharing is a process of exchange and gaining the necessary knowledge through both formal and informal methods
5.	Ivancevich (2014)	Knowledge sharing is an important aspect of competing
6.	Mc Shane (2015)	Knowledge sharing involves disseminating knowledge to others within the organization

The following table presents a summary of the concepts of KS based on several authors. Based on literature results and preliminary surveys at universities in West Java. Obtained a concept made about KS, namely the activity of dividing, developing, transferring, supporting and facilitating the dissemination of information, ideas, suggestions and expertise in the company, both formal and non-formal methods.

### III. RESEARCH METHODS

This research was conducted on lecturers from 12 private universities in West Java-Indonesia. Questionnaires were distributed randomly to 250 respondents, who participated and gave responses as many as 213. Consisting of 65.7% of respondents the remaining female were male. The test equipment in this study uses a model of the structural equation. T-test was conducted to see the effect of partial and F-test to see the effect simultaneously. The results of testing the hypothesis of the influence of Organizational Support on Knowledge Sharing are presented in the following table:

Table 4.1  
 Effects of Organizational Support on Knowledge Sharing

Hypothesis	$\gamma$	R <sup>2</sup>	T. test
Organizational Support → Knowledge Sharing	0.51	0.35	6,22*

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

In the table above the organizational support, the variable is significant with (t count > t table). The coefficient values in (g) are also positive which indicates that organizational support has a 35% influence on knowledge sharing. Organizational support is measured through training, encouragement from leaders, financial support, opportunities for seminars and incentives.

High support for research activities and scientific publications for lecturers if the university periodically conducts training for lecturers to conduct scientific article writing, data analysis, and training to conduct scientific publications; University leadership encourages and assesses lecturers' performance in conducting research, as well as scientific publications in mutated national and international journals: providing funding for lecturers to conduct

research, nationally and internationally, and provide funds for scientific publications in countries with good national reputation and international. International Journal; provide opportunities for seminars both nationally and internationally, and provide incentives for lecturers who have succeeded in becoming the best papers at national and international levels, and provide incentives for lecturers' scientific articles that have been published in national and international journals that have a good reputation. A high level of organizational support will result in high knowledge sharing, including increasing knowledge sharing activities, sharing knowledge in organizations, sharing knowledge through technology and sharing knowledge by motivators.

So that if the organization's support is increased it will affect the increase KS. This is in line with Michele, Meghna, Virick (2013) that organizational support related to knowledge sharing, Delio and Manuel (2013) also there is a relationship between the organization support felt by sharing knowledge. Mohaddeseh and Roghayeh (2013) stated in bad condition, namely human factors, such as reducing trust, time to share knowledge, skills, and accumulation of knowledge.

#### IV. CONCLUSION

High support can have an impact on increasing KS within the university. High-level support from universities, including lecturers, is given training in scientific articles, data analysis training, and scientific publication training. Leaders always encourage and evaluate the performance of lecturers, there is financial support for scientific publications, are allowed to conduct seminars/conferences and provide incentives related to scientific publications. Thus, knowledge sharing with universities can increase, including the activity of publishing scientific articles regularly, among fellow lecturers who share scientific articles, share experiences in seminars/conferences, and participate in conferences. The University always holds workshops on scientific article writing / scientific publications, holds seminars, conducts mentoring, lecturers must register intellectual property rights, research incentives, always hold discussion forums related to scientific publications. Availability of supporting technologies, such as periodic updates of university sites, actual information about mailing lists to lecturers, availability of research databases, availability of data analysis software that can be used by lecturers, and availability of research repositories. Motivating each other in discussion activities, helping each other in conducting scientific publications, and exchanging information among lecturers.

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