

Organizational Climate and Support Can Enhance Knowledge Sharing (Study of Private University Lecturers in Indonesia)

Ratna Komala Putri¹

Abstract. *This study aims to determine and analyze the influence of organizational climate and support on knowledge sharing at private universities in West Java. In the present study, the respondents consist of 275 lecturers, 273 respondents from 15 accredited private universities in West Java. The male respondents constitute 34.3% while 65.7% of them are female. The study used quantitative method and structural equation model (SEM) was used as analysis tool. Study on organizational climate associated with organizational support and knowledge sharing at Private University has never been conducted by previous researchers, thus, the current research has a high originality. As such, this research can contribute to enhance knowledge sharing in private universities. A conducive organizational climate and optimum support of organization encourage knowledge sharing at private universities.*

Keywords: *Organizational climate; organizational support, knowledge sharing, higher education*

I. INTRODUCTION

Higher education institutions are units that carry out higher education (Law No. 12 of 2012). Higher education is an environment consisting of the scientific community, namely: lecturers, students, technical practitioners. Who has the duty and responsibility in improving human dignity and cultural heritage, through education, teaching, research and community service.

Furthermore, Kennedy (1997) give a statement as a teacher has the task to teach, do guidance, research, evaluate, and make publications. 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 Permenpan No. 17 year of 2013.

Rasula (2012) also affirmed that improvement in performance is influenced by knowledge sharing among members of the organization. Meanwhile, according to Ming and

Jesica (2008), 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 Jesica revealed that there often exists

¹ Lecturer at Widyatama University
ratna.komala@widyatama.ac.id

'knowledge hoarding'. In line with the views of these both researchers, See and Majit (2013) 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 (2007) 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 (2010) 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.

II. LITERATURE REVIEW

Organizational Climate

The organizational climate is a concept of dynamic system which cannot be touched nor can it be seen, but it can be felt. Robbin (2009) said that the organization is a voluntarily coordinated social unit consisting of two or more individuals and functioning on a relatively continuous basis in order to achieve one or a set of common goals.

Kelner (2004) suggested that if the organizational climate is on continuum moves from satisfying to neutral, then to unpleasing, it can be fun if they perform something useful. Organizational climate has many definitions, the term of which was initially proposed by Lewin in the 1930s, who used the term of psychological climate. The following table presents some definitions of organizational/ corporate climate according to some authors.

Table 1. Summary of the Concept of Organizational Climate

No.	Author/ year	Definition
1.	Forehand dan Gilmers (1964)	A series of descriptions of organizational characteristics that persist for a long time
2.	Toulson dan Smith (1994)	something that can be measured in the work environment either directly or indirectly affects employees and their work
3.	Davis dan Newstrom (2001)	The personality of an organization that differentiates with other organizations that leads to the perception of each member in view of the organization
4.	Denison (2004)	As a unity that is able to measure the working environment that is felt directly or indirectly which can affect the motivation and behavior in the work
5.	Lussier (2008)	The relatively enduring quality of the organization's internal environment as perceived by its members
6.	Luthans (2011)	Overall 'feelings' conveyed through the physical layout, the way members interact with customers or other outside parties

based on the above statement it can be said that the organizational climate is a work atmosphere, attitudes, feelings, rules and interactions that shape the characteristics and beliefs about the rules and policies that can affect lecturers' behavior in carrying out their duties at tertiary institutions.

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/ 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 in 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. Support from the organization can be interpreted as a perception of the members of the organization regarding the extent to which the organization contributes and attention

Table 2. Summary of Concept and Construct of Organizational Support

No.	Author/ year	Definition
1.	Rhoades and Eisenberger (2002)	Organizational support is the provision of voluntary resources and government regulations on health and safety
2.	Eisenberger et al. (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.
3.	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.
4.	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
5.	Leveson et al. (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
6.	Ivancevich (2014)	Organizational support is the amount of support and feelings received by colleagues, superiors, and departments which assist in successful tasks and workmanship
7.	Mathis and Jackson (2010)	Organizational support is the support received from the organization in the form of productive training, <u>equipment expectations</u> and teamwork
8.	Baranik et al. (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
10.	Chiang and Hsieh (2012)	Organizational support is the belief that leaders care about the needs of employees

when needed. The following is a summary of the concept of organizational support:

Refer to some of the literature on organizations obtained from organizations about universities where universities support, give awards and assistance when needed, pay attention to social-emotional needs, and help reciprocity according to lecturers and leaders.

Knowledge Sharing

Knowledge refers to anything which is perceived by the individual both in the abstract and in a concrete way. Davenport and Prusak (1998) 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 et al. (2000) 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 Jesica (2008) 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 (2010) 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 organization must be able to identify what is required to support knowledge sharing.

Furthermore, Davenport and Prusak (1998) affirmed that the knowledge sharing is often used with other 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 transfer of knowledge since it is not always necessarily required, understood and utilized by the person

who accesses the portal? The following table presents summary of concept of knowledge sharing based on several author.

Table 3. Summary of Concept and Construct of Knowledge Sharing

No.	Author/ Year	Concept
1.	Davenport (1998)	Knowledge sharing relates to documents or storage of valuables, routines, processes, practices and norms
2.	Lee (2001)	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 (2002)	Knowledge sharing is an act in which employees disseminate relevant information, ideas, suggestions, and expertise to others
3.	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
4.	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
5.	Adenan (2013)	Knowledge sharing is a process of exchange and gaining the necessary knowledge through both formal and informal methods
6.	Ivancevich (2014)	Knowledge sharing is an important aspect of competing

Based on the results of the study of a resolution on sharing knowledge within a university is, transferring activities that transfer, develop, approve, facilitate and facilitate the dissemination of information, ideas, advice and expertise at the university.

III. 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.

IV. RESULTS

To evaluate the hypothesis, the authors used structural equation modeling (SEM) analysis with second order model. The model is chosen because it consists of variable derivative up to two orders, i.e. order of dimension as first order and an indicator as second order. This variable derivative is carried out in order to determine the characteristics of each variable of the research more apparently.

Result of Testing Hypothesis 2

Furthermore, in the following sections, the hypothesis test results are shown both simultaneously and partially.

Simultaneous hypothesis testing

Table 4. Result of Simultaneous Hypothesis Testing

Hypothesis	R ²	F test	Conclusion
Organizational climate and support on knowledge sharing	0.73	269.29*	Hypothesis accepted

* significant on $\alpha=0.05$ (F table = 3.04)

The following sections describe the results of hypothesis testing simultaneously. It pertains to the effect of the organizational climate and support on knowledge sharing.

The above table presents the result of simultaneous hypothesis test regarding the effect of climate and support of organization on knowledge sharing. From the results above it can be seen that the organizational climate and organizational support have an influence of 73% on knowledge sharing.

influenced by other factors which is not investigated in this study.

Partial hypothesis testing

The following sections describe the results of partial hypothesis testing, namely the influence of the organizational climate on knowledge sharing; and support of organization for knowledge sharing.

Table 5. Result of Partial Hypothesis Testing

Hypothesis	γ	R ²	T Test	Conclusion
Organizational climate to knowledge sharing	0.54	0.38	6.73*	Hypothesis accepted
Support of organization to knowledge sharing	0.51	0.35	6.22*	Hypothesis accepted

* significant on $\alpha=0.05$ (F table = 1.96)

The above table presents the result of simultaneous hypothesis test regarding the effect of climate and support of organization on knowledge sharing.

According to the table above, it is seen that both variables are significant (indicated by the value of $t_{count} > t_{table}$). Meanwhile, the value of the inner coefficient () is positive indicating that the organizational climate has a greater influence (0.38 or $R^2 = 38\%$) than that of organizational support (35%) on knowledge sharing.

The results obtained above, a conducive organizational climate (innovation, communication flow, supervision, smooth administration, team spirit, research resources and research collaboration) Based on the results of second hypothesis testing, it shows that the seven dimensions indicate the level of influence in improving knowledge sharing in a number of private universities in West Java simultaneously. Thus, more conducive organizational climate will drive to increased knowledge sharing among lecturers. Likewise, when trainings are constantly carried out; leaders' encouragement, funding support, coaching, awards and opportunities for seminars/ conferences are always available within the organization; it will result to increased knowledge sharing among lecturers.

Furthermore, Cheng (2015) argued that organizational climate is the code of conduct, hypothesis, and belief in the organization. According this author, organizational climate at higher education institutions is measured through research resources, teaching resources, research collaboration, organizational justice, internationalization and learning innovation. On the other hand, organizational support, according to Amin (2013) refers to funding employee for career development, providing incentives and time for employees to conduct further studies, seminars, workshops and conferences. In this regard, the conducive organizational climate and the support of the organization will advance knowledge sharing.

V. DISCUSSION

In the discussion section, there is a link between the results obtained and the basic concepts and/or hypotheses, and there is a match or conflict with the research results of other researchers. It can also be written the implications of the research results from both in theory and implementation.

VI. CONCLUSION

The findings in this study are that a conducive organizational climate and strong support from organizations will encourage increased sharing of knowledge within the university. Conducive climate of organization in which the lecturers performed research innovations, refers to smooth communication between leaders and lecturers, the leadership's supervision, smooth administration, team spirit, the availability of research resources and research collaboration.

Meanwhile, high organizational support includes training, leaders' encouragement, funding support, supervision, awards and the availability of opportunities for attending seminars/ conferences.

VII. REFERENCES

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