



The Effect of Organizational Learning Culture, Self-efficacy, and Organizational Citizenship Behavior on Knowledge Sharing Behavior

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Abstract. This study aims to determine the effect of organizational learning culture, self-efficacy, and organizational citizenship behavior on knowledge sharing behavior of teachers at State Senior High Schools (SMAN) in Surabaya. The sample consisted of 92 respondents. Data collection was done by questionnaire. After that, the validity, reliability, and data analysis through SEM-PLS tests were carried out. The findings of this study show that organizational learning culture has a positive and significant effect on organizational citizenship behavior, self-efficacy has a positive and significant effect on organizational citizenship behavior, organizational learning culture has no effect on knowledge sharing behavior, self-efficacy has a positive and significant effect on knowledge sharing behavior, and organizational citizenship has a positive and significant effect on knowledge sharing behavior.

Keywords: Organizational learning culture · Organizational citizenship behavior · Self-efficacy · Knowledge sharing behavior

1 Introduction

The current era of globalization increases the competition among countries. The quality of graduates from educational institutions is expected to support a quality learning process delivered by teachers in secondary schools. The quality learning process requires the involvement of teachers to design learning design ideas that are discussed in the community, namely in subject teachers’ meetings (MGMP). However, meaningful learning design ideas require teachers to have the behavior of sharing knowledge in the community.

Witherspoon, Bergner, Cockrell, and Stone [1] revealed that knowledge sharing behavior could be formed by several determinants, categorized into individual and organizational behavior. This study focuses on self-efficacy and organizational citizenship behavior, while the organizational determinant studied is organizational learning culture. This research will look into the impact of each determinant on knowledge sharing behavior.

1.1 The Relationship of OLC with OCB and KSB

Human life is influenced by the culture in which he is located, such as values, beliefs, and social behavior/society, which then produces a social culture or culture of society. The same thing also happens to members of the organization with all their values, beliefs, and behavior, which then creates organizational culture. Organizational learning culture (OLC) appears to have a relationship or influence on organizational citizenship behavior (OCB), as empirically demonstrated by the findings of Jo and Joo [2], Islam et al. [3], Husayn et al. [4], and Rini et al. [5].

Hypothesis 1: OLC has a significant effect on the OCB of teachers at SMAN in Surabaya

Organizational learning culture (OLC) appears to have a relationship or influence on organizational citizenship behavior (OCB), as empirically demonstrated by the findings of Jo and Joo [2], Islam et al. [3], Husayn et al. [4], and Rini et al. [5].

Hypothesis 2: OLC has a significant effect on the KSB of teachers at SMAN in Surabaya

1.2 Relationship Between SE with OCB and KSB

Bandura [7] described self-efficacy as confidence in one's ability to plan and carry out a series of actions deemed necessary to achieve a desired result. Self-efficacy turns out to have a relationship or effect on OCB, as empirically shown by the study of Dewi and Sudibya [8], which concluded that self-efficacy is significant to OCB.

1.3 Psychographic Relationship Between OCB and KSB

Knowledge sharing behavior is important for organizations that use their knowledge as an asset to gain a competitive advantage. The knowledge management system is the main determinant of the knowledge sharing process in an organization. OCB turns out to have a relationship or influence on KSB as empirically shown by the results of research: Jo and Joo [2]; Islam et al. [3]; Susanti and Wimbarti [9], Husain et al. [4]; and Sadegh [10] who concluded that OCB has a significant effect on KSB.

Hypothesis 3: OCB has a significant effect on the KSB of teachers at SMAN in Surabaya

Figure 1 depicts the conceptual framework proposed in this study based on the previously described background.

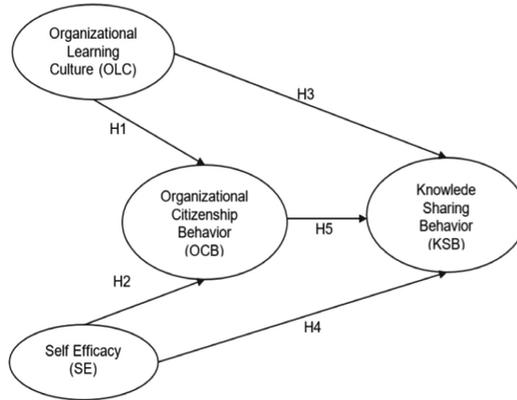


Fig. 1. Conceptual Relationship Framework

2 Research Methods

This research is quantitative in nature, with the goal of testing the established hypothesis and then interpreting the results of the analysis to draw conclusions [11]. We conducted a survey study to test our hypothesis to measure OLC, SE, OCB, and BCC. This survey was given to teachers at state senior high schools (SMAN 1 – SMAN 22) in Surabaya who are active members of the Subject Teacher Conference (*Musyawarah Guru Mata Pelajaran* or MGMP) in their respective schools. This study used descriptive statistics, and analysis using SEM-PLS to validate and analyze the data. The method used was by distributing written questionnaires and also online media. Respondents were asked to choose an answer from a statement that the researchers had prepared. The answer used a 5-point Likert scale.

The operational definitions for each research variable, namely Organizational Learning Culture (OLC), Self-Efficacy (SE), Organizational Citizenship Behavior (OCB), and Knowledge Sharing Behavior (KSB), are described as follows.

The indicators of organizational learning culture were adapted from Marsick and Watkins [12], the self-efficacy (SE) variable was adapted from Hsu et al. [13], and organizational citizenship behavior (OCB) was adapted from Organ et al. [14] and Sharma and Jain [15].

The population in this study were all teachers at state senior high schools in Surabaya, totaling 1,150 teachers (<http://dapo.dikdasmen.kemdikbud.go.id>). While the sample in this study was taken using the Slovin formula, then the number of samples obtained was 92 respondents.

3 Results and Discussion

Most respondents who bought online food in this study used four research variables with 22 (twenty-two) indicators. Variables of organizational learning culture (OLC), self-efficacy (SE), organizational citizenship behavior (OCB), and knowledge sharing

behavior (KSB) are reflective indicators. The test was carried out to identify the most important and dominant indicators or fit in forming or reflecting each variable. For this reason, it is necessary to test the hypothesis with the Outer Model (Measurement Model and Indicator Validity) and Inner Model (Structural Model Testing). The Outer Model testing was carried out in 4 (four) stages: the convergent validity test, the discriminant validity test, the extracted average variance (AVE) test, and the composite reliability test. The structural model was tested by looking at the R-Squared value, which is the model's goodness-fit test. The R-squared value in the equations between latent variables indicates the inner model test. The R-Squared value describes how well the exogenous (independent/independent) variable in the model can explain the endogenous (dependent/bound) variable (Fig. 2).

Direct hypothesis testing was carried out to determine the effect of research variables. The basis for hypothetical decisions uses a p-value of 5% ($\alpha = 0.05$). From the processed results of PLS, the following results are obtained in Table 1.

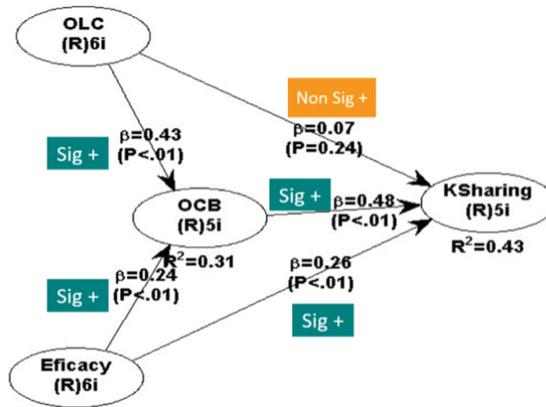


Fig. 2. Effect of OLC and SE on OCB and KSB

Table 1. Direct Effect and Indirect Effect

Latent Variable	Direct Effect	Indirect Effect (through OCB)
OLC → OCB	0.435 (S)	–
SE → OCB	0.238 (S)	–
OLC → KSB	0.072 (NS)	$0.435 \times 0.480 = 0.209$ (S)
SE → KSB	0.256 (S)	$0.238 \times 0.480 = 0.114$ (S)
OCB → KSB	0.480 (S)	–

4 Conclusion

The findings of this study indicate that organizational learning culture can have a significant impact on the organizational citizenship behavior of teachers at SMAN in Surabaya. Second, self-efficacy can significantly influence teachers' organizational citizenship behavior at SMAN in Surabaya. Third, organizational learning culture has not made a significant contribution to teachers' knowledge sharing behavior at SMAN in Surabaya. Finally, self-efficacy can have a significant impact on knowledge sharing behavior.

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