



Mediating Effect of Psychology Empowerment on the Influence of Knowledge Sharing to Lecturer Performance: An Empirical Study in UBP Karawang

Enjang Suherman^(✉), Suroso, Budi Rismayadi, and Sihabudin

Universita Buana Perjuangan Karawang, Karawang, Indonesia
enjangsuherman@ubpkarawang.ac.id

Abstract. Lecturers' academic positions, university accreditation ratings, and lecturers' education levels that are not yet optimal indicate that lecturers' performance is still not optimal. The government's efforts by providing scholarships, training, and grants are a form of empowering lecturers. In addition, there are research inconsistencies, which assume that knowledge sharing can improve lecturer performance is a concern, so the authors develop psychological empowerment variables as a form of renewal. The study aims to analyze the effect of psychological empowerment on relationship knowledge sharing on lecturer performance. This research method used descriptive verification with scale range analysis and path analysis. The population of this research was all lecturers at the University of Buana Perjuangan Karawang, with a sample of 119 respondents. The results of this study reveal that the Knowledge sharing variable is in the high category, the two psychological empowerment variables are in a good category, and the performance of lecturers is in a good category. While the verification analysis shows that there is a positive and significant influence of the knowledge sharing variable on psychological empowerment. The effect of the psychological empowerment variable on the performance of lecturers shows a positive and significant impact. The influence of the knowledge sharing variable on the performance of lecturers through psychological empowerment shows a positive and significant impact.

Keywords: Lecturer performance · psychological empowerment · knowledge sharing

1 Introduction

The low accreditation achievement of Indonesian universities reached 2% in 2019. Meanwhile, universities in Indonesia that have not been accredited reached 48%. 72% of Indonesian lecturers are master's degree holders and only 29.8% of Indonesian lecturers are Doctoral degree holders [1]. The Academic Position of Lecturer or JAD in Indonesia data shows less than optimal. Lecturers with JAD professors are around 1,275 people, and lecturers who do not have JAD are around 89,350 people [1]. Law No. 14 of 2005

revealed the duties of lecturers include transforming, disseminating, and developing science and technology and the arts through research, education, and PPM (Community Service), the result of this task becomes a lecturer's performance which is called the performance of the Tridharma Perguruan Tinggi (Three Services of Higher Education comprising Education, Research and Community Service) [2]. The assessment of higher education accreditation is based on the achievement of the Tridharma Perguruan Tinggi [3].

Knowledge is an absolute thing that must be improved to be able to implement the Tridharma Perguruan Tinggi successfully, the role of knowledge sharing in training contributes to increasing the knowledge of each individual so that it can affect learning activities in the classroom, data sharing activities make it easier for colleagues to complete work such as writing scientific journals, while sharing groups expertise can increase competence according to their expertise [4]. Knowledge sharing plays an essential role in increasing individual competence. Both tacit and explicit knowledge can be disseminated or developed through knowledge sharing. Knowledge-sharing culture can encourage individuals to innovate [5]. Type-based knowledge sharing can have a positive effect on research performance [6]. Various studies support the effect of knowledge sharing on increasing performance. The coefficient of determination test shows the effect of knowledge sharing on the performance of non-lecturer employees at Telkom University by 23.3%, the remaining 76.7% is influenced by variables not examined in this study [7], and the relationship between knowledge sharing and performance has a positive and significant effect [8].

The results of other studies show that knowledge sharing does not significantly affect the performance of lecturers, which is because the lecturers admit that the University has not provided a forum for exchanging information and disseminating knowledge [5]. The difference in the research is an inconsistency that needs to be repeated in the same research, but it is necessary to develop other variables that have a relationship between lecturer performance and knowledge sharing. Performance improvements can be improved by empowering employees. Employee empowerment can also encourage productivity. Lecturer empowerment has goals including maintaining workability, improving lecturer performance, and work productivity as one of the academic communities [9].

The government has made efforts to empower lecturers through scholarships for further studies, education, training, and grants for research and lecture service. However, it is still considered not optimal. Several studies discussed employee empowerment. Empowerment models include skills, trust, communication, and responsibility for empowerment results [9]. Other research studied employee empowerment models, including delegation of authority, trust, credibility, confidence, communication, and responsibility [10]. The other empowerment model consists of delegation, rewards, and management participation [11]. Empowerment at the level of individual analysis can be called psychological empowerment. Psychological empowerment includes beliefs about one's competence in controlling and understanding the environment [12]. Psychological empowerment has a significant positive relationship with job performance. If employee performance wants to be improved, it can increase psychological empowerment [13]. Individual performance has a positive and solid relationship with psychological empowerment [14].

Psychological empowerment can be affected by knowledge sharing. Knowledge sharing has a significant positive effect on the psychological empowerment of lecturers at Semnan University [15]. Another study explained a positive and significant relationship between knowledge sharing and the psychological empowerment of employees at Kerman University of Medical Sciences [16]. This research describes the empowerment of lecturers, which includes knowledge sharing and psychological empowerment to improve the performance of Indonesian lecturers'; however, the scope is limited by a study at UBP Karawang as the population and sample boundaries. The study aims to analyze and examine the effect of knowledge sharing on the performance of lecturers through psychological empowerment. Employee performance is an employee implementing the results of work, goals or objectives, or standards by following the regulations in the organization [17]. Meanwhile, lecturer performance results from work-related to education and learning, scientific research or development, community service, and other lecturer support activities.

Indicators of lecturer performance are listed on the BKD/LKD or lecturer workload/performance reports regarding implementing education, conducting research, implementing PPM, and supporting higher education Tridharma activities [18]. Psychological empowerment is a process of self-motivation regarding the tasks assigned to employees and is manifested into four cognitive aspects, including competence, effectiveness, and choice [19]. Psychological empowerment indicators have four main components: Meaningful work, Competence, Authority, and Impact [17]. Taktaz argued that the identified psychological empowerment indicators consist of five elements: a sense of competence, a sense of having the choice, a sense of success, a sense of work meaning, and a sense of trust in others [19]. Srimardika argued that knowledge sharing is the ability of employees to communicate knowledge information and explain their knowledge to other employees [20]. Knowledge sharing is measured based on two dimensions: 1) Knowledge donation and 2) Knowledge collection [15]. The hypotheses of this study are: H1: Knowledge sharing affects psychological empowerment. H2: Psychological empowerment affects the performance of lecturers. H3: Knowledge sharing affects the performance of lecturers through psychological empowerment.

2 Research Methods

This research applied a quantitative descriptive verification approach to interpreting the questionnaire results descriptively for each variable and examined each relationship between variables for verification. The population of research respondents was 170 people. The sample was 119 respondents, who were taken randomly from all lecturers of UBP Karawang by using the Slovin formula (5% margin of error). The descriptive analysis technique uses scale range analysis/total achievement of respondents, and the verification analysis technique uses path analysis (Fig. 1).

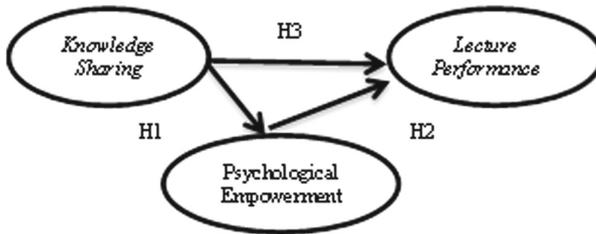


Fig. 1. Research Design.

3 Results and Discussion

Path equation as follows $Y = 0.515X + 0.195M + 0.775$. The direct influence of the Psychological Empowerment variable on Lecturer Performance can be interpreted with a path coefficient of 0.195 or the magnitude of the effect is $0.195 \times 0.195 = 0.038 \times 100\% = 3.8\%$. The direct and indirect effects of Knowledge sharing variables on Lecturer Performance through Psychological Empowerment can be interpreted as follows: Indirect effect, knowledge sharing on lecturer performance through psychological empowerment = $0.471 \times 0.195 = 0.018$. The direct effect of knowledge sharing on lecturer performance = 0.515. Total effect = $0.018 + 0.515 = 0.533$ or magnitude $0.5332 = 0.284$ or 28.4% (Figs. 2 and 3).

The hypothesis test of this study used the T-test and the Sobel test based on the results of the t-test calculation and the Sobel test, it is obtained as follows.

H1: The effect of knowledge sharing on psychological empowerment used t-test of t count = 5.781, while for t-table it is obtained with significance (df = 118, 0.05) t count = 1.98. Then obtained t-count = 5.781 > t table = 1.98 which states that the effect of knowledge sharing on psychological empowerment is significant. H2: The effect of psychological empowerment on lecturer performance used t-test of t count = 5.781, while for t-table obtained with significance (df = 118, 0.05) t count = 1.98. Then obtained t-count = 2.381 > t-table = 1.98 which states that the effect of psychological empowerment on lecturer performance is significant. H3: The effect of knowledge sharing on lecturer performance through psychological empowerment, the Sobel test was used. Sobel test using the following formula $Z = ab/\sqrt{[(b)]^2 \cdot SE_a^2 + [(a)]^2 \cdot SE_b^2}$. Based on the Sobel test calculation, the z score is 2.216 > 1.96 as the critical z. Thus, psychological empowerment significantly mediates the effect of knowledge sharing on lecturer performance.

Analysis of the description of the Knowledge sharing variable is in the high category, this shows that UBP Karawang lecturers often share knowledge between lecturers, however, the respondent's achievement in the category is quite good because the average TCR is at the level of 70%–79% which shows that knowledge sharing between lecturers according to respondents at UBP Karawang is quite good. Analysis of the description of the Psychological Empowerment variable is in the good to very good category, this shows that UBP Karawang lecturers have developed psychological empowerment on work, but the respondent's achievement is in the quite good to very good category because the average TCR is at level 78%–92% which shows that the psychological empowerment

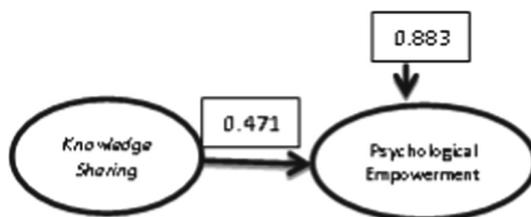


Fig. 2. First Path Model.

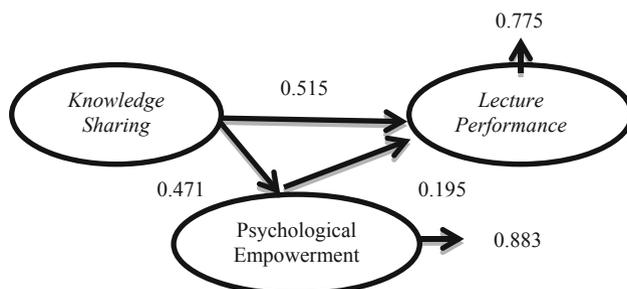


Fig. 3. Second Path Model

according to respondents at UBP Karawang is quite good. Analysis of the description of the performance of lecturers variable is in the good category, this shows that the lecturers of UBP Karawang have worked well in learning, research and service, but the achievement of the respondents in the category of quite good to good because the average TCR is at the level of 71%–83% which shows that the performance of lecturers according to respondents at UBP Karawang is quite good.

Based on the first path model, the influence of knowledge sharing on psychological empowerment shows a positive influence, as evidenced by the path coefficient of 0.471 or the magnitude of the influence of 0.222 or 22.2%, while other variables influence 77.8%. Moreover, the significance level is proven by the t-test of 5.781 > t-table of 1.98.

Knowledge sharing is influential because the culture of employees at UBP Karawang always shares knowledge, sharing skills between lecturers when the lecturer needs them.

The results of the study reveal that the influence of knowledge sharing significantly on the psychological empowerment of lecturers at UBP Karawang, this study has proven the results of Feiz [15] that revealed knowledge sharing had a significant positive effect on the psychological empowerment of faculty members at Semnan University. In a world full of challenges, there is no doubt that the value of knowledge and learning can increase self-competence. Using knowledge can achieve organizational learning and employee empowerment, increasing individual value by sharing knowledge. On this basis, pride in

work, confidence in completing assignments, and pride in recognizing self-efficacy are high enough to become the personal motivation for lecturers to improve performance or become self-motivation for other lecturers who have not excelled.

Based on the second path model, the influence of psychological empowerment on lecturer performance shows a positive influence, as evidenced by the path coefficient of 0,195 or the magnitude of the influence of 0.038 or 3.8%. Furthermore, the significance level is proven by the t-test of $2.381 > t\text{-table of } 1.98$. The results of the significant influence of lecturer psychological empowerment on lecturer performance at UBP Karawang, prove the research results by Abdul [21]. This study shows that psychological empowerment and welfare are significantly and positively related to teacher performance. Moreover, the results show that psychological well-being mediates the effect of psychological empowerment on well-being. When the lecturer feels that the level of psychological factors is high, the performance will be high [21]. Psychological empowerment is influential because the level of self-confidence of employees at UBP Karawang is high in achieving achievements; every time there is an achievement, they always introduce themselves to others. This is expected to trigger other lecturers to compete in achieving achievements. On this basis, the performance of lecturers can improve, especially in every campus committee activity, which is always successful in its implementation.

Based on the second path model, the direct influence of knowledge sharing on lecturer performance shows a positive effect with a proven path coefficient of 0.515, while the indirect effect of knowledge sharing on lecturer performance through psychological empowerment, shows a positive influence with evidenced path coefficient of 0.018. Thus, the total influence of knowledge sharing on lecturer performance through psychological empowerment is 0.533, or the magnitude of the effect is 28.4%. Although the magnitude of the effect is not too far from the direct effect, the magnitude of the indirect effect still has a significant influence, this is evidenced by the Sobel test with the result of z count of $2.216 > z\text{-critical of } 1.96$, which means that the knowledge sharing variable on lecturer performance through psychological empowerment has a significant effect.

The result of the research is that knowledge sharing has a significant effect on lecturer performance through psychological empowerment at UBP Karawang. This proves the results of feiz [15] that revealed knowledge sharing has a significant positive effect on the psychological empowerment of faculty members at Semnan University.

4 Conclusion

The study findings show that knowledge sharing has a significant effect on lecturer performance through psychological empowerment at UBP Karawang. Enjang Suherman contributed to finding research ideas from the existing problem phenomena and then analyzing the data. Suroso contributed to collecting research data and collecting references relevant to this research. The researchers would like to thank the lecturers of UBP Karawang who have contributed as the respondents of this research. The researchers also would like to thank the entire academic community of UBP Karawang who have contributed to this research.

References

1. Harun, H. (2019). Kesiapan Pendidikan Tinggi Dalam Menghadapi Revolusi Industri 4.0 Dalam Perspektif Kelembagaan. *Prosiding*, 4(1), 1–12.
2. Undang-Undang No. 14. (2005).
3. BAN-PT. (2019). *Akreditasi Perguruan Tinggi Kriteria dan Prosedur 3.0. Badan Akreditasi Nasional Perguruan Tinggi*, 18.
4. Rasyid, R. A., Adinugroho, I., Suwanti, S., & Amalia, A.: The role of knowledge sharing in mediation the influence of self-efficiency on lecturer performance. *PINISI Discrete Review*, 5(1), 99–106.
5. Hafni, L., Aini, K., & Junaedi, A. T.: How to create knowledge sharing behavior: The key success of lecturers performanc. *Review Argentina Clínica Psicológica*, 29(4), 640.
6. Boediprasetya, A., & Setiadi, N. J. (2014). Pengaruh knowledge sharing antar dosen pada kinerja penelitian dosen. *Sustainable Competitive Advantages*, 4(1), 23–40.
7. Danuputra, F., & Sary, F. P. (2019). Pengaruh dimensi knowledge sharing terhadap kinerja karyawan (studi pada karyawan non-dosen universitas telkom bandung). *eProceedings Management*, 6(2), 11–23.
8. Nugroho, B. S., Suheri, S., & Hakim, L. (2020). Effect of knowledge sharing dan leader member exchange (LMX) and organizational citizenship behavior (OCB) to Indonesian lectures' performance. *System Review Pharma*, 11(9), 972–981.
9. Agustini, F., Amanah, D., & Harahap, D. A. (2018). Desain model Pemberdayaan Dosen di Kota Medan. *Journal of Managerial*, 3(5), 167–173.
10. Leovani, E. (2016). Implementasi model Pemberdayaan Karyawan (Employee Empowerment) Di Pt Fifgroup Tbk Cabang Palembang. *Journal of Managerial*, 20(2), 245–261.
11. Meyerson, G., & Dewettinck, B. (2012). Effect of empowerment on employees performance. *Advanced Research in Economics & Management Sciences*, 2(1), 40–46.
12. Nelson, D. V. (2002). Handbook of community psychology. *Community Mental Health Journal*, 38(2), 175.
13. Owan, V. J., et al. (2020). Validation of an instrument and measurement of employee work-life policies, psychological empowerment, and job commitment of academic staff in universities. *Mediterranean Journal of Social Sciences* 11(2).
14. D'Innocenzo, L., Luciano, M. M., Mathieu, J. E., Maynard, M. T., & Chen, G. (2016). Empowered to perform: A multilevel investigation of the influence of empowerment on performance in hospital units. *Academy of Management Journal*, 59(4), 1290–1307.
15. Feiz, D., Dehghani Soltani, M., Farsizadeh, H., & Ghollamzadeh, R. (2017). Assessing the effect of knowledge sharing on employees' psychological empowerment by clarifying mediating role of organizational memory and learning collaborative electronic in national library and archives of IR of Iran. *Iranian Journal of Information Processing and Management*, 32(3), 731–760.
16. Rastegar, A. A. (2014). The impact of knowledge sharing on employees' psychological empowerment by the mediation of contribution in collective decision making and contributive learning. *International Journal of Behavioral Sciences*, 8(3), 271–278.
17. Degago, E. (2014). A study on impact of psychological empowerment on employee performance in small and medium scale enterprise sectors. *European Journal of Business and Management*, 6(27), 60–72.
18. Kepdirjendikti. (2021). *Kepdirjendikti tentang PO BKD*.
19. Kheyri, A., & Rahemipoor, M. (2012). The relation between psychological empowerment and performance of employees. *Singaporean Journal of Business Economics and Management*, 1(5), 19–26.

20. Srimardika, B. M. (2016). Pengaruh Kepercayaan Karyawan (Trust) Terhadap Knowledge Sharing Pada Karyawan Perpustakaan Institut Teknologi Sepuluh Nopember (ITS) Surabaya. *Skripsi Fakultas Ilmu Sosial dan Ilmu Politik. Universitas Wijaya Kusuma Surabaya, 1*(1), 1–45.
21. Akram, B., & Hameed, A. (2014). Adaptive emotional abilities of adolescents with hearing impairment. *Pakistan Journal of Psychological Research, 1*(1), 103–123.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

