



# A Model for Improving Lecturer Performance Through Tacit Knowledge Sharing at Private Universities in Yogyakarta

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Received: 20-11-2025

Revised:21-12-2025

Accepted:20-01-2026

**Abstract:** Objective research This test will include knowledge, relationships with values, and altruistic conduct. Study This was completed in a private college in Universities in Yogyakarta using a quantitative and qualitative approach. Quantitative approach sample lecturer up to 294 persons. Approach qualitative by using three sources to find person leaders in higher education. According to research findings, conduct altruism is the best predictor of desire. Perceived value support is a crucial component of information sharing between lecturers on both an internal and external level. conclusions from the data This calls for the routine discussion of study programs at the lowest structural level, as well as discussions at the faculty and university levels, as well as discussions with party external Good fellow academics or with non-academicians, before activity. Regulations that guarantee quality as a tool for control must be applied to this. All of these ideas are capable of improving lecturer caliber and bringing about the Tri Dharma of Higher Education.

**Keywords:** Perceived Value, Altruism Behavior , Willingness to Share , Trust, Tacit Knowledge Sharing

**How to cite:** Nugraha,Septika, Nugraha,Denis. (2026). Article title. *Journal of Digital Communication Research (JDCR)*, 1(1): 9-19



## INTRODUCTION

Lecturer asked that internal professionals perform his duties in accordance with the publication rule from Kemendikbudristek stated in Permenristekdikti Number 51 of 2017 regarding Certification Educator For Lecturer. In addition to being educators, professionals, and scientists, their principal tasks involve transforming, developing, and disseminating information about science, technology, and art through community service, research, and education. Connected with Because knowledge has become the most precious asset, management of knowledge in the educational field is crucial. Expertise is a valuable intellectual asset that is both original and distinctive, and for this reason academic circles have turned to research and practices to spread management expertise. (Gamble, 2020) claim that intellectual property There are two types of knowledge: explicit and tacit. Explicit knowledge is the knowledge that has been gathered and translated into something that can be more easily understood by others. Tactic knowledge is the knowledge that has been contained within someone's mind in accordance with that person's understanding and experience. This is distinct and special. The most crucial and valuable knowledge is tacit knowledge, which is also challenging to describe. From type knowledge, a company can see more value. System management knowledge is what this is.

Share knowledge tasit, commonly referred to as the way individuals exchange and receive knowledge (Business, 2005), is one of the profound basic concepts studied in management knowledge (Sentika & Arissaputra, 2022). When a group of people collaborates to solve problems and come up with fresh ideas, knowledge can be shared (Nham et al., 2020). Employees frequently exchange



information, values, experience, knowledge, and skills relating to the work at hand with others in a way that is neither explicit nor tacit (Wang, 2013). There are various ways for individuals to express their expertise, such as writing and discussing notes regarding data analysis. Informal conversations held during meetings and debates also aid in the development of new information (Gamble, 2020). According to Asbari et al. (2019), lecturers' height can influence students' creativity, innovation, knowledge transferability, and even superiority competitiveness.

The company uses a suite of actions to identify, produce, describe, and share management knowledge that is then used, known about, and learned within the business. As stated by Garcia-Perez et al. (2018), this activity is typically associated to objective organization and address For reaching certain results such knowledge collaboration, performance improvement, excellence competitiveness, and innovation. The core knowledge management concept is How to explore, use, and disseminate knowledge. With this in mind, many organizations manage knowledge as a strategy for creating value, increasing effectiveness and productivity, and creating superior competitive organizations.

The process of creating knowledge in organizations must be understood as a process that organizationally strengthens knowledge created by individuals and its formation is a component of network knowledge organizations, according to the (Philipson & Kjellström, 2020) view that knowledge created by individuals can always emerge and be expanded by the organization through social interaction where tacit knowledge is changed into explicit knowledge. Refer to view of ownership, where the emphasis is on individual achievement and tacit knowledge inside a certain organization. Temporary related ideas hold that knowledge must be divided in order for it to be valuable, and that knowledge that is hoarded will quickly become outdated (Sentika & Arissaputra, 2022). Knowledge is thus at in context interaction individual through perspective such. Study This attempt aims to embrace an epistemologically-owned perspective of knowing.

In Sentika & Arissaputra, 2022, Polanyi (1966). Make a distinction between implicit and explicit information. Implicit knowledge cannot be easily codified, conveyed, communicated, or documented in a systematic manner using language like words and pictures. This typically consists of technical knowledge, instructions, and processes, as opposed to tacit knowledge, which is rooted in action, commitment, involvement, and context-specific knowledge. According to Polanyi (1966), tacit knowledge is known but difficult to disclose because it has been internalized in lower conscious thought. Tacit knowledge demonstrates a level of information that cannot be made explicit since natural consciousness cannot be accessible. Because of this, Polanyi stated simply that "we know more than we can tell".

The question is, "How knowledge that has owned by individuals in matter This is lecturer as consequence from the learning process without stop, can be shared with all lecturer in institution education?" This is because a common problem in management is that many pieces of knowledge are controlled by a small number of people, and when these people leave the organization (exit), a large organization may lose their knowledge. Because deployment knowledge of the parts from very profitable organization is very vital for success institution education (Asbari et al., 2019; Garcia-Perez et al., 2018; Sentika & Arissaputra, 2022).

Many organizations have not yet or do not recognize the potential hidden knowledge that their members may possess. The findings of the Dhelphi Group's research show that deep knowledge organization is stored with structure. 42% are in the employees' or members' minds (brains), 26% are in paper documents, 20% are in electronic papers, and 12% are in knowledge-based electronics. The level of knowledge management implementation is based on the culture of knowledge sharing. (2018) (Zhao et al.) Opinion that the community's desire to share norms and values with each other, if point satisfying ethical-normative standards, is a major determinant of ability association. Individual interests will therefore be subject to those of the community group once this is discovered. Because sharing knowledge has many benefits that have been realized, even though some employees still lack

the motivation to do so (Mohajan, 2019). These workers believe that knowledge should be kept private to ensure the security of their positions and titles within an organization and to prevent them from being replaced. As a result, knowledge is kept in a natural trend that is difficult to reverse. Another reason why people are reluctant to share their expertise is because they believe that doing so will take time and effort, and that alternative activities are more likely to result in greater personal gains and advantages (Natek & Lesjak, 2021).

In light of the foregoing rationale, this study's goal is to test and disseminate knowledge at Private Higher Education (PTS) in Central Java. Education institution education tall is organizations functioning in the field service knowledge and information, according to the context study, that caused institution education tall. To be at the forefront and decisive performance professors and performance institution, learning and sharing information is essential. When compared to other organizations in the public sector and other institutions, institution education stands out as an intriguing phenomenon. It also plays a significant part in numerous innovations.

Additionally, rising height standards place more and more pressure on educational institutions to be able to meet their students' needs, and they have turned into the inspiration and main source of information for college-high development. This has raised institution education standards. For not only to run activity education alone, but also to become demanded organization research that offers a variety of solutions to issues faced by excellent stakeholders in business, government, or other parties in need. Property knowledge (Matic, Cabrilo, Grubi-Nei, 2017), Szilva, Caganova, Bawa, Pechanova, action management and style management (Krylova, KO, Vera, D. And Crossan, 2016), and characteristics individual like trend individual For believe (Matzler et al., 2006) are just a few of the facilitators and other deterrents from behavior share knowledge that have been reported in literature. Because it's a trend, the lecturer's willingness to impart knowledge will be positively impacted. Perceived values also have an impact on behavior, which will have an overall negative impact on performance, innovation, and college height.

## METHOD

### Frameworks

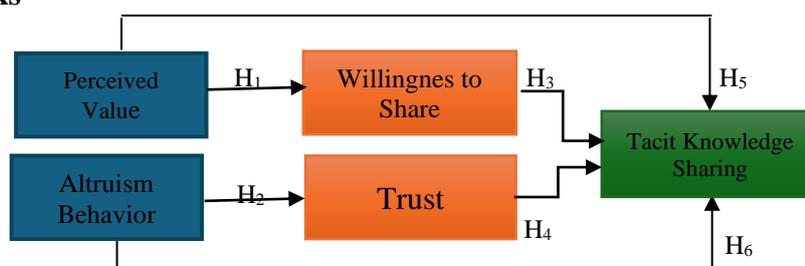


Figure 1 : Framework

### Research Techniques

This is being studied by Locus in private higher education institutions in Java to use non-probability purposive sampling to make generalizations empirical. Election criteria respondent research These are: Lecturer who has been employed for at least five years at the institution of higher learning; Work in a position that allows them to innovate the work process. minimum sample need for the study This is two and a half times as much as was tracked in study models. The minimal sample size for the study model This is 170 respondents, however studies This amount unit observation as many as 280 respondents.

**Tabel 2. Scale Variable Measurement**

No	Variable name and indicator	Indicator Study
1	Altruism Behavior (David G. Myers, 2012)	<ol style="list-style-type: none"> <li>1. Empathy , feeling self they are most responsible answer , characteristic social , always adapt self , tolerant , able control self , and motivated For make good impression . _</li> <li>2. Belief on a just world, belief that in period wrong length will be punished and good will can gift . People who believe strong to world justice will motivated with easy show behavior help .</li> <li>3. Social responsibility, responsible answer to whatever other people do , so when someone else needs it the person's help must help him .</li> <li>4. Control self internally , Things done _ motivated by control of in himself ( eg satisfaction self ).</li> </ol>
2	Perceived Value (Sweeney;, 2001)	<ol style="list-style-type: none"> <li>1. Emotion value , derived utility from feeling or affective / emotional positive , with indicators : joy , pride , gratitude</li> <li>2. Social value , utility obtained from ability something For increase draft self , with indicators : relations , cooperation , mutual support .</li> <li>3. Information , utility obtained from perception to expected quality and performance , with _ indicators : accurate , speed , accuracy time .</li> <li>4. Entertainment , utilities from something such as , building personal branding, prestige , trust self .</li> </ol>
3	Tacit Knowledge Sharing (Asbari et al., 2019)	<ol style="list-style-type: none"> <li>1. Transfer of knowledge is largely determined by credibility the transferring party ' through interaction stare face .</li> <li>2. Share via analogies , metaphors , and stories experimental , intuitive , communicated through collaboration stare advance</li> <li>3. Rules-of-thumb and capabilities imagine , maneuver physical , increase efficiency , formation and recognition image , etc handling connection man</li> <li>4. shared through very interactive conversation , storytelling , sharing experience</li> </ol>
4	Trust (Nguyen, 2014)	<ol style="list-style-type: none"> <li>1. Trustworthy, consider other trusted party For do something work</li> <li>2. Benefits, believe that something activity will bring benefit</li> <li>3. Promise, believe that the other party can keep promise</li> <li>4. Job right, believe it that the other party can do work with right .</li> </ol>
5	Willingnes to Share (Wangpipatwong et al., 2009 )	<ol style="list-style-type: none"> <li>1. Willingness share material studying to Friend</li> <li>2. Willingness do discussion about new ideas with Friend</li> <li>3. Willingness For share acquired knowledge _ to Friend</li> <li>4. Willingness For accept input thinking Friend</li> <li>5. Willingness For collaborate</li> <li>6. Willingness For accept critics from Friend</li> <li>7. Willingness listen problems encountered _ Friend</li> <li>8. Willingness help solve problem Friend</li> </ol>

### Analysis of Data

Structured Equation Modeling-Partial Least Square (SEM-PLS) - SMART PLS 5 (Becker et al., 2015) was used to evaluate survey data. Both the outer model and the inner structural model were evaluated using SEM-PLS. The average variance extracted test (AVE), the loading factor, the Fornell lesser criterion, and the cross-loading make up the outer model assessment for evaluating validity.

Additionally, evaluation reliability is assessed using a composite. The structural model should pass several evaluations after the measurement model has been examined. Determine whether any relationship (between one construct and another construct) has a chance of matching and being approved. Rating of compatibility The entire model is not advised for every track in models or for assessments of compatibility of any type. because a large sample is biased against a small size overall. R 2, predictive relevance Q 2, size and significance coefficient path, f 2, and evaluate q 2 are the metrics for evaluating measurement models.

## RESULTS AND DISCUSSION

280 people participated in the survey, but 4 responded. 274 responses were recorded as fit since there was no complete. Respondents include lecturers from a variety of Private Higher Education (PTS) in Java, each with a unique history and demographic. The 274 respondents who made up the sample are profiled demographically in Table 1 below.

Table 1: Respondents' Demographic Profile

Demographic Profiles	frequency	%	Demographic Profiles	frequency	%
<b>Gender</b>			<b>Marital status</b>		
▪ Male	118	43.07%	▪ Single/have not married	63	22.26%
▪ Female	156	56.93%	▪ Married	211	77.01%
<b>Tenure</b>			<b>Education level</b>		
▪ Less than six years	12	4.38%	▪ Bachelor degree	14	5.11%
▪ 1-5 years	76	27.74%	▪ Grade 2	203	74.09%
▪ 6-10 years	81	29.56%	▪ Grade 3	57	20.80%
▪ 11-15 years	83	30.29%	<b>academic positions</b>		
▪ More than fifteen years	22	8.03%	▪ functional	2	0.73%
			▪ Expert Assistants	8	0.00%
			▪ Lector	111	2.92%
			▪ Head Lecturer	51	40.51%
			▪ Professor	4	18.61%

Table 3 explains several sex types. Women now make up the majority in positions of power and hold the majority of master's degrees in terms of educational attainment. For working time, a sizable

portion of respondents have jobs ranging from 11 to 15 years, with lecturer jobs making up a sizable portion of such jobs.

**External Model Assessment**

Because the build is a second-order construct, we first evaluate Percive Value (PV) after evaluating the outer model. Each first-order construct's score latent variable is extracted using an approach indication that is repeated in the first order. Assess the requirements for validity and reliability for each concept in measurement models after loading the score latent variables. Table 4 lists the Fornell-Lacker, composite reliability, and AVE criteria. For each build, we are studying this.

Tabel 2: Each Construct's Validity and Reliability Criteria

construct	Composite reliability*	AVE**	Fornell-Lacker Criterion***					
			Altruism Behavior	Perceived Value	Tacit Knowledge Sharing	Trusts	Willingnes to Share	
Altruism Behavior	0.916	0.731	0.855					
Perceived Value	0.918	0.784	0.454	0.696				
Tacit Knowledge Sharing	0.942	0.801	0.517	0.503	0.895			
Trusts	0.931	0.771	0.399	0.406	0.474	0.878		
Willingnes to Share	0.922	0.598	0.308	0.523	0.467	0.332	0.773	

AVE should be greater than 0.5 and composite reliability should be greater than 0.7. Fornell-Lacker The criteria should be more stringent than just how well that construct correlates with other constructs.

All constructs meet the AVE criteria (concurrent validity), composite reliability, and Fornell Lacker criteria (discriminant validity and reliability) based on table 4 above. Besides As a result, the majority of outer loading (get see in attachment) for each indicator is greater than 0.7, and based on cross-loading values, all indicators have the highest loading values in their respective constructs, demonstrating that each construct has the maximum level of validity for the recognized discriminant.

**Inner Model Evaluation**

Following the external research model Table 5 lists the evaluation criteria that were employed. This is for evaluating the internal research model.

R-square, f-square, Q, and q-square in Table 3

Construct	r-square	f-square	Q-square	q-square
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Tacit Knowledge Sharing	0.438*	0.107**	0.343***	****
Trusts	0.223*	0.082**	0.164***	****
Willingnes to Share	0.273*	0.336**	0.160***	****

Paths with r-square values below 0.5 are regarded as having weak predictive accuracy, while paths with f-square values above 0.35 are regarded as being large. Paths with Q-square values above 0 are regarded as having predictive relevance, while paths with Q-square values above 0.25 are regarded as having medium predictive relevance.

Table 5 displays The r-square values for four inner model criteria are low. The models' tracks all have low r-square levels. The size effect size construction exogenous indicated by f-square then shows that all track own size big influence. Finally, Q and q square demonstrate that every exogenous factor is a significant predictor of the endogenous variable.

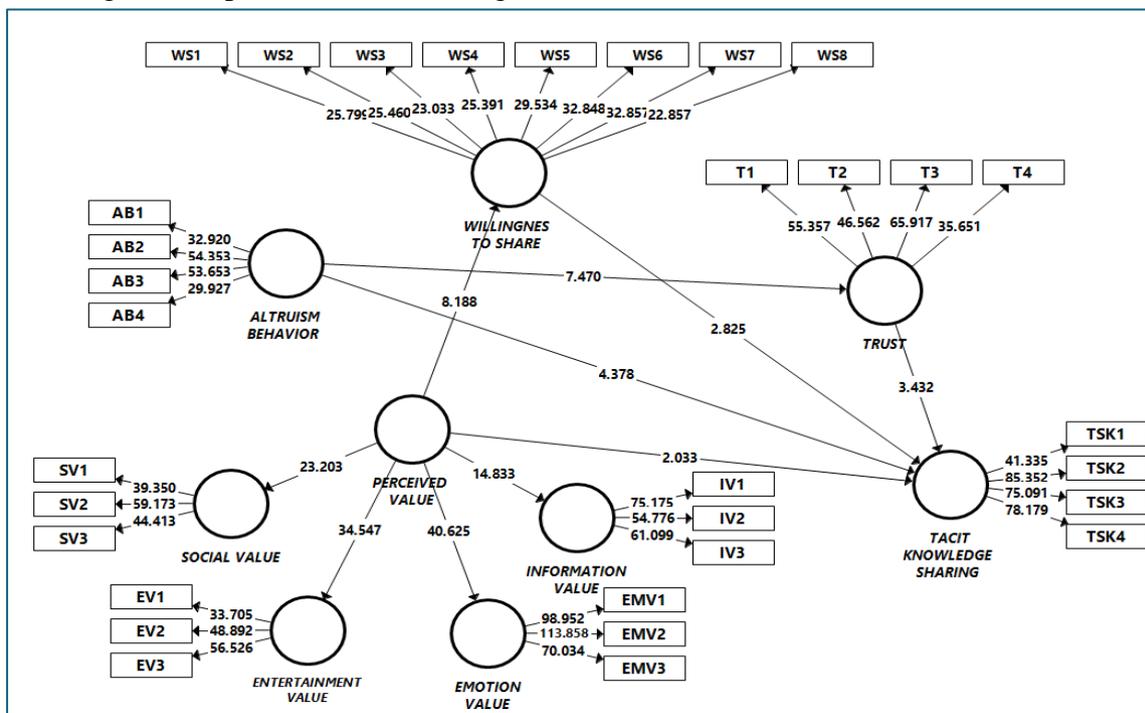


Figure 2 : Full SEM model

Table 6 below show beta path and p value of two track in models. Beta path and p-value extracted of 500 bootstraps using SMART PLS5.

Path beta, t-value, and P-value

Path	Path beta	t-value	P-values
Altruism Behavior → Tacit Knowledge Sharing	0.285	4,515	0.000
Altruism Behavior → Trust	0.270	4,371	0.000
Perceived Value → Tacit Knowledge Sharing	0.272	2,978	0.039
Perceived Value → Willingnes to Share	0.523	8.004	0.000
Trust → Tacit Knowledge Sharing	0.218	3,672	0.000

Willingnes To Share → Tacit Knowledge Sharing	0.216	2,709	0.007
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As shown in Table 6 above, the seven beta pathways are significant at 5%. The beta marks are positive. This result supports hypothesis 1 to 7 and is accepted. Furthermore, for the test hypothesis mediation, yes, as seen in Table 7.

Direct, indirect effects and VAF

Path	Value	P-value
Direct effect (Altruism Behavior → Tacit Knowledge Sharing) [1]	0.285	0.000
Indirect effect (Altruism Behavior → Trust → Tacit Knowledge Sharing) [2]	0.059	0.017
Total effect (direct + indirect) [3]	0.344	
VAF ([2] / [3])	0.172	
Direct effect (Perceived Value → Tacit Knowledge Sharing) [1]	0.272	0.039
Indirect effect (Perceived Value → Trust → Tacit Knowledge Sharing) [2]	0.062	0.003
Total effect (direct + indirect) [3]	0.334	
VAF ([2] / [3])	0.186	
Direct effect (Perceived Value → Tacit Knowledge Sharing) [1]	0.272	0.039
Indirect effect (Perceived Value → Willingness to Share → Tacit Knowledge Sharing) [2]	0.113	0.019
Total effect (direct + indirect) [3]	0.385	
VAF ([2] / [3])	0.294	

According to Table 7, there is a marked influence of 0.059 and a significant value of 1% towards the sharing of tacit knowledge. Influence through trust of 0.062, and value significant at 1% level, tacit information sharing is shared with no direct perceived benefit. Influence There is little direct perceived value to sharing tacit information, and willingness to share is only 0.113, with value at the 1% level. With this in mind, it is stated that mediation and being willing to share are worthy of becoming mediation. Besides, as a result, the VAF value for each of 0.172 or 17.2%, 0.186 or 18.6%, and 0.294 or 29.4% is below 80%, demonstrating that the mediation is only partial. Because of this, it may be inferred that trust and openness to share can mediate the connection between tacit information sharing and altruism behavior, as well as the perceived value of tacit knowledge sharing.

**Discussion Findings** This is consistent with the underlying assumptions of the behavior plan and the large body of data. This means that attitudes and tacit knowledge both influence behavior. In light of that study, this discovery will serve as an intermediary mediator for behavior, sharing knowledge, and personality traits while also influencing and sharing tacit knowledge. Momentary plan behavior and alternative choice analysis Choosing one of the many alternatives will help you achieve your objective. People will willingly share their experiences with others under the condition of receiving feedback when they believe that collective effort will make the settlement's targeted job

\_ more likely. \_ Lecturer will impart knowledge to help students acquire the skills they need to complete tasks. because when there is a clear connection between effort and result, or when people feel that working together makes results more meaningful, ready to lecture for one another to share exert conduct increases. Generally speaking, business management is the lecturer's main area of expertise for effectively inspiring knowledge sharing (Wang, JS, Lin, CW, Yang, YTC, & Ho, 2012), yet occasionally lecturers have a tendency to view knowledge as a source of authority and control (Anitha Chennamanini, 2012).

Results of interviews with various leaders The higher the frequency of internal and external conversations held on campus by lecturers, according to the college, has an impact on student achievement in higher education. Here, the focus is on role management and useful knowledge, which are recognized as the basics of education at every level for achieving goals. Educational institutions strive to expand students' partial knowledge, which is then stored in their memory and used by lecturers to add value and foster achievement.

Implementation management knowledge college effective height, require maximum handling, through application appropriate policy, so that capable increase quality education For answer vision and mission institution. one \_ policy like an innovative learning process for lecturers, through practice each other share knowledge, because share knowledge is a vital process for the world of education. and enables the sharing of knowledge. Always keep in mind that knowledge is a valuable thing, yet some people have a tendency to hoard it. Because of a variety of factors, including the fact that sharing knowledge among lecturers is an action volunteer for improving the standard of higher education. People are encouraged to think creatively by the tacit knowledge that exists among them, as creative thinking can also occur when people share their information.

He responded by carrying out the tri dharma of the university tall with more ok. Condition furthermore individual lecturer capable think systemic For finish results his work, and able deepen mastery self through belief self so that can increase knowledge and skills as well as finish duties and responsibilities. According to (Obrenovic et al., 2020), empathy is the capacity for understanding the thoughts, feelings, and emotions of others as well as the capacity for putting oneself in their shoes. Here, the ability to use knowledge and the frequency and quality of lecturer-student interaction determine whether tacit knowledge is successfully shared.

### CONCLUSIONS

Study's finding This is because behavior altruism is the best indicator of how eagerly lecturers will want to share their expertise with students and outside parties. Perceived value support is also a crucial determinant of how eagerly lecturers will want to offer their information. conclusions from the data This requires creating a culture where knowledge is routinely shared through discussion at the study program level, the lowest structural level, and at the level of the faculty and universities. Additionally, there should be discussion with party external Good fellow academics or with non-academics. Finally, the activity must be covered by academic regulations that guarantee quality as a tool for control. All of these ideas are capable of improving lecturer caliber and bringing about the Tri Dharma of Higher Education. Weakness analyses Because recommendations for future research must include variables as variables in the research, this is not yet able to identify problems in education that are complex enough to share knowledge related to pavilions, finance colleges, recruitment, and maintenance processes lecturer.

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