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Quality Culture To Improve Knowledge Sharing And The Positive Effect On Engagement Of Academic Staff (An Empirical Study in Indonesian Private Higher Education)

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ABSTRACT

The Ministry of Research, Technology and Higher Education has a vision that contains the quality of higher education, by quality assurance implementation that aims to build quality culture of higher education. Quality culture is an organizational value system that produces a conducive environment for the formation and continuous improvement of quality. The effects of quality culture on employee behaviors had been gained researchers attention, and as important factors for fostering knowledge sharing behaviors. This study conducted at Universitas Mercu Buana with 144 lecturer as sample. Data analysis by structural equation model and processed with AMOS software. Result of this study showed that quality culture affected positively toward human resource management practices, knowledge sharing among lecturers, then affected lecturer' engagement.

Keywords : engagement. quality culture, quality assurance, knowledge sharing**.**

INTRODUCTION

Quality culture according to Goetsch and Davis (2002), is an organizational value system that produces a conducive environment for the formation and continuous improvement of quality. While Malhi (2013) states that quality culture is a system of shared values, beliefs and norms that focus on customer satisfaction and continue to improve the quality of products and services. Knowledge Management can be identified as a framework for designing the strategy, structures, and processes of an organization. Knowledge Management can transform organizational new levels of effectiveness, efficiency, and scope of operation. Knowledge management is a significant issue of higher education institutions. Higher learning institutions are no longer just disseminating knowledge to students, but they serve as a storage of knowledge (Sohail and Daud, 2009). So, it is important that Higher education institutions improve their knowledge management to better respond to internal and external need of their environments (Pircher and Pausits, 2011).

Knowledge Management can be classified in three processes, including: knowledge acquisition, knowledge sharing and knowledge utilization (Tiwana, 2002). In other words, one of the key activities of effective Knowledge Management is Knowledge sharing (Ekeke, 2011; Olatokun and

Nwafor, 2012). Knowledge Sharing is defined as Processes that "involve exchanging knowledge between individuals and groups" (Yu et al., 2010). It is the act of disseminating and making available the knowledge that is already known (Tiwana, 2002). By Knowledge sharing, individuals' knowledge and experiences can be transferred as an important asset of organization and maintained for creating new knowledge (Liaw, et al., 2008). In other words, during the knowledge sharing process, individuals exchange their knowledge (both explicit and tacit knowledge) and produce a new knowledge.

Universitas Mercu Buana (UMB) is one of universities in Jakarta with "A" accreditation. From the preliminary survey it was revealed that lecturers in UMB perceived that knowledge sharing among the lecturers are relatively low. It can be seen that there is no dissemination activity after a lecturer gain some knowledge from an event like workshop, seminar and each other activities. They tends to gain and keep the knowledges for themselves. Because of positive effects of knowledge sharing for organizational effectiveness, it should be improved. The factors of knowledge sharing as stated by Zamani (2018) are academic policies, legal support, organizational climate, academic culture, and individual culture.

Organizational culture could be the means of keeping employees in line and acclimatizing them towards organizational objectives. Deal and Kennedy in Herminingsih (2015) recognized the link between culture and organizational excellent performances via its human resource development programs. Human resource management that refers to the policies and practices, as Noe et al. (2015) are also affected by organizational culture. Some researches by Adewale and Anthonia (2013), Jerome (2013), Al-Sarayrah et al. (2013), Ahmad (2009), Suharnomo (2009), Veratrakova and Smerek (2015), and Wei et al. (2008) confirmed that organizational culture affect human resource management practices. Akbar & Manurung (2020) also found that organizational culture had positive and significant effect on employee engagement, supported research by Arifin & Lo (2020).

The effects of organizational culture on employee behaviors had been gained researchers attention, and as important factors for fostering knowledge sharing behaviors. The effects of organizational culture on knowledge sharing are supported by Ajmal et al. (2009), Prystupa (2017), and Ling (2011). They found that organizational culture has positive and significant effect on knowledge sharing of employees. Since the implementation of Internal Quality Assurance (SPMI) to fostering quality culture, this research will study the impact of quality culture as organizational culture. Refer to Noe et al. (2015), human resource management refers to the policies, practices, and systems that influence employees' behavior, attitudes, and performance. Human resource management practices needs to be considered to maximize their influence on company performance. The practices are analysis and design of work, human resource planning, recruiting, selection, training and development, compensation, performance management, and employee relations. The organizational policies are factor of knowledge sharing, supported by previous researches by Razak et al. (2013), Matoskova and Smesna (2015), Pervais et al. (2016) and Iqbal (2015). Based on the results this research will analyze the effects of human resource practices on knowledge sharing.

Based on the above description and supported by the previous researches, the researchers were interested to do this research with the title: The Influence of Quality Culture on Human Resource Management Practices and Knowledge Sharing among Academic Staff of Higher Education.

METHODS

The research uses survey methods, and is an explanatory research that aims to explain the influence of variables through testing hypotheses. Determination of variables based on justification of the theories. Population is academics staff of higher education in Indonesia and South Korea.

All variables are arranged in a questionnaire, which consists of dimensions which are then described in the indicators. Research data in the form of primary collected using questionnaires, which are filled in by respondents. The questionnaire was carried out in a self-rating manner, where respondents filled out questionnaires based on perceptions of themselves. The measurement scale is using a 1 to 5 Likert scale. The questionnaire submission technique was delivered directly to the respondents, where this technique was better than through sending questionnaires by post because it could minimize the differences in interpretation between respondents and researchers. Data collection was carried out by research partners from Korea.

Data is used for estimating models using structural equations (SEM) using version 15 AMOS (Analysis of Moment Structure) package. The use of SEM is done because it allows researchers to test the relationship between complex variables to obtain a comprehensive picture of the overall model. In addition, according to Bohlen in Ghozali and Fuad (2005: 3) SEM can also do testing together things: 1) The structural model of the relationship between independent constructs and dependent constructs. 2) Relationships related to the measurement model, which can be seen from the loading value between indicators and constructs (latent variables).

RESULT

Respondent Characteristics

Characteristics of the research respondents are as shown in Table 4.1. based on age, last education, gender, and years of service. On the age group most of the respondents were less than 25 years old (56.2%). Most of them have SMA / SMK (high school level) education as many as 170 people (91.9%) considering they are UMB students who are already working, respondents are less than 3 years old, namely as many as 111 people (60%).

Table 1. Respondents Characteristics Based on Age

No	Age	Number	Percentage
1	< 25 year old	104	56,2%
2	25-35 year old	73	39,5%
3	> 35 year old	8	4,3%
	Total	185	100%
	Education	**Number**	**Percentage**
1	SMA/SMK	170	91,9%
2	Diploma	15	8,1%
	Total	185	100%
	Gender	**Number**	**Percentage**
1	Female	102	55,1%
2	Male	83	44,9%
	Total	185	100%
	Working year	**Number**	**Percentage**
1	< 3 year	111	60%
2	3 - 5 year	52	28,1%
3	> 5 year	22	11,9%
	Total	185	100%

Source : research data (2020)

Descriptive Variables

Based on questionnaire result, the descriptions of the research variables are presented in Table 2. The quality culture variable has an average score of 3.6524 which is included in the moderate category because the score is less than 4. The dimension with the highest score is "speaking with data" with 3.7892 while the lowest is "stakeholder focus" with a score of 3.3243.

Table 2. Descriptive Statistics of Variables

Variable/Dimension	N	Minimum	Maximum	Mean	Std. Deviation
Quality Culture				**3.6524**	
Quality First	185	2.00	5.00	3.6297	.56811
Stakeholder	185	1.00	5.00	3.3243	.74287
Next Proses	185	2.00	5.00	3.7486	.62364
Speak with Data	185	2.50	5.00	3.7892	.62021
Upstream Management	185	2.00	5.00	3.7703	.63197
HRM Practices				**3.3783**	
Recruitment & Selection	185	1.50	5.00	3.1216	.67973
Training	185	1.50	5.00	3.2514	.92390
Condition of Work	185	1.50	5.00	3.5973	.74363
Performance Evaluation	185	2.00	5.00	3.4405	.60048
Compensation	185	1.50	5.00	3.4811	.90795

Knowledge Sharing				**3.8979**	
Collection	185	2.50	5.00	3.7554	.59718
Donating	185	1.75	5.00	4.0405	.66327
Engagement				**3.5160**	
Vigor	185	2.00	5.00	3.9173	.57444
Dedication	185	2.00	4.67	3.4470	.54363
Absorption	185	2.00	4.33	3.1838	.49852
Valid N (listwise)	185				

Source : research data (2020)

The HRM practices variable has an average score of 3.3783 which means that the respondent's perception of HRM Practices is in a moderate condition. This is due to the score is less than 4. The highest dimension is "the condition of work" with a score of 3.5973 while the lowest score is on "the recruitment dimension and selection" with a score of 3.1216. The "knowledge sharing" variable has a score of 3.8979 also has a value of less than 4. However, the dimension of "donating or sharing knowledge" has a score of 4.0405 which means that the number represents more agree on respondent decisions. Employee engagement with a score of 3.5160 is in moderate, with the highest dimension 'being vigor' with a score of 3.9173. This means that employees are in a vigorous condition or have high enthusiasm for work.

Confirmatory Factor Analysis

Table 3. Validity and Reliability

Variable/Dimension	N	Loading Factor	Validity	Variant Extract	Reliability
Quality Culture					
Quality First	185	0.613	Valid	0,765	Reliable
Stakeholder	185	0.536	Valid		
Next Proses	185	0.686	Valid		
Speak with Data	185	0.503	Valid		
Upstream Management	185	0.539	Valid		
HRM Practices					
Recruitment & Selection	185	0,744	Valid	0,615	Reliable
Training	185	0,623	Valid		
Condition of Work	185	0,597	Valid		
Compensation	185	0,655	Valid		
Knowledge Sharing					
Collection	185	0,666	Valid	0,734	Reliable
Donating	185	0,534	Valid		

Engagement					
Vigor	185	0,667	Valid	0,772	Reliable
Dedication	185	0,723	Valid		
Absorption	185	0,512	Valid		

Source: research data (2020)

The results of testing the validity and reliability of the research instrument are presented in Table 3. The results is drawn that performance evaluation dimension is invalid so it is excluded from the model.

Fit-Model Test

Evaluation of model suitability was carried out using 6 criteria, with cut-of values as shown in Table 4. (Ferdinant, 2014). The value obtained from the results of data processing is then compared with the cut-of value. Conclusion is that from 6 criteria tested, 5 criteria indicate that the model is good, while the 1 criterion is marginal. Based on the results of the evaluation, the model is declared worthy for further analysis.

Table 4. Goodness-of-fit Index

Goodness-of-fit	Cut-of Value	Value	Evaluation
CMIN/DF	< = 2,00	1,875	Good
GFI	>=0,90	0,909	Good
AGFI	>=0,90	0,805	Marginal
CFI	>=0,90	0,906	Good
PCFI	>0,50	0,707	Good
RMSEA	0,03 - 0,08	0,069	Good

Source: research data (2020)

Hypothesis Result

Hypothesis testing is carried out using the criteria for a P value of 0.05, that is, if the P value is less than 0.05, the research hypothesis is accepted and if it is greater than 0.05, the hypothesis is rejected. The results of hypothesis testing as shown in Table 5. All hypotheses proposed in this study were tested and the result is 3 hypotheses were accepted and 2 hypotheses were rejected.

Table 5. Hypothesis Result

			Estimate	S.E.	C.R.	P	Label
HRM Practice	<---	Quality Culture	-.372	.135	-2.761	.006	Supported
Know Sharing	<---	Quality Culture	.834	.220	3.796	***	Supported
Know Sharing	<---	HRM Practice	.118	.094	1.257	.209	Unsupported
Engagement	<---	Know Sharing	.204	.109	1.875	.051	Supported
Engagement	<---	Quality Culture	-.277	.202	-1.369	.171	Unsupported

Source: Research Data (2020)

Based on hypothesis testing using the P values showed that P value less than 0.05 is the first hypothesis which is quality culture affects HRM Practices. This means that the quality culture has a significant influence on HRM Practices. However, the value is negative, so the better the quality culture the less the HRM Practices are. The second hypothesis that quality culture affects knowledge sharing is supported by data. It means that the better the quality culture, the better the knowledge sharing.

The third hypothesis, namely HRM Practices has an effect on knowledge sharing, is not supported by the data. Meanwhile, the fourth hypothesis which is knowledge sharing is affecting engagement. Meaning that the better knowledge sharing, the better employee engagement. The results of testing the fifth hypothesis, quality culture affects employee engagement has P value more than 0.05 meaning that it is not supported by data.

DISCUSION

Effect of Quality Culture on Human Resource Management Practices

Result of this study supported that quality culture negative and significantly affected human resource management practices. The negative effect is not supported by the previous researches by Adewale, and Anthonia (2013) by Jerome (2013), and Al-Sarayrah et al. (2013). Result of study by Suharnomo (2009), shows that national culture and organizational culture influence on some of human resource management practices. Veratrakova and Smerek (2015), confirmed that there is impact of corporate culture on the human resources development. Wei et al. (2008) indicated that corporate culture has an impact on the adoption of SHRM. It is needed to explore why the effect of quality culture is negative.

Effect of Human Resource Management Practices on Knowledge Sharing

Result of this research proved that the effect of human resource practices is not significant. This research did not support previous researches by Razak et al. (2013), Matoskova and Smesna (2015). This research supported Pervais et al. (2016) and Iqbal (2015), which not all dimensions of human resource management practices have a direct positive effect knowledge sharing behavior. They found that employees' knowledge sharing behavior is independent of monetary rewards.

Effect of Quality Culture on Knowledge Sharing

This result of this research proved that quality culture positively and significantly affected knowledge sharing of the employees. The result supported research by Ajmal et al. (2009), Prystupa (2017), and Ling (2011) that investigated the main pre-conditions to foster knowledge sharing in a culture of organizations, which identifies the levels of trust and solidarity in explaining the four types of cultures namely; networked, communal, fragmented, and mercenary. It was found that four of organizational culture types has positive and significant effect on knowledge sharing of employees.

Effect of Knowledge Sharing on Employee Engagement

Many researchers have taken attention about effect the positive effects of knowledge sharing toward employee engagement. Results of this study showed that knowledge sharing significantly and positively affected employee engagement. It supported previous research by Juan et al.

(2018). This research also support Zannah and Sumadhinata (2018) that found *knowledge sharing positively and significantly affected employee engagement.*

Effect of Quality Culture on Employee Engagement

Result of analysis indicated that quality culture had no effect directly toward employee engagement. This finding did not support previous research by Soni (2019) and Al Shehri et al. (2019). The findings of research by Soni (2019) indicated that the culture of the organization had a largely positive and significant impact on engagement and effectiveness of employees. Al Shehri et al. (2017) revealed that Islamic culture has an influence on employee engagement in Saudi banks.

From the hypothesis test, indicated that there are positive effects of quality culture toward employee engagement trough knowledge sharing although the effect of quality culture did not any effect on knowledge sharing. It is because there are some items of quality culture are about knowledge sharing, for example faculty has to conduct seminar routinely both with internal and external participants.

CONCLUSION

From the hypothesis test, indicated that there are positive effects of quality culture toward employee engagement trough knowledge sharing although the effect of quality culture did not any effect on knowledge sharing. It is because there are some items of quality culture are about knowledge sharing, for example faculty has to conduct seminar routinely both with internal and external participants.

RECOMENDATION

The higher education institution is recommended to implement quality assurance to build quality culture because it will make a good condition of higher education by improving knowledge sharing behavior and fostering employee engagement.

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