

The Effect Of Learning Organizational Culture, Academic Leadership And Collegiality Climate On Knowledge Sharing Behavior In Educational Institutions

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ABSTRACT

Tujuan utama penelitian ini adalah untuk mengetahui peran budaya organisasi pembelajaran, kepemimpinan akademik, dan kolegialitas dalam pengembangan perilaku berbagi pengetahuan di lembaga pendidikan. Isu penelitian ini didasarkan pada proposisi bahwa berbagi pengetahuan memiliki pengaruh yang baik terhadap pembelajaran dan kinerja akademik. Desain kuantitatif eksploratif digunakan dalam penelitian ini yang terdiri dari 160 pendidik yang dipilih dengan metode purposive sampling. Instrumen pengumpulan data berupa kuesioner skala Likert lima poin, dan data dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa budaya organisasi pembelajaran, kepemimpinan akademik, dan kolegialitas bukan hanya faktor tetapi juga kontributor utama terhadap perilaku berbagi pengetahuan, yang memiliki dampak paling signifikan dan positif. Penelitian ini, di satu sisi, memberikan kontribusi signifikan terhadap teori manajemen pendidikan dan perilaku organisasi dalam konteks organisasi pembelajaran dan di sisi lain, memberikan implikasi strategis bagi lembaga pendidikan melalui interaksi berkelanjutan antara budaya pembelajaran, kepemimpinan akademik kolaboratif, dan iklim kerja kolegial.

The core intent of this research is to find out the roles that the learning organizational culture, academic leadership, and collegiality contribute to the knowledge-sharing behavior development in educational institutions. The research issue is set on the proposition that knowledge sharing has a good effect on learning and academic performance. An explanatory quantitative design was employed in the study that consisted of 160 educators who were selected by purposive sampling. The data collection instrument was a five-point Likert scale questionnaire, and the data were analyzed using multiple linear regression. The findings show that learning organizational culture, academic leadership, and collegiality are not only the factors but also the main contributors to the knowledge-sharing behavior, which is the most significant and positive impact. This research, on the one hand, significantly contributes to the theory of educational management and organizational behavior in the context of learning organizations and on the other hand, provides educational institutions with strategic implications through the continuous interaction of learning culture, collaborative academic leadership, and collegial work climate.



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INTRODUCTION

Knowledge sharing behavior is when people share their knowledge, experience, and the most effective practices. It is very important for the performance of educational institutions and their improvement which in turn will have a stronger impact on society as a whole (Riyanti et al., 2023). In the educational field, knowledge is not merely the property of one teacher or professor but a powerful asset of the institution that will mainly determine the levels of learning, research, and community service. Besides, the obstacles of curriculum changes, teaching digitalization, and the high demand for quality education make it necessary for institutions to collaborate and engage in constant knowledge transfer (Riyanti & Rukiyanto, 2024). However, it is often the institutions that are most likely to suffer from professional rivalries, poor collaboration, and reluctance to share knowledge, which are considered the main barriers. One of the results of not sharing is that people do the same work over again, no new ideas are produced, and improvement in academic quality is the slowest ever (Sadikin et al., 2023). Therefore, the promotion of knowledge sharing behavior in schools and colleges is the initial step towards making them adaptive and sustainable learning organizations (Sappaile et al., 2024).

The organizational culture of learning rests on the values, norms, and practices of the organization that continuously encourage learning, reflection, and the professional development of the organization's workforce. An organization with a learning culture can be more innovative, have free discussions, and practice the exchange of knowledge among teachers (Prayitno et al., 2024). In schools, a robust organizational learning culture would be the foremost reason why faculty and staff would be willing to share among one another their teaching experiences, new learning methods, and research results. Such a sharing of knowledge would require the trusting and psychologically safe environment that is fundamental for its growth (Biringkanae et al., 2023). The knowledge sharing role models and visionary academic leaders, who are also supportive, might provide the support in terms of structure for collaboration among institutions (Lubis et al., 2020). Communication, policies, and rewards as part of leadership in academics can motivate faculty and staff involved in sharing knowledge (Febuati et al., 2024). On the contrary, the use of an authoritarian or less participative leadership style might be the reason why knowledge sharing initiatives will not be developed. So, academic leadership at the very least is able to determine the knowledge sharing behavior at the higher education institutions (Putranto, 2016). The collegial climate is indicative of the relationships the members of the organization have and that are characterized by respect, trust, and cooperation (Mallarangan et al., 2024). A collegial climate that is negative in educational institutions will be the reason for communication and idea and knowledge exchange to be at minimal levels which in turn will result in the unavailability of a positive work environment (Wibowo et al., 2023). Among the factors that are very essential in the establishment and also maintaining good collegial relations is the professors and educators being able to help, talk, and share best practices with each other without the fear of competition being too high (Lubis et al., 2023). In addition, a collegial climate builds the academic community's sense of belonging and promotes the openness of communication (Ratnawita et al., 2023; Lubis et al., 2024).

Education research is basically made this way that knowledge-oriented organizational culture, academic leadership, and collegial climate are studied simultaneously by research and their impact on the sharing of knowledge in educational institutions is the primary concern. In a theoretical sense, the connection of these research sectors is not only intriguing but also challenging as it denies the traditional educational management and organizational behavior perspective of culture, leadership, and social factors being the only ones that matter. One thing is for sure, however, the research will continue to contribute to the development of a conceptual framework that clearly delineates the factors that influence knowledge sharing behaviors in educational institutions. The practical implications of the research findings include the latter providing very strong support for the educational institutions' management to formulate their respective policies and strategies for the development of learning organizations. The research outcomes can then be interpreted as the promotion of the learning culture, the improvement of the academic leadership effectiveness, and the creation of a collegial climate that is open for cooperation and continuity in sharing knowledge.

METHOD

Research data collection was carried out through a survey which was administered to educators in those schools using a structured questionnaire with a five-point Likert scale. The sampling technique used in this case was purposive sampling and the selection of respondents was made according to the following criteria: (1) people who are educators and currently teaching in a formal educational institution, (2) have been in the profession for a minimum of one year, (3) are involved in academic activities like teaching, curriculum development, or research in some way and (4) have interacted and collaborated closely with their peers. The number of respondents was 160, which was considered adequate for conducting multiple linear regression analysis. The research tool was subjected to the validity test through item-total correlation with a coefficient value > 0.30 , a significance level < 0.05 , and a usability test through Cronbach's Alpha generating a value > 0.70 which denotes internal consistency. Normality (Kolmogorov-Smirnov), multicollinearity (VIF value < 10 and tolerance > 0.10), and heteroscedasticity (Glejser test) were classical assumptions tests performed on the data to assure the reliability of the regression model. The application of multiple linear regression technique to data analysis was in order to discover both the partial as well as the total effects of the independent variables on knowledge sharing behavior, while the statistical software SPSS was employed to make the research results scientifically reliable.

RESULT AND DISCUSSION

The results obtained through the F-test show that the entire regression model applied in this research is significant, considering its p-value of $0.000 < 0.05$. This implies that learning organizational culture, academic leadership, and collegial climate as the three variables have a joint and major impact on the knowledge sharing behavior of educational institutions. Moreover, an R^2 of 0.67 implies that the three independent variables in the research model account for 67% of the knowledge-sharing behavior variation, while the remaining 33% can be attributed to other factors not studied. The results from the t-test show that each independent variable has a positive regression coefficient and a significance level that is less than 0.05, thus all research hypotheses are confirmed.

The study results show that the learning process through which one adopts the organization's culture has a very positive and strong influence on knowledge sharing behavior in educational institutions. This also implies that when a learning-supportive culture is in place, teachers will be more willing to share their knowledge and professional experience. In a learning atmosphere, professors and teachers will not only be more willing to engage in discussion but will also be more inclined to share their experiences, reflect on their teaching and learning practices, and even collaborate in coming up with new ideas. An educational culture that supports learning turns the whole school (or at least the part of it that consists of the people involved in the teaching and learning) into a community that sees constant learning, testing, and the radical improvement of knowledge as the three major elements, thus making the area of knowledge sharing part of the professional duty. Furthermore, this culture strengthens the trust and psychological safety which are the most important conditions for knowledge sharing. Other institutions that do not have such a culture will find it hard to get into co-operation and share knowledge. The results imply that the very first step in the direction of becoming an adaptive, knowledge-based educational organization is the establishment of a learning organization culture.

Studies have indicated that academic leadership in educational institutions has been a crucial factor and has very much positively influenced the knowledge sharing behavior. If academic leadership is done right, it will almost certainly energize the whole group of teachers and provide them with the proper motivations and support to share their knowledge. Visionary and participative academic leaders attract open communication and free exchanges, inter-field cooperation, and mixing of ideas among the faculty. All of this finally results in the claim that academic leadership is the kind of role model that might influence the teachers' attitudes and behaviors towards knowledge sharing. The backing policies and practices of such a leadership would consist of academic forums and communities of practice, all being part of the leadership that guarantees the development of excellent knowledge sharing behaviors. A non-participatory leadership style, in contrast, might restrain the sharing of knowledge. Therefore, academic leadership is regarded as the most significant factor that determines the quantity and quality of knowledge sharing behavior in educational institutions.

The outcomes of the study show that the collegial climate among the staff of an educational institution has not only a positive but also a significant effect on the knowledge sharing behavior of the institution. This collegial climate, characterized by good professional relations, trust, and the acknowledgment of the colleagues' contributions, has facilitated voluntary knowledge sharing among the teachers. In a collegial atmosphere, communication between the lecturers and the teachers is problem-free; they can talk, ask questions, and share their most effective practices without fear of being negatively judged. The collegial environment reinforces and slowly shapes the academic community's identity, which leads to a long-term collaboration. Thus, the above findings indicate that the social factors within organizations are very important in determining the employees' knowledge sharing behavior. Conversely, a work environment that is individualistic and competitive could be an obstacle to knowledge transfer. Hence, creating a positive collegial environment can be seen as a very effective socio-cultural measure for promoting knowledge transfer among educational institutions.

CONCLUSION

The study has established that the combining influence of organizational culture, academic leadership and collegiality is positive and significant on the up-side of the educational institutions' knowledge sharing behavior. This means that the facilitations of knowledge do not only fall on the personal motivations of the teachers' but also on the organization's learning atmosphere, the efficiency of academic administration and the interactions among the coworkers. The educators in a learning organization will consider their knowledge sharing as a part of their learning process. The academic leadership plays the role of being a guide and a facilitator by shaping the academic collaboration. However, the climate which is built on trust and openness and which are the primary conditions for knowledge sharing is the one fostered by collegiality. To sum up, these three factors that cause the behavior of knowledge sharing are the ones that do it to a large extent in the educational institutions. The research proposes that the heads of institutions should further develop the learning organizational culture by establishing learning communities, holding shared reflections and arranging teachers to learn cooperatively. Academic leadership must adopt a leadership style that is participatory and supportive while still allowing for intellectual collaboration. Educational institutions are also required to cultivate an atmosphere of collegiality by promoting and providing trust-based relationships and mutual respect amongst the staff.

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