

## Analysis Of The Influence Of Organizational Trust, Psychological Safety And Learning Organization Culture On The Knowledge Sharing Behavior Of Educators In Higher Education

Citra Siwi Hanayanti<sup>1\*</sup>, Firman Aziz<sup>2</sup>, Susatyo Adhi Pramono<sup>3</sup>, Iwan Henri Kusnadi<sup>4</sup>, Ipah Siti Chuzaipah<sup>5</sup>, Dina Agnesia Sihombing<sup>6</sup>

<sup>1</sup>Prodi Hukum, Universitas Madura

<sup>2</sup>Prodi Ilmu Komunikasi dan Pendidikan Bahasa Sastra Indonesia, Universitas Pendidikan Indonesia

<sup>3</sup>Prodi Teknik Sipil, Universitas Wijayakusuma Purwokerto

<sup>4</sup>Prodi Magister Ilmu Pemerintahan, STISIP Bina Putera Banjar

<sup>5</sup>Prodi Hukum Ekonomi Syariah, Sekolah Tinggi Agama Islam Miftahul Ulum Tasikmalaya

<sup>6</sup>Prodi Administrasi Bisnis, Institut Bisnis dan Multimedia Asmi

E-mail: [citra.siwi.hanayanti@unira.ac.id](mailto:citra.siwi.hanayanti@unira.ac.id)

\* Corresponding Author



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### ABSTRACT

Praktik berbagi pengetahuan merupakan komponen penting yang meningkatkan kolaborasi akademik dan hasil pembelajaran bagi universitas. Studi ini meneliti bagaimana kepercayaan organisasi dan keamanan psikologis, bersama dengan budaya organisasi pembelajaran, memengaruhi aktivitas berbagi pengetahuan para pendidik. Para peneliti menggunakan metode penelitian kuantitatif dengan desain penelitian eksploratif untuk melakukan studi mereka. Para peneliti mensurvei 150 dosen yang dipilih melalui metode pengambilan sampel bertujuan. Para peneliti menggunakan analisis regresi linier berganda setelah menyelesaikan proses validasi instrumen penelitian, mengkonfirmasi reliabilitasnya, dan menguji asumsi klasik. Hasil menunjukkan bahwa kepercayaan organisasi dan keamanan psikologis, bersama dengan budaya organisasi pembelajaran, secara positif dan signifikan memengaruhi perilaku berbagi pengetahuan. Temuan menunjukkan bahwa organisasi dapat meningkatkan kemampuan berbagi pengetahuan mereka dengan membangun sistem kepercayaan organisasi dan keamanan psikologis sambil mengembangkan kerangka budaya organisasi pembelajaran. Studi ini memberikan kemajuan teoritis yang bermanfaat untuk penelitian manajemen pengetahuan sekaligus memberikan solusi manajemen sumber daya manusia praktis untuk lembaga pendidikan tinggi.

The practice of knowledge sharing functions as an essential component which enhances academic collaboration and learning outcomes for universities. The study investigates how organizational trust and psychological safety together with learning organizational culture affect educators' knowledge sharing activities. The investigators applied a quantitative research method by using an explanatory research design to conduct their study. The researchers conducted a survey with 150 lecturers who were selected through purposive sampling methods. The researchers used multiple linear regression analysis after they completed the study instruments validation process and confirmed their reliability and tested the classical assumptions. The study results showed that organizational trust and psychological safety together with learning organizational culture positively and significantly affected knowledge sharing behavior. The research findings demonstrate that organizations can improve their knowledge sharing capabilities through establishing organizational trust and psychological safety systems while developing learning organizational culture frameworks. The study provides theoretical advancements which benefit knowledge management research while delivering practical human resource management solutions for higher education institutions.



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## INTRODUCTION

Educational institutions need to establish continuous systems that will maintain current academic standards because scientific and technological progress develops at full speed. Researchers who share their educational materials with others create the foundation for academic productivity and innovative progress (Daga et al., 2024). Academic researchers depend on knowledge sharing because it includes both information distribution and their personal research findings and teaching methods. The academic output of higher education institutions depends on how well educators share knowledge because educators serve as primary knowledge developers within these institutions (Dacholfany et al., 2022). People encounter various difficulties with knowledge sharing because they trust others and choose to keep their information secret while organizations lack complete backing for their collaborative endeavors (Fujiono et al., 2023). Research about knowledge sharing improvement in higher education institutions needs to occur because academic institutions require research which creates cooperative environments that enable sustainable growth (Hanayanti et al., 2025; Prayitno et al., 2024).

The trust that people feel for an organization together with their trust for its members constitutes organizational trust which defines organizational trust. Trust functions as an essential foundation which enables higher education educators to establish positive relationships with each other (Sopwandin et al., 2023). Educators share their knowledge with others when they trust their institution and their colleagues since they believe their knowledge will not be used against them (Sudadi et al., 2023). The trust that exists within an organization establishes safe spaces for people to interact while it prevents individuals from keeping their knowledge to themselves (Jihan Abdullah, 2023). Academic environments which maintain high trust levels enable researchers to collaborate on research work and share ideas while conducting effective scientific discussions (Magalhaes et al., 2023). People achieve psychological safety when they understand that sharing their opinions and errors will not result in any negative consequences. The main force which determines whether educators share their knowledge with others in higher education institutions operates through psychological safety (Sopwandin, 2022).

Educators who experience psychological safety participate in academic discussions by sharing their ideas and experiences. Psychological safety creates a learning space that enables all participants to work together because their contributions are recognized as important (Hinayatulohi et al., 2023). Educators become more driven to share knowledge when their work setting allows them to express themselves freely and learn from errors. A learning organization establishes a cultural system which supports continuous learning and teamwork with knowledge sharing among its members (Sihombing et al., 2023). The most critical factor that higher education institutions need to create a space for knowledge sharing depends on their ability to establish an organizational culture which supports learning (Sihombing & Hajjah, 2022). An organizational culture which emphasizes learning enables educators to develop their skills while sharing knowledge with their peers (Qamarya et al., 2023). The academic activities which include seminars workshops and scientific discussions serve to enhance the knowledge exchange system within the learning organization culture (Harahap et al., 2025).

The research investigates how organizational trust and psychological safety together with learning organizational culture influence knowledge sharing at higher education institutions. The research develops theoretical frameworks which advance human resource management and organizational behavior research about knowledge management practices used in higher education institutions. The study presents an integrated framework which combines organizational trust and psychological safety and learning culture elements to explain knowledge sharing behavior. The study results will guide higher education administrators in developing policies which enhance knowledge sharing through better organizational culture and stronger trust relationships and safer work environments. Higher education

institutions will experience improved academic collaboration through better research cooperation while their institutional capacity to develop innovative solutions and new knowledge will grow.

## **METHOD**

The research study examines the relationship between organizational trust and psychological safety and learning organizational culture and their effects on knowledge sharing behavior of higher education educators through quantitative research and explanatory research design. The study used active lecturers as participants who worked in both public and private universities to fulfill their teaching and research and community service responsibilities. The researchers used purposive sampling to select respondents who met criteria which required active lecturers to have two years of experience and participate in academic activities and knowledge sharing and research questionnaire completion. The study collected data from 150 respondents who participated as sample subjects. The research instrument used a questionnaire that presented questions with five response options on a Likert scale. The researchers validated test results by using item-total correlation which required a minimum value of  $r > 0.30$  and significance  $< 0.05$  and the reliability testing used Cronbach's Alpha which required a minimum value of 0.70. The researchers conducted classical assumption tests which included normality and multicollinearity and heteroscedasticity tests to verify the regression model's suitability. The researchers used multiple linear regression analysis to study how independent variables affected knowledge sharing behavior through their various testing methods.

## **RESULT AND DISCUSSION**

The results of multiple linear regression analysis demonstrate that organizational trust and psychological safety together with learning organizational culture determine how educators share their knowledge in higher education institutions. The research model explains 78% of knowledge sharing behavior variation through its three independent variables while all other factors exist beyond the model's boundaries. The partial regression results show that all three independent variables positively affect knowledge sharing behavior with statistical significance at the 5% level.

According to the study results, there is a positive relationship between organizational trust and knowledge sharing among higher education faculty/staff members. Academic faculty/staff build trusted relationships with each other to create an environment conducive to developing teamwork and building strong working relationships with each other. Establishing trust between higher education faculty/staff, and with the organization itself allows for sharing of pedagogical practices and innovative ideas with one another. As a result, faculty/staff feel confident their information will be kept confidential or not become subject to the risks of accidental or intentional leaks or intellectual theft creating an environment of trust, creating an environment conducive to knowledge sharing between higher education faculty/staff. The establishment of Trust in the Organization creates a social nexus that accelerates collaborative partnerships between academic institutions through inter-disciplinary research and major scientific discourse, demonstrating the importance of trust within organizations and, thus, how trust must exist to develop successful Knowledge Transfer Systems needed by Higher Education Institutions to sustain a competitive edge and support future innovative initiatives.

The empirical data analysis results show that psychological safety serves as a key factor which improves educational staff members' knowledge sharing activities throughout their work in higher education institutions. Academics need a work environment which provides them with both emotional and professional protection because this type of environment enables them to share their most innovative ideas while teaching others about their hidden knowledge and their research mistakes. The fundamental requirements of psychological safety establish a space which enables people to reach their maximum potential through their participation in academic discussions that support open academic cooperation between various academic fields. Teachers in academic settings require authentic acknowledgment of their academic contributions to develop their professional skills because such recognition leads to social acceptance of their ideas which drives them to participate actively in knowledge sharing within their educational environment.

Based on our findings, there is substantial empirical evidence to demonstrate that having an organization committed to being a 'learning organization' is positively related to reducing barriers in

the process of knowledge sharing among educators at postsecondary institutions. Furthermore, the internalization of values that encourage continuous learning on a systematic basis will motivate every individual educator to develop their knowledge and skills and pass this knowledge on to their colleagues for joint improvement. This cultural experience of a learning organization can be seen in the creation of a stimulating environment that includes holding international conferences, conducting workshops using state-of-the-art methods, and providing opportunities for ongoing scientific dialogue among faculty as significant contributing factors to the increased flow of information and knowledge transfer both within departments and across disciplinary boundaries. Within organizations that are academically mature in their learning orientation, the knowledge sharing experience is no longer perceived as a burden, nor as a simple administrative function; rather, it has now become an integral part of every day professional experiences, thereby allowing for improved collaboration through academic partnerships, enhanced synergies from innovative research, and enhanced resilience and reputation of postsecondary institutions in light of a progressively more dynamic global environment.

## CONCLUSION

The synthesis of the overall study findings confirms that there are three key factors that enhance the proactive knowledge sharing behaviour of educators within the higher education sectors: organisation trust, psychological safety, and the learning organisation culture, and that all three elements have a simultaneous, positive and very significant impact. Organisational trust is the basis upon which educators build relationships with one another and develop open communication networks, and psychological safety provides educators with emotional safety that decreases their perceived interpersonal risk of sharing critical ideas, thus increasing their willingness to explore and share those ideas without fear. The effect of these two elements is amplified through a learning organisation culture, which provides the framework and environment of continuous collective learning, so that knowledge sharing behaviours become an institutionalised organisational process rather than an incidental occurrence. In total, the inter-relatedness of organisation trust, psychological safety and learning organisation can create a dynamic and continual cycle of intellectual capital exchange between the educators that not only enhance the collaboration of efforts between researchers and the quality of research produced, but also accelerate the digital transformation and pedagogical innovation in the higher education sector, which are two of the major factors that increase the competitiveness and reputation of higher education institutions in the global community.

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