SELF-EFFICACY, ORGANIZATIONAL CULTURE, AND QUALITY OF INNOVATION RELATED TO STUDENT SHARING KNOWLEDGE

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Abstract: This study aims to analyze the effect of self-efficacy, organizational culture, and quality of innovation on knowledge sharing. As a communication medium, social media becomes a unique attraction for students in the general student environment. This study explores social media that are in high demand and used as a means of student learning. The statistical analysis method used is Structural Equation Modeling (SEM) with a simple random sampling technique with 125 student respondents and Universitas Bhayangkara Jakarta Raya students. This study indicates that self-efficacy, organizational culture, and quality of innovation positively impact knowledge sharing. From the research findings, organizational culture provides the highest output value for knowledge sharing.

Keywords: Self-efficacy, Organizational Culture, Quality of Innovation, Knowledge Sharing.

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh efikasi diri, budaya organisasi, dan kualitas inovasi terhadap knowledge sharing. Sebagai media komunikasi, media sosial menjadi daya tarik tersendiri bagi mahasiswa di lingkungan mahasiswa pada umumnya. Penelitian ini mengeksplorasi media sosial yang banyak diminati dan digunakan sebagai sarana belajar siswa. Metode analisis statistik yang digunakan adalah Structural Equation Modeling (SEM) dengan teknik simple random sampling dengan 125 responden mahasiswa dan mahasiswa Universitas Bhayangkara Jakarta Raya. Studi ini menunjukkan bahwa efikasi diri, budaya organisasi, dan kualitas inovasi berdampak positif pada berbagi pengetahuan. Dari temuan penelitian, budaya organisasi memberikan nilai output tertinggi untuk berbagi pengetahuan.

Kata Kunci: Efikasi Diri, Budaya Organisasi, Kualitas Inovasi, Berbagi Pengetahuan.

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INTRODUCTION

Most young people use social media to socialize, learn via internet use, produce digital information, and find work. The research (Al-Harrasi, Abir S;Al-Badi, 2014) on students obtained data that they used social media for research as much as 23%, 22% for entertainment, 15% for getting the latest news, and 12% used for chatting and communicating with friends and family. Social media use for entertainment is the highest, while the share of smartphones for communicating ranks the lowest. There is a minor difference between study, work, pleasure, and free time, reducing life in solitude. Students often use social media such as Facebook, YouTube, and Twitter to communicate and exchange information, share knowledge, opinions, and ideas and encourage members to interact among them (Moghavvemi, Sharabati, & Paramanathan, 2017).

Facebook is used for social reasons, and many students consider Facebook as a social tool. Facebook creates a new challenge for its members to join groups and networks, which can encourage sharing ideas, information and exchange ideas and collaborations with other members who have the same interests and desires. Facebook is considered an ideal platform for collaborative activities. Some students use Facebook for academic purposes, specifically to connect with classmates for assignment information (Moghavvemi et al., 2017).

Social media development provides solutions, new insights, and knowledge-sharing mechanisms for various organizations, for example, industry, offices, hospitals, and education. However, social media's success in sharing knowledge requires the role of science contributors to help others. Therefore, in identifying the factors that influence knowledge sharing behavior, using Facebook will help research the right tools to encourage students to do their knowledge sharing because it will benefit other students and themselves (Moghavvemi et al., 2017).

Table 1 shows the growth in social media use, with more than 5.1 billion people worldwide using mobile phones 2.7 percent year-on-year increase with smartphones accounting for more than two-thirds of all devices in use today. About 98 percent of social media users, more than 3.4 billion people, access social media platforms via mobile devices (wearesocial.com).

Tabel 1. Annual digital growth social media users (April 2018 – April 2019)

Total Population	Unique Mobile Users	Internet Users	Active Social Media Users	Mobile Social Media Users
+ 1,1%	+ 2,6%	+ 8,6%	+ 6,1%	+ 11%
+ 82 million	+ 130 million	+ 350 million	+ 202 million	+ 342 million

Sources: https://wearesocial.com

The 2015 survey showed that educators used four social media to communicate with students, namely: Facebook (52%), Twitter (47%), LinkedIn (21%), Google+ (16%), YouTube (43%), Twitter. (31%), and Instagram (30%) (Shafer, Johnson, Thomas, Johnson, & Fishman, 2018). Instagram is a top-rated photo-sharing application since its inception in 2010, with more than 500 million active users per month. Instagram mainly focuses on sharing photos, images, and non-reciprocal relationships. Recent surveys have shown that Instagram is the second most popular social media platform, with 59% of online adults ages 18–29 using Instagram. Instagram is growing at a fast pace leading to increased interest in investigating psychological correlations in Instagram use. Previous research on the relationship between narcissism and aspects of Instagram use. Most of the research investigates aspects of the frequency of use of Instagram (frequency of selfie posts, time spent, passive use) rather than examining experiences, which can give greater meaning to the literature (Jackson & Luchner, 2018).

The study (Hocevar, Flanagin, & Metzger, 2014) introduced social media self-efficacy. One has perceived the ability to achieve desired results in a social media environment and examined the relationship between social media self-efficacy and how people evaluate its information. Overall, the results show that people with higher social media self-efficacy have an increased tendency to be trusted and relied on through social media by verifying the credibility of information they find on the Internet or as a medium for seeking and sharing information with others.

Social media is an essential concept for understanding learning and achievement (Hatlevik, Throndsen, Loi, & Gudmundsdottir, 2018a) are through self-efficacy. The concept includes students' self-confidence and their expectations for future performance. Experiential student learning is essential for the development of self-efficacy beliefs, which can affect student achievement.

Studies (Cabaroglu, 2014a) involve self-efficacy scales, reflective journals, and course evaluation forms to collect data about participants' changes in self-efficacy beliefs and learning experiences in courses. The results showed that participants experienced growth in teaching efficacy, increased self-awareness, increased problem-solving skills, and increased independent learning.

Knowledge sharing is also supported by culture, as (Marwan Attar, 2020) states that organizational culture and knowledge sharing are two critical factors for an organization's long-term success. Part of the knowledge used to develop business and gain competitive advantage, intellectual capital, is a mechanism for organizational performance. Furthermore

(Jarrah, Hadi, Karadsheh, & Alhawari, 2020) added that organizational culture factors' sustainable growth is essential in developing employee performance in today's dynamic market. An organization needs to share knowledge frequently. Organizational culture factors are used in different organizations today, with several different roles, such as employee performance.

On the other hand, the study (Moghavvemi et al., 2017) shows that outcome expectations are the main factor influencing students to share knowledge, followed by perceived mutual benefits and perceived enjoyment. Students share knowledge and help others because of the expected results, namely respect from other members and lecturers, good comments from friends, opportunities to enrich their knowledge, and recognition. The power of knowledge and perceived status are not solid motivators for students to share knowledge in Facebook groups. His research results recommend that future research on the factors that influence student knowledge sharing may differ in social media participation based on gender, age, or subject matter. This study's findings help understand why students choose to engage on social media, particularly Facebook, to share knowledge in a particular learning context, which will be helpful for educators.

According to (Paliktzoglou & Suhonen, 2014), Facebook is a social media technology with applications in many domains, including education. This study describes student engagement with Facebook as a learning aid in problem-based learning (PBL) groups in Bahrain. Additionally, we analyzed student acceptance of Facebook as a study aid.

Sharing knowledge provides positive organizational changes that knowledge-sharing practices spearhead for innovation (Abdulla Naser Abdulqawi Gharama, 2020). Thus, sharing knowledge is very important for increasing organizational innovation. In today's dynamic environment, the quality of innovation (Subramanian, Gunasekaran, Abdulrahman, & Qiao, 2019) and new product development (NPD) are critical factors in gaining a competitive advantage. However, the quality innovation process is a complicated procedure, as it is possible to combine internal and external resource requirements to meet customer expectations.

Bhayangkara Jakarta Raya University has 2 (two) campuses located in Jakarta and Bekasi. Campus II is located in Bekasi, where most students are residents. As a buffer for Jakarta's city, the capital city of Indonesia, Bekasi, is developing and keeping up with the times. Today, social media has become an essential part of the daily life of the people of Bekasi city. Ease of internet access in many places, making it easier for people, in this case,

students, to improve their quality. The increasing number of Bekasi municipality residents who continue their education.

Based on the above background, the researchers are interested in researching the title: Self Efficacy, Organizational Culture, and Quality of Innovation Related to Student Knowledge Sharing. The formation of student character both the educational environment and the environment around them both physically and virtually impact students' quality and the world of education. The research problem formulation is about self-efficacy, organizational culture, and the quality of innovation that influences students' knowledge sharing.

LITERATURE REVIEW
Social Media and Knowledge Sharing

(Jerald Greenberg, 2010) What processes are so broad and fundamental to human behavior in organizations and throughout life, generally and continuously? The answer is: study. A process fundamental to our lives so that we may have a good understanding of what "learning" is, formally, the definition of learning is a relatively permanent change in behavior due to experience.

According to (Snell & Bohlander, 2010), the needs and goals of teaching in organizations are employee readiness and motivation; clearly, the organization's focus is on employees. Training must build bridges between employees and the organization. A critical step in this transition is to give full consideration to the psychological principles of learning, namely, the characteristics of a training program that helps employees solve new materials/problems, understand materials/problems in their own lives, and transfer them back to their jobs. Training programs tend to be more effective when they incorporate learning principles. The principles of learning are:

- The Goal is setting to focus and motivate behavior into training. Goal setting leads to the course/program objectives.
- The meaning of the presentation, the material being studied must be presented as well as possible.
- Modeling, "a picture is worth a thousand words," applies to training. Give examples that can increase the meaning of new material or knowledge in the training environment; modeling increases behavioral training's salience.
- Individual differences, training programs must accommodate individual differences and facilitate them.

- Active exercises and repeating what we do every day become a skill.
- Comprehensive versus partial learning, some work can be broken down into parts.
- Mass learning versus distribution, loosening training will result in faster learning and last longer
- Feedback and reinforcement, feedback helps individuals to focus

E-learning includes a wide range of Web and computer-based training (CBT) and virtual classes. E-learning frees employees to learn online without time and space limits. Learning Management Systems (LMS) is an online system that provides various assessment, communication, teaching, and learning opportunities (Snell & Bohlander, 2010).

Social Networking Sites (SNSs), Social networking sites are web-based communication platforms that support socially relevant interactions between contacts (e.g., "Friends")(Ellison, Vitak, Gray, & Lampe, 2014). Instagram is a mobile photo-sharing service, video sharing, and online social networking sites (SNS) that allow users to take pictures and videos and then share them on other platforms. Internet users spend more time using Instagram than other platforms, so organizations need to understand why consumers use Instagram and what satisfaction they receive from Instagram (Sheldon & Bryant, 2016).

An average of 300 million photos is uploaded to Facebook per day, while 80 million photos are shared on Instagram. Finding and retrieving images uploaded on the Web is very attractive not only in terms of effectiveness (taking the right image according to user needs/demands) and efficiency (execution time) but also in terms of visibility (viewable). (Giannoulakis & Tsapatsoulis, 2016). Observational learning or modeling occurs when someone acquires new knowledge, namely by observing what happens to other people.

Social networks provide opportunities for students to build knowledge and help them to be active in creating and sharing information by allowing users to connect by creating personal information profiles, giving friends and colleagues access to these profiles. Moreover, by sending email and group instant messages on Facebook, they have the opportunity to gain and share knowledge about current fashion from network members. It shows that social media empowers its users to create, share, and comment on news content and interact and collaborate with network members, thereby changing the overall structure and nature (Moghavvemi et al., 2017).

Its achieve by uploading the source by providing a link to a source that is already online elsewhere or directly writing a post or response. There are countless examples of sharing knowledge online, such as contributing to Wikipedia, posting responses to questions on

thematic Q&A forums, uploading tutorial videos to YouTube, or posting a lecture summary to someone's blog. Access to this knowledge may require membership (for example: in specific forums, gaming communities, or social networking groups) or may not (for example, Wikipedia, Yahoo Answers, and YouTube).

Self-Efficacy (SE)

Self-efficacy, defined as "a person's self-assessment in terms of manifesting the capacity to organize the events necessary to achieve a given goal successfully," has a power that can influence individual preferences for specific areas and their behavior.

The idea of social cognitive theory (Bandura, 1997; Cabaroglu, 2014b) "belief in someone's ability to organize and carry out the actions needed to produce a given achievement." (Cabaroglu, 2014b) The conceptualization of self-efficacy has evolved. Recent research has generally divided it into two areas: outcome expectations (e.g., teacher beliefs about the effects of specific teaching actions on students) and success expectations (e.g., teachers' beliefs about their ability to perform specific teaching actions) (Cabaroglu, 2014b)).

Furthermore, (Bandura, 1997; Cabaroglu, 2014b) states four possible sources of teachers' sense of efficacy. First, mastery of experience (i.e., failure and success) refers to actual teaching achievement with students. Second, they are representative experiences that involve observing other people doing the same task and doing self-evaluation based on these observations. Third, verbal persuasion refers to accepting realistic judgments from other people. Positive ratings increase a teacher's self-efficacy, while negative assessments can decrease it. Finally, psychological and emotional arousal refers to a teacher's feelings of pleasure or pleasure derived from a successful lesson.

In the world of education (Hatlevik, Throndsen, Loi, & Gudmundsdottir, 2018b; Schunk, D.H., & Pajares, 2009), self-efficacy impacts student activity choices, invested effort, persistence, interest, and achievement. Compared with students who doubted their ability to perform well, students who worked harder lasted longer, showed greater interest in learning, and achieved higher levels (Bandura, 1997; Hatlevik et al., 2018b). Self-efficacy alone is insufficient to produce competent performance if students do not have the skills needed to succeed. Self-efficacy refers to self-confidence as students who are always required to learn. This learning process can be obtained, among others, from experience, seeking, exploring, understanding, and sharing knowledge. Based on the theory above, a hypothesis can propose:

H1: Self-efficiency has a positive effect on knowledge sharing

Organizational Culture

The culture of sharing knowledge, trust, and motivation is considered an essential factor for sharing knowledge in an organization (Al-Kurdi, El-Haddadeh, & Eldabi, 2018). Organizational culture is the most prominent enabler in increasing knowledge sharing in transnational projects (Oyemomi, Liu, Neaga, Chen, & Nakpodia, 2019).

The opinion (Kathiravelu, Mansor, T.Ramayah, & Idris, 2014) states that culture, through its several dimensions, functions as a barrier to sharing knowledge in an organization. Some of the cultural components that hinder knowledge-sharing behavior include manager commitment, emotional intelligence, fear, hierarchies in organizational structures, lack of social networks, age differences, gender differences, lack of resources, conflicting motives, and uncertain workplace.

The research (Kathiravelu et al., 2014) stated the context of the relationship between knowledge sharing and organizational culture, although the investigation also involves organizational commitment and organizational behavior. In this question, the authors conclude a significant relationship between organizational culture and knowledge sharing.

On the other hand, (Hussain, Konar, & Ali, 2016) stated that managers could learn through proven leaders in the hospitality industry and motivate their employees to build a positive team innovation culture. Furthermore (Hussain et al., 2016) states that managing knowledge is a social process in which people must consider the influence of social and cultural factors because the majority of the strategies of large and small companies are to integrate the knowledge, skills, and expertise of their employees to gain an advantage. Whereas managerial practices are effective in their daily operations, factors such as technology, motivation, leadership, and a culture of cooperation and integrated organizational communication will influence knowledge sharing behavior. (Fullwood, Rowley, & McLean, 2018) state individual ownership of knowledge, academic independence, lack of shared culture, and physical barriers between staff as barriers, which are hallmarks of higher education.

Based on previous research, we hypothesize that:

H2: Organizational culture or culture positively affects knowledge sharing.

Quality of Innovation

Innovation (Drucker, 2014; Wang, Sharma, & Cao, 2016) is an organization's competitive advantage by creating new services, new products, management procedures, and work processes. Over time, innovation in both quantity and quality continues to grow. The result of innovation shows the quality of innovation (Haner, 2002; Wang et al., 2016).

Furthermore (Yeşil, Koska, & Büyükbeşe, 2013) states that culture and change; leadership; learn; relationships, and building networks.

The above arguments lead researchers to suggest that the quality of innovation tends to affect knowledge sharing positively. Thus, this study proposes the following hypothesis:

H3: Quality of innovation has a positive influence on Knowledge sharing

RESEARCH METHODOLOGY

This research method is quantitative by examining the relationship between self-efficacy, culture, quality of innovation as an independent variable, and knowledge sharing as a dependent variable on students of the Bhayangkara University, Jakarta Raya. Analysis of Structural Equation Modeling (SEM) to prove a model based on theory and research studies.

Population and Sample Determination Techniques

The research object is the students of the Management study program, Bhayangkara University, Jakarta Raya. Primary data obtained by distributing questionnaires that upload to Googleform®. According to (Uma Sekaran, Uma ;Bougie, 2013), population refers to a whole group of people, events, or exciting things that the researcher wants to investigate. The sampling unit is an element or set of elements available to choose from during several sampling processes.

This research uses a simple random sampling technique, a sampling procedure that ensures that every element in the population has an equal chance of being included (William G.Zikmund, Barry J.Babin, Jon C.Carr, 2010). As (Imam Ghazali, 2017) explains, the most popular estimation method used in Structural Equation Modeling (SEM) research, the recommended sample size for using the Maximum Likelihood estimation, is 100-200. In this study, the number of samples/respondents was 125 students. The relationship and hypothesis test, the questionnaire data obtained, would be processed using the AMOS application.

Based on previous research and theoretical studies, the relationship between research variables can describe as follows:
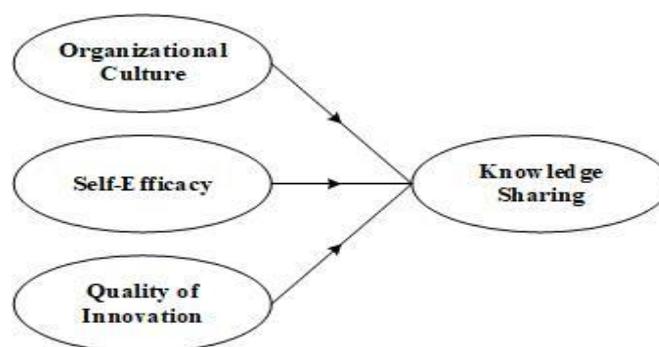

Figure 1. Research model

RESULT AND DISCUSSION

Validity Test

Convergent validity (Imam Ghazali, 2017) indicates a latent construct of sharing or converging from a high proportion of variants. The construct validity can read from the loading factor value. The standardized loading estimate is equal to 0.5 or better with a loading factor value of 0.70. From the output, as shown in Table 2, the loading factor value is above 0.5, so it can be said to be valid.

From the calculation of Average Variance Extracted (AVE), according to (Imam Ghazali, 2017) that the AVE value is equal to or above 0.05, indicating a good convergent.

From the calculation of the AVE value for the construct KS = 0.6; SE = 0.4; K = 0.5; and KI = 0.679. So it can be concluded that the KS, K, and KI constructs meet the AVE criteria> 0.5, while the SE construct gives a value <0.5. Meanwhile, with a loading factor value below 0.70, SE was discarded from the analysis because it gave a low convergent value.

Reliability Test

As (Imam Ghazali, 2017), reliability using the construct reliability (CR) test provides better reliability than using Cronbach alpha, as one of the convergent validities.

From the Construct Reliability table 0.70 or more indicates good reliability, while the reliability of 0.60 - 0.70 is still acceptable provided that the validity of the indicators in the model is good. Latent construct KS = 0.854; SE = 0.706; K = 0.767; KI = 0.719.

Discriminant Validity

To measure the uniqueness of a construct, meaning that a construct is entirely different from other constructs. From the discriminant validity value, it can seem that a construct is unique and can capture the phenomenon measured. The way to test this is to compare the square root value of AVE ($\sqrt{AVE}$) with the correlation value between constructs. The following is the square root value of the latent construct

SE = $\sqrt{0.4}$ = 0.632

K = $\sqrt{0.5}$ = 0.707

KI = $\sqrt{0.679}$ = 0.824

Hypothesis Testing

Furthermore, the hypothesis test determined whether or not the effect of endogenous variables is on exogenous variables. The relationship between these variables can state from the regression weight values in the following table:

The output shows that:

1. SE has a positive effect on KS with a standardized coefficient of 0.288 and significant at a p-value of 0.243

2. K has a positive effect on KS with a standardized coefficient of 0.438 and significant at a p-value of 0.090.

3. KI positively affects KS with a standardized coefficient of 0.041 and a significant p-value of 0.743.

4. R-Square KS of 0.482, which means the variable KS that can be explained by the variables SE, K, and KI is 48.2%

Regression equation model:

KS = 0.288 SE + 0.438 KS + 0.041 KI

Its shows that knowledge sharing can be explained by the variable self-efficacy, culture (organizational culture), and innovation quality by 48.2%, while 51.8% is another variable not researched. Figure 2. is a Measurement Model, a complete model that combines SEM components.
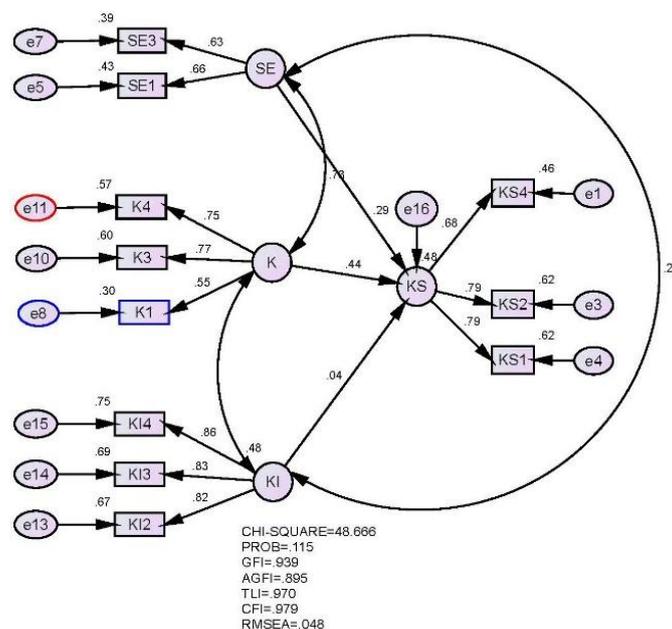
Figure 2. Measurement model

Discussion

From the interpretation of the results, self-efficacy, culture, and quality of innovation positively impact knowledge sharing. The study's initial model gave unfit results, including the enormous chi-square value, so that several research statements had to be eliminated, and after modifying the model, the research model became fit.

The self-efficacy variable, "I have the skills, experience, and insights needed to provide valuable knowledge to other students," was omitted from the original research model. This statement is related to the level of self-confidence in one's ability and willingness to share knowledge. Inline (Fuller, Liu, Bajaba, Marler, & Pratt, 2018), self-efficacy beliefs affect various thought patterns, including anticipatory thinking. Statement on culture variables; "I often communicate both ways through face to face, scientific discussions and presentations." This two-way communication style concerns a culture that has not yet become a strong tradition in the Bhayangkara University campus, Jakarta Raya. As (Oyemomi et al., 2019) states, artifacts are at the primary level and include all seen, heard, and felt phenomena when meeting new groups with unknown cultures. Nonetheless, these artifacts reflect the beliefs and values shared by members of the organization. The deepest level of culture is the basic assumption that members of an organization consider when adapting to the environment.

The statement: "My campus is better at ideas and innovation than other campuses," is omitted. Innovation quality (Haner, 2002; Wang et al., 2016) refers to the process and the result of innovation. From the webometrics data for the position of January 2020, Bhayangkara Jakarta Raya University is ranked 275 (Indonesia) and 10673 (World Ranking) under President University, which is located in Bekasi, ranked 199 (Indonesia) and 8171 (World Ranking). Bhayangkara Jakarta Raya University continues to develop itself; further research is needed to see innovation and increase the quality of higher education.

Finally, the statement: "I always try to share knowledge with other students" is also omitted. Knowledge sharing (Wang et al., 2016) can increase organizations' knowledge-based resources/capabilities and increase work results by exchanging and utilizing scattered information, experiences, practices, insights, and unusual understandings. However (Haas, M. R., & Hansen, 2007; Wang et al., 2016), due to various potential barriers, such as the inherent hostility of people, search and transfer costs, and incompatible systems of incentives, it is a challenge for organizations to implement knowledge sharing successfully.

CONCLUSIONS

Based on the findings of research and discussion, it can be concluded that self-efficacy positively affects student knowledge sharing. Organizational culture shows a positive influence on knowledge sharing. Likewise, the quality of innovation has a positive effect on knowledge sharing.

The research findings show that culture provides the highest output value for Knowledge Sharing. Research (Al-Alawi & Al-Marzooqi, Nayla Yousif; Mohammed, 2007) shows the

role of specific factors in organizational culture in the success of knowledge sharing between staff in organizations in Bahrain. These findings also indicate that trust, communication, information systems, rewards, and organizational structure positively relate to knowledge sharing in organizations.

(Al-Alawi & Al-Marzooqi, Nayla Yousif; Mohammed, 2007) define, a campus is a place where students make friends and an environment that shapes culture. It becomes the joint responsibility of both academics and educators to create a supportive learning environment and atmosphere. Increasing self-efficacy by motivating students. Self-efficacy can also be developed through parents' influence, and a dynamic learning culture can encourage increased knowledge sharing.

Knowledge sharing can be done through networks and technology. With the rapid advancement of technology, campuses should provide internet networks and knowledge-based social media access. Contrary to (Hocevar et al., 2014), the results indicate that higher social media users are more likely to trust information shared by other social information sources than the entire information domain. So that as an educational institution, it is better to limit and supervise the use of social media.

Future research is to develop research on a broader scale and by linking other variables. Future research should explore online learning, especially if it becomes a more effective and efficient learning model.

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