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Personnel Motivation to Share Knowledge for Quality Assurance: the role of Intrinsic and Extrinsic Motivation

Devi Rahnjen Wijayadne[1)]
devi.rahnjen@ciputra.ac.id

William Widjaja[2)]
william.widjaja@pradita.ac.id

[1)]Universitas Ciputra Surabaya
[2)]Universitas Pradita

ABSTRACT

Quality assurance has become the most critical behavior to expand business across the country. To assure the quality of the product, every employee should understand the knowledge about the standard operating procedure and quality assessment requirement, so the enterprise should manage and share knowledge with each employee in the organization. The best way to manage and share knowledge is knowledge sharing among employees, defined as knowledge sharing behavior. This research examines the role of extrinsic motivation dan intrinsic motivation to enhance employee's knowledge sharing behavior (KSB). This empirical study aims to confirm and examine these types of motivation that influence KSB. Self-determined theory (SDT) and social exchange theory (SCT) are used to understand the role of motivation and organizational context that influence employee KSB. Research models are analyzed using structural equation modeling partial least square (SEM-PLS). The result is finding a positive effect of extrinsic and intrinsic motivation to determine employees (KSB) who support SDT and SCT.

Keywords: knowledge sharing behavior, extrinsic motivation, intrinsic motivation, organizational climate.

PRELIMINARY

Indonesia is a developing country with an excellent economic growth rate. Indonesia's GDP before the Covid '19 pandemic in 2018 reached 5.07% where this figure shows superior economic growth in Southeast Asia (Kemenkeu.go.id, 2019). One of the business sectors that contributes significantly to the Indonesian economy is the manufacturing sector. Even though Indonesia and the world are in a state of the Covid-19 pandemic, the manufacturing sector has consistently contributed more than 20% starting from 2017-2020 (Bps.go.id, 2021). However, the manufacturing sector's contribution to GDP has decreased in the last five years.

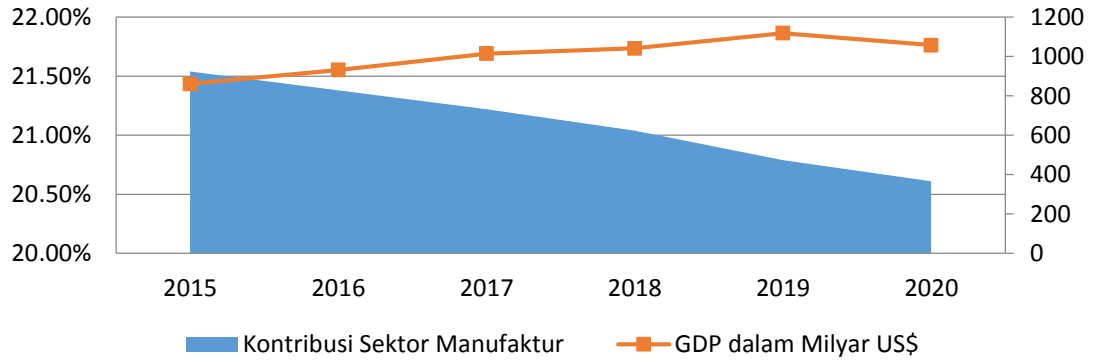

Figure 1. Manufacturing Sector Value Added Contribution to Indonesia's GDP

Source: BPS.go.id, 2021

Based on data presented by BPS.go.id (2021), Indonesia's GDP has a consistent growth with a high value compared to other ASEAN countries. The manufacturing sector made the most significant contribution to the GDP. However, in 2015-2020, the manufacturing sector's contribution experienced a continuous decline.

To increase the competitive advantage of the manufacturing sector, quality assurance is an essential aspect to gain customer trust and ensure that the products offered have quality value (). In addition, manufactured products marketed globally face tight barriers in several countries with specific quality standards such as ISO 9000, ISO/IEC 17000, and the International Vocabulary of Metrology-ISO/IEC Guide 99/VIM

(Tsimillis, 2015). The implementation of quality assurance is to obtain certification and guarantee product quality that provides high value to customers.

In implementing reasonable quality assurance, every individual in all business lines must be integrated and know-how to carry out business processes by the proper procedures (Tsimillis, 2015). Companies that are unable to transmit knowledge and information related to quality assurance to human resources in all organization lines can cause the organization to be slow to develop and experience confusion and misinterpretation in carrying out quality business processes. Human resources are essential capital for companies to create and maintain quality product value (Dong, Liem, & Grossman, 2010). Bock, Zmud, Kim, & Lee (2005) explained that companies that cannot transmit knowledge to all lines of the company would find it challenging to create a competitive advantage for the organization, so that knowledge sharing within the company is very important so that companies can compete in this era of globalization which has strict quality standards. Knowledge is a valuable asset of a company; employees without proper knowledge will carry out operational procedures that do not comply with specific quality standards and requirements (G.-W. Bock et al., 2005). In addition, hindered knowledge sharing within the company can cause differences in knowledge between departments within the company to be high. This knowledge difference will disrupt company operations and result in poor job outcomes (Baird and Henderson, 2001).

To increase knowledge sharing, it takes great effort from company management. Some managers have difficulty doing knowledge management because not all individuals want to do knowledge sharing voluntarily (G.-W. Bock et al., 2005). Bock et al. (2005) explained that some are reluctant to share knowledge because employees perceive that knowledge sharing will make it difficult for their supervisors to distinguish their efforts from their co-workers. In addition, Yang & Wu (2008) also stated that knowledge sharing is complicated because of human factors, organizational complexity, and the character of knowledge that is difficult for others to understand.

Liu & Liu (2008) also emphasized that the character of knowledge that is difficult for people to understand makes the knowledge sharing process slow, expensive, and not necessarily the person who is given the knowledge understands. In addition, an individual who knows a specific job will be reluctant to share knowledge, and this is because this knowledge makes him unique and has a strong position in the organization; if that knowledge is shared, then the possibility of making a position in the organization will be replaced with someone who knows the same as himself (G. W. Bock & Kim, 2002). This study aims to determine the factors that can influence employees to share knowledge, see the importance of knowledge sharing in companies, and the significant obstacles, especially in imparting knowledge related to quality assurance.

Several previous studies have shown several factors that encourage employees to share knowledge. Wang & Hou (2015) explain that the intrinsic motivation of an employee based on the concept of self-determination theory (SDT) is the primary motivating factor for employees to share knowledge. According to Deci, Koestner, & Ryan (1999), self-determination theory is a concept that explains that a person performs an action based on a desire to fulfill psychological needs, namely the need for autonomy (to gain control in taking actions), competence (the desire to gain self-competency development) and relatedness (desire to connect with society or other people around him). In addition to the SDT concept, a person taking action is not only driven by the desire to meet the psychological needs that exist from within them, which is known as autonomous motivation or intrinsic motivation, but also from attractive reward incentives known as Controlled motivation or extrinsic motivation (Wang & Hou, 2015). The effect of extrinsic motivation or controlled motivation on knowledge-sharing behavior is based on social cognitive theory (SCT), where human behavior is driven by the treatment given to them in the form of adverse treatment and good treatment (Lin & Huang, 2008). In the context of knowledge sharing behavior, someone will share their knowledge-driven by rewards or benefits that will be received if someone shares their knowledge (Hsu, Ju, Yen, & Chang, 2007). This

study will examine the effect of employees' intrinsic and extrinsic motivation in performing knowledge-sharing behavior.

LITERATURE REVIEW AND HYPOTHESES

Knowledge Sharing Behavior

Yi (2009) defines knowledge sharing behavior as one-way knowledge dissemination carried out by knowledge owners to knowledge recipients. Bock et al. (2005) define knowledge sharing behavior as the desire of an individual to share his knowledge with others. The concept explains that knowledge sharing behavior depends on the knowledge provider and takes place in one direction. This is different from the definition put forward by van den Hooff and de Ridder (2004), which defines knowledge sharing behavior as the exchange of knowledge between the two parties through donating knowledge and collecting knowledge carried out in two directions. Tangaraja, Mohd Rasdi, Abu Samah, & Ismail (2016) explain that in the world of work, knowledge sharing behavior is a two-way relationship between co-workers and supervisors where both parties need knowledge of each other which can be in the form of work experience, problem-solving solutions, and more effective ways of working.

To measure the concept of knowledge sharing behavior, several researchers developed indicators that describe employees' knowledge sharing behavior. Bock et al. (2005) measure the concept of knowledge sharing behavior by using knowledge taxonomies that describe employees' intentions and attitudes on knowledge sharing behavior. Chennamaneni (2006) measures the concept of knowledge sharing behavior by looking at the actual actions taken by employees in sharing their information and knowledge with their co-workers and supervisors. Hsu et al. (2007) also measure the concept of knowledge sharing behavior by looking at the actual actions taken by employees in sharing their information and knowledge with co-workers. Van Den Hooff & Ridder (2004) measure the concept of knowledge sharing behavior by looking at the knowledge donation and knowledge collection actions performed by employees.

The dimensions of knowledge-sharing behavior are shown by a series of activities carried out by employees, and some researchers describe the dimensions of knowledge-sharing behavior based on the processes that individuals do when doing knowledge-sharing behavior. Yi (2009) explains that the knowledge-sharing behavior process is carried out actively in one direction by those who have the knowledge needed to those who need the knowledge. According to Yi (2009), the knowledge-sharing behavior process also pays attention to the type of knowledge conveyed, namely tacit and explicit knowledge. The following is an explanation of the knowledge sharing behavior process according to Yi (2009):

a. Written Contribution (Person to Document)
   This activity is done by writing ideas on documents in an online database.
b. Organizational Communication (Person to Group)
   This activity is carried out by brainstorming related to the problems being faced or regular meetings with other team members.
c. Personal Interaction (Person to Person)
   This activity is carried out by discussing solutions to work problems during lunch or providing knowledge to individuals who ask questions.
d. Communities of Practice (Person to Group)
   This activity is carried out by conversing to discuss solutions to social media work problems facing the same problem.

Self Determination Theory

Self Determination Theory was first introduced by Deci & Ryan (2008) as a motivational theory that encourages someone to take pro-social actions such as knowledge sharing behavior. Motivation is defined by Gagne & Deci (2005) as an individual's expectation of the attractive outcomes needed to encourage the individual to perform certain behaviors. Cockrell and Stone (2010) explain that the essence of SDT is that a person performs an action motivated by external and internal factors. Deci and Ryan (2008) distinguish the motivation that drives a person to take action into two, namely autonomous motivation and controlled motivation.

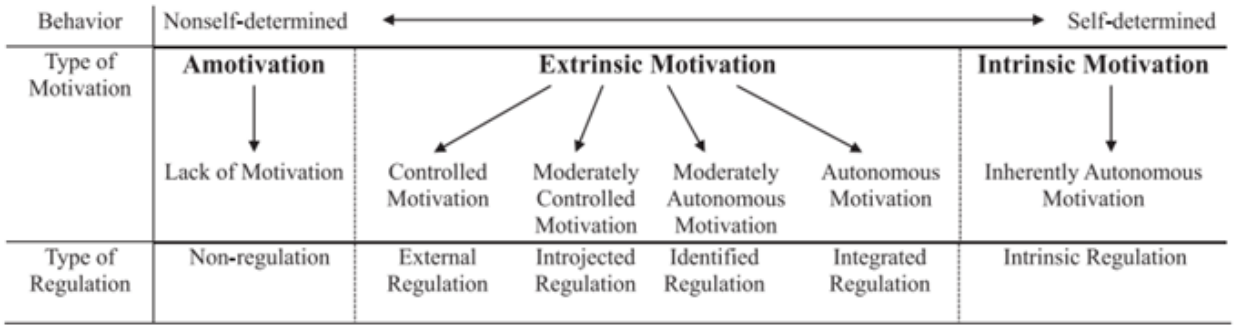

Figure 2. The controlled-to-autonomous continuum of motivations in SDT

Source: Gagne dan Deci (2005)

Figure 2 describes the type of motivation that can encourage someone to take action based on the concept of self-determination theory. Gagne and Deci (2005) explain that a person's motivation to take action is divided into three categories: motivation, extrinsic motivation, and intrinsic motivation. The categorization is based on applying regulations that encourage a person to take action and sources of stimuli that can encourage the individual to take action.

In the SDT continuum, intrinsic motivation is why someone takes action because they are happy with the action (Gagne and Deci, 2005). Autonomous motivation is an incentive from a person's behavior that does not meet his basic needs but fulfills his psychological needs (Gagne, 2009). Someone feels motivated autonomously when they feel they can determine for themselves in choosing their actions based on self-interests, curiosity, concern, and upheld values (Wang & Hou 2015). Internal/autonomous motivation consists of personal desire, pleasure, and concern for others. In the SDT continuum, autonomous motivation is divided into integrated and identified regulations. Integrated regulation is why a person takes action because the action becomes a part of him where the actions he takes reflect who he is (Gagne and Deci, 2005). Identified regulation refers to why a person takes action because the action has values that are upheld by the values and identity.

On the other hand, controlled motivation refers to the incentives of a person's behavior influenced by external factors (Gagne and Deci, 2005). People feel controlled to take specific actions when they feel pressure or the need to take specific actions to get the desired result. External/controlled motivation consists of a reward system, formal or informal assessments from others, and good social status in a group. Controlled motivation is divided into two, namely external regulation and introjected regulation. External regulation refers to why a person performs an action depending on the actual consequences controlled by external parties (Gagne and Deci, 2005). Introjected regulation refers to why a person performs an action depending on the consequences of external parties predicted by the individual who acts (Gagne and Deci, 2005).

SDT can explain why someone takes these actions about individual actions to perform knowledge-sharing behavior. Fortier and Fareell (2009) explain that someone performs knowledge sharing behavior because the individual feels happy, satisfied and means that it is an intrinsic motivation that stimulates the individual from within. Olatokun & Nwafor, (2012) also explain that extrinsic motivation also encourages someone to take knowledge sharing behavior where the individual hopes to get mutual benefits when conducting discussions to share knowledge. In the extrinsic motivation category in Figure 2.1, four motivations encourage someone to take action. The following will explain the four motivations that encourage someone to take action on knowledge-sharing behavior.

Extrinsic Motivation

Extrinsic motivation is why someone takes action based on someone's expectation of getting explicit results such as promotions, financial rewards, and reciprocal relationships resulting from taking these actions (Kankanhalli, Lee, & Lim, 2011). Locke & Schattke (2018) define extrinsic motivation as the reason someone does something with the hope of obtaining value and future benefits from the actions they take. The extrinsic concept does not refer to something outside a person but something outside the activity, namely the final value received from the activity he does (Rheinberg & Engeser, 2018). Locke & Schattke (2018) argue that extrinsic motivation

aims to get financial value from the activities carried out and some outcomes resulting from an activity such as knowledge, skills, developing relationships, physical activity, health, and reputation.

Foss, Minbaeva, Pedersen, & Mia (2009) argue that someone extrinsically motivated to perform knowledge sharing behavior makes him feel obliged to perform knowledge sharing behavior consistently because the company administratively has provided additional benefits to them. Kakanhalli et al. (2011) explain that financial rewards and career advancement opportunities are the main factors in knowledge management that encourage someone to share knowledge related to the business they are doing with their colleagues. Wang & Hou (2015) found that someone who engages in knowledge-sharing behavior is driven by their expectations for stability in their work and career advancement opportunities.

Gagne (2009) also explains that extrinsic motivation from knowledge sharing behavior can be feeling happy because it is socially accepted in the company, and these benefits motivate individuals to do knowledge sharing behavior. The results of research by Wang & Hou (2015) found that their expectations drive someone who performs knowledge sharing behavior to get a better network and working relationship in their workplace after doing knowledge sharing behavior. Saide et al. (2017) found that extrinsic motivation significantly affected knowledge sharing behavior. Therefore, this hypothesis is proposed:

H1: Extrinsic Motivation has a significant positive effect on Knowledge Sharing Behavior.

Intrinsic Motivation

Intrinsic motivation is defined as the reason someone does something because they like and enjoy the activity itself or the experience of doing the activity without expecting any outcome (Locke and Shattke, 2018). A person's pleasure in doing

something can be passive such as reading a book, or active such as selling, analyzing, teaching, and helping others (Locke and Shatkee, 2018). Cruz, Pérez, & Cantero (2009) also argue that a person can be intrinsically motivated to take specific actions because they are happy to have good relations with colleagues, apply their capacity, have autonomy in taking actions, feel valued when taking these actions.

In the context of this research, intrinsic motivation can be a strong reason for employees to perform knowledge-sharing behavior. Gagne and Deci (2005) explain that intrinsically motivated employees feel happy when they take action or the action itself. If employees feel that knowledge-sharing behavior can channel their capacity to develop organizational performance, they will take action on knowledge-sharing behavior (Wang and Hou, 2015).

On the other hand, Hall & Graham (2004) explains that someone does knowledge-sharing behavior because there is a pleasure from within a person when the action can help others. Gagne and Deci (2005) explain that intrinsically motivated employees also find the activity exciting and feel spontaneous satisfaction from the activity itself. If employees feel that knowledge-sharing behavior is fun and satisfaction when doing it, they are intrinsically motivated (Wang and Hou, 2015). Saide, Trialih, Wei, Okfalisa, & Anugrah (2017) found that intrinsic motivation significantly affected knowledge sharing behavior. Therefore, this hypothesis is proposed:

H2: Intrinsic Motivation has a significant positive effect on Knowledge Sharing Behavior.

RESEARCH METHODOLOGY

This study applies quantitative methods in data analysis with structural equation modeling partial least square (SEM-PLS) analysis techniques using SmartPLS 3.0 software. The survey takes research data for statements related to variables. The data

is taken from multinational companies engaged in manufacturing that produce plastic packaging. In conducting sampling, the method used is census sampling so that the number of line managers in the company is 98 respondents who have been accepted from a total of 124 employees.

Survey questions that explain the variables were adopted from several previous studies where indicators that can measure extrinsic motivation were adapted from the research of Cruz et al. (2009). The indicators used to measure soft rewards are adapted from the research of Gagne and Deci (2005). The indicators used to measure knowledge-sharing behavior were adapted from Yi's (2009) research.

RESULTS AND DISCUSSION

Descriptive statistics

The results of the exposure of research respondents' data can be seen in table 4.1. The sample used in this study consisted of 98 respondents in plastic packaging product manufacturing companies. 69.8% male and 29.2% female. With the majority of respondents working period of 1-5 years (53.1%), the second 5-10 years (24.5%) and 10-15 years (17.3%) and more than 15 years (5.1%). The education levels of most respondents were S1 (63.2%), SMA (32.6%), and Masters (4.1%).

Outer Model Analysis

The outer model produces validity and reliability tests. The validity test was conducted to test the accuracy of the questionnaire question items in measuring the research variables. The technique used is to measure the outer loading. A question item is declared valid if the outer loading produces a value > 0.5. the results of the convergent validity test for each research variable are presented in appendix I.

Table 1 in Appendix I shows that all the question items in this study have an outer loading above 0.5. So, each of the research questions is valid and can be used to measure the construct. The next validity test is discriminant validity. To test the discriminant validity, you can use the Fornell-Larcker Criterion. The square root value

of the average variance extracted (RAVE) must be greater than the correlation between the construct variables studied (Fornell & Larcker, 1981). RAVE results from SmartPLS are presented in Appendix II.

In Appendix II, the Fornell-Larcker Criterion results can be seen, which shows that all RAVE values of the construct variables are more significant than any correlation with other constructs. In addition to looking at RAVE, you can also assess discriminant validity by looking at the value of the cross-loading factor presented in Appendix III.

In Appendix III, it can be seen that the results of the cross-loading factor between variables indicate that the value of the cross-loading factor of each question indicator has a more excellent value in the described construct compared to the other constructs. Thus, the question indicator can only explain the described construct variable, not explain other variables.

The outer model also produces a loading factor that has gone through a standardized estimate, and the composite reliability value and average variance error will be calculated. In the Appendix IV table for the reliability test, all research variables show the value of composite reliability (ρc) > 0.6 and average variance error (AVE) > 0.5 and Cronbach's alpha > 0.6. This shows that the question items on all research variables have consistency in measuring each variable at different times and places. In other words, all research variables can be said to be reliable and can be used in the research model.

Inner Model Analysis

In this study, researchers used the method of structural equation modeling – partial least squares. SEM-PLS analysis will produce an inner model that describes the relationship between the variables. The inner or structural model is said to be good

and can be used in research if it meets several criteria. The researcher presents the results of the analysis of the model's goodness in Appendix V.

In appendix V, it can be seen that the results of the model goodness test have good results. There is at least one good criterion of the criteria that must be met (Ghozali, 2008). In this study, the structural model has good analytical results with an excellent SRMR value of 0.056, which is < 0.08. It means that the model still has an error that reaches 5.6%. According to Hu and Bentler (1999), the cut-off value of SRMR is < 0.08, the error rate of the data used is relatively low because the SRMR value is less than 0.08. Based on the model fit criteria from SmartPLS, this research model is fit and can be used.

In addition, the inner model is said to be good and can be used in research if it meets the R-square and Q-Square criteria. According to Mindrajaya and Sumertajaya (2008), the structural model is feasible if the R-square value is close to one. The results of the R-square structural model have pretty good results, with the R-square value approaching 1, which is 0.671. It shows that the variables extrinsic motivation, intrinsic motivation, organizational climate, and the interaction of intrinsic motivation with organizational climate can explain 67.1% of knowledge sharing behavior variables. Thus, the structural model in this study is fit and can be used.

Hypothesis test

Testing this hypothesis is based on a significance value <0.05 on the path coefficient. If the significance value is less than 0.05, there is an influence between variables, and the hypothesis is accepted (Ghozali, 2008). Hypothesis test results can be seen in Appendix VI.

Hypothesis 1: Extrinsic motivation has a significant positive effect on knowledge sharing behavior

The parameters of the influence of extrinsic motivation on knowledge sharing behavior showed significant results with a significance value of 0.001 (p <0.05) and at

the value of > 1.96 of 3.486. The path coefficient value is 0.321. Based on this, then hypothesis 1 can be accepted.

Hypothesis 2: Intrinsic motivation has a significant positive effect on knowledge-sharing behavior.

The parameter results of the influence of the intrinsic motivation variable on knowledge sharing behavior showed significant results with a significance value of 0.000 (p>0.05) and at-value <1.96 of 5,403. The path coefficient value is 0.471. Based on this, then hypothesis 2 can be accepted.

Discussion

Based on the research results, extrinsic motivation can have a significant positive effect on knowledge-sharing behavior. The results of this study are different from the results of research by Safa and Von Salms (2016). They found that employee perceptions of increasing status when participating in knowledge sharing behavior activities and the probability of an increase in position in the organization have a significant positive effect on employees' desire to perform knowledge sharing behavior. The research results of Nguyen, Thaichon, & Nguyen Thanh (2019) also found that extrinsic motivation based on the acquisition of tangible rewards and valuable knowledge as a reciprocal of knowledge sharing behavior activities had a significant positive effect on knowledge sharing behavior. The results of this study are also supported by the theory of social exchange theory, which states that employees take action by maximizing profits and minimizing costs to establish long-term relationships with their social environment in the future (Hung et al., 2011). In the context of knowledge sharing behavior, employees are willing to sacrifice their knowledge power and try to modify knowledge to get rewards from organizations that help employees get a better life (Kankanhalli et al., 2011). Employees are also willing to do knowledge-sharing behavior in the hope of getting a better network, social status, and working relationship in their workplace after doing knowledge-sharing behavior (Wang and Hou, 2015). In addition, employees are willing to perform knowledge-sharing behavior to gain stability in their work and career advancement opportunities (Safa and Von Salms, 2016). The results of Sulistiyani, Udin, & Rahardja (2018) also find that

extrinsic rewards can motivate employees to share their knowledge in the small, micro, and medium-sized business (MSME) business sector where knowledge sharing can improve product quality with international standards on innovative products. Thus, externally motivated employees, such as getting financial rewards, high probability of promotion, and increasing self-status, have a higher tendency to perform knowledge sharing behavior.

In this study, some employees assess that the external motivation that drives them to perform knowledge-sharing behavior is relatively low. It is based on the employee's assessment of the benefits received from the company when carrying out these actions.

Based on data from research surveys, the average value given by employees on extrinsic motivation shows a relatively low value with an average value of 2,748, where the lowest question indicator is on employee self-exposure when doing knowledge sharing behavior that can build employee social status and the probability of an increase position after doing knowledge sharing behavior. This is because the presentation of employee achievements in the company that is the object of research is rarely done and is often done at the management level. In addition, the probability of a promotion at this company considers the length of service the employee has rather than the employee's actions and performance. The low benefits obtained from external sources such as increasing self-reputation and the probability of promotion when sharing knowledge that becomes their strength and differentiation causes employees' willingness to share knowledge to become low.

Based on the research results, intrinsic motivation can have a significant positive effect on knowledge-sharing behavior. The results of this study are in line with the results of Chou et al. (2005). They found that intrinsic motivation in the form of a sense of satisfaction when it can help colleagues face problems at work has a significant positive effect on employees' knowledge-sharing behavior. The results of this study are also in line with the results of research by Hung et al. (2011), who found that inner

satisfaction after helping others gained from knowledge sharing behavior in forums had a significant positive effect on knowledge sharing behavior activities as measured by the quantity and quality of ideas put forward by employees in the forum. Safa and Von Salms (2016) also found that feelings of self-worth can contribute to organizational success. The smooth running of their friends' work when participating in knowledge-sharing behavior activities can significantly positively affect employees' desire to perform knowledge-sharing behavior. Nguyen et al. (2019) found that intrinsic motivation based on inner satisfaction when carrying out knowledge-sharing behavior activities had a significant positive effect on knowledge-sharing behavior.

The results of this study are also supported by the theory of social exchange theory, which states that employees take action by maximizing profits and minimizing costs to establish long-term relationships with their social environment in the future (Hung et al., 2011). In the context of knowledge sharing behavior, employees are willing to sacrifice their knowledge power and try to modify knowledge to get rewards in the form of inner satisfaction when contributing to helping colleagues (Hung et al., 2011). Employees are also willing to do knowledge-sharing behavior because they feel pleasure in helping their coworkers and feel happy because they can contribute to improving organizational performance (Wang and Hou, 2015). Thus, intrinsically motivated employees will have a higher tendency to do knowledge sharing behavior, such as feeling inner satisfaction when doing the knowledge sharing behavior, feeling happy to help colleagues, and improving organizational performance after doing knowledge sharing behavior.

In this study, some employees assess that the internal motivation that drives them to perform knowledge-sharing behavior is relatively low. This is based on the employee's assessment of the benefits received for self-satisfaction when carrying out these actions. Based on data from research surveys, the average value given by employees on intrinsic motivation shows a relatively low value with an average value of 2,834, where the lowest question indicator is on meeting the need for autonomy when doing knowledge sharing behavior obtained when accepting freedom of opinion and sharing

ideas. Employees consider the freedom to express opinions and share ideas when doing knowledge-sharing behavior not to be sufficient to meet their autonomy needs. The low benefits obtained to meet their psychological needs, such as autonomy and relational, causes the employee's desire to share knowledge to become low.

Conclusion

Based on the problem formulation, literature review, and research results, it can be concluded that extrinsic motivation can significantly affect knowledge-sharing behavior. The higher the external motivation employees feel from knowledge sharing behavior, such as the financial value of knowledge sharing activities, deepening understanding of shared knowledge and expertise, developing relationships, and social reputation, the higher the knowledge sharing behavior activities carried out by the employee. Intrinsic motivation can have a significant positive effect on knowledge-sharing behavior. The higher the intrinsic motivation employees feel when performing knowledge sharing behavior actions such as satisfaction after helping their colleagues and being happy to see their colleagues complete their work by specific standard procedures, the higher the knowledge sharing behavior activities carried out by the employee. Based on the results of this study, it can be seen that the knowledge sharing needed to improve company quality assurance can be increased by providing strong motivation both extrinsically and intrinsically.

Research Suggestions

The managerial implication of this research is that management should pay special attention to the motivating factors of employee motivation to perform knowledge-sharing behavior, both intrinsic and extrinsic. Companies can encourage employees to share knowledge by providing tangible rewards such as self-exposure to participating employees such as employee of the year and performance evaluation assessments for promotions based on participation in knowledge sharing behavior—expectations of self-improvement and promotion. To take advantage of intrinsic motivation to share knowledge, companies can carry out employee recruitment activities by providing

conditions that determine how happy employees are with knowledge sharing. It is expected to get new employees with personalities and dispositions who like to share knowledge.

The theoretical implication of this research is in the study of the concept of knowledge management in companies, the driving factors that become motivation and organizational climate need to be considered. It is based on the concept of social exchange theory, where one's actions are based on the desire to maximize benefits and reduce costs in long-term social relationships. The results of this study indicate that employees are willing to sacrifice their valuable knowledge and make modifications to share knowledge to get some rewards from knowledge sharing behavior such as the probability of an increase in position in the organization, increasing status and self-exposure as well as the pleasure of being able to help others.

Variable of Interest which can be chosen is one of the policies or programs run by stakeholders, or what is often referred to as policy variables. As a journal that emphasizes quantitative methods in its publication, JEKT encourages the birth of various writings that contribute to various evaluations of policies and / or improvements to policies implemented, especially by the government, in realizing prosperity and justice for all Indonesian people.

Finally, economic development research can be said to be back to basics, back to OLS. This trend is expected to continue for the next five years. Coupled with the availability of new ideas that emerged from supporting the realization of the SDGs, it seemed there was no reason not to move forward and write.

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Appendix I

Tabel Uji Validitas dan Reliabilitas

Item	Pernyataan Kuesioner	Outer Loading
EM1	Saya mendapatkan pendapatan tetap yang tinggi (Gaji pokok, tunjangan, bonus dan insentif) untuk aktivitas yang saya lakukan di perusahaan	0,844
EM2	Perusahaan memaparkan secara ekspresif jelas dan terbuka atas pekerjaan saya (penghargaan, pemaparan di majalah, website, papan pengumuman di perusahaan)	0,876
EM3	Probabilitas promosi kenaikan jabatan pada perusahaan saya relatif tinggi	0,825
EM4	Stabilitas dan keberlanjutan pekerjaan saya pada perusahaan ini relatif baik (resiko pemutusan hubungan kerja rendah)	0,918
EM5	Saya mendapatkan timbal balik pengetahuan setelah berbagi pengetahuan dengan rekan kerja	0,893
Extrinsic Motivation		
IM1	Saya mendapatkan kebebasan dalam mengambil keputusan terkait pekerjaan saya dan dapat berkontribusi dengan ide-ide yang saya miliki untuk menyelesaikan pekerjaan	0,898
IM2	Saya merasa menjadi bagian dari perusahaan	0,949
IM3	Saya dapat berhubungan dengan lebih baik saat berbagi pengetahuan	0,910

Lanjutan

Item	Pernyataan Kuesioner	Outer Loading
IM4	Saya merasa senang menggunakan kompetensi dan pengalaman saya setelah berbagi pengetahuan dengan rekan saya Berlanjut	0,901
IM5	Saya merasa mendapatkan kesenangan dan kepuasan saat saya berbagi pengetahuan dengan rekan saya	0,943
Intrinsic Motivation		
KSB1	Saya membagikan catatan personal kepada atasan dan rekan kerja saya terkait pengetahuan yang saya miliki	0,869
KSB2	Saya mengemukakan ide dan pemikiran secara online pada database perusahaan, sebagai masukan untuk perusahaan	0,856
KSB3	Saya mengumpulkan dokumen dan laporan progress pekerjaan terkini	0,905
KSB4	Saya mengekspresikan ide dan pemikiran pada rapat organisasi atau tim	0,920
KSB5	Saya berbagi cara pemecahan masalah pada rapat organisasi atau tim	0,916
KSB6	Saya berbagi pengalaman saat berhasil atau gagal saat menghadapi suatu masalah pada rapat organisasi atau tim	0,929
KSB7	Saya meluangkan waktu untuk membantu rekan kerja yang kurang berpengalaman	0,913
KSB8	Saya membimbing rekan kerja yang kurang berpengalaman secara bertahap dan berkelanjutan	0,855
KSB9	Saya sering bercakap-cakap secara personal dengan rekan kerja untuk membantu menyelesaikan masalah dalam pekerjaan	0,912
KSB10	Saya membuat solusi untuk menyelesaikan permasalahan kerja pada komunitas kerja seperti WA grup karyawan atau profesi	0,936
KSB11	Saya berbagi pengalaman berhasil dan gagal saat menghadapi masalah pada komunitas kerja seperti WA grup karyawan atau profesi	0,881
Knowledge Sharing Behavior		

Sumber : Olah data SmartPLS 3.0

Appendix II

Tabel Hasil Uji Validitas Diskriminan Fornell-Larcker Criterion

	Extrinsic Motivation	Intrinsic Motvation_	KSB
Extrinsic Motivation	0,872		
Intrinsic Motvation_	0,452	0,920	
Knowledge Sharing Behavior	0,533	0,615	0,900

Sumber : Hasil ourter model dari SmartPLS

Appendix III

Tabel Hasil Uji Validitas Diskriminan Fornell-Larcker Criterion

	Extrinsic Motivation	Intrinsic Motvation_	Knowledge Sharing Behavior
EM1	**0,844**	0,301	0,326
EM2	**0,876**	0,384	0,498
EM3	**0,825**	0,336	0,434

EM4	**0,918**	0,458	0,517
EM5	**0,893**	0,455	0,504
IM1	0,475	**0,898**	0,607
IM2	0,415	**0,949**	0,562
IM3	0,364	**0,910**	0,579
IM4	0,401	**0,901**	0,534
IM5	0,420	**0,943**	0,543
KSB1	0,506	0,627	**0,869**
KSB10	0,488	0,541	**0,936**
KSB11	0,523	0,562	**0,881**
KSB2	0,357	0,522	**0,856**
KSB3	0,446	0,514	**0,905**
KSB4	0,569	0,532	**0,920**
KSB5	0,404	0,570	**0,916**
KSB6	0,524	0,525	**0,929**
KSB7	0,487	0,576	**0,913**
KSB8	0,433	0,472	**0,855**
KSB9	0,505	0,622	**0,912**

Appendix IV

Tabel Hasil Uji Reliabilitas Variabel Penelitian

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Extrinsic Motivation	**0,921**	**0,934**	**0,941**	**0,760**
Intrinsic Motvation_	**0,955**	**0,956**	**0,965**	**0,847**
Knowledge Sharing Behavior	**0,976**	**0,978**	**0,979**	**0,810**

Sumber : Hasil output outer model SmartPLS

Appendix V

Tabel Uji Kelayakan Model

	Saturated Model	Estimated Model

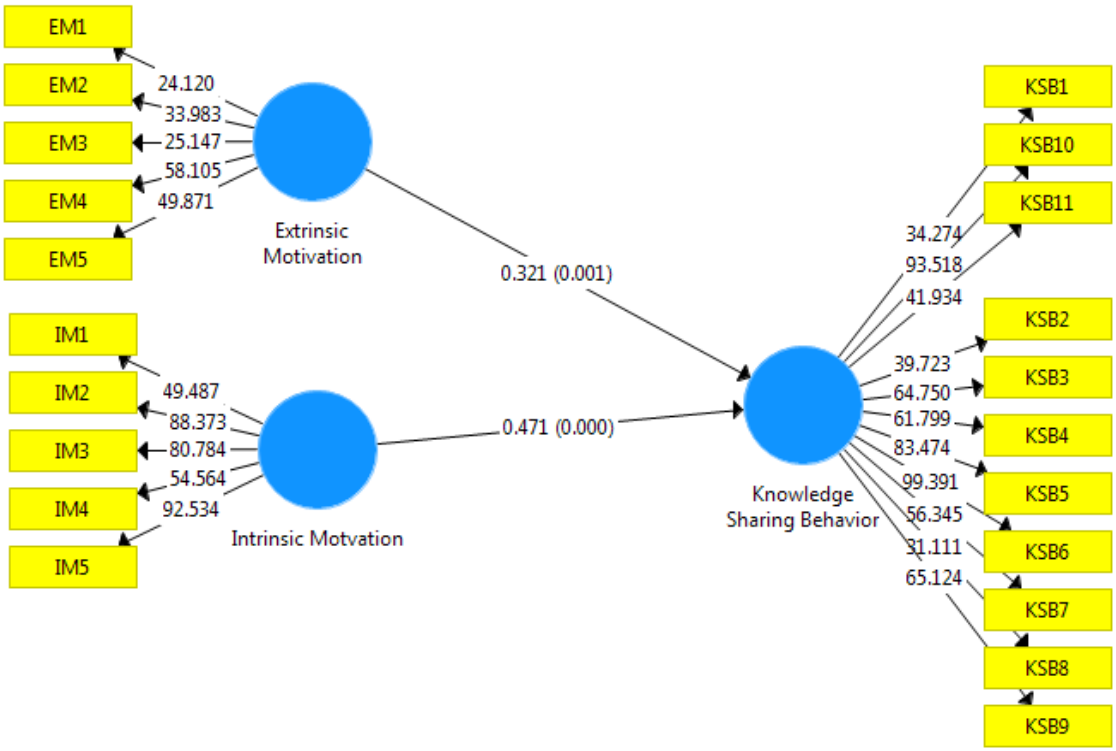
SRMR	0,056	0,056
d_ULS	0,730	0,730
d_G	0,991	0,991
Chi-Square	461,170	461,170
NFI	0,831	0,831

Sumber : Output structural model SmartPLS

Tabel Uji Kebaikan Model Mengacu Pada R-Square

	Variabel	**R^2**	**Hasil Analisis**	**Interpretasi**
R_2^2	***Knowledge Sharing Behavior***	0.461	Mendekati satu lebih baik	Cukup

Gambar Inner Model Penelitian



Sumber : Output inner model SmartPLS

Appendix VI

Tabel Hasil Uji Hipotesis Berdasarkan *Regression Weight*

Pengaruh Antar Variabel			***Path Coefficient***	**t-value**	**P**	**Interpretasi**
EM	→	KSB	0.321	3.486	**0.001**	Signifikan
IM	→	KSB	0.471	5.403	**0.000**	Signifikan

Sumber : Output structural model SmartPLS