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Influence of Knowledge Sharing on Teacher Performance through Individual Innovation Capability: A Study at PPTQ Darul Fikri Sidoarjo

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A R T I C L E I N F O

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A B S T R A C T

The objective of this study is to assess the influence of knowledge sharing on employee performance via individual innovation capabilities at PPTQ Darul Fikri Sidoarjo. The research encompasses teachers from both junior high school (SMP) and senior high school (MA) levels as the target population. The sampling method utilized is non-probability sampling with a purposive approach, resulting in a total sample size of 65 respondents. The dataset comprises two types: primary data, acquired from respondent responses to questionnaires, and secondary data, sourced from PPTQ Darul Fikri Sidoarjo. Data analysis is conducted employing the Partial Least Squares (PLS) technique. The research outcomes disclose a favorable effect of knowledge sharing on employee performance through individual innovation capabilities within the context of PPTQ Darul Fikri Sidoarjo.

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INTRODUCTION (Start on new page, separated from title page above)

The era of globalization and technological advancement in the Industry 4.0 era bring significant impacts and various new challenges. Globalization provides opportunities to access a broader global market and to acquire innovations from various countries. However, on the other hand, globalization also brings about intense competition and economic as well as social inequalities. In this context, education plays a central role in shaping a nation's progress by creating high-quality and competent human resources.

Quality education has the potential to drive a nation's progress by creating competent human resources. This will stimulate the development of ideas and innovations needed to advance the country's resources. To achieve excellent educational standards, collaboration from various parties becomes crucial, including the key role played by teachers in these educational institutions.

Performance refers to the work outcomes obtained by an employee in terms of quality and quantity when they carry out the tasks and responsibilities assigned to them (Mangkunegara, 2016) Indicators of teacher performance can be observed from the achievements that the educational institution they work in has successfully attained. Knowledge sharing is considered one of the factors that triggers the improvement of human resource quality. This is because the implementation of knowledge sharing by employees within an organization has the potential to influence their performance. This idea is reinforced by studies carried out by (Surya, 2019) and (Andra, 2018) which reveal a favorable connection between the sharing of knowledge and the performance of employees.

In addition to the Industry 4.0 era, we are currently also in the "knowledge era," where only organizations that can effectively manage knowledge can withstand the pressures of a competitive environment. Based on research conducted by (Fauziyah & Rahayunus, 2021) various types of knowledge have been identified as fundamental factors in enhancing individual innovation capabilities. This is because the knowledge possessed by employees is utilized to generate new ideas and innovations within the work processes.

The researchers selected Pondok Pesantren Tahfizh Alquran (PPTQ) Darul Fikri Sidoarjo as the research location due to its longstanding presence since 2010, making it 13 years old by the year 2023. Darul Fikri (Dafi) Quranic Science Islamic Boarding School comprises a junior high school, a senior high school, and boarding facilities. As PPTQ Darul Fikri Sidoarjo operates in the education sector and has obtained good accreditation, it can be assumed that the institution maintains competent performance. Student achievements in the realm of education are greatly influenced by the quality of teachers. A teacher with a deep understanding of the subject matter, effective teaching methods, and strong communication skills can motivate and guide students optimally. Despite the satisfactory achievements of the students, the existing teacher performance at PPTQ Darul Fikri seems to be lacking. This can be observed from the following table, which displays the results of the Teacher Competency Test (UKG) for teachers at PPTQ Darul Fikri Sidoarjo.

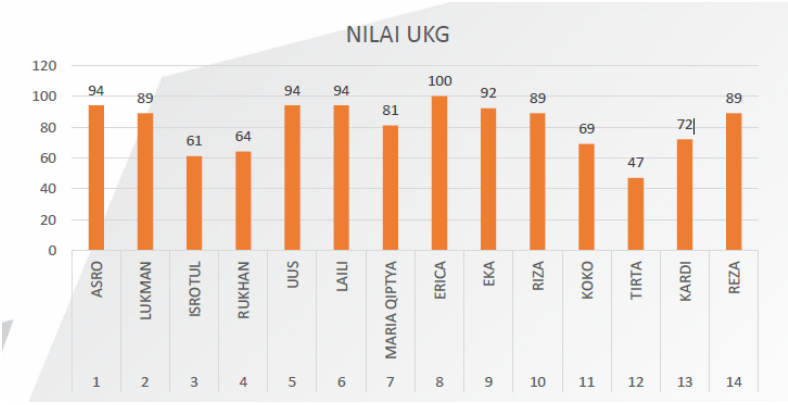


Figure 1. Junior High School UKG Scores

PPTQ Darul Fikri Sidoarjo aims for 100% of its employees to achieve a Teacher Competency Test (UKG) value of ≥80. However, as observed in the chart, there are still 5 employees who have not yet met the target UKG score for the junior high school level.

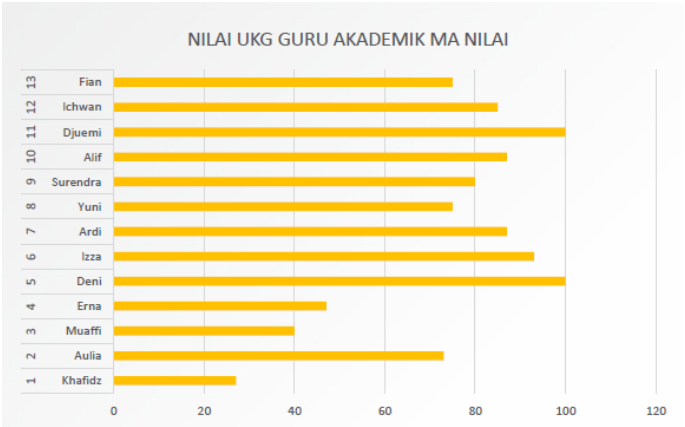


Figure 2. Senior High School UKG Scores

On the other hand, when considering the results of the teacher competency test for senior high school teachers, based on the set target of having 100% of teachers achieve a UKG score ≥80, there are still 7 teachers who have not met the target. To achieve effective performance at PPTQ Darul Fikri, several supportive aspects come into play, such as knowledge sharing within the organization. PPTQ Darul Fikri Sidoarjo has provided facilities for employees, especially teachers, to cultivate a culture of knowledge sharing and to enhance their capabilities. However, the implementation of this initiative is still not as effective as desired. According to the HRD assessment, the attendance of employees in participating in human resource development programs still averages around 75%, falling short of the set target of ≥90%. Here are the HRD assessment results regarding the attendance of employees at PPTQ Darul Fikri:

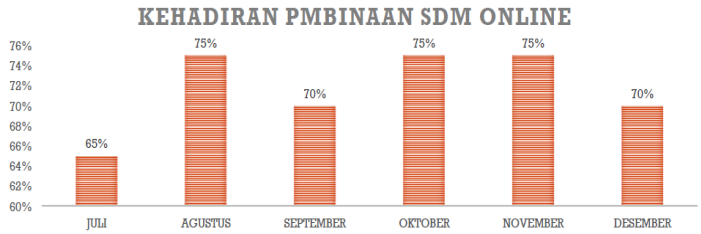


Figure 3. Online Human Resource Development Supervisor Attendance

Sharing knowledge and fostering individual innovation capabilities can indeed influence employee performance at PPTQ Darul Fikri Sidoarjo. The innovative abilities of teachers are reflected in the development of diverse teaching systems and non-academic activities.

The problem statement within this research entails a sequence of inquiries regarding the influence of knowledge sharing on employee performance, the influence of knowledge sharing on individual innovation capabilities, the effect of individual innovation capabilities on employee performance, and the impact of knowledge sharing on employee performance through individual innovation capabilities. The core aim of this study is to enhance comprehension of these impacts. The aspiration of this research is to yield insights that enrich the advancement of knowledge in the management domain, furnish references for subsequent akin research endeavors, and furnish data and a groundwork for decision-making linked to knowledge sharing, individual innovation capabilities, and employee performance aspects.

THEORETICAL REVIEW

Impact of Knowledge Sharing on Teacher Performance

The effect of knowledge sharing on teacher performance can be highly significant. When teachers actively exchange knowledge with colleagues and team members, they have the opportunity to broaden their understanding, gain fresh perspectives, and learn from collective experiences. Sharing knowledge enables teachers to acquire effective teaching strategies, best practices, and innovative methods from their peers. This enhances their grasp of student needs, refines their teaching approach, and fosters the development of new skills. Additionally, knowledge sharing reinforces teachers' professional networks, fosters collaboration, and bolsters their confidence. Consequently, teacher performance improves, leading to enhanced instruction, higher student academic achievements, and a more productive learning environment. Research conducted by X. Xu, Y. Yang, S. Zhang, and Z. Shen supports this, indicating that knowledge sharing significantly positively impacts employee performance. Similarly, Adi Surya's study on the influence of knowledge sharing on employee performance yielded the same result – implementing knowledge sharing within an organization enhances employee performance.

Influence of Knowledge Sharing on Individual Innovation Capability

Knowledge sharing positively affects an individual's capacity for innovation. Through ready access to pertinent knowledge, collaboration with peers, organizational learning, creativity, and trust in the workplace, individuals can expand their insights, develop skills, and generate innovative ideas that can fuel their capacity for innovation. By sharing knowledge, individuals can assimilate new information, receive feedback, and secure the support needed to create fresh, creative solutions and generate valuable innovations for their organization and work setting. According to research by (Yuan & Zhang, 2020), there exists a positive correlation between knowledge sharing and an individual's capacity for innovation. Higher levels of knowledge sharing in an organization lead to an increase in individual innovation capability.

Influence of Individual Innovation Capability on Teacher Performance

An individual's capacity for innovation positively affects teacher performance. When a teacher possesses robust innovation capability, they tend to have the aptitude to devise inventive teaching methods, present compelling material, and create motivating and pertinent learning experiences for students. The innovation capability of teachers also empowers them to devise novel solutions to challenges encountered in the teaching process, integrate technology and innovative teaching methods, and establish a stimulating learning atmosphere. Consequently, individual innovation capability makes a positive contribution to teacher performance, enhancing their teaching efficacy and aiding in the creation of a superior learning experience for students. Supported by a study conducted by Xu, Yang, Zhang, and Shen (2021), it is demonstrated that individual innovation capability positively impacts employee innovation performance in high-tech companies in China. The results of this study underscore the pivotal role played by individual innovation capability in generating employee innovation performance and facilitating the transfer of knowledge among members of an organization.

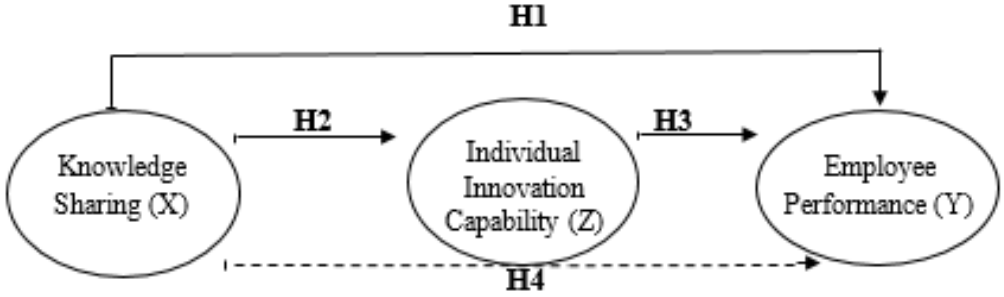
Influence of Knowledge Sharing on Teacher Performance via Individual Innovation Capability

Knowledge sharing variables exert a positive influence on teacher performance through individual innovation capability. When teachers actively engage in knowledge sharing with peers and have access to pertinent knowledge, they can develop a broader understanding, generate fresh ideas, and enhance their creativity in designing teaching strategies. By sharing knowledge, teachers can gain new insights, observe best practices in teaching, and learn innovative techniques. The individual innovation capability acquired through knowledge sharing then positively impacts teacher performance, enabling them to deliver content in a more engaging manner, implement more effective teaching methods, and create a more dynamic learning environment. In this way, knowledge sharing variables serve as a bridge between individual

innovation capability and teacher performance, amplifying their teaching effectiveness and positively influencing student learning outcomes.

Based on the description provided, the conceptual framework of this research can be depicted as follows:

Figure 4 Conceptual Frameworkl



The hypotheses in this research are as follows:

H1: Knowledge Sharing (X) has a positive effect on Employee Performance (Y).

H2: Knowledge Sharing (X) has a positive effect on Individual Innovation Capability (Z).

H3: Individual Innovation Capability (Z) has a positive effect on Employee Performance (Y).

H4: Knowledge Sharing (X) has a positive effect on Employee Performance (Z) through Individual Innovation Capability (Y).

METHODOLOGY

Types of research

This research belongs to the quantitative research category and follows a positivist approach. Its aim is to investigate specific aspects of a determined population or sample. The data collection process is carried out using designed research instruments, while data analysis relies on quantitative procedures or statistical analysis. The quantitative approach aims to collect and measure data in numerical forms, with the objective of achieving objectivity and validity. Important references like the book by (Sugiyono, 2021) are used as methodological guides for this research. The hope is that the resulting findings will provide a deeper insight into the phenomenon under investigation.

Research variable

This study was undertaken to analyze the influence of knowledge sharing, teacher performance, and individual innovation abilities. As a result, the included research variables are:

1) Independent Variable
   Knowledge Sharing
2) Dependent Variable
   Teacher Performance
3) Intervening Variable
   Individual Innovation Capabilities

Research Object

The research is carried out at PPTQ Darul Fikri Sidoarjo and encompasses teachers from both junior high school (SMP) and senior high school (MA) levels. These teachers serve as the main objects or subjects of the study, aiming to understand aspects of knowledge sharing, performance, and individual innovation capabilities that might influence the quality of teaching, performance, or their involvement in activities within the environment of PPTQ Darul Fikri.

Population and Sample

This study is focused on the population of teachers at PPTQ Darul Fikri, totaling 65 respondents. This population is divided into two groups: there are 36 teachers from the senior high school (MA) and 29 teachers from the junior high school (SMP). The sampling method used is a census or saturation sampling, which means the entire existing population is used as the sample in this research. Therefore, all 65 teachers at PPTQ Darul Fikri, including 36 from MA and 29 from SMP, are included as the sample for this study.

Data Collection Techniques

In this research, the data collection techniques used include observation, where the researcher directly observes the research subjects within the company to gather the necessary evidence. Moreover, the questionnaire method is utilized by distributing a survey comprising questions to the participants, which they are expected to complete according to their opinions and perceptions

Data Analysis

As outlined by (Sugiyono, 2021)data analysis comprises several steps, including organizing data into categories based on variables and respondent attributes, presenting data related to each researched variable, performing calculations to address research inquiries, and applying these calculations to test proposed hypotheses. For this study, data analysis was executed utilizing the statistical software Partial Least Squares (Smart PLS). In accordance with (Haryono, 2016) PLS analysis is a component-based approach within Structural Equation Modeling (SEM), constructing the equation model grounded in variances or components. A specific technique within this approach is Partial Least Squares (PLS), employed to validate relationships among variables. Its key advantages encompass its suitability for handling relatively small sample sizes, circumventing intricate estimations, and managing intricate models featuring diverse structural interconnections.

RESULTS

Outer Model Test

Utilizing the outcomes presented in the table displaying external loadings, the independent factors possessing reflective indicators are employed for the assessment of both validity and reliability. These variables involve

Knowledge Sharing (X), Employee Performance (Y), and Individual Innovation Capabilities (Z). Testing is conducted by assessing the magnitude of loading factor values. The validity of indicators is determined by examining the loading factor values of each variable in relation to their corresponding indicators. Indicators are deemed to possess satisfactory validity when their loading factor values surpass 0.5. The factor loading indicates the association between the indicator and its corresponding variable.; when the loading factor value is above 0.5, validity is considered met. Conversely, if the value of the loading factor is below 0.5, validity is considered not met, and the indicator needs to be considered for exclusion from the model (Haryono, 2016) In this testing, model analysis is conducted in the second stage. The outcomes of the outer loading assessment are presented in the subsequent table:

Table 1. Outer Loadings Test Results

		Original Sampel (O)	Sampel Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1.1 <- Knowledge Sharing (X)		0,934	0,936	0,014	68,84	0,000
X1.2 <- Knowledge Sharing (X)		0,713	0,711	0,067	10,638	0,000
X1.3 <- Knowledge Sharing (X)		0,735	0,731	0,092	8,004	0,000
X1.4 <- Knowledge Sharing (X)		0,749	0,744	0,099	7,595	0,000
X1.5 <- Knowledge Sharing (X)		0,858	0,862	0,023	36,550	0,000
Z.1 Individual Innovation Capability (Z)		0,894	0,894	0,018	50,417	0,000
Z.2 Individual Innovation Capability (Z)		0,879	0,881	0,025	35,564	0,000
Z.3 Individual Innovation Capability (Z)		0,904	0,903	0,026	34,997	0,000
Y1 Employee Performance (Y)		0,910	0,907	0,025	36,106	0,000
Y2 Employee Performance (Y)		0,890	0,889	0,033	26,751	0,000
Y3 Employee Performance (Y)		0,901	0,900	0,023	39,155	0,000
Y4 Employee Performance (Y)		0.906	0,904	0,027	33,527	0,000
Y5 Employee Performance (Y)		0,898	0,896	0,029	31,447	0,000
Y6 Employee Performance (Y)		0,717	0,715	0,90	7,942	0,000
Y7 Employee Performance (Y)		0,790	0,791	0,034	23,354	0,000

From the information provided, it can be concluded that the validity of indicators is measured through evaluating the values of each loading factor towards the respective indicators. If these values surpass >0.5 or if the T-Statistic score goes beyond >1.96, then the indicator's validity is deemed sufficient (in accordance with the Z value at $\alpha = 0.05$). The loading factor refers to the relationship between the indicator and its variable. When the loading factor value surpasses >0.5, it is inferred that validity has been attained. Furthermore, if the T-Statistic value exceeds >1.96, this indicates the achievement of statistical significance.

All reflective indicators of variable X, including Knowledge Sharing, variable Z which is Individual Innovation Capabilities, and variable Y which is Teacher Performance, exhibit loading factors (in the original sample) that are greater than 0.50 and/or display statistical significance (with T-Statistic values surpassing the Z value of α = 0.05 (5%) = 1.96). As a result, the estimation outcomes of all these indicators fulfill the criteria for convergent validity or are regarded as demonstrating strong validity.

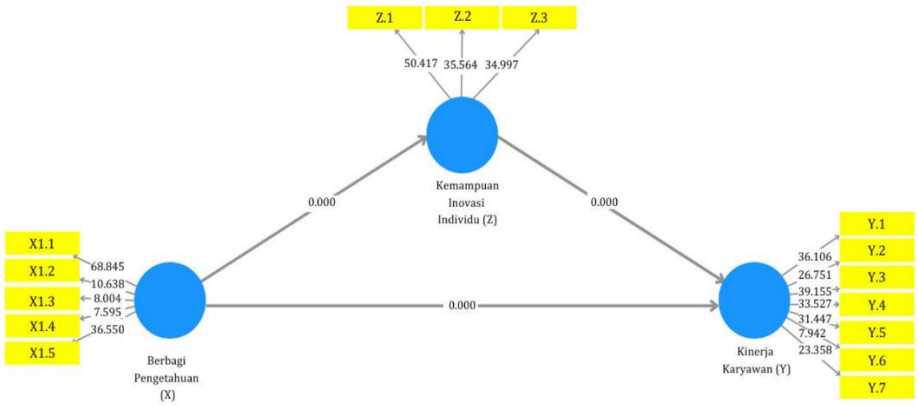


Figure 5. Smart PLS Output

The Inner Model, commonly referred to as the Structural Model, depicts the relationships among variables and elucidates the associations among latent variables through substantive theory. The configuration of the structural model, delineating the connections between latent variables, is developed in accordance with the research problem or hypotheses. The evaluation of the structural model involves the utilization of R-Square analysis, which gauges the quality of fit of the model. The scrutiny of the internal model's validity can be accomplished by examining the R-Square values within the connections among latent variables. The R-Square value provides insight into how much the exogenous (independent) variables in the model elucidate the variances in the endogenous (dependent) variables.

Apart from evaluating indicators through convergent validity, testing can also encompass discriminant validity assessment. Discriminant validity for each indicator can be ascertained by inspecting the cross-loading values. Additionally, discriminant validity can be appraised by comparing the Average Variance Extracted (AVE) values with the correlation values between variables. A variable is considered to have excellent discriminant validity if its AVE value is at least 0.5 (Haryono, 2016) Here is the table of extracted average variances:

Table 2. Average Variance Extracted (AVE)

	Average Variance Extracted **(AVE)**
Knowledge Sharing (X)	0,644
Individual Innovation Capability (Z)	0,797
Employee Performance (Y)	0,743

The AVE testing results indicate that the Knowledge Sharing (X) variable has a value of 0.644, Individual Innovation Capabilities (Z) has a value of 0.743,

and Employee Performance (Y) has a value of 0.797. All three variables have values above 0.5, which indicates that overall, the variables in this study possess good validity..

Furthermore, another testing that can be performed is through measuring Composite Reliability (CR). Composite reliability serves as an indicator of the reliability of a measurement instrument. In simpler terms, it reflects the consistency of a measuring tool when subjected to repeated testing under the same circumstances. If the Composite Reliability (CR) value for a variable surpasses 0.70 and there is evidence of the variable maintaining consistency throughout the measurement procedure, it is justifiable to regard the variable as reliable (Haryono, 2016) Here is the table displaying the Composite Reliability (CR) values:

Table 3 Composite Reliability (CR)

	Composite Reliability
Knowledge Sharing (X)	0,899
Individual Innovation Capability (Z)	0,922
PEmployee Performance (Y)	0,953

The outcomes of the Composite Reliability assessment reveal that the values associated with the Knowledge Sharing variable stand at 0.899., for Individual Innovation Capabilities variable are 0.922, and for Teacher Performance variable are 0.953. This demonstrates that all the Composite Reliability values are above 0.70, which indicates that all the variables in this study can be considered reliable. In other words, these results suggest that all the variables used in the research have an adequate level of reliability.

In the Inner Model testing, the objective is to discern the relationships between variables, assess significance values, and ascertain the coefficient of determination (R Square) within the developed research framework. Hypotheses regarding the independent variables can be drawn upon comprehending the substantial interactions among the variables. The evaluation of the structural model's quality is typically represented by the Goodness of Fit test, often presented through R Square, which assesses the appropriateness of the model. The obtained R Square values are as follows:

Tabel 4. R. Square

	R Square	**R Square Adjusted**
Individual Innovation Capability (Z)	0,845	0,843
Employee Performance (Y)	0,818	0,813

The R Square value corresponding to Individual Innovation Capabilities (Z) is 0.845. This interpretation indicates that the research model has the ability to explain approximately 84.5% of the variations in the context of Individual Innovation Capabilities (Z), which is influenced by the variable Knowledge Sharing (X). Simultaneously, approximately 15.5% of that variation is explained by factors that are not included in this study.

Subsequently, the R Square value for Employee Performance (Y) stands at 0.818. The implication of this value is that the research model can explain approximately 81.8% of the variations in the aspect of Employee Performance (Y), which is influenced by the independent variables Knowledge Sharing (X) and Individual Innovation Capabilities (Z). Alongside this, around 18.2% of that variance is clarified by factors that fall beyond the scope of this study.

In conjunction with understanding the R Square value, the fitness of the research model can be evaluated using Q2 or Q-Square. Q-Square gauges the predictive significance of the structural model, assessing the extent to which the model can generate observations that align with the established parameter estimates. A Q-Square value exceeding 0 signifies robust predictive significance, whereas a Q-Square value ≤ 0 indicates a deficiency in predictive relevance. The computation of Q-Square is conducted using the following formula:

The calculation of the Q2 value in this research employs the formula: 1 – (1 – R12) (1 – R22) ... (1- Rp2), where R12, R22, ... Rp2 represent the R-square values of the endogenous variables in the equation model. This Q2 value resides within the spectrum of 0 < Q2 < 1, where approaching closer to 1 signifies higher model quality. The Q2 value is analogous to the total coefficient of determination in path analysis.

In this study, the Q2 value is computed as follows:
Q2 = 1 - (1 - 0.845) x (1 - 0.818) = 0.972
With a Q2 value of 0.972, we can conclude that the research model has a very good quality and meets the criteria for predictive relevance.

Hypothesis Testing

In this research, hypothesis testing is conducted using the resampling method of bootstrapping. This method is chosen because the data has a distribution that is not constrained by specific assumptions, doesn't necessitate a large sample size, and doesn't assume that the data distribution follows a normal pattern. The t-test is utilized in this analysis, and if the outcomes reveal a p-value below 0.05, it signifies significance. Here is the table presenting the path coefficients:

Table 5. Path Coefficients (Mean, STDEV, T-Values)

	Path Coefficients (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Knowledge Sharing (X) -> Individual Innovation Capability (Z)	0,919	0,922	0,021	43,952	**0,000**
Knowledge Sharing (X) -	0,629	0,214	0,127	5,843	**0,000**

> Employee Performance (Y)					
Individual Innovation Capability (Z) -> Employee Performance (Y)	0,709	0,704	0,127	5,569	0,000

Referring to the previously presented table, conclusions can be drawn regarding the hypotheses that state:

H1 : Knowledge Sharing positively impacts Individual Innovation Capabilities. can be affirmed through the path coefficient of 0.919, accompanied by a T-statistic value that substantially surpasses the critical threshold of Z α = 0.05 (5%) = 1.96, which is 43.952. Thus, this outcome holds immense significance and signifies a robust positive influence.

H2 : Knowledge Sharing exerts a positive impact on Employee Performance. Can receive additional reinforcement from the path coefficient of 0.629, along with a T-statistic value surpassing the critical threshold of Z α = 0.05 (5%) = 1.96, which is 5.843. Therefore, this discovery holds robust significance and is characterized by a positive direction.

H3 : Individual Innovation Capabilities exert a positive influence on Employee Performance. This is supported by the path coefficient reaching 0.709, combined with a T-statistic value that surpasses the critical threshold of Z α = 0.05 (5%) = 1.96, which is 5.569. Therefore, this outcome is highly significant and demonstrates a positive orientation.

Table 6. Specific Indirect Effect (Mean, STDEV, T-Values, P-Values)

	Path Coefficients (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Knowledgw Sharing (X) -> Individual Innovation Capability (Z) -> Employee Performance (Y)	0,652	0,648	0,114	5,735	0,000

From the previously mentioned table, conclusions can be drawn regarding the hypotheses that state:
H4 : Knowledge Sharing positively influences Employee Performance with Individual Innovation Capabilities as an intervening variable. This is reinforced by the path coefficient of 0.652, along with a T-statistic value of 5.735, which exceeds the critical threshold of Z α = 0.05 (5%) = 1.96. As a result, this outcome carries significant (positive) implications.

DISCUSSION

Employee Performance (Y), and Individual Innovation Capabilities (Z) at PPTQ Darul Fikri Sidoarjo has been shown to have a significant influence. Hence, the initial hypothesis positing that Knowledge Sharing (X) exerts a significant positive impact on Employee Performance (Y) at PPTQ Darul Fikri Sidoarjo is substantiated. This finding affirms that knowledge sharing practices within the organizational environment have substantial positive impacts and meet high standards in terms of factor loading and Composite Reliability. These results align with research conducted by (Yuan & Zhang, 2020) and (Surya, 2019), This also demonstrates that knowledge sharing has a beneficial effect and has the potential to improve employee performance.

The second hypothesis postulates that Knowledge Sharing (X) exerts a favorable influence on Individual Innovation Capabilities (Z) at PPTQ Darul Fikri Sidoarjo. The research findings indicate that implementing knowledge sharing among employees has a positive impact on individuals' ability to generate innovations. The process of knowledge sharing brings new perspectives, additional information, and insights that influence their mindset and approach to challenges in their work. This finding is consistent with prior research by (Fauziyah & Rahayunus, 2021) This also illustrates a positive correlation between knowledge sharing and individual innovation capabilities.

For the third hypothesis, it states that Individual Innovation Capabilities (Z) have a positive influence on Employee Performance (Y) at PPTQ Darul Fikri Sidoarjo. The research findings indicate that individuals with higher levels of innovation capabilities tend to exhibit superior performance. Individual innovation capabilities contribute positively to achieving organizational goals and enhancing overall performance. This discovery reinforces the positive contribution of individual innovation capabilities to employee performance at PPTQ Darul Fikri Sidoarjo.

The fourth hypothesis posits that Knowledge Sharing (X) exerts a favorable impact on Employee Performance (Y) by means of Individual Innovation Capabilities (Z) at PPTQ Darul Fikri Sidoarjo. The research results indicate that when knowledge is shared within the organizational structure, it positively impacts individuals' ability to innovate, which in turn influences employee performance. Sharing knowledge among colleagues enables the creation of new ideas, the adoption of best practices, and fosters creativity in discovering innovative solutions. The results corroborate the hypothesis that knowledge sharing positively influences employee performance by fostering

the development of individual innovation capabilities in the context of PPTQ Darul Fikri Sidoarjo.

In summary, this study underscores the substantial role of Knowledge Sharing in effectively enhancing both Employee Performance and Individual Innovation Capabilities at PPTQ Darul Fikri Sidoarjo. The findings from this research can provide valuable insights and directions for organizations to optimize the potential of Knowledge Sharing as a strategic resource, with the aim of enhancing performance and innovation both at the individual level and across the organization as a whole.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, knowledge sharing significantly contributes to employee performance and individual innovation capabilities at PPTQ Darul Fikri Sidoarjo. This reinforces the collective knowledge base of the company, enhancing efficiency, innovation, and job solutions. Individual innovation capabilities drive creative ideas, generate new solutions, and foster innovative approaches in daily work, creating added value for the organization. Recommendations for the company include enhancing a knowledge-sharing culture through collaboration and collaborative platforms. Additionally, the company should provide learning programs focused on developing individual innovation capabilities.

FURTHER STUDY

As a potential avenue for future research, it is recommended to incorporate additional variables that could potentially influence employee performance.

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