

The Effect of Knowledge Sharing on the Performance of Educational Personnel at Universitas Negeri Medan

Vivi Ramayanti Harahap^{1*}, Tunggul Sihombing², Asima Yanty S Siahaan³
Universitas Sumatera Utara

Corresponding Author: Vivi Ramayanti Harahap viviramayanti@gmail.com

ARTICLE INFO

Keywords: Implementation, Policy, Health Services, UPTD Bawomataluo Health Center, South Nias Regency

Received : 5, December

Revised : 16, December

Accepted: 18, January

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ABSTRACT

The objectives of this study are to: 1) identify the knowledge sharing practices of educational staff at Universitas Negeri Medan, 2) assess the performance of educational staff at Universitas Negeri Medan, and 3) explain the influence of knowledge sharing on the performance of educational staff at Universitas Negeri Medan. This research is classified as explanatory research, which examines the relationship between the knowledge sharing variable (X) and the performance variable (Y) of educational staff at Universitas Negeri Medan. The results indicate that knowledge sharing has a positive relationship with performance, as represented by the regression equation $Y=15.372+0.2X$. The correlation coefficient $r=0.49$ signifies a moderate relationship between the two variables, with a coefficient of determination of 24.1%, suggesting that knowledge sharing accounts for 24.1% of the variance in performance.

INTRODUCTION

Universitas Negeri Medan (UNIMED) is a higher education institution that has various strategic functions in providing education and academic services to students and the community. UNIMED is committed to providing quality education that can improve students' abilities and skills. In addition, UNIMED also plays a role in research and community service, which aims to advance science and technology and provide solutions to problems faced by the community. In carrying out its operations, educational staff plays a key role in supporting various activities and administrative processes of the university. Based on Rector Regulation Number 061/UN33/PRT/2019, educational staff are members of the community who devote themselves and are appointed to support the implementation of higher education at UNIMED. The education staff at UNIMED consists of 193 civil servant education staff, 12 PPPK education staff, and 218 non-civil servant education staff (Simpeg, nd) who work in various fields, including academic administration, finance, human resources, and public services. They are responsible for ensuring that all processes run smoothly and efficiently, so that lecturers and students can focus on academic activities, research, and community service. The effectiveness and productivity of education staff are very important to support the university's vision and mission in creating a conducive and quality learning environment. Despite their important role, education staff are often faced with various challenges that affect their productivity and effectiveness. These challenges include high workloads, limited resources, and changes in policies and technology that must be adapted quickly. In addition, the lack of training and professional development can also be an obstacle for education staff in carrying out their duties optimally. Employee performance can be seen from how an organization provides services to the public.

One of the challenges faced by education personnel is the lack of knowledge sharing behavior among fellow employees. In an ideal work environment, knowledge sharing is an important component of organizational success, especially in higher education (Al Rushud, 2021). However, in many institutions, including universities, these knowledge sharing habits and behaviors are often neglected. Universities are considered "passive and inconsistent" in developing knowledge management and sharing strategies (Daud & Hamid, 2018). This can be caused by various factors such as a rigid organizational culture (Shahzadi, 2015), unsupportive leadership (Fullwood & Rowley, 2017), lack of appreciation and recognition (Bibi & Ali, 2017), no trust between individuals and the risk of losing reputation and position, and weak inter-organizational relationships (Raza & Awang, 2020). Lack of a culture of knowledge sharing can hinder the flow of information and innovation among educational staff, which in turn can slow down work processes and reduce the quality of services provided by universities. When educational staff do not share knowledge and experience with each other, they tend to work in isolation and rely on work methods that may be outdated or inefficient. As a result, problems that could actually be solved quickly through collaboration actually take longer to resolve (Djangone & El-Gayar, 2021).

In the era of increasingly developing information and knowledge, human resource management in the university environment is becoming increasingly important. Educational staff have a crucial role in supporting university operations (Darujati, et.al, 2022). They are responsible for various administrative tasks that support the smooth running of academic and non-academic activities. However, challenges in improving their performance continue to emerge.

Several previous studies have highlighted factors that influence employee performance, such as knowledge sharing. Several studies have explored the influence of knowledge sharing on employee performance in companies (Ahmed et al., 2016), in government agencies (Royani et al., 2023) and studies that highlight the influence of knowledge sharing on academics (Cheng, 2009) or librarians (Rini, 2017). Studies on knowledge sharing itself have been widely conducted. These studies focus more on factors that influence knowledge sharing, both factors originating from within the individual such as trust (Elita et al., 2020), intrinsic reward (Elita et al., 2020), awareness and personality and factors originating from outside the individual such as culture (Xiong & Deng, 2008a). Research that explores the influence of knowledge sharing is also quite a lot in addition to performance, both its impact on individuals such as creativity (Radaelli et al, 2014) and psychological effects (Jiang & Hu, 2016), as well as its influence on teams and organizations. Although these factors have been widely studied, there has been no research that specifically explores how knowledge sharing affects the performance of educational staff at Universitas Negeri Medan. Studies on performance at Universitas Negeri Medan examine factors such as leadership, work ethic, incentives, and work discipline (Batubara, 2022).

An in-depth understanding of the knowledge sharing factor can provide valuable insights into strategies for improving the performance of educational staff. This research is important for developing a more effective approach to human resource management in universities, which can ultimately improve the quality of educational services and overall university operations.

This research broadens the scope of understanding of the factors that influence the performance of educational staff in a university environment. In addition, the focus of the research on the UNIMED context provides a special contribution to understanding the organizational dynamics in a university environment that is different from other contexts. Thus, this research not only contributes to the academic literature in human resource management but also provides practical insights that can be used by university leaders to improve operational performance and effectiveness.

LITERATURE REVIEW

Performance is defined as the results achieved in accordance with what the company wants in accordance with the authority and responsibility of each in an effort to achieve organizational goals (Afandi, 2018). Meanwhile, performance can also mean work achievements achieved by someone in carrying out the tasks given to him (Mangkunegara, 2017).

According to Wirawan (2015) 1) external organizational factors that are beyond the control of the organization, such as macro and micro economic

conditions, political dynamics, socio-cultural life of the community, and religious aspects; 2) internal organizational factors, such as work culture and work atmosphere in the organization; 3) individual employee factors, including work ethic, discipline, and level of job satisfaction.

Colquitt (in Kasmir, 2015) also revealed factors that influence performance, namely: 1) task performance, 2) citizenship behavior, 3) counter productive behavior as negative behavior. Robbins (2006) argues that individual performance is influenced by 3 (three) factors, namely ability, motivation and opportunity. Knowledge is a habit, skill, expertise, understanding or understanding that is obtained through the process of learning, training and experience, even through certain talents and efforts a person can produce an expertise (Kurniasih & Irhandayaningsih, 2016). Knowledge is the result of a process that relates to other people and the environment so that it becomes the truth (Nonaka, et al. in Sopandi & Saud, 2016). Knowledge is divided into 2 types, namely tacit knowledge and explicit knowledge. Tacit knowledge or limited knowledge is knowledge that is implicit and obtained from subconscious understanding that develops through daily activities. This knowledge is not written and is usually obtained directly from experience. While explicit knowledge is knowledge that is easy to apply, share, collect, group, and disseminate as information because it is written and has been documented. Focusing on knowledge in an organization becomes the main resource that sets aside the work in the organization (Murgiyanti & Rohmiyati, 2016).

The concept of knowledge sharing is widely discussed in management literature. Knowledge sharing is seen as a behavior in which individuals exchange knowledge, information, skills, and expertise (Mirzaee and Ghaffari, 2018; van den Hooff and de Ridder, 2004). The Knowledge sharing process is divided into two, namely collecting knowledge (knowledge collecting) and sharing knowledge (knowledge donating). Knowledge collecting refers to communicating with others to gain knowledge to learn what you want to learn, while knowledge donating communicates personal knowledge to others (van den Hooff and de Ridder, 2004).

Knowledge sharing according to Ford and Chan as quoted by Xiong & Deng (2008) is defined as a mode of exchanging knowledge and information communication between fellow human beings in an organization. Cheng as quoted by Tupamahu, Pelamonia and Pinoa (2020) states that knowledge sharing is an individual's behavior in sharing what has been learned and known, to those who have common interests. Meanwhile, Partogi and Tjahjawati (2019) explain that knowledge sharing is the process of sharing and distributing knowledge between one individual and another which can be useful for stimulating each individual to think more creatively and effectively. Panahi, et al. as quoted by Muizu, et al. (2018)] explain that knowledge sharing is a social interaction process that allows individuals to share experiences, build informal networks, and provide opportunities to observe, listen, and imitate best practices. This process is driven by trust between individuals. Knowledge sharing has a crucial role in stimulating individual creativity and effectiveness, and is an important factor in increasing innovation and organizational performance (Pahlevi, 2013)

METHODOLOGY

This research is an explanatory research using a quantitative approach. The purpose of this study is to explain the position of the variables studied and the relationship between one variable and another. This is done to test the hypothesis that has been proposed. The results of the study will explain the causal relationship between variables through hypothesis testing. This study will look for the relationship between knowledge sharing (X) and the performance of educational staff at the Universitas Negeri Medan (Y). Population is a generalization area consisting of objects/subjects that have certain quantities and characteristics that are applied by researchers to be studied and conclusions drawn (Sugiyono, 2008). The population in this study was educational staff at the Universitas Negeri Medan as many as 423 people. The data collection technique was carried out using a survey method using a questionnaire instrument. A questionnaire is a data collection technique by giving a set of questions or written statements to respondents to be answered (Sugiyono, 2008). The questionnaire uses closed questions using a 5-point Likert scale with answer classifications: 1) Strongly agree, 2) Agree, 3) Less agree, 4) Disagree, 5) Strongly disagree. The scores obtained by each respondent then become raw data that will be analyzed to prove the research hypothesis. Validity test using Pearson correlation by looking at the significance of the correlation of each indicator with the construct score. If the correlation score of each indicator to the total indicator score is significant with > 0.05 then all indicators are declared valid. Meanwhile, the reliability test is carried out by looking at the Cronbach's Alpha value where the value must be > 0.60 (Ghozali, 2021)

RESULT AND DISCUSSION

Knowledge Sharing of Educational Staff of Universitas Negeri Medan

The results of data analysis on knowledge sharing of educational staff at Universitas Negeri Medan showed satisfactory results. Data analysis showed that no educational staff were included in the "Very Bad" or "Poor" category. This indicates that all respondents have a level of knowledge sharing that is at least in the "Fair" category. The majority of respondents, as many as 75%, are included in the "Good" category and as many as 18.9% are in the "Very Good" category, this shows that most educational staff are active and contribute in sharing their knowledge.

Overall, this data provides a positive picture of knowledge sharing practices at Universitas Negeri Medan. With the majority of educational staff showing good to very good participation, this reflects a culture of knowledge sharing that has been well established. However, there is still an opportunity to increase involvement for a small number who are at the "fair" level, so that more educational staff can reach a higher category.

Based on the analysis of the percentage of respondents' answers to each question item, it can be seen that in the knowledge donating indicator, the majority of educational staff expressed their willingness to share information and experiences with colleagues. For example, 69.9% of respondents agreed and 26% strongly agreed that they would tell their colleagues about new things they learned. Similarly, 72.4% of respondents agreed and 20% strongly agreed that

they shared the information they had with their colleagues. However, the level of knowledge donating tended to decrease in other statements, such as the feeling that colleagues need to know what is being done (6.1% strongly agree and 48.5% agree) and routinely telling what is being done (3.6% strongly agree and 44.4% agree).

In the knowledge collecting indicator, respondents showed a proactive attitude. When they wanted to know something, 28.1% strongly agreed and 66.3% agreed that they would ask their colleagues. Respondents were also open to information from colleagues; 37.8% strongly agreed and 58.7% agreed that they were happy to be informed about their colleagues' knowledge. In addition, education personnel tended to actively ask for learning from competent colleagues; 44.4% strongly agreed and 54.1% agreed that they asked their colleagues to learn something. To deepen the understanding of the knowledge sharing behavior of education personnel at Universitas Negeri Medan, interviews were conducted with several informants regarding their behavior in sharing knowledge. The results of the interviews showed variations in patterns of sharing and obtaining knowledge in the workplace. In knowledge donating, there were diverse views from the informants. The first informant tended to be selective in sharing information, especially those related to their job responsibilities. If they shared information, it was only to relevant parties, such as leaders or related teams, so that the work could be completed according to standards. However, they were reluctant to share information widely because they considered it beyond their responsibility or because the information was sensitive.

Based on the opinions of several informants, it shows that sharing information and knowledge in the work environment is done selectively and by considering the relevance to the tasks and needs of the team. All three agree that information should not be shared widely without consideration, especially if it is not directly related to the job responsibilities of the party receiving the information. They also emphasized that sharing information has the main purpose of supporting the completion of work and ensuring team performance is up to standard.

In addition, the three informants tend to only share information with parties who are considered competent or relevant, such as leaders, related team members, or other parties who are directly related to a particular task. This shows that work relationships and professional contexts are the main factors in determining whether knowledge or information needs to be shared. These three opinions reflect the importance of relevance, context, and responsibility in sharing information in the workplace, where the ultimate goal is to support the efficiency and effectiveness of team performance.

The opinions above provide a reflection of the theory that individuals tend to hide knowledge (Bock & Kim, 2022). Based on the theory put forward by Wilson (1982) regarding the information behavior model, where the process of finding information usually encounters various obstacles, both personal, role-related, or environmental. The literature shows that the likelihood of sharing information

between individuals depends on the context and nature of the information (Wilson, 2010).

Knowledge sharing is a selective interpersonal process. Knowledge providers not only choose with whom they will share knowledge, but also decide what knowledge to share based on who the recipient is. Several factors that may influence someone to share include connectivity, willingness to share, trust, risk, benefits, and organizational proximity (Wilson, 2010). If someone feels that the information being shared has low risk and high benefits, the likelihood of sharing becomes greater, and people who trust each other are more likely to share information than those who do not trust each other (Wilson, 2010). Lilleoere et al. (2011) also stated that personal closeness to coworkers is a key factor in supporting knowledge sharing.

Furthermore, in terms of seeking information or knowledge (knowledge collecting), all informants indicated that they were proactive in seeking new knowledge by asking coworkers who were considered experienced or competent. The first informant argued that asking coworkers was an effective way to find out or understand something. The co-worker you ask questions to must be someone who has the competence to ask about the matter you want to ask.

Some of the informants' opinions above show a proactive attitude to gain new understanding by asking colleagues who are considered experienced or competent. All informants agree that asking colleagues directly is an effective way to obtain the information needed. The informants' opinions also emphasize the importance of choosing the right colleagues, namely individuals who have relevant competencies and good interpersonal relationships. Although there is the possibility of facing obstacles, such as rejection or negative responses, a persuasive approach, persuading, or seeking alternative sources are strategies to overcome them. Situations and conditions, such as the right time, need to be considered so that their requests can be received well.

Wilson (1981) stated that someone would choose to ask others rather than seek from other sources. Eraut (2004) stated that employees generally learn in a social context by working together with colleagues, participating in team activities, and consulting with each other. In addition, to face challenges and problems, employees often seek help in the workplace (Karabenick & Knapp, 1988; Lee, 1997; Van der Rijt et al., 2013; Veenman, 2005).

Research suggests that employees seek help related to gathering missing information, evaluating alternative solutions, expanding resources, or receiving social support (Lee, 1997), in addition to seeking help in solving problems and developing their skills further (Lee, 1997).

The results of the interviews above reflect that although knowledge sharing activities, both knowledge donating and knowledge collecting, of educational staff at Universitas Negeri Medan are included in the good category in the sense of being productive, they are still fragmented. Educational staff tend to be selective in sharing information, which indicates trust in the context of responsibility and competence. Meanwhile, the willingness to seek new

knowledge shows a proactive attitude and openness in learning, although sometimes faced with communication obstacles.

Thus, although there are positive indications in the practice of knowledge sharing of educational staff at Universitas Negeri Medan, strategic and sustainable efforts are still needed to encourage increased involvement of educational staff in more productive knowledge sharing activities. This effort is important so that all education personnel not only feel encouraged, but also have adequate means and opportunities to share knowledge effectively. By creating a conducive collaborative environment, institutions can ensure that each education personnel is able to contribute optimally, so that the process of sharing knowledge can support the development and improvement of the quality of educational institutions as a whole.

Performance of Educational Personnel at Universitas Negeri Medan

The results of the study on the performance of educational staff at Universitas Negeri Medan show a positive picture overall. Most educational staff are in the good category, with 62.2% of respondents showing performance in the good category, and 37.8% in the very good category. The absence of respondents in the sufficient, bad, or very bad categories confirms that the performance of educational staff at Universitas Negeri Medan has generally met the institution's expectations.

In terms of work quantity, educational staff at Universitas Negeri Medan show good ability in completing tasks according to targets, as reflected in the high percentage of respondents who agree and strongly agree with statements related to work quantity. Effective workload management is also an important factor that supports performance. This indicates that educational staff at Universitas Negeri Medan are able to face work demands with optimal productivity. Bruggen (2015) in his research results stated that workload has a direct influence on performance. Therefore, organizations need to balance the workload in order to maximize the performance of their employees.

In terms of quality, efforts to produce high-quality work are the main concern of educational staff. Most respondents felt that their work results had met institutional standards. This reflects the commitment of educational staff to maintaining the quality of work as part of their professional role. The level of accuracy and positive feedback from superiors or colleagues are factors that contribute to quality performance.

Research consistently shows that feedback plays an important role in improving performance. Positive feedback from superiors and colleagues serves as an independent predictor of performance (Pavett, 1983; Becker & Klimoski, 1989). The quality of feedback is very important, where quality feedback from superiors strengthens the positive relationship between feedback-seeking behavior and performance (Nae et al., 2015).

Punctuality is another aspect that indicates superior performance. The majority of educational staff not only complete tasks on time but are also able to manage time efficiently. This ability reflects an awareness of the importance of meeting deadlines as part of professional responsibility.

Furthermore, effectiveness and efficiency are also important indicators that strengthen the conclusion that the performance of educational staff at Universitas Negeri Medan is at a good to very good level. The educational staff are able to adjust work strategies according to the needs of the situation, work effectively in supporting the goals of the institution, and manage resources efficiently without sacrificing quality. Low error rates and rare rework are additional indicators that support this conclusion.

Effectiveness and efficiency are key indicators of organizational performance, which have different but complementary roles in assessment (Romerio, 2013). Interestingly, high efficiency does not always mean high effectiveness (Kumar & Gulati, 2009). Organizations that strive to achieve excellent, effective and efficient performance are important points, although inefficient but effective organizations can still survive, albeit at higher costs (Romerio, 2013).

Overall, this study reflects that the educational staff at Universitas Negeri Medan not only show good performance in various aspects, but also have the potential to continue to improve performance. This data provides a strong basis for institutions to maintain existing work practices while identifying opportunities for further development to support the achievement of institutional goals sustainably.

The Influence of Knowledge Sharing on the Performance of Educational Personnel in the Universitas Negeri Medan

Based on the test results on Knowledge Sharing data (X) and performance data (Y), the regression equation results were obtained $Y = 15.372 + 0.2X$ and a correlation value of 0.491. Based on the results of the regression analysis, it is known that every one unit increase in Knowledge Sharing (X) will increase performance (Y) by 0.2 units. This shows that knowledge sharing among individuals in an organization plays an important role in increasing work effectiveness and productivity.

Knowledge sharing has a crucial role in stimulating individual creativity and effectiveness, and is an important factor in increasing innovation and organizational performance (Pahlevi, 2013). In addition, knowledge sharing contributes to overcoming organizational issues, increasing efficiency, and improving service quality.

Previous research also supports this finding, where Matzler et al. (2008) stated that the knowledge sharing process not only includes the exchange of information but also creates significant added value for the organization. Thus, organizational leaders need to create an environment that is conducive to collaboration and information exchange so that employees can optimally utilize existing knowledge.

Furthermore, Nonaka and Takeuchi (1995) emphasized that the process of knowledge sharing is key to creating innovation and competitiveness in organizations. When individuals share knowledge with each other, they not only improve their personal competence but also contribute to the development of collective organizational knowledge. This is in line with research showing that an organizational culture that encourages open communication, trust, and

collaboration has a positive impact on knowledge sharing behavior which in turn has a positive impact on organizational performance (Al-Alawi et al., 2007),

Although the effect of Knowledge Sharing on performance is positive, the small regression coefficient value in this study indicates that the contribution of Knowledge Sharing is not too dominant. The low regression coefficient indicates that although there is a relationship between the two variables, the impact of Knowledge Sharing on improving performance is not significant. This is in line with previous findings stating that although knowledge sharing can provide benefits, other factors also play an important role in determining individual and organizational performance (Robbins & Judge, 2019).

Zhao et al.'s research. (2020) emphasized that although knowledge sharing can encourage individual creativity and innovation, the actual impact on organizational performance can vary significantly based on contextual factors. Jantunen et al. (2008) also found that the relationship between knowledge sharing and innovation performance is complex and does not always produce significant results, indicating that other intermediary factors may influence this relationship.

Therefore, it is important for organizations to understand that Knowledge Sharing is just one of many elements that can affect performance. In addition, the constant value of 15.372 in the regression equation indicates that the average performance remains at that number even though there is no Knowledge Sharing activity. This indicates that there are other factors underlying the performance of educational staff that need to be considered. Thus, organizations must conduct a thorough analysis of the various factors that influence performance in order to formulate more effective strategies.

The correlation value of $r = 0.491$ strengthens the conclusion that the relationship between Knowledge Sharing and performance is positive and in the moderate category. With a coefficient of determination (r^2) of 24.1%, it can be concluded that Knowledge Sharing only explains 24.1% of performance variability. This means that there is 75.9% of performance variability influenced by other variables outside this model. This shows that although Knowledge Sharing has an important role, factors such as leadership, work culture, and organizational environment also have a more dominant influence in determining performance (Robbins & Judge, 2019).

Furthermore, the results of the correlation analysis between the Knowledge Sharing and Performance indicators show a significant positive relationship in all pairs of indicators, with different roles from the two main aspects, namely Knowledge Donating and Knowledge Collecting. In the Knowledge Donating aspect, the correlation coefficient value of 0.361 indicates a moderate positive relationship with overall performance. This shows that sharing knowledge through Knowledge Donating can improve the performance of education personnel, especially in the sub-indicators of quantity, quality, timeliness, effectiveness and efficiency. With a significance level of <0.001 , the contribution of Knowledge Donating to improving various dimensions of performance is evident. However, compared to Knowledge Donating, Knowledge Collecting shows a stronger correlation with performance. With a coefficient value of 0.434 and a significance level of <0.001 , Knowledge Collecting

has a greater impact in encouraging improvements in the overall performance of education personnel. The highest correlation was found in the efficiency and effectiveness indicators followed by timeliness, quantity and quality. These findings underline that knowledge gathering activities, such as seeking information from colleagues or other sources, contribute significantly to broader performance improvements, especially in maximizing resources and ensuring effective work outcomes.

In general, both aspects of Knowledge Sharing contribute significantly to the performance of educational staff. Knowledge Donating plays an important role in sharing information that can strengthen team collaboration and support various dimensions of performance. On the other hand, Knowledge Collecting is more prominent in influencing the dimensions of efficiency and effectiveness, which are key indicators in optimizing work.

The relationship between knowledge collecting and knowledge donating in the organizational context has been the focus of various studies, revealing deeper insights into the impact of each on performance. Research by Nodari et al. (2016) emphasizes that knowledge collecting, which involves gathering knowledge from various sources, is integral to improving organizational performance. This study shows that organizations that effectively engage in knowledge collecting can significantly improve their operational efficiency and effectiveness, which are crucial indicators in optimizing work. This finding is in line with research from Centobelli et al., (2019) which argues that a knowledge management system that facilitates knowledge collecting is very important to improve the efficiency and effectiveness of the knowledge management process.

In contrast, knowledge donating, although also important, plays a different role. Research by Dysvik et al. (2015) highlights that knowledge donating contributes to team collaboration by enabling the sharing of valuable insights and expertise between team members, which can improve various dimensions of performance, including innovation and problem-solving abilities. However, this study also shows that the direct impact of knowledge donating on performance variables may not be as large as the impact of knowledge collecting.

In addition, research by Hooff and Weenen (2004) strengthens this difference by suggesting that although both knowledge donating and knowledge collecting are equally important for knowledge sharing, knowledge collecting tends to have a more significant influence on performance outcomes.

The results of this study indicate that efforts to improve Knowledge Sharing can be made by maximizing both aspects, while paying more attention to strengthening Knowledge Collecting to get a greater impact on performance. Universitas Negeri Medan must encourage the practice of knowledge sharing through activities that facilitate interaction between educational staff. This effort is important because creating a culture of knowledge sharing not only improves individual performance but also strengthens social bonds among team members.

According to Lee et al. (2014), strong relationships between team members can improve innovation and the overall competitiveness of the organization. Thus, the management of Universitas Negeri Medan needs to make increasing

Knowledge Sharing a part of the effort to achieve the organization's strategic goals, especially in the context of increasingly competitive higher education.

In practice, these findings provide implications for Universitas Negeri Medan to continue to encourage Knowledge Sharing activities because of their positive contribution to performance. One strategy that can be implemented is to hold collaboration-based training activities that allow educational staff to exchange information and experiences. In addition, the use of information technology can also be an effective tool to support the knowledge sharing process. Research by Long et al. (2014) shows that digital platforms can facilitate broader and more efficient knowledge exchange among academic staff (Schwarz et al., 2020).

However, Universitas Negeri Medan also needs to explore other factors that may be more significant in optimizing the performance of educational staff. For example, factors such as individual motivation, management support, and organizational culture can play an important role in determining performance outcomes. Robbins and Judge (2019) emphasize that a positive and supportive work environment greatly influences the level of employee engagement and productivity. Therefore, it is important for management to conduct a thorough analysis of the various elements that influence performance.

In addition, further research by testing statistical significance and other variables is needed to strengthen the results and provide a more comprehensive picture of the influence of Knowledge Sharing on performance. Further research be conducted to explore the complex relationship between various factors that influence performance in the educational environment.

With this approach, Universitas Negeri Medan will be able to formulate more effective strategies in improving the performance of educational staff. Overall, encouraging knowledge sharing practices at Universitas Negeri Medan is a strategic step that can improve performance and innovation in the academic environment. By creating a collaborative culture and utilizing information technology, the university will not only improve operational effectiveness but also build a more cohesive and creative team. Given the challenges of globalization in higher education today, these steps will be critical to ensuring that Universitas Negeri Medan remains competitive and relevant in the future.

CONCLUSION

Based on the results of the analysis of this study, it shows that Knowledge Sharing has a positive relationship with performance, with a regression equation of $Y = 15.372 + 0.2X$. The regression coefficient value of 0.2 indicates that every one unit increase in Knowledge Sharing will increase performance by 0.2 units. In addition, the correlation value of $r = 0.49$ indicates that the relationship between the two variables is in the moderate category. However, the determination coefficient of 24.1% reveals that Knowledge Sharing only contributes 24.1% to performance, while the rest is influenced by other factors. This finding indicates that Knowledge Sharing is one of the factors that can improve the performance of educational staff, although it is not the main factor. Therefore, Universitas Negeri Medan needs to encourage knowledge sharing activities as an effort to improve the performance of educational staff, but also

needs to consider other factors such as leadership, motivation, and work culture. Universitas Negeri Medan needs to increase knowledge sharing activities by providing various innovative facilities and programs. One of them is building a digital information sharing platform that can be accessed by all education personnel to exchange ideas, experiences, and solutions. In addition, collaborative training involving various fields of expertise and involving different work units can also be held routinely to strengthen technical and non-technical capabilities. A mentoring program specifically designed to assist junior education personnel by more experienced personnel is also a strategic step in increasing knowledge sharing activities.

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