

Analysis of Knowledge Sharing Determinants and Their Impact on Sustainability Organization Performance in Private Universities

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ABSTRACT

Objectives: The main objective of business is the achievement of sustainable organizational performance, including higher education. But in the process, many obstacles are faced by an organization. Sharing knowledge is a way to help employees in solving problems faced in the world of work. This study examines the mediating role of knowledge sharing to mediate the influence between academic culture and professional competence on sustainable organizational performance.

Methodology: The data in this study were obtained by distributing questionnaires to 380 respondents, the data in this study was analyzed using the SEM-PLS approach to explore the consistency of the findings on the correlation between variables.

Finding: The findings show that knowledge sharing is able to mediate the influence of the variables of academic culture and professional competence on sustainable organizational performance

Conclusion: The results obtained are that knowledge sharing has a positive and significant effect on organizational sustainability performance, knowledge sharing is found to fully mediate the relationship between academic culture and organizational sustainability performance, and knowledge sharing is found to partially mediate the relationship between professional competence and organizational sustainability performance.

Keywords: Academic Culture; Professional Competence; Knowledge Sharing; Sustainability Organizational Performance

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INTRODUCTION

In Indonesia, higher education administration is carried out by the government and the private sector, namely State Universities and Private Universities. The role of the University as a place for learning process activities is sought so that it can create individuals that possess abilities in the academic world as well as skilled in their fields in accordance with the demands of industrial needs. The implementation of higher education is an important aspect to increase the ability of the state in Indonesia regarding education. So universities do not only focus on teaching, but they ignore research and community empowerment. State Universities and Private Universities can collaborate in research and community empowerment so that the quality of research can support the ranking of the University itself (Menristekdikti, 2019). For this reason, universities have four strategic plans for the sustainability of higher education performance, namely (1) By increasing the higher education participation rate; (2) By Strengthening the quality and relevance of higher education institutions; (3) By Strengthening the quality of lecturers and education staff; (4) Strengthening the governance system of the Directorate General of Higher Education. In one of the University's strategic plans, the author focuses on strengthening the quality of lecturers and education staff to improve sustainable higher education performance because a lecturer is an educator and teacher who in his duties is able to develop knowledge, technology, and arts. Therefore, lecturers are required to have optimal organizational performance. One of the developments of knowledge possessed by lecturers is to increase the relevance and productivity of knowledge through research. However, the performance of lecturers in the field of research is still felt to be very lacking, as shown in Figure 1. the number of private universities in Region III Jakarta and the number of research provided is still not as expected. Qualified lecturers are hoped to be able to take part in their research and work for the higher education institution where they are placed.

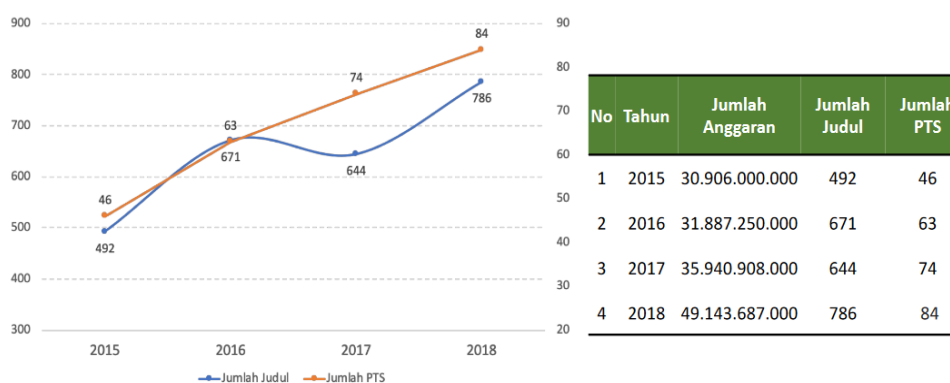


Figure 1. Performance Achievements of Regional III PTS Jakarta Lecturers in Research

The importance of research and community service by the lecturer will more or less be able to help the development of learning materials through writing works. In the eyes of the general public, universities are a source of knowledge that can provide direct benefits to the community to advance the life around them; through the work of the lecturer, his academic position maybe even better and even achieve the title of professor. This benefit does not only apply to the lecturers themselves but also to the universities. If the achievement of field research, community service, and teaching performance increases, it is likely that a university's reputation will also increase. According to Mimin (2015), it is said that in reality, the organizational terms of private university work are still suggested to be not enough where the fields of education and teaching have not been carried out properly. This is also true in terms of research, where

lecturers are considered to not have met the target both from the value of religious intelligence, intellectual intelligence, and social intelligence which are considered to be essential. The factors that trigger low-performance organization in private universities are that the policy of planning and preparation of lecturers by the lecturer training institutions is still weak and does not pay attention to aspects that need assessment or mapping and the development of organizational performance that has not been handled professionally according to needs, ignoring the needs of students; organizational performance improvement management strategy has not been well coordinated; aspects of management and the development of the professional organizational performance of lecturers continuously fail to provide rewards and punishments.

Improving the performance of higher education institutions is very dependent on the quality of the lecturers who are the main implementers of education at the university and are operationally the leading implementers in the university's management, which will determine its success. For this reason, a lecturer is highly expected by universities to always make breakthroughs and innovations in maintaining the university to the form of Tri Dharma. Responses from officials from the Ministry of Education and Culture departments note that the government's funding policy for higher education is for higher education in Indonesia to move faster in order to compete at the world level; so far, the transformation of higher education has had a major impact on increasing the number of graduations, the quality of universities, and the quality of education. Graduates are determined by organizational performance in managing university human resources, lecturers as educators, and employees play an important role in developing university organizational performance. This is because lecturers have the power to carry out the Tri Dharma at the university to measure the university's control process.

Achieving organizational performance requires a driving force to achieve sustainable conditions, with knowledge sharing being a factor needed by employees. Knowledge sharing is a helper for employees in solving problems encountered in the world of work, Tobing (2011) states that through knowledge sharing, there will be maximum exploitation of a form of knowledge, opening an agreement to be able to explore and discover new pieces of knowledge. Schein defines culture as being explored or developed by a particular group when the group learns to deal with external adaptation and internal integration problems, which then work well and are therefore accepted, thought about, felt, and followed by new members of the organization through an acceptable way to overcome these problems (Schein, 2017). In research (Arifin, 2015), it was found that culture in the academic world has a good influence on school displays. Therefore, a cultural academic variable can directly encourage sustainable organizational performance.

Professional competence is also important to encourage knowledge sharing in improving sustainable organizational performance. According to Mundiarsih (2019), professional competence is someone's skill in mastering the fields of science, dexterity, skills, and existing behavior to implement work according to their field of expertise. Professionalism is closely related to competence. In this case, competence is the main indicator of Professionalism. Therefore, one of the prerequisites to increasing Professionalism is to increase competence. Competence can be improved through various activities, including pre-service and in-service education. Several researchers (Sukmadinata, 2006); (Caldwell & Spinks, 2005); (Mustafah & Jejen, 2012); (Bradley, 1994) emphasizes the importance of in-service education for lecturers so that they can teach new things to their students and schools can face any changes with confidence.

Darling-Hammond (2006) suggests that lifelong learning is very important for lecturers because the education obtained by lecturers cannot guarantee their competence to become professional lecturers. In addition, universities must have lecturer competency development management that can plan and facilitate structured training for the formation of competent lecturers (Lijan, 2017). Personality competence and value competence can directly affect the quantity of work, the quality of work, the quality of effective performance, and the existence of work efficiency, as well as from the way or method of work. As stated by Cheetham and Chivers (1996), the influence of professional competence has a positive effect on auditor performance; this statement has theoretical implications so that state financial accountability and government internal auditor performance can increase.

Inconsistent findings of the involvement of academic culture in the company's performance are ongoing and research results (Pratiwi, 2018) show that organizational culture does not directly affect the performance of Bank Jepara Artha. (Amrullah, Tubagus Ismail, & Uzliawati, 2018). Inconsistent findings on the influence of professional competence on sustainability organization performance with research results (Students, Radiman, Jufrizen, & Muslih, 2020). Therefore, this study is intended to provide a more detailed description of how knowledge sharing can mediate the relationship between academic culture and professional competence in the sustainability of organizational performance.

LITERATURE REVIEW

Sustainability Organization Performance

Topics from the performance can be concluded as an achievement of results. This is because the word performance is a continuation in process implementation made to achieve a goal targeted in an organization (Soelton et, al, 2021). The origin of the word started from the word appear and equipped with the word appearance it will have the meaning of "The act of performing; execution," The opinion of Mr. Henry Bosley Woof, states that "The execution of an action." Performance means the act of showing or carrying out an activity; therefore, performance is often also interpreted as work appearance or behavior at work. According to Suwarto (2014); Soelton et, al (2020), the definition of performance does not include the results of employee behavior but the behavior itself. According to (Colquitt, 2014), work performance is formally defined as the value of a series of employee behaviors that positively or negatively affect organizational goals. Performance refers to the achievement of the vision and mission in carrying out tasks in accordance with predetermined goals and obtaining satisfactory and quality results (Gibson, 2012). According to Konopaske, Ivancevich, & Matteson (2018), The word performance is formed by the behavior of a person or individual in carrying out and designing a job for the realization of the vision and mission of the organization itself, this is stated by Ivancevich regarding the meaning of performance is collection of employee jobs relationship with attitude in completing company goals. Peter Druker in (Ross 2011) suggests that an effort to improve organizational performance without being accompanied by measurement efforts is the same as an effort that has no control. Organizational performance measures include performance measures, organizational performance appraisals, organizational performance plans, and organizational performance improvement (Raviyanto, 2016). According to Kusriyanto (2013), an increase in organizational performance can be seen in four forms: (1)

the same amount of production is achieved by using fewer resources, (2) more production is achieved by using more resources, (3) a greater amount of production is achieved using the same resources, and (4) a much larger amount of production is obtained with a relatively smaller increase in resources.

Organizational performance measurement is the completion of work quantitatively and qualitatively within a certain time unit—dimensions of organizational performance concerning inputs, processes, and outputs. Input refers to organizational performance actors or lecturers, process refers to achieving organizational performance, and outputs with the results achieved. The element of organizational performance refers to completing work quantitatively and qualitatively. Organizational performance indicators are developed and modified from thinking by productive individuals. Nawawi suggests that one of the indicators of organizational performance is using appropriate methods or ways of working (Nawawi, 2016). Suggestions submitted by Terry regarding the use of work methods to improve organizational performance, namely, planning and using the best work methods (Terry, 2016). According to Dwiyanto (2021), in his book on public policy reform, the performance indicators of public organizations (including organizations engaged in education) are (1) productivity, (2) service quality, (3) responsibility, and (4) accountability.

Building sustainability aims to maintain or enhance favorable conditions, especially by increasing the capacity to prolong desired conditions in the long term. It is clear that 'sustainability' emphasizes maintaining desirable aspects of natural and social conditions where possible, improving those conditions, including natural resource status. "sustainability" can be considered a broader concept than sustainable development. 'Sustainable development focuses on human well-being (WCED 1987). 'Sustainability' may focus on ecosystems or biodiversity status, for example, with or without explicit attention to human well-being or it may focus on specific aspects of human systems such as educational equity or even the financial health of individual farms (Waas, Hugel, & Wright, 2011).

Knowledge Sharing

In general, knowledge sharing is communicating knowledge within a group. This group can consist of members of formal institutions, for example, between colleagues at work and at least two people are needed to interact. The fundamental goal is to utilize available knowledge to improve group performance (Alavi & Leidner, 2001). In other words, individuals share what they have learned and transfer what they already know to those who have a common interest and have found the knowledge useful. The process consists of gathering, organizing, and conversing with one person about knowledge (Cheng et al., 2009). The sharing process is not just about collecting data and information but more about the value of knowledge. Therefore, if managed properly, knowledge sharing can improve the quality of work and decision-making skills, efficient problem-solving, and competence that will benefit the organization

The definition and understanding of knowledge sharing, according to Chen (2017), is interpersonal communication that involves communicating and receiving knowledge from others. One of the main ways to transfer knowledge is through human interaction. According to Lin (2007), knowledge sharing is a culture that involves social interaction in which

employees exchange knowledge, experience, and abilities through all departments or organizations. According to Subagyo (2007), knowledge sharing is a method or one of the steps in knowledge management that provide opportunities for members of a group, organization, agency, or company to share their knowledge, techniques, experiences, and ideas with members. According to Pasaribu (2009), knowledge sharing is a culture of social interaction, including exchanging knowledge between employees, experiences, and skills through entire departments or organizations; this creates a common basis for the need of cooperation.

Academic Culture

The success obtained from a university can be obtained from the extent to which the university carries out its tri dharma, namely related to teaching, research, and community service. Which is the kind of relationship academic community developing an academic culture in implementing the Tri Dharma of Higher Education (Mulyana, 2015). Laser in Santana (2019) states that five issues determine the development of university learning activities, namely; (1) quality of faculty, (2) available facilities, (3) curriculum, (4) quality of teaching and learning process, and (5) academic culture. A university has a certain culture that is the basis for the actions or behavior of lecturers. Culture is one factor that determines the success of education; Shadaway (2015) states that "it is not lack of school success but due to problems in students, their families, their culture, or their communities." Schein defines culture as being explored or developed by a particular group when the group learns to deal with external adaptation and internal integration problems, which then work well and are therefore accepted, thought about, felt, and followed by new members of the organization an acceptable way in overcoming these problems (Schein, 2017).

In higher education, one system that has an important role in building and developing the civilization of society and the nation independently is academic culture. If you look at the opinion of Buchari, (2000) it is said that academic culture is a lifestyle that consists of 3 things, namely: (1) efforts to develop new knowledge on an ongoing basis (2) continuously seeking the truth, and (3) trying to maintain the repertoire of existing knowledge. According to Kurniatami (2014), it is said that academic culture in a university is an important tool in building and developing culture and the growth of humans and the whole society as a whole in terms of quality so the academic community determines indicators of university quality growth in building the existing academic culture that must be followed by values and a sense of togetherness and mutual trust shared with others university. Culture in academics must be maintained and developed. According to Bowen (2011), it is said that freedom to behave intellectually will have an impact on a problem and debate. When the debate in the world of politics becomes a common thing as long as it is carried out according to existing rules and regulations, it is not an unhealthy debate.

Professional Competence

Professional competence is the ability to master learning material broadly and deeply that allows guiding students to meet the specified competency standards (National Education Standards, article 28 paragraph 3 c). Based on Law no. 14 of 2005 concerning Teachers and Lecturers, professional competence is the ability or expertise that must be possessed by

teachers, including teachers who can master the material, structure, concepts, and scientific mindset that support the subjects being taught; teachers can master competency standards and basic competencies, teachers can developing subject matter creatively, teachers can sustainably develop professionalism, and teachers can utilize information and communication technology (ICT) to communicate and develop themselves. Professionals are experts in their fields and have received special education and training. Professionals can be born from basic education, secondary education, and higher education. Moreover, an educator must have a professional attitude as a learning agent to give birth to the nation's next generation with intellectual, emotional, and spiritual qualities. Professional educators have an important task in carrying out their profession. Competence is the unanimity of mastery of knowledge, skills, and attitudes displayed through performance, which is expected to be achieved by someone after completing an educational program and a set of intelligent and responsible actions that a person has as a condition to be considered capable by the community in carrying out tasks by certain jobs. The position of lecturers as professionals increases the dignity and role of lecturers as agents of learning, the development of science, technology, and art, and community service functions to improve the quality of national education (Association of laws and regulations, 2011). As for the professional duties of lecturers, according to UU (2005) article 60, it is stated that lecturers carry out their duties as follows: (1) Carrying out the education, research, and community service. (2) Planning, implementing the learning process, and assessing and evaluating learning outcomes. (3) Improve and develop academic qualifications and competencies ongoing in line with the development of science, technology, and the arts. (4) Act objectively and non-discriminatory based on considerations of gender, religion, ethnicity, race, certain physical conditions, or students' socio-economic background in learning. (5) Upholding statutory regulations, laws, codes of ethics, and religious and ethical values. (6) Maintaining and fostering national unity and integrity. Lecturer competence is a tool, expertise, and skill for knowledge and behavior that must be owned and controlled by lecturers in carrying out daily tasks professionally and responsibly as educating, teaching, guiding, directing, training, assessing, and evaluating students through the field of education (Djamarah, Bahri, & Zain, 2010). Various lecturer competencies include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.

From the thought above, it can be stated that competence is a person's ability to integrate mastery of knowledge, skills, values, and attitudes which are reflected in the habit of thinking and acting in carrying out work according to their profession. Professional comes from the word profession, which means expert or skilled in their field (Usman, 2010). In his book (Hamalik & Oemar, 2002), the profession is an open statement in which he promises to devote himself to a certain position. Professional competencies are skills, knowledge, attitudes, and motivational characteristics built through learning from work experience. (Baumert & Kunter, 2013). Cheetham and Chivers state that professional competence is formed by knowledge/cognitive competence, functional competence, behavioral or personality competence, and value or ethical competence. Cheetham and Chivers (1996) further state that individuals could develop the dimensions of competence to achieve high professional competence. By combining potential competencies in an effort to improve performance. Professional competence is formed by knowledge competence, functional competence, behavioral or personality competence, and

value or ethical competence. Professional competence is an individual's intelligence to combine mastery of fields in science, dexterity, skills, and existing behavior to implement work according to their field of expertise. The knowledge/cognitive competence consists of four aspects namely (1) practical, namely knowledge related to certain functional or personal competencies called "knowledge in action". (2) technical related to the knowledge base that underlies the profession, principles and theory, application, transfer, synthesis, and extrapolation. (3) procedural consists of how what and when routine tasks are carried out in professional activities. (4) contextual knowledge which is influenced by organizational background, industry, and other sectors. At the same time, functional competence consists of (1) job specifications, (2) organizing related to planning, delegation, and evaluation, (3) intellectuals related to skills that involve mental and intellectual activities, and (4) psychomotor skills that are physical. Ethical competence or personal values consist of (1) social/vocational behavior related to performance, professional duties, self-confidence, task concentration, and stamina. (2) Interprofessional behavior relates primarily to interactions with other professionals, collegiality, and adherence to professional norms. (3) Personal which is related to ethical values, adopting an analysis of adherence to the moral or religious rules.

METHOD

Research Design

In order to answer research questions, this research uses an exploratory research approach. According to Putra (2022), a study is exploratory when the research aims to look for patterns in data with the assumption of lack/absence of theory or previous literacy on the variables being tested. The conceptual framework proposed in this study (see Figure 2) is a research framework that has limited literacy in previous studies; in particular, no one has ever measured how knowledge sharing can act as a mediator variable between academic culture, professional competence, and sustainability organizational performance.

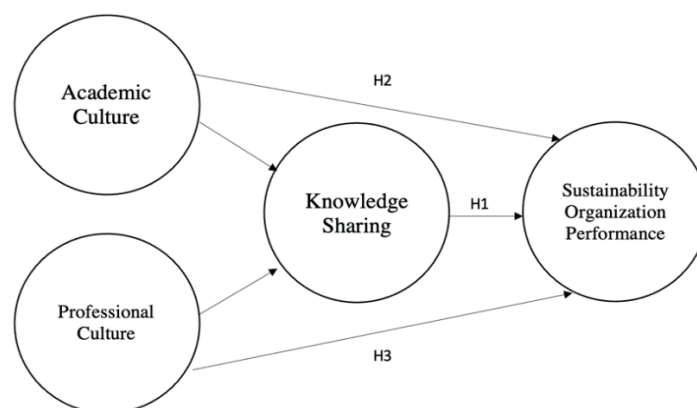


Figure 2. Research Framework

Sampling Strategy

The population in this study was 7,464 permanent lecturers at private tertiary institutions in the Jakarta III area with a university ranking with superior accreditation consisting of Bina Nusantara University (1496); Gunadarma University (1489); Mercu Buana University (1049); Trisakti University (879); Muhammadiyah University Prof. Dr. HAMKA (561); Atma Jaya University (480); Tarumanegara University (470); Pancasila University (382); National University (337); and Multimedia Nusantara University (321). The criteria for the respondents that the writer made are as follows: (1) Respondents are permanent lecturers and or heads of sections at the university (2) Are permanent lecturers at universities with excellent accreditation at PTS Region III Jakarta. (3) Respondents who have at least an academic rank for permanent lecturers are Lecturers, and (4) Minimum tenure as a lecturer which is two years. According to Sugiyono (2017), the sample is part of the total number and characteristics possessed by the population. To determine the number of samples from the entire population, the researcher used the formula proposed by Slovin; this was done hoping that the minimum number of samples taken could represent the entire population. Based on calculations using the Slovin formula, it can be seen that the number of samples used in this study was 380 respondents. For this reason, this study took a sample of 380 private universities in area III Jakarta with an accredited university ranking of superior sources from PDDIKTI in 2020 by dividing each by the calculation of the cluster random sampling formula from each university for more accurate data analysis results. However, the number of samples calculation is also adjusted to the recommendations. So based on the results of the calculation of random cluster sampling, the researchers took samples with the following details: (1) Bina Nusantara University as many as 76 samples; (2) Gunadarma University as many as 76 samples; (3) Mercu Buana University as many as 53 samples; (4) Trisakti University as many as 45 samples; (5) University of Muhammadiyah Prof. Dr. HAMKA as many as 29 samples; (6) Atma University as many as 24 samples; (7) Tarumanegara University as many as 24 samples; (8) Pancasila University as many as 20 samples; (9) National University as many as 17 samples; and (10) Nusantara Multimedia University as many as 16 samples. From the total 380 samples received, table 1 provides the demographic distribution of respondents.

Table 1. Demographic of respondents

No	Categories		Total	Percentage
1	Academic Rank	Guru Besar	15	4%
		Lektor	245	64%
		Lektor Kepala	120	32%
		Total	380	100%
2	Age	28 years old s/d 41 years old	214	56%
		42 years old s/d 61 years old	61	16%
		62 years old s/d 76 years old	105	28%
		Total	380	100%
3	Marital Status	Not Married Yet	35	9%
		Divorced	4	1%
		Married	341	90%
		Total	380	100%
4	Education	Master	236	62%
		Doctoral	144	38%
		Total	380	100%
		5	Position In Structure (Current)	Dekan
Direktur	2			1%
Kepala Program Studi	2			1%
Kepala Unit (Misal: Kepala Biro Penelitian dan Pengabdian, dll)	11			3%
Sekretaris Program Studi	5			1%
Tidak Menjabat	354			93%
Wakil Dekan	3			1%
Total	380			100%
6	Position In Structure (Past)	Dekan	13	3%

No	Categories	Total	Percentage
	Direktur	28	7%
	Kepala Program Studi	16	4%
	Kepala Unit (Misal: Kepala Biro Penelitian dan Pengabdian, dll)	28	7%
	Rektor	16	4%
	Sekretaris Program Studi	42	11%
	Tidak Menjabat	201	53%
	Wakil Dekan	36	9%
	Total	380	100%

Measurement Items

In measuring the latent variables in this study, the researcher adopted from several previous studies using 5 Likert scales. The academic culture variable was adapted from Minhaji's research (2013) with a total of 6 items such as (1) "In the learning process, I always use alternative learning strategies," (2) "I am happy to accept criticism that is building the progress of the university," and so on. Meanwhile, the professional competence variable was adapted from Cheetham and Chivers (2016) with a total of 9 question items such as: (1) "I can explain the subject/topic of material that will be delivered appropriately and responsibly"; (2) "I can liven up the class atmosphere so that boredom does not occur," and so on.

The knowledge sharing variable was adapted from Jialin Yi (2009) with a total of 28 question items such as: (1) "I submit documents and reports according to the assigned tasks," (2) "I publish papers in university journals," and so on. Meanwhile, the sustainability organizational performance variable was adapted from PerBAN PT 4 (2017) with a total of 40 question items such as: (1) "At my university, there is a system that ensures that a sustainable organizational vision is set from the beginning, so that every leadership period does not start from scratch. Starting again, but continuing the developments that have been made", (2) "Every periodization of leadership in higher education I always adhere to the mission of the institution related to the efforts that will be carried out so that the goals can be carried out and succeed well in accordance with the vision that has been set so that the continuity of the implementation of organizational tasks is guaranteed".

Data Analysis

Data analysis in this study used the PLS-SEM approach with the SmartPLS 3.3 application. Structural equation modeling (SEM) allows researchers to examine complex and complex sets of relationships. Where these conditions cannot be done if using the previous analysis technique. SEM analysis is divided into two types: SEM based on covariance (CB-SEM) and SEM based on partial least squares (PLS-SEM). According to Hair et al. (2017), CB-SEM confirms (or rejects) pre-existing theories and hypothetical relationships. This is done by determining how well the proposed theoretical model can estimate the covariance matrix for the sample data set. In contrast, PLS-SEM is used to develop theories in exploratory research that may not have existed before (Putra, 2022). Concentration in explaining the dependent variable is when the model is to be used.

Table 2. Constructs Validity and Reliability

Variable	Indicator	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Academic Culture Adapted From Minhaji (2013)	AC1	0.878	0.945	0.957	0.786
	AC2	0.874			
	AC3	0.922			
	AC4	0.900			
	AC5	0.887			
	AC6	0.857			

Variable	Indicator	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Professional Competence <i>Adapted From Cheetham and Chivers (2016)</i>	PC1	0.764	0.984	0.985	0.696
	PC2	0.788			
	PC3	0.822			
	PC4	0.816			
	PC5	0.814			
	PC6	0.833			
	PC7	0.712			
	PC8	0.813			
	PC9	0.826			
Knowledge Sharing <i>Adapted From Jialin Yi (2009)</i>	KSH1	0.771	0.929	0.941	0.639
	KSH2	0.800			
	KSH3	0.829			
	KSH4	0.819			
	KSH5	0.863			
	KSH6	0.795			
	KSH7	0.847			
	KSH8	0.804			
	KSH9	0.849			
	KSH10	0.858			
	KSH11	0.872			
	KSH12	0.888			
	KSH13	0.924			
	KSH14	0.888			
	KSH15	0.867			
	KSH16	0.856			
	KSH17	0.832			
	KSH18	0.871			
	KSH19	0.852			
	KSH20	0.907			
	KSH21	0.905			
	KSH22	0.839			
	KSH23	0.717			
	KSH24	0.793			
	KSH25	0.756			
	KSH26	0.736			
	KSH27	0.820			
	KSH28	0.752			
Sustainability Organizational Performance <i>Adapted From PerBAN PT 4 (2017)</i>	SOP1	0.732	0.936	0.944	0.587
	SOP2	0.810			
	SOP3	0.804			
	SOP4	Deleted			
	SOP5	0.760			
	SOP6	Deleted			
	SOP7	Deleted			
	SOP8	Deleted			
	SOP9	Deleted			
	SOP10	Deleted			
	SOP11	Deleted			
	SOP12	0.686			
	SOP13	Deleted			
	SOP14	Deleted			
	SOP15	Deleted			
	SOP16	Deleted			
	SOP17	Deleted			
	SOP18	Deleted			
	SOP19	0.834			
	SOP20	0.749			
	SOP21	Deleted			
	SOP22	Deleted			
	SOP23	Deleted			
	SOP24	0.713			
	SOP25	0.715			
	SOP26	Deleted			
	SOP27	Deleted			
	SOP28	Deleted			
	SOP29	Deleted			
	SOP30	Deleted			
	SOP31	Deleted			
	SOP32	Deleted			
	SOP33	Deleted			
	SOP34	Deleted			
	SOP35	0.725			
	SOP36	0.847			
	SOP37	0.799			
	SOP38	Deleted			
	SOP39	Deleted			
	SOP40	Delete			

After testing the validity of both the convergent and discriminant, the test is carried out by looking at the internal consistency the way is that the average of the given variances has a value above 0.5 which means that the variable by looking at the average extracted variance (AVE), it

is recommended that it must be above 0.5, 'above' meaning that 50% of the indicators have been shared used AVE is only relevant for reflective measurement models. When examining the loading of reflective indicators, it is desirable to see higher loadings in a narrow range, indicating all items explaining the underlying latent construct (i.e., convergent validity; Chin, 2010). In addition to the AVE value, the composite reliability value, Cronbach's alpha, and rho_A were carried out to see the reliability value. The lower limit in a study commonly known as Conbrach's Alpha Cronbach in composite testing is internal superiority and consistency. (Hair et al., 2018). Compared with Cronbach's alpha, composite reliability can produce a higher estimate of actual reliability. Thus, the excess of a constructed value can only be accepted through the proposed composite value.

Evaluation of Structural Model

In the assessment of the model using SEM-PLS where the function of the R-Square is to see how big the value of the construct of the dependent variable is. The value of the coefficient of determination R-Square can be interpreted as how much the independent variable is capable interpret for effect in explaining the endogenous variable. The number on the R-Square is zero to one. which means that if the R-Square value is getting closer to one, then the independent variable provides all the things you want in predicting the value of the dependent variable. and conversely, the smaller the R-Square value, the more limited the ability of the independent variable to explain the variation of the dependent variable. In this case, there is a shortage of R-Square; namely, the number on the R-Square will continue to increase exogenous variable is added even though the exogenous variable has no significant effect on the endogenous variable. The test results found that the coefficient of determination of the construct of knowledge sharing was 0.793. These results indicate that the endogenous variable of knowledge sharing can be explained by exogenous variables 79%, while other exogenous other variables are not included in explaining the remaining 21%.

Meanwhile, on in the form of a coefficient of determination which comes from sustainability organization performance in the form of a coefficient of determination which comes from is 0.807. This value means that the dependent variable from sustainability organization performance can be explained through the independent variables by 80%, while other exogenous other variables are not included in explaining the remaining 20%. The Goodness of Fit (GoF) is used to validate the overall model. This GoF index is a single measure used to validate the combined performance of the measurement model (outer model) and structural model (inner model). The GoF index value is obtained from the average communalities index with the R-Square model (Tennenhaus, 2004). In addition, this research model was evaluated using predictive relevance values through a blindfolding test procedure. Predictive relevance in this study shows a value above 0.000, and it can be concluded that the model has a relevant predictive value.

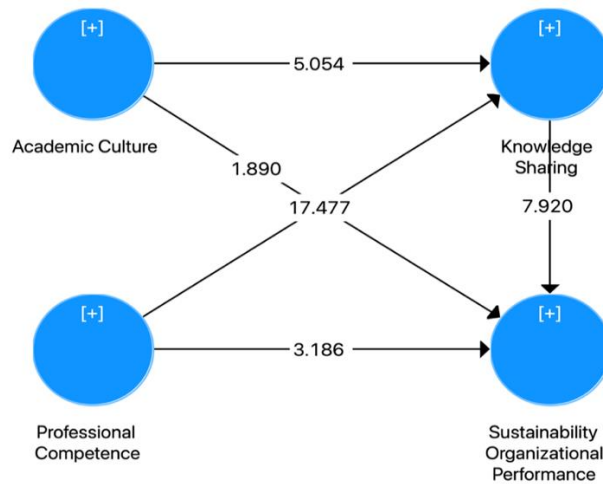


Figure 3. Bootstrapping Result

Hypothesis Testing

Table 3. Hypothesis Results

Direct Path	Original Sample (O)	T Statistics (O/STD EV)	P Values
Knowledge Sharing -> Sustainability Organizational Performance	0.528	8.508	0.000
Academic Culture -> Knowledge Sharing -> Sustainability Organizational Performance	0.126	5.098	0.000
Professional Competence -> Knowledge Sharing -> Sustainability Organizational Performance	0.376	6.652	0.000

Hair et al. (2017) confirmed that the bias-corrected and accelerated 95% confidence interval bootstrap (BCa) should be used to assess the significance of the path coefficients in structural models. Alternatively, the researcher can return to the p-value (<0.05 The results obtained through the p-value test on hypothesis testing). It can be seen that all relationships have a relationship effect because the value is below 0.5. According to Hair and friends (2014), there is a coefficient path that is worth minus one to plus one. As the path coefficient value approaching plus one represents produce a strong positive value, and the path coefficient value of minus one produces a strong negative value. Based on the results of the coefficient direction test (original sample) on hypothesis testing, the whole relationships can be seen to have a strong positive relationship direction where the number is close to plus one. Meanwhile, The T-Statistic is used to see a significant value between constructs. Ramayah et al. (2017) provide input for carrying out the bootstrap procedure with a sample value of 5,000. Limitations for rejection and acceptance of hypothesis testing are declared rejected or accepted where the proposed hypothesis is ± 1.96 , with the t-statistic value being in the range of -1.96 and 1.96 values, then the hypothesis is not accepted. according to the data generated in t-statistics testing on hypothesis testing, it can be seen that all relationships have a significant relationship direction because the value is above 1.96. The test results reveal no direct influence between

variables of academic culture and sustainable company performance because the p number becomes 0.114 (> 0.05), which means that there is no correlation effect. Meanwhile, professional competence affects sustainability organization performance because the number in the p-value of 0.000 (< 0.05), it can be interpreted that the positive value ($\beta=0.350$) so it has a meaningful relationship ($t=5.543$). Knowledge sharing was also found to have a positive ($p=0.000$) effect ($\beta=0.528$) and significant ($t=8.508$).

Next, the researcher evaluates the mediating role of knowledge sharing by looking at the value of the indirect relationship between academic culture and professional competence on sustainability organization performance (see Table 3). The results found no change from a direct relationship, where professional competence was found to have a positive and significant direct effect on the sustainability of the organization's performance. Therefore, it can be seen that knowledge sharing has a mediating role of complementary mediation (partial mediation) in the relationship between professional competence and sustainability organization performance, where the impactful and non-impact have a positive effect which also leads to the result which is not different from positive. However, unlike academic culture, knowledge sharing plays a fully mediating role because of the findings that there is no direct relationship between academic culture and sustainability organization performance.

RESULTS

Based on the time to test the hypothesis to be discussed in the previous presentation, the following is usually presented in the conclusion: (1) Knowledge sharing positively and significantly impacts organizational sustainability performance. This shows that the higher knowledge sharing, the more sustainable company performance increases; (2) Knowledge sharing was found to fully mediate the relationship between academic culture and sustainable corporate performance. It reveals that knowledge sharing has a very deep meaning increasing the involvement of literary culture in the sustainability of organizational performance; (3) Knowledge sharing was found to be able to partially mediate the relationship between professional competence and sustainable corporate performance. This reveals that knowledge sharing has a vital role in increasing the influence of professional competence in the sustainability of organizational performance.

The researcher suggests in the variable Professional Competence at LLDIKTI Tertiary Education Institutions Region III Jakarta maintain this factor at point PC4 with the statement "I know about making decisions related to the learning process," which means that the respondent agrees with a decision related to the learning process. Meanwhile, the researcher suggests in the Professional Competence variable on the LLDIKTI Region III Jakarta Higher Education to be able to increase these factors on PC3 with the statement "I have order and regularity in the implementation of lectures," means that the respondent does not completely agree with the schedule. In Academic Culture variable on the LLDIKTI Region III, Jakarta Higher Education can maintain this factor at point AC6 with the statement, "Giving knowledge to those in need is a principle that I must follow," which means that the respondent agrees with a principle that will provide knowledge to individuals who need it.

The researcher suggests in the Academic Culture variable on the LLDIKTI Region III Jakarta Higher Education to be able to increase this factor at point AC3 with the statement "I am always open in carrying out the work given," meaning that respondents do not fully agree with an open

attitude in every implementation. In addition, the researcher suggests in the Knowledge Sharing variable for the LLDIKTI Region III Jakarta Higher Education be able to maintain this factor at the KSH23 point with the statement "I meet with community members to share experiences and practices on certain topics with the same interests," which means that respondents agree by sharing their experiences and practices on specific topics according to their interests in a community.

The researcher suggests in the Knowledge Sharing variable for the LLDIKTI Region III Jakarta Higher Education to be able to increase this factor at points KSH1 and KSH28 with the statements "I submit documents and reports according to the tasks given" and "I share ideas and thoughts about the topic through the community practice system. supported online", which means that the not all of the respondents agree with the results presented and the report on the assignment of specific tasks and topics with an online system accompanied by support from parties. In addition, the researcher suggests in the Sustainability Organizational Performance variable on the LLDIKTI Region III Jakarta Higher Education to be able to maintain this factor at SOP9 points with the statement, "In college, I have implemented a sustainable Internal Quality Assurance System (academic and non-academic)", which means that respondents agree with the college where they work has implemented an Internal Quality Assurance System on an ongoing basis. Meanwhile, the researcher suggests in the Sustainability Organizational Performance variable on the LLDIKTI Region III Jakarta Higher Education be able to increase this factor at the SOP31 point with the statement "In universities, the use of lecturer research results in learning," is the result that not all respondents want to go to university where they do their job that has utilized the research results of the lecturers as learning material.

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