Lecturers' Individual Factors of Knowledge-Sharing Behavior: A Study in Islamic Higher Education Institutions in Indonesia

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ABSTRACT

This study aims to analyze lecturers' knowledge-sharing behavior at Indonesian Islamic universities. Knowledge-sharing behavior is reviewed based on individual attitude factors and individual expectations, which are developed into six question items that have been qualitatively validated by experts. This research was conducted on lecturers at Islamic-based tertiary institutions in Indonesia. Data were collected using survey techniques with the help of Google Forms. The data were analyzed using the frequency and percentage tabulation approaches. The results of the data analysis show that lecturers have an individual attitude factor of 86.1% and a personal expectation factor of 78.2%. As an implication, knowledge-sharing behavior can be increased through individual attitude factors such as awareness of increasing and developing knowledge and as a contribution to the institution.

Keywords: Knowledge-sharing, Individual factor, Lecturer in Islamic Higher Education.

A. INTRODUCTION

Knowledge sharing is part of knowledge management (Becerra-Fernandez, 2010). Diverse research on knowledge sharing is dominated by research in the field of management (Farhan Ahmad, 2019; Al-Kurdi, El-Haddadeh, & Eldabi, 2018). Knowledge-sharing behavior is the transformation process of learning from individual to other employees in the organization as a strategy of the organizations and research that contributed to rapid advancement (Cheema & Javed, 2017; Samadi, 2015). The importance of knowledge sharing cannot be underestimated. In an organizational context, its benefits are enormous to the organization as it helps in new idea generation within the firm, which also creates new knowledge. However, the lack of knowledge sharing seems to be one of the challenges to effective knowledge management in the organization. Moreover, competing and effectively exploring knowledge-sharing behavior (KSB) needs the pre-condition to develop, and create the abilities and knowledge that can strengthen desired knowledge-sharing behavior. This is also very much needed in the academic world, where knowledge develops very quickly and widely.

There are out of 73 research publications, only 15% discussed knowledge sharing in education (Al-Kurdi, El-Haddadeh, & Eldabi, 2018). Other research shows that out of 61 scientific publications, only one article deals with knowledge sharing in education (Farhan Ahmad, 2019). In fact, the concept of knowledge sharing is applicable to business within the organization and can also be applied to education, for example, in college. Especially, during the study completion process for final-year students who are compiling scientific papers. In this process, knowledge sharing becomes a very important behavior between the lecturer and the students being supervised. A college is a place where there are many activities to exchange knowledge between teachers, students, lecturers, and educational personnel, as well as between educational staff and students. By applying knowledge sharing, students can acquire new knowledge that is useful for their studies and even innovate. In this respect, faculty members in HEIs play a key role in producing and reusing their knowledge and intellectual property through research and teaching (Kim and Ju, 2008). Consequently, sharing knowledge, expertise, and resources among academics has long been vital to the success of universities (Ramayah et al., 2013).

Knowledge sharing involves different perspectives. Various studies have been conducted and produced many perspectives on knowledge sharing, among them: technology, organization, and individual behavior. Most view knowledge sharing from an individual's behavioral perspective (Yi, 2009). The technology component is the platform

and tools to encourage sharing. Some other publications on knowledge sharing discuss various cultural aspects (i.e., national, organizational, individual, and team atmosphere), motivation, incentives, beliefs, and individual identities. Based on this, individual behavior is considered important when discussing knowledge sharing. Especially in college, doctors are important individuals so that the process of knowledge sharing can take place systematically and accurately.

Sharing knowledge is a challenge in itself because it depends on the willingness of individuals to share and receive knowledge, and many individual characteristics can be seen as characteristics that influence knowledge sharing. Because there is no such certainty and human nature is also unpredictable, this makes knowledge sharing the most challenging part of the knowledge management process (Yi, 2009). The importance and complexity of knowledge sharing, the barriers and factors that can enhance it have been widely recognized (Triana & Rugaiyah, 2023; Suherman, Suroso, & Savitri, 2022; Sonata, 2017; Sarja, 2014; AR, Yanti, & Ahmad, 2021). In this discussion, the factors that have been studied in various studies are related to individual factors, which consist of two indicators: individual attitudes and personal expectations. Therefore, this study aims to provide an empirical review of different individual factors by using two indicators: individual attitudes and personal expectations which affect the knowledge-sharing behavior of lecturers at Islamic universities in Indonesia.

B. LITERATURE REVIEW

Academics and practitioners still debate the definition of knowledge sharing in the literature. This happens because of the context and perspective used (Cabrera A. C., 2006; Wang & Noe, 2012; Nielsen & Cappelen, 2014). In the work context, knowledge sharing is defined as the open or covert exchange or dissemination of data, concepts, experiences, or technologies between individuals or groups of employees (Cabrera & Cabrera, 2002; Wang & Noe, 2012) (Cabrera and Cabrera, 2002; Wang and Noe, 2010). Knowledge sharing in the workplace as the behavior of sharing information about one's work with others in an effort to achieve organizational goals (Yi, 2009). According to Amayah (2013), the type of knowledge used to help others and solve problems in organizations is the focus of knowledge sharing. Words like “knowledge exchange” and “knowledge transfer” are often used to mean the same thing. Wang and Noe (2010) clarified that knowledge exchange involves two parties, the knowledge contributor and the knowledge searcher (Szulanski et al., 2004, as cited in Wang and Noe, 2010).

Knowledge sharing is considered an important component of knowledge management due to the belief that knowledge-sharing behavior determines how well the knowledge management system functions (Rohman, Eliyana, Purwana, & Hamidah, 2020). Knowledge sharing is when group members act in a way that allows them to receive or provide knowledge, resources, experience, or something that can be useful to or from others which arises when there are external benefits and reciprocal benefits (Mustika , Eliyana, Ratnasari , & Agustina, 2020). Knowledge-sharing behavior is known to be stable and smooth when group members believe that it can improve their job performance or produce beneficial outcomes for both parties. Knowledge-sharing activities will attract the attention of group members because they can help them learn new things, communicate better, gain access to more relevant resources, and improve their work performance and problem-solving abilities (Tseng & Kuo, 2014). Ghadrian et al. (2014) looked at the literature to find factors that influenced student behavior when sharing knowledge in the classroom. This article is categorized into four focus studies: the conceptualization of sharing knowledge and its elements; the context of the study; the theoretical framework; and predictive variables. According to the literature review, the paper on knowledge-sharing behavior relates to business and organizational contexts. This can be explained by the standard that regulates online learning as a process of transfer of information, which can be measured by student participation. The results of a systematic literature review classify the determinants of knowledge-sharing behavior in higher education into four classifications including organizational, technological, cultural factors, and individual behaviors perspectives.

In the academic environment, there is a strong tradition of freedom and autonomy in acquiring and using science. Independence in science is an academic characteristic, especially in colleges (Cronin, 2000). The university's structure, leadership style, and culture are other characteristics that distinguish the university from most organizations (Fullwood, Rowley, & Delbridge, 2013). The professional habits of teachers and academic staff influence the dissemination of knowledge in colleges. The authors believe that the transfer of knowledge in an organizational environment is about knowledge accumulated through experience from person to person. Understanding the sharing of knowledge in relation to its human component is crucial. Technology interventions can help share knowledge at a certain level, but the amount that can be achieved through technology is limited (Wei-Li et al., 2009; Nielsen dan Cappelen, 2014). Therefore, in the academic sphere of college, the perception of individual factors becomes important to explore in relation to the behavior of sharing a lecturer's knowledge with his student.

The individual attitude and expectations of a lecturer in awareness of sharing knowledge are two things that are the focus of this study. Individual attitudes relate to a person's view of desire and openness to various knowledge. Openness and security of intellectual property (Kim and Ju, 2008), the individualistic nature of academics and research (Kim & Ju, 2008; Fullwood, Rowley, & Delbridge, 2013), the complexity of academic departments (Cronin, 2000; Fullwood, Rowley, & Delbridge, 2013). Meanwhile, a lecturer's hopes indicate his personal desire for the development of his academic career and knowledge as a result of his knowledge sharing behavior.

C. METHOD

This research used an exploratory method. The participants in this study were 22 lecturers from Islamic universities in Indonesia. Data were collected through an online questionnaire which was then followed by in-depth interviews. The data obtained through a questionnaire were then analyzed using the frequency and percentage tabulation approach. The results of the analysis are then presented in a diagram and interpreted narratively. Data collection methods used in this study were questionnaires and interviews.

D. RESULT AND DISCUSSION

This study aims to identify the knowledge-sharing behavior of lecturers and students at Islamic universities in Indonesia. The questionnaire distributed to the Lecturer's Whatsapp Group collected 26 lecturer responses. However, 3 responses were discarded because they did not meet the lecturer's criteria according to the research. Table 1. shows the distribution of 23 responses from lecturers who participated in this study.

Table 1. Profile Of Partisipant

	Profile	Number
Gender	Male	8
	Female	15
Age	Under 30th yo	4
	30 – 40th yo	14
	40 – 50th yo	5
	More than 50th yo	0
Experience	Less than 3 years	8
	3 – 6 years	7
	7 - 10 years	5
	More than 10 years	3
Functional	Assistant	13
	Lector	6
	Head lector	4

	Professor	0

The results of the study show that young lecturers are more interested in being able to share experiences and follow various research projects. It also shows that the study was a representation of female lecturers under the age of 40 with less than 6 years of teaching experience who have functional/academic positions as expert assistants. Knowledge-sharing behavior depends on individual behavior, this can be seen based on the availability of time and the way chosen by lecturers to be able to do a knowledge-sharing session with their students. Table 2, shows how the lecturers who become participants choose how to conduct a knowledge-sharing session with their students.

Table 2. Lecturers' Knowledge-Sharing Session

	Profile	Number
Sharing time	Class time	4
	Outside Class	7
	In and outside class	12
Platform to Sharing	Media Social	3
	LMS	8
	Messenger Platform	10
	Face-to-face	2
Time to sharing	Less than 30 minutes /day	10
	30 – 60 minutes/day	5
	Depending on the requirement/day	8
Sharing topics	Only Class Subject	8
	All topics related to the Major	12
	All topics, even out of the subject or major	3

Based on Table 2, it is known that of the 23 lecturers who responded to this study, 23 showed openness in terms of knowledge-sharing activities. 12 lecturers have free time both during the class schedule and outside the class time. Seven other lecturers feel that sharing knowledge outside the classroom can be more convenient and effective because it is not limited by time or topic. The other four feel that the knowledge sharing done in the classroom is very comfortable. This result is also seen in the majority of responses of teachers who chose the Messenger platform as the largest choice for media interaction between teachers and students in knowledge sharing, which is as many as 10 people out of 23 teachers. While the majority are second, 8 teachers feel more comfortable when using LMS to be able to share knowledge with students. This shows that the lecturer frees students to interact in the classroom or outside the classroom using messenger platforms such as WhatsApp,

Telegram, or forum facilities in the LMS. While learning features on an LMS can be used to share information in various forms, especially those related to learning materials, this shows that excellence in technology must be considered to improve the effectiveness of knowledge sharing between teachers and students. These results are consistent with research (Chikoore, 2013) that shows that communication technologies, in this case, various social networking platforms, including the virtual teaching and learning process, can encourage students to collectively share and reflect on what they have learned with lecturers. The same survey was conducted by (Elizabeth, 2014), a knowledge-sharing lecturer and student dominance was carried out using electronic media.

There is an interesting thing about the results of this research related to the maximum time that is most convenient for teachers to do knowledge sharing. The results of the study shown in Table 2 show that the maximum time a lecturer can give to each other is less than 30 minutes. This shows a very limited time for the exchange of knowledge between teachers and students. However, this is a common phenomenon because doctors need more time because they have to do knowledge-sharing activities with many classes and students. Whereas the topics that become discussions between teachers so that there is knowledge sharing, are not only topics discussed in the classroom but are open to other topics still related to the courses taught by teachers. Based on the results of the research, 12 lecturers release students for a variety of knowledge related to all things that are still related to the topic of the major, and 3 lecturers choose answers, freeing students, to discuss and share knowledge about everything even if it is not relevant to the major. While the other 8 lecturers chose to discuss only the things related to the courses taught by the lecturer.

Various studies have been conducted, indicating that knowledge-sharing behavior is supported by many factors, one of which is a behavioral factor, or behavior related to individual attitudes (Cheng, Ho, & Lau, 2009; Ishrat, 2019; Al-Kurdi, El-Haddadeh, & Eldabi, 2018; Zheng, 2017). In this study, two indicators of the individual factors revealed are individual attitude and individual expectation. The data obtained from the survey respondents are disclosed as follows.

1. *Individual Attitude*

Individual attitude surveys are conducted to find out about 1) the importance of various knowledge to students for the progress of knowledge, 2) distributing Science to Students, and 3) don't worry about criticism for the knowledge shared with students.

Table 3. Results of Lecturers' Attitude

No	Statement	Response (%)		
		Yes	Maybe	No
1.	I believe that sharing knowledge with students is essential for the development of new knowledge	100	0	0
2.	I have all the knowledge I have for students as a learning material.	75	8,3	16,7
3.	I am willing to accept criticism, input, or support for the knowledge I have provided.	83,3	16,7	0
Average		**86,1**	**8,3**	**5,6**

Data shows that 100% of lecturers have agreed and realized that knowledge-sharing behavior is an important effort to be able to generate new knowledge. The results of interviews conducted with several lecturers show that awareness is not only limited to self-belief but has been manifested in various efforts. Several lecturers who were interviewed to explore their responses stated:

> *"Knowledge sharing is not just the presentation of lecture material in class, but also the elaboration of material when students complete individual and group assignments" (L3)*
>
> *"Knowledge sharing is important because we will find out whether students have received the information we provide correctly or not" (L4)*
>
> *"The lecturer's task is not just to provide material, but also to train students' other abilities, be it knowledge or skills related to competencies that students must achieve" (L9)*

The response of the teachers above shows their attention to the behavior of knowledge sharing in the Islamic university environment. It is also demonstrated through open behavior by giving all of its knowledge to students as part of knowledge-sharing behavior. As shown in Table 3. there 75% of lecturers choose to apply and share all their knowledge with students and fellow lecturers. It is also consistent with the information obtained from the interview, with some statements as follows:

> *"Yes, for students to understand the material and achieve their competence, all information must be conveyed." (L1)*
>
> *"If not everything is given, how can we ensure that students have received the right knowledge. So it should be given everything, and that is indeed our job as lecturers" (L13)*

There is a lecturer who says that giving all his knowledge to students is a part of his worship of God as a dozen. Especially teachers who teach in Islamic universities. Although there are still lecturers who choose not to give their entire knowledge, i.e. 16.7%, they have reasons not because they do not want, but that students have the motivation to find in-depth knowledge from other sources than the lecturer. Some of the doctors' opinions are as follows:

> *"do not need to be given everything, because the lecturer should act as a facilitator" (L2)*
>
> *"Let students look for other information, we lecturers just facilitate it." (L17)*
>
> *"If all is given, knowledge skills will not occur, because students only receive it cleanly from us. they don't want to try to find out more about their lectures." (L21)*

Some lecturers have the opinion that the knowledge they have is their intellectual property that needs to be protected, which is also related to their subsequent development of expertise. This is why the teachers choose not to share all the knowledge they have. The majority of respondents chose maybe," with an estimated 8.3%. This indicates that there is a consideration for the lecturer to give the whole of his knowledge or only a little to the student. That consideration, based on our findings during the interview, was considering the time and the response of the students. Some lecturers who responded to our research stated that the interest of students influenced them to share knowledge. In the field, there is a lecturer who stated that his belief in his knowledge makes him more open to sharing knowledge with the lecturer because there is anxiety that raises questions that he is unable to complete. In other words, a Bachelor of Arts is only a variety of knowledge that is mastered and well understood so that there is discussion and effective understanding between teachers and students.

The following information relates to the openness of the docent to the critic, the accusation, and the input to the divided knowledge. One of the elements of quality learning is the docent's openness to criticism (Aisyah, 2019). Openness to criticism is an individual factor that doctors and students must have. The goal is that the knowledge-sharing process can run effectively and generate new knowledge that is innovative and productive for progress (Holert, 2016). Results are shown in Table 3. It showed that 83.3% of lecturers

chose to be open to criticism, input, and criticism of knowledge shared with students. While 16.7% still choose to consider several things to receive criticism, input, and feedback. This shows that there are still lecturers in Islamic colleges who have limits on accepting criticism, input, and suggestions.

The results of the in-depth interview obtained the statement of the lecturer who chose to consider the criticism, input, and suggestions, including:

"Not all student criticism is true, some are just talking nonsense" (L6)

"You have to know first whether what they are saying is based or just talking nonsense" (L15)

"If criticism, input, and objections are conveyed politely and have a basis and argument, I will be open" (L23)

2. *Individual expectations*

Surveys on Individual expectations are conducted to find out about 1) expectations as an expert in their field; 2) expectations of having contributions in the field of science at the university; and 3) hopes of interconnecting with researchers from different campuses that have similar fields of science.

Table 4. Lecturer Personal Expectation Results on Knowledge Sharing Behavior

No	Statement	Response (%)		
		Yes	Maybe	No
1.	Knowledge sharing shows the capacity of my expertise in the scientific field.	84,6	15,4	0
2.	Knowledge sharing provides an opportunity to contribute scientifically to universities and society	66,7	33,4	0
3.	Through knowledge sharing, you can establish connections with various scientists from various campuses in the world.	83,3	16,7	0
Average		78,2	21,8	0

Data shows that 84.6% of lecturers have expectations of becoming experts in their field, while 15.4% are still hesitant to use knowledge sharing as part of their path to enhance their scientific expertise. The result is that the majority of lecturers at Islamic colleges in Indonesia have the hope of building an academic reputation. Knowledge sharing, as the activity of various knowledge and skills to generate new knowledge and innovation, is expected to open up opportunities for teachers to be seen as experts. In addition, it means

that the process of knowledge-sharing can run effectively when the expectations of the lecturer on the results they can get from the knowledge-sharing activities are met. This is consistent with the research (Cheng, Ho, & Lau, 2009) that states that understanding the individual's expectations of sharing knowledge to facilitate knowledge-sharing behavior is essential to enhancing knowledge-sharing conduct in colleges. The results of interviews with the donors who responded agree and are stated as follows:

> *"of course, because a lecturer is an academic job and requires trust in his knowledge" (L3)*

> *"I don't want to be seen as great but, if you are considered an expert in your field, it will have an impact on the scientific development of the lecturer as well" (L12)*

The second hope is the personal expectation factor in the behavior of knowledge sharing by a lecturer in the hope that it can contribute in terms of science to the university and society. This expectation received a response from 66.7% of all lecturers at universities in Indonesia who responded to this study. This shows that all teachers have a desire to be able to contribute to society in general, especially to the institutions where they study. But the data also showed that there were 33.4% of docents who gave a "possible" response. The interview was conducted with the docent who gave this response and then got various statements, among them:

> *"the lecturer's contribution will be proportional to the reward obtained"*

> *"But lecturers also have to be realistic because institutional appreciation needs to be considered for the contribution of knowledge and expertise of the lecturers."*

The literature reviewed above demonstrates various elements that influence a lecturer's decision to participate in knowledge sharing. Various studies have indeed shown appreciation for the contributions made by lecturers. Research conducted by (Sonata, 2017) that rewards affect the knowledge-sharing behavior of a lecturer at the institution where he works. As the opinion states people who share knowledge with the hope of getting real rewards are motivated to share knowledge (Kang & Kim, 2017). Likewise, people who set more specific mastery goals are also motivated (Birasnav, Chaudhary, & Scillitoe, 2019). In this way, it can be concluded that the expectation of having a contribution to knowledge

is a factor that influences the knowledge-sharing behavior of a lecturer, but also considers various awards that can increase motivation.

Furthermore, related to the personal expectations of lecturers in knowledge-sharing behavior is the hope of having the opportunity to connect with various scientists with the same knowledge. The data shows that 83.3% of lecturers stated that they have hopes of being able to connect with various scientists with the same knowledge. The results of in-depth interviews show that this desire is related to the desire to be recognized for their knowledge in the world of science. Such as the following statement:

> *"I have a desire to be recognized and used as a reference for various scientists. The method is by collaborating in scientific terms"*
>
> *"If we can communicate with each other related to science with many people, surely this is also a form of recognition for our scientific expertise as lecturers"*

Various studies have proven that individual factors influence a lecturer's knowledge-sharing behavior (Alexandre, 2006; Cabrera A. C., 2006; Ishrat, 2019). Each lecturer has their own set of qualities, personalities, and attitudes. Individual lecturers will share knowledge with those deemed close, and the level of knowledge, especially intellectual maturity, also plays a significant role in sharing knowledge. The competitive character of individual lecturers as well as the requirement for continual publishing to be deemed employable are also factors impeding knowledge-sharing behavior (Fullwood R. R., 2013; Al-Kurdi, El-Haddadeh, & Eldabi, 2018).

E. CONCLUSION

This study has shown various elements that influence a lecturer's decision to participate in knowledge sharing. The knowledge that lecturers have is an intellectual property that needs to be protected, which is also related to their further development of expertise. That's why the lecturers chose not to share all the knowledge they had. In addition, the study also obtained information that it turns out that students' interest in the mathematics they were taught influenced them to share knowledge. Openness to criticism is an individual factor that teachers and students must have. The goal is that the knowledge-sharing process can run effectively and produce new knowledge that is innovative and productive for progress. In addition to the individual attitude, it was concluded that the expectation of the lecturer to have a contribution to knowledge was a factor that influenced a lecturer's knowledge-sharing

behavior, but also considered various awards that could enhance motivation. There's a desire to be recognised to be acknowledged in the world of science.

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