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The role of knowledge management on learning organization capacity and job performance

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ABSTRACT

In the digital era, knowledge becomes the main asset to win the competition. However, the management of knowledge that is less than optimal makes the targets set by the company's management cannot be achieved. This indicates that HR performance in utilizing Knowledge Management is still not optimal. This study aims to examine and analyze the influence of Tacit Knowledge and Explicit Knowledge on Job Performance through Learning Organization Capacity. The population in this study is a building material manufacturing company in Central Java, with a sample of 100 respondents. The sampling technique used in this study was purposive sampling and data analysis used PLS. The results showed that Tacit Knowledge and Explicit Knowledge had a positive effect on Learning Organization Capacity and also, Knowledge Management and Learning Organization Capacity had a positive effect on Job Performance.

Keyword: *Tacit Knowledge, Explicit Knowledge, Knowledge Management, Job performance, Learning Organization Capacity*.

INTRODUCTION

The company is an organization that must continue to learn in order to continue to live, grow and develop all the time. The success of the company in achieving its goals requires the role of human resources. The company's strategies and plans for managing human resources are absolutely essential as a company asset. With careful planning, the company's activities can run in an integrated and directed manner so that the achievement of performance will be maximized.

Job performance is the ability of individuals to meet the provisions that exist in their work including the outcome records that result from the function of a particular job or activity for a certain period of time (Alotaibi, 2001). The role of reliable and professional employees can play a role in maximizing company performance. To improve company performance, the company's management needs to learn to evaluate the results achieved.

Learning organization capacity is an organization whose organization members continuously improve their knowledge to foster the creation of something new, gives freedom to organization members to express their aspirations, and organizations whose members are continuously learning (Gomes, Giancarlo, 2017). With the Learning Organization Capacity, the organization will continue to empower all organizational resources in the context of organizational growth (Mahayana, et.al, 2008). Learning organization capacity teaches to find out existing information, both internal and external information. Learning organization capacity is used as a self-control strategy, where it can help the skills and abilities of human resources and have knowledge that can improve performance (Widjajanti, et. al., 2014). In order to maximize employee performance, Knowledge Management is needed, which is a system that allows companies to absorb the knowledge of their employees for company improvement.

According to Kao et al (2011), knowledge creation is basically a process that generates new knowledge by accumulating and integrating existing knowledge. Knowledge is divided into tacit and explcit knowledges (Nonaka & Takeuchi, 1995). Tacit Knowledge is knowledge that is inherent in someone that is obtained from research or experience, therefore there are difficulties in the process of knowledge transfer (Muralidhar & Sumitra, 2000). The inherent experience will bring up tacit knowledge in employees. Tacit Knowledge is a management tool that justifies the belief that knowledge gained from research or experience

can be an asset to increase the capacity of organizational performance to work more effectively (Nonaka & Tekeuchi, 1995).

Explicit knowledge is any form of knowledge that has been recorded and documented, so that it will be easier to distribute and manage (Tobing, 2007). Explicit knowledge has been recorded, or is stored in a database, and can be learned by everyone directly. Tacit Knowledge can be articulated and converted into explicit knowledge in a process (Nonaka & Tekeuchi, 1995). Tacit Knowledge can be articulated and converted into explicit knowledge in a process called the SECI process, consisting of Socialization, Externalization, Combination, and Internalization (Nonaka & Tekeuchi, 1995). Knowledge Management can be explained as the process of capturing knowledge, expertise, intelligence, and collective experience within an organization which is then compiled, stored, and reused for the development of innovation and improving organizational performance.

In the digital era, knowledge becomes the main asset to win the competition. However, in Central Java, Indonesia, it was shown to be not optimal in its current digital mastery. The knowledge management that is less than optimal makes the targets set by the company's management cannot be achieved. This indicates that HR performance in utilizing Knowledge Management is still not optimal. Therefore, this study aims to examine and analyze the influence of Tacit Knowledge and Explicit Knowledge on Job Performance through Learning Organization Capacity.

Hypothesis Development

The Effect of Tacit Knowledge on Learning Organization Capacity

Tacit Knowledge is knowledge that is inherent in someone that is obtained from research or experience, therefore there are difficulties in the process of knowledge transfer (Muralidhar & Sumitra 2000). Organizations can facilitate the management and use of tacit knowledge that is out of consciousness and stored under the subconscious with the approach of embedding and sharing tacit knowledge to mobilize tacit knowledge in support of individual and organizational goals, thereby it will increase organizational capacity for learning (Bennet, et.al., 2008). The results showed that by stimulating individual knowledge and initiative and also subsidizing the concept of knowledge management through tacit knowledge can support learning organizations (Rofiq & Hadiwidjojo, 2014). Research shows embedding activities and tacit knowledge sharing can increase organizational capacity to learn (Alex. 2008). Furthermore, tacit knowledge is a very significant predictor as a component of

organizational learning (Salleh & Kalsom. 2014).

H1: Tacit Knowledge has a significant positive effect on the Learning Organization Capacity

Effect of Explicit Knowledge on Learning Organization Capacity

Explicit knowledge refers to knowledge that is recognized and embodied in various organizational routines, namely manuals, procedures, instructions, standards, protocols, etc. This type of knowledge can be easily obtained and transferred so that in the application of quality management programs and quality models, explicit knowledge is more useful and more popular (Kaziliūnas, et.al., 2014). The quality management system requires all processes and procedures to be well documented, and the use of the ISO 9000 standard as a quality management system is undoubtedly, generally related to control-oriented organizations and explicit knowledge (Kaziliūnas, et.al., 2014). Organizations must align human resources as intellectual capital with other resources to be able to compete in the business environment. This is important to motivate employees to learn. Besides, a system is also needed to support the creation, use, and dissemination of new knowledge within the organization. Thus, the higher the company's ability to manage and utilize knowledge properly, it will enable the company to implement learning mechanisms. Research shows that there is a positive effect between explicit knowledge on the learning organization (Fariani, 2014). All dimensions of knowledge management including explicit knowledge have a positive effect on the learning organization capacity. The use of information sources from knowledge management can increase organizational innovation (Jamalzadeh & Mohammad, 2012).

H2: Explicit Knowledge has positive effect on Learning Organization capacity

Effect of Tacit Knowledge on Job Performance

Tacit knowledge can be considered as a valuable asset that will be shared especially with others who have good personal relationships and who are known for their professional performance (Holste, 2010). Tacit knowledge is knowledge that is stored in the individual's brain and is difficult to define, for example ability, experience or talent possessed by a person (Williams % Sullivan, 2011). Tacit Knowledge as a management tool that justifies the belief that knowledge gained from research or experience can be an asset to increase the capacity of Job Performance to be able to work more effectively (Nonaka & Tekeuchi, 1995). Companies need to provide additional guidance for employees so that their

level of tacit knowledge understanding can grow better. Tacit knowledge encourages managers to put more emphasis on strategies to improve job performance. Knowledge management helps them to align Knowledge Management initiatives to better share knowledge so that it can lead to continuous job performance improvements (Rehman, et.al. 2015). The results of the study stated that tacit knowledge was able to improve job performance (Shu-hsien, 2009). Research shows that tacit knowledge positively affects Job Performance. In the same study, it shows that there is a positive influence between Explicit Knowledge on Job Performance (Sulisthio, et.al., 2015). The research shows that tacit knowledge has a positive effect on employee performance (Ibrahim, 2016).

H3: Tacit Knowledge positively affects Job Performance

Effect of Explicit Knowledge on Job Performance

Explicit knowledge is any form of knowledge that has been recorded and documented, so that it will be easier to distribute and manage (Muralidhar & Sumitra, 2000). Knowledge Management systems (KMS) are used to support knowledge sharing, including Explicit Knowledge which is based on Standard Operating Procedures. The process of capturing collective knowledge, skills, intelligence, and experiences in the organization is then compiled and stored and reused for job performance improvement (Nonaka & Tekeuchi, 1995). The results showed that there is a significant positive relationship between Knowledge Management and aspects of Explicit Knowledge on Job Performance (Chamanzani, 2016). Likewise, other studies show that knowledge sharing activities through the aspect of explicit knowledge has an effect on job performance (Kosasih, et. al., 2007).

H4: Explicit knowledge has positive effect on job performance

Effect of Learning Organization Capacity on Job Performance

Knowledge-based theory (Grant, 1996) suggests that organizations that successfully manage knowledge will have high company performance. Organizations that are willing to conduct experiments and are able to learn from their experiences will be more successful than organizations that do not (Hunger & Wheelen, 2001). In order to be successful and gain a competitive advantage, present and future organizations must be learning organizations. An organization that operates with a Learning Organization Capacity will strive to improve Job Performance. Learning Organization Capacity will provide value to customers because learning focuses on understanding and effectively satisfying current and

potential customer needs through new products, services, and ways of doing business. This directly leads to superior performance, such as more successful new products, better customer retention, and higher growth and profits. The ability of the Learning Organization through better knowledge and understanding will facilitate behavior change that will lead to improved performance (Fiol & Lyles, 1985). Research shows that Learning Organization Capacity has a positive and significant effect on Job Performance (Rustiana, 2010).

H5: Learning Organization capacity has positive effect on Job Performance

RESEARCH METHOD

The population in this study is a building material manufacturing company in Central Java, with a sample of 100 respondents. The sampling technique used in this study was purposive sampling. The distribution of questionnaires is a direct data collection which is done by asking a list of questions to the respondents. The list of questions asked is in accordance with the variables studied, such as Tacit Knowledge, Explicit Knowledge, Knowledge Management, Job Performance, and Learning Organization Capacity.

RESULTS AND DISCUSSION

Characteristics of Respondents

Table 1. Characteristics of Respondents

Characteristics	Types	Frequency	Percentage
Gender	Male	61	61
	Female	39	39
Age	< 20	0	0
	20 – 25	23	23
	26 – 30	30	30
	31 – 40	24	24
	Over 40 years old	23	23
Status	Single	41	41
	Married	59	59
Level of Education	Senior High School	26	26
	Diploma	23	23
	Bachelor	34	34
	Master	17	17
Tenure	< 5 years	3	3
	5 – 10 years	8	8
	11 – 15 years	27	27
	16 – 20 years	25	25
	21 – 25 years	23	23
	> 25 years	14	14

Source: Primary data processed, 2020

The results of the responses based on gender were mostly dominated by male (61%), and female (39%). This may because a manufacturing company that mostly works in the field, so it requires stronger physical energy compared to women, even though the company has also involved women in it. The responses based on age were dominated by employees who were between 26 and 30 years old. This gives the sense that the respondent already has sufficient experience related to work completion. This might because age is a factor that supports a person's potential to develop more advanced in their work.

Employee status is more dominated by married employees (59%) compared to those who are single (41%). This might because a person's status generally affects the form of responsibility given, meaning that it will affect his responsibilities to the family if there are sanctions imposed. Respondents' responses related to education were mostly dominated by employees with a bachelor's degree (34%). This shows that the high level of education of respondents greatly affects a person's insight or mindset, where education does not only affect technical expertise but also concepts and theories to support their implementation in the field.

Responses related to tenure show that most of them are dominated by employees who have worked between 11-20 years. The explanation above gives an indication that work experience is very much needed to support the speed and accuracy of the work done. By having a high tenure, it will increase the experience of employees in completing work and have an effect on the resulting work productivity increase.

Convergent Validity Test

Table 2. Convergent Validity Test

Indicator	Latent Variable	T-statistics	Loading factor	Results
Tacit knowledge			0,5 - 0,6	Valid
X1.1	0,841	16,750		
X1.2	0,907	31,269		
X1.3	0,866	23,222		
X1.4	0,828	20,938		
Explicit knowledge			0,5 - 0,6	Valid
X2.1	0,914	40,047		
X2.2	0,852	19,650		
X2.3	0,882	29,450		
X2.4	0,873	25,480		
Learning organization Capacity			0,5 - 0,6	Valid
Y1.1	0,822	14,631		
Y2.2	0,739	9,906		
Y1.3	0,842	18,567		
Y1.4	0,584	7,058		
Y1.5	0,739	9,555		
Y1.6	0,710	10,011		
Job performance			0,5 - 0,6	Valid
Y2.1	0,873	29,884		
Y2.2	0,820	25,709		
Y2.3	0,835	18,640		
Y2.4	0,715	13,628		
Y2.5	0,622	6,193		

Source: PLS output data, 2020

Based on the results of the convergent validity test as described in Table II, it shows that all variable indicators are valid, because the loading factor is greater than 0.50 to 0.60. Thus, these indicators meet the eligibility for research.

Discriminant Validity

Table 3. Discriminant Validity

Variable	*Average Variance Extracted* (AVE)	Criteria
Tacit knowledge	0,742	0,5
Explicit knowledge	0,776	0,5
Learning organization Capacity	0,554	0,5
Job performance	0,606	0,5

Source: PLS output data, 2020

The model has high discriminant validity if the AVE value for each construct is greater than the correlation among the constructs. Based on the results of the discriminant validity test, it was concluded that the AVE value of Tacit Knowledge, Explicit Knowledge, Learning Organization Capacity on Job Performance showed that the Average Variance Extracted (AVE) value had exceeded the requirement of 0.5. In conclusion, the construct value of the variable of this research has good discriminant validity.

Inner Model

This study used structural equation modeling (SEM) technique by using the Partial Least Square method, which functions to determine the effect of Tacit Knowledge and Explicit Knowledge on job performance and Learning Organization Capacity as an intervening variable. Based on the test results, the following results were obtained:

Table 4. Path Equation Model 1

Dependent Variable: ***Learning organization Capacity***					
Independent Variable	*Original sample estimate*	*Standard deviation*	*T Statistic*	*T Table*	Results
Tacit knowledge	0,424	0,110	3,867	1,96	Ha is Accepted
Explicit knowledge	0,469	0,100	4,689	1,96	Ha is Accepted

Source: PLS output data, 2020

Based on the path equation Model I, the indirect effect can be interpreted as follows:

a) The original sample estimate value for tacit knowledge on Learning Organization Capacity has a positive parameter value of 0.424, which means that the higher the knowledge inherent in employees because of the experience they have, the more changes they have in themselves in increasing their learning capacity.
b) The original sample value to estimate for explicit knowledge of Learning organization capacity has a positive parameter value of 0.469, which means that the higher the knowledge that employees have because of the routine work carried out in the organization, the more changes in themselves will increase their learning capacity.

Table 5. Path Equations Model 2

Dependent Variable: *Job performance*					
Independent Variable	*Original sample estimate*	*Standard deviation*	*T Statistic*	*T Table*	Results
Tacit knowledge	0,251	0,106	2,366	1,96	Ha is accepted
Explicit knowledge	0,209	0,117	1,979	1,96	Ha is accepted
Learning organization Capacity	0,553	0,136	4,071	1,96	Ha is accepted

Source: PLS output data, 2020

From the path equation model II above, it can be interpreted as:

a) The original sample estimate value for the tacit knowledge variable on job performance shows a positive parameter value of 0.251, which means that the higher the knowledge inherent in employees because of the experience they have, the more effective it will be in improving employee performance.
b) The value of the original sample estimate explicit

knowledge on job performance shows the value of explicit knowledge, which is equal to 0.209, which means that the higher the knowledge that employees have because of the routine work performed in the organization, the more effective it will be in maximizing employee performance.

c) The original sample estimate value of Learning Organization Capacity on job performance shows a positive parameter value of 0.553, giving the sense that the higher the awareness of the organization in increasing learning capacity, the more ability will increase employee performance.

Hypothesis Testing

Effect of Tacit Knowledge on Learning organization Capacity

Based on the output results, it can be seen that the value of t-statistics for the tacit knowledge on Learning Organization Capacity is 3,867 so that it has exceeded the stipulation of 1.96. This indicates that the test is able to reject Ho and accept Ha, which means that tacit knowledge has a positive and significant influence on Learning Organization Capacity. Based on the test results, it can be concluded that the test is able to accept H1, so that the suspicion of a significant positive effect between tacit knowledge on learning organization capacity is accepted.

Effect of Explicit knowledge on Learning organization Capacity

The results of testing explicit knowledge on learning organization capacity obtained a statistical T value of 4.689 > 1.96. This means, if Ho is rejected and Ha is accepted, so that explicit knowledge has a positive and significant effect on Learning Organization Capacity. Based on the test results, it can be concluded that the test is able to accept H2, so that the suspicion of a significant positive influence between explicit knowledge on learning organization capacity is accepted.

Effect of Tacit Knowledge on Job Performance

The results of tacit knowledge testing on job performance showed that the T-statistical value is 2.366 > 1.96. This means, if Ho is rejected and Ha is accepted, so that tacit knowledge on job performance has a significant positive effect. Thus, it can be concluded that the test is able to accept H3, so that the allegation of a significant positive effect between tacit knowledge on job performance accepted.

Effect of Explicit knowledge on Job performance

The results of the test of explicit knowledge on job performance obtained a t-statistical value of 1.979> 1.96, which means that Ho is rejected and Ha is accepted. This means, explicit knowledge has a significant positive effect on job performance. Thus, it can be concluded that the test is able to accept H4, so that the presumption of a significant positive effect between explicit knowledge on job performance is accepted.

Effect of Learning organization Capacity on Job Performance

Based on the results of the Learning Organization Capacity test on job performance, the T-statistical value is 4.071> 1.96, which means that Ho is rejected and Ha is accepted. This shows that there is a significant positive influence between learning organization capacity on job performance. Based on the test results, it can be concluded that hypothesis testing is able to accept H5 so that the hypothesis which states that there is a significant positive influence between learning organization capacity on job performance is accepted.

Measurement

R Square Test

Table 6. R Square Test

No	Variable	R Square
1.	Effect of *tacit knowledge* and *explicit knowledge* on *Learning organization Capacity*	0,634
2.	Effect of *tacit knowledge, explicit knowledge* and Learning *organization Capacity* on *job performance*	0,833

Based on Table 6, the R Square value for model 1, that is the effect of tacit knowledge and explicit knowledge on learning organization capacity, has a value of 0.634, which means that learning organization capacity can be explained by tacit knowledge and explicit knowledge of 63.4%, while the rest amount is explained by other variables not examined in this study. The results of testing the effect of tacit knowledge, explicit knowledge and learning organization capacity on job performance are shown with an R Square value of 0.833, which means that job performance can be explained by the three variables, namely tacit knowledge, explicit knowledge, and learning organization capacity of 83.3%, while the rest explained by other variables not examined in this study.

Sobel Test

In the Partial Least Square test, the direct and indirect effects of tacit knowledge, explicit knowledge on job performance and Learning organization capacity have been explained as an intervening variable. To find out whether Learning organization Capacity is able to be an intervening variable between tacit knowledge and explicit knowledge on job performance, it will first be explained in the following figure:

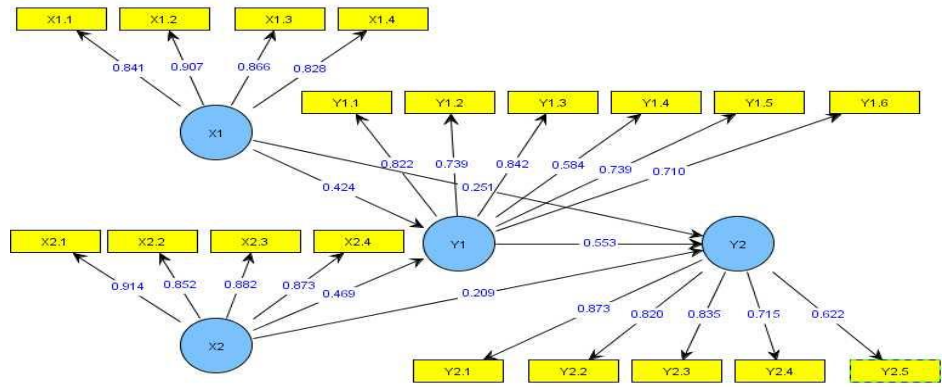

Figure 1. Path Analysis

To find out that Learning organization capacity is able to mediate between tacit knowledge and explicit knowledge on job performance, it is examined by using the sobel test as explained in the following results:

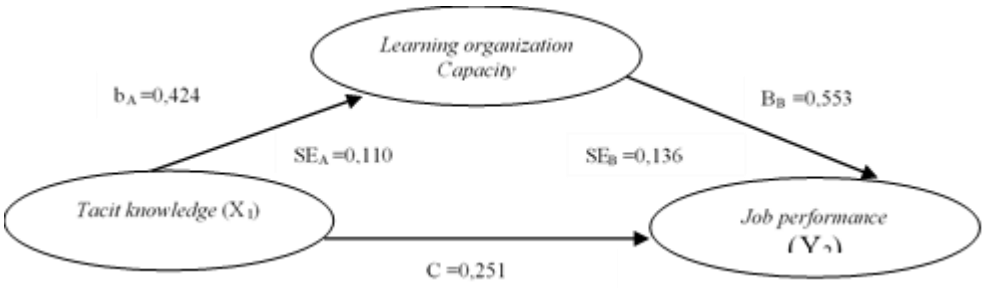

Figure 2. Mediation Effects of Path Analysis

Effect of tacit knowledge and learning organization capacity on job performance

Based on the results of the sobel test, the statistical Sobel Test value was 2,797 which had exceeded the table requirement of 1.96, while the two tailed probability obtained a significance value of 0.005 which was < 0.05. These results can be explained that learning organization capacity can be an intervening variable between tacit knowledge and job performance.

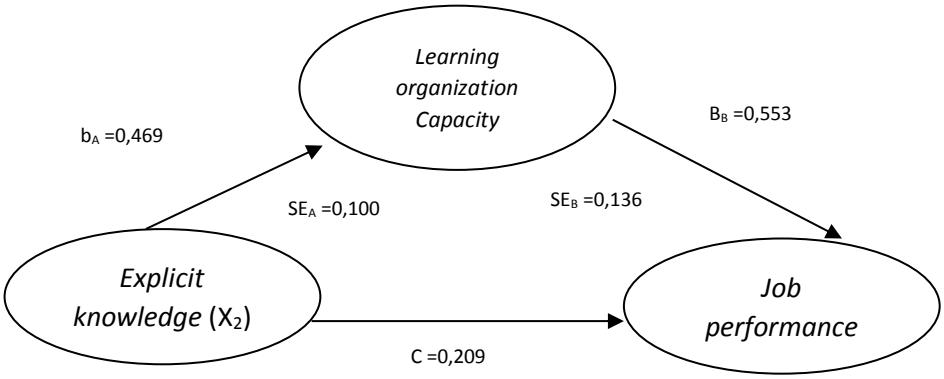

Figure 3. Mediation Effects of Path Analysis

Effect of Explicit knowledge and learning organization capacity on job performance

Based on the results of the sobel test between explicit knowledge and learning organization capacity on job performance, the statistical Sobel Test value is 3.072 > 1.96, while the two-tailed probability has a significance value of 0.002 <0.05. These results can be explained that learning organization capacity can be an intervening variable between explicit knowledge on job performance.

CONCLUSION

Based on the results of this research, it can be concluded that Tacit Knowledge has a positive effect on the Learning Organization, Explicit Knowledge has a positive effect on the Learning Organization, Tacit Knowledge has a positive effect on Job Performance, Explicit Knowledge has a positive effect on Job Performance, and Learning Organization capacity has a positive effect on Job Performance. The better tacit knowledge, explicit knowledge and organizational learning capacity, the better job performance will be. Organizational learning capacity can

mediate the relationship between knowledge management and job performance. Employees should increase the use of internet to gain more information for the organization. Besides, they should also be more responsible and try to do their best to improve job performance.

Limitation and Future Research Agenda

This study has some limitations, such as the data collection techniques used in this study using a questionnaire so that the conclusions that can be drawn are based on the data collected through the questionnaire. This means that the data analyzed is the perception of the respondent's answer based on the provisions that have been available so that the respondent's answer is not in accordance with the real conditions on the research object. Thus, future research should add the interview techniques to strengthen the accuracy of the respondent's answer data. Furthermore, the research population can be expanded to other manufacturing fields so that it will get more varied results and more significance contributions.

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