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# THE INFLUENCE OF KNOWLEDGE SHARING AND COMPETENCE ON CAREER DEVELOPMENT WITH THE MEDIATING VARIABLE OF WORK PERFORMANCE AT THE NATIONAL LIBRARY OF THE REPUBLIC OF INDONESIA: A CONCEPTUAL MODEL

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## ABSTRACT

The culture of knowledge sharing between librarians in the National Library of Indonesia has not been well-established, and the full support for librarian career development is lacking from leadership and the organization. Moreover, the lack of human resources and the limited opening hours, especially into the evening, result in a decline in librarian performance indicators and may hinder librarian career development. This situation has led to a lack of motivation among librarians to develop their potential. This quantitative study aims to examine the influence of knowledge sharing and competence on career development, mediated by work performance.

## Keywords

Knowledge Sharing, Competency, Work Performance, Career Development, Conceptual Model.

## INTRODUCTION

The National Library of Indonesia is a national-scale library that provides both print and recorded works intended for the public interest. In carrying out library services and information management, the role of librarians with the ability to share knowledge and highly relevant competencies is crucial. In the ever-evolving information dynamics era, the demands on librarians extend beyond managerial and technical skills; adaptability, innovation, and knowledge sharing are equally essential. Through knowledge sharing, librarians can enrich each other's skills and experiences, benefiting both the organization and peers. Unfortunately, the culture of knowledge sharing has not been well-established, and the full support for librarian career development is lacking from leadership and the organization.

Competency self-development is the ability to enhance knowledge and refine personal skills, inspiring others to develop and improve relevant knowledge and skills for long-term job and career development. It encourages a lifelong learning mindset and provides advice, feedback, guidance to help others unlock their potential. According to data, there is an increased participation of librarians in various training, seminars, workshops, and human resource development activities within the Center for Library Information Services and Archival Manuscript Management of the Archipelago (Pusat Jasa Informasi Perpustakaan dan Pengelolaan Naskah Nusantara or Pujasintara) environment. However, the increase is primarily observed in webinars, which

have the advantage of flexible information absorption, allowing librarians to multitask and not focus solely on receiving information.

The lack of human resources and the limited opening hours, especially into the evening, result in a decline in librarian performance indicators and may hinder librarian career development. This situation has led to a lack of motivation among librarians to develop their potential. Furthermore, some employees may struggle to understand the scope of their work, especially in developing essential soft skills. This lack of understanding impacts competitiveness, as promotions and employee performance are not solely determined by their abilities and knowledge. Therefore, work performance becomes a variable that strengthens or weakens the relationship between knowledge sharing and competence. Consequently, work performance is used as a mediating variable to determine whether it strengthens or weakens the relationship between knowledge sharing and competence in career development.

## LITERATURE REVIEW

### A. Knowledge Sharing

Knowledge sharing is a vital element in the realms of business and knowledge management, with scholars offering profound insights into its essence. Chen (2001) defines knowledge sharing as an interpersonal communication form that emphasizes the transfer of knowledge through direct communication between individuals within an organization. Lin (2007) perceives knowledge sharing as a cultural practice involving social interactions among employees, not just in terms of knowledge exchange but also the sharing of experiences and skills across entire departments or organizations. Subagyo (2007) views knowledge sharing as a strategic and structured method in knowledge management, providing opportunities for group members to share knowledge, techniques, experiences, and ideas. This approach positions knowledge sharing as a deliberate strategy for managing knowledge in the workplace, supported by Pasaribu (2009), who sees it as a cultural aspect of social interaction, creating an atmosphere where collaboration is fundamental to achieving common goals.

The success of knowledge sharing in an organization is influenced by several factors outlined by Helmi and Elita (2013). Key aspects include formal and informal opportunities for knowledge sharing, communication modalities, the expectation of utility, and the alignment of professional backgrounds. Formal opportunities such as training and technology-based systems provide a robust foundation for knowledge sharing, complemented by informal opportunities like social relationships that facilitate spontaneous knowledge exchange. Communication modalities, encompassing face-to-face and technology-based methods, play crucial roles in facilitating knowledge-sharing behaviors. The expectation of utility, recognizing the importance of tangible benefits in enhancing knowledge, acts as a motivator for active participation in knowledge-sharing activities. Lastly, the alignment of professional backgrounds establishes a solid foundation for shared understanding, easing the knowledge exchange process.

Matzler and colleagues (2008) provide indicators for measuring knowledge-sharing success, offering a nuanced approach to evaluating its implementation. These indicators encompass embrained knowledge, related to conceptual skills and cognitive abilities acquired through formal education; embodied knowledge, allowing the body to perform activities without verbalizing thoughts, developed through direct experience or learning by doing; encultured knowledge, which includes affective and cognitive structures used by organizational members to perceive, explain, evaluate, and construct reality; embedded knowledge, referring to tacit knowledge embedded in organizational routines, practices, values, norms, and shared beliefs; and encoded knowledge, codified and explicit knowledge captured in books, guidelines, and documents. By considering these indicators, organizations can comprehend and gauge the success of knowledge sharing, reinforcing critical aspects and ensuring diverse knowledge types contribute to growth and innovation in the workplace.

Studies by Shani, N., & Apriya, D. P. (2013) and Mohammed, N.Y., & Aziz, A.A. (2022) indicate that knowledge sharing has a significant influence and a positive impact on career development. Mardillah, I. A., & Rahardji, K. (2017) demonstrate that knowledge sharing significantly affects competence. Additionally, Suqri, M.A., Saleem, N.E., Al-Kindi, S., Al-Kindi, A.K., Al-Kindi, M., & Al-Maskari, A. (2017) found that knowledge sharing has a positive impact on improving work performance.

### B. Competence

Competence, a central theme in the professional landscape, is defined by Sutrisno & Zuhri (2019) as an ability grounded not only in technical expertise but also supported by a positive work attitude. Spencer & Spencer, as highlighted by Triastuti et al. (2019), emphasize that competence goes beyond technical skills, encompassing fundamental individual characteristics. Rusvitawati, Sugiati, & Dewi (2019) add a new dimension, stating that competence is comprised of key behaviors necessary for fulfilling specific roles. This comprehensive understanding provides a robust framework for managing human resources and employee development in organizations.

The factors influencing individual competence, as identified by Zwel (in Wibowo, 2010), include beliefs, values, skills, experience, personality characteristics, motivation, emotional issues, intellectual abilities, and organizational culture. These factors collectively shape an individual's competence, making it a complex interplay of psychological, motivational, and cultural elements. By recognizing the intricate nature of these factors, organizations can design holistic human resource management strategies, focusing not only on technical skill development but also on psychological, motivational, and cultural aspects.

Gordon's indicators of competence—knowledge, understanding, skills, values, attitude, and interest—provide a comprehensive framework for evaluating an individual's depth and breadth of understanding and skills. These indicators, when balanced and developed in harmony, contribute to optimal competence levels, positively impacting an individual's performance in the workplace or a specific field. Organizations, armed with a nuanced understanding of these factors and indicators, can devise effective and holistic employee development strategies, fostering a work environment conducive to professional growth and peak performance.

Studies by Kurniadi, R. (2017), Akerman, J., et al. (2013), Arthur, N. (2013), and Ko, H. W. (2017) show that competence has a significant influence on career development. Research by Gunawan, Ansar, Malik, T., Dsa, J., Yusriadi, Y., Assagaf, S.S., & Alfita, L. (2021) suggests that both soft and hard competencies significantly contribute to the performance of internal auditors.

### **C. Work Performance**

Work performance can be interpreted through various perspectives, depending on the views and definitions used by different experts. Sutrisno (2011) emphasizes that work performance is the result of an individual's effort influenced by personal characteristics and perceptions of their role in the job. Maier, as quoted by Sutarto Wijono (2011), defines work performance as an individual's success in completing their work tasks. Mangkunegara (2017) emphasizes the quality and quantity of work results as part of the definition of work performance. Hasibuan (2011) states that work performance is the result of an individual's work in carrying out assigned tasks.

According to Payman J. Simanjuntak (2011), three main factors influence work performance: the quality and abilities of employees, supporting facilities, and supra facilities. The quality and abilities of work are influenced by training, development, work ethic, motivation, mental attitude, and physical abilities. Supporting facilities involve the work environment and employee welfare, while supra facilities include external influences on the company, including the relationship between leaders and employees.

Mangkunegara (2017) identifies four main indicators of work performance: work quantity, work quality, cooperation, and initiative. Work quantity measures productivity and efficiency, while work quality involves accuracy, precision, creativity, and innovation. Cooperation assesses the ability to work in a team, and initiative reflects internal motivation to be responsible and contribute more. These four indicators provide a comprehensive evaluation framework for employee work performance.

A study by Bangun, R.B., Hasanah, U., Waruwu, K., & Sari, I.M. (2021) indicates that good job performance, especially in terms of work quality and overall performance, significantly contributes to the career development of employees.

### **D. Career Development**

The concept of career development, as described by Rachman and Savitri (2009), extends beyond professional aspects, delving into an individual's life journey and work-related activities. It encompasses attitudes, values, and aspirations throughout one's lifetime, emphasizing that career development is not merely a professional pursuit but an integral part of an individual's overall life. Soetjipto et al. (2002) consider career a life goal for many, suggesting that career achievements transcend professional realms, becoming a meaningful and purposeful aspect of one's journey.

Siagian (2006) outlines various factors influencing career development, emphasizing the pivotal role of satisfactory job performance as a foundation for career advancement. Recognition by authorities, loyalty to the organization, guidance from mentors and sponsors, support from subordinates, growth opportunities, and individual initiative also play crucial roles. These factors form a complex framework for career development, intertwining personal involvement, interpersonal relationships, and adaptability to workplace opportunities.

The indicators of career development, articulated by Handoko (2008), provide a comprehensive understanding of the key elements shaping an individual's career journey. Job performance, exposure, organizational opportunities, mentorship, sponsorship, growth opportunities, and management support are essential indicators. These components collectively offer a holistic framework for comprehending the intricacies of career development. By optimizing these elements, individuals can strategically plan and navigate their career paths effectively. Overall, career development involves a dynamic interplay of personal and professional dimensions, providing individuals with a framework for lifelong growth and contribution.

## **CONCEPTUAL MODEL**

Based on the above literature review, the conceptual model is formulated as follows:

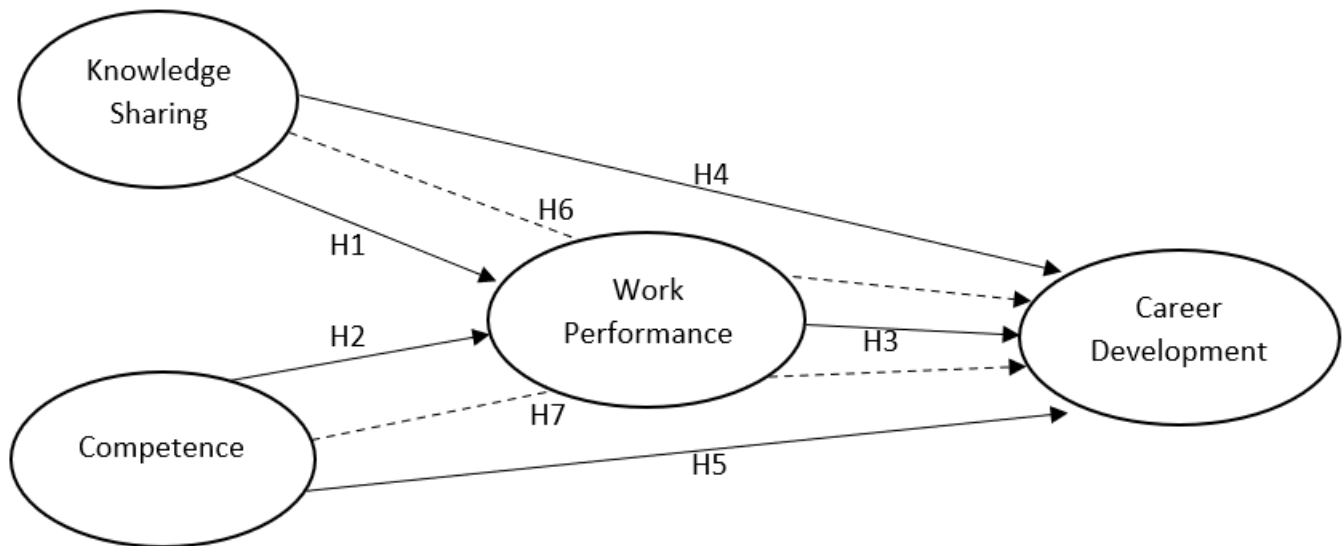


Figure 1. Conceptual Model

## HYPOTHESES

Based on the conceptual model and literature review, the hypotheses can be formulated as follows:

- H<sub>1</sub>: Knowledge Sharing has a direct positive and significant effect on Work Performance.
- H<sub>2</sub>: Competence has a direct positive and significant effect on Work Performance.
- H<sub>3</sub>: Work Performance has a direct positive and significant effect on Career Development.
- H<sub>4</sub>: Knowledge Sharing has a direct positive and significant effect on Career Development.
- H<sub>5</sub>: Competence has a direct positive and significant effect on Career Development.
- H<sub>6</sub>: Work Performance mediates the relationship between Knowledge Sharing and Career Development.
- H<sub>7</sub>: Work Performance mediates the relationship between Competence and Career Development.

## METHODOLOGY

This research applies an explanatory research approach with a focus on breaking down previously abstract and general problems into more detailed sub-problems. It is a quantitative study using primary data in the form of questionnaires, and data collection methods involve directly distributing questionnaires to respondents as the main approach. The study focuses on the population of employees at the Pujasintara National Library of Indonesia, Jakarta, totaling 170 people, with a research sample of 120 people obtained based on the Slovin formula.

Data analysis in the research is conducted quantitatively through stages of editing, coding, scoring, and tabulating. Subsequently, validity and reliability tests are performed using the Cronbach Alpha test. Next, data analysis is carried out using path analysis with several assumptions, namely that observed variables are at least interval or ratio scale, tests for data normality, linearity assumptions, homoscedasticity assumptions, independence assumptions of exogenous variables, errors are uncorrelated with endogenous variables, and there is only one causal direction in the model. Hypothesis testing is then carried out with a path analysis model divided into two sub-structure stages, direct analysis between the main variables and potential mediation effects that may arise.

## CONCLUSION

The objective of this study is to formulate a conceptual model concerning the influence of knowledge sharing and competence on career development, with work performance as the mediating factor. The research encompasses the background, literature review, hypotheses, and research methodology. The impact of knowledge sharing and competence on career development, mediated by work performance, can be understood by applying the conceptual model proposed in this study.

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