

THE EFFECT OF KNOWLEDGE SHARING ON TEACHER PERFORMANCE MEDIATED BY TEACHER JOB SATISFACTION IN VOCATIONAL HIGH SCHOOLS IN MALANG CITY

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Abstract:

The purpose of this study is to determine the effect of knowledge sharing on teacher job satisfaction, to determine the effect of knowledge sharing on teacher performance, to determine the effect of teacher job satisfaction on teacher performance, to determine the effect of knowledge sharing on teacher performance mediated by teacher job satisfaction. The population in this study were 1156 teachers with the research sample involving 200 teachers. The research method used in this research is explanatory research, while the data analysis technique used is Structural Equation Modeling (SEM) with AMOS 23 and SPSS 21 software. The results show that (1) knowledge sharing has an effect on teacher job satisfaction. 2) knowledge sharing affects teacher performance, (3) job satisfaction affects teacher performance,

Keywords:

knowledge sharing, job satisfaction, performance, vocational high school



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INTRODUCTION

Education has an important and strategic role in national development and contributes significantly to economic growth and social transformation. Education will create educated people, which is a prerequisite for the formation of a society that is advanced, independent, democratic, prosperous, and free from poverty. Quality education according to Sallis (2014: 93) is something that is related to passion and self-esteem which is also a requirement for realizing an advanced, modern and prosperous nation life. Many countries do not have abundant natural resources but can bring prosperity and welfare to the people (Saputra, 2019). This happens because quality education results in quality human resources. Efforts to produce quality human beings, one of the important factors is the performance presented by teachers in educational institutions, as a conveyor of knowledge.

Teacher performance according to Getteng, (2012: 87) is the interaction between a teacher's ability to manage and carry out the learning process both in the classroom and outside the classroom, in addition to other activities, such as working on school administration and learning administration, carrying out guidance. and services to students, and carrying out assessments. In the Human Resource Management approach, teacher performance is an individual performance. Individual performance (Armstrong, 2003: 76) is the result of a person's work both in terms of quality and quantity based on predetermined work standards. A person's performance reflects the success of an organization, so it is important to measure the results in the form of individual performance. Teacher performance is the culmination of three interrelated elements, namely skills,

Research results have shown factors that affect individual performance in organizations, Mubarok (2019); Wijaya (2019); Al Aluf, et al. (2017); Paiman (2016); Tehseen, et al. (2015); Kusumaningtyas, et al. (2015); Saputra (2020); Chamundeswari (2013) and Hayati, et al. (2012) shows that individual satisfaction has a significant effect on one's performance. Islam (2017) and Kuzu (2014) show a person's success is depicted from individual performance which is influenced by the knowledge sharing factor. Knowledge Sharing (Fahey & Prusak, 1998: 53) is defined as an exchange of knowledge between two individuals, one person communicating knowledge, while the other assimilates that knowledge. The problems of this research are (1) How does knowledge sharing influence teacher job satisfaction. (2) How does knowledge sharing affect teacher performance, (3) How does job satisfaction affect teacher performance, (4) How does knowledge sharing influence teacher performance mediated by teacher job satisfaction.

The transformation in the education sector taken by the government by applying the concept of a 70 to 30 Vocational School and Senior High School ratio is a strategic policy that has been successfully realized by the East Java Provincial Education Office. As for the higher vocational school ratio, it is expected that teacher performance will produce vocational graduates with competence and be able to compete in the industrial world. East Java Province is a province with achievements in education at the regional, national

and even international levels at the Elementary School, Middle School, Senior High School and Vocational School levels. In fact, the last achievement when Indonesia was able to be ranked 12 out of 77 countries at the 44th World Skill Competition (WSC) in Abu Dhabi in 2017 was the best ranking in the history of Indonesia's participation in the competition, where the most representatives of WSC participants were from Java. East, because the winner of the 2016 National Student Competency Competition was East Java province with 9 gold medals (East Java Provincial Service, 2017). WSC is a continuation of the Student Competency Competition (SCC) at the Vocational School level which includes competitions at the City, Provincial, and National Levels which were held in October - December 2016 and the International Level or called WSC which was held in March 2017. Even in the year 2020 Malang City won the overall winner of the SCC competition in East Java Province, and East Java won the second overall winner of the SCC at the national level. Based on this description, further testing is needed as recommended by Tehseen & Hadi (2015) to conduct a study on the factors that affect teacher performance in vocational high schools.

As soon as the importance of human resources is in achieving organizational goals, many researchers are interested in conducting repeat research or further research on what factors can affect performance, be it individual performance or organizational performance, as the following description:

Research results have shown the factors that influence individual performance in an organization. Performance (Whitmore, 2008: 97) is an act, an achievement or what someone shows through real skills. In the Human Resource Management approach, teacher performance is an individual performance and is the work result of behavior. Individual performance (Armstrong, 2003: 68) is a person's work both in terms of quality and quantity based on standard work that has been determined. A person's performance reflects the success of an organization, so it is considered important to measure the results in the form of individual performance. In accordance with the Law Number 14 of 2005 concerning Teachers, in article 10 paragraph (1) states that "Teacher performance as referred to in Article 8 includes pedagogical competence, personality competence, social competence, and professional competence. Knowledge Sharing is defined as an exchange of knowledge Among two individuals; one person communicates knowledge, while another assimilates that knowledge (Jacobson, 2006: 57). Furthermore, the knowledge sharing indicators that will be used in this study are in accordance with research from Okyere Kwakye (2011), namely: individuals, organizational culture, leadership and technology. Robbins (2006: 82) states job satisfaction as a positive feeling about one's job which is the result of a characteristic. Someone can be said to have a high level of satisfaction, if they have positive feelings about the job, while people who are not satisfied have feelings negative against the job. Bolger, R. (2001: 35) Job satisfaction in the workforce or teachers can be expressed in various ways, namely the teacher stays in school because he feels comfortable, the teacher makes productive efforts, the teacher develops himself with useful activities, one of which is attending training, the teacher is proud of where he works, teachers have responsibility for their work. The research conceptual framework as follows:

1. Knowledge Sharing on job satisfaction: Trivellas, et al. (2015) and Varshney, et al. (2013). which provides consistent results. Knowledge Sharing affects job satisfaction.
2. Knowledge Sharing towards teacher performance: Islam, et al (2017) and Kuzu, et al (2014) which provides consistent results. Knowledge Sharing affects teacher performance.
3. Satisfaction with Performance: Mubarok (2019); Wijaya (2019); Al Aluf, et al (2017); Paiman (2016); Tehseen, et al. (2015); Kusumaningtyas, et al (2015); Chamundeswari (2013) and Hayati, et al (2012) which provide consistent results that affect job satisfaction on performance.

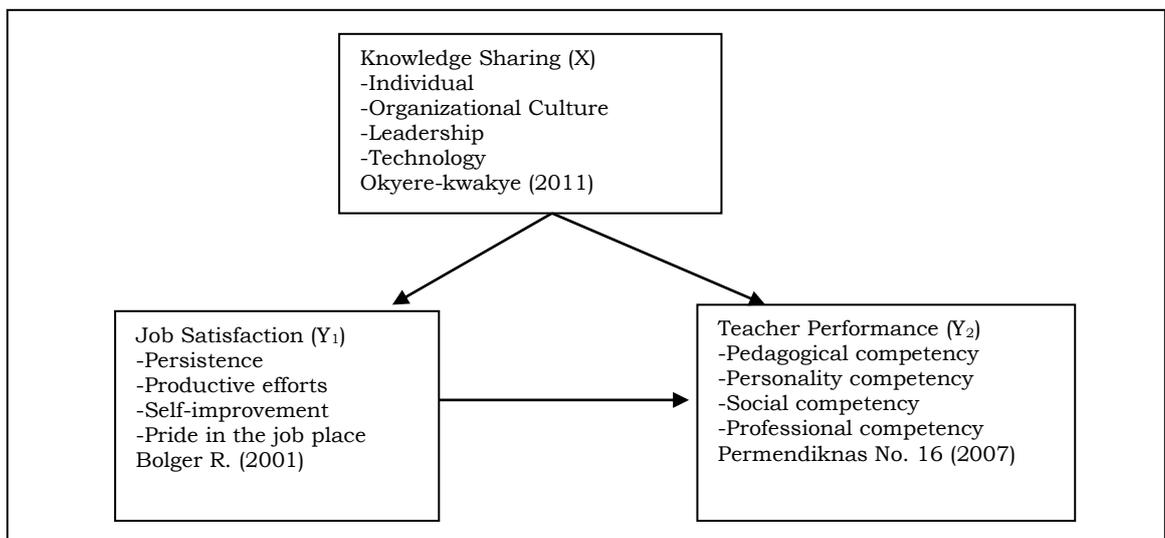


Figure 1: Research Conceptual Framework

METHOD

The study population was 1156 (one thousand one hundred and fifty six) civil servant teachers in State Vocational Schools in Malang. The data obtained through a questionnaire is data about the responses of respondents related to the variables studied. Responses given by respondents were measured using a Likert scale from weight 1 = Strongly disagree (STS), weight 2 = Disagree (TS), weight 3 = Neutral (N), weight 4 = Agree (S) and weight 5 = Strongly agree (ST). The data analysis technique was performed using Structural Equation Modeling (SEM) with the help of AMOS 23 (Analysis of moment structure) software and SPSS 21 and SPSS.

RESULTS AND DISCUSSION

The results of the study prove that knowledge sharing affects teacher performance. The results of this study are in line with the results of research by Varshney (2013). and Trivellas, et al. (2015), research shows that knowledge sharing has a positive effect on job satisfaction, therefore, job satisfaction can have a positive relationship with Knowledge Sharing, Varshney (2013). The greater the level of teacher involvement in the decision-making process, the greater the job satisfaction and performance of Trivellas, et al. (2015).

The results of this study support the results of previous studies, namely the existence of a positive relationship between knowledge sharing and individual performance, besides that knowledge sharing has a significant effect on individual performance according to the study. Islam, et al (2017) and Kuzu, et al (2014). Knowledge sharing activities that are implemented help accelerate the implementation of existing tasks and can help improve teacher performance in schools. In the implementation of knowledge sharing in Vocational School in Malang City, if the innovation program that is started can be developed, then each teacher will be motivated to share knowledge sharing and individual experiences in order to come up with creative ideas, new methods and improvement of work processes. Kuzu, et al (2014) emphasized that the quality of the teaching and learning process is greatly influenced by the professional abilities of the teachers. A teacher will be able to carry out his duties if he has the knowledge and skills and broad insight in his field. This is based on the premise that a teacher will be able to carry out his duties properly if he has extensive knowledge and skills and insight in his field (Predana et al, 2020). To improve performance, teachers must always try to be on time, use appropriate learning methods and strategies, and attend seminars or trainings so that they can improve the quality of learning.

The research result states that there is a positive and significant effect of job satisfaction on teacher performance. These results support the research conducted by Mubarok (2019); Wijaya (2019); Al Aluf, et al (2017); Paiman (2016); Tehseen, et al. (2015); Kusumaningtyas, et al (2015); Chamundeswari (2013) and Hayati, et al (2012). Thus the teachers at these schools can improve their performance if job satisfaction increases. Job satisfaction has a relationship with promotion and supervision in improving work performance and the desire of employees to influence decisions to stay in the organization or not, Al Aluf, et al (2017). This is in line with the findings of Paiman (2016); Tehseen, et al. (2015); Kusumaningtyas, et al (2015); Chamundeswari (2013) and Hayati, et al (2012), namely that job satisfaction can increase performance where the aspects that affect the potential for performance consist of the ability physical, ability mental, educational and work experience. According to Mubarok (2019) and Wijaya (2019) job satisfaction affects one's performance so that it is more productive. A teacher who is satisfied with his work will be more committed to work than one who is dissatisfied and works more effectively. Based on the description above, job satisfaction affects teacher performance. If job satisfaction is high it will be followed by an increase in performance.

The influence of knowledge sharing on performance is perfectly mediated by job satisfaction. This is evident where the mediation of job satisfaction is significant and positive. In general, teachers at Vocational School have high knowledge sharing and knowledge sharing itself is mediated by job satisfaction, meaning that performance will increase if job satisfaction can increase knowledge sharing of these teachers. The results of this study prove that job satisfaction can be a mediating variable in the influence of knowledge sharing on performance where in this case the mediation is declared perfect because when knowledge sharing is influenced by job satisfaction, the indirect effect of knowledge sharing on performance is better. The research results prove that job satisfaction is a moderating variable, so job satisfaction is a variable that is "so strong" in influencing the relationship between knowledge sharing and performance. Which means, that if the knowledge sharing given to teachers is high, it will cause teacher performance in schools to be high too, but this depends on the job satisfaction given to the teacher.

Some of the limitations contained in the implementation of this study are This research was conducted in early 2020 where the covid pandemic and health protocols had not been implemented in Indonesia, especially for the world of education where learning before and after the covid pandemic was different, before the covid pandemic learning was carried out face-to-face, while after the covid pandemic learning was carried out online, which is as good as whatever online learning can not be as good and as good as face-to-face, so the results of this study cannot be generalized to other research after the covid pandemic. Knowledge Sharing can only be done in general matters, for example entrepreneurship, learning strategies, ways to motivate students to study hard and so on. Knowledge Sharing can also be carried out between teachers with the same subjects, for example Mechanical Engineering with Mechanical Engineering, physics teachers with Physics teachers and it cannot be done sharing knowledge between different subjects for example Chemistry with English, Indonesian with Mathematics and others.

CONCLUSIONS

Knowledge Sharing reflected by the individual, organizational culture, leadership and technology. The organizational culture that was most appreciated by the respondents was reflected in the ability to apply the knowledge that had been obtained. Job Satisfaction can be reflected by persistence, productive efforts, attitude of self-development and pride in the workplace.

The greatest support for Job Satisfaction is the attitude of self-development which is reflected in a teacher developing teaching skills. Teacher performance is reflected by pedagogic, personality, social and professional attitudes. The most teacher performance appreciation is a professional attitude, especially in terms of following training to improve performance.

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