

The Effect of Knowledge Sharing on Affective Commitment: The Mediation Role of Competency Development of Gen Y Employees at PT PP (Persero), Tbk Head Office

Nara Pangestika Vidyani
Faculty of Economics and Business
Universitas Indonesia
 Depok, Indonesia
 nara.pangestika51@ui.ac.id

Putri Mega Desiana
Faculty of Economics and Business
Universitas Indonesia
 Depok, Indonesia
 putri.mega71@ui.ac.id

Abstract—Discussion related to affective commitment becomes one of the problems in human resource management. This study aims to explore the mediation role of competency development on the effect of knowledge sharing on affective commitment. The research uses a cross-sectional survey to collect primary data. A sample was obtained from Gen Y employees in PT PP (Persero), Tbk Head Office. In total, 152 people filled the questionnaires and all were usable. The research data was processed by using Lisrel 8.50 software with Structural Equation Modeling (SEM) technique. The results of this research indicate that knowledge sharing proved to have a significant effect on competency development, and also on affective commitment of the Gen Y employees in PT PP (Persero), Tbk Head Office. The more knowledge shared in the organization; the higher employee competencies will become. Additionally, competency development proved to significantly and positively mediate the influence of knowledge sharing on affective commitment. This study contributes to literature regarding Gen Y's knowledge sharing, competency development and also affective commitment. However, this study was limited to the Gen Y employees in PT PP (Persero), Tbk Head Office. Therefore, researchers should test the research model further in several other construction service companies.

Index Terms—gen Y, knowledge sharing, affective commitment, competency development, structural equation modeling (SEM)

I. INTRODUCTION

In the problematic management of human resources, the commitment of employees to the organization is one of the issues that are widely discussed. In various studies, organizational commitment has been measured and conceptualized in various ways. Employees with high organizational commitment have very little chance of leaving the organization [1]. The types of organizational commitment are divided into three, namely affective commitment, continuance commitment, and normative commitment. Of the three types of organizational commitment, affective commitment is considered more important than other types of commitment [2]. In their research, Meyer and Allen explained that affective commitment is positively related to the individual's desire to commit extra to his

work [1]. This commitment is then expected to correlate with the desire to give and receive knowledge. Yang explains that knowledge sharing influences the exchange of experiences, perspectives and views, learning, and eventually enhances individual competencies [3]. For this reason, it can be assumed that the relationship between knowledge sharing and affective commitment are explained through a mediation model with competency development as a mediating variable [4].

Regarding the corporate management of human resource commitments, Gen Y employees also become one of the components that are considered. The proportion of Gen Y employees will continue to increase, replacing the Baby Boomer and Gen X eras. The more dynamic and diverse combinations of generations in a group, the greater the productivity challenges faced when working with more senior partners (Baby Boomer Generation and Generation X). Specifically, generation Y is distinct because they tend to change jobs. One of the causes is the change in psychological traits related to job security and lifetime employment in multitasking, flexibility and work skills. Gen Y also has a low affective commitment to personal development interests. In addition, global competition also forces organizations to continue to develop their workforce in order to survive and compensate for future contingencies [4].

One company that has a large number of Gen Y employees is PT PP (Persero), Tbk, which is an Indonesian State-Owned Enterprise in the construction services sector. PT PP (Persero) Tbk has 46 percent of employees who belong to Gen Y. A large number of Gen Y employees in PT PP (Persero) Tbk has contributed to shaping the company's competency in competing with other construction service companies, especially as infrastructure development is now one of the President of the Republic of Indonesia's focus. In addition to creating healthy competition, the increasing business lines of the company in developing new fields requires knowledge sharing among its employees. It aims to make employee knowledge more diverse and certainly have a positive impact on the development

of competencies and employee affective commitment to the company.

In the service industry, the only way for organizations to create competitive advantage is through their people (employees) and the quality of products or services they can provide [5]. For this reason, employees play an important role in the sustainability of the company. With an increasing number of construction service companies that compete with each other to show their best performance, then more and more employees are needed who have an affective commitment to the company. In order for employees to have a high affective commitment to the company, it needs to be supported by other factors.

Based on the description in the previous explanation, this study is intended to explore whether knowledge sharing influences affective commitment, with competency development variables as a mediating variable. The respondents in this study were Gen Y employees at PT PP (Persero), Tbk Head Office located in Jakarta. The motivation of this research is to explore whether knowledge sharing influences affective commitment, with competency development as a mediating variable on Gen Y employees at PT PP (Persero), Tbk Head Office.

II. LITERATURE REVIEW

A. *The Impact of Knowledge Sharing on Competency Development*

Knowledge sharing aims to facilitate the development of new knowledge between members of the organization. This involves the diffusion of employee knowledge, insights, and ideas related to project information, climate preferences, coding guidelines, standard operating procedures, decision making, and problem-solving skills [6].

Among Gen Y, career progression is carried out quickly by embracing to gain business insights, ideas, and knowledge, and share them with colleagues. Thus, the competency of employees is more likely to develop in organizations that conduct knowledge sharing [6]. In life, everyone can look for additional information when he feels he has less knowledge to demonstrate his competency. Le Boterf (2000) in [7] said that professional competence occurs when one can combine various sources to produce competent action. The combination of various knowledge is the core of all the competencies.

Based on a description of the theories above, this is the basis for the research hypothesis, namely:

H1: Knowledge sharing has a positive impact on competency development

B. *The Impact of Knowledge Sharing on Affective Commitment*

In research conducted by Alvesson, companies that succeed in the process of creating and sharing knowledge are companies that are able to produce high commitment of employees towards their organizations [8]. Things such as an ongoing communication flow in the organization, and social interaction can then shape the tendency of individuals to share knowledge. If translated in a larger way and associated with organizational

goals, then this will shape employee commitment [9]. The dilemma shows that the possibility of a person not displaying behaviors that contribute to his organization is due to his affective commitment [10].

Based on a description of the theories above, this is the basis for the research hypothesis, namely:

H2: Knowledge sharing has a positive impact on affective commitment

C. *The Impact of Competency Development on Affective Commitment*

Affective commitment refers to employees' emotional attachment to identification and involvement in the organization. Employees with strong affective commitment will continue to work with the organization because of their expertise. Employees do this because they feel they need to do it [1].

In daily life among other people, everyone can look for additional information when he feels he has less knowledge to demonstrate his competency. Le Boterf (2000) in [7] said that professional competence occurs when he can combine various sources to produce competent action. The combination of various knowledge is the core of all the competencies.

Based on a description of the theories above, this is the basis for the research hypothesis, namely:

H3: Competency development has a positive impact on affective commitment

D. *The Mediation Role of Competency Development on the Effect between Knowledge Sharing and Affective Commitment*

Competency development is analyzed to mediate the relationship between knowledge sharing and job satisfaction. More importantly, scientists are of the opinion that knowledge sharing does not directly lead to the results of innovation and performance improvement, but there are other factors involved in it. Based on research, knowledge sharing is involved in the exchange of experiences and perspectives, which in turn results in the improvement of individual competencies. Therefore, competency development can be used as a mediator in the relationship between knowledge sharing and affective commitment [6].

Knowledge sharing creates opportunities to maximize organizational capabilities to meet their needs and produce efficient solutions in the business world with competitive advantages [11]. Knowledge sharing is also related to various other factors. There are indications that competency development is a mediator between the influence of knowledge sharing on job satisfaction [12].

Competency can be said to be a unity of various types of knowledge that is knowing, knowing how to be, knowing how [13]. Le Boterf (2000) in [7] said that knowledge that influences these competencies, hereinafter referred to as explicit knowledge consists of theoretical knowledge, environmental knowledge, procedural knowledge (how to do something) or tacit knowledge which consists of empirical knowledge, cognitive, how to be (attitudes and behavior) and emotional resources.

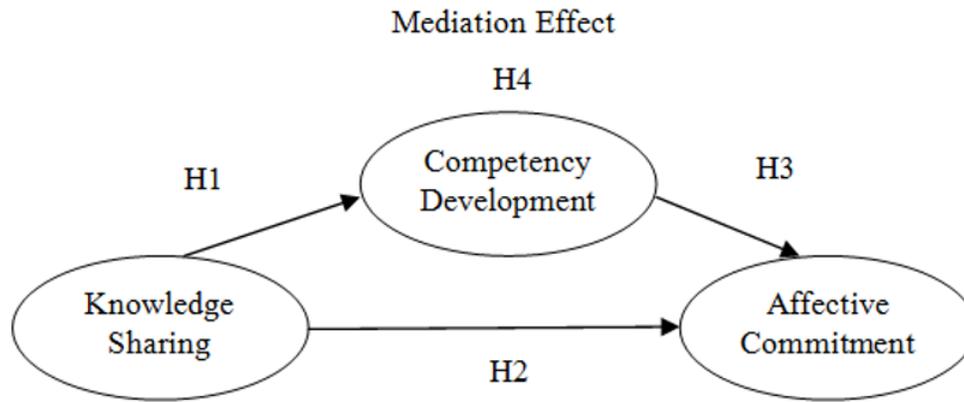


Fig. 1. Research model [6].

Based on a description of the theories above, this is the basis for the research hypothesis, namely:

H4: The impact of knowledge sharing on affective commitment is mediated by competency development.

III. RESEARCH METHODOLOGY

A. Data Collection and Sample

This research used a descriptive (cross-sectional) research design. Data processing was carried out using the Lisrel 8.50 data processing program with Structural Equation Modeling (SEM) technique. This research model refers to Naim and Lenka's research, namely an article entitled "Linking knowledge sharing, competency development, and affective commitment: evidence from Indian Gen Y employees", which was published in the Journal of Knowledge Management in 2017 [6]. In this study, the variables used are the same as the research found in the referenced journal article, namely knowledge sharing, competency development, and affective commitment. Data sources in this study are primary data in the form of questionnaires, and secondary data in the form of articles and other electronic sources. The sampling technique used was a nonprobability sampling technique with the minimum number of respondents being 140 respondents (using the Maximum Likelihood calculation). All respondents are in the age range of 18-36 years and are permanent employees.

In this research model that is represented in Figure 1, the researchers also see the impact of knowledge sharing variables on affective commitment. In Alvesson's research, it is explained that things like continuous communication flow in organizations and social interaction can then form the tendency of individuals to share knowledge [8]. If translated in a larger way and associated with organizational goals, then this will shape employee commitment [9]. The influence of the two variables is not explained in the reference journal. For that reason, the researcher conducts research on the influence of knowledge sharing variables on affective commitment. This also underlies the calculation of how much influence the competency development variable has as a mediator between knowledge sharing and affective commitment.

When linked to the conditions at PT PP (Persero), Tbk Head Office, there are several programs that are technically related to the influence of knowledge sharing on the affective commitment of Gen Y employees in the company. One of them is the communication forum with managers that is held twice a month, every Monday morning, through MEOK (Makan Enak Omong Kemajuan) meeting, which is a discussion activity between employees and the company's management.

B. Measurement

In the questionnaire design, the questions asked included introduction, core questions, screening questions, and demographic questions. The measurement tool in this study is a questionnaire and a list of questions in Naim and Lenka's article [6]. The scale used is a Likert scale from 1 (strongly disagree)–6 (strongly agree).

Affective Commitment Scale Items from the research article of Meyer and Allen amounted to 8 statements designed to determine the dimensions of affective commitment in the organization [1]. Based on the results of this study, all indicators in the questionnaire already had an appropriate construct value and represented the highest value factors.

Based on research conducted by Hooff and Weenen, there are two dimensions of knowledge sharing, namely knowledge donating and knowledge collecting [14]. Knowledge donating is defined as a form of communication with others about personal intellectual capital. Meanwhile knowledge collecting is defined as a form of consultation with fellow workers so that their colleagues can share their intellectual capital.

Based on research conducted by Naim and Lenka, the dimensions of competency development are divided into three, namely personal competency development, professional competency development, and social competency development [6]. In these various dimensions, there are differences in the indicators measured.

IV. RESULTS

The research was initiated with a pilot test for five people who have the same characteristics as the respondents of this

TABLE I
VALIDITY AND RELIABILITY TEST

Variable	Dimension	Construction	SLF	T-Values	Result	CR	VE	Result				
Knowledge Sharing	Knowledge Donating	KD1	0.86	12.97	Valid	0.881262	0.65	Reliable				
		KD2	0.87	13.06	Valid							
		KD3	0.69	9.37	Valid							
		KD4	0.71	9.72	Valid							
	Knowledge Collecting	KC1	0.67	8.94	Valid	0.818344	0.53	Reliable				
		KC2	0.64	8.52	Valid							
		KC3	0.51	6.46	Valid							
		KC4	0.60	7.83	Valid							
Competency Development	Professional Competency Development	PRCD1	0.70	9.71	Valid	0.922582	0.86	Reliable				
		PRCD2	0.74	10.47	Valid							
		PRCD3	0.71	9.74	Valid							
		PRCD4	0.72	10.07	Valid							
		PRCD5	0.73	10.13	Valid							
		PRCD6	0.67	9.18	Valid							
	Personal Competency Development	PCD1	0.78	11.15	Valid	0.860972	0.61	Reliable				
		PCD2	0.60	7.98	Valid							
		PCD3	0.60	7.89	Valid							
		PCD4	0.63	8.32	Valid							
		Social Competency Development	SCD1	0.66	8.97				Valid	0.887675	0.66	Reliable
			SCD2	0.67	9.18				Valid			
SCD3	0.70		9.56	Valid								
SCD4	0.71		9.76	Valid								
Affective Commitment	Affective Commitment	AC1	0.76	10.73	Valid	0.905964	0.68	Reliable				
		AC2	0.90	13.98	Valid							
		AC3	0.71	9.82	Valid							
		AC4	0.76	10.86	Valid							
		AC5	0.53	6.83	Valid							
		AC6	0.87	13.29	Valid							

study. The characteristic in question is the employee status (permanent employee of PT PP (Persero), Tbk). The distribution of the pilot test questionnaire was conducted to find out whether the questionnaire was feasible to be distributed to the actual respondents. The aim was to minimize the possibility of problems in data collection, such as understanding the questionnaire well and that there are no questions that have multiple interpretations.

The number of questionnaires returned, completed and valid in next data collection process were 152 questionnaires. The results of the questionnaire showed that the number of male respondents amounted to 103 people and there were 49 female respondents. 121 people are officers, 28 people are in managerial positions, and 3 people choose to abstain. For the length time working in the company, as many as 99 people have worked for 0-5 years, 31 people worked for 6-10 years, 21 people worked for 11-15 years, and 1 person worked for 16-20 years. For the aspect of education level, the highest number of respondents is at the undergraduate level with 130 people, 2 people in senior high school level, 3 people in Diploma-3 level, 4 people in Diploma-4 level, 13 masters graduates, and no doctoral education level employees.

Table I explain about the validity test and reliability test results. All indicators are proven to be valid and reliable. The component used in calculating the validity value is the SLF value, which can be valid when the value is more than or equal to 0.5, and the t-values value is more than or equal to 1.645. The components used in calculating the reliability value are CR and VE values, which can be valid if the CR value is more

than 0.7 and the VE value is more than 0.5.

SEM tests conducted on the indicators of this study are classified as good fit. In the measurement test, after having respected the indicators in the same construct, the RMSEA value was 0.067 (good fit). Likewise in structural tests, after having respected the indicators in the same construct, the RMSEA value was 0.074 (good fit).

The calculation of the total effects is obtained from the calculation of the direct and indirect values that are between knowledge sharing, competency development, and affective commitments. Competency development proved to be a mediator of the influence of knowledge sharing on the affective commitment by showing the value of the total effects as follows:

$$\begin{aligned}
 TotalEffects &= a + (b \times c) \\
 TotalEffects &= 0,27 + (0,45 \times 0,46) \\
 TotalEffects &= 0,477
 \end{aligned}$$

V. DISCUSSION

From the results of the hypothesis analysis test in the form of t-values and R2 values, it was found that H1, H2, H3, and H4 were accepted. The accepted T-values were $\geq 1,645$ and the significance value was 5%.

The average value and loading factor, all of which already have high values, indicate that the indicators have been applied well in the company. There are only a few indicators that require improvement, namely the competence to make critical

TABLE II
HYPOTHESIS TEST RESULTS

Hypothesis	t-values	SLF	Conclusion	Information
H1: Knowledge sharing has a positive impact on competency development	4.72		T-values indicate that the hypothesis is accepted	Significant and positive
H2: Knowledge sharing has a positive impact on affective commitment	3.12		T-values indicate that the hypothesis is accepted	Significant and positive
H3: Competency development has a positive impact on affective commitment	4.66		T-values indicate that the hypothesis is accepted	Significant and positive
H4: The impact between knowledge sharing and affective commitment is mediated by competency development		0,477	The SLF total effect value shows a greater value than just the direct effect	Competency development is a mediator of the impact between knowledge sharing and affective commitment

decisions, analyze the project, and the ability of creativity where the average score is high, but classified as the lowest in each dimension.

The achievement of the indicators under study is also caused by the employees' willingness to exchange information and knowledge, regular meetings held by the company, and sharing session activities conducted every week, as well as several other programs that have been running, including the application of knowledge management among employees to support sustainable work performance through the SRPK program (School Refreshment and Competency Improvement), Online HR programs and training activities at PP University.

VI. CONCLUSION

Knowledge sharing has been proven to have a significant effect on competency development and affective commitment among Gen Y employees at PT PP (Persero), Tbk Head Office. This shows that the higher the level of knowledge sharing among Gen Y employees at PT PP (Persero) Tbk, the higher the development of competency. Knowledge sharing is proven to have a significant effect on affective commitment of Gen Y employees at PT PP (Persero), Tbk Head Office. This shows that the higher the level of knowledge sharing among Gen Y employees at PT PP (Persero), Tbk, the higher the level of affective commitment of these employees. Competency development has been shown to significantly influence the affective commitment of Gen Y employees at PT PP (Persero), Tbk. This shows that the higher the level of competency development among Gen Y employees at PT PP (Persero), Tbk, the higher their level of affective commitment. Competency development proved to be a significantly positive mediator of the influence of knowledge sharing on the affective commitment of Gen Y employees at PT PP (Persero) Tbk Head Office. This shows that with the development of competencies, the influence between knowledge sharing and affective commitment will be even greater.

Related to the research conducted, improving the culture of knowledge sharing in companies can be done by conducting outbound training, internal briefings at each meeting, making learning places with creative concepts such as creative space in co-working areas, and choosing several employees as agents

of change to invite other employees to activate knowledge sharing activities.

Regarding competency development, the advice given is the application of blind assessment related to competencies among fellow colleagues, the creation of internal magazines where each division is responsible for creating content, and optimizing mentoring activities as retention efforts for superior employees and to prepare future company leaders.

Moreover, regarding policies implemented by the company, the values of knowledge sharing that can be understood by all employees, especially Gen Y at PT PP (Persero) Tbk., are related to employee monitoring and information delivered through the company's social media.

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