THE EFFECT OF KNOWLEDGE SHARING ON PRO GROWTH CONSTRUCTIVE INTERACTION AND LECTURER PERFORMANCE INDONESIAN AVIATION POLYTECHNIC

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ABSTRACT
This study aims to determine the influence of knowledge sharing on Pro-Growth Constructive Interaction, Lecturer Performance, and to determine the influence of knowledge sharing on Lecturer Performance through Pro-Growth Constructive Interaction. The research method used is a quantitative research method. Sampling was carried out by Probability sampling technique; simple random sampling. The population in this study is lecturers of the Indonesian Aviation Polytechnic with a sample of 133 respondents who are lecturers of the State Aviation Polytechnic in Indonesia. The data collection technique used in this study was through a questionnaire. The analysis technique uses Partial Least Square (PLS) software to determine the indirect influence or mediation using the Sobel test. The results showed that knowledge sharing had a positive and significant effect on Pro-Growth Constructive Interaction, knowledge sharing had a positive and significant effect on Performance.

Keywords: knowledge sharing, Pro-Growth Constructive Interaction, Lecturer Performance.

INTRODUCTION

In the current era of knowledge-based economy, knowledge has become a key asset for organizations to be able to produce sustainable competitive advantages (Aulawi et al., 2009:175). The higher the level of knowledge of the lecturer, the easier it will be for the lecturer to understand and be responsible for his work. Knowledge is everything that is known and has been learned from the surrounding environment. This can include lessons, traditions, information and skills. The more often the lecturer learns, thinks and asks questions, the more knowledge he has. Knowledge is very useful both in the present and in the future. Along with the times, lecturers are required to have extensive knowledge and skilled abilities. According to Brcic and Mihelic (2015) knowledge is the most important resource andthe main source of a company or organization. This means that knowledge is an important factor for individuals and organizations to be able to compete in an increasingly competitive environment. Every individual must know how to use knowledge to increase competitive advantage for themselves and others. Organizations must be able to take advantage of strengths and opportunities and understand weaknesses and threats in order to survive in thecompetition. To utilize and develop knowledge, management with knowledge sharing activities is needed.

Knowledge sharing is an individual process in carrying out knowledge exchange activities to obtain new knowledge (Pramono et al., 2015). Another definition of knowledge sharing is a systematic process in conveying messages between individuals and organizations through various media (Triana et al., 2016). The main focus of knowledge sharing is people who are willingto be invited to exchange information and knowledge, whether it is other people, groups or organizations. Knowledge sharing is an activity of interaction and communication between two or more people as a process to increase knowledge and efforts to improve self-development. A person can channel their knowledge in discussions or forums, others listen and they can discuss and exchange knowledge with each other. The awareness of sharing knowledge must certainly be embedded from oneself, considering the importance of doing this. In the scope of the organization, knowledge sharing is needed so that leaders and lecturers can connect with each other,

communicate and exchange knowledge tobuild competencies to achieve goals.

According to Bangun (2012), one of the organizational resources that has an important role in achieving its goals is human resources. The importance of creativity and innovation in an organization is to develop creative ideas in order to achieve organizational goals. The presence of creative ideas provides a new experience to avoid fatigue in previous activities. According to Siagian (2009:35), human resources must also be very sensitive to various changes that occur around the organization because of the changes that must be faced and overcome properly. Knowledge is the ability to respond appropriately to opportunities and innovation can be created in order to achieve success in the business world quickly with an emphasis on operational costs (Nonaka and Takeuchi, 1995). The knowledge in question is not science or science but the capacity to act effectively (Munir, 2008). Lumbantobing (2011:23) assumes that humans or members of organizations have a desire to share knowledge. However, the implementation of transfer practices in organizational activities isnot easy, requiring awareness andcommitment of each individual to remain consistent in carrying out knowledge application practices. Knowledge is a resource that is mostly inherent in humans, making the effectiveness of knowledge sharing highly dependent on the individual's decision to share or not to share the knowledge with other lecturers. According to Lumbantobing (2011:23) this happens because of the lack of a company policy system, both able to ensure job security and one that is able to appreciate people who share their knowledge, is also one of the obstacles to knowledge transfer.

According to Carmelli (2006) describes the knowledge management process of Pro-Growth Constructive Interaction which involves recognizing problems, creating solutions to problems and creating support to embed solutions to problems and creating to embed solutions into organizational practices. One of the influential human resources (HR) factors in the company's organizational environment is the Pro- Growth Constructive Interaction factor. According to Price (1997:223) Pro- Growth Constructive Interaction is basically the ability of individuals to change the way they work in the form of adopting new procedures, practices and work techniques in completing their tasks and work. Pro-Growth Constructive Interaction is recommended to be important for organizations that want to improve the efficiency and effectiveness of the overall organizational process. Pro- Growth Constructive Interaction is recommended to be important for organizations that want to improve the efficiency and effectiveness of the overall organizational process. Organizations that want to advance must have innovative abilities to improve innovation performance of both individuals and organizations, through the ability to share knowledge. Knowledge sharing among the people involved in it will be able to create cooperation that accepts and gives between lecturers, so that it will encourage the ability to innovate. Knowledge sharing is able to improve the company's ability to innovate and optimize the ability of human resources to find creative ideas. (Rahab, 2011; Fen Lin, 2007). Knowledge Sharing carried out in the company affects the Performance of Lecturers in the company, this is supported by the opinion of Wening (2016) which states that knowledge sharing activities between individuals in the company affect the level of Lecturer Performance.

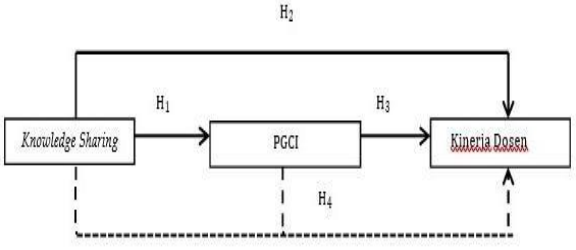
Performance according to Rahadi (2010:56) is the result of quality and quantity of work that can be achieved by a lecturer in carrying out his duties in accordance with the responsibilities given. Having lecturers who can understand knowledge correctly is the source of the company's strategy to produce lecturer performance that will continue to improve and make thecompany have a competitive advantage and be able to survive in the business world with the demands of consumers along with the development of the era an times.

Good Human Resources have a very important position because humans or lecturers are the determinants in the course of an organization, so it is necessary to consider knowledge, Pro- Growth Constructive Interaction and performance owned by a lecturer. This Knowledge Sharing plays an active role in the work process where Lecturers can share their knowledge with their colleagues, because each Lecturer is required to have extensive knowledge or insight into the functions in operational activities to achieve the goals of the Polytechnic.

Based on the description of the background of the problem that has been explained, the main problems in this study are: 1) Does knowledge sharing have an influence on Pro-Growth Constructive Interaction? 2) Does knowledge sharing have an influence on Lecturer Performance? 3) Does Pro-Growth Constructive Interaction have an influence on Lecturer Performance? . The objectives of this study are: 1) To determine the influence of knowledge sharing on Pro- Growth Constructive Interaction. 2) To find out the influence of knowledge sharing on Lecturer Performance. 3) To determine the influence of Pro-Growth Constructive Interaction on Lecturer Performance.

Conceptual Framework

The conceptual framework explains the relationship between the variables to be studied and describes the research process to be carried out. From this explanation, the outline of this study can be described as follows:



Gambar 1
Rerangka Konseptual

RESEARCH METHODS

Type of Research

This study uses a quantitative approach, by conducting hypothesis testing through measuring research variables with numbers and conducting secondary data analysis using statistical procedures. According to Kuncoro (2013:12), descriptive research is the collection of data that is tested hypothetically or answers questions to answer the formulation of the problem that has been formulated. According to Sugiyono (2014:13), the quantitative method is defined as a research method based on the philosophy of positivism which is used to research on a certain population or sample, data collection using research instruments, quantitative data analysis and statistics thataim to test the hypothesis set.

Sampling Techniques

According to Sugiyono (2014:116) explained that the sampling technique is a sampling technique to determine the sample to be used in the research. The probability sampling technique is a sampling technique that provides an equal chance for each element (member) of the population to be selected as a member of the sample. The sampling technique is generally carried out randomly (simple random sampling) because the sampling of sample members from the population is carried out randomly without paying attention to the strata in the population. The total population in this study is all lecturers who work in public aviation politics in Indonesia, which totals 133 lecturers.

To be able to calculate the sample size was carried out using the Slovin technique according to Sugiyono (2011:87). The study uses the Slovin formula because the number of samples must be representative so that the research can be generalized and the calculation does not require a table of sample numbers, but can be done with simple formulas and calculations. Data analysis is a problem-solving process that is researched after all the data that has been is obtained in full. Menurt Sugiyono (2012:147) explained that the data analysis technique in quantitative research uses statistics. So in this study, an analysis tool in the form of Smart PLS 3.0 software is used.

Partial Least Square (PLS)

According to Jogiyanto (2011:55), PLS is a multiviric statistical technique that makes a comparison between multiple dependent variables and multiple independent variables.

According to Ghozali (2006) in Augustia (2010:76) explained that PLS uses 3 iteration stage processes that produce estimates. The first stage, generating weight estimate, the second stage produces estimates for the inner model and outer model, then The third stage produces an estimate of means and location.

According to Jogiyanto (2011:69), the validity test was carried out to determine the ability of the research instrument to measure what should be measured. According to Hartono (2008), validity consists of external validity (validity that shows the results of research is results that can be generalized to all different situations, objects and times) and internal validity (validity that shows the ability of research instruments to measure what should be measured from the concept).

Convergent Validity

According to Jogiyanto (2011:70), convergent validity is related to the principle that the measurement of a construct or variable should have a high correlation. The convergent validity test in PLS with reflective indicators is based on the value of the loading factor or outer loading (a value that describes the large proportion of variable data diversity that can be explained through the statement indicator) of the indicators that measure the variable. According to Jogiyanto (2011:71) the value of the outer loading is considered to be partially significant if the value (greater) >0.50, on the other hand if the value of the outer loading (smaller) < 0.50 then the indicator is declared invalid and must be reduced.

Validity of Discrimination

According to Jogiyanto (2011:71), an indicator is stated to have sufficient discriminatory validity if the loading cross value for each indicator on the variable is greater than with other variables. By explaining that the validity of discrimination is related to the principle of low correlation on different construction measures or variables. The validity test of discrimination is assessed based on the cross loading of measurements (indicators) with variables.

Reliability Test

According to Jogiyanto (2011:69), reality is used to determine the level of consistency and stability of measuring instruments or research instruments in measuring a construct or variable. According to Jogiyanto (2011:72), in PLS, the reliability test is seen in the results of Cronbach's alpha value (measuring the lower limit of the realistic value of a construct) and Composite reliability (measuring the actual realistic value of a construct). According to Jogiyanto (2011:72), the measuring tool is said to be reliable if the composite reliability value (greater) > 0.70. The concept of reliability must be in line with the validity of the construct, where if the result of the construct is valid, it is definitely reliable, and vice versa a reliable construct is not necessarily said to be valid.

Structural Model (Inner Model)

According to Ghozali (2006) in Augustia (2010:77) it is explained that changes in the R2 value are used to assess the influence of independent variables on dependent variables whether they have a substantial influence. In addition, the PLS model was also evaluated by looking at the Q2 predictive prediction for the constructive model. Stone-GeisserQ- Square test for predictive relevance and t- test as well as significance of structural path parameter coefficients.

RESULTS AND DISCUSSION

Descriptive Statistics

Descriptive statistics are a description or description of a data from the minimum and maximum values of each variable, the mean value and the standard deviation value of the research variable. The variables in this study are knowledge sharing as an independent variable, Pro- Growth Constructive Interaction and Lecturer Performance as a dependent variable.

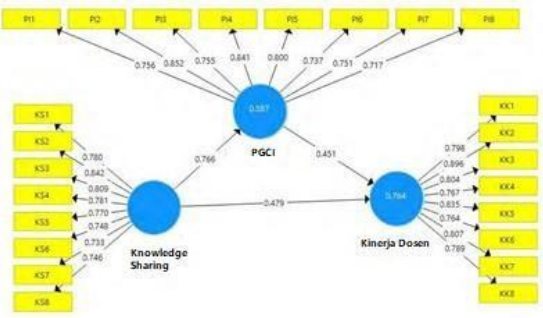
Tabel 1
Hasil Statistik Deskriptif

	N	Min.	Max.	Mean	Std. Deviation
Knowledge Sharing	133	19	114	31,84	4,631
Perilaku Inovatif	133	20	113	31,48	4,687
Kinerja Dosen	133	19	114	31,62	4,323

1) Based on Table 1, the results of the descriptive statistical calculation can be explained as follows:
2) The Knowledge Sharing (KS) variable has a minimum value of 19 and amaximum value of 114 with a mean value of 31.84. Meanwhile, the standard deviation is 4.631. 3) The Pro-Growth Constructive Interaction (PI) variable has a minimum value of 20 and a maximum value of 113 with a mean value of 31.48. Meanwhile, the standard deviation is 4.687. 4) The Lecturer Performance Variable (KK) has a minimum value of 19 and a maximum value of 114 with an average value of 31.62. Meanwhile, the standard deviation is 4.323.

Inferential Analysis with Partial Least Square (PLS)

An analysis was carried out using partial least square (PLS) to be able to determine the causal flow relationship between exogenous and endogenous variables, where the existing causal relationship is a justification with theories and concepts which are then visualized in the following figure:



Source: Primary data, processed, 2024

Based on Figure 2 above, it shows that the causality between exogenous and endogenous variables is between the indicators in each variable and the research variable and the causal relationship between the variables of the influence of knowledge sharing on Pro-Growth, Constructive Interaction and the Performance of Lecturers of the Indonesian Aviation Polytechnic.

Inferential Analysis with Measurement Model (Outer Model) Convergent ValidityTest

Convergent validity is fulfilled if there is sufficient intercorrelation between variables (indicators) used to measure the same construct (Dachlan, 2014:185). Where the outer loading value > 0.50, it has a good convergent validity value. Attached are the results of calculations carried out using Smart PLS 3.0 software.

Based on the value of outer loading, which is said to meet the validity of convergence if the value of outer loading > 0.5. So in Table 2 above it shows that the loading factor or outer loading has a value above 0.5. This means that the indicators used in this study are valid or meet convergent validity.

Discrimination Validity Test

In this test, it is carried out in two ways, the first is to look at the cross loading value. If the cross-loading value of the indicator on the variable is the largest compared to other variables, then the indicator meets the validity of discrimination. Based on the test results, it can be seen that each indicator in the variables of knowledge sharing, Pro- Growth Constructive Interaction and Lecturer Performance has the largest cross loading value in the variables formed compared to other variables. So it can be said that the indicators used in this study have good discriminatory validity. The second way besides looking at the cross loading value is by comparing the Average Variance Extracted (AVE) value of each variable with the correlation between variables. If the AVE value is greater than the correlation that occurs, the variable has good discriminatory validity. It is recommended that this measurement should be greater than 0.50. The following is a table of research results below:

Tabel 2
Nilai AVE dan *Composite Reliability*

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Kinerja Dosen	0,924	0,928	0,938	0,653
Knowledge Sharing	0,906	0,908	0,924	0,604
Perilaku Inovatif	0,906	0,910	0,924	0,605

Sumber: Data primer, diolah, 2024

Table 2 explains that the AVE value on each variable tested has a > value of 0.5, which shows that all variables of this study meet the criteria of discriminant validity.

Reliability Test

To determine the reliability in this

study, the composite reliability value is used. The accepted value for the reliability level is > 0.7. So if you look at the results in Table 2, it is known that each variable in this study has a value of > 0.70, thus it is said that all the variables tested meet the reliability of the construct.

Inferential Analysis with Structural Model (Inner Model)

In this test, it is known that the value of Q2 has the same meaning as R-Square (R2), where the higher the R2 value, the better it is with the data. The following Table 3 shows the R2 values:

Tabel 3
Nilai *R-Square* (R^2)

	R-Square	R-Square Adjusted
Kinerja Dosen	0,764	0,753
Pro-Growth Constructive Interaction	0,587	0,578

Sumber: Data primer, diolah, 2024

Based on Table 3 above, it is concluded that the value of 0.764 in the Lecturer Performance variable means that the Knowledge Sharing and Pro-Growth Constructive Interaction variables are able to explain the Lecturer Performance variable by 76.4%. Meanwhile, the value of 0.587 in the Pro-Growth Constructive Interaction variable means that the Knowledge Sharing variable is able to explain the Pro-Growth Constructive Interaction variable by 58.7%.

Hypothesis Test Value

In this test, the hypothesis of the direct influence of each variable is tested by looking at the t-static value. The following is Table 4 is the result of the t- table value on each variable:

Tabel 4
Nilai Uji Hipotesis

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
KS → KD	0,479	0,472	0,136	3,530	0,000
KS → PGCI	0,766	0,766	0,079	9,656	0,000
PGCI → KK	0,451	0,454	0,128	3,528	0,000

Sumber: Data primer, diolah, 2024

Based on the table above, it can be explained as follows:

H1: There is a significant influence between Knowledge Sharing on Pro-Growth Constructive Interaction.

Based on Table 4 above, it can be seen that Knowledge Sharing has a significant influence on Lecturer Performance. This is seen from the t-statistic value of 3.530 and sig. (0 < 0.05). Thus, the hypothesis in this study concludes that Knowledge Sharing has a significant effect on the performance of lecturers accepted.

H2: There is a significant influence between Knowledge Sharing and Lecturer Performance. Based on Table 4 above, it can be seen that Knowledge Sharing has a significant influence on Pro-Growth Constructive Interaction. This is seen from the t-statistic value of 9.656 and sig. (0 < 0.05). Thus, the hypothesis in this study concludes that Knowledge Sharing has a significant effect on Pro-Growth Constructive Interaction accepted.

H3: There is a significant influence between Pro-Growth Constructive Interaction on Lecturer Performance. Based on Table 6 above, it can be seen that Pro-Growth Constructive Interaction has a significant influence on Lecturer Performance. This is seen from the t-statistic value of 3.528 and sig. (0 < 0.05). Thus, the hypothesis in this study concludes that Pro-Growth Constructive Interaction has a significant effect on the Lecturer Performance.

Inferential Analysis with Sobel Model

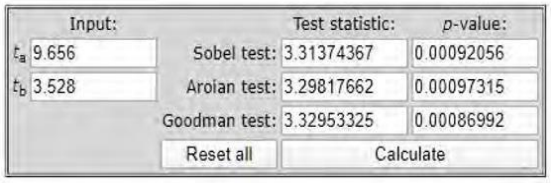
In this test, it is known that the indirect influence carried out by the sobel test is known. The following are the values of path coefficients, standard deviations and t-statistics between the influence of knowledge sharing on Lecturer Performance through Pro-Growth Constructive Interaction. The following are the results of the sobel test.

Results in the first way by entering the values of the path coefficient and the standard deviation that can be seen in the previous table:

Input:		Test statistic:	Std. Error:	*p*-value:
a 0.766	Sobel test:	3.31157252	0.10432083	0.00092773
b 0.451	Aroian test:	3.29612393	0.10480977	0.00098029
s_a 0.079	Goodman test:	3.32724039	0.10382959	0.00087711
s_b 0.128	Reset all	Calculate		

Sumber: Data diolah peneliti melalui website

Results in the second way by entering the t-statistic value that can be seen in the previous Table:



Input:		Test statistic:	p-value:
t_a 9.656	Sobel test:	3.31374367	0.00092056
t_b 3.528	Aroian test:	3.29817662	0.00097315
	Goodman test:	3.32953325	0.00086992
	Reset all	Calculate	

Source: Data processed by researchers through website.

Based on the results of the sobel test, the indirect influence is described in Table 5 as follows:

Tabel 5
Nilai Uji Sobel

	t-statistic	p-value
KS → KD → PGCI	3,313	0,000

The effect of Knowledge Sharing on Lecturer Performance through Pro- Growth Constructive Interaction with t-statistic value of 3.313 and p-value value of 0 shows that the Pro-Growth Constructive Interaction variable mediates the relationship between Knowledge Sharing and Lecturer Performance.

Discussion

The Effect of Knowledge Sharing on Pro-Growth Constructive Interaction

Based on the results of this study, it shows that knowledge sharing has a significant influence on Pro-Growth Constructive Interaction, which is evidenced by a t-statistical value of 9.656and sig. (0 < 0.05). This explains that knowledge sharing has a significant effect on Pro-Growth Constructive Interaction in Lecturers. The influence of knowledge sharing on Pro-Growth Constructive Interaction is aimed at a path coefficient of 0.766. This is manifested in the form of the discovery of new ideas, new operating methods, more developed socialization service activities, giving respect to the creativity of lecturers, the company is very open and responsive to change. Likewise, knowledge sharing will be successful if in the organization good relationships are created between members, making them feel happy to be able to help others, receive support from leaders and return services in sharing knowledge. Giving and receiving knowledge and information for lecturers is a normal thing to do happily, so that if a colleague gets new knowledge they will tell other colleagues without being asked, as well as they receive new knowledge from colleagues without asking. The higher the knowledge sharing behavior, the more Pro-Growth Constructive Interaction a person will have.

The Effect of Knowledge Sharing on Lecturer Performance

Based on the results of this study, it shows that knowledge sharing has a significant influence on Lecturer Performance, it is proven by a t-statistical value of 3,530 and sig. (0 < 0.05). The influence of knowledge sharing on Lecturer Performance is aimed at a path coefficient of 0.479. Knowledge sharing activities implemented at the Indonesian Aviation Polytechnic help accelerate the implementation of office activities as well as the socialization of existing work can help improve Lecturer Performance. By sharing knowledge between colleagues and superiors, mutual trust has emerged, so lecturers feel a conducive work environment, and can cooperate with each other, especially in solving work problems.

The Influence of Pro-Growth Constructive Interaction on Lecturer Performance

Based on the results of this study, it shows that Pro-Growth Constructive Interaction has a significant influence on Lecturer Performance, it is proven by a t-statistical value of 3.528 and sig. (0 <0.05). This means that the higher Pro-Growth Constructive Interaction will significantly improve the Lecturer Performance at the Indonesian Aviation Polytechnic Lecturers. So that a lecturer will try to improve the quality and quantity of his work by solving problems using a way that is not the same as ordinary people but will be more effective and efficient.

The Influence of Knowledge Sharing on Lecturer Performance through Pro- Growth Constructive Interaction

Based on the results of this study, it shows that the direct influence of knowledge sharing on Lecturer Performance is greater than the indirect influence, the direct influence is 3,530 while the indirect influence is 3,313, there is a difference of 0.217. This shows that knowledge sharing has a significant

direct effect on the occurrence of Lecturer Performance and Pro-Growth Constructive Interaction mediates knowledge sharing on Lecturer Performance. This means that in the application of knowledge sharing through Pro-Growth Constructive Interaction, it means that the higher the Pro-Growth Constructive Interaction of a lecturer, the better the Lecturer's performance in the organization.

CONCLUSION

The conclusions of this study can bestated as follows: 1) Knowledge sharing has a positive and significant influenceon Pro-Growth Constructive Interaction,so it is concluded that the higher theknowledge sharing, the higher the value of Pro-Growth Constructive Interaction.

2) Knowledge sharing has a positive and significant influence on Lecturer Performance, so it is concluded that the higher the knowledge sharing, the higher the value of Lecturer Performance. 3) Pro-Growth Constructive Interaction has a positive and significant influence on Lecturer Performance, so it is concluded that the higher the Pro-Growth Constructive Interaction, the higher the Lecturer Performance value. 4) The direct influence of knowledge sharing on Lecturer Performance is greater and more significant than the indirect influence, so it can be concluded that the influence of knowledge sharing on Lecturer Performance has an influence and is significant on Lecturer Performance through Pro-Growth Constructive Interaction. Pro-Growth Constructive Interaction is able to mediate knowledge sharing on the performance of students, while the limitations of the research are: 1) Factors that affect Pro-Growth Constructive Interaction and Lecturer Performance in this study only consist of one independent variable,

namely knowledge sharing. Meanwhile, there are still many factors that can affect the occurrence of Pro-Growth, Constructive Interaction and Lecturer Performance. 2) The research sample is only 133 people.

3) By using questionnaires, sometimes the answers from the respondents do not show the true situation.

AUTHOR CONTRIBUTIONS

The author's contribution in this studyis to provide new insights and views of the variables discussed, answer the hypothesis and research map and become policy recommendations to be applied to aviationpolytechnics in Indonesia.

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All drafts/manuscripts of publications produced from this article, both data and content, are fully the responsibility of the author in this international conference."

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