Analysis of Individual Factors in Improving Knowledge Sharing: Case Study of Accounting Education Students

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Abstract

Education is a long-term investment in human resources for the survival of human civilisation in the world. Advances in technology can be used as a supporting tool in the learning process. However, the technology used can be influenced by individual and organisational factors. This study aims to determine individual, organisational and technological factors in the student knowledge-sharing. This study uses a quantitative approach with a descriptive survey design method. Respondents in this study were students of the Accounting Education, Universitas Sebelas Maret class 2018-2020, with 149 students. The indicators used in the measurement are individual factors (self-efficacy, willingness to share, and reciprocal rules), organisational factors (lecturer support and competitiveness), and technological factors (availability of technology and use of technology). The data analysis method uses the SEM model. The study results show that individual and technology factors affect the knowledge-sharing process, and the organisation does not affect the knowledge-sharing process.

Keywords: education, knowledge sharing, individual factor, support education

1. Introduction

Education is a central need variable in the country's development, and Indonesia is no exception (Alam et al., 2020; Adejumo et al., 2021). Education can reduce the fragility of the state and promote a stable regime under certain conditions (Tendetnik et al., 2018). In modern society, integration and globalisation are causing educational system changes (Larionova et al., 2021). Therefore, knowledge renewal in education is needed (Coopmans et al., 2021) to face today's fast-paced changes. Knowledge updating can be done or obtained through the knowledge-sharing process (Antes et al., 2019). Knowledge sharing is a crucial component of a knowledge management system (Susur et al., 2019). Knowledge sharing is exchanging ideas, experiences, and thoughts among individuals. Knowledge sharing is also considered a process of social interaction between individuals and cannot be done by just one person (Saputra, 2019). In addition, sharing teacher knowledge supports professional teacher learning (Talebizadeh et al., 2021). This knowledge-sharing behaviour and keeping the knowledge received in class can also add new knowledge related to teaching accounting.

Three factors can influence the knowledge-sharing process: individual, organisational, and technological factors (Canterino et al., 2020). Individual factors are internal considerations within the individual. The knowledge-sharing ability of each individual is different (Wahab et al., 2020). One of the causes of low ability arises from the individual. People who have the courage and intention to speak openly about knowledge and opinions, believe in the interlocutor, are thrilled when sharing, and are aware that they need to share knowledge (Dingley & Catterall, 2020). Therefore, their knowledge-sharing ability will be good.

Organisational factors strongly influence the knowledge-sharing practice of academics (Al-Kurdi et al., 2020). The corporate culture encourages knowledge-sharing activities to gain a competitive advantage (Gupta & Sukamto, 2020). The surrounding environment can affect students' knowledge-sharing process, where environmental factors positively impact students' motivation to share knowledge (Sriratanaviriyakul & El-Den, 2019). In addition, lecturer support greatly influences this process because the role of the lecturer is related to student learning outcomes (Kusaeri, 2019). Lecturers who do not learn when the knowledge-sharing process occurs cannot share opinions

(Abdalla et al., 2020). In addition, the level of competition in the classroom also includes organisational factors. Students who have a highly competitive spirit will earnestly compete for grades so that the process of sharing knowledge will appear in the learning context.

Technology is among the elements utilised to facilitate the dissemination of explicit knowledge. Information and communication technology (ICT) and digital technology are actively used for education, and the ICT-based education market continues to grow (Jang et al., 2021). In the knowledge-sharing process, the technological factor acts as a facilitator. The availability of technology is one aspect of the technical element (Duan et al., 2019) (Lesmana, 2021). Chat applications (social networks) owned by students and the availability of the internet can affect the knowledge-sharing process (Bouton et al., 2021).

However, if these applications are not used for this process, it does not support the knowledge-sharing process. Likewise, with the availability of the internet. Slow internet, available internet network but not using it well, and sharing knowledge in group chats but instead opening other applications (Ekmekci, 2017). These things can affect the knowledge-sharing process of students. Hence, this study aims to determine individual, organisational and technological factors on student knowledge sharing.

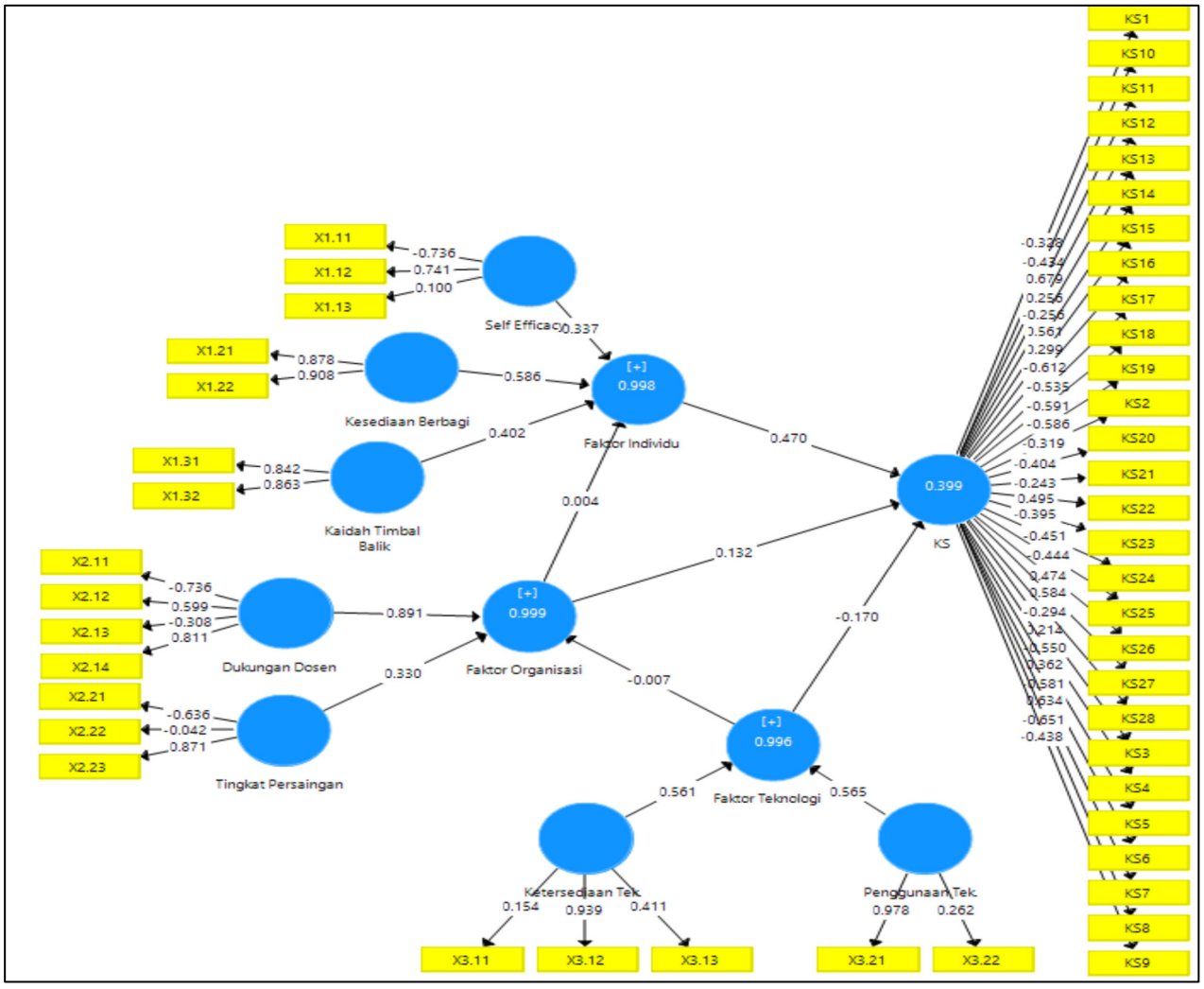

Figure 1. Loading Factor Results

2. Research Method

The current research utilises a quantitative method with a descriptive survey design method. The variables studied are the level of knowledge sharing of students of Accounting Education at Sebelas Maret University and the factors

that influence it. Respondents in the present research were students of the Sebelas Maret University Accounting Education class 2018-2020, with 149 students. The collecting data is through a questionnaire to see the factors influencing knowledge sharing. The elements in question consist of individual characteristics (self-efficacy, willingness to share, and reciprocal rules); organisational factors (lecturer support and competitiveness); technological factors (availability of technology and use of technology)—data analysis using the SEM analysis technique. The PLS-SEM analysis method also allows for estimating complex models with many constructs, indicators, and structural paths without imposing distribution assumptions on the data (Hair et al., 2019). Therefore, the two main steps taken in analysing the output on Smart PLS are evaluating the measurement model and the structural model (Hair et al., 2017).

3. Results and Discussion

3.1 Individual Item Reliability

If the loading factor value <0.5 is removed from the model, individual item reliability provisions. Figure 1 is the result of the loading factor value of the measurement model.

From Figure 1, there are several indicators whose loading factor value is < 0.5, so they must be removed from the model, while hands with a value of 0.5 are valid for measuring the constructs formed.

3.2 Construct Reliability

The summary of Composite Reliability Values in the study can be seen in Table 1.

Table 1. Summary of Composite Reliability Values

No	Indicator	Composite reliability
1	Teacher support	0.269
2	Reciprocal rule	0.842
3	Willingness to share	0.887
4	Availability of technology	1.000
5	Use of technology	1.000
6	Self-efficacy	0.005
7	Level of competition	0.149

Table 1 shows that lecturer/teacher support indicators are inconsistent when used as a measuring tool for organisational factor constructs. In addition, the level of competition is not a consistent indicator for measuring the technological factor construct. Finally, the self-efficacy indicator cannot be consistent if used as a measuring instrument for the individual factor construct.

3.3 The Average Variance Extracted (AVE)

The Summary of Average Variance Extracted values n the study can be seen in Table 2.

Table 2. Summary of Average Variance Extracted values

No	Indicator	*Average Variance Extracted*
1	Teacher support	0.547
2	Reciprocal rule	0.727
3	Willingness to share	0.798
4	Availability of technology	1.000
5	Use of technology	1.000
6	Self-efficacy	0.557
7	Level of competition	0.572

Based on table 2, it can be seen that each indicator is an appropriate measuring tool for measuring variables, be it individual, organisational, or technological factors. This is because the AVE value $\geqslant$ 0.5, meaning that the indicator is the right measuring tool for measuring variables.

3.4 Discriminant Validity

Discriminant validity testing is carried out to prove that the indicator in a construct will have a higher loading factor value in the construct it forms than the loading factor value with other constructs.

Table 3. Summary of Cross Loading Value

	Knowledge sharing (KS)	Self-efficacy	Willingness to share	Reciprocal rule	Lecturer support	Level of competition	Availability of technology	Use of technology
KSll	**0.731**	0.462	0.363	0.247	0.363	0.200	-0.204	-0.282
KS14	**0.592**	0.306	0.445	0.221	0.278	0.236	-0.100	-0.215
KS16	**-0.580**	-0.412	-0.261	-0.051	-0.208	0.205	0.088	0.164
KS18	**-0.609**	-0.382	-0.349	-0.081	-0.070	0.016	0.114	0.186
KS19	**-0.563**	-0.407	-0.117	0.138	-0.131	0.066	0.121	0.155
KS22	**0.550**	0.159	0.360	0.273	0.132	0.109	-0.253	-0.221
KS27	**0.635**	0.280	0.399	0.302	0.300	0.356	-0.333	-0.234
KS4	**-0.553**	-0.415	-0.217	-0.125	-0.193	-0.111	0.258	0.091
KS6	**-0.556**	-0.446	-0.137	0.084	-0.247	0.026	0.265	0.218
KS7	**0.683**	0.449	0.301	0.226	0.312	0.108	-0.159	-0.359
KS8	**-0.623**	-0.524	-0.188	0.014	-0.214	0.057	0.218	0.149
Xl.11	-0.557	**-0.780**	-0.240	-0.063	-0.270	-0.049	0.248	0.226
Xl.12	0.346	0.712	0.156	0.179	0.328	0.213	0.031	0.007
Xl.21	0.391	0.153	**0.879**	0.393	0.234	0.279	-0.186	-0.288
Xl.22	0.500	0.317	0.907	0.432	0.355	0.250	-0.131	-0.236
Xl.31	0.106	0.090	0.412	**0.844**	0.183	0.476	-0.134	-0.139
Xl.32	0.312	0.176	0.378	**0.862**	0.282	0.230	-0.318	-0.181
X2.11	-0.324	-0.413	-0.152	-0.097	**-0.753**	-0.088	0.288	0.300
X2.12	0.113	0.182	0.244	0.329	0.667	0.095	0.013	-0.075
X2.14	0.388	0.279	0.338	0.200	0.793	0.126	-0.252	-0.377
X2.21	-0.100	-0.088	-0.142	-0.255	-0.011	**-0.537**	0.299	0.279
X2.23	0.145	0.158	0.280	0.364	0.159	**0.925**	-0.150	-0.051
X3.12	-0.320	-0.156	-0.176	-0.268	-0.250	-0.244	**1.000**	0.573
X3.21	-0.354	-0.156	-0.292	-0.188	-0.352	-0.151	0.573	**1.000**

Based on Table 3, it can be seen that the cross-loading value shows good discriminant validity because the correlation value of the indicator to the construct is higher than the correlation value of the needle with other constructs.

3.5 Evaluation of the Inner Model (Structural Model)

Table 4. Summary of Path Coefficients Test Results

	T-Statistics (|O/STDEV|)	P Values	Information
Lecturer support →Organisational factors	13.987	0.000	Significant
Individual factor → Knowledge sharing	3.882	0.000	Hypothesis accepted
Organisational factors → Knowledge sharing	0.611	0.541	Hypothesis rejected
Technological factor → Knowledge sharing	2.335	0.020	Hypothesis accepted
Rule of reciprocity → Individual factor	6.651	0.000	Significant
Willingness to Share → Individual Factors	10.256	0.000	Significant
Availability of technology→ Technology factor	35.582	0.000	Significant
Use of technology →Technological factors	33.373	0.000	Significant
Self-efficacy → Individual Factor	4.613	0.000	Significant
Level of competition →Organisational factors	3.324	0.001	Significant

The structural model in PLS is evaluated with p-value and R^2 value. The structural model of this research can be seen in Figure 2. Evaluation of the structural model is used to determine whether the indicators or dimensions can truly measure or reflect the latent variables being tested and see the level of significance. The significance can be made by comparing the p-value with a significance level of 5% (0.05) or using the t-value. If the value of the t-count is more significant than 1.96 (N=149), then the variable is significant. Similarly, if the p-value is 0.05, the indicator variable is significant, and the hypothesis is accepted. The following is the result of calculating path coefficients with SEM-PLS shown in table 4.

Table 4 shows that individual factors with self-efficacy indicators, willingness to share, and rules of reciprocity affect the knowledge-sharing process. Individual factors have a significance value of less than 0.05 and a t-statistic value more significant than the table. In addition, organisational factors do not affect the knowledge-sharing process because it has a significance value greater than 0.05. This is contrary to research(Al-Kurdi et al., 2020) which states that organisational factors affect knowledge sharing. Indicators of lecturer support and level of competition have a significant effect on organisational factors, with a value of <0.05. Individual factors with indicators of technology availability and use of technology affect the knowledge-sharing process because the significance value is <0.05, and the t-statistic value is greater than the t-table value. The display of the results of the SEM-PLS Bootstrap in the study can be seen in Figure 2.

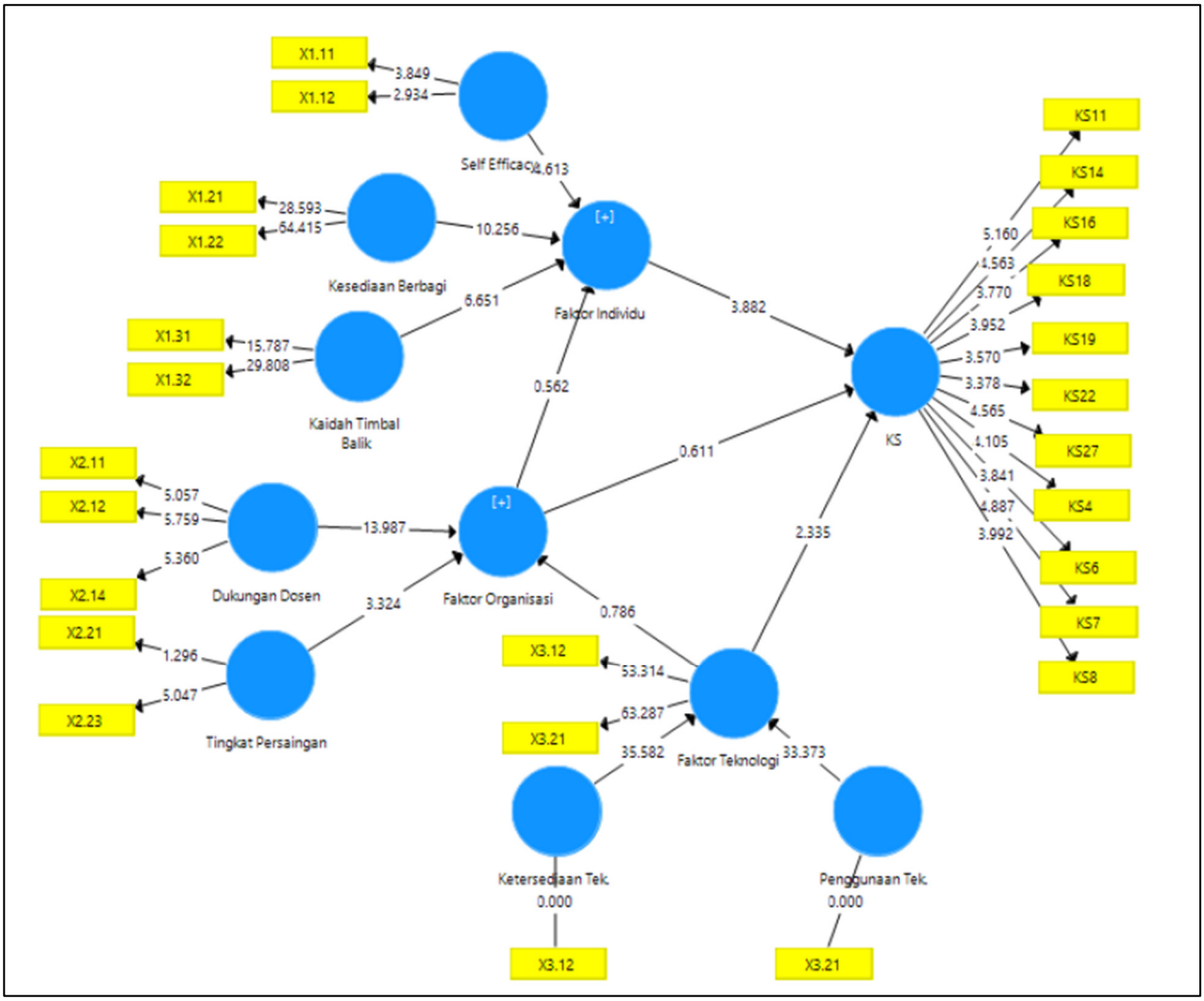

Figure 2. Display of SEM-PLS Bootstrapping Results

3.6 R^2 Value Evaluation

The results of the calculation of the value of R^2 in the study can be seen in table 5.

Table 5. Summary of R^2 Value Results

No	Factor	R^2	R^2adjusted
1	Individual	0.999	0.999
2	Organization	1.000	1.000
3	Technology	1.000	1.000
4	Knowledge Sharing	0.407	0.395

Table 5 shows the R^2 value of individual factors of 0.999, which means that the rules of self-efficacy, willingness to share and reciprocity can explain the influence on individual factors by 99% and 1% is influenced by other factors. The R Square value of the organisational factor variable is 1,000, which means that lecturer support and the level of competition simultaneously explain the effect on the corporate factor variable by 100%. The technological factor has a value of R^2 1,000, which means that the availability of technology and its use can explain its effect on the technology factor by 100%. Finally, the knowledge sharing variable shows an R^2 value of 0.407 which means it influences 41%, and other factors influence 59%.

3.7 The Influence of Individual Factors on Student Knowledge Sharing Process

Based on the results of hypothesis testing, it has been proven that individual factors affect the knowledge-sharing process of students. Willingness to share knowledge with other students, confidence in their ability to share knowledge, and expectations to gain understanding from other students can influence the knowledge-sharing process of students. This follows the theory of planned behaviour, which states that an individual's decision to perform a behaviour is influenced by intentions, behavioural beliefs about the negative and positive sides of conduct, and self-assessment on its ability to share knowledge with other individuals. The results of this study are consistent with the research of (Aljaaidis et al., 2020), which suggests that students' willingness to share knowledge can affect knowledge sharing and confidence in their abilities, such as good communication skills can encourage individuals to share knowledge. In addition, the willingness to share knowledge can be influenced by the enjoyment effect obtained from knowledge sharing and can create new socialisation opportunities (Estaji & Rahimi, 2018). The study results stated that individual factors influenced knowledge-sharing activities in university academics. These individual factors are influenced by mutual trust, pleasure when sharing knowledge, awareness, personal attitudes, and individual beliefs about their abilities. According to (bin Nordin et al., 2019), individual factors arise from internal considerations within the individual. Therefore, it is necessary to stimulate personal intentions to share knowledge to be confident in their abilities and share knowledge.

3.8 The Influence of Technology Factors on Student Knowledge-Sharing Process

The results of the fourth hypothesis test show that technological factors affect student knowledge sharing. The belief that a behaviour can be carried out well is influenced by supporting facilities such as the availability of technology and its use in the knowledge-sharing process. According to (Dragiewicz et al., 2018), an individual's belief in behaviour is also determined by the availability of technology and background factors in the information aspect, including science, experience, and supporting media that will influence individuals to perform a behaviour. The value of using technology is influenced by a positive attitude towards technology and strong personal control (Watson & Rockinson-Szapkiw, 2021). Hardware and software are essential technologies in knowledge management because they support the knowledge-sharing process (Scuotto et al., 2020). As technology develops, it will make it easier for students to access, add, learn, and share knowledge with other students. Technological factors significantly affect knowledge-sharing activities. Therefore, students and lecturers must keep abreast of technological developments and advances to increase knowledge-sharing activities and achieve learning goals. In addition, research states that technical factors affect knowledge-sharing activities (Almaiah et al., 2020). Therefore, educational institutions and lecturers need to consider technology in knowledge-sharing activities (Sulaiman et al., 2020).

3.9 Factors Influencing the Knowledge-Sharing Process of Accounting Education Students at Universitas Sebelas Maret

Willingness to Share indicates individual factors, and sharing availability indicates technological elements. The most influential factors in the knowledge-sharing process are willingness to share and the availability of technology. This

can be seen from the results of the path coefficients test, namely the value of the T-statistic of willingness to share the most significant value among other individual factor indicators, which is 10.256, and the availability of technology has a value greater than technical support, which is 35.582. The intention arises from the individual, so the willingness to share knowledge is the individual's tendency to decide whether to share knowledge or not. They share knowledge to fill resource gaps through behaving openly (Hadjielias et al., 2021). The availability of technology can make it easier for students and lecturers to share knowledge by utilising software and hardware available in the Accounting Education laboratory or applications on smartphones (Herrador-Alcaide et al., 2019). Social media is becoming a valuable tool for knowledge sharing (Kwayu et al., 2021), such as document exchange, virtual communication, and knowledge formation (Hosen et al., 2021).

4. Conclusion

Given the study results, the individual and technology factors affect the knowledge-sharing process, and the organisation does not affect the knowledge-sharing process. The factors that influence the knowledge-sharing process of Accounting Education students at Universitas Sebelas Maret are (1) individual factors with indicators of self-efficacy, willingness to share, and rules of reciprocity, and (2) technological factors with indicators of availability and use of technology. This is obtained from the results of the SEM-PLS analysis in the evaluation section of the inner model. Individual and technology factors showed P-value < 0.05, which was significant for the tested model. The most dominant factors influencing the knowledge-sharing process of Accounting Education students at Universitas Sebelas Maret are the willingness to share and the availability of technology. This is obtained from the results of the SEM-PLS analysis in the evaluation section at the T-statistics value. Willingness to share has the highest T-statistical value on the individual factor (10.256), and the availability of technology has the highest T-statistical value on the technology factor (35.582).

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