



# Knowledge collecting and donating in public service innovation at Hasanuddin University

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## ABSTRACT

The urgency of research on the effect of knowledge collecting and donating on innovative work behavior is due to the fact that innovative work behaviors play an important role in employee innovation in organizations. This study aims to examine the effect of knowledge collecting and donating on innovative work behavior. Quantitative methods are used to test knowledge collecting and donating on innovative work behavior. The research location is at Hasanuddin University, Makassar City. The population in this study were all employees at the Hasanuddin University Finance Bureau with status as state civil servants. Primary data collection by distributing questionnaires. The data analysis technique uses multiple linear regression analysis. The research findings show that knowledge collecting and knowledge donating have a positive and significant effect both partially and simultaneously on innovative work behavior. The research contribution highlights the importance of knowledge collecting and knowledge donating in public service innovation to develop innovative work behavior. The limitation of this research is only to explore the subjective perceptions of innovating work behavior. Research originality, there is no comprehensive research that assesses knowledge collecting and donating on innovative work behavior.

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## 1. INTRODUCTION

Innovation is the creation and implementation of something new, such as an idea, product, process or policy (Na-Nan & Arunyaphum, 2021; Venketsamy & Lew, 2022). Process innovation relates to influencing improvements. These process innovations include increasing efficiency, reducing failure rates, improving service or improving process quality. Innovation that does not affect the fundamental characteristics of a process is called continuous innovation (Grošelj et al., 2021; Namono et al., 2021a). A continuous innovation does not require extensive training or reorientation of employees to understand or implement the process. Innovation will make previous versions obsolete and replace them with new and very different alternatives, as well as innovative work behavior (Mutonyi et al., 2020).

Innovative work behavior was pioneered by De Jong & Den Hartog (2010), who extensively studied innovative work behavior and developed a questionnaire to measure innovative work behavior for employees at the individual level. The innovative work behavior consists of four phases (i) opportunity exploration, (ii) idea generation, (iii) champion, and (iv) application (De Jong

& Den Hartog, 2010). The first phase: opportunity exploration, describes the extent to which an employee deliberately seeks opportunities to improve organizational or individual performance (Afsar et al., 2021; Namono et al., 2021b). Idea generation, the second phase refers to developing actual ideas about how improvements can be realized (Farrukh et al., 2022; Wang et al., 2022). Successful idea generation is facilitated by an individual's ability to consider opportunities or problems from different angles (Tsai, 2018). The ability to reorder and incorporate known aspects is one of the best predictors of creative achievement. Championing, the third phase involves promoting the idea, reducing resistance, and seeking support by relevant people throughout the organization to facilitate and prepare for successful implementation (Akhavan et al., 2015). The fourth and final phase: application, describes employees' efforts to actually implement ideas and incorporate them into daily operations (Wang et al., 2021).

The development of innovation and marked by the rapid development of science and technology, realizing that competition is increasingly competitive (Afsar et al., 2019), it is necessary to change the paradigm from originally relying on a resource-base to become knowledge-based which is based on the analysis of certain fields of science accompanied by an increase in the ability of human resources (Malik, 2022), because It is a knowledge sharing process between members of the organization to improve the ability of human resources to think logically which will later produce something creative and innovative which is a process from ideas to research and development so that new ideas or ideas will be generated (Vandavasi et al., 2020).

Knowledge as an element in innovation, in order to maintain an organization's competitive advantage, knowledge sharing activities have been developed by organizations in almost all countries in the world (Zhang et al., 2022). Generally, one believes simply about evaluating knowledge that whatever is learned is automatically transferred to the workplace by the recipient (Munir & Beh, 2019). The knowledge obtained aims to be practiced on the job in order to improve performance, thus knowledge must be shared based on work. Effective sharing and knowledge is an important capacity for non-profit organizations or public organizations that can provide a basis for carrying out activities that can influence policy or behavior. This influence is due to delivering programs and services to clients and members, and engaging in collaborative endeavors with other public organizations. Today various public organizations are also implementing knowledge transfer, one of which is Hasanuddin University (Unhas).

Unhas as the best university in eastern Indonesia always makes changes and improves the management of the education system. One of the ways taken is to change educational status, starting from the Public Service Agency (BLU), Educational Legal Entity (BHP) to the status of Higher Education Legal Entity (PTN-BH). In 2014, Unhas was in the position of nine national rankings in international publications, accredited institutions A, financial laboratory opinions and achievements of student activities on the international stage, triggering Unhas to become a PTN-BH. A university that is already a PTN BH is considered a center of excellence and development of the nation's competitiveness, both in the fields of science, technology, art and maritime-based culture.

Technology disruption and the impact of the Covid-19 pandemic are not only experienced by business companies, but also by universities such as Hasanuddin University which are facing the challenge of continuing to innovate. Hasanuddin University (Unhas) as a legal entity university has succeeded in becoming a world-class university based on Quacquarelli Symonds and Times Higher Education. However, at the national level Unhas ranks 9th out of 14 PTNs in Indonesia, one of the indicators for this assessment is knowledge transfer. Rank 9 shows the need for evaluation, especially in improving the quality and knowledge of HR.

The process of sharing knowledge consists of an individual's willingness to actively communicate with colleagues (knowledge donating) and actively consult colleagues to learn from them (knowledge collecting), as well as empirical support that knowledge donating (Akram et al., 2020; Mulyana et al., 2015; Wang & Wang, 2012) and knowledge collecting (Kmieciak, 2021) contribute to increasing innovation at work. Sharing knowledge can change old ideas about managing human resources by providing new processes, disciplines and knowledge, resulting in organizational innovation, especially innovative work behavior. Based on this description, the purpose of this study was to examine the effect of knowledge collecting and donating on innovative

work behavior. Knowledge collecting and knowledge donating play a crucial role in developing innovative work behavior within the field of public administration. By enhancing understanding, collaboration, and decision-making quality, practitioners can create positive changes and continually improve public services as well as innovative policies.

## 2. RESEARCH METHOD

In this study, researchers used a quantitative approach that emphasized the analysis of data in the form of questionnaire results processed using statistical methods, to analyze the level of influence between variables in the research construct. Basically, this quantitative approach is carried out in the context of testing the hypothesis and concluding the results at one error probability of rejecting the null hypothesis. With the quantitative method, answers will be obtained from the formulation of the problems that have been previously determined. This research was conducted at Hasanuddin University, Makassar City, South Sulawesi. The selection of research locations was based on the existence of gap phenomena and research gaps that had been presented in the research background.

The type of data used is in the form of quantitative data that can be measured numerically in the form of data obtained from respondents through a questionnaire. Questionnaires were conducted to obtain data about employee evaluations of knowledge collecting and donating on innovative work behavior. The source of data in this study is secondary data in the form of employee data and other data related to this research. The population in this study were all Unhas employees with ASN (State Civil Apparatus) status. The sample criteria in this study are: (a) employees with ASN status; (b) working period of at least 2 years; (c) willing to fill out the research questionnaire. The population in this study were all employees at the Hasanuddin University Finance Bureau with the status of 44 state civil servants. Withdrawal of the number of samples in this study using saturated sampling. Primary data collection by distributing questionnaires. The data analysis technique uses multiple linear regression analysis.

## 3. RESULTS AND DISCUSSIONS

### Variable Descriptive

The average value and frequency distribution of the knowledge collecting variable scores were measured from the responses of all respondents presented in the following table:

**Table 1.** Distribution of answers to the knowledge collecting variable

Indicators	Frequency					Mean
	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	
Colleagues in a work unit tell what they know when asking them	36,7	42,2	14,4	4,4	2,2	4,06
Colleagues from other work units share what they know when asking them	30,0	43,3	22,2	2,2	2,2	3,96
Colleagues in a work unit share the skills they know when asked them	30,0	45,6	17,8	4,4	2,2	3,96
Colleagues from other work units share the skills they know when asked them	31,1	40,0	20,0	7,8	1,1	3,92
Colleagues in a work unit have learned a new skill, then explain it to me	34,4	35,6	22,2	5,6	2,2	3,94
Colleagues from other work units have learned new skills, then explain to me	25,6	44,4	22,2	7,8	0	3,87

The results of the description of the respondents' answers to the knowledge collecting variable are shown in Table 1 that the knowledge collecting variable is considered good with an average value of 3.95, shown from the average weight of all instruments which have a score of 4 (agree answers). If you look at the average score for each indicator, it is found that the indicator with the highest average score of 4.06 in the statement 'colleagues in one work unit tell what they know when asking them' is included in the good category. This statement can be interpreted that the respondent is able to apply knowledge collecting by telling or explaining the knowledge that colleagues want to know. Meanwhile, the lowest average score was 3.87 for the statement

'colleagues from other work units have learned new skills, then explain it to me'. This statement can be interpreted that the respondent's ability to apply new skills is low compared to other indicators. The average value and frequency distribution of the knowledge donating variable score measured from the responses of all respondents are presented in the following table:

**Table 2.** Distribution of Answers Variable knowledge donating

Indicators	Frequency					Mean
	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	
Knowledge sharing among employees has become a normal norm	33,3	34,4	26,7	3,3	2,2	3,93
Sharing knowledge with colleagues in one work unit	25,6	42,2	27,8	3,3	1,1	3,87
Share knowledge with colleagues from other work units	34,4	40,0	17,8	6,7	1,1	4,00
Sharing skills with colleagues in one work unit	34,4	44,4	17,8	3,3	0	4,10
Sharing skills with colleagues from other work units	35,6	38,9	25,6	0	0	4,10
Telling and explaining new skills to colleagues in one work unit	28,9	48,9	20,0	2,2	0	4,04
Telling and explaining new skills to colleagues in other work units	38,9	34,4	23,3	3,3	0	4,08
Colleagues willing to share knowledge with me	23,3	57,8	16,7	2,2	0	4,02
Willing to share knowledge with colleagues	34,4	47,8	15,6	1,1	1,1	4,13

The results of the description of respondents' answers to the knowledge donating variable are shown in Table 2 that the knowledge donating variable is considered good with an average value of 4.03, shown from the average weight of all instruments that have a score of 4 (agree answers). If you look at the average score for each indicator, it is found that the indicator with the highest average score of 4.13 in the statement 'willing to share knowledge with colleagues' is included in the good category. This statement can be interpreted that respondents are able to apply knowledge donating with a willingness to share knowledge with colleagues. Meanwhile, the lowest average score is 3.87 in the statement 'sharing knowledge with colleagues in one work unit'. This statement can be interpreted that respondents in sharing knowledge with colleagues in one work unit is low compared to other indicators. The average value and frequency distribution of the scores of the innovative work behavior variables were measured from the responses of all respondents presented in the following table:

**Table 3.** Distribution of Work Behavior Variable Answers Innovate

Indicators	Frequency					Mean
	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	
Noticing problems on other work units that are not part of my main job	32,2	47,8	16,7	3,3	0	4,08
Looking for solutions to fix problems in work units	40,0	42,4	14,4	3,3	0	4,18
View innovative new assignments as a challenge	34,4	45,6	15,6	4,4	0	4,10
Looking for new work methods, techniques or instruments	37,8	42,2	15,6	4,4	0	4,13
Generate the best solution for the problem at hand	34,4	38,9	23,3	2,2	1,1	4,03
Finding new approaches to carrying out tasks	33,3	42,2	22,2	1,1	1,1	4,05
Invite colleagues to develop innovative ideas	30,0	48,9	17,8	2,2	1,1	4,04
Invite colleagues to support innovative ideas	38,9	42,2	17,8	1,1	0	4,18
Invite colleagues to overcome obstacles to innovative ideas	33,3	34,4	31,1	1,1	0	4,00
Introducing innovative ideas into work practices in a systematic and sustainable manner	38,9	26,7	33,3	1,1	0	4,03
The application of innovative ideas has contributed positively	38,9	34,4	24,4	2,2	0	4,10
Strive to continue to develop and implement other innovative ideas	30,0	43,3	23,3	3,3	0	4,00

The results of the description of the respondents' answers to the variable work behavior innovate are shown in Table 3 that the variable work behavior to innovate is considered good with an average value of 4.08, shown from the average weight of all instruments which have a score of

4 (answer agrees). If you look at the average score for each indicator, it is found that the indicator with the highest average score is 4.18 in the statement 'looking for solutions to fix problems in the work unit' and in the statement 'invite colleagues to support innovative ideas' included in the good category. This statement can be interpreted that respondents are able to apply innovative work behavior by solving problems in work units and supporting innovative ideas or ideas. Meanwhile, the lowest average score was 4.00 for the statement 'inviting colleagues to overcome obstacles to innovative ideas' and the statement 'trying to continue to develop and implement other innovative ideas'. This statement can be interpreted that the respondent's ability to overcome obstacles to innovative ideas and efforts to continue developing and implementing innovative ideas is low compared to other indicators.

### Regression Analysis Results

The results of the analysis found that H1: a significant effect of knowledge collecting on innovative work behavior, this hypothesis is accepted. Based on the statistical t value and the significance value which is less than 5 percent, which indicates that knowledge collecting has a positive effect on innovative work behavior. The H2 hypothesis is accepted, based on the t value and the significance value which indicates a significant effect of knowledge donating on innovative work behavior. Knowledge collecting and donating have an effect simultaneously based on the F value. Variations in innovating work behavior are explained by knowledge collecting and donating of 0.393 or 39.3 percent (R Square). The details of the regression output are shown in the table below.

**Table 4.** Multiple Linear Regression Output

	Un-standardized Coefficients		F	Sig.	t	Sig.
	Beta	Std. Error				
Constant	0,437	0,779			0,562	0,579
Knowledge collecting	0,394	0,139	9,693	0,001	2,822	0,008
Knowledge donating	0,475	0,171			2,786	0,009

The results of this study are supported by the findings of Dysvik et al. (2015); Islamy et al., (2020) explained that knowledge collecting and knowledge donating are needed in organizational development. Knowledge sharing influences innovative work behavior (Afsar et al., 2019; Kmieciak, 2021; Lukman, 2017; Malik, 2022; Munir & Beh, 2019; Na-Nan & Arunyaphum, 2021; Pian et al., 2019).

## 4. CONCLUSION

The results showed that knowledge collecting and knowledge donating had a positive and significant effect both partially and simultaneously on innovative work behavior. Improved knowledge collecting and knowledge donating will improve innovative work behavior for employees. The results of this study have implications for the success of innovative work behavior as a reflection of human resource management by prioritizing activities to share knowledge. Research originality: there is no comprehensive research that assesses knowledge collecting and donating on innovative work behavior. The limitation of this research is only to explore the subjective perceptions of innovating work behavior.

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