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## The role of proactive knowledge sharing in organizational commitment towards employee performance: Evidence in East Java, Indonesia

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### Abstract

This study examines the impact of transformational leadership, learning goal orientation, and organizational commitment on the willingness to engage in proactive knowledge sharing and lecturer performance at Private Universities (PTS) in the Besuki Raya area of East Java. The study sampled 373 lecturers using purposive sampling. Adopting a quantitative approach with Structural Equation Modeling (SEM) using AMOS 5.0, the study systematically examines the relationships among the variables. The research reveals that transformational leadership has a significant impact on lecturer performance but not on proactive knowledge sharing. Additionally, the study confirmed that organizational commitment and learning goal orientation positively influence proactive knowledge sharing, but the two do not directly influence lecturer performance. The Sobel test confirms that proactive knowledge sharing fully mediates the relationship between learning goal orientation and lecturer performance. Proactive knowledge sharing is pivotal in translating learning goals into performance gains. While transformational leadership directly boosts outcomes, organizational commitment and learning orientation require knowledge-sharing mechanisms to impact performance effectively. Institutions should foster knowledge-sharing cultures through collaborative platforms, training, and mentorship. Leaders must align transformational practices with knowledge-sharing incentives, while policies addressing lecturer retention and professional development can amplify commitment and learning orientation.

**Keywords:** And lecturer performance, learning goal orientation, organizational commitment, proactive knowledge sharing, transformational leadership.

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**Institutional Review Board Statement:** This study involving human participants was reviewed and approved by the Institutional Review Board of Universitas Jember. All participants provided written informed consent prior to enrollment. All procedures were conducted in accordance with the ethical standards of the Declaration of Helsinki and the regulations of the Ministry of Research and Technology/National Research and Innovation Agency of Indonesia.

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## **1. Introduction**

Private Higher Education Institutions of East Java are significant players in building high-quality human resources with the ability to compete in this contemporary global world. The performance of lecturers, being one of the key factors in the PTS setting, is a decisive factor of the quality of higher education [1, 2]. There has been an extensive body of research that has indicated a myriad of factors that can influence lecturer performance. They include transformational leadership, learning goal orientation, and organizational commitment [3, 4]. However, the usual observation in the field is the fact that despite the implementation of these factors, lecturers' performance remains diversified. Amongst the factors able to mediate this relationship are the intention to proactively share knowledge, for which lecturers who proactively share knowledge can be expected to have better performance [5]. Therefore, it is important to study the role of lecturers' intention to proactively share knowledge in mediating the transformational leadership - learning goal orientation-organizational commitment relationship on PTS East Java lecturers' performance.

Theoretically, the relationship between variables in this study is based on the theory of transformational leadership by Bass and Riggio [6] and supported by Abdelwahed et al. [7]. Transformational leadership, based on this theory, has the ability to improve motivation and performance through inspiration and intellectual stimulation. Goal orientation towards learning, as Dweck [8] and Zheng et al. [9] established, is how an individual learns and comprehends new knowledge. The construct has an important role to play in enhancing performance and organizational commitment. Organizational commitment, as Meyer and Allen [10] and Lee et al. [11] defined, encompasses affective attachment, intention to stay in the organization, and compliance with organizational norms that can influence individual performance. Contrarily, the concept of active knowledge contribution is rooted in knowledge sharing theory [12, 13], which stresses the role played by voluntary knowledge sharing in the enhancement of workplace performance and innovation.

The decision to research the objects of the PTS lecturers in East Java is because they play a strategic role in supporting the Tri Dharma of Higher Education. East Java, which is part of the Indonesian provinces with a high volume of PTS, is confronted with huge challenges in maintaining and improving the quality of higher education [14]. The variation in performance of PTS lecturers in East Java indicates that many factors have an effect on performance, including leadership, goal orientation, organizational commitment, and proactive knowledge sharing [15].

The inferences based on research by Abdelwahed et al. [7], Lee et al. [11], Siyal et al. [13], Huang et al. [16], and Zheng et al. [17] state that organizational commitment and transformational leadership are interconnected. Conversely, research by Nguyen et al. [18] found that transformational leadership, in particular for charisma and inspirational motivation dimensions, has no effect on organizational commitment. Despite the immense amount of studies attempting to verify the impact of transformational leadership, learning goal orientation, and organizational commitment towards performance, a knowledge gap persists on how proactiveness, willingness to continue sharing knowledge, functions as a mediator. Previous research has predominantly focused on direct relationships, neglecting to consider mediation mechanisms that could elucidate the process of enhancing lecturer performance. Furthermore, there is a paucity of studies that have integrated these four variables comprehensively within the PTS environment, particularly in East Java.

The primary contributions of this study are as follows: Firstly, it aims to expand the current understanding of the role of knowledge sharing as a mediator in the relationship between transformational leadership, learning goal orientation, and organizational commitment to lecturer performance. Secondly, it seeks to provide empirical evidence on the factors that influence lecturer performance in East Java PTS. Thirdly, it offers practical recommendations for PTS managers to improve lecturer performance through the development of a sustainable knowledge-sharing culture. The novelty of this study lies in the integration of these variables in one comprehensive conceptual model, as well as testing the mediating role of knowledge sharing, which has not been widely investigated before. The objective of this study is twofold: firstly, to examine the influence of transformational leadership, learning goal orientation, and organizational commitment on lecturer performance in East Java PTS; and secondly, to examine the mediating influence of knowledge sharing in this relationship. The study's findings are expected to contribute practical implications for PTS managers to enhance lecturer performance based on these variables.

## **2. Literature Review**

The existing study is based on the Theory of Planned Behavior [19], assuming that human action, like unplanned knowledge sharing, is a function of intentions built by attitudes, subjective norms, and perceived behavior control. The salience of the above theory to the existing study exists on two bases. It first accounts for the manner in which various organizational traits influence lecturers' unplanned knowledge sharing. The factors are transformational leadership, learning goal orientation, and organizational commitment. Second, it emphasizes the influence of the factors on proactively sharing knowledge intention.

The theory applied in this study is Transformational Leadership Theory, Bass and Riggio [6], which asserts that transformational leaders are able to influence and motivate subordinates to perform at a higher level. The theory can be applied to the PTS setting, where transformational leadership affects lecturers to actively share knowledge, thereby affecting their performance.

The Knowledge Sharing Theory Nonaka and Takeuchi [12] posits that continuous knowledge sharing in organizations increases innovation and performance. In the case of this study, the theory defines the mediating effect of the intent to share knowledge voluntarily in the relationship between transformational leadership, learning goal orientation, and lecturer performance commitment.

### 2.1. Relationship of Transformational Leadership to Knowledge Sharing

Where quick change is needed, the role of leaders in an organization or company comes into the limelight. Transformational leadership, being a particular style of leadership, has been shown to play a significant role in knowledge sharing activities by demonstrating traits characteristic of a transformational leader. This assertion is corroborated by the findings of research conducted by Lyons and Bandura [20], Purushothaman, et al. [21], Chen, et al. [22], Lee and Wei [23] and Acquah, et al. [24]. These studies have collectively demonstrated the impact of transformational leadership on knowledge sharing. In light of the aforementioned research, the following Hypothesis 1 (H1) is proposed:

*H<sub>1</sub>: Transformational leadership partially has an effect on the knowledge sharing of lecturers in the Besuki Raya area.*

### 2.2. Relationship Between Transformational Leadership and Performance

Leadership is widely regarded as a significant factor influencing the performance of employees, managers, and organizations. The relationship between leadership and performance, both in terms of employees individually and as team members or overall organizational performance, has been the subject of extensive research, yielding mixed results. Liu et al. [25], Kong et al. [26], Dunger [27], Wei et al. [28], and Ahmed et al. [29] have found that transformational leadership has a significant effect on knowledge sharing. In light of the aforementioned research, the following hypothesis can be formulated:

*H<sub>2</sub>: Transformational leadership partially has an effect on the performance of lecturers in the Besuki Raya area.*

### 2.3. Relationship of Learning Goal Orientation to Knowledge Sharing

Employees who prioritize learning tend to engage in knowledge-sharing activities, driven by a desire to develop their own skills and knowledge. This engagement is evident in their participation in activities that involve the collection and dissemination of knowledge among colleagues. Research findings, as outlined in the works of Medina-Garrido et al. [30], Padave and Kanekar [31], Anand et al. [32], Zong and Tsaur [33], and Yang and Li [34], have concluded that learning goal orientation exerts an influence on innovative performance, with the mediation of knowledge sharing. In light of the aforementioned research, the following hypothesis is proposed:

*H<sub>3</sub>: Learning Goal Orientation partially has an influence on the knowledge sharing of lecturers in the Besuki Raya area.*

### 2.4. Relationship of Learning Goal Orientation to Performance

Employees who are oriented towards learning will endeavor to enhance their performance through various means. Learning goal orientation is associated with the inclination and aspiration of individuals who are committed to ongoing learning to acquire new knowledge, thereby enhancing their work activities. The outcome of this endeavor is evident in the form of enhanced performance. A substantial body of research has identified a link between learning goal orientation and employee performance. Research conducted by Benitez et al. [35], Lee [36], Siegel et al. [37], Han et al. [38], and Vu [39] has consistently concluded that learning goal orientation has a significant impact on performance. In light of the aforementioned research, the following hypothesis is proposed:

*H<sub>4</sub>: Learning Goal Orientation partially has an influence on the performance of lecturers in the Besuki Raya area.*

### 2.5. Relationship of Organizational Commitment to Knowledge Sharing

Organizational commitment is defined as the degree to which an employee identifies with an organization, its goals, and its expectations for remaining a member of the organization. This profound sense of affiliation fosters a connection between the individual and the organization, engendering a sense of belonging that is pivotal in maintaining organizational commitment. Commitment is characterized by a strong belief and support for the values and goals that the organization seeks to achieve. Research conducted by Abou-Shouk et al. [40], Qalati et al. [41], Yue and Thelen [42], Ly [43], and Alqudah et al. [44] has concluded that organizational learning commitment has a significant effect on knowledge sharing. In light of the aforementioned research, the following Hypothesis 5 (H5) is proposed:

*H<sub>5</sub>: Organizational commitment partially has an effect on the Knowledge sharing of lecturers in the Besuki Raya area.*

### 2.6. Relationship of Organizational Commitment to Performance

Organizational commitment, being a strong belief and support in the goals and values of an organization, is one of the critical aspects of organizational behavior. Organizational commitment is a vital ingredient for the functionality of any organization. A high level of commitment has been discovered to have a constructive impact on workers' professional working atmosphere, causing them to direct their best endeavors towards the achievement of the organization. Research conducted by Ohunakin and Olugbade [45], Deng et al. [46], Takeuchi et al. [47], Chowdhury et al. [48], and López-Cabarcos et al. [49] has concluded that organizational learning commitment has a significant impact on performance. In light of the aforementioned research, the following hypothesis (H6) can be postulated:

*H<sub>6</sub>: Organizational commitment partially has an influence on the performance of lecturers in the Besuki Raya area.*

### 2.7. Relationship of Willingness to Continuing Proactive Knowledge Sharing to Employee Performance

Two rationales have been posited to explain how knowledge sharing can enhance employee performance. Primarily, the capacity for enhanced decision-making and coordination is identified as a potential benefit. The role of knowledge sharing in enhancing organizational competence is significant. Research conducted by Godfroid et al. [50], Jindal and Mittal [51], Luo et al. [52], Khan and Abbas [53], and Soomro et al. [54] has concluded that the willingness to engage in proactive knowledge sharing has a significant impact on performance. In light of the aforementioned research, the following hypothesis (H7) is proposed:

*H<sub>7</sub>: Willingness to continue proactive Knowledge sharing partially has an influence on the performance of lecturers in the Besuki Raya area.*

### **3. Methodology**

This study used a descriptive, associative, quantitative, and informal methodological approach. In the quantitative approach, the study examines particular populations or groups by collecting data using research instruments in a methodical manner and analyzing the findings quantitatively or statistically to evaluate preexisting hypotheses [55]. Using sample data that is collected precisely as it is, descriptive research uses data collection techniques to explain or illustrate the object under study. The goals of causality research are to quantify the strength of the relationship between two or more variables and to show the way the independent and dependent variables are related. In other words, causality research draws attention to issues with the cause-and-effect relationship [55].

The transformational leadership indicators (X1) employed in this study align with the framework outlined by Dey et al. [56]. These indicators encompass the following actions: providing examples, offering encouragement for problem solving, inspiring others, and paying attention. The learning goal orientation indicator (X2) employed in this study aligns with the framework outlined by Chen and Shao [57], encompassing the following dimensions: learning from existing work, learning from work teams, learning from failure, and a perpetual pursuit of novel knowledge. The Organizational Commitment indicator (X3) employed in this study aligns with the conceptual framework outlined by Soomro et al. [54], encompassing affective commitment, normative commitment, and continuous commitment. The Willingness to Consider Proactive Knowledge Sharing indicator (Z) used in this study refers to Khan and Abbas [53], namely: Actively expressing ideas, Actively communicating opinions, Actively making recommendations, Sharing expertise, Sharing knowledge, Sharing experiences, Sharing knowledge. Performance indicators (Y) refer to Luo et al. [52] which include Education and Teaching, Research and Community Service activities, which are detailed as follows: Conducting lectures, Serving as an academic supervisor, Guiding Practical sessions in field work, Guiding and co-guiding in producing final assignments, Serving as an examiner in the final exam.

The population of this study comprised all lecturers at the Higher Education Service Institution 7 Surabaya, East Java, with a particular focus on the Besuki Raya area, which encompasses six districts: Probolinggo, Lumajang, Jember, Bondowoso, Situbondo, and Banyuwangi. The total population of lecturers included in this study amounted to 2,653 individuals. The research sample was selected through purposive sampling, with the following criteria: First, the teaching staff at the Higher Education Service Institution 7 Surabaya, East Java, especially in the Besuki Raya area, were selected. Second, the selected higher education institutions were in the form of universities. Third, permanent lecturers, both permanent foundation lecturers and DPK lecturers, with a minimum work period of 2 years and a National Lecturer Identification Number (NIDN), were included. The population and sampling criteria resulted in a sample of 373 lecturers for this study.

### **4. Data Analysis Method**

The data analysis was conducted through the following activities: (1) the organization of analogous data into a tabular format, and (2) the quantitative investigation of the data. The confirmatory approach employed the AMOS (Analysis of Moment Structural) 5.0 software program. The hypothesis test employed in this study is the t-test. Decision-making is informed by the 5% level of significance employed in this study, which dictates that if the observed level of significance is greater than 0.05 and the calculated t value exceeds the tabulated values, then the null hypothesis (H<sub>0</sub>) is rejected and the alternate hypothesis (H<sub>a</sub>) is accepted. This indicates a substantial impact of the independent variables on the dependent variables [55].

### **5. Results and Discussion**

Table 1 indicates that the majority of respondents are between the ages of 20 and 39, suggesting that the younger generation is overrepresented among the lecturer population at PTS East Java. Furthermore, the data reveals a higher proportion of female respondents compared to male respondents, suggesting a balanced gender representation within the academic community. The majority of respondents have 2–10 years of service, suggesting that many lecturers are at an early or middle stage in their careers. The predominant academic position is that of assistant expert, suggesting that many lecturers are at the initial stage of the academic hierarchy. The majority of respondents possess a Master's degree, suggesting a potential for encouragement of qualification upgrades to the doctoral level, with the objective of enhancing the quality of teaching and research.

**Table 1.**  
Respondent Characteristics.

Category	Value	Percentage (%)
Age	20 – 39 Years	51
	40 – 59 Years	47
	> 60 Years	3
Gender	Male	44
	Female	56
Work Period	2 – 10 Years	59
	11 – 20 Years	24.5
	31 – 40 Years	9
	> 41 Years	1
Academic Position	Not Yet Have Academic Position	18
	Assistant Expert	55.5
	Lecturer	21
	Senior Lecturer	5.5
Education Level	Master's degree	85.5
	Doctor's degree	14.5
Total		100%

**Table 2.**  
Descriptive Statistics Results.

Information	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership (X1)	373	7	25	21.5871	3.16840
Learning Goal Orientation (X2)	373	11	25	22.1689	2.30028
Organizational Commitment (X3)	373	6	25	21.9464	2.99234
knowledge sharing (Z)	373	9	25	21.1769	2.78162
Performance (Y)	373	7	25	22.0161	2.54312

As illustrated in Table 2, the arithmetic mean of all variables exceeds 21, based on a maximum scale of 25. This finding suggests that respondents exhibit a favorable perception of transformational leadership, learning goal orientation, organizational commitment, inclination to proactively share knowledge, and performance. The standard deviation value in all variables ranges from 2.3 to 3.1, indicating that there is variation or difference in respondents' views in the moderate category. This finding suggests that, while the overall results are notably high, there is heterogeneity in respondents' perceptions. The mean performance score of 22.0161 indicates that the lecturers at PTS in East Java are performing at a satisfactory level. The significant mean value in all variables lends support to the hypothesis that transformational leadership, learning goal orientation, and organizational commitment have the potential to influence the knowledge sharing, which then has an impact on improving lecturer performance.

**Table 3.**  
Outer Loading.

Variable	Code	Outer Loading
Transformational Leadership (X1)	X1.1	0.796
	X1.2	0.782
	X1.3	0.761
	X1.4	0.839
	X1.5	0.821
Learning Goal Orientation (X2)	X2.1	0.705
	X2.2	0.736
	X2.3	0.742
	X2.4	0.701
	X2.5	0.721
Organizational Commitment (X3)	X3.1	0.819
	X3.2	0.796
	X3.3	0.830
	X3.4	0.854
	X3.5	0.739
knowledge sharing (Z)	Z1	0.748
	Z2	0.766
	Z3	0.792
	Z4	0.781
	Z5	0.706
Performance (Y)	Y1	0.795
	Y2	0.764
	Y3	0.711
	Y4	0.755
	Y5	0.714

As illustrated in Table 3 the loading factor value for all constructs is greater than 0.5. This finding indicates that each research construct in this research model has reliable criteria, thereby substantiating the model's internal validity.

**Table 4.**  
Composite Reliability Result.

Variable	CR
Transformational Leadership (X1)	0.701
Learning Goal Orientation (X2)	0.712
Organizational Commitment (X3)	0.775
Knowledge Sharing (Z)	0.731
Performance (Y)	0.741

As demonstrated in Table 4, the Construct Reliability value for each construct exceeds 0.7. This finding indicates that the criteria for each research construct in this research model are reliable.

**Table 5.**  
SEM Fit Index.

Model fit criteria	Model fit value	Standard	Description
X <sup>2</sup> -chi-square	1291.399	Expected to be greater than X <sup>2</sup> at df = 373 specifically 106.1300	Good
Significance Probability	0.000	≥ 0.05	Marginal
RMSEA	0.000	≤ 0.08	Good
GFI	0.905	≥ 0.90	Good
AGFI	0.962	≥ 0.90	Good
CMIN/DF	2.855	≤ 2 or 3	Good
TLI	0.973	≥ 0.90	Good
CFI	0.916	≥ 0.90	Good

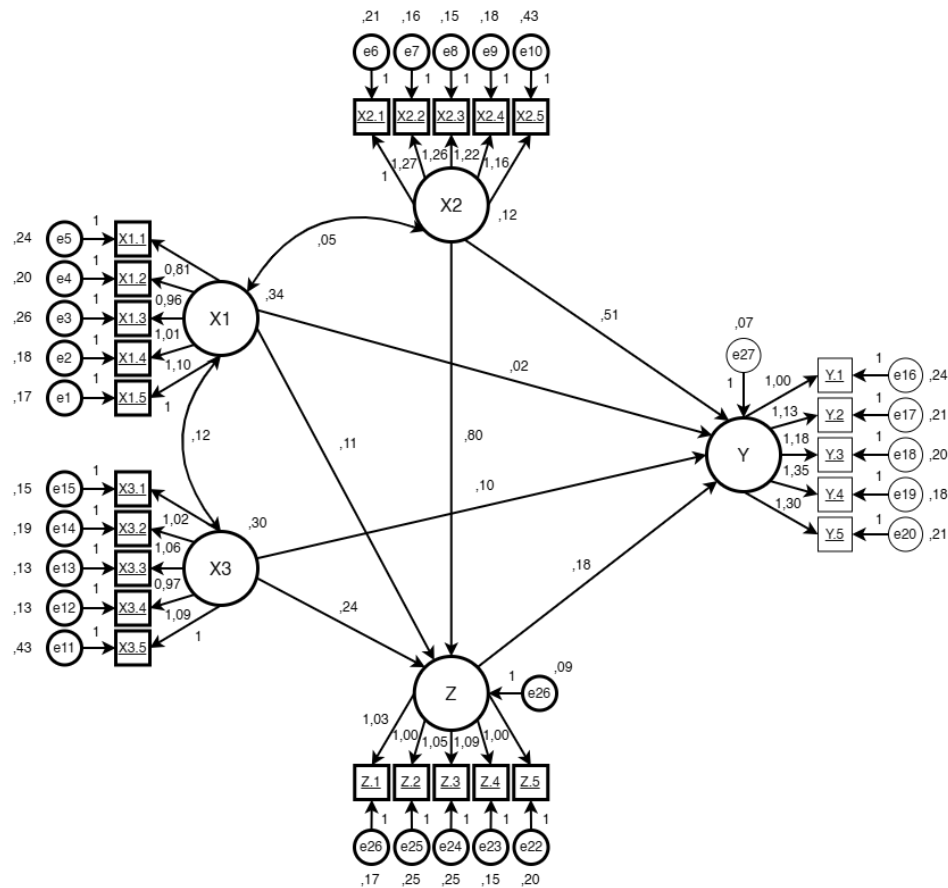
As demonstrated in Table 5, it is evident that of the eight criteria employed to evaluate the feasibility of a model, one criterion is marginal and seven criteria are deemed satisfactory. According to Solimun [58], if one or two GOF criteria have been met, the model is deemed to be good. Consequently, it can be concluded that the model in question is deemed acceptable, signifying a congruence between the model and the data.

Multicollinearity can be identified by examining the determinant of the covariance matrix. A very small value or close to zero indicates multicollinearity or singularity problems, rendering the data unsuitable for research purposes [55]. The results of the multicollinearity test provide a determinant of the sample covariance matrix value of 65.912. This value is significantly higher than zero, indicating that multicollinearity and singularity problems are not present in the analyzed data.

**Table 6.**  
Multicollinearity Test.

Test	Criteria	Results	Conclusion
Determinant of Sample Covariance Matrix	Approaching zero indicates multicollinearity problems	156.659	There are no multicollinearity problems

### 5.1. Structural Equation Modelling (AMOS)



**Figure 1.**  
Result Test.

**Table 7.**  
Hypothesis Test.

Hypothesis	Estimate	S.E.	C.R.	P Value	Conclusion
H1   X1 - Z	0.106	0.042	1.528	0.061	Unsupported
H2   X1 - Y	0.124	0.035	0.676	0.019	Supported
H3   X2 - Z	0.797	0.111	7.154	0.000	Supported
H4   X2 - Y	0.513	0.111	1.616	0.058	Unsupported
H5   X3 - Z	0.237	0.055	4.325	0.000	Supported
H6   X3 - Y	0.099	0.046	1.158	0.091	Unsupported
H7   Z - Y	0.184	0.073	2.533	0.011	Supported

Based on Table 7, it can be seen that Transformational Leadership directly improves lecturers' performance, but does not encourage them to share knowledge proactively. Learning Goal Orientation encourages knowledge sharing, but does not directly improve lecturers' performance. Organizational Commitment increases lecturers' desire to share knowledge proactively, but does not directly affect lecturers' performance. Knowledge sharing plays an important role in improving lecturers' performance, confirming that proactive knowledge sharing behavior can improve their academic performance. These findings indicate that the variable knowledge sharing plays an important mediator in the relationship between independent variables and lecturers' performance.

**Table 8.**  
Sobel Test.

Variable	P-value	Conclusion
X1→Z→Y	0.074	Not significant
X2→Z→Y	0.017	Significant
X3→Z→Y	0.295	Not significant

As demonstrated in Table 8, it can be concluded that knowledge sharing plays a significant mediator role in the relationship between learning goal orientation and lecturer performance ( $X2 \rightarrow Z \rightarrow Y$ ). However, a non-significant mediation effect was observed for the relationship between Transformational Leadership and lecturer performance ( $X1 \rightarrow Z \rightarrow Y$ ), as well as for the relationship between Organizational Commitment and lecturer performance ( $X3 \rightarrow Z \rightarrow Y$ ).

## 6. Discussion

### 6.1. The Influence of Transformational Leadership on the Willingness to Continuous Proactive Knowledge Sharing of Lecturers in the Besuki Raya Area

This finding suggests that the transformational leadership style employed by leaders in several universities is less effective in fostering a willingness to actively implement knowledge sharing. The provision of examples of behavior, ideas, motivation, and direction, as well as activities directly related to effective work practices and the implementation of Tri Dharma, is recommended. Lecturers aspire to promote knowledge sharing through various means. One approach entails the dissemination of the outcomes of training or activities, encompassing information obtained from diverse media sources and official experiences through knowledge-sharing activities that are formally scheduled by their respective institutions and campuses. Despite these efforts, a notable reluctance persists among faculty members to engage in knowledge-sharing activities on a voluntary and active basis. The findings of this study contradict the conclusions of research conducted by Abdelwahed et al. [7], Lee et al. [11], Siyal et al. [13], Huang et al. [16], and Zheng et al. [17], which asserted that transformational leadership exerts an influence on knowledge sharing.

### 6.2. The Influence of Transformational Leadership on Lecturer Performance in the Besuki Raya Area

The findings of the data analysis demonstrate that transformational leadership exerts a partial yet significant influence on lecturer performance. The findings of this study suggest that a transformational leadership style can foster enhanced lecturer performance. Transformational leadership style has been found to enhance lecturers' enthusiasm in implementing Tri Dharma. Transformational leadership fosters a moral responsibility among lecturers, setting an example and serving as a role model, providing creative ideas and direction, and motivating work performance. Consequently, lecturers recognize and feel compelled to provide rewards in the form of work excellence as a form of responsibility. The findings of this study are consistent with those of previous research [2, 18, 59-61], which concluded that transformational leadership has a significant impact on employee performance.

### 6.3. The Influence of Learning Goal Orientation on Knowledge Sharing in the Besuki Raya Area

The result of this hypothesis test shows that learning goal orientation positively and significantly affects proactive knowledge sharing willingness to be continued. Learning goal orientation exhibited by lecturers in the Besuki Raya region has the ability to trigger the activation of knowledge sharing. The disposition to share is expected to be supportive of knowledge and skills transfer. It is a learning environment that supports cooperation and continuous learning, whereby teachers can borrow from ongoing work, work with groups, and continuously learn new things. There is a positive and significant relationship between learning goal orientation and proactive knowledge sharing. The findings of this study are consistent with those of previous research, including studies by Zheng et al. [9]; Lyons and Bandura [20]; Purushothaman et al. [21]; Zahn et al. [62], and Birhanu and Gugssa [63], which concluded that learning goal orientation exerts a significant effect on knowledge sharing.

### 6.4. The Influence of Learning Goal Orientation on Lecturer Performance in the Besuki Raya Area

The finding of the data analysis shows that learning goal orientation does not affect lecturer performance significantly. This finding shows that learning goal orientation is not a significant factor that can enhance lecturer performance in the Besuki Raya region. While it has been observed that learning goal orientation can enhance enthusiasm for learning and increase capabilities, it has yet to achieve the full improvement of performance. Referring to the concept of goal orientation theory, goal orientation can be seen from two perspectives, namely learning goal orientation and performance goal orientation. The former pertains to an inclination or aspiration among individuals to persist in learning for the acquisition of novel knowledge, thereby enhancing their professional capabilities. The emphasis is placed on actions to continue learning through various means, such as knowledge sharing. In contrast, work goal orientation pertains to the inclination of an individual to showcase their expertise (competence) to others. Employees who are performance goal-oriented regard ability as fixed, and they seek to demonstrate their abilities and receive positive assessments from others. This tendency is characterized by a propensity to evade challenging tasks and a proclivity for undertaking work that is perceived to guarantee success. They are reluctant to adopt new approaches that lack a high degree of certainty regarding success, and they regard evaluation as a less lucrative endeavor. This suggests that they are not inherently failing in their roles; rather, they have met the baseline standards of their existing responsibilities. However, there is a limited commitment to enhancing their work performance, both in terms of quality and quantity. This phenomenon can be illustrated by the implementation of the Tri

Dharma, which, despite its integration, has not been accompanied by a substantial enhancement in performance outcomes. This study's findings contrast with those of research conducted by Chen et al. [22], Lee and Wei [23], Acquah et al. [24], Liu et al. [25], and Kong et al. [26], which concluded that learning goal orientation has a significant effect on performance.

#### *6.5. The Influence of Organizational Commitment on Knowledge Sharing of Lecturers in the Besuki Raya Area*

The findings of the study demonstrate a substantial relationship between organizational commitment and the propensity to engage in proactive knowledge sharing. The results of the study indicate a significant influence. A strong organizational commitment fosters a sense of contentment and pride in working at a specific university, along with a sense of obligation to be loyal and perform well to achieve optimal results. This is because the success of each individual lecturer contributes to the overall success of the organization. Achieving optimal performance and meeting the constantly evolving minimum standards for lecturer performance, both in terms of quantity and quality, necessitates continuous enhancement of competence. The enhancement of competence can be achieved through a variety of activities, including further study, attendance at training workshops, and the completion of competency tests in specific areas of expertise. Additionally, knowledge-sharing activities can contribute to this enhancement. The institution (PTS) has the capacity to formally schedule knowledge sharing activities, or to facilitate them informally through light discussions, for example, between teaching hours or during working hours. It is imperative to cultivate and enhance the commitment of lecturers to proactively and consistently engage in knowledge sharing. This is predicated on the assumption that the knowledge acquired through these means will subsequently be integrated into their performance. The present study lends support to the research conducted by Dunger [27], Wei et al. [28], Ahmed et al. [29], Medina-Garrido et al. [30], and Padave and Kanekar [31], which posits a significant relationship between organizational commitment and knowledge sharing.

#### *6.6. The Influence of Organizational Commitment on Lecturer Performance in the Besuki Raya area*

The findings of the study suggest that organizational commitment does not exert an influence on the performance of lecturers in the Besuki Raya area. This finding is noteworthy, as previous studies and theoretical frameworks generally suggest that organizational commitment exerts a significant influence on performance. This finding suggests that when lecturers exhibit a strong organizational commitment to their institution (university), their individual performance tends to improve, which in turn positively impacts the institution's overall performance. Conversely, when lecturers demonstrate a weak organizational commitment, their performance, and consequently that of the institution, tends to decline. The findings of this study contradict those of prior research conducted by Anand et al. [32], Zong and Tsaur [33], Yang and Li [34], Benitez et al. [35], and Lee [36], which asserted that organizational commitment impacts performance.

#### *6.7. The Influence of Knowledge Sharing on Lecturer Performance in the Besuki Raya Area*

The findings of this study indicate that a willingness to engage in proactive knowledge sharing is associated with enhanced lecturer performance. Individuals who are learning-oriented tend to be more involved in knowledge-sharing activities because they are interested in developing their own skills and knowledge, as well as sharing knowledge with their colleagues. The implementation of these knowledge-sharing activities is expected to contribute to enhanced performance in their professional endeavors. The findings of this study align with those of research conducted by Siegel et al. [37], Han et al. [38], Vu [39], Abou-Shouk et al. [40], and Qalati et al. [41].

#### *6.8. The Role of Willingness to Continuous Proactive Knowledge Sharing in Mediating The Influence of Transformational Leadership on Lecturer Performance in the Besuki Raya Area*

The findings from the data analysis show that the tendency to disseminate knowledge in a proactive manner on a consistent basis does not serve as a mediator or intervening variable. The implication of the analysis is that transformational leadership directly influences lecturer performance. The leadership style applied in this research, characterized by its transformational style, has been found to provide instructions, direction, illustrations, and encouragement to lecturers, thereby motivating them towards actualization of their optimum performance. The exemplary behavior of the leader is a motivational and inspirational factor that encourages lecturers to do their best. The existing leadership style has been found to directly encourage moral responsibility among lecturers to carry out the Tri Dharma well and to always try to improve their performance.

#### *6.9. The Role of Knowledge Sharing in Mediating the Influence of Learning Goal Orientation on Lecturer Performance in the Besuki Raya Area*

The results of the data analysis demonstrate a significant influence, and knowledge sharing has the capacity to mediate or act as an intervening variable. The conclusion drawn from this analysis is that learning goal orientation exerts a substantial influence on lecturer performance, which is mediated or facilitated by knowledge sharing. The learning goal orientation exhibited by lecturers in the Besuki Raya area fosters awareness and motivates them to engage in knowledge sharing (knowledge sharing). The integration of new knowledge and information into the execution of Tri Dharma is expected to yield optimal performance outcomes. The Sobel test's criteria stipulate that in instances where the independent variable exerts an insignificant influence on the dependent variable in the absence of mediation, and the mediating variable demonstrates a substantial mediating effect on the dependent variable, a full indirect effect is to be expected. In accordance with the aforementioned Sobel test criteria, knowledge sharing functions as a full mediating variable.

#### 6.10. The Role of Knowledge Sharing in Mediating the Influence of Organizational Commitment on Lecturer Performance in the Besuki Raya Area

The findings of the data analysis confirmed that there was no significant effect, and the intention to continue with proactive knowledge sharing could not mediate or act as an intervening variable. Thus, it can be inferred that organizational commitment directly affects performance. However, the hypothesis was not supported that organizational commitment significantly affects performance. This finding warrants more research, particularly in the light of the current theoretical framework and findings of previous studies that indicate a positive correlation between organizational commitment and employee performance. Therefore, there is a strong appeal to explore areas that would enhance the organizational commitment of lecturers in the Besuki Raya area, particularly their desire to remain at the PTS where they are employed. However, it needs to be underlined that among lecturers of the Besuki Raya region, there exist some who demonstrate an intention to leave and migrate to other institutions offering more decent remuneration. Thus, proper strategies and regulations concerning this process need to be developed.

### 7. Conclusion

Findings of the research show that transformational leadership variables do not influence the intention to extend proactive knowledge sharing. However, they affect lecturer performance. Specifically, learning goal orientation affects the intention to extend proactive knowledge sharing but not lecturer performance. Similarly, organizational commitment affects the intention to extend proactive knowledge sharing but not lecturer performance. The study confirms that proactive knowledge sharing willingness to persist does not have a significant mediating effect on the transformational leadership-performance relationship, as well as the organizational commitment-performance relationship, of lecturers in the Besuki Raya region. Proactive knowledge sharing has been confirmed to play a mediating role in shaping the learning goal orientation and full mediation.

The motivation to participate in continuous proactive knowledge sharing is a major mediating variable, particularly between learning goal orientation and lecturer performance. Transformational leadership directly affects lecturer performance but does not promote active knowledge sharing. Learning goal orientation and organizational commitment, however, have been discovered to promote knowledge sharing but without directly affecting lecturer performance. To enhance lecturer performance within Private Higher Education Institutions, there should be a strategy that will foster a culture of continuous knowledge sharing and transformational leadership that is more knowledge sharing practice-oriented.

The consequences of this research are the following: For PTS East Java, an encouragement of an active knowledge sharing culture by training, seminars, and collaboration between lecturers is a performance-improvement measure. PTS leaders have to create an organizational culture that fosters knowledge sharing and innovation. Further, PTS leaders must encourage higher learning goals orientation through ongoing professional development programs. The theoretical implications of this study are twofold. First, it enriches the understanding of the role of knowledge sharing as a mediator in the relationship between transformational leadership, orientation of learning goals, and organizational commitment to lecturer performance. The findings of this study lend support to the theory of planned behavior [19] which posits that knowledge-sharing behavior is influenced by intentions, attitudes, and subjective norms. This study contributes to the existing body of knowledge by providing empirical evidence that the orientation of learning goals significantly encourages knowledge sharing. However, the study's findings also highlight an important limitation: the orientation of learning goals does not directly impact performance without a mediator.

The limitations of this study are as follows: This study was only conducted in the Besuki Raya area in East Java, so the results may not be generalizable to all of Indonesia. The sample size was limited to 373 lecturers, which may affect the representation of the entire population of PTS lecturers. The study only reviewed the relationship between transformational leadership, learning goal orientation, organizational commitment, knowledge sharing, and lecturer performance without considering other variables such as organizational culture or intrinsic motivation. Data were collected during a specific period (cross-sectional), which limits understanding of the dynamics of the relationship between variables in the long term. Further research should be conducted in other regions in Indonesia or expand the sample to PTS in various regions to increase the generalizability of the results. Additional variables such as intrinsic motivation, organizational culture, or emotional intelligence should be included as factors that can influence the relationship between the main variables. A longitudinal approach should be used to observe the dynamics of the relationship between variables over time. The role of other mediators should be analyzed, or moderation should be explored that can strengthen or weaken the relationship between the independent and dependent variables.

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