ICATECH 1 - IWB

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The Role of Knowledge Sharing and Learning Orientation in Improving Innovative Work Behavior among Millennials in Indonesia

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Abstract. Knowledge sharing is defined as the exchange of information and expertise in an organization. It is also known that innovative work behavior relates to the ability and willingness to produce ideas and skills to work using these ideas, while learning orientation is an organizational value associated with the tendency of organizations to utilize knowledge. The purpose of this study is to determine the effect of knowledge sharing and learning orientation on innovative work behavior among millennials in Indonesia. In addition, this research was conducted with quantitative approach with questionnaire-based survey involving 246 respondents. Using partial least square, the finding of this explanatory research implies that learning orientation does not have an influence on innovative work behavior. However, knowledge sharing has a significant effect on innovative work behavior.

Keywords: knowledge sharing, innovative work behavior, learning orientation, millennials

1. Introduction

Innovation is nowadays required to support human capital as well as technology to significantly contribute in nation's economic growth. Innovation, along with its creativity feature, has been a key to the economic added value in delivering products and services to the wider global market to gain the higher profit for the company. In the smaller scale, innovation also plays an important role in improving the performance of an enterprise. For instance, management innovation can strongly promote the optimization of operational and production and become positively impactful on the competitive advantage in the middle of emerging market [1].

Indonesia as the largest country in Southeast Asia has a great opportunity to increase innovation because of the greater support of the human resources. However, ironically, based on an assessment conducted by the Global Innovation Index (GII) in 2019, Indonesia is still left behind from other ASEAN countries. Indonesia is ranked seventh among other Southeast Asian countries and eighty-fifth in the word in terms of innovation activities. The most important indicators in evaluating innovation activities formulated by GII are research and development investment, the number of international patents, brands owned by a country, application development on mobile phones, and exports of high-tech products. The GII report shows that countries prioritizing innovation in their policies are successful in raising their rankings significantly [2]

Dziallas and Blind [3] explain that the level of innovation produced by a company or a country through a process begins with innovative work behavior. Dereli's research [4] also explains that global competition and competitive advantage also start from innovation management so that it affects the work behavior of innovative human resource companies and ultimately increases innovation of the products or services produced. Furthermore, it is strongly recommended for developing country such as Indonesia to encourage the workers, regardless the industrial sector, to sharpen their innovative work behavior to support the enterprise as well as the industry. This recommendation is formulated due to the consideration the demographic bonus that Indonesia will face between 2020- 2040 [5].

During the demographical bonus, Indonesia will be equipped with productive generations who actually can support major and minor industries. There productive batch will be dominated by millennials who were born between 1981 and 1995. In other words, this advantage cannot be executed without the significant role and contribution of the millennials [5]. Moreover, one of the keys to maximize the advantage during Indonesia's demographical bonus is to improve the innovation capacity of each individual worker which is also known as innovative work behavior.

Chatchawan, Trichandhara, and Rinthaisong [6] states that innovative work behavior can be influenced by learning orientation. In this context, learning orientation is an activity that encourages workers to learn deeper about various things related to work. The learning outcomes carried out by workers also give insight so that it affects innovation at work then lessons learned stimulates workers to understand various work materials which enable them to generate various alternative solutions to the problems encountered. According to the results of empirical study conducted by Akram, Haider, and Hussain. [7] and Chatchawan et al. [8], innovative work behavior can be influenced by knowledge sharing and knowledge sharing is also able to encourage workers to improve learning orientation. This study also found that knowledge sharing influences innovative work behavior, but the difference is in the magnitude of the effect of knowledge sharing on innovative work behavior. Statistical test results in the study of Akram et al[7] it is known that the effect of knowledge sharing on innovative work behavior is 52.5%, while the research of Hassan, Asif, Waqar, Khalid, and Abbas [8] found that the effect of knowledge sharing on innovative work behavior was 54.5%. Likewise with the research of Ologbo, Nor, and Kwakye [9],it was found that the effect of knowledge sharing on innovative work behavior was 57%, but in the research of Phuong Linh, Nguyem, and Tran [10], with the finding that the effect of knowledge sharing on innovative work behavior only 12.4%. Based on the magnitude of the different influences between the variables of each of these studies shows there are still gaps in the results of research on the effect of knowledge sharing on innovative work behavior.

2. Research Questions and Objective

The research questions of this study can be formulated as the following:

RQ1: Does *knowledge sharing* give significant impact to *innovative work behavior* among millennials in Indonesia?
RQ2: Does *knowledge sharing* give significant impact to *learning orientation* among millennials in Indonesia?
RQ3: Does *learning orientation* give significant impact to *innovative work behavior* among millennials in Indonesia?
RQ4: Can learning orientation play the role as the intervening variable between *knowledge sharing innovative work behavior*?

According to research questions above, the purpose of this study is to examine and analyze the relationship between knowledge sharing and innovative work behavior, learning orientation and innovative work behavior, and knowledge sharing and leaning orientation.

3. Literature Review

3.1. Innovative Work Behavior

Hughes, Rigtering, Covin, Bouncken, and Kraus [11] define innovative work behavior as individual behavior aimed at achieving initiative and introduction of ideas (work, group or organizational roles), new and useful processes, products, or procedures. While Scott and Bruce [12] define innovative work behavior related to the ability and willingness to produce ideas and hone skills to work using these ideas. Jong and Hartog [13] define innovative behavior as individual activities aimed at introducing new and useful ideas related to processes, products, or procedures. According to Bagheri and Morteza [14] innovation behavior is a simple behavior; it can be interpreted as a breakthrough related to new things.

In addition to some definition above, Meza and Joaquin [15] says that innovation can also create competitive advantage and is a means of survival in the face of an uncertain competition environment. Meanwhile, Ayranci [16] states that innovative behavior is an individual's ability that can be learned and includes several dimension such as the ability to think differently from other individuals, sensitive to problems and information gaps, find solutions to problems, formulate new assumptions and analyze the results of existing assumptions. From some of the definitions above it can be concluded that innovative work behavior is a work behavior oriented to developing a job in a new way and different from the others. To measure innovative work behavior, according to Jong and Hartog [13], there are four dimensions that can be used in the measurement. idea generation which includes the willingness to pay attention to new issues and interest to improve things at work; Idea Exploration which involves the ability to find new work methods and techniques, the ability to generate correct ideas for a problem, the ability to find new ways to get work done; championing ideas which include the ability to encourage other individuals to be enthusiastic in innovating, the ability to convince people to support innovative ideas; and idea implementation as measured by the willingness to introduce innovative ideas systematically in work practices, contributions to the implementation of new ideas and efforts in developing new things.

3.2. Knowledge Sharing

Knowledge sharing is defined as the exchange of information and expertise within an organization [17]. Numerous studies have shown that knowledge sharing has an important role because it enables organizations to improve innovation performance and reduce excessive learning efforts [18]. Knowledge sharing is considered as a key element in organizational competitiveness and growth; therefore, knowledge sharing is one of the keys to organizational survival [19]. In addition, knowledge sharing is an important method for gaining and creating knowledge in the workplace. This is a core element of knowledge management, to achieve successful knowledge management, it must be able to run knowledge sharing because sharing knowledge has an important role [20].

Knowledge sharing can be seen from two dimensions of measurement, namely knowledge donating and knowledge collecting [19]. Knowledge donating can be defined as the process of individuals in communicating their personal intellectual capital to others. This dimension includes a willingness to share new knowledge with others, an assessment of the willingness of colleagues who are able to share new knowledge, and perceptions of a work environment accustomed to a knowledge sharing culture. Meanwhile, Knowledge collecting is defined as the process of consulting with colleagues to encourage them to share intellectual knowledge. This dimension can be measured by indicators, namely the willingness to share information when needed, the willingness to share abilities when needed, perceptions of the workplace that can share knowledge and abilities when needed.

3.3. Learning Orientation

Learning orientation is defined as an organizational value associated with the tendency of organizations to utilize knowledge [21]. Learning orientation has a focus on the acquisition of potential knowledge that is beneficial to the organization and provides information and information dissemination systems as a mechanism where learning occurs [22]. In addition, learning orientation is a company orientation that has principles on efforts to identify and exploit learning [15]. Companies that have a strong learning orientation will be more willing to take risks, and not just stick to past strategies [24]. In a dynamic environment like today, learning orientation is clearly very important for the survival of the company.

There are three dimensions that can be used to measure learning orientation, namely commitment to learning, shared vision, and open mindedness [22]. Commitment to leaning refers to the extent to which an individual places value on learning. This dimension includes awareness of the importance of learning is one of the keys to excel in competing, an awareness of the importance of learning is a means for self-development, an awareness that learning is an investment not a burden, awareness that learning as capital

for career continuity. Open mindedness refers to the extent to which individuals are proactively open to long-term routines, assumptions, beliefs and are able to learn from experiences of past successes and failures. This can be measured through openness to criticism of others, openness to the way to perceive other's personalities. The last dimension described by Wang [22] is shared vision. Shares vision refers to an individual's assessment of the goals held by his place of work. However, in this study the assessment of the company is not conducted since in this study the focus of the research subject which is millennials.

4. Hypothesis Development

This study aims to examine the effect of knowledge sharing and learning orientation on innovative work behavior among millennials workers in Indonesia. The conceptual framework of this study can be seen on the following chart:

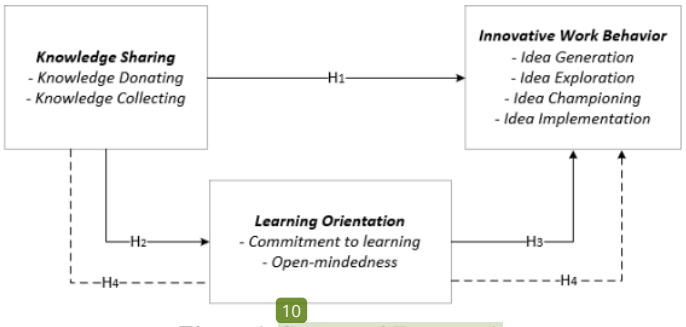

Figure 1. Conceptual Framework

Based on Figure 1, the research hypotheses can be determined as follows:

(H1): Knowledge sharing gives significant contribution to improve innovative work behavior
(H2): Knowledge sharing gives significant contribution to strengthen learning orientation
(H3): Learning orientation gives significant contribution to improve innovative work behavior
(H4): Learning orientation can play an intervening role between knowledge sharing and innovative work behavior

5. Methodology

In this study, the population used is millennial generation or commonly referred to as generation Y, born in 1980-1995 [24]. This questionnaire was distributed using Google Form. A total of 297 sets of answers were received from research respondents from April 25 to April 30, 2020. The data collected included the year of birth, gender, education, domicile, and occupation. Due to some eliminations, finally, the number qualified respondent reached 246. These 246 observations were distributed in western Indonesia (175) and eastern Indonesia (71) with millennials born in 1991-1995 as a dominating sample (154 observations) while those who born in 1986-1990 took part in 68 observations and senior millennials (born in 1980-1985) contributed in 24 observations. This study also required employed millennials to fill the questionnaire and the occupations identified from these millennials are entrepreneur (86), private company worker (81), professionals (40), civil servant (13), and others (26).

This study was conducted under the quantitative approach using five-score Likert scale questionnaire. Then, the answer collected was included to the data pre-processing step. In addition to setting all the variables as latent variables, we placed learning orientation as the intervening variable while knowledge sharing as the independent variable and innovative work behavior as dependent variable, furthermore, partial least square (PLS) were chosen to test the hypothesis. Although the portion is not evenly distributed, we still decide to analyze in Multi Group Analysis (MGA) later. Finally, we can conclude

that the various jobs of millennial respondents are from various professions and can represents some different industry.

Table 1 Measuremant and Evaluation Model

Variable and AVE Score	Indicator	Description	Factor Loading	Remark
Innovative Work Behavior (IWB)	**Composite Reliability =0.884**			**Reliable**
(AVE = 0,521)	IWB02	Intention to improve things at work	0.588	**Valid**
	IWB03	Ability to find new methods, techniques, and instruments of work	0.69	**Valid**
	IWB04	Ability to come up with the right idea	0.711	**Valid**
	IWB05	Ability to find new ways to get work	0.686	**Valid**
	IWB06	Ability to encourage organizational members to be enthusiastic in innovating	0.728	**Valid**
	IWB07	Ability to convince people to support innovative ideas	0.773	**Valid**
	IWB08	Ability to introduce innovative ideas systematically in work practices	0.817	**Valid**
	IWB09	Ability to contribute to the implementation of new ideas	0.746	**Valid**
	IWB10	Ability to try to develop new things	0.734	**Valid**
Knowledge Sharing (KS)	**Composite Reliability =0.856**			**Reliable**
(AVE = 0,578)	KS01	Willingness to share new knowledge with others	0.674	**Valid**
	KS02	Colleagues are willing to share new knowledge	0.804	**Valid**
	KS03	Work environment is accustomed to a knowledge sharing culture	0.74	**Valid**
	KS04	Willingness to share information when someone needs it	0.769	**Valid**
	KS05	Willingness to share abilities when needed	0.791	**Valid**
	KS06	Having a workplace that can share knowledge and abilities when needed	0.775	**Valid**
Learning Orientation (LO)	**Composite Reliability =0.866**			**Reliable**
(AVE = 0.600)	LO01	Awareness of the importance of learning as one of the keys to excel in competition	0.769	**Valid**
	LO02	Awareness of the importance of learning as a means for self-development	0.8	**Valid**
	LO03	Awareness of the importance that learning is an investment is not a burden	0.771	**Valid**
	LO04	Awareness of the importance that learning is a capital for career continuity	0.825	**Valid**
	LO05	Openness to other people's criticism	0.698	**Valid**
	LO06	Openness to how to look at other people's personalities	0.777	**Valid**

Assessment of the research instruments in terms of validity and the reliability was conducted. A validity test is performed by assessing if the factor loading of each indicator greater than 0.5 as the acceptable minimum value [25]. Meanwhile the reliability test is conducted by assessing if the reliability value greater than 0.7 as the acceptable minimum value [26]. Using Smart PLS 3.0, table 1 indicates that the AVE value of the three variables has met the minimum requirements of 0.5 with each AVE value 0.521, 0.578, and 0.600 for IWB, KS, and LO. In addition, the outer loading value of each indicator on each variable has more than fulfilled the requirements of more than 0.5. Thus, indicators shown above can be declared valid. Valid indicators are indicators that are said to be able to measure latent variables. In this study, IWB01 (the ability to pay attention to new issues) cannot be used to measure or explain innovative work behavior because values below 0.5 have been removed in the first PLS running. In addition to validity test, table 1 also shows measurements in Cronbach's Alpha score. In general reliability of less than 0.60 is considered acceptable, while in the range of 0.70 is acceptable and those above 0.80 are good [27]. Since the Cronbach's Alpha which are owned by each variable are more than 0.80, all the variables in this study can be considered reliable.

6. Result dan Finding

The next step of the analysis is to interpret the coefficient of determination that is indicated in the R^2 score (Figure 2). Based on the bootstrapping calculation results, the R^2 value of the innovative work behavior and learning orientation are 0.374 and 0.391, respectively. This means that the value of the innovative work behavior variable affected by knowledge sharing is 37.4%, while the remaining 62.6% is explained by other variables outside the proposed model. In addition, this also means that the value of learning orientation that is influenced by knowledge sharing is 39.1%. The remaining 60.9% can be explained by other variables outside this research model. Both R^2 values are included in the low category as well because they are in the range of 0.25-0.50.

Table 2 Outer Model Evaluation

Hypothesis	Path	Path Coefficient	t-statistics	p-values	Remarks
H_1	KS → IWB	0.532	7.746	0.000	Supported
H_2	KS → LO	0.626	13.434	0.000	Supported
H_3	LO → IWB	0.116	1.645	0.101	Not Supported
H_4	KS → LO → IWB	0.075	1.392	0.165	Not Supported

Significance > 1.96

According to Table 2. with a path coefficient of 0.532. the knowledge sharing variable has a positive and significant effect on innovative work behavior because the p-value is 0.000 and the T-statistic value is 7.746 which means the p-value <0.05 and T-statistic> 1.96. Then it can be concluded that H1 was accepted. In addition, with a path coefficient of 0.626. the knowledge sharing variable has a positive and significant effect on learning orientation because the p-value is 0.000 and the T-statistic value is 13.434 which means the p-value <0.05 and T-statistic> 1.96. Then it can be concluded H2 is accepted.

In the other contrary side, learning orientation has no significant effect on innovative work behavior since the p-value is 0.101 and the T-statistic value is 1.645 p-value> 0.05 and the T-statistic is <1.96. Then it can be concluded that H3 is rejected. In addition, the indirect effect calculation shows that knowledge sharing has no significant effect on innovative work behavior through learning orientation. This can be seen from the p-value of 0.165 (> 0.05) and the T-statistic value of 1.392 (<1.96). both of which do not meet the significance requirements. In addition. the path coefficient value of 0.075 can be considered small compared to the direct effect which means that this effect is still positive but does not have a significant effect or strength of influence in it. Based on the results of this calculation. it can be concluded that H4 is rejected / not accepted.

Finally, a multi-group analysis (MGA) test was conducted to explain the group of millennial workers based on geographical areas, namely western Indonesia, and eastern Indonesia. According to table 2 it can be seen that the distribution of respondents in this study were 175 millennial workers in western Indonesia namely Sumatra, Java, Bali, and Kalimantan and 71 millennial workers in eastern Indonesia which included Sulawesi, Nusa Tenggara, Maluku and Papua. Table 3 explains the t-value and p-value relationships between variables in both groups of millennial workers geographically. Significance requirements for MGA still use the same cutoff value for evaluating the inner model, namely T-Statistics> 1.96 or p-value <0.05. It can be identified that the results of the significance for the paths of influence on this MGA both in the West and East Indonesia groups have the same conclusions with the evaluation of the inner model in the hypothesis test of this study that KS has a significant positive effect on IWB, KS has a positive effect significant to LO, and LO has no significant positive effect on IWB.

Table 3 *Multi Group Analysis Result*

Path	**Item**	**Western Indonesia**	**Eastern Indonesia**
KS→LO	*T-Statistics*	11,490	9,357
	P-Value	0,000	0,000
	Remarks	Significant	Significant
KS→IWB	*T-Statistics*	6,522	3,256
	P-Value	0,000	0,001
	Remarks	Significant	Significant
LO→IWB	*T-Statistics*	1,129	1,139
	P-Value	0,259	0,255
	Remarks	Not Significant	Not Significant

The explanation above that the effect of learning orientation on innovative work behavior does not have a strong impact on innovation owned by millennials in both western and eastern Indonesia. Another thing that can be revealed is that knowledge sharing is something that can directly influence innovative work behavior in millennial generation workplaces in western and eastern Indonesia. However, the findings of this study also explain that the influence of knowledge sharing more strongly influences innovative work behavior among millennials in Western Indonesia than in Eastern Indonesia. This can be identified from the magnitude of the T-statistic value of the KS-IWB path (6,522 for Western Indonesia and 3,256 for Eastern Indonesia).

7. Discussion

This study found that knowledge sharing has a positive and significant effect on innovative work behavior. With knowledge sharing workers can contribute to innovative work behavior. For example, work requires a habit of innovation in order to develop the company to achieve the company's vision and mission. This illustrates that every individual needs a variety of knowledge from many sources to innovate in carrying out their duties and responsibilities. The results obtained from this study are in line with the findings of previous research conducted by Lin [19] and Suprapto et al. [28] which explains that knowledge sharing is considered a key element in competitiveness and organizational growth. Therefore, knowledge sharing will be very useful for the survival of the organization. In this study it was found that sharing knowledge can have an influence on someone in innovating in the company.

In the second hypothesis test, it was found that knowledge sharing has a positive and significant effect on learning orientation. With the knowledge sharing millennial workers can gain knowledge from other fellow workers and share their knowledge with other workers who are in need. In addition, millennial workers can apply learning orientation as a medium to increase knowledge so that more knowledge or knowledge can be applied in the duties and responsibilities of the company. For instance, in organization a leader can implement knowledge sharing activities with his subordinates and apply a learning orientation to build a stronger learning organization within the organization. Other results, in this study indicate that learning orientation does not significantly influence innovative work behavior because the

t statistic value is less than 1.96 so it is not as expected as only 1.645. It can be said that in this study the effect of learning orientation on innovative work behavior still cannot be used as a guide in innovating in developing an organization.

8. Conclusion

There are four main summaries to conclude this study. Firstly, knowledge sharing activities carried out by millennial workers can increase the capacity of innovative work behavior in their respective professions. In other words, the higher the knowledge sharing an individual has, the higher the work behavior of the individual. This is due to the first hypothesis which reads "Suspected knowledge sharing has a significant effect on innovative work behavior" is supported. Secondly, knowledge sharing activities performed by millennial workers can stimulate the capacity of learning orientation in their profession at the workplace. This also means that the higher the knowledge sharing owned by an individual, the higher the learning orientation of the individual. This is because the second hypothesis is accepted. Third, learning orientation among millennial workers in Indonesia has not been able to increase the capacity of innovative work behavior to support their work. This indicates that learning orientation is not a factor that can influence the capacity of innovative work behavior among millennial workers in Indonesia. Finally, the indirect effect from knowledge sharing to innovative work behavior shows that learning orientation cannot play the mediating or intervening role to boost the influence.

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