



Building Knowledge Sharing: The Role of Empowering Leadership, Trust, and Organizational Commitment

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ABSTRACT

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Research Aims: This study aims to examine how to implement knowledge sharing by looking at empowering leadership, trust, and organizational commitment to private university lecturers in East Java.

Design/methodology/approach: The type of research used is explanatory research, namely explaining the position of influence of the independent variables and dependent variables in the hypothesis. The population of this study were private university lecturers in East Java. Questionnaires were distributed online using purposive sampling techniques and 230 questionnaires were analyzed. Partial Least Square is used for data analysis.

Research Findings: The results of the study reveal that empowering leadership and trust affects the success of knowledge sharing. In addition, organizational commitment has succeeded in mediating empowering leadership and trust which indirectly affects knowledge sharing.

Theoretical Contribution/Originality: The practical implications can be used as consideration for the management of private universities in creating knowledge sharing for lecturers.

Keywords: Empowering Leadership; Trust; Organizational Commitment; Knowledge Sharing

Introduction

Nowadays, knowledge is one of the main factors for success and maintaining a competitive advantage. Knowledge plays an essential role in the organization. Knowledge is the basis for generating new knowledge. Knowledge conveyed effectively will benefit all individuals involved in the organization regarding how to

solve various problems, create new ideas, and implement them in the form of policies (Noerchoidah, Mochlas, Indriyani, & Arianto, 2022).

Higher education is an organization that creates knowledge continuously and sustainably. Universities have a crucial role in managing their intellectual property, which will impact the creation of innovative and superior universities (Mustapha, Evangelista, & Marir, 2023). According to Duc (2019), universities play a role through creative human energy and advanced scientific abilities. At universities, human resource activities strongly depend on interactions among lecturers, students, and stakeholders. Therefore, it is essential to create a culture of knowledge sharing (Budiadnyana, 2021). The universities must have the ability to manage available academic information systems that can support assignment activities, materials, and other university activities. However, several studies have found low intention for knowledge sharing among lecturers (Srivastava & Pradhan, 2019).

Lecturers are the spearhead and one of the most valuable assets owned by universities since lecturers represent their institution in creating knowledge. Lecturers as one of the university's resources, apart from having explicit knowledge, they also have tacit knowledge (Gamble, 2020).

Knowledge sharing is an activity of exchanging knowledge with colleagues to increase one's knowledge (Hooff & Ridder, 2004). Knowledge sharing is not a dictated behavior but can only be encouraged and facilitated. Individuals can utilize knowledge effectively if they can absorb knowledge and are willing to share knowledge with others (Noerchoidah & Harjanti, 2019). It means that knowledge sharing is a voluntary act conducted by individuals to exchange knowledge (Noerchoidah, Harjanti, Dwiarta, & Suprpto, 2023).

The creation of knowledge sharing is due to trust (Kmieciak, 2021). Knowledge sharing can run well if there is trust between colleagues. Knowledge owners prefer to share knowledge with trusted people. Ouakouak & Ouedraogo (2019) confirmed that knowledge sharing would not occur if there is no trust between individuals in the organization.

Empowering leadership is a factor that can influence the occurrence of knowledge sharing. Therefore, it is crucial to increase knowledge sharing seems to depend on the leadership role of specific organizational units (Kaffashan, Hadadian, Joyame, & Malakooti, 2020). Empowering leadership is a leader who cares about his subordinates, can communicate effectively and can provide inspiration (Singh & Rangnekar, 2020).

Organizational commitment is a significant factor in facilitating knowledge sharing (Curado & Vieira, 2019). Organizational commitment is an employee's attachment to his organization and desire to exert all efforts on behalf of his organization (Allen & Meyer, 1997). When individuals are committed to their organizations, individuals will accept and believe in the goals of their organizations so that individuals will be willing to give more effort to the organization.

Many studies show that trust is an essential element of knowledge sharing, but there are still some potential problems. First, contradictory results are still found



in the relationship between trust and knowledge sharing. For example, Kacperska and Lukasiwicz (2020) proved that stronger trust can increase knowledge sharing. Other empirical evidence states that better trust does not affect the willingness to share knowledge (Chow & Chan, 2008; Chiang, Han, & Chung, 2011). Furthermore, it was found that trust has no impact on employee commitment to the organization (Vanhala et al., 2016). Another study explains that higher levels of trust can positively affect organizational commitment (Rédha, Yasser, Brahim, & Chatt, 2022; Alomran, Ahmed, Kassem, 2024).

Based on previous research, empirical research gaps were still found, making it interesting to carry out further research. The current research follows up on this research gap by focusing on empowering leadership, trust and organizational commitment as mediating variables. Regarding the importance of individual and organizational factors in knowledge sharing, this study focuses on empowering leadership, trust, and organizational commitment. This study aims to develop a detailed understanding of the influence of empowering leadership and trust on knowledge sharing and the mediating influence of organizational commitment among lecturers of private universities in East Java.

This research uses social exchange theory to support the relationship between empowering leadership, trust, and organizational commitment with knowledge sharing. Social exchange theory (Blau, 2017) refers to the relationship of two or more parties (employees and organizations), manifested by sharing resources and expecting rewards in the future.

Literature Review

Social Exchange theory

Social exchange theory is the grand theory in this research. The main figure of social exchange theory was Blau (2017). Social exchange theory states that individuals tend to develop high-quality relationships based on who they interact with, how they interact, and what their experiences are. According to Blau (2017), the approach taken through social exchange theory is that organizations provide something of value to individuals, in return individuals will provide the best for the organization.

Trust

Trust is a relationship between individuals on the willingness to take risks based on expectations of other people's behavior (Talebizadeh, Hosseingholizadeh, & Bellibasal, 2021). Trust requires a person to embrace the weaknesses of others along with the risks that come with it. Trust can exist in relationships between co-workers, leaders and subordinates. Better trust allows employees to be open with each other for knowledge sharing. When the level of trust increases among co-workers it allows mutual respect and allows lecturers to develop positive responses. Bonds of trust exist between co-workers, so ideas and feedback are easily shared. However, when there is no trust, lecturers cannot achieve an active collaborative relationship to share



knowledge and tend to distort important information (Novitasari, Yuwono, Asbari, Sajudun, Radita, & Asnaini, 2020).

Organizational Commitment

Organizational commitment is the basis for action which refers to the psychological attachment formed by employees in their relationship with the (Imamoglu et al., 2019). In the development of the study of commitment by Allen and Meyer (1997), three dimensions are approached, namely: affective, continuance, and normative. Affective commitment is related to the desire to be tied to the organization or employee's emotional attachment, identification, and involvement in the organization occurs when employees want to be part of the organization because of the emotional bond with the organization. Normative commitment is the feeling of employees to remain in the organization based on an obligation approach to act according to the goals and desires of the organization. Continuance commitment leads to the calculation of profit and loss in employees in connection with the desire to continue to maintain or improve their work. Sustainability commitment arises from a perspective where individuals are seen to remain in the organization because they accumulate extrinsic rewards and benefits that can be obtained from the organization. High employee commitment to the organization tends to have high productivity.

Knowledge Sharing

For organizations, knowledge sharing is an inevitable need for organizations to obtain and carry out knowledge sharing (Noerchoidah, Harjanti, & Suprpto, 2021). Castaneda & Cuellar (2020) defines individual behavior as sharing their knowledge with other members of the organization to create added value for the organization. Knowledge sharing is an exchange of knowledge between two or more individuals, where one party communicates the knowledge he has and the other party assimilates that knowledge so that together new knowledge is created. Knowledge sharing behavior consists of two key processes: first, knowledge donating that is owned by one individual to another; and second, knowledge collecting that is carried out by individual recipients of information on the intellectual capital (Noerchoidah, Nurdina, & Ariprowo, 2022). As organizations' vital assets, organizations need to facilitate the knowledge creation process from these two knowledge domains. Therefore, the knowledge-sharing process can support various decisions.

Empowering Leadership

Empowering Leadership provides support in the workplace, motivates employees for participation in decision-making, increases the meaningfulness of work, and improves outcomes at the individual, team, and organizational levels (Singh & Rangnekar, 2020). Employees who feel empowered at work tend to be more satisfied with their jobs because they are more engaged in their work. Employees who feel empowered tend to work more creatively (Hieu, 2020). Empowering Leadership as leadership that encourages subordinates to think about opportunities, self-esteem, self-leadership, participate in goal setting and teamwork. This has a



positive impact on employees' decision to stay with the organization. Leadership empowerment has an impact on collaborative learning, open communication, and well-being (Gracia, Tomás, Martínez, & Peirót, 2020).

Empowering leadership and knowledge sharing

According to social exchange theory Blau (2017), the more information employees get from their leaders, the more willing they are to share knowledge with co-workers. Empowering leadership has a positive effect on knowledge sharing. This means that better empowering leadership can encourage knowledge sharing which has an impact on improving performance. One of the ways organizations improve performance is through empowering employees and providing opportunities for subordinates to share their knowledge with other colleagues. In this case, knowledge sharing is an important aspect of an empowered team. According to Gracia, Tomás, Martínez, & Peiró (2020) empowering leadership starts from the leadership's willingness to share knowledge with the whole team, practice coaching to provide guidance and motivate collaborative problem solving and provide opportunities to apply knowledge sharing. Empowering leadership as a stimulus for knowledge sharing. Empowering leadership facilitates empowering the work environment by increasing the role of employees in the workplace, including providing support, training, informing, and being involved in making decisions to improve work (Kim & Beehr, 2018).

H₁: Empowering leadership affects knowledge sharing.

Trust affects knowledge sharing

Trust in employees' propensity for knowledge sharing is important for organizational innovation. Trust is a positive attitude towards other colleagues and the desire to be mutual need. A high level of trust allows individuals to be open to each other for knowledge sharing and creates stronger relationships between individuals and organizations (Kmieciak, 2021). Trust at a high level in the workplace is very important to ensure that employees act for the organization benefit so that trust results in better cooperation and commitment. Social exchange theory (Blau, 2017) states that the exchange relationship between an individual and another individual is formed because of a reciprocal relationship. One individual gives something to another and expects to get something in return in the future. Elita, Moordiningsih, & Sinthiaet (2021) said that trust can create social exchange relationships that can result in knowledge sharing among employees. Mutual trust encourages knowledge sharing which ultimately results in superior organizational performance.

H₂: Trust affects knowledge sharing.

Empowering leadership and organizational commitment

Empowering leadership encourages employees to be willing to develop themselves and provide fair treatment to their subordinates. Kurniawan & Drahen (2023) suggest that the relationship between empowering leadership and organizational commitment is based on the social exchange between employees and the organization. Empowering leadership pays attention to individuals who have



contributed to the organization by increasing their well-being. In contrast, individuals reciprocate by showing greater commitment to the organization (Harianto & Azizurrohman, 2023). In addition, individuals will invest more resources in their work.

H₃: Empowering leadership affects organizational commitment.

Trust and organizational commitment

The employee's relationship with the organization has been recognized as a social exchange relationship. Organizational commitment is behavior developed as a process of exchange relationships that exist between employees and the organization. Critical factors in social exchange, such as organizational trust, are integrated into employees' organizational commitment. Trust and commitment are processes created through symbiotic interactions between organizational members. Over time, these interactions affect organizational commitment. The higher trust supports better cooperation and commitment (Rédha, Yasser, Brahim, & Chatt, 2022). Trust as a reciprocal relationship with one another is based on positive expectations about the intentions and behavior of other individuals. Individuals feel motivated to reciprocate if they are trusted. Alomran, Ahmed, & Kassem (2024) stated that trust contributes to commitment. A higher level of trust will support a better commitment.

H₄: Trust affects organizational commitment.

Organizational commitment and knowledge sharing

Social exchange theory states that people offer help because of the hope of future rewards within a social group. Social rewards and benefits obtained after long-term interactions influence an organization's emotional relationship with employees. Social exchange factors can affect the sense of commitment that contributes to knowledge (Luo, Lan, Robert, & Li, 2021). Organizational commitment is essential to predict and facilitate knowledge sharing. The quality of the working relationship fosters employee commitment and develops their willingness to create and share knowledge (Alwaheeb, Abdulrab, Mamary, & Mutahar, 2020). The higher the employee's organizational commitment, the employees tend to do extra work and are more willing to share knowledge. Noerchoidah et al. (2022) argued that knowledge sharing is a means of disseminating knowledge among individuals through collaboration and willingness to share knowledge. Knowledge sharing can be encouraged and enhanced by improving organizational commitment (Lakshman, Rai, & Lakshman, 2021).

H₅: Organizational commitment affects knowledge sharing.

Organizational Commitment Mediation Empowering Leadership and Knowledge Sharing

Empowering leadership is an important factor in justice to achieve organizational goals. Empowering leadership corresponds to the emphasis on individual autonomy that can contribute to a culture of knowledge. Empowering leadership can motivate individuals to achieve knowledge sharing at a higher level among colleagues in the organization (Joo, Yim, Jin, & Han, 2023). Empowering leadership in the decision-making process involves employees so that employees feel



cared for, valued, and given the freedom to express their opinions so that they can train employees to think creatively. This can have a positive impact on employees in knowledge sharing. According to social exchange theory (Blau, 2017) when employees have access to information, resources, support, and opportunities, employees can act by responding well when dealing with the organization, through greater employee commitment.

H₆: Organizational commitment mediates the relationship between Empowering Leadership and Knowledge Sharing.

Organizational Commitment Mediation Trust and Knowledge Sharing

Trust among individuals is one of the important factors for the success of knowledge sharing in an organization (Alomran et al., 2024). Trust is the belief in the good intentions of others and the expectation that others will act favorably. Mutual trust between co-workers can affect knowledge sharing. Trust enhances knowledge sharing by reducing the fear of losing one's unique value. It is corroborated by Elita et al. (2021) that trust is influenced by the tendency and worthiness to be trusted. In the absence of good reason, many people will not share knowledge if they do not have trust. Therefore, trust involves reciprocal relationships with other colleagues to be willing to share knowledge as well. This is following social exchange theory (Blau, 2017). According to R edha et al. (2022), there is a positive relationship between trust and knowledge sharing. Furthermore, employees with high organizational commitment tend to have high motivation to do extra work and to share knowledge within the organization.

H₇: The relationship between trust and knowledge sharing through organizational commitment.

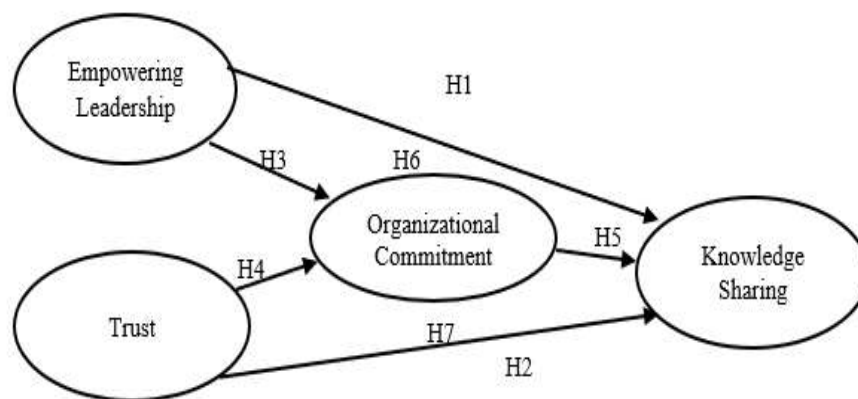


Figure 1. Research Framework

Methods

This type of research is explanatory research that is explaining the position of the influence of the independent variables and the dependent variable in the hypothesis. The population of this study is private university lecturers in East Java, a total of 1,483 lecturers, which dominates 68% and can be an alternative for people to obtain higher education. We collected data by distributing online questionnaires to



253 lecturers, and 230 lecturers responded. We collected data by distributing an online questionnaire to 253 lecturers, and 230 lecturers responded. The sample is determined using purposive sampling. The criteria for the samples are lecturers who already have an academic function. The Likert scale uses several questions to measure individual behavior by responding to 5 choice points on each question item, strongly agree, agree, disagree, disagree, and strongly disagree. The data analysis technique used was Partial Least Square (PLS). Empowering leadership is measured using five proxies from Xue, Bradly, & Liang (2011): leaders help lecturers who need more training, increase the meaning of work, promote participation, delegation of authority, and development of skills. We measure trust using a seven-item measuring tool from Paliszkiwicz, Goluchowski, & Khohang (2015): I share my ideas and hopes with colleagues, am open with colleagues in conveying something, confident I can work together with colleagues, confident I can complete work in a team appropriately, trusting that coworkers are good, trusting coworkers' honesty, being sure to share important information with coworkers. The measurement of organizational commitment refers to three proxies from Allen and Meyer (1997): I feel that I have developed along with the development of this university, feel that this organization has contributed a lot to my life, feel that it will be a significant loss if I leave this university. Furthermore, measuring knowledge sharing adapts eight proxies for measuring tools from Hooff & DeRidder (2004), namely: I will share the information and knowledge I have with other lecturers when I learn something new I convey this to my colleagues, it is vital that my colleagues know what work I do, often tell my colleagues what I do, when I need specific knowledge then I ask my colleagues to teach me about it, I want to know what my colleagues know, I ask my colleagues about their abilities when I want to learn something, when my colleagues are experts at work, I ask them to teach me how to do it.

Results and Discussion

Characteristics of respondents are used to provide an overview of the condition of respondents which are presented in the following table:

Table 1. Characteristic of Respondents

Characteristics	Frequency	Percentage
Gender		
Male	102	44.35
Female	128	55.65
Age (years old)		
26-35	20	8.70
36-45	60	26.09
46-55	140	60.68



Characteristics	Frequency	Percentage
55-65	10	4.35
Functional Position		
Asisten Ahli	51	22.17
Lektor	156	67.83
Lektor Kepala	23	10.00

Source: Data processing

Table 1 explains that most of the respondents are female lecturers at 44.35% with an age of 46-55 years at 60.86% and academic function as a lecturer at 67.83%.

1. Measurement Model (Outer Model)

The measurement model using PLS aims to assess validity and reliability. This model will specify each indicator related to its latent variable. The measurement model involving validity testing can use convergent validity with the average variance extracted (AVE) value on each latent variable and the outer loading value of the specified indicator. Expected value for loading factor > 0.7 . According to Ghazali (2021), a loading factor value of 0.6 - 0.7 is considered sufficient and acceptable. The expected AVE value is > 0.5 . The measurement model involves a reliability test through Cronbach's Alpha > 0.7 and Composite Reliability > 0.7 means it has high reliability.

Figure 2 shows the loading factor value on all constructs of empowering leadership, trust, organizational commitment, and knowledge sharing have > 0.6 . Therefore all indicators used in this study are valid.

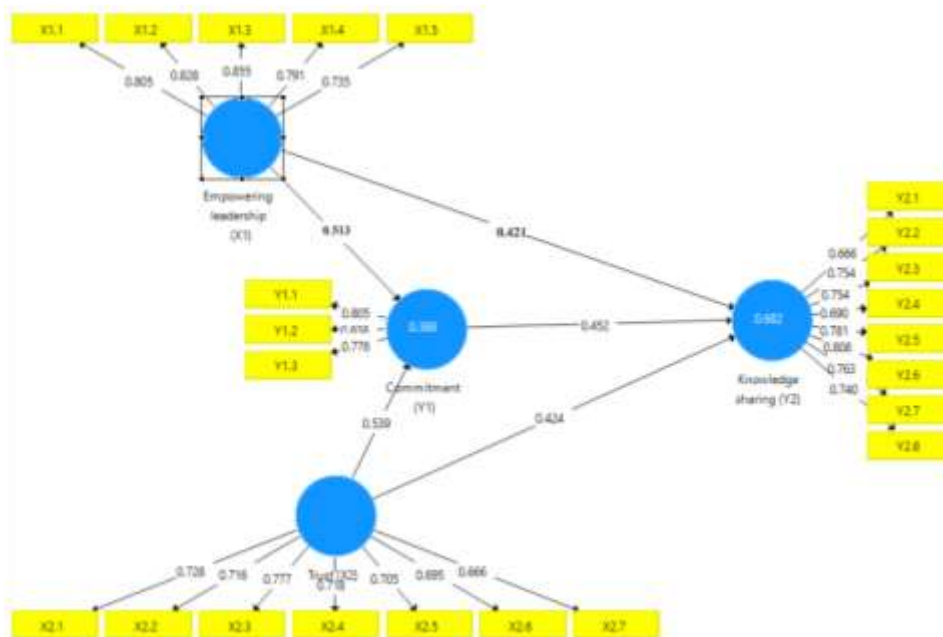


Figure 2. Measurement Model



The results of data processing using PLS are presented in Table 2 below:

Table 2. Cronbach's Alpha, Composite Reliability, and AVE

Variables	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Empowering leadership	0.731	0.848	0.650
Trust	0.862	0.901	0.646
Organizational commitment	0.885	0.909	0.556
Knowledge sharing	0.842	0.880	0.512

Source: Data processing

Table 2 shows that empowering leadership, trust, organizational commitment, and knowledge sharing have an Average Variance Extracted (AVE) value > 0.5 , so we concluded that all variables are valid. In addition, the reliability test result revealed that empowering leadership, trust, organizational commitment, and knowledge sharing had Cronbach's Alpha and Composite Reliability (CR) values > 0.7 , so all variables were declared reliable.

2. Structural Model (Inner Model)

A structural model is used to determine the causal relationship between variables. The structural model test can be evaluated using the coefficient of determination (R^2). The coefficient of determination (R^2) measures the variation of changes in the independent variable on the dependent variable. According to Sholihin & Ratmono (2020) that the R^2 value is classified into three, namely > 0.75 (substantial), $0.50 - 0.75$ (moderate) and $0.25 - 0.50$ (weak).

Based on data processing using PLS data obtained coefficient of determination (R^2) is as follows:

Table 3. Coefficient of Determination

Variables	R Square	R Square Adjusted
Organizational commitment	0.368	0.362
Knowledge sharing	0.682	0.678

Source: Data processing

Table 3 shows that organizational commitment is influenced by empowering leadership and trust. The variance value is 0.368, meaning it has a weak influence. Meanwhile, 63.2% of organizational commitment is determined by other variables. Furthermore, the variable knowledge sharing is influenced by empowering



leadership, trust, and organizational commitment, with a variance value of 0.682, meaning that knowledge sharing is determined by other variables outside this study by 31.8%. This result explains that empowering leadership, trust, and organizational commitment have a moderate relationship to knowledge sharing.

3. Hypothesis test

Table 4 shows the t statistic value is greater than the t table (1.96), P-value (0.000) < 0.05. The original sample value indicates the direction of the positive variable relationship. Thus, the hypothesis H1, H2, H3, H4, H5, H6, and H7 are supported.

Table 4. Hypothesis Testing Results

Hypothesis	Original Sample (O)	t-Statistics	P Values	Results
H1 Empowering Leadership → Knowledge Sharing	0.421	2.841	0.000	Supported
H2 Trust → Knowledge Sharing	0.424	5.358	0.000	Supported
H3 Empowering Leadership → Commitment	0.513	3.878	0.000	Supported
H4 Trust → Commitment	0.539	5.771	0.000	Supported
H5 Commitment → Knowledge Sharing	0.452	9.244	0.000	Supported
H6 Empowering Leadership → Commitment → Knowledge Sharing	0.338	4.871	0.000	Supported
H7 Trust → Commitment → Knowledge Sharing	0.244	5.158	0.000	Supported

Source: Data processing

4. Empowering Leadership Affects Knowledge Sharing

The results of this study indicate that the higher the presence of empowering leadership has an impact on increasing knowledge sharing among lecturers in East Java. Leaders have a notable influence on communicating effectively and cooperating with lecturers. If the leader views the lecturer as vital in decision-making, lecturers will be motivated to share knowledge. For knowledge sharing to work well, the relationship between lecturers must be strong. If the leader provides guidance, treats righteousness, and respects the ideas and information of the lecturers, the lecturers tend to be motivated to share knowledge (Noerchoidah et al., 2023). Leaders who succeed in empowering subordinates will provide benefits for lecturers or leaders.



This study supports the research Jabid, Abdurrahman, & Amarullah (2023) and Hendryadi, Suratna, Suryani, & Purwanto (2019) that empowering leadership has a significant positive relationship with knowledge sharing.

5. Trust Affects Knowledge Sharing

The results showed that trust positively affects the knowledge sharing of private university lecturers in East Java. This result means that higher trust eases the creation of a knowledge-sharing atmosphere, thus enabling lecturers to share knowledge. Distrust in colleagues hinders an active collaborative relationship for knowledge sharing. In these situations, they will hide or distort vital information. Trust among co-workers is the basis for encouraging knowledge sharing (Curado & Vieira, 2019). Kmiecik (2021) stated that trust is determined by individuals, situations, and organizational culture within each university. Trust in colleagues is based on shared beliefs and values. According to social exchange theory (Blau, 2017), trust is essential for knowledge-sharing behavior because someone gives their knowledge to others expecting reciprocity. Previous research has also shown that trust significantly and positively affects knowledge sharing in the workplace (Nertad, Searle, Cerne, Dysvik, Skerlavaj, & Scherer, 2018; Noerchoidah et al., 2022).

6. Empowering Leadership Affects Organizational Commitment

The results of the study found that empowering leadership had a positive impact on the commitment of private university lecturers in East Java. This result means that the higher the empowering leadership, the higher the lecturer's commitment to the organization. Empowering leadership behaviors include providing examples, guiding, training, and providing opportunities for lecturers to improve skills and competencies. Empowering leadership is a form of leadership that supports autonomy and increases the intrinsic motivation of lecturers to produce positive attitudes such as commitment. Lecturers are inclined to think of leadership promises as organizational promises, following social exchange theory. According to social exchange theory (Blau, 2017), lecturers tend to reciprocate the behavior of empowering leaders and show high commitment when leaders provide the necessary support in providing opportunities for lecturers to participate in decision-making. The results of this study support the research of Kim, Beehr, & Prewet (2018) and Cilek (2019) that empowering leadership is positively related to commitment.

7. Trust Affects Organizational Commitment

Empirical findings show that trust positively affects the commitment of private university lecturers in East Java. This result means that the higher the lecturer's trust, the greater the lecturer's organizational commitment. Trust fosters more robust relationships between lecturers and their institutions in East Java. A high level of trust in the workplace is fundamental to ensure that lecturers act in the organization's interests. Trust leads to better cooperation and commitment (Lin, Liu, & Li, 2024). Jain, Duggal, & Ansari (2019) argue that individuals who trust will reciprocate in the form of behavior by showing concern for the organization and establishing organizational commitment. Individuals with high trust have a strong work ethic and organizational commitment. Trust is the basis for social exchange,



which involves the norm of reciprocity (Chen & Sriphon, 2022). The results are in line with research conducted by Curado & Vieira (2019) and Rédha et al. (2022), namely that the existence of a trust relationship among employees positively affects organizational commitment.

8. Organizational Commitment Affects Knowledge Sharing

The results of the study found that organizational commitment has a positive impact on knowledge sharing. These results indicate that the better the commitment of the lecturers, the higher the knowledge-sharing behavior of PTS lecturers in East Java. Lecturers with high organizational commitment tend to have high motivation, are more likely to do extra work, and are more willing to share knowledge among lecturers. Yang & Li (2023) stated that lessening employee commitment leads to diminishing enthusiasm and dedication. Conversely, when employees feel happy and full of emotional expression, their organizational commitment is more likely to increase knowledge sharing. In line with the opinion of Ouakouak & Ouedraogo (2019), commitment affects employees' willingness to give and receive knowledge and is a fundamental part of a knowledge-sharing atmosphere. Several empirical results from Imamoglu et al. (2019) indicates that organizational commitment is an essential factor influencing employee knowledge sharing.

9. Organizational Commitment Mediates the Relationship Between Empowering Leadership and Knowledge Sharing

The results of this study prove that organizational commitment as mediation has a positive and significant influence on the relationship between empowering leadership and knowledge sharing. This result means that the role of organizational commitment as a partial mediation can bridge empowering leadership and knowledge sharing. It proves that empowering leadership can, directly and indirectly, affect the knowledge-sharing behavior of lecturers at private universities in East Java. The results of this study strengthen Hendryadi et al. (2019) that empowering leadership can encourage employee commitment and knowledge-sharing behavior.

10. Organizational Commitment Mediates the Relationship Between Trust and Knowledge Sharing

This study revealed the positive and significant influence of trust on knowledge-sharing behavior through organizational commitment. Therefore, organizational commitment mediates the effect of trust on knowledge sharing among private university lecturers in East Java. The role of organizational commitment as a partial mediation shows that organizational commitment can bridge the influence of trust on knowledge-sharing behavior. This result proved that trust influences, directly or indirectly, knowledge sharing among private university lecturers in East Java. Thus, lecturers' trust in the organization with the presence or absence of organizational commitment increases knowledge sharing behavior. Based on the conditions in the field, the trust among lecturers is quite good, and the process of knowledge sharing behavior in the organization does not experience obstacles, which means that the lecturers have a strong commitment to carrying out knowledge



sharing behavior. This study is in line with Latupapua, Hiariey, & Larwaku (2021) that organizational commitment mediates trust in knowledge sharing.

This study provides evidence that better empowering leadership and trust could increase organizational commitment and knowledge sharing among lecturers at private universities in East Java. Empowering leadership can motivate and inspire lecturers and can increase lecturers' attachment to their institutions which ultimately has an impact on lecturers' willingness to share knowledge. Furthermore, lecturers' trust in colleagues or leaders can create high organizational commitment so that they are more motivated to share knowledge. Thus, it can be said that organizational commitment is able to act as a partial mediation of trust and knowledge sharing of lecturers at lecturers at private universities in East Java.

There are several implications for higher education institution management. First, in retaining lecturers, universities need to encourage leaders to be involved in empowering leadership by developing training programs based on empowerment behavior to increase autonomy and development among lecturers. Improving empowering leadership behavior is a form of support for lecturer development. It can also be accomplished by providing continuous learning opportunities through leadership guidance and example, providing autonomy support by giving trust to lecturers, providing opportunities for lecturers to participate in joint decision-making, and encouraging initiatives. Thus, lecturers will be motivated to share knowledge with colleagues to create new knowledge. Second, increasing trust in lecturers so that it is easier to create a knowledge sharing atmosphere, making it easier for lecturers to share knowledge. Third, organizations need to respect lecturers. When lecturers in private universities feel valued, they naturally have a high commitment to sharing knowledge.

Conclusion

This study reveals that empowering leadership and trust affect the success of knowledge sharing. In addition, organizational commitment has mediated the influence of empowering leadership and trust on knowledge sharing. This study reveals that empowering leadership and trust affect the success of knowledge sharing. In addition, organizational commitment has mediated the influence of empowering leadership and trust on knowledge sharing.

This research has several limitations. First, this research was only conducted on lecturers at private universities in East Java. Further research can be carried out on state university lecturers with a more comprehensive area coverage. Second, this research collects empirical data, and at the same time, future research can use longitudinal methods to collect data. Third, this research only examines empowering leadership, trust, knowledge sharing, and organizational commitment. For further research, there are still vast opportunities for knowledge-sharing research, especially among lecturers. Additional research is still possible by expanding the variables related to knowledge sharing, such as self-efficacy and motivation..



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