

The Influence of Organizational Learning and its Capability on Employee Performance Using Knowledge Sharing as a Variable Intervening in the Pasuruan District DPRD Secretariat



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ABSTRACT: The purpose of this study is to investigate the effect of organizational learning, IT capability, and knowledge sharing on employee performance. The population of this study is all employees on the Secretariat of DPRD in the Pasuruan District. The number of population is 121 employees and the sampling method is saturated sampling. Therefore the sample is 121 employees. To determine the effect of organizational learning and information technology capabilities on employee performance by sharing knowledge as a mediating variable, path analysis is used. This study found that organizational learning has a positive and significant impact on knowledge sharing, whereas IT capability does not have a significant effect on knowledge sharing. Organizational learning and IT capability have a significant and positive impact on employee performance. This study also found that knowledge sharing has a significant and positive impact on employee performance.

KEYWORDS: Organizational Learning, IT Capability, Knowledge Sharing, Employee Performance

INTRODUCTION

Knowledge is an organizational strategic asset that can be a resource in improving organizational performance. Therefore, organizations need to make special efforts to obtain and manage knowledge so that it is disseminated effectively. This effort can be done by creating a learning climate so that knowledge sharing behavior is formed between employees. This knowledge sharing aims to improve employee knowledge and performance. Aniek's research results (Rumijati, 2020) state that knowledge sharing contributes significantly to performance.

Knowledge sharing also has an important role for organizations in the long term. Knowledge sharing can improve individual competencies and abilities by sharing information and knowledge with each other. (Tobing, 2007) mentions knowledge sharing as one of the main processes in knowledge management which is a broad opportunity for learning to all members of the organization so that they can improve their competence independently. Knowledge sharing plays an important role in increasing individual competency in organizations, because through knowledge sharing tacit and explicit knowledge can be properly disseminated, implemented and developed. The role of knowledge sharing in organizations will contribute to employee performance (Meitiana et al., 2020). Several empirical studies state that organizational learning has a positive effect on employee or employee performance (Hadi, 2018; Rizqa Afqarina, 2018; Susanto et al., 2019).

The idea that can be taken from this presentation is that organizations must make special efforts to capture the knowledge that is still stored in the minds of each of their employees. The strategy is to share knowledge (knowledge sharing) between employees. Knowledge sharing is an interactive communication process between individuals with each other in a group that creates interdependent relationships to achieve common goals (Kessel et al., 2012),

The effectiveness of knowledge sharing is basically also influenced by the culture that develops in the organization. Organizations that are more open to new things make their employees have knowledge sharing opportunities for learning. Organizations that provide space for their members to learn are generally called learning organizations. Wardani et al. (2021) mentions that organizational learning as an organization's skill in creating, acquiring, interpreting, transferring and sharing knowledge by modifying its behavior to reflect its knowledge and insight. Safitri et al. (2018) noted that to be able to improve employee performance, support from management actions is needed to improve organizational learning. The results of the study Athoillah (2017) show that learning organizations have a positive and significant influence on knowledge sharing, meaning that the higher the awareness of the organization in increasing the learning capacity of employees, the higher the employee's ability to share knowledge with each other.

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In another aspect, the industrial revolution 4.0 encourages organizations to utilize information technology so that organizations have the ability to improve the quality of operations and services for stakeholders. The use of technology relates to the behavior of using the technology to complete tasks. Utilization of technology has a stronger and more consistent relationship with information systems (Handayani et al., 2018). Utilization of information technology is the benefit expected by information system users in carrying out their duties where the measurement is based on intensity of utilization, frequency of utilization and number of applications or software used. Information technology (IT) not only provides more channels for sharing information, but also reduces barriers to information flow, and therefore improves process information sharing (Pebrina et al., 2022). The most valuable aspect of IT in knowledge management (KM) is enabling the expansion and universalization of the scope of knowledge, and increasing the speed of knowledge transfer. IT thus plays an important role in promoting knowledge sharing, although support from top management is necessary for organizations to accept, adopt, and implement IT projects (Jarmooka et al., 2021; Soto-Acosta et al., 2018).

The novelty in this study lies in the use of knowledge sharing as an intervening variable in investigating the influence of Learning Organization and IT capabilities on employee performance at the Pasuruan Regency DPRD Secretariat office. The use of the intervening knowledge sharing variable in this research is relatively new and has not been widely used in previous research looking at the relationship between Learning Organization, IT capabilities and employee performance. In addition, the organizational and industrial context at the Pasuruan Regency DPRD Secretariat office may be different from previous research. Therefore, this research can provide new insights into the factors that influence employee performance in different organizational and industrial contexts, as well as provide additional contributions to previous research in the development of organizational management concepts and practices.

Based on this explanation, it can be understood that knowledge sharing behavior can be carried out effectively within the organization by conditioning learning organizations and the support of IT capabilities. Furthermore, it attracted the attention of researchers to examine the extent to which the influence of learning organization, IT capabilities on knowledge sharing and employee performance.

LITERATURE REVIEW

Learning Organization

Learning organization according to (Suryani & Syahbudi, 2022) is an organization where the organization continuously expands its capacity to create the desired goals, with new patterns of thinking, with people who are continuously learning. Learning organization is also defined as organizational expertise in creating, acquiring, interpreting, transferring and sharing knowledge with the aim of modifying its behavior to reflect new knowledge and insights. Meanwhile (Purnamasari, 2019) argues that a learning organization is an organization with the aim of designing and designing an organizational structure, culture, and strategy that can improve and maximize the learning process in the organization. According to Harimu et al. (2021), Learning Organizations emphasize relatively the same things, namely learning and innovation.

Gibson et al. (2012) and Dawood et al. (2015) state that a learning organization is a group of employees with the desire and willingness to develop themselves through the process of analyzing, sharing knowledge, building and adapting goals to company goals. This process is part from learning and maintaining organizational values and culture, with the following 5 indicators: 1) Systems Thinking, 2) Personal Mastery, 3) Mental Models, 4) Sharing Thoughts/Vision, and 5) Team Learning.

Information Technology Capability

According to Watson, R. T., Boudreau, M. C., & Chen, A. J. (2010), Information Technology (energy informatics) capabilities relate to an organization's ability to use information technology to manage and optimize the use of energy resources efficiently and sustainably. IT capabilities in this case include the implementation of sensors and smart devices that can collect data on energy use, as well as the use of data analysis and artificial intelligence to identify energy saving opportunities and optimize sustainable operations. According to Lee, J., & Kim, J. (2020), IT capability refers to an organization's ability to utilize information technology assets effectively to improve organizational performance. Information technology assets in this case include cloud infrastructure, application systems, data and artificial intelligence that support operations and customer service. IT capabilities in this industry involve the integration and utilization of advanced information technology to provide reliable, responsive and innovative services to customers.

Indicators of IT's ability to achieve sustainability through energy informatics include: Energy Monitoring, Energy Data Analysis, Integrated Energy Use, and Energy Performance Prediction. Energy monitoring is an organization's ability to use sensors and monitoring devices to measure and monitor energy use in various processes and operations. Energy Data Analysis means able to analyze energy data collected to identify energy saving patterns and potential. Integrated Energy Use is integration and utilization of information technology to optimize the efficient use of energy resources, such as the use of automatic control systems to regulate lighting and room temperature based on real needs. Energy Performance Prediction is the use of predictive technology and data analysis to project future energy use and plan efficiency efforts.

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Employee Performance

Employee performance is real behavior that is displayed by everyone as work performance produced by employees according to their role in the company (Gofaroh & Suwarsi, 2020). the effectiveness of completing tasks for individuals as an illustration of the level of achievement of the implementation of the duties of employees in the organization as a benchmark for the success of the organization (Nurchahyo & Wikaningrum, 2020). According to Muizu et al. (2018) performance is the result of work that can be achieved by a person or group of people in an organization in order to achieve organizational goals within a certain period of time performance by Listiani et al. (2019) is an illustration of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission of the organization as outlined through the strategic planning of an organization. According to Khaerana & Mangiwa (2021) the concept of performance is basically a change or paradigm shift from the concept of productivity.

According to (Gofaroh & Suwarsi, 2020) employee performance indicators are as follows: performance according to quality of work, working quantity, cooperation, employee responsibilities, and initiative. Performance indicators according to Mangkunegara (2017) are quantity of work, quality of work, timeliness, service orientation, integrity, commitment, discipline, cooperation (team work).

Knowledge Sharing

According to Norris et al. (2003) the importance of the knowledge sharing process in academic institutions is to achieve sustainability and competitive advantage and also as a science center or center of excellence. According to Nurchahyo & Wikaningrum (2020), sharing knowledge is one of the methods or one of the steps in knowledge management that is used to provide opportunities for members of a group, organization, agency or company to share their knowledge, techniques, experiences and ideas to other members. According to the definition of Knowledge Sharing by (Aristanto, 2017), it is a process in which individuals exchange their knowledge with each other (Tacit Knowledge and Explicit Knowledge). These activities are closely related to increasing an individual's ability to innovate. Capability or ability in innovation is the ability to adapt, integrate and reconfigure all expertise, functional competencies and resources.

According to, (Van Den Hooff & Ridder, 2004) in (Gofaroh & Suwarsi, 2020), "conceptualization of knowledge sharing poryas it as a process where individuals initially exchange their implicit (tacit) and explicit knowledge to create new knowledge that knowledge sharing is a reciprocal process where individuals exchange knowledge (tacit knowledge and explicit knowledge) and jointly create new knowledge (solutions). From the various definitions of knowledge sharing that have been mentioned above, it can be concluded that knowledge sharing is a process in which individuals mutually exchange knowledge or information through social interaction based on their experiences and skills to share and receive knowledge within the entire organization to create knowledge. new. If a company is able to encourage its employees to contribute their knowledge to organizational groups, they will have greater opportunities to improve their employees' ability to create new ideas and develop new business opportunities, which in turn will encourage the development and improvement of individual or employee innovation at the company.

Knowledge sharing indicators according to Muizu et al. (2018) are ability of a leader to motivate his subordinates to share information and knowledge, ability to solve problems with creative solutions, ability to absorb information and knowledge, and ability to convey knowledge obtained from internal and external companies.

RESEARCH MODEL

Based on the literature review, the research model can be seen in the figure 1 below.

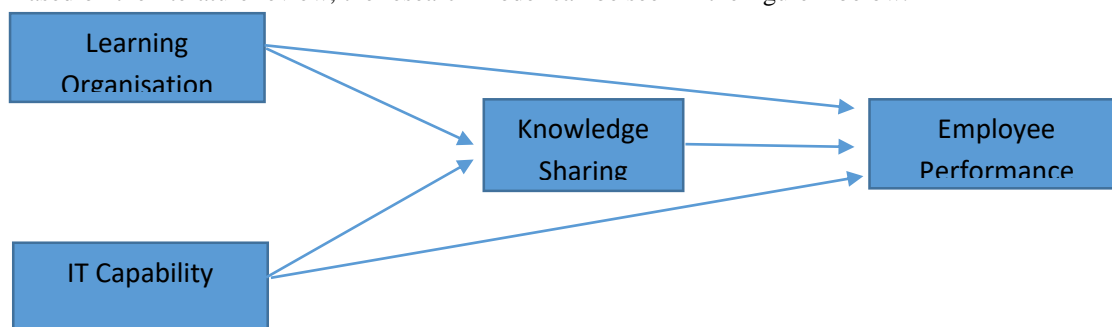


Figure 1. Research Model

Through this research model, it is hoped that empirical evidence can be found that supports the influence of Learning Organization and IT Capabilities on Employee Performance, as well as the role of Knowledge Sharing as an intervening variable. This research model will provide a deeper understanding of the factors that influence employee performance at the Pasuruan Regency DPRD

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Secretariat, as well as provide a basis for developing strategies and policies that can improve employee performance through the implementation of Learning Organizations, increasing IT Capabilities, and promoting Knowledge Sharing practices.

RESEARCH METHOD

This research uses a quantitative approach and survey method to examine the influence of Learning Organization and IT Capabilities on Employee Performance with Knowledge Sharing as an intervening variable at the Pasuruan Regency DPRD Secretariat. This research model will involve collecting primary data using a questionnaire distributed to employees at the Pasuruan Regency DPRD Secretariat. Data analysis will be carried out using statistical techniques, including regression analysis to test the relationship between Learning Organization and IT Capabilities on Employee Performance, as well as mediation analysis to test the role of Knowledge Sharing as an intervening variable. The results of the analysis will be used to test research hypotheses and answer research questions. In this study, the focus of the population was all staff and employees of the Pasuruan Regency DPRD Secretariat Office. This population consists of 121 people, including 32 civil servants (PNS), 48 freelance workers (THL)/non-permanent employees (PTT), and 41 contract workers/third parties. Given the importance of obtaining a holistic view of all employees, this study will include all members of the population as respondents. Sampling in this study were all staff and employees of the Pasuruan Regency DPRD Secretariat Office. By involving all staff and employees, it is hoped that the results of the research can reflect a variety of views and experiences that vary from background, employment status, age, education, and gender in the Pasuruan Regency DPRD Secretariat Office. Learning organization of this study is measured by System Thinking, Personal Mastery, The Mental Models, Sharing thoughts/Visions, and The Learning Team. These indicators are adopted from Gibson et al., (2012) and Dawood et al., (2015). IT capability indicators of this study are adopted from Bandura (2006) that consist of Software Usage Skills, Technical and Problem Solving Skills, Ability to Adapt to Technological Developments, and Ability to Utilize IT Resources. The indicators of knowledge sharing are adopted from Norris et al. (2003). These indicators are share ideas, share expertise, share reports, and share documents. Employee performance is measured by Work quality, Working quantity, Adaptability, and Flexibility. These indicators are adopted from Muizu et al. (2018).

RESULTS AND DISCUSSIONS

Validity test

This validity test is carried out with the aim of testing the validity of each question item in the questionnaire that has been designed. A question item is said to be valid if the correlation value (calculated R) of the question item is $>$ R table (0.2133). The results of validity tests for variables learning organization, IT capability, knowledge sharing, and employee performance can be seen in the table 1 until 4 below.

Table 1 Validity test of learning organization

Indicators	R Count	R Table	Results
X1.1	0,695	0,2133	Valid (R Count $>$ R table)
X1.2	0,788	0,2133	Valid (R Count $>$ R table)
X1.3	0,453	0,2133	Valid (R Count $>$ R table)
X1.4	0,454	0,2133	Valid (R Count $>$ R table)
X1.5	0,600	0,2133	Valid (R Count $>$ R table)

From the analysis of the data provided, it can be seen that all calculated R values (correlation coefficients) for each item (X1.1, X1.2, X1.3, X1.4, and X1.5) are greater than the R table values. Therefore, it can be concluded that all items -these items have a significant relationship with the variables measured in this study.

Table 3 Validity test of IT Capability

Indicators	R Count	R Table	Results
X2.1	0,73518	0,2133	Valid (R Count $>$ R table)
X2.2	0,67752	0,2133	Valid (R Count $>$ R table)
X2.3	0,76349	0,2133	Valid (R Count $>$ R table)
X2.4	0,61651	0,2133	Valid (R Count $>$ R table)

From the analysis of the data provided, it can be seen that all calculated R values (correlation coefficients) for each item (X2.1, X2.2, X2.3, and X2.4) are greater than the table R values (critical values). Therefore, it can be concluded that all of these items have a significant relationship with the variables measured in this study. The level of correlation between these items is also relatively high, with calculated R values ranging from 0.61651 to 0.76349. This shows that there is a strong positive relationship between these items and the variables being measured.

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Table 3. Validity test of Knowledge sharing

Indicators	R Count	R Table	Results
M.1	0,7615	0,2133	Valid (R Count > R table)
M.2	0,67587	0,2133	Valid (R Count > R table)
M.3	0,61489	0,2133	Valid (R Count > R table)
M.4	0,56613	0,2133	Valid (R Count > R table)

From the analysis of the data provided, it can be seen that all calculated R values (correlation coefficients) for each item (M.1, M.2, M.3, and M.4) are greater than the table R values (critical values). Therefore, it can be concluded that all of these items have a significant relationship with the variables measured in this study. However, it should be noted that the level of correlation these items have is different. Item M.1 has the highest level of correlation with a calculated R value of 0.7615, followed by M.2 with a value of 0.67587, M.3 with a value of 0.61489, and M.4 with a value of 0.56613. This shows that item M.1 has a stronger relationship with the variable being measured compared to the other items. Meanwhile, item M.4 has the lowest level of correlation among the four items.

Table 4. Validity test of employee performance

Indicators	R Count	R Table	Results
Y1	0,729	0,2133	Valid (R Count > R table)
Y2	0,494	0,2133	Valid (R Count > R table)
Y3	0,749	0,2133	Valid (R Count > R table)
Y4	0,431	0,2133	Valid (R Count > R table)

From the analysis of the data provided, it can be seen that all calculated R values (correlation coefficients) for each item (Y1, Y2, Y3, and Y4) are greater than the table R values (critical values). Therefore, it can be concluded that all of these items have a significant relationship with the variables measured in this study. However, it should be noted that the level of correlation that these items have is different. Item Y3 has the highest correlation level with a calculated R value of 0.749, followed by Y1 with a value of 0.729, Y2 with a value of 0.494, and Y4 with a value of 0.431. This shows that item Y3 has a stronger relationship with the variable being measured compared to the other items. Meanwhile, item Y4 has the lowest correlation level among the four items.

RELIABILITY TESTS

The reliability test must be carried out only on questions that already have or fulfill the validity test, if it does not meet the validity test requirements then it does not need to be continued for the reliability test, along with the results of the reliability test on valid question items. Table 5 describes the result of reliability test of organizational learning, IT capability, knowledge sharing, and employee performance.

Table 5. Results of Cronbach's Alpha

Variable	Cronbach's Alpha	Result
Learning Organisation (X1)	0,806	Reliable
IT Capability (X2)	0,848	Reliable
Sharing Knowledge (M)	0,817	Reliable
Employee Performance (Y)	0,785	Reliable

If the Cronbach's Alpha value is greater than 0.6, the research questionnaire is reliable. It is known that the questionnaire is reliable because all Cronbach's Alpha values are greater than 0.6.

SIMULTANEOUSLY EFFECT

The F test is used to determine the significant level of influence of independent variables simultaneously on the dependent variable. Following are the results of the F test:

Table 6. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,895	2	2,948	36,720	<,001 ^b
	Residual	6,583	82	,080		
	Total	12,478	84			

a. Dependent Variable: Knowledge Sharing (M)

b. Predictors: (Constant), IT Capability (X2), Organizational learning (X1)

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Table 6 analyze the effect of IT capability and organizational learning on knowledge sharing simultaneously. Based on the table above, an F-count of 36.720 is obtained with a significant level of 0.001. Because the significance level is <5%, H0 is rejected and H1 is accepted, which means that organizational learning and IT capabilities simultaneously have a significant effect on knowledge sharing. The result of effect of organizational learning, IT capability, and knowledge sharing on employee performance can be seen in the table 7 below.

Table 7. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10,900	3	3,633	80,660	<,001 ^b
	Residual	3,649	81	,045		
	Total	14,549	84			

a. Dependent Variable: Employee Performance (Y)

b. Predictors: (Constant), Knowledge Sharing (M), IT Capability (X2), Organizational Learning (X1)

In the table above, the F-count is 80.6600 which is greater than the F-table of 2.72 with a significant level of 0.001. Because the significant level is < 5%, H0 is rejected and H1 is accepted, which means that Learning Organization, IT Capability and Knowledge Sharing simultaneously have a significant effect on Employee Performance.

PARTIAL EFFECT

The t test was conducted to determine the effect of the independent variables individually or partially whether they have a significant effect on the dependent variable. The following are the results of the t test.

1. Learning organization (X1) has a positive and significant effect on knowledge sharing (M)

Table 8. Coefficients of Organizational Learning and IT Capability on Knowledge Sharing

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,362	,291		4,681	<,001
	Organizational Learning (X1)	,569	,108	,702	5,289	<,001
	IT Capability (X2)	-,011	,083	-,018	-,135	,893

a. Dependent Variable: Knowledge Sharing (M)

The Coefficients value of the Learning Organization (X1) is 0.569 which is positive, which means that the Learning Organization (X1) has a positive influence, and has a significance value of less than 0.005, so the effect is significant. So it can be concluded that learning Organization (X1) has a positive and significant effect on knowledge sharing (M) and the hypothesis is accepted

2. IT capabilities (X2) have a positive and significant effect on knowledge sharing (M)

The Coefficients value of IT Capability (X2) is -0.011 which is negative, which means that IT Capability (X2) has a negative influence (inversely proportional), and has a significance value of 0.892 which is greater than 0.005, so there is no significant influence. So it can be concluded that IT Capability (X2) has a negative and insignificant effect on knowledge sharing (M) and the hypothesis is rejected.

3. Learning organization (X1) has a positive and significant effect on employee performance (Y) directly

4.

Table 9. Coefficients of Organizational Learning and IT Capability, and Knowledge Sharing on Employee Engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,962	,245		3,922	<,001
	Organizational Learning (X1)	,302	,093	,345	3,233	,002
	IT Capability (X2)	,227	,062	,335	3,645	<,001
	Knowledge Sharing (M)	,319	,083	,295	3,851	<,001

a. Dependent Variable: Employee Performance (Y)

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The Coefficients value of the Learning Organization (X1) is 0.302 which has a positive value which means that the Learning Organization (X1) has a positive influence, but has a significance value of 0.002 greater than 0.005, so the effect is significant. So it can be concluded that the learning organization (X1) has a positive and significant effect on employee performance (Y) and the hypothesis is accepted.

5. IT Capabilities (X2) have a positive and significant effect on employee performance (Y) directly

The Coefficients value of IT Capability (X2) is 0.227 which is positive, which means IT Capability (X2) has a positive influence, and has a significance value of less than 0.005, so the effect is significant. So it can be concluded that IT Capability (X2) has a positive and significant effect on Employee Performance (Y) and the hypothesis is accepted.

6. Knowledge sharing (M) has a positive and significant effect on employee performance (Y)

The Coefficients value of knowledge sharing (M) is 0.319 which is positive, which means that knowledge sharing (M) has a positive influence, and has a significance value of less than 0.005, so the effect is significant. So it can be concluded that knowledge sharing (M) has a positive and significant effect on employee performance (Y) and the hypothesis is accepted.

SOBEL TEST

The Sobel test is used to determine the effect of intervening variables where a variable is called an intervening variable if the variable affects the relationship between the independent variable and the dependent variable.

Table 1. Direct Effect

	Direct Effect	Std Error
Direct effect X1 → M	0.569	0.108
Direct effect X2 → M	-0.011	0.083
Direct effect M → Y	0.319	0.083

Table 11. Indirect Effect

	Indirect Effect	Z Sobel	P Sobel
Indirect effect X1 → M → Y	0.181511	3,104985	0,0019
Indirect effect X2 → M → Y	-0,003509	-0,1324514	0,89463

Indirect effect of the variable Learning Organization on Performance through Knowledge Sharing. Indirect effect of X1 through M on Y. The indirect effect of X1 through M on Y is 0.0019, and the sobel z value is 3.104985 > 1.96 and the p sobel value = 0.0019 > 0.05, which means that M mediate the relationship between X1 and Y, Hypothesis is accepted.

Indirect effect of the IT Capability variable on Performance through Knowledge Sharing: Indirect effect of X2 through M on Y. The indirect effect of X2 through M on Y is -0.003509, and the sobel z value is -0.1324514 < 1.96 and the p sobel value = 0.89463 < 0.05, which means that M does not mediate the relationship between X2 and Y, Hypothesis is rejected.

DETERMINATION COEFFICIENT (R²)

In the regression analysis, the coefficient of determination is indicated by Adj. R Square. The result of adj. R Square can be seen in the table 12 below.

Table 12. Model Summary

Model	R	R Square	Adj. R Square	Std. Error of the Estimate
1	,687 ^a	0,472	0,460	0,28333
2	,866 ^a	0,749	0,740	0,21224

Based on the table 12, the coefficient determinant of model 1 is 0.687, it means that 68.7% knowledge sharing has been explained by organizational learning and IT capability. The coefficient of model 2 is 0.866, it means that 86.6% employee performance has been explained by organizational learning, IT capability, and knowledge sharing.

DISCUSSIONS

1. The Effect of Learning Organization on Knowledge Sharing

Andrea Gideon (2023) stated that it is hoped that through a Learning Organization all knowledge can be collected and put to good use through Knowledge Sharing. A collection of knowledge, both new and improvements to mistakes that have been made, must be shared with other employees, so that it can become a place for learning in carrying out their work. The aim is to be able to maintain and even improve Organizational Performance, (Meitiana et al., 2020) Organizational learning (organizational learning) has a positive and significant effect on knowledge sharing, so that the second hypothesis can be accepted and tested for truth. After

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conducting research using regression analysis, the Coefficients value of the Learning Organization is 0.569 which is positive, which means that the Learning Organization has a positive influence, and has a significance value of less than 0.005, so the effect is significant. So it can be concluded that the learning organization has a positive and significant effect on knowledge sharing. This research is in accordance with research conducted by previous researchers so that the hypothesis that says "Learning Organizations have a positive influence on Sharing Knowledge" is proven true.

2. The Influence of Learning Organizations on Employee Performance

According to Harimu et al. (2021) a learning organization is needed by a company in supporting employee performance to realize company goals. Thus it can be seen from some of the results of the tests conducted in this study, that the existence of a learning organization will have a positive influence in improving employee performance in, Based on the results of partial hypothesis testing for learning organization, it is found that the alternative hypothesis is accepted, where learning organization has a positive effect and significant on employee performance (Suryani & Syahbudi, 2022). Learning Organization has a significant positive influence on improving the performance of employees of the Employee Central Agency. This means that the higher the role of Learning Organization will improve employee performance.

3. The Influence of IT Capabilities on Knowledge Sharing

The organizational learning construct has a negative effect. Based on the results of the regression analysis, IT ability (X2) has no significant effect on knowledge sharing (M), because the p-value is 0.892 greater than the 0.005 significance level. That is, there is no strong evidence to reject the null hypothesis, that is, there is no relationship between X2 and M. IT capability (X2) has a negative effect on knowledge sharing (M), because the unstandardized regression coefficient is -0.011. That is, if X2 increases by one unit, then M decreases by 0.011 units on average, assuming the other variables are held constant. Therefore, the alternative hypothesis states that IT capabilities (X2) have a positive and significant effect on knowledge sharing (M). This is not in accordance with research (Aristana & Dewi, 2022) where the results of his research show that Information Technology has a positive and significant effect on knowledge sharing.

4. The Influence of IT Capabilities on Employee Performance

In line with research (Sumantri, Nabila R and Jannah, 2021) it is concluded that teachers' IT abilities have a positive and significant effect on teacher performance or employee performance. After conducting research using linear regression analysis, IT capability (X2) has a significant effect on employee performance (Y), because the p-value is smaller than the significance level of 0.005. This means that there is strong evidence to reject the null hypothesis, namely there is no relationship between X2 and Y. IT capability (X2) has a positive influence on employee performance (Y), because the unstandardized regression coefficient value is 0.227. This means that if X2 increases by one unit, then Y increases by 0.227 units on average, assuming other variables remain constant. Therefore, the alternative hypothesis which states that IT capability (X2) has a positive and significant influence on employee performance (Y) can be accepted and the hypothesis which states that IT capability has a direct positive influence on performance is tested as true.

5. The Effect of Knowledge Sharing on Employee Performance

Gofaroh & Suwarsi (2020) stated that there is a strong and significant influence of 78.5% between knowledge sharing on employee performance Safitri et al. (2018) found that knowledge sharing influences the performance of PT Telekomunikasi Indonesia Tbk Pasuruan employees. This means that the better the company and its employees have ample opportunities to convey their opinions, ideas, criticism and comments to other members, the more their employees' performance will improve. After conducting research using linear regression analysis, knowledge sharing had a significant effect on employee performance, because the p-value was smaller than the significance level of 0.005. This means that there is strong evidence to reject the null hypothesis, namely that there is no relationship between M and Y. Knowledge sharing has a positive influence on employee performance, because the unstandardized regression coefficient value is 0.319. This means that if M increases by one unit, then Y increases by 0.319 units on average, assuming other variables remain constant.

Therefore, the alternative hypothesis which states that knowledge sharing (M) has a positive and significant effect on employee performance (Y) is accepted that the Knowledge Sharing variable partially has a significant effect on performance. This research is in accordance with research conducted by (Nurchayo & Wikaningrum, 2020) the results of the study obtained the value of the Knowledge Sharing coefficient of 0.102 with a probability value of 0.025 which is smaller than the significant level used of 0.05 which means the null hypothesis (H0) rejected and the alternative hypothesis (Ha) is accepted. With these results, Knowledge Sharing has a positive and significant effect on Employee Performance, so the hypothesis that says knowledge sharing has a positive effect on performance is proven true.

6. The Influence of Learning Organization and IT Capability on Performance Through Knowledge Sharing

After conducting research using the Sobel test calculations above, there are two different results, namely: Knowledge sharing (M) has a significant effect on employee performance (Y), because the p-value is smaller than the significance level of 0.005. That is, there is strong evidence to reject the null hypothesis, that is, there is no relationship between M and Y. Knowledge sharing (M) has a positive influence on employee performance (Y), because the unstandardized regression coefficient value is 0.319. This means

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that if M increases by one unit, then Y increases by 0.319 units on average, assuming other variables remain constant. Therefore, the alternative hypothesis which states that knowledge sharing (M) has a positive and significant effect on employee performance, proves that Knowledge Sharing is able to mediate the influence of Learning Organization on performance. However, this is different from the results of the influence of IT Capability, which does not have an indirect influence on employee performance through knowledge sharing, because the mediation coefficient value is -0.003509. That is, if X2 increases by one unit, then Y decreases by -0.003509 units on average over M, assuming the other variables are held constant. The indirect effect of IT Capability through Sharing Knowledge on performance is not statistically significant, because the Sobel z value of -0.1324514 is smaller than the critical value of 1.96 and the Sobel p value of 0.89463 is greater than the significance level of 0.05. This means that there is no strong evidence to reject the null hypothesis, namely that there is an indirect influence of IT capability through knowledge sharing on employee performance. Therefore, the alternative hypothesis which states that knowledge sharing mediates the relationship between IT capabilities and employee performance cannot be accepted and proves that Knowledge Sharing has not been able to mediate the influence of IT capabilities on performance.

CONCLUSION

Learning organization has a positive and significant effect on knowledge sharing and employee performance. This means that the higher the level of organizational learning in a company, the higher the level of knowledge sharing and employee performance in that company. IT capabilities do not have a significant effect on knowledge sharing and employee performance. This means that IT capabilities do not play an important role in improving organizational knowledge and performance. Knowledge sharing has a positive and significant effect on employee performance. This means that the more often employees share knowledge, the better their performance will be in carrying out their work. Knowledge sharing mediates the relationship between learning organization and employee performance. This means that the learning organization influences employee performance not only directly, but also through increasing knowledge sharing.

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