



The Influence of Organizational Culture, Affective Commitment, and Trust on Knowledge Sharing among State Vocational High School Teachers in East Jakarta

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ABSTRACT

In order to guarantee that teachers have adequate human resources for teaching and learning activities, knowledge sharing is crucial. The purpose of this study is to ascertain how organizational culture, affective commitment, and trust directly impact the knowledge sharing of East Jakarta State Vocational High School teachers. Multiple linear regression statistical analysis using the SPSS 24.0 software is the quantitative approach employed. 139 teachers are selected using the Taro Yamane algorithm and cluster sampling with a 5% error rate. The research equation, $Y = 9.867 + (0.150X_1) + (0.240X_2) + (0.127X_3) + 0.765$, with a percentage contribution value of 41.4%, is derived from the regression analysis results. Based on data computations, the study's findings show that trust, affective commitment, and organizational culture all have a favorable and significant impact on knowledge sharing, partially and simultaneously.

INTRODUCTION

In the current industrial era, knowledge-sharing behavior is crucial (Wang & Noe, 2010). An organization's ability to encourage knowledge sharing in terms of dissemination, development, and implementation has become increasingly important. To remain competitive, organizations must leverage their strengths and opportunities while addressing weaknesses and threats, as teacher knowledge is vital. According to Wijaya (2017), management and knowledge-sharing activities are necessary for the utilization and development of knowledge.

Teachers are required to continuously learn and adapt to technological advancements and increasingly complex curricula. To avoid being left behind, they need organizational support through both formal and informal knowledge-sharing platforms. In the Society 5.0 era, teachers are not only educators but also facilitators, motivators, and learning managers responsible for guiding and encouraging students to reach their potential. To support this, the Ministry of Education and Culture provides various facilities such as webinars and seminars to improve teacher quality. Therefore, knowledge sharing among teachers is essential in meeting the growing demands of education.

According to Cheng (2011), knowledge sharing enhances teachers' communication and interpersonal skills while balancing hard work and creativity in teaching, ultimately increasing student motivation and interest in learning. Davenport and Prusak (1998) further emphasize that knowledge sharing helps teachers convey complex concepts more clearly, encouraging students to think critically and innovate. Additionally, Yang (2007) states that knowledge sharing contributes to increased job satisfaction, motivates teachers to keep learning, and strengthens the sense of community in educational environments, creating a more positive and supportive learning atmosphere.

Knowledge sharing plays a vital role in building a stronger educational community, fostering innovation, and improving teaching quality as well as teacher job satisfaction. Moreover, it enables teachers to expand their professional networks, access more resources, and implement more creative and innovative teaching approaches. In addressing modern educational demands, teachers must continuously develop themselves to meet diverse and complex learning needs. A teacher's professionalism and competence significantly influence the quality of a nation's education. Unfortunately, the quality of teachers in Indonesia still lags behind other Asian countries, making professional development and knowledge sharing a necessity for improving education quality.

Therefore, the researcher conducted an initial observation or pre-research with several teachers in East Jakarta to assess their level of knowledge sharing. The pre-research results indicate that organizational culture, affective commitment, and trust have a significant influence on knowledge-sharing activities. Organizational culture, shaped by an institution's philosophy and values, plays a role in establishing relationships between individuals and institutions. Affective commitment reflects an individual's emotional attachment to an organization and their belief in its values (Robbins & Judge, 2008).

Meanwhile, trust is defined as an individual's belief that their colleagues will act positively toward them (Evans, 2013). Thus, this study will focus on organizational culture as an organizational factor, along with affective commitment and trust as individual factors in knowledge sharing.

The researcher wants to learn more about "The Influence of Organizational Culture, Affective Commitment, and Trust on Knowledge Sharing Among Public Vocational School Teachers in East Jakarta" and ascertain whether these elements have a beneficial and noteworthy influence. This is based on the problem background mentioned above.

LITERATURE REVIEW

Knowledge Sharing

Knowledge sharing is an activity that requires appropriate mechanisms and media to be carried out efficiently and effectively. The process of transferring, disseminating, and exchanging important experiences and information among personnel inside an organization with the goal of improving organizational performance is known as knowledge sharing, according to Sawan et al. (2021). Mogeia (2023) emphasizes that knowledge sharing also includes the distribution of information between organizations using various methods and media.

Knowledge collection and knowledge donation are the two primary components of the indicators of knowledge sharing in this study. The act of passing on one's information, including abilities and experiences, to coworkers is referred to as **knowledge donation**. Meanwhile, **knowledge collecting** describes the interaction of acquiring knowledge from various so

urces that can be applied in the workplace. These two aspects are crucial in understanding how individuals share and acquire knowledge within an organization.

Organizational Culture

Organizational culture serves as the foundation where members share common opinions, beliefs, and values, shaping how they interact and behave in the workplace (Wahyudin, 2022; Islam et al., 2020). As stated by Azzahra (2019), organizational culture is a system of meaning shared by employees within a company, distinguishing it from other organizations. This culture includes core beliefs, practices, and values followed by all members, making it a unique characteristic of a company.

The indicators examined in this study include innovation and risk-taking, attention to detail, human resource orientation, aggressiveness, and stability. Innovation and risk-taking highlight the importance of developing new systems despite potential risks, while attention to detail focuses on precision in achieving organizational goals. Human resource orientation describes the impact of decisions on employees, whereas aggressiveness reflects competition and conflict resolution within the organization. Stability refers to an organization's ability to withstand external pressures. All these aspects contribute to an effective organizational culture that supports sustainability.

Affective Commitment

Affective commitment is the emotional bond formed between employees and an organization, stemming from self-identification and attachment to the organization's values (Pujiyanto et al., 2023). According to Pangaribuan & Salendu (2022), this commitment is based on employees' work experiences, which foster a positive emotional relationship with the organization. The better the employee's experience, the stronger their affective commitment.

The indicators of affective commitment include several aspects: **emotional attachment**, a sense of belonging to the organization, ownership of organizational knowledge, and emotional alignment with the organization's goals and values – all of which drive employees to contribute optimally. Emotional attachment refers to employees' sense of belonging to the organization. A sense of belonging is reflected in their connection with the organization's internal community. Ownership of organizational knowledge reflects employees' deep understanding of the organization they work for. Emotional alignment signifies the congruence between employees' personal goals and values with those of the organization or company. These factors play a crucial role in strengthening employees' dedication and motivation to support the organization's success.

Trust

Trust, according to Pravitasari & Raharso (2017), is a psychological state where an individual feels safe to reveal vulnerabilities to others, based on positive behavior and goodwill. Yustina & Harsono (2017) further explain that trust is formed from the belief that individuals can interact without fear of having their vulnerabilities exploited. In an organization, trust is a fundamental element that supports positive interactions among individuals. The indicators of trust including **Integrity**, the alignment between words and actions; **Competence**, the ability to perform tasks efficiently; **Sincerity**, demonstrating goodwill without expecting anything in return; **Openness**, prioritizing transparency in interactions; **Consistency**, maintaining continuous effort in achieving goals. These factors play a crucial role in fostering a collaborative and supportive organizational environment.

Hypothesis Development

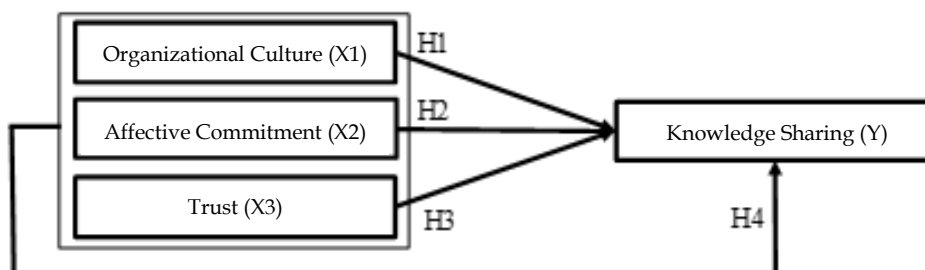


Figure 1. Conceptual Framework

METHODOLOGY

The link between the independent variables (trust, affective commitment, and organizational culture) and the dependent variable (knowledge sharing) is examined in this study using quantitative data. The study employs an explanatory methodology with the goal of comprehending how the postulated variables interact.

Teachers at East Jakarta's public vocational school (SMK Negeri) were given a Google Form questionnaire as part of the survey used to collect data. There are 212 respondents in the population, and 139 respondents make up the sample size for this study. This study uses IBM SPSS version 24 (Statistical Package for Social Science) and the multiple linear regression approach for data analysis. Instrument testing, descriptive data analysis, analysis requirements testing, multiple linear regression analysis, classical assumption testing, hypothesis testing, and determination coefficient testing are some of the data analysis approaches. These methods ensure a comprehensive and structured approach to examining the factors influencing knowledge-sharing behavior among teachers.

RESEARCH RESULT

Instrument Test

Table 1. Validity and Reliability Test

Variable	Validity Test		Reliability Test
	Total Drop	Total Valid	Cronbach's Alpha
Knowledge Sharing (Y)	1	11	0,734
Organizational Culture (X1)	2	10	0,811
Affective Commitment (X2)	0	12	0,805
Trust (X3)	2	10	0,843

Source: Data processed by researchers (2025)

The Pearson Product Moment technique was used to test the study's validity. A test item is deemed appropriate as a research tool if it is deemed valid. 43 items were determined to be legitimate based on the validity test findings in Table 1, since their computed correlation values (r_{count}) exceeded the crucial value (r_{table}) of 0.361. Cronbach's Alpha was used to conduct the reliability test at a significance level of 0.06. The measuring tools satisfy the reliability assumptions and are suitable for additional analysis, as shown by the reliability test results in Table 1, where all variables had Cronbach's Alpha values larger than 0.06.

Analysis Requirement Test

Table 2. Normality Test
One-Sample Kolmogrov-Smirnov Test

	Unstandarized Residual	
N		139
Normal Parameters ^{a,b}	Mean	346.834532
	Std. Deviation	275.795139
Most Extreme Differences	Absolute	.042
	Positive	.040
	Negative	-.042
Test Statistic		.042
Asymp. Sig. (2-tailed) ^c		.200

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Source: Data processed by researchers (2025)

Using the SPSS 24.0 software, the Kolmogrov-Smirnov normalcy test was employed in this investigation. It may be inferred from the normality test results in Table 2 that the data is normally distributed because the Asymp. Sig on the Kolmogrov-Smirnov test is $0,200 > 0,05$.

Table 3. Linearity Test

Variable	Sig Linearity	Deviation from Linearity	Description
Organizational Culture (X1)	0,001	0,255	Linear
Affective Commitment (X2)	0,001	0,741	Linear
Trust (X3)	0,001	0,052	Linear

Source: Data processed by researchers (2025)

The Test of Linearity was employed in this study's linearity test. The data on each variable has a connection that satisfies the linearity assumption, as indicated by the linearity test findings in Table 3, which show that the Sig Linearity value is less than 0.05 and the Sig Deviation from Linearity value is greater than 0.05.

Classical Assumption Test

Table 4. Multicollinearity Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	9.867	2.567		3.844	<.001		
Organizational Culture (X1)	.150	.043	.257	3.501	<.001	.806	1.240
Affective Commitment (X2)	.240	.047	.382	5.074	<.001	.766	1.305
Trust (X3)	.127	.042	.209	2.994	.003	.893	1.119

Source: Data processed by researchers (2025)

Collinearity diagnostics are used in this study's multicollinearity test. Table 4's multicollinearity test results indicate that the VIF value is less than 10,000 and the tolerance value is greater than 0.1. It can be concluded that there is a perfect linear relationship between the data on each variable and that multicollinearity issues are not present.

Table 5. Heteroscedasticity Test

Variable	Sig Value
Organizational Culture (X1)	0,843
Affective Commitment (X2)	0,842
Trust (X3)	0,536

Source: Data processed by researchers (2025)

Spearman's rho was utilized in this study's heteroscedasticity test to regress the independent variables' residual absolute values. The heteroscedasticity test findings in Table 5 indicate that each variable has a Sig

value > 0.05, indicating that there are no heteroscedasticity issues and that the residual variance of the data is the same.

Multiple Linear Regression Analysis

Table 6. Multiple Linear Regression Analysis
 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	9.867	2.567		3.844	<.001
Organizational Culture (X1)	.150	.043	.257	3.501	<.001
Affective Commitment (X2)	.240	.047	.382	5.074	<.001
Trust (X3)	.127	.042	.209	2.994	.003

Source: Data processed by researchers (2025)

The multiple linear regression equation can be expressed in the following way based on the computation analysis in Table 6:

$$Y = a + (b_1X_1) + (b_2X_2) + (b_3X_3) + e... (1)$$

$$Y = 9,867 + (0,150X_1) + (0,240X_2) + (0,127X_3) + 0,765$$

Based on the multiple linear regression equation, the constant value (gain) is 9.484, which indicates that if the value of X1 (Organizational Culture), X2 (Affective Commitment), and X3 (Trust) are each worth 1, then the predicted knowledge sharing score (Y) is 9.867. Organizational Culture (X1) has a regression value of 0.150, which indicates that the level of teacher knowledge sharing is positively influenced by organizational culture with an increase of 1 point will have a positive influence and increase the knowledge sharing value by 0.150. Then for the Affective Commitment variable (X2) has a regression coefficient value of 0.240 and the Trust variable (X3) has a regression coefficient value of 0.127. In addition, the error term (e) in this study is 0.765, which is the deviation of the actual data points from the regression line. This error value reflects the variability of knowledge sharing behavior that is not explained by the independent variables.

Hypothesis Test

Table 7. Simultaneous Test (F Test)
 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1049.669	3	349.890	31.735	<.001 ^b
Residual	1488.403	135	11.025		
Total	2538.072	138			

a. Dependent Variable: Academic Resilience

b. Predictors: (Constant), Organizational Culture, Affective Commitment, Trust

Source: Data processed by researchers (2025)

In this study, the SPSS 24.0 program was utilized for the simultaneous test, also known as the F test. Table 7's simultaneous test results show that the three

independent variables—Organizational Culture, Affective Commitment, and Trust—have a significant impact on the Knowledge Sharing variable either separately or in combination. The Fcount value is 31.735 > Ftable 2,67, and the Sig value is 0,001 < 0,05.

Table 8. Partial Test (T Test)

Model	Coefficients ^a Unstandardized		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	9.867	2.567		3.844	<.001
Organizational Culture (X1)	.150	.043	.257	3.501	<.001
Affective Commitment (X2)	.240	.047	.382	5.074	<.001
Trust (X3)	.127	.042	.209	2.994	.003

a. Dependent Variable: Academic Resilience

Source: Data processed by researchers (2025)

In this study, the SPSS 24.0 software significance was used for the partial test, also known as the T test. The Organizational Culture variable has a Tcount of 3,501 > Ttable of 1,654 and a Sig value of 0,001 < 0,05, according to the partial test results in Table 8; the Affective Commitment variable has a Tcount of 5,074 > Ttable 1,654 and a Sig value of 0,001 < 0,05; and the Trust variable has a Tcount of 2,994 > Ttable 1,654 and a Sig value of 0,003 < 0,05. It is determined that each of the three independent factors significantly affects the dependent variable, either fully or in part.

Coefficient of Determination

Table 9. Coefficient of Determination (R²)

Model	Model Summary		Std. Error of the Estimate
	R	Adjusted R	
1	.643 ^a	.414	332.042

a. Predictors: (Constant), Organizational Culture, Affective Commitment, Trust

Source: Data processed by researchers (2025)

R Square, also known as the coefficient of determination, is a test used to determine the research model's donation percentage. The R Square value for the influence of the Organizational Culture, Affective Commitment, and Trust variables on Knowledge Sharing is 0,414 or 41.4%, according to the analysis results in the coefficient of determination test in Table 9. This falls into the category of having a fairly strong influence because the acquisition value falls between 0,400 and 0,599. Other factors not included in the current study have an impact on the remaining percentage of 58.6%.

DISCUSSION

Influence of Organizational Culture on Knowledge Sharing (H1)

The findings of this study indicate that organizational culture positively influences the knowledge-sharing behavior of public vocational school teachers in East Jakarta. The stronger the organizational culture, the more likely teachers are to engage in knowledge-sharing activities. According to the findings of earlier research, Raharso (2018) used a sample of 394 respondents to examine three Bandung-based organizations and came to the conclusion that organizational culture has a big impact on knowledge sharing. According to Azzahra's (2019) study of 50 workers at PT. Telkom Indonesia Regional V, knowledge sharing is positively and significantly impacted by organizational culture. A qualitative study by Sawan et al. (2021) also supported the idea that company culture influences how people share knowledge. This study supports the notion that a robust organizational culture fosters knowledge sharing among educators, which in turn raises the caliber of human resources in the field of education. Teachers can work more effectively toward common objectives by encouraging cooperation, filling up knowledge gaps, and utilizing group strengths.

Influence of Affective Commitment on Knowledge Sharing (H2)

The results of the study indicate that affective commitment has a positive influence on the knowledge sharing behavior of teachers at State Vocational High Schools in East Jakarta. The higher the level of affective commitment possessed by teachers, the higher their knowledge sharing behavior will be. The results of previous research conducted by (Ng, 2022) which was conducted at five universities in Singapore with a sample size of 408 showed that the affective commitment variable had a positive influence on knowledge sharing. Then, a study conducted by (Pangaribuan & Salendu, 2022) on a company with a total of 84 samples showed that affective commitment had an influence on knowledge sharing. Then, research by (Noerchoidah et al., 2023) on 170 lecturers from private universities with A accreditation showed that affective commitment had an influence on knowledge sharing. This is in line with the results of this study which states that affective commitment can encourage knowledge sharing behavior in teachers. Affective commitment is an important commitment because of its relevance to the development of organizational knowledge, which is highly dependent on the creation of knowledge and the use of teachers who are committed and loyal to the organization.

Influence of Trust on Knowledge Sharing (H3)

Previous qualitative research on 23 articles from US and EU regions with indexed journals (Lužar & Gorenc Zoran, 2020) revealed that trust affects knowledge sharing. Then, it was demonstrated in a study by Rachmania and Mauludin (2021) that trust significantly and favorably affects information sharing. Furthermore, a study on 30 SMAS Kurnia Puday instructors by Marjani et al. (2022) revealed that trust significantly affects knowledge sharing. This is consistent with the study's findings that trust might promote teachers' sharing of information. Trust influences the decision to share knowledge, if there is trust,

everyone will not hurt each other and teachers will easily and sincerely share knowledge with other fellow teachers.

Influence of Organizational Culture, Affective Commitment, and Trust on Knowledge Sharing (H4)

According to the study's findings, the dependent variable, knowledge sharing (Y), is simultaneously and significantly influenced by the three independent factors, organizational culture (X1), affective commitment (X2), and trust (X3). Thus, the degree of teacher knowledge sharing is strongly influenced by organizational culture, affective commitment, and trust. Knowledge sharing among teachers will rise in tandem with increases in organizational culture, affective commitment, and trust. There are currently no results from earlier research investigations about the simultaneous influence of independent variables on dependent variables. This is because the factors of Organizational Culture (X1), Affective Commitment (X2), and Trust (X3) on Knowledge Sharing (Y), which were previously studied independently by other researchers, are combined to create a concept and model in this study. In light of this, the study's innovation, uniqueness, or freshness can be used to set it apart from earlier studies.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study is to examine how organizational culture, affective commitment, and trust affect knowledge sharing among East Jakartan teachers at State Vocational High Schools. The study's findings, which were analyzed statistically using IBM SPSS 24.0, show that: (1) Knowledge sharing is positively and significantly impacted by organizational culture (T count 3.501 > T table 1.977; Sig 0.001 < 0.05); (2) Knowledge sharing is positively and significantly impacted by affective commitment (T count 5.074 > T table 1.977; Sig 0.001 < 0.05). (3) Knowledge sharing is significantly and favorably impacted by trust (T count 2.994 > T table 1.977; Sig 0.003 < 0.05). (4) Knowledge sharing is positively and significantly impacted by organizational culture, affective commitment, and trust all at the same time (F count 31.735 > F table 2.67; Sig 0.001 < 0.05). These results confirm that these factors have an important role in encouraging a culture of knowledge sharing in educational environments. Researchers who will conduct research on knowledge sharing must consider other factors that can influence knowledge sharing such as Leadership, Incentives, Motivation, and Positive Affect to expand the research variables and produce more varied results. Researchers also suggest expanding the scope of the research sample. In addition, mediating variables can also be added to increase the diversity of research data and to describe the overall population situation.

ADVANCED RESEARCH

The limitation of this study is that it only uses three independent variables, while there are still other variables or components that influence organizational culture. In addition, this study was conducted in one of the sub-districts in East Jakarta, so the results of the study are considered less accurate to describe the

actual conditions of State Vocational High School teachers in East Jakarta. Then due to the limited time, cost, and energy required for research activities, which caused the study not to be continued further. It would be better if further researchers could expand the reach of the sample population and the variables used.

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