

# Improving Team Performance with Organizational Learning and Knowledge Sharing

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**Keywords:** Organizational Learning, Knowledge Sharing, Team Performance.

**Abstract:** The organization is currently in a pace-filled environment. The speed of product development, customer response, and troubleshooting can all have a dramatic effect on organizational and team performance levels. The diversity of work and teamwork is crucial to the progress of any global organization in recent years. Interesting and informative research in teamwork and teamwork is part of management-related issues. This study aims to prove that organizational learning and knowledge sharing can improve team performance. This study took a sample of 40 SMEs in the coastal areas of Cilacap district which is a marine engaged in SMEs. The results showed that organizational learning and knowledge sharing can significantly improve team performance with a value of  $P = 0.00$ .

## 1 INTRODUCTION

Small and medium business sector plays a very important role in building the economy of society. This is especially when it is associated with the economic empowerment of the community and the amount of labor that the small and medium enterprises can absorb. Besides having a strategic meaning for development, small and medium enterprises also serve as a means to state the results of development that has been achieved.

The empowerment of SMEs is very strategic, because of its great potential in mobilizing the economic activities of the community, and at the same time become the source of income of most people in improving their welfare. In 2006, the role of SMEs on the creation of national GDP at current prices was recorded at Rp. 1,786.22 trillion (53.49%), small business contribution was recorded at Rp. 1,253.36 trillion (37.53%) and medium enterprises amounting to Rp. 532.86 trillion (15.96%) of the total national GDP,

In Law No.20 / 2008 on SMEs, it is defined that empowerment is an effort made by the Government, Regional Government, Business, and Society synergistically in the form of climate growth and business development towards SMEs so as to grow and develop into a tough and independent business. Principles of empowerment of micro, small and medium enterprises are: (a) The growth of self-reliance, togetherness, and entrepreneurship of

micro, small and medium enterprises to work with their own initiative. (b) The manifestation of transparent, accountable, and fair public policies. (c) Market development based on regional potential and market oriented in accordance with the competence of Micro, Small and Medium Enterprises. (d) Increasing the competitiveness of micro, small and medium enterprises and entrepreneurship is very big role in the development of a country's economic growth

Aaker (1993) states that assets and skills or assets and competencies are the most basic instruments to generate competitiveness. Organizational innovation is important for companies to compete dynamically with a growing business environment (Dooley and Sullivan, 2003), as some researchers suggest that innovation is one tool to sustain growth and achieve business performance (Cottam et al 2001)

National economic development in Indonesia, which became the priority of Micro Small and Medium Enterprises (MSMEs). SMEs become the backbone of the populist economic system to reduce poverty problems and its development can expand the economic base and can contribute significantly in improving the regional economy and national economic resilience (Hubeis *et al.*, 2015; Azilani, Adibrata and Clement, 2017).

The empowerment of SMEs in the midst of globalization and high competition make SMEs must be able to face global challenge such as

improving product and service innovation, human resource and technology development, and expansion of marketing area. This needs to be done to increase the selling value of SMEs, especially in order to compete with foreign products that increasingly membajiri industrial and manufacturing centers in Indonesia, given the SMEs is the economic sector that is able to absorb the largest workforce in Indonesia (Sudaryanto 2011).

The results of the study Ardiana, et al. (2010) related to the development of human resource competence and its effect on the performance of SMEs in Surabaya found that the competence of human resources (knowledge, skills and abilities) affect the company performance. The higher the competencies of SMEs, the higher the performance of the company. Similar studies have also been conducted. Research Sulistyandari et al (2016) competence of human resources have a positive and significant impact on company performance. This means that the higher the competence of human resources will further improve the performance of the company is shown by the higher profits of the company.

Knowledge sharing within an organization is a very important thing. This issue arises when a person leaves the organization with his/her intellectual property without sharing their knowledge (knowledge walkouts)]. This would be very detrimental to the organization (Munir, 2010)

George Freedman (1988) who said that an organization needs to support the existence of innovation activities, because companies that implement innovation activities provide marketers members to apply new ideas in marketing the product, so that innovation activity is one of the policies made by the company in giving direction on innovation activities.

The number of brilliant organizations that fail and can not maintain its existence because the organizations stop learning and can not adjust to the development of the era and technology. To be able to maintain the existence and performance of the organization then needed an organizational learning process. The learning process can be achieved if the organization can have the ability to think and act more quickly in response to every change (Senge, 1990). Organizations that are able to perform the learning process is called the learning organization

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teamwork and teamwork is part of management-related issues. Management theorists have shifted from using the term 'working group' to 'team' and they argue that the team produces better performance than the working group (Katzenbach and Smith, 1991).

The success and performance of the team in a particular field of work is determined by the level of competence, professionalism and also its commitment to the field it is engaged in. An organizational commitment shows a person's power in identifying his involvement in an organizational part (Modway, Porter & Steer in Trianingsih, 2004). Organizational commitment therefore creates a sense of belonging to the workers towards the organization.

According to Simamora (1997) competence associated with one's skills in carrying out a job or productivity, that the extent to which a person in work to achieve satisfactory results. Meanwhile, according to Winardi (2007) the competence of an individual to continue to run the business in undergoing various tasks to succeed that can be done by someone. The overall competence of individual personnel is essentially shaped by the properties and competencies each organizer must possess to continue to foster "initiative." While Lowser and Poter define Competence as individual characteristics such as intelligence, manual skill, traits that are a potential power of someone to do and is stable (As'ad, 2000). The competence of the individual is at least determined by three basic conditions: sensory and cognitive conditions, knowledge of the correct way of response, and the competence to carry out the response So the competence is what one can do and not what he does do.

## 2 LITERATURE REVIEW

### 2.1 Knowledge Sharing

According to Davenport and Prusak (1998), knowledge or knowledge, not data, nor information, but difficult to separate from both. The difference between data, information and knowledge is often only a matter of degree of depth, where knowledge is seen as something more 'deep' than information, let alone data. Information, as the name implies should do its job, ie inform. The word "inform" originally means giving shape to something, and information is intended to form the person who receives it. Precisely, shaping the receiver's outlook; So the recipient decides - not the sender of the

message - whether the message received is already information or still in the form of data. That is by assessing whether the message received really shapes his perspective as the recipient of the message (Munir, 2010)

Distinguish knowledge of a group's method of sharing knowledge, techniques, experiences and ideas they have with other members. According to Subagyo (2007) knowledge sharing is one method or one of the steps in knowledge management that is used to provide opportunities to members of a group, organization (Firmaiansyah, 2014) Individual knowledge is the basic capital of each individual to be able to contribute the best in the company. The shared knowledge of individuals will form an equally high-profile team, so that between individuals it is easy to communicate and impact on the flexibility of the individual's work and ultimately to increase the company's performance (Harapan Tarigan *et al.*, 2012)

Knowledge sharing occurs at the level of individuals and organizations. For individual employees, knowledge sharing is to talk to their colleagues to help them get things could be done better, faster, or more efficiently. For an organization, knowledge sharing is to capturing, organizing, reusing and transferring experience-based knowledge within the organization so that knowledge is available that can be used by others in the business. In a knowledge-based organization such as a university or college, knowledge sharing is very important because most of the employees are knowledge workers. In the world of education, effective knowledge sharing will lead scholars to realize and develop their full potential. Educational institutions play an important

role in knowledge creation. Tacit knowledge is created or obtained by the academics, embedded in their minds, is the intellectual capital of the institution. Competitive advantage can be obtained if the knowledge be shared to those who need it so as to obtain benefits.

Knowledge also includes assessment and "rules practical" system developed over time through trial and error. Knowledge is complex and controversial, and can be interpreted in various ways. Most of the knowledge management literature sees knowledge in very broad terms, which basically includes tacit and explicit organizational knowledge. This includes structured data, patents, programs and procedures, as well as intangible knowledge and capabilities possessed by everyone (Subroto, 2005)

## 2.2 Learning Organization (Learning Organization)

Based on Senge (1990), learning organization is an organization where people continuously develop their capacity to achieve the results they really want, where new thinking patterns are nurtured, shared aspirations are freed, and people continually learn how to learn together.

Khandekar and Sharma (2006) argued that organizational learning is a process to gain knowledge, both personal and group that try to apply into the work they are doing affect the ability as a source of competitive advantage. The quality of organizational learning can be defined as a good / poor level of learning within the organization that each member is expected to collectively receive and collect information and knowledge according to the needs and capabilities of each individual, which is then interpreted and acted upon the interpretation of the information, which then produces something (output) that can be measured by numbers or that can be matched with numbers

Learning organizations have different dimensions and characteristics with organizations that do not learn. Senge (1990) states that learning organizations have five dimensions of personal skills, mental models, shared vision, team learning and system thinking. Watkins and Marsick (2003) argue that there are seven learning organizational dimensions: continuous learning, inquiry and dialogue, team learning, empowerment, embedded systems, system connections, and strategic leadership. Furthermore, Marquardt (2002) describes five models of learning organization consisting of learning, organization, organization, knowledge, and technology. All these dimensions are needed to maximize learning in the organization so as to form a successful and successful learner organization.

The variable indicator for learning organization is the 7 dimensions proposed by Marsick and Watkins (2003). These indicators include:

- a. Create continuous learning capabilities: Learning is designed in working so that people can learn in their work; opportunities are provided for education and sustainable growth.
- b. Promote inquiry and dialogue: Members of the organization acquire productive reasoning skills to express their views and the capacity to listen to and inquire about the views of others; culture is altered to support questions, feedback and experimentation.
- c. Encourage collaboration and team learning: Work is designed to utilize groups to access different ways of thinking; groups are expected

- to learn and learn together; collaboration is valued in culture.
- d. Provide strategic leadership for learning: Leadership model, champion and support learning; leadership uses strategic learning for business outcomes.
  - e. Empower people toward a collective vision: Members of the organization are involved in setting, owning and implementing a shared vision; responsibilities are distributed close to the decision maker so that people are motivated to learn what they are asked to account for.
  - f. Connect the organization to its environment: Members of the organization are helped to see the effect of their work on the company as a whole; Members of the organization observe the environment and use information to adapt their work practices; organizations connected with their communities.
  - g. Create systems to capture and share learning: Creating and integrating technology systems, both high and low, for sharing learning; access is provided; system is set.

### 2.3 Team Performance

Nurick & Thamhain (1999) explains that there are four specific variables that will affect the performance of a project team to achieve, namely leadership variables, task-related variables, its members (people-related), and organizational variables (organizational variables). Bubshait & Farooq (2003) mentioned the factors affecting the quality and effectiveness of a project team is divided into four parts: Variables related to leadership style, Variables related to tasks, Variables related to team members, Variables related to the organization or company.

Team work within a company can be defined as a set of people who interact with each other, psychologically having a sense of interconnectedness and working together as a group (Schein 1988 in Senior and Swailes 2004). The work team can also be defined as employees from different divisions, such as financial, marketing, production or other expert divisions of a company (Sisaye 2005). Effective work teams have several characteristics, including working together to achieve company goals, having dependence and trusting each other and making decisions based on mutual agreement (Mullins 2002 in Senior and Swailes 2004). Team performance is a key determinant and is often used as an indicator of the success of a company (Stashevsky and Koslowsky 2006). In order for a working group to work effectively, each member of the group should have

their own duties and roles. The role of work (task roles) is an effort made by each member of the group so that all activities can be well coordinated. In addition, through a clear job role will be obtained new ideas and can solve the problem well (Chong 2007).

Torrelles (2011) understands the competence of teamwork as "a set of knowledge, skills and attitudes needed to work with others in the task and achieve common goals, share information, distribute tasks, take responsibility, solve problems and contribute to improvements and collective development. "

## 3 METHODOLOGY

The number of samples of 40 teams selected by Random Sampling Method of 130 SMEs (Small and Medium Micro Enterprises) in the region of Cilacap Regency. which is engaged in various fields. The data were collected by questionnaire, observation, and interview. The research instrument used a Likert scale that has been modified on a scale of 1-7. Analysis technique using regeresis analysis and correlation of computer program SPSS 15. Instrument validity test is done by calculating the product moment correlation value from each item statement and got result that all items of question have value above 0,3 which mean all item statement in questionnaire is valid. Reliability test is done by calculating the value of alpha coefficient of all variables and obtained the results of all variables indicate values above 0.60 which means all variables are reliable.

## 4 RESULTS AND DISCUSSION

The result of the research is shown in Table 1, the correlation between the variables shows that between the variables of knowledge sharing, organizational learning and team performance are positively correlated so that it can be concluded that the three variables are related and positive. the implementation of the concept of learning organization to make competence and firm performance increases. This shows that the implementation of the concept of learning organization makes various ideas, knowledge, the competence of someone who has been buried so far can appear to be a real action that is very valuable to the organization (Yulia and Hatane, 2015).



Table 1 Correlations

		Knowledge Sharing	Organization Learning	Team Performance
Knowledge Sharing	Pearson Correlation	1	.631**	.733**
	Sig. (2-tailed)		.000	.000
	N	40	40	40
Organization Learning	Pearson Correlation	.631**	1	.655**
	Sig. (2-tailed)	.000		.000
	N	40	40	40
Team Performance	Pearson Correlation	.733**	.655**	1
	Sig. (2-tailed)	.000	.000	
	N	40	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 2: Regression Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	12.257	2.925		4.191	.000	6.331	18.183
Knowledge Sharing	.523	.132	.532	3.963	.000	.256	.791
Organization Learning	.314	.132	.319	2.380	.023	.047	.581

The influence of knowledge sharing on team performance is 0.532 or 53.2% and the influence of organizational learning on performance is 31.9%. Result of test (Srimulatsih, 2006) analysis regressions shows that employee attitudes are positively related to the learning organization. In this study, the organization realizes that employees are a very important asset in an organization. Employees have the ability to accept and apply the learning process to their respective jobs. Focus studies on values and beliefs along with organizational learning. In this regard, we are concerned with how managers perceive certain aspects of the learning process such as the value of cross-functional work, inter-connectedness of different parts of the organization and whether there is a mechanism for sharing knowledge and

experience (Hult et al., 2003). Organizational learning is valuable to corporate customers because it focuses on understanding and effectively satisfying their expressions and hidden needs through new products, services and ways of doing business (Handrimurtjahjo and Kuncoro, 2012).

Table 3.

Model	R	R Square	Adjusted R Square
1	.774 <sup>a</sup>	.599	.577

The effect of knowledge sharing and learning on performance improvement is 77.4% and 22.3% is influenced by other factors. Research (Arini, 2015) based on the results of this study indicate that organizational learning and competence significantly influence the performance of employees of PT. International Chemical Industry. Organizational learning refers to the intellectual enhancement and productive capabilities gained through the commitment of the entire organization and the opportunity to make continuous improvement. Organizational learning is also a process of obtaining knowledge individually and in groups that are willing to apply it to their work in making decisions and influencing each other as dynamic capacity as a source of competitive advantage (Wahyudi and Assegaff, 2011)

Organizational change can be grouped into four categories ie structure, technology, physical settings and people distinguishes the types of changes that include technological, product, structural and cultural / human changes. All forms of change in the organization have consequences on the readiness and ability of its members to adapt psychologically, knowledge and skills related to these changes. Organizational change in the design of a learning organization focuses on changing people, ie making changes in attitudes, skills, expectations, perceptions and or behavior of employees.

## 5 CONCLUSION

Based on the research results can be summarized as follows:

1. There is influence knowledge sharing on team performance with value  $P = 0.00$
2. There is influence of organizational learning on team performance with a value of  $P = 0.00$
3. There is the influence of knowledge sharing and organizational learning on team performance with a value of  $P = 0.00$

Improving team performance can be pursued by developing and implementing knowledge sharing and organizational learning.

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