Building Knowledge Sharing through Learning Organization in Creative Industry

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Keywords: Knowledge Management, KnowledgeSharing, Learning Organization People Level, Learning Organization Structural Level,and Organizational Commitment.

Abstract: The aim of this research is to find the most appropriate model of theoretical Learning Organization and Implementation as well as the application of organizational behavior in people and structural level to develop the knowledge through integrated Learning Organization model as the foundation to build the knowledge of some organizations which run their business in fashion creative industry in WestJava. In order to meet such a goal in the first year, we prepare an integrated learning organization which be adopted by creative fashion industries in Bandung along with its knowledge model. Whereas in the second year we will combine our latest model with the previous model applied in the creative fashion industry and observe how such Learning Organization and Knowledge Management may improve the working commitmen tof human resources in such industry.We use human resources working in fashion creative industry in Bandung, West Java, as the sample used in our research. Fashion creative industry's business agents represent all levelsand departments of the fashion industry. Watkins and Marsick questionnaire model as the instrument to measurethe Integrated *Learning Organization* and Hoff and Ridder model to assess the level of knowledge sharing and maintenance in an organization.The findings of this research reveals that in the event that each member of an organization in individual-level continuously performs life-long learning, communicates with his/her colleague, and provides feedback to each other as well as active learning in the level of group may bring positive and significant impact to the attitudes of top management which deal with organizational learnings well as donating and collecting organizational culture.

1 INTRODUCTION

Recent theories which develop nowadays, especially the ones regarding knowledge transfer, cover varied situations and industrial backgrounds and every industry must face its unique challenge in Learning Organization and maintaining its business challenges, especially the ones dealing withtacitknowledgeas the ones adopted inthe creativeindustry. Creative industry has triggered the establishment of new knowledge which is commonly known as 'creative knowledge', one of the sub-domains of tacit knowledge. Such sub-domain has grown into a new challenge for business agents which challenge those business agents to maintain their knowledge and the efforts performed by those agents to tackle such challenge will be reflected in knowledge sharing activities conducted by such agents.

One examples of tacit challenges regarding knowledge transfer is the 'stickiness of knowledge'characteristic, which means knowledge cannot easily be transferred amongst different groups which bedevelopment to the same field, especially in the industries which apply individuals' creativity and of which individuals be Learning Organization to 'creative individual' category (Yanget al., 2004; Anindita and Seda, 2018).

The next level is the 'absorptive capacity'nature, where knowledge transfer has a certain boundary, i.e. regarding the amount of knowledge that can be absorbed, especially any knowledge regarding fashion industry, where each organization or corporation tend to expand Learning Organization varied the form of creativity from other corporations with varied ways. Thus, whenever dealing with such creative industry, corporations tend to limit the knowledge absorption from others corporations.

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Moreover, the last challenge dealing with knowledge management comes when an organization cannot maintain its knowledge correctly, it will be worse if such organization takes form as a Learning Organization of which members can learn and adapt in a precise way so knowledge may grow and be shared within it. Speaking in this way, the key tothe organizational success of a Learning Organizationlies to a specific condition when the learning process is there, and knowledge is deemed as its core element (Senge, 1990; Anindita and Seda, 2018, Argyris and Schön, 1978).

The explanation on how knowledge management is applied and practised in the fashion industry may lead the research in the field of knowledge management in a new direction. The idea to narrow down the focus of this research to fashion industry will make this research more focused and well-directed.

Previously, researches on creative knowledge are written in the form of articles which discuss how knowledge management is maintained in the clothing industry, such researches include how knowledge management shall be used to improve the performance of the fashion industry, how knowledge Learning Organization shall be developed in the fashion industry, and how any knowledge regarding fashion shall be transferred. More in-depth researches regarding the role ofcreative knowledge and how such knowledge shall be transferred to the fashionindustry have not been widely performed.

Today, the theories on knowledge sharing have widely accommodated varied situations, and industrial background, including creative industry in this regards, and the researches on knowledge sharing have managed to provide an adequate explanation to answer any question regarding the challenges that may be faced in advanced technical tacit knowledge. However, those studies cannot describe the ways to disseminate such knowledge, what criteria are used to include specific industry into a creative category, and what kind of challenges may be evolved and tackled by creative industry whenever they must deal with knowledge sharing.

The knowledge about the creative industry is unique. The first perspective regarding this issue deals withthe stickiness of knowledge; this perspective expresses that specific knowledge established within the scope of a specific industry cannot be easily distributed and transferred. Any knowledge regarding creative industry will be deemed as ‘sticky’ since creative people with a complicated way of thinking – who depend on feeling and hunches in to make any decision - and creative environment can only be found in such industry.

The second perspective dealing with such industry shall be linked with learning, Learning Organization (Senge, 1990). A creative industry consists of creative individuals who perform their ‘learning’ in a creative environment where change takes place only in a glimpse of an eye and adopts different way of learning from its non-creative, more conventional counterpart. More to that, Van Den Hooff and Van Weenen (2004) identify that creative fashion industry shall be classified into two dimensions: donating and collecting.

The researchers base their research on Knowledge Sharing and Learning Organization theories which adopt an assumption that characteristics and challenges in fashion industry shall be deemed different from its non-creative counter part, where some creative individuals, outputs (products) can easily be found in such creative organization, of which knowledge management approach is implemented differently from its non-creative counterpart.

2 LITERATURE REVIEW

2.1 Knowledge Sharing

Knowledge Sharing is a part of Knowledge Management (KM) which was popularized by Drucker (1988).According to Howell (2012), it shall be defined as interpreting organizational goals into some actions. By doing this, an organization must transform some information into a series of actions,and every member of such organization shall be aware whether they can share such information or not, which party will depend on their information, and what kind of information is needed by the party. Those issues are the basis of the integration ofKnowledge Sharingas a part of Knowledge Management.

Wah et al.(2010) define Knowledge Sharing as “Voluntary Interaction” between the members of the organization, including information sharing about applicable norms, laws and regulations, and knowledge.

Van Den Hooff and Van Weenen (2004) in Govindaraju (2008) defines knowledge sharing as a process where individuals perform an exchange for the knowledge they have (tacit knowledge and Explicit knowledge). This definition implies that each Knowledge Sharing attitude consists of Bringing (donating knowledge) and Getting

(collecting knowledge) activities. Donating is an action conducted by communicating one's intellectuality to another whereas collecting shall be defined as an action conducted by consulting one's intellectuality with others'.

Frequently employeesadopt certain assumption thatKnowledge Sharingcan be a threat which may reduce their status, skills and profit. Such an assumption makes knowledge sharing become very Learning Organization as stated by Morris (2001), Willem and Scarbrough (2006) in Yen (2011). In addition to that, according to Yen (2011), one factor that may raise the level of knowledge sharing in an organization deals with organizational culture. Previous research also stated that some factors like information system facilities, well-organized organizational structure and remuneration system would determine and raise the level of sharing knowledge.

Christensen, based on Howell (2012) mentions in his paper that knowledge sharing is a process conducted to Learning Organization, identify one's available knowledge, simplify the access to knowledge in order to transfer and apply such knowledge to complete the specific job in better, faster, and more efficient manners. In addition to that, there are some types of knowledge sharing, namely professional knowledge, coordinating knowledge, andobject-based knowledge.

Knowledge sharing is inevitably needed by some higher education institutions to increase the number of researches, community service, and publications where lecturers or any well-experienced education staffs can perform knowledge sharing by transferring any knowledge related to research and community service.

2.2 Learning Organization

Learning Organizationhas been a Learning Organization into some perspectives; such a premise has been summarized from Yang et al. (2004), Ji etal. (2009), Weldy and Gillis (2010).There are four perspectives of Learning Organization, namely:

- System Thinking, Senge (1990) defined learning organization as an organization which has not only the ability to adapt with its surroundings but also the ability to Learning Organization, i.e. the ability to create some future alternatives. Senge (1990) developed five principles, i.e. team learning, which involves group learning activities; shared vision, the ability to Learning Organization further visions; Mental models, the ability to observe how closely an industry works; Personal mastery, the ability to continuously perform self-development, increase the energy, and be objective towards the organization; and system thinking, the ability to see the correlation between specific function with another.Those five essential principles are needed for the establishment of a learning organization.
- Learning Perspective. Pedler, Burgoyne and Pedler et al. (1988), defines a learning organizationas an organization which continuously facilitates learning to all of its members in order to achieve organizational goals. There areseven dimensions of learning perspective, namely: A learning approach to strategy, private exchange, reward flexibility, enabling structures, boundary worker as an environmental scanner, intercompany learning, learning climate and self-development for everyone. The components of Learning Perspective as defined by Pedler et al.(1988) will bring a whole aspect to all levels of the organization. However, similar to the dimension formulated by Senge, those seven instruments are merely used to implementa learning organization, instead of to observe the same.
- Strategic Perspective. Garvin (1993) defines a learning organization as the ability of an organization to create, transfer and modify knowledge through its new insight. Perceived froma strategic perspective, Goh (1998) added that learning organization has five dimensions: Clarity and support for mission and vision, shared leadership and involvement, a culture that encourages experimentation, the ability to transfer knowledge across organizational boundaries and teamwork and cooperations. Based on the strategic perspective, the managerial ability is needed by an organization which intends to transform into a learning organization. Nevertheless, dealing with such a strategic perspective, there are some elements left un-included, i.e. individuals and continuous learning process. The researcher assumes that those five dimensions of a learning organization are not parallel because some components of which merely reflect organization culture (experimentation, teamwork and cooperation) whereas others only reflect organizational ability (transfer of knowledge).
- Integrative Perspective. Marsick and Watkins define learning organizationas a principle which has three key components, namely: (1)system level, continuous learning, (2)create and manage knowledge outcomes, (3)lead to improvements in

the organization's performance. Prinsis Marsick and Watkins integrated two crucial components, people and structure, which shall be deemed as interactive components of organizational change and development. Furthermore, Marsick and Watkins develop seven dimensions ofthe learning organization, namely: Continous Learning which represents the effort taken by an organization to establish continuous learning and similar opportunity for all members to learn. Second dimension deals within the Learning Organization, which reflects the effort taken by an organization to build inquiry, feedback, and experiment cultures. The third dimension is team learning which reflects the spirit and ability to co-operate and build effective teamwork. The fourth dimension is empowerment which displays specific organizational process to build some joint-visions and get the feedback from all members of the organization to bridge old visions with the new ones. The fifth dimension, embedded system, indicates the effort to develop a system which covers all kinds and processes of learning. The sixth dimension, system connection, reflects the global thinking and action which connects the internal environment of the organization with its external environment. Last but not least, the seventh dimension deals with strategic leadership, which reflects the leaders who can think strategically and use learning to facilitate changes and transform into a new organization with new goals.

Combining those four perspectives, Ortenbald (2002) formulates some concepts about learning organization. First, Learning perspective, which focuses on the knowledge adopted by all levels of the organization. Second, learning at work perspective perceives learning organization as an organization where each conducts learning at his/her workplace. Third, learning climate perspective perceives an organization as a place that facilitates its members to learn continuously. Fourth learning structure perspective perceives learning as a unified system with a flexible nature.

2.3 Organizational Commitment

Bui and Baruch (2010), states that organization commitment should reach the level where employees stand for organizational behalf and retain their memberships in such organization. In other words, highorganization commitment shall be defined as very close alignment to a specific organization.

In accordance with Basic Concepts of Organization Commitment which are formulated by Greenberg and baron (1993) and a theory fromMowday, Porter and Dubin (1974) as cited by Yen (2011) the following attitudes reflect the position of individuals in an establishment: assume that he/ she is identical with and involved in such an organization and does not have any intention to leave such organization.

Organization commitment shall be directed into the level where employees are psychologically linked to their workplace, whereas the object of such commitment is organization, individuals and ideas, practices and employmentor can be defined as the work attitude of which level display how big commitment that can be contributed by an employee towards his/her organization, such attitude or alignment between employees and their organization may be developed by adding some components like strong belief towards organizational goals and values, use all means and efforts to achieve organizational goals and has strong faith to be engaged with the organization. Three more components are added to organizational commitment, namely: an affective component which refers to employees' emotional condition, sustainability component which refers to the funds earned during employees' affiliation with the organization and normative component which refers to employees' obligation to the organization.

Some previous studies show that organization commitment has been the focus of studies and observation conducted in these recent years because organization commitment may trigger a higher level of team loyalty and boost the performance of an organization. By knowing employees' organization commitment, an organization will be able to find a way to retain its employees and boost their performance, which becomes determining factors in organizationaldevelopment.

2.4 Previous Studies

The research conducted to fashion industry regarding Knowledge Sharing reveals that top management, Structure level management in this regards, has been proven to be able to give a specific contribution to knowledge sharing culture (Connelly and Kelloway, 2003; Lin, 2007; Mc Neil, 2004). It is not only Top Management alone who will trigger knowledge sharing culture. Individual efforts may also improve individual's capability to perform

knowledge sharing to each other (Lin, 2007). It is also vital that the fashion industry link knowledge sharing culture with individuals' characteristics, as evidenced by some previous studies disclosing that particular background may affect knowledge sharing attitude (Wasko and Faraj, 2005).

Besides the above-mention study, some previous researches regarding learning Organization and Knowledge Sharing theories have managed to reveal the following:

- Senge, (1990, 1993, 1997, 2001);s research it was revealed thatthe Learning Organization could be perceived as a System Thinking, Senge (1990) defined learning organizations as an organization which not only has an ability to adapt but also an ability to develop, i.e. the ability to formulate some alternatives for the future.
- In his subsequent research, Pedler et al. (1988), defined learning organization as a Learning Perspective, an organization which ceaselessly facilitates learning to all of its members in order to reach its organizational goals. There are seven dimensions which shall be integrated within it, namely: a learning approach to strategy, private exchange, reward flexibility, enabling structures, boundary worker as an environmental scanner, intercompany learning, learning climate, and self-development for everyone.
- Thus, such definition evolves intoStrategic Perspective. Garvin (1993) defines a learning organization as the capability of an organization to establish and transfer specific knowledge and modify it bythe new knowledge it gains. It was added by Goh (1998) that observed from its strategic perspective; learning organization has five dimensions: clarity and support for mission and vision; shared leadership and involvement; a culture that encourages experimentation; the ability to transfer knowledge across organizational boundaries; and teamwork and cooperations.

Last but not least, learning organization, based on the findings of his research, shall be perceived as an Integrative Perspective. Marsickand Watkins define learning organization into a principle which accommodates three important concepts, namely: (1) system level, continuous learning, (2) create and manage knowledge outcomes, (3) lead to improvements in the organization's performance. Prinsis and Marsick and Watkins integrate two critical elements: people and structure, which shall be perceived as interactive components of change and organizational development.

3 RESEARCH METHOD

This research applies specific approach conducted by digging further information from the employees of fashion creative industry in Bandung, East Jawa, regarding the most appropriate way to integrate Learning Organization by adopting both People level and Structural Level perspectives, and find out the best practice to implement knowledge management, perceived from knowledge sharing activities implemented in such industry.

This research applies primary data,and primary data collection is performed by using a survey method. Research data are gained from subjects who express their idea, opinion, feeling, and share their expression and perspective towards the implementation of integrated Learning Organization and knowledge sharing maintenance in their workplace, in the creative fashion industry in Bandung, West Jawa.

The amount of research sample shall be estimatedby using *Minimum Likelihood* (ML), and regarding this research, the researchers take 150respondents. The appropriate amount of sample ranges between 100-200 items. The unit analysis for this study is individuals who work in fashion creative industry in Bandung, whereas the respondents of this research are the employees of the creative fashion industry in Bandung. Those respondents are observed to assess the level of Learning Organization and Knowledge Management in their workplace.

Primary data are collected for this research. Primary data are collected using a structured list of question. Those data are collected by distributing questionnaires and interview technique and adopting a survey technique .The source of data is opinions and perspectives shared by employees and owners of some fashion industries in Bandung.

4 RESEARCH FINDINGS

4.1 Respondents Profile

From 150 respondents who answer research questionnaires, observed from their job description chart, 12.3% of whom work as store managers, 30% of whom belong to marketing division, 40% work as

designers, 20% workas purchasing dan warehouse staffs, and the remaining of whom work for packing and packaging division. Perceived from their educational background, 60% of the subjects employed in the fashion industry are diploma graduates, most individuals who hold store manager and marketing manager have undergraduate (S1) background or about 20% out of total respondents. Perceived from the duration of their employment, it has been revealed that 40% of the subjects work in the period of fewer than three years, 50% of whom are employed for 3 – 5 years and only 10% of whom have been employed for more than five years.

4.2 Validity and Reliability Tests

Validity Test is conducted by using First-Order Confirmatory Analysis. Regarding Learning Organization in People Level, three indicators, i.e. Continuous Learning, Dialogue and Inquiry, and Team Learning display the loading factor of more than 0.4 and those three indicators may establish a construct the Learning Organization in People Level. For Learning Organization in Structural Level, three indicators,i.e. Embedded System, Empowerment, and Leadership are the indicators which establish such construct, with a relatively high value of loading factor. Whereas system connection only reaches the loading factor of 0.298 and is notable to establish learning organization in structural level, and those indicators are excluded from this research. Validity Test to measure Employees' commitment reveals that only two indicators that can establish its construct, i.e. Willingness to exert effort and Degree of Goal dan Value. Whereas Maintain Membership is not proven to be able to build a construct for Employee

Commitment by reaching loading factor less than 0.4 points. Two indicators of Knowledge Sharing which cannot build a construct are donating and collecting, both indicators, however, can reach a quite high value of loading factor, i.e. 0.7 and 0.8.

Besides validity, those data can display composite reliability indices for all indicators valued more than 0.7 points,and the value of all Average Variance Extracted which are calculated for every indicator valued more than 0.5.

Normality test reveals that all indicators are normally distributed, and aggregately all data are normally distributed with a Critical ratio of skewness of>2.58or 4.044 points. Furthermore, such data are not affected by outliers because Mahalonobis Distance does not display any data amounted less than 0.001.

4.3 Descriptive Analysis

This descriptive analysis has been made by usinga 1 – 10 scale, the mean value for each variable be measured and each respondent included in the classification, of which findings reveal as shown in Table 1.

Table 1: The Result of Descriptive Recapitulationfor All Variables

Variable	Scoreof Total Average	Description
Learning Organization in People Level	4.44	Almost construct an learning organization
Learning Organization in Structural Level	4.91	Almost construct an learning organization
Organizational Commitment	4.18	High
Knowledge Sharing	5.37	Frequent

From descriptive analysis performed by finding out the average total of all indicators for all variables, it has been revealed that the respondents or employees of creative fashion industry adopt common perception that in individual level, they have transformed themselves into a Learning Organization, where continuous learning process, dialogue, and feedback exchange have been performed, not with standing the fact that they have not been able to form a robust team learning. Observing Learning Organization in Structural level, similar result has been revealed: such creative fashion industry begins to transform into a learning organization, of which employees think that they have been involved in the industry, such system is accessible by all members of such organization, and they are connected to specific community which supports their job eventhough the leadership is not too good.

Different from the low value obtained from Learning Organization perspective or assessment, fashion industry business agents think that they are individuals who havea high commitment to the organization where they work, both normatively and affectively. Last but not least, perceived from their perspectives towards Knowledge Sharing Culture, those agents perceive that they have adopted the good organizational culture, observed from collecting knowledge or donating knowledge perspective. They perceive that tacit knowledge in

the fashion industry can be transformed into explicit knowledge.

4.4 Structural Equation Modeling

After adopting some improvement models, the researchers can formulate the FITmodel by doing this research, where the testing against Goodness of Fit from research Model can be observed from some indicators. Chi-Square Statistical Value of 61.626 shall be considered as low witha p-valueof 0.078 (> 0.05);this may serve as strong evidence that this model is quite fit. CFI Fit Index reveals the amount of 0.894 which can still be tolerated (not greater than 0.9) and RSEA value of 0.0187 also reveals that this model is quite fit.

Exogenous Variable or both employees commitment and Learning Organization in People Level displays significant impact towards Learning Organization in Structure Level - even though the impact of both variables towards Learning Organization in Structure Level is not very significant, which may be observed from the R^2 value of 0.437 or margin error of 0.563.

The impact of Knowledge Sharing reveals that Learning Organization and Employees Commitment Variables directly affect knowledge sharing culture between the fashion industry's business agents, but the similar result has not been displayed by the Learning Organization in Structure Level. The contribution of Learning Organization in People level and employees

Commitment towards knowledge sharing culture is displayed by a significant amount of R^2value, 0.668 or tiny margin error of 0.332. This figure displays that Learning Organization in Structure Level neither affects knowledge sharing culture nor has a role as an intervening variable for Learning Organization in People Level and Employees Commitment towards knowledge sharing culture.

What makes this fashion industry's research model unique is the fact that Learning Organization in People Level directly implements Knowledge Sharing without affecting Learning Organization in Structure Level variable, but the correlation between learning organization in people Level towards Learning Organization in structure Level is substantial. Other uniqueness of this model lies in the fact that the Indicators of learning organizationin people level directly affect the indicators of learning organization in Structure Level. Continuous Learning affects Embedded System, Inquiry & Dialogue and Team Learning. Both variables affect Embedded system and Leadership. In other words, measurable fashion industry with an integrated system will be affected by the way individuals within such organization perform continuous learning, dialogue, and share feedback, and how a group of individuals (a team) perform collaborative learning whereas a leader will always guide the organization he/she led towards Learning Organization, and this will be determined by group learning activities and dialogue as well ascommunication in the level of individuals within the organization.

Figure 1 shown the research model which has been developed from the result of data processing.

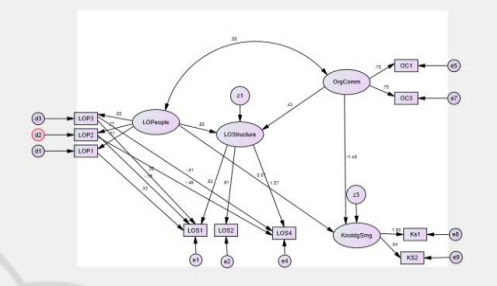

Figure 1: The Findings of the ResearchModel

4.5 Two-ways ANOVA

Two-ways ANOVA is performed to identify whether variables in this research are affected by specific respondent's profile, background, and characteristics. The analysis of Learning Organization in People level reveals that respondent's perspective adopted to this variable will not be affected by educational background, work duration and the position he/she holds in the organization.Thus, their answer may display similar tendency with their perspective about Learning Organization in people level.Dealing with the perspective of Learning Organization in Structure Level, employees' perspectives will be classified based on the level of educational background, where the significant value of F test is 0.023 (< 0.05). This also means that the educational level will affect varied perspectives about Learning Organization in Structure Levelor the higher educational level an employee may have, the more positive perspective he/she may adopt towards Learning Organization in Structure Level in fashion Industry.

The result of ANOVA testing towards employees' commitment, assessment towards employees' commitment to the organization where the workersare not affected by the level of education, duration of work, and the position within an organization. Thus, the trend will be as follows:

employees' commitment to their organization will be the same, not withstanding their educational background, working duration, and the position they hold within an organization. Dealing with knowledge sharing variables, the level of knowledge sharing perspective in the fashion industry will not be partially discriminated by educational background, working position, and working duration. However, what makes these findings unique is the fact that knowledge sharing differentiates the interaction between position and working duration that reveals F testing significance value of 0.029 (< 0.05). This findings reveals that the higher one's position within an organization and the higher level education he/she may have, the more donating he/she will be, and conversely, the lower one's position within within an organization and the Lower level education he/she may have, the more collecting he/she will be.

5 CONCLUSION

5.1 Learning Organization in People Level towards Knowledge Sharing Culture

The findings of this research reveal that each member of the organization shall perform continuous learning in the level of the individual, maintain communication with his/her colleagues, and provide feedback towards the output contributed by their colleagues, and the member of his/her team, an individual, shall actively learn. Such attitudes may bring positive and significant impacts towards the attitude of top management dealing with organizational learning as well as donating and collecting knowledge sharing cultures. The findings of the current study support previous findings formulated by Connelly and Kelloway (2003); Lin (2007) and Mc Neil (2004). Current findings indicate that the agents of the fashion industry are primarily the individuals who love to learn and improve their confidence about the knowledge they have and share such knowledge with others.

5.2 Learning Organization in Structure Level towards Knowledge Sharing culture

Different from previous findings formulated by Mc Neil (2004) and Lin (2007) the role of top management does not have any impact on knowledge sharing when the role of management is measured by using Learning Organization dimensions and indicators. A system integrated into an organization where the access to knowledge is provided by top management will not bring any impact towards knowledge sharing culture adopted by the creative industry. This indicates that knowledge tends to be shared in groups and involve various interactions, instead of the access provided by top management. Leadership, specific situation where top management shares their visions and missions and play their role as mentors and facilitators will not bring any impact towards knowledge sharing culture, due to the fact that fashion industry is a distinguished industry with unique characteristics, where most of its human resources comprises of designers who have "distinguished and unique" knowledge which cannot be understood by top management. The knowledge owned by those designers will be shared with the members of their group without the assistance from top management as their facilitators.

5.3 Organizational Commitment towards Knowledge Sharing Culture

Organizational commitment shows the degree to which employees in the fashion industry will provide the maximum effort for their organization and the extent to which employees feel that the mission's vision of purpose and the value of the organization is equal to the value it has. These two dimensions of organizational commitment from the results of the study have had a positive and significant impact on even a significant contribution to the culture of knowledge sharing in the fashion industry.

Considering that individual factors, i.e. construct, which shapes the variables ofLearning organization in people level, have a significant impact on the knowledge regarding fashion industry; top management or fashion industry owners must play the role as the motivator for each to perform continuous learning, set certain ambience where dialogue and feedback resulting from employees' cooperation can be conducted within their organization, and try to create learning groups for the industry.The designers must conduct those efforts because an appropriate and well-integrated system will not bring any significant impact on knowledge sharing without the presence of learning activities on an individual level.

Not only learning activities in individual level and knowledge sharing that must be encouraged to the fashion industry by the designers; top management must also identify whether their organizational visions, missions, goals, and values have been equally shared to their members or the human resources of the industry. Without the presence of such shared values, knowledge sharing will not take place. The intention to work hard and provide assistance and best contribution to our organization shall be developed because such intention may trigger the development of creative fashion industry, within Bandung, West Jawa area in this regards.

Thus, the following studies should further explore what variables that may be linked to individual behaviour and attitude and their impacts towards knowledge sharing culture.

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