



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v8-i4/4030>

DOI: 10.6007/IJARBSS/v8-i4/4030

*Received: 11 Mar 2018, Revised: 13 April 2018, Accepted: 21 April 2018*

Published Online: 25 April 2018

In-Text Citation: (Weda, 2018)

To Cite this Article: Weda, S. (2018). The Effects of Knowledge Management on Performance of Government Employees (ASN) at Faculty of Languages and Literature State University of Makassar Indonesia. *International Journal of Academic Research in Business and Social Sciences*, 8(4), 514–535.

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Vol. 8, No. 4, April 2018, Pg. 514 - 535

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## **The Effects of Knowledge Management on Performance of Government Employees (ASN) at Faculty of Languages and Literature State University of Makassar Indonesia**

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### **Abstract**

The objective of the study was to identify the influence of knowledge management on performance of government employees (*Aparatur Sipil Negara/ASN*) at Faculty of Languages and Literature Universitas Negeri Makassar (FBS-UNM). The study applied an associative quantitative method with a correlative research to test the influence of knowledge management on performance of ASN at FBS-UNM. The study employed normality test, regression analysis, and hypothesis test using SPSS. The results of the study showed that the tacit knowledge positively influenced significantly performance of ASN at FBS-UNM around 27.6%. Explicit knowledge positively influenced significantly performance of ASN at FBS-UNM around 44.6%. Leaders and employees of ASN UNM especially at FBS had acquired, exploited, and documented explicit knowledge through various ways such as socialization, externalization, combination, and internalization. This was reflected in the Strategic Planning of FBS-UNM 2015-2020 on strategic programs such as training activities, seminars, workshops, and refreshing courses or on the job training, and improving the quality of services and other performances. Simultaneously, tacit and explicit knowledge influenced ASN FBS-UNM performance around 44.8% and the rest around 55.2% are other variables that are not examined.

**Keywords:** Knowledge Management, Tacit Knowledge, Explicit Knowledge, Performance, Government Employee (ASN)

### **Introduction**

In the 21<sup>st</sup> century, all organizations compete to improve their performance. One of those organizations is government organization. Government organization or public organization is always seen as an organization that has many problems. One of the problems is the low quality of its public service. One of the government organizations which has low performance is the Faculty of Languages and Literature State University of Makassar. Some Knowledge Management (KM) practices in this organization are still low. Some of them are: leadership, planning, service to customers, and the KM practices.

To give good service to service receiver and to improve organization performance and the performance of government employees (ASN performance), especially at Faculty of Languages and Literature State University of Makassar (Universitas Negeri Makassar), the implementation of KM in each organization unit in this institution is fundamental. This in keeping with the goal of State University of Makassar, in terms of realizing strategic planning of Faculty of Languages and Literature State University of Makassar as a competitive organization conducted through strategic steps. One of the steps used is conducting Knowledge Management (KM) in its activity.

*Knowledge Management* (KM) is fundamental in business organization, government organization, and non-profit organization because it relates to knowledge acquisition, knowledge sharing, knowledge implementation, and knowledge documentation. KM is continuous effort toward knowledge creation and knowledge utilization to solve the problems in public organization and therefore it can achieve the target. In some management textbooks stated that KM has been popularized in 1980s, and currently becomes very important in discussion about management and knowledge. The popularity of KM has grown drastically when Nonaka, an expert of management from Japan wrote an article entitled "The Importance of Knowledge" in 1991.

Karl Sveiby (Ghani, 2009) defined KM as, "The art of creating value from an organizations intangible assets."

Devenport and Prusak (Ghani, 2009) defined KM as, "KM is concerned with the exploration and development of the knowledge assets of an organization with a view to furthering the knowledge objectives."

Therefore, this study focuses its investigation on the effect of *Knowledge Management* (KM): *tacit knowledge* and *explicit knowledge* on performance of government employees (ASN) at Faculty of Languages and Literature State University of Makassar.

### **Research Method**

The study applied an associative quantitative method with a correlative research to test the influence of knowledge management on performance of ASN at FBS-UNM. The study employed normality test, regression analysis, and hypothesis test using SPSS IBM Statistics 20.

### **Population and Sample**

The population of this study is all government employees (ASN) at Faculty of Languages and Literature State University of Makassar (FBS – UNM). There were 140 of government employees as the population of this study. The sample of the study is 60 government employees which chosen using *disproportionate stratified random sampling*, by choosing the sample randomly from faculty members and staff. This sampling techniques used because the population of the study was heterogenic, that is 1 dean, 3 vice dean, 3 head of department, 9 head of study program, 110 faculty members (lecturers), and 14 administrative staff.

To determine sample, firstly, the researchers find out the population equation that is = 140 government employees as stated in UNM PROSPECTUS 2015/2016: 155, then determine precision level 10% and the detail equation is as follows.

$$n = \frac{N}{N \cdot d^2 + 1} = \frac{140}{(140) \cdot (0.1^2) + 1} = \frac{140}{2.4} = 58.33 \approx 60 \text{ respondent}$$

a) Dean	=	1 : 140 x 58 =	0.4143	≈	1 person
b) Vice Dean	=	3 : 140 x 58 =	1.2429	≈	1 person
c) Head of Department	=	3 : 140 x 58 =	1.2429	≈	1 person
d) Head of Study Pro.	=	9 : 140 x 58 =	3.7286	≈	5 persons
e) Lecturer	=	110 : 140 x 58 =	45.5714	≈	46 persons
f) Staff	=	14 : 140 x 58 =	5.8	≈	6 persons
Total sample	=	140 : 140 x 58 =	58	≈	60 persons

### Technique and Instrument of Data Collection

Instrument used in this study was questionnaires comprising items about Knowledge Management (X) and Performance of government employees (Y).

Therefore, Likert scale used to measure respondents' responses about event or phenomenon. By using Likert scale, variables which will be tested firstly elaborated into dimensions, dimensions are elaborated into sub-variables and sub-variables are elaborated into measurable indicators (Riduwan in Weda, 2014: 63). Finally, measurable indicators can be used to design instrument items which will be made in form of questions and will be answered by respondents (Riduwan in Weda, 2014: 63).

The questionnaires were distributed to obtain the data from government employees (faculty members and administrative staff) at Faculty of Languages and Literature State University of Makassar (FBS – UNM) on July – August 2017.

### Findings and Discussion

#### Demographic of Participants

There were 60 participants in this study. The participants were 22 or 36.66% female and 38 or 63.33% male as government employees (Aparatur Sipil Negara/ASN) at Faculty of Languages and Literature State University of Makassar, Indonesia. The participants' age ranged from < 35 - > 60 years old. The demographic profile of participants is revealed in detail in table 1 as follows.

Table 1. Demographic of Participants

<i>Demographic Information</i>	<i>Frequency</i>	<i>Percentage</i>
<b>Gender</b>		
1. Female	22	36.66
2. Male	38	63.33
Total	60	100
<b>Education</b>		
1. Senior High School	4	6.66
2. Undergraduate	8	13.33
3. Master's Degree	19	31.66
4. Doctoral Degree	29	48.33
Total	60	100
<b>Age</b>		
1. < 35	6	10
2. 35 – 45	23	38.33
3. 46 – 50	8	13.33
4. 51 – 60	21	35
5. > 60	2	3.33
Total	60	100

### Description of Research Variable

#### Employees' Ability

The results of questionnaire about performance of government employees at Faculty of Languages and Literature State University of Makassar reveal the mean score of all items as follows. Item number 1 (Understand main duty as government employee) shows the highest mean score 4.58, followed by item number 5 (Ability to communicate with his or her colleagues) with mean score 4.55, and the lowest mean is item number 4 (Employee productivity according to job result that he or she can complete) with mean score 4.13.

Table 2. Percentage of government employees' response on employees' ability items

No.	Statement	Very Often	Often	Rare	Very Rare	Never	Mean
1.	Understand main duty as government employee	70	25	1.7	1.7	0	4.58
2.	Have ability in making planning and job schedule	43	45	10	1.7	0	4.3
3.	Understand Standard Operating Procedure (SOP)	48.3	36.7	11.7	1.7	0	4.32
4.	Employee productivity according to job result that he or she can complete	25	66.7	8.3	1.7	0	4.13
5.	Ability to communicate with his or her colleagues	56.7	41.7	1.7	0	0	4.55
6.	Ability to work in team work.	68.3	25	5	1.7	0	4.45
7.	Complete the task on time	46.7	43.7	8.3	1.7	0	4.27

Table 2 reveals that approximately 95% of the government employees revealed understanding main duty as government employees. Approximately 88% of government employees have ability in making planning and job schedule. Approximately 85% of government employees understand Standard Operating Procedure (SOP). Approximately 91.7% of government employees exhibited employee productivity according to job result that he or she can complete, 98.3% of government employees exhibited ability to communicate with his or her colleagues, and ability to work in team work. (88.8%). Furthermore, 90.4% of the government employees indicated that they can complete the task on time.

#### Performance: Motivation of Government Employees

For performance questionnaire, especially motivation of government employees, shows that from 5 items, item number 5 (Employees productivity according to job result that he or she can complete.) with the highest mean score 4,52, followed by item number 3 (The management motivates the employee to pursue his or her studies and develop his or her competence, skills, and career.) with mean score 4,35, and the lowest mean score is item number 1 (The management motivates the employee to pursue his or her studies and develop his or her competence, skills, and career) with mean score 3.55.

Table 3. Percentage of government employees' responses on performance:

No.	Statement	ASN motivation					Mean
		Very Often	Often	Rare	Very Rare	Never	
1.	The management gives reward to employee who completes the task on time.	18.3	41.7	26.7	6.7	6.7	3.55
2.	The management encourages the employees to participate in decision making.	25	38.3	30	6.7	0	3.83
3.	The management motivates the employee to pursue his or her studies and develop his or her competence, skills, and career.	53.3	35	5	6.7	0	4.35
4.	The management motivates employees to work in team.	41.7	43.3	13.3	1.7	0	4.25
5.	Employees' productivity according to job result that he or she can complete.	71.7	25	3.3	0	0	4.52

Table 3 reveals that approximately 60% of the government employees revealed that the management gives reward to employee who completes the task on time. Approximately 63.3% of government employees experienced the management encourages the employees to participate in decision making. Approximately 88.3% of government employees experienced that the management motivates the employee to pursue his or her studies and develop his or her competence, skills, and career. Approximately 85% of government employees exhibited the management motivates employees to work in team, 92.2% of government employees exhibited that employees' productivity according to job result that he or she can complete.

#### **Performance: Opportunity to Pursue Study and Career**

As revealed in table 4 that the highest mean score is item number 3 (The management gives opportunity to employees to pursue master's degree and doctoral degree (Ph.D.) with mean score 4.62 and the lowest mean score is item number 4 (The management gives

opportunity to employees to follow a variety of trainings, either on the job training or off the job training) with mean score 4.17.

Table 4. Percentage of government employees' responses on performance:  
Opportunity to pursue study and career

No.	Statement	Very Often	Often	Rare	Very Rare	Never	Mean
1.	The management gives opportunity to employees to give comments, suggestions, and idea in meetings.	55	30	15	0	0	4.25
2.	The management gives opportunity to employees to achieve highest career.	55	33	10	0	0	4.42
3.	The management gives opportunity to employees to pursue master's degree and doctoral degree (Ph.D.)	71.7	20	5	1.7	0	4.62
4.	The management gives opportunity to employees to follow a variety of trainings, either on the job training or off the job training.	45	35	11.7	8.3	0	4.17
5.	The management gives opportunities to employees to be creative and innovative in his or her job.	56.7	33.3	5	3.3	1.7	4.35

Table 4 above shows that approximately 85% of the government employees revealed that the management gives opportunity to employees to give comments, suggestions, and idea in meetings. Approximately 88% of government employees experienced the management gives opportunity to employees to achieve highest career. Approximately 91.7% of government employees experienced that the management gives opportunity to employees to pursue master's degree and doctoral degree (Ph.D.). Approximately 80% of government employees exhibited the management gives opportunity to employees to follow a variety of trainings,



either on the job training or off the job training. Approximately 90% of government employees exhibited that the management gives opportunities to employees to be creative and innovative in his or her job.

### Knowledge Management: Tacit Knowledge

As illustrated in questionnaire about Knowledge Management (KM): Tacit Knowledge, shows that from 6 items, item number 1 (Employees share tacit knowledge in organization) is the highest mean with mean score 3.87, followed by item number 5 (Employees imitate tacit knowledge from their mentor or trainer) with mean score 3.82 and the third rank is item number 6 with mean score 3.77. Therefore, the lowest mean score is item number 4 with mean score 3.63.

Table 5. Percentage of government employees' responses on KM: Tacit knowledge

No.	Statement	Very Often	Often	Rare	Very Rare	Never	Mean
1.	Employees share tacit knowledge in organization.	10	71.7	13.3	5	0	3.87
2.	Employees socialize tacit knowledge in his or her daily job.	6.7	61.7	26.7	3.3	0	3.72
3.	Employees externalize tacit knowledge into concepts.	15	48.3	31.7	5	0	3.73
4.	Employees imitate tacit knowledge from their top management to solve the problems.	15	48.3	31.7	5	0	3.63
5.	Employees imitate tacit knowledge from their mentor or trainer.	21.7	45	26.7	6.7	0	3.82
6.	Employees practice tacit knowledge obtained from top management, mentor, and trainer.	15	48.3	31.7	5	0	3.77

Table 5 shows that approximately 81.7% of the government employees revealed that employees share tacit knowledge in organization. Approximately 88.4% of government employees experienced that employees socialize tacit knowledge in his or her daily job. Approximately 63.3% of government employees experienced that Employees externalize tacit

knowledge into concepts. Approximately 63.3% of government employees exhibited Employees imitate tacit knowledge from their top management to solve the problems. Approximately 62.2% of government employees exhibited that Employees imitate tacit knowledge from their mentor or trainer and approximately 63.3% of government employees experienced that Employees practice tacit knowledge obtained from top management, mentor, and trainer.

### Knowledge Management: Explicit Knowledge

Questionnaire about Knowledge Management: Explicit Knowledge reveals that from 11 items for explicit knowledge indicator as assumed indicator that has effect on performance on government employees at FBS-UNM, item number 2 (Employees share knowledge through document, intensive meeting, phone conversation, internet and intranet communication.) with mean score 4.27 followed by item number 5 (Employees use KM in completing job.) with mean score 4.22.

Table 6. Percentage of government employees' responses on KM: explicit knowledge

No.	Statement	Very Often	Often	Rare	Very Rare	Never	Mean
1.	Employees combine explicit knowledge in completing the task/job.	36.7	45	23.3	1.7	1.7	3.95
2.	Employees share knowledge through document, intensive meeting, phone conversation, and internet and intranet communication.	51.7	38.3	8.3	1.7	0	4.27
3.	Employees create new knowledge.	28.3	45	23.3	0	3.3	3.95
4.	Employees internalize knowledge.	15	48.3	31.7	5	0	3.95
5.	Employees use KM in completing job.	41.7	43.4	10	3.3	0	4.22
6.	Employees transfer knowledge (knowledge transfer) in their job.	38.3	48.3	8.3	5	0	4.2
7.	Employees acquire knowledge (knowledge	31.7	53.3	11.7	3.3	0	4.03

	acquisition) in anytime and from a variety of sources.						
8.	Employees share knowledge (knowledge sharing) in anytime.	31.7	53.4	10	5	0	3.95
9.	Employees use knowledge sources from other organizations.	30	60	10	0	0	4.12
10.	Employees document knowledge (knowledge documentation).	33.3	50	13.3	3.3	0	4.05
11.	Documented knowledge becomes source of solving the problems.	15	48.3	31.7	5	0	4.15

Table 6 reveals that approximately 81.7% of the government employees experienced that the employees combine explicit knowledge in completing the task/job. Approximately 90% of government employees experienced that Employees share knowledge through document, intensive meeting, phone conversation, and internet and intranet communication. Approximately 73.3% of government employees experienced that employees create new knowledge. Approximately 63.3% of government employees exhibited Employees internalize knowledge. Approximately 85.1% of government employees exhibited that employees use KM in completing job. There were approximately 86.6% of government employees experienced that employees transfer knowledge (knowledge transfer) in their job. 85% of government employees experienced that employees acquire knowledge (knowledge acquisition) in anytime and from a variety of sources. Approximately 85.1% of government employees exhibited that employees share knowledge (knowledge sharing) in anytime. Approximately 90% of government employees experienced that employees use knowledge sources from other organizations. 83.3% of government employees exhibited that employees document knowledge (knowledge documentation) and approximately 63.6% of government employees experienced that documented knowledge becomes source of solving the problems in the organization.

### Hypothesis Testing

#### The Effect of Tacit Knowledge on Performance of Government Employees at FBS-UNM

To test alternative hypothesis ( $H_1$ ), which reveals that there is effect of tacit knowledge on performance of government employees at FBS-UNM, it was used simple regression with IBM SPSS Statistics 19 program. The result of descriptive statistics can be seen in table 7.

Table 7  
Descriptive statistics between the effects of tacit knowledge  
on performance of government employees at FBS-UNM

Descriptive Statistics			
	Mean	Std. Deviation	N
Y	73,4667	8,73424	60
X1	22,5833	3,93718	60

Source: Result of SPSS, 2017

Table 7 shows that the result of descriptive statistics reveals that description from the two variables tested, variable Y (Performance of government employees at FBS-UNM) and variable X<sub>1</sub> (*tacit knowledge*), where the mean = 73,4667, standard deviation = 8,73424, and the number of case is 60 for performance of government employees variable at FBS-UNM (Y). While for *tacit knowledge* (X<sub>1</sub>) variable, it has mean = 22.5833, standard deviation = 3.93718, and the number of case is 60.

Table 8  
Correlation coefficient between the effects of tacit knowledge  
on performance of government employees at FBS-UNM

Correlations		
	Y	X1
Pearson Correlation	1	,526**
Sig. (1-tailed)		,000
Sum of Squares and Cross-products	4500,933	1066,667
Covariance	76,287	18,079
N	60	60
Pearson Correlation	,526**	1
Sig. (1-tailed)	,000	
Sum of Squares and Cross-products	1066,667	914,583
Covariance	18,079	15,501
N	60	60

\*\* . Correlation is significant at the 0.01 level (1-tailed).

Source: Result of SPSS, 2017

Therefore, correlation coefficient between performance of government employees at FBS-UNM and tacit knowledge is 0,526, with significance level 0.000. Table 3 shows model summary and coefficient statistics.

Table 9  
Model summary and coefficient statistics of the effect of  
Tacit Knowledge on performance of government employees at FBS-UNM

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,526 <sup>a</sup>	,276	,264	7,49355

a. Predictors: (Constant), X1

Source: Result SPSS, 2017

Table 9 shows coefficient correlation value R is 0,526 coefficient determination R<sup>2</sup> is 0,276 as determination index, is the percentage contributes to the effect of tacit knowledge (X<sub>1</sub>) on performance of government employees at FBS-UNM (Y). R<sup>2</sup> is 0,276, shows that 27,6% of contribution of tacit knowledge (X<sup>1</sup>) on performance of government employees at FBS-UNM (Y), the rest 72,4% influenced by other factors. The effect of independent variable *tacit knowledge* (predictor/X<sub>1</sub>) on the change of dependent variable, performance of government employees at FBS – UNM (criterion/Y) is 27.6%, and the rest 72.4% influenced by other variables.

Table 10 shows regression coefficient and t testing of research variable.

Table 10  
Regression coefficient and t testing of the effect of tacit knowledge on  
Performance of government employees at FBS-UNM

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,128	5,679		8,299	,000
	X1	1,166	,248	,526	4,707	,000

a. Dependent Variable: Y

Source: Result of SPSS, 2017

From table 10, regression coefficient (B), it is shown according to the following regression equation.

$$Y = 47,128 + 1,166X_1$$

This regression equation can be used to predict how independent variable influence dependent variable does.  $\beta_0$  is constant value that shows that if there is no tacit knowledge, performance of government employees at FBS – UNM is 47,128 unit. This means that if assumed that if there is no tacit knowledge variable, performance of government employees at FBS – UNM as dependent variable is 47,128 unit.  $1,166X_1$  is regression coefficient that shows each addition of tacit knowledge for 1 unit, so there will be performance improvement 1.166 unit of government employees at FBS – UNM.

Therefore, to answer first hypothesis, it was used t testing, where if  $t_{\text{count}} < t_{\text{table}}$ , means  $H_0$  accepted and  $H_1$  refused, means *tacit knowledge* variable partially does not have effect significantly on government employees at FBS – UNM.. If  $t_{\text{count}} > t_{\text{table}}$ , means  $H_0$  refused and  $H_1$  accepted, means *tacit knowledge* variable partially has significant effect on performance of government employees at FBS – UNM.

As shown in the above table that  $t_{\text{count}}$  is 4,707, while  $t_{\text{table}}$  with df (60-2) is 2,000 and significance level  $0,000 < 0,05$ , means  $H_0$  refused and  $H_1$  accepted, means *tacit knowledge* variable partially has significant effect on performance of government employees at FBS – UNM.

### The Effect of *Explicit Knowledge* on Performance of Government Employees at FBS – UNM

To answer the second hypothesis which reveals that there is effect of explicit knowledge on performance of government employees at FBS – UNM, it was used simple regression, with IMB SPSS Statistics 19 program.

Table 11  
Descriptive statistics between effects of explicit knowledge on  
Performance of government employees at FBS – UNM

Descriptive Statistics			
	Mean	Std. Deviation	N
Y	73,4667	8,73424	60
X2	45,8667	6,86052	60

Source: Result of SPSS, 2017

Table 11 explains that statistical analysis result shows description from the two variable regressed, that is variable Y (performance of government employees at FBS – UNM) and variable  $X_2$  (*explicit knowledge*), where mean = 73,4667 with standard deviation = 8,73424, and the number of case is 60 for variable performance of government employees at FBS – UNM (Y). While for variable *explicit knowledge* ( $X_2$ ), it has means = 45, 8667 with standard deviation 6, 86052 with number of case 6.

Table 12  
Correlation coefficient between the effects of explicit knowledge  
on performance of government employees at FBS – UNM

Correlations		
	Y	X2
Pearson Correlation	1	,668**
Sig. (1-tailed)		,000
Sum of Squares and Cross-products	4500,933	2361,733
Covariance	76,287	40,029
N	60	60
Pearson Correlation	,668**	1
Sig. (1-tailed)	,000	
Sum of Squares and Cross-products	2361,733	2776,933
Covariance	40,029	47,067
N	60	60

\*\* . Correlation is significant at the 0.01 level (1-tailed).

Source: SPSS processing result, 2017

Therefore, correlation coefficient between performance of government employees at FBS – UNM and explicit *knowledge* is 0.668, significance level is 0,000 as revealed in detail in table 12.

Table 13 shows model summary of coefficient statistics.

Table 13  
Model summary and statistical coefficient of the effect of  
explicit knowledge on performance of government employees at FBS-UNM

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,668 <sup>a</sup>	,446	,437	6,55523

a. Predictors: (Constant), X2

Source: SPSS, 2017

Table 13 shows correlation coefficient value R is 0,668, determination coefficient  $R^2$  is 0,446, which is determination index, is percentage contributes to the effect of explicit knowledge ( $X_2$ ) on performance of government employees at FBS-UNM (Y).  $R^2$  is 0,446 shows that 44.6% contribution of the effect of *explicit knowledge* ( $X_2$ ) on performance of government employees at FBS-UNM (UY), while the rest 55.4% influenced by other factors, or the large effect of independent variable explicit knowledge (predictor/ $X_2$ ) on dependent

variable change performance of government employees at FBS-UNM (criterion/Y) is 44.6%, while the rest is influenced by other variables.

Table 14  
Regression coefficient and the result of t testing the effect of explicit knowledge on performance of government employees at FBS-UNM

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34,458	5,768		5,974	,000
	X2	,850	,124	,668	6,837	,000

a. Dependent Variable: Y

Source: SPSS processing result, 2017

From table 14 above, regression coefficient (B) is seen according to the following regression equation:

$$Y = 34,458 + 0,850X_2$$

This regression equation can be used to predict how independent variable influence dependent variable does.  $\beta_0$  is constanta value that shows that if there is no explicit knowledge, performance of government employees at FBS – UNM is 34.458 unit. This means that if assumed that if there is no tacit knowledge variable, performance of government employees at FBS – UNM as dependent variable is 47,128 unit.  $0.850X_2$  is regression coefficient that shows each addition of explicit knowledge for 1 unit, so there will be performance improvement 0.850 units of government employees at FBS – UNM.

As shown in the above table that  $t_{count}$  is 6,837, while  $t_{table}$  with d.f. (60-2) is 2.000 and significance level  $0,000 < 0,05$ , means  $H_0$  refused and  $H_1$  accepted, means *explicit knowledge* variable partially has significant effect on performance of government employees at FBS – UNM.

### **The Effect of Tacit Knowledge and Explicit Knowledge on Performance of Government Employees at FBS - UNM**

To answer the third hypothesis which reveals that there is simultaneously effect between tacit knowledge and explicit knowledge on performance of government employees at FBS – UNM, it was used multiple regressions, with IBM SPSS Statistics 21 program. The elaboration of the result of descriptive statistics and multiple regressions is revealed in table 15.



Table 15.

Descriptive statistics and correlation between the effect of tacit knowledge and explicit knowledge on performance of government employees at FBS – UNM

#### Descriptive Statistics

	Mean	Std. Deviation	N
Y	73,4667	8,73424	60
X1	22,5833	3,93718	60
X2	45,8667	6,86052	60

Source: SPSS, 2017

Table 15 explains that statistical analysis result shows description from the two variables regressed, that is dependent variable Y (performance of government employees at FBS – UNM) and independent variable X<sub>1</sub> and X<sub>2</sub> (tacit knowledge and explicit knowledge), and the mean and standard deviation of the variables are: dependent variable Y (performance of government employees at FBS – UNM) has mean 73.4667 with standard deviation 8.73424.

Variable X<sub>1</sub> (*Tacit Knowledge*) has mean 22.5833 with standard deviation 3.93718 and variable X<sub>2</sub> (*Explicit Knowledge*) has mean 45.8667 with standard deviation 6.86052.

Therefore table 16 shows estimation of multiple regression  $Y = 34.068 + 0.134X_1 + 0.793X_2$ . Value R<sup>2</sup> is 0.448.

Table 16  
Model Summary

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,669 <sup>a</sup>	,448	,428	6,60289

a. Predictors: (Constant), X2, X1

Source: SPSS, 2017

As stated in table 16 that estimation of multiple regression is  $Y = 34,068 + 0,134X_1 + 0,793X_2$ . Value R<sup>2</sup> is 0.448, value F = 23,118 with prob. F is 0,000 as illustrated in table 17.

Table 17  
 Anova

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2015,837	2	1007,918	23,118	,000 <sup>a</sup>
	Residual	2485,097	57	43,598		
	Total	4500,933	59			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: SPSS processing result, 2017

Table 18  
 Coefficients

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34,068	5,888		5,786	,000
	X1	,134	,328	,060	,407	,686
	X2	,793	,189	,623	4,207	,000

a. Dependent Variable: Y

Source: SPSS processing result, 2017

This result reveals that *tacit knowledge* and *explicit knowledge* simultaneously influence significantly on performance of government employees at FBS – UNM.

The regression function is  $Y = 34.068 + 0.134X_1 + 0.793X_2$ . This means that. 1) If score of variable *tacit knowledge* and *explicit knowledge* is null, score of dependent variable, performance of government employees at FBS – UNM is 34.068. This score is determined by all uncontrolled variables in this study. 2) Each addition one unit of score of variable *tacit knowledge* will influence the addition of score of performance variable of government employees at FBS – UNM is 0.134, with consideration that variable *explicit knowledge* is constant. 3) Each addition one unit of score of variable *explicit knowledge* will influence the addition of score of performance variable of government employees at FBS – UNM is 0.793, with consideration that variable *tacit knowledge* is constant.

## Discussion

Based on the analysis results of inferential statistics as previously stated, the study therefore reveals that:

Firstly, *tacit knowledge* has positive and significant effect on performance of government employees at Faculty of Languages and Literature Universitas Negeri Makassar (FBS – UNM). This fact is revealed by partial correlation coefficient value  $R^2$  0.276 or 27.6 percent of contribution of *tacit knowledge* on performance of government employees at FBS - UNM. This contribution is classified strong because it is above 25 percent. This means the contribution of *tacit knowledge* is above 25% has strong effect on performance of government employees at FBS – UNM and 72.4% are influenced by other variables.

Secondly, *explicit knowledge* has positive and significant effect on performance of government employees at FBS – UNM. This shown by partial correlation coefficient value  $R^2$  0.446 or 44.6% of contribution of explicit knowledge on performance of government employees at FBS - UNM. This contribution is classified strong because it is above 25 percent. This means the contribution of *tacit knowledge* is above 25% has strong effect on performance of government employees at FBS – UNM, and 55.4% are influenced by other variables.

Thirdly, *tacit knowledge* and *explicit knowledge* influence simultaneously on performance of government employees at FBS - UNM. This fact is shown by value of determination of coefficient  $R^2$  0.448 means that 44.8% of contribution of *tacit knowledge* and *explicit knowledge* on performance of government employees at FBS – UNM. This contribution is classified strong because it is above 25%. This means the contribution of *tacit knowledge* and *explicit knowledge* above 25% has strong effect on performance of government employees at FBS- UNM, and 55.2%% are influenced by other variables.

From the discussion, we know that tacit knowledge and explicit knowledge have positive and significant effect on employee performance at FBS – UNM.

In relation to tacit knowledge, government employee at FBS – UNM has shared knowledge (knowledge sharing), for example: personal feeling, body language, and practical direction in organization. Basically, all employees imitate tacit knowledge from other people, either from their top management, their colleagues or from trainers or mentors who share knowledge in various activities, e.g.: workshops, training, seminar, and so on.

In daily activity, either administrative regarding university mission; education and teaching, research, and service to community, all government employees at FBS – UNM, either staff or faculty members always share knowledge to complete jobs or problems.

Tacit knowledge externalized and used as alternative solution to solve the problems dealing with the job. In practice, all government employees imitate tacit knowledge from other people, e.g.: mentor or trainer and from their manager or colleague, through a wide variety of body language practices.

In daily activity at the university (FBS-UNM), all government employees create knowledge (knowledge creation) and other people can copy the new knowledge from others, and the knowledge sharing exists. This can be existed through intensive meeting, seminar, workshop, and other trainings to improve competence.

The government employees always employ knowledge sources from other organizations, especially for preparing accreditation draft, self-evaluation of study program and faculty, vision and mission formulation, curricula evaluation, lesson plan, strategic planning, Standard Operating Procedure (SOP), and other rule of conducts, they acquire knowledge (knowledge acquisition) from other people or organizations.

Knowledge from others is documented as well as the knowledge formulated itself, either in form of file or print out and it is placed in documentary files. This knowledge becomes source of knowledge to other employees, either from FBS-UNM or other universities (organizations).

This finding fits with some research findings which focused on tacit and explicit knowledge as vital indicators in knowledge management (KM) which have effects on employee performance.

Kandou, Lidya, et al. (2016) said that "knowledge management, skill, and attitude simultaneously affect the performance of employees at PT. Bank SulutGo Manado."

Anggapraja (2016) says that "the application of knowledge management belongs to good categories, in the dimensions of personal knowledge, job procedures and technology variables."

Prihartini, et al. (2012) suggests that "partially organizational culture and knowledge management have a significant positive effect on the performance of PT. Adira Dinamika Multi Finance Branch Bogor."

Kosasih & Budiani (2007) said that "overall implementation of knowledge management in Surabaya Plaza hotel is good enough, as revealed from the existing programs."

Rahayu, Sri (2013: 223) argues that "knowledge management affects the performance of employee satisfaction and customer satisfaction."

Setiorini, et al. (2017) said that "the provision of KM in improving the performance of education personnel, it is expected Unhas more intensively develop KM."

These research findings support the results of this study that knowledge management (managing knowledge) consisting of tacit knowledge and explicit knowledge has a significant influence on the performance of State Civil Service Officers (ASN) at FBS - UNM. Therefore, to achieve the organization's excellent performance, it is necessary to apply knowledge management in every line of organization or company.

### **Conclusions and Suggestions**

Based on the description of research results and discussion, it can be concluded as follows: Tacit knowledge has a positive and significant effect on the performance of ASN employees at the Faculty of Languages and Literature Universitas Negeri Makassar (FBS-UNM). The result of the research shows that the government employees perform tacit knowledge through various ways, such as: body language, practical instruction, from leader, mentor, trainer, colleague, and others. This is reflected in the policy of the leaders of Universitas Negeri Makassar, especially in the Faculty of Languages and Literature UNM (FBS – UNM), where context-specific knowledge or tacit knowledge is embedded in every administrative activity, leadership, and management setting through various experiences owned and copied by employees or subordinates. Explicit knowledge has a positive and significant effect on the performance of ASN employees at the Faculty of Language and Literature Universitas Negeri Makassar (FBS-UNM).

The results show that ASN leaders and employees at Faculty of Languages and Literature Universitas Negeri Makassar, especially in the Faculty of Languages and Literature, have acquired explicit knowledge acquisition, explicit knowledge creation, explicit knowledge utilization, and explicit knowledge documentation through various means, such as: employee socialization, externalization, combination, and internalization of explicit knowledge. This is reflected in the Strategic Planning of FBS-UNM 2015-2020 on the strategic programs that have been undertaken at the Faculty of Language and Literature UNM, such as training activities, seminars, workshops, refreshing courses or on the job training, and other service and performance improvement

activities. Tacit knowledge and explicit knowledge influence simultaneously to the performance of ASN employees at Faculty of Language and Literature Universitas Negeri Makassar (FBS-UNM) of 44.8% and the rest of 55.2 %% is another variable that is not examined.

Based on the above conclusions, some suggestions can be made as follows: It is recommended to ASN employees, especially those who play an important role in the organization's line to implement knowledge management, including tacit knowledge and explicit knowledge at the Faculty of Languages and Literature Universitas Negeri Makassar (FBS -UNM) to improve the performance of ASN employees.

It is suggested to the dean of Faculty of Languages and Literature Universitas Negeri Makassar to socialize, externalize, combine, and internalize (SECI) knowledge tacit knowledge and explicit knowledge to all ASN employees in FBS-UNM so that FBS-UNM achieves its vision and mission as an excellent organization. It is suggested that the FBS-UNM leaders to implement knowledge management (KM) include: knowledge sharing, knowledge acquisition, knowledge documentation, and knowledge utilization in all lines of the organization, so that the performance of ASN employees in the Faculty of Languages and Literature Universitas Negeri Makassar (FBS - UNM) can increase. It is also suggested to leaders of UNM, especially the dean of Faculty of Languages and Literature Universitas Negeri Makassar and heads of departments and heads of study programs at Faculty of Languages and Literature Universitas Negeri Makassar to carry out technical guidance and training related to KM implementation in daily activity in order to achieve university excellent performance, strategic plan, and operational plan of Universitas Negeri Makassar to be World Class University. Other researchers are also recommended to conduct research on Knowledge Mangement (KM) in a variety of issues: knowledge sharing, knowledge creation, knowledge documentation, and explicit and tacit knowledge in the large population and organization.

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### **Acknowledgement**

I would like to thank Prof. Dr. Muh. Basri, M.Si. as the chairman of supervisor and Dr. Muttaqin, MBA as a member of supervisor of my thesis completion at STIA LAN (Sekolah Tinggi Ilmu Administrasi Lembaga Administrasi Negara) Makassar Indonesia for their contribution and supervision on my thesis completion.

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