

Leadership, Intrinsic and Extrinsic Motivation on Knowledge Transfer in Hasanuddin University

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ABSTRACT

The goal of knowledge management is of course to utilize intellectual assets in achieving better organizational performance in accelerating the attainment of goals. Public organizations are often faced with changes in policies, program or regulations that may affect the knowledge required. This uncertainty can hinder an organization's ability to plan for and transfer knowledge relevant to the change. What is the relationship between leadership (Lds), intrinsic motivation (InMt) and extrinsic motivation (ExMt) on knowledge transfer (KTRs)? There are still few researchers who explore this question, especially in the sphere of public organizations. The types of data that will be used in this study are qualitative data and quantitative data. The population and sample in this study were all employees at the Financial Administration Bureau, Hasanuddin University. The analysis technique used is multiple linear regression analysis. The results showed that Lds, InMt, and ExMt had an impact on KTRs. Effective leadership practices that promote knowledge transfer, along with fostering that promote knowledge transfer, along with fostering InMt and ExMt can contribute to KTRs and facilitate knowledge flow throughout the organizations.

Keywords: Leadership; Intrinsic Motivation; Extrinsic Motivation; Knowledge Transfer

INTRODUCTION

Knowledge management is inseparable from the role of tacit knowledge and explicit knowledge, so organizations must be able to differentiate between the two. Tacit knowledge (Akhavan et al., 2015a) is generally an important source for organizations to gain a sustainable competitive advantage and plays an important role in the knowledge transfer process, but in reality tacit organizations sometimes become a big obstacle when companies expand (L. Wang et al., 2021). Explicit knowledge is formal and systematic and can be transferred between individuals (Lustig & Haider, 2019). Tacit knowledge is based on common sense, then explicit knowledge is based on academic achievement (Alzoubi et al., 2022; Malik, 2022a, 2022b; Zhong et al., 2016). Explicit knowledge is synonymous with the term academic knowledge, explicit knowledge is based on standardized work processes. Explicit knowledge is a set of technical data or information explained in formal language (Duan et al., 2022a, 2022b; Hoksbergen et al., 2021).

(Akhavan et al., 2015b; Milton, 2015) confirms that the development of knowledge management empirically and theoretically can guarantee the survival of an organization, this is characterized by increasingly complex innovations (Kim & Lee, 2013; Malik, 2022a) and increasing organizational capabilities in a competitive environment (Banmairuroy et al., 2021; Zotoo et al., 2021). In an organizational environment, the development of knowledge management is faced with various obstacles, due to the large gap between knowledge management theory and practice in organizations. (Blomkvist, 2012; Sanderson et al., 2022; Wiig, 2002) identified the main aspect in overcoming knowledge transfer barriers, namely by optimizing knowledge assets consisting of tacit and explicit knowledge. knowledge assets are defined as intellectual capital and knowledge resources (Westeren, 2017). Furthermore (Westeren, 2017) assessment of knowledge assets can be interpreted as a process of collecting, analyzing and communicating qualitative and quantitative information about the basic knowledge assets of an organization.

In practice, obstacles to the transfer of knowledge to public organizations (government organizations) include lack of coordination in the form of information uniformity, lack of trust between employees and placement of employees who are not in accordance with their competence (Chen et al., 2022; Sanderson et al., 2022). The Bureau of Financial Administration, Hasanuddin University, this condition is a challenge for universities in realizing bureaucratic reform. Every activity in the Financial Administration Bureau is inseparable from the role of knowledge transfer among team members involved in the task. The process of doing the task requires various types of knowledge. These factors include motivation within employees to share knowledge, and other factors, namely sharing knowledge between project team members (Sanderson et al., 2022).

Leadership plays a crucial role in facilitating or inhibiting knowledge transfer within organizations (Bolatan et al., 2022). Effective leaders can create a supportive environment that encourages and promotes knowledge sharing among employees (Sismiati et al., 2022; Sulaiman, 2022). They establish a vision that emphasizes the value of knowledge, set clear expectations for knowledge sharing, and provide the necessary resources and support to facilitate the transfer of knowledge. Transformational and participative leadership styles have been found to positively influence knowledge transfer by fostering trust, collaboration, and a shared sense of purpose (Foong & Chelliah, 2020).

Effective leaders provide a clear vision and direction for the organization, including the importance of knowledge sharing and transfer. They communicate the value of knowledge as a strategic asset and set expectations for knowledge sharing across teams and departments. A compelling vision and direction from leaders create a sense of purpose and motivate employees to actively engage in knowledge transfer activities (Ting et al., 2019). Leaders shape the organizational culture and create an environment that fosters a learning mindset and encourages continuous learning. They promote a culture where knowledge sharing is seen as a norm and actively support initiatives that facilitate knowledge transfer (Osland et al., 2020). Through their actions and behaviors, leaders demonstrate their commitment to learning and knowledge sharing, inspiring employees to follow suit.

Leaders play a pivotal role in promoting collaboration and networking within the organization. They create opportunities for cross-functional collaboration, knowledge exchange, and communities of practice (Burke & Collins, 2005; Saini et al., 2018). By breaking down silos and encouraging interdisciplinary interactions, leaders facilitate the transfer of knowledge across different areas of expertise. Leaders can act as coaches and mentors, guiding employees in their knowledge transfer efforts. They provide guidance, support, and feedback to individuals or teams engaged in knowledge transfer initiatives. Through coaching and

mentoring, leaders help employees develop the necessary skills and competencies for effective knowledge transfer (Ahmadi et al., 2016; Soderhjelm et al., 2021; Zia, 2020).

Intrinsic motivation, driven by internal factors such as personal interest, enjoyment, and a sense of mastery, can significantly impact knowledge transfer. When individuals are intrinsically motivated to acquire and share knowledge, they are more likely to engage in knowledge transfer activities voluntarily (Martín Cruz et al., 2009). Intrinsic motivation fosters a genuine desire to learn and disseminate knowledge, leading to increased knowledge flow within teams and organizations. Employees with a strong intrinsic motivation to share knowledge often exhibit proactive behaviors, actively seeking opportunities to transfer knowledge to their colleagues. Intrinsic motivation is closely tied to individuals' desire for competence and mastery. When individuals perceive themselves as competent and knowledgeable in a specific area, they are more motivated to share their expertise with others. The act of transferring knowledge allows them to demonstrate their competence, reinforce their own understanding, and contribute to the growth of others.

Intrinsic motivation refers to the internal drive that individuals have to engage in an activity for its inherent satisfaction and personal fulfillment. When it comes to knowledge transfer, individuals who are intrinsically motivated feel a sense of autonomy and self-determination in sharing their knowledge. They are driven by their own curiosity, desire for mastery, and the satisfaction derived from contributing to the collective knowledge of the organization. Intrinsic motivation in knowledge transfer stems from individuals' genuine interest and passion for a particular subject or domain. When individuals possess a strong interest in a topic, they are more likely to seek out opportunities to share their knowledge and engage in discussions with others. This intrinsic interest fuels their motivation to transfer knowledge willingly and actively (Sáiz-Pardo et al., 2021).

Extrinsic motivation, driven by external factors such as rewards, recognition, and incentives, can also influence knowledge transfer. When employees perceive that their knowledge-sharing efforts are valued and rewarded, they may be more motivated to engage in knowledge transfer activities. Extrinsic motivators can range from financial incentives and promotions to public recognition and opportunities for career advancement. However, it is important to strike a balance between intrinsic and extrinsic motivation, as an overreliance on extrinsic rewards may undermine intrinsic motivation and lead to short-term compliance rather than sustained knowledge sharing (Huang et al., 2013).

Extrinsic motivation in knowledge transfer is driven by the promise of external rewards and incentives. Organizations may offer tangible rewards, such as monetary bonuses, promotions, or career advancement opportunities, to individuals who actively engage in knowledge sharing activities (Baldé et al., 2018). These rewards serve as extrinsic motivators, encouraging employees to transfer knowledge and contribute to the collective knowledge of the organization. Extrinsic motivation can also stem from the need for recognition and appreciation. When individuals receive public acknowledgement, praise, or appreciation for their knowledge-sharing efforts, it enhances their sense of accomplishment and self-worth. This recognition acts as an extrinsic motivator, reinforcing their motivation to continue sharing knowledge and contributing to the organization's knowledge pool (Martín-Pérez et al., 2012).

Extrinsic motivation in knowledge transfer can be influenced by performance appraisal and evaluation systems. When organizations include knowledge sharing as a criterion for evaluating employee performance, it signals the importance of knowledge transfer and creates a performance-driven motivation. Employees are motivated to share knowledge to meet performance expectations and achieve favorable evaluations. Extrinsic motivation can arise from the desire for career advancement and professional growth. Organizations that link knowledge sharing to opportunities for career progression and development can motivate

individuals to engage in knowledge transfer activities (Awais Bhatti et al., 2013). The prospect of gaining new skills, expanding their expertise, and positioning themselves for future career opportunities serves as an extrinsic motivator to actively participate in knowledge sharing (X. Wang et al., 2015).

The interaction between leadership and motivation is crucial in determining the effectiveness of knowledge transfer. Effective leadership practices, such as transformational leadership, can positively influence both intrinsic and extrinsic motivation, thereby enhancing knowledge transfer. A supportive leadership style that values and encourages knowledge sharing creates an environment where employees feel motivated to contribute their knowledge and expertise. Conversely, ineffective or unsupportive leadership can demotivate employees, hinder knowledge transfer efforts, and impede knowledge transfer within the organization.

Related to knowledge about problems that have the potential to arise and knowledge to solve if these problems arise. These problems are generally at a certain managerial level. Knowledge management plays an important role in helping to improve organizational performance. This is in line with one of the objectives of implementing bureaucratic reform, bearing in mind that the application of knowledge management in tertiary institutions is not yet in accordance with the goals of bureaucratic reform. This study aims to examine and analyze the influence of leadership, intrinsic and extrinsic motivation on knowledge transfer.

METHOD

This kind of study is a survey in which samples of the population are selected, and the main tool to obtain data is a questionnaire. This survey research was conducted with the goal of providing an explanation (explanatory research), specifically through hypothesis testing, to explain the causal link between variables. 54 personnel from Hasanuddin University's Financial Administration Bureau, all permanent and honorary, made up the study's population. Census sampling, also known as saturation sampling, includes choosing research samples from the entire population. The significance of analysis is to gather the data needed to measure, analyze, and interpret it in order to give it more meaning. The study's analysis method is multiple linear regression.

RESULTS AND DISCUSSION

Result

1. Characteristics of the survey respondents

The characteristics of the respondents show that there are more male employees (79.63%) than women (20.37%). The majority of employees are over 31 years old (90.74%), while employees aged less than 30 years are 9.26%. The last education of the respondents was dominated by undergraduate graduates (57.41%), employees with a diploma education level of 29.63%, and masters degree of 12.96%.

2. Examination of research instruments

According to Table 1, every item in this research instrument has a corrected item value that is greater than 0.50, indicating that it is valid. All instruments (leadership, extrinsic

motivation, intrinsic motivation, and knowledge transfer variables) have Cronbach's alpha values that are higher than 0 point 60.

Table 1
Research Instrument Testing Results

Variable	Indicators	Corrected Item	Decision	Cronbach's Alpha	Decision
Lds	Lds1	0,784	Valid	0,897	Reliabel
	Lds2	0,735			
	Lds3	0,719			
	Lds4	0,740			
	Lds5	0,651			
	Lds6	0,720			
InMt	InMt1	0,781	Valid	0,921	Reliabel
	InMt2	0,774			
	InMt3	0,659			
	InMt4	0,765			
	InMt5	0,832			
	InMt6	0,723			
ExMt	InMt7	0,775	Valid	0,920	Reliabel
	ExMt1	0,710			
	ExMt2	0,803			
	ExMt3	0,793			
	ExMt4	0,675			
	ExMt5	0,809			
KTrs	ExMt6	0,856	Valid	0,895	Reliabel
	KTrs1	0,532			
	KTrs2	0,504			
	KTrs3	0,764			
	KTrs4	0,673			
	KTrs5	0,708			
	KTrs6	0,655			

3. Examination of multiple regressions

To identify the leadership, intrinsic motivation, and extrinsic knowledge transfer variables, multiple regression is used. Table 2 displays the outcomes of the full multiple regression model calculations. According to the analysis's findings, all of the variables in this study have an impact on knowledge transfer because all of the multiple coefficients are positive and significant at probability 0.05.

Table 2. Regression Analysis Results

Variable	β	SE	t	P-value	F	p-value	Adjusted R-Square
<i>Constanta</i>	0,571	0,427	1,338	0,187			
Lds	0,242	0,105	2,310	0,025	28,26	0,000	0,629
InMt	0,330	0,109	3,025	0,004			
ExMt	0,333	0,104	3,205	0,002			

Discussion

The coefficient 0.242 is the leadership variable regression coefficient. The coefficient shows a significant and unidirectional relationship between leadership variables and knowledge transfer. This can be understood as increasing knowledge transfer will have an effect on improving leadership quality. The intrinsic motivation variable's regression coefficient is zero point three hundred thirty. The relationship between the variables of intrinsic motivation and knowledge transfer is unidirectional and significant, according to the coefficient. According to this interpretation, improving intrinsic motivation will have an effect on boosting knowledge transfer.

Extrinsic motivation has a 0 point 333 regression coefficient. Extrinsic motivational factors and knowledge transfer appear to be correlated in a unidirectional and significant manner, according to the coefficient. According to one interpretation, improving the extrinsic motivation's quality will have an effect on boosting knowledge transfer. Based on the results of the F test, it was discovered that the calculated F value was 28.256 with a significance level (F-statistic) of 0.000 (less than 0.05). As a result, it is clear that the regression model can be used to predict how each independent variable will affect the knowledge transfer variable.

The results of the t test indicate that the probability value of the leadership variable is 0.025, which is less than $= 0.05$. This suggests that there is a favorable and significant relationship between leadership factors and knowledge transfer. The intrinsic motivation variable's probability value is 0.004, which is less than the value of $= 0.05$. This shows that the intrinsic motivation variables and the transfer of knowledge have a positive and significant relationship. Extrinsic motivation has a probability value of 0.002, which is less than the value of $= 0.05$. This suggests that extrinsic motivation factors have a positive and significant impact on knowledge transfer.

CONCLUSION

Statistical analysis reveals that the leadership variable has a favorable and significant impact on knowledge transfer. This demonstrates that the initial premise, according to which an increase in leadership will result in an increase in knowledge transmission, is correct. In order to maximize the function of information transfer across teams and between personnel, leaders play a crucial role. The task's success or failure rests with the task's leader. In order to create an efficient knowledge transfer process that supports organizational success, managers must therefore have the traits of a professional orientation, the desire of subordinates/work to be independent, and clear assignments, in accordance with regulations and regularly.

According to the findings of statistical testing, the intrinsic motivation variable significantly and favorably influences the transfer of knowledge. This demonstrates the validity of the second hypothesis, which states that higher intrinsic desire will result in greater information transfer. Knowledge transfer is significantly impacted by extrinsic motivation. Employees that are intrinsically motivated are more likely to share their knowledge with coworkers. Employees may be persuaded by this circumstance that their knowledge may assist the team in problem-solving. Additionally, intrinsic motivation can make someone conscious of their obligations and make them perform better than extrinsic incentive. This is true because a person's internal motivation is pure intrinsic motivation.

The extrinsic motivation component has a favorable and significant impact on knowledge transmission, according to the findings of statistical testing. This demonstrates the validity of the third hypothesis, which states that greater extrinsic incentive will result in greater knowledge transfer. Extrinsic motivation is stimulated by things outside of the individual. When someone lacks intrinsic motivation, extrinsic motivation may be used to boost that person's motivation. One of the many external stimuli that can inspire someone to improve again when they suffer ennui or a drop in self-confidence that comes entirely from within themselves (internal stimulation) is money, presents, and bonus vouchers.

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