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THE EFFECT OF THE APPLICATION OF TACIT KNOWLEDGE AND EXPLICIT KNOWLEDGE ON IMPROVING EMPLOYEE PERFORMANCE WITH LEARNING ORGANIZATION AS AN INTERVENING VARIABLE (STUDY AT REGIONAL OFFICE II OF SURABAYA STATE CIVIL SERVICE AGENCY)

Juliani Pudjowati¹, Susi Tri Wahyuni², Ladi³

¹ Lecturer at the Faculty of Economics and Business, Bhayangkara University, Surabaya, Indonesia

² Lecturer at the Faculty of Economics and Business, Bhayangkara University, Surabaya, Indonesia

³ Student of Magister Management at Bhayangkara University Surabaya, Indonesia

*Corresponding Author: juliani@ubhara.ac.id

Abstract: This study aims to determine and analyze the influence of tacit knowledge and explicit knowledge on employee performance mediated by learning organizations. This research was conducted at Regional Office II of the Surabaya, National Civil Service Agency. The population in this study were all employees, amounting to 160 people with a sample of 70 people. So that the sampling technique using a random sample method or random sampling / probability sampling that is taken between 10-15% or 20% -55% of the population. The independent variable in this study is tacit knowledge and explicit knowledge, the dependent variable is employee performance, while the intervening variable is the learning organization. The analytical method in this study uses the SMART PLS method that was previously tested for validity and reliability. The study results as follows: first, the tacit knowledge had a positive and significant effect on learning organizations. Second, the explicit knowledge has a positive and significant effect on learning organizations. Third, both tacit and explicit knowledge simultaneously have a positive and significant effect on learning organization. Fourth, the tacit knowledge has a positive and significant effect on employee performance. Fifth, the explicit knowledge has a positive but not significant effect on employee performance. Sixth, the learning organization has a positive but not significant effect on employee performance. Seventh, tacit knowledge, explicit knowledge, as well as, learning organization has a positive and significant effect on employee performance. Eighth, learning organizations positively strengthen the correlation of tacit knowledge to the employee performance.

Keywords: knowledge management, tacit knowledge, explicit knowledge, learning organization, employee performance

1. Introduction

In the course of time when there is increasingly fierce competition in the competitive world of work, every agency definitely needs employees who can work fast with a team,

think fast and have high work morale, have sufficient knowledge in facing the existing competition levels. In addition, in a situation of such a level of competition the role of each human resource is very influential on the condition of an institution in the future. Various agencies always try to make strategies so that employee performance can be good, so that they can produce according to the desired conditions.

Improving the performance of not only employees but also all employee components starting from the top level who work within the agency, with the aim that all employees in the agency can provide the best work results. Another thing is used to maintain the stability of the quality of workers in the institution itself. Each government agency provides optimal services to the community by providing good performance in accordance with Law Number 5 of 2014 concerning State Civil Servants, so that the services provided to the community must be optimal and in accordance with predetermined standards. Performance is an important indicator for the success of a public or private organization. The success of employee performance will affect the overall performance of the organization to achieve goals.

Knowledge can be widely considered as one of the most important things in an organization, because knowledge can provide various information and insights to employees in improving their performance in order to achieve organizational goals. Organizations that are able to achieve and apply knowledge effectively are often expected for more successful performance. The relationship between knowledge sharing and performance, Wang and Wang (2012) found evidence that knowledge sharing (explicit and tacit) effectively affects performance. Knowledge sharing can be applied in managerial ways which can affect performance. The research results of Kawedar, et al (2015) show that knowledge sharing has a positive effect on employee managerial performance. Knowledge sharing activities affect organizational innovation and directly affect employee performance in the organization (Firmaiansyah, 2014).

According to Sangkala (2007) tacit knowledge is knowledge possessed by a person and is very difficult to formalize, difficult to communicate, or share with others. According to Robbins (2006) tacit knowledge is defined as knowledge that is personal, specific to certain contexts, so it is difficult to formalize and consequently it is not easily communicated to people.

Tacit knowledge that is managed properly through knowledge management will affect the success of organizational learning, as in research. Salleh (2014) who found that integration of learning organization and tacit knowledge can increase the percentage of skilled / skilled workers, increase individual learning interest in new skills, increase innovation and process improvement and increase research and patent products. Research conducted by Ngah & Jusoff (2009) show that knowledge sharing tacit very influence on organizational learning thereby enhancing new products and services.

Further research conducted by Kesti and Syväjärvi (2010) explains that the pressure in the work environment can measure the competence of each employee and can foster employee tacit knowledge, then become material for improvement for the organization. In another journal compiled by Bennet & Bennet (2008) shows that tacit knowledge in the subconscious can be mobilized by embedding and sharing so that it supports organizational learning. Jasinskis et.al (2015) stated that the team evaluation method is the one that can more positively affect organizational learning, but if the team evaluation methods are applied incorrectly, there will be disadvantages from this team evaluation method. for example in the case of the wrong employee grouping, so that we will not get a positive effect from employee evaluation on the learning organization.

The management of tacit knowledge will also have an effect on employee performance as in the research conducted by Sulisthio & Yulianus (2015) which shows that tacit knowledge has a significant effect on employee performance, and tacit knowledge has a significant effect on the explicit understanding of each employee.

Has its own uniqueness with various backgrounds, both ethnicity and religion, the terms used and the culture of the work environment are also different, causing employees who work in it to have different competencies and knowledge, this is a challenge in itself for every government agency in improving services to the community through improvements in the knowledge sector of human resources or employees.

Kadarisman (2017: 153) explains that the basic weaknesses of seniority in promotion include: (1) senior employees are sometimes static and lackluster; (2) a lot of experience does not necessarily have high achievement; (3) difficult to accept changes and new developments; (4) it is difficult to adapt to new technological developments. "

On the other hand, there are also personnel who are very difficult to find replacements in a short time when the job or job is left either due to retirement or due to transfer / promotion, some have received basic education, and have career opportunities and some are not and don't have the opportunity.

Indeed, all forms of meetings between leaders and employees related to knowledge need to be increased in intensity so that all organizational problems related to knowledge can be resolved. So the activities of tacit knowledge and explicit knowledge play a very important role in this section. Based on the interviews the author got, the employees at the Regional Office II BKN Surabaya consist of several types of employees, namely young employees (ages 21 years to 31 years) competent and incompetent, middle-aged employees (aged 32 years s / d 45 years) competent and incompetent and elderly employees who are approaching retirement (age 46 years to 57 years) are competent and incompetent. Competent employees are employees who have received basic education, and have career opportunities in the office. Whereas incompetent employees are employees who get their work expertise based on training, self-taught learning and independent work experience, so the higher the work experience obtained, the more value they get, so that knowledge management activities (tacit and explicit) play a major role in this part. Thus the authors are interested in conducting research on these competent and incompetent employees.

From the description above, the agency used as the object of this research is the Regional Office II of the Surabaya State Civil Service Agency, where this research was conducted to test and analyze the effect of tacit knowledge and explicit knowledge on employee performance and learning organization as an intervening. Based on this, it is important for agencies to know the extent of employee performance. Employee performance can be influenced by certain factors that can improve employee performance so that they can produce maximum output according to what the agency wants

2. Literature Review

Tacit knowledge

1. Technical dimensions, which includes a wide variety of skills or expertise that are difficult to formalize. This technical dimension element is often termed the term "know-how". This dimension is very subjective, and the understanding that a person has is very personal, intuitive, conjectural, and inspirational that comes from experience.

2. Cognitive dimension, consisting of beliefs, perceptions, idealism, values, emotions, and mental models so that this dimension is not easily articulated. The cognitive dimension refers to a person's impression or picture of reality and his vision for the future.

Explicit knowledge

Explicit Knowledge is knowledge expressed in words, numbers, charts, or in various forms of documentation, such as Standard Operating Procedures (SOPs), papers, research reports, books, articles, manuscripts, patents and software, etc. (Munir, 2008). Explicit knowledge is knowledge that has been documented in books or other forms, therefore the transfer of explicit knowledge is much easier to do (Muralidhar, 2000). According Dalkir (2011: 64), states that the process of creating organizational knowledge occurs because of the conversion between tacit knowledge and explicit knowledge, through a process known as the SECI spiral, which consists of Socialization, Externalization, Combination, and Internalization.

Learning Organization

Uniat (2014: 27) state that there are three basic things that are carried in understanding the concept of organizational learning, namely: (1) Organizational learning process. (2) Think collectively with a group of competent people. (3) Systematic environment. According to Senge statements underlined by Budihardjo (2017: 103) as the initiator of the initial learning organization suggests five components related to organizational learning, including personal mastery, mental models, shared vision, team learning and system thinking.

Performance

Factors Affecting Performance

The performance of an employee is their success in producing a product both in terms of quality and quantity desired by the organization. An employee will be able to improve his performance when influenced by several factors, such as the following (Afandi, 2016: 71):

1. Ability, personality and work interests. (Mangkunegara, 2013: 67) also explains that the ability itself is formed by potential ability (IO) and reality ability, which means when a person has an IQ above average with adequate education for the job and is skilled in doing daily work, then it will be easier to achieve the expected performance.
2. Clarity and acceptance or clarity of the role of a worker which is the level of understanding and acceptance of a person for the task assigned to him.
3. The level of worker's motivation is the energy force that drives, directs and maintains behaviour.

Mangkunegara (2017: 15) explains that performance factors consist of internal factors and external factors. Internal factors are factors that are associated with a person's characteristics. For example, a person's performance is good because they have high abilities and someone is a hardworking type.

External factors, namely factors that affect a person's performance that come from the environment. Such as behaviour, attitudes, and organizational climate.

Busro (2018: 96-97) to measure employee performance requires a work standard that must be clearly measured and understood. A job can be measured by the number, quality, timeliness of doing work, attendance,

the cooperation ability required in a particular job, which is described as follows:

1. Quality, namely the level at which the process or adjustment is in an ideal way

2. do activities or fulfill activities that match expectations.
3. Quantity, namely the amount generated is realized through the value of the currency, the number of units, or the number of activity cycles that have been completed.
4. *Timeliness*, namely the level where the activity is completed with a time that is faster than determined and maximizes the time available for other activities.
5. *Cost effectiveness*, namely the level at which the use of the organization's human, financial and technological resources is maximized to obtain the highest yield or loss reduction for each unit.
6. *Need for supervision*, namely the level at which an employee can do his job without asking for help or guidance from superiors.
7. *Interpersonal impact* that is, the level that shows an employee feels confident, has good desires, and cooperates among colleagues.

3. Method

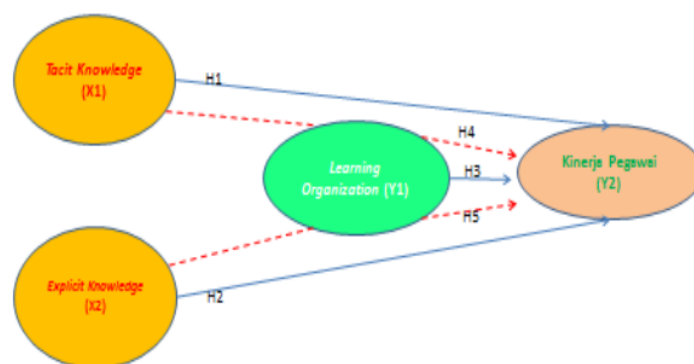


Figure 1. Research Model

From the above theories and research objectives, the following hypotheses will be proposed in this study:

- H₁ = Presumed *tacit knowledge* positive effect on employee performance
H₂ = It is suspected that explicit knowledge has a positive effect on employee performance
H₃ = It is suspected that learning organization has a positive effect on employee performance
H₄ = It is suspected that learning organization strengthens the relationship between tacit knowledge and employee performance
H₅ = It is suspected that learning organization strengthens the relationship between explicit knowledge and employee performance

For the method used in this research, namely the combined quantitative and qualitative method, where the research method is based on the philosophy of positivism, used to research on a particular population or sample, data collection using research instruments, statistical data analysis, with the aim of testing hypotheses that have been determined (Sugiyono, 2014: 8).

The series of research designs itself begins with the preparation of a research proposal by identifying the problems of all variables according to the theory of theoretical studies (tacit knowledge, explicit knowledge, organizational learning, and employee performance).

at the Regional Office II of the Surabaya State Civil Service Agency and looking for the main problem in each variable, after that look for information on the number of existing employee polls, then can be taken as a sample of employees who will be used as respondents for distributing questionnaires, collecting data using research instruments by distributing questionnaires as well as conducting observations or observing directly about the conditions in the field for the attitudes of each employee, interviewing the heads of departments / fields and looking for documentation in the form of office history, vision and mission, etc. descriptive and respondent answers, test research instruments (test validity and reliability) with SPSS software, The outer and inner model tests use Smart PLS software, after which hypothesis testing is carried out where there are two types, namely the effect of direct relationship / t test and indirect relationship / path analysis, to the publication of research results.

4. Result and Discussion

Descriptive data of this respondent provides some simple information on the condition of the respondent who is the object of research or in other words and descriptive can provide an overview of the respondent's gender, age, status, education and years of service. The questionnaires that have been filled in by the respondents are then compiled and processed into research data. The number of questionnaires distributed was 70 questionnaires. The following descriptions provide an explanation of the demographic characteristics of these respondents

29 **Table 1. Description of Respondent Characteristics**

Characteristics of Respondents		Total	Percentage
Gender	Male	25	36.0%
	Female	45	64.0%
Age	<30 years	13	18.6%
	Between 31 -40 years	24	34.3%
	> 41 years	33	47.1%
Status	Not married	3	4.2%
	Married	67	95.8%
Education	SMA/SMK	18	25.8%
	Diploma (D1/D2/D3)	8	11.4%
	Bachelor Degree	40	57.1%
	Master (S2)	4	5.7%
	Doctorate (S3)	0	0%
Years of service	≤ 5 years	3	4.2 %
	> 5 – 15 years	15	21.4%
	> 15 – 20 years	12	17.1 %
	> 20 years	40	35.8 %

Source: Research data, processed

29 Based on the results in Table 1 it can be seen from 70 respondents, 25 people (36.0%) were male and 45 (64.0%) were female. Characteristics of respondents seen from the age of the respondents showed that respondents aged <30 years were 13 respondents (18.6%), respondents aged 30-40 years were 24 respondents (34.3%), while respondents aged over 41 years were 33 respondents (47.1%). Characteristics of respondents seen from the status showed that respondents who were not married were 3 respondents (4.2%) and respondents who were married were 67 respondents (95.8%).

Characteristics of respondents seen from the latest education indicate that the majority of respondents with the latest education are 18 respondents (25.8%), followed by respondents with the latest Diploma (D1/D2/D3) education, namely 8 respondents (11.4%), Undergraduate (S1), as many as 40 respondents (57.1%), Masters (S2) 4 respondents (5.7%), and there were no respondents with the latest Doctoral education (S3). The characteristics of the respondents based on their tenure at the Regional Office II BKN Surabaya show that as many as 3 respondents (4.2%) have worked ≤ 5 years. Meanwhile, respondents who have worked for > 5 -15 years are 15 respondents (21.4%). Then 12 respondents (17.1%) have worked for more than 15 - 20 years. Meanwhile, 40 respondents (35.8%) have worked for more than 20 years.

Table 2. Validity and Reliability Test for Tacit Knowledge Variable

Butir	R	R table	Sig	Keterangan
PT_1	,522**	0,3550	0,003	Valid
PT_2	,540**	0,3550	0,002	Valid
PT_3	,669**	0,3550	0,000	Valid
PT_4	,660**	0,3550	0,000	Valid
PT_5	,453*	0,3550	0,010	Valid
PT_6	,741**	0,3550	0,000	Valid
PT_7	,744**	0,3550	0,000	Valid
PT_8	,652**	0,3550	0,000	Valid
PT_9	,386*	0,3550	0,032	Valid
PT_10	,599**	0,3550	0,000	Valid
PT_11	,575**	0,3550	0,001	Valid
PT_12	,292	0,3550	0,111	Tidak Valid
PT_13	,535**	0,3550	0,002	Valid
PT_14	,491**	0,3550	0,005	Valid
PT_15	,519**	0,3550	0,003	Valid
PT_16	,033	0,3550	0,859	Tidak Valid
PT_17	,427*	0,3550	0,017	Valid
PT_18	,588**	0,3550	0,001	Valid
PT_19	,534**	0,3550	0,002	Valid
PT_20	,392*	0,3550	0,029	Valid
PT_21	,504**	0,3550	0,004	Valid
Alpha	Keterangan			
0,853	Reliabel			

Table 3. Validity and Reliability Test for Tacit Knowledge Variable

Butir	R	R table	Sig	Ket
PE_1	,641*	0,3550	0,000	Valid
PE_2	,704**	0,3550	0,000	Valid
PE_3	,641**	0,3550	0,000	Valid
PE_4	,644**	0,3550	0,000	Valid
PE_5	,716**	0,3550	0,000	Valid
PE_6	,568**	0,3550	0,001	Valid
PE_7	,263	0,3550	0,153	Tidak Valid
PE_8	,406*	0,3550	0,023	Valid

PE_9	,482**	0,3550	0,006	Valid
PE_10	,702**	0,3550	0,000	Valid
PE_11	,762**	0,3550	0,000	Valid
PE_12	,671**	0,3550	0,000	Valid
PE_13	,620**	0,3550	0,000	Valid
PE_14	,372*	0,3550	0,039	Valid
PE_15	,269	0,3550	0,143	Tidak Valid
PE_16	,698**	0,3550	0,000	Valid
PE_17	,430*	0,3550	0,016	Valid
PE_18	,283	0,3550	0,123	Tidak Valid
PE_19	,666**	0,3550	0,000	Valid
PE_20	,669**	0,3550	0,000	Valid
PE_21	,664**	0,3550	0,000	Valid
PE_22	,608**	0,3550	0,000	Valid
PE_23	,574**	0,3550	0,001	Valid
PE_24	,669**	0,3550	0,000	Valid
PE_25	,498**	0,3550	0,004	Valid
PE_26	,443*	0,3550	0,013	Valid
PE_27	,457**	0,3550	0,010	Valid
PE_28	,637**	0,3550	0,000	Valid
Alpha		Keterangan		
0,954		Reliabel		

Table 4. Validity and Reliability Test for Learning Organization Variable

Butir	R	R table	Sig	Ket
LO_1	,428*	0,3550	Sig	Valid
LO_2	,591**	0,3550	0,016	Valid
LO_3	,611**	0,3550	0,000	Valid
LO_4	,549**	0,3550	0,000	Valid
LO_5	,731**	0,3550	0,001	Valid
LO_6	,653**	0,3550	0,000	Valid
LO_7	,589**	0,3550	0,000	Valid
LO_8	,551**	0,3550	0,000	Valid
LO_9	,275	0,3550	0,001	Tidak Valid
LO_10	,241	0,3550	0,134	Tidak Valid
LO_11	,549**	0,3550	0,191	Valid
LO_12	,734**	0,3550	0,001	Valid
LO_13	,589**	0,3550	0,000	Valid
LO_14	,532**	0,3550	0,001	Valid
LO_15	,051	0,3550	0,002	Tidak Valid
LO_16	,500**	0,3550	0,786	Valid
LO_17	,563**	0,3550	0,004	Valid
LO_18	,385*	0,3550	0,001	Valid
LO_19	,565**	0,3550	0,032	Valid
LO_20	,450*	0,3550	0,001	Valid
LO_21	,446*	0,3550	0,011	Valid
LO_22	,544**	0,3550	0,012	Valid

LO_23	,481**	0,3550	0,002	Valid
LO_24	,483**	0,3550	0,006	Valid
LO_25	,397*	0,3550	0,006	Valid
LO_26	,497**	0,3550	0,027	Valid
Alpha	Keterangan			
0,954	Reliabel			

Table 5. Validity and Reliability Test for Employee Performance Variable

Butir	R	R table	Sig	Ket
KK_1	,663**	0,3550	0,000	Valid
KK_2	,568**	0,3550	0,001	Valid
KK_3	,659**	0,3550	0,000	Valid
KK_4	,770**	0,3550	0,000	Valid
KK_5	,761**	0,3550	0,000	Valid
KK_6	,501**	0,3550	0,004	Valid
KK_7	,884**	0,3550	0,000	Valid
KK_8	,879**	0,3550	0,000	Valid
KK_9	,643**	0,3550	0,000	Valid
KK_10	,516**	0,3550	0,003	Valid
KK_11	,654**	0,3550	0,000	Valid
KK_12	,631**	0,3550	0,000	Valid
KK_13	,662**	0,3550	0,000	Valid
KK_14	,876**	0,3550	0,000	Valid
Alpha	Keterangan			
0,916	Reliabel			

Converange Validity Test 43

Converange validity can be seen from the loading factor value for each construct indicator. The loading factor results can be seen in the following image:

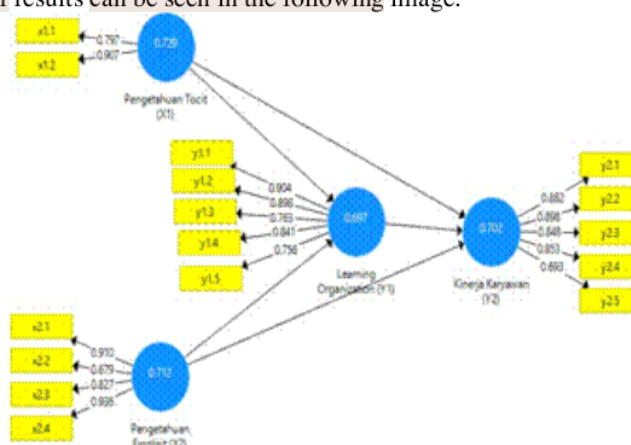


Figure 1. Inner Model

The results of processing using SmartPLS can be seen in the image above. 26

model value or the correlation between the construct and the variable has met the convergent validity because all indicators have a loading factor value above 0.60, so that none of the constructs for all variables have been eliminated from the model. For that there is no need to modify the model. So it can be concluded that the indicators used in this study have met the validity of convergence. These indicators will then be used in further data collection.

1 Structural Model Testing (Inner Model)

Inner model or a structural model is done to see the relationship between the constructs, the significance value and the R-square of the research model. The structural model was evaluated using the R-square for the dependent construct of the t test and the significance of the structural path parameter coefficients

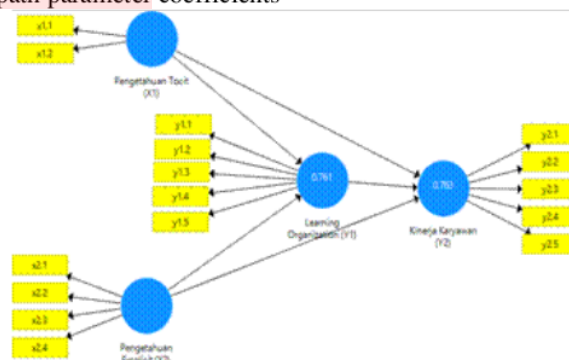


Figure 2. Model Struktural Nilai Adjusted R Square

11 In assessing the model with PLS, it starts by looking at the R-square for each dependent latent variable. Table 2. is the result of R-square estimation using SmartPLS.

Table 6. Adjusted R-Square

Variable	R-Square	F-value	Sig.
Learning Organization	0.761	8.180	0.000
Employee performance	0.763	9.239	0.000

Source: SmartPLS 3.2.3 Output

Table 6. shows the Adjusted R-square value for the learning organization variable obtained at 0.761, for the employee performance variable it is obtained at 0.763. These results indicate that 76.1 percent of the learning organization variable (Y1) can be influenced by the tacit knowledge variable (X1) and explicit knowledge (X2), 76.3 percent of the employee performance variable (Y2) is influenced by the tacit knowledge variable (X1), explicit knowledge (X2), and learning organization (Y1). While simultaneously tacit knowledge and explicit knowledge have a positive and significant effect on organizational learning, and simultaneously tacit knowledge, explicit knowledge and organizational learning have a positive and significant effect on employee performance.

Hypothesis test

10 Hypothesis testing about the relationship between variables used in this study is seen from the magnitude of the t-Statistics and p-values which are the basis for determining the significance of the relationship between exogenous and endogenous latent variables. This study uses a significance level of 5 percent because the type of data processed is primary data so that it is

considered not to have high accuracy. If the t-Statistics value is obtained > 1.96 and the p-value is < 0.05 , the research results are said to be significant at 5 percent alpha so that the hypothesis is accepted at 5 percent alpha. The t-Statistics and p-value of this study on SmartPLS 3.2.1 can be seen in the Path Coefficients output which can be seen in Table 3.

Table 7. Coefficients and p-values

	Original Sample (O)	Sample Mean (M)	t Statistics (OSTDEV)	p Values
<i>Tacit Knowledge To Learning Organization</i>	0,373	0.397	2,690	0,007
<i>Explicit knowledge To Learning Organization</i>	0,545	0,523	3,380	0.001
<i>Tacit knowledge to employee performance</i>	0,352	0.362	1,967	0,050
<i>Explicit Knowledge To employee performance</i>	0,223	0,234	0,809	0,419
<i>Learning Organization to employee performance</i>	0,363	0,341	1,645	0,101

Based on table 7, it shows that tacit knowledge on learning organization has a positive effect of 0.373, explicit knowledge on learning organization has a positive effect of 0.545, tacit knowledge on employee performance has a positive effect of 0.352, explicit knowledge on employee performance has a positive effect of 0.223, and organizational learning on performance employees have a positive effect of 0.363. The effect of Tacit Knowledge on employee performance is 0.362, while the effect of explicit knowledge on employee performance is 0.234, so it can be concluded that the effect of Tacit Knowledge on employee performance has a greater influence when compared to the effect of Explicit Knowledge on employee performance.

Judging from the t-Statistics value, there are two variables that have a t-value < 1.96 and P-Values > 0.05 , namely the variables of explicit knowledge and learning organization. This means that explicit knowledge and organizational learning variables do not have a significant effect on employee performance.

While three more variables, namely tacit knowledge, explicit knowledge on learning organization and employee performance each have a t-Statistics > 1.96 and P-Values < 0.05 . This means that tacit knowledge and explicit knowledge have a positive and significant effect on learning organization, and tacit knowledge have a positive and significant effect on employee performance.

Hypothesis 1 Testing Results: The effect of tacit knowledge on employee performance

The first hypothesis (H_1) states that tacit knowledge has a positive effect on employee performance. The test results can be seen in table 5.2. Based on the test results, it is known that the value of the beta parameter coefficient on the original sample mean between tacit knowledge and employee performance has a positive effect of 0.362 each with a t-statistics value of 1.967 (> 1.96) and a p-value of 0.050 ($p < 0.05$), it means significant at 5 percent alpha. Thus H_0 is rejected, and the fourth hypothesis (H_4) is accepted, so it can be concluded that tacit knowledge has a positive and significant effect on employee performance at the 5 percent significance level.

Hypothesis 2 Testing Results: Effect of explicit knowledge on employee performance

The second hypothesis (H_2) states that explicit knowledge has a positive effect on employee performance. The test results can be seen in table 5.2. Based on the test results, it is known that the value of the beta parameter coefficient on the original sample mean between explicit knowledge and employee performance has a positive effect of 0.234 each with a t-statistics value of 0.809 (<1.96) and a p-value of 0.419 ($p > 0,05$), it means that it is not significant at alpha 5%. Thus H_0 is accepted, and the fifth hypothesis (H_2) is rejected, so it can be concluded that explicit knowledge has no significant effect on employee performance at the 5 percent significance level.

Hypothesis 3 Testing Results: The influence of learning organization on employee performance

The third hypothesis (H_3) states that learning organization has a positive effect on employee performance. The test results can be seen in table 4:23. Based on the test results, it is known that the value of the beta parameter coefficient on the original sample mean between learning organization and employee performance has a positive effect of 0.341 each with a t-statistics value of 1.645 (<1.96) and a p-value of 0.101 ($p > 0,05$), meaning that it is not significant at alpha 5 percent. Thus H_0 is accepted, and the third hypothesis (H_3) is rejected, so it can be concluded that learning organization has no significant effect on employee performance at the 5 percent significance level.

Testing Results Hypothesis 4: Learning organization positively strengthens the relationship between tacit knowledge and employee performance

The amount of direct influence of tacit knowledge on employee performance is 0.455, while the direct effect of learning organization on employee performance is 0.233. The magnitude of the indirect effect is obtained by multiplying $0.455 \times 0.233 = 0.106$, so it can be concluded that there is an indirect effect of 0.106. It can be concluded that learning organization is able to positively strengthen the relationship between tacit knowledge and employee performance. Thus H_0 is rejected, and the fourth hypothesis (H_4) is accepted, so it can be concluded that learning organization is able to positively strengthen the relationship between tacit knowledge and employee performance.

Testing Results Hypothesis 5: Learning organization positively strengthens the relationship between explicit knowledge and employee performance

The amount of direct influence of explicit knowledge on employee performance is 0.234, while the direct effect of learning organization on employee performance is 0.233. The magnitude of the indirect effect is obtained by multiplying $0.234 \times 0.233 = 0.055$, so it can be concluded that there is an indirect effect of 0.055. It can be concluded that learning organization is able to positively strengthen the relationship between explicit knowledge and employee performance. Thus H_0 is rejected, and the fifth hypothesis (H_5) is accepted, so it can be concluded that learning organization is able to positively strengthen the relationship between exploratory knowledge and employee performance.

5. Conclusions

From the results of the analysis in the previous chapter, the following conclusions were obtained: (1) Tacit knowledge has a positive and significant effect on employee performance; (2) Explicit knowledge has a positive and insignificant effect on employee performance; (3)

Learning organization positive and insignificant effect on employee performance; (4) Learning organization Strengthen positively the relationship between tacit knowledge and employee performance; (5) Learning organization positively strengthen the relationship of explicit knowledge to employee performance.

Suggestion

Based on the above conclusions, the researcher can provide some suggestions or input that can be taken into consideration in determining decisions about what actions to take by the Regional Office II BKN Surabaya in order to improve employee performance. The suggestions that can be given by researchers are as follows: (1) The results showed that the variable tacit knowledge had a significant effect on employee performance. So it is suggested to the Regional Office II BKN Surabaya to continue developing its employees always looking for work challenges by way of innovation and creativity where it will lead to a lot of experience inherent in these employees and will bring out tacit knowledge in employees which will be very useful for improving performance; (2) The results showed that explicit variables have a significant effect on employee performance. So it is suggested to the Regional Office II BKN Surabaya to maintain these high value indicators by predicting the future of the organization, the existing digital libraries are still inadequate, and the existing google-drive sharing application should be optimized even more; (3) The results showed that the learning organization variable had a positive effect on employee performance, but learning organization did not have a significant effect on employee performance, so it is recommended that the Regional Office II BKN Surabaya maintain the indicators that are already high and increase the indicators that are still in the sufficient category, which means Regional Office II. BKN Surabaya to provide encouragement in suggesting new ideas, and providing a clear understanding of knowledge about the future of the organization; (4) The results showed that learning organization positively strengthens the relationship between tacit knowledge and employee performance, so it is recommended that the Regional Office II BKN Surabaya maintain high indicators and also provide facilities that can be used by employees in developing their knowledge; (5) The results showed that learning organization strengthens positively the relationship between explicit knowledge and employee performance. it is suggested to the Regional Office II BKN Surabaya to maintain the indicators that are already high and keep encouraging employees to further improve their performance through increased knowledge and experience while doing their job.

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