



UNLOCKING KNOWLEDGE: THE IMPACT OF SERVANT LEADERSHIP, UNIVERSITY CULTURE, AND FACULTY COMMITMENT ON KNOWLEDGE SHARING

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Abstract

This research is motivated by service leadership, higher education culture, commitment, knowledge sharing performance at the North Sumatra Polytechnic. This research was conducted at the Region I Polytechnic of North Sumatra. The aim of this research is to analyze and study descriptively and verifiably the influence of service leadership, higher education culture, and lecturer commitment to the dissemination of knowledge and empowerment on lecturer performance. The research method used is a quantitative method carried out descriptively and verified. The sampling technique was carried out using proportional stratified random sampling. Data sources from primary and secondary data through observation and distribution of questionnaires. The data analysis technique used is SEM. Verifiable research results show that service leadership, higher education culture, and commitment have a positive and significant effect on the dissemination of knowledge.

Keywords: servant leadership; higher education culture; commitment; knowledge sharing

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INTRODUCTION

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, it aims to improve the quality and perfection of the implementation of national education. In the law, it is explained that lecturers are professional educators and scientists who have the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. The main task of lecturers is to carry out the Tri Dharma of Higher Education, which includes education, research, and service. To support the implementation of these tasks, it is necessary to develop the profession and career of lecturers. Professional development of lecturers is carried out through functional positions. In addition, this process is also carried out through assignments, promotions, and promotions. Thus, this effort is expected to improve the quality of higher

education and strengthen the role of lecturers in educating the nation's life. Implementing the Tri Dharma of Higher Education in today's educational context faces significant challenges, but also opens up many opportunities for innovation and improving the quality of education. Lecturers have a key role in achieving this goal, but they need strong support from universities, faculties, and policies that focus on improving the quality of Tri Dharma. Servant leadership, a collaborative university culture, and the faculty's commitment to supporting Tri Dharma are very important to ensure that the goals of sharing knowledge through education, research, and service can be achieved optimally.

Law Number 17 of 2013 is a follow-up to Law Number 14 of 2005 concerning Teachers and Lecturers, which stipulates that the minimum requirement for a lecturer is to have a Master's degree. This new regulation aims to improve the quality of higher education in Indonesia by ensuring that lecturers have adequate educational backgrounds. In its implementation, lecturers who meet the requirements will occupy the position of Expert Assistant with rank/group IIIb. This is an important first step in the formation of professionalism among higher educators. Furthermore, to be able to develop their careers and move up to the position of Head Lector or Professor, lecturers are required to continue their studies to the S3 level. Policies that prioritize the Tri Dharma of Higher Education in the current higher education context can pose significant challenges for lecturers and institutions, especially related to limited resources and support. However, with servant leadership, a university culture that supports collaboration, and the campus' commitment to providing facilities and training, many opportunities to improve the quality of education, research, and service can be created. These challenges can be overcome if all parties (lecturers, faculties and university leaders) are committed to jointly fulfilling applicable educational requirements and overcoming limited resources with creative and sustainable solutions.

In Article 21 of Law No. 12/2012 explains about the diploma program, including: 1). The diploma program is a vocational education intended for secondary education graduates or equivalent to develop skills and reasoning in the application of Science and/or Technology. 2). The diploma program as referred to in paragraph (1) prepares students to become skilled practitioners to enter the world of work in accordance with their field of expertise. 3). The diploma program as intended in paragraph (2) consists of programs: a. diploma one; b. diploma two; c. diploma three; and d. Diploma four or applied bachelor. 4). Diploma programs as referred to in paragraph (3) are required to have lecturers with minimum academic qualifications who are graduates of master's programs or equivalent. 5). In the diploma one program as intended in paragraph (3) letter a and the diploma two program as intended in paragraph (3) letter b can use instructors with minimum academic qualifications who are graduates of diploma three or equivalent who have experience. 6). Graduates of diploma programs are entitled to use expert or applied bachelor's degrees. 7). Further provisions regarding diploma programs are regulated in the Ministerial Regulation. Along with the development of the current Industrial Revolution 4.0 which has an impact on life, industry and of course also on higher education, especially Polytechnic Education Institutions. Interesting aspects to be studied at the Polytechnic Education Institution are the major or revolutionary changes that must be implemented in Polytechnics that have successfully implemented changes in the Industrial Revolution 4.0 era, such as PENS, PNJ, and Polinema, show that higher education institutions, especially polytechnics, can adapt these changes in a productive and relevant way. These changes not only affect the quality of education, but also make a real contribution to industry and society. In this case, the Tri Dharma of Higher Education (Education, Research and Community Service) becomes more integrated with industrial needs and increasingly rapid technological developments. facing the challenges of the 4.0 era, namely the revolution of attitudes, the revolution of interests, the revolution of teaching and learning methods, the revolution of curriculum, the revolution of professional development and the revolution of university leadership.

The development of science and technology and changes in the environment with all their impacts, requires higher education institutions, especially Polytechnics, to further develop themselves in efforts to implement the Tri Darma of Higher Education by creating and improving academic culture, especially in the campus environment so that the competence of students and graduates can be relied on according to their fields. The important role of Polytechnics is to always adapt their programs to the times, by developing an academic culture so that its graduates have qualified competencies in their fields.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education, it is described that the management of

Education in Indonesia refers to: National Education Standards consist of: a. graduate competency standards; b. learning content standards; c. learning process standards; d. learning education assessment standards; e. standards for lecturers and education personnel; f. standards of learning facilities and infrastructure; g. management standards; and h. learning financing standards.

Based on the National Education Standards, universities in Indonesia are required to meet these standards in the management of Education. Polytechnics in North Sumatra, both public and private, face a number of significant challenges in meeting higher education standards, especially those related to infrastructure, funding, human resources, and collaboration with industry. These barriers make it difficult to achieve high educational standards. However, with local government support, through incentives, funding, and strengthening cooperation with industry, this challenge can be overcome, so that polytechnics in North Sumatra can provide quality education that meets the needs of the industrial world.

Based on data on Private Polytechnics reported by LLDIKTI Region I North Sumatra, the number of Private Polytechnics is 16 Polytechnics, with 5,901 registered students, the number of permanent lecturers is 567 lecturers and non-permanent lecturers are 82 lecturers, while the ratio between students and lecturers is: 8 to 1. Although an ideal lecturer ratio is critical in ensuring the success of higher education, the quality of lecturers both in terms of academic qualifications and practical experience is a more important factor. Academic qualifications must be balanced with the ability to teach effectively and experience in the industrial world, especially in polytechnics which prioritize skills-based education. To meet high educational standards, educational institutions must focus on developing lecturer competencies, both in academic aspects and practical experience in the field. The decision to select a lecturer is often a combination of formal education, field experience, and the ability to provide effective learning in accordance with the goals of vocational or polytechnic education. However, at this time in accordance with the new provisions that all lecturers who teach in universities must have at least an S2 education, then polytechnic lecturers are in the process of completing S2 education. If these three aspects are optimized, it will be able to increase the commitment of lecturers, which will ultimately be able to improve the performance of Polytechnic lecturers in North Sumatra.

According to Luthans (2018:218), effective leadership is able to build emotional bonds between leaders and group members, as well as direct them to shared values and goals in the organization. This strong leadership not only focuses on achieving results, but also creates an environment where each individual feels connected and committed to a shared vision. By creating a sense of trust and attachment, team members will be more motivated to share their knowledge and experiences, which in turn can improve the overall performance of the organization. In this context, Robbin & Judge (2018:102) adds that productive and effective leaders, who also have a serviceful nature, will encourage their subordinates to be more willing to share knowledge. Serving leaders are not only focused on results, but also pay attention to the needs and development of their team members. By providing support and creating an atmosphere that supports collaboration, leaders can facilitate the formation of a culture of knowledge sharing. This is important, as shared knowledge can be a strategic resource for organizations, increase innovation, and accelerate the achievement of shared goals. Therefore, good leadership is key to creating a productive and collaborative work environment. According to Rivai (2017:235), it is stated that serving leadership will always share knowledge with its subordinates to encourage the improvement of their work capacity. According to Latif and Marimon (2019), it is stated that servant leader behavior facilitates the development of strong interpersonal relationships between leaders and followers, and significantly helps employees reach their true potential. Relational exchanges between leaders and subordinates shape employees' professional behavior and attitudes in sharing knowledge. The application of servant leadership in the context of sharing knowledge at universities can have a very positive impact, especially in building a collaborative culture and supporting the development of lecturers and students. However, challenges such as a rigid hierarchical structure, competitive culture, high workload, and lack of skills in servant leadership can hinder its implementation. Therefore, it is important for universities to overcome these barriers by building a culture that supports collaboration, rewards, and provides adequate training and support for leaders and lecturers. With this approach, knowledge sharing can be realized more effectively, which in turn will improve the quality of education and research at the institution.

According to Dessler (2020), organizational culture is the main key to achieving quality, increasing productivity, and ensuring organizational survival. A strong organizational culture not only gives an identity to an organization, but can also foster a high level of commitment among its members. With clear values and accepted by all members, individuals will feel more attached and responsible for the organization's goals. Porter, Steers and Marchington in Rivai (2018) suggest that to increase organizational commitment, it is necessary to build a strong organizational culture and a positive work culture. This culture serves as a foundation that facilitates healthy interactions between members of the organization and encourages them to work together in achieving common goals. In addition, according to Armstrong (2018), a strong and conducive organizational culture can increase employee commitment, which has an impact on their loyalty and motivation in carrying out their duties. Ulfah (2020) added that in the context of higher education, organizational culture is an important element that needs to be built. This culture serves as a determining factor in the life of the organization, influencing how members interact and collaborate. University case studies show that a strong organizational culture, supported by servant leadership and faculty commitment, has a very positive impact in encouraging knowledge sharing among faculty and students. By removing structural barriers, introducing incentives, and providing adequate training, the University succeeded in creating an environment that supports collaboration and innovation. Although challenges remain, this approach has led to significant improvements in the quality of teaching, research and student engagement.

Meyer & Allen in Rivai (2017) stated that organizational commitment is a factor that affects knowledge sharing as the consensus conducted previously found that the willingness of lecturers to share knowledge depends on three main factors, namely: individual factors, group factors and organizational factors. Handoko (2018) explained that the low quality of a person's commitment to knowledge will reduce the sharing of knowledge with other parties, or conversely, someone with a high commitment will encourage knowledge sharing with other parties. Meanwhile, according to Robert L. Mathis (2020:315), the commitment of employees to the organization will encourage knowledge sharing with other employees. Based on the four thoughts mentioned above, researchers can conclude that there is an influence between commitment to knowledge sharing. In the context of Unlocking Knowledge at universities, affective commitment plays a very important role because it encourages lecturers to be emotionally involved in sharing knowledge. Although normative commitment and ongoing commitment also play a role, the success of sharing knowledge will be more optimal if the university creates a culture that prioritizes emotional relationships and strong attachments between lecturers and the university. Thus, servant leadership, a supportive university culture, and faculty commitment based on affective commitment will be the keys to realizing effective knowledge sharing in the academic world.

According to Robbins SP (2018) stated that employees who always share knowledge with other employees will affect the performance of their employees, which will ultimately improve the performance of their organization Furthermore, according to Griffin (2022:113), the high awareness to share knowledge will be able to improve their knowledge abilities, and ultimately will be able to improve employee performance. According to Hutasuhut & Palahi (2021) stated that in the context of Human Resource Management (HRM) and performance management, there are many things that can empirically improve performance, such as attention to sharing knowledge among organizational members. According to Dini Riska Anggraeni and Hilmi Aulawi (2018) stated that knowledge sharing activities that can improve the ability of students or members to improve their ability to absorb knowledge are by sharing experiences and increasing the ability to absorb knowledge with a strong level of relationship. Based on the four thoughts mentioned above, the researcher can conclude that there is a significant influence between knowledge sharing on employee performance. In analyzing the impact of knowledge sharing on faculty performance, it is important to involve multiple perspectives originating from servant leadership, university culture, faculty commitment, and the use of technology in knowledge sharing. Various contemporary studies provide strong evidence that knowledge sharing driven by supportive leadership, a collaborative culture, and strong commitment can improve lecturer performance in terms of teaching, research, and community service. Therefore, creating a strong culture of knowledge sharing through a supportive approach both in terms of organizational structure and supporting infrastructure is very important to achieve long-term success in improving the quality of education at universities.

METHOD

This study uses an associative research method, namely research conducted with the aim of finding out the relationship or influence of 2 or more variables, namely the influence of independent variables on bound variables using intervening variables. Meanwhile, Sugiyono (2018: 12) stated that in this associative research there are at least two variables that are linked. The form of relationship between variables is causal, that is, a causal relationship. As mentioned earlier, this study conducted an analysis of the causal relationship between the research variables. This research is a management science approach to human resources. The nature of the data in this study is quantitative data, namely data that can be measured and presented in the form of numbers. The source of research data is an important factor that is considered in the discovery of data collection methods, in addition to the types of data that have been discussed. Sidik and Denok (2021) stated that based on the source, the data was grouped into 3 groups. Primary data, which is data collected by the researcher himself during the research. Secondary data, data that is collected routinely by certain agencies is then used by Tertiary Data researchers, namely data that has been processed and published. Sugiyono (2018:90) defines population as a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by the research to be studied and then drawn conclusions. The number of lecturers who teach at Polytechnics in North Sumatra Province is 659 people, but all of these lecturers are not lecturers of LLDIKTI Region 1 North Sumatra and lecturers of foundations who have NIDN. Some are foundation lecturers and non-permanent lecturers who do not have NIDN and do not have the opportunity for lecturer certification.

This research will use primary data as the main source to answer the research questions, because primary data provides direct, relevant and up-to-date information regarding knowledge sharing practices at universities, as well as how factors such as leadership, university culture, and faculty commitment influence lecturer performance. Secondary data will be used to provide broader context and enrich the analysis, by referring to relevant literature and existing institutional reports. Meanwhile, tertiary data will be used as a general reference source to explore the main theories underlying this research, but will not be the main source for analysis or data collection. Thus, this grouping of data sources provides a clear structure regarding how each type of data source is used to support the research process, from field data collection (primary) to developing theoretical frameworks and contextual understanding (secondary and tertiary).

RESULTS

After analyzing the research instruments and scaling analysis and descriptive analysis, the data that has been collected is then used to analyze and test the hypothesis testing formulation based on Structural Equation Modelling. The results of the LISREL estimate, each dimension of the research, need to be explained further. This explanation is necessary because each variable is measured indirectly, but is formed by a number of indicators that need to be examined for their role in shaping these variables. For more details, it will be discussed in each hypothesis.

Structural model 1 describes the relationship between Serving Leadership, Higher Education Culture and Lecturer Commitment to Knowledge Sharing, which is stated in the following hypothesis: That Serving Leadership, Higher Education Culture and Lecturer Commitment Affect Knowledge Sharing both partially and simultaneously. Based on the results of data processing of the Lisrel program for structural model 1, in accordance with the proposed hypothesis, the following results were obtained:

$$Y = 0.3387 * X1 + 0.3253 * X2 + 0.2902 * X3, \text{ Errorvar.} = 0.2468, R^2 = 0.7532$$

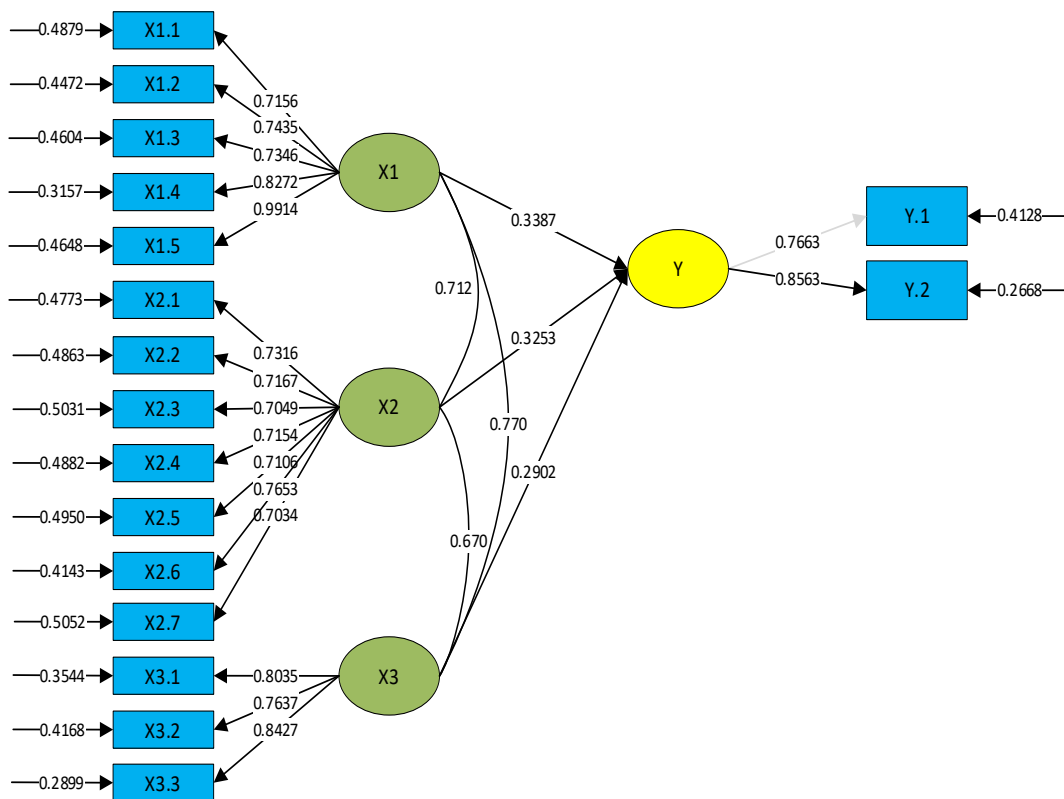
(0.09474)	(0.09804)	(0.08827)	(0.2576)
3.5750	3.3179	3.2878	0.2237

Based on the equation above, it can be explained that the Knowledge Sharing variable is positively influenced by Serving Leadership with a path coefficient of 0.3387, positively influenced by Higher Education

Culture with a path coefficient of 0.3253, and positively influenced by Lecturer Commitment with a path coefficient of 0.2902.

For the coefficient of the X1 path to Y of 0.3387, it means that if Serving Leadership increases, Knowledge Sharing will increase by 0.3387 units or Serving Leadership contributes to an increase in Knowledge Sharing by 0.3387 units. For the coefficient of the X2 path to Y of 0.3253, it means that if the Higher Education Culture increases, Knowledge Sharing will increase by 0.3253 units or Higher Education Culture contributes to the increase in Knowledge Sharing by 0.3253 units. For the coefficient of the X3 path to Y of 0.2902, it means that if the Lecturer's Commitment increases, Knowledge Sharing will increase by 0.2902 units or the Lecturer's Commitment contributes to an increase in Knowledge Sharing by 0.2902 units. Thus the conceptual hypothesis proposed has been tested and accepted. The practical implications of the results of this research are that universities should introduce deeper servant leadership policies, strengthen a culture of collaboration, and increase lecturers' commitment to sharing knowledge. On the other hand, theoretical implications relate to the development of leadership theory, organizational culture, and lecturer commitment in the higher education context. This research can enrich our understanding of how these elements interact with each other and impact academic performance, as well as offering useful insights for the development of leadership models and culture in higher education.

In full the structural model for substructure 1 can be described as follows:



Source: Lisrel data processing results (2023)

Figure 1. Coefficient of Serving Leadership Path, Higher Education Culture and Lecturers' Commitment to Knowledge Sharing

The results of the calculations obtained show that the Knowledge Sharing Variable is influenced by Serving Leadership, Higher Education Culture and Lecturer Commitment both partially and simultaneously. Based on the correlation values and path coefficients obtained from the results of calculations with Lisrel 8.80, it can be known the magnitude of the direct and indirect influence of Serving Leadership, Higher Education Culture and Lecturers' Commitment to Knowledge Sharing as follows:

The simultaneous influence of the variables of Serving Leadership, Higher Education Culture and Lecturer Commitment to Knowledge Sharing uses the following statistical hypotheses:

H0 : $\xi_{Yx1} = \xi_{Yx2} = \xi_{Yx3} = 0$ There is no significant influence of Servant Leadership, Higher Education Culture and Lecturer Commitment to Knowledge Sharing

Ha : $\xi_{Yx1} \neq \xi_{Yx2} \neq \xi_{Yx3} \neq 0$ There is a significant influence of Serving Leadership, Higher Education Culture and Lecturers' Commitment to Knowledge Sharing

With test criteria: Reject H0 if $F_{cal} > F_{table}$

To test the hypothesis, calculations are carried out using the following formula:

$$F = \frac{(n - k - 1)R_{yxx}^2}{k(1 - R_{yxx}^2)}$$

$$F = \frac{(233 - 1)0,7532}{3(1 - 0,7532)} = 232,9295$$

Based on the calculation, the value of F_{cal} is obtained as 232.9295, where the rejection criterion of H0 if F_{cal} is greater than F_{table} or $F_0 > F_{table}$, with free degrees $v_1 = 2$ and $v_2 = 233 - 3 - 1$ and a confidence level of 95%, then from the distribution table F the value of F_{table} for $F_{0.05, 3, 233} = 3.0353$ is obtained. Because 232.9295 is greater than 3.0353, H0 is rejected, meaning that it can be concluded that there is a linear relationship between Serving Leadership, Higher Education Culture and Lecturers' Commitment to Knowledge Sharing, or it can be interpreted that there is a joint influence between Serving Leadership, Higher Education Culture and Lecturers' Commitment to Knowledge Sharing.

The partial influence of the Serving Leadership variable (X1) on Knowledge Sharing (Y) needs to be tested statistically, so the statistical hypothesis is as follows:

Ho : $\xi_{Yx1} = 0$: There is no significant influence of Ministering Leadership on Knowledge Sharing

Ha : $\xi_{Yx1} \neq 0$: There is an Influence of Servant Leadership on Knowledge Sharing

Test criteria : Reject H0, if the tcount is greater than t table or $t_0 > t_{table}$, with $df = 233 - 3 - 1$

Table 1. Results of the Partial Test of Serving Leadership towards Knowledge Sharing

Struktural	Path coefficient	t-count	t-table	Conclusion
γ_1	0,3387	3,5750	1,9704	H0 rejected, there is a significant influence of Servant Leadership on Knowledge Sharing

Source: Data processing results (2023)

For the coefficient of the X1 path to Y = 0.3387, a tcal value of 3.5750 is obtained by taking a α significance level of 5%, then the value of ttable or $t_{0.05.233} = 1.9704$, so because tcount = 3.5750 is greater than ttable = 1.9704, then H0 is rejected or in other words Serving Leadership affects Knowledge Sharing by 0.3387 so that each increase in Serving Leadership will increase Knowledge Sharing by 0.3387 units.

The partial influence of the Higher Education Culture variable (X2) on Knowledge Sharing (Y) needs to be tested statistically, so the statistical hypothesis is as follows:

Ho : $\xi_{Yx2} = 0$: There is no significant influence of Higher Education Culture on Knowledge Sharing

Ha : $\xi_{Yx2} \neq 0$: There is an Influence of Higher Education Culture on Knowledge Sharing

Test criteria : Reject H0, if the tcount is greater than t table or $t_0 > t_{table}$, with $df = 233 - 3 - 1$

Table 2. Results of the Partial Test of Higher Education Culture on Knowledge Sharing

Struktural	Path coefficient	t-count	t-table	Conclusion
γ_2	0,3253	3,3179	1,9704	H0 rejected, there is a significant influence of Higher Education Culture on Knowledge Sharing

Source: Data processing results (2023)

For the coefficient of the X2 path to Y = 0.3253, a tcal value of 3.3179 is obtained by taking a α significance level of 5%, then the ttable or $t_{0.05} \text{ value.} 233 = 1.9704$, so because tcount = 3.3179 is greater than ttable = 1.9704, then H0 is rejected or in other words Higher Education Culture affects Knowledge Sharing

by 0.3253 so that every increase in Higher Education Culture will increase Knowledge Sharing by 0.3253 units.

The partial influence of the variable of Lecturer Commitment (X3) on Knowledge Sharing (Y) needs to be tested statistically, so the statistical hypothesis is as follows:

Ho : $\xi_{Yx3} = 0$: There is no significant influence of Lecturer Commitment on Knowledge Sharing

Ha : $\xi_{Yx3} \neq 0$: There is an influence of Lecturer Commitment on Knowledge Sharing

Test criteria : Reject H0, if the tcount is greater than t table or $t_0 > \text{table}$, with $df = 233 - 3 - 1$

Table 3. Results of the Partial Test of Lecturers' Commitment to Knowledge Sharing

Struktural	Path coefficient	t-count	t-table	Conclusion
γ_3	0,2902	3,2878	1,9704	H0 was rejected, there was a significant influence of the Lecturer's Commitment to Knowledge Sharing

Source: Data processing results (2023)

For the coefficient of the X3 path to Y = 0.2902, a tcal value of 3.2878 is obtained by taking a α significance level of 5%, then the value of ttable or $t_{0.05.233} = 1.9704$, so because tcount = 3.2878 is greater than ttable = 1.9704, then H0 is rejected or in other words the Lecturer Commitment affects Knowledge Sharing by 0.2902 so that every increase in Lecturer Commitment will increase Knowledge Sharing by 0.2902 units. Hypothesis Testing.

DISCUSSION

Based on the results of the verifiable analysis, it is known that partially, Serving Leadership has a significant influence on Knowledge Sharing. The total contribution made by the Serving Leadership to Knowledge Sharing is 0.2688 or 26.88 percent. The Servant Leadership variable has a smaller direct influence value compared to its indirect influence, so it can be concluded that the Servant Leadership variable is a non-dominant variable. Based on the test criteria that have been explained earlier, it can be seen that the tcount value of the Serving Leadership variable is in the zero hypothesis rejection area. This indicates that H0 is rejected and H1 is accepted, meaning that Servant Leadership has a positive and partially significant effect on Knowledge Sharing. The Serving Leadership variable is the variable that has the greatest influence on Knowledge Sharing partially. This is because lecturers who are in the age range above 50 years old are a period where lecturers have accumulated enough experience in their careers and have had enough time to be involved in higher education as well as build their reputation. Polytechnics already have leaders who encourage collaboration, open communication, and mutual support will encourage team members to share knowledge and experience with each other. In a leader-led environment that encourages knowledge sharing, team members feel valued and have the confidence to share their ideas without fear or negative judgment. In addition, leaders who serve and care about the development of team members will involve them in learning activities and knowledge development. Leaders who lead by example by actively sharing knowledge and being role models when it comes to sharing knowledge will also influence team members to adopt similar behaviors.

Another study from Liu, Siu, and Shi (2020) confirms that leadership serves to increase organizational trust, which acts as a mediator in increasing knowledge sharing among employees. Research by Nguyen, Ngo, and Melewar (2020) also supports these findings, stating that the trust and organizational culture fostered by serving leaders directly facilitates knowledge sharing, especially in technology companies. Furthermore, Rothwell, Hoh, and Barling (2021) found that in global companies, serving leaders succeed in creating a work environment that supports cross-departmental knowledge sharing, due to their holistic approach that focuses on employee needs. Recent research by Salim et al. (2022) confirms that servant leadership plays an important role in improving the culture of knowledge sharing in technology companies, where a high level of trust and concern for the well-being of team members is key in facilitating the process of information sharing. In addition, research by Nguyen et al. (2020) on the technology sector shows that servant leadership can accelerate the process of sharing knowledge by fostering a more inclusive and supportive environment, where

employees feel safe to share new ideas without fear of negative criticism. Recent research by Sahrani et al. (2023) found that servant leadership plays an important role in improving team effectiveness in sharing knowledge, especially in organizations focused on research and development (R&D).

Research by Sendjaya et al. (2019) found that serving leadership has a positive effect on knowledge sharing in non-profit organizations. This is reinforced by the findings of Liu et al. (2020), which in their research in the education sector showed that servant leadership serves as an effective mediator in facilitating knowledge sharing between teaching staff and students. In the corporate sector, research by Rothwell et al. (2021) highlights that servant leadership influences an open organizational culture. A study by Kalay and Siedlecki (2022) shows that serving leadership strengthens interdepartmental working relationships within large organizations, by facilitating cross-functional knowledge transfer that is crucial for continuous innovation and improvement. Other relevant research was conducted by Kim et al. (2023), which explores the influence of serving leadership on knowledge sharing in the manufacturing industry. Additionally, research by Tavakol and Moghaddam (2024) shows that servant leadership plays an important role in improving a shared understanding of the importance of knowledge sharing in technology-based organizations (Erpurini & Juju, 2024; Ratnamiasih, Wasito, et al., 2024; Sufyani & Cahbana, 2024).

Based on the results of the verifiable analysis, it is known that partially, the Higher Education Culture has a significant influence on Knowledge Sharing. The total contribution made by Higher Education Culture to Knowledge Sharing is 0.2544 or 25.44 percent. The Higher Education Culture variable has a smaller direct influence value compared to its indirect influence, so it can be concluded that the Higher Education Culture variable is a non-dominant variable. Based on the test criteria that have been explained previously, it can be seen that the tcount value of the Higher Education Culture variable is in the zero hypothesis rejection area. This indicates that H₀ is rejected and H₁ is accepted, meaning that Higher Education Culture has a partially significant positive effect on Knowledge Sharing. The Higher Education Culture variable is the second largest variable that has the second largest influence on Knowledge Sharing in this research model. This is because the Higher Education Culture at the LLDIKTI Private Polytechnic Region I North Sumatra Region has been able to form norms, values, and attitudes that govern the behavior of organizational members related to knowledge sharing. A culture that encourages collaboration, open communication, and mutual learning will create an environment conducive to knowledge sharing for each individual. When Higher Education Culture values and recognizes the importance of sharing knowledge, lecturers at polytechnics feel encouraged to contribute by sharing their knowledge, experiences, and ideas. In addition, a culture that fosters mutual trust and cooperation among team members will facilitate a more effective exchange of knowledge.

College culture has a significant influence on knowledge sharing in the academic environment. An organizational culture that supports openness, collaboration, and innovation often encourages faculty members to share knowledge more broadly. According to research by Zhao and Liu (2022), an inclusive organizational culture in Chinese universities facilitates knowledge sharing by creating a sense of psychological security among lecturers, so that they feel comfortable sharing information without fear of competition. Zhang, Liang, and Zhou (2021) also found that an academic environment with a culture that encourages collaboration and social support increases the intensity of knowledge sharing among faculty. Other research by Nguyen, Ngo, and Nguyen (2020). Zhao and Liu (2022) found that an inclusive college culture in Chinese universities creates a conducive environment for lecturers to share information voluntarily, strengthen relationships between faculty members, and enrich the academic environment. In addition, Zhang, Liang, and Zhou (2021) stated that an academic culture that encourages collaboration and teamwork has a positive influence on knowledge sharing in higher education. A culture that supports innovation also increases the capacity of institutions to generate new knowledge. The research of Karakas, Sarros, and Santora (2023) shows that in research universities that have an innovative academic culture, knowledge sharing not only strengthens research results, but also facilitates the development of teaching skills among faculty. Nguyen, Ngo, and Melewar (2020) found that a university culture that supports the values of trust and openness has a direct effect on the intensity of knowledge sharing, Especially when balanced with high organizational commitment. Faculty commitment also plays an important role in strengthening cultural ties and sharing knowledge. Bennett, Dunne, and Carré

(2018) stated that a culture that emphasizes loyalty and dedication in higher education environments can encourage lecturers to be more active in sharing knowledge with colleagues (Kurniasari & Gunardi, 2023; Ratnamiasih & Rohmah, 2023; Sarman & Kartika, 2023).

Indirect influence that occurs through mediator variables such as trust and open communication plays a very important role in bridging the relationship between Servant Leadership, Higher Education Culture, and Knowledge Sharing. Servant leadership creates an atmosphere that allows faculty to trust each other more and communicate more openly, ultimately encouraging them to share knowledge. Higher Education Culture strengthens these relationships through the establishment of norms and values that support collaboration and knowledge sharing. By understanding the mechanisms of these indirect influences, we can better understand how these factors work together to create a more effective culture of knowledge sharing within higher education institutions.

Based on the results of the verifiable analysis, it is known that partially, Lecturer Commitment has a significant influence on Knowledge Sharing. The total contribution made by the Lecturer Commitment to Knowledge Sharing is 0.2300 or 23.00 percent. The Lecturer Commitment variable has a smaller direct influence value compared to its indirect influence, so it can be concluded that the Lecturer Commitment variable is a non-dominant variable. Based on the test criteria that have been explained earlier, it can be seen that the t count value of the Lecturer Commitment variable is in the zero hypothesis rejection area. This indicates that H0 is rejected and H1 is accepted, meaning that the Lecturer Commitment has a partially significant positive effect on Knowledge Sharing. The Lecturer Commitment variable is the variable that has the least influence on Knowledge Sharing partially in this research model. This is because lecturers with 10-15 years of work experience experience burnout or boredom at work, they are more focused on broader career considerations such as promotion or personal development in certain areas, and generational differences or differences between younger or older generations can affect priorities and commitments to knowledge sharing. Lecturers who are 40-44 years old have a different perspective from the younger generation. There are more dominant factors in influencing knowledge sharing, first Higher Education Culture, leadership, and incentives provided. While a lecturer's commitment to polytechnics is important, other, stronger factors can influence the extent to which lecturers are motivated to share knowledge. Second, the lack of a system of rewards and recognition for lecturers who share knowledge can reduce their motivation to do so. If lecturers do not feel valued or benefit enough from sharing knowledge, their commitment may not be as strong as expected. Third, there are practical obstacles or obstacles in knowledge sharing, such as limited time, resources, or access to knowledge sharing platforms, which can limit the ability of lecturers to be active in knowledge sharing. In this situation, even though lecturers are highly committed, they may not have adequate opportunities or means to share knowledge with peers.

Recent research by Nguyen et al. (2020) revealed that lecturers' high commitment to self-development and institutions increases their tendency to share knowledge in the context of higher education. They added that lecturers who feel valued and supported by the institution will be more willing to share their experience and expertise, which in turn enriches the learning and teaching process. Research by Zhang et al. (2021) highlights that lecturers' commitment to the mission of educational institutions and professional development can increase their active participation in various knowledge-sharing forums, such as seminars, workshops, and scientific publications. In addition, studies by Zhao and Liu (2022) and (Gunawan, 2024) in the context of higher education in China show that lecturers' commitment to organizational goals, especially those related to innovation and scientific collaboration, greatly influences them to share knowledge more openly. This finding is corroborated by research by Karakas et al. (2023), which examines the influence of lecturer commitment on knowledge sharing in research-based universities. They found that the strong commitment of lecturers to academic research and development contributes greatly to creating a more collaborative culture of knowledge sharing, which improves the quality of research and innovation in higher education. Recent studies by Ali et al. (2024) revealed that lecturers who have a high commitment to learning and teaching are more active in sharing knowledge related to teaching methods and academic materials, which has a positive impact on the quality of learning in the classroom. The commitment of lecturers, both organizational and professional—has a key role in increasing knowledge sharing in the academic world (Ratnamiasih, Baihaqi, et al., 2024) which is very important for scientific development and the quality of education (Baihaqi & Paulus, 2020).

Factors such as Servant Leadership, Higher Education Culture, and Lecturer Commitment have a significant influence on knowledge sharing in private polytechnics and LLDIKTI, although local challenges such as limited resources and rigid bureaucratic structures can hinder this process. To overcome these obstacles, it is important for institutions to create a collaborative culture, empower lecturers, and ensure their long-term commitment to sharing knowledge, even under challenging conditions.

Based on the results of the calculation of the direct influence and indirect influence of the variables Leadership Serving Higher Education Culture) and Lecturer Commitment to Knowledge Sharing (Y), it can be seen that: The direct influence of the variables Serving Leadership, Higher Education Culture (X2) and Lecturer Commitment (X3) on Knowledge Sharing (Y), has a total value of 30.48 percent Indirect influence of the variable Serving Leadership (X1), Higher Education Culture (X2) and Lecturer Commitment (X3) to Knowledge Sharing (Y), have a total score of 44.84 percent. The total influence of the variables of Serving Leadership (X1), Higher Education Culture (X2) and Lecturer Commitment (X3) on Knowledge Sharing (Y), is a combination of direct and indirect influences, namely 75.32 percent. This can also be seen from the determination coefficient of sub-structure 1 which shows the number 0.7532. This means that Serving Leadership (X1), Higher Education Culture (X2) and Lecturer Commitment (X3) have a direct and indirect effect on Knowledge Sharing (Y) by 75.32 percent, while the remaining 24.68 percent are influenced by other variables or factors. These other variables include Work Environment, Remuneration, Competence and others. The biggest influence was Serving Leadership at 26.88 percent. This means that Knowledge Sharing in Lecturers of LLDIKTI Private Polytechnic Region I North Sumatra is greatly influenced by the Leadership of Serving. The formation of Knowledge Sharing is greatly influenced by Serving Leadership, so this Serving Leadership makes the greatest contribution to Knowledge Sharing. Although the Servant Leadership variable is not the dominant variable, it has a significant influence on this research model. The second largest influence is Higher Education Culture at 25.44 percent. This means that Higher Education Culture has a considerable role after the Lecturer Commitment. Higher Education Culture makes a considerable and significant contribution to Knowledge Sharing. However, the variable of Higher Education Culture is also not the dominant variable, because the amount of direct influence is smaller than the indirect influence. The smallest influence is the Lecturer Commitment of 20.62 percent. This means that the Lecturer Commitment has a considerable role after the Higher Education Culture. The commitment of lecturers makes a considerable and significant contribution to Knowledge Sharing. However, the Lecturer Commitment variable is also not the dominant variable, because the amount of direct influence is smaller than the indirect influence.

Based on the results of the calculation of the direct influence and indirect influence of the variables Leadership Serving Higher Education Culture) and Lecturer Commitment to Knowledge Sharing (Y), it can be seen that: The direct influence of the variables Serving Leadership, Higher Education Culture (X2) and Lecturer Commitment (X3) on Knowledge Sharing (Y), has a total value of 30.48 percent Indirect influence of the variable Serving Leadership (X1), Higher Education Culture (X2) and Lecturer Commitment (X3) to Knowledge Sharing (Y), have a total score of 44.84 percent. The total influence of the variables of Serving Leadership (X1), Higher Education Culture (X2) and Lecturer Commitment (X3) on Knowledge Sharing (Y), is a combination of direct and indirect influences, namely 75.32 percent. This can also be seen from the determination coefficient of sub-structure 1 which shows the number 0.7532. This means that Serving Leadership (X1), Higher Education Culture (X2) and Lecturer Commitment (X3) have a direct and indirect effect on Knowledge Sharing (Y) by 75.32 percent, while the remaining 24.68 percent are influenced by other variables or factors. These other variables include Work Environment, Remuneration, Competence and others. The biggest influence was Serving Leadership at 26.88 percent. This means that Knowledge Sharing in Lecturers of LLDIKTI Private Polytechnic Region I North Sumatra is greatly influenced by the Leadership of Serving. The formation of Knowledge Sharing is greatly influenced by Serving Leadership, so this Serving Leadership makes the greatest contribution to Knowledge Sharing. Although the Servant Leadership variable is not the dominant variable, it has a significant influence on this research model. The second largest influence is Higher Education Culture at 25.44 percent. This means that Higher Education Culture has a considerable role after the Lecturer Commitment. Higher Education Culture makes a considerable and significant

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The results of this research are supported in the research of Liu, Siu, and Shi (2020) showing that servant leadership increases organizational trust, which is an important mediator in encouraging knowledge sharing. In addition, Sahrani, Sulaiman, and Abdullah (2023) found that in R&D teams, ministering leaders create social interactions that reinforce trust and share knowledge among team members. Zhao and Liu (2022) found that an inclusive and collaboration-oriented organizational culture in Chinese universities increased the level of knowledge sharing among faculty. A culture that encourages openness and collaboration creates a sense of psychological security, where lecturers feel comfortable sharing information without fear of internal competition. In addition to leadership and culture, lecturer commitment also plays an important role in sharing knowledge. Lecturers who have a high commitment to the institution tend to be more involved in knowledge sharing activities. Bennett, Dunne, and Carré (2018) show that lecturer commitment plays an important role in promoting knowledge sharing in the academic environment. This commitment is reinforced by the organization's culture and the support of servant leadership that emphasizes individual well-being (Juju & Supriadi, 2024; Koesworodjati & Sapira, 2023; Suhardiman et al., 2024).

Overall, indirect influence can be considered as a channel through which servant leadership and higher education culture function as triggers that strengthen lecturers' commitment to sharing knowledge. In other words, empowering leadership increases lecturers' self-confidence and emotional commitment, which in turn encourages them to share more knowledge. A supportive university culture also strengthens this effect by creating an environment conducive to knowledge sharing. These indirect influences demonstrate that it is not just direct influences that matter, but also mediating pathways that enable a broader systemic change, where leadership, culture, and commitment work together to create a more open, collaborative, and supportive academic environment share knowledge.

CONCLUSION

Based on the results of data analysis and discussion that has been carried out in the previous chapter, the researcher came to the following conclusion: The influence of the Leadership Variable serving on Knowledge Sharing is 26.88 percent. The results of the hypothesis test concluded that Servant Leadership had a significant effect on Knowledge Sharing. This can be because leadership creates a culture and climate that encourages the extent to which members of the organization are willing to share knowledge. Polytechnics already have leaders who encourage collaboration, open communication, and mutual support motivating team members to share knowledge. The influence of Higher Education Culture Variables on Knowledge Sharing was 25.44 percent. The results of the hypothesis test concluded that Higher Education Culture has a significant effect on Knowledge Sharing. The influence of the Variable of Lecturer Commitment on Knowledge Sharing was 23.00 percent. The results of the hypothesis test concluded that Lecturer Commitment had a significant effect on Knowledge Sharing. Servant Leadership, Higher Education Culture, and Lecturer Commitment have a close relationship in encouraging knowledge sharing in higher education. Servant leadership creates an environment that supports and empowers faculty to share knowledge, while a university culture that supports collaboration and innovation reinforces this process. Faculty commitment, whether affective, normative, or ongoing, plays a crucial role in ensuring that knowledge sharing does not only occur formally but also as part of a vibrant and thriving academic culture within the university.

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