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The Influence of Organizational Climate, Leadership, and Trust on Knowledge Sharing Behavior of Vocational Teachers

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Abstract

Knowledge-sharing behavior in the school environment has a crucial role in efforts to improve the quality of the learning process and the performance of teachers. This study was directed to analyze the influence of organizational climate, leadership style, and level of trust on knowledge sharing behavior among teachers of State Vocational Schools in Bambu Apus Village, East Jakarta. The method applied was in the form of a survey by distributing questionnaires to 126 teachers from three State Vocational Schools in the area. The collected data was then processed using a quantitative descriptive approach with the help of Smart PLS software to see the relationship between the variables studied. The results of the hypothesis test show that organizational climate, leadership, and trust play a significant role in influencing knowledge sharing behavior. However, this study also found a sense of distrust between teachers regarding information confidentiality and a lack of optimal innovation in learning leadership. Therefore, it is suggested that communication, cooperation, and trust in the school environment can be improved to support the creation of a more effective knowledge-sharing culture.

Keywords: organizational climate, leadership, trust, knowledge-sharing behavior

Pengaruh Iklim Organisasi, Kepemimpinan, dan Kepercayaan terhadap Perilaku Berbagi Pengetahuan Guru SMK

Abstrak

Perilaku saling berbagi pengetahuan dalam lingkungan sekolah memiliki peran krusial dalam upaya meningkatkan kualitas proses pembelajaran serta kinerja para guru. Penelitian ini diarahkan untuk menganalisis pengaruh iklim organisasi, gaya kepemimpinan, dan tingkat kepercayaan terhadap perilaku berbagi pengetahuan di antara guru-guru SMK Negeri yang berada di Kelurahan Bambu Apus, Jakarta Timur. Metode yang diterapkan berupa survei dengan menyebarkan kuesioner kepada 126 guru dari tiga SMK Negeri di daerah tersebut. Data yang terkumpul kemudian diolah menggunakan pendekatan deskriptif kuantitatif dengan bantuan perangkat lunak Smart PLS untuk melihat keterkaitan antara variabel-variabel yang diteliti. Hasil uji hipotesis menunjukkan bahwa iklim organisasi, kepemimpinan, dan kepercayaan berperan signifikan dalam mempengaruhi perilaku berbagi pengetahuan. Namun, penelitian ini juga menemukan adanya rasa ketidakpercayaan antar guru terkait kerahasiaan informasi dan kurang maksimalnya inovasi dalam kepemimpinan pembelajaran. Oleh karena itu, disarankan agar komunikasi, kerja sama, serta rasa percaya di lingkungan sekolah dapat ditingkatkan guna mendukung terciptanya budaya berbagi pengetahuan yang lebih efektif.

Kata kunci: iklim organisasi, kepemimpinan, kepercayaan, perilaku berbagi pengetahuan

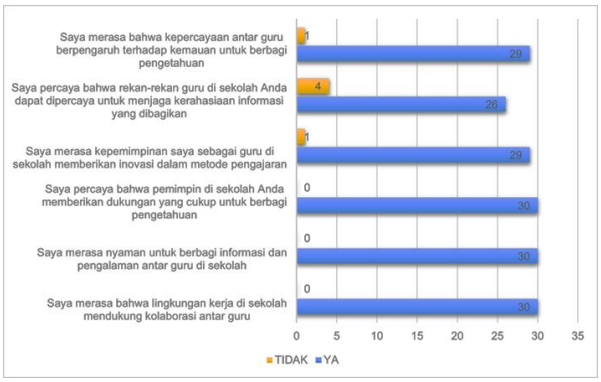
INTRODUCTION

Education is considered an important factor that plays a role in opening opportunities for the next generation of a nation to improve their welfare and quality of life. Especially in the field of welding in Vocational High Schools (SMK), the exchange of knowledge between teachers has a vital role in improving the quality of the learning process. This is related to knowledge-sharing behavior, namely the active involvement of teachers in conveying and distributing various information and insights to students during learning activities. These behaviors are the main basis in various knowledge management initiatives, especially in the educational environment.

Knowledge sharing behavior is the main foundation in the implementation of various programs, especially in the academic realm. According to Kmieciak (2020), knowledge sharing is a behavior in which individuals are actively involved in the process of exchanging knowledge that includes information, skills, and expertise.

Preliminary research conducted using Google Forms media to collect data through questionnaires has been shared with 30 respondents, with details of 10 teachers from SMKN 51 Jakarta, 8 teachers from SMKN 58 Jakarta, and 12 teachers from SMKN 24 Jakarta, all from State Vocational Schools in Bambu Apus Village, East Jakarta. This survey aims to identify the influence of knowledge sharing behavior in the school. East.

Figure 1. Pre-research Results on Knowledge Sharing Behavior



Source**:** Data processed by the researchers (2025)

Based on Figure 1, at the vocational school located in Bambu Apus Village, East Jakarta, the main motivation of teachers in sharing knowledge comes from the support provided by the principal. In addition, other supporting factors are the ease of access to sharing and the school atmosphere that supports cooperation between teachers. However, of the 30 teachers who were respondents, four of them doubted that their peers could maintain the confidentiality of information, and one respondent questioned how much trust and leadership quality influence the innovation process in teaching methods. These findings indicate that there is a problem of trust among teachers and the lack of an active role of leaders in encouraging innovation, so efforts are needed to improve communication and strengthen collaboration in the school environment.

Table 1. Factors Influencing Knowledge Sharing Behavior

No	Factors influencing knowledge sharing behavior	Yes	Not	Sum
		(%)	(%)	(%)
1	Organizational Climate	83%	17%	100%
2	Head	80%	20%	100%
3	Availability of resources	33%	67%	100%
4	Belief	67%	33%	100%
5	Relationships with students	37%	63%	100%

Source**:** Data processed by researchers (2025)

The results of the pre-survey showed that organizational climate (83%), leadership (80%), and trust (67%) were the main factors influencing knowledge sharing behavior at SMK Negeri Desa Bambu Apus. Other factors such as relationships with students (37%) and availability of resources (33%) also had an effect. Based on these findings, this study focuses on the influence of organizational climate, leadership, and trust on teachers' knowledge-sharing behavior. The uniqueness of this research lies in its research which observes the environment of State Vocational Schools which are still rarely researched and tests the three variables at the same time. The purpose of this study is to analyze the impact of organizational climate, leadership, and trust on teachers' knowledge sharing behavior at SMK Desa Bambu Apus.

Kusumaputri (2021) explains that the organizational climate includes attitudes, emotions, and behaviors that shape the dynamics of organizational life. According to Sarah (2020), organizational climate is members' perception of formal and informal rules, practices, and procedures that apply within the organization. In addition, the organizational climate is considered a shared behavior that must be implemented and supported by employees to be in line with the organization's culture (Al-Kurdi et al., 2020). From this explanation, it can be concluded that the organizational climate does not only focus on human resource management, but also plays an important role in creating a conducive and supportive work environment to support the achievement of maximum performance in an organization or institution.

Robert & Kinicki in Faradilah et al. (2024) states that leadership is a process of social influence in which a leader manages the voluntary involvement of subordinates in order to achieve organizational goals. Wibowo (2022) explains leadership as a series of processes leading an organization in order to achieve a common goal. Salsabilla (2022) explaines that leadership is the ability to motivate subordinates or members to voluntarily carry out instructions in order to realize the desired vision. In the realm of education or schools, school principals are often seen as the main leader. In general, leadership is a crucial factor in an organization that acts as a driving force to direct individuals to achieve common goals and create an efficient and structured work atmosphere.

Kacperska & Łukasiewicz (2020) states that trust is a subjective prediction related to the possibility of attitudes from other parties that affect the implementation of an action by both individuals and groups. Jin and Lim (2021), cited in the study Mutahar et al., (2022) explains that trust is a complex concept that includes elements of integrity, reliability, and belief. Lutfiani & Musfiroh, (2022) defines trust as a

person's perception of the truth of what is conveyed by the party they trust. Meanwhile, Mayer and Schoorman (1995) in Jelita (2023) interprets trust as the readiness of an individual to respond to actions taken by others based on the assumption that the party acts as expected, even without the ability to supervise or control his or her behavior. From this description, it can be concluded that trust is the main foundation in social interaction and decision-making, in the form of a person's level of confidence in carrying out actions based on communication, relationships, and decisions made by other parties. An individual's perception of trust reflects the level of trust in the information and follow-up provided by the entity he trusts.

Knowledge sharing behavior is a process in which individuals and groups exchange information, skills, and experiences to achieve common goals in an organization. Leadership and the level of trust in the organization also contribute positively to this behavior, particularly in the academic realm, as affirmed by Al-Kurdi et al., (2020). In a research, Khoyrudin et al., (2020) explains that knowledge sharing activities can be seen as social interactions that involve the transfer and exchange of ideas, concepts, exposures, and insights between individuals or groups through various methods to achieve certain goals. According to Mustika et al., (2022), knowledge sharing behavior is an individual activity in exchanging data, experience, ideas, and skills with other parties in the organization to support the company's operational continuity. Obrenovic et al., (2020) emphasizing that this behavior is very crucial in a knowledge-based organization in order to produce optimal competitive value. This overall description leads to the conclusion that knowledge-sharing behavior is a social activity that allows for the exchange of knowledge, both explicit (written) and tacit (unwritten), as well as a process in which one's knowledge can be understood, permeated, and adjusted by others.

RESEARCH METHODS

This study uses a quantitative approach. In its implementation, the researcher applies a proportional sampling technique that is included in the probability sampling category according to Setiawan (2024). The population of this study consisted of 183 teachers at SMK Negeri Bambu Apus, East Jakarta. Thus, the minimum number of samples taken was 126 respondents from teachers of SMK Negeri Bambu Apus, East Jakarta, using the Taro Yamane sampling technique which set a confidence level of 95% and a margin of error of 5%, according to the needs of the research (Raudhatul et al., 2019).

This research uses numerical and quantitative data-based methods in conducting the analysis. By utilizing the data that has been collected, the analysis is directed to test and validate the influence of the hypothesis that has been formulated beforehand. The main instrument of information collection in the form of a questionnaire was compiled by the researcher and then distributed randomly to respondents who met certain conditions. Through this form, researchers obtain data that will then be analyzed. The main objective of this study is to identify various elements that hinder and motivate the practice of knowledge sharing at SMK Negeri Bambu Apus Village, East Jakarta. The variables to be tested include organizational climate, leadership style, level of trust, and knowledge-sharing behavior.

This study uses the Likert scale as a measurement instrument to evaluate individual attitudes, opinions, and perceptions of the variables that have been determined. The scale classifies variables into several indicators that are the basis for making instruments in the form of statements or questions. Each respondent gave a rating on a five-level scale, ranging from Strongly Agree to Strongly Disagree. The use of the Likert scale allows for the measurement of attitudes related to social phenomena systematically and quantitatively (Sugiyono, 2019).

Table 2. Likert Scale

Alternative Answers	**Scales**
SS = Strongly Agree	5
S= Setuju	4
RG = Hesitation	3
TS = Disagree	2
STS = strongly disagree	1

Source**:** Sugiono (2019)

FINDINGS AND DISCUSSION

Researchers collected the required data using questionnaires disseminated through Google Form. The data analysis technique in this study uses the PLS-SEM method with the support of SmartPLS software version 4. In the PLS-SEM model, there are two types of models, namely external models also known as measurement models, and internal models commonly referred to as structural models, as explained by Harahap (2020) in Musyaffi et al., (2022). External models play a role in testing the validity and reliability of data. Some of the tests performed on external models include convergent validity, discriminant validity, and composite validity.

1. Convergent Validity

The external loading (factor load) and AVE values describe the results of the convergent validity that are reflective.

Table 3. AVE

	***Average variance extracted* (AVE)**
X1	0,646
X2	0,602
X3	0,601
Y	0,683

Source: Data processed by the researchers (2025)

Based on Table 3, the calculation of Average Variance Extracted (AVE) shows values of 0.646 for variable X1, 0.602 for variable X2, 0.601 for variable X3, and 0.683 for variable Y. This indicates that all of these variables have met the criteria for convergent validity. An AVE value above 0.50 indicates that the variable constructs X1, X2, X3, and Y have sufficient convergent validity to be suitable for use in this study.

2. Discriminatory Validity

In discriminant validity testing, an evaluation is performed using the Fornell-Larcker criteria as well as the cross-loading method to assess the relationship between latent variables and variable constructs. The standard for assessing discriminatory validity requires a value of more than 0.7 (Musyaffi et al., 2022). Indicators on different latent variables show a lower correlation compared to indicators on the same latent variable, resulting in adequate cross-loading values. The results of the test using the Fornell-Larcker method are presented in the following table.

Table 4. Discriminating Validity

	X1	**X2**	**X3**	**Y**
X1	**0,804**			
X2	0.798	**0.776**		
X3	0.764	0,699	**0.775**	
Y	0.772	0.740	0.769	**0,826**

Source**:** Data processed by researchers (2025)

From Table 4, it can be concluded that at the Fornell-Lacker criterion stage in this study has a greater correlation value of the variable than other variables.

3. Composite Validity

Composite validity serves to assess the level of reliability of indicators on a variable, where the standard reliability values of composites and Cronbach alphas must exceed 0.7 (Musyaffi et al., 2022). A high value reflects strong internal consistency as well as the close linkage between indicators. The test results show that the Cronbach alpha value is greater than 0.7, so the variables listed in the following table have a fairly good level of reliability.

Table 5. Composite Validity

	Cronbach's alpha	**Composite reliability (rho_c)**
X1	0,939	0,948
X2	0,956	0,96
X3	0,952	0,958
Y	0,884	0,915

Source**:** Data processed by the researchers (2025)

Based on Table 5, all research variables showed values of more than 0.7. Therefore, it can be concluded that the results of the Cronbach alpha reliability and composite reliability tests show sufficient consistency and accuracy across all variable measurement items used.

The inner model is an advanced stage after testing on the outer model. In the external model test, the relationship between latent variables was analyzed, while in the inner model, the R-Square, Predictive Relevance (Q-Square), Effect Size (F-Square), and Variance Inflation Factor (VIF) values were calculated as indicators of structural model evaluation Effect Size (F-Square), and Variance Inflation Factor (VIF).

1. R-Square

In the testing process, there is a classification of R-squared values that are used to assess the strength of a model. A value of 0.75 indicates that the model is very strong, a value of 0.50 belongs to the medium strength category, while a value of 0.25 indicates weak strength in the relationship between latent variables and dependent latent variables (Musyaffi et al., 2022). The results of the calculation of the R-squared value can be seen in the following table.

Table 5. R-Square

	R-square	**R-square adjusted**
Y	0,694	0,687

Source**:** Data processed by the researchers (2025)

An R-squared value of 0.694 indicates that 69.4% of the variation in variable Y can be explained together by variables X1, X2, and X3, while the rest is influenced by other factors not covered by the model. The adjusted R-squared value of 0.687 provides a more accurate estimate because it takes into account the number of variables and sample size. Both numbers indicate that this model has a fairly good ability to explain changes in variable Y, so that variables X1, X2, and X3 are proven to be effective in predicting the movement of variable Y in this study.

2. Square-F

Effect Size (F-Square) is used to measure changes in the value of R Square in endogenous constructs. These changes illustrate the magnitude of the influence of exogenous constructs on endogenous constructs and their correlation relationships. According to Musyaffi et al. (2022), the F^2 value category is divided into three, namely small by 0.02, medium by 0.15, and large by 0.35.

Table 6. F-Square

	X1	X2	X3	Y
X1				0,075
X2				0,069
X3				0,182
Y				

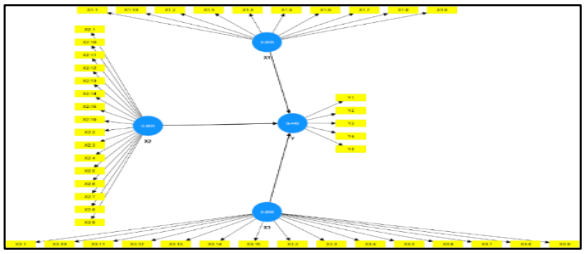
Source**:** Data processed by the researchers (2025)

Table 4.15 shows the F^2 value for the X1 variable of 0.075 and X2 of 0.069, both of which have a small influence on the Y variable.

3. Q^2Predictive Relevance

Predictive Relevance aims to measure the impact of structural models on dependent variables by using blindfold procedures. The blindfold method calculates the Stone-Geisser value which is used as a benchmark to cross-validate the relevance of the PLS model (Musyaffi et al., 2022).

Figure 2. Predictive Relevance (Q^2)



Source**:** Data processed by the researchers (2025)

In the figure, the organizational climate (X1), leadership (X2), and trust (X3) variables had a Q2 value of 0.449 greater than 0 for knowledge-sharing behavior (Y). This shows that the three variables are effective in predicting dependent variables.

4. Variance Inflation Factor (VIF)

If the value of the Variance Inflation Factor (VIF) is more than 5.00, it indicates a multicollinearity problem. On the other hand, a VIF value below 0.5 indicates the absence of collinearity problems (Musyaffi et al., 2022). In the following table, the VIF values range from 1.919 to 3.807, which indicates that the model is free of heavy multicollinearity, so the variables do not have a very high correlation that could interfere with the analysis process.

Table 7. VIF

Organizational Climate		**Leader**		**Believe**		**Knowledge Sharing Behavior**	
X1.1	1,919	**X2.1**	2,873	**X3.1**	2,58	Y1	2,243
X1.10	2,625	**X2.10**	2,364	**X3.10**	3,12	Y2	1,981
X1.2	2,362	**X2.11**	2,794	**X3.11**	3,577	Y3	2,267
X1.3	2,045	**X2.12**	3,611	**X3.12**	2,661	Y4	2,296
X1.4	3,807	**X2.13**	2,286	**X3.13**	2,939	Y5	2,036
X1.5	3,079	**X2.14**	2,728	**X3.14**	3,082		
X1.6	2,678	**X2.15**	2,641	**X3.15**	2,231		
X1.7	3,521	**X2.16**	3,146	**X3.2**	3,032		
X1.8	2,37	**X2.2**	3,298	**X3.3**	3,325		
X1.9	2,539	**X2.3**	2,885	**X3.4**	2,914		
		X2.4	2,657	**X3.5**	2,603		
		X2.5	2,757	**X3.6**	2,524		
		X2.6	2,333	**X3.7**	2,637		
		X2.7	3,504	**X3.8**	3,198		
		X2.8	2,533	**X3.9**	2,366		
		X2.9	3,257				

Source**:** Data processed by the researchers (2025)

Next, hypothesis testing is carried out to find out whether a variable has a positive or negative relationship direction with other variables. The results of the hypothesis test were obtained through the use of Path Coefficients:

Table 8. Path Coefficients

	Original Sample (O)	Average Sample (M)	Standard Deviation (STDEV)	Statistics T (|O/STDEV|)	P value
X1 -> Y	0.287	0.293	0.101	2.847	0.004
X2 -> Y	0.249	0.244	0.105	2.363	0.018
X3 -> Y	0.376	0.374	0.113	3.314	0.001

Source**:** Data processed by researchers (2025)

The organizational climate variable (X1) was shown to have a significant influence on knowledge sharing behavior (Y), demonstrated by a statistical T value of 2.847 greater than 1.96 and a p-value of 0.004 that was less than 0.05. This shows that X1 has a positive and meaningful impact on Y.

1. The leadership variable (X2) also showed a significant influence on the Y variable with a statistical value of T 2.363 > 1.96 and a p value of 0.018 < 0.05, so that the hypothesis regarding the influence of X2 on Y was accepted.
2. Meanwhile, the confidence variable (X3) was the most powerful and significant factor in influencing knowledge sharing behavior (Y), with a statistical value of T 3.314 > 1.96 and a p value of 0.001 < 0.05.
3. The confidence variable (X3) had the strongest and most significant influence on Y, with a statistical T value of 3.314 > 1.96 and a p value of 0.001 < 0.05.

The results of this study conclude that the organizational climate, leadership, and trust have a significant influence on the behavior of knowledge sharing between teachers of SMK Bambu Upus Village. These three variables were able to explain 69.4% variation in knowledge sharing behavior with a consecutive positive path coefficient of 0.287 for organizational climate, 0.249 for leadership, and 0.376 for trust. Trust makes the greatest contribution to variety. These findings underscore the importance of building a conducive organizational climate, inspiring leadership, and a high level of trust to encourage knowledge-sharing participation in school settings.

CONCLUSION

Based on the results of statistical data processing along with the analysis and interpretation that have been carried out, it can be concluded as follows:

1. The findings of the analysis show that the more conducive the climate of an organization is built, the more knowledge-sharing behaviors increase.
2. Leadership has been shown to have a positive and significant influence on knowledge-sharing behavior. The better the quality of leadership that is realized in the school environment, the higher the knowledge-sharing behavior.
3. Trust between teachers in the context of knowledge sharing also showed a positive correlation. The stronger the level of trust that is formed, the more the knowledge-sharing behavior increases.
4. Simultaneously, the three variables, namely organizational climate, leadership, and trust, succeeded in explaining 69.4% of the variation in knowledge sharing behavior among teachers of SMK Bambu Apus Village, East Jakarta, which is reflected in the R-squared value of 0.694. This shows that these three aspects have a very important role in shaping and improving knowledge-sharing behavior in the school environment, while the remaining 30.6% are influenced by other factors that are not covered by this research model.

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