An Organizational Performance: The Role of Creative Knowledge Internalization Behavior

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Abstract

Learning Organizational Theory explains that learning organizations are the accumulation of experiences and routinely develop and transfer knowledge to their members. Furthermore, various researches explain that the organizational theory is not enough to only develop the tacit knowledge that is possessed, so it is necessary to attempt knowledge strengthening behaviors derived from unique codified and deliberate learning of knowledge. This knowledge can be from creation, feedback intervention, interaction, and knowledge accumulation. Data from 202 organizational and learning managers were made as the subject of this study. By using AMOS version 22 to complete SEM, it was found that internalization of knowledge building behavior had an effect on improving capability with antecedents of HR practices and Manager's Commitments.

Keywords: : training program; commitment management; goal setting theory; creative knowledge internalization behavior; organizational performance.

1. Introduction

Several studies have shown the importance of the relationship between HR practices and organizational performance (Xing (2009); Alagaraja (2013); Khan et al. (2011a)). Similarly Lawler (1995), Prefer (1994). In the HR literature, such as, Mello (2012), Ulrich (2009) explained the importance of strategic training in improving organizational performance. Khan et al. (2011) showed that Training and Development has a significant positive effect on organizational performance. Training and Development which is built from the elements of training design, on the job training and delivery Style.

This training program certainly requires careful planning, integrative as well as regarding the evaluation to be carried out. Many evaluation methods concerning this training, (Arthur et al. 2003) examined with a meta-analysis model regarding the effectiveness of training. Relationship between Design and Evaluation Features and the Effectiveness of Organizational Training uses the Kickpatric model in the analysis of need assessment and matches between skills and task characteristics. The results can be known, such as the distribution of the high and the low ability of the average workers. Nevertheless, there are still limitations including not discussing: the effect of trainers, the quality of training materials, motivation, cognitive abilities, and self-efficacy.

Truitt (2011b) discusses training evaluation regarding attitude and linked to Training and Work Proficiency. The analysis involves gender on attitudes training, employment status, and proficiency that women significantly change attitude after training (73.6%) compared to men (60.0%). Sultana et al. (2012) explained that training significantly had a positive effect on employee performance. Training also has a positive and significant effect on Salary and Job Involvement.

The difference result is shown in the study of Abou-Moghli and Abo-Rumman (2012), it is stated that human resource practices are only partly supported in improving organizational performance. In this case, Training and Development, Compensation and Remuneration, Worker Participation and Internal Communication System have no significant effect on organizational performance. Ghosh (2012) describes the effectiveness and satisfaction of training, there are seven variables tested and there are two things that fail to satisfy the training, namely: Unclear Concepts and the ability to maintain each training session to stay alive and interesting.

Although the positive effects result from training at all levels of organizational outcomes: individual, team, organizational and social (Aguinis and Kraiger, 2009), but the empirical research that focuses on performance-training links does not always provide evidence to support the relationship. A number of reasons have been proposed to explain why some studies have not found empirical support for a positive relationship between training and performance. The challenging concept of knowledge management associated with goal setting theory will be a solution to close the gap between training programs and organizational performance.

2. Literature Review
2.1. Knowledge Management

In this era, knowledge management becomes an important thing to survive in the competition. The capability of utilizing knowledge is a source of competitive advantage. Knowledge is created spiral like the antithesis of concepts like order-chaos, micro-macro, partial-whole, mind-action, tacit-explicit, self-together, deduction-induction, creativity-efficiency (Nonaka and Toyama 2003).

The study of Knowledge Management is increasingly developing, such as, in the perspective of organizational capabilities is like (Corner 2015; Darroch and McNaughton 2002; Gold et al. 2001; Massa and Testa 2009a). The discussions

include of how the organization has leverage so that its competence can develop absorptive capacity. Linking the result of the role of knowledge management with various types of innovation and organizational practices is significant.

Jafari and Kalanaki (2012) explained that currently, Knowledge Management is the starting point in the action of every business, how it plays a role in explaining the value of a business process. Recently, in maintaining business and creating competitive advantage, Creative knowledge is needed and aligned as well as the ability to create and utilize knowledge. Creative organizations will certainly create competitive advantage and creativity will be tested for their role in this study.

2.2. Goal Setting Theory

The literature on goal setting is a procedure for substance in this theory. Wood et al. (1987), has studied nearly 200 empirical studies. The purpose of the theory and the determination of the hypothesis are that the goal is immediate, though not always, the human action regulator. The performance will improve if the goal is made difficult, specific and accepted by individuals. In general, the literature on goal setting supports this proposition and provides clear guidance on how to operate this theory for good effects (Latham and Locke 1991).

The Goal Setting theory built from the Behavior theory which becomes a theory stated by John Watson (1913). It was about behavior change as a result of experience. Then, this theory developed into a flow of learning psychology that influenced the development of educational theory and management that was known as behaviorist flow. This theory emphasizes learning that can be measured, how the role of reinforcement and stimulus in learning success.

The development of this theory continues to develop one of the relevant models, such as, The Theory of Planned Behavior (Ajzen, 2006) which has the antecedents of Attitude, Subject Norm and Perceived Control. This theory is based on the organization as a composite, Action/behavior management based on rationality and avoiding uncertainty so that the type of manager is distinguished by engineering, institutional, and organizational. The purpose of influencing actions indirectly by directing the spirit of discovery/innovation or the use of knowledge relevant to the task and strategy (Locke and Latham 2002). This is a virtual axiom that all actions are the result of cognitive and motivational elements, but these elements can interact in creative ways.

The Locke and Latham model also emphasizes that goals must be specific and difficult, so that intermediate goals, instructions for mechanisms and strategies are needed. So that satisfaction and commitment will be obtained for achieving various challenges.

2.3. Creative Knowledge Internalization Behavior

Knowledge Management is useful to create market value and improve and maintain competitive advantage (Wiig, 1997; Teece, 2000; Davenport and Prusak, 1998; Sveiby, 2001; Lee and Yang, 2000; Quintas et al., 1997; Beijerse, 2000; Ruggles, 1998). While knowledge asset is based on individual experience and expertise, companies provide physical, social, and resource allocation structures so that knowledge can be established and formed into competencies (Teece, 1998).

Nonaka (2003) maps the process of synthesizing knowledge creation, or it is known as SECI (Socialization, Externalization, Combination, Internalization) concept. Internalization is the final process that determines the organization's efforts to create explicit knowledge from tacit knowledge. This process requires the practice of action by means of simulations and experiments.

The process of building innovation excellence in addition to building strategic individuals (Jung and Avolio 1999) also requires organizational alignment including commitment (Meyer, 1996), Leadership, Dong, (1991) and change readiness (Corner

2015). The behavior of knowledge internalization has dimensions of Knowledge creation, knowledge storage, knowledge acquisition, a locus of control, feedback assessment.

This process is carried out continuously so that management will be responsible for the success of this process (Chang and Lee 2008). Then, creating value and capability will be obtained. Human Resources that have accumulated knowledge can make alliances with other stakeholders.

2.4. Empirical Models and Hypotheses
2.4.1. Relationship between training program and organizational performance

(Aguinis and Kraiger (2009); Khan et al. 2011b; P. 2014) examine the role of training on organizational performance, they find significant evidence. However, there are some researchers who find insignificant relationships or indicators such as (Magazzini et al. 2012; Roberts and McDonald 1995; Steensma and Groeneveld 2010). So that the hypothesis can be formulated as:

H1: Training programs have a positive effect on Organizational Performance.

2.4.2. Relationship between the Training Program and Internalization Knowledge Behavior

Internalization knowledge is the process of creating explicit knowledge from a knowledge that is tacit then it must be sought with various HR development programs including training programs. Cognitive and affective potential must start from the Training Need Assessment process until training evaluation.

(Aguinis and Kraiger 2009) stated that training can improve learning systematically for individual, team, and organizational effectiveness. Training is expected to improve Knowledge, Skill, and Attitude. (Kirkpatrick and Kirkpatrick 2009) conducted a study on evaluation of training programs regarding Reaction, Learning, Behavior, and Results.

Research implication on the role of Knowledge management is related to the research on paradox training and development in China. (Wong et al. 2013) suggest that management considers inertia (rejecting change) and resistance to changes in the workplace, awareness of current temporary skills and alignment organizational culture to workers' culture. Thus, the role of this training will spread new knowledge that will result in competitive advantage. The hypothesis built is:

H2: Training Program has a positive influence on Creative Knowledge Internalization Behavior

2.4.3. Relationship between Creative Knowledge Internalization Behavior and Organizational Performance

(Massa and Testa 2009b) examines how companies build competitive advantage through knowledge management. Internalization Knowledge management consists of transforming tacit knowledge into explicit knowledge through the process of experience, learning, awareness and other methods (Maruta, 2014). With other qualitative or value chain, knowledge management creation can increase competitive advantage. The performance will increase if the position of competitive advantage increases (Chien and Tsai 2012; Klett 2010). So the hypothesis is built:

H3: Creative Knowledge Internalization Behavior will improve the Manager's Performance.

2.4.4. Relationship between Management Commitment and Creative Knowledge Internalization Behavior.

Study of (Meyer and Allen 1991) divides commitment in 3 models. They are affective commitment, normative commitment, and continuance commitment. Each person has 3 aspects,

although they have different degrees of importance. Knowledge management has one dimension, namely feedback technology (Henderson and Phillips 2014). While E. Kevin Kelloway (1999) reveals how to increase transformational leadership commitment through the role of technology and feedback to produce a conclusion that commitment and feedback affect the knowledge management process.

A commitment will be expanded with instrumental commitment and commitment to be the best that each person has different perceptions (Kanter 1968). Leadership is a measure of the success of an organization's leadership style and it will be one dimension of measurement.

H4: Leadership commitment has a positive effect on Creative Knowledge Internalization Behavior.

2.4.5. Relationship between Management Commitment and Organizational Performance

Study on the relationship between commitment and outcome as performance is low (Cohen, 1991) due to the assessment of organizational commitment and overly general behavior (such as OCB). Now, some studies are deepened including a commitment to survive from work, role in the job, and extra behavior (Matteu, 2002; Mayer, 2002).

Alexandra Neininger (2010) conducted a study of the influences of team on organizational commitment and then related to performance. Meyer and Herscovitch (2001, p. 301) proposed that commitment is "a force that binds an individual to an action that is relevant to one or more targets". Therefore, Hypothesis built is as follows:

H5: Leadership Commitment has a positive effect on organizational performance.

3. Methodology
3.1. Population and Sample

The empirical study of this research was conducted on respondents of corporate leaders and formal learners in Central Java and Yogyakarta. The selection of the company or training service industry aims to make sure that the company observed had an employee development program in the form of training and the company was relatively developing. The number of respondents is 200-250 managers according to the rules of SEM (JR et al. 2010).

3.2. Variable Measurement

The training program was built with 5 indicators developed from the dimensions of the training program including the Importance of TNA (Anderson 1994), Variant Training, Training Evaluation (Chatzoglou 2012; Steensma and Groeneveld 2010; Storr and Hurst 2001; Truitt 2011; Ubeda-Garcí´a et al. 2013), and Transfer training (Saks and Burke 2012). Each indicator is measured by 1 question, 1-7 scales from strongly disagree to strongly agree.
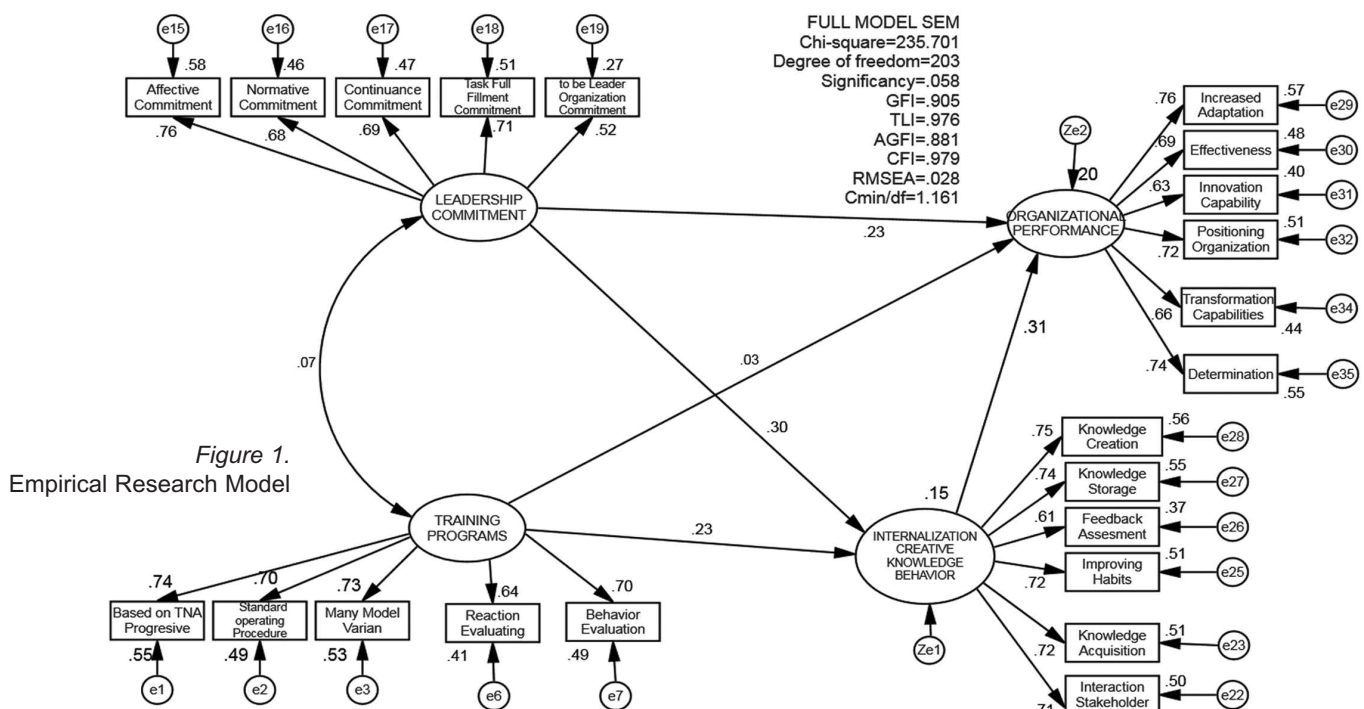
Creative Knowledge Internalization Behavior is built with 6 indicators from instruments developed by (Maruta 2014; Massa and Testa 2009a; Mooradian 2005; Nonaka and Toyama 2003; Tsai and Lee 2006) consisting of Knowledge creation, Knowledge storage, feedback assessment, a locus of control, accumulation knowledge, and Stakeholder Interaction. Management commitment was built with 5 indicators of study conducted by (Meyer and Allen 1991) and (Kundi and Saleh 1993) (Zhao et al. 2014). Management performance was built with 6 indicators built from Aragón et al. (2014); (Che-Ha et al. (2014; Theriou and Chatzoglou (2008)) Lepak and Snell (1999). Each indicator is measured by 1 question. For each response has scale 1 - 7, from strongly disagree to strongly agree.

Questionnaires distributed were 278, while questionnaires accepted to the researchers to be checked their feasibility and there were 60 sets of questionnaires that were damaged. So that a decent amount to be analyzed in this study were 218 questionnaires. With AMOS analysis, outlier data were identified as much as 16 or 7.33%. Furthermore, the data classified as outliers were issued as data analysis material, so that the data used was 202 sets (92.7% set).

The number of final sample was 202. The sample met the requirements for using the SEM with AMOS (Tabachnick and Fidell 2007; JR et al. 2010). This sample has passed the outlier and normality test.

4. Result and Discussion

The SEM step starts with a Confirmatory Factor Analysis (CFA) test to get the right reflective indicator for construct manifest. The loading factor for each indicator is ≥ 0.5 which means that it is strong enough to make the SEM model. AVE value is between 0.49 - 0.55 and CR > 0.849, thus the SEM Model can be analyzed. SEM Output Results as shown in Figure 1.

Figure 1.
Empirical Research Model

	Std. Estimate	S.E.	C.R.	P
Intern. Creative Knowledge behavior ← Training Program	0.196	0.069	2.838	0.005
Intern. Creative Knowledge behavior ← Leader. Commit.	0.279	0.081	3.437	***
Performance organization ← Intern. Creative Know. behavior	0.307	0.089	3.439	***
Performance organization ← Leadership Commitment	0.213	0.081	2.641	0.008
Performance organization ← Training Program	0.022	0.068	.329	.742

Table 1.
Hypothesis Test Results

The goodness of fit index results show that the model is fit, where GFI = 0.905 (≥ 0.90) TLI = 0.976 (≥ 0.90); AGFI = 0.881 (Marginal); RSMEA = 0.028 (≤ 0.08). It is concluded that the SEM model is fit so that the proposed hypothesis can be tested as Table 1.

Looking at the results of SEM as Table 1, we find that Hypothesis 1 is not supported. It means that the training program failed to significantly improve organizational performance (ß = 0.022). The hypotheses 2,3,4 and 5 are all supported significantly with β of each hypotheses are 0.196; 0.274; 0.307 and 0.213.

Hypothesis 1 shows that training programs fail to significantly affect organizational performance. This study is similar to the research of Saks and Burke (2012) where classical model training failed to improve performance. Failure to establish significant direct relationships can be because management manages less varied programs or documentation. Training is perceived as routine and tends to waste funds (Grip and Sauermann 2013; Magazzini et al. 2012; P. 2014; Roberts and McDonald 1995). Currently, the training has led to e-learning and growth of industry 4.0 so the reason why Hypothesis 1 is not supported is quite rational (Berardinelli et al. 1995; Derouin et al. 2005).

Hypothesis 2 shows that training programs positively and significantly influence the Creative Knowledge Internalization Behavior. This model should be massively applied in organizations. As (Darroch and McNaughton 2002; Nonaka and Toyama 2003; Tsai and Lee 2006) stated that through the practice of strategic management we can build knowledge. By looking at the indicators built, training need assessment can be linked to feedback assessment and locus of control creative knowledge. Training will result in creative HR behavior through 4 Kirkpatrick models (Bates 2004; Padden and Faulder (1983)).

Hypothesis 3 shows that the Creative Knowledge Internalization Behavior has a positive effect on Organizational Performance significantly. Creativity will produce innovation and become a determinant of organizational performance. This creative behavior as an indicator will be a long-term part of organizational culture (Lundvall and Nielsen 2007; Moustaghfir and Schiuma 2013). Organization in its behavior need to develop interaction with stakeholders as a smart position to build competitive advantage as Tucker (2008) and Godes et al. (2005) stated. Creative knowledge will become an artifact after being developed tacit and explicit knowledge continuously (Berg 2013).

Hypothesis 4 shows that Leadership Commitment has a positive effect on the Creative Knowledge Internalization Behavior significantly. Based on these results, good leadership can create good behavior. Leadership is built from a variety of supportive commitments. Related to a commitment, a superior organization will result in a variety of knowledge accumulations (Inkinen et al. 2016; Omotayo 2015; Perez and Pablos 2003; Schmid and Kern 2014; Tsai and Lee 2006). Commitment to complete the task will affect the creation of knowledge and develop feedback based on goal setting. It is expected that the organization will be the best and have an idealized influence, inspirational motivation, intellectual simulation and individualized consideration.

Hypothesis 5 shows that leadership commitment has a significant effect on organizational performance. It can be observed that each leadership commitment will influence adaptation, and organizational capabilities (Jaros 2007; Kanter 1968; Kundi and Saleh 1993; Meyer and Allen 1991). Related to the transformation process, Organizational performance will be supported if the commitment to sustainability is higher.

Creative Knowledge Internalization Behavior becomes a mediating variable of training programs with organizational performance. This result can be shown as Figure 2:
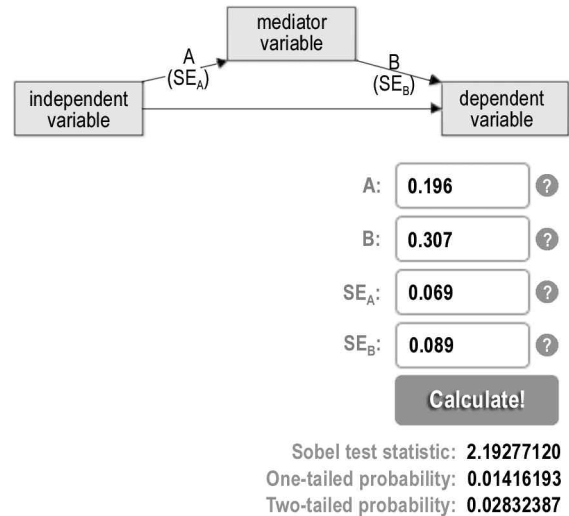

A: 0.196
B: 0.307
SE_A: 0.069
SE_B: 0.089

Calculate!

Sobel test statistic: **2.19277120**
One-tailed probability: **0.01416193**
Two-tailed probability: **0.02832387**

Figure 2. The effect of variable mediation

With Sobel test https://danielsoper.com/statcalc/calculator.aspx?id=31, we can test the effect of variable mediation. The effect of the mediating variable is 2.30 with sig 0.01. By looking at these results, the role of internalization of creative knowledge is needed after we carry out various MSMEs strategic practices in obtaining employee performance.

5. Conclusion and Implication

Management as the manager of the training program needs to look more closely at the dimensions of the training program, especially regarding training planning. The training program should be arranged based on strategic planning to include stakeholder considerations and have careful guidance on the Creative Knowledge Internalization Behavior so that training programs can improve organizational performance.

Creative Knowledge Internalization Behavior must be an organizational culture so that training programs and leadership commitments can be further enhanced in their role in improving organizational performance. This mediation model is in line with Aragón et al. 2014) where organizational learning becomes a knife analysis to solve the training program gap with organizational performance. Empirical Model of this research develops knowledge management theory aligned with the theory of feedback and goal setting theory. It can be a literary repertoire especially the HR Management literature.

This research still has limitations in the use of samples that have not involved n-users (institutions that send trainees). Therefore, future researches need to extend the sample research. Future research is also expected to strengthen the variables that are sustainable so that research models can be developed with experimental models.

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