

Personality And Knowledge-Sharing Behavior Among Students at Stie YPUP Makassar

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ABSTRACT

Collaborative learning is one of the most effective and popular techniques applied in building a better cooperative attitude among students in exchanging and sharing knowledge. This study aims to investigate the relationship between the Big Five Personality (extraversion, agreeableness, conscientiousness, neuroticism, openness to experience) and knowledge sharing at STIE YPUP Makassar students. This study uses a quantitative approach with 138 student respondents STIE YPUP Makassar. Data was collected through Google Form and analyzed using SPSS tool. The results of the study found that (1) all types of personality extraversion, agreeableness, openness to experience, and conscientiousness had a positive impact on knowledge-sharing behavior among students, while neuroticism had a negative impact on knowledge-sharing behavior because the character of students with unstable temperaments tended to affect student interactions in terms of share knowledge, (2) Extraversion dominant character sharing knowledge because they tend to like to live in groups and easy to socialize.

Keywords: Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness to Experience, Knowledge Sharing

INTRODUCTION

Successful learning strategies can be developed through collaborative learning such as combining the active participation of learners and technological media for learning. The philosophical view of the concept of learning becomes the foundation for the concept of collaborative learning. A person needs a partner to learn. Classrooms are a reflection of society and learning laboratories (Dewey, 1996). Dewey's fundamental ideas about education are as follows: students should be active, learning should be based on intrinsic motivation, knowledge grew instead of static, education should include learning activities based on the principles of respect and understanding between individuals.

Knowledge is shared and traded during collaborative learning processes (Hendriks, 1999). The act of creating, presenting and disseminating individual and institutional knowledge is known as knowledge sharing, which is a shared construction and part of knowledge management (Kipkosgei et al., 2020), either through face-to-face interaction or electronic communication (Cabrera & Cabrera, 2002; Hsu & Lin, 2008). Most of the related studies have clarified that students should play a strategic role in knowledge sharing to increase knowledge sharing intentions and create a durable competitive environment in educational institutions due to the learning-based nature of a higher education institution (Bello & Oyekunle, 2014).

Knowledge sharing behavior is defined as the activity of sharing individual experiences and professional knowledge with others in the team/organization to help them learn new ideas (Ortiz, 2017). The behavior of individuals is usually determined by personality traits (Jadin et al., 2013). One of the widely used personality models is the top five personality traits (BFP) (openness, awareness, extraversion, friendliness, and neuroticism) (McCrae & Costa, 1987), which strongly predict work behavior (Mount et al., 2006).

The main objective of the current study is created and empirically test the proposed conceptual framework in order to uncover personality factors that affect college students' willingness to share knowledge. Due to the fact that the bulk of studies to date have focused on information sharing in organizational contexts, little study has been done on students' attitudes about knowledge sharing in universities, especially in Makassar. The current study will help us comprehend this topic in great detail of the personality traits that influence student participation in utilizing the distribution of knowledge.

LITERATURE REVIEW

Knowledge Sharing

The most challenging component in managing information sharing is knowledge sharing itself, which is also the secret to effective knowledge management. The contribution, flow, adoption, digestion and absorption of knowledge are all examples of dissemination behaviors, and people can learn from others by engaging in these behaviors. Knowledge sharing is not a completely standardized idea. Concepts such as transfer and giving can be used to describe and understand the exchange of information. Knowledge sharing, according to Tong et al., (2013), knowledge sharing is the process of sharing existing knowledge and generating new knowledge among close friends, relatives, workplaces, or communities. The cornerstone of knowledge-sharing behavior, according to Hao et al., (2019) is convenience and the emergence of the phenomenon of knowledge sharing is driven by the slightly increased utility of knowledge.

There are two types of shared knowledge: explicit and tacit (Iris Reyachav & Jacob Weisberg, 2009; Nonaka, 1994). Because it is embedded in personal or brain experience, such as knowledge or ability, tacit information is difficult to codify or express (Nonaka, 1994). Explicit knowledge, on the other hand, can be easily articulated and shared through written materials such as reports or guidebooks (Nonaka & Takeuchi, 1996).

However, in an organization, tacit and explicit knowledge develops together through interaction and social activity rather than being different from each other (Nonaka & Takeuchi, 1996). When people share their expertise and spread it across the organization, knowledge sharing happens. Any activity in which a company, group, or person disseminates or communicates knowledge can be referred to as knowledge sharing. However, the act of sharing information can cause those involved to feel as if their interests' conflict. One's tacit knowledge is shared and then acquired by others when knowledge is shared through combination and socialization. Sharing explicit information produces the same effect. Both internalization and externalization of information occur during this process both in organizations and people.

Because information is shared and disseminated within the organization through daily discussions, knowledge sharing should not be considered an additional organizational activity but rather as a component of the daily activities of the members of the organization. Theoretical explanations for variables that influence people's knowledge-sharing behavior have been developed in previous studies (Cabrera et al., 2006; De Boer et al., 2011). A deeper understanding of people's knowledge-sharing intentions can be achieved by utilizing the classification of knowledge, according to the already existing literature. However, very few previous studies have empirically confirmed the relative effects of knowledge sharing in the context of the five-factor personality model or the Big Five Personality as suggested. Explicit knowledge sharing and tacit knowledge sharing can be attributed to different levels of organizational reward to the extent that they are inherently different from each other (McCrae & John, 1992).

The Big Five Personality (extraversion, agreeableness, conscientiousness, neuroticism, openness to experience,)

A person's personality can be defined as a typical mindset, feelings and behaviors that influence the way they interact with their immediate physical and social environment. The point of view of tendency is one of the personality theories that tries to explain how a person's temperament is related to his tendencies and desires. According to this point of view, attitudes are characteristics that people guard, belong to, and influence (Soltani-Nejad et al., 2020).

A large number of researchers now consider the use of personality characteristics and qualities in understanding the behavior of certain organizations. Personality traits are enduring characteristics that influence a person's thinking, feelings and behavior in various contexts. It is worth looking at the quality of personality as the main influence on the external behavior of a person from the point of view of personality theory (Karavardar, 2012; Lin et al., 2018). Studies have shown that there is a corresponding correlation between personality quality and knowledge sharing (Jadin et al., 2013; Matzler et al., 2008), which is consistent with the idea that knowledge sharing depends on human behavior for the transfer of knowledge through external behavior.

It has also been investigated how knowledge sharing and the Big Five Personality relate to each other (Teh et al., 2011). Matzler et al., (2008), knowledge sharing can be

influenced by individual personality attributes, such as friendliness, awareness, and openness to new experiences. The most significant of these variables that influence the quality of sharing information seems to be personality. A number of other studies argue that the nature of a person can determine why some people share knowledge while others do not (Agyemang, F., Franklin & Boateng, 2016; Amayah, 2013; Cabrera et al., 2006).

Extraversion

Extraversion is a personality trait that consists of qualities such as friendliness, self-confidence, energy, courage, risk-taking, and the assertiveness of seeking joy (McCrae & Costa, 1987). According to Cabrera et al., (2006), this personality trait encourages a lot of talk and getting along with others. As a result, workers who exhibit extraversionary traits in their behavior are more likely to share their knowledge with others (Farrukh et al., 2020; Gupta, 2008; Jami Pour & Taheri, 2019; Rahman et al., 2018). According to Besser & Shackelford (2007) research, those with high rates of extroversion tend to be more sociable. Extroverts, according to previous studies include attitude, enthusiasm, active, and optimism (Farrukh et al., 2016; Rahman et al., 2018). Since extroverted personalities tend to be emotionally optimistic and happier when working in a team, we may assume that employees with extroverted traits will share more knowledge. As a result, we assume that:

H1: Extraversion has a significant relationship with knowledge sharing.

Agreeableness

This type of personality puts more emphasis on the idea of human-centered action (Rothman & Coetzer, 2003; Witt et al., 2002). This element of personality-oriented people has the qualities of self-sacrifice, upbringing, caring, emotional support of others, cooperation, tolerance, generosity and trust in their actions. Recent research has identified friendliness as a personality trait that includes traits such as honesty, directness, selflessness, dedication, simplicity, and being level-headed (Farrukh et al., 2016). Individuals with high hospitality encourage and help, and they are more willing to impart knowledge (Agyemang, F., Franklin & Boateng, 2016; Farrukh et al., 2020; Jami Pour & Taheri, 2019; Rahman et al., 2018). So, based on the features of friendliness, we assume that:

H2: Agreeableness has a significant relationship with knowledge sharing.

Conscientiousness

More conscientious people have a higher tendency for social interaction within the workplace; these properties are essential for the process of sharing knowledge. Individuals who show awareness in their behavior have the qualities to be responsible, trustworthy, persistent, punctual, self-disciplined, achievement-driven, competent, and career-focused (Latham & Pinder, 2005). More diligent employees perform tasks related to their work better and take the initiative to convey their valuable information to others (Matzler et al., 2011; Raducanu, 2012). Knowledge sharing and awareness have a favorable correlation. As a result, based on the traits possessed by conscientious people and the findings of previous studies (Farrukh et al., 2016; Matzler et al., 2008), we assume that:

H3: Conscientiousness has a significant relationship with knowledge sharing.

Neuroticism

Different emotions, especially negative ones such as melancholy, tension, and anxiety, are personality characteristics of neuroticism. Negative personality affects a person's level of anxiety, instability, worry, and attention (Gupta, 2008). Therefore, to overcome neurotic tendencies, emotional stability is needed. People with a high level of neuroticism usually have a pessimistic view of others according to (Benet-Martinez & John, 1998; Capron et al., 1998). It is very challenging for neurotic people to participate in knowledge sharing due to their low self-confidence and excessive levels of anxiety (Agyemang, F., Franklin & Boateng, 2016). As a result, it can be concluded that workers with a high level of neuroticism may be a little reluctant to share their information. As a result, we assume that:

H4: Neuroticism has an insignificant relationship with knowledge sharing.

Openness to experience

People who have a high level of openness value new ideas and show a positive outlook in learning and convey their unique experiences to others (Cabrera et al., 2006; Matzler et al., 2008; Raducanu, 2012). Openness to experience is described as a multifaceted phenomenon that includes the ability to develop practical ideas and goals as well as the ability to think adaptively and respond to new ideas (Bozionelos, 2004). Digman, 1990 gives a different definition of openness to experience, which he defines as creativity, original thinking, and the desire to learn new things with others. In just a few previous studies, openness to experience was found to have a significant and powerful impact on sharing knowledge (Agyemang, F., Franklin & Boateng, 2016; Matzler et al., 2008). Based on this, we assume that:

H5: Openness to experience has a significant relationship with knowledge sharing.

RESEARCH METHOD

This study aims to measure the influence of student personality types in knowledge-sharing behavior at STIE YPUP Makassar. The research method used is correlational research which intends to detect the extent of variations in the components of personality as independent variables to knowledge-sharing behavior as dependent variables.

This study investigated personality traits with the help of: NEO PI-RTM (McCrae & Costa, 1987), Big Five Inventory (BFI) (Goldberg, 1990). The majority of researchers use the Big Five Personality to determine personality traits. This study, researchers used the Big Five Personality; agreeableness, openness to experience, extraversion, awareness and neuroticism (Gosling & John, 1999) consisting of 44 items. Knowledge-sharing behavior measured adapting 5 items from (Cummings, 2004).

RESULTS

To analyze the data of this study using multiple regression analysis with the help of spss application. This study analyzed the knowledge-sharing behavior of 138 students at STIE YPUP Makassar; 84 are female and 54 are male. The following are presented the regression results of this study:

Table 1. Regression Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	28.244	4.329		6.524	.000
	Extraversion	.336	.126	.170	2.655	.009
	Agreeableness	.362	.073	.296	4.954	.000
	Conscientiousness	.509	.120	.266	4.236	.000
	Neuroticism	-.219	.131	-.115	-1.669	.097
	Openness to Experience	.413	.131	.204	3.153	.002

The regression result table shows: 1) The extraversion personality type has $t_{\text{calculate}}$ 2.655 with a significance value of $0.009 < 0.005$. These results show that extraversion has a significant positive relationship with student knowledge-sharing behavior (first hypothesis accepted); 2) Agreeableness personality types have value of $t_{\text{calculate}}$ 4.954 with a significance value of $0.000 < 0.005$. These results show that agreeableness has a significant positive relationship with student knowledge-sharing behavior (the second hypothesis is accepted); 3) The conscientiousness personality type has $t_{\text{calculate}}$ 4.236 with a significance value of $0.000 < 0.005$. These results suggest that conscientiousness has a significant positive relationship to student knowledge-sharing behavior (the third hypothesis is accepted); 4) Neuroticism personality types have $t_{\text{calculate}}$ of -1.669 with a significance value of $0.097 > 0.005$. These results suggest that neuroticism has an insignificant relationship to student knowledge-sharing behavior (the fourth hypothesis is accepted). Negative values indicate that when a person's emotional level is high, then knowledge-sharing behavior will decrease; 5) The openness to experience personality type has an openness to experience personality type has calculated $t_{\text{calculate}}$ 3.153 with a significance value of $0.002 < 0.005$. These results show that openness to experience has a significant positive relationship with student knowledge-sharing behavior (the fifth hypothesis is accepted).

DISCUSSION

This study analyzed the relationship of five personality types (Big Five Personality) to the knowledge sharing behavior of STIE YPUP Makassar students. The extraversion personality type has a positive and significant relationship to knowledge-sharing behavior which means that students who have an extroverted personality will share more knowledge (Farrukh et al., 2020). The results of this study are in line with the research conducted by (Esmaeelinezhad & Afrazeh, 2018; Jami Pour & Taheri, 2019). Extraversion indicates a person's level of comfort in relating to other individuals; likes to live in groups, is assertive, and easy to socialize. This research also supports the proposition that the characteristics of extroverted individuals encourage them to share knowledge (Rahman et al., 2018).

The personal type of agreeableness has a positive and significant relationship to knowledge-sharing behavior, because of their social and humanitarian tendencies, people with high levels of agreeability want to share knowledge. The results of this study are in line with the findings Esmaeelinezhad & Afrazeh (2018); Rahman et al., (2018). Agreeableness indicates the tendency of the individual to obey the other individual. Individuals who are very easy to agree on are individuals who are happy to work together, warm, and full of trust. Therefore, individuals who score more on agreeableness will be more likely to share knowledge because they are in an environment dominated by trust and mutual benefit (Esmaeelinezhad & Afrazeh, 2018). Individuals who have personality

characteristics of this type, tend to be more supportive towards colleagues, understanding and kind to others.

The conscientiousness personality type has a positive and significant relationship to knowledge-sharing behavior. These findings are in line with Esmaeelinezhad & Afrazeh, (2018); Farrukh et al., (2020), individuals with a responsible, orderly and reusable character will be more obedient and will intend to share more knowledge. However, this research weakens the results of research by Jami Pour & Taheri (2019); Rahman et al., (2018) which found that conscientiousness personality types do not have a positive and significant relationship to knowledge-sharing behaviors. One of the most crucial factors affecting individuals' attitudes toward and behaviors arising from knowledge sharing is trust (Mahdi et al., 2015). Depending on how much they are trusted sources and recipients, colleagues' propensity to share and apply knowledge can vary (Holste & Fields, 2010).

The personality type of neuroticism has a negative and insignificant relationship to knowledge-sharing behaviors, for neurotic people, knowledge sharing can be a stressful situation that affects their behavior (Esmaeelinezhad & Afrazeh, 2018). The negative relationship between neuroticism and knowledge-sharing behavior is caused by the problem of an individual's emotionally unstable temperament, individuals who are emotionally stable and have self-confidence will be more likely to engage in KS activities compared to neurotic individuals (Farrukh et al., 2020).

The openness to experience personality type has a positive and significant relationship to knowledge-sharing behaviors, individuals with a higher level of openness are more likely to engage in knowledge-sharing behaviors (Rahman et al., 2018). This type of quality in oneself as natural as the type of openness to experience allows him to share experiences with others, imaginative, inquisitive, artistic, a strong preference for diversity, unusual ideas, change and original (McCrae & Costa, 1987; McCrae & John, 1992). People who have a high level of openness are flexible thinkers who value new ideas. They also have a positive outlook on learning and enjoy sharing their unique experiences with others (Raducanu, 2012).

CONCLUSION

The results showed that all personality types have a positive and significant relationship to the knowledge-sharing behavior of students, except for the neuroticism personality type which shows a negative relationship and has no significant effect on students' knowledge-sharing behavior. Neuroticism represents negative personality traits that determine anxiety, instability, attention, worry, and insecurity of the individual (Gupta, 2008). Engaging in knowledge-sharing activities with the employees is negatively impacted by having such negative feelings as insecurity, high levels of anxiety, an easy temper, suspicion, and low self-confidence (Raducanu, 2012).

The study also found that it was the extraversion personality type that had the most significant effect on students' knowledge-sharing behavior. Cabrera et al., (2006) argue that this type of personality encourages individuals to talk a lot, and friendly. Therefore, people that exhibit extraversion in their behavior are more likely to engage in knowledge-sharing with others. Gupta (2008), emotionally positive and more satisfied working in a team, so it is reasonable to expect them to be more positive in sharing knowledge. In fact, knowledge sharing is likely to be effective and successful in highly extroversionary people (Agyemang, F., Franklin & Boateng, 2016). Extroverts are active both verbally and physically. They actively looked for what they needed and looked for information while feeling upbeat. Because extroverts are thought to be particularly skilled at finding,

utilising, sharing, and exchanging information, previous research have demonstrated that they exhibit high information-seeking activities (Ahmed et al., 2019).

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