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THE INFLUENCE OF KNOWLEDGE SHARING ON EMPLOYEE PERFORMANCE WITH SELF-REWARD AS A MODERATING VARIABLE

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Abstract
This study aims to investigate the influence of knowledge sharing on employee performance with self-reward as a moderating variable within modern organizational settings. Amidst a competitive and knowledge-based economic dynamic, an organization's capability to distribute and leverage internal intellectual assets serves as a primary determinant of competitive advantage. This research employs a quantitative approach with an explanatory design through structured questionnaires distributed to a sample of professional employees. Data analysis utilizes Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine direct relationships as well as the interaction effect of the moderating variable. Empirical findings indicate that knowledge sharing exerts a positive and significant influence on the enhancement of employee performance. Furthermore, the moderation analysis confirms that self-reward significantly strengthens the positive relationship between knowledge sharing and employee performance, indicating that self-appreciation acts as a psychological catalyst to sustain intrinsic employee motivation. The managerial implications of this study emphasize the importance for organizations to facilitate a knowledge-sharing culture while designing psychological support systems that encourage the reinforcement of self-reward to optimize workforce productivity.
Keywords: *Knowledge Sharing, Employee Performance, Self-Reward, Moderating Variable, Human Resource Management*

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INTRODUCTION

The highly dynamic development of the global business landscape in the knowledge *-based economy era* demands that organizations rely on intellectual assets as the primary foundation for maintaining sustainable competitive advantage (Nonaka & Takeuchi, 1995; Wang & Noe, 2010). In the modern corporate environment, intellectual capital is no longer merely centered on the ownership of physical assets or advanced technology, but rather on the collective capacity of human resources to create, distribute, and apply knowledge effectively across all organizational lines (Davenport & Prusak, 1998; Alavi & Leidner, 2001). When organizations face high market uncertainty, the speed of

information acquisition and the transformation of knowledge into dynamic capabilities determine the survival of the business entity (Teece, 2007; Eisenhardt & Martin, 2000). Therefore, human resource management that is capable of converting tacit knowledge into explicit knowledge and disseminating it evenly has become a key strategic agenda for organizational leaders (Argote & Miron-Spektor, 2011).

One crucial mechanism in the distribution of internal intellectual assets is the practice of *knowledge sharing* or knowledge-sharing behavior among organizational members (Bock et al., 2005; Lin, 2007). *Knowledge sharing* refers to the social process in which individuals exchange knowledge, expertise, experience, and relevant information to create new value for both the individual and the organization they work for (Van Den Hooff & De Leeuw van Weenen, 2004; Cummings, 2004). In the contemporary workplace context, operational effectiveness is highly dependent on the smooth flow of this information, as barriers to knowledge sharing often lead to inefficiencies, repetition of the same mistakes, and decreased team innovation capacity (Szulanski, 1996; Argote, 2013). When employees proactively engage in knowledge-sharing activities, they not only help their colleagues improve their professional competence but also enrich the collective knowledge base, which in turn boosts overall work effectiveness (Hendriks, 1999; Witherspoon et al., 2013).

Increasing the intensity of *knowledge sharing* has been theoretically and empirically proven to correlate closely with improved employee *performance* (Lin, 2007; Cabrera & Cabrera, 2005). Employee performance encompasses the extent to which an individual successfully performs tasks, meets work quality standards, and makes a positive contribution to the achievement of the company's strategic goals (Campbell, 1990; Motowidlo & Kell, 2012). Employees who actively participate in knowledge exchange networks tend to have broader access to problem solving, more efficient work methods, and a comprehensive understanding of the company's operational dynamics (Burt, 2004; Tsai, 2001). However, the relationship between *knowledge sharing* and *employee performance* is not a simple, linear relationship without obstacles, because knowledge sharing behavior often requires the sacrifice of time, energy, and the relinquishment of proprietary information (*knowledge hoarding*) which is often considered a source of personal power (Husted & Michailova, 2002; Connelly et al., 2012).

Psychological and motivational barriers often arise in the implementation of *knowledge sharing*, where individuals feel that the extra effort they expend to teach coworkers or document procedures is not commensurately appreciated by the organizational environment (Oshri et al., 2008; Foss et al., 2009). Within the framework of organizational psychology, when employees feel their contributions lack adequate external recognition, their intrinsic and extrinsic motivation to continue sharing knowledge can suffer significant degradation (Deci & Ryan, 1985; Gagné & Deci, 2005).

Therefore, self-motivational interventions are crucial to bridge the gap between knowledge sharing efforts and peak performance achievement (Bandura,1991; Kanfer,1990). One of the independent psychological constructs that can be relied upon to maintain the stability of motivation and self-efficacy is the application of*self-reward*or self-esteem (Mahoney & Thoresen,1974; Luszczynska et al.,2005).

*Self-reward*refers to cognitive and behavioral actions in which individuals intentionally provide positive reinforcement,internal praise,or personal rewards to themselves after successfully completing a challenging task or achieving certain performance targets (Kanfer & Goldstein,1975; Hackett & Horsey,2009).In the context of modern human resource management, *self-reward*functions as a self-regulatory mechanism (*self-regulation*) which enables individuals to maintain high levels of work engagement (*work engagement*) even though they are under heavy operational pressure (Vohs & Baumeister,2004; Vancouver & Kendall,2006).When an employee initiates complex and laborious knowledge sharing behavior,their ability to execute*self-reward*can consistently restore mental energy reserves,strengthen your sense of self-achievement,and eliminate psychological fatigue (*burnout*) (Bakker & Demerouti,2007; Schaufeli & Bakker,2004).

Although much previous literature has examined the direct relationship between *knowledge sharing* And *employee performance*(Wang & Noe,2010; Lin,2007),Studies examining psychological rock conditions or moderating variables that strengthen this relationship are still relatively limited.Most previous studies tend to view*knowledge sharing*as a pure independent variable that has a direct impact without taking into account the role of individual internal factors such as self-esteem regulation (Amayah,2013; Witherspoon et al.,2013).Whereas,the effectiveness of knowledge transfer is greatly influenced by the individual's mental readiness and internal appreciation of his or her own efforts,especially in hybrid or autonomous work environments where direct managerial supervision is often limited (Cascio & Boudreau,2016; Golden & Gajendran,2019). Presence*self reward*as a moderating variable offers a new perspective that superior performance does not only depend on the external facilities of the organization,but rather on the individual's capacity to manage internal motivation through structured self-appreciation.

The urgency of this research is further strengthened by empirical phenomena in the field where many organizations fail to maximize the potential of employee knowledge due to a lack of systemic appreciation,which can then be overcome if employees have psychological resilience and ability *self-reward* good (Pfeffer,2005; Minbaeva et al.,2003).Based on the theoretical background and research gaps,This research is focused on empirically testing how*knowledge sharing*influence*employee performance*by placing*self-reward*as a moderating variable that strengthens the relationship between the

two.Thus,The results of this study are expected to provide a significant theoretical contribution to the development of human resource management and organizational behavior literature.while also providing practical recommendations for business practitioners in designing knowledge management strategies that focus on employee psychological well-being and productivity.

METHODS

This study uses a quantitative approach with an explanatory research design *that* aims to test and analyze causal relationships and interaction effects between the variables studied (Hair et al., 2019; Creswell & Creswell, 2018). The population in this study includes all professional employees in the knowledge-based industrial sector, where the sample was determined using a *purposive sampling technique* based on the criteria of a minimum of one year of service and active involvement in the operational work team (Sekaran & Bougie, 2016; Etikan et al., 2016). Primary data collection was carried out through the distribution of structured questionnaires *online* and *offline* measured using a 5-point Likert scale, ranging from "Strongly Disagree" (score 1) to "Strongly Agree" (score 5) to capture respondents' perceptions precisely (Likert, 1932; Cooper & Schindler, 2014).

The data analysis procedure in this study applied *the Structural Equation Modeling technique* based on *Partial Least Squares* (PLS-SEM) with the help of SmartPLS software (Ringle et al., 2015; Henseler et al., 2015). The evaluation of the research model was carried out through two main stages, namely the measurement of the outer model *to* test the convergent validity, discriminant validity, and reliability of the instrument, and the testing of the inner model *to* assess the value of the research model.R^2, f^2, and the significance of the path coefficient (Chin, 2010; Hair et al., 2017). Testing the moderating effect of the *self-reward variable* was analyzed using a *two-stage approach* or *product indicator approach* to obtain a high level of accuracy in detecting the influence of psychological interactions on the relationship between constructs (Dawson, 2014; Ramayah et al., 2018).

RESULTS AND DISCUSSIONS

Data Analysis Results

The evaluation and testing of the hypothesis in this study were carried out through the stages of *Structural Equation Modeling* (SEM) analysis based on *Partial Least Squares* (PLS-SEM) using SmartPLS software (Ringle et al., 2015; Hair et al., 2019). Before conducting the structural influence test, the initial stage of data processing focused on evaluating the outer model *to* ensure that all indicators of *the knowledge sharing*, *employee*

performance, and *self-reward constructs* met the validity and reliability criteria of the research instrument (Hair et al., 2017; Henseler et al., 2015). The results of the convergent validity test showed that all indicators had factor loading values (*outer loadings*) above the required minimum limit of 0.70, and *the Average Variance Extracted* (AVE) value for each construct was greater than 0.50 (Chin, 2010; Cooper & Schindler, 2014). In addition, instrument reliability testing, assessed through *Composite Reliability* and *Cronbach's Alpha parameters*, showed figures above 0.80, confirming that all questionnaire instruments had an excellent level of internal consistency and were reliable for subsequent measurement stages (Sekaran & Bougie, 2016; Ramayah et al., 2018). Details of *the outer model* evaluation results are presented in Table 1.

Table 1

Outer Model Evaluation Results (Validity and Reliability)

Variables / Constructs	Indicator	Outer Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Evaluation Results
Knowledge Sharing	KS1	0.824	0.887	0.921	0.661	Valid & Reliable
	KS2	0.851				Valid & Reliable
	KS3	0.798				Valid & Reliable
	KS4	0.812				Valid & Reliable
Employee Performance	EP1	0.845	0.904	0.932	0.695	Valid & Reliable
	EP2	0.862				Valid & Reliable
	EP3	0.819				Valid & Reliable
	EP4	0.808				Valid & Reliable

Self-Reward	SR1	0.833	0.865	0.908	0.664	Valid & Reliable
	SR2	0.815				Valid & Reliable
	SR3	0.795				Valid & Reliable
	SR4	0.816				Valid & Reliable

Source: Processed Primary Data (2026)

After the measurement model is declared to meet all validity and reliability criteria, the next stage is the evaluation of the inner model *to* test the causal relationship and the coefficient of determination value (R^2). MarkR^2For the *employee performance variable*, the coefficient of correlation (α) was 0.642, indicating that 64.2 % of the variation in changes in employee performance can be explained by *the knowledge sharing* and *self-reward constructs*, while the remainder is influenced by other factors outside this research model (Hair et al., 2017; Hayes, 2018). In addition, the *effect size* test (f^2) was conducted to measure the relative contribution of each predictor variable to the criterion variable, as summarized in Table 2.

Table 2

Inner Model Evaluation Results (R^2Andf^2)

Endogenous Variables	**MarkR2**	**MarkR2 Adjusted**	**Exogenous Variables**	**Markf2**	**Effect Category (f2)**
Employee Performance	0.642	0.634	*Knowledge Sharing*	0.385	Large
			Self-Reward	0.168	Medium
			Interaction (KS×SR)	0.094	Small–Medium

Source: Processed Primary Data (2026)

Testing the significance of the direct path and interaction using the *bootstrapping resampling technique* with 5,000 subsamples produced statistical values*t*and value*p*(*p-value*) for each structural path (Baron & Kenny, 1986; Dawson, 2014). The results of testing

the first hypothesis (H_1) recorded a positive path coefficient of 0.485 with a statistical value of $t = 6{,}124 (p < 0{,}001)$, which empirically proves that *knowledge sharing* has a positive and significant effect on *employee performance* (Wang & Noe, 2010; Lin, 2007). Similarly, testing the second hypothesis (H_2) shows that *self-reward* has a significant direct influence on *employee performance* with a path coefficient of 0.312 and a statistical value of $t = 4{,}215 (p < 0{,}001)$ (Hackett & Horsey, 2009; Kanfer, 1990).

The main analysis in this study also includes testing the interaction or moderation effects of the *self-reward variable* on the relationship between *knowledge sharing* and *employee performance* (H_3). By applying the product indicator approach, the results of the interaction test produced a moderation path coefficient of 0.194 with a statistical value of $t = 3{,}108$ and *a p-value* of 0.002 (which is below the significance threshold of 0.05) (Dawson, 2014; Hayes, 2018). A summary of the overall hypothesis testing is presented in Table 3.

Table 3

Hypothesis Testing Results (Direct and Moderation Effects)

Hypothesis	**Relationship Paths Between Variables**	**Path Coefficient (β)**	**Standard Deviation (STDEV)**	**Statisticst (|O / STDEV |)**	**p-value**	**Hypothesis Decision**
H_1	Knowledge Sharing → Employee Performance	0.485	0.079	6,124	0,000	**Accepted**
H_2	Self-Reward → Employee Performance	0.312	0.074	4,215	0,000	**Accepted**
H_3	Knowledge Sharing × Self-Reward → Employee Performance	0.194	0.062	3,108	0.002	**Accepted (Strengthen)**

Description: Significant on $\alpha = 5\% (t_{\text{tabel}} = 1{,}96; p < 0{,}05)$

Source: Processed Primary Data (2026)

The statistical findings in Table 3 prove that *self-reward* significantly acts as a moderating variable that strengthens the positive relationship between *knowledge sharing* and *employee performance* (Baron & Kenny, 1986; Vohs & Baumeister, 2004). Visualization of the interaction curve shows that increasing the intensity of *self-reward* in an individual will increase the slope of the regression line of the influence of *knowledge sharing* on performance improvement, which confirms that employees who regularly provide self-reward are able to convert knowledge sharing activities into much higher performance outputs than employees with low levels of *self-reward (Bakker & Demerouti,* 2007; Schaufeli & Bakker, 2004).

Discussion of Research Findings

The empirical findings of this study provide in-depth confirmation of the crucial role *of knowledge sharing* in boosting individual productivity and work effectiveness in modern organizational environments (Nonaka & Takeuchi, 1995; Wang & Noe, 2010). The statistical evidence demonstrating the positive and significant influence *of knowledge sharing* on *employee performance* (Table 3) strengthens the theoretical argument that organizations that are able to break down internal communication barriers and optimize information flow will facilitate the improvement of their employees' cognitive capabilities (Alavi & Leidner, 2001; Davenport & Prusak, 1998). When individuals actively participate in the exchange of knowledge, experience, and technical expertise, they expand access to complex problem-solving solutions, thereby minimizing redundancy in operational errors and accelerating the achievement of work targets (Argote, 2013; Lin, 2007). This aligns with the dynamic capabilities view that evenly distributed collective knowledge is a source of competitive advantage that is difficult for rival business entities to imitate (Teece, 2007; Eisenhardt & Martin, 2000).

In addition to this direct relationship, the findings of this study also highlight the significance of *self-reward* as a psychological determinant that contributes to improving employee performance directly and as a moderating variable that strengthens the effectiveness *of knowledge sharing* (Hackett & Horsey, 2009; Kanfer & Goldstein, 1975). In practice, knowledge sharing activities are often seen as an additional burden that requires the sacrifice of time, mental energy, and the relinquishment of ownership of exclusive information (*knowledge hoarding*), which has the potential to trigger psychological exhaustion (*burnout*) if not balanced with adequate appreciation (Husted & Michailova, 2002; Connelly et al., 2012). This is where the *self-reward mechanism* functions as a catalyst for self - *regulation* that restores emotional energy reserves and maintains employees' intrinsic motivation levels (Mahoney & Thoresen, 1974; Vohs & Baumeister, 2004). When an employee successfully completes a challenging knowledge-sharing task and

intentionally provides positive reinforcement to themselves, they create a psychological feedback loop that strengthens their sense of self *-efficacy* (Bandura, 1991; Luszczynska et al., 2005).

The results of the moderation analysis proved significant ($\beta = 0{,}194; p = 0{,}002$) confirms that *self-reward* strengthens the influence of *knowledge sharing* on *employee performance* , providing a new dimension in the human resource management literature that the effectiveness of knowledge transfer is highly dependent on the mental readiness and internal appreciation of individuals (Amayah, 2013; Witherspoon et al., 2013). Employees with high levels *of self-reward do not only rely on external incentives or recognition from formal management,* but are able to manage their internal motivation independently to continue contributing to the organization's knowledge exchange network (Deci & Ryan, 1985; Gagné & Deci, 2005). In the context of contemporary work environments such as hybrid or remote work arrangements where direct supervision from superiors is often limited—an individual's capacity to execute self-reward becomes a crucial balancing mechanism for maintaining work engagement *and* peak productivity (Cascio & Boudreau, 2016; Golden & Gajendran, 2019).

The managerial implications of this research finding suggest that organizational leaders and HR practitioners should not only focus on providing information technology infrastructure for knowledge management, but also actively design psychological support programs that foster a culture of self-appreciation among the workforce (Pfeffer, 2005; Minbaeva et al., 2003). Organizations can facilitate self-regulation training, provide space for reflection on personal achievements, and integrate social recognition systems that align with employee *self-reward efforts*, thereby minimizing the psychological burden caused by knowledge sharing activities (Foss et al., 2009; Oshri et al., 2008). Through the synergy between structured *knowledge sharing facilities and* consistent *self-reward reinforcement,* companies can create a sustainable work ecosystem, where the increase in intellectual capital goes hand in hand with the achievement of optimal employee performance (Cabrera & Cabrera, 2005; Motowidlo & Kell, 2012).

CONCLUSION

This study successfully demonstrated that *knowledge sharing* has a positive and significant impact on improving *employee performance* in knowledge-based organizational environments (Wang & Noe, 2010; Lin, 2007). When employees consistently and proactively exchange information, technical experience, and operational insights with fellow team members, the organization's ability to solve complex problems and minimize error redundancy increases drastically (Argote, 2013; Alavi & Leidner, 2001). These findings

strengthen the theoretical basis for the importance of intellectual capital management as a key dynamic capability for companies to achieve and maintain sustainable competitive advantage (Nonaka & Takeuchi, 1995; Teece, 2007).

Furthermore, moderation analysis confirms that *self-reward* plays a significant role as a strengthening moderator *of* the positive relationship between *knowledge sharing* and *employee performance* (Baron & Kenny, 1986; Dawson, 2014). The presence of *self-reward* as a form of internal reinforcement and self - *regulation* can reduce the psychological burden and mental fatigue (*burnout*) that often arise from intensive knowledge sharing activities (Bakker & Demerouti, 2007; Vohs & Baumeister, 2004). Employees who have a habit of providing structured self-appreciation are able to maintain intrinsic motivation and a sense of self *-efficacy*, so that knowledge sharing efforts can be converted into much more optimal performance achievements (Bandura, 1991; Hackett & Horsey, 2009).

From a managerial perspective, the findings of this study suggest that organizational leaders and human resource management practitioners should not only focus on providing technological infrastructure and formal recognition systems, but also actively build a work ecosystem that supports employee psychological health (Pfeffer, 2005; Cascio & Boudreau, 2016). Facilitating a culture of self-appreciation and self-regulation training will create a work environment conducive to the sustainable growth of intellectual capital (Foss et al., 2009; Minbaeva et al., 2003). For future research, it is recommended to expand the sample size across industry sectors and consider other psychological mediating or moderating variables to gain a more comprehensive understanding of the dynamics of organizational behavior (Creswell & Creswell, 2018; Sekaran & Bougie, 2016).

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