

The Antecedent of Employee Performance: Knowledge Sharing, Leadership, Professionalism

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Abstract: This study was conducted at Administration Village (Kelurahan) Siwalankerto and Gunung Anyar Tambak – Surabaya with the aim of analyzing the influence of knowledge sharing, leadership and professionalism on employee performance of Administrative Village of Siwalankerto and Gunung Anyar Tambak – Surabaya. The sample in this study was 39 employees of Administrative Village of Siwalankerto and Gunung Anyar Tambak – Surabaya. The sampling technique used total sampling technique. Data analysis used multiple linear regression analysis. The results of the study showed that knowledge sharing, leadership and professionalism had a partial and simultaneous influence on employee performance of Administrative Village of Siwalankerto and Gunung Anyar Tambak – Surabaya. Among the three variables, knowledge sharing, leadership and professionalism, the leadership variable is the variable that has a dominant influence on employee performance.

Keywords: Knowledge Sharing; Leadership; Performance; Professionalism



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1. Introduction

In the era of globalization, bureaucratic reform, and rapid digital transformation, the government sector in Indonesia is increasingly required to adapt to dynamic changes and continuously improve the quality of public services. Public demands for fast, transparent, accountable, and user-oriented services are growing, compelling government officials to work professionally, efficiently, and effectively. Administrative villages, as the frontline units of government that directly interact with the public, play a strategic role in implementing governmental, developmental, and community functions. Therefore, improving the performance of urban village employees has become a necessity to deliver high-quality, equitable, and community-responsive public services at the grassroots level.

Siwalankerto and Gunung Anyar Tambak, two administrative villages in Surabaya City, exhibit significant socio-economic dynamics in line with rapid population growth, infrastructure development, and increasingly complex community needs. As local government institutions serving communities at the neighborhood level, these urban villages require personnel who are not only technically competent but also demonstrate superior performance in addressing diverse public service challenges. Thus, serious attention must be given to various factors that can affect employee performance, such as knowledge sharing capabilities, leadership quality, and levels of professionalism, to foster a productive and adaptive work culture that delivers optimal service to the public.

The situation in Administrative Village of Siwalankerto and Gunung Anyar Tambak illustrates that employee performance is a fundamental element in realizing high-quality, citizen-centered public services. In the context of local governance, especially at the administrative village level, employees are the frontline in delivering administrative services, conducting population data collection, managing social assistance programs, and addressing various community issues. These two administrative villages are located in

Surabaya, a city with high urbanization rates, rapid infrastructure growth, and a continually increasing population. These conditions directly impact the volume of services and the complexity of issues that urban village employees must manage. As such, the quality of employee performance affects not only service effectiveness but also the perceived credibility of the government institution in the eyes of the public.

In practice, several obstacles indicate that employee performance in both urban villages is not yet optimal. Community members have voiced complaints about slow administrative processes, a lack of responsiveness to public complaints, and low initiative and empathy in addressing community concerns. Additionally, poor internal communication among staff and weak cross-sector coordination also hinder effective teamwork within the village administration. These issues reveal underlying problems that require further exploration, particularly regarding how work culture, leadership, knowledge sharing, and employee professionalism influence overall performance levels.

This situation provides a strong foundation for conducting an in-depth study on the factors influencing employee performance in Administrative Village of Siwalankerto and Gunung Anyar Tambak. If employee performance can be enhanced through systematic approaches—such as cultivating a knowledge-sharing culture, adopting effective leadership styles, and strengthening professionalism—it is very likely that public service delivery at the urban village level will undergo a positive transformation. Therefore, a comprehensive understanding of the relationships between knowledge sharing, leadership, professionalism, and employee performance is not only scientifically valuable but also strategically useful for policymakers aiming to sustainably improve the quality of governance and public services at the local level.

Several previous studies have demonstrated that there are a number of factors that influence employee performance, including knowledge sharing (Suyanto et al., 2023; Yuniarti et al., 2023; Aulia, 2016; Saputro, 2018; Aristanto, 2017), leadership (Rego et al., 2017; Salutondok and Soegoto, 2015; Basit et al., 2017; Delfi, 2017; Baskara and Sukiswo, 2015; Gede and Piartini, 2018; Amrani et al., 2019), and professionalism (Sarinah, 2020; Rahmadani et al., 2023; Ferawati et al., 2020; Ichsan et al., 2022; Parameswari et al., 2020).

Although these earlier studies have provided initial insights, there remain gaps in the research that present opportunities for further, in-depth investigation. For instance, the study by Hapis et al. (2024) found that knowledge sharing has a negative effect on employee performance. Likewise, Sudarno et al. (2023) and Saputri and Andayani (2018) found that leadership does not influence employee performance. Similarly, Muliati (2021) concluded that professionalism has no significant impact on employee performance.

Given the existing research gaps and inconsistencies in the findings of prior studies involving knowledge sharing, leadership, and professionalism in relation to employee performance, additional research is necessary to explore these relationships further. This study aims to analyze the influence of knowledge sharing, leadership, and professionalism on employee performance, both partially and simultaneously.

2. Literature Review

2.1. Employee Performance

Based on Dessler (2015), employee performance—commonly known as work achievement—can be defined as the extent to which an individual fulfills the duties and responsibilities assigned to them in a professional setting. It reflects the measurable outcomes or results that are expected from an employee when performing their job functions. Further elaborating from various expert perspectives, employee performance is not merely about task completion, but also involves how well those tasks are carried out in terms of quality, timeliness, and alignment with organizational expectations. In this regard, performance becomes a crucial indicator of an employee's effectiveness, efficiency, and contribution to the achievement of organizational goals and strategic success. It serves as a basis for evaluating the productivity, accountability, and overall value an employee brings to the workplace.

According to Gibson et al. (2015), employee performance serves as a key comparative indicator that assesses the gap or alignment between the expected outcomes and the actual results achieved in carrying out specific job tasks and responsibilities. In addition, Mangkunegara (2018) highlights that performance includes not only the volume of work completed but also the overall quality of the outcomes delivered by an employee throughout the course of their duties. In a similar vein, Mathis and Jackson (2019) define performance as the aggregate of an employee's actions in the workplace—encompassing both the tasks they choose to engage in and those they choose to ignore, thus influencing overall effectiveness. Moreover, Rivai (2015) explains that employee performance is evident through observable behaviors that are shaped by the individual's roles, responsibilities, and adherence to organizational standards. Taken together, these perspectives illustrate that performance is a multi-dimensional concept that reflects the degree to which employees contribute meaningfully to the organization's success, growth, and long-term sustainability.

Several Factors That Determine Employee Performance in an Organization According to Kasmir (2016) Are as Follows:

1. Ability and Expertise. The ability or skill a person has in a particular job. The greater the ability and expertise, the more likely the person is to complete the job correctly.
2. Knowledge. Knowledge about the job. A person who possesses sufficient knowledge about their work will produce better work outcomes, and vice versa.
3. Job Design. A job design that facilitates employees in achieving their goals.
4. Personality. An individual's personality or character traits. Each person has a unique personality that differs from others.
5. Work Motivation. The drive within a person to perform a task. If someone has a strong internal or external drive, they will be stimulated to perform well.
6. Leadership. The behavior of a leader in directing, managing, and instructing subordinates to carry out assigned tasks and responsibilities.
7. Organizational Culture. The habits or norms adopted and upheld by an organization or company. These are commonly accepted and regulate the way things are done.
8. Job Satisfaction. The feeling of joy, happiness, or pleasure someone experiences before and after completing a job.
9. Work Environment. The atmosphere or condition of the workplace. This includes the physical space, layout, facilities and infrastructure, and relationships with coworkers.
10. Loyalty. An employee's loyalty to continue working and defending the company where they are employed.
11. Commitment. An employee's adherence to the policies or rules set by the company in the workplace.
12. Work Discipline. An employee's effort to carry out work activities earnestly. Work discipline may include punctuality, such as consistently arriving at work on time.

2.2. Knowledge Sharing

Knowledge sharing is the process by which resources are provided by one party and received by another, and for this exchange to occur, a reciprocal interaction must take place (Ismail et al., 2011). Willem (2003) explains that knowledge sharing refers to the exchange of information between at least two parties in a reciprocal process, which is then followed by the reconstruction and reinterpretation of that knowledge in different contexts.

Knowledge sharing involves the communication of both tacit and explicit knowledge to others. According to Lumbantobing (2011), knowledge sharing is a systematic process that includes the transmission, distribution, and dissemination of knowledge along with its multidimensional context from one individual or organization to another, using various methods and media. Fernandez and Sabherwal (2010) emphasize that knowledge sharing is one of the most effective approaches to knowledge management and should be adopted by all organizations under any circumstances.

Han and Chen (2018) state that knowledge sharing is an interpersonal communication process that involves the reception and transmission of knowledge between individuals, and that one of the primary ways knowledge is transferred is through human interaction. In an organizational context, knowledge sharing not only enhances work effectiveness and efficiency but also facilitates innovation and skill development. This process can take many forms, ranging from informal discussions and formal training sessions to the use of information technology such as knowledge management systems and online collaboration platforms.

Thus, knowledge sharing becomes a critical component in developing an open and collaborative organizational culture. It enables organizations to leverage their collective knowledge effectively, ensuring that valuable information and skills are not confined to specific individuals but are accessible to all members of the organization to achieve shared goals. This process also fosters greater employee commitment and engagement, as employees feel valued and supported in their professional development through improved access to knowledge and information.

According to Utari et al. (2017), knowledge sharing is not limited to simply giving knowledge to others, but may also involve requesting feedback, asking questions, informing others of plans before executing a task, seeking help, explaining what tasks are being performed and why, soliciting opinions, and requesting advice or input from others regarding work-related matters.

The primary goal of the knowledge sharing process is to spread knowledge possessed by one individual to as many people as possible within the organization. This dissemination—from one person to another, or from one unit to another—is expected to enhance the quality of knowledge held by individuals, work units, and ultimately the organization as a whole (Ismail et al., 2011).

Knowledge sharing involves two key parties: one referred to as the knowledge supplier, and the other as the knowledge demander (Rehman et al., 2015). These roles are also described as the "knowledge source" and "knowledge receiver," or the "knowledge provider" and the "knowledge seeker." This highlights that effective knowledge sharing requires both parties to be willing participants—ready to send and receive knowledge. If the knowledge provider is reluctant to share, the knowledge receiver will suffer, ultimately affecting the performance of teams, departments, and the entire organization. Similarly, if the knowledge receiver is unprepared or unwilling to accept new knowledge for any reason, the same negative consequences may arise. Therefore, it is crucial for organizations to actively encourage their employees to both share and receive knowledge.

Based on the views of various scholars, knowledge sharing can be concluded as a process where information, skills, and insights are disseminated, shared, or transferred from one individual to another, or from one employee to another, using a variety of methods. This process involves active communication and collaboration among members of the organization, which can occur in both formal and informal settings.

In the organizational context, knowledge sharing can occur through face-to-face meetings, training sessions, workshops, the use of information technology such as email or collaborative platforms, as well as through accessible documentation and databases. These channels enable individuals to exchange relevant information, experiences, and best practices that can enhance work capabilities and efficiency.

The importance of knowledge sharing lies not only in the transfer of information but also in the cultivation of an organizational culture that supports openness and collaboration. As a result, knowledge sharing helps reduce work duplication, accelerates decision-making processes, and fosters innovation and overall performance improvement. This process also contributes to the development of individual and team competencies, thereby creating added value for the organization and increasing its competitiveness in the market.

There are two types of knowledge sharing, namely tacit knowledge and explicit knowledge (Fernandez and Sabherwal, 2010):

1. Tacit Knowledge

This refers to knowledge in the form of personal experiences and expertise possessed by individuals, stored in the brain, making it very difficult to communicate. This type of knowledge can only be acquired through interaction and communication with others. It is considered the most important form of knowledge for fostering creativity and innovation.

2. Explicit Knowledge

This refers to knowledge that is well-structured and documented, making it easy to communicate in various forms.

Through knowledge sharing activities, individuals who engage in them can gain personal benefits. For employees, their learning ability can be enhanced in various ways such as externalization, internalization, socialization, and participation in a community of practice (CoP) (Fernandez & Sabherwal, 2010). When employees begin to share knowledge and engage in continuous learning, they become better prepared to adapt to changes in working conditions compared to those who are not actively involved in the knowledge management process. Rapid changes in work environments or organizational structures can be better managed by employees who implement knowledge management practices, thereby reducing turnover caused by employees being unable to keep up with the organization's business developments.

Research on the influence of knowledge sharing on employee performance has been conducted by several previous researchers, including Suyanto et al. (2023), Yuniarti et al. (2023), Aulia (2016), Saputro (2018), and Aristanto (2017). The results of their studies prove that knowledge sharing has an effect on employee performance. Therefore, the following hypothesis can be formulated:

H1: Knowledge Sharing Partially Influences Employee Performance.

2.3. Leadership

Robbins (2018) stated that leadership is the ability to influence a group toward the achievement of its goals. Similarly, Sutrisno (2020) defined leadership as the process of directing and influencing the task-related activities of group members in order to accomplish shared objectives. Gibson (2015) emphasized that leadership involves deliberate efforts to influence others through interpersonal relationships, where the communication process becomes a vital instrument in realizing one or more targeted goals. This implies that leadership is not limited to issuing commands or directions; it also includes the capacity to motivate, inspire, and guide individuals collectively in the pursuit of organizational aims.

Furthermore, Citra and Fahmi (2016) highlighted that leadership is a discipline that holistically examines how to lead, influence, and supervise individuals in performing tasks based on predetermined plans and instructions. Expanding on this view, Stoner (2015) described leadership as a dynamic process

that goes beyond giving orders; it encompasses influencing the behavior and performance of group members involved in specific work activities. Meanwhile, Hasibuan (2020) argued that leadership is not solely about occupying a formal position or holding a title—it is a continuous process of interpersonal influence carried out in certain situational settings. This process relies heavily on effective communication and aims to achieve particular objectives efficiently and collaboratively.

In conclusion, based on the definitions provided by these experts, leadership can be summarized as the ability of an individual or group to influence and mobilize others toward achieving goals. It involves interpersonal skills, decision-making, and the ability to motivate and inspire. Leadership is not just about formal authority but also about the capacity to build a vision, facilitate collaboration, and manage change effectively. It is a dynamic process influenced by the specific context and conditions of an organization or society.

Handoko (2020) outlines several requirements necessary to become an effective leader, which include:

1. Basic Supervisory or Management Skills: The ability to carry out basic management functions, particularly leadership and control over subordinates' tasks. This includes skills in organizing and mobilizing team members wisely to achieve organizational goals, as well as the ability to determine when and to whom responsibilities and authority should be delegated.
2. Achievement Motivation in Work: The desire to achieve performance in work, including taking responsibility and having a strong drive to succeed. This also involves the ability to interact well with team members and to create a work environment where they feel comfortable, happy, and satisfied with their work.
3. Intelligence: The ability to think intelligently, including logical and responsive thinking. This involves the capacity for deep thought and the ability to find appropriate, wise, and practical solutions to problems that arise.
4. Decision-Making Ability: The ability to make firm and effective decisions, as well as having the skills to solve various problems.
5. Self-Confidence: A sense of confidence and assurance in facing challenges, along with the ability to handle problems effectively.
6. Initiative: The ability to act independently, develop oneself, and formulate new ideas or breakthroughs.

Research on the influence of leadership on employee performance has been conducted by several previous researchers, including Salutondok and Soegoto (2015), Basit et al. (2017), Ramadhany (2017), Baskara and Sukiswo (2015), Gede and Piartini (2018), and Rego et al. (2017). The results of their studies have proven that leadership has an effect on employee performance. Therefore, the following hypothesis can be formulated:

H2: Leadership Partially Influences Employee Performance.

2.4. Professionalism

According to Kurniawan (2018), professionalism can be defined as an individual's ability and skill to perform tasks in accordance with their respective fields and levels of expertise. Professionalism relates to the alignment between the competencies possessed by bureaucratic personnel and the demands of their duties. Achieving this alignment is a prerequisite for establishing a professional apparatus. In other words, the expertise and capabilities of employees should reflect the direction and goals that an organization aims to achieve.

Oerip and Uetomo (2016) define professionalism as a set of behaviors, qualities, and approaches that characterize a particular profession. A person is considered professional when their work adheres to the technical standards or ethical norms associated with their occupation.

Harefa (2015) explains that professionalism is reflected in attitudes such as high competence, strict supervision of work behavior, and a reward system that symbolizes performance achievements. It also includes service delivery that prioritizes the public interest. This attitude reflects the level of commitment an individual brings to their professional role.

Employee professionalism is significantly influenced by the level of competence an employee demonstrates through their daily behavior in the workplace. A high level of employee capability tends to facilitate the achievement of organizational goals that have been previously planned. Conversely, if employees lack the necessary competencies, the organization is likely to experience delays or even deviations from its intended path. The term "capability" refers to the potential to perform tasks that may or may not have been accomplished yet. When referred to as potential, capability represents an internal strength that has not yet been fully realized. Therefore, capability can also indicate what a person is able to do, rather than what they have already done.

Maskun (2018) argues that the initial step toward achieving professional status is having sufficient intellectual ability—the capacity to quickly understand, grasp, learn, and explain phenomena. In this sense, the level, degree, quality, and quantity of professionalism in Indonesia can be assessed by evaluating the size and quality of its intellectual community, which supports the growth of professionalism.

Furthermore, Maskun (2018) elaborates that professionalism is a field or type of activity characterized by high specialization and intellectual demands in the services provided. This field involves three essential components:

1. There must be a foundational body of knowledge that can be studied thoroughly, along with an individual's attitude of mastering a specific competence to provide services to society.
2. The success of a profession is measured not by what individuals gain for themselves, but by how effectively and quickly services are delivered to the public.
3. A system of supervision must be developed over the practical efforts and activities of professionals in applying their knowledge and education, which includes the establishment of professional associations and the development of ethical codes.

This comprehensive perspective emphasizes that professionalism is not merely a personal attribute but a systemic and ethical framework that supports quality service, public interest, and continual improvement within a profession.

Lubis (2015) outlined several characteristics of a professional. According to him, a professional typically possesses the following traits:

1. High competence in a specific field, as well as the skills required to operate particular tools or equipment necessary to perform their job effectively.
2. Intelligence and knowledge to analyze problems, sensitivity in reading situations, and the ability to make quick, accurate, and appropriate decisions based on that awareness.
3. A future-oriented mindset, which enables them to anticipate changes and developments in their environment.
4. An independent attitude, grounded in personal abilities and confidence, open-mindedness, and respect for others' opinions, while being careful and discerning in selecting the best solution for themselves and their personal growth.

Research on the influence of professionalism on employee performance has been conducted by several previous researchers, including Sarinah (2020), Rahmadani et al. (2023), Ferawati et al. (2020), Ichsan et al. (2022), and Parameswari et al. (2020). Their findings demonstrate that knowledge sharing has an impact on employee performance. Therefore, the following hypothesis can be proposed:

H3: Professionalism Partially Influences Employee Performance.

Based on the description above which explains knowledge sharing, leadership and professionalism and the partial influence of these variables on employee performance, the following hypothesis can be made:

H4: Knowledge Sharing, Leadership and Professionalism Simultaneously Influence Employee Performance.

Based on the hypothesis mentioned above, it is possible to construct a conceptual framework that illustrates the influence of knowledge sharing, leadership, and professionalism on employee performance. This framework serves as a guide for the research process and the formulation of further analysis.

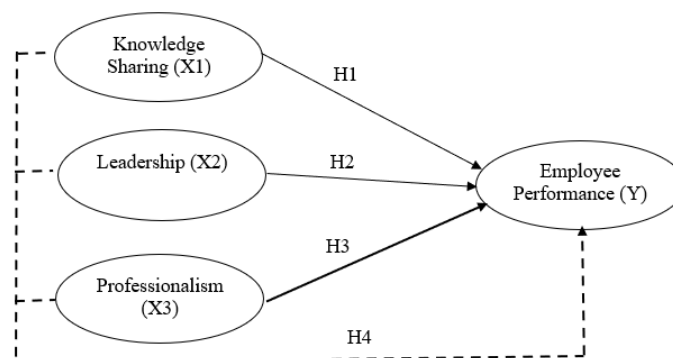


Figure 1. Conceptual Framework

3. Materials and Methods

The research adopts a quantitative method, which emphasizes a structured and objective investigation of variables and the relationships among them. This approach prioritizes measurement as a key element, serving as the link between observable data and their numerical interpretations. According to Sugiyono

(2022), quantitative research collects numerical data or transforms qualitative information into numerical form. Therefore, this approach is employed to enhance the reliability and accuracy of data analysis related to the phenomena being studied.

In this study, the population consisted of all employees working at the Class II Sea and Coast Guard Base (PPLP) of Tanjung Perak. The total number of employees recorded in this study was 90 people. All of these individuals were deemed to possess characteristics that met the predetermined research criteria, making them suitable subjects for the purpose of obtaining relevant and representative data on the issues under study. Meanwhile, this research sample used a total sampling technique, meaning that all 90 employees of Class II Sea and Coast Guard Base (PPLP) of Tanjung Perak were taken as samples. This is in accordance with the opinion expressed by Sugiyono (2022) that if the population size is less than 100 people, the entire population is taken and used as a research sample.

4. Results

This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

This Multiple Linear Regression Analysis Method is used to determine the influence of work environment variables, organizational commitment, and job satisfaction on employee performance. Detailed calculations can be seen in the appendices and the results of the analysis can be seen in the following table.

Table 1. T-Test (Partial)

Independence Variables	Coefficients ²			t	Sig.
	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta		
1 (Constant)	-94.524	9.805846		7.145148	
Knowledge Sharing	.824	.192579	.62580	4.25241	.000
Leadership	.791	.190846	.79491	4.30268	.000
Professionalism	.780	.138513	.71768	4.03613	.000

Table 1 above is a summary of the results of multiple regression analysis involving the independent variables knowledge sharing (X1), leadership (X2), and professionalism (X3) on employee performance (Y), which can be explained as follows:

1. Partially, the influence of knowledge sharing (X1) on employee performance (Y) can be seen from the t significance of .000 which is smaller than 0.05 (t significance < 0.05). Thus, the hypothesis that states "Knowledge sharing partially influences employee performance" is proven and true.
2. Partially, the influence of leadership (X2) on employee performance (Y) can be seen from the t significance of .000 which is smaller than 0.05 (t significance < 0.05). Thus, the hypothesis that states "Leadership partially influences employee performance" is proven and true.
3. Partially, the influence of professionalism (X3) on employee performance (Y) can be seen from the t significance of .000 which is smaller than 0.05 (t significance < 0.05). Thus, the hypothesis that states "Professionalism partially influences employee performance" is proven and true.

Table 2. F-Test (Simultant)

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	510.932	3	191.846	21.680	.000 ^a
Residual	90.179	36	4.179		
Total	601.111	39			

Table 2 above is a summary of the results of multiple regression analysis involving independent variables of knowledge sharing, leadership and professionalism on employee performance. Thus, it can be explained as follows:

4. Simultaneously, the influence of knowledge sharing, leadership and professionalism simultaneously influence employee performance, as can be seen from the value of F and significance F. Where the calculated F is 21.680 which is smaller than 0.05, which means that simultaneously there is a significant influence of the three independent variables of leadership, motivation and work discipline on employee performance. This can be seen from the significance F value of .000 which is smaller than

0.05 (Significance $F < 0.05$). Thus, the hypothesis that states "Knowledge sharing, leadership and professionalism simultaneously influence employee performance" is proven and true.

5. Discussion

Authors should discuss the results and how they can be interpreted from the perspective of previous studies and the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted.

The previous chapter presented a general overview of the research object, a general overview of the respondents, a description of the research variables, and the results of the analysis to prove the hypothesis. In this regard, this chapter will discuss the variables that influence the performance of Class II Sea and Coast Guard Base (PPLP) of Tanjung Perak employees. This discussion will highlight the extent of these variables' influence, both partially and simultaneously, with various factors.

1. The First Hypothesis stating that "*Knowledge sharing partially influences employee performance of Administrative Village of Siwalankerto and Gunung Anyar Tambak - Surabaya*" is proven and valid. This is because the significance level for knowledge sharing is 0.000, which is below the 5% tolerance threshold or $0.000 < 0.05$.

This research finding indicates that knowledge sharing activities in the workplace do have an impact on employee performance, although the effect is partial. This means that while sharing knowledge contributes to improving performance, it is not the sole determining factor. Other elements also play a role in shaping overall employee performance.

In the context of a sub-district office, knowledge sharing can occur in various ways, such as peer discussions, information exchange during meetings, or sharing experiences in handling public services. When employees actively share knowledge, it can accelerate work processes, reduce errors, and enhance service quality. In other words, employees who exchange information are generally better prepared to face daily work challenges.

However, the fact that knowledge sharing has only a partial effect may also reflect limitations in its implementation. For example, not all employees may have the habit of sharing knowledge, or there may be a lack of systems and work culture that support this process. Furthermore, other factors such as motivation, leadership, workload, and the availability of training can also significantly influence employee performance.

Therefore, although knowledge sharing has been proven to have an influence, organizations should not focus solely on this aspect. A more comprehensive approach is needed by considering other supporting elements to optimally improve employee performance.

Overall, these findings illustrate that improving employee performance in government institutions, including at the sub-district level, requires an integrated effort. Promoting a culture of knowledge sharing remains an important step, but it must be accompanied by improvements in other aspects that support productivity and employee morale.

This research finding is supported by the studies of Suyanto et al. (2023), Yuniarti et al. (2023), Aulia (2016), Saputro (2018), and Aristanto (2017). Their research confirms that knowledge sharing affects employee performance.

2. The Second Hypothesis stating that "*Leadership partially influences employee performance of Administrative Village of Siwalankerto and Gunung Anyar Tambak - Surabaya*" is proven and valid. This is supported by the significance level of leadership, which is 0.000—below the 5% tolerance threshold ($0.000 < 0.05$).

This research reveals that leadership indeed affects employee performance, although the effect is partial. In other words, a leader's role is important in shaping and enhancing employee performance, but it is not the only determining factor. Other elements also influence performance, such as motivation, individual competence, organizational culture, reward systems, and the work environment.

In the context of sub-district offices—which represent the level of government closest to the public—the leadership style greatly determines the direction of organizational work. An effective leader not only gives instructions but also acts as a role model, mentor, motivator, and cultivator of a collaborative and conducive work environment. With good leadership, employees feel appreciated, more motivated, and driven to deliver optimal public service.

However, the partial effect of leadership indicates that its role alone is not sufficient to bring about comprehensive changes in employee performance. This may be due to several factors, such as inconsistent leadership style, poor communication, or a lack of personal engagement with all

employees. Additionally, internal factors within the employees themselves—such as work spirit, workload, or technical ability—also significantly affect performance.

These findings suggest that although leadership is a crucial factor, improving employee performance cannot rely solely on leadership. A more holistic approach is required, which includes enhancing employee competence, providing adequate work facilities, and implementing a fair evaluation system.

Therefore, this research recommends that leaders within sub-district offices adopt a more proactive approach to developing participatory and communicative leadership styles that encourage mutual growth. At the same time, it is equally important to establish other supporting systems that foster a productive work environment and a strong commitment to quality public service.

This research is supported by the findings of Rego et al. (2017), Salotohok and Soegoto (2015), Basit et al. (2017), Delfi (2017), Baskara and Sukiswo (2015), Gede and Piartini (2018), and Amrani et al. (2019), whose studies also confirm that leadership influences employee performance.

3. The Third Hypothesis stating that “*Professionalism partially influences on employee performance of Administrative Village of Siwalankerto and Gunung Anyar Tambak - Surabaya*” is proven and valid. This conclusion is based on the significance level for professionalism, which is 0.000—below the 5% tolerance threshold ($0.000 < 0.05$).

The results of this study indicate that professionalism has a partial effect on employee performance in the two sub-district offices. In other words, professionalism does contribute to improving performance, but it is not the sole determining factor. Other variables also play important roles in shaping overall employee performance.

In this context, professionalism can be defined as the attitudes and behaviors of employees that reflect integrity, competence, responsibility, discipline, and commitment to their assigned duties. Professional employees tend to carry out their tasks with a high level of accountability, adhere to regulations, and strive to provide the best possible service to the public.

The positive influence of professionalism on performance can be seen in several aspects, such as timeliness in completing tasks, improved quality of public service, and the ability to work both independently and collaboratively. This is particularly important in sub-district offices, where employees deal directly with the daily needs of the community.

However, since the influence is only partial, increasing professionalism alone does not automatically guarantee a significant improvement in performance. It is possible that even when employees display professional attitudes, their performance may still be hindered by other factors such as inadequate facilities, unsupportive leadership, unbalanced workloads, or a lack of a proper reward system.

These findings suggest that while fostering professionalism is crucial, it must be accompanied by improvements in other organizational aspects. To achieve optimal performance, employees must not only possess a strong work ethic and skills but also be supported by a healthy work environment, effective leadership, and a fair and transparent management system.

Therefore, it is recommended that the sub-district offices continue to promote employee professionalism through regular training, mentoring, and evaluation. At the same time, structural and managerial improvements are also necessary to ensure that professional employees can work to their fullest potential and make meaningful contributions to public service.

This research is supported by the findings of Sarinah (2020), Rahmadani et al. (2023), Ferawati et al. (2020), Ichsan et al. (2022), and Parameswari et al. (2020).

4. The Fourth Hypothesis stating that “*Knowledge sharing, leadership, and professionalism simultaneously influence employee performance of Administrative Village of Siwalankerto and Gunung Anyar Tambak - Surabaya - Surabaya*” is proven and valid. This is because knowledge sharing, leadership, and professionalism have a significance level of 0.000, which is below the 5% threshold ($0.000 < 0.05$).

The findings of this study indicate that, simultaneously or collectively, the three main factors — knowledge sharing, leadership, and professionalism — have a significant impact on employee performance in the two sub-district offices. This suggests that improving employee performance cannot rely on a single factor alone, but is instead the result of interaction and synergy among several key elements within the work environment.

Firstly, knowledge sharing facilitates the flow of information and experience among employees. When employees share knowledge with one another, work-related problems can be solved more quickly, mistakes are minimized, and innovation in public service is more likely to emerge. In the context of sub-districts, which interact directly with the public, this practice is especially valuable in creating responsive and effective services.

Secondly, leadership acts as a guide, motivator, and decision-maker, influencing employee morale. A good leader creates a conducive work atmosphere, leads by example, and encourages collaboration and employee development. Visionary and participative leadership is essential for building an organizational performance that focuses on public service.

Thirdly, professionalism reflects a work ethic that includes responsibility, integrity, discipline, and commitment to duties. Professional employees not only adhere to rules but also exhibit a strong work ethic, sound technical abilities, and a clear awareness of the importance of delivering high-quality public services.

When these three factors function together and reinforce one another, a productive, well-organized, and results-oriented work environment is created. Employees do not merely perform their tasks, but do so efficiently, responsibly, and with a commitment to delivering the best service to the community.

This finding conveys an important message: to comprehensively enhance employee performance, sub-district leadership must adopt a holistic managerial approach. Training in knowledge sharing, leadership capacity building, and fostering professionalism among staff should be carried out in an integrated manner. Thus, performance improvement efforts are not only technical but also address the underlying work culture, attitudes, and leadership dynamics.

6. Conclusions

Based on the findings of the research, it can be concluded that knowledge sharing, leadership, and professionalism each have a significant partial influence on employee performance at Administrative Village (Kelurahan) Siwalankerto and Gunung Anyar Tambak in Surabaya. The positive and significant impact of each variable suggests that employees tend to perform better when they are encouraged to share knowledge, when they are guided by effective and supportive leaders, and when they uphold high standards of professionalism in their daily tasks. This highlights the importance of fostering an organizational environment that values learning, leadership, and ethical conduct.

Moreover, the research also found that these three variables—knowledge sharing, leadership, and professionalism—jointly influence employee performance in a simultaneous manner. This means that employee performance is not shaped by a single dominant factor, but rather by the synergistic interaction among all three. The results emphasize the need for a holistic approach in human resource management, where efforts to improve performance must simultaneously consider organizational culture, leadership development, and professional competence. Strengthening these elements together can lead to a more productive, responsible, and performance-driven workforce.

In the business world, these findings suggest that organizations should foster a culture of open knowledge sharing among employees to encourage continuous learning and innovation. Strong and effective leadership is also essential to provide direction, motivation, and support to teams, which directly impacts productivity. Additionally, enhancing employee professionalism through training, ethical standards, and competence development is crucial for improving overall performance. Therefore, companies that invest in these three aspects are more likely to achieve higher levels of employee effectiveness, service quality, and organizational success.

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