



Enhancing Capability of Human Resources Innovation

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Abstract

This study aims to analyze the interrelationship of the variables of knowledge collection, knowledge contribution, organizational learning, and human resource innovation capability at Sultan Agung Semarang Islamic Hospital. This study also aims to develop a model of the role of communication variables in moderating the equation of enhancement of human resource innovation capability at Sultan Agung Semarang Islamic Hospital. The population in this study were all the permanent nurses at Sultan Agung Islamic Hospital who worked on the hemodialysis action room, surgery room, ICU, and SEC which totaled 75 people. Method of sampling in this research using census method. This research was analyzed using Sruktural Equation Modeling (SEM) with Partial Least Square (PLS) method using SmartPLS 2.0 M3 software. The results showed that knowledge gathering had a significant positive effect on the contribution of knowledge and to the capability of human resource innovation. Contribution of knowledge has a significant positive effect on organizational learning and on human resource innovation capability. Organizational learning has a significant positive effect on the capability of human resource innovation.

Meningkatkan Kemampuan Inovasi Sumber Daya Manusia

Abstrak

Penelitian ini bertujuan untuk menganalisis keterkaitan variabel pengumpulan pengetahuan, penyumbangan pengetahuan, pembelajaran organisasi, dan kapabilitas inovasi sumber daya manusia pada Rumah Sakit Islam Sultan Agung Semarang. Penelitian ini juga bertujuan untuk menyusun model peran variabel komunikasi dalam memoderasi persamaan peningkatan kapabilitas inovasi sumber daya manusia pada Rumah Sakit Islam Sultan Agung Semarang. Populasi di dalam penelitian ini adalah seluruh perawat tetap pada Rumah Sakit Islam Sultan Agung yang bekerja pada ruang tindakan hemodialisa, kamar bedah, ICU, dan SEC yang keseluruhan berjumlah 75 orang. Metode pengambilan sampel pada penelitian ini menggunakan metode sensus. Penelitian ini dianalisis menggunakan Sruktural Equation Modeling (SEM) dengan metode Partial Least Square (PLS) menggunakan software SmartPLS 2.0 M3. Hasil penelitian menunjukkan bahwa pengumpulan pengetahuan berpengaruh positif signifikan terhadap penyumbangan pengetahuan dan terhadap kapabilitas inovasi sumber daya manusia. Penyumbangan pengetahuan berpengaruh positif signifikan terhadap pembelajaran organisasi dan terhadap kapabilitas inovasi sumber daya manusia. Pembelajaran organisasi berpengaruh positif signifikan terhadap kapabilitas inovasi sumber daya manusia.

JEL Classification: M3, M31

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INTRODUCTION

The development of information and communication technologies are increasingly faster has prompted many organizations to actively seek new ways through ideas, experimentation, and creative solutions to improve the quality of products and services through innovation on processes, systems and technology that could ultimately result in a competitive advantage for the organization itself (Tan & Nasuridin, 2011). Innovation is an important factor for organizations to create value and competitive advantage in an increasingly rapid change and complex (Tabasi et al., 2014). Organizations that have a high innovation capability that will better respond to changes and also to create new capabilities that enable organizations to achieve more optimal performance.

Nevertheless, the ability of innovation which is owned by an organization is not likely to be realized by itself without the support of various elements within the organization. The ability of organizational innovation tends to rely heavily on the knowledge, expertise, and commitment of human resources that exist within the organization (Tabasi et al., 2014). Knowledge and competence become a very important asset and valuable in building the innovation capability of human resources, which in turn can create organizational innovation capabilities. Therefore, organizations must be able to encourage the creation of knowledge sharing and learning within the organization so that the quality of human resource knowledge can be improved so that the innovation capability could be possible through this process (Alipour & Karimi, 2011).

The hospital is one example of a knowledge-based organization that values or value the organization relies on intangible service provided by the human resources who have high professionalism and innovation (Platonova, 2013). Health care in hospital is a complex process because it not only requires skilled human resources in the health sector but also requires the ability to adjust in the field of medical technology

is adequate. The challenge for hospital health workers, especially nurses in adjusting to the development of technology and information has become very urgent in order to improve the excellent service to patients. Changes and rapid growth in the field of health, especially in the use of technology to identify disease and treat patients is a challenge for the hospital to continue to make adjustments as a whole in order to improve innovation capabilities to achieve optimal health care for the community.

Such changes also occur at the Sultan Agung Islamic Hospital Semarang where competition in the health care field to encourage the hospital to continue to innovate, especially in the provision of health facilities and pre-modern and sophisticated to improve quality of service. These changes are directly or indirectly have created own demand for nurses to be able to adapt with existing technologies. Nurses are required to have comprehensive and adequate knowledge about technology and information relevant to their field so they can keep pace with major changes made by the hospital.

If the nurse fails in this process, it can be ascertained that the innovation process carried out by the hospital will experience constraints due to unpreparedness of its human resources. Therefore, the role of knowledge sharing and learning within the organization becomes very important because of the innovation of human resources as a result of the merger of available knowledge and learning within the organization are key organizational capacity to innovate (Baker & Sinkula, 2007).

Organizational learning is a means in which human resources can continually expand their capacity to create the results they truly desire, develop patterns and ways of thinking, put out the aspirations of the people who have the desire to continue constantly learning together. Zheng et al. (2010) asserts that the innovation and effectiveness can be achieved through knowledge management (Knowledge Management) and the sharing of knowledge (Knowledge Sharing). Knowledge and sharing knowledge is a valuable resource and has been recognized

as an important part in the development of innovation within the organization (Von Krogh et al., 2012).

Although a number of studies have shown that human resource innovation capability is significantly affected by the process of sharing knowledge and organizational learning, but some recent studies also indicate differences in the results of research (research gap) associated with these variables. Research conducted by Santos-Vijandea et al. (2012) to see the influence of organizational learning on innovation capabilities and performance of human resources who work at the company in Spain found that organizational learning does not significantly influence the innovation capability of Human Resources. This contrasts with research conducted by Seen et al. (2012) who studied the effect of organizational learning and innovation of employees in Malaysia found that learning organizations significant positive effect on employee innovation.

Regarding the effect of knowledge sharing on innovation capabilities of human resources (Kamasak & Bulutlar, 2010) which examines the effect of sharing knowledge (collecting and Donating knowledge) to the innovation of human resources in Turkey found that only the dimensions of the collecting knowledge that significantly influence the human resource innovation while dimension Donating knowledge no significant effect on the ability to innovate human resources. this is in contrast to research conducted by the Yesil (2013) who studied the effect of the dimensions of knowledge sharing which includes collecting and donating knowledge of the behavior of the innovation of human resources in Turkey and found that both these dimensions did not significantly influence the innovation capabilities of human resources.

Hypothesis Development

Knowledge is the key to organizational success and therefore many organizations are trying to find a way or method to increase knowledge of its human resources (Mládková, 2012). This also prompted many organizations to try

to explore, understand, and apply the knowledge management (knowledge management) within an organization that aims to provide knowledge to the human resources at the right time and the right form anyway (Alguezaui & Filieri, 2010).

Sharing knowledge is understood as a culture of social interaction in which human resources are connected with the exchange of experience, skills and knowledge (Lin, 2007). Through the process of knowledge sharing stimuli individuals will have to think critically and creatively, so that new knowledge can be more easily produced than that, by sharing knowledge of the overall innovation capability can be increased and efforts to reduce excessive learning be more easily produced than that, by sharing knowledge of the overall innovation capability can be increased and efforts to reduce excessive learning. Sharing knowledge is an activity puts the knowledge possessed by an individual to be given to others in the organization, such that it can be absorbed and utilized by them (Camelo-Ordaz et al., 2011).

According to Khalil and Shea (2012) Knowledge sharing is the exchange of different kinds of knowledge between individuals, groups, units, and organizations Knowledge sharing is also defined as an activity in which knowledge (such as information, skills, or expertise) exchanged between people, friends, or members of the family, community, organization or even among the collaborating (Parekh, 2009). From the view of the individual, knowledge sharing involves listening and talking with others, gather information, tasks and knowledge in order to help them do something better, solve problems faster, learn from their experiences and develop new ideas (Bates & Khasawneh, 2005; Elianto & Wulansari, 2016).

The purpose of donating knowledge (Donating knowledge) is to transform the tacit knowledge into explicit to be owned by the entire group, while the purpose of the collection of knowledge (collecting knowledge) refers to the communication to the public and seek knowledge outside, which will ultimately improve

the entire sum of knowledge provided for the organization (Von Krogh et al., 2012).

Referring to the explanation above, it can be said that the gathering of knowledge (collecting knowledge) is an active process of acquiring the knowledge given by others to individuals, thus enabling individuals to build new knowledge based on the knowledge of others, Donating while knowledge is an active process of sharing knowledge to other individuals, with the aim of seeing the tacit knowledge into explicit and shared by all groups that in turn will increase the total amount of knowledge available to the organization.

Furthermore, to measure collecting knowledge Hooff and Weenen (2004) used an indicator that consists of seeking knowledge, discussing knowledge, and gather information on knowledge, whereas for Donating knowledge using indicators provide information about new knowledge in the organization, gave information about the new knowledge outside organization, and share new skills. Based on the explanation of the relationship between gathering knowledge and share knowledge as described above, the first hypothesis in this study are:

H1: If the process of gathering knowledge increases, the donation process knowledge will increase.

Communication runs four major functions within a group or organization, namely the control (control, monitoring), motivation, emotional expression and information (Robbins, 1991). From the functional point of view, communication plays an important role as a means of sharing information, and can realize organizational learning (Michailova & Sidorova, 2011). From the standpoint of relational, communication role in facilitating organizational learning is to mediate the process of participation in the community, leading to the development of a common language, shared identity and shared understanding (Jacobs & Coghlan, 2005).

Knowledge Sharing is part of the communication. Therefore, communication is a

significant part of the process of sharing knowledge (De Vries et al., 2006). The study looked at the communications media in the communication as one of the very important factors that may affect the effectiveness of the process of sharing knowledge (Anderson et al., 2007). The effectiveness of communication gives effect to the level of understanding of the purpose of individual, group or organization and plays an important role in the process of knowledge sharing within the organization. Michailova & Sidorova (2011) states that communications can be either horizontal information flow, transparency, vertical information flow, and reliability (*reliability*) information.

Regarding the communication indicator Michailova & Sidorova (2011) in a study divides the indicators into three communications consisting of disclosure of information exchange, openness colleagues, and cooperative interaction between colleagues. (Sakirman & Harris, 2005) states that the generation, distribution, and sustainability of the existence of knowledge within organizations rely on communication. Sherwood and Covin (2008) argues that communication affects relationships and lead to the successful reception of technological knowledge in organizations.

Anderson et al. (2007) found that communication is one very important factor that can influence the effectiveness of the process of sharing knowledge and technology within the organization. Based on the description of the relationship between communication and sharing of knowledge (knowledge sharing), then the second hypotheses in this study are:

H2: Communication moderate the relationship between the variables of knowledge collection and donation of knowledge.

The process of learning cause changes in behavior and performance so that the learning process in the organization is absolutely necessary in order to create change in the behavior and performance of human resources in it to a better direction. Organizations have the ability to learn quickly in the face of change and com-

petition that occurs will have the strength and competitive advantage (Sharifi & Eslamieh, 2008). One of the emerging organizational models in order to help organizations keep up with the demands of the new market is the concept of learning organizational. Learning organizations can be considered as a system that offers the service concept to create an organizational culture that is able to adapt to change and continue to learn in order to promote their organizations by creating a desirable prospect (Bui & Baruch, 2010).

Learning organization is an important way to facilitate learning and knowledge creation and management is seen as an important strategy for making improvements in organizational performance for their organizations to remain competitive (Davis & Daley, 2008). Learning organization is an organization that has the appropriate cultural aspects (vision, values, assumptions and behaviors) that supports the learning environment (Armstrong & Foley, 2003). Learning organization is based on the basic principles of learning that observe and collect information, interpret, and act based on interpretation of information (Garvin, 2000). Therefore, in order to achieve effective learning, the organization must be able to carry out the process of sharing knowledge effectively.

The ability of a learning organization is a collection of resources or tangible and intangible skills necessary to produce a competitive advantage. Regarding the dimensions of organizational learning, Jiménez-Jiménez and Sanz-Valle (2011) divide it into four dimensions that include the acquisition of knowledge (knowledge acquisition), the distribution of knowledge (knowledge distribution), the interpretation of knowledge (knowledge interpretation), and memory organizational (organizational memory).

Based on a study of organization learning as described, it can be concluded that organizational learning is the process by which the organization will learn more about the creation, acquisition, transfer of knowledge and ability to study the behavior of the organization in an effort to improve the functioning of the organi-

zation so that it will produce a change in the organization toward better. From this description can also be known that in the process of organizational learning can't be separated from the process of learning because knowledge sharing organization will not be realized if the transfer of knowledge between the human resources within the organization did not last.

Research conducted by Kumaraswamy and Chitale (2011) found that knowledge sharing has a very important role in improving organizational learning within the organization. Jerez-Gomez et al. (2005) stated that organizational learning can be realized properly within the organization there is a process of creation, procurement, knowledge transfer and knowledge integration capabilities. Therefore, the process of sharing knowledge is something that must be improved in order to encourage the creation of a learning organization. Based on the explanation of the relationship between the sharing of knowledge (knowledge sharing) with organizational learning as described above, the third and fourth hypothesis in this study are:

H3: If the process of gathering knowledge increases, the learning organization would increase.

H4: If the donation process knowledge increases, the learning organization would increase.

One thing that needs attention is important in creating a competitive advantage is to bring new ways through ideas, experimentation, and creative solutions to improve the quality of products and services through innovation on processes, systems and technology (Tan & Nasurdin, 2011; Putri & Yuniawan, 2016). With this innovation, the way an organization can show its existence among other organizations by creating new things through creative ideas which in turn can bring a real differentiation in a competitive and dynamic competition.

Almost all economic academics and practitioners tend to agree that innovation is critical for the competitive advantage of the organization, even innovation is essential for economic

and social development of society (Yesil, 2013; Farida, 2016).

This shows that innovation is a very important element in determining the development and progress of an organization. By having the ability to innovate is high then the organization can ensure the progress of the organization and enable the creation of a sustainability organization for innovation can have a significant impact on the economic performance and financial organizations (Marques & Ferreira, 2009).

Yesil (2013) stated that the desire and capability of human resources for innovation can ensure the flow of innovation within the organization. Various studies in the literature to believe in the importance of the innovative work behaviors owned human resources for the performance and sustainability of the organization (Yesill, 2013). According Cavagnoli (2011) innovation can be defined as the creative application of knowledge into new forms to raise a set of techniques or products that are commercially available in the economy; this innovation may include social innovation, institutional, organizational, and technology.

Wu et al. (2011) argues that in contrast to the innovation that occurs at the level of the group or organization, human resources innovation is based on the engagement or attachment of individuals in creating and applying new ideas and make approaches or new methods in the workplace. De Jong and Den Hartog (2008) stated that the behavior of the innovation of human resources in general include the exploration of opportunities and the creation of new ideas (behavior that is associated with creativity), in addition to the innovation of human resources may also include behavior that leads to the implementation of changes, the application of new knowledge, or process improvements to boost the performance of individuals or businesses (behavior-oriented implementation).

Regarding the innovation dimension of human resources (De Jong & Den Hartog 2008) divides the innovation capabilities dimension of human resources into exploration

opportunity, idea creation, performance improvements, and application. Meanwhile, according to Yesil (2013) human resource innovation indicators include indicators of introducing innovative ideas, contributing to the adoption of new ideas, looking for new work methods, new techniques, and produce original or original solutions to problem solving.

Results of research conducted by Kamasak and Bulutlar (2010) have proved that the process of knowledge sharing has a significant influence on the innovation capabilities of human resources. Research conducted by the Al-Husseini and Elbeltagi (2014) on the effect of the practice of sharing knowledge with innovation capabilities of human resources at the company in Iraq have also found that sharing knowledge is a vital element in encouraging and creating innovation capability of human resources.

According Calantone et al. (2002) organizational learning can enhance the ability of innovation in three ways: by using modern technology to innovate, keeping the opportunities created by the demands of an expanding market, and has the capability of innovation greater than in competitors. Based on the elaboration of the relationship between knowledge sharing, organizational learning, innovation and human resources the hypothesis fifth, sixth, and seventh in this study are:

- H5: If the donation process knowledge increases, the capability of innovation will also increase
- H6: If the process of gathering knowledge increases, the capability of innovation will also increase
- H7: if the learning organization increases the innovation capabilities will also increase

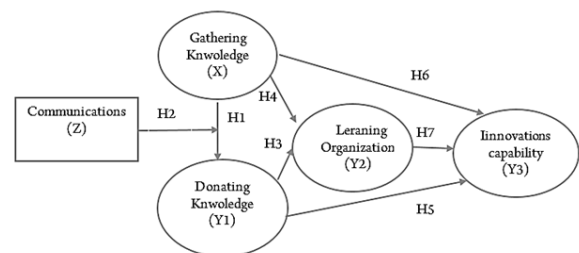


Figure 1. The Empirical Research Model

METHOD

This type of research to test the hypothesis with the intention to justify or strengthen the hypothesis with expectations, to strengthen the theories that serve as a foothold. In connection with the above, the type of research that is in use is “explanatory research” or research that is explained, means that this study emphasizes the relationship between the study variables by testing the hypothesis. Descriptions contain the description but the focus is on the relationship between variables (Sugiyono, 2009). The study site was at the Islamic Hospital Sultan Agung Semarang.

The populations of study was nurses remain at the Islamic Hospital Sultan Agung working on hemodialysis procedure room, operating room, ICU, and the SEC totaling 75 people. Because the sample size is relatively small, the researchers used census method which takes the entire population as respondents so that the numbers of samples in this study were 75 people.

Data analysis techniques in this study used quantitative descriptive analysis by the of approach Structural Equation Modelling

(SEM). The data in this research use SmartPLS program version 2.0 M3 (Partial Least Square) (Ghozali, 2013). To determine the most simple total sample based on SEM, it is known from the least five times of variables from the indicators required, where in this research there are 17 indicators which times to five so the minimal number of sample are 75 respondents. Likert scale was used as a method of data collection in the form questionnaire using 5 levels where score of 1 shows Strongly Disagree until score of 5 shows Strongly Agree.

RESULT AND DISCUSSION

The evaluation outer measurements or indicators of each construct models using the rule of thumb for assessing the validity of convergent where loading factor of each indicator must be greater than 0.7 for studies that are confirmatory and loading factor of from 0.6 to 0.7 for research that is exploratory at value Average Variance Extracted (AVE) should be above 0.5. Based on the results of the analysis program SmartPLS version 2.0 M3 (Partial Least Square) then we can see in the Table 1, Figure 2 and Figure 3.

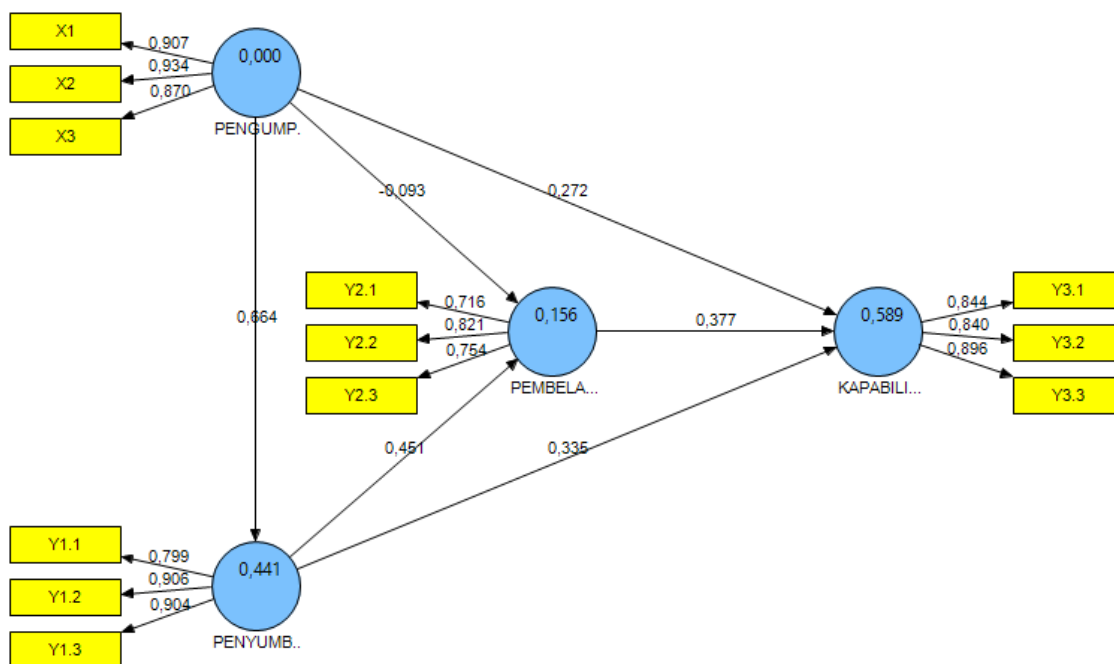


Figure 2. Full Model non Moderating

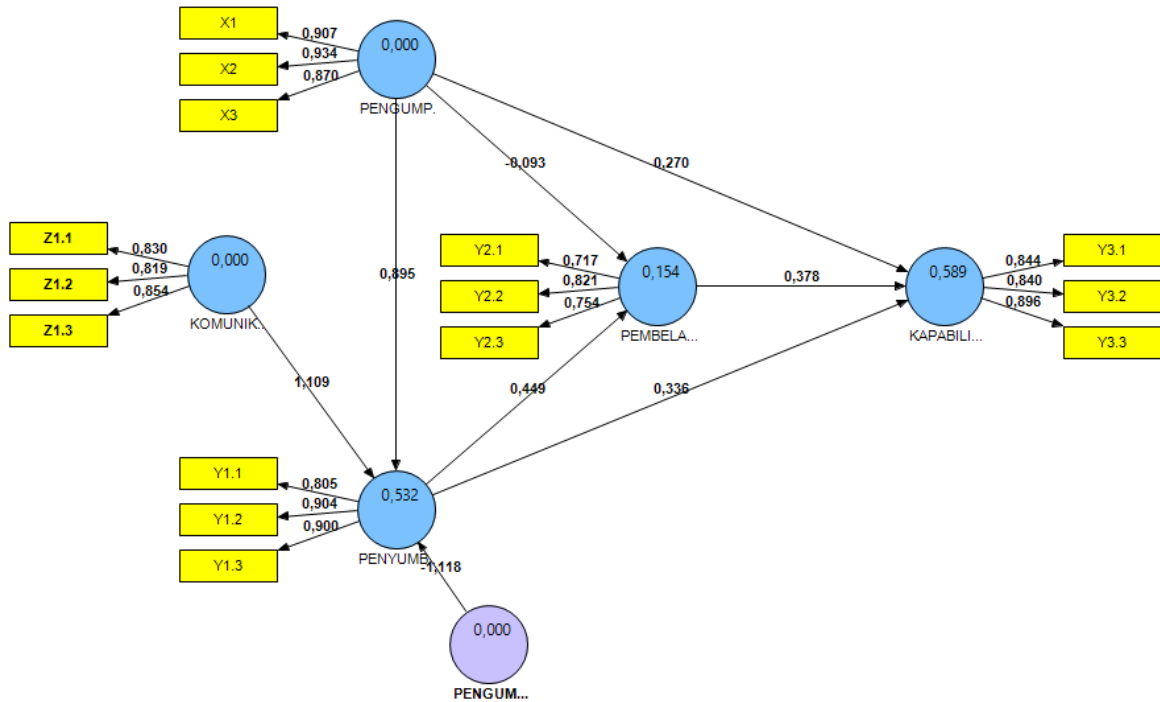


Figure 3. Full Model Moderating

Table 1. Average Variance Extracted (AVE)

| Construct | AVE |
|-------------------------|-------|
| Gathering Knowledge | 0.818 |
| Donating Knowledge | 0.759 |
| Organizational Learning | 0.585 |
| Inovative capability | 0.740 |

Table 1 shows that the results AVE of each indicator in each construct has a value above 0.6 so it can be declared valid and can be used to measure variables gathering knowledge, donating knowledge, organizational learning and innovation capabilities of human resources.

Figure 2, 3 and Table 2 above shows that all indicators of each construct has a value above 0.6. According Ghozali (2013) evaluation outer measurements or indicators of each construct models using the rule of thumb for assessing the validity of convergent where loading factor of each indicator must be greater than 0.7 for studies that are confirmatory and loading factor of from 0.6 to 0.7 for research that is exploratory value Average Variance Extracted (AVE) should be above 0.5. However, according to the early stages of development scale of

measurement, the value of loading factor from 0.5 to 0.6 is considered sufficient.

Referring to the explanation of convergent validity criteria that should be above 0.6 then the whole indicator construct the full picture of models 1 and 2 above may be valid. it appears that the overall loading factor of each indicator after moderation meet the test of convergent validity with loading values above 0.6 and T-statistics above 2.001. Overview about the value AVE, composite reliability, R-Square of each variable can be seen in the following Table 3.

Based on Table 3, it can be said that all indicators meet the test of convergent validity and reliability and further test structural models before and after the moderation process by looking at the value of the path coefficient variables are moderated by the communication of variable collection and donation of such knowledge in Table 3.

In the Table 4 above shows that the variable of interaction between the collection and communication of the knowledge gained knowledge donating T-statistic values of 2.196 > 2.001, which means that the communication va-

Table 2. Contributed Variable Construct Latent

| Effect | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | Standard Error (STERR) | T Statistics (O/STERR) |
|-----------------------|---------------------|-----------------|----------------------------|------------------------|--------------------------|
| X1 <- Gathering | 0.907 | 0.906 | 0.028 | 0.028 | 31.917 |
| X1*z1.1 <- Gath* kom | 0.902 | 0.901 | 0.018 | 0.018 | 51.440 |
| X1*z1.2 <- Gath* kom | 0.879 | 0.879 | 0.018 | 0.018 | 48.792 |
| X1*z1.3 <- Gath* kom | 0.899 | 0.897 | 0.018 | 0.018 | 49.799 |
| X2 <- Gathering | 0.934 | 0.933 | 0.015 | 0.015 | 63.140 |
| X2*z1.1 <- Gath* kom | 0.923 | 0.921 | 0.016 | 0.016 | 58.394 |
| X2*z1.2 <- Gath* kom | 0.894 | 0.892 | 0.016 | 0.016 | 54.875 |
| X2*z1.3 <- Gath* kom | 0.921 | 0.919 | 0.016 | 0.016 | 58.048 |
| X3 <- Gathering | 0.870 | 0.871 | 0.026 | 0.026 | 33.506 |
| X3*z1.1 <- Gath* kom | 0.940 | 0.938 | 0.014 | 0.014 | 67.289 |
| X3*z1.2 <- Gath* kom | 0.811 | 0.811 | 0.030 | 0.030 | 27.392 |
| X3*z1.3 <- Gath* kom | 0.934 | 0.933 | 0.015 | 0.015 | 62.765 |
| Y1.1 <- Donating | 0.805 | 0.801 | 0.039 | 0.039 | 20.626 |
| Y1.2 <- Donating | 0.904 | 0.904 | 0.026 | 0.026 | 34.927 |
| Y1.3 <- Donating n | 0.900 | 0.901 | 0.022 | 0.022 | 41.783 |
| Y2.1 <- Learning | 0.717 | 0.713 | 0.087 | 0.087 | 8.264 |
| Y2.2 <- Learning | 0.821 | 0.812 | 0.082 | 0.082 | 10.001 |
| Y2.3 <- Learning | 0.754 | 0.744 | 0.105 | 0.105 | 7.188 |
| Y3.1 <- Capability | 0.844 | 0.842 | 0.040 | 0.040 | 20.906 |
| Y3.2 <- Capability | 0.840 | 0.839 | 0.043 | 0.043 | 19.484 |
| Y3.3 <- Capability | 0.896 | 0.895 | 0.020 | 0.020 | 44.020 |
| Z1.1 <- communication | 0.830 | 0.811 | 0.079 | 0.079 | 10.521 |
| Z1.2 <- communication | 0.819 | 0.824 | 0.036 | 0.036 | 22.520 |
| Z1.3 <- communication | 0.854 | 0.839 | 0.062 | 0.062 | 13.720 |

Table 3. Outer Loadings (Mean, STDEV, T-Values) Overview Moderating

| | AVE | √AVE | Composite Reliability | R Square | Cronbachs Alpha |
|--------------------------|-------|-------|-----------------------|----------|-----------------|
| Capability | 0.740 | 0.860 | 0.895 | 0.589 | 0.826 |
| Communication | 0.697 | 0.835 | 0.873 | | 0.802 |
| Learning | 0.585 | 0.765 | 0.808 | 0.154 | 0.648 |
| Gathering | 0.818 | 0.904 | 0.931 | | 0.888 |
| Gathering* Communication | 0.812 | 0.901 | 0.975 | | 0.971 |
| Donating | 0.758 | 0.871 | 0.904 | 0.532 | 0.839 |

riables are variables or the moderator may moderate the relationship between the variables of knowledge collection and donation of knowledge. In addition, the original sample value estimate of the effect of gathering knowledge of the donation after the moderation process knowledge turns into a value of 0.895 with a T-

tistic of 4.118 > 2.001 as shown in the Table 4. Thus, the second hypothesis put forward in the study of communication moderates the effect of gathering knowledge of the donation knowledge is accepted.

Furthermore, to determine whether the moderating role of communication strengthen

Tabel 4. Path Coefficient Variabel

Gathering and Donating Knowledge after moderating by Communications

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | Standard Error (STERR) | T Statistics (O/STERR) |
|--------------------------------------|----------------------------|------------------------|-----------------------------------|-------------------------------|---------------------------------|
| Gathering * Communication > Donating | -1.118 | -1.060 | 0.509 | 0.509 | 2.196 |
| Gathering -> Donating | 0.895 | 0.887 | 0.217 | 0.217 | 4.118 |

Table 5. Comparison Coefficient Before and After Moderation by Communication

| Effect | Pra | % | Last | % | Up/Down |
|--|------------|----------|-------------|----------|----------------|
| Gathering Knowledge (X) -> Donating Knowledge (Y1) | 0.664 | 66.4 | 0.895 | 89.5 | 23.1% |

or weaken the relationship between gathering knowledge and donating knowledge it is necessary to estimate sample comparison of the original value before and after moderation as in the following Table 5.

In the Table 5 above shows that the value of the coefficient of gathering knowledge of the donation of knowledge before and after moderation change. Changes in question are for a significant increase after moderated by communication. The Effect of gathering knowledge on donation of knowledge in the context of communication increased by 23.1%. From the comparison of the value of the coefficient before and after moderation it can be said that the gathering of knowledge will increase significantly if the knowledge donating moderated by communication. From the functional point of view, communication plays an important role as a means of sharing information, and can realize organizational learning (Michailova & Sidorova, 2011).

From the standpoint of relational, communication role in facilitating organizational learning is to mediate the process of participation in the community, leading to the development of a common language, shared identity and shared understanding (Jacobs & Coghlan, 2005). Knowledge sharing is part of the communication is therefore a significant part of the communication is in the process of sharing know-

wledge (De Vries et al., 2006). The study looked at the communications media in the communication as one of the very important factors that may affect the effectiveness of the process of sharing knowledge (Anderson et al., 2007). The effectiveness of communication gives effect to the level of understanding of the purpose of individual, group or organization and plays an important role in the process of knowledge sharing within the organization.

Results of research conducted by researchers who found that their strong interaction in the process of knowledge exchange is between variables donation gathering knowledge and knowledge supported by relevant theory as proposed by Von Krogh et al. (2012) in her study that the knowledge collection and donation of knowledge are the two things that can not be separated. The purpose of gathering knowledge (collecting knowledge) refers to the communication to the public and seek knowledge outside, which in turn will increase the total amount of knowledge available to the organization while donating knowledge (Donating knowledge) have a role to transform knowledge had to be explicit to be held by the whole group.

Significant influence of the process of sharing knowledge with organizational learning process is also supported by research conducted by Kumaraswamy and Chitale (2011) found

that knowledge sharing has a very important role in improving organizational learning within an organization. The results showed that the innovation capabilities of human resources is strongly influenced by the process of sharing knowledge and organizational learning process is supported by research conducted by some experts as research Kamasak and Bulutlar (2010), which proved that knowledge sharing has a significant influence on the innovation capabilities of resources human.

It is also in line with research conducted by Al-Husseini and Elbeltagi (2014) on the effect of the practice of sharing knowledge with innovation capabilities of human resources at the company in Iraq have also found that the sharing of knowledge, especially the process of collecting and donating knowledge is an element that is vital in encouraging and creating innovation capability of human resources.

Research proves that communication can become moderator in strengthening the influence of the knowledge of the donation collection of knowledge. This is in line with the various theories as proposed by Michailova and Sidorova (2011) which states that from the functional point of view, communication plays an important role as a means of sharing information, and can realize a learning organization. Jacobs and Coghlan (2005) states from the perspective of relational, communication role in facilitating organizational learning is to mediate the process of participation in the community, leading to the development of a common language, shared identity and shared understanding. Sharing knowledge is part of the communication is therefore a significant part of the communication is in the process of sharing knowledge (De Vries et al., 2006).

Anderson et al. (2007) also stated that communication media is one very important factor that can influence the effectiveness of the process of sharing knowledge. Effectiveness of communication gives effect to the level of understanding of the purpose of individual, group or organization and plays an important role in the process of knowledge sharing within the organization.

Thus Based on the analysis of the structural model be obtained values of R-Square influence of gathering knowledge on human resource capabilities Innovation at 0.589. This value is at moderate level, which means that the effect of gathering knowledge of the capability of innovation of human resources by 58% or variable Innovations human resources is explained by gathering knowledge 58% while the rest influenced by other variables that can not be explored in this study.

CONCLUSION AND RECOMMENDATION

This study found that the collection process improvements increased knowledge of human resources will be able to increase the donation process knowledge possessed by human resources. Output of donating knowledge can not happen without the support of the input that is gathering knowledge. Input adequate and effective will be able to produce an adequate output anyway. Therefore, to improve the donation process knowledge within the organization, the process of gathering knowledge must be improved. Organizations must be able to support and facilitate the process of gathering knowledge within the organization in the elements or important indicators of variable collection that knowledge consists of indicators for knowledge, discussing knowledge, and gather information about the knowledge. All three indicators are very important in supporting the sharing of knowledge within an organization.

Increasing the knowledge of the entire donation of human resources will be able to improve the learning organization. The learning process in the organization can not be separated from the interaction of knowledge sharing amongst members of the organization, these interactions are simultaneous. Donating role of knowledge in the learning process is an important element that the builders of the learning process itself. This is quite reasonable because of the absence of inputs that go that is donating the knowledge; student learning will not be able to walk. Realizing this, the organization needs to

increase interaction donation of knowledge within the organization by taking into account indicators of donating the knowledge that indicators provide information about new knowledge in the organization, gave information about the new knowledge outside the organization, and share new skills. All three indicators are very important in realizing a tacit into explicit knowledge that can be distributed to all members of the organization.

Improved process knowledge by collecting and donating human resources will improve their innovation capabilities. This indicates that in order to enhance the innovation capabilities of human resources, the process of collecting and donating absolute knowledge needed by the organization because of the innovation process itself can only be born from the exchange of creative ideas is loaded with information and new knowledge. Innovation possessed by human resources is dependent on the extent to which they are able to maximize the input and output of knowledge they have. Therefore, the process of collecting and donating knowledge needs to be an important concern the Islamic Hospital Sultan Agung Semarang in order to foster innovation capabilities of human resources.

Improved organizational learning human resources will improve their innovation capabilities. The continuity of the process of sharing knowledge creates learning within the organization, in turn, will be able to encourage the creation of innovation capabilities of human resources in it. The process of learning as a process of interaction that takes place simultaneously and continuously to encourage an exchange of information flow and effective knowledge to generate creative ideas among human resources.

Learning becomes a major facilitator who has an important function in bridging the process of sharing information and innovation capabilities of human resources. Relying on this, the organization rightly regard as an essential element of organizational learning or container in the creation of new ideas who are able to benefit the organization.

Communication as a medium or tool for the exchange of information within the organization Islamic Hospital Sultan Agung Semarang, which has a major role in improving the process of collecting and donating knowledge. Good communication will be able to create a clear input and output, directional, and optimal. Therefore, the communication can not be separated from the interaction of knowledge sharing and learning that takes place within the organization.

This research is still very limited in providing technical concept that future research should further expand the object, both geographically and by demographic so that research results be able to better reflect the actual situation and allow for generalization. In future research communication variables can be examined and are specified again toward the implementation of Information Technology (IT) or the relevant variables.

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