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# Building Knowledge Sharing Through Self-Efficacy and Organizational Citizenship Behavior

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**Abstract.** The purpose of this paper is to examine the effect of self-efficacy and organizational citizenship behavior (OCB) on the knowledge-sharing behavior of minimarket employees. This behavior is needed so that minimarket employees can cooperate with colleagues, solve work problems, develop new ideas, and implement policies or procedures effectively and efficiently. However, research that focuses on retail business in minimarket format is still rarely done. This research is based on a survey of 151 minimarket personnel in Sarijadi Village and surrounding areas, employed incidental sampling. Multiple regression is used to test the hypothesis. The result of the regression analysis indicated that self-efficacy and OCB significantly independently and jointly predicted knowledge-sharing behavior. These findings imply that self-efficacy and OCB played important roles in knowledge-sharing behavior in the minimarket.

**Keywords:** *self-efficacy, organizational citizenship behavior, knowledge sharing*

## INTRODUCTION

When Covid-19 arrived, all organizations experienced a situation of volatility, uncertainty, complexity, and ambiguity, known as VUCA (Nangia & Mohsin, 2020; Ghosh, 2020). The retail business, especially minimarkets, has also been affected by the pandemic. Minimarkets are experiencing slowing growth (Akbar, 2020). Restrictions on community mobility lead to a significant decrease in sales volume (Purwadisastra, 2021). Social distancing also affects consumer behavior, they switch to making purchases with low contact or online (Sugianti & Sitorus, 2021). The pandemic has also caused a change in the conventional way of working. For example, various efforts must be made so that minimarkets are always in a hygienic condition from Covid-19, the supply of merchandise is not smooth causing the operation of minimarkets to be changed to minimize stockout shortages, or operating hours that change according to the pandemic conditions in the area.

Covid-19 teaches that uncertainty is a necessity. The business environment changes continuously. Business organizations are in a continuous vortex of change (Sinha & Sinha, 2020). Experts and leaders state that all organizations are in the VUCA world (Bennet & Lemoine, 2014). That is, there is no way to avoid the situation. What can be done is to face it. A proactive way to face the VUCA world is to build agility (Ghosh, 2020). Agility is the capability of individuals, teams, and organizations to feel and respond to change quickly (Baran & Woznyj, 2020). Organizational agility is the capability to act on time, be effective, and make changes continuously to produce high-performance organizations (Worley et al., 2014). This means that minimarkets need to build agility to survive. An agile minimarket, of course, requires agile employees (Breu et al., 2002;

Muduli, 2013; 2017). Individual agility is a crucial element of organizational agility (Chonko & Jones, 2005; Tallon & Pinsonneault, 2011; Breu et al., 2002; Lai et al., 2021).

From a communication perspective, agility will occur when employees share knowledge to generate new knowledge. Knowledge-sharing activities help employees identify trends in VUCA inside and outside the company (Baran & Woznyj, 2020). This means that minimarket employees understand what is going on in the minimarket environment. As a result, they can act proactively to prepare for what might happen.

From a knowledge management perspective, the knowledge management process is proven to have a relationship with agility (Pinho et al., 2012; Sohrabi et al., 2014). On the other hand, knowledge sharing is part of the knowledge management process (Pinho et al., 2012; Wee & Chua, 2013; Kianto et al., 2016). In other words, knowledge sharing has a relationship with agility. The mechanism is, that employees who share knowledge with colleagues will be more proactive at work. This proactive behavior is influenced by the use and application of knowledge. Proactive behavior also responds to change quickly. Also, knowledge-sharing activities help employees become more knowledgeable. Knowledgeable employees are one of the determinants of organizational agility (Alavi et al., 2014). Thus, knowledge sharing is needed by minimarkets to deal with a VUCA business environment.

Knowledge sharing is the cornerstone of knowledge management (Riege, 2005). Knowledge sharing initiatives and practices are key components of a knowledge management program (Alavi & Leidner, 2001; Earl, 2001; Nahapiet & Ghoshal, 1998; Nonaka, 1994; Sveiby, 1997). Therefore, knowledge sharing is the most important part of a knowledge management strategy (Chmielecki, 2013; Nadason et al., 2017). Knowledge sharing is a practice among employees in creating, sharing, capturing, and applying knowledge so that organizations can improve resource structures and capacity building. Employee knowledge will be increasingly valuable to the organization when this knowledge is shared (Van Baalen et al., 2005; Chou & Tsai, 2004; Mei et al., 2004). The outcome is superior organizational performance (Wang et al., 2012; Lee & Sukoco, 2007). Knowledge sharing plays a role in increasing organizational competitiveness, directly and indirectly, and market performance (Nadason et al., 2017).

Experts state that intrinsic motivation is a determinant of knowledge sharing (Tangaraja et al., 2015; Safa & Von Solms, 2016). One of the forms of intrinsic motivation is self-efficacy (Endres et al., 2007). Self-efficacy is widely used to explain employee behavior (Vancouver et al., 2008; Zimmerman & Schunk, 2003), including knowledge-sharing behavior (Endres et al., 2007).

Self-efficacy can be defined as a person's belief in his ability to organize and guide the actions needed to overcome certain situations, shortly (Wood & Bandura, 1989). Self-efficacy is a theory of motivation that has been validated and researched in various subjects and types of tasks (Bandura, 1997). So, self-efficacy is an ideal theory to understand why minimarket employees share knowledge in certain contexts or don't do it (Endres et al., 2007).

However, the confidence to be able to carry out knowledge-sharing activities is not sufficient. This is because employees have a "knowledge is power" paradigm. Hiding or hoarding knowledge is common in organizations (Ho et al., 2009; Connelly et al., 2012). In other words, knowledge sharing behavior is voluntary (O'Neill & Adya, 2007; Akturan & Çekmecelioğlu, 2016). Therefore, the concept of organizational citizenship behavior (OCB) is needed. This concept refers to voluntary behavior at work, behavior that is not present in the job description. Often referred to as behavior that exceeds the call of duty (Organ, 1988). Hsu and Lin (2008) stated that employees with high OCB tend to share knowledge with their colleagues.

Thus, knowledge-sharing activities for minimarket employees can be built through self-efficacy and OCB. On the other hand, empirical evidence suggests a positive relationship between self-efficacy and OCB (Bogler & Somech, 2004; Jawahar et al., 2008; D'Amato & Zijlstra, 2008; Cohen & Abedallah, 2015). So, self-efficacy is like a double-edged sword, not only affecting knowledge sharing, but also OCB. Furthermore, OCB influences knowledge sharing (Al-Zu'bi,

2011; Yang, 2011; Zheng et al., 2010; Zhalwanyi, 2004). Therefore, this study will look for empirical evidence of the relationship between self-efficacy, OCB, and knowledge sharing among minimarket employees in the Sarijadi Village and surrounding areas (a village in the city of Bandung). Research like this, to the best of researchers' knowledge, has not been carried out.

## Theoritical Background

### *Self-Efficacy*

The concept of self-efficacy was developed in the field of social psychology, for example, by Bandura (1994, 2006) to explain the behavior of individuals who are full of confidence, and can complete a job effectively (Elangovan & Karakowsky, 1999; Carter et al., 2016). Bandura (1994) defines this concept as an individual's belief in his abilities, which is influenced by his motivation and ways of living. Individuals with high self-efficacy can develop behavioral strategies, which are adapted to the context of their interactions. Such individuals have high performance. That is, they can face the challenges that hit. Challenges inspire individuals to take various initiatives so that a task can be completed effectively (Bandura, 1997). Behavioral strategies carried out by individuals with high self-efficacy consist of self-regulation techniques (eg goal setting), developing rules to influence the environment, and self-monitoring (Maddux & Lewis, 1995). As a result, the individual never feels tired and exhausted (Bandura, 1986). In addition, individuals with high levels of self-efficacy are reported to have a sense of well-being and a sense of self-worth (Bandura, 1997; Flammer, 1990). Not surprisingly, an individual's belief in his or her efficacy is central to human agency (Bandura & Locke, 2003).

### *Organizational Citizenship Behavior*

Organizational citizenship behavior is the action of employees who exceed their responsibilities, which are specifically stated in the job descriptions. Generally, these behaviors are also different from their job roles (Demirel et al., 2011). This voluntary action is taken because the employee wants the company to run effectively. In addition, these employees also do not expect any rewards for their actions (Organ, 1988; Borman & Motowidlo, 1993; Konovsky & Pugh, 1994; Organ et al., 2006). Examples of such behavior include: establishing close cooperation with other employees, being voluntarily involved in activities that are not their responsibility (eg being on the company's anniversary committee), assisting new employees in undergoing orientation programs, helping other employees to successfully carry out their duties, make suggestions for improving certain ways of working or doing more work – done outside of working hours (Zheng et al., 2010; Bambale, 2014).

Employees with high organizational citizenship behavior are one of the important keys to the success of the organization. Such employees voluntarily give their time and energy so that the company can achieve its goals (Jahangir et al., 2004; Vanyperen et al., 1999; Bambale, 2014). This behavior causes expensive formal mechanisms to be avoided, the work process becomes smoother (Bogler & Somech, 2004).

### *Knowledge Sharing*

Knowledge sharing refers to an individual's voluntary behavior in providing access to other individuals to gain knowledge or experience that he or she has (Hansen & Avital, 2005), occurring within an organization (Ipe, 2003; Ryu et al., 2003). This knowledge or experience will be used to complete tasks at work, with better results, faster, and cheaper than other methods (Christensen, 2007). Knowledge-sharing behavior is a psychological process that requires a proactive attitude of employees to identify the knowledge they have and encourage employees to carry out knowledge-sharing activities with their coworkers (Ipe, 2003). That is, knowledge sharing behavior is not a natural behavior but must be persuaded.

On the other hand, knowledge sharing is the foundation of knowledge management (Bock & Kim, 2002; Lichtenthaler & Ernst, 2006). The benefits of knowledge will be limited if it is not disseminated to every corner of the organization (Inkpen, 2000). Knowledge will be a source of competitive advantage when shared with all employees (Sveiby, 2001; Wang & Noe, 2010). This is because knowledge sharing allows employees to develop new capabilities and experiences (Dawson, 2000).

**Hypothesis Development**

Self-efficacy affects emotions, feelings, or decision-making to do something according to individual desires (Urdan & Pajares, 2006). Furthermore, emotions, feelings, and decision-making will determine how much effort an individual will make to complete a job (Kurbanoglu, 2003; Elangovan & Karakowsky, 1999). Self-efficacy causes individuals to complete work confidently and complete the work in an effective manner (Carter et al., 2016).

Among teachers, Dussault (2006) and Somech and Drach-Zahavy (2000) identified a significant relationship between self-efficacy and organizational citizenship behavior. Aqso and Arini (2019), Ocampo et al. (2018), Probst et al. (2017), and Wombacher and Felfe (2017) also managed to get empirical evidence of a significant relationship between self-efficacy and organizational citizenship behavior. This can happen because individuals with high self-efficacy will direct them to complete the work that is their responsibility and work that is outside their obligations (Wombacher & Felfe, 2017). Self-efficacy causes individuals to have confidence in completing their work well and influences them to help colleagues in completing work.

So, when individuals have high self-efficacy, they will adjust to citizenship behavior that is appropriate to the work situation. After that, they will plan and realize the behavior (Maddux & Lewis, 1995; Raghuram et al., 2003). That is, individuals with high self-efficacy have the contextual skills and knowledge needed to execute organizational citizenship behavior (Motowidlo et al., 1997). Such individuals have the initiative to volunteer to help co-workers, attend voluntary meetings, or have other “taking charge” behaviors (Speier & Frese, 1997; Morrison & Phelps, 1999). This can happen because they have proactive planning and can organize their work activities to accommodate voluntary behavior. Therefore, we propose a hypothesis that:

H1: self-efficacy affects organizational citizenship behavior.

Knowledge sharing is a form of organizational citizenship behavior and the knowledge sharing process involves altruistic, discretionary, automatic behavior, and behaviors that are not required of the individual. So, an effective environment for knowledge sharing to occur can be created through organizational citizenship behavior (Yu & Chu, 2007). It is not surprising that Bock and Kim (2002) state that knowledge sharing is an outcome of citizenship behavior.

More and more evidence shows that individuals with high levels of organizational citizenship behavior tend to share more knowledge with their co-workers (Lin & Hsiao, 2014). Such individuals are inspired to voluntarily share knowledge in the workplace. This is due to discretionary behaviors that contribute to creating a work environment that encourages knowledge sharing in the work environment (Jo & Joo, 2011). One of the important consequences of organizational citizenship behavior is knowledge sharing behavior (Al-Zu'bi, 2011; Taghvaee et al., 2015; Demirel et al., 2011). Social, psychological, and human relations factors determine the occurrence of knowledge-sharing activities among employees (Demirel et al., 2011). Various other studies also support that organizational citizenship behavior has a positive impact on knowledge sharing behavior (Al-Zu'bi, 2011; Ramasamy & Thamaraiselvan, 2011; Teh & Yong, 2011; Islam et al., 2012; Teh & Sun, 2012). ). Thus, it can be stated that knowledge-sharing behavior is the result of organizational citizenship behavior. Therefore, the following hypothesis can be developed.

H2. Organizational citizenship behavior affects knowledge sharing behavior

Knowledge sharing is a people-oriented behavior. That is, the main key to knowledge sharing behavior is the individual himself. In this case, individual motivation is a factor that can facilitate or hinder knowledge sharing behavior (Sondergaard et al., 2007). So, in the perspective of motivation, knowledge sharing behavior is tied to individual motivation. Self-efficacy is a form of motivation that can be used to understand individual reasons for sharing or not sharing knowledge (Endres et al., 2007).

When employees have confidence in their abilities to carry out a certain task, various efforts are made so that the work can be completed properly. One of these efforts is to seek information or knowledge (Kwok & Gao, 2005; Lin, 2007). Several studies support this (Bilginoglu & Yozgat, 2018; Chen & Hung, 2010; Shao et al., 2015; Boonmee, 2011; Othman & Skaik, 2014). It is not surprising that employees with high self-efficacy will be more involved in knowledge-sharing activities (Lin, 2007), and at least have a higher intention to engage in knowledge-sharing behavior (Guns & Valinkangas, 1998; Lin, 2007; Fathi et al., 2011). Thus, the following hypothesis can be proposed.

H3: Self-efficacy affects knowledge sharing behavior.

## RESEARCH METHODS

This study uses a quantitative method with a survey approach by distributing questionnaires (Dillman et al., 2014; Check & Schutt, 2012; Singleton & Straits, 2009). The population in this study were all minimarket employees in the Sarijadi Village and surrounding areas, a total of 21 minimarkets with a total of 172 employees. Respondents were determined by accidental sampling, by directly meeting employees at their workplaces, and by asking them for their willingness to be involved in this research (Sugiyono, 2017). The minimum sample quota is 150 respondents, which is sufficient for multivariate research (Sekaran, 1992; Malhotra, 2007).

Self-efficacy was adopted from the New General Self-Efficacy Scale (Chen et al., 2001), consisting of eight statement items, unidimensional, with internal consistency. An example of a self-efficacy item is "I believe I can work effectively in various jobs". OCB was measured by four items by Teh and Sun (2012). An example of an OCB statement item is "When the convenience store has new employees, I try to help them". While the knowledge sharing questionnaire was adopted from Lin (2007) and consists of two dimensions, knowledge donating (three statement items) and knowledge collecting (four statement items). An example of statement items for knowledge donating is "When I learn something new, I told this to my colleagues. Meanwhile, an example for knowledge collecting is "When I need it, colleagues in this minimarket share skills".

Valid and reliable data are then processed to produce descriptive statistics, in the form of means and correlations between variables. Multiple regression is used to evaluate the research hypothesis (Sugiyono, 2017; Sekaran, 1992; Malhotra, 2007).

## RESULTS AND DISCUSSIONS

The minimarket employees who participated in this study were 151 people, 56.3% were men and 43.7% were women. Judging from the tenure of minimarket employees, only 23.8% of employees have worked less or the same as one year. Nearly half of the employees have worked between two and four years, amounting to 47.7%. The rest have worked for more than four years. That is, there has been a long friendship between them. Next, in terms of age, half of the respondents were between the ages of 21 and 25, as much as 55%. A total of 29.8% were 18 to 20 years old, and the rest were over 25 years old. Thus, minimarket employees are millennials. Generally, they are tech-savvy; family-centric; confident, ambitious, and achievement-oriented;

team-oriented; craving feedback and guidance; looking for something new and better (Kane, 2019).

Based on education, respondents in this study were dominated by employees with high school or vocational education, as much as 86.1%; the rest have a diploma or bachelor's degree. Minimarket employees are young people who have a high school education or equivalent. Finally, 37.1% of respondents in this research work in the Alfamart minimarket; at the minimarket Indomaret 34.4.%; and 28.5% work at the Yomart minimarket.

Table 1 describes the mean, standard deviation, and correlation analysis between the independent and dependent variables. Self-efficacy as an independent variable has a positive and significant relationship with OCB and knowledge sharing. OCB also has a positive and significant relationship with knowledge sharing. The results of the correlation analysis indicate a positive and significant relationship between variables. There was a strong correlation between self-efficacy and OCB (0.579, p<0.01), and knowledge sharing (0.590, p<0.01) respectively. OCB was positively correlated with knowledge sharing (0.671, p<0.01). Thus, the correlation results support the hypothesis of this study which states that there is a positive relationship between self-efficacy, OCB, and knowledge sharing.

**Table 1.** Mean and Correlation

| | Variable | Mean | S.D | 1 | 2 | 3 |
|---|---|---|---|---|---|---|
| 1 | SE | 3.766 | 0.570 | 1 | 0.579** | 0.590** |
| 2 | OCB | 3.659 | 0.651 | | 1 | 0.671** |
| 3 | KS | 3.716 | 0.584 | | | 1 |

N=151; **. Correlation is significant at the 0.01 level (2-tailed).
SE=Sefl-Efficacy; OCB=Organizational Citizenship Behavior;
KS=Knowledge Sharing
Source: data processing results, 2022

In the next stage, the research hypothesis was tested by multiple regression analysis. The results are presented in the form of a structural model with path coefficients (Figure 1).

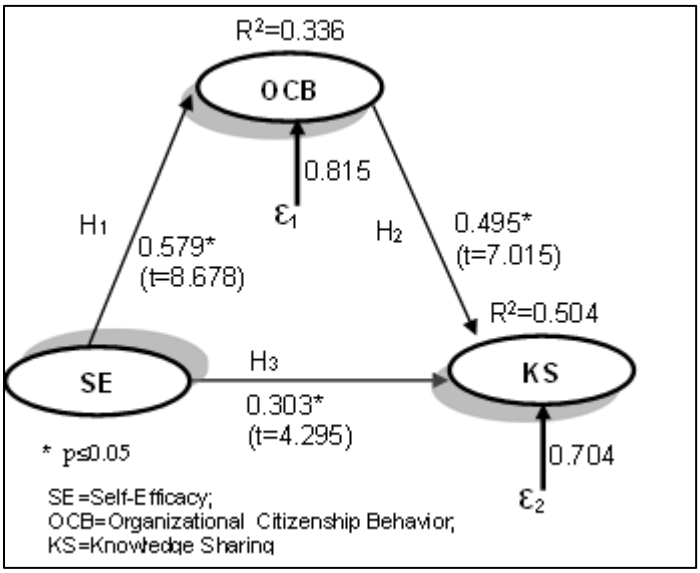


**Figure 1.** Structural Model

This study developed three hypotheses to study the relationship between self-efficacy, OCB, and knowledge sharing. Figure 1 demonstrates the influence between variables in the form of a

structural model with path coefficients. Empirical data indicate a positive and significant relationship between self-efficacy and OCB (standardized coefficients βeta=0.579; t=8.678; p≤0.05), self-efficacy with knowledge sharing (βeta=0.303; t=4.295; p≤0.05), and OCB with knowledge sharing (βeta=0.495; t = 7.015; p≤0.05). The variation in OCB can be explained by 33.6% of the self-efficacy variables. As for the variations in the knowledge sharing variable, it can be explained by self-efficacy and OCB of 50.4%. Thus, all research hypotheses can be accepted.

To evaluate the role of OCB as a mediator, researchers used Baron and Kenny's framework (1986). First, there is a significant relationship between self-efficacy and OCB (βeta=0.579; t=8.678; p≤0.05). Second, there is a significant relationship between OCB and knowledge sharing (β=0.671; t=11.033; p≤0.05). Third, there is a significant relationship between self-efficacy and knowledge sharing (β=0.590; t=8,916; p≤0.05). Fourth, when self-efficacy and OCB are present simultaneously, self-efficacy still has a significant relationship with knowledge sharing (βeta=0.303; t=7.015; p≤0.05). However, with a smaller βeta value, from β=0.590 to βeta=0.303. So, it can be concluded that the OCB variable is a partial mediator between self-efficacy and knowledge sharing.

## Discussion

This study succeeded in obtaining empirical evidence that could explain the significant relationship between self-efficacy, OCB, and knowledge sharing among minimarket employees. This is important because the uncertain situation due to the Covid-19 pandemic needs to be followed up with proactive action. Proactive action to find solutions to problems in minimarkets. This means that employees need to act creatively and innovatively so that any problems can be resolved quickly and precisely (Grant, 1996). Employees must be agile in solving problems. The basic ingredient for being agile is knowledge obtained by knowledge-sharing behavior (Pinho et al., 2012; Sohrabi et al., 2014; Wee & Chua, 2013; Kianto et al., 2016). Knowledgeable employees are a determinant of organizational agility (Alavi et al., 2014).

Based on the mean knowledge sharing (3.716; S.D=0.716), it can be stated that minimarket employees have high-intensity knowledge sharing behavior. This is the basic capital for minimarket managers to keep their voluntary behavior in sharing knowledge at a high level. It needs to be improved by strengthening the self-efficacy and OCB of employees. The priority for improvement is given to OCB because it has an average value of 3.659 (S.D=0.651), lower than the mean value of self-efficacy (3.766; S.D=0.570).

### *Relationship between Self-Efficacy and OCB*

Hypothesis 1 which states that self-efficacy affects OCB can be proven by empirical data in minimarkets. This relationship is in line with previous research (Somech & Drach-Zahavy, 2000; Bogler & Somech, 2004; Dussault, 2006). Minimarket employees have the confidence to be able to do tasks that are inside or outside the job description. They have a willingness to do another task. As a result, the perception of self-esteem and self-efficacy of minimarket employees has increased (Mahipalan et al., 2019). So, when minimarket employees have high self-efficacy (mean=3,766), the possibility of OCB will be even greater. The high level of self-efficacy causes them to be more productive, dare to take risks, and maximize their abilities at work (Anfajaya & Rahayu, 2020). When problems arise in the workplace, minimarket employees are confident they can solve these problems (Chen et al., 2001; Scholz et al., 2002). There was an interaction between employees, discussions took place, and shared knowledge to solve problems that arose. Problems that arise are not always part of their job description. So, they do extra-role behavior (Somech & Drach-Zahavy, 2000). Employees display OCB behavior (Jawahar et al., 2008).

### *Relationship between OCB and Knowledge Sharing*

Associated with hypothesis 2, empirical data in minimarkets supports a positive and significant relationship between OCB and knowledge sharing. This is in line with previous studies (Al-Zu'bi, 2011; Zhalwanyi, 2004; Yang, 2011; Zheng et al., 2010). In the work environment at the minimarket, OCB helps minimarket employees to connect with other employees and develop altruistic motives for the organization (Bolino et al., 2002). Employees feel comfortable sharing knowledge, to improve the welfare of their colleagues (Hsu & Lin, 2008; Pei-Lee & Hongyi, 2012). Thus, minimarket employees with high levels of OCB tend to share knowledge (Hsu & Lin, 2008; Pei-Lee & Hongyi, 2012; Hsien et al., 2014; Mogotsi et al., 2011; Anjum et al., 2014; Jo & Joo, 2011; Islam et al., 2012). This is in line with the opinion of Han et al. (2016) who states that OCB is a key variable that can predict knowledge sharing.

OCB plays a strategic role in inspiring minimarket employees to share knowledge voluntarily. OCB as discretionary behavior contributes to the creation of a better work environment for knowledge sharing (Jo & Joo, 2011). According to Mogotsi et al. (2011), knowledge-sharing behavior is one type of OCB. This is because both are discretionary behavior and have a positive influence on organizational performance. Employees share knowledge to solve minimarket problems that are experiencing problems due to Covid-19.

### *Relationship between Self-Efficacy and Knowledge Sharing*

Furthermore, hypothesis 3 which states that self-efficacy affects knowledge sharing is also supported by data. This is consistent with previous studies (Gun & Valinkangas, 1998; Lu & Leung, 2004; Cabrera et al., 2006; Wang & Lai, 2006; Lin, 2007; Endres et al., 2007; Teh et al., 2010; Shaari et al., 2014; Castañeda, 2015). Self-efficacy affects the way minimarket employees think, feel, and act, and then it affects employee achievement (Bandura, 2000). The high self-efficacy of minimarket employees causes them to think about what to do with the knowledge they have (Anyster & Goodman, 2006). Employees with low self-efficacy will inhibit their intention to share knowledge (Gun & Valinkangas, 1998; Lin, 2007). Empirical facts prove that self-efficacy motivates minimarket employees to facilitate knowledge sharing (Sondergaard et al., 2007; Endres et al., 2007; Christensen, 2007).

Minimarket employees will participate in knowledge-sharing activities when they believe that their contributions are of high value to colleagues (Cabrera & Canrera, 2002). Self-confidence in their competencies is also a factor that triggers employees to be involved in the knowledge-sharing process (Lin, 2007). The social cognitive theory states that a person's actions and motivation are based on their perspective on anticipation, goals, and self-evaluation. So, minimarket employees' belief in their ability to act is at the core of the actions chosen by individuals (Bandura & Locke, 2003). Associated with knowledge sharing, self-efficacy determines the actions of minimarket employees to share or hide knowledge. This can happen because individuals are a reflection of their efficacy. Reflection of their intention to plan as well as a strategy for taking action (Bandura & Locke, 2003). Self-efficacy controls what actions and behavior minimarket employees will do, as well as how much effort they will make, and how long minimarket employees feel they have self-efficacy (Bandura & Adams, 1977).

## CONCLUSIONS

This study provides an understanding of the importance of knowledge sharing that can be used to increase the agility of a retail business in the form of a minimarket. The empirical data on the minimarket business supports the three proposed hypotheses. First, it can be proven that self-efficacy positively and significantly affects OCB and knowledge sharing. Besides, empirical data also proves the existence of a positive and significant effect of OCB on knowledge sharing. This study makes a difference, by enriching the literature on knowledge sharing and OCB. This paper

not only proves the existence of a direct relationship between OCB and knowledge sharing but also provides the fact that OCB is a partial mediator between self-efficacy and knowledge sharing.

The implication is that the management of minimarket employees needs to pay attention to the creation of a high level of self-efficacy. This is because this construct affects their performance, at least in the form of organizational citizenship behavior and knowledge sharing. Various programs need to be developed so that this construct is constantly at a high level. On the other hand, the circulation of important information for minimarkets and employees continues to be improved by building an altruistic and conscientious atmosphere within organizations and groups. Next, because knowledge sharing is not a natural behavior, various persuasive actions need to be developed so that minimarket employees are in the mode of sharing knowledge, not hiding knowledge.

This study has offered insight into knowledge sharing among minimarket employees, but this study has several weaknesses. Therefore, this research needs to be replicated for minimarket employees in other places, in a wider scope (sub-district, city, or province) to get stronger generalizations. If necessary, it is carried out longitudinally, to obtain a more measurable pattern of relationships between variables. In addition, to get a better understanding of how to persuade minimarket employees to take action to share knowledge, it is necessary to conduct research with a qualitative approach. One of them, an ethnographic approach needs to be tried.

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