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ARTICLE

How Does Public Service Motivation Explain Knowledge Sharing Behavior among Indonesian Civil Servants?

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Abstract: The Indonesian government conducted bureaucratic reforms to create excellent and clean governance. The reforms need government institutions to utilize the wealth of knowledge they have. However, knowledge is still scattered among institutions employees and not well documented. Thus, it is critical to apply knowledge management, especially to share the knowledge. This study aims to determine the antecedents that influence knowledge-sharing behavior among Indonesian civil servants (*Aparatur Sipil Negara*, ASN), especially in the finance ministry, which is the scope of this research. This research analyzes the effect of job autonomy on knowledge-sharing behavior. This study also examines the mediating role of public service motivation and intrinsic motivation. We spread the questionnaire across seven echelons III working units in the headquarters of the finance ministry. The researchers limited respondents to work periods of more than one year and collected 252 valid responses. The researchers captured respondents' perceptions of the overall research variables and processed the data using structural equation modeling with AMOS software. The results showed that job autonomy positively affects public service motivation and intrinsic motivation. However, there is not enough evidence to conclude that there is significant knowledge-sharing behavior between ASN evaluated here unless there is a need to provide public service. This finding indicates that Indonesian ASN would not share their knowledge voluntarily. We also found no difference in the behavior between millennial ASN and their senior counterparts. We suggest that the administration design a working procedure with enough autonomy to push the ASN to share their knowledge.

Keywords: job autonomy; knowledge sharing; intrinsic motivation; public service motivation; Indonesian ASN

1. Introduction

The Indonesian government's bureaucratic reform is an ongoing and sustainable effort to create a good and clean government. There are implementations of the reforms, such as creating e-government (Huda & Yunas, 2016) and developing a local accountability system (Rahmatunnisa, 2018) to create quality services implementation (Saksono, 2020). Good governance presents intense urgency, considering that good and clean government is universally believed to involve the principles needed to provide excellent and professional public services to the welfare of society at large (Juwono & Damara, 2020). The government's bureaucratic reforms also need to create an innovative government (Sudrajat & Andhika, 2021) and police transformation (Supriyanto et al., 2021) to better carry out community service functions.

As part of implementing bureaucratic reform, government agencies are expected to utilize the wealth of knowledge, including learning from experience. Therefore, knowledge management becomes an integral part of the bureaucratic reform process. In general, the government administration should implement proper procedures or work patterns and regulations in the organization. However, the main obstacle encountered is that the knowledge and experience are still scattered and undocumented or may even represent everyone's tacit knowledge in the organization. Knowledge is the most important strategic resource that can help organizations achieve and maintain a long-term competitive advantage (Agarwal & Marouf, 2014), start-ups evaluation (Widyanto et al., 2019), or project success (Imam & Zaheer, 2021).

Knowledge management has one crucial component: knowledge sharing (Asrar-ul-Haq & Anwar, 2016). Dyer and Nobeoka (2000) define knowledge sharing as engagement in the activities that help employees work together, facilitate the exchange of their knowledge, enhance organizational learning capacity, and enhance their ability to achieve individual and organizational goals. Meanwhile, Olatokun and Nwafor (2012) view knowledge sharing as a social interaction involving exchanging employee knowledge, experiences, and skills through the whole department. Knowledge sharing includes active communication, talking to colleagues, learning and collaborating, consulting, and mentoring (Šajeva, 2014). Knowledge sharing facilitates the exchange and application of scattered information, practices, unusual understandings, insights, and experiences in organizations (Wang et al., 2016). Knowledge sharing is one of the critical success factors that lead to creativity and innovation (Kremer et al., 2019).

Despite research regarding knowledge-sharing behavior generating attention worldwide, there is still limited research in Indonesia. For example, Asrar-ul-Haq and Anwar (2016) conducted a meta-review regarding knowledge sharing behavior as part of knowledge management. This study involved 63 articles published during 2010-2015 and listed more than 21 countries analyzed. However, there is no Indonesia on those lists.

Three factors influence knowledge-sharing behavior within an organization; individual, organizational, and technological factors (Gagné, 2009). The nature of the knowledge influences people's motivation to share the knowledge (Shihabeldeen et al., 2020). Individual factors determined the ability of a person to perform a definite behavior in a social networking system (Hosen et al., 2021). Shihabeldeen et al. (2020) divide the nature of knowledge into tacit and explicit (written) knowledge and stated that sharing the tacit knowledge is very difficult despite its most valuable role. Thus, this study aims to analyze what factors influence Indonesian ASN to share their knowledge, primarily to fulfill their public service duties. This study evaluated how an organization factor (job autonomy) relates to knowledge sharing behavior and how individual factors (motivation) mediate the relationship.

People are motivated either autonomously or controlled, and the knowledge-sharing behavior is explained as controlled motivation or autonomous motivation (Gagné, 2009). While controlled motivation shows less significant results, Cabrera et

al. (2006) stated that among antecedents that influence individuals sharing knowledge is the degree to have high job autonomy. Job autonomy refers to the extent to which the job permits considerable independence and discretion to the employee in deciding the procedures and schedules (Olatokun & Nwafor, 2012). An employee with more job autonomy has greater freedom to decide regarding performing their tasks (Llopis & Foss, 2016; Olatokun & Nwafor, 2012), and they can choose to share their knowledge or not. Gagné (2009) proposes a model of knowledge-sharing motivation based on the combination of the theory of planned behavior and self-determination theory. Thus, we propose the first hypothesis of this research that Job Autonomy (JA) positively affects knowledge sharing.

Individuals attracted to government jobs should have a strong public service orientation (Carpenter et al., 2012). Public servants must serve the public in their day-to-day job. Thus, they ought to collaborate with other parties, from subordinates to peers. To serve public interests, they must be willing to share knowledge to accomplish their jobs. Kim (2016) defines public service motivation as individuals' tendency to provide meaningful services to the public and state by prioritizing public interests over individuals. Karim and Majid (2018) define public service motivation as a general altruistic motivation that drives an employee to engage in beneficial behaviors in their community. Chen et al. (2013) stated that public service motivation is a force that encourages employees to jointly increase organizational knowledge through knowledge sharing, mainly because it serves the public interest.

Yu and Chu (2007) stated that knowledge sharing could be classified as organizational citizenship behavior. When people share knowledge, they act with caution, tolerate no-return risk, and provide information to help others solve problems. Later, in a subsequent study, this process explained that public service motivation is a strong OCB facilitator (Mostafa & Leon-Cazares, 2016) and indirectly affects organizational performance. Public service motivation tends to be an essential predictor of knowledge sharing (Chen et al., 2013; Karim & Majid, 2018). Public Service Motivation has attracted considerable interest among public management scholars as it is expected to improve individual performance in public organizations (Palma et al., 2021). Thus, we propose the second hypothesis of this research that Public Service Motivation (PSM) has a positive effect on knowledge sharing.

The motivational bases of public service have become a significant focus of research in public administration (Chen et al., 2013; Perry, 2014). According to Kim (2016), there are three motives bases for public services; rational motives, norm-based motives, and affective motives. Rational motives are one utility maximization, norm-based motives relate to the desire to pursue the common good or the public interest, and effective motives include patriotism and commitment to a program based on a genuine conviction about its social importance. Olatokun and Nwafor (2012) used organizational reward and reciprocal benefit as rational motives for public service. Kim (2016) stated that self-sacrifice is one dimension of public service motivation from value or norm-based.

Besides public service motivation, intrinsic motivation has a significant factor explaining why people share their knowledge. Intrinsic motivation refers to one's involvement in an activity for its own sake. Based on the self-determination theory concept, Gagné (2009) explain intrinsic motivation as a condition under which a person does not find any coercion from another party to complete one's work. Llopis and Foss (2016) stated that when one's intrinsic motivation is high, employees will enjoy the process of performing the task. Intrinsic motivation is significant in the process of sharing knowledge (Cabrera et al., 2006). Individuals who derive pleasure from helping others will be more oriented toward sharing knowledge (Olatokun & Nwafor, 2012). Intrinsic motivation is driven by interest, satisfaction, or pleasure and comes from self-determination theory (Ryan & Deci, 2020). Thus, we propose the third hypothesis of this research that Intrinsic Motivation (IM) positively affects knowledge sharing.

Public service is a tedious job. Serving a nagging community is tiring, especially when the job burden becomes routine work. The public servant then needs to be given some authority to arrange their job to be motivated. A high level of autonomy will help employees accept responsibility and strengthen relationships with colleagues. With a highly independent job design, employees recognize that their work outcomes mainly depend on their efforts; thus, they feel personally responsible for their actions' success or failure. Individuals' motivation increases when they have more autonomy and control over their decisions and behavior. Thus, we propose the fourth hypothesis of this research that Job Autonomy positively affects Public Service Motivation (PSM). Similarly, we propose the fifth hypothesis that Job Autonomy positively affects Intrinsic Motivation (IM).

Many studies in the behavioral field enrich understanding of the concept by evaluating the mediating role of related variables (Baron & Kenny, 1986). In this area, several mediating roles were evaluated to explain knowledge sharing behavior, such as leader-member exchange (Yu & Chu, 2007), intrinsic motivation (Palma et al., 2021), user orientation (Palma et al., 2021), and organization support (Pereira & Mohiya, 2021) and power distance (Venkatesh et al., 2022). Thus, this study also evaluates whether public service motivation and intrinsic motivation play a mediating role in explaining the relationship between Job Autonomy and Knowledge Sharing Behaviour among Indonesian civil servants (ASN). We conducted the evaluation using procedures developed by Baron and Kenny (1986).

This paper consists of methods in the second section, followed by results and discussion in the third section. Finally, the conclusion of this study is provided in the fourth section, followed by references.

2. Methods

This study uses a conducted survey, with the data obtained using structured questionnaires. Respondents of this study comprise 252 employees of the Ministry of Finance's General Bureau of Indonesia. We spread the questionnaire across seven echelons III work units with a work period of more than one year since the probation date. We captured respondents' perceptions of the overall research variables. We use a 5-Likert scale questionnaire type. The questionnaire's indicator is adapted from the questionnaire in previous research to measure this study's variables. We measure job autonomy using nine indicators from Morgeson and Humphrey (2006) which divide job autonomy into three dimensions: work-method autonomy, decision-making autonomy, and work-scheduling autonomy. Meanwhile, indicators in public service motivation variables refer to Kim (2017) with the previous modification process (rewording) to better represent the actions completed by Indonesian civil servants (ASN). Public service motivation is measured through 21 indicators, divided into four dimensions: attraction to public service (APS), commitment to public values (CPV), compassion (CA), and self-sacrifice (SS). Many studies have replicated and validated the four dimensions for decades (Perry, 2014).

Meanwhile, intrinsic motivation is measured through measurements developed by Teck-Hong and Waheed (2011) based on Herzberg's theory which has been widely used in previous studies. Intrinsic motivation is measured through 14 indicators. Finally, the measurement of the knowledge-sharing variable is adapted from Casimir et al. (2012) and the research questionnaire from Kim (2017) who used eight indicators. This study differs from Irawan et al. (2019), who evaluate knowledge sharing in the Indonesian context but only use three indicators for knowledge sharing behavior construct.

This study conducted data analysis techniques using structural equation modeling (SEM). Before running the SEM stage, we conducted a linearity test for the model. The SEM method with AMOS requires a linear relationship between latent variables. In general, SEM tests the research model within the stages of model specification, model identification, model estimation, fit model test, and re-specification. All stages were

carried out through confirmatory factor analysis (CFA) that is based on one exogenous construct (job autonomy) and three endogenous constructs (public service motivation, intrinsic motivation, and knowledge sharing). Job autonomy and public service motivation are CFA's second order, while intrinsic motivation and knowledge sharing are CFA's first order.

We performed SEM (structural equation model) by testing model specifications first before estimating the parameters. This initial model was formulated from previous theories/studies. Furthermore, we conducted model identification to determine whether the research model in the previous model specifications can be further analyzed. Identifying the SEM requires an over-identified research model in identifying the structural equation's solution. The estimation model used is the maximum likelihood estimated estimation (MLE) technique. We then go with the fit-test phase by testing the model's compatibility with the fitness criteria or Goodness of Fit (GOF) data.

The fit test of the measurement model does not always meet the requirements. Thus, it is necessary to re-confirm the model by removing some invalid statement indicators and making modifications by applying covariance between indicators with a considerable indices value in each construct. In the end, the re-specification of this model is expected to improve the value/feasibility index of the structural model, which is unfavorable. From various CFA tests, which include stages in SEM, structural equations are then formed to explain the relationships and effects between exogenous and endogenous variables. In addition, the structural equation can also explain the coefficient of determination, namely the extent to which the independent variable can explain the dependent variable's variation.

Before testing, it is necessary to evaluate the structural model consisting of measurement scale, sample size, evaluation of outliers, normality test, multicollinearity, singularity, construct reliability test, and discriminant validity. The next stage is the hypothesis test, in which we test the causal relationship between latent variables. If the t-value is shown from the Critical Ratio (CR) ≥ 1.967 or the probability value (P) ≤ 0.05 , the research hypothesis is accepted. A positive or negative relationship is shown by the positive or negative sign of the estimated value and t-value. This study also examines the mediating role of public service motivation and intrinsic motivation by analyzing the effect and analysis of mediation's role by looking at the direct, indirect, and total effects.

3. Results and Discussion

3.1. Results

The structural model formed in this study has a fairly good model feasibility index. Indicator of absolute fit measures: CMIN / DF = 1.393 (good fit); RMSEA = 0.04 (close fit); and RMR = 0.05 (good fit), while the incremental fit measures indicator: TLI / NNFI = 0.930 (good fit); IFI = 0.938 (good fit); and CFI = 0.936 (good fit). Finally, the parsimonious fit measures indicator: PNFI = 0.845 (good fit) and PGFI = 0.718 (good fit).

The structural models' evaluation also shows good results on measurement scales, sample sizes, multicollinearity, and singularity. This study still found outliers of 10 data because the Mahalanobis d-squared value extracted from its centroid value of the Observation is 76.08. Values > 76.08 include multivariate outliers. The distribution of outliers ultimately also impacts the abnormal distribution of data. The normality test results show that the critical ratio value is far above 2.58, 32.53, so it concluded that the data is not normally distributed. The final validity test based on each stage in the previous CFA showed ten invalid indicators because the loading factor is < 0.50 .

The construct reliability test for both the dimensions and variables has enough reliability, as shown from the CR values that meet the criteria (> 0.70). Finally, discriminant validity also shows that only the correlation between constructs on the intrinsic motivation variable has a different value than the square root AVE. These

Table 1. The Validity Test

Knowledge Sharing (KS)		
No.	Indicator	Loading Factor
1	KS1	0.705
2	KS2	0.695
3	KS3	0.649
4	KS4	0.533
5	KS5	0.577
6	KS6	0.643
7	KS7	0.626
8	KS8	0.448
Intrinsic Motivation (IM)		
1	IM1	0.546
2	IM2	0.673
3	IM3	0.596
4	IM4	0.530
5	IM5	0.572
6	IM6	0.394
7	IM7	0.535
8	IM8	0.688
9	IM9	0.439
10	IM10	0.490
11	IM11	0.593
12	IM12	0.633
13	IM13	0.659
14	IM14	0.603
Job Autonomy (Three Dimensions)		
No.	Work Scheduling Autonomy (WSA)	
	Indicator	Loading Factor
1	WSA1	0.681
2	WSA2	0.786
3	WSA3	0.886
Decision-Making Autonomy (DMA)		
	Indicator	
	Indicator	Loading Factor
1	DMA1	0.568
2	DMA2	0.905
3	DMA3	0.887
Work Method Autonomy (WMA)		
	Indicator	
	Indicator	Loading Factor
1	WMA1	0.800
2	WMA2	0.913
3	WMA3	0.880

No.	Public Service Motivations (Four Dimensions)	
	Attraction to Public Service (APS)	
	Indicator	Loading Factor
1	APS1	0.679
2	APS2	0.572
3	APS3	0.401
4	APS4	0.660
5	APS5	0.299
	Commitment to Public Value (CPV)	
	Indicator	
	Indicator	Loading Factor
1	CPV1	0.598
2	CPV2	0.497
3	CPV3	0.690
4	CPV4	0.479
5	CPV5	0.403
6	CPV6	0.455
	Compassion (COM)	
	Indicator	
	Indicator	Loading Factor
1	COM1	0.578
2	COM2	0.697
3	COM3	0.727
4	COM4	0.655
	Self-Sacrifice (SS)	
	Indicator	
	Indicator	Loading Factor
1	SS1	0.647
2	SS2	0.690
3	SS3	0.614
4	SS4	0.645
5	SS5	0.698
6	SS6	0.681

It was removed from analysis due to invalid indicators.

results suggest that only intrinsic motivation variables correlate with variables outside the parent factor instead of variables within the parent factor. In general, the latent

Table 2. Discriminant Validity

Construct	AVE	AVE
Job Autonomy (JA)	0.49	0.703
Public Service Motivation (PSM)	0.84	0.914
Intrinsic Motivation (IM)	0.37	0.605
Knowledge Sharing (KS)	0.40	0.635

construct in this study is unique and can capture the phenomenon measured.

Furthermore, the result of hypotheses testing is shown in [Figure 1](#).

[Figure 1](#) shows that there are three accepted hypotheses and two rejected

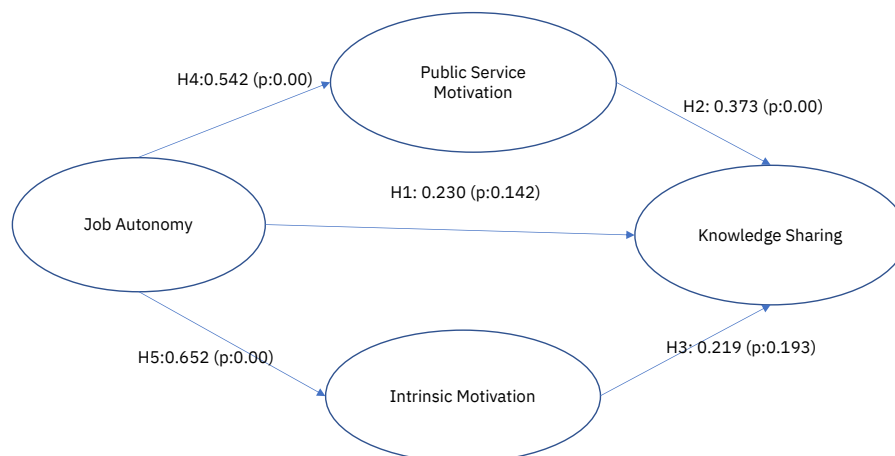


Figure 1. Result of Hypothesis Test

hypotheses. Testing the first hypothesis indicates that job autonomy's relationship to knowledge sharing has an α -value of 0.142 or ≤ 0.05 . These results show not enough evidence that public service motivation significantly correlates to knowledge-sharing. In other words, the high job autonomy perceived by an employee does not encourage the organization's knowledge-sharing process. Thus, the first hypothesis in this study is rejected.

The second hypothesis testing shows that the relationship between public service motivation and knowledge sharing has a $CR \geq 1.967$, equal to 3.586 or P -value ≤ 0.05 . These results show that public service motivation positively affects knowledge sharing. Therefore, high employee perceptions of public service motivation can improve the process of knowledge sharing within the organization. Thus, the second hypothesis in this study is accepted.

Testing the third hypothesis indicates that the relationship of intrinsic motivation to knowledge sharing has a $CR \leq 1.967$, with a P -value of 0.193. This result shows that intrinsic motivation has no significant effect on knowledge sharing. In other words, employees' intrinsic motivation does not improve the process of knowledge sharing within the organization. Thus, the third hypothesis in this study is rejected.

The fourth hypothesis testing results show that job autonomy's relationship with public service motivation has a P -value of 0.00, which positively affects public service motivation. In other words, the high perception of job autonomy perceived by an employee and the motivation to provide public services as a civil servant is also higher. Thus, the fourth hypothesis in this study is accepted.

The fifth hypothesis testing results show that the relationship between job autonomy and intrinsic motivation has a P -value ≤ 0.05 . This result shows that job autonomy has a positive effect on intrinsic motivation. In other words, the high perception of job autonomy felt by an employee can increase his motivation

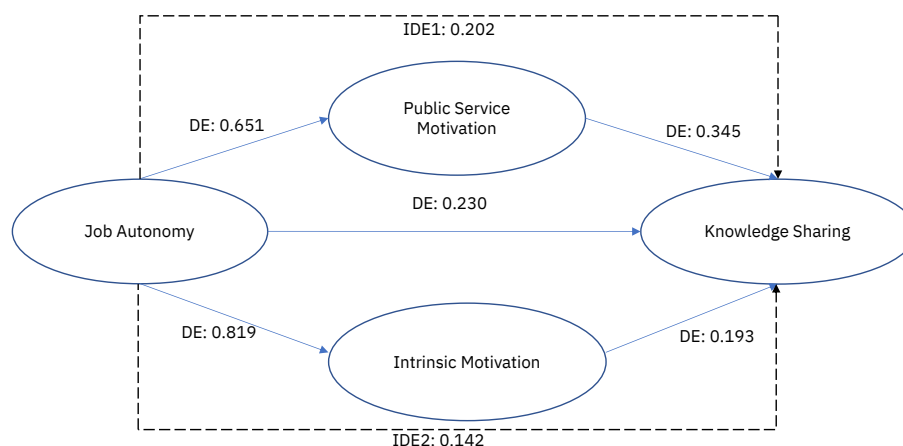


Figure 2. The Result of Mediating Role of Variables

intrinsically. Thus, the fifth hypothesis in this study is accepted.

The mediator's test was conducted using full and partial mediation developed by Baron and Kenny (1986). The Direct Effect denoted DE, and the Indirect Effect denoted (IDE) can be observed in Figure 2.

Figure 2 shows that, in this research model, the direct effect of job autonomy on knowledge sharing (DE) is 0.255 greater than the first indirect influence (IDE1) of 0.202 and the second indirect effect (IDE2) of 0.143. The IDE1 is 88% of its DE, and all indirect relationships are significant. Therefore, public service motivation is the variable that acts as a full mediator in this study. Meanwhile, the IDE2 is only 62% of its DE, and the relationship between the intrinsic motivation and knowledge-sharing variables is insignificant. Thus, intrinsic motivation is not variable that acts as a mediator in this study.

3.2. Discussion

This study's results indicate that the perception of job autonomy in the Bureau of General Affairs of the Ministry of Finance employees cannot trigger employees' knowledge sharing behavior. This finding differs from previous research by Cabrera et al. (2006) and Llopis and Foss (2016), who found a positive and significant relationship between job autonomy and knowledge sharing behavior.

However, this research accepts the second hypothesis that public service motivation positively affects knowledge-sharing behavior. This finding shows that the motivation to provide excellent public services can influence the desire to share knowledge with colleagues. In other words, a high perception of public service motivation can improve knowledge-sharing practices within the organization. This finding, a vigorous drive toward informing stakeholders, which is the background of sharing knowledge, can also be referred to as public service motivation. Chen et al. (2013) also explained that public service motivation is a force that can encourage public employees to jointly improve organizational knowledge by sharing knowledge for noble reasons, namely serving the public interest.

The third hypothesis evaluates the effect of intrinsic motivation on knowledge-sharing behavior. We found that employees' intrinsic motivation in carrying out their work does not encourage sharing knowledge within the organization. This finding is surprising and differs from Olatokun and Nwafor (2012), Llopis and Foss (2016), Agrawal and Fox (2017), and Shihabeldeen et al. (2020). Maybe the rational explanation regarding this finding is the need for power. Intrinsically some people are driven by the need to have power, while knowledge possession is one power source. Sharing knowledge might make people dependent on those who do it.

The fourth hypothesis is the relationship between job autonomy and public service behavior. We accepted this hypothesis at a 95% significant level. When employees have a high chance of freedom to carry out their work, they will be motivated to provide adequate public services for the users of the services. This result is in line with the works of Mostafa and Leon-Cazares (2016) and Karim and Majid (2018), who argued that someone with high public service motivation would emphasize having autonomy in work and attractive job assignments. However, this finding differs from research findings by Kim (2016). Finally, we accept the fifth hypothesis regarding the relationship between job autonomy and intrinsic motivation at a 95% confidence level. Job autonomy in this study proved to affect intrinsic motivation positively. This finding is coherent to the works of Llopis and Foss (2016).

From all five-hypothesis testing, we conclude that the relationship between job autonomy and knowledge sharing behavior differs regarding the motives behind employee knowledge sharing behavior. Those relationships will easily be understandable better through the mediating role of each variable, as shown in Figure 2. It is shown that Intrinsic Motivation does not mediate the relationship between Job Autonomy and Knowledge Sharing, while Public Service Motivation does mediate it. In other words, the relationship between Job Autonomy and Knowledge Sharing could only happen when it is mediated only by Public Service Motivation.

The finding raise question is why those two motivations – the intrinsic and the public service – differ in explaining the relationship between job autonomy and knowledge sharing. For Indonesia, an ASN who is intrinsically motivated due to generating higher job autonomy does not make him voluntarily share their knowledge. At the same time, the motive to serve the public makes him willing to share knowledge. There are many possibilities for explanations of this finding, such as cultural factor (Venkatesh et al., 2022), reward system factor, organizational support system factor (Pereira & Mohiya, 2021), or other factors. Indonesian cultures have a high-power distance dimension, which means that the power in Indonesian organizations tends to pool in the hand of senior managers such that they are honored compared to others. Those who are not in charge as senior managers do not have power, except they have other power sources beyond the formal power. Sociologists perceive knowledge as public goods, while knowledge can be economic goods in certain circumstances. The accumulation of knowledge could be the source of power. An individual does not share their source of power with others deliberately. However, accomplishing public service works would push knowledge-sharing behavior to occur. However, being autonomously not to share, someone will be confronted with similar action from their counterpart. Most of all, they will lose the opportunity to be powerful caused by one's knowledge.

In this research, we also evaluate whether there is a difference knowledge sharing behavior between millennials and non-millennial ASN. Previous research conducted (Putranti et al., 2018) shows the difference in some behavior between near-retirement ASN and youngers. Overall, we concluded that there is no significant difference between knowledge-sharing behavior between millennial and non-millennial respondents. Thus, the control variable of respondents' age (millennial and non-millennial) does not act as a moderator to strengthen the significance of the effect between these variables. The possibility exists that the actual research model explaining this effect is more complicated than just the new model formed in this study.

However, there are limitations to this study. Some elements that can lead to differences with reference research are respondents, statements/indicators in the questionnaire used, and management practices between public- and private-sector organizations. Based on the calculation of the coefficient of determination, the knowledge-sharing variable still has a high possibility of being explained by other factors outside this study and the job autonomy variable.

4. Conclusion

This study evaluates how job autonomy affects knowledge-sharing behavior among Indonesian civil servant (ASN) echelon three at the headquarter of the finance ministry. There is not enough evidence to conclude that job autonomy effect knowledge-sharing behavior. However, after evaluating the mediating role of intrinsic motivation and public service motivation of that relationship, we had an interesting finding. Intrinsic motivation shows no mediating role, even though job autonomy significantly affects intrinsic motivation. Meanwhile, public service motivation shows significant mediating more. Thus, we conclude that there is not enough evidence that job autonomy positively affects knowledge sharing behavior among Indonesian civil servant (ASN) echelon three at the finance ministry unless there is public service motivation. In other words, the Indonesian ASN who surveyed in this study would not share their knowledge voluntarily. We also found no difference in the behavior between millennial ASN and their senior counterparts. Based on this study's findings, we suggest that the work unit conduct training and orientation focused on increasing motivation in performing public services. In addition, work procedures might be redesigned to make an ASN closer to public service tasks, encouraging knowledge sharing in the process.

We admit several limitations of this study. First, respondents in this research were limited only to Indonesian civil servant (ASN) echelon 3 of the General Bureau of the Ministry of Finance of Indonesia. A more comprehensive sample is needed with more diverse ASN features (differences in echelons, work units, central/regional work locations, etc.) to generalize conclusions on Indonesia ASN nationwide. Second, this study did not divide respondents based on their job level. ASN at different job levels receive different orientation training (ex., diklatpim); thus, they might have different job autonomy and public service motivation. Further research is needed to reach a better conclusion. We suggest using qualitative and quantitative methods through focus group discussions and interviews to elaborate on these problems by deeply exploring respondents' perceptions and motives.

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