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The Effect of MBKM on Students' Knowledge Sharing Intention: An Empirical Study Based on Theory of Planned Behavior

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ABSTRACT

Purpose-In an increasingly complex era of globalization, the ability to share knowledge is becoming increasingly important. The main objective of this study is to investigate the effect of MBKM on students' knowledge-sharing behavior using the Theory of Planned Behavior (TPB) as a theoretical framework.

Methodology: This study used a quantitative approach with PLS-SEM (Partial Least Squares-Structural Equation Modeling) statistical analysis method to examine the relationship between factors in TPB and students' knowledge-sharing intention after participating in MBKM. Data collection was conducted through surveys and using valid instruments that had been previously prepared. The population of this study was all students majoring in teaching who had participated in the MBKM program at Sebelas Maret University. The sampling technique of this study used a convenience sampling technique; at the end of the study, it obtained answers from respondents of students majoring in teacher education who had attended the MBKM program 262 students.

Findings- The results showed that Attitude has a significant and positive effect on knowledge-sharing intention, perceived behavioral control has a significant and positive effect on knowledge-sharing intention, and the subjective norm has a significant and positive effect on knowledge-sharing intention. The results of this study are expected to provide deeper insight into the factors that influence the knowledge-sharing intentions of students majoring in teaching.

Significance-The implications of the findings of this study are expected to contribute to the development of students' ability to share knowledge.

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INTRODUCTION

The alignment of education programs with business and industry is key to ensuring that the country can adapt, thrive, and prosper in this ever-changing era. Education that is aligned with industry needs also ensures

that graduates have skills that are relevant and in line with market demands. Today, automation and artificial intelligence are increasingly replacing human roles in many tasks, especially those that are repetitive and require high accuracy. This phenomenon has become a reference for people to continue improving their skills to compete in the midst of increasingly fierce competition. Technological disruption not only changes how humans work but also creates new opportunities in previously unthinkable fields.

On the other hand, automation also raises concerns about job losses and rising social inequality. This has led to various policy initiatives and program interventions aimed at improving the relevance of higher education to the world of work (Alanazi & Benlaria, 2023). This shift to anticipatory policies is necessary if governments maximize the benefits of digital and technological transformation and minimize the associated risks (UNDP, 2017).

In Indonesia, the government continues improving the education sector to create highly competitive human resources. Through Permendikbud Number 3 of 2020, the Ministry of Education and Culture initiated the Independent Campus Learning Merdeka (MBKM) program which aims to provide a broader and more diverse learning experience for students so that students can compete with their abilities (Usman & Hartati, 2024). The MBKM program is basically intended to give universities the freedom to be more autonomous, independent, less bureaucratic, and innovative in producing quality graduates (Apriliyani et al., 2022). The MBKM learning concept provides students with the broadest possible challenges and opportunities to develop their creativity, abilities, personality, and needs (Yudhawasthi & Christiani, 2021).

MBKM program has been implemented for approximately 4 years in higher education. It has undoubtedly provided an opportunity for universities to develop superior student characters with good and intelligent personalities. However, universities still face challenges, such as student awareness and understanding of the MBKM program. Many students do not fully understand MBKM and how to utilize it to improve their abilities and experiences (Marpaung et al., 2022). Although sometimes the level of student participation in MBKM is high, it has not been balanced with the level of voluntary awareness, so some students who participate in MBKM get nothing or may not be ready to learn independently (Apoko et al., 2022). MBKM programs often involve collaboration with various parties, including industries and communities, where students can learn directly from practitioners' experiences that enrich their understanding of the real world. Ultimately, through this knowledge exchange, students can develop innovative ideas that can be applied to their MBKM projects. This knowledge-sharing activity is expected to continue to grow among students because knowledge-sharing can facilitate collaborative, innovative, and creative learning (Ponera & Ngulube, 2023).

Knowledge sharing allows students to exchange information and experiences, which can enrich their understanding of the material being studied. The research (Nafi''ah & Muzdalifah, 2018) shows that knowledge-sharing activities can help students solve academic problems better. Sharing knowledge is not just a transfer of information but an action that encourages students to think more deeply. Someone who actively shares knowledge will lead them to increase achievement in academics, soft skills and communication, openness to new ideas and perspectives, and better satisfaction in learning (Hussein et al., 2016). Although previous studies have shown the benefits of knowledge sharing in academia, more research is needed to understand the factors influencing students' intention to share knowledge. This study aims to fill the void by empirically examining the effect of MBKM on students' knowledge-sharing intention.

This study uses the Theory of Planned Behavior framework to understand the factors that influence the behavioral intention of knowledge sharing among students (Ajzen, 1991). The theory of Planned Behavior (TBP) has been widely used to explain human behavior, including intentions and actions in various aspects. This framework states that individual behavior is influenced by (1) attitudes, where these attitudes are a combination of experiences, social conditions, and individual personality; (2) subjective norms, where social norms believed by individuals can influence their intention to perform knowledge sharing; and (3) perceived behavioral control where behavioral control seen by individuals concerns their perception of the ability to perform actions, which collectively shape intentions and subsequent actions. This theory has also proven to be a robust framework in explaining various human behaviors due to its ability to account for internal (attitudes, subjective norms) and external (perceived behavioral control) factors that influence individual

intentions and actions. Regarding knowledge sharing, TPB allows one to go beyond explanations that only focus on cognitive aspects and consider the influence of social and environmental factors. This study investigates the influence of Attitude, subjective norms, and perceived behavioral control after participating in the MBKM program on students' knowledge-sharing intention.

METHODOLOGY

This quantitative research uses the statistical analysis method of PLS-SEM (Partial Least Squares-Structural Equation Modeling). This study uses the Theory of Planned Behavior (Ajzen, 1985) theoretical lens. This framework states that individual behavior Attitude (ATT), Subjective Norm (SN), and Perceived Behavioral Control (PBC) collectively form intentions and subsequent actions. Intentions to perform different behaviors can be accurately predicted from attitudes toward behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). With a focus on Attitude, Subjective Norm, and Perceived Behavioral Control, this model describes the main factors influencing students' knowledge-sharing intentions after participating in the Merdeka Belajar Kampus Merdeka (MBKM) program. The advantages of this model allow researchers to analyze various factors that contribute to individual decisions and make it a comprehensive tool for understanding the complexity of human behavior.

The instrument used in this study adopts an instrument developed by (Ajzen, 1991) to measure variables consisting of Attitude, Subjective Norm, Perceived Behavioral Control, and Knowledge sharing intention. Adopting this instrument provides reliability and validity to the research conducted and allows comparison of research results with similar research in the past. In PLS-SEM analysis, the outer model value is considered a measure of the validity of the research instrument (in this study, more than the minimum limit of 0.70). Internal consistency reliability testing is carried out through Cronbach's Alpha (CA) to evaluate the internal consistency of each variable (in this study, it is known that the CA value is higher than the minimum threshold of 0.70).

To measure each variable, there are a total of 18 statement items where each statement uses a 1-5 Likert scale ranging from (1) “Strongly disagree” to (5) “Strongly agree”. Attitude variables are measured through six items, which aim to evaluate the extent to which a person has a favorable or unfavorable evaluation or assessment of student knowledge-sharing behavior. Furthermore, the Subjective Norm variable is measured using five items to assess the perceived social pressure to perform or not perform the behavior. The perceived behavioral control variable is used to analyze the perceived ease or difficulty of performing the behavior and is assumed to reflect past experiences and anticipated obstacles. Meanwhile, the intention to share knowledge is to analyze the intention of knowledge-sharing behavior in the context of MBKM. The use of instruments developed by (Ajzen, 1991) provides reliability and validity to this study. The research instruments used in this study:

Table 1. Questionnaire in the study

Variables and Statements	Reference
Attitude	(Ajzen, 1991)
(ATT1) Implementing the MBKM program is a good idea.	
(ATT2) I feel optimistic about the implementation of the MBKM program.	
(ATT3) I think it is interesting when the study program participates in implementing the MBKM program.	
(ATT4) Implementing the MBKM program is very useful.	
(ATT5) In my experience, implementing the MBKM program has been very fun.	
(ATT6) Participating in the MBKM program makes me feel more confident.	
Norma subjectify	(Ajzen, 1991)
(SN1) My family supports me in joining the MBKM program.	
(SN2) I often hear my family talking about the MBKM program.	
(SN3) My academic supervisors support my participation in the MBKM program.	

(SN4) My classmates are also implementing the MBKM program (SN5) My friends think participating in the MBKM program is important.	
Perceived behavioral control	(Ajzen, 1991; Cheon et al., 2012)
(PBC1) I find it easy to participate in the MBKM program. (PBC2) I believe I have the knowledge and ability to follow the MBKM program well. (PBC3) I have sufficient resources (such as time, finances, or skills) to participate in the MBKM program. (PBC4) I feel I am in control of my ability to share the knowledge I gain through the MBKM program with others.	
Intention	(Ajzen, 1991; Cheon et al., 2012)
(INT1) I plan to share knowledge regularly with others after participating in the MBKM program. (INT2) After participating in MBKM, I am committed to engaging in knowledge-sharing activities. (INT3) I am willing to contribute to the academic community through knowledge sharing.	

The Questionnaire was disseminated through Google Forms and filled in voluntarily by students majoring in teacher education who have implemented the MBKM program. Digital media was chosen because it can more flexibly reach teacher education students from various study programs. All participants were informed about the purpose of this study, and their confidentiality was guaranteed. The population in this study were all students majoring in teaching who had participated in the MBKM program at Sebelas Maret University. The sampling technique for this study used a non-probability sampling technique, namely convenience sampling, which is a way of selecting participants from the target population based on ease of access (Andrade, 2021; Golzar et al., 2022), where the researcher directly selects participants or participants voluntarily choose to be part of the research sample. At the end of the study, 262 students answered the Questionnaire thoroughly. The analysis was conducted using SmartPLS 3.0 software. In recent years, many studies have applied PLS-SEM in education (Ivanov et al., 2024; Tseng et al., 2022). PLS-SEM is used because it allows complex and in-depth analysis of the relationships between variables. It helps in understanding the interactions between factors that influence knowledge-sharing intentions.

FINDINGS

In this study, the research target was students majoring in teaching who had implemented the MBKM program. At the end of the study, 262 complete answers were obtained, consisting of 51 men and 211 women. MBKM activities that respondents have carried out include MBKM Entrepreneurship, MBKM Office Internship, and MBKM Independent Study. The following are the results of the data analysis in this study.

This section describes the findings and discussion based on the data collected. Indicator loadings and internal consistency reliability were tested first to ensure the instruments were valid and reliable. The results of indicator loadings and internal consistency reliability can be seen in detail in Table 1. The data shows that all items in each variable have indicator loadings of more than the minimum limit of 0.70 (Table 1, Column 2), so the instrument is valid. After this test, internal consistency reliability testing is carried out through Cronbach's Alpha (CA) and Composite Reliability (CR) to evaluate the internal consistency of each variable (Tseng et al., 2022). (Carmines & Zeller, 1979) recommends a reliability standard of 0.8 for most studies, and reliability of 0.7 indicates that the scale only has moderate reliability. This study shows that the CA value is higher than the minimum threshold of 0.70 (Table 2, Columns 3 and 4), which indicates that the instrument is acceptable. This refers to (Garson, 2016), which states that the CA number is greater than or equal to 0.80 for a good scale, 0.70 for an acceptable scale, and 0.60 for a scale for exploratory purposes. The test results strongly

support the quality and validity of the instruments used in this study and confidence in the data analysis's accuracy.

Furthermore, convergent validity is achieved by calculating the Average Variance Extracted (AVE) value. This is done to evaluate the extent to which the construct measures its variability and ensures that it adequately represents the variables under study. The results show that the AVE value for each construct is higher than the minimum threshold of 0.500 (Table 2, Column 5). This indicates that the constructs have sufficient convergent validity and can be considered consistent and appropriate tools for measuring the problem. These results indicate that the research instruments used are reliable and effectively reflect the constructs.

Table 2. Construct reliability and convergent validity

Item	Loading	Cronbach's Alpha (α)	Composite Reliability (CR)	AVE	Category
1	2	3	4	5	6
ATT1	0.732	0.855	0.892	0.579	Valid
ATT2	0.776				
ATT3	0.772				
ATT4	0.800				
ATT5	0.760				
ATT6	0.723				
INT1	0.814	0.717	0.841	0.638	Valid
INT2	0.840				
INT3	0.740				
PBC1	0.835	0.829	0.885	0.658	Valid
PBC2	0.864				
PBC3	0.754				
PBC4	0.787				
SN1	0.830	0.802	0.860	0.552	Valid
SN2	0.720				
SN3	0.741				
SN4	0.713				
SN5	0.705				

The following procedure in this study tests discriminant validity using two methods: the Fornell-Larcker and Heterotrait-Monotrait (HTMT) tests. The discriminant validity results through the Fornell-Larcker test show that the score of each variable is higher than the associated score (Table 3). This indicates that the constructs under study have good discriminant validity and are able to distinguish one from another effectively.

Table 3. Fornell-Larcker Criterion

	Attitude	Intention KS	PBC	SN
Attitude	0.761			
Intention KS	0.453	0.799		
PBC	0.528	0.438	0.811	
SN	0.631	0.465	0.678	0.743

The HTMT criterion has high sensitivity and specificity in detecting discriminant validity issues (Hamid et al., 2017). The HTMT test results show that the score is lower than the minimum threshold of 0.900 (Table 4). This confirms that the constructs have strong discriminant validity, which indicates that the relationship between the constructs is stronger than the relationship between the constructs and other variables in the

model. The discriminant validity test results confirm that the instrument is highly valid and reliable for identifying and distinguishing the interrelated variables in this study.

Table 4. Heterotrait-Monotrait (HTMT)

	Attitude	KS Intention	PBC	SN
Attitude				
KS Intention	0.566			
PBC	0.619	0.548		
SN	0.742	0.570	0.825	

Structural Model and Hypothesis Testing

Based on the PLS-SEM analysis, the empirical analysis shows that H1 is accepted; namely, Attitude has a significant and positive influence on knowledge-sharing intention. This result explains that the higher the Attitude of respondents in MBKM activities, the greater their intention to share knowledge. H2 is accepted. Namely, Perceived Behavioral Control significantly and positively influences Knowledge Sharing Intention. These results emphasize the importance of perceived control in shaping knowledge-sharing intentions. H3 is accepted, namely Subjective Norm, which significantly and positively influences Knowledge Sharing Intention. These results indicate that social context is very important in motivating knowledge sharing.

Table 5. Results of Hypothesis Testing

Hipotesis		Path coefficient	T- statistics	P-values	Significance
1	2	3	4	5	6
H1	Attitude → KS Intention	0.234	3.629	0.000	Significance
H2	PBC → KS Intention	0.183	2.568	0.011	Significance
H3	SN → KS Intention	0.193	2.529	0.012	Significance

DISCUSSION

The results of empirical analysis related to Attitude have a significant and positive influence on knowledge-sharing intention, which has significant implications for the intention of sharing student knowledge with colleagues after implementing MBKM. (Badar & Seniati, 2017) Knowledge sharing is basically an organizing principle, making it a basic thing to develop the potential knowledge in an organization. Several previous studies confirm that Attitude significantly influences intention (Bock & Kim, 2002; Cammarata et al., 2024; Haliman & Tan, 2023; Khanifah et al., 2017; Putri et al., 2021). In particular, the results of this study also support previous research, which explains that Attitude has a positive effect on knowledge-sharing intention (Rozanda & Rifa'i, 2020). A positive attitude towards knowledge sharing can increase one's confidence, and when someone believes that their knowledge is valuable, they are more likely to share it with others. With a good attitude, students can make a more significant contribution to themselves and others.

The results of empirical analysis related to perceived behavioral control have a significant and positive influence on knowledge-sharing intention. This finding indicates that individuals who feel they have control over their ability to share knowledge tend to have a higher intention to do so. Several previous studies confirm that Perceived Behavioral Control significantly influences intention (Cammarata et al., 2024; Hansfel & Puspitowati, 2020; Khanifah et al., 2017; Siaputra & Isaac, 2020). Educational institutions can create a stronger knowledge-sharing culture by implementing strategies that increase perceived control. Knowledge sharing ultimately results in greater creativity, innovation, and improved individual, team, and organizational performance (Akbar et al., 2023).

The results of empirical analysis related to Subjective Norms have a significant and positive influence on Knowledge Sharing Intention. This finding highlights the importance of social factors in shaping individual behavioral intentions in sharing knowledge. Several previous studies confirm that subjective norm

significantly influences intention (Hsu & Lin, 2008; Khanifah et al., 2017; Siaputra & Isaac, 2020). If students feel that people around them (parents, lecturers, friends) support or expect them to perform a behavior, they are more likely to have the intention to do so. On the other hand, research (Cammarata et al., 2024; Hansel & Puspitowati, 2020) states that subjective norms do not affect intention. Educational institutions can design MBKM programs that encourage interaction between students so that positive norms about knowledge sharing can develop. Lecturers can also shape positive norms by actively sharing knowledge and supporting students to do the same. When lecturers demonstrate knowledge-sharing behavior, students tend to follow this.

The findings show that Attitude, perceived behavioral control, and subjective norms significantly positively influence knowledge-sharing intention. This has broad implications, both in the academic and practical realms. Theoretically, this study strengthens the empirical foundation of models explaining knowledge-sharing behavior. Practically, the results of this study suggest that to increase knowledge-sharing intention among university students, systematic efforts must be made to foster positive attitudes toward knowledge-sharing, increase students' self-confidence, and create a social environment that supports sharing behavior.

CONCLUSION

Based on the study's results, it can be concluded that the MBKM program significantly influences the knowledge-sharing intention of students majoring in teaching at Sebelas Maret University. The three constructs in the Theory of Planned Behavior, namely Attitude, perceived behavioral control, and subjective norms, consistently positively influence knowledge-sharing intention. This finding indicates that the MBKM program improves students' competence and encourages them to be more active in sharing knowledge with others.

This study provides meaningful results to see the extent of knowledge-sharing behavioral intentions among students majoring in teaching, but the researcher realizes that there are several limitations to conducting research. The limitation of this study is the limited scope of research respondents, namely teacher education students, so the study results cannot represent the conditions of all students in Indonesia. This study also has not measured other factors that cause limitations in knowledge-sharing intentions, where the research is considered to be carried out under ideal conditions so that other variables do not influence respondents' responses to knowledge-sharing intentions.

Therefore, it is hoped that these limitations will be considered for future research that is comprehensive and involves variables that have not been measured in this study. Then, it is hoped that further research can be carried out with a wider area coverage so that it will provide more insight into students' knowledge-sharing intentions after they participate in MBKM activities.

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