

THE ROLE OF TRUST-BASED ACTIVE PARTICIPATION AS A LEARNING MEDIATION CONCEPT FOR LEVERAGING THE IMPACT OF INFORMATION TECHNOLOGY ON CREATIVE PERFORMANCE

ULOGA AKTIVNOG SUDJELOVANJA TEMELJENOG NA POVJERENJU KAO MEDIJATORA UČENJA ZA UPOTREBU INFORMACIJSKE TEHNOLOGIJE ZA KREATIVNE IZVEDBE

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Abstract

Purpose – While information technology (IT) has an important role in organizational development nowadays, in many previous studies, it was not found to have a significant direct effect on performance, thus producing a gap. The novelty of this study lies in building a conceptual model aimed at explaining the inconclusive gap research. Information technology in its capacity as infrastructure has the role of providing knowledge induction support to organizations, thus providing another dynamic concept, one of which is learning. In many previous studies, researchers completed the inconclusiveness gap of this research by using an approach derived from the organizational learning (OL) theory. However, this leaves a new inconclusiveness because the gap cannot be resolved just by ordinary organizational learning

Sažetak

Svrha – Informacijska tehnologija (IT) danas zauzima važnu ulogu u organizacijskom razvoju, ali u mnogim prethodnim istraživanjima nije pokazala značajniji izravan utjecaj na učinkovitost. Time je stvoren istraživački jaz. Novost ovog istraživanja jest izgradnja konceptualnog modela koji može objasniti prazninu u istraživanju. Informacijska tehnologija u svojstvu infrastrukture ima ulogu potpore poticanju znanja u organizacijama kroz dinamični koncept, od kojih je jedan učenje. U mnogim prijašnjim studijama istraživači su popunili prazninu koristeći pristup izveden iz teorije organizacijskog učenja (OL), no još uvijek postoje nedorečenosti jer se ovaj jaz ne može riješiti samo uobičajenim organizacijskim učenjem, već se odnosi na koncept kohezivnog nesvjesnog učenja. Kohezivni

but refers to a concept of tacit, cohesive trust-based learning. The cohesive concept is intended to dynamize the organizational learning process.

Design/methodology/approach – The sample is a design-based fashion SME that has been established for a minimum of three years, the SME business line is relevant to the variables displayed because SMEs face strong demands to build their knowledge by getting brilliant ideas to continue to survive in a creative industry. The analytical tool used is Structural Equation Modeling (SEM).

Findings and implication – The results of analysis build on the equation $CP=0.599IT+1.524TBAP-0.288RTC$. They provide empirical evidence that trust-based active participation (TBAP) has succeeded in becoming a full mediator that has a significant influence on the role of IT, $\beta = 0.96$, $p<0.001$ on creative performance (CP) $\beta = 1.70$, $p<0.001$. This paper fills the body of knowledge in the domain of organizational learning with trust-based active participation as a concept novelty.

Limitation – While the value of AGFI 0.869 is smaller than cut off (0.90), that figure is still considered fit.

Originality – This paper offers TBAP as a novelty in trying to fill the research gap. Value trust is inherent in teamwork within mutual learning induction organizations, where trust is presented to highlight cohesiveness in teamwork and the understanding that team members are not competitors. In the future, they will create a safe zone of sharing in learning, this condition will in turn encourage tacit knowledge, mastered by the members which can be shared in teams as repositories of organizational knowledge.

Keywords – information technology, trust-based active participation, creative performance

koncept namijenjen je dinamiziranju procesa organizacijskog učenja.

Metodološki pristup – Uzorak čine zaposlenici malog-srednjeg poduzeća iz dizajnerske-modne industrije koje posluje najmanje tri godine. Izabrano je zbog toga što je relevantno za prikazane varijable te zbog velike potrebe za izgradnjom znanja za dobivanje izvrsnih ideja radi opstanka u kreativnoj industriji. Korišteni analitički alat jest modeliranje strukturnih jednadžbi (SEM).

Rezultati i implikacije – Analiza rezultata predlaže jednadžbu $CP=0.599IT+1.524TBAP-0.288RTC$. Rezultati istraživanja pružaju empirijske dokaze da je TBAP uspio postati potpuni medijator sa značajnim utjecajem uloge informacijske tehnologije IT $\beta = 0,96$, $p < 0,001$ na kreativnu izvedbu (CP) $\beta = 1,70$, $p < 0,001$. Rad dopunjuje znanja iz područja organizacijskog učenja novim konceptom aktivnog sudjelovanja temeljenog na povjerenju.

Ograničenja – Iako je vrijednost AGFI 0,869 manja od granične vrijednosti (0,90), još uvijek se smatra prikladnom.

Doprinos – Rad nudi novi koncept, sudjelovanje temeljeno na povjerenju (TBAP) kao odgovor na jaz u prijašnjim istraživanjima. Vrijednosno povjerenje svojstveno je timskom radu unutar organizacija u kojima je prisutno uzajamno učenje, gdje se povjerenjem naglašava kohezija i razumijevanje timskog rada tako da članovi tima nisu međusobni konkurenti u budućnosti. To će stvoriti sigurnu zonu dijeljenja pri učenju; stanje će potaknuti nesvjesno znanje članova koji se mogu dijeliti u timove kao spremišta organizacijskog znanja.

Ključne riječi – informacijska tehnologija, aktivno sudjelovanje temeljeno na povjerenju, kreativna izvedba

1. INTRODUCTION

Process learning is part of the organization's need to survive because organizations always want to learn, thus it becomes the backbone of organizational knowledge to create a competitive advantage. The concept of organizational learning (OL) has been adopted by many researchers (Cuevas-Vargas, Estrada & Larios-Gómez, 2016; Rasel, 2016; Sancez, Milan & Sahuquillo, 2018; Torkestani, Mazloomi & Haghightat, 2014; Yunis, Tarhini & Kassar, 2018) and has become the central concept for activating the knowledge infrastructure in organizations, and one of the essential knowledge infrastructure resources is information technology (IT). IT in the context of resource-based view (RBV) is a static instrument in an organization. As an infrastructure, IT will conventionally correlate to concepts derived from dynamic theories, which aim to develop organizational innovation. Within the RBV framework, IT needs to be dynamic by cooperating with other concepts such as OL to produce innovation (Kim & Lee, 2006); the ability to create innovation with the agility of capturing knowledge in a collective learning will be facilitated by the presence of IT (Hashim & Tan, 2015; Kim & Lee, 2006). Furthermore, the elaboration of knowledge and technology will foster a climate of creativity in organizations. According to other studies (Tippins & Sohi, 2003), the way an organization fosters creativity is by focusing on the learning processes that are disseminated to all organizational entities.

Unlimited trade is changing the face of the economy today. In Indonesia, there are 270 million people with a technology literacy rate of 64.8% (APJII, 2018), representing the awareness of Internet usage by Indonesian people. This fact paves the way for the opening of the digital business market potential in Indonesia. The role of IT within Indonesian organizations, starting from that of a supporting tool, has now evolved into an organizational strategic tool because of the Internet flourishing (Hermawan, Sartono & Khakim, 2016; Matin & Sabagh, 2015). So, organizations which do not position IT as a primary

key resource will soon be unable to compete with their competitors.

With the RBV framework, IT has attracted the interest of several researchers in resource management that related with creative performance (CP). However, this area of study is still inconclusive, and there are contradictions in results of research that has been carried out empirically. As IT has been found to have no significant effect against CP (Matin & Sabagh, 2015; Mills & Smith, 2011; Roldán, Real & Sánchez Ceballos, 2018), this leaves room for a whole body of knowledge of research in the field of management. IT is a static asset, so dynamic induction is necessary to revive its role so that it can be effective in the organization. Previous research studies, in their focus, used a dynamic theory approach to create innovation and employ the concept of OL as support for converting IT into a resource that will ultimately have an impact on performance. In theory, OL has a strategic role in encouraging CP, but the track record of previous research shows that the OL theory still creates inconclusive results. OL itself is conventionally used to leverage the role of resources such as IT, but OL in several studies (Liao & Wu, 2009; Santos-Vijande, López-Sánchez & Trespalacios, 2012) has also failed to mediate the influence of IT on performance significantly.

OL has become the main attraction in a concept to dynamize organizational infrastructure, but when used as a mediation tool in some previous studies OL could not solve the gap. It takes more than just OL, there needs to be a strong interaction value with cohesive ties such as "trust". This research offers trust-based active participation (TBAP) as a novelty to boost the role of IT in making CP more significant. TBAP is a derivative of the concept of the organizational learning theory. OL by (Cangelosi & Dill, 1965) is a series of interactions involving adaptation at the individual level, group level, and relevant organizational levels to obtain information needed at these levels. The information-processing approach requires high cognitive learning from human learners through information-handling

techniques (McLaughlin, Rossman & McLeod, 1983). Deeper in cognitive learning, within the scope of the organization, cognitivism plays an important role in generating appropriate strategies for active participation in the learning process (Yilmaz, 2011). Value in the form of trust is built to flush the experiences of senior individuals, then convert them into the organization's repository of knowledge, up to the level of knowledge that is even tacit (Jain, Sandhu & Goh, 2015; Khan, Breitenecker, Gustafsson & Schwarz, 2015; Rutten, Blaas-Franken & Martin, 2016; Swan, Trawick Jr., Rink & Roberts, 1988). Trust-based OL will encourage the flexibility of organizational entities in their readiness to follow the flow of a dynamic environment, called readiness to change (RTC), where RTC will be a prerequisite for organizations to grow and survive amid competition. Therefore, this study is needed to empirically test TBAP as a grounded concept that will bridge and mediate the role of IT and its impact on performance, especially CP.

2. RESEARCH AND HYPOTHESIS MODELS

Information Technology (IT)

IT, as an infrastructure framework, builds on and facilitates the integration of the existing knowledge in an organization (Mills & Smith, 2011). The definition of IT in the context of management science is that of a technology resource or asset, based on both hardware and software, that is empowered to integrate organizational entities to provide, create, transfer, store, and protect the flow of knowledge. As a crucial element in organizations, IT is needed to mobilize the potential resources that come from interpersonal communication relationships. The indicators used in explaining IT are technology integration-based relationships, technology implementation, and technology importance (Real, Leal & Roldán, 2006).

Creative Performance (CP)

According to Edmonds, Weakley, Candy, Fell, Knott and Pauletto (2005), creativity is a concept

of novelty, innovation, and originality. CP is the result of accumulating individual abilities in producing novel and useful ideas (Gumusluoglu & Ilsev, 2009). So, strictly speaking, CP is the result of individual work in sparking novel ideas that can effectively and continuously bring about new product discovery. CP as a manifestation of target fulfillment, problem-solving creativity, fresh insight, effective design, and move-forward commitment (Gumusluoglu & Ilsev, 2009) becomes the dependent variable in this study. Problem-solving creativity is the ability to process the potential so as to produce creative solutions that aim to solve urgent problems from different, original perspectives.

Trust-Based Active Participation (TBAP)

As a concept derived from the OL theory, TBAP is related to the process of creating an organizational knowledge repository. The learning process is a crucial aspect for finding the core of achievement and it requires support at the level of active participation of each organizational entity. Approaches to OL include culture learning, social learning, and cognitive learning (Dong, Hung & Cheng, 2016; Fry, 2014; Yilmaz, 2011). Cognitive learning, in the form of sharing knowledge in groups is the exclusive value of the organization. The higher the trust, the better the personal cognitive relationships within the organization. The concept of trust becomes a value shared that distinguishes how explicit and tacit knowledge is spread, where tacit knowledge will be shared in the environments that truly have cohesiveness and trust. In its ontology, TBAP is a social cognitive concept of learning organizations with individual efficacy in fostering active participation in knowledge sharing in the social environment by emphasizing trust as a crucial value. Indicators representing trust-based active participation in this study are active participation, knowledge sharing, trust-based knowledge, and reliable groups (Ardichvili, Page & Wentling, 2003; Jung, Choi, Lim & Leem, 2002; Wenger, 2000; Zhang, Long, Wang & Tang, 2015).

Readiness to Change (RTC)

Change is inevitable in an organization; some unexpected pressures and incentives require the organization to make improvements, modifications, or variations in the structure, policies, and strategic approaches to organizational culture (Shah, Irani & Sharif, 2017). As this change can affect every part of the organization, there is a need to be prepared to deal with such change. In its definition, according to Kirrane, Lennon, O'Connor and Fu (2017), readiness to change refers to organizational members' shared resolve to implement a change (change commitment) and shared belief in their collective capability to do so (change efficacy). Other than that, readiness to change (Rafferty, Jimmieson & Armenakis, 2013) is a critical aspect of success of any initiative for changes. The RTC in this study was measured by looking at the level of readiness for technology acceptance, system understanding, system security, integration technology readiness, feature application, and idea design (Laseinde, Oluwafemi, Pretorius & Oluwafemi, 2019).

Human Capital Effectiveness (HCE)

HCE is a concept derived from Bontis (Bontis, 2001; Bontis & Fitz, 2002; Ramadan Bushra, Dahiyat Samer, Bontis & Al-dalahmeh Mahmoud, 2017), who described it as an aggregate concept of human capital depletion and investment elaboration. The effectiveness of human capital contributes to the valuation of human resources. In some previous research, HCE typically has an impact on performance (Hashim, Osman & Alhabshi, 2015). According to Augusto Felício, Couto and Caiado (2014), HCE is built on knowledge, experience, professional proficiency, and employee champions, all of which are inherent in individuals as agents of the organization (Ulrich, Brockbank, Younger & Ulrich, 2012). HCE in this study consisted of employee champions, knowledge, and professional proficiency (Baron, 2011).

IT and CP

IT is used as an infrastructure instrument to support technology-based business activities in the

organization, including the creation of supplier price lists, bookkeeping administration, virtual discussion facilities through video teleconferences, and finding creative content through the Internet. If the organization does not implement IT in its business, then the organization will not be able to survive because it will lack this creative strategic tool (Gold, Malhotra & Segars, 2001). The strategic influence of IT on performance has been highlighted by various researchers (Abrego-Almazán, Sánchez-Tovar & Medina-Quintero, 2017; Dzenopoljac, Alasadi, Zaim & Bontis, 2018; Matin & Sabagh, 2015; Mills & Smith, 2011; Sung, 2015; Yunis et al., 2018). Some studies argue that IT can directly influence performance (Alaarij, Abidin-Mohamed & Bustamam, 2016; Solberg & Olsson, 2010; Garcia-Morales, Martín-Rojas & Lardón-López, 2018; Imran, 2014). That statement is in line with a claim by Huang, Wu, Lu, and Lin (2016) that technology creation will trigger performance growth. The existence of such contradictions results in an inconclusiveness in studies of the influence of IT on performance that requires further exploration. Previous researchers (Iqbal, Latif, Marimon, Sahibzada & Saddam Hussain, 2018; Matin & Sabagh, 2015) found that IT facilitates performance improvements in organizations, one of which is creativity, but such improvements cannot be direct. The ease with which technology can be imitated requires organizations to immediately get their creativity points in the current era of digital business. As infrastructure, IT requires elaboration with other concepts, so it is now seen as incapable of exerting direct influence on performance (Gomes & Wojahn, 2017; José, Juan & Silvia, 2018; Matin & Sabagh, 2015; Rasel, 2016; Syarifah & Fauziyah, 2017).

IT and TBAP

Virtual teamwork is used increasingly in organizations to make the most of employee competences and knowledge without geographical restrictions (Alsharo, Gregg & Ramirez, 2017). This shows the magnitude of the influence of IT on the success of organizations that partic-

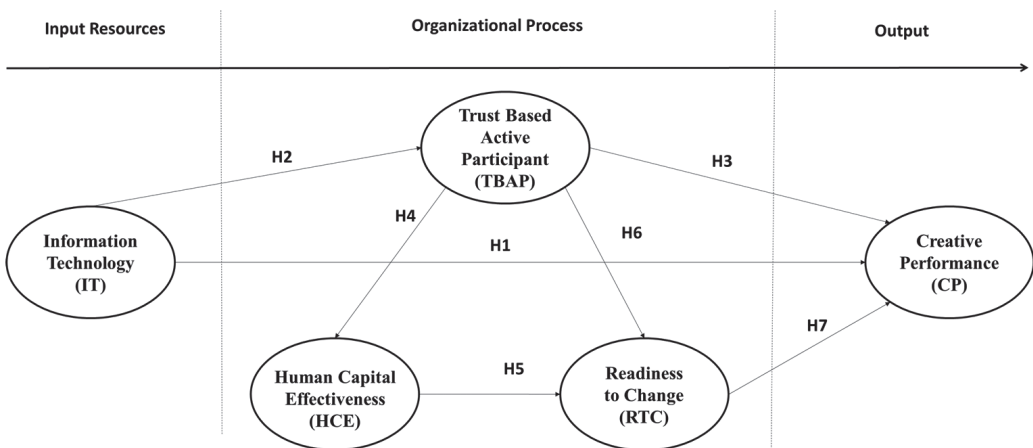
ipate actively in knowledge sharing (Alshurah, Zabadi, Dammas & Dammas, 2018). Hislop (2002) outlined that IT has become a crucial aspect in the process of sharing objectivist perspectives on knowledge. This is in line with other studies (Kim & Lee, 2006) which revealed that the use of IT applications affects employee knowledge-sharing capabilities while, on the other hand, IT encourages the creation of trust binding potential knowledge that benefits the organization (Alaarj et al., 2016; Sarmah, Rahman & Kamboj, 2017; Smith, 2017; Wang & Tseng, 2011). It has been well established that to gain valuable knowledge, trust between the sharing parties is needed. Trust is more difficult to build in organizations spanning a wide geographical area, especially global organizations and virtual firms (Ettlie, 2017). Therefore, IT plays an important role in facilitating trust-building necessary for the participation of every part of the organization in knowledge sharing. This is because the process of knowledge sharing generates explicit knowledge easily through IT and tacit knowledge requires trust in it. IT is seen as providing constructive support to the implementation of active participation in knowledge sharing based on trust (Falcone & Castelfranchi, 2011; Göhlich, 2016).

TBAP and CP

To transform organizations into knowledge societies, policymakers need to implement knowledge sharing (Alshurah et al., 2018). Some researchers found that active participation in knowledge sharing affects performance (Henttonen, 2016; Masa'deh, Obeidat & Tarhini, 2016; Ozer & Vogel, 2015). This is essential in boosting performance through active participation in sharing knowledge, and continuous knowledge sharing will open up the opportunities to connect ideas in order to find solutions to bottleneck problems in work life. In dynamic theory, fresh ideas can be bridged through the learning process that will enrich the birth of new ideas and become a foundation for CP. Active participation in sharing knowledge based on trust will enhance creativity because active participation will encourage collaboration surrounding knowledge in organizations for the development of new ideas (Dong, Bartol, Zhang & Li, 2017; Kim & Park, 2015; Mittal, 2015; Olaisen & Revang, 2017; Zhang, Sun, Jiang & Zhang, 2019).

Based on the description above, the conceptual model of the research is described as follows:

PICTURE 1: Conceptual model



3. METHODOLOGY

3.1. Research objective

This research was conducted by building on the novelty of the models offered to strengthen the role of IT in creating a significant impact on CP. As part of conventional infrastructure, IT requires another concept in its application to boost performance (Powell & Dent, 1997). In other words, IT is a concept that cannot stand alone, so TBAP is expected to become a full mediator, acting as a bridge between IT and CP.

3.2. Sampling and data collection

The level of study is the organization. The respondents are managers who own creative SMEs in Indonesia that have been established for a minimum of three years. The characteristic of the sample is that it focused on fashion SMEs, emphasizing the design needs that must always be renewable. The data were collected through 220 questionnaires with a percentage return of 77.8% (171 questionnaires), using a purposive

sakoff, MacKenzie, Lee & Podsakoff, 2003). Structural Equation Modelling (SEM) using the Analysis of Moment Structures (AMOS) was applied to process the 171 samples collected. According to Hair, Black, Babin, and Anderson (2009), the minimum number of samples sufficient for SEM is five times the number of indicators. With 15 indicators used in this study multiplied by 5, the number of samples actually used has exceeded the minimum sample adequacy.

3.3. Measurement

The instrument in this study used a ten-point Likert scale, ranging from (1) strongly disagree and (10) strongly agree, to assess the responses provided in questionnaires. Data eligibility was checked through confirmatory factor analysis (CFA), validity, reliability, and goodness of fit tests on the full model. CFA is intended to test the unidimensionality of the dimensions forming latent variables. The following are the results of the CFA calculations that have met the requirements of each measurement indicator:

TABLE 1: Confirmatory factor analysis

Variable	Chi-Square	Prob ≥ 0.05	df	CMIN / DF 2.00	RMSEA ≤ 0.08	GFI 0.90	AGFI 0.90	TLI 0.90	CFI 0.90
IT	4,042	400	4	1.011**	.008	991	.964	1,000	1,000
TBAP	1,729	421	2	865	.000	.995	967	1,005	1,000
HCE	5,242	155	3	1,747	.066	986	.953	.971	986
RTC	7,249	.510	8	.906	.000	986	.964	1,002	1,000
CP	7,935	.94	4	1,984	.076	.983	.936	959	984

sampling approach. The potential of errors resulting from self-assessment could be reduced through the assistance of other officers helping the respondents fill the questionnaire. The answers by managers could be cross-checked with subordinates to also reduce misunderstanding of certain aspects of the questionnaire. Thus, this research uses procedural remedies technique to re-verify the responses and eliminate potential common method bias (Pod-

A validity test was used to ensure that each indicator can define each variable correctly, while the reliability test employed confirmed that the tools used to measure could produce the same results despite repeated testing (Hair et al., 2009), as shown in Table 2 below.

TABLE 2: Validity and reliability tests

Variable	Mean (Std. Deviation)	AVE	CR
IT	6.68 (1.62)	0.50	0.75
TBAP	6.33 (1.45)	0.50	0.60
HCE	6.79 (1.35)	0.64	0.84
RTC	7.15 (1.32)	0.60	0.90
CP	7.43 (1.04)	0.60	0.87

The validity level of the variable is evident from the standardized factor loading (see Figure 2) or from the average variance extract with a value of more than 0.05. A variable is said to be reliable if CR equals more than 0.6 and, based on the results in the table above, each variable has been confirmed valid and reliable.

TABLE 3: Discriminant validity

	ITC	TBAP	HCE	RTC	CP
ITC	0.707				
TBAP	0.589	0.707			
HCE	0.512	0.513	0.800		
RTC	0.403	0.350	0.434	0.775	
CP	0.400	0.385	0.567	0.336	0.775

The diagonal is a square root of AVE.

Table 3 shows that the square root value of AVE is higher than the construct correlation value of each variable. This proves that the variable can be accepted because it can distinguish the constructs in the model.

4. DATA ANALYSIS AND RESULTS

4.1. Demographic and descriptive statistics

Table 4 presents demographic information on the respondents. The sample used in this study consisted of 171 individuals, 121 of whom were women (70.76%) and 50 men (29.24%). The managerial sample is dominated by the millennial generation, aged under 30 years, accounting for as many as 71 respondents (41.52%).

TABLE 4: Demographic information

Variable		Count
Age	less than 30 years old	41.52
	31-40 years old	29.82
	41-50 years old	20.47
	over 50 years old	8.19
Gender	male	70.76
	female	29.24
Education	junior high school	45.03
	senior high school	51.46
	bachelor degree	3.51

4.2. Hypothesis testing

Hypothesis testing based on the results of data processing was undertaken on a full model that has met the goodness of fit. The results are as follows:

FIGURE 2: Estimated structural model

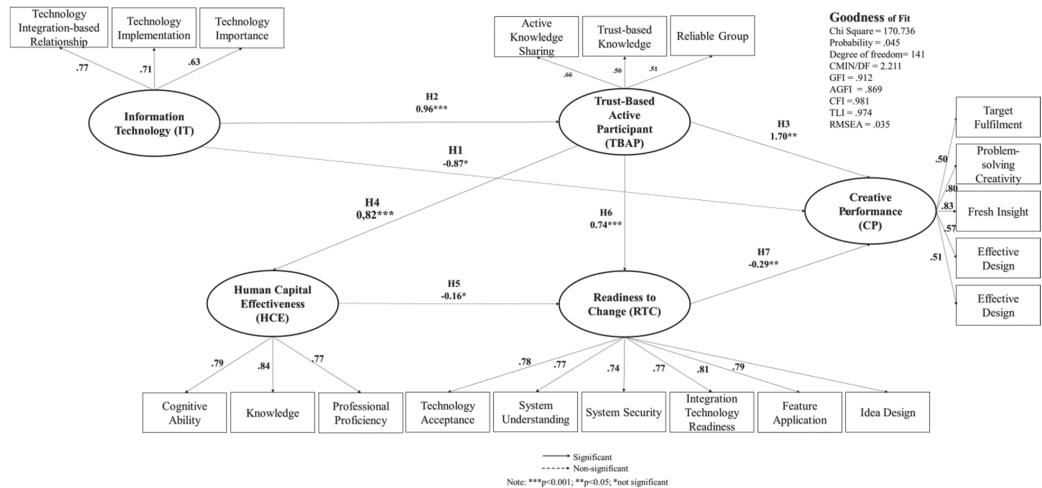


Figure 2 shows that, out of the seven hypotheses formulated, five were accepted ($P < \alpha$) and two hypotheses were rejected ($P > \alpha$). **Hypothesis 1 (H1)** ($0.146 > 0.05$), stating that IT has significant direct effect on CP, **was rejected. Hypothesis 2 (H2) is accepted** ($*** < 0.001$); it says that IT has a significant effect on trust-based active participation. **Hypothesis 3 (H3)** ($0.008 < 0.05$), positing that trust-based active participation has a significant effect on CP, **was also accepted** as was **Hypothesis 4 (H4)** ($*** < 0.001$), saying that trust-based active participation has a significant effect on human capital effectiveness. **Hypothesis 5 (H5)** ($0.416 > 0.05$), stating that human capital effectiveness has no significant effect on readiness to change, **was rejected. Hypothesis 6 (H6) was accepted** ($*** < 0.001$); it states that trust-based active participation has a significant effect on readiness to change. **Hypothesis 7 (H7)** ($0.024 < 0.05$), saying that trust-based active participation has a significant effect on CP, **was accepted**. These results explain that trust-based active participation can become a full-mediation factor between IT and CP.

4.3. Direct and indirect effect

TABLE 5: Direct, indirect, and total effects of latent variables

Latent variables	Direct effect	Indirect effect	Total effect
Effect on CP			
H1: IT	-870 (ns)	1,468	599
H3: TBAP	1,701	-.177	1,524
H7: RTC	-.288	-	-.288
Effect on TBAP			
H2: IT	.963	-	.963
Effect on HCE			
H4: TBAP	817	-	817
Effect on RTC			
H5: HCE	-.159	-	-.159 (ns)
H6: TBAP	743	-.130	.613

Table 5 shows that IT has no direct effect on CP, where there is no significance between the two.

The structural equation produced is $CP = 0.599IT + 1.524TBAP - 0.288RTC$. Conversely, IT can affect indirectly CP of 1,468. By considering the mediating effect, TBAP as a mediator influences 1,236 ($0.96 * 1.70$). These results prove that TBAP has succeeded in carrying out its role as a bridge that fully mediates the influence of IT on CP significantly. On the other hand, it is known that HCE cannot support the influence of IT on CP because there is no significance for CP. Although HCE affects RTC, RTC has been proven empirically to have a negative influence on CP (-.288), which means that there is an inverse function between the two.

5. DISCUSSION OF THE RESULTS

To increase CP, in line with the emergence of a knowledge-based economy paradigm, an organization seeks to utilize IT. This research adds to the growing body of knowledge in management research by confirming that TBAP implementation is important for organizations to achieve maximum CP. Previous research (Abrego-Almazán et al., 2017; Gërguri-Rashiti, Ramadani, Abazi-Alili, Dana & Ratten, 2017; Mills & Smith, 2011; Yunis et al., 2018) has confirmed IT as a static tool that serves to drive other resources which have a direct role in performance. Nevertheless, IT support for the fulfillment of performance achievements cannot be underestimated, especially when it comes to the aspect of knowledge management.

In its capacity as infrastructure, IT helps in the process to absorb knowledge more easily and making it accessible anywhere and anytime. Currently, IT as an organizational infrastructure is widely used to convert ideas into creative products, investigate markets through business intelligence, capture impulse buying signals, conduct profitability assessments, support management decision, and facilitate market access. But well-organized OL tools are needed to dynamize IT. In utilizing IT, training and technology-enhanced learning are required

to create strategic value for organizations. A cohesive learning environment and growing trust between members of the organization are essential for inducing and sharing knowledge on the tacit level. As knowledge sharing at the tacit level is not accessible, trust in OL must be built. This may explain why, in prior studies, OL on its own was not able to fully bridge the gap. It should be highlighted that, without trust value within the scope of OL, the meaning of learning is only on the surface, so it remains at an explicit level without touching the tacit knowledge. Induction at the explicit level does not have the capacity to solve complex bottlenecks problem. Without trust, there is no sharing of knowledge such as secret formulae, tricks, special techniques, or methods gained by senior employees through experience over many years while wrestling with the profession in which it is ingrained. In line with the organization's need to tap into the tacit knowledge of senior employees and convert it to a repository of organizational knowledge, the leader's role is to build the growth of trust between employees in the form of trust-based learning. Thus, the application of trust-based learning processes on the IT platform provides quality, credible, and useful knowledge input to organizations. Active participation through trust encourages team cohesiveness, strengthens solidity, integration, and work-life synergy within the team.

TBAP nurtured between personnel on a technology platform such as social media, webinars, teleconferences, online group chats, and so on, will help the release of tacit knowledge that contains new insights necessary for developing creativity in the organization. However, it cannot be denied that the readiness of personnel for the new technology offered is also influenced by the level of active participation in the sharing of knowledge related to the form, working manner, and function of the new technology itself. Therefore, this paper concludes that the RTC level of an organization in accepting technological change is influenced by the level of TBAP. Another empirical finding in the model is that the RTC contributes to improving HCE and con-

firms the results of previous studies (e.g., Hsu, 2008; Papagapitos & Riley, 2009; Yang, 2007). Although a study by Caliskan (2016) revealed the influence of HCE on the RTC, the findings of this study concluded otherwise, specifically, that the level of effectiveness in the use of human resources is not relevant to the level of readiness of the organization in accepting changes.

Organizational resources are divided into human resources and infrastructure. Therefore, with regard to HCE in the human context, which is still a static input and does not necessarily create an effect on performance, HCE requires another process to make it dynamic, such as organizational innovation (Hsu, 2007) and organizational governance. Moreover, individual preferences for status quo conditions as their comfort zone make this rational when HCE does not have a significant influence on RTC. RTC has a significant effect on CP. In this discussion, the RTC indicator refers to the system security indicator, feature application, and design idea as something that cannot be achieved in the short term, so it is true that the RTC negatively influences CP.

6. CONCLUSION

Based on the discussion above, it can be concluded that this research succeeded in building a new conceptual model by bringing in a new variable, namely TBAP, to encourage IT with a few to increasing CP maximally. The latest IT employed in facilitating active participation by organizations in trust-based learning processes can produce a commitment to creativity that can solve organizational problems and gain performance excellence.

Within the scope of the theory, this study provides two contributions to OL literature. Firstly, it provides a novelty model that aims to resolve the research gap that may be bridged by applying TBAP as the mediating concept that can significantly boost the role of IT in contributing to CP. Secondly, this research has contributed successfully to the body of knowledge that has

been proven empirically, using SEM analysis tools, that TBAP is a deeper multiplication of OL and KM theories capable of fully mediating the relationship between IT and CP.

In a practical scope, there are several implications for organizations. First, given the importance of IT for running a business or organization, it is an aspect that must be continuously improved so that the organization continues to move with the times. Second, the implementation of TBAP can be done by forming a workgroup or business or organization and maintain it on the principle of cohesiveness that will foster a move-forward commitment from the personnel because it will provide a platform for them to develop and improve their creativity without any worries. On the other hand, trust ensures that each organization's personnel remain loyal, feel valued for their contribution, and trust their work partners will not become competitors in the future. Reciprocal relations in the induction of knowledge shared on the principle of trust

have the potential and opportunity to produce new tacit knowledge. This would make it easier for organizations to foster individuals in entire organizations to maintain fresh insight, renewable ideas, effective design, and problem-solving results to be converted into inimitable products, as a prerequisite for survival in the knowledge-based economy paradigm.

The limitation of this study lies in the value of AGFI $0.869 < \text{cut off } (0.90)$, according to Hair et al. (2009)). However, that figure is still considered. Based on the results of the study, it is recommended to conduct further research related to the relationship between RTC and CP and include intervening variables that can encourage a positive influence between the two. The insignificant effect of HCE on CP provides additional scope for study in the search for mediation concepts, such as organizational innovation and organizational governance, that can enhance the role of HCE and contribute to its effect on CP.

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