



Managing Tacit Knowledge Sharing: From Charismatic Leadership to Psychological Safety Climate

Dhaniel Hutagalung¹, Admiral², Yulis Nuryanti³, Masduki Asbari⁴, Dewiana Novitasari⁵

^{1,2,5}Sekolah Tinggi Ilmu Ekonomi Insan Pembangunan, Tangerang

^{3,4}STMIK Insan Pembangunan, Tangerang

⁴Universitas Pelita Harapan, Jakarta

*Corresponding author: jemhrd@gmail.com

ARTICLE INFO

Received: (10/5/2021)

Received in revised:
(24/5/2021)

Accepted: (7/6/2021)

Published: (18/6/2021)

Open Access

ABSTRACT

This study aims to examine the effect of charismatic leadership on the psychological safety climate and tacit knowledge sharing. This study also investigates the central role of psychological safety climate as a mediating variable between charismatic leadership and tacit knowledge sharing. This study adopted a simple random sampling method with 61 samples of employees from five of MSME companies in Banten. With the help of SmartPLS 3.0 software, the results of this study indicate that charismatic leadership has a significant direct influence on the psychological safety climate and tacit knowledge sharing. Likewise, the psychological safety climate has a significant direct effect on tacit knowledge sharing. This study also found evidence that charismatic leadership has a significant indirect effect on tacit knowledge sharing through mediating the psychological safety climate. Thus, the psychological safety climate acts as a partial mediator in this research model.

Keywords: Charismatic leadership, climate, tacit knowledge.

1. Introduction

Management systems in micro, small and medium enterprises (MSMEs) may not be as complex as those in large, complex companies. However, MSMEs have their own complexities related to the reserves of knowledge and efforts to manage knowledge that is still in the form of tacit knowledge unstructured and even then more of the company owner or management. That is, managing the knowledge possessed by individuals to be developed into the property of the organization becomes a "complexity" in itself for MSME companies. Existing literature shows that behavior knowledge sharing at the individual level is a significant antecedent of the success of an SME. A significant advantage is when an environment that is conducive to creation, coordination, transfer, and integration of knowledge is distributed among MSME employees. Based on knowledge management research, the value of knowledge increases when

shared (Agistiawati et al., 2020; Asbari et al., 2019; Asbari, Wijayanti, Hyun, et al., 2020; Basuki, Asbari, et al., 2020; Singgih et al., 2020), and this will happen only if employees are willing to share knowledge with their colleagues, and organizations can manage knowledge resources effectively (Asbari, 2020a; Asbari, Novitasari, & Goestjahjanti, 2020; Asbari, Novitasari, Gazali, et al., 2020; Asbari, Novitasari, Pebrina, et al., 2020; Asbari & Novitasari, 2020b, 2020c, 2021a, 2021b). Therefore, it is very important to find and determine which factors encourage or hinder the tendency of employees to be involved in the knowledge sharing process (Asbari & Novitasari, 2020a). Leadership has been identified as one of the most important drivers of success (Asbari, 2011; Asbari et al., 2021; Asbari, Novitasari, Gazali, et al., 2020; Jumiran et al., 2020; Novitasari, Asbari, Sutardi, et al., 2020; Novitasari & Asbari, 2020a, 2020b).

Empirical studies find evidence that charismatic leadership has a positive impact on overall organizational performance. Although the role of leadership has been significantly emphasized in much of the existing literature, by conducting a thorough analysis of the literature, the authors found that most of the previous studies looked at the impact of senior leadership on performance success at the overall organizational level. However, only a few studies have investigated the impact of leadership practices, especially charismatic leadership in teams on knowledge-sharing behavior at the individual team member level, especially in the context of employees of micro, small and medium enterprises (MSMEs), where knowledge sharing among individuals is very important to them to develop a deep understanding of the main tasks and functions (tupoksi) of each team member in the entire MSME organizational system. The knowledge management literature states that mid-level team leaders play an important role in influencing individuals' knowledge-sharing behavior and their motivations and attitudes (Asbari & Novitasari, 2021a), whereas the mechanisms for mediating the psychological safety climate between the two constructs have not been explored further and in depth.

This study is a step towards addressing the research gap. By leveraging charismatic leadership and psychological safety climate theory. Researchers developed a theoretical model to examine the impact of charismatic leaders on individual-level knowledge-sharing behavior by mediating psychological safety climate variables. In particular, this study focuses on the knowledge-sharing mechanism of tacit knowledge among employees of MSME actors. Tacit knowledge is a type of knowledge in the form of thoughts, cognitive and intuitive perceptions of each individual. This type of knowledge is more difficult to share (Asbari et al., 2019). However, this type of knowledge is very important, because it is the source of innovation and the creation of each individual employee. This study is divided into the following steps: First, the researcher reviewed the literature on charismatic leadership, psychological safety climate, and tacit knowledge sharing. Second, the researcher proposes a theoretical model and articulates the appropriate research hypothesis. Third, describe the operationalization of constructs, data collection procedures and data analysis techniques, and present the results of data analysis. The theoretical and practical implications of the empirical findings are discussed at the end of this research report.

2. Literature Review and Hypothesis Development

2.1. Charismatic Leadership

The term charisma comes from an ancient Greek word meaning 'gift'. Later, Max Weber applied the word 'charisma' in the context of leadership and defined it as the heroism or exemplary character of an individual. Charismatic

leadership is identified as one of the individual behaviors that most influence critical leadership styles. Conger et al. (1997) defined charismatic leadership as attribution based on followers' perceptions of their leader behavior. Waldman & Yammarino (1999) further define charismatic leadership as the relationship between leader and follower, resulting in 'an internalized commitment to the leader's vision, a very strong admiration and respect for the leader, and the identification of followers with the leader, vision, and collectives formed by the leader. Conceptualization suggests that charisma only exists if followers say it or followers behave in a certain way (Banks et al., 2017; Grabo et al., 2017).

Charismatic leaders are good at inspiring followers by speaking optimistically about what needs to be achieved in the future, and instilling in their followers the positive ideals associated with the desired outcome. Employees engage emotionally with charismatic leaders because they believe in the leader's ability to achieve the mission and goals of the organization (Banks et al., 2017). In the last few decades, the concept of charismatic leadership has been widely applied in research to examine the impact of leadership on successful knowledge sharing and its implications for performance in general. In this study, the authors apply charismatic leadership in the context of the MSME organization to examine its impact on the tacit knowledge sharing behavior of MSME employees.

2.2. Psychological Safety Climate

The concept of climate has received a lot of attention from psychologists and sociologists in the last three decades. Based on a cognitive theoretical perspective, climate is conceptualized as individuals' perceptions and understanding of their work environment, which are related to shared perceptions of group events, practices, procedures, and behaviors that are valued and expected by groups (Dennison 1996; Anderson and West 1998; Pullig et al. 2002). In contrast to cultures that are rooted in history and deeply ingrained values, climate usually refers to a contextual situation at a point in time. As such, it is temporal, subjective, and often subject to direct manipulation by people in power and influence (Denison 1996; Bock et al. 2005; Boh and Wong 2013).

The psychological safety climate was identified as a significant dimension of a team climate characterized by interpersonal trust and mutual respect in which people feel comfortable being themselves. This construction is rooted in previous research on organizational change in which researchers discussed the need to create psychological safety for individuals if they are to feel safe and capable of change. Edmondson (1999) introduced the construction of a psychological safety climate in the context of team learning and defined it as the 'shared belief held by members that teams are safe for interpersonal risk-taking'. Empirical results suggest that a psychological safety climate can

facilitate learning behavior in team work because it relieves individuals' excessive concern for others' reactions to potentially embarrassing or threatening actions, and increases individuals' confidence that teams will not reject or punish any member who speaks up. (Edmondson 1999).

In recent decades, the psychological safety climate has been widely applied in organizational and IS research, and empirical studies have found that this type of team climate has a significant effect on individuals. ' normative beliefs, motivation and knowledge sharing behavior (Edmondson 1999; Shao, Feng, and Liu 2012; Shen et al. 2015).

2.3. Tacit Knowledge Sharing

Based on the knowledge-based literature, knowledge is the foundation of organizational competitive advantage and the main driver of company performance (López-Cabarcos et al., 2019; Rumanti et al., 2018). The existing literature classifies knowledge into two types, namely: explicit and tacit knowledge. Explicit knowledge refers to knowledge that has been described, recorded or documented, which is visible, objective and formally articulated. This type of knowledge is usually contained in reports and stored in knowledge repositories (Masri & et al., 2018). Meanwhile, tacit knowledge refers to the skills and assumptions developed by individuals, whose context is specific and subjective, and this type of knowledge is basically in the minds of individuals and is expressed in the form of human actions such as attitudes, commitments and motivation (Anand et al., 2010; Jasimuddin et al., 2005; Nikolić & Natek, 2018).

In the context of organizational learning, tacit knowledge Sharing is defined as sharing and exchanging individual personal experiences, expertise and individual skills with respect to know how, know where and know who at the request of other members through the entire organization or team (Shao, Feng, Wang, et al., 2016). The organization must ensure that tacit knowledge is shared freely and openly among its members. Organizations need to condition an organizational environment that allows each member to access new knowledge and a variety of ideas that they may not have encountered on their own, and allows them to utilize knowledge and experience to improve performance (Asbari, Novitasari, Silitonga, et al., 2020; Asbari & Novitasari, 2021b ; Gazali et al., 2020; Novitasari, Asbari, Sutardi, et al., 2020; Novitasari & Asbari, 2020a, 2020b). Because of tacit knowledge Sharing is based on personal experiences and skills, usually difficult to share without the active participation and cooperation of the individual. Empirical studies find that sharing behavior is tacit knowledge not only influenced by psychological motivation but also influenced by contextual factors such as organizational climate (Shao, Feng, Wang, et al., 2016), and the desired climate can create a beneficial environment to encourage knowledge sharing.

2.4. Charismatic Leadership and Psychological Safety Climate

Charismatic leadership is identified as critical anticipation of organizational climate by showing personal charisma and paying attention to individual emotional attractiveness (Banks et al., 2017; Wang et al., 2005). Previous literature has argued that charismatic leaders are good at emphasizing the relationship between effort and important values, expressing confidence in subordinates' abilities, and communicating high performance expectations by earning the trust and respect of their followers (Banks et al., 2017). This charismatic leadership style is useful for fostering a teamwork climate, where people feel comfortable being themselves and can trust each other regardless of interpersonal risk, which is a significant characteristic of the psychological safety climate (Edmondson, 1999).

In the context of organizational learning, a group of members come together in a temporary team outside of traditional authoritative management and hierarchical structures, and charismatic leadership plays an important role in facilitating the coordination and communication of team members (Wang et al., 2005). If the team leader can gain trust and respect among followers and demonstrate high confidence in a subordinate's ability to achieve his key performance indicators, team members will believe that participating in open communication such as discussing mistakes and proposing innovative ideas is driven by feeling without feeling worry from unexpected risk and embarrassment caused by technical errors. This is useful for fostering a climate of psychological safety in learning organizations (Edmondson, 1999). Based on the above analysis, the following research hypothesis was developed.

H1: Charismatic leadership has a significant effect on the psychological safety climate.

2.5. Psychological Security Climate and Tacit Knowledge Sharing

Previous research has discussed the need to create a psychological safety climate for individuals if they are to feel safe and able to share, as people tend to act in ways that inhibit learning and knowledge-sharing behavior when they are faced with potential threats (Javed et al., 2019; Maximo et al. , 2019). The existing literature suggests that a climate of high psychological safety can lead to mutual respect and trust among team members (Edmondson, 1999). Team members with higher trust are more likely to treat others as partners and family members, and are more likely to cooperate cooperatively and share personal experiences with each other (Sun & Huang, 2019). This is useful for facilitating behavior tacit knowledge sharing, which is usually found in individual minds and expressed in informal communication and interactions among team members (Guibrunet, 2019). In the context of learning organization,

perceptions about the psychological safety climate will alleviate excessive individual concerns about mistakes made in the work process. Individuals are more likely to feel that they are cared for and respected, and the benefits of exchanging personal experiences and skills serve to enhance organizational capacity (Edmondson, 1999). This is useful for improving individual behavior to share work-related knowledge (Guibrunet, 2019). Based on the above analysis, the following research hypothesis was developed.

H2: The psychological safety climate is positively related to tacit knowledge sharing.

2.6. Charismatic Leadership and Tacit Knowledge Sharing

Charismatic leadership practices will undoubtedly provide an experience positive for every manager in the history of the relationship between himself and his subordinates, because this practice is the main paradigm of leadership, where leaders strive to work in serving their followers (Asbari, 2020b; Asbari, Santoso, & Prasetya, 2020; Asbari & Novitasari, 2020d, 2021b; Basuki, Novitasari, et al., 2020; Goestjahjanti et al., 2020; Novitasari, Asbari, Wijayanti, et al., 2020; Novitasari, Goestjahjanti, et al., 2020; Novitasari, Kumoro, et al., 2020; Silitonga et al., 2020; Sudiyo, Fikri, et al., 2020; Suprpti et al., 2020; Zaman et al., 2020). Furthermore, charismatic leadership acts as a means of developing the nature of the trust that exists between the leader and followers. This is done in accordance with the philosophy that underlies it is the leader's duty to serve the people who follow him (Asbari et al., 2021; Asbari, Novitasari, & Goestjahjanti, 2020; Asbari, Novitasari, Gazali, et al., 2020; Asbari & Novitasari, 2020b; Asbari & Prasetya, 2021; Sudiyo, Goestjahjanti, et al., 2020), and by showing concern for those who enable them to be their leaders, they are changing social systems to be more trusting and where people will communicate at a level that is more personal. If the goal is to create trust and that there is activity tacit knowledge sharing between employees and managers, charismatic leadership appears to be an effective leadership strategy to use as an influencer.

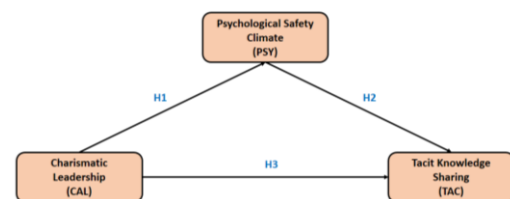
A quality leader-member exchange relationship is something that has the potential to support activities tacit knowledge sharing, namely by sharing knowledge, experiences and personal values (Banks et al., 2017). Bock & Kim (2002) show that the quality of tacit knowledge sharing leader-member will support employees' ability to gain quality experience. Previous research has determined that there is a relationship between tacit knowledge sharing leader-member and charismatic leadership (Shao, Feng, & Wang, 2016; Shao, Feng, Wang, et al., 2016). Research on the correlation and influence between charismatic leadership styles and knowledge sharing, especially tacit knowledge sharing, is still relatively rare. Therefore, this research is

important to explore the phenomenon of the influence of this type of leadership in supporting knowledge-sharing activities. Based on the above analysis, the following research hypothesis was developed.

H3: Charismatic leadership has a significant effect on tacit knowledge sharing.

H4: Charismatic leadership has a significant effect on tacit knowledge sharing through mediating the psychological safety climate.

According to Sekaran & Bougie (2016) the theoretical framework is the foundation that underlies all research projects. From the theoretical framework, a hypothesis can be formulated that can be tested to determine whether the theory is valid or not. Then the next step will be measured by appropriate statistical analysis. Referring to previous theory and research, the authors build a research model as follows:



Picture 1. Conceptual Research Model

3. Method

3.1. Data collection

According to Creswell & Creswell (2017), if the purpose of this study is to determine the relationship of influence between the variables studied, then a quantitative approach is the best. Quantitative research methods are suitable in testing theories and hypotheses through the use of a set of statistical tools (Creswell & Creswell, 2017). Therefore, this study uses a quantitative survey method to test the formulated hypotheses. Therefore, a questionnaire was adopted as an instrument to collect the required data. The study population consisted of 74 employees from five MSMEs in Banten. Using simple random sampling, 74 questionnaires were sent online to the population. A total of 61 questionnaires were returned and valid, making up a response rate of 82.4%. According to Roscoe (1975) the rule of thumb states that the sample size is more than 30 and less than 500 is suitable for most studies, therefore, the sample size obtained for this study is considered appropriate.

3.2. Measurement and Scale

Due to the nature of this study which involves a dependent effect between the latent construct and the manifest variable, a reflective measurement model is suitable for this study (Hair Jr et al., 2017). Charismatic leadership is

measured using three items (CAL1-CAL3) from Shao, Feng, & Wang (2016) and Wang et al. (2005). Psychological safety climate was measured using three items (PSY1-PSY3) from Edmondson (1999) and Shao, Feng, & Wang (2016). Tacit knowledge sharing is measured using three items (TAC1-TAC3) from Shao, Feng, & Wang (2016). All variables are measured on a five-point Likert-type scale. Each closed question / statement item is given five answer options, namely: strongly agree score 5, agree score 4, neutral / doubtful score 3, disagree score 2, and strongly disagree score 1. The method for processing data is by using PLS and using the software SmartPLS version 3.0 as its tools. A more complete list of items used in this study can be seen in Table 1.

3.3. Data analysis

The most popular statistical techniques under Structural Equation Model SEM are covariance-based approach (CB-SEM) and variant-based partial least squares technique (PLS-SEM) (Sarstedt et al., 2014). However, PLS-SEM has recently received wide attention in many disciplines such as marketing, strategic management, management information systems, and other branches of science (Hair et al., 2012). The ability of PLS-SEM to handle problematic modeling problems that are common in social science environments such as unusual data characteristics (e.g. non-normal data) and highly complex models are important reasons behind the increasing use of this approach. Given the advantages of this approach, this study uses PLS-SEM to test the overall hypothesis proposed. SmartPLS 3.0 software is used to evaluate each outer model and inner model. Testing of the outer model is carried out to ensure the reliability and validity of the measurement, while the introduced hypothesis is examined through the inner model.

Table 1.List of Research Items

Notasi	Item
Charismatic Leadership (CAL)	
CAL1	The owner of the MSME is our role model.
CAL2	I have faith on my leader's ability to solve the problems that occur inside the organization.
CAL3	I put much respect towards the leader and feel proud to work with him.
Psychological Safety Climate (PSY)	
PSY1	I don't think it's difficult to ask other members of the team for help.
PSY2	I feel safe from being overly punished when I make mistakes on the team.
PSY3	In my opinion, group members are able to raise problems, no matter how difficult the problems are.
Tacit Knowledge Sharing (TAC)	
TAC1	I am happy to communicate with my fellow workers related to my experience in the company.

TAC2	I want to share what I can do to the others for the company
TAC3	I am pleased to share my knowledge about how, where, and whom if my fellow workers asked me

4. Results and Discussion

4.1. Sample Description

The questionnaire includes two parts. In the first part, respondents were asked to complete personal information including gender, educational background, and work experience in MSMEs. In the second part, respondents were asked to evaluate the charismatic leadership of the team leader who is responsible for the learning process in the workplace, their perception of the psychological safety climate and tacit knowledge sharing within the team. A total of 74 questionnaires were sent and 67 questionnaires were returned. We deleted incomplete questionnaires or missing data and finally got 61 valid questionnaires. All respondents have participated in the entire research process and the profiles of respondents are listed in Table 2.

Table 2. Sample Description

	Criteria	Total	%
Gender	Male	40	66%
	Female	21	34%
Age (per March 2021)	< 30 years old	14	23%
	30 - 40 years old	29	47%
	> 40 years old	18	29%
Working time	< 1 years old	21	35%
	1-3 years old	20	33%
	> 3 years old	20	32%
Highest Education	Bachelor Degree	6	10%
	Senior/Vocational High School	13	21%
	Junior High School	42	69%

4.2. Test Results of the Validity and Reliability of Research Indicators

The measurement model testing phase includes testing for convergent, validity discriminant validity. Meanwhile, to test the construct reliability, used Cronbach's alpha values were and composite reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have been implemented meet the requirements of convergent validity, discriminant validity and reliability test.

Convergent validity test is done by looking at the value loading factor of each indicator against the construct. In most references, a factor weight

of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Ghazali, 2014; JF Hair et al., 2010). In this study, the minimum limit for loading factor the accepted is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014). After going through SmartPLS 3.0 processing, all indicators have a value loading factor above 0.5 or provided that the AVE value is above 0.5. The fit or valid model of this study can be seen in Figure 2. Thus, the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in Figure 2 and Table 3.

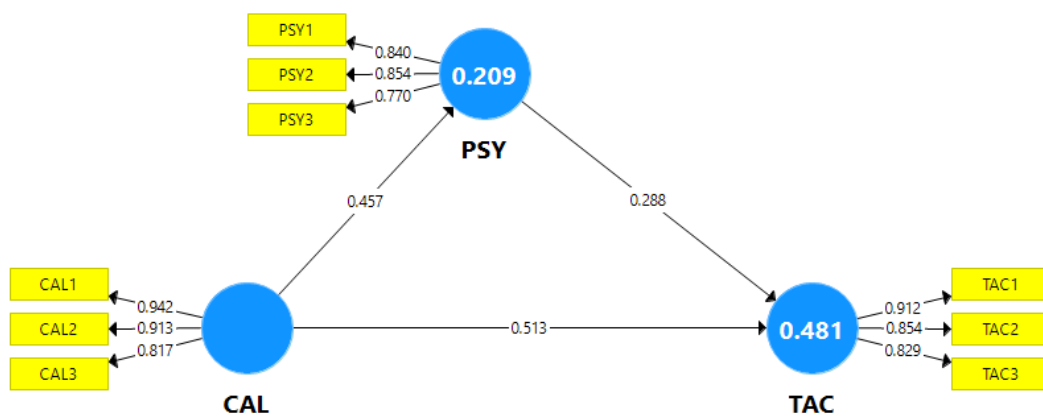
Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of testing discriminant validity are by using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value obtained as shown in Table 4. The results of the discriminant validity test in table 3 above indicate that all constructs have an AVE square root value above the correlation value with other latent constructs (via Fornell-Larcker criteria). Likewise, the cross-loading value of all items from an indicator is greater than the other indicator items as mentioned in Table 4, so it can be concluded that the model has met discriminant validity (Fornell & Larcker, 1981). Furthermore, a collinearity evaluation is carried out to determine whether there is collinearity in the model. To find

collinearity, it is necessary to calculate the VIF of each construct. If the VIF score is higher than 5, then the model has collinearity (JF Hair et al., 2014). As shown in Table 5, all VIF scores are less than 5, meaning that this model does not have a problem collinearity.

The construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended values composite reliability and Cronbach's alpha are more than 0.7 (Ghozali, 2014). The reliability test results in table 2 above show that all constructs have values composite reliability and Cronbach's alpha greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

4.3. Hypothesis Test

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test for direct and indirect effects as well as a measurement of the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of charismatic leadership on tacit knowledge sharing through the mediation of the psychological safety climate variable, a direct and indirect effect test is needed. The effect test was performed using the t-statistical test in the analysis model partial least squared (PLS) using the software SmartPLS 3.0. With the technique bootstrapping, the values for R Square and significance test values as shown in Table 6 and Table 7.



Picture 2. Valid Research Model

Table 3. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Charismatic Leadership (CAL)	CAL1	0.942	0.871	0.921	0.796
	CAL2	0.913			
	CAL3	0.817			
Psychological Safety Climate (PSY)	PSY1	0.840	0.760	0.862	0.676
	PSY2	0.854			
	PSY3	0.770			
Tacit Knowledge Sharing (TAC)	TAC1	0.912	0.832	0.900	0.749
	TAC2	0.854			
	TAC3	0.829			

Source: Data processed by SmartPLS 3.0 output (2021)

Table 4. Discriminant Validity

Variables	IKP	KK	TKS
Psychological Safety Climate (PSY)	0.822		
Charismatic Leadership (CAL)	0.457	0.892	
Tacit Knowledge Sharing (TAC)	0.522	0.644	0.866

Source: Data processed by SmartPLS 3.0 output (2021)

Table 5. Collinearity Statistics (VIF)

Variables	IKP	KK	TKS
Psychological Safety Climate (PSY)			1.264
Charismatic Leadership (CAL)	1.000		1.264
Tacit Knowledge Sharing (TAC)			

Source: Data processed by SmartPLS 3.0 output (2021)

Table 6. R Square Value

	R Square	R Square Adjusted
Psychological Safety Climate (PSY)	0.209	0.196
Tacit Knowledge Sharing (TAC)	0.481	0.463

Source: Data processed by SmartPLS 3.0 output (2021)

Table 7. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	CAL -> PSY	0.457	0.114	4.028	0.000	Supported
H2	PSY -> TAC	0.288	0.108	2.659	0.008	Supported
H3	CAL -> TAC	0.513	0.090	5.694	0.000	Supported
H4	CAL -> PSY -> TAC	0.132	0.064	2.069	0.039	Supported

Source: Data processed by SmartPLS 3.0 output (2021)

Based on Table 6 above, the value R Square of psychological safety climate (PSY) is 0.209, which means that the psychological safety climate variable (PSY) can be explained by the charismatic leadership variable (CAL) amounted to 20.9%, while the remaining 79.1% was

explained by other variables not discussed in this study. Value of R Square of tacit knowledge sharing (TAC) of 0.481, which means that the variable (TAC) can be explained by the charismatic leadership (CAL) and psychological safety climate (PSY) of 48.1%, while the remaining

51.9% is explained by other variables not discussed in this study. Meanwhile, Table 7 shows the t-statistics and p-values which show the influence between the research variables that have been mentioned. The four lines hypothesized in this study were validated and supported at a significance level of 0.05. The psychological safety climate is influenced positively and significantly by charismatic leadership (**H1 supported**). Tacit knowledge sharing is positively and significantly influenced by the psychological safety climate (**H2 supported**). Tacit knowledge sharing is positively and significantly influenced by charismatic leadership. Tacit knowledge sharing is positively and significantly influenced by charismatic leadership through mediation of the psychological safety climate (**H3 and H4 supported**).

4.4. Discussion

In terms of theoretical implications, this study at least contributes to the existing literature by uncovering the impact of charismatic leadership practices on tacit knowledge sharing. Although a large number of studies have acknowledged the importance of leadership in the success of MSMEs, most of the previous studies were conducted at the level of large business organizations, but similar studies with the MSME unit of analysis are still rare, both in Indonesia and abroad. Therefore, the results of this study enrich the repertoire and body of knowledge related to charismatic leadership practices and their influence on the psychological safety climate and tacit knowledge sharing. The findings of this research can also expand the leadership literature, especially charismatic leadership styles from the theoretical perspective of social psychology.

5. Conclusion

Based on the theory of charismatic leadership and organizational climate, we developed a research model to examine the mechanism of the impact of leader's charisma on individual behavior in knowledge-sharing activities, tacit knowledge sharing in the context of MSME organizations, through mediation of organizational climate, particularly psychological safety climate. A field survey was conducted with a total of 61 respondents. Valid questionnaires were collected from employees of five UMKM companies in Banten. SEM technique is used to test the research model of four hypotheses. The results of the SmartPLS analysis show that charismatic leadership has a positive and significant effect directly on the psychological safety climate and tacit knowledge sharing, as well as the psychological safety climate directly has a positive and significant effect on tacit knowledge sharing. Likewise, charismatic leadership indirectly affects tacit knowledge sharing through mediating the psychological safety climate. So, in this study, psychological safety climate acts as a partial mediator variable.

This study can provide guidance to top management and / or owners of MSMEs in the selection and appointment of organizational leaders. This research shows that a charismatic leader can facilitate tacit knowledge sharing, both directly and through a climate of psychological safety. Thus the management of MSMEs needs to consider charismatic leadership traits as an important evaluation dimension when selecting a team leader who is responsible for organizational learning. The study could also offer team leaders guidance on how to focus on the psychological safety climate in organizations. Thus the team leader himself must pay attention to his leadership style, and influence followers by displaying idealized influence and personal charisma rather than using authoritative power, to gain trust and respect among team members.

There are several limitations that exist in this study. First, data collection was carried out in Banten province, and the generalizability of research findings may be limited to location. Future studies need to test the research model with large-scale data samples collected from various locations, to further test the external validity of the study. Future research should also include cultural variables and factors in the research model to test whether there are cultural interactions with the constructs recorded in the research model. Second, this study focuses on the impact of the leadership practice of a charismatic leader on tacit knowledge sharing. Leadership theory suggests that leadership is a multi-dimensional construct consisting of several leadership traits, and future studies could explore the mechanisms for the impact of other leadership traits, such as inspirational stimulation, intellectual motivation and personal judgment, on tacit knowledge sharing individual.

References

- Agistiawati, E., Asbari, M., Basuki, S., Yuwono, T., & Chidir, G. (2020). Exploring the Impact of Knowledge Sharing and Organizational Culture on Teacher Innovation Capability. *International Journal of Science and Management Studies (IJSMS)*, 3(3), 62–77. <http://www.ijmsjournal.org/volume3-issue3.html>
- Anand, G., Ward, P. T., & Tatikonda, M. V. (2010). Role of explicit and tacit knowledge in Six Sigma projects: An empirical examination of differential project success. *Journal of Operations Management*, 28(4), 303–315. <https://doi.org/10.1016/j.jom.2009.10.003>
- Asbari, M. (2011). *Kepemimpinan Transformasional: Landasan Menuju World Class Company*.

- Asbari, M. (2020a). Is Transformational Leadership Suitable for Future Organizational Needs? *International Journal of Sociology, Policy and Law (Ijosp)*, 1(01), 51–55.
- Asbari, M. (2020b). Is Transformational Leadership Suitable for Future Organizational Needs? *International Journal of Sociology, Policy and Law (Ijosp)*, 01(01), 51–55. <https://ijosp.org/index.php/ijosp/article/view/17>
- Asbari, M., & Novitasari, D. (2020a). Pengaruh Aktivitas Berbagi Pengetahuan dan Mediasi Budaya terhadap Kemampuan Inovasi Guru. *Jurnal Manajemen Dan Supervisi Pendidikan*, 5(1), 324–334. <http://journal2.um.ac.id/index.php/jmsp/article/view/15253>
- Asbari, M., & Novitasari, D. (2020b). Pengaruh Kesiapan untuk Berubah di Masa Pandemi Covid-19: Apa yang Dibutuhkan Pemimpin untuk Menjaga Kinerja. *Jurnal Ekonomika: Manajemen, Akuntansi, Dan Perbankan Syariah*, 9(2), 1–17. <https://doi.org/https://doi.org/10.24903/je.v9i2.932>
- Asbari, M., & Novitasari, D. (2020c). The Role of Readiness for Change on Part-Timer Employee Performance: Analysis of Transformational Leadership Practice in Convection Industry. *Journal of Communication Education (JOCE)*, 14(02).
- Asbari, M., & Novitasari, D. (2020d). The Role of Readiness for Change on Part-Timer Employee Performance: Analysis of Transformational Leadership Practice in Convection Industry. *Journal of Communication Education (JOCE)*, 14(02). <http://jurnal.ipem.ac.id/index.php/joce-ip/article/view/220>
- Asbari, M., & Novitasari, D. (2021a). Pengaruh Aktivitas Berbagi Pengetahuan dan Mediasi Budaya terhadap Kemampuan Inovasi Guru. *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)*, 5(1), 324–334.
- Asbari, M., & Novitasari, D. (2021b). Pengaruh Authentic Leadership terhadap Mentalitas Siap Berubah dan Kinerja Pegawai Paruh Waktu. *Business Management Journal*, 17(1), 73–88. <https://doi.org/http://dx.doi.org/10.30813/bmj>
- Asbari, M., Novitasari, D., Gazali, G., Silitonga, N., & Pebrina, E. T. (2020). Analisis Kesiapan untuk Berubah di Masa Pandemi Covid-19: Studi Pengaruh Kepemimpinan Transformasional terhadap Kinerja Karyawan. *Jurnal Perspektif*, 18(2), 147–159. <https://ejournal.bsi.ac.id/ejurnal/index.php/perspektif/article/view/8576>
- Asbari, M., Novitasari, D., & Goestjahjanti, F. S. (2020). Mempertahankan Kinerja Karyawan di Masa Pandemi Covid-19: Studi Kasus pada Industri Ritel. *JMK (Jurnal Manajemen & Kewirausahaan)*, 5(3), 183–203.
- Asbari, M., Novitasari, D., Pebrina, E. T., & Santoso, J. (2020). Work-Family Conflict and Employee Performance during Covid-19 Pandemic: What is the Role of Mental Readiness to Change? *JPBM (Jurnal Pendidikan Bisnis Dan Manajemen)*, 6(2).
- Asbari, M., Novitasari, D., Silitonga, N., Sutardi, D., & Gazali. (2020). Analisis Readiness for Change terhadap Kinerja: Perspektif Karyawan Kontrak di Masa Pandemi Covid-19. *JEMASI: Jurnal Ekonomi Manajemen Dan Akuntansi*, 16(2), 1–16. <https://doi.org/https://doi.org/10.35449/jemasi.v16i2.153>
- Asbari, M., & Prasetya, A. B. (2021). Managerial Coaching: Rahasia Membangun Kinerja, Komitmen Tim dan Modal Psikologis Guru. *Edumaspul - Jurnal Pendidikan*, 5(1), 490–506. <https://ummaspul.ejournal.id/maspuljr/article/view/1248>
- Asbari, M., Purba, J. T., Hariandja, E. S., & Sudibjo, N. (2021). Membangun Kesiapan Berubah dan Kinerja Karyawan: Kepemimpinan Transformasional versus Transaksional. *Jurnal Ilmiah Manajemen Dan Bisnis*, 22(1), 54–71.
- Asbari, M., Santoso, P. B., & Prasetya, A. B. (2020). Elitical and Antidemocratic Transformational Leadership Critics: Is It Still Relevant? (A Literature Study). *International Journal of Sociology, Policy and Law (Ijosp)*, 01(01), 11–16. <https://doi.org/https://doi.org/10.8888/ijosp.v1i1.10>
- Asbari, M., Wijayanti, L., Hyun, C. C., Purwanto, A., Santoso, P. B., Bernarto, I., Pramono, R., & Fayzhall, M. (2020). The role of knowledge transfer and organizational learning to build innovation capability: Evidence from Indonesian automotive industry. *International Journal of Control and Automation*, 13(1), 319–333. <http://sersc.org/journals/index.php/IJCA/article/view/5732>
- Asbari, M., Wijayanti, L. M., Hyun, C. C., Purwanto, A., Santoso, B., & Article, H. (2019). Effect of Tacit and Explicit Knowledge Sharing on Teacher Innovation

- Capability. *Dinamika Pendidikan*, 14(2), 227–243.
<https://doi.org/10.15294/dp.v14i2.22732>
- Banks, G. C., Engemann, K. N., Williams, C. E., Gooty, J., McCauley, K. D., & Medaugh, M. R. (2017). A meta-analytic review and future research agenda of charismatic leadership. *The Leadership Quarterly*, 28(4), 508–529.
- Basuki, S., Asbari, M., Purwanto, A., Agistiawati, E., Fayzhall, M., Rasyi Radita, F., Maesaroh, S., Wahyuni Asnaini, S., Chidir, G., Yani, A., Singgih, E., Nadhila Sudiyono, R., Sestri Goestjahjanti, F., Yuwono, T., & Hutagalung, D. (2020). Pengaruh Organizational Culture terhadap Teacher Innovation Capability dalam Perspektif Knowledge Sharing: Studi Kasus Jabodetabek. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 171–192. <https://ummaspul.e-journal.id/Edupsycouns/article/view/432>
- Basuki, S., Novitasari, D., Fahlevi, M., Nadeak, M., Fahmi, K., Pebrina, E. T., Sudiyono, R. N., & Asbari, M. (2020). Performance Analysis of Female Employees in the Covid-19 Pandemic Period: The Effects of Readiness for Change and Effectiveness of Transformational Leadership. *Solid State Technology*, 63(1s), 201–217. <http://www.solidstatetechnology.us/index.php/JSST/article/view/709>
- Bock, G. W., & Kim, Y. G. (2002). Breaking the Myths of Rewards: An Exploratory Study of Attitudes about Knowledge Sharing. *Information Resources Management Journal (IRMJ)*, 15(2), 14–21. <https://doi.org/10.4018/irmj.2002040102>
- Chin, W. (1998). *The Partial Least Squares Approach to Structural Equation Modeling* (E. Modern Methods for Business Research, In: G. A. Marcoulides (ed.)). Lawrence Erlbaum Associates Publisher.
- Conger, J. A., Kanungo, R. N., Menon, S. T., & Mathur, P. (1997). Measuring charisma: dimensionality and validity of the Conger-Kanungo scale of charismatic leadership. *Canadian Journal of Administrative Sciences/Revue Canadienne Des Sciences de l'Administration*, 14(3), 290–301.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44(2), 350–383.
<http://www.jstor.org/stable/2666999>
- Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39. <https://doi.org/10.2307/3151312>
- Gazali, G., Asbari, M., & Novitasari, D. (2020). Peran Readiness for Change Mentality terhadap Kinerja Pegawai Kontrak Industri Alas Kaki. *Widya Cipta: Jurnal Sekretari Dan Manajemen*, 4(2), 169–182. <https://doi.org/10.31294/widyacipta.v4i2.8823>
- Ghozali, I. (2014). *Structural Equation Modeling, Metode Alternatif dengan Partial Least Square (PLS)* (4th ed.). Badan Penerbit Universitas Diponegoro.
- Goestjahjanti, S. F., Novitasari, D., Hutagalung, D., Asbari, M., & Supono, J. (2020). Impact of Talent Management, Authentic Leadership and Employee Engagement on Job Satisfaction: Evidence From South East Asian Industries. *Journal of Critical Reviews*, 7(19), 67–88. <http://www.jcreview.com/?mno=101983>
- Grabo, A., Spisak, B. R., & van Vugt, M. (2017). Charisma as signal: An evolutionary perspective on charismatic leadership. *The Leadership Quarterly*, 28(4), 473–485.
- Guibrunet, L. (2019). The interplay of tacit and explicit knowledge in the informal economy: the atypical case of a recycling family business in Mexico City. *International Development Planning Review*, 1–19. <https://doi.org/10.3828/idpr.2019.6>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th ed.). Pearson Prentice Hall.
- Hair, J. F., Hult, G. T., Ringle, C. M., & Sarstedt, M. (2014). *A primer partial least squares structural equation modeling (PLS-SEM)*. SAGE Publications.
- Hair, Joe F, Sarstedt, M., Ringle, C. M., & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the Academy of Marketing Science*, 40(3), 414–433.
- Hair Jr, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2017). *Advanced issues in partial least squares structural equation modeling*. saGe publications.
- Jasimuddin, S. M., Klein, J. H., & Connell, C. (2005). The paradox of using tacit and explicit knowledge. Strategies to face

- dilemmas. *Management Decision*, 43(1), 102–112.
<https://doi.org/10.1108/00251740510572515>
- Javed, B., Naqvi, S. M. M. R., Khan, A. K., Arjoon, S., & Tayyeb, H. H. (2019). Impact of inclusive leadership on innovative work behavior: The role of psychological safety. *Journal of Management and Organization*, 25(1), 117–136.
<https://doi.org/10.1017/jmo.2017.3>
- Jumiran, Novitasari, D., Nugroho, Y. A., Sutardi, D., Sasono, I., & Asbari, M. (2020). Pengaruh Dimensi Kepemimpinan Transformasional terhadap Kepuasan Kerja dan Komitmen Organisasional: Studi Kasus pada Dosen Perguruan Tinggi Swasta. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 600–621.
- López-Cabarcos, M. Á., Srinivasan, S., Göttling-Oliveira-monteiro, S., & Vázquez-Rodríguez, P. (2019). Tacit knowledge and firm performance relationship. The role of product innovation and the firm level capabilities. *Journal of Business Economics and Management*, 20(2), 330–350.
<https://doi.org/10.3846/jbem.2019.9590>
- Masri, R., & et al. (2018). the Management Dilemma on the Delivery of Tacit-Explicit Knowledge in the Diffusion of Innovation Theory. *Turkish Online Journal of Design Art and Communication*, 8(March), 686–692.
- Maximo, N., Stander, M., & Coxen, L. (2019). Authentic leadership and work engagement: The indirect effects of psychological safety and trust in supervisors. *SA Journal of Industrial Psychology*, 45, 11 Pages., 45(0), 11.
<https://doi.org/https://doi.org/10.4102/sajip.v45i0.1612>
- Nikolić, D., & Natek, S. (2018). Reassessing Tacit Knowledge in the Experience Economy. *Technology, Innovation and Industrial Management*, May, 16–18.
https://bib.irb.hr/datoteka/975198.ML2018-125_Nikolic.pdf
- Novitasari, D., & Asbari, M. (2020a). Pengaruh Kepemimpinan Transformasional terhadap Kinerja Karyawan: Peran Kesiapan untuk Berubah sebagai Mediator. *Jurnal Manajemen*, 10(2), 84–99.
- Novitasari, D., & Asbari, M. (2020b). Urgensi Kepemimpinan dan Mentalitas Siap Berubah Terhadap Kinerja Pegawai di Musim Pandemi Covid-19. *Jurnal REKOMEN (Riset Ekonomi Manajemen)*, 4(1), 66–80.
- Novitasari, D., Asbari, M., Sutardi, D., Gazali, G., & Silitonga, N. (2020). Pengaruh Kesiapan untuk Berubah dan Efektivitas Kepemimpinan Transformasional terhadap Kinerja Karyawan di Masa Pandemi Covid-19. *Value: Jurnal Manajemen Dan Akuntansi*, 15(2), 22–37.
- Novitasari, D., Asbari, M., Wijayanti, L. M., Hyun, C. C., & Farhan, M. (2020). The Role of Religiosity, Leadership Style, Job Satisfaction and Organizational Citizenship Behavior Mediation on Woman Teachers' Performance. *Solid State Technology*, 63(6), 2953–2967.
<http://solidstatetechology.us/index.php/JSST/article/view/3380>
- Novitasari, D., Goestjahjanti, F. S., & Asbari, M. (2020). The Role of Readiness to Change between Transformational Leadership and Performance: Evidence from a Hospital during Covid-19 Pandemic. *APMBA (Asia Pacific Management and Business Application)*, 9(1), 37–56.
<https://doi.org/10.21776/ub.apmba.2020.009.01.4>
- Novitasari, D., Kumoro, D. F. C., Yuwono, T., & Asbari, M. (2020). Authentic Leadership and Innovation: What is the Role of Psychological Capital? *International Journal of Science and Management Studies (IJSMS)*, 3(5), 27–42.
<https://www.ijmsjournal.org/volume3-issue5.html>
- Roscoe, J. T. (1975). *Fundamental research statistics for the behavioral sciences [by] John T. Roscoe*.
- Rumanti, A. A., Samadhi, T. M. A. A., Wiratmadja, I. I., & Sunaryo, I. (2018). A systematic literature review on knowledge sharing for innovation: Empirical study approach. *2018 5th International Conference on Industrial Engineering and Applications, ICIEA 2018*, 504–509.
<https://doi.org/10.1109/IEA.2018.8387153>
- Sarstedt, M., Ringle, C. M., Smith, D., Reams, R., & Hair Jr, J. F. (2014). Partial least squares structural equation modeling (PLS-SEM): A useful tool for family business researchers. *Journal of Family Business Strategy*, 5(1), 105–115.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Shao, Z., Feng, Y., & Wang, T. (2016). Charismatic leadership and tacit knowledge

- sharing in the context of enterprise systems learning: the mediating effect of psychological safety climate and intrinsic motivation. *Behaviour and Information Technology*, 36(2), 194–208. <https://doi.org/10.1080/0144929X.2016.1221461>
- Shao, Z., Feng, Y., Wang, T., & Liu, L. (2016). The Impact Mechanism of Charismatic Leadership on Individual's Tacit Knowledge Sharing. *Fifteenth Wuhan International Conference on E-Business*, 527–534.
- Silitonga, N., Novitasari, D., Sutardi, D., Sopa, A., Asbari, M., Yulia, Y., Supono, J., & Fauji, A. (2020). The Relationship of Transformational Leadership, Organizational Justice and Organizational Commitment: a Mediation Effect of Job Satisfaction. *Journal of Critical Reviews*, 7(19), 89–108. <http://www.jcreview.com/?mno=101999>
- Singgih, E., Iskandar, J., Goestjahjanti, F. S., Fahlevi, M., Nadeak, M., Fahmi, K., Anwar, R., Asbari, M., & Purwanto, A. (2020). The Role of Job Satisfaction in the Relationship between Transformational Leadership, Knowledge Management, Work Environment and Performance. *Solid State Technology*, 63(2s), 293–314. <http://www.solidstatetechnology.us/index.php/JSST/article/view/1556>
- Sudiyono, R. N., Fikri, M. A. A., Asbari, M., Suroso, Nugroho, Y. A., & Singgih, E. (2020). The Role of Employee Engagement in the Relationship between Authentic Leadership, Talent Management and Job Satisfaction. *International Journal of Advanced Science and Technology*, 29(5), 11809–11836. <http://sersc.org/journals/index.php/IJAST/article/view/25377>
- Sudiyono, R. N., Goestjahjanti, F. S., Asbari, M., Agistiawati, E., Fayzhall, M., Yani, A., Winanti, W., Yuwono, T., Nurasiah, N., & Yulia, Y. (2020). Meningkatkan Komitmen dan Kinerja Dosen: Apa Peran Manajemen Perguruan Tinggi? *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 337–352.
- Sun, Y., & Huang, J. (2019). Psychological capital and innovative behavior: Mediating effect of psychological safety. *Social Behavior and Personality: An International Journal*, 47(9), 1–7.
- Suprapti, Asbari, M., Cahyono, Y., & Mufid, A. (2020). Leadership Style, Organizational Culture and Innovative Behavior on Public Health Center Performance During Pandemic Covid-19. *Journal of Industrial Engineering & Management Research*, 1(2). <https://doi.org/https://doi.org/10.7777/jiemar.v1i2>
- Waldman, D. A., & Yammarino, F. J. (1999). CEO charismatic leadership: Levels-of-management and levels-of-analysis effects. *Academy of Management Review*, 24(2), 266–285.
- Wang, E., Chou, H. W., & Jiang, J. (2005). The impacts of charismatic leadership style on team cohesiveness and overall performance during ERP implementation. *International Journal of Project Management*, 23(3), 173–180. <https://doi.org/10.1016/j.ijproman.2004.09.003>
- Zaman, M. N., Novitasari, D., Goestjahjanti, F. S., Fahlevi, M., Nadeak, M., Fahmi, K., Setiawan, T., & Asbari, M. (2020). Effect of Readiness to Change and Effectiveness of Transformational Leadership on Workers' Performance during Covid-19 Pandemic. *Solid State Technology*, 63(1s), 185–200. <http://www.solidstatetechnology.us/index.php/JSST/article/view/708>