

Building a Learning Organization: The Role of Knowledge Sharing, Communication Climate, and Interpersonal Trust at the Ambon City Transportation Agency

Felix Chandra^{1*}, Nurul Maghfirah²

Economy and Business Faculty, Pattimura University

Corresponding Author: Felix Chandra: felixchandra80@gmail.com

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ABSTRACT

This study aims to analyze the influence of Knowledge Sharing, Communication Climate, and Interpersonal Trust on the formation of a Learning Organization within the Transportation Agency. A quantitative approach was employed in this study. Data were collected through the distribution of questionnaires to 38 respondents who were employees of the Transportation Agency. The data analysis technique used was multiple linear regression, with the assistance of SPSS software, to examine both partial and simultaneous effect. The results indicate that, partially, Knowledge Sharing has a positive and significant effect on the Learning Organization, suggesting that the sharing of experiences constitutes a fundamental resource for organizational learning. The Communication Climate variable also demonstrates a positive and significant effect, indicating that information transparency facilitates cross-functional dialogue. Likewise, Interpersonal Trust shows a significant influence, serving as a foundation of trust in workplace interactions. Simultaneously, these three variables have a significant influence on the development of a Learning Organization. These findings imply that a learning organization in the public sector can be optimally achieved when an agency is able to integrate knowledge-sharing practices with a transparent communication environment and interpersonal relationships grounded in mutual trust.

INTRODUCTION

In the era of the knowledge-based economy, an organization's resilience is no longer determined solely by its physical assets, but also by its ability to manage intellectual capital. For government agencies such as the Department of Transportation, transforming into a Learning Organization is a necessity to meet the increasingly complex and dynamic demands of public service. A Learning Organization refers to an organization that possesses the ability to learn continuously, enabling it to think and act quickly in response to change. According to Dalt (in Suryani & Syahbudi, 2022), a Learning Organization enables its members to continually experiment, change, and improve in order to achieve collective goals. Meanwhile, Peter Senge (in Harnisah et al., 2023) describes a Learning Organization as a platform where individuals continuously develop their capacity to create desired outcomes, where new mindsets are nurtured, and where collective aspirations are unleashed. However, in practice, building an organization capable of collective learning often encounters bureaucratic rigidity and an individualistic work culture.

Ideally, a Learning Organization requires a smooth flow of knowledge and close collaboration among its members. In reality, conditions at the Transportation Agency reveal a disconnect between infrastructure and organizational behavior. An interview with an employee, revealed that the organization's current performance is hindered by a "siloe" mentality, in which employees work in isolation without utilizing collective experience. Although the agency has provided modern communication technology, these tools have failed to stimulate learning because they are not supported by a strong sharing culture. As a result, knowledge remains confined to individuals as tacit knowledge and is not transformed into organizational assets in the form of explicit knowledge.

The main obstacles to establishing a Learning Organization stem from three crucial factors. The first is knowledge sharing. Knowledge sharing, as defined by Tobing (Simanjuntak & Sitio, 2021), is a structured activity of distributing knowledge that involves senders and receivers at both individual and organizational levels, encompassing the delivery of complex contexts through various media and methods. Knowledge that is not shared becomes a wasted resource. At the research site, the absence of a reward system for information sharing has reduced employees' motivation to contribute to the learning of their colleagues. This condition is supported by research conducted by Rao et al., (2018), which states that effective knowledge sharing directly contributes to strengthening a Learning Organization.

Second, the communication climate within the non-physical work environment plays a vital role in fostering openness. Pace and Faules (in Anjani & Fauziah, 2021) define communication climate as a set of perceptions related to communication events, human actions, staff responses, expectations, conflicts, and opportunities for organizational growth. A lack of open communication at the Transportation Agency creates reluctance and psychological barriers that prevent employees from engaging in cross-functional discussions. Without a supportive communication climate, dialogue, one of the key pillars of a Learning

Organization cannot be realized. Research by Pascoe & More, (2005) demonstrates that an open, supportive, and trusting communication climate encourages knowledge sharing, which lies at the core of the learning process within organizations.

Third, an often overlooked yet crucial factor is interpersonal trust. Rotter (in Hafizah & Koanda, 2025) defines interpersonal trust as an individual's belief that others are reliable and will not misuse the information entrusted to them. The tendency of employees at the Transportation Agency to work independently reflects a low level of trust among individuals. In organizations with low trust, employees tend to withhold information because they feel threatened or doubt the integrity of their colleagues. Trust acts as the glue that binds organizational members together and motivates them to learn collectively. Hoe, (2007) that interpersonal trust is essential in building a Learning Organization.

The failure to integrate these three aspects has caused the Transportation Agency to miss opportunities to enhance efficiency and productivity through collective learning. Without strategic interventions to improve knowledge-sharing practices, the communication climate, and mutual trust, the Learning Organization will remain a theoretical concept rather than a practical reality. The gap between the availability of communication technology and the low utilization of collective knowledge within the agency highlights the urgency of conducting in-depth research on these variables.

THEORETICAL FRAMEWORK

This research is based on the understanding that a Learning Organizational is the result of interactions among various interrelated internal organizational factors. A Learning Organizational is influenced not only by formal policies or training programs, but also by individual behavior, the quality of communication, and the working relationships established within the organization. Therefore, knowledge sharing, communication climate, and interpersonal trust are positioned as independent variables that theoretically contribute to the formation of a Learning Organizational at the Transportation Agency.

Knowledge sharing is understood as the process of exchanging knowledge, experience, and expertise among employees through activities of sharing and accumulating knowledge. Kuo (in Hanapi et al., 2020) defines knowledge sharing as a mechanism that allows knowledge to flow and be transferred from one party to another. Theoretically, knowledge sharing enables individual knowledge to develop into collective organizational knowledge. When employees actively share information and learn from one another, the organization more easily fosters an understanding of expertise, increases the willingness to learn and help each other, and creates an environment that supports continuous learning. Thus, knowledge sharing is a key mechanism in building a Learning Organizational.

The communication climate serves as a contextual factor that determines the quality of interaction and information exchange within an organization. A

communication climate characterized by trust, openness, support, participation in decision-making, and a focus on high-performance goals creates a work environment conducive to learning. In a positive communication climate, employees feel valued and encouraged to actively participate in discussions, provide feedback, and learn across roles. Arif et al., (2014) explained in their research that a positive communication climate fosters a desire to learn. This condition strengthens the organizational learning process and supports the formation of a Learning Organizational.

Interpersonal trust is a psychological foundation that strengthens relationships among individuals within an organization. Trust, reflected through reliability, emotional maturity, and honesty, creates a sense of security that allows employees to share knowledge, express opinions, and learn from mistakes. Theoretically, interpersonal trust facilitates the formation of a more effective Learning Organizational. Without trust, learning processes tend to be constrained because employees become reluctant to interact and share work experiences.

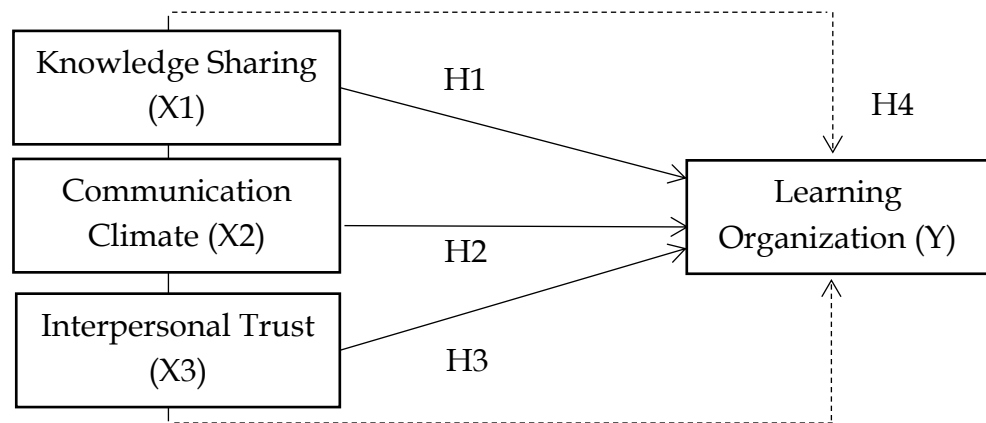


Figure 1. Conceptual Framework

METHODS

This study employed a quantitative approach with an explanatory design. It aimed to explain the influence of knowledge sharing, communication climate, and interpersonal trust on organizational learning at the Transportation Agency. The population comprised all 62 employees of the Transportation Agency. The sample size was determined using a simple random sampling technique, resulting in 38 respondents, calculated using the Slovin formula. Data were collected through questionnaires distributed to the selected respondents.

The knowledge sharing variable was measured using the dimensions of knowledge donating and knowledge collecting as proposed by Hoof and Ridder (Sukmayadi et al., 2023). The communication climate variable was measured using five dimensions identified by Goldhaber (Wahyunie et al., 2015), namely trust, shared decision-making, support, openness, and concern for high-performance goals. Interpersonal trust was measured using three dimensions proposed by Ken J. Rotenberg (Widiasmita & Muhammad, 2022), consisting of reliability, emotionality, and honesty. The learning organization variable was measured using indicators proposed by Marsick and Watkins (Suhendra & Hayadi, 2024), which include encouragement to develop expertise,

encouragement to learn and help others, organizational encouragement for learning, fair and open feedback, cross-functional discussions, and recognition for learning.

Before data analysis, the research instruments were tested for validity, reliability, and classical assumptions to ensure the accuracy and consistency of the measurement tools. The data analysis technique used in this study was multiple linear regression to examine the effects of the independent variables on the dependent variable, both partially and simultaneously.

RESULTS

Validity test

The validity of the research instrument was examined to determine its ability to accurately measure the intended variables. Questionnaire items were considered valid if the calculated r-count > r-table and the significance level was below 5%.

Table 1. Validity Results

Variable	Item	R-count	R-Table	Sig	Information
Knowledge Sharing	KS.1	.748	0.320	0.000	Valid
	KS.2	.867			
	KS.3	.804			
	KS.4	.648			
	KS.5	.777			
	KS.6	.711			
	KS.7	.746			
	KS.8	.809			
	KS.9	.838			
	KS.10	.766			
	KS.11	.673			
	KS.12	.696			
	KS.13	.771			
Communication Climate	IK.1	.813	0.320	0.000	Valid
	IK.2	.783			
	IK.3	.814			
	IK.4	.825			
	IK.5	.870			
	IK.6	.793			
	IK.7	.795			
	IK.8	.845			
	IK.9	.880			
Interpersonal Trust	IT.1	.817	0.320	0.000	Valid
	IT.2	.863			
	IT.3	.937			
	IT.4	.924			
	IT.5	.893			
	IT.6	.843			

Learning Organization	LO.1	.825	0.320	0.000	Valid
	LO.2	.829			
	LO.3	.796			
	LO.4	.862			
	LO.5	.839			
	LO.6	.817			
	LO.7	.857			
	LO.8	.844			
	LO.9	.881			
	LO.10	.888			

The results of the validity test show that all items for the Knowledge Sharing, Communication Climate, Interpersonal Trust, and Learning Organization variables have calculated r-count greater than the r-table value (0.320) with a significance level of 0.000, indicating that all statement items used in this study are valid.

Reliability Test

Reliability testing aims to evaluate the internal consistency of a research instrument when it is used in repeated measurements. A variable is considered reliable and has a good level of reliability if the resulting Cronbach’s Alpha coefficient is greater than 0.70.

Table 2. Reliability Results

Variable	Cronbach’s Alpha	Information
Knowledge Sharing (X1)	.938	Reliabel
Communication Climate (X2)	.945	Reliabel
Interpersonal Trust (X3)	.938	Reliabel
Learning Organization (Y)	.954	Reliabel

Through reliability testing, it was found that the Cronbach’s Alpha coefficients for all variables were above 0.70, namely: Knowledge Sharing (0.938), Communication Climate (0.945), Interpersonal Trust (0.938), and Learning Organization (0.954). Therefore, all research instruments were considered reliable.

Classic Assumption Test

Normality test

Normality analysis aims to examine the distribution of residuals in a regression model. The standard criterion is a significance value (Asymp. Sig. 2-tailed) > 0.05, which indicates that the residual data are statistically normally distributed.

**Table 3. Normality Results
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		38
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.16034938
Most Extreme Differences	Absolute	.109
	Positive	.109

	Negative	-.083
Test Statistic		.109
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Through the Kolmogorov–Smirnov normality test, an Asymp. Sig. value of 0.200 was obtained. This value is greater than 0.05, indicating that the residual data are normally distributed.

Multicollinearity Test

The multicollinearity test is used to ensure that there is no strong linear relationship among the independent variables. A regression model is considered free from multicollinearity if the Tolerance value is greater than 0.10 and the VIF value is less than 10.

Table 4. Multicollinearity Results

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Knowledge Sharing	.212	4.708
Communication Climate	.235	4.252
Interpersonal Trust	.194	5.154

a. Dependent Variable: Learning Organization

Based on the evaluation of the Variance Inflation Factor (VIF) and Tolerance values, the multicollinearity assumption is fulfilled. All values meet the classical assumption criteria (Tolerance > 0.10 and VIF < 10). The Knowledge Sharing (Tolerance = 0.212; VIF = 4.708), Communication Climate (Tolerance = 0.235; VIF = 4.252), and Interpersonal Trust (Tolerance = 0.194; VIF = 5.154) variables therefore indicate no multicollinearity issues.

Heteroscedasticity Test

Heteroscedasticity analysis was conducted to examine the homogeneity of residual variance in the regression model. Based on the scatterplot criteria, the model is considered free from heteroscedasticity if the data points are randomly distributed and do not form a specific pattern.

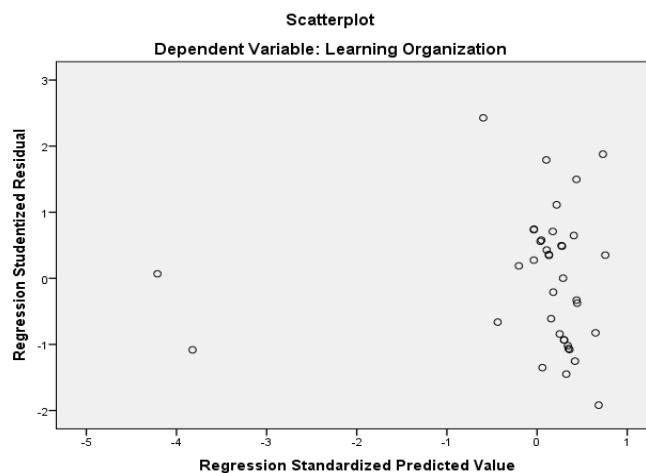


Figure 2. Scatterplot graph

Based on observations of the scatterplot in Figure 2, the residual points appear to be randomly distributed without forming any regular geometric pattern. This condition indicates that the regression model in this study meets the assumption of homoscedasticity and is free from heteroscedasticity.

Hypothesis test

F-Test

The F-test is conducted to determine whether all independent variables simultaneously have a significant effect on the dependent variable. In this study, the independent variables, Knowledge Sharing, Communication Climate, and Interpersonal Trust are considered to have a significant simultaneous effect on the dependent variable if the calculated F-value is greater than the F-table value (2.88) and the significance (Sig.) value is less than 0.05.

Table 5. F Test (Simultaneous Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	892.580	3	297.527	58.581	.000 ^b
	Residual	172.683	34	5.079		
	Total	1065.263	37			
a. Dependent Variable: Learning Organization						
b. Predictors: (Constant), Interpersonal Trust, Communication Climate, Knowledge Sharing						

The results of the simultaneous test show that Knowledge Sharing (X1), Communication Climate (X2), and Interpersonal Trust (X3) collectively have a significant effect on the formation of a Learning Organization (Y). This is indicated by an F-value of 58.581 with a significance level of 0.000. These findings indicate that simultaneous improvements in Knowledge Sharing, Communication Climate, and Interpersonal Trust will significantly enhance the formation of a Learning Organization within the organization.

T-Test

The t-test is conducted to determine the partial effect of each independent variable on the dependent variable. An independent variable in this study is considered to have a significant effect on the dependent variable if the calculated t-value is greater than the t-table value (one-tailed test at a 5% significance level, 1.691) and the significance (Sig.) value is less than 0.05.

Table 6. T Test (Partial Test)

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.092	3.009		.695	.492		

Knowledge Sharing	.234	.115	.304	2.032	.050	.212	4.708
Communication Climate	.354	.155	.324	2.275	.029	.235	4.252
Interpersonal Trust	.560	.261	.336	2.141	.039	.194	5.154
a. Dependent Variable: Learning Organization							

The partial test results show that Knowledge Sharing (X1) has a positive and significant effect on the formation of a Learning Organization, as indicated by a t-value of 2.032 with a significance value of 0.05. This indicates that higher levels of Knowledge Sharing contribute to a stronger formation of a Learning Organization. Furthermore, Communication Climate (X2) also has a positive and significant effect, with a t-value of 2.275 and a significance value of 0.029. This finding suggests that a more favorable Communication Climate further encourages the development of a Learning Organization. Finally, Interpersonal Trust, with a t-value of 2.141 and a significance value of 0.039, indicates that increasing Interpersonal Trust within an organization enhances the formation of a Learning Organization.

Multiple Linear Regression Test

Multiple linear regression analysis is used to examine the influence of more than one independent variable on the dependent variable. Based on the analysis, the regression equation for Knowledge Sharing, Communication Climate, and Interpersonal Trust on the Learning Organization is as follows:

$$Y = 2.092 + 0.234X_1 + 0.354X_2 + 0.560X_3$$

The constant value of 2.092 indicates that if Knowledge Sharing, Communication Climate, and Interpersonal Trust are equal to zero, the Learning Organization variable has a baseline value of 2.092. The Knowledge Sharing coefficient of 0.234 is positive, meaning that each one-unit increase in Knowledge Sharing will increase the Learning Organization by 0.234 units, assuming the other variables remain constant. The Communication Climate coefficient of 0.354 is also positive, indicating that each one-unit increase in Communication Climate will increase the Learning Organization by 0.354 units, assuming the other variables remain constant. Finally, the Interpersonal Trust coefficient of 0.560 is positive, which means that each one-unit increase in Interpersonal Trust will increase the Learning Organization by 0.560 units.

DISCUSSION

The Effect of Knowledge Sharing on Learning Organization

The results of this study indicate that knowledge sharing has a positive effect on the formation of a learning organization at the Transportation Agency. This finding supports previous studies by Sulistyorini et al., (2023) and Nugroho et al., (2022), which found that stronger knowledge sharing practices in the workplace lead to a more robust learning organization culture. In the context of public sector organizations, employee knowledge is a crucial asset for supporting service effectiveness; therefore, the knowledge-sharing process plays a strategic role in shaping a learning organization.

Based on the knowledge donating dimension, employees' willingness to share experiences, ideas, and expertise fosters a shared understanding of work tasks and functions. This practice indirectly strengthens the motivation to understand expertise and increases the willingness to learn and support one another among employees. When knowledge is shared openly, the learning process does not rely solely on formal training but also occurs through daily work interactions. Meanwhile, the knowledge collecting dimension reflects employees' proactive behavior in seeking and acquiring knowledge from colleagues. This attitude demonstrates an awareness of the importance of continuous learning in supporting organizational development. Through knowledge collection, organizations can create a climate that encourages employees to continuously learn, ask questions, and develop competencies, which are key characteristics of a learning organization.

The impact of knowledge sharing is also evident in the creation of fair and open feedback. The intensity of communication fostered through the knowledge-sharing process encourages open discussions across functions. Within the Transportation Agency, cross-functional discussions are essential because the interdependence of tasks across sectors requires coordination and comprehensive understanding. This condition supports the formation of a sustainable and collective learning organization.

The Influence of Communication Climate on Learning Organization

Based on the research results, Communication Climate has a positive influence on the formation of a Learning Organization at the Transportation Agency. This finding is consistent with the study by Pascoe & More, (2005), which states that communication climate is a key element in strengthening the core of a learning organization. Another study by Jitprapai et al., (2024) also supports this result, indicating that a positive communication climate helps reinforce organizational culture and encourages the development of a learning organization.

The learning process within an organization does not occur in isolation; rather, it emerges from the work environment experienced by employees in carrying out their daily tasks. A positive communication climate creates a comfortable space for employees to learn, grow, and contribute optimally to the achievement of organizational goals. Trust is a fundamental element that strengthens the relationship between communication climate and a learning organization. When trust is well established, employees feel more secure in sharing perspectives, expressing ideas, and learning from work experiences. This condition enhances awareness of expertise and nurtures a spirit of mutual support in the learning process, allowing learning to occur naturally and sustainably.

Employee involvement in decision-making processes also enriches learning organizational. Participative decision-making enables employees to understand organizational issues more holistically while simultaneously developing critical thinking and a sense of responsibility. Through such participation, learning takes place not only at the individual level but also evolves into collective learning that strengthens the organization as a whole.

Furthermore, organizational support from both leaders and colleagues plays a crucial role in sustaining the learning process. In a supportive environment, feedback can be delivered fairly and openly, allowing employees to reflect on their performance and make continuous improvements. Open communication also facilitates cross-functional discussions and the exchange of work experiences. Through these interactions, employees gain a broader understanding of organizational roles and responsibilities, thereby making the learning process more meaningful and contextual.

The Influence of Interpersonal Trust on Learning Organizational

The results of this study demonstrate that interpersonal trust plays a significant role in fostering the formation of a Learning Organizational at the Transportation Agency. Trust among individuals not only serves as a foundation for effective working relationships but also creates a psychological space that allows learning processes to develop naturally. In a work environment characterized by mutual trust, employees tend to be more open, reflective, and willing to engage in both individual and organizational development.

Reliability is a key dimension that strengthens Learning Organizational practices. Employees who consistently keep promises and fulfill their responsibilities create certainty in collaboration. This certainty enhances the learning process, as employees feel safe and confident in sharing knowledge and work experiences. Under these conditions, the motivation to learn and improve competencies arises not from pressure, but from the belief that each contribution is valued and will be managed responsibly.

The emotional dimension of interpersonal trust also plays an important role in Learning Organizational development. The ability to manage emotions, accept emotional expressions, and maintain self-control in workplace interactions creates a supportive learning environment. This atmosphere allows employees to receive feedback with an open mindset and view it as an opportunity for growth rather than merely an evaluation. Emotionally healthy interactions further encourage meaningful cross-functional discussions, ensuring that learning is not limited to specific units but becomes an organizational process.

Honesty is another crucial factor in building sustainable interpersonal trust. Honest and good-faith communication enables employees to share accurate information, including work limitations and mistakes. This condition strengthens Learning Organizational processes, as errors are perceived as part of continuous improvement. In an environment grounded in honesty, recognition for learning becomes more meaningful because it is based on genuine efforts to develop, rather than solely on formal performance outcomes.

The findings of this study support previous research by Hoe, (2007) and Lobo & Dolke, (2007), which also confirmed that interpersonal trust plays a vital role in strengthening Learning Organizational development.

The Influence of Knowledge Sharing, Communication Climate, and Interpersonal Trust on Learning Organizational

The research results show that knowledge sharing, communication climate, and interpersonal trust collectively have a significant impact on learning organizational at the Transportation Agency. This finding confirms that learning organizational is a systemic process in which various organizational elements are interconnected and cannot operate in isolation. Knowledge sharing serves as the primary mechanism for disseminating knowledge and work experiences, the communication climate provides a supportive environment for this exchange, and interpersonal trust acts as the foundation that enables the entire process to occur openly and sustainably.

When knowledge sharing practices are effective, employees share not only technical information but also experiences, solutions, and lessons learned from work-related situations. This process becomes more effective when supported by an open communication climate, where employees feel comfortable expressing opinions, asking questions, and engaging in cross-functional discussions. In such an environment, knowledge is not fragmented among specific individuals or work units but develops into collective knowledge that strengthens learning organizational as a whole.

Interpersonal trust strengthens the relationship between knowledge sharing and the communication climate in shaping learning organizational. Trust among employees creates a sense of security that allows knowledge to be shared without fear of misuse or negative evaluation. With trust in place, feedback can be delivered honestly and accepted as part of the learning process rather than as a form of discouraging criticism. This condition fosters mutual learning and support, which are key characteristics of learning organizational.

In the context of the Transportation Agency, which faces regulatory dynamics, public service demands, and complex inter-sectoral coordination, the existence of learning organizational is a strategic necessity. The findings of this study indicate that learning organizational is more easily realized when knowledge sharing, communication climate, and interpersonal trust are developed simultaneously and consistently. As a result, learning is not merely a formal activity but becomes embedded in daily work practices, supporting continuous improvement in organizational performance and the quality of public services.

CONCLUSION

The results of this study demonstrate that Knowledge Sharing, Communication Climate, and Interpersonal Trust have a positive and significant influence on the formation of Learning Organizational at the Transportation Agency, both partially and simultaneously. Effective Knowledge Sharing practices, through the dimensions of knowledge donating and knowledge collecting, have been proven to distribute insights evenly across all levels of the organization. Meanwhile, a healthy Communication Climate creates an open environment that supports the exchange of information across positions and functions. Supported by strong Interpersonal Trust, these elements collectively

create a safe work environment for exploration and learning from experience. Therefore, strengthening knowledge sharing practices, improving communication quality, and fostering mutual trust among employees are strategic factors that must be managed consistently to build an adaptive Learning Organizational that enhances the quality of public services.

RECOMMENDATIONS

For Transportation Agency, it is recommended to continuously strengthen the learning culture by providing regular cross-sector discussion forums to facilitate Knowledge Sharing. Leadership is also encouraged to maintain openness and transparency of information in order to foster a supportive Communication Climate and strengthen Interpersonal Trust in the workplace, so that collective collaboration in addressing regulatory dynamics and public service demands can be optimized.

FURTHER STUDY

Future researchers are expected to further develop this study by incorporating additional relevant independent variables or expanding the sample size to include other government agencies. This is intended to produce more comprehensive findings and enable broader comparisons across various public sector organizational contexts.

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