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# GREEN KNOWLEDGE MANAGEMENT TO IMPROVE GREEN COMPETENCE WITH GREEN MOTIVATION AS INTERVENING VARIABLE

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*Keywords*:
Green Knowledge Management; Green Motivation; Green Competency; Green Motivation, Good Mining Practices.

ABSTRACT

Objectives: The purpose of this study is to find out knowledge management and motivation to improve managerial competence of a functional official of the Mining Inspector, an intermediate expert in provincial placements throughout Indonesia. Methodology: This review paper applies the keyword Green Competence (GC) and its relation to Green Knowledge Management (GKM), and Green Motivation (GM) from internet were published in 2017 or later. A preselect process conducted to figure out the suitable scientific paper related to Green Competence. Among hundreds of articles, we examine 24 from those which related to GC and its to GKM, and GM. Finding: This review paper revealed that there is a research gaps in this topic and this review paper also proposes a research framework for further research.Conclusion: A research conducted based on this review paper is important in order to enhance the competence of the inspectors who work in mining industry (mining inspector) in each province in Indonesia. Consequently, those mining inspector can carry out a technical supervision and environmental supervision towards Good Mining Practices (GMP).

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## 1. INTRODUCTION

Mining activities are not only activities of extracting mineral and coal mining materials, but also multidimensional activities ranging from activities in the technical, environmental, social, economic and legal fields as well as politics. Its existence is very important and needed in contributing to the country's development through various fields such as providing job opportunities, increasing added value, procurement of goods and services, increasing investment, increasing state income through taxes, to compensation to the community through CSR, so that many countries until now still maintain the mining industry (Arif, 2018). One indicator of good mining practice is reflected in compliance with regulations as stated in the Decree of the Indonesia' Minister of Energy and Mineral Resources Number 26 (2018) concerning the Implementation of Good Mining Rules and Supervision of Mineral and Coal Mining.

Mining activities should be planned and carried out properly so that they can make a positive contribution to humans and the environment (WCED, 2018). Sustainable development is development that is aimed at meeting current needs, but does not interfere with meeting future needs. Mining inspectors for the placement of Provinces come from local government employees who were transferred to the Ministry of Energy and Mineral Resources with a fairly diverse educational background, from technical education to non-technical education, so there is a competency gap. According to the results revealed by researchers from various countries, knowledge management plays a role in increasing the competence of employees as concluded by researchers from Brazil (Lustri et al., 2007) as well as those expressed by researchers from Thailand (Tongsamsi & Tongsamsi, 2015) and research results in the United Kingdom (Alainati et al., 2011).

Mining Inspector who works far from the head office sometimes experiences a declining of their motivation since they work quite far from other employees. The concern from management is that the low motivation of Mining Inspectors will have an impact on decreasing managerial competence is reasonable,

as stated by researchers in Indonesia (Purwanto et al., 2022), researchers from Saudi Arabia (Choudhry & Zafar, 2017) and similar results were also demonstrated by researchers from Turkey (Durmuşçelebi, 2018).

The organization has carried out an assessment of employees, where the results of the assessment indicate the need for an enhancement in competence, and each employee has different characteristics. Therefore, it is necessary to find out a model to enhance the competence that suitable for Mining Inspectors. The purpose of this study is to find out knowledge management and motivation to improve managerial competence of the Mining Inspectors, in order to implement Green Mining or Good Mining Practices (GMP).

## 2. METHOD

### 2.1 Research Design

The influence of green knowledge management and green motivation on green competency is investigated in this research. Based on Cleff's classification of research methods, the methodology that will be used in this study is quantitative research (Cleff, 2014). The survey research design with a questionnaire instrument will be used to collect the data. Prior to the distribution of the questionnaires, the researchers interviewed all stakeholders involved in the organization, including supervisors of the respondents. The partial least squares structural equation model was used to analyze the data (PLS-SEM).

### 2.2 Population and Sample

The population used in this study is the middle expert in the placement of provinces in Indonesia (Mining Inspector) who serves in a functional capacity. This position is held by 36 employees across Indonesia. In this study, sampling will be carried out using the census method. Census method refers to the sampling technique used for the entire population (Abdullah, 2015; Sekaran & Bougie, 2016) or saturated sampling (Ali & Limakrisna, 2013). It is feasible to conduct research using a census if the population is small (Cooper & Schindler, 2014).

### 2.3 Measurement

The concepts used to measure each variable are defined in dimensions and items with reference to the literature search. Each question was answered using a 5-point Likert scale, with 1 representing strongly disagree while 5 indicating strongly agree. The following five dimensions are used to measure the green knowledge management variable: With two indications for each dimension, the first dimension is green knowledge acquisition (GKM1), the second is green knowledge storage (GKM2), the third is green knowledge sharing (GKM3), the fourth is green knowledge application (GKM4), and the fifth is green knowledge creation (GKM5) (Yu et al., 2022). Green intrinsic motivation (GM1) and green extrinsic motivation (GM2), each with three indicators, are used to measure the green motivation variable (Ahmed et al., 2021). Three dimensions have been used to measure green competency: (1) green creativity (GC1), (2) green expertise (GC2), and (3) green task motivation (GC3), with two indicators for each dimension (Ogbeibu et al., 2021).

## 3. RELUST AND DISCUSSION

### 3.1 Result

The research unit is a certified Mining Inspector or a middle-level expert in Indonesia. The number of employees engaged in this study was 36, with male and female employees making up 92% and 8% of the total. This composition is a comparison of mining personnel, such as the findings of various previous studies in the mining sector in Southeast Minahasa (Tuuk et al., 2020) and study in Central Lombok (Rohimi, 2020). The employees of this research are currently completing their master's degrees at various univertities. 53% of the 36 respondents in this research were Masters graduates, while 47% were undergraduates. In terms of working period, 11% of employees have less than ten years of experience, 17% have 10-15 years of experience, 47% have 15-20 years of experience, and 25% have > 20 years of experience.

Using the SmartPLS 3.0 software, this research examines data using the PLS-SEM procedure. The analysis begins with an evaluation of the measurement model (outer model) presented in Table 1.

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**Table 1.** Mean, Convergent Validity, Discriminant Validity, Construct Reliability

| Variable | Var. Code | Mean | Outer Loading | Cross Loading | | | AVE | Reliability | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Var. GKM | Var. GM | Var. GC | | CA | CR |
| Green Knowledge Management (GKM) | X111 | 3.472 | 0.886 | 0.743 | 0.272 | 0.389 | 0.628 | 0.881 | 0.910 |
| | X112 | 3.889 | 0.911 | 0.836 | 0.286 | 0.288 | | | |
| | X121 | 3.694 | 0.905 | 0.839 | 0.230 | 0.339 | | | |
| | X122 | 3.694 | 0.881 | 0.756 | 0.365 | 0.539 | | | |
| | X131 | 3.917 | 0.911 | 0.858 | 0.204 | 0.360 | | | |
| | X132 | 3.639 | 0.892 | 0.786 | 0.233 | 0.466 | | | |
| | X141 | 4.028 | 0.918 | 0.800 | 0.375 | 0.282 | | | |
| | X142 | 4.250 | 0.915 | 0.789 | 0.613 | 0.522 | | | |
| | X151 | 3.972 | 0.899 | 0.800 | 0.337 | 0.443 | | | |
| | X152 | 3.694 | 0.900 | 0.801 | 0.266 | 0.571 | | | |
| Green Motivation (GM) | Y111 | 4.306 | 0.792 | 0.305 | 0.768 | 0.566 | 0.642 | 0.938 | 0.947 |
| | Y112 | 4.222 | 0.873 | 0.431 | 0.800 | 0.572 | | | |
| | Y113 | 3.889 | 0.840 | 0.465 | 0.798 | 0.458 | | | |
| | Y121 | 4.222 | 0.875 | 0.170 | 0.825 | 0.462 | | | |
| | Y122 | 3.750 | 0.920 | 0.230 | 0.854 | 0.428 | | | |
| | Y123 | 3.667 | 0.910 | 0.350 | 0.895 | 0.525 | | | |
| Green Competency (GC) | Y211 | 3.694 | 0.905 | 0.635 | 0.437 | 0.804 | 0.679 | 0.905 | 0.927 |
| | Y212 | 3.472 | 0.898 | 0.424 | 0.559 | 0.777 | | | |
| | Y221 | 3.694 | 0.877 | 0.188 | 0.519 | 0.739 | | | |
| | Y222 | 3.722 | 0.895 | 0.326 | 0.331 | 0.797 | | | |
| | Y231 | 3.639 | 0.904 | 0.271 | 0.592 | 0.818 | | | |
| | Y232 | 3.944 | 0.904 | 0.613 | 0.461 | 0.817 | | | |

Abbreviation: AVE= Average Variance Extracted; CA = Cronbach's Alpha; CR = Composite Reliability

Source: Results of data processing using PLS 3.0 (2022)

The convergent validity test indicates that all indicators of each construct had an outer loading value above 0.7, which demonstrates that all indicators are the effective measurement tools to measure the variables, based on the results of the outer model analysis calculationas as displayed in Table 1.

According to the convergent validity test, an instrument used to measure a construct should be highly associated, with an AVE score > 0.5 (J. F. Hair et al., 2019; Hamid & Anwar, 2019). Using the AVE in Table 1 above, the convergent validity test indicates that the AVE value > 0.63 has exceeded the criterion for the AVE value requirement. The Cronbach's Alpha (CA) value, which is good for confirmatory research if the CA value is > 0.8, can be used to determine convergence validity (Garson, 2016)Table 1 above shows that the CA value is > 0.88, indicating that the used questionnaire items are reliable (good reliability) (Garson, 2016). The following Figure 1 displays the outside loading.

In this research uses "hierarchical component model" (HCM) that refers to a higher-order structure, commonly second-order, with multiple levels of construct and a higher abstraction level. HCMs include a higher-order component (HOC) which is more abstract and related to two or more lower-order components (LOCs) in a reflecting or formative manner ( et al. Hair, 2017). These models consist of two parts: a higher-order component (HOC), which captures the more abstract entity, and lower-order components (LOCs), which capture the subdimensions of the abstract entity. The model for this study is shown in the next figure.

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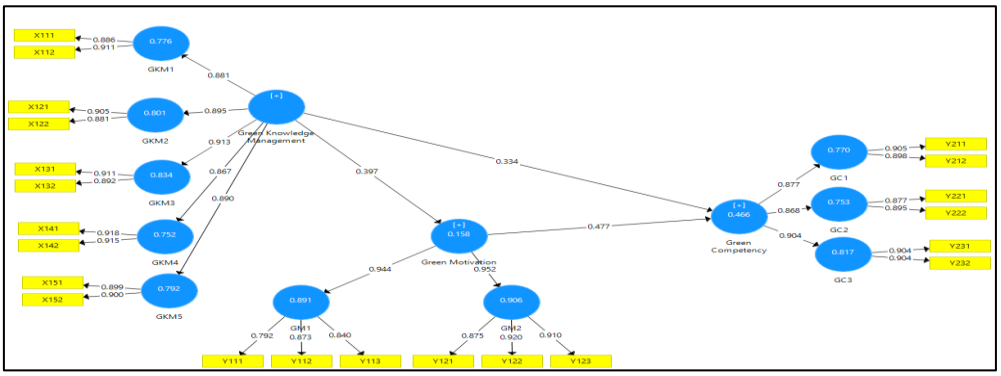

**Figure 2.** Path Coefficient and Outer loading

The inner model analysis is shown in Table 2 below. To assess the inner model, R-square and Q-square evaluations have been carried out. Based on the opinion of experts R-square values of 0.75, 0.50 and 0.25 indicate a strong, medium (moderate), and weak (small) model.

**Table 2.** Inner Model: R-square, Q-square, and GoF

| Variable | R-square | R-square adjusted | Q-square |
|---|---|---|---|
| Green Competency (GC) | 0.466 | 0.433 | 0.550 |
| Green Motivation (GM) | 0.158 | 0.133 | |

Source: Results of data processing using PLS 3.0 (2022)

As seen in table 2 above, the R-square value of 0.466 indicates that the model constructed for this research is a medium (moderate) model. Furthermore, the derived Q-square value (predictive relevance) is assessed. A Q-square value > 0, in the perspective of experts (Hair Jr et al., 2021; Siswono & Wardoyo, 1995), indicates that the model has good predictive relevance. The Q-square value for this study was 0.550, indicates that the model developed has a strong predictive relevance.

The following step is to examine the validity of the hypothesis by evaluating the t-statistic or p-value on the bootstrapping report. If the t-statistic value above the cutoff = 0.05 (1.96) and p-value < 0.05 then the hypothesis is accepted. Table 3 and Figure 2 below display the results of the bootstrapping analysis.

**Table 3.** Mean, STDEV, T-Values, P-Values

| | (O) | (M) | (STDEV) | (T-Values) | P Values |
|---|---|---|---|---|---|
| H1: GKM → GC | 0.334 | 0.319 | 0.125 | 2.670 | 0.008 |
| H2: GKM → GM | 0.397 | 0.406 | 0.160 | 2.478 | 0.014 |
| H3: GM → GC | 0.477 | 0.480 | 0.110 | 4.348 | 0.000 |
| H4: GKM→GM→GC | 0.190 | 0.193 | 0.088 | 2.147 | 0.032 |

Original Sample (O) ; Sample Mean (M)
Standard Deviation (STDEV); T Statistics (|O/STDEV|)

Source: Results of data processing using PLS 3.0 (2022)

All of the t-statistical values that were obtained were larger than 1.96, and all of the p-values were less than 0.05, as shown in table 3 above, indicating that all hypotheses were accepted.

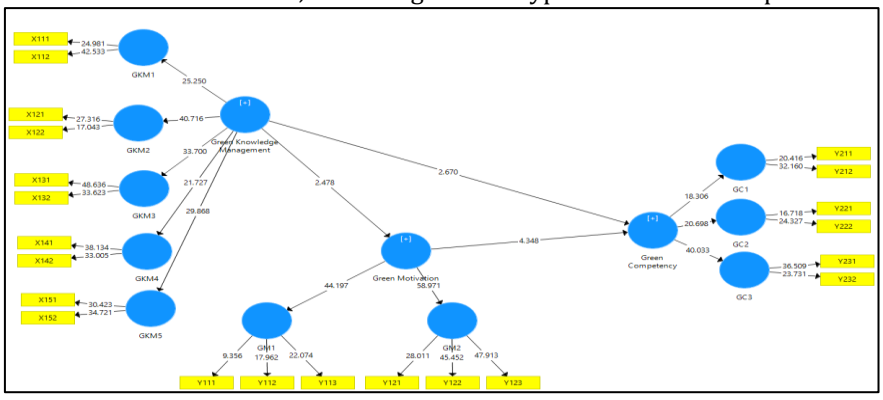

**Figure 2.** Hypothesis Testing Results

All of the t-statistic values in Figure 2 above are above 1.96, confirming that all hypotheses are accepted. The following table shows the tightness of the relationship between dimensions obtained from PLS software calculations.

**Table 4.** Interdimensional Relationships

| | GC | GC1 | GC2 | GC3 |
|---|---|---|---|---|
| **GKM** | | | | |
| GKM1 | 0.373 | 0.408 | 0.181 | 0.385 |
| GKM2 | 0.486 | 0.555 | 0.283 | 0.436 |
| GKM3 | 0.455 | 0.525 | 0.254 | 0.413 |
| GKM4 | 0.438 | 0.476 | 0.265 | 0.407 |
| GKM5 | **0.564** | **0.644** | **0.310** | **0.523** |
| **GM** | | | | |
| GM1 | **0.636** | **0.603** | **0.500** | **0.576** |
| GM2 | 0.524 | 0.446 | 0.405 | 0.530 |

Source: Results of data processing using PLS 3.0 (2022)

The GM variable (green motivation) on the GM1 dimension (Green intrinsic motivation) has the closest relationship with the GC (green competency) variable, with a value of 0.636, according to the table above. The GM (green motivation) variable on the GKM5 (green knowledge creation) dimension has the strongest relationship with the GC (green competency) variable on the GM1 (green intrinsic motivation) dimension, with a correlation coefficient of 0.644. The GM (green motivation) variable on the GM1 (green intrinsic motivation) dimension has the strongest relationship with the GC (green competency) variable on the GC2 (green expertise) dimension, with a correlation coefficient of 0.500. The GM (green motivation) variable on the GM1 (green intrinsic motivation) dimension has the strongest relationship with the GC (green competency) variable on the GC3 (green task motivation) dimension, with a correlation coefficient of 0.576.

### 3.2 Discussion

The results of this study showed that green knowledge management (GKM) had a positive and significant impact on green competency (GC). According to this result, an employee's level of green competency will enhance with better understanding of green knowledge management. The "green knowledge creation," dimension is the one that is most closely tied to green capacity. This dimension evaluates whether an organization makes available information to create environmentally friendly products or services and engages with other organizations to develop similar products, processes, or services. This is a knowledge for staff members to develop their green competency, specifically their capacity to come up with creative environmental sustainability concepts.

A component of green knowledge management labeled "green knowledge creation" is closely related to "green competency" in the category of "green expertise." This dimension primarily concerned with the team's environmental knowledge, abilities, and capabilities.

Green task motivation, the third aspect of green competency, is strongly tied to green knowledge generation, which is a part of green knowledge management. This aspect is characterized by a strong interest that is motivated by a challenge or reward, curiosity, or the desire to complete tasks that are environmentally sustainable.

According to the calculations conducted in this study using the PLS program, the dimension most closely related to the GC (green competency) variable is the GM1 (green intrinsic motivation). Employees are motivated by green motivation, which belongs under the intrinsic motivation category, to work enthusiastically even in the absence of rewards or benefits provided by the organization. Employees who are genuinely curious about or in passion with their work feel more focused and engaged while working on tasks, which makes them happy and fulfilled when they are finished. Green intrinsic motivation, which is defined as the passion, adore, or interest for pro-environmental and eco-friendly behavior that is driven by the force of internal satisfaction rather than external rewards and benefits, is the result of adding the environmental concern factor to intrinsic motivation. All of the green competency dimensions is closely related to this dimension, specifically the green creative dimension. As green intrinsic motivation rises, so will the dimensions of green creativity. This finding is consistent with earlier research that found motivation has a positive and significant effect on competence (Long, 2007; Mahendra et al., 2022; Susanto et al., 2021). This result also consistent with earlier studies on SMEs and the health sector (Mardlillah &

Rahardjo, 2017), which found that knowledge sharing had a direct and significant impact on competency variables. Knowledge Management has a positive and significant impact on competency, according to (Aufar et al., 2016). In this study, the effect of GKM on GM also showed positive and significant outcomes. These findings are in line with those made by other researchers, particularly those who focused at the automotive industry (Kurniawan, 2022). Another study conducted in telecommunications industry also revealed that knowledge management has positive impact on motivation of employee (Rumijati, 2020). This study demonstrated that GM had a positive and significant impact on GC. This result is consistent with prior studies in the sectors of education (Long, 2007) concluded that motivation of employee has a positive impact on employee competence. Other study in transportation sector (Mahendra et al., 2022) also revealed similar conclusion as well as study on public service (Susanto et al., 2021). However, these findings contradict with research done on small and medium-sized businesses in the City of Malang, Indonesia, by Fahmi et al. (2020), which found that higher knowledge seems to have no impact on competency.

## 4. CONLUSION

Three key conclusions reached from the study reported in this paper: Firstly, the relationships of these three variables and how those variables can affect green competency have been confirmed. Secondly, by looking at these variables correlations, it becomes clear that green competency is determined by two variables in this study (green knowledge management and green motivation). Thirdly, the impacts of green knowledge management on green competency were strengthened by considering the effect green motivation as a moderating factor.

Stakeholders in the mining industry are encouraged how companies can enhance their knowledge management of green knowledge by enhancing the creation of green knowledge in their operational activities. Organizations can put procedures in place to encourage giving staff information that is environmentally friendly. This can be done by providing information accessible to staff members through an intranet database.

Stakeholders in the mining sector should also put policies in place to raise intrinsic motivation among employees. This can be achieved by promoting organizational to use environmentally friendly methods. As an outcome, it finally establishes a safe environment, a spirit of positive challenge, and a green vision. As a consequence, every one of these elements promotes employee motivation. As could be observed from the value of the coefficient of determination, which falls into the moderate category, the study's limitation is the model's lack of ability to explain green competency. Therefore it is recommended that near future research could be done to include other variables that can promote green competency, such as organizational culture. As has been revealed in several studies conducted in public service organization (Tyas, 2020), in media industry (Anindita & Bachtiar, 2021), at education field (Anindita & Bachtiar, 2021), and in the health sector (Kim, 2009) organizational culture had a significant effect on employee competency.

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