

The Influence of Knowledge Management on Human Resource Development of Culinary SMEs in Makassar

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ABSTRACT

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This study aims to investigate the influence of knowledge management practices on the human resources development within culinary Small and Medium Enterprises (SMEs) in Makassar, providing empirical insights into how the strategic acquisition, sharing, and application of knowledge can foster enhanced employee capabilities and organizational resilience. This research explores the specific mechanisms through which knowledge management initiatives, such as formal training programs, informal learning networks, and technological platforms, contribute to the upskilling and reskilling of the workforce in this dynamic sector. Using organizational learning approach, knowledge management and human resource development indicators were developed. Data from this study obtained from questionnaires distributed directly to owner or manager of culinary SMEs in Makassar. Multiple regression was applied to analyze the data. The finding of this research show that knowledge management consists of knowledge development, knowledge sharing/distribution and utilization of knowledge were simultaneously have positive significant influence the development of human resources. The results offer practical insights, including policy recommendations for improving human resource development in culinary SMEs.

1. Introduction

1.1. Research background

Knowledge management constitutes a critical strategic imperative for contemporary organizations (Asad et.al, 2021; Farahian et al., 2022), particularly within the context of small and medium-sized enterprises operating in dynamic and competitive sectors such as the culinary industry (Kadarusman & Rosyafah, 2022). Effective knowledge management practices are not merely about storing information; they represent a comprehensive, integrated approach to creating, capturing, sharing, and applying knowledge to enhance organizational performance (Fattah et al., 2022).

In today's business environment, there is a growing interest in knowledge management, and more and more businesses are using it because they have discovered clear advantages (Coakes,

2004; Adigüzel, 2019; Kordab et.al, 2020). Knowledge management plays a crucial role in supporting evidence-based decision-making and fostering sustainable innovation (Mancuso et al, 2025). Knowledge management embodies organizational processes that seek a synergistic combination of the data and information processing capabilities of information and communication technologies, and the creative and innovative capacity of human beings (Asiamah, 2023). Firms that can successfully create and implement new knowledge will gain a competitive advantage (Yao, et al., 2023).

Effective knowledge sharing is a cornerstone of successful knowledge management, particularly within the collaborative and knowledge-intensive environment of culinary Knowledge sharing not only facilitates the transfer of existing knowledge but also stimulates the creation of new knowledge through the cross-pollination of ideas and perspectives (Khattak et al., 2025). Organizations should consider the various motivational factors that influence employees' engagement in knowledge management (Atapattu & Huybers, 2021). A rich learning environment can motivate employees to continuously attempt new learning as a daily routine.

The effective management of knowledge is crucial for enhancing organizational performance and achieving a competitive edge (Asad et al., 2021). Knowledge management involves systematically identifying, organizing, storing, and sharing knowledge within an organization (Kordab et al., 2020). The core elements of knowledge management encompass knowledge identification and location, acquisition and learning, development, distribution and transfer, utilization and application, preservation and maintenance, and assessment and valuation (Li & Gao, 2023).

In the context of culinary SMEs, knowledge management plays a pivotal role in preserving culinary heritage, refining techniques, and promoting environmentally sustainable practices (Kadariusman & Rosyafah, 2022). Knowledge management systems in SMEs have the potential to drive new value innovations through the utilization of information and the identification of market gaps, but poor knowledge utilization and costly or dysfunctional business information systems can impede effective knowledge management (Yao et al., 2023).

The strategic relevance of knowledge management lies in its capacity to transform tacit knowledge, often held by experienced chefs and culinary professionals, into explicit, readily accessible knowledge assets that can be leveraged across the organization (Saifi, 2025). Culinary SMEs, characterized by their unique blend of artistry, tradition, and operational intricacies, stand to gain substantially from the implementation of robust knowledge management systems, fostering innovation, improving efficiency, and cultivating a culture of continuous learning (Asad et al., 2021).

Human resource development (HRD) is inextricably linked to knowledge management, serving as the engine that drives employee growth, skill enhancement, and knowledge dissemination within culinary SMEs (Tajafari & Fanoodi, 2025). HRD encompasses a range of activities, including training, mentoring, performance management, and career development, all of which contribute to the cultivation of a skilled and knowledgeable workforce (Curado & Vieira, 2019). Within the culinary sector, where culinary expertise, creativity, and service excellence are paramount, HRD assumes an even greater significance, playing a vital role in shaping the capabilities and competencies of culinary professionals (Almuayad & Chen, 2024). HRD practices that prioritize knowledge sharing, collaboration, and continuous learning can foster a culture of innovation and adaptability, enabling culinary SMEs to respond effectively to changing consumer preferences, emerging culinary trends, and technological advancements.

The synergy between knowledge management and human resource development represents a powerful catalyst for organizational growth and innovation, particularly within the dynamic and competitive landscape of culinary SMEs (Alharbi & Aloud, 2024). This study is grounded in the

notion that by cultivating a culture of knowledge sharing and continuous learning, culinary SMEs can empower their employees to reach their full potential, driving innovation, enhancing service quality, and fostering a competitive edge (Arabiun et al, 2024). Several previous studies have been conducted to clarify knowledge management and its related disciplines. Although the area of employee performance has been extensively discussed in behavioral research literature, the perspective of employee performance in relation to knowledge management has rarely been explored and the factors that influence employee performance have not included knowledge management and related concepts.

Culinary SMEs grapple with the challenge of effectively capturing, codifying, and disseminating knowledge possessed by their chefs and culinary staff (Asiamah, 2023). This tacit knowledge, accumulated through years of experience and culinary training, often remains embed within individual employees, hindering its widespread application and potentially leading to knowledge loss as employees leave the organization.

1.2. Research problem

Based the research background, the research problem for the study is how to manage knowledge to be continuously developed and remained in an SME culinary organization.

Based on the research problem, three research questions were formulated:

1. How does knowledge management impact human resource development practices in culinary SMEs?
2. What are the key challenges and opportunities in implementing knowledge management strategies to support human resource development in culinary SMEs?
3. How can culinary SMEs leverage knowledge management to enhance employee learning, skill development, and career advancement?

1.3. Objectives of the Study

1. To examine the impact of knowledge management on human resource development practices in culinary SMEs.
2. To identify the key challenges and opportunities in implementing knowledge management strategies to support human resource development in culinary SMEs.
3. To explore how culinary SMEs can leverage knowledge management to enhance employee learning, skill development, and career advancement.

2. Literature Review

2.1. Theory of knowledge management and HRD

Espoused theory, a concept deeply rooted in the realm of organizational behavior and learning, plays a crucial role in understanding how individuals and organizations articulate their beliefs and values regarding knowledge management practices (Ta'Amnha et al., 2023). It represents the explicitly stated principles and strategies that guide actions related to knowledge acquisition, sharing, and application within an organization.

Analyzing the alignment, or misalignment, between these two theories is essential for effectively implementing and improving knowledge management initiatives (Mantow & Nilasari, 2022). Examining espoused theories provides insights into the intended direction of knowledge management efforts, highlighting the values and priorities that organizations aim to promote (Nwankpa et al., 2022).

Constructivist Perspective sees knowledge as a state of knowing and it is best depicted as an experience rooted in practice, action and social relationships (Iqbal & Piwowar-Sulej, 2023). Knowledge from this perspective is dynamic and reflects a process of knowing (Hughes et al., 2022); where knowledge management as a complete phenomenon majorly depends on “People” and becomes a way of facilitating knowledge creation and sharing in the social context (Harb et al., 2023).

The constructivist approach heavily relies on the knowledge that exists in the social context of groups in the organizations (Rossidis & Belias, 2020). Knowledge from this viewpoint though resides in individuals but could also be generated in the informal social settings (Rezaei et al, 2021). This viewpoint will become a very important aspect in the context of HRD (Harb et al., 2024), and particularly for HRD - the importance of employees with wisdom and experience facilitating the development of fellow employees and contribute to the overall development of organizational knowledge stock.

This perspective emphasizes that individuals actively build their understanding of the world through experiences and reflection, rather than passively receiving information (Saifi, 2015). This active construction of knowledge necessitates a shift from traditional, top-down approaches to knowledge dissemination towards more collaborative (Han et al., 2024) and experiential learning environments, where individuals are empowered to create, share, and apply their insights (Gnawali, 2020). This approach redefines knowledge from a commodity to be hoarded into a dynamic process of continuous learning and adaptation within an interconnected system (Chua et al., 2023). The constructivist paradigm, therefore, posits that knowledge is not merely transferred but is actively created and recreated through social interaction and individual interpretation within an organizational setting (Arabium et al., 2022). Individual cognition and social interaction in shaping organizational knowledge, making it a critical framework for understanding how organizations can cultivate and utilize their intellectual capital effectively (Mancuso et al., 2025). The recognition of knowledge as a dynamic, socially constructed entity fundamentally reshapes strategies for its management, moving beyond mere information storage to fostering environments conducive to its active generation and sharing (Tajpour et al., 2022).

This theoretical framework posits that organizational knowledge emerges from the subjective interpretations and shared experiences of individuals, making human resource development a pivotal mechanism for fostering the conditions necessary for such construction and negotiation of meaning (Mantow & Nilasari, 2022). The constructivist perspective shifts the focus from knowledge acquisition as a passive reception to an active process of meaning-making, where individuals integrate new information with their pre-existing cognitive structures to form novel understandings (Ta’Amnha et al., 2023). This implies that effective knowledge management systems must facilitate collaborative learning, encourage diverse perspectives, and provide platforms for shared experiences, rather than focusing solely on the storage and retrieval of explicit information. This epistemological stance underscores the importance of social interaction and dialogue in shaping individual and

collective understanding, thereby influencing how knowledge is validated and integrated within an organizational context (Tajpour et al., 2023).

2.2. Knowledge Management indicators

Knowledge management measurement indicators are crucial for evaluating the effectiveness of KM initiatives within an organization, providing insights into how well knowledge is being created, shared, and utilized to achieve strategic goals. Measuring KM performance is vital for understanding the overall organizational-level effectiveness attributable to KM initiatives (Cegarra-Navarro et al, 2015). In the enterprise, early collections of case studies recognized the importance of knowledge management dimensions of strategy, process and measurement (Allenbahcer & Berg, 2023). Furthermore, by implementing KM strategies, organizations can utilize resources more efficiently, leading to higher productivity and better performance outcomes (Fiscal, 2021). Understanding how information and knowledge management affect organizational performance is crucial for devising successful strategies and fostering innovation (Adıgüzel, 2019). As businesses realize the significance of KM, they increasingly view it as a critical factor for success in today's dynamic and interconnected world (Alshawabkeh et al., 2020).

By focusing on organizational goals such as enhanced performance, competitive advantage, innovation, the exchange of lessons learned, integration, and continuous improvement, KM initiatives frequently intersect with organizational learning. Key performance indicators in knowledge management can be both qualitative and quantitative, offering a comprehensive view of KM effectiveness (Cegarra-Navarro et al., 2015). Organizations that consider knowledge a corporate resource with the potential to deliver competitive advantages often employ structured questionnaires to collect data (Atapattu & Huybers, 2021).

Effective management of core competencies, innovative culture development, and continuous employee learning are strong predictors of company performance (Changliang & Guiming, 2023). The indicators should cover aspects such as knowledge creation, storage, sharing, and application, aligning with the organization's strategic goals. Customer handling efficiency, faster response times to business issues, new product development, and enhanced client interaction are examples of how KM can directly impact organizational performance (Atapattu & Huybers, 2021). Ultimately, organizations must find and leverage the knowledge needed to achieve organizational goals to enhance the effectiveness, efficiency, and overall success of their operations (Changliang & Guiming, 2023).

2.3. Human Resource Development

Human resource development has a close relationship with knowledge management (Ta'Amnha et al, 2023). Innovation, organizational efficiency, and organizational performance depend on effective HRD and knowledge management (Chua et al., 2023). These two factors have

considered the main assets for the company survival and success Asad et al, 2021). Knowledge belongs to individuals, and it can also be given to employees through development programs, for example in term of training (Allenbacher & Berg, 2023). To get benefits from its employees' knowledge, companies needed to create a collaborative culture which motives and encourages employees to share their information and knowledge.

HRD follows training and development and reflects an alignment at the organizational and strategic levels (Coakes, 2004). In order to obtain an understanding that is as holistic as possible, HRD regards any process that is planned, systematic, or even unstructured within a timeframe and that has the potential to develop knowledge, specialization, productivity, or satisfaction that are related to the individual's work to obtain gains at the personal, group, organizational, community, national, or humanity level.

HRD meets several purposes such as addressing change processes (Chua et al, 2023), facilitating learning, skills, and abilities related to the work of employees according to the specificities of each organization Saifi (2025), improving individual behaviors (Changliang & Guiming), optimizing the production and use of labor forces; (v) disseminating knowledge through the development of people; and (vi) globally improving organizational performance . Therefore, all intentional activities that support behavioral changes and learning opportunities are HRD practices ().

KM is a critical field of study that affects both the academic community and organizations. For organizations, this process facilitates the modernization of internal processes and improvements in the quality of products and services (Asiamah, 2023). Fiscal (2021) associate KM with HRM and argue that the most challenging problem for understanding and advancing KM is giving priority to human factors. Individuals are the core concern of HRM and HRD. HRD in particular may use KM practices and processes to benefit performance related issues. The relation between KM and HRD reflects reciprocity and complementarity to the extent that HRD practices generate knowledge, especially when teams of multiple skills are involved, and KM, through its processes, provides the HRD with support for the human interaction necessary for development (Tanaka & Aryal, 2025).

The concepts of knowledge and skills are closely associated (Mancuso et al., 2025). Knowledge about how tasks should be performed is often framed in the organization's routines, social norms, and culture. Competences are the practical result of both individual and collective knowledge. Competencies represent knowledge, skills, and behaviors that can be used to predict future performance (Khattak et al., 2025). Alswabkeh et al. (2020) state that competences are related to specific domains of knowledge. Changliang & Guiming (2023) categorize the sources of knowledge as those internal and those external to the organization. Thus, the development of competencies is a source of internal knowledge.

Core competencies are intermediate types of organizational knowledge. Organizational competencies include the application of knowledge in the form of specific operating capabilities. In

addition, competencies constitute a type of corporate know-how in which these skills represent the application of knowledge; organizational skills allow the creation of extraordinarily valuable products and services that, consequently, result in a competitive advantage (Tanlaka & Aryal, 2025). The relation between KM and core competencies gives support to the idea that KM is the primary force behind all competencies and capabilities. KM strategies and structures influence the acquisition of core competencies through KM processes (Li & Gao, 2023). Fattah et al (2022) create a list of 11 factors critical for the success of KM initiatives to show that training and development and HRM occupy the sixth and seventh places, respectively. These placements are evidence of the positive relation between the KM processes and HRD. Fattah et al (2022) concludes that HRD is one of the most common indicators of KM results in SMEs. According to Curado and Viera (2019), KM is an evolved form of HRM, and in turn HRD is responsible for building learning and knowledge organizations. Similarly, Khattak et al. (2025) considers HRM to be a critical success factor in the implementation of KM initiatives that lead to HRD.

HRD contributes to the knowledge bases of the social sciences by identifying three themes central to HRD: training transfer and evaluation, organizational learning, and creating and sharing knowledge. Training transfer and evaluation are organizational issues that involve internal systems (Li & Gao, 2023). Organizational learning encompasses learning about the organization's culture, modeling behaviors, and characteristics as well as facilitating the learning processes.

KM processes and HRD have a reciprocal relation. In other words, HR is the only critical resource capable of supporting KM processes, and it is KM itself, through the supply and exploitation of its processes, that allows HR managers to understand the fundamentals and needs of its initiatives and activities, in particular, HRD (Mancuso et al, 2025).

3. Research Method

3.1. Research approach

This study used research methods that have been applied by other researchers. The quantitative approach has been used in several studies to explore facets of the relationship between knowledge management and HRD.

The population for this study were individuals who serve in senior HR management positions or owner of culinary business. To be eligible to participate in this study, a respondent had to have at least three years of cumulative experience in the business. In addition, respondents must have had at least one year in their current position. Data collected from January to April 2025.

The following information provides an overview of the instruments used in this study. One instrument is a Knowledge Management Inventory (KMI) composed of surveys structured to gauge responses from participants related to knowledge acquisition, knowledge creation, and knowledge application. The other instrument used in the study was HRD short form that assessed the human development characteristics displayed by respondents.

3.2. Data Analysis

The following analysis techniques were used in this study:

1. Descriptive Statistical Analysis; Descriptive statistics are used to describe and illustrate the variables in the study. The descriptive statistics used in this study are the average (mean) and standard deviation.
2. Linear regression analysis aims to determine the direction and extent of influence of the independent variable on the dependent variable.

4. Research Finding and Discussion

1. Respondent Description

A total of 60 respondents participated in this survey. Respondent data is presented sequentially and described in the following sub-chapters.

4.1.1 Gender

Respondent gender was divided into two categories, symbolized by 1 for male and 2 for female. Details of respondent gender are presented in Table 1.

Table 1. Respondent Gender

Gender	Frequency	Percent
Male	28	46,67
Female	32	53,33
Total	60	100,0

Source: Data collected for the study

As can be seen from table 4.1, male participants were 28 or 46,67%, while female participants were 32 or 53,33%.

4.1.2. Respondents age

4.1.2. Age

Respondents were divided into four age groups: under 35 years old, 35 to 44 years old, 45 to 54 years old, and 55 years old and above. Table 2 presents the detailed age distribution of respondents.

Table 2.

Age Group	Frequency	Percent
<35	2	3,33
35-44	8	13,34
45-54	14	23,33
≥55	36	60,00
Total	60	100,00

Source; Data collected for the study

As can be seen from the table 2, most of the study respondents already aged above 55 years old. As many as 36 or 60% respondents were more than 55 years old followed by 45 to 54 year age group with 14 or 23,33%. Only two respondents were below 35 years old.

4.1.3. Education

Respondents were divided into four education levels namely not graduated senior high school, graduated from high school level, diploma and bachelor. Table 3 presents the detailed education of respondents.

Table 3: Education

Age Group	Frequency	Percent
Not graduated in senior high schooll	1	1,67
Senior High School	24	40,00
Diploma	19	31,67
Bachelor	16	26,66
Total	60	100,00

Soure: Data collected for the study

Table 3 shows that dominant respondents' education were senior high school while diploma were the second. Only one participant stated that not graduated from on Senior High School Level.

4.2. Descriptive analysis

4.2.1. Knowledge Management

Knowledge Management were assessed using ten item indicators. The descriptive result are presented in table 4.

Table 4: Knowledge management indicators

Variable	Statement:	Mean	Std. Deviation
	(In) the organization where I am now working:		
KM1	to bring customers' views into their decision-making processes	5.19	1.51
KM2	existence of previous knowledge available to all employees	5.05	1.45
KM3	employees help each other to learn	5.36	1.49
KM4	organisation rewarding employees for learning	5.38	1.58
KM5	giving employees time to support their learning	5.29	1.50
KM6	I am free to initiate changes as needed	4.66	1.70
KM7	able to adapt operational goals as needed	4.63	1.61
KM8	sharing vision and mission across different structural levels	5.01	1.61
KM9	enabling employees to get necessary information easily	5.23	1.56

KM10	maintaining an up-to-date database of employee skills	5.17	1.62
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Source: Data collected for the study

As can be seen in table 4, most knowledge management variables averaged more than 5 on a scale of 1 to 7 thus revealing a relatively high level of organizational learning practices. “organization rewarding employees for learning” (KM4) and “employees help each other to learn” (KM3) evidenced the highest mean values of all of the variables used to measure organizational learning. Both of these were indications of the existence of knowledge management practices in the organizations.

4.2.2. Human Resource Development (HRD)

Ten indicators were applied to assess HRD variable. The descriptive results are presented in table 5.

Table 5: Descriptive results of HRD indicators

Variable	Statement: (In) the organization where I am now working:	Mean	Std. Deviation
HRD1	There is a vision about employee development	5.06	1.64
HRD2	There is employee development plan	5.03	1.60
HRD3	There is a regular training	5.14	1.59
HRD4	There is regular coaching	5.18	1.57
HRD5	My organization provide formal training	5.24	1.50
HRD6	My organization support employee informal education	5.20	1.54
HRD7	My organization support formal education	5.23	1.68
HRD8	My organization provide fund for employee education	4.74	1.79
HRD9	We are stimulated to study continuously	4.99	1.59
HRD10	We are happy with our HRD development practice	5.21	1.57

Source: Data Analysis for the study

As can be seen in table 5, most HRD variables averaged more than 5 on a scale of 1 to 7 thus revealing a relatively high level of HRD practices. “My organization provide formal training” (HRD5) and “My organization support formal education” (HRD7) evidenced the highest mean values of all of the variables used to measure organizational learning. Both of these were indications of the existence of HRD practices in the organizations

The practical implications of this research extend to culinary SME owners, managers, and HR professionals, providing them with actionable insights and strategies for leveraging knowledge management to optimize their HRD practices and enhance organizational performance.

4.3. Regression Analysis

Upon the completion of classical assumption test and the results reveal the parametric characteristics of the data, regression analysis were used. The result are presented in table 6.

Table 6: Regression Analysis

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	,522 ^a	,272	,271	1,40415		
a. Predictors: (Constant), KM						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	368,110	1	368,110	186,703	,000 ^b
	Residual	983,846	499	1,972		
	Total	1351,956	500			
a. Dependent Variable: HRD						
b. Predictors: (Constant), KM						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,236	,216		10,339	,000
	OL1	,561	,041	,522	13,664	,000
a. Dependent Variable: LD1						

Source: Data analysis for the study.

As can be seen table 6, knowledge management has positive significant influence on HRD.

4.4. Discussion

Knowledge management has positive and significant influence on HRD. This indicates that the implementation is getting better knowledge management in an organization, and employee performance will also increase. This finding is in line with research by Harb et al. (2024) which states that knowledge management has a positive and significant influence on HRD. Knowledge management facilitates the process of creating, storing, transferring and applying knowledge, so that employees can obtain the information and knowledge needed to complete their tasks effectively and efficiently. This increases in work

effectiveness and efficiency will ultimately have an impact on improving overall employee development. Implementation knowledge management which effectively allows employees to access, share and utilize knowledge optimally (Li & Gao, 2023). Thus, knowledge management has an important role in increasing employee competence and capability, which in turn will improve their performance.

5. Conclusion and Sugestion

This research shows that knowledge management has a positive and significant influence on HRD in culinary businesses. The better the implementation knowledge management, the higher the HRD performance. This shows that knowledge management is an important factor in improving the quality of human resources and company competitiveness. Knowledge management facilitate the process of creating, storing, transferring and applying knowledge in the work environment, so that employees can obtain the information and knowledge needed to complete their tasks effectively. Therefore, Culinary businesses need to realize its importance knowledge management and invest sufficient resources to develop and implement the system knowledge management effective.

Based on the research results that have been obtained, the suggestions that future researchers can develop this research by adding research theory, adding research variables that influence employee performance and innovative work behavior. The limitations of research writing are the limited time used during the research and the research sample which is still minimal, namely 60 respondents.

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