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The Influence of Knowledge Quality, Self-Efficacy, and Reciprocity on Online Entrepreneurial Knowledge-Sharing Activities of Muslim Entrepreneurs on Facebook

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ABSTRACT

The study examines the influence of knowledge quality, self-efficacy, and reciprocity among Muslim entrepreneurs on Facebook. It employed a quantitative approach with an observation method. The findings reveal that knowledge quality positively affects online entrepreneurial knowledge-sharing activities. High-quality knowledge promotes effective collaboration and sharing within the entrepreneur community. However, self-efficacy and reciprocity were not found to significantly influence these activities. Therefore, in this context, self-confidence in one's abilities and expectations for reciprocity may be less important than previously thought. This study suggested that knowledge sharing should focus more on improving the quality of knowledge shared than fostering self-efficacy or reciprocity as higher quality knowledge could contribute to the growth and success of Muslim entrepreneurs by encouraging more effective knowledge-sharing strategies.

Keywords: Knowledge sharing, quality of knowledge, self-efficacy, reciprocity, Muslim entrepreneur

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INTRODUCTION

The transformation from an industrial economy to a knowledge-based economy has changed the global landscape. Knowledge is now the key to organizational progress. The knowledge era has created new dynamics where knowledge exchange becomes a strategic foundation for competitive advantage (Kim & Lee, 2005). The concept of knowledge of Muslim entrepreneurs includes understanding how to run a business or enterprise in line with Islamic principles.

Conceptually, the Islamic business ethics (*akhlaq* in business) that Muslim entrepreneurs must uphold are deeply rooted in the moral and ethical values taught in Islam. These values, such as honesty, justice, and trustworthiness (amanah), serve as a moral compass, guiding entrepreneurs to avoid business practices that harm others or are contrary to Sharia law. This emphasis on ethical values instills a sense of moral responsibility and guidance in the business practices of Muslim entrepreneurs.

In Islam, the purpose of business extends beyond personal gain to the welfare of society. Muslim entrepreneurs are expected to use a portion of their profits for charity or social donations (zakat and sedekah), create jobs, and make positive contributions to society. This emphasis on social goals and community welfare instills a sense of social responsibility and care in the business practices of Muslim entrepreneurs.

The knowledge of Muslim entrepreneurs refers to their understanding and insight that embrace Islam in running businesses or enterprises. This includes knowledge of ethics and morals in business. Muslim entrepreneurs must understand and apply Islamic ethical values like honesty, justice, transparency, and amanah (trustworthiness). This knowledge helps them make correct and fair business decisions.

Muslim entrepreneurs are also supposed to be knowledgeable about halal and haram principles. They should know what is permissible (halal) and what is forbidden (haram) in Islam. This includes the products and services offered, the way to source raw materials, the production process, and the way to conduct business. Further, they should be equipped with Islamic finance and financing, which involves managing a business's finances and financing according to Sharia principles, such as the prohibition of riba (interest) and gharar (uncertainty). Muslim entrepreneurs should be familiar with mudharabah, musharakah, murabahah, and others. Muslim entrepreneurs should have insight into social and humanitarian responsibility. They should be aware of the importance of positively contributing to society, such as paying zakat, giving charity, and supporting social initiatives. They should also strive to create jobs and help the community's welfare. Finally, they need to comply with Sharia and state law. They must know the Sharia laws relevant to their business and ensure that they also comply with the applicable

laws and regulations of the country.

Knowledge resource management is essential in the context of modern organizations. Collaboration and knowledge sharing are emphasized as the core of knowledge management. Grant (1996) asserted that knowledge sharing stimulates innovation and opens new business opportunities. With the introduction of the ASEAN Economic Community (AEC), business actors in Indonesia are faced with the demand to continue to generate new ideas and innovations to stay relevant in the market. Sharing information is no longer tied to face-to-face meetings; it can be done virtually. According to Ardichivili et al. (2003), virtual communication through online platforms facilitates the exchange of information among members of an organization. Previous researchers have researched information management, but research focusing on information sharing at the individual level is still rare (for example, Aharony, 2011; Kang et al., 2008). This is because many previous studies have attempted to explain the factors that influence information sharing in organizations, where many individuals in the organization are reluctant to share information. After all, they are worried that others will take their ideas (Kang et al., 2008). In addition, research on business from an Islamic perspective still needs to be done, even though it is essential for implementing business management in countries with a Muslim-majority population (Rice, 1999; Dewi & Dhewanto, 2012). This study examines the impact of information quality factors, self-confidence levels, and reciprocal interactions on information exchange. The importance of information quality factors in information exchange needs to be emphasized due to excessive and irrelevant information for recipients, which can make them reluctant to participate in social media (Cheng & Vassileva, 2006; Wiertz & Ruyter, 2007).

Self-confidence relates to an individual's perception of their ability to use information (Kankanhalli et al., 2005). Then, Endres et al. (2007) proposed a positive relationship between self-confidence and information exchange.

The exchange of information through a virtual community is expected to create two-way interaction, which can be achieved by providing responses or comments to exciting content from other individuals. Research conducted by Kankanhalli et al. (2005) and Lin (2007) showed that individuals involved in the information exchange in a virtual community tend to believe that two-way interaction or responses from others can promote an information exchange.

Of all the studies above, most research has been conducted on interests, talents, and information beliefs related to organizational interactions. In contrast, this study is related to the level of knowledge, efficacy, and reciprocity of knowledge-sharing activities. The virtual community in this study refers to that on Facebook. This social media allows Internet users with similar interests and hobbies to discuss, exchange ideas, and share problem-solving experiences (Pi et

al., 2013).

This study focuses on discussions around business or entrepreneurship, which is interesting because to improve the welfare of a country, at least 2% of the total population must become entrepreneurs (McClelland in Ciputra et al., 2011). Thus, one solution to overcome economic problems in Indonesia is to encourage interest in entrepreneurship through innovation and direction in the constructive creativity process.

Research on knowledge quality, self-efficacy, and reciprocal relationships to knowledge-sharing activities of Muslim entrepreneurs has been discussed in several journals (Safdar, B., Habib, A., Amjad, A., & Abbas, J, 2020). found that self-efficacy has a positive effect on knowledge-sharing behavior. Individuals who feel more confident in their abilities tend to be more active in sharing knowledge. Besides, Liou et al., (2016) examined the factors influencing knowledge-sharing behavior, such as expected reciprocity, reciprocity norms, and extrinsic incentives. The study found that these factors significantly influence knowledge-sharing behavior within a community, as well as community identification that moderates the relationship between knowledge-sharing behavior and community participation. According to the study, knowledge quality has a significant impact on an individual's intention to share knowledge in an online community. This quality is measured through the accuracy, relevance, and comprehensiveness of the Information (Chiu, C. M., Hsu, M. H., & Wang, E. T, 2006). stated that reciprocity can occur directly and indirectly, where individuals share knowledge with the expectation that they will receive helpful information in the future (Lee, H. & Choi, B., 2003). discussed the dynamics of knowledge sharing among entrepreneurs. They found that entrepreneurs tend to share knowledge relevant to their business strategy and view knowledge sharing as a means to build networks and collaboration.

Based on the explanation above, sharing knowledge on Facebook and other social media is required to increase innovation and business ideas among entrepreneurs, especially Muslim entrepreneurs because there is an order to seek and share knowledge for a Muslim. In this study, knowledge quality, self-efficacy, and reciprocal relationships are independent variables influencing knowledge-sharing activities among Muslim entrepreneurs.

Knowledge results from experience, values, information context, expertise, and intuition, providing a framework for evaluating and integrating new experiences with information (Davenport & Prusak, 1998). Knowledge can also be viewed as a foundation in the process of collecting, organizing, and retrieving information, either structured or unstructured (McNeish & Mann, 2010). Meanwhile, Tolk and Aaron (2010) state that knowledge is structured and interpretable data and information.

Davenport and Prusak (1998) define data, information, and knowledge to

avoid misunderstandings about the meaning of the three concepts. Data is a collection of discrete objective facts about events. In organizations, data is recorded in records or transactions. On the other hand, information refers to data that potentially changes one's view or understanding compared to that before receiving the information. Meanwhile, knowledge is a mixture of experience, values, contextual information, and expert insight that provides a framework for evaluating and combining new information and experiences (Davenport and Prusak, 1998). Knowledge originates from and is applied in the minds of individuals. In organizations, it is often embedded not only in documents or repositories but also in routines, processes, practices, and organizational norms.

Knowledge-sharing is essential in knowledge management (Indarti & Dyahjatmayanti, 2013). New knowledge can provide benefits that are felt when shared from one individual to another. In addition, sharing knowledge also increases innovation and facilitates individuals to reuse and regenerate knowledge.

In the current era of globalization, knowledge management has become a significant focus for various organizations, practitioners, and academics. According to Nonaka and Takeuchi (1995), the fundamental reason why Japanese companies are successful is because of their expertise and experience in managing knowledge, where knowledge sharing becomes a process to create new knowledge.

In the previous research on experience sharing, factors influenced by knowledge sharing are often examined, including creativity, learning, and performance. In addition, the effects of knowledge sharing go beyond work-related behavior, impacting team climate and employee life satisfaction. The existing literature on the outcomes derived from knowledge sharing consists primarily of quantitative studies, with only one qualitative study identified in this review. Through the analysis of the findings, potential avenues for future research are highlighted, and a research agenda is proposed. Future research is recommended to explore the differential, psychological, and adverse outcomes of knowledge sharing and consider interactional and methodological aspects (Ahmad & Karim, 2019).

This study used a quantitative approach. The method used was observation, systematically observing objects to collect data by conducting direct observations of the group used as the research object. The observation method was adopted in this study because, according to Wang and Noe (2010), one of the limitations of the previous studies is the variable based on the questionnaire result.

Data was collected via the internet in the Facebook accounts of group members who were the research samples. All data required to test the hypotheses of this study is by observing the quality of knowledge by viewing and observing the appearance of posts in the group based on reliability, timeliness, and

consistency (Chai et al., 2009). Observation began from self-efficacy by looking at the completeness of filling in the personal profile information on Facebook accounts (Hsu et al., 2006), then reciprocal relationships by looking at the response activity through comments, giving likes, and sharing signs on posts on Facebook (Kankahalli.et al., 2005).

This study adopted a purposive nonprobability sampling method, where participants were selected based on specific criteria. The target population included all members of the RCC group on Facebook. The sample consisted of Facebook users identified as entrepreneurs, selected based on criteria such as membership in ICC group since November 2013, listing professional information on their Facebook profiles, and actively sharing knowledge on Facebook from December 2013 to August 31, 2014. The starting date marked the declaration of the Sharia Economic Movement (Gres) by the President of Indonesia, which significantly influenced the discourse on Sharia business. The study period concluded in August 2014, coinciding with Syawal 1435H, a month after Ramadan 1435H during which discussions about Sharia business were particularly active. The dependent variable is knowledge sharing, measured using content analysis. Posts published by the participants were analyzed, and the frequency of knowledge-sharing posts was tallied. Higher posting frequencies were associated with higher knowledge-sharing scores. In this section, an inter-rater is used to minimize subjectivity. The independent variables consisted of knowledge quality, self-efficacy, and reciprocal relationships. The quality of knowledge measurement was divided based on the number of knowledge values based on reliability, timeliness, and consistency (Chai et al., 2009).

The knowledge quality variable was measured by scoring 1 for each category and adding them up. The value obtained from the sum of each Facebook account was categorized into the value range (1-10 = 1; 11-20 = 2; 21-30 = 3; 31-40 = 4; 41-50 = 5; 51-60 = 6; 61-70 = 7; 71-80 = 8; 81-90 = 9; 91-100 = 10). The self-efficacy variable was measured by adding individual information regarding experience and education in the About section on Facebook. The more information in the About section, the higher the score. The reciprocal relationships variable was measured by adding up the responses from each post, be it giving comments, likes, or shares. The higher the frequency of responses, the higher the score. To avoid biased values, the total score from each category (comments, likes, shares) was divided by the number of knowledge sharing (posts). The value obtained from the sum of each Facebook account was referred to the value range (1-10 = 1; 11-20 = 2; 21-30 = 3; 31-40 = 4; 41-50 = 5; 51-60 = 6; 61-70 = 7; 71-80 = 8; 81-90 = 9; 91-100 = 10). To minimize subjectivity, an inter-rater was used in the measurement of the three variables.

Knowledge Sharing on Facebook

Facebook has become a very prominent social media and has the potential to be a means of teaching and learning (Wang et al., 2012). Through social media, internet users with the same interests and hobbies can discuss topics they like, share ideas and expertise, and share problem-solving experiences (Pi et al., 2013).

Facebook is one of the social networking platforms where users can interact with others around the world. Users can join communities to build connections and communicate. Facebook also functions as a medium for exchanging information because it contains news and updates about its users that others can access. As a technology, Facebook only acts as a medium. However, if we can utilize this technology properly, it gives a lot benefits, such as being used to share knowledge.

Knowledge is an essential aspect of the practice of Islamic teachings. It guides individuals towards a life that strengthens belief. In addition, It has a vital role in the progress of society because its application can increase productivity in various fields of life. Therefore, in Islam, there is a responsibility to gain knowledge individually and in groups, and then the knowledge must be shared with others.

This study adopts three theories to support the research variables. These theories are the Delone and McLean success model for the knowledge quality variable, the social cognitive theory for the self-efficacy variable, and the social capital theory for the reciprocal relationship variable.

The Delone and McLean success model (2003) is an evolution of the model developed by Delone and McLean (1992). The dimensions introduced by Delone and McLean (2003) include system quality, knowledge quality, service quality, usage intention, user satisfaction, and benefits. This success model can be applied to analyze the performance of information systems for individual users and in an organizational context. Knowledge quality is added to the model to determine the satisfaction of social network users.

Social cognitive theory is developed by Bandura (1977, 1978, 1982, 1986). This theory is based on the premise that environmental influences such as social pressure or unique situational characteristics and cognitive and other personal factors, including personality and demographic characteristics and behaviours, influence each other (Jogiyanto, 2007).

Social Capital Theory (SCT) states that various social resources embedded in relationships with others can enhance good actions (Coleman, 1988). SCT consists of the availability of relationships between people, such as the values of trust, mutual understanding, sharing, and behaviors that bind members in human communication networks and their communities.

Knowledge quality is the perception of value users feel from the results

provided by a website, which is an important measure. The properties of knowledge, such as actual, accurate, practical, comprehensive, and good presentation, have been considered vital factors influencing perceptions of knowledge quality (Lin, 2007). DeLone and McLean (2003) said that knowledge quality is related to the size of knowledge produced and delivered by a system.

Knowledge quality is believed to be necessary to predict user intention to use a particular system (Qutalshat, 2012; Lee, 2010; Hung, 2006). Furthermore, knowledge quality has been widely tested in previous empirical studies, showing a strong relationship with user satisfaction (DeLone & McLean, 2003; Lin, 2007; Shiau & Luo, 2012; Wang, 2008). Yoo (2012) proposed a model from a sensemaking perspective. Yoo validated it using survey data, concluding that perceived knowledge quality consists of intrinsic, contextual, and actionable knowledge quality. This finding brings important theoretical and practical implications, which this paper discusses. It suggests that companies should focus on knowledge sharing to enhance perceived knowledge quality. In addition, companies should build an environment that fosters intrinsic motivation, supportive context, and actionable tools to facilitate knowledge work. Thus, companies can increase innovation, an essential driver for competitiveness and growth (Yoo, 2012).

Based on the above explanation, the following hypothesis can be proposed: H1: Knowledge quality has a positive impact on knowledge-sharing activities on Facebook.

Self-Efficacy

Self-efficacy is related to an individual's perception of their ability to use knowledge (Kankanhalli et al., 2005). It can motivate individuals to share knowledge with their colleagues (Cabrera et al., 2006; Kankanhalli et al., 2005; Hsu et al., 2006). The argument of self-efficacy as motivation, a key area that warrants further research, is where standard self-efficacy questionnaires reflect motivation, not perceived ability. William & Rhodes (2016) suggested that the argument of self-efficacy as motivation is tenable, although more research is required. Some evidence supports the argument that self-efficacy ratings reflect motivation rather than perceived ability. According to William & Rhodes (2016), controlling for motivation by adding the phrase "if you want" to the end of a self-efficacy item leads to increased self-efficacy ratings and decreased relationships between self-efficacy ratings and motivation.

In an informal environment, a significant factor in knowledge sharing, individuals with high levels of self-efficacy are likely to be more active in sharing knowledge than those with low self-efficacy levels. The informal environment gives less pressure to share, so individuals who believe in their abilities tend to share knowledge more actively.

Therefore, the following hypothesis can be formulated:
H2: Self-efficacy has a positive effect on knowledge-sharing activities on Facebook.

Reciprocal Relationship

Reciprocity refers to the expectation of people who contribute knowledge that their current contribution will cause the knowledge given to meet the expectations of others in the future (Kankanhalli et al., 2005). Reciprocity is a behavior responding to the previous actions (Fehr & Gachter, 2000). Bock et al. (2005) tested the effect of reciprocity on attitudes to share knowledge in 154 Korean company managers. The results of their study showed a positive relationship between reciprocity and attitudes to share knowledge. Furthermore, Lu et al. (2006) noted that reciprocity positively affects the relationship between between attitudes and knowledge sharing.

Honicke et al. (2023) explored the reciprocity between self-efficacy and academic performance and how task difficulty and initial achievement affect students' academic trajectories. This study analyzed the relationship between self-efficacy and academic performance, considering the effects of task difficulty and initial achievement. The results show that self-efficacy and academic achievement have a reciprocal relationship and that task difficulty and initial performance levels affect learner trajectories. Specifically, participants as research objects who report higher self-efficacy tend to perform better, and higher initial performance levels are associated with higher levels of self-efficacy. In addition, more manageable tasks are associated with higher levels of self-efficacy, while more complex tasks are associated with lower levels of self-efficacy (Honicke et al., 2023).

Therefore, the following hypothesis can be proposed:

H3: Reciprocal relationships, such as those between self-efficacy and academic performance, have a positive impact on knowledge-sharing activities on Facebook, a popular platform for digital knowledge exchange.

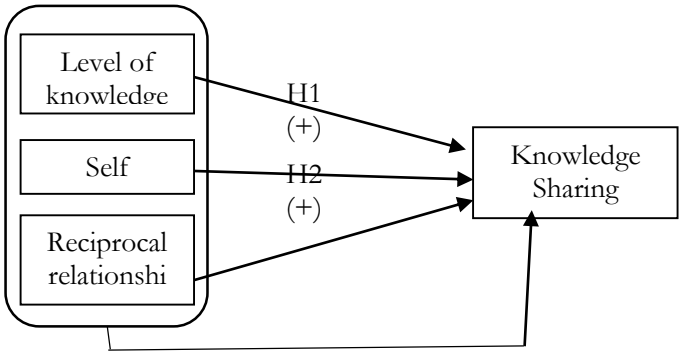

Figure 1 Research Model

RESEARCH RESULTS AND DISCUSSION

Test Results

Normality Test: Normality testing checks whether the disturbance variables or residuals in the regression model have a normal distribution. This study tests normality in the distribution of residuals from the regression model using the Kolmogorov-Smirnov test. Table 1. below shows the results of the normality test.

Table 1 Normality Test Results

		BP
N		70
Normal Parameters[a]	Mean	0, 0000000
	Std. Deviation	5,81179157
Most Extreme Differences	Absolute	0,080
	Positive	0,075
	Negative	-0,080
Kolmogorov-Smirnov Z		0,670
Asymp. Sig. (2-tailed)		0,761

Source: Data processed, 2014

Table 1 shows that all independent and dependent variables pose a significance value of 0.761, greater than alpha 0.05, so the null hypothesis (Ho) is accepted. These results concluded that all independent and dependent variables used in the test were normally distributed. Then, a multicollinearity test was carried out on the independent variables: knowledge quality, self-efficacy, and reciprocal relationships. The results of the multicollinearity test can be seen from the Variance Inflation Factor (VIF) value. Table 2 presents the results of the multicollinearity test of this study.

Table 2 Multicollinearity Test Results

Variables	Model	
	Tolerance	VIF
Quality of Knowledge	0,958	1,044
Self-efficacy	0,955	1,048
Reciprocal relationship	0,918	1,089

Source: Data processed (2014)

Table 2 shows that the three variables have a tolerance value of not less than 0.1 and a VIF of not more than 10. Therefore, the regression model of this study is free from multicollinearity symptoms.

Hypothesis Testing: F-Test Results

The F-test was conducted to evaluate the simultaneous influence of the independent variables on the dependent variable and to assess the overall validity of the proposed regression model. It helps determine if the independent variables collectively have a statistically significant impact on the dependent variable. Table 3 presents the results of the F test.

Table 1. F-Test Result

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5908.264	3	1969.421	55.772	0.000[a]
Residual	2330.608	66	35..312		
Total	8238.871	69			

Source: Data processed (2014)

Simultaneous testing produces a significance value of 0.000, which is smaller than the alpha value of 0.05. It indicates that knowledge quality, self-efficacy, and reciprocity significantly influence knowledge-sharing activities.

Goodness-of-fit Model Test (Adjusted R Square)

The adjusted R Square test was used to examine how well the independent variables explained the variation in the dependent variable. Table 4 presents the results of the adjusted R Square test of this study.

Table 4. Adjusted R Square Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,847	0,717	0,704	5,942

Source: Processed data (2014)

Table 4 shows that the coefficient of determination indicated by adjusted R2 is 0.704. This means that all independent variables consisting of knowledge quality, self-efficacy, and reciprocal relationships can explain the variation in the knowledge-sharing activities by 70.4%. This relatively large adjusted R Square value indicates that the ability of the independent variables to explain the dependent variable is quite good.

Statistical t-Test Results

The t-test was carried out to determine whether each independent variable had a significant influence on the dependent variable. A summary of the t-test results is listed in Table 5.

Table 5. Results of Statistical t-Test

Variable	Model			
Variable Dependen / Variabel Independen	Knowledge Sharing			Note
	Relationship Coefficient (β)	(t-count)	Sig.	
Quality of Knowledge	0,836	12,491	0,000	Supported
Self-efficacy	-0,044	-0,656	0,514	Not Supported
Reciprocal relationship	0,057	0,831	0,409	Not Supported

Source: Processed data (2014)

Table 5 above shows that hypothesis one is accepted; the quality of knowledge has a positive and significant effect on knowledge sharing activities with a t value of 12.491 and a significance of 0.000. The coefficient value of the relationship between the quality of knowledge and positive knowledge sharing activities is 0.836. While the second and third hypotheses in this study are not accepted because the significant value is > 5% (self-efficacy = 0.514 and reciprocal relationship = 0.409).

The first hypothesis tested the effect of the quality of knowledge on knowledge-sharing activities, which is measured by adding up the knowledge values including reliability, timeliness, and consistency in posts on Facebook. The effect of the knowledge quality on knowledge sharing is statistically significant at the alpha level of 0.05. This is evidenced by the t value of 12.491 with a significance of 0.000. The coefficient of the relationship between knowledge quality and knowledge sharing is positive (0.836). The results of the first hypothesis indicate that the higher the level of knowledge quality, the higher the knowledge-sharing activity.

The study result corresponds to that by Qutaishat (2013) that the quality of knowledge supports individuals in sharing knowledge. The quality of knowledge is related to the size of the knowledge produced and delivered by a system. The higher the knowledge quality, the greater the desire of Muslim entrepreneurs to share knowledge on Facebook. When knowledge has a reliable source (reliability), actuality (timeliness), and consistency, individuals tend to share the knowledge.

The second hypothesis tested the effect of self-efficacy as measured by the amount of information provided in the "about" section related to education, work, home address, and personal website address. The effect of self-efficacy on knowledge-sharing activities in this study was not proven as the t value of 0.656 with a significance of 0.514. The coefficient of the relationship between self-confidence and knowledge sharing is negative (0.044). It indicated that the knowledge-sharing activities of Muslim entrepreneurs on Facebook are not influenced by self-efficacy. This result does not support the previous studies that

self-efficacy can encourage individuals to share knowledge with their colleagues (Cabrera et al., 2006; Kankanhalli et al., 2005; Hsu et al., 2006). It might happen because self-efficacy in this study refers to self-confidence, not respondents' beliefs in the social networks used (internet self-efficacy), besides physiological conditions, especially feelings of anxiety. As Bandura (1986) said in Jogiyanto (2007), individuals sometimes interpret anxiety as a lack of ability, so it can reduce self-efficacy.

The third hypothesis tested the effect of reciprocal relationships, measured through the cumulative assessment of comments, likes, and shares on Facebook posts. The result did not support the hypothesis that reciprocal relationships affect the knowledge-sharing activities of Muslim entrepreneurs on Facebook. This is indicated by the t value of 0.831 with a significance of 0.409 and a correlation coefficient value of 0.057. Therefore, reciprocal relationships do not affect knowledge-sharing activities on Facebook. This finding is in line with that of the previous study that reciprocal relationships do not affect knowledge sharing (Wasko and Faraj, 2005). This unsupported hypothesis may be because not all comments given to the post are following the contents of the post, giving a like sign only as agreeing or liking the knowledge post given but not until there is a discussion about the post. And giving a share sign as a form of reciprocity from others to share the knowledge back but on a different account, so it is difficult to measure in this study.

CONCLUSION

This study examines factors (quality of knowledge, self-efficacy, reciprocal relationships) influencing knowledge sharing on Facebook. The quality of knowledge positively affects Muslim entrepreneurs' activity in sharing knowledge on Facebook. Therefore, the higher the level of knowledge quality, the higher the knowledge-sharing activity of Muslim entrepreneurs on Facebook. Besides, self-efficacy does not affect the activity of Muslim entrepreneurs in sharing knowledge on social networks. Therefore, the higher the self-efficacy towards knowledge, the less effect it has on the knowledge-sharing activity of Muslim entrepreneurs on Facebook. Meanwhile, reciprocal relationships do not affect the knowledge-sharing activity of Muslim entrepreneurs on Facebook.

This study suggested that Muslim entrepreneurs improve the quality of their knowledge so that they can be more active in sharing knowledge on social media. The ability to share knowledge effectively can lead to the generation of new ideas and the opening up of business opportunities (Grant, 1996). With new ideas to develop businesses, Muslim entrepreneurs in Indonesia are expected to be better prepared to face the challenges and opportunities. Further research may involve other social communication media such as YouTube, Path, blogs, Twitter, and

other factors that can help individuals share knowledge. It is recommended to develop other variables and better instruments related to knowledge sharing activities on social networking sites. The two variables in this study are not significant, but these variables may pose an influence when applied to different respondent characteristics. Therefore, all variables in this study can still be included in other research with respondents of different characteristics.

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