THE INFLUENCE OF KNOWLEDGE SHARING AND CREATIVE WORK ON INNOVATIVE BEHAVIOR

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Abstract

The purpose of this analysis is to determine the effect of knowledge sharing and creative work climate on innovative behavior, with a quantitative approach and cross-sectional time horizon method. The research was conducted in 12 schools in Cirebon City, involving 142 respondents obtained through the distribution of questionnaires. Based on the results, innovative knowledge sharing practices, positive and creative work climate, and innovative teacher behavior were significantly correlated. This suggests that creating a climate that supports creativity and knowledge sharing among teachers can encourage innovation, and this is crucial for improving learning effectiveness. Therefore, schools need to develop policies that encourage collaboration, knowledge sharing, and create an innovative and creative work climate. These measures will not only improve the quality of teaching but also have an impact on improving student achievement, creating a productive and thriving educational environment.

Keywords: Knowledge Sharing, Creative Work Climate, Innovative Behavior

INTRODUCTION

From the first day of school enrollment onwards, teachers play a critical role in student learning (Gentrup et al., 2020). One of the barometers of the success of this education is to obtain more classy, superior human resources characterized by increased learning, behavior, and expertise that are more independent and more dynamic in the life of the nation's society in a national and international context (Anggraeni & Fadilah, 2024). Teachers act as drivers of student creativity (Muliati et al., n.d., 2022). By building close relationships with their students, teachers create a successful learning environment. Teachers can be referred to as the invisible hand (Saxer et al., 2024). Teachers are a very important component of education for the implementation of more strategic educational programs. In general, teachers are people who are responsible for teaching and guiding students in the learning process. In inclusive education, for example, teachers have a significant task in creating a supportive learning environment for all students (Setyowati & Wardani, 2020). Improving these skills helps teachers and the overall quality of education. Experienced teachers will be better able to lead classes, choose appropriate learning methods and produce teaching materials that are aligned with the needs of educators (Zana Ayunda et al., 2021). Developing teacher professionalism should be a priority in education policy (Setyo Widodo & Sita Rofiqoh, 2020). The role of teachers in the education system is very important and includes various elements that contribute to student development, teachers function as motivators who are able to inspire and encourage students to learn. This role becomes even more important when implementing the Merdeka Curriculum to maximize students' enthusiasm for learning (Widiyaningsih & Narimo, 2023).

Based on this theoretical review, it can be concluded that various interrelated factors play an important role in promoting innovation in teaching. Knowledge sharing, and a supportive creative climate are interconnected elements in creating an environment conducive to innovation. Further research on the relationship between these factors is urgently needed to formulate more effective strategies improve the quality of education through continuous teaching innovation.

REVIEW OF LITERATURE

The theoretical foundation underlying this research comes from a book entitled "The Creative Classroom: Innovative Teaching for 21st Century Learners" by Keith Sawyer, this article discusses how practical guidance for teachers to develop innovative learning, including how to share knowledge and implement creative methods in teaching that can encourage innovative behavior. Knowledge sharing implements innovation in their teaching, knowledge sharing shows that innovation in education is essential to drive innovation in organizations, especially in educational institutions, where cooperation and exchange of ideas can lead to superior learning practices and better student achievement. This claim highlights the importance of knowledge sharing as a prerequisite for educational innovation (Kim, 2023).

The book also discusses the importance of creating a working climate that supports creativity in the classroom. Sawyer explains that innovative teaching requires an atmosphere that is open to experimentation, collaboration and acceptance of failure as part of the learning process. A creative work climate in schools can encourage teachers to be more open

to new ideas and dare to try more innovative approaches. (Adiebah & Pradana, 2022) emphasized that creative work creates an environment that encourages innovation, which is very important for teachers to develop new ideas in the learning process.

Teacher performance related to innovative behavior shows that innovation benefits not only teachers but also students and educational institutions as a whole. (Hadi et al., 2020). In this creative and collaborative framework, teachers are encouraged to experiment more with new teaching methods and share their findings and experiences with. A positive and collaborative working climate facilitates this process, encouraging teachers to be more innovative in finding better solutions and methods to improve student learning. By actively sharing knowledge and creating a climate that supports creativity, teachers can change the way they teach and develop innovative behaviors.

Knowledge Sharing

In education, the impact of knowledge sharing which is described as a communication process where two or more people exchange information (Booth, 2012). Knowledge sharing (KS) is an important part to be discussed further because it can help teachers and school employees build an innovative learning culture, improve problem-solving skills, and work together to find new solutions. Sharing information with others results in new experiences (Arsawan et al., 2022). so that this can support the creation of a dynamic and responsive system in the world of education. Education is the top priority in creating and developing human resources (HR). However, to be the first, we must compete with the improvement of education in foreign countries; education must strive to be superior and able to compete with the improvement of education in the field of foreign countries. Informal learning and communication processes such as storytelling, conversation, mentoring, and encouragement are necessary for tacit knowledge sharing (Booth, 2012). Sharing knowledge between individuals results in new experiences (Arsawan et al., 2022).

Teachers are becoming an increasingly important topic, especially when it comes to improving teacher performance and innovative behavior. Research has shown that knowledge sharing, or knowledge sharing behavior, has a large beneficial effect on teachers' innovative behavior. Concerning educators in educational institutions, discussions in meetings are one way to observe knowledge sharing, teacher training, subject teacher communities, and learning evaluation and assessment. All learning activities that cannot be separated from the knowledge sharing process show how important knowledge sharing is, especially in peer education (Kurniawati & Agustina, 2021). This happens because educators are required to bring out all their abilities and ideas to create something new and compete with other organizations. In addition, Kurniawati and Agustina showed that knowledge sharing also acts as a bridge between teachers' innovative behavior and transformational leadership. Their research shows that effective transformational leadership can increase mental strength and knowledge sharing, which in turn results in more innovative teachers (Kurniawati & Agustina, 2021). To improve the quality of education, teachers must behave innovatively, especially in an era that is constantly evolving. Studies show that knowledge sharing, or knowledge sharing, serves as a significant intermediary in improving teachers' innovative behavior. In this case, organizational justice and organizational culture were shown to have an impact on innovative behavior resulting from knowledge sharing practices (Baskoro et al., 2021).

Creative Work

Defining this creative work that encourages new ideas and their implementation is critical to building an innovative workforce. In addition, effective knowledge management practices combined with good creative work have been shown to be important factors that drive organizational innovation (Mafabi & Lwanga, 2022). Positive school creative work is characterized by supportive interactions and an environment conducive to creativity, which significantly impacts teachers' innovative behaviors and teaching practices. Research shows that stable and supportive schools enhance teachers' creativity and their ability to implement innovative teaching strategies, which significantly impacts teachers' innovative behaviors and teaching practices (Du & Chang, 2023). Good knowledge management and supportive creative work are precursors to innovation, so organizations should prioritize these components to improve their innovative capabilities (Mafabi & Lwanga, 2022). This is particularly important for education as knowledge sharing between teachers can improve teaching practices and student achievement. These interactions suggest that organizations should not only focus on knowledge management systems but also foster a creative environment to maximize their innovative potential.

Mafabi and Lwanga argue that effective knowledge management methods combined with fruitful creative work are essential for driving organizational innovation. The interaction between knowledge sharing and creative work is essential to drive innovation (Mafabi & Lwanga, 2022). In addition, organizational creative work is shown to have a direct impact on teacher creativity (Ahmad et al., 2023). Similarly (Adiebah & Pradana, 2022), which emphasizes that creative work creates an environment that encourages innovation, which is very important for teachers to develop new ideas in the learning process. This dynamic is shaped by leadership style, in addition to creative work that has a direct impact on innovative behavior. For example, it has been shown that transformational leadership influences the level of creativity in educational institutions (Zhao et al., 2023).

Transformational leadership is also important for creating an innovative school environment. According to Chang et al., teachers' innovative teaching practices are positively influenced by principals' transformative leadership, especially in a creative educational environment.

(Chang et al., 2021). Innovative educational conditions greatly influence teachers' creative behavior. Research shows that a creative environment can be a link between the various elements that influence the creative spirit. For example, (Hardanti & Riyono, 2022). Found that the creative environment plays an important role in mediating the relationship between anchor virtues and leader-member interaction (LMX) with creative action. This suggests that an environment that supports creativity can encourage educators to do something new in the way they teach.

Innovative Behavior

Teachers' innovative behavior is a very important part of improving teaching standards and the effectiveness of the learning process. This research focuses on the behavior of teachers as leaders of the educational process. However, innovation is not limited to the teaching and learning process alone, but also includes anything that teachers do either personally or collectively with others, to develop, assist, and assess the application of new ideas in their daily work as educators to seek help, and assess how useful new concepts are

applied in their daily work as educators. (Nandini & Indrasari, 2022). Nowadays, teachers must integrate the application of information and communication technology in education, strategies and implementation of constructivism or discovery learning and integration (Nandini & Indrasari, 2022). addition, educators must also prepare themselves to face a future that requires the ability to adjust, curiosity to use new technologies to solve problems, work together, innovate and adapt to the environment. (Nandini & Indrasari, 2022).

In addition, training and professional development are essential to develop educators innovative abilities. Research shows that some teachers may not be used to using technology in learning, which may hinder them from applying innovative methods in learning. (Ba'in et al., 2023)

. shows that teachers' performance is related to their innovative behavior, which suggests that innovation benefits not only teachers but also students and educational institutions as a whole. (Hadi et al., 2020). Support from the social environment and peers can help teachers gain better self- confidence, thus encouraging them to be innovative to take the initiative. The current curriculum is quite flexible, such as Merdeka Curriculum, and provides space for teachers to try new things in the way they teach. Studies show that the implementation of this curriculum allows teachers to create more innovative learning models and approaches. (Education et al., 2025) Thus, innovation in education depends not only on individual teachers but also on the policies and support provided by educational institutions.

RESEARCH METHOD

The findings of this research method identify hypothesis testing to test the results of the study, which uses a quantitative approach method, so that it can be collected through distributing questionnaires. The unit of analysis of this research is the individual, and uses the type of primary data, conducts research directly instead of other people's data, this data is obtained through distributing questionnaires to obtain information carried out. This research is aimed at workers at an educational institution in the Cirebon City area using a cross sectional time horizon. Where the cross sectional time horizon is a research technique that collects data only within a certain period of time. This study collected several populations and samples using quantitative methods in the form of distributing questionnaires to Honorary teachers, PPPK, and civil servants within the Cirebon City education office. The sampling technique used Non Probability Sampling, because we do not know the exact number of teacher populations in Cirebon City. Referring to the book Hair Jr et al. (2019,). Non Probability Sampling is a sample selection technique where each element in the population does not have the same opportunity to be selected. Sample selection is based on certain criteria or reasons determined by this researcher.

However, referring to the book Hair Jr. et al. (2019,) the sample size is 21 times the number of variables, or in this study it is 60. The number of samples in this study was 142 (exceeding 60) (Hair Jr. et al., 2019). In addition, for data processing purposes, researchers usually use a sample size of more than 100 respondents. We sampled data from 12 schools. From some of these schools we sampled several teachers in Cirebon City, namely in elementary, junior high, high school and vocational school. Primary data used in this study were taken from primary sources where the results of distributing questionnaires are used as data. The data obtained aims to solve the problems in this study. This information

collection method uses a survey of distributing questionnaires and distributing g.foms coefficiently and more effectively. In distributing this questionnaire using a Likert scale of 1-5, scale1 is the lowest value, namely "strongly disagree" while 5 is the highest value, namely "strongly agree".

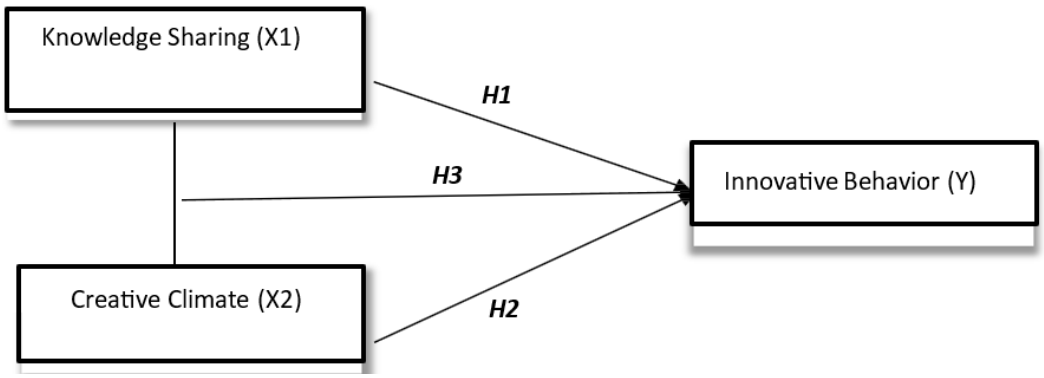

Figure 1.
Research Framework
Source: (Arsawan et al., 2022) (Mafabi & Lwanga, 2022). (Nandini & Indrasari, 2022)

Hypothesis

Based on this framework, the research hypothesis can be prepared as follows:

1. H1: It is suspected that there is a significant influence of knowledge sharing on innovative behavior.
2. H2: It is suspected that there is a significant influence between creative work and innovative behavior.
3. H3: It is suspected that there is a significant influence of knowledge sharing and creative work on innovative behavior.

RESULTS AND DISCUSSION

Table 2

Respondent Characteristics

Category	Description	Total	Percent (%)
Gender	Male	36	29,51
	Female	86	70,49
Education	S1	112	91,80
	S2	10	8,20
	S3	0	0,00
Age	Generation Z	7	5,47
	Millennial Generation	74	60,66
	Generation X	41	33,61
Length of Service	Less than 1 year	1	0,82
	1 - 5 years	44	36,07
	6 - 10 years	19	15,57
	11 - 15 years	14	11,48
	16 years old	44	36,07
Employee Status	Honorer	25	20,49
	PNS	54	44,26
	PPPK	43	35,25
School Level	SD	54	44,26
	SMP	33	27,05
	High School	35	26,69
School Status	Country	102	83,61
	Personal	20	16,39

Based on the table of respondent characteristics, the research respondents consisted of 36 male employees, or 29.51% of the total, and 86 female employees, or 70.49% of the total. So, it can be concluded that the majority of respondents in this study are women. In terms of education, the majority of respondents have a bachelor's degree and have a tenure of one and five years.

Based on age, it shows that Generation Z employees are 7 people or 5.47% of the research target, the Millennial Generation is 74 people or 60.66%, and Generation X is 41 people or 33.61%. So, it can be concluded that the majority of research participants are Millennial Generation.

Based on employee status, it shows that the subjects of this study consisted of Honorer as many as 25 people or 20.49%, civil servants as many as 54 people or 44.26%, and PPPK as many as 43 people or 35.25%. So, it can be concluded that the majority of participants involved in this study are civil servants.

Based on school level, it shows that the research respondents consisted of elementary school as many as 54 people or 20.49%, junior high school as many as 33 people or 27.05%, and high school as many as 35 people or 26.69%. So, it can be concluded that the majority of research participants are in elementary school.

Based on school status, the research subjects consisted of 102 public, or 83.61%, while private as many as 20 employees, or 16.39. So, it can be concluded that the majority of the respondent population in this study came from the State. Researchers also tested the validity of the variable instruments to determine the accuracy in measuring the variables studied. Knowledge sharing, creative climate, and innovative behavior are in the table below.

Table 3
Validity Test

Variables	R Count	Table R	Information
X1_1	0.445	0.235	Valid
X1_2	0.561	0.235	Valid
X1_3	0.398	0.235	Valid
X1_4	0.406	0.235	Valid
X1_5	0.622	0.235	Valid
X1_6	0.701	0.235	Valid
X1_7	0.513	0.235	Valid
X1_8	0.594	0.235	Valid
X2_1	0.728	0.235	Valid
X2_2	0.784	0.235	Valid
X2_3	0.719	0.235	Valid
X2_4	0.711	0.235	Valid
X2_5	0.665	0.235	Valid
Y_1	0.385	0.235	Valid
Y_2	0.579	0.235	Valid
Y_3	0.523	0.235	Valid
Y_4	0.702	0.235	Valid
Y_5	0.658	0.235	Valid
Y_6	0.604	0.235	Valid
Y_7	0.630	0.235	Valid
Y_8	0.638	0.235	Valid

The validity test results show that the instrument on the Knowledge Sharing Variable (X1) is Valid, the instrument on the Creative Climate Variable (X2) is Valid, and the Innovative Behavior variable instrument (Y) is Valid, because it has a value of r count greater than r table. This means that each question can be said to be valid

Table 4
Reliability

Variable	Cronbach's Alpha
Knowledge Sharing (X1)	0.639
Creative Climate (X2)	0.770
Innovative Behavior (Y)	0.731

Source: Data Processing Results, 2025

Reliability is a tool used to evaluate how consistent respondents' answers to the questions in the questionnaire are. The Cronbach's alpha test is used to determine how reliable this research instrument is. A construct or variable is considered reliable if the Cronbach's alpha value is more than 0.6. If the Cronbach's alpha value is less than 0.6, then the construct or research variable is not reliable.

The table above explains that Cronbach's alpha of 0.639 for Knowledge Sharing (X1), 0.770 for Creative Climate (X2), and 0.731 for Innovative Behavior, all exceed the threshold of 0.6. Therefore, it can be concluded that the attached questions regarding Knowledge Sharing, creative climate, and Innovative Behavior can be said to be reliable.

Table 5
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	,497[a]	,247	,235	3,17191

Predictors: (Constant) Creative Work Climate, Sharing Knowledge

a. Dependent Variable: Innovative Behavior

Source: Data Processing Results, 2025

The table above shows that the correlation coefficient of the Knowledge Sharing and Creative Climate variables on Employee Innovative Behavior is 0.497. This shows that The level of relationship between these variables and Employee Innovative Behavior is in the strong category. The coefficient of determination of the Knowledge Sharing and Creative Climate variables on Employee Innovative Behavior is 0.247, which indicates that the influence of these variables is 24.7%. The following table shows the significance of the Knowledge Sharing and Creative Climate variables on Employee Innovative Behavior:

Table 6
T test

Model	Understardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	3,827	
1 (Constant)	13,026	3,404	e		,000
Knowledge Sharing	,239	,098	,215	2,438	,016
Creative Work Climate	,583	,140	,366	4,151	,000

a. Dependent Variable: Innovative Behavior

Source: Data Processing Results, 2025

Based on table 6, it is known that the Sig value of the Knowledge Sharing variable is 0.016 < 0.05, this means that there is a significant influence between Knowledge Sharing on Innovative Behavior, then it is known that the Sig value of the Creative Climate variable is 0.00 <0.05, this means that there is a significant influence between the Creative Climate variable on Employee Innovative Behavior. To determine the significance of the effect of Knowledge Sharing and Creative Climate on Innovative Behavior simultaneously, it can be seen in the ANOVA table below:

Table 7
F test

Model	Sum of Squares	Df	Mean Square	F	Sig
1 Regression	393,396	2	196,698	19,551	,000[a]
Remaining	1197,260	119	10,061		
Total	1590,656	121			

a. Predictor: (Constant), Creative Climate, Sharing Knowledge
b. Dependent Variable: Innovative Behavior

Source: Data Processing Results, 2025

The table above shows that the Sig. value is 0.00 <0.05, which indicates a simultaneous significant influence between Knowledge Sharing and Creative Climate on Innovative Behavior. Innovative Behavior has a significant effect on Knowledge Sharing, meaning that the Creative Climate can also improve Teaching and Learning performance.

Table 8
Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Knowledge Sharing	,815	1,277
Creative Work Climate	,815	1,277

Source: Data Processing Results, 2025

Based on the table above, it shows that the dependent variable has a tolerance value of more than 0.100 and VIF less than 10.00, so the conclusion is that the Multicollinearity Assumption has been met and no symptoms occur. meaning that the Creative Climate can also improve Teaching and Learning performance.

Discussion

The results of this study show that knowledge sharing and creative work cannot be separated but rather support each other in improving teachers' innovative behavior, and each variable has a positive relationship with each other. The knowledge sharing process opens up space for teachers to introduce creative ideas that can be applied in their teaching. Conversely, creative work allows teachers to more easily apply the ideas they gain from sharing in a more real learning context. addition, this study supports the findings of previous research showing that these variables are interconnected and correlated to innovative behavior in educational institutions.

But this study found something new. This study emphasizes the importance of knowledge sharing and creative work in improving teachers' innovative behavior, especially in Cirebon City. These two factors complement each other and play an important role in creating a more dynamic and adaptive educational environment. For this reason, it is important for schools and local governments to continue to support sharing initiatives and provide ample space for teachers to be creative in developing innovative learning methods. Therefore, this study not only confirms existing theories but also provides new insights into the role of knowledge sharing and creative work in implementing innovative behaviors within educational institutions.

The Effect of Knowledge Sharing on Innovative Behavior

The results state that the knowledge sharing variable significantly affects innovative behavior. This shows how important knowledge sharing is to encourage better information exchange. In further discussion, Knowledge sharing (KS) is an important part to be discussed further because it can help teachers and school employees build an innovative learning culture, improve problem-solving skills, and work together to find new solutions. Sharing information with others results in new experiences (Arsawan et al., 2022).

Sharing knowledge and experience among teachers can improve the quality of their professionalism. In Cirebon City, many teachers are active in sharing activities, whether through group discussions, workshops, or collaboration in curriculum development. This sharing process allows teachers to gain new insights, share effective learning techniques, and

get inspiration from peers who have different approaches. As a result, teachers who engage in sharing tend to be more open to new ideas, which encourages them to develop more creative and innovative teaching strategies.

The Role of Creative Work on Innovative Behavior

The results state that the creative work variable significantly affects innovative behavior. This shows how important creative work is to create new solutions in the learning process, encouraging teachers to develop methods and techniques more effective teaching, as well as providing space for teachers to experiment with new ideas that can improve the quality of education.

Research shows that stable and supportive schools enhance teachers' creativity and their ability to implement innovative teaching strategies, which significantly impacts teachers' innovative behaviors and teaching practices (Du & Chang, 2023). Creative work has also been shown to play an important role in encouraging teachers' innovative behavior. In Cirebon City, teachers who engage in activities that emphasize creativity, such as developing interesting learning media, using technology in the classroom, and experimenting with various teaching methods, show higher levels of innovation. Creative work gives teachers the freedom to experiment and find new ways to increase student motivation. Good knowledge management and supportive creative work are precursors to innovation, so organizations should prioritize these components to improve their innovative capabilities (Mafabi & Lwanga, 2022).

In addition, a work environment that supports creativity also has a major impact on teachers' innovative behavior. A school that provides space for teachers to experiment with new ideas and appreciates the results of their creativity will produce teachers who are more willing to try unconventional approaches, which in turn can improve teaching effectiveness and enrich students' learning experiences.

CONCLUSION

The conclusion of this study shows that knowledge sharing among teachers and a work climate that supports creativity are essential in promoting teaching innovation. This helps to improve educational effectiveness and student achievement. Teachers not only teach, but also become agents of change who can create innovative learning environments. With policies such as Merdeka Curriculum, teachers are more enthusiastic about using innovative learning methods that suit students' needs, so learning becomes more dynamic.

However, this study has limitations as it does not cover all factors that influence educational innovation. For future research, it is recommended to explore other aspects that may have an impact on teaching innovation, such as support from school management, ongoing teacher training, and broader organizational culture. Future research could also look at different educational contexts in regions or countries to understand the dynamics of educational innovation more fully.

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