THE EFFECT OF SELF-EFFICACY AND CREATIVE WORK CLIMATE ON KNOWLEGDE SHARING AMONG TEACHERS IN CIREBON CITY

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Abstract

Self-efficacy and creative atmosphere influence knowledge growth. This study examines how self-efficacy and creative atmosphere influence knowledge. The quantitative research method used a survey of academic and professional respondents. The data was processed by utilizing regression methods and path analysis to determine the relationship between the variables studied. The findings of this study reveal that a number of factors such as personal experience, social support, and a conducive work or learning environment have a significant influence on self-efficacy. Meanwhile, leadership factors, organizational culture, and available facilities play a role in creating a positive creative climate. In addition, self-efficacy and creative climate directly impact on increasing knowledge sharing and innovation in various fields. These findings confirm that strengthening self-efficacy and creating a supportive creative climate are essential in knowledge development, both in the context of education and the world of work.

Keywords: Self-Efficacy, Creative Work Climate on Knowledge Sharing

INTRODUCTION

In the midst of globalization and the rapid development of digital technology, human resource development is a crucial factor in improving the competitiveness of individuals and organizations. One important aspect of individual development is self-efficacy, which is a person's belief in their ability to complete tasks and achieve certain goals. High self-efficacy contributes to increased motivation, performance, and one's ability to face challenges and changes. On the other hand, the creative climate in the work or education environment plays a significant role in promoting innovation and knowledge development. The creative climate reflects the extent to which the environment supports the exploration of new ideas, risk-taking, and productive collaboration. An environment that supports creativity can increase an individual's self-efficacy in developing new skills and knowledge. Although many studies have highlighted the importance of self-efficacy and creative climate in various contexts, there is still a gap in understanding how these two factors jointly influence the development of different types of knowledge. Because of this, this study was conducted to explore the factors that have an influence on self-efficacy and creative climate and their impact on knowledge development in various contexts, such as education, organizations, and work environments. It is hoped that the results of this study can clarify the understanding of how self-efficacy and creative climate can be optimally utilized to promote learning and innovation, and provide recommendations for educational institutions and organizations in creating an environment conducive to knowledge enhancement.

Research Objectives

Research Objectives as follows:

1) To test and analyze the effect of self-efficacy on various knowledge to teachers in the city of Cirebon.
2) To test and analyze the effect of creative climate on various knowledge to teachers in the city of Cirebon.
3) To test and analyze the effect of self-efficacy and creative climate on various knowledge to teachers in the city of Cirebon.

In an increasingly competitive and knowledge-based world, the ability of individuals and organizations to manage and utilize knowledge is a major factor in achieving competitive advantage. Self-efficacy and creative climate are two important variables that influence the extent to which individuals can develop and disseminate knowledge effectively. According to Bandura (1986), self-efficacy is an individual's belief in his or her own ability to accomplish specific tasks, while creative climate describes the extent to which the environment supports innovation, freedom of thought, and collaboration (Ekvall, 1996).

This research is based on several main theories that form the basis for analyzing the relationship between these variables. Bandura's Self-Efficacy (1986) suggests that a person with high self-efficacy usually shows strong self-confidence in acquiring, applying and sharing knowledge. Meanwhile, Ekvall's Creative Climate Theory (1996) states that a working or academic environment that supports creativity will accelerate knowledge exchange and innovation.

A quantitative approach is used in this study to analyze the relationship between various factors that influence self-efficacy and creative climate and their impact on knowledge management. By using systematic data analysis methods, this study aims to

obtain empirical results that can provide deeper insights into how self-efficacy and creative climate contribute to various aspects of knowledge in organizations and academic environments.

In an increasingly competitive world, knowledge management is one of the key factors in increasing productivity and innovation, both in academic and industrial environments. Self-efficacy and creative climate are two elements that play an important role in the process of knowledge acquisition, application and dissemination. Self-efficacy is defined as a person's belief in their capacity to accomplish specific tasks (Bandura, 1986), while creative climate describes the extent to which an environment supports freedom of thought, innovation and experimentation (Ekvall, 1996).

Previous studies have indicated that high levels of self-efficacy have the potential to increase an individual's motivation to acquire and share knowledge. Individuals who are confident in their abilities are likely to be more active in exploring new information and developing innovative solutions (Nonaka & Takeuchi, 1995). On the other hand, the creative climate in an organization or community also a determining factor in encouraging innovation and collaboration. An environment that supports freedom of expression, openness to new ideas, and access to adequate resources will accelerate the learning and innovation process (Davenport & Prusak, 1998).

Based on this background, this study aims to analyze the factors that influence self-efficacy and creative climate and their impact on various aspects of knowledge management. To achieve these objectives, this study develops a series of hypotheses that examine the relationship between individual, social, and organizational factors with self-efficacy and creative climate, and their effects on knowledge acquisition and dissemination.

REVIEW OF LITERATURE

Self-Eficacy

Gist M.E (1987) states that self-efficacy is an individual's belief in their ability to carry out a task. A confident worker is one who is ‘fun’, organizes and executes smart activities, and is ready to face obstacles and problems. Self-efficacy is how a person feels, thinks, and acts to achieve goals. In 1977, Albert Bandura coined the word "self-efficacy" to describe a person's belief in their capacity to achieve goals or overcome difficulties. Bandura described self-efficacy to be "An individual's belief in his or her ability to achieve success under certain conditions or situations." This word influences people's mindsets, attitudes, and behaviors, affecting behavior and its consequences. "Gist M.E. (1987) suggests three main aspects that make up self-efficacy:

1) Task complexity (level) is considered achievable. Individuals with high self-efficacy tend to accept tasks that are within their capabilities and are able to overcome various challenges that aries.
2) Generalization relates to the extent to which an individual's belief in their ability can affect various situations. Ability effectiveness affect how they apply information, stay consistent, deal with problems at work.
3) Strength, or a person's confidence in their talents. Working hard, tenaciously, and persistently to maintain resilience requires self-efficacy.

Creative Work Climate

A creative atmosphere fosters innovative ideas, goods, services and methods (Luthans, 2006). Aimed at increasing connectivity between multiple partners, the new paradigm of open innovation has been argued to stimulate creativity. However, there are still few empirical studies exploring the influence of this new form of organizing innovation on the creative work climate. This approach is based on a mixed method consisting of a quantitative creative climate questionnaire.

Millennials and Generation Z are looking for a place to share their ideas and achievements. Iqbal (2019) showed that creative atmosphere is related to creative outcomes independent of culture or organizational culture, which implies that it is better for creative work and can result in competitive advantage. Dewi (2016), Iqbal (2019), and Trang (2020) found that organizational atmosphere increases employee loyalty. According to Utami (2019), a creative environment increases loyalty. According to Organization (2020), fostering creativity can increase loyalty.

Knowledge Sharing

Knowledge is a complex and multi-dimensional concept, encompassing information gained through experience, learning, and observation. In the context of "Analysis of Factors Influencing Self-Efficacy and Climate on Knowledge Sharing," knowledge can be categorized into several types, including declarative, procedural, and tactical knowledge. Declarative knowledge includes data and facts that can be stated clearly, such as theories, principles, and concepts. While procedural knowledge relates to skills and ways to perform certain activities, tactical knowledge includes intuitive or situation-based understanding gained from direct experience.

Information sharing in an organization is crucial because it can improve creativity, efficiency, and performance. In an ever-changing and competitive organizational environment, the ability to distribute knowledge among individuals and groups can contribute to the creation of more innovative and effective solutions to overcome challenges. Information sharing also enables the transfer of skills and knowledge from one person to another, thus promoting a culture of continuous learning.

Individually, internal motivations such as self-satisfaction, success, and recognition can encourage individuals to share knowledge. A person's self-confidence influences this motivation, where those with high self-confidence tend to think that sharing knowledge will be able to have a positive influence on themselves and their surroundings. Meanwhile, those with low self-confidence may perceive their knowledge as inadequate or inappropriate to share, so they tend to hesitate to do so.

Research Framework

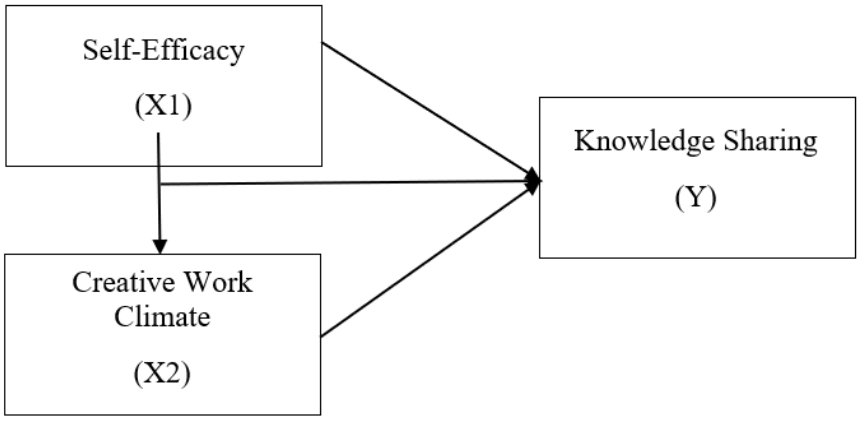

Figure 1.
Research Framework

Hypothesis

The hypothesis in this study was formulated as follows:
H1 : Self-efficacy has a positive effect on Knowledge Sharing.
H2 : Creative Work Climate has a positive effect on Knowledge Sharing.
Y : Self-efficacy has a positive effect on Knowledge Sharing. Creative Work Climate has a positive but not fully significant effect on Knowledge Sharing.

RESEARCH METHOD

This research is quantitative and literature review in nature. A questionnaire survey was used to obtain data for this study. The questionnaire was sent to teachers in Cirebon City, West Java. The questionnaire had closed-ended statements with short responses or one alternative answer per question. This study relied on literature evaluation to provide a theoretical framework on self-efficacy, creative atmosphere, and information sharing. Studying the imbalance of confidence and knowledge sharing using quantitative methods and literature studies. This research hopes to improve knowledge management in business by using this method.

Data Collection Methods

This study used primary data obtained directly from teachers who filled out the questionnaire. A total of 236 respondents participated in the data collection. The questionnaire was designed to measure the self-efficacy characteristics, creative atmosphere, and knowledge level of the respondents. The assessment of the variables was done using a five-point Likert scale, with the answer options: (1) Strongly Disagree (STS), (2) Disagree (TS), (3) Neutral (N), (4) Agree (S), and (5) Strongly Agree (SS).

Variable Measurement

Data collection in this study was conducted through a survey method using a questionnaire. The measurement instrument for the Self-Efficacy variable was adapted from the concepts of Self-Efficacy, Competitiveness, and Effort developed by Krishnan, Netemeyer, & Boles (2002). Meanwhile, the measurement of the Creative Work Climate variable refers to the High-Performance Work Practices (HPWPs) model developed by Karatepe & Vatankhah (2014). The instrument for the Knowledge Sharing variable refers to

the indicators of Job Satisfaction, Performance Beliefs, Donating Knowledge, and Collecting Knowledge formulated by De Vries, Van den Hooff, & De Ridder (2006).

Validity Test

Research instruments undergo a validity assessment. The validity test used Kaiser-Meyer-Olkin (KMO) factor analysis and Loading Factor (Component Matrix). Sample robustness requires a KMO value > 0.5. Consider a loading factor value > 0.4 to determine whether the indications of questionnaire questions are valid. 2016 (Ghozali).

Reliability Test

The dependability of an instrument is assessed through reliability testing. The use of reliable tools often results in consistent findings. A Cronbach's Alpha score > 0.7 shows reliability (Ghozali, 2016).

Multiple Linear Regression Analysis

Multiple linear regression analysis determines how independent factors (x) affect the dependent variable (y) and the accuracy of the prediction.

Research Model Testing

This study uses the Adjusted R Square coefficient of determination test and the model feasibility test (F test) to evaluate the quality of the model. Adjusted R Square is used to assess the extent to which the model is able to explain the variance in the dependent variable, with values ranging from 0 to 1. The higher the Adjusted R Square value, the greater the contribution of the independent variable in explaining the dependent variable. Conversely, a decrease in value indicates a lower contribution. Meanwhile, the F test is used to test simultaneously whether all independent variables in the model have an influence on the dependent variable. The decision-making criteria in the F test are based on a significance value (p-value) below 0.05, which indicates that the model has met statistical feasibility.

Hypothesis Testing (t Test)

Hypothesis testing in this study was carried out using the t-test to determine whether each independent variable partially affects the dependent variable. Hypothesis assessment is based on the significance value and standardized beta coefficient. The hypothesis is accepted if the significance value is less than 0.05 and the standardized beta coefficient shows a positive value.

RESULTS AND DISCUSSION

In this study, descriptive analysis was used to describe the characteristics of the data through the mean value and standard deviation. The results of the analysis are presented in the following table:

Validity Test Results

The validity test determines the validity of the questionnaire. Pearson's product moment or bivariate correlation was used to evaluate the validity of the questionnaire.

Table 1.
Validity Test Results

Variable	Item	R count	R table	Description
Self-efficacy	x1.1	0.520	0.361	Valid
	x1.2	0.567	0.361	Valid

(X1)	x1.3	0.566	0.361	Valid
	x1.4	0.455	0.361	Valid
Creative Work Climate (X2)	x2.1	0.574	0.361	Valid
	x2.2	0.607	0.361	Valid
	x2.3	0.569	0.361	Valid
	x2.4	0.543	0.361	Valid
	x2.5	0.501	0.361	Valid
Knowledge Sharing (Y)	y1	0.384	0.361	Valid
	y2	0.448	0.361	Valid
	y3	0.406	0.361	Valid
	y4	0.448	0.361	Valid
	y5	0.540	0.361	Valid
	y6	0.524	0.361	Valid
	y7	0.469	0.361	Valid
	y8	0.480	0.361	Valid

Source: SPSS Data Processing Result 2025

Table 1 shows that the research subject is three variables with a varying number of question items. Each question item on each independent variable as well as has a determined r value higher than r table. Therefore, self-efficacy, creative work atmosphere, and information sharing are relevant factors.

Reliability Test

The reliability test measures the questionnaire on a variable or concept. Reliable variables have a Cronbach Alpha value > 0.60.

Table 2.
Reliability Test Results

Variabel	Cronbach Alpa	Role of Thumb	Description
Self-efficacy (X1)	0.739	0.600	Reliabel
Creative Work Climate (X2)	0.784	0.600	Reliabel

Source: SPSS Data Processing Result 2025

Table 2 shows that this test is carried out on each variable, and the Cronbach alpha value> 0.6 is reliable.

Model Test Results

The model test uses the F statistical test and the determination test (Adjusted R Square).

1) Model Feasibility Test (F Test)

Table 3.
Model Test Results
ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	391,695	2	195,848	26,274	,000[a]
	Residual	887,026	119	7,454		
	Total	1278,721	121			

a. Predictors : (Constant), Creative Work, Self-Efficacy
b. Dependent Variable: Knowlegde Sharing

Table 3 shows the calculated F value of 26.274 with a significance of 0.000. The F table value for N = 121, df1 = 2 and df2 = 119 is 7.454. The significance value of 0.000 < 0.05 and the calculated F value (26.274) > F table (7.454), which indicates that knowledge self-efficacy and creative work atmosphere jointly influence knowledge sharing.

2) Determination Test (Adjusted R Square)

Table 4.
Determination Coefficient Test Results
Model Summary[p]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,553[a]	,306	,295	2,73020

a. Predictors : (Constant), Creative Work Climate Self-Efficacy
b. Dependent Variable : Knowlegde Sharing

The coefficient of determination shows that the independent and dependent variables are correlated at R = 0.553. Knowledge sharing is strongly correlated with self-efficacy and creative work atmosphere. The relationship is good and the level is high. Table 8 shows that R Square is 0.306. The variation in self-efficacy and creative work atmosphere explains 30.6% of knowledge sharing. The rest (100% -30.6% = 69.4%) is influenced by variables not studied.

Hypothesis Test

1) Test t (Persial)

Table 5.
The Result of the t Test (Persial)
Coefficients[a]

Model	Unstandardized	Coefficients	Standardized Coefficients

			Std. Error	Beta	t	Sig.
1	(Constant)	15,725	2,589		6,074	.000
	Self-efficacy	,682	,149	,410	4,564	.000
	Creative Work Climate	,307	,128	,215	2,393	.018

a. Dependent Variabel : Knowlegde Sharing

Sharing Table 5 explains that :

1) **Effect of Self-Efficacy on Knowlegde Sharing**
The self-efficacy variable (X1) has a t value of 4.564 (t count) > 2.0048 (t table) significance value of 0.000. Because H0 is rejected of H1 is accepted, self-efficacy slightly affects knowledge sharing.
2) **Effect of Creative Work Climate on Knowledge Sharing**
The creative work environment variable (X2) has a t value of 2.393 (t count) > 2.0048 (t table) significance value of 0.018. H2 is rejected and H0 is accepted, which indicates that the creative work cimate partially does not affect knowledge sharing.

2) F Test (Simultaneous)

Table 6.
Anova Test Results
ANOVA[b]

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	391,695	2	195,848	26,274	,000[a]
	Residual	887,026	119	7,454		
	Total	1278,721	121			

a. Predictors : (Constant), Creative Work Climate, Self-Efficacy
b. Dependent Variable : Knowlegde Sharing

Table 6 shows the calculated F value is 26.274 with a significance value of 0.000. The F table value for N = 121, df1 = 2 and df2 = 119 is 7.454. The significance value of 0.000 < 0.05 and the estimated F value (26.274) > F table (7.454), which indicates that knowledge self-efficacy and creative work atmosphere jointly influence knowledge sharing.

This study reveals a clear relationship between knowledge self-efficacy and information sharing, as evidenced by a p-value of 0.000 < 0.05. H1 indicates that self-efficacy significantly influences knowledge sharing.

Knowledge sharing increases along with knowledge self-efficacy. Students need knowledge self-efficacy as motivation, confidence as well as self-ability in order to get innovative ideas to continue their learning. Low knowledge self-efficacy makes knowledge sharing more difficult. This study supports Newman et al. (2020), Danucianetti (2021), and

Tierney & Farmer's (2020) findings that knowing self-efficacy improves knowledge sharing. Knowledge sharing is directly influenced by a creative work atmosphere (p-value < 0.05).

H2 claims that a creative work environment influences information sharing. The study found that teachers are more willing to gather and contribute knowledge to colleagues to learn new things and update their knowledge in a creative work environment. According to Bandura's (2021) Social Cognitive Theory, a creative work atmosphere influences innovation. Thus, knowledge is required to create, adapt and exchange ideas. According to Sharifad (2020), Setiawan et al. (2020), and Ren et al. (2021), a creative work atmosphere increases knowledge sharing. Creative Leader behavior does not necessarily affect Organizational Creativity, according to Jaussi and Dionne (2023). Most empirical research shows that transformational leadership Organizational Creativity performs better and works independently of leaders.

Jung's (2022) experimental research and Gumusluoglu and Ilsev's (2019) field study show that workers can operate independently and take initiative without waiting for direction. Thus, Creative Leader Behavior does not necessarily affect Organizational Creativity. The above results indicate a research gap. According to Hulshegeretal (2020), the results of various studies show that Work Climate, which is characterized by team member support, interpersonal security, shared goals, and exchange viewpoints, is very important for creativity. According to West's (2021) model, a creative and innovative Work Climate is indicated by clear and shared goals that provide focus and direction for the energy of its members.

Creative performance also requires group members to critically reflect on their tasks, goals, strategies and processes. Empirical studies show that leader behaviors, such as leader clarity (West et al., 2022) and participative leadership (Somech, 2019), are positively related to a creative Work Climate, which in turn is positively related to creative Performance in turn encourages true creativity or innovation. The development of technology, which many people say makes human life easier, actually increases life pressure, especially for workers (Abdelwahed et al., 2022; Vu, 2022). When workers are under pressure, their ability to get things done can be reduced. In particular, they have difficulty in making decisions, are unable to focus, and are unmotivated, all of which contribute to poor performance and unexpected mistakes (Abdelwahed et al., 2022; Sidin et al., 2021).

Employees' ability to think creatively is hampered by stress, which ultimately lowers productivity and morale (Alqudah et al., 2022; Muis et al., 2021). Employees' emotional and mental reserves are depleted under stress, resulting in increased workloads that result from dramatic improvements in work situations and increased job expectations. More resources are required under these circumstances (DortaAfonso et al., 2023; Muis et al., 2021). As a result, workers cannot do their jobs well, such as finding creative solutions to problems. Extreme anxiety reduces people's ability to think creatively at work (Rafique et al., 2022; Sudibjo & Prameswari, 2021).

According to Amabile (2022), various studies have shown that Work Climate characterized by team member support, interpersonal safety, shared goals, and exchange of viewpoints is critical in the occurrence of Organizational Creativity. According to West's (2021) model, Work Climate is creative and innovative, characterized by clear and shared goals to provide focus and direction to members' energy. In addition, the social environment is considered safe to have team members offer new ideas without fear of criticism. Creative

performance also requires group members to critically reflect on their tasks, goals, strategies and processes. Information management can be defined as a set of practices that organizations use to generate, disseminate, and apply knowledge for competitive advantage (Siegel et al., 2022). Knowledge Sharing Structure (KNS) is the backbone of any successful knowledge management system (Rafique et al., 2022). In order to perform tasks as well as achieve organizational goals, workers can benefit from and contribute to the creation of new knowledge through the process of knowledge sharing.

knowledge sharing (Choi, 2016; Desouza & Awazu, 2006). Acquiring new information and honing existing skills is the best way to gain an edge in business (Alavi & Leidner, 2021).

Previous research has shown that transformational leadership is most effective in instilling trust and developing a knowledge-centered culture, both of which encourage knowledge-sharing behaviors in organizations. TL then plays a more important role in helping knowledge sharing survive stressful situations (Ali et al., 2020; Kucharska & Erickson, 2020). Although it has previously been concluded that there is a correlation between knowledge sharing and creative work climate, the first study examined this correlation in the context of technological disruption (Tønnessen et al., 2021). Therefore, based on this study, it is proposed that knowledge sharing is a possible predictor of creative work climate in organizations to address extra-organizational circumstances.

CONCLUSION

Knowledge self-efficacy and creativity of knowledge sharing were experimentally examined in this study. The findings further revealed that knowledge self-efficacy and creative work atmosphere positively and substantially influenced knowledge sharing. This research should identify performance characteristics, intrinsic drive, and leadership style as elements of self-efficacy that influence knowledge sharing. This will help instructors build better performance and knowledge sharing tactics by increasing their awareness of self-efficacy and creative work atmosphere.

Recommendation

1) Develop educational or organizational policies that focus on improving self-efficacy and creative climate to encourage more knowledge development.
2) Test strategies or programs that can increase self-efficacy and create a creative environment that supports learning and innovation. By considering these aspects, future research can contribute to a deeper understanding of how both self-efficacy and creative climate can be optimized to enhance the understanding and application of knowledge sharing.

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