THE INFLUENCE OF KNOWLEDGE MANAGEMENT AND INNOVATIVE WORK BEHAVIOR ON ORGANIZATIONAL PERFORMANCE THROUGH TEACHER COMPETENCE AS A MEDIATING VARIABLE IN THE EDUCATION SECTOR

Yuddy Giovanna Pricilla
Universitas Internasional Batam, Batam, Indonesia
Yuddy.giovanna@uib.ac.id

Angelica Cleryn Cesy
Universitas Internasional Batam, Batam, Indonesia
aacleryn@gmail.com

Muhammad Donal Mon
Universitas Internasional Batam, Batam, Indonesia
muhammad.donal@uib.ac.id

Abstract

This study aims to analyze the influence of knowledge management (KM) and innovative work behavior (IWB) on the performance of educational organizations through teacher competence as a mediating variable. The research seeks to examine how KM and IWB contribute to enhancing teacher competence and, consequently, organizational performance in the education sector. The population of this study consists of private senior high school teachers in Batam City, with a sample of 185 respondents selected using purposive sampling. The research instrument was a five-point Likert scale questionnaire that had been tested for validity and reliability. Data analysis was conducted using Partial Least Squares (PLS) through the evaluation of the measurement model (outer model) and structural model (inner model). The results indicate that KM and IWB have a positive and significant effect on teacher competence, with path coefficient values of 0.521 and 0.332, respectively. Teacher competence plays a significant role as a mediator in improving organizational performance, with indirect effect contributions of 0.430 for KM and 0.274 for IWB. This study highlights the integration of knowledge management and innovative work behavior in the educational context, particularly in enhancing teacher competence. The novelty of this research lies in using teacher competence as a mediating variable linking KM and IWB to organizational performance, an approach that is still rarely examined empirically in formal education in Indonesia.The findings provide practical implications for educational policymakers, particularly school management, to design programs that enhance teacher capacity based on knowledge and innovation sustainably. Developing teacher competence strategically can directly improve the effectiveness and competitiveness of educational organizations..

Keywords: Knowledge Management, Innovative Work Behavior, Teacher Competence, Organizational Performance, Education.

INTRODUCTION

The transformation of education in the digital era requires teachers to be more adaptive, creative, and innovative. Teachers are no longer positioned merely as transmitters of knowledge, but also as facilitators of dynamic learning processes. Accordingly, the enhancement of teacher competence has become imperative in order to address the challenges of twenty-first-century learning (Faliki et al., 2025). Teacher competence encompasses professional knowledge, pedagogical skills, and the capacity for continuous learning and innovation (Prayoga et al., 2024). One strategy for teacher development is the implementation of knowledge management (KM), which enables the sharing of best practices, the storage of critical information, and collaborative learning. Innovative work behavior (IWB) is also essential, as it encourages teachers to generate new instructional ideas that are responsive to local contexts (Khalisa et al., 2024).

The need to improve teacher competence is reflected in various national data indicating disparities in educator quality. According to a report by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek, 2023), only 55% of teachers in Indonesia have participated in professional training over the past three years. In underdeveloped regions, this figure is even lower, at 48%. Batam City demonstrates a comparative advantage, with teacher training participation reaching 72%, as reported by the Batam City Education Office (2023). Furthermore, the Indonesian Internet Service Providers Association (APJII, 2024) reports that internet penetration in Batam has reached 93.1%, making it a highly potential area for digitally based teacher development. Nevertheless, the availability of infrastructure is not always accompanied by its optimal utilization for human resource development. Teachers continue to face challenges in accessing high-quality learning resources, managing time constraints, and cultivating a collaborative culture (Judijanto et al., 2025). These conditions indicate that teacher competence cannot be enhanced solely through conventional training, but also requires an organizational ecosystem that supports collective learning. In this context, KM and IWB can serve as key mechanisms to bridge competence gaps at both local and national levels. Schools that are able to manage knowledge effectively and encourage teacher innovation are likely to possess greater competitiveness. Therefore, an in-depth analysis of the influence of KM and IWB on teacher competence is critically important.

Knowledge management (KM) is defined as a systematic process of collecting, storing, and disseminating knowledge to enable its reuse (Hakim et al., 2025). In educational settings, KM is implemented through mentoring, learning communities, and the documentation of instructional practices (Putri et al., 2025). KM enhances work efficiency and promotes active collaboration among teachers. Meanwhile, innovative work behavior (IWB) refers to teachers' ability to generate, promote, and implement new ideas in the learning process (Gkontelos et al., 2023). The integration of KM and IWB fosters the development of teacher competence (EC) that is both strategic and reflective.

Teacher competence has a direct impact on the organizational performance (OP) of educational institutions. Competent teachers contribute to improved classroom management effectiveness and higher student satisfaction (Anie & Windasari, 2024). School performance is influenced by the extent to which teachers consistently apply knowledge and innovation in practice. Work environments that encourage collaboration and recognize individual initiatives tend to enhance collective performance (Arifin & Wulandari, 2025). Teachers are

not merely curriculum implementers, but also key drivers of school organizations. Schools that cultivate a culture of knowledge and innovation are better prepared to face external challenges.

Several previous studies have emphasized the relevance of KM and IWB in educational contexts. Rusnadi et al. (2024) found that the systematic implementation of KM can improve the quality of teachers' services through the storage, sharing, and utilization of knowledge in classroom management. Similarly, Zein et al. (2024) highlighted that teachers' IWB, influenced by leadership and mediated by variables such as job autonomy, plays a crucial role in enhancing the organizational performance of educational institutions. These studies indicate that the integration of KM and IWB can serve as an effective strategy for strengthening teacher capacity and improving organizational performance.

This study aims to analyze the effects of KM and IWB on teacher competence and their subsequent impact on the organizational performance of educational institutions. Additionally, the study examines the role of teacher competence as a mediating variable in the relationship between KM, IWB, and OP. The findings are expected to provide both scientific and practical contributions to the development of strategies for strengthening human resources in education. The results are also anticipated to inform policymakers in designing teacher capacity-building programs grounded in knowledge and innovation. Emphasizing teacher development is a key factor in the success of educational transformation.

The research problem formulation encompasses five main questions: the effects of KM and IWB on teacher competence, the influence of teacher competence on organizational performance, and the mediating role of teacher competence in the relationship between KM, IWB, and school performance. The research objectives are aligned with these problem statements to generate relevant data that address real-world needs. This approach is expected to support education policies focused on improving teacher quality. Teacher competence based on KM and IWB constitutes a critical asset in transformative learning. Teacher development strategies must be long-term and sustainable in orientation. Ultimately, the success of national educational transformation is highly dependent on competent and innovative teachers.

REVIEW OF LITERATURE

The Relationship between Knowledge Management and Teacher Competence

Knowledge management (KM) is a systematic approach to collecting, storing, sharing, and utilizing knowledge in order to enhance individual and organizational performance (Khalisa et al., 2024). In the educational context, KM assists teachers in accessing relevant knowledge resources, thereby strengthening their technical and pedagogical competencies. High-quality KM implementation not only improves learning processes but also enhances teachers' capacity to respond to the challenges of the digital era (Zhestkova et al., 2020). Teachers who actively engage in KM are better able to develop technology-based instructional materials tailored to students' needs. Empirical studies indicate that digital KM can increase teacher competence by up to 25% through the utilization of learning management systems (LMS) and interactive applications (Marnita et al., 2023). Digital KM platforms facilitate collaboration, discussion, and the exchange of best practices

among teachers, thereby fostering instructional innovation (Wei et al., 2022). Structured knowledge management enables teachers to integrate technology effectively into teaching and learning activities (Ley et al., 2022). Consequently, KM serves as a key factor in promoting teacher productivity and sustainable professional development (Fauth et al., 2019).

The Relationship between Innovative Work Behavior and Teacher Competence

Innovative work behavior (IWB) refers to teachers' ability to generate, promote, and implement new ideas in the workplace to improve the quality of instruction (Hosseini & Shirazi, 2021). Innovative teachers tend to be more flexible, adaptive to change, and capable of designing learning strategies that align with the demands of the digital era. Participation in workshops and peer discussions encourages teachers to develop new pedagogical ideas (Gumono & Salamun, 2025). Technological support enables teachers to design instructional materials that are more adaptive and responsive to students' needs. A work environment that supports creativity and teacher autonomy is a critical factor in strengthening innovative behavior (Medina, 2024). Innovative teachers enhance their mastery of pedagogy and teaching methods while simultaneously increasing student motivation. Teachers' innovative behavior has a positive impact on educational quality at both individual and collective levels (Messmann et al., 2022). The sustainability of instructional innovation can only be achieved when the educational ecosystem provides comprehensive support for teachers (Tabjan et al., 2024).

The Relationship between Employee Competence and Creativity and Innovation among Teachers

Teacher competence plays a crucial role in enhancing creativity and innovation in learning, particularly through the integration of technology (Rahayu et al., 2024). Competent teachers are able to design adaptive and creative learning experiences, thereby creating dynamic learning environments for students. Research indicates that 70.4% of the increase in teacher creativity can be attributed to the level of competence possessed (Putri et al., 2025). Teacher competence enables innovation in the form of technology-based instructional media that are responsive to students' needs. Competent teachers are also more capable of identifying opportunities and introducing new changes within the education system (Vientseva & Karapetrova, 2022). School leadership that supports innovation further strengthens teachers' capacity to develop meaningful instructional methods (Ripki et al., 2020). The use of LMS, augmented reality (AR), and other interactive platforms demonstrates the role of competence in fostering innovation (Ley et al., 2022). The interrelationship between competence, creativity, and innovation forms the foundation for teachers' professional development and the overall quality of the teaching and learning process (Mubarok, 2024).

The Influence of Organizational Performance on Teachers' Readiness to Face Long-Term Educational Transformation

The performance of educational organizations has a significant influence on teachers' readiness to face long-term transformation in education (Zhao et al., 2021). Teachers working in high-performing organizations tend to be more stable, productive, and innovative. Sustainable human resource management practices, such as career development, training, and reward systems, contribute to improved teacher performance (Amjad et al., 2021). Educational organizations that emphasize sustainability are better positioned to provide high-

quality educators to achieve national education goals. A sustainable work environment enhances teacher quality and loyalty, thereby reducing staff turnover. Teacher well-being, recognition, and supportive leadership contribute to increased productivity and innovation (Wang et al., 2022). Accreditation and organizational cultures that empower teachers further enhance competitive advantage and sustainable performance (Mohiuddin et al., 2022). Through well-planned human resource management strategies and organizational performance management, teachers' readiness to face long-term transformation can be optimized and sustained.

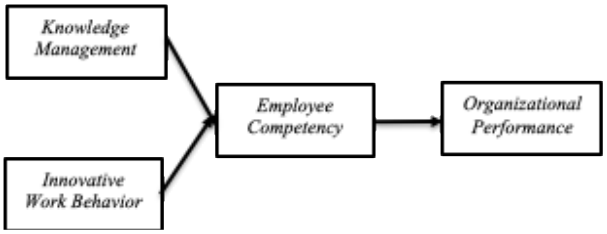

Figure 1.
Conceptual Framework

RESEARCH METHOD

This study employs a quantitative approach with a descriptive causality design to objectively measure the relationships among the research variables through numerical data obtained from respondents. The research population consists of private senior high school teachers in Batam City, selected due to their policy flexibility and the availability of technological facilities that support learning processes. The sample was determined using purposive sampling, taking into account teachers' experience in utilizing educational technology (Hair et al., 2017). The research instrument was a five-point Likert scale questionnaire, developed based on previous studies and validated to measure the variables of knowledge management, innovative work behavior, employee competency, and organizational performance (Mantow & Nilasari, 2022). Data were collected through both online methods using Google Forms and offline distribution to reach all respondents who met the purposive sampling criteria. Questionnaire validity was tested using Pearson's Product–Moment correlation, while reliability was assessed using Cronbach's Alpha, with values above 0.7 considered reliable (Sugiyono, 2019). The collected data were subsequently analyzed using descriptive and inferential techniques with SPSS and the Partial Least Squares (PLS) method to test the research hypotheses. Data analysis included descriptive analysis to illustrate respondent characteristics and the distribution of variable scores, as well as measurement model (outer model) evaluation to assess the convergent and discriminant validity of reflective and formative indicators (Sugiyono, 2019). Reliability testing ensured instrument consistency through Cronbach's Alpha, while the structural model (inner model) evaluated inter-variable relationships using path coefficients and R-square values (Hair et al., 2017). Model goodness-of-fit was assessed using the Normed Fit Index (NFI) to determine the extent to which the model fits the empirical data. Hypothesis testing was conducted using t-tests and coefficients of determination to measure the effects of independent variables on dependent variables (Sugiyono, 2019). PLS was selected due to its flexibility in handling

non-normal data distributions and different measurement scales, as well as its ability to analyze both reflective and formative indicators (Sugiyono, 2019).

RESULTS AND DISCUSSION

Convergent validity indicates the extent to which an indicator is highly correlated with the construct it is intended to measure. In SmartPLS, convergent validity is assessed through loading factor values. An indicator is considered to have good validity if its loading factor exceeds 0.70 (Hair et al., 2017).

The results of the convergent validity test are presented below.

Table 1.
Convergent Validity Test (Loading Factor)

Variabele	Indicator	Loading Factor	Remarks
EC (Employee Competency)	EC1	0.711	Valid
	EC2	0.775	Valid
	EC3	0.734	Valid
IWB (Innovative Work Behavior)	IWB1	0.811	Valid
	IWB2	0.652	Valid
	IWB3	0.782	Valid
KM (Knowledge Management)	KM1	0.789	Valid
	KM2	0.611	Valid
	KM3	0.740	Valid
OP (Organizational Performance)	OP1	0.782	Valid
	OP2	0.735	Valid
	OP3	0.744	Valid

The loading factor test results indicate that all indicators for the EC, IWB, KM, and OP variables have values above 0.60 and are therefore considered valid. Indicators EC1–EC3 adequately represent the employee competency construct, while indicators IWB1–IWB3 effectively reflect innovative work behavior. For the KM variable, all three indicators (KM1–KM3) meet the validity criteria, indicating that knowledge management aspects are appropriately measured. Similarly, indicators OP1–OP3 for organizational performance demonstrate sufficient consistency. Overall, all indicators are deemed appropriate for use, as they accurately represent their respective constructs.

Table 2.
Reliability and AVE Test Results

Variabel	Cronbach's Alpha	Composite Reliability	AVE
EC	0.722	0.838	0.629
IWB	0.707	0.837	0.635
KM	0.693	0.832	0.620
OP	0.745	0.850	0.655

The reliability and validity test results show that all variables are measured using sound instruments. Cronbach's Alpha values for EC, IWB, KM, and OP exceed 0.60, indicating adequate internal consistency. Composite Reliability (CR) values for all constructs also surpass the recommended threshold of 0.70, confirming their reliability. In addition, AVE values above 0.50 for all variables demonstrate satisfactory convergent validity.

Overall, the indicators for EC, IWB, KM, and OP are considered valid and reliable in measuring their respective constructs.

After confirming that the measurement model is both valid and reliable, the next step is to evaluate the structural model (inner model). The primary objective of this evaluation is to examine the magnitude of the relationships among latent constructs using R-square (R^2) and Adjusted R-square values.

Table 3.
R-Square and Adjusted R-Square Values

Variabel Dependen	R-Square	R-Square Adjusted
EC	0.433	0.428
OP	0.682	0.679

The coefficient of determination analysis indicates that Employee Competency (EC) has an R-square value of 0.433, meaning that Knowledge Management and Innovative Work Behavior explain 43.3% of the variance in employee competency. Organizational Performance (OP) has an R-square value of 0.682, indicating that Employee Competency, Knowledge Management, and Innovative Work Behavior collectively explain 68.2% of the variance in organizational performance. These findings confirm that the research model possesses strong predictive power and highlight employee competency as a crucial factor in strengthening the influence of the two main variables on organizational performance.

Table 4.
Predictive Relevance (Q^2) Values

Variabel	Q^2 (=1–SSE/SSO)	Remarks
EC	0.263	Predictive relevance
OP	0.458	Predictive relevance

Based on the obtained Q^2 values, Employee Competency (EC) shows a value of 0.263, indicating that the model has predictive relevance for this variable. This result suggests that Knowledge Management and Innovative Work Behavior provide sufficient predictive contribution in influencing employee competency.

For Organizational Performance (OP), the Q^2 value of 0.458 also indicates strong predictive relevance. This implies that Knowledge Management, Innovative Work Behavior, and Employee Competency jointly provide significant predictive power for improving organizational performance in the education sector. Therefore, the research model is considered effective in predicting key variables contributing to organizational performance.

Table 5.
Results of Direct Hypothesis Testing

Variable Relationship	Coefficient	T-Statistic	P-Value	Information
IWB → EC	0.332	>1.96	<0.05	Significant
KM → EC	0.521	>1.96	<0.05	Significant
EC → OP	0.826	>1.96	<0.05	Significant

Based on Table 5, the results indicate that all tested relationships are statistically significant. Innovative Work Behavior (IWB) and Knowledge Management (KM) have positive effects on Employee Competency (EC), with coefficients of 0.332 and 0.521, respectively. Furthermore, Employee Competency exerts a strong influence on Organizational Performance (OP), with a coefficient of 0.826. EC functions as a mediating variable linking IWB and KM to OP, indicating that improvements in innovation and

knowledge management can enhance organizational performance through increased employee competency.

Table 6.
Results of Indirect Effect Testing

Indirect Effect Path	Coefficient	Remarks
IWB → EC → OP	0.274	Significant
KM → EC → OP	0.430	Significant

As shown in Table 6, the analysis reveals significant indirect effects of Innovative Work Behavior (IWB) and Knowledge Management (KM) on Organizational Performance (OP) through Employee Competency (EC). The indirect path coefficient for IWB → EC → OP is 0.274, while that for KM → EC → OP is 0.430. These results indicate that increases in IWB and KM contribute to improved organizational performance through the mediating role of employee competency.

Overall, the findings indicate that efforts to enhance teacher competence are highly dependent on how effectively schools manage knowledge. Teachers who are actively engaged in well-structured knowledge management practices gain broader access to instructional materials, documented teaching experiences, and collaborative platforms that support the development of pedagogical insights and professional skills. Well-designed KM implementations—such as learning communities, mentoring programs, the utilization of digital repositories, and internal discussion forums—have been proven to facilitate teachers in broadening their perspectives and improving their instructional capabilities. Consistent with these findings, previous studies demonstrate that the use of technology significantly enhances creativity and innovation among teachers, particularly when supported by knowledge management and innovative work behavior. Teacher creativity is strongly influenced by soft skills and employee competencies (Putri et al., 2025). Zhestkova et al. (2020) similarly argue that knowledge management plays a critical role in strengthening teacher competence, especially within technology-driven educational contexts. This is further reinforced by Enes (2024), whose study at SDIT Khoiru Ummah Rejang Lebong found that the implementation of knowledge management—encompassing knowledge discovery, capture, sharing, and application—contributes to the improvement of educational policies by considering accessibility, quality, resource management, and long-term planning. Moreover, Suryadi and Permana (2017), in their quantitative study involving 225 teachers, revealed that knowledge management, in conjunction with teacher capacity development, exerts a significant influence on teachers' instructional performance, thereby corroborating the results of the present study.

Beyond knowledge management, innovative work behavior (IWB) also demonstrates a significant influence on the enhancement of teacher competence. Teachers with a strong innovative orientation tend to actively seek new ideas, experiment with more creative instructional approaches, develop digital learning media, and take initiative to improve teaching quality. They are also more adaptable to curriculum changes, evolving student needs, and the demands of twenty-first-century learning. These findings align with Hosseini and Shirazi (2021), who emphasize that teachers' innovative work behavior is essential for improving instructional quality and adapting to technological advancements and diverse student needs. The integration of technology not only enriches teaching methods but also

encourages teachers to develop more adaptive and relevant instructional approaches in the digital era. Empirical evidence from Sembiring et al. (2022) indicates that innovative work behavior has a positive and significant effect on teacher performance. This is further supported by Setiawati et al. (2025), who report that creativity and innovative work behavior consistently contribute to improved teacher performance. Accordingly, educational institutions are advised to incorporate creativity stimulation and innovative work behavior training as integral components of continuous professional development programs to ensure sustained improvements in educational quality. In addition, teachers' competence in utilizing technology has been shown to be a key factor in enhancing instructional performance and sustaining professional development (Munawwir et al., 2025).

Teacher competence is empirically confirmed as the most dominant factor driving organizational performance in educational institutions. A path coefficient of 0.826 indicates that teacher competence not only influences the quality of the learning process but also has a direct and substantial impact on overall institutional success. As the frontline actors in educational delivery, teachers' professional capabilities affect instructional effectiveness, student satisfaction, parental trust, and school reputation. These findings are consistent with Sihotang et al. (2020), who demonstrate that teachers' professional competence has a significant and meaningful effect on teacher performance in elementary schools in the Medan district. Similarly, Salamah and Hadiyanto (2021) found that teachers' professional competence significantly contributes to teacher performance in supporting the achievement of student learning outcomes.

This study also offers a notable element of novelty. Its primary contribution lies in the simultaneous examination of the effects of knowledge management and innovative work behavior on teacher competence and organizational performance—an integrated approach that remains relatively underexplored within the Indonesian educational context, particularly in private secondary schools. Furthermore, this study positions teacher competence as a mediating variable, thereby deepening theoretical understanding of the mechanisms through which organizational capabilities are transformed into performance outcomes. The focus on Batam City, a region with relatively high technological readiness, further enriches the literature on the application of KM and IWB in educational environments undergoing digital transformation. While Sihombing and Sijabat (2023) found that higher teacher work motivation enhances the ability to develop creative instructional strategies, their study did not extensively examine the roles of knowledge management and innovative work behavior as determinants of teacher competence. In contrast, the present findings demonstrate that digital platforms and inter-teacher collaboration facilitated through KM significantly enhance teachers' adaptability and innovation capacity (Wei et al., 2022). Volkova and Kainova (2022) similarly highlight that effective knowledge management provides opportunities for continuous learning and innovation among teachers. Overall, the findings indicate that enhancing teacher competence through the integration of technology, knowledge management, and innovative work behavior constitutes an effective solution to addressing low levels of digital literacy and teacher competence in Indonesia (Cai et al., 2024).

From a practical perspective, the results provide clear guidance for schools. Educational institutions must establish well-organized KM systems to ensure that pedagogical knowledge is not confined to individuals but is transformed into institutional

assets. Schools should also cultivate a culture of innovation by providing creative spaces, supportive training programs, and recognition for new ideas or instructional methods. Teacher competence development must be conducted continuously, encompassing pedagogical skills, educational technology proficiency, and modern classroom management. Moreover, school leaders are expected to act as facilitators who create work environments conducive to knowledge sharing and creativity. Given that teacher competence is a key determinant of organizational performance, schools should strategically and sustainably prioritize human resource development programs.

CONCLUSION

The results of this study demonstrate that the use of technology significantly enhances teachers' creativity and innovation. Teachers who possess access to and the ability to utilize technology are more capable of developing engaging and interactive instructional materials, as well as adapting teaching methods to meet students' needs. In addition, technology use positively influences teacher motivation, both intrinsically—such as the desire for professional growth—and extrinsically, including work efficiency and institutional recognition. This motivation serves as a strong mediating factor, reinforcing the impact of technology on creativity and innovation. In other words, motivated teachers are better able to transform technology into a tool for innovation rather than merely a supporting aid. The study further reveals that teacher competence not only directly contributes to instructional quality but also significantly affects the performance of educational organizations.

Sustained organizational performance strengthens human resource development systems, particularly in fostering teachers who are adaptive, professional, and highly competitive. Moreover, the indirect effect pathways indicate that knowledge management and teachers' innovative work behavior positively contribute to human resource sustainability through enhanced competence and organizational performance. Therefore, the integration of technology in education must be accompanied by comprehensive efforts to improve teacher motivation, capacity, and competence. Based on these findings, educational institutions are encouraged to provide continuous technology training to reinforce an innovative work culture. Governments should prioritize affirmative policies to support teachers in remote areas with limited access to technology. Teachers are expected to act as agents of change who not only use technology but also create technology-based instructional innovations. Educational technology developers are advised to involve teachers in the product design process to ensure applicability and alignment with classroom needs. Additionally, private educational organizations are encouraged to develop community-based knowledge management systems to strengthen collaboration and the dissemination of innovative practices among teachers.

In line with these findings, educational institutions should implement continuous technology training and cultivate innovative work cultures for teachers. Governments must establish affirmative policies to support educators in regions with limited technological access. Teachers are expected to actively serve as transformation agents rather than passive technology users, while educational technology developers should engage teachers in product design to enhance contextual relevance and practical applicability. Furthermore, private educational institutions are advised to develop internal knowledge management systems to strengthen collaboration and innovation among teachers.

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