



Knowledge Sharing as Media of Proactive Personality to Influence Teachers' Innovative Work Behavior

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Abstract: Teachers must implement and improve innovative work behavior to maintain educational professional development and school organization. This study aims to analyze the influence of a proactive personality on teachers' innovative work behavior by considering the mediating role of knowledge sharing. The method used in this research was a quantitative survey. Data were collected through questionnaires distributed to 194 private elementary school teachers and analyzed using a Partial Least Square (PLS) approach, a Structural Equation Modelling (SEM) technique. The result shows that proactive personality and knowledge sharing significantly influence innovative work behavior. A proactive personality also has a significant influence on knowledge sharing. And the important finding of this research is knowledge sharing as a mediator of proactive personality to innovative work behavior. Thus, the study's findings can be used to develop a strategy to increase teachers' innovative behavior in schools by creating teacher knowledge-sharing activities and enhancing their proactive personality traits.

Keywords: innovative, proactive, knowledge sharing, teacher

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INTRODUCTION

A school is where learning (receiving knowledge) and teaching (giving knowledge) activities are carried out based on the stages of human development and the learning objectives. In achieving educational goals in schools, organizational elements greatly influence the leadership, learning environment, parental involvement, and students' self-factors (Otara & Omolo, 2021). In addition, one factor considered essential and primary is the role of the teacher. The teacher's optimal role is to convey knowledge, guide, direct, respect, and motivate students, maintain a conducive classroom atmosphere, show students' talents and interests, establish good emotional relationships with students, and detect what students lack. These roles indeed belong to professional and qualified teachers so that they can produce quality students (Fadhli et al., 2022). In carrying out their role, teachers are also expected to provide performance that can consistently increase students' interest in learning. Thus, teachers must have the ability to innovate.

Innovation is often interpreted as something new and unique but has a practical value following the stated goals. Organizations are currently required to be more innovative to survive and compete. It is because innovative organizations are considered easier to face environmental challenges and develop (Rahmawati et al., 2020). Looking at the development of innovation in Indonesia released by the Global Innovation Index in 2021 as a ranking made by WIPO or the World Intellectual Property Organization, Indonesia was ranked 87 out of 132 countries in 2021 and 75 out of 132 countries in 2022. The measurement of this innovation is based on several criteria, including institutions, human resources and research, infrastructure, credit, investment, linkages, creation, absorption, and dissemination of knowledge, and creative output. The education sector is an indicator of human resources and research, ranking 91st out of 132 in 2021 and 90th in 2022. Although overall, the ranking of innovation performance in Indonesia has increased, improvement is still needed in terms of human capital.

Teachers who can innovate in their duties have innovative work behavior. The term innovative work behavior was first mentioned by Scott and Bruce (1994, 1998) without definition. In the beginning, many researchers defined innovative work behavior in the same way as the definition of innovation. However, it was found in several studies that the two terms have different meanings. One of which was by Stan et al. (2014), who defined innovative work behavior by adjusting the definition of innovation from West and Farr (1990) as all employee behavior aimed at the generation, introduction, and implementation (in roles, groups, or organizations) of new ideas, processes, procedures or products and expected to benefit adoption-related units. The dimensions related to innovative work behavior are mostly built on Kanter's (1998) findings: (1) generating ideas, (2) seeking support for ideas, (3) realizing ideas, and (4) disseminating innovation. Then most of the other researchers only refer to phases one to three. Innovative work behavior is a set of actions at work that employees show with a focus and purpose to improve task completion in achieving goals by identifying,

designing, implementing, and evaluating new ideas and creativity (Palumian et al., 2021). Four dimensions are distinguished in innovative work behavior based on Jong and Hartog (2010): (1) exploring ideas, (2) generating ideas, (3) winning ideas, (4) and implementing ideas. Innovative work behavior has been widely studied in various sectors, including education. It reminds the importance of fostering innovative behavior among students through the teacher as the leading figure. Apart from these reasons, Baharuddin et al. (2019) state that innovative work behavior is also significant for the continuity of the development of the educational profession, school organizations, and knowledge society.

Furthermore, a proactive personality is described as a proclivity to recognize and follow up on opportunities, show initiative, take action, and survive until significant change occurs (Crant, 1996). In work, an employee with a proactive personality will change their work environment by mobilizing work resources and job demands proactively, such as doing job crafting, mobilizing their resources, setting challenges, and actively working on their engagement (Bakker et al., 2012). Likewise, in the profession of education, teachers with proactive personalities will actively and creatively seize opportunities and take the lead in developing new work designs, even though they are in difficult situations, such as during the Covid-19 pandemic in the last three years. Therefore, Sari and Najmudin (2021), who examine lecturers at a university in Indonesia, describe the characteristics of a proactive personality: persistence, never giving up, having high initiative, and having implemented innovative work behavior in their work. A person with a proactive personality is considered capable of helping improve conditions and creating something new. They contrast those with low proactive personalities who are more passive and frequently unable to accommodate current circumstances (Yamak & Eyupoglu, 2021). There are two dimensions of a proactive personality: (1) mental perspective and awareness and (2) prudence and kindness (Takach, 2022).

Knowledge sharing is an activity in which there is an exchange of knowledge between individuals, friends, family, communities, or organizations (Demigha & Kharabsheh, 2019). In organizations, knowledge-sharing activities are an essential process that can produce shared intellectual capital as an increasingly vital resource to own (Widyani et al., 2017). Following this definition, Palumian et al. (2021) mention that knowledge sharing is a crucial method for acquiring and creating knowledge in the workplace. Three factors can describe knowledge sharing: (1) effective transfer of knowledge, (2) knowledge is shared by itself, and (3) knowledge is shared between various entities such as individuals, groups, departments, and organizations (Abdullah & Alqarni, 2022). Knowledge sharing in terms of innovation is an exchange of skills aimed at generating or improving valued products and services. (Castaneda & Cuellar, 2020). Knowledge sharing can be done in various ways. Hoang and Truong (2021) state that humans communicate their knowledge through various channels, such as discussions, meetings, study sessions, seminars, films, and other communication media. The objects of knowledge-sharing activities can be ideas, information, skills, and experience. These are positively exchanged between individuals to increase the value of other individuals (Hosen et al., 2021).

Research on the improvement of innovative work behavior in various types of sectors has often been carried out by examining various factors ranging from intrinsic factors to extrinsic factors. Similar to the research conducted by Johari et al. (2021) in the education sector in Malaysia, it has tested the variables of teamwork, principal support, and humor that teachers often do. This research shows that the three variables have a significant influence on innovative work behavior. Another study finds that the variables of self-efficacy and happiness at work have a significant contribution to encouraging teachers' innovative conduct during teaching (Annida & Harsanti, 2019). According to Mustofa et al. (2020), sufficient mental conditions are required for innovative work behavior. Working in a positive and pleasant emotional state allows a person to generate new and useful ideas. In addition, Nasaj (2021) emphasizes the importance of network-building ability for proactive employees to be able to innovate, implying that network-building ability serves as a mediator between proactive personality and employees' innovative behaviors. Furthermore, according to a study conducted on high school teachers in the city of Bengkulu, Indonesia, teachers who exhibit innovative work behavior must be encouraged by good proactive personalities and require internal strength from within the individual, such as good creative self-efficacy (Oktaria et al., 2021). In contrast to previous research, this research will attempt to investigate the relation between the variables of knowledge sharing, proactive personality, and innovative work behavior of elementary school teachers. Thus, to explain new knowledge and add scientific references related to innovative work behavior in education, this study aims to explore the influence of human characteristics with a tendency to have initiatives to make changes or a proactive personality on innovative work behavior of private elementary school teachers through a human interaction behavior in exchanging knowledge or knowledge sharing.

METHODS

This research used a quantitative method because this research required accurate data based on empirical and measurable phenomena (Sugiyono, 2018). Thus, in the research process, data were gathered by distributing questionnaires depending on each variable's indicators. The measurement scale used on innovative

work behavior variables and knowledge sharing is a rating scale with the answer choices always, often, sometimes, rarely, and never. Meanwhile, proactive personality used the Likert scale measurement with the response options of strongly agree, agree, undecided, disagree, and strongly disagree. Before use, the instrument was tested on 30 respondents to determine its validity and reliability.

The population in this study were permanent private elementary school teachers, with a total of 376 people at 30 elementary schools. The sample size was determined using the Slovin formula to obtain 194 teachers as a sample. This study used a proportional random sampling technique to distribute samples. The collected data is then analyzed using the Structural Equation Modeling (SEM) method with the Partial Least Square (PLS) approach through the SmartPLS 4.0 software. With this method, data analysis takes two types of approaches. The first is evaluating the measurement model (outer model), which includes validity and reliability tests to assess the outer model by associating all indicators with their latent variables. Then, the second approach is evaluating the structural model (inner model) to assess the inner model or structural model by connecting all latent variables based on the model developed (Haryono, 2016). The research model is displayed in Figure 1.

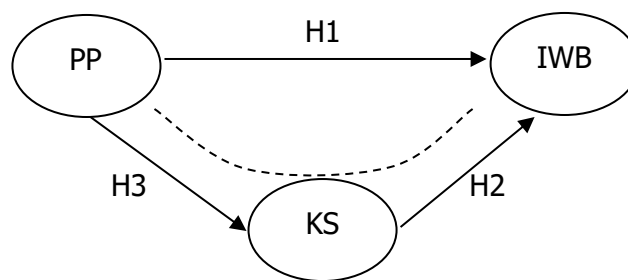


Figure 1. Research Model

RESULT AND DISCUSSION

The results of the measurement model evaluation in this study indicate that all indicators for each research variable have value factor loadings more than 0.50 or with a range of values from 0.541 to 0.891, a Cronbach's Alpha value of 0.800-0.899, and Composite Reliability value of 0.865-0.930. These results proved that the constructs for all variables are valid and reliable. The results are presented in Table 1.

Table 1. Outer Model Values

Variable	Items	Factor Loadings	Composite Reliability	Cronbach's Alpha
Innovative work behavior	Y.1	0.724	0.896	0.855
	Y.2	0.808		
	Y.3	0.819		
	Y.4	0.827		
	Y.5	0.799		
Proactive personality	X.1	0.541	0.865	0.800
	X.2	0.761		
	X.3	0.842		
	X.4	0.869		
	X.5	0.706		
Knowledge sharing	M.1	0.854	0.930	0.899
	M.2	0.886		
	M.3	0.874		
	M.4	0.891		

Furthermore, hypothesis testing is carried out by evaluating the structural model, which measures the relationship between latent variables in research either directly or using a mediator. Hypothesis testing was carried out through Bootstrapping on SmartPLS by looking at the path coefficient values (original sample), T-Statistic values, and P-Values at a significance level of 0.05. The H1 research hypothesis is accepted if the path coefficient value is > 0 (positive). Significance is seen from the T-Statistic value > 1.96 and the P-Values ≤ 0.05 . The results of hypothesis testing are presented in Table 2.

Table 2. The direct and indirect influence of Proactive Personality, Knowledge Sharing, and Innovative Work Behavior

Variable	Original sample (O)	Average (M)	Standard Deviation (STDEV)	T-statistic (O/STDEV)	P value
PP -> IWB	0.217	0.214	0.062	3.506	0.000
KS -> IWB	0.551	0.554	0.074	7.416	0.000
PP -> KS	0.397	0.398	0.054	7.352	0.000
PP -> KS -> IWB	0.219	0.220	0.041	5.366	0.000

Based on these data, the direct effect of proactive personality on innovative work behavior was shown by the path coefficient value of 0.217, t-statistic of 3.506, and P-value of 0.000 (<0.05), which means that proactive personality has a positive and significant influence on innovative work behavior. Thus, H1 is accepted. The findings of this study are consistent with prior research by [Gumilang and Sunaryo \(2021\)](#), which found that a proactive personality has a significant and positive impact on employees' innovative behavior. A proactive personality can foster innovative work behavior, especially when it comes to providing solutions to problems that develop and taking measures to enhance conditions ([Oktaria et al., 2021](#)). Similarly, [Tekeli & Ozkoc \(2022\)](#) indicate that a proactive personality is a crucial individual aspect in changing employee behavior to produce positive situational changes in organizations. Something that makes someone with a proactive personality able to bring up innovative work behavior is the behavior that takes the initiative to be actively involved in making changes to their environment to become a better one following their perceptions.

The direct influence of knowledge sharing on innovative work behavior is indicated by the path coefficient value of 0.551, t-statistic of 7.416, and P-value of 0.000 (<0.05), which means knowledge sharing has a positive and significant influence on innovative work behavior. Therefore, H2 is accepted. The findings of this study are in line with the previous research by [Asurakkody and Kim \(2020\)](#), [Rafique et al. \(2022\)](#), and [Udin and Shaikh \(2022\)](#). The results of this study indicate that if the teacher has good knowledge sharing will encourage teachers to develop their innovative work behavior well too. Apart from that, [Almulhim \(2020\)](#) also mentions that if an organization starts to concentrate on behavior knowledge sharing, then the risk of loss to the organization will be reduced because knowledge sharing psychologically empowers workers and brings

The direct influence of proactive personality on knowledge sharing is indicated by the path coefficient value of 0.397, t-statistic of 7.352, and P-value of 0.000 (<0.05), which means that proactive personality has a positive and significant influence on knowledge sharing. Thus, H3 is accepted. Previous research that is in line with this research is the research of [Zheng \(2017\)](#), [Park and Chae \(2018\)](#), and [Hon et al. \(2021\)](#), which also shows that proactive personality is positively related to employee knowledge-sharing intentions ($\beta = 0.19$, $p < 0.05$). Someone with a proactive personality has high self-motivation, which encourages them to take part in sharing knowledge. They tend to want to do work beyond normal expectations, so they will always be actively involved in knowledge-sharing activities through updating knowledge and skills and recognizing opportunities to learn new things. The indirect influence of proactive personality on innovative work behavior through knowledge sharing is indicated by the path coefficient value of 0.219, t-statistic of 5.366, and P-value of 0.000 (<0.05). The results of the path coefficient of the indirect effect (0.219) are more significant than the direct effect (0.217), which means that the knowledge-sharing variable functions effectively as a variable that mediates proactive personality and innovative work behavior. Someone with a proactive personality can detect problems and opportunities and is active in making organizational changes so they can show innovative behavior ([Pan et al., 2021](#)). Therefore, it is suggested that they carry out knowledge-sharing activities to disseminate and obtain various knowledge or information that can encourage new actions. Thus knowledge sharing can contribute to the value of existing knowledge inside the organization and leads to innovation ([Akram et al., 2018](#)).

CONCLUSION

Based on the analysis result, this study obtain some conclusions. First, a proactive personality has been proven to have a positive and significant effect on teachers' innovative work behavior in private primary schools. Second, knowledge sharing has been shown to have a positive and significant effect on the innovative work behavior of teachers in private elementary schools. Third, a proactive personality has a positive and significant influence on knowledge sharing. Fourth, knowledge sharing is proven to mediate the relationship between proactive personality and innovative work behavior, because it has a more significant influence. This research has been attempted to be carried out optimally. However, this cannot be separated from limitations, including the fact that the population and sample of this study only include private elementary school teachers with the status of permanent teachers of the foundation in one sub-district, limiting the generalizability of the research findings to this population. Besides, more factors can influence innovative work behavior than those investigated

in this study worth exploring in further research. The research findings suggest that educational institutions should facilitate and provide guidance capable of developing and encouraging teachers in the aspects of knowledge sharing, proactive personality, and innovative work behavior. Then, teachers should also be more open to change and take the initiative of exploring new things that are beneficial to improve the quality of education.

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