



STRENGTHENING WORK MOTIVATION, KNOWLEDGE SHARING, ORGANIZATIONAL SUPPORT, AND CREATIVITY TO IMPROVE TEACHER INNOVATION

Gita Kencanawaty^{1*}, Soewarto Hardhienata², Herfina²

¹Informatics Engineering Study Program, Universitas Indraprasta PGRI, Indonesia

^{2,3}Graduate School, Universitas Pakuan, Indonesia

Corresponden Email: gita.kencanawaty@unindra.ac.id¹

Abstract

This study aims to analyze the influence of work motivation, knowledge sharing, organizational support, and creativity on teacher innovation in public elementary schools in Tasikmalaya Regency. The research employed a mixed-method approach using the POP-SDM model, where research variables were initially explored qualitatively and subsequently tested quantitatively. The study involved 163 respondents drawn from 49 public elementary schools. Data were collected through questionnaires and supported by qualitative exploration to obtain a more comprehensive understanding of the relationships among variables. The data analysis techniques included descriptive statistical analysis and hypothesis testing using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The findings revealed that four direct effect hypotheses were accepted, indicating that several independent variables significantly influenced teacher innovation, while three direct hypotheses were rejected due to insignificant relationships. Furthermore, in the indirect effect analysis, one hypothesis was accepted and two were rejected, suggesting that not all mediating relationships were effective in explaining teacher innovation. The results highlight the importance of strengthening creativity, organizational support, and knowledge-sharing practices to improve teacher innovation in educational institutions. This study contributes to the development of human resource management and educational innovation strategies, particularly in enhancing teacher performance and innovation in elementary schools.

Keywords: Work Motivation, Knowledge Sharing, Organizational Support, Creativity, Teacher Innovation

INTRODUCTION

Teacher innovation remains a relevant topic in education as the need for adaptive, creative, and technology-based learning continues to grow. Teachers in the digital age are not only required to master content and pedagogy but also to develop innovative learning approaches to meet students' dynamic needs. Teachers' innovations have been proven to have a direct impact on student engagement and learning outcomes, making innovation a core competency in facing the challenges of 21st-century education.

Teachers' innovative behavior through a systematic literature review of studies published between 2019 and 2024. The results of the study show that teachers' innovativeness is influenced by internal factors such as self-efficacy, creativity, and goal orientation, as well as external factors such as organizational culture, principal support, and the intensity of knowledge sharing (Marlinawati et al., 2024). Strategies for enhancing teacher innovation through strengthening learning organizations,

creativity, self-efficacy, and job satisfaction. This quantitative study shows that teacher innovation can be significantly enhanced when teachers are in a work ecosystem that supports continuous learning and professional reflection (Apriliyana et al., 2024).

Teacher innovation in facing learning challenges in the digital age. This study identifies that technology integration does not automatically increase teacher innovation in learning, but rather depends heavily on digital competency readiness, openness to change, and encouragement from the work environment (Fauzi et al., 2024). Factors that influence teacher innovation through a literature review study. The study's results show that innovation is influenced by three main dimensions: individual characteristics (such as self-efficacy and achievement motivation), organizational support (facilities, rewards, and leadership), and professional development opportunities (Verniati et al., 2023). Teachers' innovation thrives in an environment that provides freedom, trust, and motivation to act creatively in teaching (Simangunsung, 2023).

This study will also contribute to the theoretical development of research on innovation and creativity in basic education, particularly in Indonesia, which is highly socially and geographically diverse. This study is expected to fill a gap in the literature, which remains limited to the local context. By focusing on public elementary school teachers in Tasikmalaya Regency, this research has the potential to serve as a reference for the formulation of evidence-based teacher professionalism development policies. The implications of this research strengthen work motivation, professional collaboration through knowledge sharing, and organizational support policies that encourage teacher creativity and innovation, ultimately improving the quality of basic education in Indonesia.

LITERATURE REVIEW

Innovativeness

Innovation involves individual creativity, manifested in new ideas that are useful and applicable in the workplace. In education, this includes the ability to develop new learning strategies, solve problems in teaching and learning, and apply creative solutions to improve student learning outcomes (Amabile, 2015). Innovation does not come only from individuals, but also from collective processes through Interaction, collaboration, and the exchange of ideas within an organization. In the context of teaching, this emphasizes the importance of collaborating with colleagues and students to design relevant, context-specific learning. Indicators derived from this theory include: sharing ideas in professional forums, discussing learning challenges with colleagues, and involving students in innovative learning processes (Hargadon & Sutton, 2019). Innovation in educational organizations can be seen in changes in working methods that increase effectiveness. In this case, innovative teachers are those who do not simply repeat old teaching methods but can adapt their methods and strategies to the dynamics and needs of students.

Indicators of this theory include modifications to teaching strategies, adjustments to learning models to classroom contexts, and changes in approach to accommodate students' learning styles (Radasanu, 2017). Teacher innovation in schools is the application of new ideas that involve creativity, experimentation, and collaboration among teachers, students, and other relevant parties to create significant added value in the learning process and improve the quality of education through changes in classroom methods, strategies, or technologies.

Work Motivation

Motivation is a process that measures the intensity, direction, and persistence of individuals in achieving a goal, with indicators including the extent to which a person tries, the benefits to the organization, and the persistence in achieving results (Khan et al., 2019). Work motivation is the force that drives individuals' efforts and behavior to achieve goals or attain job satisfaction, stemming from intrinsic and extrinsic factors (Putri & Wibowo, 2020). Motivation is a deep desire possessed by every learner, with indicators such as desire, need, and sense of security (Prabowo & Astuti, 2018). Motivation stems from employees' drive to fulfill their needs, enabling them to adapt to their environment and achieve their goals (Siregar & Situmorang, 2021). Based on the theory, it is synthesized that work motivation is a drive, strong desire, great need, or high expectation of a person to achieve personal or organizational goals in accordance with desired standards, thereby encouraging individuals to strive to achieve them.

Knowledge Sharing

Knowledge sharing is a voluntary behavior similar to other prosocial behaviors, such as helping and collaborating with others (Hidayat & Amalia, 2019). Knowledge sharing is a form of altruistic behavior that occurs within teams. In their view, the success of knowledge sharing depends heavily on team members' identification with common goals and the level of trust between team members and team leaders (Wang & Noe, 2010). Interaction and communication between individuals within an organization form the basis of knowledge sharing (Gagné, 2009). Knowledge sharing is an important foundation for organizations seeking to maintain competitive advantage and improve performance sustainably (Haque et al., 2015; Partogi & Tjahjawati, 2019). Based on this theory, knowledge sharing is a process of exchanging knowledge, experience, and skills among individuals or groups within an organization. This process is influenced by internal factors such as trust, motivation, and individual characteristics, as well as external factors such as organizational culture, managerial support, and opportunities for knowledge sharing.

Organizational Support

Organizational support greatly influences organizational commitment, whereby a lack of response from superiors to members' difficulties in completing demanding tasks can reduce that commitment (Lestari & Ratnawati, 2023). Organizational support is the cooperation needed for the success of a task, particularly manifested in recognizing members' contributions and attending to their well-being (H. P. Putra et al., 2019). Organizational support creates the perception among employees that the organization provides rewards in the form of salaries, promotions, and mutual respect in accordance with prevailing norms (Fitriani et al., 2022). Based on the various theories presented, organizational support can be defined as employees' perceptions of the extent to which the organization values their contributions and cares about their well-being. This support not only involves recognizing employees' work performance but also paying attention to their overall well-being, both physically and emotionally. In addition, organizations that provide opportunities for employees to develop themselves and their careers are considered supportive.

Creativity

Creativity is the ability to interpret the context of a problem to generate new ideas, behaviors, or products (Desianti et al., 2022). Teacher creativity is not only about generating new ideas but also about the teacher's ability to take advantage of learning opportunities (Sumarni et al., 2021). Creativity is a process of thinking and acting that aims to create something of value for oneself and others (Novebri, 2021). Creativity is an effort to produce new ideas for problem-solving and to open new perspectives through innovative actions (A. R. Putra et al., 2023). Based on the theories described above, teacher creativity can be synthesized as all efforts made by a teacher to generate and interpret new and original ideas that are useful in solving learning problems. This process involves courage to act, flexibility, and the ability to think innovatively in creating new solutions that support student development.

METHOD

This study uses a mixed-methods approach, with the first step being qualitative research to explore issues and dominant factors in improving teacher innovation, known as POP-SDM (Astuti, 2025; Astuti et al., 2025; Setyaningsih et al., 2021). The next step is quantitative research, whose purpose is to test the influence of research variables statistically. Qualitative research results were collected from the Head of Elementary Education, the Head of Elementary Curriculum, school supervisors, school principals, and elementary school teachers. The results show that the dominant variables influencing teacher innovation are: work motivation (X1), knowledge sharing (X2), organizational support (X3), creativity (X4), and teacher innovation (Y). The constellation model is as follows:

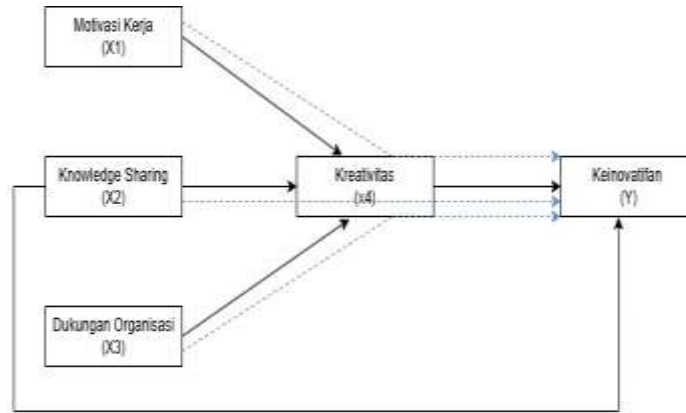


Figure 1. Research Path Analysis Model Constellation

The sample in this study used multistage random sampling from a limited population of 274, selecting 163 teachers from 49 public elementary schools in Tasikmalaya Regency. Data collection focused on the behavior, feelings, attitudes, beliefs, values, perceptions, Perceived Organizational Support (POS), and experiences of respondents or participants, in accordance with the variables being studied. The variables and indicators are shown in the following table:

Table 1. Indicators for each research variable

Y	X1	X2	X3	X4
Experimentation in Learning	Achievement Actualization	Utilizing organizational support,	Pay attention to teachers' professional goals.	New Ideas
Collaboration with Students and Colleagues	Self-Development	Acquiring knowledge,	Appreciate teachers' creative work.	Combining ideas into something new
Application of Technology	Rewards	Transferring knowledge,	Care about teachers' welfare.	Persistent development of ideas
Changes in Learning Methods	Working Conditions	Receiving knowledge, and	Help teachers overcome teaching difficulties.	Exploration of desires
Improvements in Learning Quality	Interpersonal Relationships	Applying knowledge	Appreciate teachers' contributions to the development of learning methods.	Risk Taking

The data analysis technique used SEM-PLS, in which hypothesis testing identified 7 direct and 3 indirect effects. After that, indicator analysis was conducted using SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management).

RESULTS AND DISCUSSION

Table 2. Descriptive statistical analysis

Statistical Measures	Y	X1	X2	X3	X4
Mean	133,49	142,53	140,95	138,61	150,51
Standard Error	1,27	1,18	1,52	1,38	1,44
Median	133	143	138	135	146
Mode	145	139	133	164	139
Standard Deviation	16,22	15,03	19,47	17,57	18,35
Sample Variance	263,17	225,79	378,94	308,57	336,91
Kurtosis	-1,09	-0,56	0,32	-1,01	-1,16
Skewness	0,00	-0,27	-0,46	0,06	0,09
Range	65	67	98	66	70
Minimum	102	105	78	104	113
Maximum	167	172	176	170	183
Sum	21759	23233	22975	22594	24533
Count	163	163	163	163	163

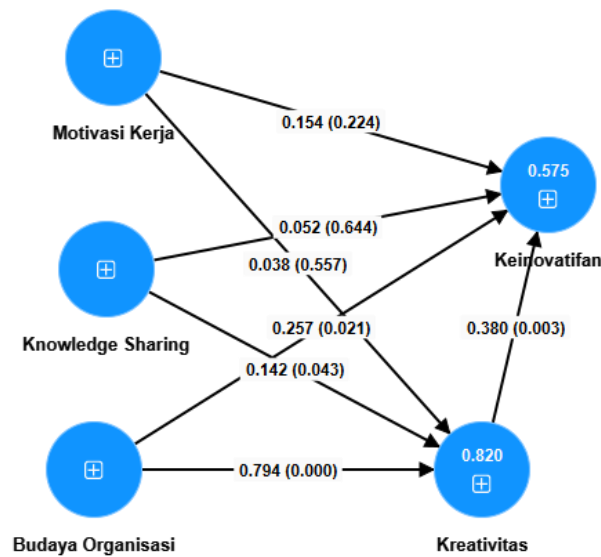


Figure 2. Hypothesis Testing

Direct effect: 1) A path coefficient of 0.257 with a T-Statistic value of 2.305 and a P Value of 0.021 indicates that Organizational Culture has a positive and significant effect on Teacher Innovation. It shows that the stronger the organizational culture in schools, the greater teachers' ability to develop learning innovations. A P-value of less than 0.05 confirms that this effect is statistically significant. 2) A

path coefficient of 0.794 with a T-Statistic value of 23.553 and a P-Value of 0.000 indicates that Organizational Culture has a very strong and significant positive effect on creativity. Thus, a conducive, collaborative, and innovation-supportive organizational culture has been proven to increase teachers' creativity in carrying out their professional duties. 3) A path coefficient of 0.052 with a T-Statistic value of 0.462 and a P Value of 0.644 shows that Knowledge Sharing does not have a significant effect on Teacher Innovation. It means that knowledge-sharing among teachers has not become a major factor in directly improving teachers' innovative abilities at school. 4) A path coefficient of 0.142 with a T-Statistic value of 2.026 and a P Value of 0.043 shows that Knowledge Sharing has a positive and significant effect on teacher creativity. Indicates that the better the knowledge-sharing practices are implemented, the higher the teachers' creativity in designing and implementing learning. 5) The path coefficient of 0.380 with a T-Statistic value of 2.943 and a P Value of 0.003 shows that creativity has a positive and significant effect on Teacher Innovation. Thus, an increase in teacher creativity directly enhances their ability to develop learning innovations. 6) A path coefficient of 0.154 with a T-Statistic value of 1.215 and a P Value of 0.224 indicates that Work Motivation does not have a significant effect on Teacher Innovation. Indicates that work motivation is not a major factor that directly influences teachers' innovative abilities. 7) A path coefficient of 0.038 with a T-Statistic value of 0.587 and a P Value of 0.557 shows that Work Motivation does not have a significant effect on Teacher Creativity. It means that teachers' creativity in carrying out their duties is not directly influenced by work motivation.

Indirect effect: 1) A mediation coefficient of 0.302 with a T-Statistic value of 2.917 and a P Value of 0.004 indicates that creativity plays a significant mediating role in the relationship between Work Motivation and Teacher Innovation. Thus, the effect of Work Motivation on Teacher Innovation becomes significant when mediated by increased teacher creativity. 2) A coefficient of 0.054 with a T-Statistic value of 1.720 and a P Value of 0.085 indicates that this mediation path is not statistically significant. It means that creativity is not yet an effective mediator in the relationship between Knowledge Sharing and Teacher Innovation. 3) A coefficient of 0.014 with a T-Statistic value of 0.551 and a P Value of 0.582 indicates that this path is not significant. Thus, Organizational Support does not have a significant effect on Teacher Innovation through Creativity.

In the context of professional work, motivation does increase energy and task orientation, but innovation requires more than just internal drive. Innovative behavior usually demands environmental support, opportunities to try new things, and autonomy in work practices, so that motivation alone does not directly produce tangible innovation (Amabile & Pratt, 2016). In line with research showing that innovation is influenced by a combination of individual and situational factors, not just by intrinsic motivation alone (Newman et al., 2020). Motivated teachers may show high dedication, but they do not always have the space, time, or organizational support to innovate, so their motivation does not translate

into innovative actions (Kim & Parkm, 2018). Organizational conditions, work culture, and leadership have a more direct impact on innovation than internal motivation (Afsar et al., 2019). Creativity is influenced by a combination of internal and external factors, including work autonomy, organizational support, a creative climate, and opportunities to experiment (Hughes et al., 2018). When external factors are not optimal, high work motivation does not automatically lead to new creativity in teaching practices (Li & Bai, 2015). Several studies also confirm that motivation plays an indirect role in creativity, particularly through involvement in the creative process or perception of self-competence (Zhang et al., 2020). Motivation tends to increase teachers' efforts and persistence, but it does not necessarily produce new ideas or innovative approaches without adequate environmental support (Gong et al., 2020).

Other studies state that innovation requires the courage to take risks, the freedom to experiment, and the support of the work environment, which do not automatically arise from knowledge-sharing activities (Donate & de Pablo, 2015). In other words, teachers can share information, but they do not necessarily have the space or structural support to implement innovative ideas (Nguyen et al., 2019). Several studies have also found that knowledge sharing more often affects organizational performance or team collaboration than individual innovative performance (Park et al., 2017). Because innovation requires a more complex process of knowledge transformation, such as idea processing, insight integration, and modification of learning practices (Akram et al., 2018)

Knowledge sharing is considered to encourage creativity because sharing ideas can broaden perspectives and stimulate the creative thinking process (Radaelli et al., 2016). However, creativity is not only shaped by shared knowledge but also requires certain psychological conditions, such as self-confidence, autonomy, and organizational support (Amayah, 2015). Research has found that without creative self-efficacy and supportive working conditions, shared knowledge tends to remain information rather than become creative ideas ready for implementation (Mittal & Dhar, 2015).

According to this description, innovation and creativity in teachers' work practices are not automatically influenced by work motivation, information exchange, and individual factors. A combination of internal and external factors, such as organizational support, work culture, autonomy, and opportunities to experiment, has a greater influence on innovation and creativity. For highly motivated teachers who actively share knowledge, a pleasant work environment is very important. It allows ideas to become creative actions. Therefore, educational institutions must strengthen leadership that encourages teacher innovation and creativity and create a supportive work environment.

CONCLUSION

The study's results indicate that teacher innovation is influenced by several key variables: work motivation, knowledge sharing, organizational support, and creativity. Based on the overall test results,

teacher innovation is significantly influenced by creativity, knowledge sharing, and organizational culture, both directly and indirectly. Work motivation and knowledge sharing show a positive but insignificant influence on teacher innovation. At the same time, creativity is an important mediator, strengthening relationships among several variables, particularly work motivation, organizational culture, and teacher innovation. Organizational culture also emerged as a factor that consistently had a significant positive influence on teachers' creativity and innovation. In general, these findings confirm that increasing creativity and strengthening organizational culture are strategic keys to encouraging teacher innovation. In contrast, organizational support and knowledge sharing have the potential to contribute, even though their effects are not yet significant.

REFERENCES

- Afsar, B., Al-Ghazali, B., & Umrani, W. A. (2019). Corporate social responsibility, work engagement, and employee innovative behavior. *Personnel Review*, *49*(5), 1480–1500.
- Akram, T., Lei, S., Haider, M. J., & Hussain, S. T. (2018). The impact of knowledge sharing on innovative work behavior. *Journal of Organizational Change Management*, *31*(2), 193–212.
- Amabile, T. M. (2015). From individual creativity to organizational innovation. In K. Grønhaug & G. Kaufmann (Eds.), *Innovation: A cross-disciplinary perspective* (hlm. xx–xx). *Norwegian University Press. Key Concept*.
- Amabile, T. M., & Pratt, M. G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. *Research in Organizational Behavior*, *36*(1), 157–183.
- Amayah, A. T. (2015). Determinants of knowledge sharing in a public sector organization. *Journal of Knowledge Management*, *17*(3), 454–471.
- Apriliyana, D. A., Dwijayanti, I., & Saraswati, D. (2024). Peningkatan kreativitas guru di era 4.0 melalui pemanfaatan teknologi sebagai media pembelajaran kreatif dan edukatif. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, *10*(3), 364–372.
- Astuti, S. P. (2025). Pendekatan POP-SDM (pemodelan dan optimasi sumber daya manajemen) dalam penguatan komitmen organisasional guru. *SAP (Susunan Artikel Pendidikan)*, *10*(1), 105–118.
- Astuti, S. P., Setyaningsih, S., & Wulandari, D. (2025). Pendekatan Pop-Sdm (Pemodelan Dan Optimasi Sumber Daya Manajemen) Dalam Penguatan Komitmen Organisasional Guru. *SAP (Susunan Artikel Pendidikan)*, *10*(1).
- Desianti, D., Hardhienata, S., & Setyaningsih, S. (2022). Kreativitas guru dalam menginterpretasikan konteks masalah sebagai gagasan baru, perilaku baru, dan produk baru. *Jurnal Pendidikan Kreatif*, *4*(2), 123–135.
- Donate, M. J., & de Pablo, J. D. S. (2015). The role of knowledge- oriented leadership in knowledge management and innovation. *Journal of Business Research*, *68*(2), 360–370.
- Fauzi, A., Hardhienata, S., & Irdiyansyah, I. (2024). Penguatan Kepemimpinan Transformasional, Budaya Organisasi, Kreativitas Guru Dalam Upaya Meningkatkan Keinovatifan Guru. *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, *8*(2). <https://doi.org/10.30651/else.v8i2.22618>
- Fitriani, N., Amin, M., & Wediawati, R. (2022). Persepsi Dukungan Organisasi dan Dampaknya terhadap Loyalitas Karyawan. *Jurnal Sumber Daya Manusia*, *5*(3), 233–242.
- Gagné, M. (2009). A model of knowledge-sharing motivation. *Human Resource Management*, *48*(4), 571–589.

- Gong, Y., Cheung, S. Y., Wang, M., & Huang, J.-C. (2020). Unfolding creative performance in the workplace: The interplay of motivation and contextual factors. *Academy of Management Journal*, 63(3), 711–739.
- Haque, A. R., Ahlan, M. O., & Jalaldeen, M. R. (2015). Factors affecting knowledge sharing on innovation in higher education institutions (HEIs). *ARN Journal of Engineering and Applied Sciences*, 10(23), 17663–17669.
- Hargadon, A. B., & Sutton, R. I. (2019). When collections of creatives become creative collectives: A field study of problem solving at work. *Organization Science*, 17(4), 484–500.
- Hidayat, M., & Amalia, R. (2019). Evaluasi efektivitas pelatihan terhadap output kerja. *Jurnal Riset Manajemen Terapan*, 5(1), 33–41.
- Hughes, D. J., Lee, A., Tian, A. W., Newman, A., & Legood, A. (2018). Leadership, creativity, and innovation: A critical review and practical recommendations. *Leadership Quarterly*, 29(5), 549–569.
- Khan, M. I., Zafar, M., & Khan, F. (2019). Impact of training and development on employee performance and productivity: A case study of the Pakistan banking sector. *International Review of Management and Business Research*, 8(3), 617–630.
- Kim, S., & Park, M. (2018). Effects of empowering leadership on followers' innovative behavior: The mediating role of psychological empowerment. *International Journal of Environmental Research and Public Health*, 16(21), 41–83.
- Lestari, D., & Ratnawati, A. (2023). Pengaruh Dukungan Organisasi Terhadap Komitmen Organisasional. *Jurnal Manajemen Dan Bisnis*, 10(2), 101–112.
- Li, X., & Bai, X. (2015). What a transformational leadership and employee motivation influence creative performance: The mediating role of creative process engagement. *Journal of Creative Behavior*, 52(3), 1–14.
- Marlinawati, R., Gustini, T., & Hidayat, N. (2024). Peningkatan Kreativitas Guru Berbasis Literasi Teknologi dan Kearifan Lokal. *Jurnal Pendidikan: Kajian Dan Implementasi*, 6(3), 1–12.
- Mittal, S., & Dhar, R. L. (2015). Transformational leadership and employee creativity. *Management Decision*, 53(5), 894–910.
- Newman, A., Round, H., Wang, S., & Mount, M. (2020). Innovation climate and employee innovative behavior: A meta-analytic review. *Journal of Organizational Behavior*, 4(18), 811–830.
- Nguyen, T. N., Truong, Q., & Sellar, W. (2019). Knowledge sharing and innovative work behavior: The role of trust and collaborative culture. *Public Organization Review*, 19(3), 327–344.
- Novebri, R. (2021). Kreativitas sebagai proses berpikir dan bertindak yang bernilai guna dalam pembelajaran. *Jurnal Psikologi Pendidikan*, 7(3), 210–222.
- Park, S., Kim, E.-J., & Song, J. H. (2017). The impact of knowledge sharing on innovative behavior: A multilevel approach. *Human Resource Development Quarterly*, 28(4), 505–535.
- Partogi, R. S., & Tjahjowati, D. (2019). The role of trust, communication, and organizational culture in knowledge sharing. *Journal of Business and Management*, 21(7), 45–55.
- Prabowo, H., & Astuti, E. (2018). Efektivitas pelatihan dalam meningkatkan kinerja pegawai. *Jurnal Ekonomi Dan Manajemen*, 11(1), 55–65.
- Putra, A. R., Hidayat, T., & Sarimanah, E. (2023). Kreativitas guru dalam menghasilkan hal-hal baru untuk pemecahan masalah pembelajaran. *Jurnal Pengembangan Pendidikan*, 5(1), 77–90.
- Putra, H. P., Moeins, A., & Kasmir, K. (2019). Pengaruh Dukungan Organisasi Terhadap Kinerja Karyawan. *Jurnal Ekonomi Dan Bisnis*, 12(1), 45–56.
- Putri, A. R., & Wibowo, A. (2020). Efektivitas pelatihan terhadap peningkatan kompetensi pegawai. *Jurnal Manajemen Dan Bisnis Indonesia*, 8(1), 45–55.
- Radaelli, G., Lettieri, E., Mura, M., & Spiller, N. (2016). Knowledge sharing and creativity in healthcare organizations. *Creativity and Innovation Management*, 25(4), 445–459.
- Radasanu, I. (2017). Innovative teaching strategies: Enhancing learning effectiveness in educational organizations. *International Journal of Educational Management*, 31(5), 527–543.

- Setyaningsih, S., Novita, L., & Hardhienata, S. (2021). Modeling and Optimization of Scientific Products Quality Using the POP-SDM Method. *Proceedings of the 5th Asian Education Symposium 2020 (AES, 2020)*, 566. <https://doi.org/10.2991/assehr.k.210715.001>
- Simangunsung, M. F. (2023). *Efek moderasi kreativitas guru pada pengaruh technological pedagogical content knowledge (TPACK) guru terhadap hasil belajar siswa mata pelajaran ekonomi: Survei pada siswa kelas XI SMA di Kota Sukabumi*. Universitas Pendidikan Indonesia.
- Siregar, R., & Situmorang, M. (2021). Evaluasi efektivitas pelatihan berbasis kompetensi. *Journal of Administrative Business. Jurnal Administrasi Bisnis*, 7(2), 112–120.
- Sumarni, S., Entang, E., & Patras, P. (2021). Kreativitas guru dalam memanfaatkan peluang pembelajaran: indikator dan aplikasinya. *Jurnal Inovasi Pendidikan*, 3(1), 45–59.
- Verniati, F., Iranto, D., & Suparno, S. (2023). Pengaruh kompetensi profesional guru dan kreativitas guru terhadap inovasi pembelajaran pada kurikulum merdeka belajar. *Jurnal Pendidikan Tambusai*, 7(2), 18521–18527.
- Wang, S., & Noe, R. A. (2010). Knowledge sharing: A review and directions for future research. *Human Resource Management Review*, 20(2), 115–131.
- Zhang, X., Zhou, J., & Kwan, H. K. (2020). Configurations of motivational states and creativity. *Journal of Organizational Behavior*, 41(7), 663–683.