

The Role of Individual Creativity in Innovative Behavior

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Abstract. *The purpose of this study is to examine the impact of knowledge sharing on innovative work behavior among cadres of the Family Assistance Team, with individual creativity as the moderating factor. The method used is an associative explanatory method with a survey method involving 100 cadres of the Family Assistance Team in Demak Regency using a questionnaire with a Likert scale of 5 points and analyzed using SEM-PLS. The findings revealed that knowledge sharing does not influence innovative work behavior significantly ($p=0.136$), and individual creativity has a positive and significant influence on innovative work behavior ($p=0.000$; $\beta=0.719$). Another interesting finding revealed by this study was that individual creativity moderates the influence of knowledge sharing on innovative work behavior ($p=0.032$; $\beta=0.135$), and the research model explained 69.2% variance in innovative work behavior. The implications of this study confirm that improving innovative behavior requires the development of individual creativity, not merely knowledge sharing, so organizations need to design specific creativity development programs for cadres. The limitations of this research lie in its scope being limited to one district with a quantitative approach, and it has not yet explored mediating variables such as motivation or organizational support. Future research is recommended to include mediating variables, use mixed methods, and expand the research location for better generalization.*

Keywords: *Family Assistance Team; Individual Creativity; Innovative Work Behavior; Knowledge Sharing.*

1. Introduction

Organizations that don't innovate tend to stagnate and fail to respond to the rapidly changing dynamics of the external environment. In the public service sector, particularly those involving direct interventions such as accelerating stunting reduction, innovation encompasses not only the use of technology but also creative and adaptive social approaches. Therefore, developing innovative work behaviors from individuals involved on the front lines, such as Family Support Team cadres, is crucial.

One of the main factors that can encourage innovative work behavior is knowledge sharing. This process enables the exchange of experiences, strategies, and insights among cadres, ultimately enriching mindsets and accelerating innovation (Listyanti, 2023). Studies have shown that knowledge sharing has a positive impact on increasing creativity and innovative work behavior (Donate, 2015). However, the effect of knowledge sharing on innovative work behavior is not directly significant (Ramadhani, 2025). This indicates that knowledge sharing does not always encourage innovation without the support of internal factors such as individual creativity.

Some research indicates that knowledge sharing does not always have a significant impact on innovative work behavior. A study (Meidawati, 2023) found that even when knowledge sharing is actively carried out, it does not directly impact employees' innovative work behavior, especially without the support of other factors such as leadership or individual creativity. This finding reinforces the indication that knowledge sharing does not necessarily automatically encourage innovation, especially if it is not accompanied by an individual's ability to process and implement that knowledge creatively. Creativity is an important variable that can moderate the influence of knowledge sharing on innovative work behavior. Creative individuals tend to be able to process knowledge into fresh ideas that can be applied in their work. Field workers play a crucial role as generators and implementers of new ideas, especially if they have a high creative capacity (Bokhour, 2023).

In the context of public organizations focused on community service, innovative work behavior is highly relevant to examine among field actors who interact directly with program targets. Family Support Team cadres are field personnel who play a crucial role in reaching families at risk of stunting, bridging health services, and delivering educational information. They are required not only to implement the program administratively but also to be able to create new approaches relevant to local needs. Therefore, innovative work behavior is a key element of the program's success. Normatively, efforts have been made to increase the capacity of Family Support Team cadres through the Family Support Team Orientation program, held annually by the Ministry of Population and Family Development. This orientation program aims to equip cadres with knowledge, technical understanding, and guidelines for implementing support for families at risk of stunting. However, the existence of this formal orientation and training has not fully guaranteed effective knowledge transfer at the field level.

2. Research Methods

This research is an associative explanatory study that aims to explain and test the relationships between variables (Sugiyono, Research Methodology, 2012). Specifically, this study examines the effect of knowledge sharing on innovative work behavior, with individual creativity as a moderating variable.

3. Results and Discussion

3.1. Description of the Research Object

3.1.1. Distribution of Questionnaires

The respondents for this study were TPK cadres in 14 sub-districts in Demak Regency. Data were collected through a Google Form questionnaire distributed over a one-week period.

A total of 100 questionnaires were distributed in this study, and all were returned and processed, resulting in a 100 percent response rate. This demonstrates excellent respondent participation in supporting the research.

In detail, the results of the distribution and return of the questionnaire can be seen in Table 3.1.1:

Table 3.1. Questionnaire Distribution Results

Note	Amount
The questionnaire was distributed	100
Questionnaires were used	100
<i>Response rate</i>	100%

Source: Processed primary data, 2025

Based on Table 3.1.1, all questionnaires were successfully collected and suitable for analysis. Thus, the sample size has been met, and the data can be used for model testing using the PLS-SEM method.

3.1.2. Respondent Overview

The identities of 100 respondents were grouped into gender, age, length of service and education.

Table 3.1.2. Respondent's Gender

No	Gender	Amount	Percentage
1	Man	3	3%
2	Woman	97	97%
	Total	100	100%

Source: Processed primary data, 2025

From Table 3.2, 97% of respondents were women, while 3% were men, indicating that the role of Family Support Team cadres in the research area was mostly carried out by women.

This composition aligns with the characteristics of family support activities, which are closely related to parenting, maternal and child health, and social interactions at the family and community levels. Therefore, gender was used solely as demographic data and was not analyzed further as a variable influencing innovative work behavior.

Table 3.1.2. Respondents' Age

No	Category	Amount	Percentage
1	Young (20-35 Years)	31	31%
2	Adults (36-50 Years)	61	61%
3	Senior (51-65 Years)	8	8%
Total		100	100%

Source: Processed primary data, 2025

Table 3.1.2 shows that the respondents' ages varied between 20 and 65 years. The majority of respondents, namely 61 people (61%), were in the 36–50 age group, while 31 people (31%) were in the 20–35 age group. This indicates that the majority of respondents are in the productive adult age group.

The majority of Family Support Team members are of productive age, supporting the task of assisting families at risk of stunting as well as active involvement in sharing knowledge, developing creativity, and innovative work behavior.

Table 3.1.3. Respondents' Education Level

No	Information	Amount	Percentage
1	Elementary / Middle / High School	85	85%

No	Information	Amount	Percentage
2	DI / D-II / D-III	4	4%
3	D-IV / S-1	11	11%
Total		100	100%

Source: Processed primary data, 2025

A total of 85 respondents (85%) had an education ranging from elementary school, junior high school, to high school, as seen in Table 3.1.3. This indicates that the majority of TPK cadres come from low to middle educational backgrounds.

Furthermore, there were 4 respondents (4%) with a Diploma/Diploma II/Diploma III education level, while 11 respondents (11%) had a Diploma IV/S1 education level. The presence of respondents with higher education indicates that the Family Support Team's cadre structure also includes individuals with higher academic capacities.

In general, the distribution of respondents' educational levels indicates that Family Support Team members have diverse educational backgrounds. This diversity has the potential to support knowledge sharing, individual creativity development, and innovative work behaviors in supporting families at risk of stunting.

Table 3.1.4. Respondents' Working Period

No	Years of service	Amount	Percentage
1	1 year	17	17%
2	More than 1 Year	83	83%
Total		100	100%

Source: Processed primary data, 2025

Most of the respondents, namely 83 people (83%), had worked for more than 1 year as TPK cadres, while 17 people (17%) had worked for 1 year, as seen in Table 3.1.4.

The majority of respondents had worked for more than one year, indicating that TPK cadres have considerable experience assisting families at risk of stunting. This work experience allows cadres to better understand field conditions, assistance procedures, and the social dynamics of the communities they encounter.

In general, the characteristics of the respondents' work period are dominated by experienced cadres, so they are expected to be able to provide relevant answers and reflect real conditions related to knowledge sharing practices, individual creativity, and innovative work behavior in family assistance.

3.2. Descriptive Analysis of Variables

To examine the trends in respondents' responses to the questionnaire statements, a descriptive analysis was conducted. Measurements were made using a 1–5 Likert scale, with 1 representing the lowest perception and 5 representing the highest perception.

Determination of assessment categories is done by calculating class intervals using the following formula:

$$\begin{aligned} \text{Interval} &= \frac{\text{Skor tertinggi} - \text{Skor terendah}}{\text{Jumlah kategori}} \\ &= \frac{5 - 1}{3} = 1,33 \end{aligned}$$

Based on these calculations, the criteria for assessing the average score of respondents' answers can be classified as follows:

- a. Low = score < 2.33
- b. Currently = score 2.33 – 3.67
- c. Tall = Score > 3.67

3.2.1. Knowledge Sharing

Knowledge Sharing In this study, there are four indicators developed from research (Hanafy, 2025), including proactively sharing work knowledge (KS1), openness to sharing work experience (KS2), offering useful work experience (KS3), and disseminating new knowledge

to colleagues (KS4). The results of the descriptive analysis of the knowledge sharing variable are in Table 3.1.2:

Table 3. 2. 1. Knowledge Sharing

No	Indicator	Mean	Category
1	Proactively share knowledge	4.47	Tall
2	Openness to share work experiences	4.45	Tall
3	Offers rewarding work experience	4.38	Tall
4	Spreading new knowledge to colleagues	4.61	Tall
Average		4.47	Tall

Source: Processed primary data, 2025

Based on Table 3.2.1, the Knowledge Sharing variable is in the high category with an average value of 4.47. This means that TPK cadres have generally demonstrated good knowledge sharing and work experience in assisting families at risk of stunting.

The indicator with the highest mean value is disseminating new knowledge to colleagues (KS4) at 4.61, which indicates that cadres have a high awareness and willingness to disseminate new knowledge acquired so that it can be utilized by other cadres. Meanwhile, the indicator offering useful work experience (KS3) has the lowest mean value of 4.38, but remains in the high category, cadres remain active in sharing experiences even though the intensity is relatively lower compared to other indicators.

Overall, the practice of knowledge sharing has been running well among the Family Support Team cadres, thus potentially supporting the emergence of individual creativity and innovative work behavior in the implementation of the family support program at risk of stunting.

3.2.2. Individual Creativity

Individual creativity in this study has four indicators that were developed from (Hanaysha, 2022), namely the ability to generate new ideas (KI1), the ability to find creative solutions to work problems (KI2), the ability to generate original ideas (KI3), and the ability to think of new approaches or alternatives (KI4). The results of the descriptive analysis of individual creativity variables are presented in Table 3.2.2:

Table 3.2.2. Individual Creativity

No	Indicator	Mean	Category
1	Ability to generate new ideas	4.61	Tall
2	Ability to find creative solutions to work problems	4.04	Tall
3	Ability to generate original ideas	3.97	Tall
4	The ability to think of new approaches or alternatives	3.62	Currently
Average		3.91	Tall

Source: Processed primary data, 2025

Based on Table 3.2.2, the individual creativity variable had an average value of 3.91, which is in the high category. This means that TPK cadres generally have good abilities in generating new ideas and devising creative solutions to address the challenges of assisting families at risk of stunting.

The indicator with the highest mean score was the ability to generate new ideas (KI1) at 4.61, indicating that cadres are relatively easy to generate ideas when facing challenges in the field. Meanwhile, the indicator for the ability to think of new approaches or alternatives (KI4) had the lowest mean score of 3.62, which is in the moderate category. Thus, although cadres'

creativity is considered good, their ability to think of new alternative approaches still needs improvement.

Overall, these results indicate that the Family Support Team cadres have quite strong individual creativity potential, which can be an important asset in supporting the emergence of innovative work behavior, especially when this creativity is combined with effective knowledge sharing practices.

3.2.3. Innovative Work Behavior

Innovative Work Behavior In this study, five indicators were developed (Hanafy, 2025), including idea development (IWB1), idea exploration (IWB2), idea promotion (IWB3), idea implementation (IWB4), and idea evaluation (IWB5). The results of the descriptive analysis are in Table 3.2.3. as follows:

Table 3. 2. 3. Innovative Work Behavior

No	Indicator	Mean	Category
1	Idea development	4.00	Tall
2	Exploration of ideas	3.83	
3	Promotion of ideas	3.95	
4	Implementation of ideas	3.80	
5	Evaluation of ideas	4.00	
Average		3.91	

Source: Processed primary data, 2025

Table 3.2.3 shows an average IWB of 3.91, which is considered high, indicating that TPK cadres are quite good at implementing innovative work behaviors when assisting families at risk of stunting.

The idea development (IWB1) and idea evaluation (IWB5) indicators recorded the highest mean scores, at 4.00, indicating that cadres were quite active in generating new ideas and assessing the impact of implemented ideas. Conversely, the idea implementation indicator (IWB4) had the lowest mean score, at 3.80, although still considered high, indicating that implementing innovative ideas in the field still faces several challenges.

Overall, the Family Support Team cadres have not only been able to develop ideas, but have also made efforts to implement and evaluate these ideas in the context of supporting families at risk of stunting.

3.3. Data Analysis

Data analysis used PLS-SEM through SmartPLS 4, which allows simultaneous testing of latent variables in small samples and predictive models. Evaluation included an outer model for validity and reliability, as well as an inner model to assess structural quality and test hypotheses.

3.3.1. Measurement Model Analysis (Outer Model)

The measurement model was analyzed to assess the relationship between the latent variables and their indicators. In this study, the outer model evaluation included tests of convergent validity, discriminant validity, and internal reliability.

3.3.1.1 Instrument Test

1) Discriminant Validity

Discriminant validity is used to ensure each construct is distinct and more precise in explaining its indicators. Testing is conducted using the Fornell–Larcker and HTMT criteria. Discriminant validity is met if the square root of the Average Variance Extracted (VAVE) value on the diagonal is higher than the correlation between constructs. Meanwhile, in the HTMT approach, discriminant validity is considered met if the HTMT value is <1.

Table 3. 3. 1. 1. Results of the Fornell-Larcker Matrix

Variables	<i>Knowledge Sharing</i>	Individual Creativity	<i>Innovative Work Behavior</i>
<i>Knowledge Sharing</i>	0.806		

Variables	<i>Knowledge Sharing</i>	Individual Creativity	<i>Innovative Work Behavior</i>
Individual Creativity	0.814	0.826	
<i>Innovative Work Behavior</i>	0.510	0.487	0.790

Source: Processed primary data, 2025

Table 3.3.1.1.HTMT Results

Variables	HTML Value	HTML <1	Information
<i>Knowledge Sharing</i> – Individual Creativity	0.583	Yes	Valid
<i>Knowledge Sharing</i> – Innovative Work Behavior	0.613	Yes	Valid
Individual Creativity – Innovative Work Behavior	0.923	Yes	Valid

Source: Processed primary data, 2025

According to the Fornell–Larcker criteria, discriminant validity is considered fulfilled when the $\sqrt{\text{AVE}}$ value exceeds the correlation value between constructs. Based on Table 3.3.1.1., all $\sqrt{\text{AVE}}$ values are higher than the correlation between constructs, so this model can be declared discriminant valid.

Discriminant validity testing was also conducted using the HTMT approach. Validity is considered fulfilled if the HTMT value between constructs is <1. From Table 3.3.1.1. it can be seen that all HTMT values are below 1, so all indicators are declared valid and do not need to be eliminated.

2) Convergent Validity

The AVE and outer loading values indicate convergent validity. A model is considered good if the outer loading is >0.7 , indicating the indicator is reliable. Furthermore, the AVE value must be >0.5 for the construct to explain at least 50% of the indicator's variation.

Table 3.3.1.1. Convergent Validity Results

Variables	Indicator	Outer loading	AVE
<i>Knowledge Sharing</i>	KS1	0.734	0.624
	KS2	0.871	
	KS3	0.753	
	KS4	0.795	
Individual Creativity	KI1	0.854	0.683
	KI2	0.850	
	KI3	0.789	
	KI4	0.810	
<i>Innovative Work Behavior</i>	IWB1	0.843	0.649
	IWB2	0.743	
	IWB3	0.799	
	IWB4	0.850	
	IWB5	0.788	

Source: Processed primary data, 2025

All indicators in the innovative work behavior, individual creativity, and knowledge sharing variables have an outer loading value > 0.7 , as shown in Table 3.3.1.1. This means that each indicator is able to represent the construct it measures well.

In addition, the AVE values for innovative work behavior (0.649), individual creativity (0.683), and knowledge sharing (0.624) all exceeded 0.5. Therefore, all constructs have met convergent validity.

3) Reliability Test

The internal reliability of constructs with reflective indicators can be tested using Cronbach's Alpha and Composite Reliability values. A variable is considered reliable if both values are greater than 0.7.

Table 3.3.1.1. Internal Consistency Reliability Results

Variables	Cronbach's Alpha	Composite Reliability
<i>Innovative Work Behavior</i>	0.864	0.902
Individual Creativity	0.846	0.896
<i>Knowledge Sharing</i>	0.797	0.869

Source: Processed primary data, 2025

Referring to Table 3.3.1.1., all variables have Cronbach's Alpha and Composite Reliability values above 0.7, thus being declared reliable. The respective values are IWB (0.864; 0.902), individual creativity (0.846; 0.896), and knowledge sharing (0.797; 0.869).

3.3.1.2 Classical Assumption Test

The multicollinearity test was conducted to check for a high linear relationship between independent variables, with a multicollinearity-free model if $VIF < 5$. The test results are presented in the following table:

Table 3.3.1.2 Multicollinearity Test Results

Variables	<i>Innovative Work Behavior</i>
<i>Innovative Work Behavior</i>	
Individual Creativity	1,348
<i>Knowledge Sharing</i>	1,328
<i>Knowledge Sharing</i> × Individual Creativity	1,029

Source: Processed primary data, 2025

Based on the test, all exogenous variables have VIF values below 5, namely individual creativity of 1.348, knowledge sharing of 1.328, and the interaction variable knowledge sharing × individual creativity of 1.029. Thus, there is no multicollinearity in the research model.

3.3.1.3. Structural Model Analysis (Inner Model)

This model focuses on the structure of latent variables, where variables are assumed to have a linear and causal relationship (Natalia, 2017). The inner model connects latent variables according to theory, and the results of the analysis are:

3. Conclusion

Knowledge Sharing does not have a direct, significant effect on Innovative Work Behavior. The results of the study indicate that although Family Support Team cadres have good knowledge sharing practices, direct knowledge sharing is not strong enough to encourage the emergence of innovative work behavior. This confirms that knowledge sharing alone does not necessarily produce innovation if it is not accompanied by the individual's ability to process and transform that knowledge into new ideas and actions. Individual creativity has a positive and significant effect on Innovative Work Behavior. The findings indicate that cadres with high levels of individual creativity tend to be more able to generate ideas, explore alternative solutions, and implement new approaches in implementing assistance for families at risk of stunting. Thus, individual creativity is a key factor that directly encourages innovative work behavior in Family Support Team cadres. Individual creativity has been shown to moderate

the effect of Knowledge Sharing on Innovative Work Behavior. The findings indicate that individual creativity can strengthen the relationship between knowledge sharing and innovative work behavior. Cadres with high levels of individual creativity, knowledge sharing practices will be more effective in encouraging the emergence of innovative work behavior. Conversely, in cadres with low levels of individual creativity, knowledge sharing tends not to have a significant impact on innovative behavior.

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