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THE ROLE OF KNOWLEDGE SHARING IN MEDIATING ORGANIZATIONAL INNOVATIVENESS, CLIMATE, AND MOTIVATION TO LEARN ON LECTURERS' INNOVATIVE WORK BEHAVIOUR

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ABSTRACT

This study aims to analyze the factors that influence the Innovative Work Behaviour (IWB) of lecturers at Private Universities (PTS) in West Sumatra. Organizational Innovativeness Climate (OIC) and Motivation to Learn (MTL) are identified as the main factors that drive innovation. Knowledge Sharing (KS) acts as a mediating variable in the relationship between the two factors and the innovative behaviour of lecturers.This study uses a quantitative method with the Structural Equation Modeling (SEM) approach. Data collection techniques through questionnaire surveys with Proportional Stratified Random Sampling techniques. The results show that OIC and MTL have a significant influence on IWB and KS. KS is proven to be a mediating variable on the influence of MTL on IWB. However, Knowledge Sharing does not mediate the influence of OIC on IWB.

These findings are important for Private Universities in creating a more innovative and competitive academic environment. Increasing the culture of KS and MTL, innovation in teaching can improve the IWB of lecturers. The results of this study will help PTS in improving academic competitiveness.

Keywords**: **Innovative Work Behaviour, Knowledge Sharing, Organizational Innovativeness Climate, and Motivation to Learn

INTRODUCTION

With the advent of globalization and the Fourth Industrial Revolution, universities face various challenges in increasing their competitiveness and contribution to national development. Innovation is a critical element in creating competitive advantage in the academic environment. Universities in West Sumatra, especially Private Universities (PTS), are required to continue to innovate in order to improve academic competitiveness, research quality, and contribution to regional development. Lecturers, as the main actors in the tri dharma of higher education, have a strategic role in encouraging innovation, both in teaching, research, and community service. However, various challenges like inadequate facilities, insufficient, collaboration between institutions, and resistance to change often hinder the development of Innovative Work Behaviour (IWB) of lecturers. Therefore, understanding the factors that can increase innovation among lecturers is an important issue in the strategy for developing higher education in West Sumatra.

Lecturers' innovative behaviour (PTS) contributes significantly to the achievement of higher education institutions' performance. Factors that influence innovative behaviour, such as Organizational Innovativeness Climate (OIC), Motivation to Learn (MTL), and Knowledge Sharing (KS), are aspects that need to be studied further to understand how their working mechanisms improve higher education performance (Wati et al, 2024) In the era of global competition, universities are required to continue to innovate in order to compete, advance science, and improve educational quality. One of the main factors in driving innovation in universities is the involvement of lecturers. This behaviour reflects the ability of lecturers to generate new ideas, develop creative teaching methods, and contribute to research and community service. However, IWB does not just appear, but is influenced by various organizational and individual factors.

OIC or an innovative climate in an organization is a significant contributor to lecturers' innovative behaviour. A work environment that supports innovation will provide space for lecturers to experiment, take intellectual risks, and exchange ideas with peers. In addition, the MTL, which is the individual's drive to continue learning and developing competence, is also a key contributor to encouraging innovative behaviour.Lecturers who have high MTL demonstrate greater adaptability to change, show more creativity in developing teaching strategies, as well as engage more activelyin research and scientific publications. However, the relationship between OIC and MTL from lecturers' IWB is not always direct. KS is a mediating factor that can

strengthen the relationship. Lecturers who are accustomed to sharing Knowledge, whether in academic discussions, research collaborations, or teaching, will find it easier to develop innovation in their work. KS allows the transfer of new insights, collaborative problem-solving, and the creation of better innovative ideas.

IWB in higher education is a critical area that warrants attention. The significance of educational systems, leadership, and organizational culture in promotingIWB has been highlighted (Khan et al., 2020). Thurlings et al (2015) conceptualized IWB in their questionnaire as a process involving opportunity exploration, idea generation, promotion, realization, and subsequent reflection. Additionally, growing attention has been given to the role of IWB among lecturers in vocational institutions. This shows the practical implementation of innovative behaviour within the educational context (Fiernaningsih et al., 2022). The validation and development of the psychometric properties of the IWB scale in higher education showed the significance of organizational learning in promotingIWB among lecturers (Ayoub et al., 2021).

There were limited studies discussing IWB within higher education institutions (Soputan & Sumual, 2022). Moreover, external factors of IWB emphasized the significance of organizational policies and support in promoting innovative behaviour (Zhang et al., 2021). The effect of change readiness and digital learning orientation on IWB has been investigated, and it showed the possible influence of educational approaches in enhancing the innovative behaviour of students (Aboobaker & Zakkariya, 2019). The impact of entrepreneurship education and creative self-efficacy onIWB has also been examined. The findings showed the possible influence of educational interventions in promoting IWB (Namono et al., 2022). The effect of personality traits, including openness to experience, on IWB has been investigated and showed individual factors contributing to innovative behaviour (Siregar et al., 2019).

In Indonesia, examining IWB in higher education is critical for promoting a culture of progress and creativity. The association between leadership style and IWB has emerged as a significant area of study. Also, the effect of psychological capital and authentic leadership on IWB has been examined, demonstrating the significance of these factors in enhancing innovation (Siregar et al., 2019). As higher education institutions in Indonesia undergo reform and modernization, the adoption of innovative practices is vital to keep pace with the shifting landscape (Namono et al., 2022). The role of workplace happiness and work engagement in mediating its effect on employee performance emphasizes the complexity of factors affecting IWB (Soputan & Sumual, 2022). The digitalization of leadership and its effect on IWB has emerged as a key focus in recent studies. This aligns with the advancement of Indonesia's technological ecosystem. The influence of proactive personality and empowering leadershipon innovative behaviour in e-commerce via workplace success has also been studied, indicating the relevance of these factors in the digital era (Irawanto & Novianti, 2021).

Despite the increasing number of studies on Innovative Work Behaviour (IWB), several gaps remain in the higher education context. Previous research has largely examined isolated antecedents of IWB, such as leadership style, personality traits, educational interventions, and psychological factors, without integrating organizational and individual dimensions into a unified framework. Although organizational policies, leadership, and learning-oriented approaches have been shown to influence IWB, limited attention has been given to the combined effects of organizational innovativeness climate and motivation to learn on lecturers' innovative behaviour. Moreover, most existing studies focus on direct relationships between predictors and IWB, while the underlying mechanisms explaining how these factors translate into innovative outcomes remain underexplored. Knowledge sharing, which is theoretically critical in transforming organizational climate and individual learning motivation into innovative behaviour, has rarely been examined as a mediating variable, particularly in higher education institutions in Indonesia. Therefore, empirical evidence on the mediating role of knowledge sharing in linking organizational innovativeness climate and motivation to learn with lecturers' Innovative Work Behaviour is still scarce, highlighting the need for further investigation in this area.

Private universities face a tough challenge to promote the innovative behavior of lecturers. The innovation or creativity of lecturers in their teaching methods is an important indicator in measuring university quality. Based on the data from LLDIKTI Region X, there are no private universities with superior accreditation, and not many study programs have superior accreditation. The use of innovative learning methods serves as a critical indicator in accreditation evaluations.

Private Universities (PTS) in West Sumatra face major challenges in increasing academic competitiveness amidst rapid changes in

the higher education sector, so IWB from lecturers is needed to create more adaptive and creative teaching, research, and community service methods. In this case, MTL and OIC play a vital role in fostering innovation. However, its effectiveness is significantly influenced by the degree of lecturers' participation in KS, serving as a mechanism for collaboration and exchange of ideas. KS can be a connecting factor that strengthens the relationship between the innovative environment of the organization and learning motivation towards the innovative behaviour of lecturers, thus creating a more dynamic and productive academic ecosystem. Therefore, this study has a high urgency in identifying the right strategy for PTS to increase academic innovation through strengthening the culture of KS and creating a work environment that encourages lecturer creativity, which will ultimately influenceenhancing the quality of higher education in Indonesia.

This study investigates the impact of OIC and MTL on the IWB of lecturers at PTS Sumatra and examines the role of KS as a mediating variable in this association. This study is expected to provide new contributions to comprehending the factors driving the IWB of lecturers in Private Universities (PTS) in West Sumatra through a mediation model approach, where KSserves as a mediator between OIC and MTL towards lecturers' work innovation. In contrast to prior studies that primarily examined the direct influence between variables, this study explores more deeply how a culture of KS can strengthen the effect of OIC and MTL on lecturers' IWB. Additionally, this study focuses on PTS in West Sumatra, which still faces challenges in increasing academic competitiveness, providing a new perspective on the development of higher education policies in Indonesia. The use of SEM (Structural Equation Modeling)can map the influence between variables more accurately than conventional regression methods, thus providing a more comprehensive insight intothe factors influencing academic innovation. The strategic implications of this study are also very important for PTS management infostering an academic ecosystem that supports innovation throughstrengthening OIC, increasing lecturers' MTL, and encouraging a culture of KS. This research not only provides theoretical insights but also offers evidence-based recommendations for PTS in improving institutional accreditation and the quality of higher education in Indonesia, enabling them to compete globally and contribute to the advancement of science.

LITERATURE REVIEW

In higher education, understanding the theoretical foundations of IWB is essential for fostering a culture of progress and creativity. Some theories have been suggested to elucidate the factors influencing IWB in the higher education context. In summary, the literature emphasizes the nature of IWB in higher education, which includes educational, individual, and organizational factors. The roles of educational interventions, leadership, individual characteristics, and organizational support in promoting IWB are evident. Therefore, comprehending and handling these factors is crucial for fostering a culture of innovation in higher education environments.

The study of IWB in Indonesian higher education institutions covers various factors, such as green talent management, leadership style, psychological capital, and the mediating role of innovative behaviour in organizational performance. Comprehending and handling these factors plays an essential role in enhancing a culture of innovation in higher education environments.

Innovative Work Behaviour

An organization’s effectiveness is closely linked to its employees’ ability to understand and provide innovative efforts. Therefore, companies should place greater emphasis on supporting employees in order to develop new and innovative ideas. IWB was characterized as a set of personal initiatives that result in the generation and implementation of novel ideas that contribute positively to the organization (Fayolle & Gailly, 2013). Additionally, IWB involves the purposeful recognition of problems to produce valuable ideas concerning services, products, and work processes, followed by the behaviours needed to create, launch, and apply those ideas (Khan et al., 2020).

Factors Influencing Innovative Work Behaviour

Individual variables significantly influence the development of innovative behaviour. Also, individual creativity, as a core variable, serves as the foundation for innovation capability. Intrinsic motivation, which covers a desire to grow and a sense of internal satisfaction, holds a substantial impact on innovative behaviour. The level of education and skills significantly affects one’s capacity to produce innovative ideas. Moreover, attitudes toward risk play a crucial role, as individuals with a positive attitude toward risk are more likely to take proactive and innovative actions.

Teamwork is a key factor at the group level, and a supportive, collaborative environment can further encourage IWB within a work group setting. Furthermore, leadership style is a

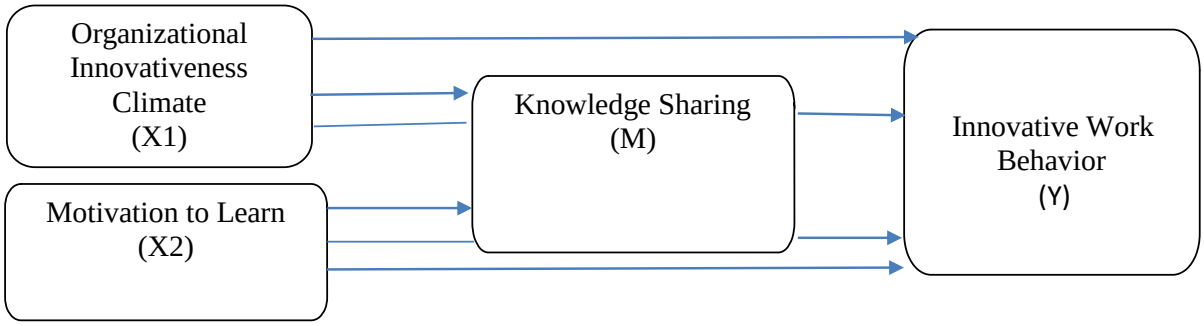
contributing factor, with leadership that fosters innovation and creativityexerting a positive impact. Team diversity broadens views and stimulates innovative ideas within the group setting.

At the organizational level, organizational culture serves as the cornerstone of IWB. Organizations with a culture that encourages learning, innovation, and experimentation are more likely to demonstrate stronger innovative performance. Also, organizational resources and support are vital determinants, acting both as inhibitors and facilitators of innovative activities. Reward systems encouraging innovation on a wider scale serve as effective facilitators of innovative behaviour.

External environmental variables affect IWB. At the same time, industry competition serves as an external motivation that stimulates innovation, whether to preserve or expand market share. Therefore, the combined effect of group, individual, external environmental, and organizational variables constitutes an integrated innovation ecosystem within the framework of higher education performance (Khan et al., 2020).

Organizational Innovativeness Climate

OIC denotes the internal conditions of an organization that foster and encourage innovation across its members. Various studies have shown that a positive organizational climate for innovation is critical in promoting IWB (Ismail & Mohamed, 2022), which may eventually result in enhanced innovation(Stevanovic, 2017). Also, leadership is a key determinant in cultivating the organizational climate for innovation (Huang, 2022), with transformational, transactional, and charismatic leadership styles affecting IWB. Inclusive leadership has been recognized as a mediating factor in the association between innovation climate and employee performance. Organizations that emphasize an innovative climate through fostering employee creativity, granting decision-making autonomy, and endorsingnovel ideas are more likely to achieve elevated levels of competitiveness and innovation.



RESEARCH METHOD

The population of this study included all full-time lecturers actively teaching at various private universities in West Sumatra. Given the heterogeneous characteristics of the population, the sample was selected through probability sampling with the Proportional Stratified Random Sampling method. This technique was chosen to ensure that each stratum (e.g., based on institution) was proportionally represented, and that every individual in the population had an equal chance of being selected for the sample.

The determination of the minimum sample size followed the guidelines proposed bySugiyono (2013), who recommends that, in quantitative studies, the sample should be at least 20 times the number of variables under investigation. This study examined four main variables, namely, (1) Innovative Work Behaviour (IWB), (2) Organizational Innovativeness Climate (OIC), (3) Motivation to Learn (MTL), and (4) Knowledge Sharing (KS).

Thus, the minimum sample size used is 4 × 20 = 80 respondents. Researchers can adjust the final sample size by considering the distribution of lecturers at each university and considering the potential for non-response.

Research Instruments

The research instrument was developed as a structured questionnaire using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Each variable in this study was measured using a number of indicators adapted and modified from previous research that had undergone validity and reliability tests, as follows:

1. **Innovative Work Behavior (IWB)**: Measured using indicators from (Thurlings et al., 2015), which include the dimensions of opportunity exploration, idea generation, idea promotion, idea realization, and reflection.
2. **Organizational Innovativeness Climate (OIC)**: Adapted from (Scott & Bruce, 1994) as well as (Stevanovic, 2017), which measures respondents' perceptions of organizational support for innovation.
3. **Motivation to Learn (MTL)**: Adapted from (Noe, 2018) and (Azizi et al., 2023), which

includes an individual's internal drive to acquire and develop Knowledge.

4. **Knowledge Sharing (KS)**: Refers to indicators from Lin (2007) and Alsayed et al. (2012), which assess the extent to which individuals share information and Knowledge with coworkers.

Validity and Reliability Tests

Before conducting the main analysis, the questionnaire data will be evaluated through validity and reliability tests:

1. **Validity Test.** Confirmatory Factor Analysis (CFA) or loading factors in SEM were utilized in this analysis. An indicator is considered valid when the value of loading is > 0.50 (Hair et al., 2014)
2. **Reliability Test.** This is done through the calculation ofCronbach's Alpha and Composite Reliability values. Reliability will be considered good when Cronbach's Alpha and Composite Reliability are both greater than 0.70.

Data Analysis Techniques

The obtained data will be examined utilizing the SEM-PLS (Structural Equation Modeling–Partial Least Squares) approach. (Hair et al., 2014)

Smart PLS software version 4.0 was employed to perform the analysis through the following stages:

1. **Outer Model Testing**:
   a. Indicator validity (convergent and discriminant validity),
   b. Construct reliability.
2. **Inner Model Testing**:
   a. Evaluation of R^2 (coefficient of determination),
   b. The F value (effect of influence),
   c. Assess the significance of the association between variables using bootstrapping (t-statistic and p-value).

RESULTS

Respondent Profile

This study involved 134 lecturers from various universities in West Sumatra. Respondents have diverse characteristics in terms of gender, age, length of service, employment status, marital status, functional position, last education, and origin of the university.

1. **Characteristics Based on Gender.** Most of the respondents were women, 81 people (60.4%), while 53 people were men (39.6%).
2. **Characteristics Based on Age.** Most of the respondents were between the age range of 30–40 yearswith 49 people (36.6%), followed by the group of 51–60 years with 43 people (32.1%), the group of 41–50 years with 32 people (23.9%), and the group of 61–70 years with 10 people (7.5%).
3. **Characteristics Based on Length of Service.** In terms of work experience, 47 people (35.1%) have a work period of between 1–10 years, 44 people (32.8%) have a work period of 11–20 years, 30 people (22.4%) have a work period of 21–30 years, and 13 people (9.7%) have worked for 31–40 years.
4. **Characteristics Based on Employment Bond Status.** Most of the respondents were foundation lecturers, comprising 101 people (75.4%), while 33 people (24.6%) had a civil servant or DPK status.
5. **Characteristics Based on Marital Status.** Most of the respondents were in a marital relationship, namely 124 people (92.5%), while 10 people (7.5%) were not married.
6. **Characteristics Based on Functional Position.** In terms of functional positions, the majority are lecturers, 85 people (63.4%), followed by expert assistants, 28 people (20.9%), senior lecturers, 20 people (14.9%), and only one person (0.7%) has achieved the position of professor.
7. **Characteristics Based on Last Education.** Most of the respondents had a final education of Master's (S2), with 100 people (74.6%), while 34 people (25.4%) had completed their Master's (S3) education.
8. **Characteristics Based on College of Origin** in West Sumatra. Respondents came from various institutions, with the largest number coming from Bung Hatta University (UBH) with 37 people (27.6%), followed by Muhammad Yamin University Solok with 18 people (13.4%), ITB HAS Bukittinggi with 15 people (11.2%), and Baiturrahmah University with 13 people (9.7%). Several other universities contributed respondents in smaller numbers, including STIE KBP, UNIDHA, STIE, and others.

Testing the Measurement Model

According stage one all statement items under MTL, KS, and IWB are deemed valid, as their outer loading values exceed 0.60.Meanwhile, in the OIC variable, there are 2 (two) invalid statement items, namely OIC5 and OIC7, where

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these items have an outer loading of less than 0.60. Invalid statement items are removed, and then the outer loading analysis is repeated (stage 2) with the following results:

Table 1. Outer Loading After Deletion (Stage 2)

	X1 (OIC)	X2 (MOL)	Y (IWB)	M (KS)
OIC1	0.818			
OIC2	0.860			
OIC3	0.720			
OIC4	0.784			
OIC6	0.795			
MOL1		0.825		
MOL2		0.902		
MOL3		0.912		
MOL4		0.861		
IWB1			0.777	
IWB2			0.872	
IWB3			0.885	
IWB4			0.866	
IWB5			0.730	
IWB6			0.851	
IWB7			0.886	
IWB8			0.849	
IWB9			0.869	
KS1				0.774
KS2				0.908
KS3				0.907
KS4				0.906
KS5				0.760
KS6				0.847

Source: Data Processing Results Source

Outcomes of the stage 2 outer loading analysis presented in the table above reveal that all statement items meet the validity threshold because all statement items have an outer loading greater than 0.60.

Table 2. Reliability, Ave, Cronbach's Alpha

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
M	0.924	0.928	0.941	0.727
X1	0.856	0.859	0.896	0.635
X2	0.898	0.901	0.929	0.767
Y	0.949	0.950	0.957	0.713

Source: Data Processing Results

The analysis results of Cronbach's Alpha, composite reliability, and average variance extracted above show that all variables exhibit Cronbach's Alpha > 0.70 and composite reliability > 0.70. This means that the variables OIC, MTL, IWB, and KS are reliable.

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Table 3. Discriminant ValidityFornell-Lacker Criterion

	M (KS)	X1 (OIC)	X2 (MOL)	Y (IWB)
Knowledge Sharing	**0.853**			
Organization Innovative Climate	0.405	**0.797**		
Motivation to Learn	0.673	0.393	**0.876**	
Innovation Work Behavior	0.600	0.531	0.683	**0.844**

Source: Data Processing Results

According to the table, the correlation coefficient of the KS variable with KS itself is 0.853, and the OIC itself is 0.797. Furthermore, MTL is 0.876, and IWB itself is 0.844. This correlation coefficient value is higher than the correlation of the OIC, MTL, IWB, and KS with other variables. Thus, all variables have met the rule of thumb of the required Fornell-Larcker Criterion value (Fornell & Larcker, 1981)

Table 4. Cross Loading

Variables	IWB (Y)	KS (M)	MOL (X2)	OIC (X1)
IWB1	**0.777**	0.461	0.554	0.352
IWB2	**0.872**	0.543	0.565	0.415
IWB3	**0.885**	0.517	0.616	0.442
IWB4	**0.866**	0.504	0.583	0.455
IWB5	**0.730**	0.340	0.485	0.623
IWB6	**0.851**	0.537	0.596	0.453
IWB7	**0.886**	0.536	0.588	0.434
IWB8	**0.849**	0.587	0.611	0.434
IWB9	**0.869**	0.515	0.582	0.425
KS1	0.410	**0.774**	0.473	0.325
KS2	0.483	**0.908**	0.584	0.300
KS3	0.555	**0.907**	0.598	0.422
KS4	0.530	**0.906**	0.605	0.325
KS5	0.573	**0.760**	0.545	0.438
KS6	0.493	**0.847**	0.618	0.250
MoL1	0.569	0.524	**0.825**	0.357
MoL2	0.581	0.603	**0.902**	0.327
MoL3	0.662	0.587	**0.912**	0.341
MoL4	0.577	0.638	**0.861**	0.354
OIC1	0.401	0.326	0.331	**0.818**
OIC2	0.383	0.247	0.271	**0.860**
OIC3	0.477	0.439	0.339	**0.720**
OIC4	0.363	0.295	0.274	**0.784**
OIC6	0.441	0.251	0.322	**0.795**

Source: Data Processing Results

As presented in the table above, all statement items used to measure a variable have a larger correlation coefficient with each construct compared to the coefficient value of the items in the construct block in other columns. Thus, each item in the block is a unique item and measures the variable. Thus, it has good discriminant validity (Fornell&Lacker, 1981).

Hypothesis Test Results

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Hypothesis Test Result Image

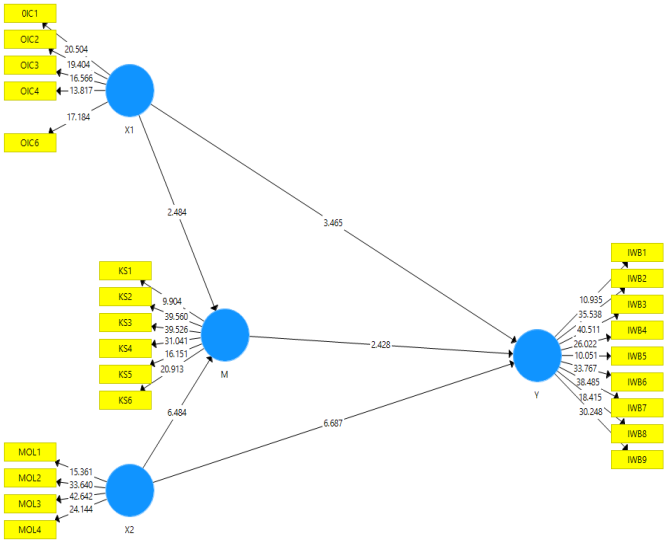

Table 5. Hypothesis Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Information
X1 -> Y	0.279	0.286	0.081	3,465	0.001	H1 Accepted
X1 -> M	0.167	0.176	0.067	2,484	0.013	H2 Accepted
X2 -> Y	0.449	0.446	0.067	6,687	0,000	H3 Accepted
X2 -> M	0.185	0.185	0.076	2,428	0.016	H4 Accepted
M -> Y	0.607	0.589	0.094	6,484	0,000	H5 Accepted
X1*M->Y	0.031	0.033	0.020	1,516	0.130	H6 Rejected
X2*M -> Y	0.112	0.108	0.048	2,333	0.020	H7 Accepted

Source: Data Processing

DISCUSSION

According to the data presented in the above table, the findings of the hypothesis evaluationaredescribed as follows:

The first hypothesis test related to the effect of OIC on IWB using the model structure (inner model) yielded an original sample value of 0.279, a T statistic of 3.465 (> 1.64), and a P value of 0.001 (< 0.05). Accordingly, it isevident that OIChad an influence on IWB, and the first hypothesis (H1) was accepted.

This study found that the more enhanced the OIC, the greater the level of IWB of employees. In this context, OIC pertains to the culture of innovation. Organizations that foster and value innovation possess a conducive work environment for employees to generate novel ideas and carry out innovative approaches in their work. Based on the socio-organizational theory, an organizational culture that valuesinnovation may inspire employees to engage in innovative behaviours, like suggesting novel ideas, experimenting with novel methods, as well as embracing calculated risks to attain improved outcomes (Robbins, 2014).

Research results over the past decade have consistently shown that OIC is instrumental in encouraging employee IWB (Gelezinyte & Bagdziuniene, 2016).As well as (Yuan & Woodman, 2010)found that when organizations create a work environment that supports creativity, offers space for exploring new approaches, and shows tolerance for failure, individuals are more motivated to demonstrate innovative behaviour. An environment that encourages new ideas and facilitates psychological space has been shown to increase intrinsic motivation to innovate in completing daily tasks.

Furthermore, several studies, including those performed by Shankar et al. (2017) and Abdullahet al. (2019), show that an innovative climate not only has a direct impact on IWB but also strengthens personal aspects such as creative self-efficacy and leadership influence. OIC functions as a mediating factor in strengthening the effects of transformational leadership and the self-confidence of employees on innovation, thus creating a synergistic association between individual aspects and organizational context. In addition, research by Widmann et al. (2016) in the

education sector also underscores the critical role of a climate that encourages learning and exploration of ideas as the foundation of innovative behaviour.

Further research, such as (Ali et al., 2022), (Permata & Mangundjaya, 2021) and (Ebrahim et al., 2023), suggests that OIC also affects increasing work engagement and psychological work factors such as social support and autonomy. These findings strengthen the argument that organizations that systematically build an innovative work climate will benefit in the form of employee engagement and innovative contributions. Thus, an innovative climate is not only a supporting context but also a major driving force in creating a sustainable innovation culture in the work environment.

The second hypothesis test related to the effect of OIC on KS utilizing the model structure (inner model) acquired an original sample value of 0.167, a T statistic of 2.484 (> 1.64) and a P value of 0.013 (< 0.05). Accordingly, it is reasonable to conclude that OIC affects KS, so the second hypothesis (H2) is accepted.

Several studies in recent years have shown that an innovative organizational climate has a significant role in encouraging KS behaviour in the workplace. (Chan, 2015) as well as (Durugbo, 2017) emphasizes that OIC creates a work environment that promotes trust and collective engagement between individuals, which are important prerequisites in the KS process. Organizations that facilitate experimentation and support new ideas encourage the creation of open and flexible work structures so that employees feel more comfortable in openly sharing information, experiences, and innovative ideas.

Furthermore, research by Pablo (2017) and Noe (2018) found the importance of intrinsic motivation and collaborative culture strengthened by OIC. In organizations with a strong innovative climate, employees have a collective understanding of the necessity of sharing Knowledge to achieve common goals. This is also reinforced by the results of the study(Imran, 2019; Anwar, 2020), which shows that psychological safety and employee engagement are the main mediators between OIC and KS, strengthening employees' belief that sharing information will not bring negative risks socially or professionally.

Further research by(Lee, 2021) Lee (2021), Gürlek (2021), Araci (2022), and Nasir (2023) enriches the understanding that OIC not only encourages KS at the personal level but also at the team and cross-department levels. An innovative climate creates a holistic learning orientation within the organization, strengthening collective awareness and shared responsibility in managing and disseminating Knowledge as part of an innovation strategy. Thus, OIC becomes one of the key elements in strengthening a sustainable KS ecosystem and has a direct impact on the organization's innovation capacity.

The third hypothesis test results related to the effect of MTL on IWB using the model structure (inner model) yielded an original sample value of 0.449, a T statistic of 6.687 (> 1.64), and a P value of 0.000 (< 0.05). Therefore, the findings suggest that MTL had an effect on IWB, and the third hypothesis (H3) was accepted.

MTL has become an important concern in the study of innovative behaviour in the workplace. Research (Poell, 2015) found that peoplewith high MTL tend to actively seek new Knowledge that they can apply in the work context, which then contributes to the emergence of innovative behaviour. This is in line with the findings (Jo, 2016), which emphasize that MTL strengthens employees' learning orientation so that they are more receptive to novel ideas as well as ready to take risks to implement changes in their work.

Furthermore, (Huang, 2019) found that MTL acts as a catalyst in building the cognitive and affective capabilities needed to undertake innovative exploration and experimentation. In a dynamic work environment, MTL drives employees to continuously update their skills and adapt to change, which is the essence of IWB. (Park, 2020) strengthens these findings through data-driven results that MTL has a beneficial effect on all dimensions of IWB, comprising idea generation, promotion, and realization.

Recent studies (Zhou, 2022 and Setiawan, 2023)highlighted the mediating function of organizational learning and innovative work environment in strengthening the link between MTL and IWB. That is, when organizations support continuous learning and create space for innovation, the effect of MTL on employees' innovative behaviour becomes more significant. Overall, research findings over the past decade have consistently shown that MTL is a crucial factor in encouraging employees to innovate at work.

Findings from the fourth hypothesis test regarding the Effect of MTLon KS,employing the model structure (inner model),yielded an original sample value of 0.607, a T statistic of 6.484 (> 1.64), and a P value of 0.000 (< 0.05). Therefore, the findings suggest that MTLhad an effect on KS, and the fourth hypothesis (H4) was accepted.

Research over the past five years has increasingly affirmed that MTL has a critical role in driving KS in organizational environments.

(Zhang, 2020) found that employees with high MTL demonstrate a greater propensity to engage in sharing Knowledge because they consider the sharing process as an integral part of continuous learning. This study highlights that MTL not only strengthens individuals' desire to acquire Knowledge but also encourages them to disseminate the acquired Knowledge to colleagues.

Furthermore, a study conducted by Alshamsi (2021) shows that in the context of digital organizations and collaborative work, MTL enhances individual perceptions of the value of KS. This study emphasizes that MTL is positively correlated with KS intentions, especially through digital platforms and online communication. This motivation becomes more crucial in organizations that prioritize innovation and technological adaptation.

Similar findings were also expressed by Lim (2022), who studied the higher education sector and found that lecturers or academic staff who have a high learning drive are more open to engaging in KS both formally (in seminars and workshops) and informally (daily discussions). This study concluded that MTL is one of the main predictors of the creation of a collaborative knowledge-sharing culture that is oriented towards collective development. Finally, a recent study from Prasetyo (2024) in the government sector also supports these findings, showing that MTL encourages employees to actively share work solutions and best practices as part of the digital transformation of the bureaucracy.

The fifth hypothesis test results regardingKSon IWB utilizing the model structure (inner model) acquired an original sample value of 0.185, a T statistic of 2.428 (> 1.64), and a P value of 0.016 (< 0.05). Therefore, it can be concluded that KS had an effect on IWB, and the fifth hypothesis (H5) was accepted. In recent decades, a number of studies have shown that KS significantly influences IWB. (Wang X., 2015) emphasized that sharing Knowledge, both explicit and tacit ,contributes directly to improving individuals' ability to generate, promote, and apply innovative ideas within the workplace. KS enables the exchange of insights, which enriches perspectives and encourages the development of creative solutions.

Furthermore, Asrar-ul-Haq (2017) showed that when organizations encourage a culture of KS, it can generate a work environment conducive to collaboration, trust, and creativity, which are important foundations for employee innovative behaviour. In this context, KS is not only a medium for information dissemination but also a catalyst for the emergence of new initiatives.

Recent research by Sir (2023) strengthened previous findings by showing that KS enhances individuals' adaptability to change, accelerates the idea generation process, and increases the likelihood of innovation implementation. They conclude that KS is an important element in building an agile and future-oriented organization where IWB becomes part of the work culture. Thus, encouraging KS not only improves organizational efficiency but also strengthens the innovative capacity of human resources in a sustainable manner.

The sixth hypothesis test results regarding KS do not mediate the influence of OIC on IWB, utilizing the model structure (inner model), acquired an original sample value of 0.031, a T statistic of 1.516 (lower than 1.64), and a P value of 0.130 (higher than 0.05). Therefore, it is concluded that KSdid not mediate the effect of OIC on IWB, and the sixth hypothesis (H6) was rejected.

Although many studies have demonstrated that KS is crucial in supporting IWB, some studies in the last decade have found that KS is not always a significant mediator between OIC and IWB. For example, research (Nguyen, 2017)showed that although OIC exhibited a positive direct effect on IWB, the mediating role of KS was not statistically significant. The researchers argue that in some organizational culture contexts, innovative behaviour is driven more by individual incentives and leadership rather than by knowledge-sharing practices.

Likewise, studies from Lee H (2020) in the manufacturing sector found that OIC directly increases IWB through aspects of work motivation and structural support, while KS only acts as a supporting activity that is not strong enough to be a mediator. This may occur because in certain sectors, the Knowledge shared is less relevant or cannot be directly applied to innovation. Rahmani (2022) also reported that in technology companies with a highly competitive work culture, employees tend to keep their Knowledge for personal gain, even though OIC has been well established. In this context, KS does not play a mediating role because it does not occur effectively. This indicates that the effectiveness of KS as a mediator is highly dependent on the cultural context, organizational structure, and available incentives.

These studies suggest that although OIC and IWB are strongly correlated, KS is not always an effective mediation pathway, especially when the organizational culture does not support trust, openness, or high levels of interpersonal competition. Theseventh hypothesis test results regarding KS mediating the effect of MTL on IWB

utilizing the model structure (inner model) yielded an original sample value of 0.112, a T statistic of 2.333 (> 1.64), and a P value of 0.020 (< 0.05). Therefore, it can be concluded that KSmediated the influence of MTLon IWB, and the seventh hypothesis (H7) was accepted.

Over the past decade, many studies have shown that MTL exerts a direct effect on IWB and an indirect effect mediated by KS. Individuals who have high MTL tend to be active in acquiring and absorbing new Knowledge, and they are also more open to sharing this Knowledge with colleagues. A study by Carmeli et al. (2015) and Kim Y. (2017) shows that MTL encourages KS as a means to internalize new work-relevant Knowledge, which ultimately gives rise to innovative behaviour.

Research by Sung J. (2018) found that when employees have a strong desire to continue learning, they demonstrate increased motivation to partake in KS practices, both formally and informally. This process enriches ideas, facilitates the creation of new solutions, and increases the courage to experiment—all important elements of IWB. In this context, KS becomes a bridge that connects the desire to learn with the actual ability to innovate in the workplace.

Recent research by Zhou (2021) and Iqbal et al. (2023) strengthened the findings with a quantitative approach and a structural mediation model. The results indicated that t KS has a partial and full mediation effect on the link between MTL and IWB. Organizations that are able to create a culture of learning and KS encourage their human resources to be more innovative. Thus, strengthening MTL without considering the KS mechanism will limit the maximum potential for innovation in the organization.

CONCLUSIONS

The results reveal that both OIC and MTLexhibit a substantial influence on IWBand KS. This emphasizes the significance of creating an organizational environment that promotes innovation and motivates lecturers to continue learning. KShas proven as an effective mediating variable in bridging the effect of MTLon IWB. However, KS does not mediate the effect of OIC on IWB, which indicates that OIC may directly influence innovative behaviour without the need for knowledge intermediaries. Overall, this study provides empirical evidence regarding the importance of organizational and individual factors in driving innovation in academic environments, particularly in private universities in West Sumatra.

IMPICATIONS

1. **Build an organizational climate that supports innovation**, such as providing space for exploring new ideas, encouraging cross-field collaboration, and recognizing lecturers' innovative initiatives with awards.
2. **Improve lecturers' motivation to learn** through ongoing training, support for further study, and access to cutting-edge knowledge resources.
3. **Develop a Knowledge Sharing system and culture** structure, such as regular scientific forums, internal digital platforms for sharing Knowledge, and mentoring between lecturers.
4. Since knowledge-sharing does not serve as a mediator in the link between innovation climate and innovative behaviour, the innovation enhancement strategy from the organizational side should be carried out through a direct approach to work culture and incentive systems rather than only relying on knowledge-sharing mechanisms.
5. **Make the results the basis for policy**in formulating strategies for developing lecturer human resources and strengthening an academic culture that is adaptive to changing times.

By implementing these suggestions, it is hoped that PTS in West Sumatra can create a more innovative, adaptive, and highly competitive academic ecosystem in the era of educational globalization.

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