Jurnal Pemberdayaan Masyarakat
Volume 4 Nomor 3 Tahun 2025 | Hal. 687–695
ykgm.org

ISSN 2962-8091
DOI: 10.46843/jpm.v4i3.550

Work Engagement to Moderate Servant Leadership and Knowledge Sharing on Teachers' Innovative Work Behavior

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ABSTRACT

This research aims to determine whether work engagement can moderate the relationship between servant leadership and knowledge sharing in influencing innovative work behavior among high school teachers. The research employs a quantitative approach, utilizing survey methods to collect data. Respondents were 158 high school teachers in West Java Province, Indonesia. The sampling technique is simple random sampling. The questionnaire is compiled from the development of dimensions for each variable, using a Likert scale with five answer choices. The data analysis technique uses path analysis. The results of work engagement research can moderate the relationship between servant leadership and knowledge sharing, both partially and simultaneously, in relation to innovative work behavior. The results of this research have implications for school principals on how to increase teacher work engagement through training or supervision, which warrants further investigation. These results contribute to the theory that work engagement can strengthen the influence of servant leadership and knowledge sharing on the innovative work behavior of high school teachers. A limitation of this research is that it was conducted only on teachers in West Java Province. The results of this research contribute to the development of an innovative work behavior theory, suggesting that the influence of servant leadership and knowledge sharing can be strengthened when moderated by work engagement.

ARTICLE INFORMATION

Keywords:
innovative work behavior; knowledge sharing; servant leadership; teacher; work engagement

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Recommended citation: Prasetyono, H., Ramadayana, I. P., Asikin, I., Nuridn., & Saring. (2025). Work Engagement to Moderate Servant Leadership and Knowledge Sharing on Teachers' Innovative Work Behavior. *Jurnal Pemberdayaan Masyarakat, 4*(3), 687-695.

INTRODUCTION

Teachers and education personnel in Indonesia are currently facing extraordinary challenges both internally and externally. The internal challenge is that students come from Generation Z, who are closely and inseparably tied to information technology. In contrast, teachers from a different generation must adapt to technology to achieve learning objectives optimally (Prasetyono, Ramdayana, et al., 2022). External challenges include the Merdeka Curriculum policy, which requires teachers to provide students with greater learning opportunities. Student-centered learning in the Merdeka Curriculum emphasizes intracurricular and co-curricular learning, genuinely focusing on the interests of students (Prasetyono, Nurfahana, et al., 2022).

This condition affects all levels of education in Indonesia, ranging from the pre-school level to the higher education level. For primary and secondary education levels, teachers must be more innovative in teaching to create student-centered learning (Rokhman et al., 2014). Learning activities begin with planning, which involves creating teaching modules, and continue through evaluation, utilizing the assessment concept where teachers are given the freedom to design assessment models

at the beginning, middle, and end of the semester. Evaluation activities also require teachers to have variations in their assessment methods. So it does not only take the form of giving test questions, but also creating products or other assignments that suit the characteristics of students (Bailey & Michaels, 2019). Therefore, teachers need to innovate continuously in implementing learning in schools (Prasetyono et al., 2021).

Innovation activities carried out by teachers in schools in the learning process are a manifestation of innovative work behavior. Innovative work behavior has been a variable of interest to previous researchers. Research on measuring innovative work behavior has concluded that innovative work behavior is crucial for individual employees to achieve organizational success, encompassing the dimensions of exploration, generation, championing, and implementation of ideas (De Jong & Den Hartog, 2010). The recommendation from this research is that further research is needed regarding the development of the four dimensions of innovative work behavior.

There is research on the influence of leader-member exchange from the subordinate's perspective on innovative work behavior, and it has tested the role of perceived trust in the leader as a moderator variable (Taştan & Davoudi, 2015). The results show that trust in leaders has a positive influence on innovative work behavior and significantly moderates the relationship between the perceived quality of leader-member exchange and employees' innovative work behavior. Therefore, innovative work behavior can be a dependent variable and be moderated by the appropriate independent variable. Several other research results indicate that variables such as organizational justice, motivation, transformational leadership, servant leadership, knowledge sharing, and work stress can be predictor variables for innovative work behavior (Akram et al., 2019; Rafique et al., 2022; Saether, 2019; Vhalery et al., 2024).

Servant leadership is a variable that significantly contributes to innovative work behavior. This is supported by the findings that servant leadership contributes 42.6% to innovative work behavior, while knowledge sharing contributes 51.3% (Vhalery et al., 2024). Leaders who apply a servant leadership style make their subordinates feel more relaxed and cared for. Leaders and subordinates also become more closely intertwined, thereby triggering creativity and innovation at work (Li et al., 2021). These results show that servant leadership can be a good predictor of innovative work behavior variables.

Knowledge sharing is a variable that can be a predictor or mediating variable for innovative work behavior (Rafique et al., 2022). Knowledge sharing is a process of social interaction that establishes opportunities to share experiences and fosters informal relationships by providing facilities to observe, listen, and imitate best practices, all of which is strengthened by trust between individuals (Elrehail, 2018). Individuals in an organization who share knowledge will always gain new information and insights for themselves. This will contribute to increasing innovative behavior at work. The more often individuals share knowledge, the more ideas and innovations they will have in their work (Asurakkody & Kim, 2020). So sharing knowledge by individuals can be a contributor to increasing innovative work behavior. However, a limitation of the research results is that they have not utilized moderating variables to enhance the contribution of servant leadership and knowledge-sharing variables to innovative work behavior.

The novelty of this research lies in using the work engagement variable as a moderating factor to enhance the influence of servant leadership and knowledge sharing on innovative work behavior. Work engagement refers to the relationship between employees and their work. If the relationship is strong, then work engagement is high, and conversely, if the relationship between employees is weak, then work engagement is low (Bakker & Leiter, 2010). So work engagement is predicted to strengthen the influence of servant leadership and knowledge sharing on innovative work behavior. This research aims to determine whether work engagement can moderate the relationship between servant

leadership and knowledge sharing, as well as their impact on the innovative work behavior of high school teachers.

METHOD

The research employs a quantitative approach, utilizing survey methods (Boeren, 2018). The survey was conducted among 158 teachers from 17 high schools, comprising nine public schools and eight private schools, in West Java, Indonesia. The characteristics of the respondents, based on gender, were as follows: 105 teachers (66.5%) were female, and 53 teachers (33.5%) were male. Among them, 80 teachers (50.6%) had more than 15 years of experience, 27 teachers (17.1%) had 10-15 years of experience, 14 teachers (8.9%) had 5-10 years of experience, 24 teachers (15.2%) had less than two years of experience and 13 teachers (8.2%) have less than 2 years of experience. The certification status of respondents in this study was as follows: 101 (63.9%) are certified, and 57 (36.1%) are not certified. The respondents in this study had the following educational backgrounds: 125 (79.1%) with a bachelor's degree, 31 (19.6%) with a master's degree, 1 (0.6%) with a doctoral degree, and 1 (0.6%) with a diploma.

The sampling technique employed was simple random sampling, where the researcher distributed questionnaires randomly to teachers from the five schools. The research instrument consisted of a questionnaire, which was distributed to respondents via Google Forms. The questionnaire uses a Likert scale with 5 (five) answer choices developed from each variable dimension. Innovative work behavior has the dimensions of exploration, generation, championing, and implementation of ideas (Srirahayu et al., 2023).

The knowledge-sharing variable encompasses dimensions such as social interaction, experience sharing, informal relationships, observation, and mutual trust (Panahi et al., 2013). The servant leadership variable encompasses dimensions such as altruistic calling, emotional healing, wisdom, persuasive mapping, organizational stewardship, humility, vision, and service (Eva et al., 2019). The research was conducted to determine whether work engagement can moderate the relationship between servant leadership and knowledge sharing in innovative work behavior. The conceptual framework is illustrated in Figure 1.

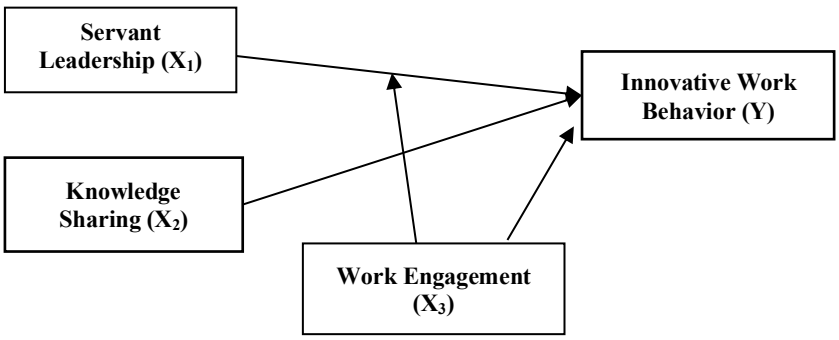


Figure 1. Research Conceptual Framework

The data analysis technique employs path analysis, which involves the following stages: partial regression analysis of servant leadership and knowledge-sharing variables on innovative work behavior. Then, a regression analysis was conducted using the work engagement variable as a moderating factor for the relationship between servant leadership and knowledge sharing on innovative work behavior. Next, the regression contribution values between direct and indirect influences were compared to determine whether work engagement can moderate the relationship between servant leadership and knowledge sharing on innovative work behavior. To answer the

research question of whether work engagement can moderate the relationship between servant leadership and knowledge sharing on teachers' innovative work behavior in high school.

RESULTS AND DISCUSSION

The calculation process begins with multiple regression analysis to determine simultaneously the influence of servant leadership and knowledge sharing on teachers' innovative work behavior. In this first stage, the correlation coefficient and determination of servant leadership and joint knowledge sharing on innovative work behavior were calculated. The calculation results are presented in Table 1.

Table 1. Calculation of Correlation and Determination Coefficients

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.770[a]	.593	.588	3.36471
a. Predictors: (Constant), X_2, X_1				

Based on Table 1, the correlation coefficient value is 0.77, indicating a strong correlation. The coefficient of determination value is 0.588, which means that 58.8% of innovative work behavior is jointly influenced by servant leadership and knowledge sharing. However, the significance of the correlation and determination coefficients needs to be tested to prove whether servant leadership and knowledge sharing have a significant influence on teachers' innovative work behavior. The results of the significance test calculations are presented in Table 2.

Table 2. Results of Significance Test

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	2559.809	2	1279.904	113.053	.000[b]
	Residual	1754.799	155	11.321		
	Total	4314.608	157			
a. Dependent Variable: Y						
b. Predictors: (Constant), X_2, X_1						

Based on Table 2, if the sig value is 0.000, which means it is smaller than 0.05, then both servant leadership and knowledge sharing have a significant influence on teachers' innovative work behavior simultaneously. This result aligns with the findings of previous research, which indicated that servant leadership and knowledge sharing are triggers for increasing innovative work behavior (Dayanti & Yulianti, 2023). Teachers who exhibit high servant leadership consistently strive to provide the best service to others and their colleagues (Rodriguez, 2014). Therefore, they always try new things or innovate to provide the best service. This is supported by teachers sharing knowledge with other teachers. Teachers gain new knowledge and information, which they use to formulate solutions or develop new approaches to enhance innovation in the teaching and learning process (Hou et al., 2009).

The next step is to calculate the partial significance of the influence of servant leadership on innovative work behavior and the influence of knowledge sharing on innovative work behavior. Calculations were conducted to determine whether Servant Leadership (SL) and Knowledge Sharing (KS) separately and significantly influenced teachers' innovative work behavior. The results are presented in Table 3.

Table 3. Partial significance test results

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
1(Constant)	6.588	2.875		2.292	.023
SL	.465	.075	.440	6.210	.000
KS	.464	.083	.398	5.620	.000

a. Dependent Variable: Y

Based on Table 3, the sig value for servant leadership on innovative work behavior is 0.000. The sig value for the influence of knowledge sharing is 0.000. This means that the partial influence of servant leadership and knowledge sharing on innovative work behavior is significant. These results are consistent with research findings that conclude sharing knowledge has a significant impact on innovative work behavior (Asurakkody & Kim, 2020). The results of other research also state that servant leadership has a significant influence on innovative work behavior (Vhalery et al., 2024). Teachers who adopt a servant leadership style possess a clear vision and a commitment to serving others. This will prompt the individual to explore new ideas and help realize a leader's vision (Tropello & DeFazio, 2014). Meanwhile, teachers who consistently share knowledge with colleagues will gain new ideas, inspiration, information, and insights that can enhance their innovative work behavior (Lin et al., 2008). Innovative work behavior can be enhanced through the implementation of servant leadership and knowledge-sharing practices by teachers in schools.

The calculation was continued with regression analysis using the work engagement variable as a moderating variable for servant leadership and knowledge sharing on innovative work behavior. This is based on the flow of data analysis to determine how work engagement moderates servant leadership and sharing knowledge towards innovative work behavior. The calculation results begin by examining the significance of servant leadership and knowledge sharing on innovative work behavior, which is moderated by work engagement. The results are presented in Table 4.

Table 4. Simultaneous Significance Test After Being Moderated by Work Engagement

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2669.612	5	533.922	49.335	.000[b]
	Residual	1644.996	152	10.822		
	Total	4314.608	157			

a. Dependent Variable: Y

b. Predictors: (Constant), X_2M, X_1, X_3, X_2, X_1M

Based on Table 4, the sig value is 0.000, which means it is smaller than 0.05. This means that work engagement can significantly moderate the influence of servant leadership and joint knowledge sharing on teachers' innovative work behavior. Work engagement refers to an employee's relationship with their work, which can be positive or negative. If it is positive, employees will be happy to work, loyal, and willing to work overtime. However, on the other hand, if it is negative, it means that the employee is not happy and loyal (Tims et al., 2011).

Individuals who have a strong desire to make a positive change in the lives of others and strive to meet the needs of their subordinates will struggle to achieve this if they do not have a positive relationship with their work (Johnson, 2022). Individuals always seek new ideas and implement them

to create innovative work behaviors. This positive or negative work relationship that an individual has is one of the dimensions of work engagement (Mäkinen, 2013). If the relationship between employees and their work is positive, it can strengthen the altruistic calling of individuals, which is one of the dimensions of servant leadership. On the other hand, if the relationship between employees and their work is negative, it will weaken servant leadership toward innovative work behavior (Pukkeeree et al., 2020).

The same phenomenon occurs with the knowledge sharing variable in relation to innovative work behavior, which is moderated by work engagement. Sharing knowledge within organizations is achieved by providing and disseminating knowledge, ideas, experiences, or skills from individuals, departments, organizations, agencies, or companies to create a basis for cooperation (Ahmad & Barner-Rasmussen, 2019). Employees will not carry out knowledge-sharing activities if they are not based on a positive relationship between employees and their work. Employees who have positive relationships with their colleagues are more willing and happy to share knowledge in pursuit of common goals (Lee et al., 2019). This is similar to teachers at school. Teachers who have a positive relationship with their work in teaching are usually active in sharing knowledge in formal or non-formal forums among the practitioner community (Tseng & Kuo, 2014).

The next step is to calculate the partial level of significance of the influence of servant leadership on innovative work behavior and the influence of knowledge sharing on innovative work behavior, which is moderated by work engagement. This calculation stage is carried out if simultaneously work engagement is proven to significantly moderate servant leadership and knowledge sharing in innovative work behavior, but it is not certain that it will have the same results to a lesser extent. The calculation results are presented in Table 5.

Table 5. Partial Significance Test After Being Moderated by Work Engagement

Coefficients[a]					
	Unstandardized Coefficients		**Standardized Coefficients**		
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1(Constant)	27.981	21.196		1.320	.189
X_1	-1.905	.750	-1.802	-2.540	.012
X_2	2.867	.895	2.457	3.202	.002
X_3	-.443	.400	-.464	-1.108	.270
X_1M	.045	.014	4.302	3.154	.002
X_2M	-.045	.016	-3.603	-2.736	.007
Dependent Variable: Y					

Based on Table 5, the significance value of the interaction variable between servant leadership (X_1) and work engagement (X_3) is 0.002, which means it is smaller than 0.05. This proves that work engagement (X_3) can moderate the influence of servant leadership (X_1) on innovative work behavior (Y). Furthermore, the significance value of the interaction variable between knowledge sharing (X_2) and work engagement (X_3) is 0.007, which is smaller than 0.05; thus, work engagement (X_3) is proven to significantly moderate the influence of knowledge sharing on innovative work behavior. Previous research results indicate that knowledge sharing can moderate the impact of transformational leadership on innovative work behavior (Saif et al., 2024). However, the results of this research show that servant leadership can be moderated by work engagement in innovative work behavior. Apart from that, knowledge sharing is usually a moderating variable of one of the leadership styles on innovative work behavior, but can also be an independent variable or predictor of innovative work

behavior (Khan et al., 2023). These results are new findings that build upon previous theories regarding work engagement and innovative work behavior. Next, the magnitude of the contribution of work engagement in moderating the relationship between servant leadership and sharing knowledge on innovative work behavior is presented in Table 6.

Table 6. The Coefficient of Determination of Servant Leadership and Knowledge Sharing on Innovative Work Behavior After Being Moderated by Work Engagement

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.787[a]	.619	.606	3.28973

a. Predictors: (Constant), X2M, X1, X3, X2, X1M

Based on Table 6, the correlation value is 0.787, which means strong, and the coefficient of determination value is 0.606, which means that the magnitude of the influence of Servant leadership (X_1) and knowledge sharing (X_2) on innovative work behavior (Y) after being moderated by Work Engagement is 60.60%. Compared with the correlation calculation results from Table 1, the correlation value before moderation by work engagement was 0.770, and after moderation, it increased to 0.787, resulting in a 0.017 increase. Meanwhile, the increase in the coefficient of determination after being moderated by work engagement was 1.8%. These results were obtained by subtracting the coefficient of determination before moderation, namely 58.8%, from the coefficient of determination after moderation, which was 60.6%.

CONCLUSION

Based on these results and discussion, it can be concluded that work engagement can moderate the effects of servant leadership and knowledge sharing on innovative work behavior, both partially and simultaneously. If a teacher feels connected to their work, they can improve servant leadership and share knowledge to foster innovative work behavior. The results of this research have implications for school principals on how to increase teacher work engagement through training or supervision, which warrants further investigation. The results of this research contribute to the development of an innovative work behavior theory, suggesting that the influence of servant leadership and knowledge sharing can be strengthened when moderated by work engagement. A limitation of this research is that it was conducted only on teachers in West Java. The results may differ if samples from other regional teachers are used, providing a basis for further research.

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