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## *Investigating The Role of Organizational Culture and Knowledge Sharing on Teacher Innovation Capability*

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**Abstract** *This study aims to measure the influence of organizational culture on teacher innovation capability in Indonesia mediated by tacit and explicit knowledge sharing. Data collection was carried out by simple random sampling via electronic to a population of teachers in Banten The returned and valid questionnaire results were 800 samples. Data processing using SEM method with SmartPLS 3.0 software. The results of this study are organizational culture has a positive and significant effect on teacher innovation capability, both directly and through mediating tacit knowledge sharing. Organizational culture has a positive and significant effect on explicit knowledge sharing. While explicit knowledge sharing has not significant effect on teacher innovation capability. This novel research is proposing a model to build teacher innovation capability among teachers through organizational culture with tacit & explicit knowledge sharing as mediation. This research can pave the way to improve teacher readiness in facing the era of education 4.0.*

**Keywords:** *Education 4.0, explicit knowledge, teacher innovation capability, knowledge management, organizational culture, tacit knowledge*

### INTRODUCTION

The new challenges currently affecting education are the dramatic changes that come from industrial revolution 4.0. This industrial revolution requires quality human resources that are more qualified, agile, adaptive and responsive to rapid changes. The world of education is facing rapid economic, social, political and technological changes. Therefore, schools must be flexible to be able to adapt to changing situations and contexts. Schools and other educational institutions need an environment that continues to grow positively and is conducive to global human resource competition. Therefore, it cannot be denied that schools need synergy between teachers and a work environment that is capable of continuous improvement in innovation and performance. The point is that in this knowledge economy era, a knowledge society has emerged that requires innovation and flexibility as energy to survive competition. Therefore, the strategic development of educational institutions in the future is to increase knowledge resources, especially teachers, which opens up space for innovation and growth.

To ensure that educational institutions, especially schools, can be competitive and adaptive, teachers need to be directed and involved in improving school performance. Teachers must be empowered and empowering. As a result, schools must become a true organizational culture. Organizational culture that empowers teachers as one of the main elements of school transformation, as well as teachers as instruments of civilization. The form of a school as an organizational culture is very important for educational institutions that operate in an environment with rapid and unpredictable change. So that speed of response to change is an absolute requirement to produce human resources, competitive students and win global human resource competition.

The knowledge of individual teachers and schools becomes intellectual capital which quickly becomes a new icon that describes the economic value of a school. This is a new paradigm adapted from industrial revolution



# PROFESOR

Professional Education Studies and Operations Research  
An International Journal

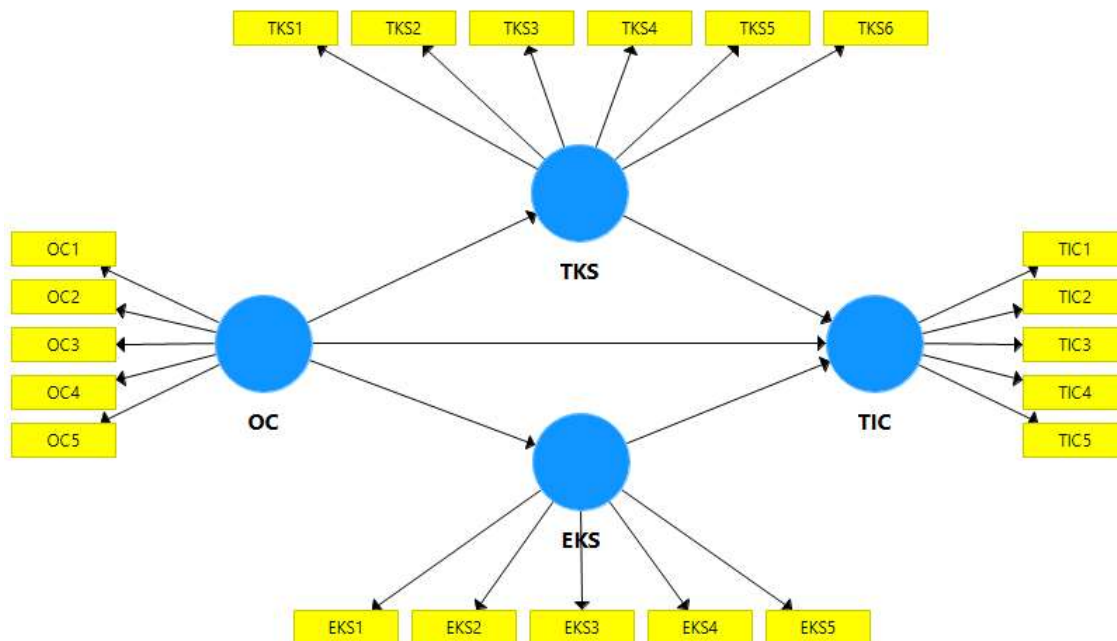
Vol. 1 No. 2 ( Dec 2024) <https://www.journal-profesor.org>

4.0. Dependence on traditional productive assets such as buildings, structures, land and other tangible assets is no longer the main investment contribution for the future. Productive and sustainable assets in the future are intangible assets in the form of knowledge inherent in teachers. This research seeks to understand the influence of the learning process and knowledge sharing (tacit and explicit knowledge) of teachers in Indonesia which is associated with increasing their teacher innovation capability.

## I. METHOD

The method used in this research is a quantitative method with a correlational research approach. Data was collected by distributing questionnaires to all school teachers in Indonesia whose numbers had not yet been measured. The questionnaire was designed to be closed except for questions/statements regarding the respondent's identity which were in the form of a semi-open questionnaire. Each closed question/statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, disagree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. The method for processing data is PLS and uses SmartPLS software version 3.0 as the tool. Based on the problem formulation, theoretical study, and conceptual framework of the research hypothesis as follows:

- H1: Organizational culture has a direct effect on teacher innovation capability
- H2: Organizational culture has a direct effect on tacit knowledge
- H3: Organizational culture has a direct effect on explicit knowledge
- H4: Tacit knowledge has a direct effect on teacher innovation capability
- H5: Explicit knowledge has a direct effect on teacher innovation capability
- H6: Organizational culture has an indirect effect on teacher innovation capability through the mediation of tacit knowledge
- H7: Organizational culture has an indirect effect on teacher innovation capability through the mediation of explicit knowledge





# PROFESOR

Professional Education Studies and Operations Research  
An International Journal

Vol. 1 No. 2 ( Dec 2024) <https://www.journal-profesor.org>

Fig 1. Research Model

## II. RESULT AND DISCUSSION

Table 1. Hypothesis Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	OC -> TIC	0.393	0.054	8.555	0.000	Supported
H2	OC -> TKS	0.503	0.049	11.644	0.000	Supported
H3	OC -> EKS	0.648	0.035	20.872	0.000	Supported
H4	TKS -> TIC	0.296	0.037	6.327	0.000	Supported
H5	EKS -> TIC	-0.043	0.047	0.794	0.427	Not Supported
H6	OC -> TKS -> TIC	0.149	0.030	5.542	0.000	Supported
H7	OC -> EKS -> TIC	-0.028	0.018	0.789	0.430	Not Supported

Based on the research results, it can be concluded that organizational culture has a positive and significant influence on teacher innovation capability. Both directly and through tacit knowledge sharing mediation. This means that the more positive the organizational culture in the school, the more conducive the teacher innovation capability of individual teachers at school educational institutions will be. Strengthening teacher innovation capability is conditioned by tacit knowledge sharing. This finding is in line with previous research on business organizations, namely Perez-Luno et al (2018), Terhorst et al (2018), Boadu et al (2018), Che et al (2019). In contrast to the above, explicit knowledge sharing does not have a significant effect on teacher innovation capability, so it is automatically unable to act as a mediator between organizational culture and teacher innovation capability.

Based on the conclusions of this research, the management of school educational institutions needs to build maximum involvement of all teachers to carry out knowledge sharing both in the form of tacit knowledge and explicit knowledge. Teacher training in every part of the school is a necessity with the level of intensity, content and context adjusted to each teacher's key performance indicators. In essence, team learning behavior created in the school environment will be a driver of teacher innovation (Widmann & Mulder, 2018).



# PROFESOR

**Professional Education Studies and Operations Research**  
An International Journal

Vol. 1 No. 2 ( Dec 2024) <https://www.journal-profesor.org>

The process of sharing knowledge to build teacher innovation capability in school educational institutions should not only be limited to internal school processes. However, school management needs to expand the process of building this innovation through efforts to absorb, articulate, utilize and manage knowledge sourced from external school partners such as parents, government, community and other educational institutions. School management can activate learning from others when assigning teachers to attend training, seminars, workshops, visits to other schools, meeting with school committees and other strategic partners. Because external knowledge, such as that which comes from trainers, coaches, parents, government, society and other educational institutions supports the teacher innovation capability of school educational institutions. Apart from that, commitment to learning and seriousness in being involved in managing the learning environment are things that need to be considered. Because school educational institutions can become an organizational culture when the entire community of school educational institutions feel they enjoy this learning process. The learning process becomes a school culture that encourages innovation (Asbari, Santoso & Purwanto, 2019). The key factors of organizational culture are trust, open communication, high involvement, industry challenges, and a creative work atmosphere. The task of school management is to facilitate the fulfillment of these key factors.

### III. CONCLUSION

In order to add to the role of tacit and explicit knowledge sharing as predictors of teacher innovation capability, schools need to provide autonomy and breadth to share knowledge with teachers. Therefore, schools need to create an organizational culture as a positive environment that stimulates the competence and engagement of individual teachers in school educational institutions. In fact, knowledge management will run effectively in school educational institutions if the individual performance of each teacher is in good condition. Researchers continue to study knowledge as an important school resource. It can be said that knowledge sharing, both tacit and explicit knowledge, can improve school performance significantly. Organizational culture transforms individual knowledge into school knowledge. This research concludes that organizational culture acts as a catalyst for the knowledge sharing process between teachers in schools. This knowledge sharing culture is crucial in the current development of the knowledge society. Because in reality, teachers are the ones who have the obligation to prepare their students to learn and work in this knowledge society.

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Vol. 1 No. 2 ( Dec 2024) <https://www.journal-profesor.org>

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