



THE INFLUENCE OF LEARNING ORGANIZATION AND KNOWLEDGE MANAGEMENT ON STUDENT LEARNING INNOVATION WITH LEARNING CREATIVITY AS A MEDIATING VARIABLE IN ISLAMIC RELIGIOUS HIGHER EDUCATION INSTITUTIONS IN KUBU RAYA

Fathur Rohman¹, Munirul Abidin²

^{1, 2} Universitas Islam Maulana Malik Ibrahim Malang, Indonesia

Email: fathur230320@gmail.com



DOI: <https://doi.org/10.34125/jmp.v11i1.1335>

Sections Info

Article history:

Submitted: 13 January 2026
 Final Revised: 24 January 2026
 Accepted: 10 February 2026
 Published: 22 February 2026

Keywords:

Learning Organization
 knowledge management
 Learning Creativity
 Learning Innovation



ABSTRACT

This study analyzes the influence of learning organization and knowledge management on student learning innovation with learning creativity as a mediating variable at PTKI Kubu Raya Regency. Referring to the Theory of Planned Behavior (Ajzen, 1991), the study was conducted using an associative quantitative approach with PLS-SEM analysis through SmartPLS version 4. Data were obtained from 50-100 active students using a five-point Likert questionnaire. The results show that knowledge management has a significant positive effect on learning creativity ($\beta = 0.939$), while learning organization has a weak negative effect ($\beta = -0.004$). Learning creativity acts as a strong mediator of learning innovation ($\beta = 0.875$), with an R-square value of 0.788 indicating a high explanatory ability of the model. These results emphasize that the effectiveness of knowledge management and strengthening creativity are key factors in increasing student learning innovation, while strengthening the learning organization culture still needs to be improved through transformational leadership and appreciation of creative ideas.

ABSTRAK

Penelitian ini menganalisis pengaruh learning organization dan manajemen pengetahuan terhadap inovasi belajar mahasiswa dengan kreativitas belajar sebagai variabel mediasi di PTKI Kabupaten Kubu Raya. Mengacu pada Theory of Planned Behavior (Ajzen, 1991), penelitian dilakukan menggunakan pendekatan kuantitatif asosiatif dengan analisis PLS-SEM melalui SmartPLS versi 4. Data diperoleh dari 100-200 mahasiswa aktif menggunakan kuesioner Likert lima poin. Hasil menunjukkan bahwa manajemen pengetahuan berpengaruh positif signifikan terhadap kreativitas belajar ($\beta = 0,939$), sedangkan learning organization berpengaruh negatif lemah ($\beta = -0,004$). Kreativitas belajar berperan sebagai mediator kuat terhadap inovasi belajar ($\beta = 0,875$), dengan nilai R-square 0,788 yang menunjukkan kemampuan penjelasan model yang tinggi. Hasil ini menggarisbawahi bahwa efektivitas manajemen pengetahuan dan penguatan kreativitas merupakan faktor kunci peningkatan inovasi belajar mahasiswa, sementara penguatan budaya organisasi pembelajar masih perlu ditingkatkan melalui kepemimpinan transformasional dan apresiasi terhadap ide kreatif.

Kata kunci: Learning Organization, Manajemen Pengetahuan, Kreativitas Belajar, Inovasi Belajar.

INTRODACTION

The development of the era of disruption and the Industrial Revolution 5.0 requires the world of education, including Islamic Higher Education Institutions (PTKI), to adapt quickly. PTKIs such as UIN, IAIN, and STAIN are expected not only to produce graduates who are competent in the field of Islam but also those who have the ability to think creatively and innovatively in facing increasingly complex social challenges. However, in practice, many PTKIs still carry out learning processes that are oriented towards one-way knowledge delivery and have not fully encouraged the emergence of a culture of innovation among the academic community (Soto-Acosta, Cegarra-Navarro, and Garcia-Perez 2020). This phenomenon shows a mismatch between educational output and the actual needs of the world of work and contemporary society. Based on the latest survey data, even though the Kampus Merdeka program has been widely adopted, only about 30% of students show high learning independence, while the majority are still at a moderate to low level. Thus, institutional strategies are needed to strengthen the culture of innovation in order to respond to existing challenges (Rahmatika, Widyaningsih, and Sari 2025). Therefore, student learning innovation is the main keyword, which is characterized by their ability to produce new methods, products, or ideas in the learning process, both individually and collaboratively.

Learning Organization shows the extent to which an institution is able to build a learning environment that encourages its members, including students, to continuously develop themselves through learning, reflection, knowledge sharing, and cooperation. When this concept is applied in educational institutions, a learning atmosphere is created that supports creativity and innovation. (Menengah and Negeri 2024). Learning Organization refers to the efforts of institutions to build a learning atmosphere that provides space for reflection, testing ideas, and continuous development of members' abilities. In higher education, this situation provides opportunities for students to try out various new ideas and learning approaches while developing learning strategies that are more in line with academic demands and developments in the digital era.

This approach stems from the understanding that knowledge is a strategic asset that drives learning, adaptation, and innovation. states that knowledge management involves the process of generating new knowledge through the relationship between tacit and explicit knowledge, which continues throughout the learning process. Knowledge management performs the function of linking formal information sources with practical learning experiences. With knowledge management, students can access academic materials systematically, increase their understanding through dialogue with lecturers and fellow students, and utilize knowledge sources such as scientific journals, institutional repositories, and digital learning media (Indonesia et al. 2021). The role of knowledge management is also significant in encouraging creativity and learning innovation. Good knowledge management has a positive relationship with student creativity in formulating new learning approaches (Peters and Romero 2019). When a knowledge management system is implemented properly, students have the opportunity not only to access information but also to process it, critically analyze it, and utilize it in formulating creative academic solutions.

Various factors contribute significantly to enhancing student learning innovation, one of which is *the learning organization*, which is crucial in building student learning innovation, as explained by Chughtai and Khalid, who emphasize that *the learning organization* has a positive and significant influence on individual innovative behavior, with *creative self-efficacy* acting as a mediating variable that strengthens this relationship (Chughtai and Khalid 2023). Meanwhile, research by Eddy Madiono Sutanto found that organizational *learning capability*

has a significant effect on organizational innovatio. (Sutanto 2017). Keinänen's study shows that student learning innovation is one of the fundamental aspects in improving the quality of higher education (Keinänen & Kairisto-Mertanen, 2019). This statement is relevant to the findings of Abid & Sharma that educational institutions oriented towards an innovative *learning environment* have great potential to shape innovative student character (Bhuttah et al. 2024).

In an effort to understand learning innovation more comprehensively, the researchers applied the *Theory of Planned Behavior* (TPB) introduced by Ajzen. According to this theory, students' motivation to innovate in learning activities arises from their views on the value and benefits of innovation (attitude), social support from lecturers and peers (subjective norm), and their perceptions of their abilities and access to the resources needed to innovate (*perceived behavioral control*). (Ajzen 1991)

Based on the *Theory of Planned Behavior* (TPB) developed by Ajzen (1991), individual behavior, including in the context of student learning innovation, is influenced by intentions formed from attitudes towards behavior, subjective norms, and perceived behavioral control. (Ajzen 1991) In a different context, Senge's research shows that institutions that apply the principles of *learning organizations* are able to create an environment conducive to continuous learning and innovation. These results are reinforced by a study by Farida et al., which found that an organizational culture that is responsive to change contributes significantly to increasing student learning innovation in religious universities (Patimah et al. 2023) On the other hand, research by Nonaka and Takeuchi highlights the importance of effective knowledge management through knowledge sharing, learning documentation, and continuous reflection in encouraging student creativity and academic innovation (Nonaka and Takeuchi 2007)

In the field of education, knowledge management is a strategic element that plays an important role in encouraging learning innovation, as explained by Mulyono et al., showing that the application of knowledge management activities has a positive impact on the business innovation capabilities of HIPMI PT students in Semarang City (Mulyono, Jaenudin, and Widodo 2021) Furthermore, a study conducted by Hammami and Bouzguenda identified that knowledge creation as a key component of knowledge management has a significant influence on innovation, where creativity acts as a mediating variable (Hammami and Bouzguenda 2023).

Islamic universities in Kubu Raya Regency as educational institutions also face similar challenges. This study combines three concepts: Learning Organization, Knowledge Management, and Learning Creativity to explain how these three influence Learning Innovation. Previous literature tends to study Learning Organization, Knowledge Management, creativity, and innovation separately, so the picture of the relationship between the components is still incomplete. The use of creativity as a mediating variable has not been widely used in research in higher education. No studies have been found that examine these four variables simultaneously in Islamic Higher Education Institutions in the Kubu Raya region. This is the reason for the importance of this study.

Studies on learning organizations, knowledge management, creativity, and innovation have been conducted extensively, but most of them discuss these variables separately. In the context of PTKI in the era of disruption and the Industrial Revolution 5.0, the integration of these four aspects has rarely been studied comprehensively. Data presented by (Sari et al. 2022), shows that only about 30 percent of students demonstrate a high level of learning independence, even though the Kampus Merdeka program has been implemented on a

massive scale. This fact reveals a discrepancy between progressive policy direction and the reality of learning implementation in higher education.

Theoretically, the Theory of Planned Behavior (Ajzen 1991), asserts that innovative behavior is influenced by attitude, subjective norms, and perceived behavioral control. However, there has not been much empirical research that integrates the three organizational variables (learning organization and knowledge management) with psychological factors (learning creativity) into a comprehensive structural model in the context of PTKI.

In addition, reports from UNESCO (2021) and the World Economic Forum (2023) emphasize that creativity, problem solving, and innovation mindset are key competencies for the 21st century. However, in practice, religious-based educational institutions still face challenges in building an adaptive and knowledge-based organizational culture.

A *learning organization* is an environment that fosters a culture of continuous learning, where each individual and group actively develops themselves, shares knowledge, and adapts to change. Peter Senge states that learning organizations have characteristics such as a shared vision, group learning, systemic thinking, and openness to new ideas, (Senge 1990) In education, this concept creates an atmosphere that stimulates experimentation and critical thinking. Based on Ajzen's *Theory of Planned Behavior*, *learning organizations* play a role in building positive attitudes towards innovation, forming social norms that support change, and strengthening confidence to innovate, (Ajzen 1991)

Learning creativity plays a mediating role between learning organizations and learning innovation. An open learning environment provides space for learners to develop fresh and useful ideas, thereby building positive attitudes towards change and increasing confidence in implementing it. Creativity acts as a psychological bridge that transforms organizational support into innovative actions. This is in line with the findings of Han and Park, who assert that a strong learning culture contributes to increased creativity and ultimately leads to innovative behavior (Feng et al. 2020)

Learning innovation arises from a combination of a learning organization culture and individual creativity. Based on *the Theory of Planned Behavior* (TPB) framework, the intention to innovate is formed when individuals have a positive attitude, social support, and a strong sense of self-control over innovative actions (Ajzen 1991). A supportive learning environment can strengthen these three elements, while learning creativity plays a role in realizing them into real innovations through the development of learning methods, media, or strategies. Therefore, learning organizations have a positive influence on learning innovation, and this influence increases when mediated by learning creativity.

H1: The Effect of *Learning Organizations* on Learning Innovation with the Mediation of Learning Creativity.

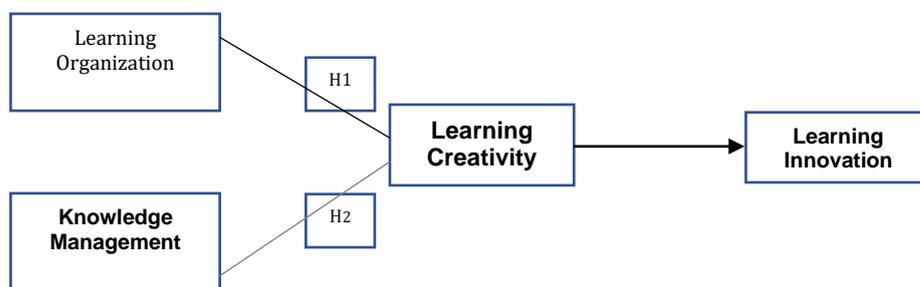
Knowledge management is a structured process that includes the creation, storage, sharingz and application of information within an organization to improve learning effectiveness and performance. In the field of education, the application of knowledge management is an important foundation for the formation of a collaborative culture and the exchange of ideas between students and educators, which ultimately encourages innovation in the learning process. Based on Ajzen's *Theory of Planned Behavior*, knowledge management influences three main aspects of behavior, namely attitudes towards learning innovation through positive views on knowledge development, subjective norms through a culture of information sharing that supports renewal, and perceived behavioral control through increased individual confidence in managing and implementing creative ideas in learning.(Ajzen, 1991)

Learning creativity plays an important role as an intermediary in the relationship between knowledge management and learning innovation. When educators and learners have access to extensive knowledge and an environment that supports information exchange, they are encouraged to think more openly, combine new ideas, and formulate creative solutions to learning problems. This creativity then becomes a force that strengthens the intention to innovate, as explained in *the Theory of Planned Behavior*, which states that positive attitudes, social support, and self-confidence shape behavioral intentions that lead to innovation (Therefore, knowledge management acts as a catalyst that fosters creativity and spurs the birth of learning innovation.

Learning innovation is essentially the tangible result of creativity that grows through the practice of knowledge management. When the educational environment provides broad access to information and supports collaboration, learners are encouraged to apply creative ideas to new learning methods, technology utilization, and more effective teaching strategies. Based on the *Theory of Planned Behavior* framework, knowledge management contributes to shaping the intention to innovate through the strengthening of positive attitudes, social support that fosters a creative culture, and confidence in managing ideas (Ajzen 1991) Thus, learning creativity acts as an important link that transforms knowledge into sustainable innovation.

H2: The Effect of Knowledge Management on Learning Innovation with Learning Creativity as a Mediator.

Based on the above discussion, this study aims to examine the influence of learning organizations and knowledge management on student learning innovation with learning creativity as a mediating variable in the environment.



RESEARCH METHOD

This study applies an associative quantitative approach that aims to analyze the influence of *Learning Organization* (X) and *Knowledge Management* (X) on *Student Learning Innovation* (Y) with *Learning Creativity* (Z) as a mediating variable. This approach was chosen because it is oriented towards testing the relationship between variables empirically through numerical data and statistical analysis using the SmartPls4 program. The research population included all students of Islamic Higher Education Institutions (PTKI) in Kubu Raya Regency, while purposive sampling was used to determine the sample with the criteria of active students who had participated in innovation-based learning activities. (Hair 2014) The number of respondents was set at between 100 and 150 people to maintain the statistical strength of the analysis results.

The instrument used in this study was a questionnaire with a 1–5 Likert scale to assess four main variables, namely Learning Organization, Knowledge Management, Learning Creativity, and Student Learning Innovation. Each variable, Learning Organization,

emphasized learning culture, cooperation, and reflection processes in its indicators, with 8 questions. Knowledge Management indicators cover activities of creating, storing, sharing, and utilizing knowledge in a college environment, with 8 questions. Learning Creativity as a mediating variable indicator assesses students' ability to generate new ideas, adjust learning strategies, and find alternative solutions to problems, with 9 questions. Learning Innovation has 4 indicators, describing students' ability to develop new ways of learning and adapt to learning technologies. There are 9 questions in this indicator. This questionnaire is used to capture students' measurable perceptions of the relationship between learning organization culture, knowledge management, creativity, and the level of learning innovation at Islamic Higher Education Institutions in Kubu Raya Regency.

The data analysis process was conducted using the SmartPls4 program through several testing stages. Instrument validity was tested using the *Corrected Item-Total Correlation* method with a requirement that the *r* value be greater than 0.3, while reliability was measured using *Cronbach's Alpha* with a minimum limit of 0.7. Next, classical assumption tests were conducted, including normality tests using the *Kolmogorov-Smirnov* or *Shapiro-Wilk* methods, multicollinearity tests with *Tolerance* criteria above 0.1 and *VIF* below 10, and heteroscedasticity tests using the *Glejser Test*. The relationship between variables was analyzed using multiple linear regression to identify direct effects, namely the first model tested the effect of X_1 and X_2 on Z , while the second model tested the effect of X_1 , X_2 , and Z on Y , (Hayes, 2017) The analysis was conducted to determine whether *Learning Creativity* mediates the relationship between *Learning Organization* and *Knowledge Management* with *Student Learning Innovation*. Decisions were made based on a Sig (Zhang, Sun, and Liu 2022). value of less than 0.05, which indicates a significant effect, and an R^2 value that describes the strength of the regression model. The research results are expected to show that *Learning Organization* and *Knowledge Management* have a real influence on *Student Learning Innovation*, both directly and through *Learning Creativity* as a partial or full mediating variable.

RESEARCH RESULTS

Validity and Reliability Test

The PLS structural analysis model testing process was carried out with the help of the SmartPLS program. The main steps in the Partial Least Square method include designing a structural model or inner model and a measurement model or outer model.

The results listed in Table 1 describe the reliability and validity testing of the research constructs in more detail. The table contains Cronbach's alpha values, composite reliability(CR), and average variance extracted (AVE). For the Learning Innovation construct, Cronbach's alpha was 0.970 and CR was 0.975, indicating that internal reliability was at a very good level. In addition, the AVE value of 0.810 shows that the proportion of variance explained by the indicators has met the commonly used convergent validity standard, which is a minimum of 0.5.

Tabel 1 Hasil Uji Validitas dan Realibitas

	Cronbach's reliability alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Learning Innovation	0.97	0.972	0.975	0.810
Learning Creativity	0.934	0.947	0.947	0.721

Learning Organization	0.929	0.954	0.942	0.699
Knowledge Management	0.950	0.960	0.959	0.772

Source: *SmartPLS program*

Based on the table above, through measurement (outer loading), the variables meet the criteria (rule of thumb) and are therefore declared valid. However, three invalid indicators were found, consisting of variables X1.8 and X2.4. Thus, there are two invalid variables in X. Variables Z consist of Z.1 and Z.9, so there are two invalid variables in Z. Then, to correct these variables so that they meet the specified criteria, 4 indicators were removed and not included in the next test with the aim of increasing the measurement score of the model (outer loading) for each item and the construct reliability score.

Below are the results of the second or final structural validity test, where invalid indicators were not included in the testing using the SmartPLS4 program, as shown in the figure below:

Tabel 2. Measurement items fitness statistics

	Learning Innovation	Learning Creativity	Lerning Organization	Knowledge Management
X1.1			0.929	
X1.2			0.865	
X1.3			0.776	
X1.4			0.793	
X1.5			0.762	
X1.6			0.827	
X1.7			0.886	
X2.1				0.914
X2.2				0.752
X2.3				0.941
X2.5				0.895
X2.6				0.761
X2.7				0.924
X2.8				0.939
Y.1	0.885			
Y.2	0.879			
Y.3	0.915			
Y.4	0.796			
Y.5	0.915			
Y.6	0.945			
Y.7	0.908			
Y.8	0.945			
Y.9	0.903			
Z.1		0.915		
Z.2		0.752		
Z.3		0.917		
Z.5		0.717		
Z.6		0.883		

Z.7	0.891
Z.8	0.846

Source: *SmartPLS program*

Table 2 *Measurement items fitness statistics* shows the results of the suitability test between each measurement item and the construct it represents. The factor loading results for all variables indicate that each indicator is able to represent its construct well. For the Learning Innovation variable, indicators Y1 to Y9 range from 0.796 to 0.945, which means that the items are strongly related to the construct. The Learning Creativity variable is also consistent, with indicator values X1.1 to X1.7 ranging from 0.762 to 0.929. For Learning Organization, indicators Z1, Z2, Z3, Z5, Z6, Z7, and Z8 produce values between 0.717 and 0.917, all of which are still within the acceptable range. The Knowledge Management indicators, namely X2.1 to X2.8, show a range of 0.752 to 0.941. Overall, all indicators have met the convergent validity criteria because their values exceed the minimum limit of 0.70, so it can be ascertained that their contribution to the construct is strong and feasible for use in the next stage of analysis:

Tabel 3. HTMT

	Learning Innovation	Learning Creativity	Learning Organization	Knowledge Management
Learning Innovation				
Learning Creativity	0.918			
Learning Organization	0.543	0.631		
Knowledge Management	0.942	0.980	0.681	

Source: *SmartPLS program*

Heterotrait-monotrait ratio (HTMT)

Table 3 presents the heterotrait-monotrait ratio (HTMT) used to test the discriminant validity between constructs. The lower the HTMT value, the better the discriminant validity of a construct, while a value above 0.85 indicates the possibility of too high a correlation between variables. The table illustrates the level of correlation between variables in the model. Learning Innovation and Learning Creativity have a very strong relationship with a value of 0.918, which means that an increase in learning creativity tends to encourage innovation. Learning Organization shows a correlation of 0.543 with Learning Innovation and 0.631 with Learning Creativity, reflecting a moderate but still significant relationship. On the other hand, Knowledge Management appears to be the variable with the greatest influence,

as seen from its correlation of 0.942 with Learning Innovation, 0.980 with Learning Creativity, and 0.681 with Learning Organization. These findings confirm that knowledge management plays an important role in strengthening creativity, innovation, and a learning organization culture.

Tabel 4. R-square statistic

	R-square	Adjusted R-square
Learning Innovation	0.788	0.786
Learning Creativity	0.877	0.875

Source: *SmartPLS program*

R-square statistic

Table 4 shows a summary of the R-square values and model fit statistics used to indicate the extent to which the constructs in the structural model can be predicted. The R-square value describes the proportion of variance in the dependent variable that can be explained by the independent variables in the research model. Based on the analysis results, the R-square value for Learning Innovation is 0.788, indicating that approximately 78.8% of the variation in this variable can be explained by the predictor variables, signifying a significant influence. Meanwhile, the R-square value for Learning Creativity reached 0.877, which means that the model is able to explain approximately 87.7% of the variance influenced by independent variables. This difference in values indicates that Learning Creativity plays an important role in determining the level of Learning Innovation in this research model.

Tabel 5. F-square statistic

	Learning Innovation	Learning Creativity	Learning Organization	Knowledge Management
Learning Innovation				
Learning Creativity	3,714			
Learning Organization		0		
Knowledge Management		3.886		

Source: *SmartPLS program*

F-square statistic

Based on the results of the Effect Size (F Square) test on the PLS-SEM model, it was found that Learning Innovation had a significant effect on Learning Creativity ($f^2 = 3.714$) and Knowledge Management ($f^2 = 3.886$), which are classified as large effects according to Cohen. These results indicate that increasing innovation in learning methods, media, and strategies contributes significantly to the development of student creativity and the effectiveness of knowledge management. Conversely, the relationship between Learning Innovation and Learning Organization shows an f^2 value of 0.000, indicating no influence on the formation of a learning culture. Thus, learning innovation has been proven to play an important role in enhancing creativity and knowledge management, but has not yet had a direct impact on strengthening the learning organization.

Tabel 6. Path coefficients

	Path coefficients
Learning Creativity > Learning Innovation	0.888
Learning Organization > Learning Creativity	-0.004
Knowledge Management > Learning Creativity	0.939

Source: *SmartPLS program*

Path coefficients

Through PLS-SEM analysis, a table was obtained showing that path coefficient values are the main indicators of the strength and direction of relationships between constructs in the structural model. The coefficient value between Learning Creativity and Learning Innovation of 0.888 indicates a positive and strong relationship, which means that an increase in creativity is directly proportional to an increase in innovation in learning. This shows that individuals with high creativity tend to be more adaptive and productive in creating new ideas and developing innovative learning methods.

In contrast, the relationship between Learning Organization and Learning Creativity has

a coefficient value of -0.004, indicating a weak negative influence. This condition indicates that the learning organization culture does not fully support the development of creativity. Therefore, other motivating factors are needed, such as inspirational leadership or a reward system that can motivate individuals to be creative.

The relationship between Knowledge Management and Learning Creativity shows a coefficient of 0.939, indicating a strong positive influence. This underlines the importance of knowledge management systems in encouraging creativity through the effective management of information and experience.

Overall, these results indicate that Learning Creativity is more influenced by Learning Innovation and Knowledge Management than by Learning Organization, confirming that innovative practices and knowledge management are the main foundations for developing creativity in modern educational environments.

Discussion

The Influence of Learning Organization on Learning Innovation with the Mediation of Learning Creativity

The results of the study show that learning organizations play an important role in increasing student learning innovation through the mediation of learning creativity. An organizational culture that fosters a spirit of continuous learning, cooperation, and self-reflection has been proven to strengthen individual creativity, which then encourages innovative behavior. In this case, learning creativity acts as a psychological bridge that translates academic support into innovative learning actions. A learning environment that is open to change and emphasizes group collaboration is an important factor in generating new ideas and developing more adaptive learning methods. However, the path *coefficient* value of -0.004 indicates that the implementation of learning organizations at PTKI Kubu Raya Regency has not had a significant impact on increasing student creativity. This situation may be influenced by a reward system that does not emphasize appreciation for creative ideas, a leadership style that does not stimulate innovation, and an academic culture that is still tied to conventional thinking patterns.

This study reinforces the findings of Chughtai and Khalid, which show that learning organizations contribute positively to innovative behavior through increased creative self-efficacy. (Chughtai & Khalid, 2023) These results are also in line with Sutanto's, research, which confirms that an organization's ability to learn (*organizational learning capability*) has a significant effect on the emergence of innovation within the organization. (Sutanto, 2017)

The Influence of Knowledge Management on Learning Innovation with Learning Creativity as a Mediator

The results of the study show that knowledge management contributes positively and significantly to increasing student learning innovation, with learning creativity as an intermediary. Activities such as creating, storing, and sharing knowledge among the academic community encourage the creation of a dynamic and open learning atmosphere. Through interaction and exchange of ideas between students and lecturers, there is an encouragement to think critically and creatively. Learning creativity then becomes a connecting factor that transforms the knowledge management process into innovative practices in learning. The path coefficient value of 0.939 indicates a strong relationship, confirming that knowledge management plays a major role in driving creativity and innovation in higher education.

In line with this, this study supports the findings of Mulyono et al. (2021), who found that the implementation of knowledge management activities has a positive impact on

students' innovative abilities.(Mulyono et al., 2021) Consistency is also seen in the results of Hammami and Bouzguenda's (2023) study, which shows that knowledge creation as a core part of knowledge management significantly influences innovation, with creativity as an intermediary variable connecting the two.(Hammami & Bouzguenda, 2023)

CONCLUSION

From the empirical analysis results, this study confirms that learning organizations and knowledge management play a strategic role in enhancing student learning innovation in Islamic higher education institutions. Both factors influence innovative behavior, albeit to different degrees. Knowledge management has been proven to make a significant positive contribution to learning creativity, which serves as the main driver of student innovation. Conversely, learning organizations show a relatively small negative influence on creativity, indicating that the implementation of a learning organization culture in PTKI has not been maximized. This condition is thought to be caused by leadership that is not yet participatory, a reward system that does not foster the value of innovation, and an academic atmosphere that is still traditional.

Conceptually, this study confirms that learning creativity is the main mediating element between knowledge management systems and organizational culture on students' innovative behavior. The high R-square value shows the accuracy of the model in explaining variations in learning innovation and reinforces *the Theory of Planned Behavior* (Ajzen, 1991), which emphasizes the importance of positive attitudes, social support, and self-control in encouraging innovative behavior.(Ajzen, 1991) Practically, these results provide recommendations for strengthening a learning culture through transformational leadership, rewarding creative ideas, and creating a collaborative knowledge-based environment. These findings also expand the theoretical understanding of the relationship between learning organizations, knowledge management, and creativity in the context of religious higher education in the era of the Industrial Revolution 5.0.

REFERENSI

- Ajzen, Icek. 1991. "The Theory of Planned Behavior." *Organizational behavior and human decision processes* 50(2): 179–211.
- Bhuttah, Tariq Mehmood, Qian Xusheng, Muhammad Naseem Abid, and Sonia Sharma. 2024. "Enhancing Student Critical Thinking and Learning Outcomes through Innovative Pedagogical Approaches in Higher Education: The Mediating Role of Inclusive Leadership." *Scientific Reports* 14(1): 1–13. doi:10.1038/s41598-024-75379-0.
- Chughtai, Muhammad Salman, and Yasra Khalid. 2023. "Learning Organizations and Innovative Work Behaviors: A Moderated Mediation Model from the Perspective of Social Schema Theory." *Organizatsionnaya Psikhologiya* 13(2): 207–29. doi:10.17323/2312-5942-2023-13-2-207-229.
- Feng, Shaohong, Josefin Stiller, Yuan Deng, Joel Armstrong, Q I Fang, Andrew Hart Reeve, Duo Xie, et al. 2020. "Dense Sampling of Bird Diversity Increases Power of Comparative Genomics." *Nature* 587(7833): 252–57.
- Hair, Joseph F. 2014. *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. sage.
- Hammami, Rawâa, and Karima Bouzguenda. 2023. "Effect of Knowledge Creation Practices on Managerial and Marketing Innovation Through Creativity." *Proceedings of the European Conference on Knowledge Management, ECKM* 1: 499–508.

doi:10.34190/eckm.24.1.1291.

- Indonesia, Pendidikan, Universitas Adhirajasa, Reswara Sanjaya, and Universitas Langlangbuana. 2021. "Knowledge Based View : Pengaruh Knowledge Management Terhadap Kinerja Perguruan Tinggi Pada Masa Pandemi Covid-19." V(2): 188-203.
- Menengah, Sekolah, and Pertama Negeri. 2024. "Jki 3.4.2024." 3(4): 953-70.
- Mulyono, Kemal Budi, Ahmad Jaenudin, and Joko Widodo. 2021. "Peran Aktivitas Manajemen Pengetahuan Dalam Membangun Kapabilitas Inovasi Bisnis Mahasiswa." *Jurnal Ekonomi Pendidikan dan Kewirausahaan* 9(1): 51-56. doi:10.26740/jepk.v9n1.p51-66.
- Nonaka, Ikujiro, and Hirotaka Takeuchi. 2007. "The Knowledge-Creating Company." *Harvard business review* 85(7/8): 162.
- Patimah, Siti, Universitas Islam, Negeri Raden, Intan Lampung, Universitas Islam, Negeri Raden, Intan Lampung, et al. 2023. "2982-6399-1-Sm." (07): 344-54.
- Peters, Mitchell, and Marc Romero. 2019. "Lifelong Learning Ecologies in Online Higher Education: Students' Engagement in the Continuum between Formal and Informal Learning." *British Journal of Educational Technology* 50(4): 1729-43.
- Rahmatika, Arivatu Ni'mati, Bakti Widyaningsih, and Dewi Ayu Puspita Sari. 2025. "MANAJEMEN KINERJA DALAM SUMBER DAYA MANUSIA ISLAMI." 05(Soleh 2020): 22-32.
- Sari, Rima Meilita, Euis Yumirawati, Heni Waluyo Siswanto, Ridhwan, and Tengku Muhammad Sahudra. 2022. "Riset: Makin Banyak Kampus Adopsi 'Kampus Merdeka', Tapi Hanya 30% Mahasiswa Punya Kemandirian Belajar Tinggi." *The Conversation*: 1-1. doi:https://doi.org/10.64628/AAN.ysqsje44d.
- Senge, Peter M. 1990. 1 *The Art and Practice of the Learning Organization*. New York: Doubleday.
- Soto-Acosta, Pedro, Juan-Gabriel Cegarra-Navarro, and Alexeis Garcia-Perez. 2020. "Knowledge Management and Innovation in Higher Education Institutions." *Journal of Knowledge Management* 24(7): 1479-1500. doi:10.1108/JKM-08-2019-0442.
- Sutanto, Eddy Madiono. 2017. "The Influence of Organizational Learning Capability and Organizational Creativity on Organizational Innovation of Universities in East Java, Indonesia." *Asia Pacific Management Review* 22(3): 128-35.
- Zhang, Xiaomei, Jian Sun, and Yanyan Liu. 2022. "Organizational Learning, Knowledge Management Capability and Innovation Performance in Universities." *The Learning Organization* 29(3): 201-17. doi:10.1108/TLO-09-2021-0105.

Copyright holder:
© Author

First publication right:
Jurnal Manajemen Pendidikan

This article is licensed under:
CC-BY-SA