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THE INFLUENCE OF LEARNING CREATIVITY ON STUDENT WORK PRODUCTIVITY WITH SELF-EFFICACY AS A MODERATING VARIABLE

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ABSTRACT

This study aims to analyze the effect of learning creativity on students' work productivity and examine the moderating role of self-efficacy. The research background highlights increasing demands in both academic and professional environments, which require students to possess not only creativity but also strong self-belief to maintain optimal performance while balancing study and work responsibilities. The study employed a survey method with purposive sampling, involving 100 student workers from various universities. Data were analyzed using Partial Least Square–Structural Equation Modeling (PLS-SEM) via SmartPLS 4. The findings reveal that self-efficacy has a significant and strong effect on students' work productivity. In contrast, learning creativity shows no significant effect on work productivity, and self-efficacy does not moderate the relationship between learning creativity and work productivity. These results indicate that self-belief plays a more dominant role than creativity in enhancing students' productivity. The study provides practical implications for higher education institutions to strengthen students' self-efficacy development to support both academic and non-academic performance.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh kreativitas belajar terhadap produktivitas kerja mahasiswa, sekaligus menguji peran efikasi diri sebagai variabel moderasi. Latar belakang penelitian didasarkan pada tuntutan dunia pendidikan dan dunia kerja yang semakin menekankan pentingnya kreativitas dan keyakinan diri dalam menunjang kinerja mahasiswa yang menjalani kuliah sambil bekerja. Metode penelitian menggunakan pendekatan survei dengan teknik purposive sampling, melibatkan 100 responden mahasiswa yang bekerja paruh waktu maupun penuh waktu. Analisis data dilakukan menggunakan Partial Least Square–Structural Equation Modeling (PLS-SEM) melalui aplikasi SmartPLS 4. Hasil penelitian menunjukkan bahwa efikasi diri berpengaruh signifikan dan kuat terhadap produktivitas kerja mahasiswa. Sebaliknya, kreativitas belajar tidak berpengaruh signifikan terhadap produktivitas kerja, dan efikasi diri tidak terbukti memoderasi hubungan tersebut. Temuan ini menegaskan bahwa keyakinan individu terhadap kemampuan diri memiliki peran yang lebih dominan dalam meningkatkan produktivitas kerja mahasiswa dibandingkan kreativitas belajar. Penelitian ini memberikan implikasi bagi institusi pendidikan untuk memperkuat pengembangan efikasi diri mahasiswa guna mendukung peningkatan kinerja akademik maupun non-akademik.

Kata kunci: *Kreativitas Belajar, Efikasi Diri, Produktivitas Kerja*

INTRODUCTION

The development of the education and work sectors today requires students to have competencies that are not only limited to academic achievements but also include creative thinking abilities, problem-solving skills, and high productivity in various activities. Students are expected to be able to manage tasks, complete work effectively, and adapt to dynamic environments, especially for those who are active in organizations, internships, or part-time jobs. This situation shows that student success is no longer determined solely by academic grades, but also by their capacity to develop soft skills that are relevant to the needs of the working world.

In this context, learning creativity plays an important role. Learning creativity can be understood as the ability of students to generate new ideas, develop innovative problem-solving methods, and adapt learning strategies according to situational demands. Research (Rian, 2023) shows that learning creativity has a positive effect on self-efficacy, which is a person's belief in their ability to complete a specific task. Creative students tend to be more confident in facing academic and non-academic challenges because they have cognitive flexibility and the courage to try new approaches.

In addition, learning creativity is also related to readiness and work ability. Research by (Hulu & Rozaini, 2020) shows that students with high creativity tend to be more capable of generating ideas, processing alternative solutions, and adapting in situations that require independence and responsibility. This indicates that learning creativity has the potential to be one of the important factors that drive the improvement of student work productivity.

Student work productivity can be understood as the ability to carry out various activities effectively, efficiently, and on time, both in an academic context and in other activities such as organizations and part-time jobs. Previous research conducted by (Ni Wayan Lasmi et al., 2024) revealed that self-efficacy has a significant impact on performance, where students with high self-confidence tend to have stronger motivation, better perseverance, and more optimal work results.

Although learning creativity and self-efficacy both have an influence on student performance, research that directly examines the relationship between learning creativity and work productivity is still relatively limited. Moreover, studies that position self-efficacy as a moderating variable in this relationship have also not been widely conducted, especially in the context of higher education in Indonesia. In fact, self-efficacy is very likely to strengthen or even weaken the effect of learning creativity on students' work productivity. Creative students may not necessarily be productive if they do not have strong confidence in their own abilities.

In addition, self-efficacy is a psychological aspect that has been shown to influence various outcomes such as performance, motivation, and a person's level of creativity. Students with high self-efficacy are usually more confident in their abilities, more enthusiastic in facing challenges, and more persistent in completing tasks to achieve the desired goals. Nevertheless, there are still few studies that position self-efficacy as a moderating variable to explain to what extent and how learning creativity can affect students' work productivity. Thus, self-efficacy is suspected to play an important role in either strengthening or weakening the relationship between learning creativity and work productivity.

Therefore, this study was conducted to fill the gap in the research by analyzing the influence of learning creativity on students' work productivity and examining whether self-efficacy acts as a variable that moderates the relationship between the two variables.

The results of this study are expected to provide theoretical contributions to the development of educational psychology research as well as practical contributions for universities in designing learning systems that can foster creativity while also enhancing students' self-efficacy.

Based on the background description, this study formulates three main research problems, namely whether learning creativity affects students' work productivity, whether self-efficacy affects students' work productivity, and whether self-efficacy acts as a moderating variable that can strengthen or weaken the influence of learning creativity on students' work productivity. In line with these research problems, this study aims to analyze the effect of learning creativity on students' work productivity, analyze the effect of self-efficacy on students' work productivity, and examine the role of self-efficacy as a moderating variable in the relationship between learning creativity and students' work productivity. Thus, this study is expected to provide a comprehensive picture of the relationship among these three variables in the context of higher education.

To gain a clearer understanding of the relationship between learning creativity, student work productivity, and self-efficacy as a moderating variable, it is necessary to explain the conceptual framework that underlies this study.

The Influence of Learning Creativity on Student Work Productivity

Learning creativity is an individual's ability to develop new ideas, find innovative problem-solving methods, and adjust learning strategies according to academic needs. (Munandar, 2021) explains that creativity is a person's ability to generate original and useful ideas in solving a problem. In the context of students, learning creativity is reflected in the ability to think critically, adapt, discover new approaches, and create alternative solutions in completing tasks.

Learning creativity is believed to have a positive relationship with student work productivity. Student work productivity includes the ability to complete tasks on time, produce quality output, and actively participate in both academic and non-academic activities. Research conducted by (NURFITRIYANTI, 2014) shows that learning creativity positively affects student work productivity. This is reinforced by (Auna et al., 2023), who found that students with high creativity tend to be more efficient in completing tasks and achieve better performance. Therefore, learning creativity can be a driving factor that enhances student productivity in academic activities as well as other practical activities.

H1: Learning creativity affects students' work productivity.

The Influence of Self-Efficacy on Student Work Productivity

Self-efficacy is an individual's belief in their ability to plan, organize, and carry out specific actions to achieve desired goals (Bandura, 1997). Students with high self-efficacy tend to be more confident in handling tasks, able to overcome obstacles, and more diligent when facing pressure or workload, whether in an academic environment or part-time work.

Empirical research shows that self-efficacy has a strong relationship with students' performance and work readiness. A study on working college students found that self-efficacy positively influences work engagement through improved psychological well-being (Buulolo, 2025). These findings affirm that students who have strong confidence in their abilities are more capable of demonstrating high work engagement, a condition closely related to work productivity.

According to Social Cognitive Theory, human behavior is influenced by the

interaction between personal factors, environmental conditions, and individual behavior (Bandura, 1997). In this framework, self-efficacy plays a central role in determining how individuals think, feel, and act when facing demands and challenges. For working students, high academic and work demands require not only cognitive skills but also strong self-belief to manage tasks effectively. Without adequate self-efficacy, students may fail to translate their learning creativity into productive work behavior. Therefore, examining self-efficacy in relation to learning creativity and work productivity becomes essential to understand students' performance in both academic and work contexts.

Job Demands–Resources (JD-R) Theory explains that individual productivity is influenced by the balance between job demands and personal resources (Bakker & Demerouti, 2017). Personal resources such as self-efficacy enable individuals to cope with high demands and maintain performance. In the context of working students, learning creativity can be considered a cognitive resource, while self-efficacy functions as a psychological resource that supports task execution. However, when personal resources are insufficient, creativity alone may not result in optimal productivity. This theoretical perspective supports the need to examine self-efficacy as a moderating variable in the relationship between learning creativity and students' work productivity.

Other research conducted on students at FEBI IAIN Ponorogo explains that self-efficacy has a positive and significant effect on students' job readiness (Astuti & Amri, 2024). Job preparation is an important indicator of productivity, as students who are ready to enter the workforce tend to be more capable of completing tasks effectively, consistently, and with quality. These results reinforce the understanding that self-efficacy plays a role in enhancing students' ability to work productively both in academic activities and other practical endeavors.

H2: Self-efficacy affects students' work productivity

The Influence of Self-Efficacy on the Relationship Between Learning Creativity and Work Productivity

Self-efficacy is an individual's belief in their ability to plan, organize, and carry out the actions necessary to achieve specific goals (Bandura, 1997) Students with high self-efficacy are usually more confident, have strong learning motivation, are more persistent in the face of challenges, and do not easily give up when confronted with difficult tasks. This condition enables them to better maximize their creative abilities.

Self-efficacy is believed to strengthen the relationship between learning creativity and students' work productivity. When students have high learning creativity but low self-efficacy, their creative abilities cannot always be optimally implemented in the form of work productivity. Conversely, students who are creative and have high self-efficacy will be more confident in executing ideas, making decisions, and completing tasks with better quality. (Herlina et al., 2024) found that self-efficacy plays a moderating role in the relationship between creative abilities and individual performance outcomes.

H3: Self-efficacy moderates the effect of learning creativity on students' work productivity.

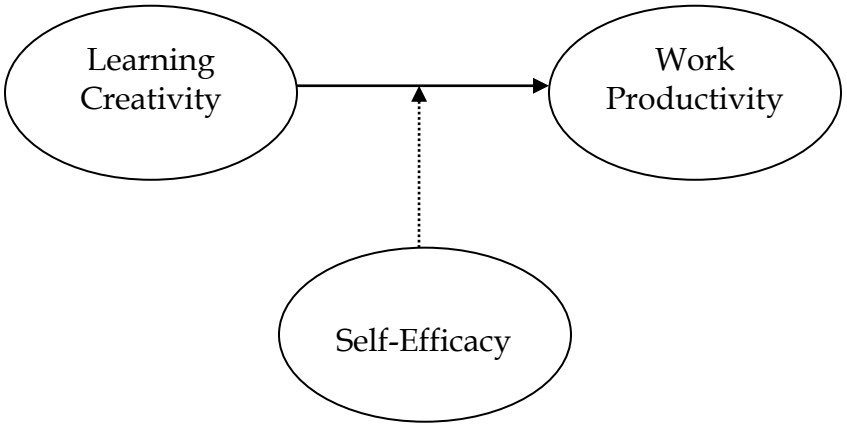

Figure 1. Conceptual Framework.

RESEARCH METHOD

This type of research is survey research, as the data is obtained from respondents through the distribution of questionnaires. This study uses an explanatory approach, which is research aimed at explaining cause-and-effect relationships between variables and testing predetermined hypotheses (Nasution et al., 2020). Specifically, this study is a causal research, as it analyzes how learning creativity affects students' work productivity and the role of self-efficacy as a moderating variable (Umar, 2001).

The population in this study consists of students who are studying while working at various universities. Since the population size is not precisely known, the sampling technique used is non-probability sampling, specifically purposive sampling, with the following criteria: active students, working part-time or full-time, and at least 18 years old. The sample size for the study was set at 100 respondents, in accordance with the minimum sample size requirements for PLS-SEM analysis and considered adequate for testing a structural model involving moderation variables.

Data collection was conducted through a Google Form-based questionnaire, using a Likert scale of 1–5 to measure the variables of learning creativity, self-efficacy, and student work productivity. The research instrument was developed from theory and several previous studies to ensure construct validity.

The research instrument consisted of a questionnaire developed based on the main theory of each variable. The learning creativity variable was adapted from creativity theory (Munandar, 2021), which includes indicators such as the ability to generate new ideas, flexible thinking, and the ability to solve problems innovatively. The self-efficacy variable used indicators from the theory (Bandura, 1997), namely belief in one's abilities, perseverance in facing tasks, and confidence in overcoming obstacles. Meanwhile, the student work productivity variable was adapted from the concept of productivity (Sinungan, 2018), including indicators such as task completion effectiveness, time efficiency, and quality of work results. Each indicator was elaborated into statement items using a 1–5 Likert scale. The development of the statement items referred to previous research and relevant theories to ensure construct appropriateness and clarity of measurement.

Data analysis in this study was conducted using the Partial Least Square – Structural Equation Modeling (PLS-SEM) approach through the SmartPLS 4 application. PLS-SEM was chosen because it is capable of analyzing research models that involve latent variables, multiple indicators, and moderation relationships.

RESULTS AND DISCUSSION

Partial Least Square Analysis with Moderating Variables

Measurement Model Analysis (Outer Model)

Outer Loading

Outer Loading is a measure of convergent validity that indicates how much each indicator contributes to representing the latent variable. According to (Ringle & Sarstedt, n.d.), an indicator is considered to have good reliability if the outer loading value is ≥ 0.70, but values between 0.60–0.70 are still acceptable in exploratory research. Indicators with low outer loading values (< 0.40) are recommended to be removed to improve the quality of the model measurement.

Table 1. Outer Loading

	Self-Efficacy	Learning Creativity	Work Productivity	Self-Efficacy x Learning Creativity
M1	0.732			
M2	0.848			
M3	0.882			
M4	0.888			
M5	0.851			
M7	0.759			
M8	0.750			
X1.1		0.904		
X1.2		0.726		
X1.4		0.904		
X1.7		0.822		
X1.8		0.806		
Y1			0.916	
Y2			0.919	
Y3			0.886	
Y4			0.862	
Y5			0.795	
Y6			0.805	
Y7			0.750	
Self efficacy x learning creativity				1.000

The conclusions of the Outer Loading Test are as follows:

1. All indicators on the Learning Creativity variable have outer loading values > 0.70, thus declared valid and reliable as measures of the construct.

2. All indicators on the Self-Efficacy variable have outer loading values > 0.70, thus meeting the criteria for indicator reliability.
3. All indicators on the Work Productivity variable have outer loading values > 0.70, thus capable of optimally representing the latent variable.
4. There are no indicators with outer loading < 0.40, so there are no indicators that need to be removed from the model.
5. Overall, the measurement model (outer model) meets the standards of convergent validity based on the outer loading values.

Composite Reliability

The statistic used in composite reliability or construct reliability is the composite reliability value above 0.6, which indicates that the construct has high reliability as a measurement tool. A threshold value of 0.6 and above is considered acceptable, while values above 0.8 and 0.9 are considered very satisfactory.

Table 2. Results Composite Reliability

Variable	Composite Reliability
Self-efficacy	0.924
Learning creativity	0.908
work productivity	0.944

Based on Table 2, all constructs in the research model show composite reliability values above the recommended threshold of 0.70. This indicates that the self-efficacy, learning creativity, and work productivity variables have good internal consistency and are reliable for further analysis.

Based on Table 2, the composite reliability results show that:

1. The Self-Efficacy construct has a composite reliability value of 0.924 > 0.70, thus it is considered reliable.
2. The Learning Creativity construct has a composite reliability value of 0.908 > 0.70, thus it is considered reliable.
3. The Work Productivity construct has a composite reliability value of 0.944 > 0.70, thus it is considered reliable.

Average Variance Extracted (AVE)

Average Variance Extracted (AVE) describes the amount of variance that can be explained by the items compared to the variance caused by measurement error. The standard is that if the AVE value is above 0.5, it can be said that the construct has good convergent validity. This means that the latent variable can explain, on average, more than half of the variance of its indicators.

Table 3. Results Average Variance Extracted

Variable	AVE
Self-efficacy	0.669
Learning creativity	0.667
Work productivity	0.722

The conclusion of the AVE testing is as follows:

1. The Self-Efficacy variable is declared valid, because the AVE value of Self-Efficacy is 0.669 > 0.50.
2. The Learning Creativity variable is declared valid, because the AVE value of Learning Creativity is 0.667 > 0.50.
3. The Work Productivity variable is declared valid, because the AVE value of Work Productivity is 0.722 > 0.50.

Discriminant Validity

Discriminant validity is the extent to which a construct is truly distinct from other constructs (the construct is unique). The best current measurement criterion is to look at the Heterotrait-Monotrait Ratio (HTMT) value. If the HTMT value is < 0.90, then a construct has good discriminant validity (Juliandi, 2018).

Table 4. Result Discriminant Validity

	Self-Efficacy	**Learning Creativity**	**Work Productivity**
Self-efficacy	0.818		
Learning creativity	0.483	0.817	
Work productivity	0.787	0.395	0.850

Based on Table 3, the results of the HTMT testing for each relationship between constructs are as follows:

1. The Self-Efficacy variable on Learning Creativity has an HTMT value of 0.483 < 0.90, meaning the discriminant validity is considered good, or the Self-Efficacy construct is truly different from the Learning Creativity construct (the construct is unique).
2. The Self-Efficacy variable on Work Productivity has an HTMT value of 0.787 < 0.90, meaning the discriminant validity is good, so Self-Efficacy is confirmed to be different from the Work Productivity construct (unique construct).
3. The Learning Creativity variable on Self-Efficacy has an HTMT value of 0.483 < 0.90, so the discriminant validity shows good results, or both constructs are confirmed to be different from each other (unique).
4. The Learning Creativity variable on Work Productivity has an HTMT value of 0.395 < 0.90, meaning the discriminant validity is good, or the construct is truly different from the other construct.
5. The Work Productivity variable on Self-Efficacy has an HTMT value of 0.787 < 0.90, meaning the discriminant validity is good, or Work Productivity is truly different from the Self-Efficacy construct (unique).
6. The Work Productivity variable on Learning Creativity has an HTMT value of 0.395 < 0.90, meaning the discriminant validity is good, or the construct is confirmed to be truly different from the other construct (unique).

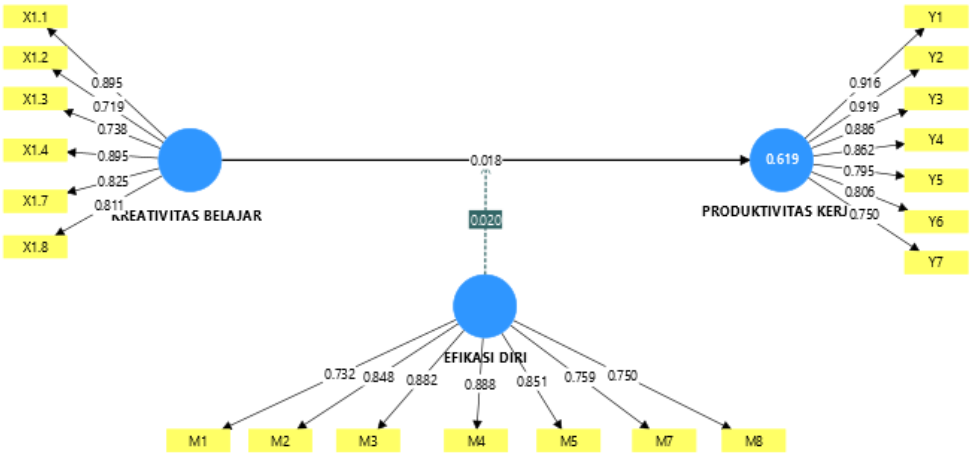

Figure 2. Output of the PLS-SEM Model Algorithm

Structural Model Analysis (Inner Model)

R-Square

R-Square is a measure of the proportion of variation in the influenced (endogenous) variable that can be explained by the influencing (exogenous) variables. This is useful for predicting whether the model is good or bad (Juliandi, 2018). The criteria for R Square according to (Juliandi, 2018) are as follows:

1. If the R2 (adjusted) value = 0.75, the model is substantial (strong).
2. If the R2 (adjusted) value = 0.50, the model is moderate.
3. If the R2 (adjusted) value = 0.25, the model is weak (poor).

Table 5. R-Square

	R-Square	*R-Square Adjusted*
Work productivity	0.619	0.607

The conclusion from testing the R-Square value on the Work Productivity variable shows that the Adjusted R-Square value is 0.607. This means that the ability of the Learning Creativity and Self-Efficacy variables (including their role as moderating variables) to explain variations in students' Work Productivity is 60.7%. Therefore, this research model falls into the moderate category.

F-Square

F-Square is a measure used to assess the relative impact of an influencing (exogenous) variable on an influenced (endogenous) variable. Changes in the R2 value when a specific exogenous variable is removed from the model can be used to evaluate whether the removed variable has a substantive effect on the endogenous construct (Juliandi, 2018). The F-Square criteria according to (Juliandi, 2018)are as follows:

1. If the F2 value = 0.02, there is a small effect of the exogenous variable on

the endogenous variable.

2. If the F2 value = 0.15, there is a medium/large effect of the exogenous variable on the endogenous variable.

3. If the F2 value = 0.35, there is a large effect of the exogenous variable on the endogenous variable.

Table 6. Results F-Square

	Self-Efficacy	**Learning Creativity**	**Work Productivity**
Self-efficacy			1.107
Learning creativity			0.001
Self-efficacy x learning creativity			0.001
Work productivity			

Based on the results of the effect size (f-square) test in the research model, several findings were obtained as follows:

1. The Influence of Self-Efficacy on Work Productivity The f-square value is 1.107, which means it falls into the large effect category, as the value is far above the 0.35 criterion.
2. The Influence of Learning Creativity on Work Productivity The f-square value is 0.001, which falls into the very small / insignificant category.
3. The Influence of Interaction (Self-Efficacy × Learning Creativity) on Work Productivity The f-square value is 0.001, which also falls into the very small / insignificant category.

Direct Effect

The purpose of direct effect analysis is useful for testing the hypothesis of the direct influence of a variable that affects (exogenous) on the variable being affected (endogenous) (Juliandi, 2018). Probability/Significance Value (P-Value)

1. If the P-Value < 0.05, it is significant.
2. If the P-Value > 0.05, it is not significant.

Table 5. Results Direct Effect

	Original sample (O)	**Sample mean (M)**	**Standard deviation (STDEV)**	**T statistics (|O/STDEV|)**	**P values**	
Learning Creativity → Work Productivity	0.018	0.018	0.072	0.231	0.409	Rejected

Sel-Efficacy→ Work Produktivity	0.785	0.791	0.069	11.413	0.000	Accepted
Self-Efficacy X Learning Creativity → Work Produktivity	0.020	0.026	0.062	0.325	0.373	Rejected

Based on the results of the Direct Effect testing using the bootstrapping method in SmartPLS, the values of Original Sample (O), T-statistics, and P-Values for each relationship between variables were obtained as follows:

1. The effect of Learning Creativity → Work Productivity P-Value = 0.409 > 0.05, and T-statistics = 0.231 < 1.96, indicating that the effect of learning creativity on work productivity is not significant.
2. The effect of Self-Efficacy → Work Productivity P-Value = 0.000 < 0.05, and T-statistics = 11.413 > 1.96, indicating that the effect of self-efficacy on work productivity is significant.
3. The effect of Learning Creativity x Self-Efficacy → Work Productivity (Moderation) P-Value = 0.373 > 0.05, and T-statistics = 0.325 < 1.96, indicating that the moderating effect is not significant.

The Influence of Learning Creativity on Student Work Productivity (H1)

The results of the direct effect test showed that learning creativity does not have a significant effect on student work productivity, with a p-value of 0.409 > 0.05. This finding indicates that the level of student learning creativity is not strong enough to explain the variations in work productivity they produce.

In the context of this study, this can be caused by several factors. First, students' work productivity is more influenced by other factors such as self-efficacy, work experience, or intrinsic motivation, so learning creativity does not make a direct contribution. Second, students' creativity in the learning process does not necessarily translate into productive behavior in the workplace, especially if the work performed is routine or does not require high creativity.

The results of this study are in line with the findings of (Supit et al., 2022), which showed that creativity does not have a direct effect on performance when the work context does not require high creativity. These results differ from some previous studies that found that learning creativity could enhance work readiness and productivity. However, these findings also reinforce the view that learning creativity more often serves as an indirect variable that requires a mediator or certain context to influence work productivity.

Conclusion H1: Rejected.

The Influence of Self-Efficacy on Student Work Productivity (H2)

The research results show that self-efficacy has a positive and significant effect on student work productivity, as indicated by a p-value of 0.000 < 0.05 and an original sample coefficient of 0.785. This means that students with high self-confidence tend to have better work productivity.

These findings are consistent with the theory (Bandura, 1997) on self-efficacy, which states that individuals with high self-efficacy are better able to overcome obstacles, take initiative, and have greater perseverance in facing work tasks. Students who believe in their own abilities have been proven to work more effectively, complete tasks on time, and adapt to the work environment.

Significant findings in H2 are consistent with (Ratuela et al., 2022), who found that self-efficacy plays an important role in enhancing the work productivity of student workers.

Conclusion H2: Accepted.

Self-Efficacy as a Moderating Variable in the Effect of Learning Creativity on Work Productivity (H3)

The moderation test shows that the interaction between learning creativity and self-efficacy does not have a significant effect on students' work productivity, with a p-value of 0.373 > 0.05 and a very small coefficient value (0.020). This means that self-efficacy is unable to strengthen or weaken the effect of learning creativity on work productivity.

These findings indicate that although high self-efficacy has a significant direct impact on work productivity, this variable does not strengthen the relationship between learning creativity and productivity. In other words, creative students will not necessarily become more productive even if they have high self-efficacy.

This may occur because learning creativity and work productivity exist in two different behavioral contexts. Creativity arises in the context of learning, whereas productivity arises in the work context, which may not always demand creativity. The non-significant moderating effect (H3) is supported by(Liman & Yoyo, 2025), who state that self-efficacy does not always serve as a moderator that strengthens the relationship between creativity and performance.

These results are also consistent with the very small F-square value (0.001), which indicates that the moderating effect does not make a significant contribution to the model.

Conclusion H3: Rejected.

The results of this study confirm that self-efficacy has a significant role in influencing students' work productivity, while learning creativity does not show a significant direct effect. This finding aligns with the Job Demands–Resources (JD-R) theory, which emphasizes that personal resources such as self-efficacy play a more central role in enhancing performance compared to cognitive abilities alone, particularly in structured work environments (Bakker et al., 2023). Previous studies have also demonstrated that self-efficacy contributes significantly to work engagement and performance by strengthening individuals' motivation, persistence, and confidence in handling work-related tasks (Schaufeli, 2021).

Furthermore, the rejection of H1 and H3 indicates that learning creativity does not automatically translate into higher work productivity, nor does self-efficacy function as a moderating variable in this relationship. This result supports empirical findings suggesting that creativity has a limited impact on performance when job characteristics do not demand high levels of innovation (Supit et al., 2022). In addition, self-efficacy tends to operate as a direct predictor of productivity rather than as a

reinforcing moderator, as also evidenced in studies involving working students (Ratuela et al., 2022).

CONCLUSION

Based on the analysis using PLS-SEM, the main conclusion is that learning creativity does not have a significant effect on students' work productivity. This indicates that the ability to generate creative ideas or learning strategies does not necessarily directly impact the improvement of students' work performance, especially when the work context does not demand high creativity.

Conversely, self-efficacy has been shown to have a significant and strong impact on students' work productivity. This finding confirms that an individual's belief in their own abilities plays an important role in determining the effectiveness and quality of work for students who take on dual roles as learners and workers. However, self-efficacy has not been proven to be able to moderate the relationship between learning creativity and work productivity, so this variable does not strengthen the influence of learning creativity on the resulting productivity.

Practically, the results of this study have implications for educational institutions to focus more on self-development programs aimed at enhancing students' self-efficacy. Efforts such as academic mentoring, soft skills training, and providing work experience opportunities can be strategic steps to encourage students to have greater confidence in facing academic and professional demands. On the other hand, future research is expected to include other variables such as work motivation, organizational experience, or work environment to provide a more comprehensive picture of the factors that influence students' work productivity.

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