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THE EFFECT OF STRATEGIC MANAGEMENT AND LEARNING CREATIVITY ON LEARNING INNOVATION WITH SELF-EFFICACY AS A MODERATING VARIABLE IN ISLAMIC HIGHER EDUCATION

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ABSTRACT

This study investigates the influence of strategic management and learning creativity on learning innovation, while evaluating the moderating role of self-efficacy within Islamic higher education institutions. Employing a quantitative survey method involving 166 students and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM), the results demonstrate that strategic management, learning creativity, and self-efficacy significantly affect learning innovation directly. However, the analysis reveals that self-efficacy does not strengthen the relationship between learning creativity and learning innovation. Conversely, self-efficacy acts as a negative moderator in the relationship between strategic management and innovation. These findings suggest that learning innovation is predominantly driven by institutional strategies, creative competencies, and self-confidence as direct predictors. Furthermore, the negative moderation implies a substitution effect, where high self-efficacy may diminish the reliance on strategic management frameworks to drive innovation.

ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi pengaruh manajemen strategis dan kreativitas belajar terhadap inovasi pembelajaran, dengan menelaah peran moderasi efikasi diri pada lembaga pendidikan tinggi Islam. Menggunakan pendekatan kuantitatif eksplanatori, data dikumpulkan melalui survei terhadap 166 mahasiswa di UIN Malang dan IAIN Papua. Analisis data dilakukan menggunakan metode Partial Least Squares Structural Equation Modeling (PLS-SEM) melalui perangkat lunak SmartPLS 4. Hasil penelitian menunjukkan bahwa manajemen strategis, kreativitas belajar, dan efikasi diri memiliki pengaruh positif dan signifikan secara langsung terhadap inovasi pembelajaran. Temuan unik menunjukkan bahwa efikasi diri berperan sebagai moderator negatif dalam hubungan antara manajemen strategis dan inovasi. Hal ini mengindikasikan adanya efek substitusi, di mana mahasiswa dengan efikasi diri tinggi cenderung lebih mandiri dan tidak bergantung pada arahan strategis institusi untuk berinovasi. Sebaliknya, efikasi diri tidak terbukti memoderasi hubungan antara kreativitas belajar dan inovasi. Penelitian ini memberikan implikasi bagi perguruan tinggi Islam untuk menerapkan manajemen yang lebih adaptif dan memberikan otonomi bagi mahasiswa kreatif guna keberlanjutan budaya inovasi.

Kata kunci: *Manajemen strategis, kreativitas belajar, inovasi pembelajaran, efikasi diri*

INTRODUCTION

Islamic higher education institutions are now at a critical crossroads as technological developments and educational globalization move so rapidly. "The wave of digitalization requires every higher education institution to review how they manage the learning process, necessitating a strategic approach to maintain educational resilience (Padang et al., 2026). For Islamic universities, the challenges are layered, such as improving academic quality while maintaining Islamic values that are the identity of the institution. In this situation, renewal in learning is an absolute requirement so that graduates are able to face the needs of the times without abandoning the moral and scientific characteristics of Islamic education.

These renewal efforts cover many things, ranging from the use of learning technology, the application of project-based models, the integration of future literacy, to curriculum adjustments in line with industry dynamics and community demands. Various recent studies show that technology-based innovation can increase the flexibility and effectiveness of learning while enriching the learning experience of students (Latifah, 2025). In the digital era, the use of online learning platforms, artificial intelligence, and interactive learning media has been proven to increase the flexibility and effectiveness of learning, particularly through the integration of digital literacy in hybrid models (Negeri et al., 2025). Islamic universities that consistently implement innovation have proven to be more competitive, both in terms of the quality of their graduates and their academic reputation (Budiman, 2024). However, the ability to innovate does not come about on its own; it requires solid institutional management and a creative culture that grows within the campus environment.

At the institutional level, strategic management plays an important role in directing change and encouraging innovation. Through strategic management, universities can determine direction, align resources, set priority programs, and ensure that every step is in line with the institution's long-term vision (Mustajib & Zaenul Fitri, 2023). (Vumilia & Nnko, 2020) emphasizes that a strategic approach has a significant impact on improving the quality of education through continuous planning, monitoring, and evaluation. In the context of Islamic higher education, strategic management must also be able to balance modernization with Islamic principles (Chotib, 2025). A strong strategic framework helps institutions maximize the potential of educators, improve efficiency, and foster a shared commitment to strengthening learning innovation.

Learning innovation includes the adoption of new approaches, technologies, strategies, or methods aimed at improving the quality of the teaching and learning process. Universities that innovate are able to increase student participation, enrich the learning experience, and keep the curriculum relevant to the times (Budiman, 2024). In the digital era, the use of online learning platforms, artificial intelligence, and interactive learning media has been proven to increase the flexibility and effectiveness of learning (Latifah, 2025). These innovations strengthen the transformation of Islamic higher education institutions into competitive modern institutions.

In Islamic higher education institutions, innovation also includes the integration of Islamic values in curriculum design and pedagogical methods (Kurniawan, 2023). Internal factors such as lecturer capabilities, academic leadership, organizational culture, and technological readiness greatly determine the success of innovation (Ramdani, 2022). On the other hand, external influences such as globalization, industry needs, and government policies also accelerate the implementation of innovation (Munandar, 2024). In other words, learning innovation is the result of synergy between internal and external factors that influence each other in shaping the quality of higher education.

Strategic management in higher education is a series of planned processes that include vision formulation, internal and external condition analysis, resource allocation, and continuous evaluation to achieve institutional goals. In the ever-changing world of higher education, strategic management serves as a guideline to help institutions adapt to technological developments, global competition, and academic quality demands (Vumilia & Nnko, 2020). In Islamic higher education institutions, this function becomes increasingly complex because, in addition to improving the quality of education, the strategies implemented must also uphold Islamic values as the identity of the institution (Chotib, 2023). Therefore, strategic management is not merely an administrative task, but a framework that integrates the process of modernization with the character of Islamic scholarship.

The implementation of strategic management has been proven to encourage improvements in academic services, better governance, and more effective human resource management (Hidayat & Yusuf, 2022). Higher education institutions with strong strategic planning tend to be able to support innovation, including in curriculum development, teaching method updates, and digital transformation (Suryani, 2024). In the context of Islamic higher education, the effectiveness of strategies is greatly influenced by the harmonization between leadership, institutional vision, and a pro-innovation work culture (Ibrahim, 2023). This makes strategic management a fundamental element in building an innovative learning ecosystem.

On the other hand, student creativity is an internal factor that plays a vital role in shaping an innovative learning environment. Creativity enables students to generate new ideas, find unique solutions, and respond to change in a more adaptive manner. (Karunarathne, 2024) emphasizes that creativity is a basic competency of the 21st century because it is closely related to critical thinking, problem-solving, and innovation skills. A campus environment that does not support creativity will create static learning that is less responsive to scientific developments. Conversely, Islamic universities that encourage creativity tend to be more successful in adopting modern methods such as project-based learning, flipped classrooms, and the use of augmented technology.

Learning creativity describes students' ability to generate new ideas, respond flexibly to academic situations, and create original solutions to various learning problems (Muhammad Amin, 2019). A lecture atmosphere that encourages exploration, cooperation, and the use of technology can significantly increase student creativity (Rahmawati, 2023). However, studies that specifically examine the relationship between strategic management, learning creativity, and learning innovation with self-efficacy as a moderating variable in the context of Islamic universities are still rare. Most studies only focus on certain aspects, such as curriculum innovation, student creativity, or technology utilization. Research that combines managerial, psychological, and pedagogical factors in a single comprehensive model is still very limited. This gap makes this research urgent and important, both for the development of theory and the practice of Islamic education management.

Various factors influence creativity, including the learning methods used, the role of lecturers, the learning environment, and students' self-confidence levels (Nuraini & Fadhillah, 2022). Institutions that implement project-based learning, flipped classroom, or digital learning models provide greater opportunities for students to develop creative ideas(Santoso, 2023) . Learning creativity is also directly related to learning innovation; the more creative students are, the greater their contribution to generating new ideas in the learning process (Syamsudin, 2024). Thus, learning creativity is the main driver of educational innovation, as individual creative components significantly accelerate

organizational innovation processes (Amoozegar & Esohwode, 2025).

Although strategic management and learning creativity have great potential in driving innovation, both are often influenced by individual psychological conditions, especially self-efficacy. Self-efficacy reflects an individual's belief in their ability to complete tasks and achieve specific goals (Novita Sari & Nisa', 2024). In the context of education, self-efficacy has been proven to be related to motivation, perseverance, and the tendency to innovate. Findings from (Siagian, 2025) show that individuals with high self-efficacy are more likely to exhibit innovative behavior, even amid significant demands for adaptation. Thus, self-efficacy has the potential to strengthen the relationship between strategic management and learning creativity with learning innovation. When lecturers and students have high self-confidence, strategic policies and creativity stimuli will be easier to realize in innovative actions.

Self-efficacy is a person's belief in their ability to complete tasks and achieve expected results. In the world of education, self-efficacy influences motivation, perseverance, adaptability, and the tendency to try new learning or teaching approaches (Siagian, 2025). Research shows that students and lecturers with high self-efficacy are better able to cope with academic pressure, are more open to change, and perform better (Hanim, 2024). Self-efficacy is a psychological asset that supports innovative behavior in the learning process, forming the necessary readiness to adopt technology-based dynamic capabilities (Krisnaresanti et al., 2026).

In addition, self-efficacy can function as a moderating variable that strengthens the influence of environmental factors on learning outcomes, while the learning environment itself can further moderate the relationship between self-efficacy and achievement (Motivation & Relationship, 2025). In the context of learning innovation, self-efficacy strengthens the relationship between strategic management and creativity with the successful implementation of innovation because confident individuals tend to be more active in implementing new ideas (Setiawan, 2023). Other studies also show that self-efficacy distinguishes individuals who only know the concept of innovation from those who actually apply it (Haris, 2024). Therefore, self-efficacy is a key psychological aspect that is highly relevant as a moderator in this research model.

However, studies that specifically examine the relationship between strategic management (X1), learning creativity (X2), and learning innovation (Y) with self-efficacy (Z) as a moderating variable in the context of Islamic universities are still rare. Most studies only focus on certain aspects, such as curriculum innovation, student creativity, or technology utilization. Research that combines managerial, psychological, and pedagogical factors in a single comprehensive model is still very limited. This gap makes this research urgent and important, both for the development of theory and the practice of Islamic education management. The hypotheses proposed in this study are as follows:

H1: Strategic management influences learning innovation.
H2: Learning creativity influences learning innovation.
H3: Self-efficacy influences learning innovation.
H4: Self-efficacy strengthens the influence of strategic management on learning innovation.
H5: Self-efficacy strengthens the influence of learning creativity on learning innovation.

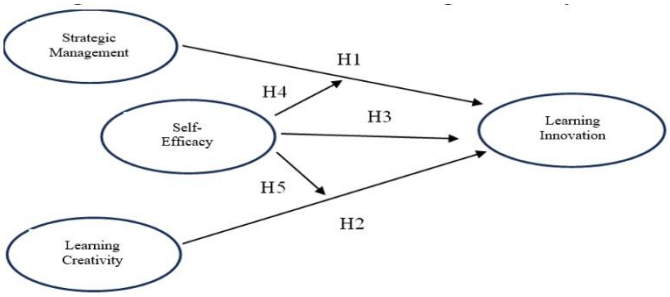

Figure 1. Relationship Between Variables

RESEARCH METHOD

This study was conducted using a survey method, where data was obtained directly from students through the distribution of questionnaires. The approach used was explanatory, which aims to explain the cause-and-effect relationship between variables while testing previously formulated hypotheses (Nasution et al., 2020). This approach is in line with the research objectives, which are to examine the influence of strategic management and learning creativity on learning innovation, with self-efficacy as a variable that moderates this relationship. Overall, this research is causal research because it examines how one variable affects another in a structured theoretical model (Umar, 2001).

The research population included active students at Islamic universities, namely the State Islamic University (UIN) Malang and the State Islamic Institute (IAIN) Papua. These two institutions were chosen because they are undergoing academic and digital transformation that requires innovation in learning. With an unknown population size, sampling was conducted using non-probability sampling, specifically purposive sampling, based on the following criteria: (1) active students, (2) have attended lectures for at least one semester, and (3) are willing to complete the questionnaire. From this sampling procedure, a total of 166 respondents were obtained. This number was considered adequate for PLS-SEM analysis, especially for models involving moderating variables (Hair et al., 2021) .

The instrument used was a questionnaire developed based on the theory and indicators from previous studies, ensuring that each variable could be measured clearly and consistently. Strategic management, learning creativity, self-efficacy, and learning innovation were measured using a 1–5 Likert scale ranging from "strongly disagree" to "strongly agree." All statement items were adapted to the context of learning in Islamic universities so that students' perceptions could be captured more accurately.

Data collection was conducted through a Google Form questionnaire distributed online to students at both campuses. Data analysis was performed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 4 software. The analysis was carried out in two main stages, namely evaluation of the measurement model (outer model) to assess the validity and reliability of the instrument, and evaluation of the structural model (inner model) to test the strength of the relationship between variables, including direct and moderating effects. The PLS-SEM method was chosen because it is capable of handling complex research models, including those involving moderating variables, and is appropriate for the sample size used.

RESULT AND DISCUSSION

1. Partial Least Square Analysis with Moderating Variables

a) Measurement Model Analysis (Outer Model)

1) Outer Loading (Convergent Validity)

Convergent validity testing is used to see the extent to which each indicator is able to describe the construct being measured. An indicator is considered valid if it has a minimum outer loading value of 0.70, as this indicates a strong contribution to the latent variable it represents.

Table 1. Outer Loading Results

Indicator	Self-Efficacy	Learning Innovation	Learning Creativity	Strategic Management	ED × MS	ED × KB
X1.1	–	–	–	0.846	–	–
X1.2	–	–	–	0.840	–	–
X1.3	–	–	–	0.842	–	–
X1.4	–	–	–	0.824	–	–
X1.5	–	–	–	0.734	–	–
X2.1	–	–	0.819	–	–	–
X2.2	–	–	0.796	–	–	–
X2.3	–	–	0.876	–	–	–
X2.4	–	–	0.716	–	–	–
Y2	–	0.884	–	–	–	–
Y3	–	0.834	–	–	–	–
Y5	–	0.800	–	–	–	–
Y6	–	0.857	–	–	–	–
Z2	0.884	–	–	–	–	–
Z3	0.853	–	–	–	–	–
Z4	0.837	–	–	–	–	–
Z5	0.812	–	–	–	–	–
ED × KB	–	–	–	–	–	1,000
ED × MS	–	–	–	–	1,000	–

The outer model testing results show that all constructs in the study have excellent measurement quality. The Self-Efficacy variable (Z), which is constructed by indicators Z2, Z3, Z4, and Z5, has a loading value above 0.70, proving that these indicators are valid and able to strongly describe the construct of self-efficacy. For the Learning Innovation variable (Y), indicators Y2, Y3, Y5, and Y6 also show loading values that exceed the minimum limit, indicating that all indicators have good internal consistency and meet the convergent validity criteria. A similar pattern is observed in the Learning Creativity variable (X2), where indicators X2.1 to X2.4 fall within an acceptable range (≥ 0.70), thus validating the learning creativity construct. The Strategic Management variable (X1), which includes indicators X1.1 to X1.5, also meets the convergent validity requirement with all loading values exceeding the threshold. The comprehensive results of the outer loading analysis for all variables are presented in Table 1 below.

Variable	Indicator	Outer Loading	Status
Strategic Management (X1)	X1.1	0.846	Valid

Variable	Indicator	Outer Loading	Status
	X1.2	0.840	Valid
	X1.3	0.842	Valid
	X1.4	0.824	Valid
	X1.5	0.734	Valid
Learning Creativity (X2)	X2.1	0.819	Valid
	X2.2	0.796	Valid
	X2.3	0.876	Valid
	X2.4	0.716	Valid
Learning Innovation (Y)	Y2	0.884	Valid
	Y3	0.834	Valid
	Y5	0.800	Valid
	Y6	0.857	Valid
Self-Efficacy (Z)	Z2	0.884	Valid
	Z3	0.853	Valid
	Z4	0.837	Valid
	Z5	0.812	Valid
Moderation Effects	Self-Efficacy x Strategic Management	1.000	Valid
	Self-Efficacy x Learning Creativity	1.000	Valid

2) Construct Reliability (Cronbach's Alpha & Composite Reliability)

Cronbach's Alpha is used to examine internal consistency among measurements within a construct, with a minimum threshold of 0.70 as an indicator of adequate reliability. Meanwhile, Composite Reliability (rho_c) assesses the overall reliability of a construct and is considered good if its value exceeds 0.70; a range of 0.80–0.90 even indicates very strong reliability.

Table 2. Construct Reliability Test Results

Variables	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Self-Efficacy	0.870	0.896	0.910
Learning Innovation	0.865	0.867	0.908
Strategic Management	0.877	0.912	0.910
Learning Creativity	0.819	0.840	0.879

The reliability test results show that all constructs in the study meet the criteria for excellent reliability. The Self-Efficacy (Z) variable shows a high level of consistency, as evidenced by a Cronbach's alpha value of 0.870 and a composite reliability of 0.910, which indicates that the indicators work stably. The Learning Innovation variable (Y) also has strong reliability with an alpha value of 0.865 and composite reliability of 0.908, ensuring that all indicators are consistent in measuring the concept of learning innovation. Furthermore, the Strategic Management variable (X1) shows an alpha value of 0.877 and composite reliability of 0.910, reflecting a very solid measurement quality. In the Learning Creativity variable (X2), the alpha value reaches 0.819 and composite reliability of 0.879, confirming that the construct is at a good level of reliability. Overall, all research variables have met strong reliability standards and are therefore suitable for proceeding to the next stage of analysis.

3) Convergent Validity (Average Variance Extracted – AVE)

Convergent validity was assessed using AVE, which measures how much of the variance in the indicators can be explained by the latent construct. An AVE value above 0.50 indicates that the construct meets the requirements for convergent validity.

Table 3. Average Variance Extracted (AVE) Results

Variables	AVE
Self-Efficacy	0.717
Learning Innovation	0.713
Strategic Management	0.669
Learning Creativity	0.646

The results of convergent validity evaluation through AVE values show that all constructs have met the eligibility standards. The Self-Efficacy (Z) variable has an AVE of 0.717, which indicates that its indicators are able to capture the variance of the construct adequately. The Learning Innovation (Y) variable also shows excellent measurement quality through an AVE value of 0.713, so it can be declared to meet the convergent validity criteria. For the Strategic Management variable (X1), an AVE value of 0.669 confirms that the construct is valid. The same is true for the Learning Creativity variable (X2), which obtained an AVE value of 0.646 and remained above the minimum required limit. Overall, all constructs have met the convergent validity requirements so that the model can proceed to the inner model analysis stage.

4) Discriminant Validity (HTMT)

Discriminant validity is used to ensure that each construct in the model truly represents a different concept. The test is conducted through the Heterotrait-Monotrait Ratio (HTMT) value, with the provision that the construct is declared valid if the HTMT value is below 0.90.

Table 4. Discriminant Validity Results (HTMT)

Variable	Self-Efficacy	Learning Innovation	Learning Creativity	Strategic Management	Self-Efficacy x Strategic Management	Self-Efficacy x Learning Creativity
Self-Efficacy	–	0.662	0.748	0.450	0.298	0.252
Learning Innovation	0.662	–	0.821	0.517	0.599	0.397
Learning Creativity	0.748	0.821	–	0.399	0.564	0.206
Strategic Management	0.450	0.517	0.399	–	0.124	0.588
Self-Efficacy x Strategic Management	0.298	0.599	0.564	0.124	–	0.469
Self-efficacy x Learning Creativity	0.252	0.397	0.206	0.588	0.469	–

The results of discriminant validity testing through HTMT values show that all constructs in the model have a good ability to distinguish themselves from one an . The relationship between Self-Efficacy (Z) and Learning Innovation (Y) produced an HTMT value of 0.662, indicating that the two do not overlap conceptually. The relationship between Self-Efficacy (Z) and Learning Creativity (X2) was also within safe limits with a value of 0.748, thus fulfilling discriminant validity. Meanwhile, Self-Efficacy (Z) and Strategic Management (X1) show a lower value of 0.450, so that the two variables can be clearly separated. Learning Innovation (Y) and Learning Creativity (X2) obtained an HTMT value of 0.821, which is still below the threshold of 0.90. In the pair of Learning Innovation (Y) and Strategic Management (X1), the value of 0.517 confirms that there is no conceptual overlap between the two, and in the pair of Learning Creativity (X2) and Strategic Management (X1), the value of 0.399 also meets the discriminant validity requirement. For the moderation construct, the interaction between Self-Efficacy × Strategic Management produced an HTMT value in the range of 0.124–0.599 for other variables, indicating that the interaction construct remained a distinct variable and was free from multicollinearity issues. The interaction between Self-Efficacy × Learning Creativity also shows a value range of 0.206–0.588, so that discriminant validity is maintained in all relationships. Overall, all constructs, including moderators, have met the criteria for discriminant validity and are eligible to proceed to the inner model analysis stage.

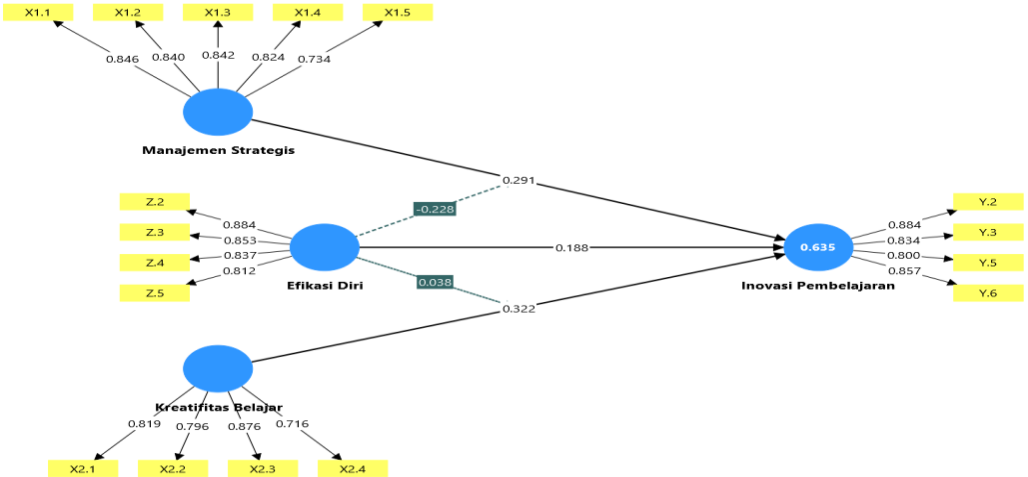

Figure 2. PLS-SEM Algorithm Model Output

b) Structural Model Analysis (Inner Model)

1. R-Square

R-Square is used to assess the extent to which independent variables can explain dependent variables in the model ((Hair et al., 2021) . In general, R-Square values are classified as follows:

a. 0.75 = strong
b. 0.50 = moderate
c. 0.25 = weak

Table 5. R-Square Results

Endogenous Variable	R-Square	Adjusted R-Square
Learning Innovation	0.635	0.623

The analysis results show that the Learning Innovation variable (Y) has an R-Square value of 0.635, which means that approximately 63.5% of its variation can be explained by the Self-Efficacy (Z), Learning Creativity (X2), Strategic Management (X1) variables, as well as the moderating effect formed from the interaction between these variables. Meanwhile, the remaining 36.5% is influenced by other factors outside the research model. The Adjusted R-Square value of 0.623 confirms that after considering the number of predictors, the predictive ability of the model remains in the strong and stable category. Overall, these findings indicate that the structural model has good explanatory power because it is above the moderate category and close to the strong category, so that the contribution of the tested variables is proven to be significant in influencing changes in Learning Innovation (Y).

2. F-Square (Effect Size)

Effect size or F-Square testing is used to assess the extent to which each predictor variable contributes to the endogenous variable. Referring to Cohen's (1988) categories, F-Square values are classified as follows:

a. 0.02 = small
b. 0.15 = moderate
c. 0.35 = large

Table 6. F-Square Results

Predictor Variables	F-Square on Learning Innovation
Self-Efficacy	0.05
Learning Creativity	0.103
Strategic Management	0.116
Self-Efficacy × Strategic Management	0.123
Self-Efficacy × Learning Creativity	0.003

The F-Square effect measurement results show that all predictor variables in the model contribute relatively little to changes in Learning Innovation (Y). The effect of Self-Efficacy (Z) on Learning Innovation (Y) has an F^2 value of 0.050, which indicates a small contribution but still plays a role in shaping student innovation. Learning Creativity (X2) shows an F^2 value of 0.103, which is in the small category but slightly stronger than Self-Efficacy (Z), thus providing a more meaningful contribution even though it has not reached a moderate level. Strategic Management (X1) has an F^2 value of 0.116, which is the largest direct influence

among the main predictors, indicating that the ability to manage learning strategies plays a significant role in increasing learning innovation. In the moderation variable, the interaction between Self-Efficacy × Strategic Management produced an F^2 value of 0.123, which, although still in the small category, was the largest contribution among all influences in the model, confirming that Strategic Management (X1) was able to strengthen the relationship between Self-Efficacy (Z) and Learning Innovation (Y) even though its moderating effect was still limited. Conversely, the interaction between Self-Efficacy and Learning Creativity showed a very small F^2 value of 0.003, indicating that Learning Creativity (X2) does not function as a moderator in this relationship. Overall, all variables and their interactions were in the small effect category, with the largest contribution coming from the interaction between Self-Efficacy and Strategic Management.

3. Direct Effect

Direct effect analysis is used to examine the direct influence of exogenous variables on endogenous variables. The significance assessment is based on the P-Values and T-statistics from the bootstrapping process.

Testing criteria:

a. P-Values < 0.05 → significant
b. P-Values > 0.05 → not significant

Table 7. Hypothesis Test Results

Relationship	O	M	STDEV	T-statistic	P-value	Note
Self-efficacy → Learning Innovation	0.188	0.194	0.094	1.995	0.046	Accepted
Self-efficacy × Learning Creativity → Learning Innovation	0.038	0.044	0.047	0.811	0.417	Rejected
Self-Efficacy × Strategic Management → Learning Innovation	-0.228	-0.228	0.059	3.857	0.000	Accepted
Learning Creativity → Learning Innovation	0.322	0.310	0.097	3.309	0.001	Accepted
Strategic Management → Learning Innovation	0.291	0.312	0.063	4.661	0.000	Accepted

Based on the bootstrapping analysis results in Table 7, the following is a systematic interpretation of the hypothesis testing:

1. The Effect of Strategic Management on Learning Innovation (H1)

The analysis results show that Strategic Management has a positive and significant effect on Learning Innovation. This is evidenced by the path coefficient value (original sample) of 0.291, the T-statistic value of 4.661 (> 1.96), and the P-value of 0.000 (< 0.05).

The more effective the management of strategy and planning at the institutional and personal levels of students, the higher the level of learning innovation produced. Structured management provides clear direction for students to develop new learning methods.

Conclusion H1: Accepted.

2. The Effect of Learning Creativity on Learning Innovation (H2)

Learning creativity has been proven to have a positive and significant effect on learning innovation. Statistical results show a path coefficient value of 0.322, a T-statistic of 3.309 (> 1.96), and a P-value of 0.001 (< 0.05).

Students who have creative, flexible, and original thinking skills have a real contribution in creating updates in the learning process. Creativity is the main fuel for innovation; without creativity, students tend to be stuck in a static learning routine.

Conclusion H2: Accepted.

3. **The Effect of Self-Efficacy on Learning Innovation (H3)**

Self-efficacy has a direct and significant effect on Learning Innovation, albeit with moderate strength. This is indicated by a path coefficient of 0.188, a T-statistic of 1.995 (> 1.96), and a P-value of 0.046 (< 0.05).

Students' belief in their own abilities becomes an internal driver to dare to take risks in trying new ways (innovation). This self-confidence becomes a psychological foundation before a person decides to take innovative action.

Conclusion H3: Accepted.

4. **The Moderating Role of Self-Efficacy in the Relationship between Strategic Management and Learning Innovation (H4)**

The interaction between Self-Efficacy and Strategic Management (SE x SM) shows a significant effect, but with a negative direction. This can be seen from the T-statistic value of 3.857 (> 1.96) and P-value of 0.000, with a moderation coefficient of -0.228. This finding indicates negative moderation or a substitution effect. This means that the role of strategic management in encouraging innovation actually weakens when students have very high self-efficacy. Students who are very confident tend to rely more on their own internal capabilities to innovate and are less dependent on external/institutional strategic direction. Conversely, for students with low self-efficacy, strategic management is very much needed as a guide for innovation.

Conclusion H4: Accepted (as Negative Moderation).

5. **The Moderating Role of Self-Efficacy in the Relationship between Learning Creativity and Learning Innovation (H5)**

The test results show that the interaction between Self-Efficacy and Learning Creativity (SE x LC) has no significant effect. This is evidenced by a T-statistic of 0.811 (< 1.96) and a P-value of 0.417 (> 0.05), as well as a very small coefficient (0.038). Self-efficacy neither strengthens nor weakens the relationship between creativity and innovation. This means that if a student is creative, they will tend to innovate regardless of whether they have high or low self-confidence. Learning creativity stands as a strong predictor that works independently without depending on the student's level of self-confidence.

Conclusion H5: Rejected.

CONCLUSION

This study concludes that the formation of learning innovation in Islamic universities is greatly influenced by the synergy between institutional and personal factors, namely strategic management, learning creativity, and self-efficacy. Specifically, learning creativity proved to be the most dominant predictor, where students' ability to think flexibly and originally became the main key to the birth of new learning methods. This is supported by strategic management, which functions as a focused framework, and self-efficacy, which acts as psychological capital that encourages students to take risks in applying these new ideas.

A unique finding in this study lies in the moderating role of self-efficacy, which provides

new insights into academic behavior. Self-efficacy was found to have no effect on the relationship between creativity and innovation, meaning that students' creative drive works independently without depending on their level of self-confidence. However, self-efficacy actually moderates the influence of strategic management negatively. This phenomenon indicates a substitution effect, whereby students with high self-confidence tend to be more independent and less dependent on formal strategic guidance from the institution to innovate, in contrast to students with low self-efficacy who are in great need of such managerial guidance.

As a practical implication, Islamic universities are advised to implement a more adaptive and less rigid management approach. Institutions need to provide greater autonomy for students with high self-efficacy so that their innovation potential is not hampered by overly restrictive rules, while still providing a clear guidance structure for other students. Furthermore, given the significant impact of creativity, developing an academic ecosystem that stimulates critical thinking through project-based learning should be a top priority for campus policies to ensure the sustainability of an innovation culture.

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