Creative Self-Efficacy, Knowledge Sharing, and Innovative Work Behavior among Generation Z Employees in Bandung's Animation Subsector

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ABSTRACT

Introduction/Main Objectives: Developing the creative industry, particularly the animation subsector, requires employees who can generate, promote, and implement innovative ideas amid technological development and increasing market competition. This study examines the relationships between creative self-efficacy (CSE), knowledge sharing (KS), and innovative work behavior (IWB) among Generation Z employees in Bandung's animation subsector. **Background Problems:** While creative self-efficacy may encourage innovative behavior, the mechanism through which it contributes to IWB remains insufficiently explored, particularly among Generation Z employees in the animation subsector. **Novelty:** This study integrates CSE, KS, and IWB by examining KS as a mediating mechanism and extends Social Cognitive Theory to explain how creative self-efficacy contributes to innovative work behavior. **Research Methods:** This study used a quantitative approach, collecting data from 250 Generation Z employees at Bandung Animation Studios through purposive sampling and analyzing it using SEM-PLS in SmartPLS 4.0. **Finding/Results:** CSE positively and significantly affected KS ($\beta = 0.596$, $p < 0.001$) and IWB ($\beta = 0.406$, $p < 0.001$), while KS positively and significantly affected IWB ($\beta = 0.507$, $p < 0.001$). The indirect effect of CSE on IWB through KS was significant ($\beta = 0.302$, $p < 0.001$), indicating a complementary mediating mechanism. CSE explained 35.5% of the variance in KS, while CSE and KS jointly explained 66.7% of the variance in IWB. **Conclusion:** CSE contributes to IWB both directly and indirectly through KS. KS represents an important mechanism linking CSE to IWB. Organizations can support innovative behavior by strengthening employees' creative confidence and facilitating knowledge exchange and collaboration.

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1. Introduction

Globalization and digital transformation have intensified competition across industries, including the creative industry, where creativity, knowledge, and innovation have become increasingly important sources of value creation. Technological developments, including the growing use of artificial intelligence (AI), are transforming creative production by expanding opportunities for content creation, distribution, and access to global markets, while also creating new challenges related to quality, intellectual property, privacy, and market competition (United Nations Conference on Trade and Development [UNCTAD], 2024). UNCTAD (2024) reports that the creative economy contributes substantially to economic activity across countries, ranging from 0.5% to 7.3% of gross domestic product (GDP), while creative services exports reached approximately US$1.4 trillion in 2022. These developments highlight the importance of human capabilities in generating and implementing ideas that enable creative organizations to respond to technological and market changes.

The animation subsector is an important part of the creative economy because its products depend heavily on creativity, digital skills, technological capabilities, and intellectual property. The Indonesian animation industry also shows strong growth potential. The Indonesia Animation Report 2026, based on research involving 262 animation studios and 3,448 workers, estimated the industry's value at IDR 798.15 billion in 2025, with 308 original animation works produced and distributed across various platforms. These developments indicate growing opportunities for the industry while also highlighting the need for animation studios to continuously develop distinctive concepts, characters, narratives, and visual products that can compete in a dynamic market. In this setting, employees are expected not only to perform assigned tasks but also to identify opportunities, generate new ideas, promote them, and translate them into useful outcomes. These behaviors are reflected in innovative work behavior (IWB), which involves generating, promoting, and implementing new ideas in the workplace (Janssen, 2000).

One individual factor that may encourage employees to engage in IWB is creative self-efficacy (CSE). CSE refers to employees' beliefs in their capability to produce creative outcomes in their work roles (Tierney & Farmer, 2002). From the perspective of Social Cognitive Theory (SCT), self-efficacy represents an important cognitive mechanism through which individuals exercise agency, influencing their choices, effort, persistence, and behavioral engagement (Bandura, 1986). Employees who strongly believe in their creative capabilities are more likely to approach challenging tasks with confidence, persist when encountering difficulties, and explore alternative ways to solve problems. Consistent with this perspective, Newman et al. (2018) found that CSE was positively associated with employees' innovative behavior, with the strength of this relationship varying by leadership context.

Other empirical research has likewise demonstrated the relevance of CSE to innovative behavior across different organizational settings. These findings suggest that employees' confidence in their creative capabilities can provide an important foundation for innovative behavior.

Nevertheless, translating creative confidence into innovative outcomes may involve more than an individual's perception of capability. Innovation in organizational settings frequently develops through interaction with others, particularly when employees need to exchange information, expertise, experience, and ideas. Knowledge sharing (KS) is a social process through which organizational members exchange and develop knowledge. Van den Hooff & de Ridder (2004) describe knowledge sharing as an exchange process among organizational members, emphasizing the importance of communication and organizational conditions in facilitating such exchanges. In creative work environments, where employees may possess different technical and creative expertise, knowledge exchange can provide access to alternative perspectives, facilitate problem solving, and help employees refine and develop ideas. KS may therefore be an important behavioral process through which individual creative capabilities translate into innovative work behavior.

The relationship between KS and IWB has received increasing empirical attention. Chen et al. (2021), for example, showed that knowledge donating and knowledge collecting were part of the mechanism linking employees' psychological capital to IWB. Similarly, Sudibjo & Prameswari (2021) found that knowledge-sharing behavior contributed positively to IWB and mediated the relationship between transformational leadership and IWB among teachers in Indonesia. More recent research has also examined knowledge sharing as a mechanism through which leadership and other employee characteristics contribute to innovative behavior. These findings reinforce the importance of knowledge exchange in supporting employees' innovative activities.

At the same time, the role of KS in the relationship between CSE and IWB appears to be more complex. Jan et al. (2021), for instance, found that knowledge sharing strengthened the relationship between CSE and IWB among employees in the hospitality industry, positioning KS as a moderating condition rather than as a mediating mechanism. This finding indicates that knowledge sharing is relevant to understanding how CSE relates to IWB. Still, it leaves open the question of whether knowledge sharing may also function as a process through which creative self-efficacy contributes to innovative behavior. Existing studies have predominantly examined CSE as a direct antecedent or have incorporated other mechanisms and boundary conditions. In contrast, studies of KS as a mediator have generally focused on antecedents other than CSE.

This distinction is particularly relevant from an SCT perspective. SCT explains how personal cognitive factors, behavior, and environmental influences interact reciprocally (Bandura, 1986). Previous research has applied SCT to explain why employees with stronger CSE are more likely to

demonstrate innovative behavior, including through leadership conditions (Newman et al., 2018). However, employees do not enact their creative capabilities in isolation. Their ability to exchange and combine knowledge with colleagues may provide a behavioral pathway through which creative confidence is converted into innovative outcomes. Examining KS as a mediating process therefore extends SCT beyond the direct influence of self-efficacy by linking an individual cognitive belief to a social process that may facilitate innovative behavior.

This issue becomes particularly relevant in the animation industry, where creative production depends on the interaction of artistic, technical, and digital expertise. Animation projects often require employees to continuously develop ideas, solve creative and technical problems, and coordinate their contributions with other members of a production team. The growing scale of the Indonesian animation industry further increases the relevance of understanding the individual and social processes that support innovation. However, much of the existing evidence on CSE, KS, and IWB has come from organizational settings such as multinational corporations, hospitality, education, healthcare, and other conventional work environments. Evidence concerning how these relationships operate among Generation Z employees working in Indonesia's animation industry remains limited. The distinctive combination of creative work, technological intensity, collaborative production, and intellectual-property development therefore provides a meaningful setting for examining the CSE-KS-IWB mechanism.

Against this background, the present study brings Creative Self-Efficacy, Knowledge Sharing, and Innovative Work Behavior together within a single explanatory model. Rather than viewing CSE only as a personal capability that directly stimulates innovative behavior, this study examines whether employees' creative confidence is also translated into IWB through knowledge sharing. This approach contributes to the application of SCT by linking an individual cognitive factor with a social behavioral process in explaining innovative work behavior. It also provides empirical evidence from Generation Z employees in Bandung's animation subsector, extending the discussion of innovative work behavior to a creative and technology-intensive industry context.

Accordingly, this study aims to examine the relationships between CSE, KS, and IWB among Generation Z employees in Bandung's animation subsector, specifically by examining: (1) the effect of CSE on IWB; (2) the effect of CSE on KS; (3) the effect of KS on IWB; and (4) the mediating role of KS in the relationship between CSE and IWB.

2. Literature Review

2.1 Social Cognitive Theory

This research is based on Social Cognitive Theory (SCT) by Bandura (1986), which explains human behavior through the Triadic Reciprocal interaction between personal, behavioral, and environmental

factors. In an organizational context, employees' cognitive beliefs can influence their motivation and behavior, while the social environment can simultaneously affect individual behavior. Wood and Bandura (1989) explain that an individual's belief in their capabilities is a key mechanism influencing choices of action, effort, and persistence in achieving goals.

In this research, SCT explains how creative self-efficacy (CSE), as a personal factor, can influence an individual's work behavior. Employees who believe in their creative abilities tend to be more confident when addressing problems that require creativity, setting creative goals, and persisting despite obstacles. Thus, CSE can serve as a cognitive foundation that drives individuals to engage in innovative behavior.

Besides personal factors, Social Cognitive Theory (SCT) also emphasizes the role of the social environment in shaping individual behavior. A work environment that fosters interaction and knowledge exchange enables employees to gain experiences, information, and new perspectives that can influence their subsequent behavior. In this research, Knowledge Sharing (KS) is viewed as a social process that facilitates the exchange of knowledge and experience among individuals. At the same time, innovative work behavior (IWB) is a behavior expected to emerge from the interaction between personal factors and the environment.

Therefore, the relationships among CSE, KS, and IWB can be explained through the SCT framework. CSE represents personal beliefs regarding creative capability, KS represents the process of knowledge interaction and exchange within a social environment, and IWB constitutes the resulting innovative behavior. This framework provides a theoretical basis indicating that beliefs in creative capability can not only directly influence IWB but also foster knowledge sharing processes that subsequently support the emergence of innovative behavior.

2.2 Creative Self-Efficacy and Innovative Work Behavior

Creative self-efficacy (CSE), which is a specific form of self-efficacy, refers to an individual's belief in their ability to produce creative outcomes (Tierney & Farmer, 2002). CSE reflects the extent to which a person believes they can generate new ideas, solutions, or approaches when faced with tasks requiring creativity. Thus, CSE does not merely reflect a person's actual ability; it emphasizes the individual's belief in their own creative capabilities.

CSE plays a significant role in encouraging innovative behavior because the belief in one's creative ability can influence how individuals respond to work demands and challenges. Individuals with high CSE tend to be more confident in their ability to find alternative solutions when facing complex problems. This confidence can foster the courage to explore ideas, experiment with different approaches, and persist even when initial ideas do not immediately succeed. Conversely, individuals

with low CSE may more easily doubt their creative capabilities, leading them to avoid tasks characterized by uncertainty or high demands for creativity.

In an organizational context, these characteristics are closely linked to innovative work behavior (IWB). IWB relates not only to the ability to generate ideas but also encompasses the process of introducing those ideas into the work environment. Consequently, the belief in one's ability to generate creative ideas can serve as psychological capital that fosters engagement in the innovation process. Previous research indicates a relationship between CSE and employee innovative behavior. For instance, Wan et al. (2022) examined the roles of CSE and employee innovative behavior within the context of open service innovation, while Wijayanti et al. (2024) demonstrated the importance of CSE in driving innovative work behaviors.

When employees believe they can generate creative solutions, they are more motivated to direct their energy toward creativity-driven activities. In the animation subsector, this belief is particularly relevant because the work demands the continuous generation of new concepts, visuals, methods, and solutions. Consequently, the higher an employee's creative self-efficacy (CSE), the more inclined they are to engage in behaviors that generate, promote, and implement new ideas. Based on that explanation, the hypothesis is:

H_1: Creative Self-Efficacy Positively Influences Innovative Work Behavior.

2.3 Creative Self-Efficacy and Knowledge Sharing

Creative self-efficacy is not only associated with an individual's ability to produce creative ideas, but also with how they interact with their social environment. Based on Bandura's (1986) Social Cognitive Theory, individuals with a strong belief in their abilities tend to be more proactive in setting goals, directing their efforts, and interacting with their environment to achieve them. In the context of creative work, employees who believe in their creative capabilities are more likely to propose ideas, share experiences, and participate in Knowledge-Exchange processes with colleagues.

Employees with high CSE also tend to possess the confidence to share their knowledge or ideas with others. This confidence can reduce hesitation when individuals need to propose ideas that are not yet fully formed or that differ from established practices. Conversely, employees who lack confidence in their creative abilities may be more cautious about sharing ideas, fearing that their suggestions might be rejected or deemed inappropriate. Therefore, CSE can foster psychological conditions that encourage individuals to engage in both knowledge-donating and knowledge-collecting activities (Chen et al., 2021). Based on that explanation, the hypothesis is:

H_2: Creative Self-Efficacy Positively Influences Knowledge Sharing.

2.4 Knowledge Sharing and Innovative Work Behavior

Knowledge sharing facilitates the transformation of individual knowledge into a shared organizational resource. Van den Hooff & de Ridder (2004) categorize knowledge sharing into "knowledge donating" and "knowledge collecting" processes, involving sharing knowledge with others and acquiring knowledge from others, respectively. Through these processes, employees can gain access to a wider range of information, experiences, and perspectives to help resolve work-related issues.

Knowledge sharing (KS) is closely linked to individual work-related behavior (IWB), because innovation requires a combination of knowledge and information from diverse sources. When employees learn from colleagues, they gain new insights they can use to generate alternative solutions. At the same time, sharing knowledge enables individuals to articulate, develop, and integrate their own ideas with those of others. Thus, KS can enrich the cognitive resources required for idea generation.

Knowledge sharing can also influence individual work behavior (IWB) in later stages: idea promotion and idea realization. Knowledge gained from colleagues can help employees improve the quality of their ideas and acquire the information needed to persuade others. Furthermore, collaboration and knowledge exchange can provide the technical support and experience required to implement those ideas. Chen et al. (2021) specifically examine the relationships between “knowledge donating” and “knowledge collecting” and innovative work behavior, positioning the knowledge-sharing dimension as a crucial mechanism for explaining IWB. Based on that explanation, the hypothesis is:

H_3: Knowledge Sharing Positively Influences Innovative Work Behavior.

2.5 Knowledge Sharing as a Mediator between Creative Self-Efficacy and Innovative Work Behavior

Based on Bandura's (1986) Social Cognitive Theory, individual behavior is not determined solely by personal factors but is also shaped by the individual's interaction with their social environment. In this research, CSE represents a personal factor, specifically the belief in one's creative capabilities, while KS reflects the social interaction process through which individuals can acquire and share knowledge. In this context, IWB can be viewed as a behavior resulting from the combination of these personal factors and social processes.

CSE can enhance individuals’ perceived capability to generate ideas and solve problems creatively. However, such a belief does not necessarily lead directly to organizational innovation. To translate creative capabilities and beliefs into innovative behavior, individuals need knowledge, information, experience, and perspectives; they can gain this knowledge through interactions with colleagues. From this perspective, KS can serve as a pathway through which CSE influences IWB.

The mediation mechanism can be explained in two stages. First, employees with high creative self-efficacy (CSE) have greater confidence in their creative abilities and are therefore more motivated to engage in knowledge-sharing activities. This process involves two forms: knowledge donating (sharing knowledge with colleagues) and knowledge collecting (acquiring knowledge from colleagues). Chen et al. (2021) showed that these two knowledge-sharing processes link an individual's psychological resources to innovative work behavior.

Although creative self-efficacy has been linked to innovative work behavior, the mechanism by which creative confidence translates into innovative behavior remains insufficiently explored, particularly through knowledge-sharing processes. on Social Cognitive Theory, this study positions knowledge sharing as a social mechanism linking employees' creative self-efficacy to innovative work behavior. Thus, the study extends research on the relationship between creative self-efficacy and innovative work behavior by examining the mediating role of knowledge sharing among Generation Z employees in the animation sub-sector in Bandung. Based on that explanation, the Hypothesis is:

H_4: Knowledge Sharing Mediates the Influence of Creative Self-Efficacy on Innovative Work Behavior.

Figure 1 presents the proposed conceptual research model illustrating the hypothesized relationships among the variables. The model posits that creative self-efficacy (CSE) directly influences innovative work behavior (IWB) and indirectly influences it through knowledge sharing (KS), which serves as a mediating variable. This framework visually captures the hypothesized paths H_1 through H_4 and provides a structured basis for empirical testing in this study.

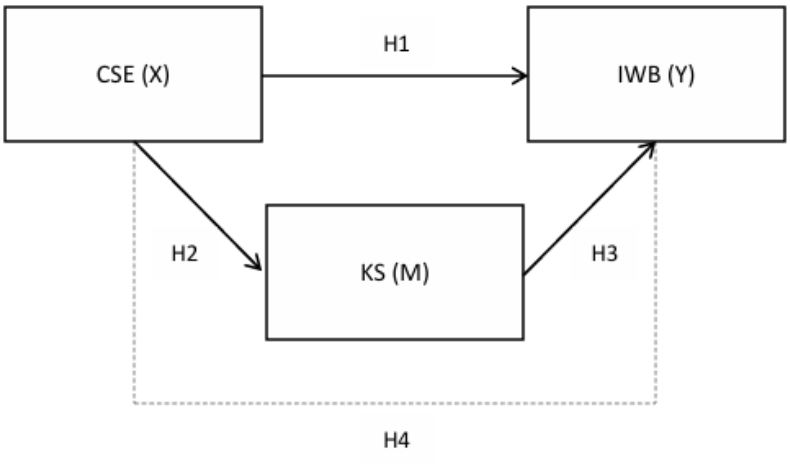


Figure 1. Conceptual Research Model

Source: Developed by the authors based on the literature review.

3. Method, Data, and Analysis

This research employed a quantitative approach with descriptive and verification methods. The descriptive method described the characteristics and conditions of the research variables, while the

verification method investigated the relationships among the variables and evaluated the proposed hypotheses. The research context was the animation subsector in Bandung, with Generation Z employees as the unit of analysis. Respondents were employees aged 18–29 years working in animation studios in Bandung, as this group represents the generation examined in relation to the increasingly dynamic and collaborative nature of creative work.

The target population comprised Generation Z employees working in animation studios in Bandung. Because no comprehensive official database was available to determine the exact number of employees in this subsector, the population size was considered unknown, and purposive sampling was employed based on predetermined eligibility criteria. The study targeted 250 respondents based on 25 measurement indicators, using ten respondents per indicator as a practical rule of thumb. Although the ten-times rule provides only a rough guideline for PLS-SEM (Kock & Hadaya, 2018), the study also assessed sample adequacy based on the structural model, in which Innovative Work Behavior has two predictors: Creative Self-Efficacy and Knowledge Sharing. The study obtained 250 valid responses and included them in the PLS-SEM analysis.

Data were collected through a structured questionnaire using a four-point Likert scale ranging from strongly disagree to agree strongly. The questionnaire assessed the three main constructs examined in the research. We measured creative self-efficacy (CSE) using the instrument developed by Tierney & Farmer (2002), which captures employees' beliefs about their ability to perform creatively. We measured knowledge sharing (KS) using Van den Hooff & de Ridder (2004), particularly through knowledge donating and knowledge collecting. We measured innovative work behavior (IWB) using the conceptualization of Scott & Bruce (1994) and Janssen (2000), which emphasizes employees' involvement in generating, promoting, and realizing new ideas in the workplace. We adopted established measurement instruments to ensure each construct was represented by indicators consistent with its theoretical definition.

We analyzed the data using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with SmartPLS 4.0. The analysis included measurement-model evaluation through validity and reliability testing and structural-model evaluation through R-square, path coefficients, bootstrapping, and mediation analysis. The measurement model was assessed to determine whether the indicators accurately reflected their respective constructs, including assessment of convergent validity, discriminant validity, and internal consistency reliability. The structural model was then evaluated to assess the model's ability to explain the endogenous constructs and the magnitude and direction of relationships among CSE, KS, and IWB. Bootstrapping was used to test the statistical significance of the direct and indirect effects, while mediation analysis assessed whether KS mediates the relationship between CSE and IWB.

4. Result and Discussion

4.1 *Results of Structural Model and Hypothesis Testing*

4.1.1 Convergent Validity

Table 1. Outer Loading

	Outer Loading	Category
X1	0.789	Valid
X2	0.762	Valid
X3	0.793	Valid
X4	0.780	Valid
X5	0.788	Valid
X6	0.770	Valid
X7	0.800	Valid
X8	0.790	Valid
X9	0.778	Valid
X10	0.752	Valid
X11	0.745	Valid
X12	0.757	Valid
Y1	0.791	Valid
Y2	0.769	Valid
Y3	0.734	Valid
Y4	0.745	Valid
Y5	0.763	Valid
Y6	0.781	Valid
Y7	0.764	Valid
Y8	0.764	Valid
Y9	0.706	Valid
M1	0.758	Valid
M2	0.775	Valid
M3	0.755	Valid
M4	0.787	Valid
M5	0.760	Valid
M6	0.756	Valid

M7	0.778	Valid
M8	0.727	Valid
M9	0.802	Valid
M10	0.740	Valid

Source: Data were analyzed using SmartPLS (2026).

Based on the results in **Table 1**, the loading factor values for each indicator across variables X, Y, and M all exceed 0.70, indicating that each indicator is sufficiently strong. These results show that each indicator meets the necessary validity criteria and can accurately measure the latent variables. Consequently, these indicators can be used for further analysis without validity issues.

4.1.2 Average Variance Extracted (AVE)

Table 2. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
CSE	0.601
IWB	0.574
KS	0.584

Source: Data were analyzed using SmartPLS (2026).

Table 2 indicates that all variables have an Average Variance Extracted (AVE) value greater than 0.50. This means that all variable/dimension indicators are considered valid.

4.1.3 Discriminant Validity

Table 3. Fornell-Larcker Criterion

Variable	CSE	IWB	KS
CSE	**0.775**		
IWB	0.708	**0.758**	
KS	0.596	0.749	**0.764**

Source: Data were analyzed using SmartPLS (2026).

The test results indicate that the square root of the Average Variance Extracted (AVE) for each construct is greater than its correlations with other constructs. The creative self-efficacy (CSE) construct has a square root of AVE of 0.775, which is higher than its correlations with innovative work behavior (0.708) and knowledge sharing (0.596). The innovative work behavior (IWB) construct shows a square root of AVE of 0.758, which is also greater than its correlations with creative self-efficacy (0.708) and knowledge sharing (0.749).

Meanwhile, the knowledge sharing (KS) construct has a square root of AVE of 0.764, higher than its correlations with creative self-efficacy (0.596) and innovative work behavior (0.749). Thus, all constructs meet the Fornell-Larcker Criterion; consequently, the measurement model demonstrates good discriminant validity and is suitable for the subsequent analysis stage.

Table 4. Heterotrait Monotrait Ratio (HTMT)

Variabel	Heterotrait-Monotrait Ratio (HTMT)
IWB <-> CSE	0.761
KS <-> CSE	0.634
KS <-> IWB	0.813

Source: Data were analyzed using SmartPLS in 2026.

Meanwhile**,** the knowledge sharing (KS) construct has a square root of AVE of 0.764, higher than its correlations with creative self-efficacy (0.596) and innovative work behavior (0.749). Thus, all constructs meet the Fornell-Larcker Criterion; consequently, the measurement model demonstrates good discriminant validity and is suitable for the subsequent analysis stage.

Table 4 **Table 4** indicates that all indicators have HTMT values below 0.90. This indicates that all constructs are distinct from one another and there are no issues regarding discriminant validity between the constructs.

4.1.4 Reliability Test

Table 5. Reliability Test Result

Variable	Cronbach's alpha	Composite reliability
CSE	0.940	0.948
IWB	0.907	0.924
KS	0.921	0.933

Source: Data were analyzed using SmartPLS (2026).

Table 5 indicates that Cronbach's Alpha and Composite Reliability values are greater than 0.70, indicating that each variable has high reliability.

4.1.5 Coefficient of Determination (R^2)

Table 6. R^2 and Adjusted R^2 Values

Variable	R-square	R-square adjusted
KS	0.355	0.352

IWB	0.667	0.664

Source: Data were analyzed using SmartPLS (2026).

As presented in **Table 6**, the R^2 value for Knowledge Sharing (KS) was 0.355, indicating that Creative Self-Efficacy (CSE) explained 35.5% of the variance in KS. In comparison, the remaining 64.5% was attributable to factors outside the model. The R^2 value for Innovative Work Behavior (IWB) was 0.667, indicating that CSE and KS jointly explained 66.7% of the variance in IWB, with the remaining 33.3% attributable to other factors not included in the model. The adjusted R^2 values were 0.352 for KS and 0.664 for IWB, showing only minor adjustments after accounting for the number of predictors in each model.

Table 7. Calculation Results for the Difference in the Coefficient of Determination (ΔR^2)

Model	R-square	ΔR^2
CSE -> IWB	0.502	-
CSE -> KS -> IWB	0.563	0.061

Source: Data were analyzed using SmartPLS (2026).

Table 7 indicates that the R-squared value for Innovative Work Behavior in the model without Knowledge Sharing mediation is 0.502. Meanwhile, within the model mediated by Knowledge Sharing, this value increases to 0.563. The difference between the two values yields an increment in R-squared of 0.061, or 6.1%. This indicates that adding the Knowledge Sharing variable improves the model's ability to explain variance in Innovative Work Behavior by 6.1%.

4.1.6 Effect Size (f^2)

Table 8. Effect Size (f^2) Results

Variable	f-square
CSE -> IWB	0.320
CSE -> KS	0.550
KS -> IWB	0.497

Source: Data were analyzed using SmartPLS (2026).

Table 8 presents the effect size (f^2) of the structural relationships. Following the guideline proposed by Hair et al. (2022), f^2 values of 0.02, 0.15, and 0.35 indicate small, medium, and large effect sizes, respectively. The f^2 value for CSE → IWB was 0.320, indicating a medium effect size. The f^2 values for CSE → KS (0.550) and KS → IWB (0.497) indicated large effect sizes. These results suggest that CSE substantially explains variance in KS, while both CSE and KS meaningfully contribute to explaining IWB.

4.1.7 Path Coefficient

Table 9. Path Coefficient Test Results

Variable	Original Sample (O)
CSE -> KS	0.596
CSE -> IWB	0.406
KS -> IWB	0.507

Source: Data were analyzed using SmartPLS in 2026.

a. Creative Self-Efficacy Path (X) towards Knowledge Sharing (M)

Table 9 indicates that the path coefficient for the relationship between Creative Self-Efficacy (CSE) and Knowledge Sharing (KS) is 0.596. This value reflects a positive relationship between CSE and KS. This indicates that greater confidence in one's creative abilities increases the likelihood of actively sharing knowledge with colleagues and superiors. Therefore, CSE contributes significantly to knowledge sharing in the workplace.

b. Creative Self-Efficacy Path (X) towards Innovative Work Behavior (Y)

Table 9 indicates that the path coefficient between Creative Self-Efficacy (CSE) and Innovative Work Behavior (IWB) is 0.406. This value indicates a positive relationship between CSE and IWB. This suggests that the more confident an individual is in their creative abilities, the more motivated they are to develop new ideas and approaches, and the more willing they are to experiment with them. Therefore, CSE is instrumental in fostering behaviors that involve generating, promoting, and implementing new ideas or methods within the work environment.

c. Knowledge Sharing Path (M) towards Innovative Work Behavior (Y)

Table 9 indicates that the path coefficient for the relationship between Knowledge Sharing (KS) and Innovative Work Behavior (IWB) is 0.507. This value indicates a positive relationship between KS and IWB. This suggests that higher levels or greater consistency in sharing knowledge or expertise among colleagues or with superiors allows shared knowledge or expertise to serve as a source of inspiration, learning, and collaboration; this, in turn, enhances an individual's cognitive abilities and fosters or boosts innovative work behavior. Therefore, KS is instrumental in encouraging innovative behavior when performing tasks or addressing problems.

4.1.8 Bootstrapping Test (Hypothesis)

a. Direct Effect

Table 10 presents the hypothesis testing results for the direct effect. Creative Self-Efficacy (CSE) had a positive and significant effect on Innovative Work Behavior (IWB) ($\beta = 0.406$, $t = 8.565$, $p < 0.001$), supporting H_1. CSE also had a positive and significant effect on Knowledge Sharing (KS) ($\beta =$

0.596, t = 14.373, p < 0.001), supporting H_2. Furthermore, KS had a positive and significant effect on IWB (β = 0.507, t = 10.656, p < 0.001), supporting H_3. These findings indicate that higher levels of creative self-efficacy are associated with greater knowledge-sharing behavior and innovative work behavior. At the same time, knowledge sharing is also positively associated with innovative work behavior.

Table 10. Bootstrapping Results: Direct Effect

Hypothesis	Path	Coeff.	t statistics	P values	Decision
H_1	**CSE -> IWB**	0.406	8.565	<0.001	Supported
H_2	**CSE -> KS**	0.596	14.373	<0.001	Supported
H_3	**KS -> IWB**	0.507	10.656	<0.001	Supported

Source: Data processed using SmartPLS in 2026.

b. Indirect Effect

Table 11 presents the indirect effect analysis results. The indirect effect of Creative Self-Efficacy (CSE) on Innovative Work Behavior (IWB) through Knowledge Sharing (KS) was positive and significant (β = 0.302, t = 8.626, p < 0.001). Therefore, H4 is supported, indicating that Knowledge Sharing mediates the relationship between Creative Self-Efficacy and Innovative Work Behavior.

Table 11. Bootstrapping Results: Indirect Effect

Hypothesis	Path	Coeff.	t statistics	P values	Decision
H_4	**CSE -> KS -> IWB**	0.302	8.626	<0.001	Supported

Source: Data processed using SmartPLS (2026).

4.2 *Discussion*

4.2.1 Creative Self-Efficacy (CSE) on Innovative Work Behavior (IWB).

Hypothesis testing shows that Creative Self-Efficacy has a positive and statistically significant effect on the Innovative Work Behavior of Generation Z employees in the Animation Subsector. This is evidenced by a path coefficient of 0.406 and a p-value of 0.001, which is below the 0.05 significance level. Therefore, the hypothesis stating that Creative Self-Efficacy influences Innovative Work Behavior is accepted. The findings indicate that confidence in Creative Ability is a key factor fostering Innovative Work Behavior among Generation Z employees in the Animation Subsector. Respondents tend to

demonstrate high confidence in their creative capabilities when performing tasks involving creative thinking and problem-solving.

These findings align with Bandura's (1986) Social Cognitive Theory, which suggests that individuals with high confidence in their abilities are motivated to take action to achieve specific goals. In this study, creative self-efficacy is defined as a cognitive belief in one's creative capabilities; this belief, in turn, influences thought processes and sources of self-motivation to generate new ideas, methods, or solutions at work. These findings are consistent with previous studies by Newman et al. (2018) and Afrin et al. (2022), who reported that Creative Self-Efficacy (CSE) has a positive effect on Innovative Work Behavior (IWB), as well as with Chen et al. (2021), whose findings indicated that Psychological Capital (of which self-efficacy is a component) positively influences Innovative Work Behavior.

4.2.2 Creative Self-Efficacy (CSE) on Knowledge Sharing (KS)

Hypothesis testing shows that Creative Self-Efficacy has a positive and statistically significant effect on Knowledge Sharing among Generation Z employees in the Animation Subsector. This is evidenced by a path coefficient of 0.596 and a p-value of 0.001, which is below the 0.05 significance level. Therefore, the hypothesis stating that Creative Self-Efficacy Influences Knowledge Sharing is accepted. The findings indicate that confidence in creative abilities is a key driver of the Knowledge-Sharing process among Generation Z employees in the Animation Subsector. Respondents tend to demonstrate a high level of confidence in their creative cognitive abilities. This creative confidence is perceived as a source of the motivation and self-assurance needed to foster knowledge sharing with colleagues and superiors.

These findings align with Social Cognitive Theory (Bandura, 1986), which suggests that individuals confident in their capabilities are motivated to engage in actions that yield beneficial contributions. Believing that one's abilities can lead to meaningful contributions encourages sharing knowledge, experience, and expertise with colleagues. These findings are consistent with those reported by Chen et al. (2021), who showed that psychological capital positively affects two dimensions of knowledge sharing: knowledge donating and knowledge collecting. Psychological capital is a psychological resource that drives the knowledge-sharing process.

4.2.3 Knowledge Sharing (KS) on Innovative Work Behavior (IWB).

Hypothesis testing results show that Knowledge Sharing has a positive and significant effect on the Innovative Work Behavior of Generation Z employees in the Animation Subsector. This is evidenced by a path coefficient of 0.507 and a p-value of 0.001, which is below the 0.05 significance level. Therefore, the hypothesis stating that Knowledge Sharing influences Innovative Work Behavior is accepted. The findings indicate that the knowledge-sharing process is a key factor in promoting

innovative work behavior among Generation Z employees in the Animation Subsector. Respondents reported high levels of involvement in workplace knowledge-sharing processes. This knowledge-sharing process is perceived to enhance an individual's cognitive capacity, thereby encouraging the generation of new ideas, concepts, or work methods.

These findings align with Social Cognitive Theory proposed by Bandura (1986), which suggests that individuals learn not only through direct experience but also by observing and interacting with others in their social environment. Sharing Knowledge, experience, and expertise in the workplace can encourage individuals to generate innovative ideas, promote them, and implement them in their work. These findings align with those reported by Marampa et al. (2024), who found that knowledge sharing has a direct positive effect on IWB. Furthermore, Baakir & Ellioua (2025) found that by implementing methods that encourage knowledge sharing, organizations can not only foster innovation and boost productivity but also strengthen their competitive advantage.

4.2.4 Knowledge Sharing (KS) Mediates the Relationship Between Creative Self-Efficacy (CSE) and Innovative Work Behavior (IWB).

The hypothesis testing results show that knowledge sharing (KS) significantly mediates the relationship between creative self-efficacy (CSE) and innovative work behavior (IWB) among Generation Z employees in the animation subsector. The indirect effect was positive and statistically significant ($\beta = 0.302$, $t = 8.626$, $p < 0.001$), indicating that CSE is associated with IWB through KS. Therefore, the hypothesis proposing KS's mediating role is supported.

The findings suggest that employees with stronger creative self-efficacy may be more willing to share their knowledge, experiences, and ideas with colleagues. Confidence in their creative capabilities may encourage employees to communicate ideas, exchange knowledge, and engage in collaborative problem-solving. Through these knowledge-sharing activities, employees can access different perspectives and experiences that may help them refine ideas, identify alternative solutions, and translate creative concepts into practical outcomes. In this sense, KS is a social behavioral process through which employees' confidence in their creative capabilities can translate into innovative work behavior. This mechanism is particularly relevant in the animation subsector, where creative production requires integrating different forms of artistic, technical, and digital knowledge and often involves collaboration among employees with diverse expertise.

The direct effect of CSE on IWB was also positive and significant ($\beta = 0.406$, $t = 8.565$, $p < 0.001$), while the indirect effect through KS was likewise positive and significant ($\beta = 0.302$, $t = 8.626$, $p < 0.001$). Because both the direct and indirect effects are statistically significant and operate in the same positive direction, the findings indicate a complementary mediating mechanism. Thus, KS provides an additional pathway through which CSE is associated with IWB, while CSE also maintains a significant

direct association with IWB. This finding indicates that knowledge sharing constitutes an important mechanism linking employees' creative self-efficacy with their innovative work behavior, without replacing the direct contribution of creative self-efficacy.

The findings can be interpreted through Bandura's (1986) Social Cognitive Theory (SCT), which proposes that behavior is shaped through reciprocal interactions among personal, behavioral, and environmental factors. In the present study, CSE represents an individual cognitive factor reflecting employees' beliefs in their creative capabilities. In contrast, KS represents a social behavioral process through which employees exchange knowledge and experience with others. Employees with stronger confidence in their creative capabilities may be more willing to communicate ideas, seek information, and exchange knowledge with colleagues. These interactions can provide additional cognitive resources and perspectives that support the development and implementation of innovative ideas. The findings therefore extend the application of SCT by illustrating how an individual cognitive belief may operate through a social behavioral process to explain innovative work behavior. Rather than viewing CSE only as a direct individual-level antecedent of IWB, the findings suggest that creative confidence may also translate into innovative behavior through employees' engagement in knowledge-sharing processes.

The mediating finding is also consistent with previous research highlighting the role of knowledge-sharing processes in explaining innovative behavior. Chen et al. (2021) found that knowledge donating and knowledge collecting played a chain-mediating role between psychological capital and IWB, while knowledge collecting also demonstrated a significant independent mediating effect. Their findings suggest that knowledge-sharing processes provide an important pathway through which individual psychological resources translate into innovative behavior. Similarly, Kusumastuti et al. (2025) reported that knowledge sharing significantly mediated the relationship between training and development and IWB, further indicating that knowledge exchange can connect employee-related or organizational resources with innovative behavior. In a related study, Jan et al. (2021) found that knowledge sharing strengthened the relationship between creative self-efficacy and IWB, positioning knowledge sharing as a moderating condition in the CSE–IWB relationship. While their findings demonstrate that knowledge sharing can strengthen the extent to which creative self-efficacy is associated with innovative behavior, the present study extends this perspective by examining knowledge sharing as a mediating mechanism through which creative self-efficacy is associated with IWB. Taken together, these findings provide a more nuanced understanding of knowledge sharing's role in the CSE–IWB relationship, suggesting that knowledge sharing may function not only as a contextual condition that strengthens the relationship but also as a process through which creative self-efficacy translates into innovative work behavior.

From a managerial perspective, the findings suggest that organizations should strengthen employees' creative self-efficacy while simultaneously creating conditions that facilitate knowledge sharing. Organizations can support creative self-efficacy through challenging creative projects, brainstorming activities, constructive feedback, and opportunities to experiment with new ideas. At the same time, organizations can facilitate knowledge sharing through regular sharing sessions, digital collaboration platforms, project reviews, and communities of practice. Because CSE demonstrates both a significant direct association with IWB and an indirect association through KS, interventions should not focus exclusively on knowledge-sharing practices. Instead, organizations can build employees' creative confidence while providing social and organizational mechanisms that enable them to exchange and develop knowledge with colleagues. In animation work, such practices may help employees combine creative ideas with technical and production knowledge, supporting the development and implementation of innovative outputs.

5. Conclusion and Suggestion

The findings indicate that Creative Self-Efficacy (CSE), Knowledge Sharing (KS), and Innovative Work Behavior (IWB) among Generation Z employees in Bandung's animation subsector are categorized as high. The findings further indicate that CSE positively and significantly influences KS and IWB, indicating that employees' confidence in their creative abilities is associated with their willingness to share knowledge and engage in Innovative Behaviors. KS also positively and significantly influences IWB, suggesting that exchanging knowledge, experience, and information among employees can support the generation and implementation of Innovative Ideas. Furthermore, KS plays a significant mediating role in the relationship between CSE and IWB, with a partial mediation effect. The findings show that CSE contributes to IWB through both direct and indirect pathways via KS, suggesting that creative confidence alone does not fully explain innovative behavior, as knowledge exchange and utilization also help translate creative confidence into workplace innovation.

The main theoretical implication of this study is that the findings extend the application of Social Cognitive Theory (SCT) to innovative work behavior by illustrating how an individual cognitive factor may operate through a social behavioral process. Specifically, creative self-efficacy (CSE) represents employees' beliefs in their creative capabilities. In contrast, knowledge sharing (KS) reflects a social process through which employees exchange and develop knowledge and experience with others. The significant direct effect of CSE on innovative work behavior (IWB) indicates that employees' confidence in their creative capabilities is associated with their engagement in innovative activities. More importantly, the significant indirect effect through KS suggests that knowledge sharing is a mechanism through which creative self-efficacy translates into innovative work behavior. Thus, the

findings extend SCT by linking an individual-level cognitive factor to a social process in explaining innovative behavior. Rather than viewing innovative behavior solely as a consequence of employees' personal beliefs, the findings suggest that such beliefs may be translated into innovative action through interaction and knowledge exchange within the work environment.

For organizations, particularly those operating in the animation and other creative-industry subsectors, the findings suggest the importance of strengthening employees' Creative Self-Efficacy while simultaneously creating conditions that support Knowledge Sharing and Innovative Work Behavior. Organizations may build employees' creative confidence through constructive, positive feedback; benchmarking and research activities; brainstorming sessions; opportunities to participate in highly creative projects; and clear goal setting. To strengthen Knowledge Sharing, organizations may implement incentive or recognition systems for employees and teams that actively share knowledge, organize regular sharing sessions, leverage digital platforms to facilitate knowledge exchange, conduct project reviews, and establish communities of practice. Organizations may further enable employees to address work-related problems while supporting their development through training, coaching, and mentoring. In addition, organizations should recognize creative ideas that are successfully implemented, particularly those that improve work processes and quality. These practices are expected to strengthen employees' confidence in their creative abilities, encourage the exchange of knowledge and experience, and ultimately support the continuous development of Innovative Work Behavior.

Future research may expand the research context to other creative subsectors and organizations to examine whether the relationships among CSE, KS, and IWB remain consistent across different organizational and occupational settings. Future research may also examine variables such as Creative Climate, Psychological Safety, Perceived Organizational Support, Transformational Leadership, or AI Self-Efficacy to understand better the factors influencing Innovative Work Behavior. These variables may clarify how Organizational Climate, Interpersonal Conditions, Leadership, Organizational Support, and Employees' Confidence in using emerging technologies interact with individual creative confidence and Knowledge-Sharing processes. Comparative studies across Creative Industry subsectors may also provide a more comprehensive understanding of the mechanisms underlying IWB, particularly by examining whether the contribution of CSE and KS differs according to the characteristics, technological intensity, collaborative practices, and innovation demands of each subsector.

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