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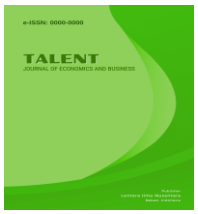

Exploring the Role of Knowledge Sharing and Innovative Behavior in Shaping Shared Leadership among Student Organizations

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Abstract
This study aims to analyze the influence of knowledge sharing and innovative behavior on shared leadership in the Student Association of the Faculty of Intelligent Technology and Engineering. In today's collaborative era, leadership practices are no longer centralized, but rather distributed collectively based on contributions and trust between members. This study uses a causal quantitative approach with primary data obtained by distributing questionnaires to 90 respondents, all of whom are active members of the organization. The number of respondents reflects the entire population of the organization, thereby ensuring comprehensive coverage of perspectives. The sampling technique used was saturated sampling, and the data were analyzed using multiple linear regression with the help of SPSS software. The results showed that knowledge sharing has a significant influence on the formation of shared leadership, because the process of sharing knowledge encourages collaboration and recognition of the competence of each member. In addition, innovative behavior also has a significant influence, where individuals who show creativity and initiative tend to be trusted to lead situationally. These findings confirm that an organizational environment that is open to the exchange of knowledge and innovative ideas will support the formation of adaptive and participatory collective leadership patterns.

Keywords: Knowledge Sharing, Innovative Behavior, Shared Leadership

Introduction

Entering the era of the industrial revolution 5.0 which accelerates digital transformation in all sectors of life, organizations around the world are required to continue to adapt by relying on knowledge as a primary strategic asset. Innovation is one of the keys to competitiveness in facing global disruption, especially in modern organizations that rely on collective intelligence, team collaboration, and openness in sharing information (Kwak et al., 2018; Lee et al., 2018).

This phenomenon does not only occur in the industrial and corporate world, but also begins to be a concern in the world of higher education, especially student organizations. In Indonesia, the demand for students as agents of change encourages the importance of forming leadership character and innovative abilities from an early age. Student associations as semi-formal organizations have a strategic role in forming these competencies.

In the current era of globalization with information technology that continues to develop rapidly, knowledge becomes one of the most important factors for organizations. Especially

student organizations which are an important forum for students to develop students' soft skills, such as leadership skills, communication, which will be greatly needed in the world of work. One of the important processes in development that students need to do is the innovative ability to create creative ideas as well as the challenges that will occur in the organization.

The current phenomenon shows that students' innovative behavior in organizations is not optimal. Many activities and work programs are stagnant and have not been able to creatively respond to the challenges of the times. In fact, the ability to think innovatively is crucial so that organizations can create added value and be relevant to developments in the world outside campus (Amrullah et al., 2024; Metris et al., 2025).

Knowledge sharing in organizations involves many cases such as communicating and receiving knowledge from others by examining processes, consulting with colleagues, co-workers or people with different work experiences, doing work in teams, brainstorming, training in organizations and other informal communication among people (Duh et al., 2020; Hassanzadeh Mohassel et al., 2024).

In the context of student organizations, the practice of knowledge sharing has not fully become a work culture. In fact, this process is believed to facilitate the exchange of ideas, strengthen collaboration, and encourage the emergence of innovative ideas. According to Northouse (2025), leadership is defined as "a process by which an individual influences a group of individuals to achieve a common goal". Which means that leadership is important in an organization and has a relationship with communication as a bridge in the process.

According to Zhu et al. (2018) and Lakhal et al. (2024), shared leadership is a phenomenon that characterizes leadership as a team trait that emerges from many members. According to Al-hakim et al. (2024), shared leadership at the team level enhances individual creativity and encourages them to be innovative. Therefore, team leaders are advised from these findings to encourage and facilitate opportunities for teams to exchange and share knowledge. This, in our opinion, will be one of the useful ways to increase the level of innovation of organizational members. In a study conducted by Vandavasi et al. (2020) “Knowledge sharing, shared leadership and innovative behavior: a cross-level analysis” shared leadership has a significant influence on increasing the innovative behavior of organizational members.

However, previous studies generally focus on the context of business or corporate organizations. There are not many studies that highlight the dynamics of the relationship between knowledge sharing, shared leadership, and innovative behavior in the context of student organizations, especially in the faculty of technology environment that requires creative thinking and cross-disciplinary teamwork. This indicates a theoretical and empirical gap, particularly in understanding how shared leadership emerges among student teams and how it is influenced by knowledge sharing and innovation practices within academic settings. Based on this phenomenon, research on the influence of knowledge sharing in increasing innovative behavior through shared leadership in the student association organization of the faculty of technology and intelligent engineering needs to be developed. Innovative behavior is an ability that must exist in every member of the organization in order to produce ideas that are useful for the organization. This study emphasizes more on the main factor of shared leadership, whether knowledge sharing as a process to increase innovative behavior of team members.

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This research is expected to provide theoretical and practical contributions . Theoretically, this study enriches the literature on the relationship between variables in the context of student-based non-formal organizations. Practically, the results of this study can be the basis for developing leadership strategies and organizational learning in student associations to be more adaptive, collaborative, and innovative in carrying out their roles.

Method

This study uses a quantitative approach with a causal research type, which aims to determine the effect of two independent variables, namely knowledge sharing and shared leadership, on the dependent variable, namely innovative behavior. The quantitative approach was chosen because it allows researchers to measure the relationship between variables objectively based on numerical data, as well as to test hypotheses that have been formulated statistically. The data used in this study are primary data collected directly through distributing questionnaires to respondents. The questionnaire is compiled based on indicators from each variable and uses a Likert scale with five answer choices, starting from a score of 1 which states "strongly disagree" to a score of 5 which states "strongly agree". This scale is used to determine the level of perception and assessment of respondents towards the statements submitted regarding knowledge sharing, shared leadership, and innovative behavior in their organization.

The population in this study were all active members of the student association organization at the Faculty of Intelligent Technology and Engineering, totaling 90 people. Because the population is relatively small and can still be reached comprehensively, the sampling technique used was the saturated sampling technique, namely by making the entire population a sample. This method is considered appropriate because it enables the researcher to include all elements of the population without the need for sampling selection, thereby minimizing bias and ensuring complete representation of organizational members. Saturated sampling is especially suitable for small populations where excluding participants may reduce the reliability of the findings. Thus, the number of respondents in this study was 90 people. The data analysis technique used was multiple linear regression. This technique is used to analyze how much influence the variables of knowledge sharing and shared leadership have on innovative behavior, both partially and simultaneously. Before the regression analysis was carried out, a series of tests were first carried out on the quality of the instrument and the feasibility of the data, namely validity and reliability tests to ensure that the questionnaire instrument used was truly able to measure the variables in question and had good internal consistency. In addition, a classical assumption test was also carried out, including the normality test, multicollinearity test, and heteroscedasticity test to ensure that the data met the requirements for analysis with the classical linear regression model. After that, a hypothesis test was carried out consisting of a t-test to determine the effect of each independent variable on the dependent variable partially, and an F-test to determine the effect of both independent variables simultaneously. In addition, the coefficient of determination (R^2) test is also used to measure the contribution of knowledge sharing and shared leadership in explaining variations in innovative behavior of organizational members. The entire data processing and statistical analysis process is

carried out using SPSS (Statistical Package for the Social Sciences) software, which allows researchers to obtain accurate, efficient, and easy-to-interpret results.

Results and Discussion

Validity

Table 1, Validity test of Knowledge Sharing

Variables	r count	r table	Sig.	Information
Knowledge Sharing (X1)	0.777	0.197	0.00	Valid
	0.798	0.197	0.00	Valid
	0.800	0.197	0.00	Valid
	0.777	0.197	0.00	Valid

The results of the Validity Test above show that the question items of the Knowledge Sharing variable (X1) have a calculated r > r table, which is 0.197. Based on this, it can be concluded that the 4 (four) question items in the Knowledge Sharing variable (X1) are declared valid and are worthy of being used as measurements of research variables. This suggests that the instrument used is capable of capturing the intended dimension of Knowledge Sharing, including how respondents perceive, exchange, and utilize knowledge within their organizational context. The high correlation values (ranging from 0.777 to 0.800) also reflect a strong internal consistency among the items, reinforcing the content validity of the instrument. In practical terms, this means that each item contributes meaningfully to explaining the overall concept of knowledge sharing behavior among members of the student organization. As a result, researchers can proceed with confidence that the measurement tool is statistically sound and suitable for further analysis in exploring its influence on shared leadership and innovative behavior.

Table 2. Validity Test of Innovative Behavior (X2)

Variables	r count	r table	Sig.	Information
Innovative Behavior (X1)	0.748	0.197	0.00	Valid
	0.761	0.197	0.00	Valid
	0.777	0.197	0.00	Valid
	0.803	0.197	0.00	Valid
	0.787	0.197	0.00	Valid
	0.757	0.197	0.00	Valid

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	0.661	0.197	0.00	Valid
	0.219	0.197	0.00	Valid

The results of the Validity Test above show that the question items of the Innovative Behavior variable (X2) have a calculated r > r table, which is 0.197. Based on this, it can be concluded that the 8 (eight) question items in the Innovative Behavior variable (X2) are declared valid and are worthy of being used as measurements of research variables.

Table 3. Validity test of Shared Leadership (Y)

Variables	r_{count}	r_{table}	Sig.	Information
Shared Leadership (X1)	0.682	0.197	0.00	Valid
	0.662	0.197	0.00	Valid
	0.652	0.197	0.00	Valid
	0.648	0.197	0.00	Valid
	0.637	0.197	0.00	Valid
	0.741	0.197	0.00	Valid

The results of the Validity Test above show that the question items of the Shared Leadership (Y) variable have a calculated r > r table, which is 0.197. Based on this, it can be concluded that the 6 (six) question items in the Shared Leadership (Y) variable are declared valid and are worthy of being used as measurements of research variables.

Reliability

Table 4. Knowledge Sharing reliability test (X1)

Reliability Statistics

Cronbach's Alpha	N of Items
.794	4

Based on the results above, the Cronbach's Alpha value is 0.794 with a total of 4 statement items. This value is above 0.70, which means that all items in this variable have high reliability and can be used in further research.

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Table 5 Results of the Reliability Test of the Innovative Behavior Variable (X2)

Reliability Statistics	
Cronbach's Alpha	N of Items
.837	8

Based on the results above, the Cronbach's Alpha value is 0.837 with a total of 8 items. This value is above 0.70, which means that all items in this variable have high reliability and can be used in further research.

Table 6. Results of the Reliability Test of the Shared Leadership Variable (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.755	6

Based on the results above, the Cronbach's Alpha value is 0.755 with a total of 6 items. This value is above 0.70, which means that all items in this variable have high reliability and can be used in further research.

Normality Test

Table 7. Normality Test

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			99
Normal Parameters [a,b]	Mean		.0000000
	Std. Deviation		2.69547198
Most Extreme Differences	Absolute		.104
	Positive		.057
	Negative		-.104
Test Statistics			.104
Asymp. Sig. (2-tailed)			.010 [c]
Monte Carlo Sig. (2-tailed)	Sig.		.211 [d]
	99% Confidence Interval	Lower Bound	.200
		Upper Bound	.221
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Based on 10000 sampled tables with starting seed 2000000.			

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Based on the test results above, it shows that the significance value of 0.211 > 0.05. This proves that the residuals are normally distributed. The Kolmogorov smirnov test is used to test the normality of the regression model. That is, if the sig. value is obtained. > α = 0.05, then the model is normal.

Multicollinearity Test

Table 8. Multicollinearity Test

Coefficients [a]								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	17,638	2.157		8.176	.000		
	TOTAL_X1	.322	.132	.235	2,438	.017	.995	1.005
	TOTAL_X2	.148	.054	.264	2,745	.007	.995	1.005
a. Dependent Variable: TOTAL_Y								

To find out whether or not there is multicollinearity, it can be found out from the tolerance value and *the variance inflation factor* (VIF) value. Which is commonly used at *cut off value* is the tolerance value > 0.10 or VIF < 10. If it is less than 10 then there is no multicollinearity, (Ghozali, 2018). Based on the table above, the results of the calculation of the VIF and *Tolerance values can be seen* . The VIF value for both variables meets the significant requirements where the value < 10 is 1.005 < 10. While the *Tollerance value* also meets the significant requirements where the value is > 0.10 of 0.995 > 0.10. So it can be concluded that there are no symptoms of multicollinearity between independent variables for the regression equation.

Heteroscedasticity Test

Table 9. Heteroscedasticity Test

Coefficients [a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	4.907	1,326		3,700	.000
	TOTAL_X1	-.117	.081	-.144	-1,440	.153
	TOTAL_X2	-.057	.033	-.171	-1,714	.090
a. Dependent Variable: ABS						

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Based on the results of the heteroscedasticity test, it can be seen that the Sig value of the Knowledge Sharing variable (X1) is 0.153, and the Innovative Behavior variable (X2) is 0.090. From these results, it can be concluded that the regression equation model does not experience heteroscedasticity. This is because the values of the Knowledge Sharing (X1) and Innovative Behavior (X2) variables are not significant, or the Sig value is greater than 0.05.

Multiple Linear Regression Analysis

Table 10. Multiple Linear Regression Analysis

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	17,638	2.157		8.176	.000
	TOTAL_X1	.322	.132	.235	2,438	.017
	TOTAL_X2	.148	.054	.264	2,745	.007

a. Dependent Variable: TOTAL_Y

The results of the multiple linear regression analysis equation above provide the following understanding:

$$Y = 17.638 + 0.322 (X1) + 0.148 (X2) .$$

The results of the multiple regression equation above provide an understanding that the Knowledge Sharing Variable (X1) and the Innovative Behavior Variable (X2) have a positive effect on the Shared Leadership Variable (Y).

1. The regression coefficient for the Knowledge Sharing variable (X1) is 0.322 and is also significant at <0.05 which is positive, this shows that the Knowledge Sharing variable (X1) has a positive influence on the Shared Leadership variable (Y).
2. The regression coefficient for the Innovative Behavior variable (X2) is 0.148 and is also significant at <0.05 which is positive, this shows that the Innovative Behavior variable (X2) has a positive influence on the Shared Leadership variable (Y).
3. Based on the regression equation above, it can be concluded that the Knowledge Sharing variable (X1) and the Innovative Behavior variable (X2) have a positive effect on the Shared Leadership Variable (Y). And the dominant factor that influences the Shared Leadership Variable (Y) is the Knowledge Sharing Variable (X1) which is indicated by the largest regression coefficient value compared to the Innovative Behavior variable (X2) which is 0.322.

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Coefficient of Determination (R^2)

Table 11. Coefficient of determination

Model Summary [b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.340 [a]	.116	.097	2,723
a. Predictors: (Constant), TOTAL_X2, TOTAL_X1				
b. Dependent Variable: TOTAL_Y				

1. The R value is 0.340, which shows that the correlation or relationship between the dependent variable Shared Leadership (Y) with the independent variables Knowledge Sharing Variable (X1) and Innovative Behavior Variable (X2) is 34%.
2. R Square of 0.116 means that the Shared Leadership Variable (Y) can be predicted by the Knowledge Sharing Variable (X1) and the Innovative Behavior Variable (X2) by 11.6%, while the remaining 88.4% is predicted by other variables not examined in this study.
3. The Adjusted R Square value or coefficient of determination is 0.097, meaning that the Knowledge Sharing Variable (X1) and the Innovative Behavior Variable (X2) are able to explain the Shared Leadership variable (Y) by 9.7%, while the remaining 90.3% is other variables that were not examined in this study.
4. There are two options, using R Square or using Adjusted R Square, if the number of variables is more than two, then Adjusted R Square is used. So the value used in the coefficient of determination is 9.7%.
5. The standard error of the estimate is 2.723, which means that the level of estimation error of the multiple linear regression model in this study is 2.723.

Simultaneous Hypothesis Testing (F-Test)

Table 12. f-test

ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93,328	2	46,664	6.292	.003 [b]
	Residual	712,026	96	7,417		
	Total	805,354	98			
a. Dependent Variable: TOTAL_Y						
b. Predictors: (Constant), TOTAL_X2, TOTAL_X1						

Simultaneous testing (F test) is conducted to prove whether all independent variables Knowledge Sharing Variable (X1) and Innovative Behavior Variable (X2) entered into the model

have a joint influence on the dependent variable Shared Leadership Variable (Y). Simultaneous testing is conducted by comparing the F count and F table values with a significance level = 0.05. Based on the results of the F statistical test in the table above, it can be seen that Fcount = 6.292 > 3.090 with a significance level (0.003) which means it is smaller than the specified probability (0.05). This means that the Knowledge Sharing variable (X1) and the Innovative Behavior variable (X2) have a significant effect on the Shared Leadership variable (Y).

Partial Hypothesis Testing (t- Test)

Table 13. t-test

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	17,638	2.157		8.176	.000
	TOTAL_X1	.322	.132	.235	2,438	.017
	TOTAL_X2	.148	.054	.264	2,745	.007

a. Dependent Variable: TOTAL_Y

1. Test results: The Knowledge Sharing variable (X1) has a positive and significant effect on the Shared Leadership variable (Y). The t-count value for the Knowledge Sharing variable (X1) is t count = 2.438 > t table = 1.661 with a significance level (0.017) which means it is smaller than the specified probability (0.05). This means that the Knowledge Sharing variable (X1) has a positive and significant effect. From these results, it can be concluded that the Knowledge Sharing variable (X1) has a positive and significant effect on the Shared Leadership variable (Y).
2. Test results: The Innovative Behavior variable (X2) has a positive and significant effect on the Shared Leadership variable (Y). The t-count value for the Innovative Behavior variable (X2) is t count = 2.745> t table = 1.661 with a significance level (0.007) which means it is smaller than the specified probability (0.05). This means that the Innovative Behavior variable (X2) has a positive and significant effect. From these results, it can be concluded that the Innovative Behavior variable (X2) has a positive and significant effect on the Shared Leadership variable (Y).

The Role of Knowledge Sharing in Shared Leadership

The results of the study show that knowledge sharing has a significant influence on shared leadership in the Student Association of the Faculty of Intelligent Technology and Engineering. This finding strengthens the view that sharing knowledge among members of an organization not only increases shared understanding but also facilitates a more equitable distribution of leadership. In the context of student organizations, especially in the fields of technology and engineering, members have different backgrounds and technical competencies.

Therefore, the process of sharing information, experiences, and insights is an important mechanism in building trust and recognition of the capabilities of each member. Sharing knowledge allows members of the organization to recognize each other's strengths, so that leadership roles are not only centered on one individual, but are divided based on situational needs and each member's expertise (Wulandari & Nurisani, 2020). Practices such as team discussions, project collaboration, mentoring between members, and informal brainstorming are means by which knowledge is spread and the contribution of each member is valued. This encourages the emergence of collective leadership or *shared leadership* , where all members can take on the role of leaders under certain conditions.

In a student association structure that tends to be egalitarian and participatory, the existence of effective knowledge sharing helps create a climate that supports active participation. The absence of dominance by one individual in the decision-making process is one of the main characteristics of shared leadership. When each member has access to the same information and feels valued in the discussion process, they will be more motivated to take responsibility and contribute to team leadership.

This study is in line with previous studies stating that knowledge sharing plays an important role in forming more collaborative team leadership dynamics (Jiang & Chen, 2018; Kurtheshi & Almeida, 2025). In the context of student organizations, this role is increasingly relevant because students are individuals who are in the process of forming their professional and leadership identities. Therefore, a culture of knowledge sharing needs to be continuously fostered so that members not only develop individually but are also able to create synergy in the form of adaptive, democratic, and innovative shared leadership. Theoretically, this finding reinforces the framework of shared leadership theory by demonstrating that knowledge sharing acts as a foundational antecedent that enables decentralized leadership practices. It also supports the principles of social exchange theory, in which reciprocal sharing of knowledge builds mutual trust and informal influence among peers, thereby shifting leadership from hierarchical structures to collective processes. This expands the applicability of shared leadership theory into the context of academic student organizations, which have been less explored in empirical literature.

The Role of Innovative Behavior in Shared Leadership

The next finding shows that innovative behavior has a significant effect on shared leadership in student organization environments. The innovative behavior in question includes the ability of members to create new ideas, evaluate existing processes, and provide creative solutions to organizational problems. In the context of the Faculty of Intelligent Technology and Engineering student association, this kind of behavior is very important because the academic environment and student activity projects often require unconventional problem-solving approaches.

Organizational members who exhibit innovative behavior tend to be more active in offering initiatives and taking on responsibilities voluntarily, thus opening up opportunities for leadership roles to emerge organically from many individuals. When team members not only perform routine tasks but are also proactive in finding new, more effective ways, they are naturally valued and trusted by their teammates. This trust is the basis for shared leadership.

Shared leadership does not grow in a passive space; it requires an environment that is dynamic, responsive, and open to change. Innovative behavior creates such conditions. Innovation drives positive changes in the structure and culture of the organization, encourages active involvement from each member, and urges the need for flexible leadership roles (Ajmal et al., 2025). Thus, shared leadership can be seen as the result of widespread innovative participation among members. Furthermore, in the context of technology and engineering students, organizational projects are often collaborative and multidisciplinary. Members with innovative ideas often take the lead in brainstorming sessions, program planning, or critical decision-making. This behavior strengthens their role in influencing colleagues, which indirectly encourages the formation of non-hierarchical leadership patterns.

These results support the opinion of Ali et al. (2023), who stated that innovative behavior contributes to the formation of distributed leadership in teams. For student organizations, these findings are important because they show that innovation is not only an output, but also the foundation of a collective leadership model that is relevant to the digital era. Student associations can use innovative behavior as a benchmark in encouraging more inclusive, adaptive, and sustainable leadership roles.

Conclusion

Based on the results of the analysis and discussion that have been conducted, this study concludes that knowledge sharing and innovative behavior have a significant effect on shared leadership in the student association organization of the Faculty of Intelligent Technology and Engineering. This finding shows that the practice of sharing knowledge among members of the organization not only increases collective understanding, but also encourages the creation of a more even and participatory distribution of leadership. In the context of student organizations, knowledge sharing is an important foundation in forming a collaborative work culture, increasing mutual trust, and recognizing individual expertise as a basis for taking flexible leadership roles.

In addition, innovative behavior has been shown to play an important role in influencing shared leadership patterns. Members who demonstrate initiative, creativity, and activeness in creating new ideas tend to be more trusted and recognized by other members as leaders in certain situations. This reflects that leadership is no longer hierarchical, but emerges dynamically based on real contributions to organizational progress. Thus, this study provides an important contribution in strengthening the understanding of the factors that shape shared leadership in student organization environments. The practical implication is that student organizations should build internal systems that encourage a culture of knowledge sharing and foster innovative behavior in order to create adaptive, inclusive, and sustainable collective leadership.

However, this study has limitations. The research was conducted in a single faculty with a relatively small and homogeneous population, which may limit the generalizability of the findings to other academic or organizational contexts. Additionally, the study relied solely on quantitative data without exploring deeper behavioral or contextual factors through qualitative insights. For future research, it is recommended to expand the scope to include multiple

institutions or diverse types of student organizations, and to adopt mixed-method approaches that can uncover underlying motivations and dynamics. Longitudinal studies may also be useful in capturing how shared leadership develops over time as knowledge sharing and innovative behavior evolve.

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