

The Effect of Emotional Intelligence on the Innovative Work Behavior of Employees Mediated with Tacit Knowledge Sharing in the Education Department of Aceh

Pengaruh Kecerdasan Emosional terhadap Perilaku Kerja Inovatif Pekerja di Mediasi dengan Berbagi Pengetahuan Tacit di Dinas Pendidikan Provinsi Aceh

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ABSTRACT Many studies have found the relation between innovative work behavior (IWB) and emotional intelligence (EI). In line with this finding, this research aims to examine the effects of Emotional Intelligence (EI) on Innovative Work Behavior (IWB) among government employees of the Education Department of Aceh. Further it assesses the mediating effects of tacit knowledge sharing (TKS) on emotional intelligence (EI) and the innovative work behavior (IWB). This research used data from 100 employees from the Education Department of Aceh. Sampling was purposefully chosen within each level of office management. The independent variable in this research was emotional intelligence, while the dependent variable was Innovative Work Behavior and the mediating variable was Tacit Knowledge Sharing. The method approach is a quantitative method with the primary data collection being from questionnaires. The data was analyzed with the SPSS program using process v3.5 Andrew F. Hayes that had been tested for its instrument before the validity test and reliability test. The findings of the research showed that firstly, emotional intelligence is positively related to innovative work behavior and secondly, tacit knowledge sharing mediates emotional intelligence and innovative work behavior.

KEYWORDS *Emotional Intelligence; Innovative Work Behavior; Tacit Knowledge; Employee; Department of Education of Aceh.*

ABSTRAK Berbagai studi menunjukkan bahwa hubungan antara perilaku kerja inovatif dan kecerdasan emosional memiliki keterkaitan, sejalan dengan penelitian ini, tujuan dari penelitian adalah untuk mengetahui pengaruh dari kecerdasan emosional terhadap perilaku kerja inovatif pada karyawan Dinas Pendidikan Provinsi Aceh. Selanjutnya, penelitian ini juga mendalami efek mediasi dari berbagi pengetahuan tacit terhadap kecerdasan emosional dan perilaku kerja inovatif. Penelitian ini menggunakan menggunakan data dari 100 pegawai Dinas Pendidikan Provinsi Aceh. Teknik pengambilan sampel dilakukan menggunakan teknik purposive sampling yang diambil dari setiap kantor bagian. Variabel independent dari penelitian ini adalah kecerdasan emosional, sedangkan variabel dependen adalah perilaku kerja inovatif dan variabel mediasinya adalah berbagi pengetahuan tacit. Metode penelitian ini menggunakan pendekatan metode kuantitatif dengan data primer diperoleh dari hasil kuesioner. Data dianalisa dengan program SPSS v3.5 Andrew F. Hayes dan instrument telah dilakukan uji validitas dan reliabilitas sebelumnya. Hasil penelitian pertama menunjukkan bahwa kecerdasan emosional memiliki dampak positif terhadap perilaku kerja inovatif dan kedua, berbagi pengetahuan tacit memediasi kecerdasan emosional dan perilaku kerja inovatif.

KATA KUNCI *Kecerdasan Emosional; Perilaku Kerja Inovatif; Berbagi Pengetahuan Tacit; Karyawan; Dinas Pendidikan Provinsi Aceh.*

INTRODUCTION

Many studies have found the relation between innovative work behavior (IWB) and emotional intelligence (EI), such as Mumford

et al. (2002), Orhan & Dincer (2012), Malik (2020) and Capannolo (2020). Innovative work behavior (IWB) has been defined as “the development, adoption, and implementation

of new ideas for products, technologies, and work methods by employees” (Yuan & Woodman, 2010). Most studies, however, define IWB as a multidimensional process in which the generation of ideas must follow the concretization of these ideas into tangible innovations (Devloo, Anseel, De Beuckelaer & Salanova, 2015). Furthermore, Innovative Work behavior in the context of education has been shown to “involve changes and improvements in the learning environment for betterment of the students such as the implementation of new methods, tools, technology and contents benefits the learner and enhances the creative potential” (Baharuddin, et al., 2019). Innovation capability is a key factor to survive in the competitive situation nowadays (Aulawi, 2018). Aulawi’s study found that “knowledge sharing behavior has a significant positive influence towards creativity, and creativity has a significant positive influence towards innovation capability”. Another finding of his study is that the effective knowledge sharing is in the form of informal situation, particularly one facilitated by community practice in the firm.

On the other hand, emotional intelligence (EI) was defined by Mayer et al. (1999) as the ability to rationalise and solve problems. Whereas, more recently, Barchard & Hakstian (2004) defined EI as a person’s ability to identify and manage emotions in themselves and others. Some emerging leadership theories also imply that emotional and social intelligence are even more important for leaders and managers because cognitive and behavioral complexity and flexibility are important characteristics of competent leaders (Boal & Whitehead, 1992).

Studies have shown that emotionally intelligent people can quickly recover from distress and channel their positive energy into constructive activities (Wong and Law, 2002), and as a consequence, they tend to experience more positive emotions. In turn, experiencing positive emotions can expand and build people’s minds, as well as facilitate the learning process (Fredrickson & Levenson, 1998). Finally, positive emotions tend to encourage people to explore and expand new information that is consistent with innovative behaviour (Csikszentmihalyi, 1990).

Several mechanisms are at work which can explain why EI can lead to IWB. First, employees with higher EI tend to have a better relationship with their co-workers (Wong and Law 2002). This in turn leads to more informational exchanges among co-workers, which enables them to generate ideas to solve difficult issues and generate original solutions to problems at work. Such mechanism can be characterized as idea generation. In addition, employees with higher EI are more likely to have peace of mind, a stable life, and better focus (Abubakr & Al-Shaikh, 2007). This ability assists them in evaluating the utility of innovative ideas, introduce those ideas into the work environment in a systematic way, and transform them into concrete applications. This mechanism can be characterized as idea realization. Finally, employees with higher EI tend to stay positive (Pringle et. al., 2007), which helps them inspire their co-workers to embrace innovative ideas. With their positivity, employees are likely to display a broad way of thinking and flexibility (Pringle et.al., 2007). Shojaeia & Siukib (2014)

research on connection between innovative work behavior and emotional intelligence of managers indicated that they and their components had positive and significant relationships with innovative work behavior. This, in turn, fosters their ability to mobilize support for the ideas and acquire approval for the ideas. This mechanism can be characterized as idea promotion.

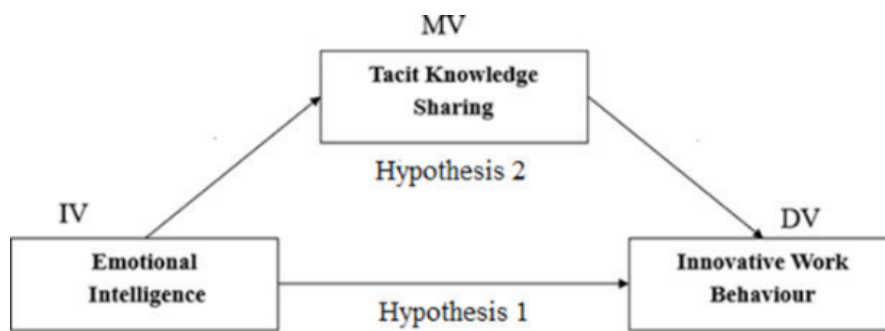
Based on the explanation above, it has been clarified that there is a positive connection between innovative work behavior and emotional intelligence. Further, Malik (2021) argues that there seems to be a mediating role played by tacit knowledge sharing (TKS) in organizations through which emotional intelligence (EI) impacts employees' innovative work behavior (IWB). Another research of Asbari et al. (2019) inspects the effect of explicit and tacit knowledge sharing on innovation capability of teacher mediated by organizational learning. The results states that explicit knowledge sharing had a positive and significant effect on teacher capability to innovate, both through mediation of organizational learning and directly, while TKS had a positive and significant effect on capability of teacher to innovate through mediation of organizational learning.

There have only been a few studies on the role of TKS as a mediator in the relationship between EI and IWB. The first study was conducted by Malik (2021) on workers in the information technology (IT) sector in India and borrowing Malik's concept, Baskoro, et.al. (2021) also conducted a similar study on construction workers in Indonesia. These two studies concluded that the relationship between EI and IWB is partially mediated by TKS.

Knowledge sharing (KS), as a vital component of knowledge management process (Cabrera and Cabrera, 2002). It has been understood that tacit knowledge consists of useful skills, experience, expertise, and insights. Mládková (2012) posited that tacit knowledge is knowledge that cannot be explicated because it is highly personal, context specific, and difficult to formalize and communicate or transfer from one person to another through writing or verbal expressions. It also cannot be captured by language or mathematics and is difficult to reduce into writing because it is made up of mental models, values, beliefs, perceptions, insights, and assumptions. It is rooted in an individual's experience and values. Nonaka and Takeuchi (1995) emphasize that while the tacit knowledge of individuals is the heart of knowledge creation, knowledge centers on its externalization and amplification through dynamic interactions between all four modes of knowledge conversion. Tacit knowledge is the focus of organizational knowledge with a priority and is the key to form the people and organizational ability to innovate (Liu and Cui, 2012).

The advancements and transformation of technology in the current age of telecommunication demands higher quality education from teachers. This demand for a higher quality education system stems from the realization that the future of a nation relies heavily on the successful creation of high-quality education. In order to improve the quality of education, the Department of Education should create programs that can meet the needs of today.

The province of Aceh is geographically the northernmost province in the region,



Note: IV - Independent variable, DV - Dependent variable. MV - Mediating variable

Figure 1. Model proposed for this study

with a population of 5.33 million people in 2021 (Kementerian Dalam Negeri, 2021). The student (university and school) population of Aceh consists of approximately 1.19 million people (22.3%). The government of Aceh realises the importance of improving the quality of its human resources through the education sector and carries the “*Aceh Carong*” (Smart Aceh) program as one of its priority programs.

The role of the Education Department is much more important, as there are constantly changing needs, from handling the paradigm shift in teaching to adapting the curriculum. Hence, with the purpose of meeting the challenging needs of those current circumstances and the need to transform education, employees in the Education Department require certain knowledge, dispositions, skills, and competencies. Furthermore, new ideas and more innovative approaches or methods from these employees will further improve the performance of the institution. Tacit knowledge sharing is important in this case to stimulate innovation. Employees must also possess strong Emotional Intelligence and effective teaching skills, which may influence tacit knowledge sharing. Therefore, tacit

knowledge sharing may be a mediator for innovative work behavior and emotional intelligence. A model for this study is presented in figure 1.

Therefore, the aim of this study is to examine the effect of emotional intelligence on innovative work behavior in the Education Department of Aceh and to see the mediating effect of tacit knowledge sharing on emotional intelligence and innovative work in the Education Department of Aceh. Two hypotheses are formed as follows:

- H1. Emotional intelligence has a significant effect on innovative work behavior.
- H2. The relationship between emotional intelligence and innovative work behavior is mediated by tacit knowledge sharing

This research is utilized a quantitative approach with a questionnaire as the main data collection method. The data collection methodology consists of a questionnaire which was taken from a hundred employees of the Ministry of Education of Aceh with descriptive exposure that measures some variables, namely: tacit knowledge sharing (TKS), innovative work behavior (IWB), and emotional intelligence (EI). The variables used were emotional intelligence as the

independent variable, innovative work behavior as the dependent variable, and Tacit Knowledge Sharing as a mediating variable. The data was measured using a 5-point Likert scale based on Joshi et al. (2015) and Malik (2020). The items consisted of a set of statements offered for real or hypothetical situations and required the participants to choose their level of agreement to the aforementioned statements on a metric scale. The scores obtained from these choices revealed a specific dimension of attitude towards the issue. (For emotional intelligence and tacit knowledge items, the scores are: 1) Strongly disagree; 2) Disagree; 3) Neutral; 4) Agree; 5) Strongly Agree. Meanwhile, for innovative work behavior items, the scores are: 1) never; 2) rarely; 3) sometimes; 4) very often; and 5) always).

The independent variable in this study is emotional intelligence. Emotional intelligence is an individual's ability to process the emotions of oneself and others with four indicators that are measured based on the theory of Wang and Law (2002), namely:

1. Appraisal and expression of emotion in the self (self-emotional appraisal [SEA]).
2. Appraisal and recognition of emotion in others (others' emotional appraisal [OEA]).
3. Regulation of emotion in the self (regulation of emotion [ROE]).
4. Use of emotion to facilitate performance (use of emotion [UOE]).

The dependent variable consisted of innovative work behavior. The sub-variables in this study were developed from the theory by Janssen (2000), namely Idea generation, Idea promotion and Idea realization. Firstly, Idea generation is creating new ideas for

difficult problems and looking for new methods, techniques and instruments. Secondly, Promotion of ideas, this dimension is measured by indicators: (a) Generalizing the original solution to the problem, (b) Mobilize support for innovative ideas, (c) Get approval for innovative ideas, and (d) Inspire organizational members to feel enthusiastic about innovative ideas. Finally, Realization of Ideas, that is measured by indicators: (a) transferring innovative ideas into useful apps (b) introducing innovative ideas to the work environment in a systematic way, (c) evaluating the usefulness of innovative ideas.

The mediating variable consists of tacit knowledge sharing. The sub-variables in this study were developed from the theory by Reychav and Weisberg (2010), which describes tacit knowledge with three indicators, namely: (1) Employee experience, (2) Know who and know where, and (3) Employee professionalism

This research uses the software IBM SPSS Statistics version 20 for statistical analysis. First, the researchers conducted a descriptive analysis of the data according to the characteristics of the participants, such as age, gender, education level, and working experience. A descriptive statistical analysis was also carried out for the three variables: EI, TKS and IWB. For these analyses, frequency and percentage measures were utilized for categorical variables, while mean and standard deviation were used for continuous variables. Next, the adjusted beta coefficient was estimated for EI using multiple linear regression, with controlling for TKS. Finally, the mediating effect of TKS was estimated using mediation analysis in the process macro for the SPSS program created by Hayes (2017).

The total, direct and indirect effects of the variables were also calculated, in addition to the percentage of the total mediated effect using a 95% confidence interval (CI). In process macro, model 4 was chosen for the mediation analysis, which estimates 1 independent variable (X), 1 mediator (M), and 1 dependent variable (Y), with an analysis framework as follows in figure 2.

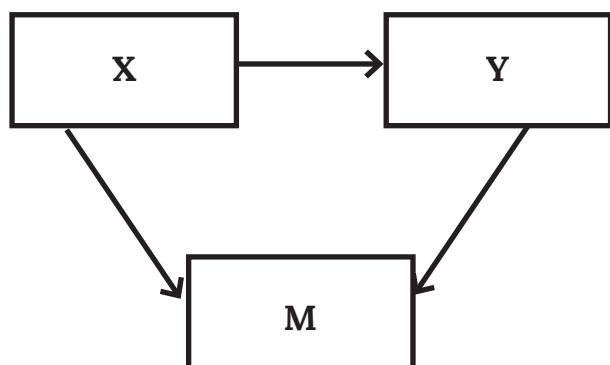


Figure 2. The Analysis Framework of The Mediation Analysis Using Process Macro

Some research instruments used were tested for validity and reliability. The validity test aims to show the validity of the questionnaire. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire (Ghozali, 2005). To measure the validity of the questionnaire, the SPSS program with the Pearson correlation method was used, which correlated the item scores with the total score. A reliability test is useful to show the extent to which the measuring instrument can be trusted or relied on. This study used Cronbach's alpha to measure the internal consistency of the instrument. The closer the Cronbach's alpha is to 1, the greater the internal consistency of items in the instrument being assessed.

However, Cronbach's alpha that is lower than 0.5 is indicated as unacceptable reliability (George & Mallery, 2016),

The population in this study includes all employees in the Education Ministry of Aceh, totaling 548 employees with civil servant status. Samples were taken as much as 10% of the total population. This refers to Arikunto's theory (2006) which states that if the population is less than 100 people, all of them should be taken, but if there are more than 100 people, 10-15% of the population can be sampled. Therefore, the ideal sample of this study amounted to 100 people with purposive sampling.

DISCUSSION

The respondents' description data shows some of the respondents' conditions, such as age and educational background, which are presented in descriptive statistics. This descriptive data of the respondents provides some simple data on the condition of the respondents who are the object of the research. Descriptive data can provide an overall view of the education, gender, status, age, and tenure of the respondents. Questionnaires that have been completed by respondents are compiled after completion and processed into data for research. The questionnaires were distributed to 100 respondents.

The following description is an explanation of the demographic characteristics of the respondents, such as the age and tenure of the respondents. The following description is an explanation of the demographic characteristics of the respondents. The respondents were aged more than 40 years old (82%) and male (55%).

Among other educational levels, a master's degree was the most common educational level with 64% while doctoral degrees were the least common with only 1%. Approximately 37% of respondents had working experience totaling 15-20 years, whereas only 4% had been working for less than 5 years. These details are shown in table 1 below.

Table 1. The characteristics of respondents

Characteristic variables	Frequency (n=100)	Percentage (%)
Age		
1. 20-25 years	1	1
2. 25-30 years	2	2
3. 30-35 years	5	5
4. 35-40 years	10	10
5. >40 years	82	82
Gender		
1. Male	55	55
2. Female	45	45
Education		
1. Bachelor degree	35	35
2. Master degree	64	64
3. Doctoral degree	1	1
Work experience		
1. <5 years	4	4
2. 5-10 years	7	7
3. 10-15 years	12	12
4. 15-20 years	37	37
5. 20-25 years	19	19
6. >25 years	21	21

Emotional intelligence as an independent variable had a mean score of 4.244 ± 0.319 . Tacit knowledge sharing as a mediation variable had a mean score of 4.188 ± 0.235 . The dependent variable is innovative work behavior, and it

had a mean score of 4.104 ± 0.431 . There was a significant correlation between emotional intelligence (EI), tacit knowledge sharing (TKS), and innovative work behavior (IWB), see table 2.

Table 2. Distribution score of EI, TKS, and IWB

Main variables	Mean	SD	Correlations		
			EI	TKS	IWB
Emotional intelligence (EI)	4.244	0.319	1	0.726*	0.726*
Tacit knowledge sharing (TKS)	4.188	0.235	0.726*	1	0.645*
Innovative work behavior (IWB)	4.104	0.431	0.726*	0.645*	1

Testing of Assumption

A testing of assumption was needed before conducting statistical analysis for mediation variable with linear regression. To evaluate the normality of the data from emotional intelligence, tacit knowledge sharing and innovative work behavior, the Saphiro wilk test was used with results and all variables were shown to have $p > 0.05$. This means that all variables have normal distribution.

The Effect of EI on IWB

There are unadjusted models using a simple linear regression model that shows that an increase in emotional intelligence was associated with an increase in innovative work behavior ($\beta = 0.552$; 95%CI=0.447-0.657). While in adjusted models using multiple linear regression, there was a significant and

positive effect that emotional intelligence had on innovative work behavior after being adjusted by tacit knowledge sharing (adjusted $\beta=0.414$; 95% CI=0.266-0.562). These results can be seen in table 3.

Table 3. Analysis of the Effect of EI on IWB

Variables	Estimate	p-value	95% CI	R ²
Unadjusted model				
Emotional intelligence	0.552	<0.001	0.447-0.657	0,527
Adjusted model				
Emotional intelligence	0.414	<0.001	0.266-0.562	0,557
Tacit knowledge sharing	0.687	0.012	0.151-1.223	

Source: Researcher Analysis

The table shows that a higher score of emotional intelligence is associated with a higher score of innovative work behavior after being adjusted with tacit knowledge sharing. This model shows a 52.7% variation of innovative work behavior which can be explained by the multiple linear regression model.

Research findings indicate that emotional intelligence is a significant contributing factor in positively influencing employees' innovative work behavior. These results are supported by previous research which also found a positive relationship between emotional intelligence and innovative work behavior (Dincer et al., 2011; Orhan & Dinçer, 2012; Malik, 2021; Shojaeia & Siukib, 2014). Emotionally intelligent employees channel their energy towards achieving innovation in

the workplace by creating new ideas or new ways of doing certain activities, promoting those ideas within the organization, and ultimately implementing them to reap the benefits.

Not only is emotional intelligence a necessary component of positive social interaction, but also it can be argued that people who experience positive emotions (high EI) are more likely to be highly successful at work. Organizations typically require interpersonal interaction and these interactions are related to the performance of job duties. Employees with high levels of EI are those who can make use of the antecedent- and response-focused emotional regulation effectively, and master their interactions with others in a more effective manner. (Wong & Law, 2002)

Likewise, from the results of the study, it can be seen that the average emotional intelligence is close to the maximum value of 67.91 with a maximum value of 80. The same is true with the IWB value of 36.94 from a maximum value of 45. These statistical results indicate that the higher the emotional intelligence value, the higher the IWB value. Likewise, when viewed from the distribution of respondents' answers, the average is in the range of 4 to 5 from the Likert scale of the answer choices provided.

Capannolo (2020) revealed that social competencies dimension (OEA, UOE) has a positive influence on the Idea Promotion and Idea Realization phases. No other significant relationship was found by the sub-dimensions of the EI on the different phases of the IWB. Furthermore, considering the aggregate dimensions of the EI and the IWB, a positive

and significant effect of the former towards the latter was found.

Emotional intelligence is an important factor for developing leadership skills. To be a truly effective leader, a person must be able to manage their relationships in a positive way. Adaptability is key to being an outstanding leader since emotions are always in a state of change (Harvard Business Review, 2018). A leader's EI influences the perception of employees about the climate at work. Leaders affect the emotions of their employees through their own emotional states (Goleman, 1995).

A positive attitude in a leader can help to create a climate of enthusiasm, information sharing and motivation in which individuals show exceptional performance. When leaders express negative emotions often, this can lead to a climate characterized by fear, anxiety, anger and lead to a lack of bonding between employees. These conditions can hamper the performances of the employees (Boal & Whitehead, 1992).

There is a positive effect of EI on IWB caused by a self-appraisal of one's own and other people's emotions. The latter found that employees who are able to recognize both their own and others' emotions can develop new ideas and apply them better than those who are unable to do so. This result shows that IE has a significant effect on IWB (Al-Omari, 2017; Dincer et al. 2011).

Wong and Law (2002) found that better employee relationships stemming from higher EI levels would lead to better information exchanges, which would then result in the possibility of generating original ideas to deal with different issues.

The Effect of Emotional Intelligence to Innovative Work Behavior of Employees Mediated with Tacit Knowledge Sharing

The results of the analysis show that a mediation effect is significant and positive based on the indirect effect, which is 0.552 (95% CI=0.447-0.562) and the indirect effect is 0.138 (95% CI=0.005-0.272). There is no zero score between the upper limit confidence interval and lower limit confidence interval on indirect effect. This means that 25% of emotional intelligence is mediated through tacit knowledge sharing, which is a partial mediation. The results are shown in detail in table 4 below.

Table 4. Mediation analysis result

Model	B	95% CI	p-value
Emotional intelligence	0.414	0.266-0.562	<0.001
Tacit knowledge sharing	0.687	0.151-1.223	0.012
Direct effect of EI on IWB	0.414	0.266-0.562	<0.001
Indirect effect of EI on IWB mediated by TKS	0.138	0.005-0.272	
Total effect of EI on IWB	0.552	0.447-0.657	<0.001
Percentage of total effect mediated (%)	25		

Source: Researcher Analysis

The research data also shows that the average score of EI is 67.91, and the score of Tacit knowledge sharing is 25.04, and the mean of respondents' answers about tacit knowledge sharing is 4.19. All data shown almost reached maximal data. Thus, when the IE test results are higher, the TKS score is higher too. This result is supported by

research conducted by Avdimiotis (2019) who also found the same results; that EI is related to behavioral patterns and competencies that shape worker behavior, as well as understanding and stimulation for knowledge transfer among fellow workers.

The results of this study are in line with Table 4 which shows that TKS is a mediation variable between EI and IWB. This result is in line with a study by Malik (2021) and Baskoro et.al. (2021). Both of these studies stated that the relationship between emotional intelligence and innovative work behavior is partially mediated by tacit knowledge sharing. The independent variable affects the dependent variable through two ways; firstly, by directly affecting the dependent variable, and secondly by indirectly affecting the mediating variable.

Emotional intelligence tends to produce a high level of self-motivation. This allows employees to engage in beneficial tasks such as tacit knowledge sharing which then promotes creative ideas and creates innovative work behavior. Employees with high emotional intelligence will exhibit high work productivity, will be self-motivated to work hard, and be diligent and try to improve their weaknesses by being open to constructive criticism (Malik, 2021).

Tacit knowledge is something that becomes part of a person's self-identity, and is attached and formed by their personality based on the habits and culture of that person. It includes experience, belief, values, readiness, ideal self and elements that are also related to culture (Mohajan, 2016).

The findings of a positive and significant relationship between EI and IWB mediated by TKS in this study indicate that personal

competence increases social competence, which in turn has a strong and significant effect on increasing IWB, which is either mediated by TKS (indirect effect), or not mediated (direct effect). Employees with high emotional intelligence will also contribute to the company by creating a positive work environment through having a positive attitude (Carmeli, 2003). Employees with positive attitudes tend to involve themselves in knowledge sharing with other employees thus increasing the chance of generating creative ideas in the workplace.

Tacit knowledge sharing, which plays a role in mediating between emotional intelligence and innovative work behavior, explains the routes engaged by employees to improve their innovative work behaviors and convey new ideas to the institution. Tacit knowledge sharing is affected by Emotional Intelligence, and tacit knowledge sharing also increases the innovative behavior in a workplace.

Research by Hansen (1999) showed that tacit knowledge sharing encouraged emotionally intelligent employees to enhance their IWB. Tacit Knowledge sharing can facilitate beneficial social interactions with other employees with useful resources for their own innovation. There is a feedback relationship between TKS and IWB. If TKS increases, reciprocity IWB increases, and employees are then more likely to gain new ideas and support from others and take advantage of greater opportunities to demonstrate IWB.

Goh & Lim (2014), have conducted a study on the effect TKS has on innovation, and they found a positive and significant effect. Likewise, Gurbuz & Araci (2012)

found a significant relationship between self-emotion, empathy, and self-realization dimensions of EI on TKS. Gurbuz & Araci (2012) even went so far as to examine the relationship between EI and employee explicit and tacit knowledge sharing. Interestingly, the emotional self-management, empathy, and self-awareness dimensions of emotional intelligence (EI) are significantly associated with tacit knowledge sharing (TKS) behavior.

In addition, several studies have measured the tacit knowledge sharing effect on innovative work behavior. Işık, et. Al., (2021) stated that there is a positive effect of TKS on IWB and that TKS is essential to organizations. Akhayan & Kleschcheva (2015) found that employees' TKS behavior positively enhances their IWB, as did Akram, (2018) who affirmed that both processes of knowledge sharing have positive and significant effects on IWB. Wang & Wang (2012) also argued that TKS has a positive effect on innovativeness. Jamshed & Majeed (2018) claimed that the most important reason for this is that tacit knowledge facilitates tacit knowledge sharing. Tacit knowledge sharing, which allows mutual relations, increases the employees' tendency to display IWB by facilitating TKS. However, there is still very limited research that measures the effect of tacit knowledge sharing on mediating emotional intelligence with innovative work behavior.

CONCLUSION

From the results of the analysis that has been done above, conclusions obtained are as follows: Firstly, emotional intelligence (EI) is positively related to innovative work behavior (IWB). Secondly, tacit knowledge

sharing (TKS) partially mediates emotional intelligence (EI) and innovative work behavior (IWB).

Emotional intelligence promotes the innovative work behavior of employees in the Aceh Education Department. The organization should focus on applying their employees' emotional intelligence because the level of emotional intelligence has been shown to substantially stimulate their innovative work behavior. It is advisable that programs which focus on developing emotional competence are carried out to boost the emotional intelligence of employees in the Aceh Education Department. Institutions thus, can integrate tests specifically planned to evaluate emotional intelligence (EI) and also integrate interviewing procedures in their recruitment strategies to hire emotionally intelligent candidates, in addition to advanced technical interviews.

Second, tacit knowledge sharing, which plays a role in mediating between emotional intelligence and innovative work behavior, explains the routes engaged by employees to improve their innovative work behaviors and convey new ideas to the institution.

It is necessary to build a culture and promote the sharing of tacit knowledge by holding meetings or forums as a means for employees to share their knowledge as well as their skills with other employees. Organizations need to create more opportunities where people are able to distribute their valuable "tacit knowledge" with others in the organization to gain the advantages of said knowledge. Organizations should also focus on creating processes and systems in which employees can promote the exchange of tacit knowledge across

their institution. In actual fact, people who are emotionally intelligent are more likely to participate in knowledge-sharing behavior. For instance, an emotionally intelligent team member would be more willing to help a coworker who has a problem and needs support. Emotionally intelligent people are also recognized for directing their energy into positive actions and recuperating rapidly from psychological stress. Thus, it is clear that people who have high emotional intelligence (EI) will pay more consideration to solving problems by seeking new ways of doing the same activity rather than sticking to conventional or traditional ways.

The findings in this study show that tacit knowledge sharing can contribute to increasing emotional intelligence and developing employee performance innovations. This phenomenon reveals that the theory presented by previous researchers is true and tested. The results of this study can provide useful insights for practitioners at the Aceh Education Office. The government should focus on increasing the emotional intelligence of its employees because it can affect the work behavior of said employees. Researchers suggest that special emotional intelligence training and application of an awareness program for emotional competence development can be carried out in order to create an emotionally intelligent workforce. For prospective employees, interview tests can be conducted to assess their emotional intelligence. As stated previously, emotionally intelligent people are more likely to engage in knowledge-sharing behavior.

Tacit knowledge sharing mediation is needed to develop employee performance innovation and emotional intelligence. Tacit

knowledge sharing can be achieved by holding technology open forums and discussions where groups of people are able to share their knowledge, skills and experiences with others. Sharing tacit knowledge is best if done as often as possible.

This study adds a substantial understanding of the indirect and direct effects of emotional intelligence on employees' innovative work behavior, however, it has limitations. First, the research sample provides an overview of employees at the Aceh Education Department and if samples were taken from other sectors, they might not produce the same outcomes. Thus, the results generated in this research are important for employees and management at the Aceh Education Department but may not be generalizable to other organizations. Therefore, future studies could be done to examine the effects (both direct and mediated) of emotional intelligence on the innovative work behavior of workforces in other sectors.

Recommendations for further research is that the scope of this research be expanded by examining the moderating variables' roles on the relationship between innovative work behavior and emotional intelligence. This will help in understanding what factors can strengthen or weaken this relationship.

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