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Trust Dynamics and Innovative Practices in Academic Environments

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Abstract This study investigates the effects of interpersonal trust among private college lecturers in Tangerang (i.e., trust in colleagues and leaders) on innovative behavior and examines the mediating effect of knowledge sharing on this relationship. A total of 244 private college lecturers in Tangerang participated in this study. The results revealed that trust in coworkers and trust in leaders have positive effects on knowledge sharing activities. Although the effect of trust in colleagues on innovative behavior is not significant, trust in leaders has a significant effect on innovative behavior. The effect of lecturer knowledge sharing on innovative behavior was also found to be significant. In addition, the results show that knowledge sharing has a full mediating effect on the relationship between trust in colleagues and innovative behavior and a partial mediating effect on the relationship between trust in leaders and innovative behavior.

Keywords: Knowledge sharing, interpersonal trust, innovative behavior.

INTRODUCTION

The importance of change and innovation in organizations to deal with the rapidly changing work environment is increasingly emphasized. Innovation refers to the pursuit of change oriented towards achieving organizational goals. (Drucker, 1985). If the previous era, the organization's attention was on stable productivity, but the current era, every organization, strives for innovative performance, which can create high added value in a dynamic and complicated organizational environment. (Asbari, Wijayanti, Hyun, Purwanto, et al., 2020; Asbari, Pramono, Kotamena, Liem, et al., 2020; Basuki, Novitasari, et al., 2020; Cahyono et al., 2020; Gazali et al., 2020; Novitasari & Asbari, 2020; Purwanto, Saifuddin, et al., 2020; Santoso et al., 2020; Zaman et al., 2020).. Investing in innovation is equivalent to holding options for the future, and organizational innovation is a sustainable source of competitive advantage for organizations. (Berraies et al., 2014). In addition, innovation plays a role in developing competitive new ways of conducting business operations, facing the influx of challenges, overcoming pre-existing market and organizational arrangements. (Asbari, Chi Hyun, Wijayanti, Imelda, et al., 2020; Asbari, Hyun, Wijayanti, Winanti, et al., 2020; Asbari & Novitasari, 2020; Goestjahjanti et al., 2020)., reduce stress in the work environment, and improve productivity and work quality. (Asbari, Fayzhall, Goestjahjanti, Winanti, et al., 2020; Asbari & Novitasari, 2021; Fayzhall et al., 2020)..

Organizational innovation begins with the innovative behavior of each member of the organization. Each member serves as the cornerstone of the organization to innovate in creating, realizing, and maintaining new ideas. (Asbari, Wijayanti, et al., 2020; Asbari et al., 2021; Novitasari et al., 2020; Suprapti et al., 2020).. Innovative behavior is defined as the deliberate introduction and application in a role, group, or organization of ideas, processes, products, or procedures that are new to the relevant unit of adoption and designed to significantly benefit the individual, group, organization, or society at large. (West & Farr, 1989). Lecturers' innovative behavior in the workplace is the foundation of any high-performance organization (Turnipseed & Turnipseed, 2013) because the innovative ideas generated by innovative behavior serve as the basis for the development of competitiveness, both products and services. (Purwanto et al., 2021).

Previous studies have recognized knowledge as key to enhancing innovation (eg, Lin, 2007; Mangiarotti & Mention, 2015; Radaelli et al., 2014).. Knowledge sharing, in particular, is considered a determinant of innovative behavior. Knowledge sharing is a process that allows knowledge held by

individuals and groups to be transferred to the organizational level, where it can be applied to the development of new products, services, and processes (Van Den Hooff & De Ridder, 2004).. In other words, individual knowledge provides the raw materials necessary for organizations to create new knowledge and innovations. (Agistiawati et al., 2020; Hutagalung et al., 2020).. However, unless this knowledge is shared with other individuals and groups in the organization, it will remain in the individual's domain and will have little or no impact on organizational performance or innovation capabilities (Subramaniam & Youndt, 2005).

Innovative behavior has traditionally been considered more important in the manufacturing sector, where the development of new products is crucial. Relatively less attention is paid to innovative behavior in the service sector, despite its rapid growth and higher importance in overall economic activity (Gustafsson et al., 2010). However, as the service sector grows and competition among business services intensifies, innovative management needs to be in place to ensure sustainable development and a leading competitive position. (Agistiawati et al., 2020).. In addition, researchers have identified what resources are relevant to successful innovation in the manufacturing sector. (Asbari, et al., 2021; Purwanto et al., 2020; Putra et al., 2021; Sopa et al., 2020).. However, studies focused on specific actions that influence innovative behavior among college lecturers are scarce. The main reason for this research gap may lie in the specific service context: Innovation in the service industry is considered a complex question. Gallouj & Djellal (2010) suggest that innovation in service organizations occurs when there is a change in one or more characteristics or skills that precisely define a particular service. In an era that emphasizes the need for change, creativity, and innovation in response to the needs of students and the academic community, maintaining the quality of learning can result in a sustainable competitive advantage. (Asbari et al., 2019; Asbari, Purwanto, Maesaroh, Hutagalung, et al., 2020; Basuki et al., 2020; Novitasari, Yuwono, Cahyono, Asbari, & Sajudin, 2020).. Lecturers have a critical role in ensuring college innovation, and their ability to be innovative has the potential to contribute to successful learning relationships (Slåtten & Mehmetoglu, 2015). Lecturers are required to perform certain behaviors defined by the job description; thus, innovative behaviors may not often be required of them. Professional lecturers, however, perform their duties independently. Consequently, innovation in relation to professional lecturers appears to be an important area of research.

The work of lecturers is often characterized as unstructured. The job demands a high level of interpersonal interaction along with the ability to handle the needs and desires of heterogeneous stakeholders. Lecturers are allowed to use their individual discretion in different situations, and they rely on their individual abilities to determine the development and application of their teaching techniques. Therefore, innovative behavior is emphasized more for lecturers than other types of service providers, and they are seen as the heart of innovative services in higher education. (Chiu et al., 2011). Despite the important role of professional lecturers in ensuring organizational innovation, very little research has been conducted in this type of setting. In addition, professional lecturers utilize new and unique experiences gained through interactions with students and fellow lecturers in the workplace, and their performance is based on knowledge gained from their experiences. If professional lecturers share their experiences and knowledge with each other, this will improve the overall performance of the college organization. Thus, knowledge sharing is very important in college organizations (Asbari & Novitasari, 2020, 2021). For higher education institutions, which rely heavily on interactions between lecturers and lecturers, and lecturers and students, as well as lecturers and other educational stakeholders, it is crucial to create a good knowledge sharing culture. Andrews & Delahaye (2000) reported that although knowledge sharing is important, it occurs only after mutual trust has developed. Therefore, they emphasized the importance of trust in engendering knowledge sharing. Researchers define trust as "a positive attitude toward others" (Rousseau et al., 1998) and "a desire to be mutually needy" (Mayer et al., 1995). Although there is no universally accepted definition of trust, it is generally agreed that trust enables cooperative behavior (Gambetta, 1988), promotes networking relationships (Miles and Snow, 1992), reduces conflict, and facilitates the rapid formation of ad hoc working groups. (Meyerson et al., 1996). Nelson and Cooprider (1996) reported that high levels of trust enable group members to be open with each other and to share knowledge. Similarly, Wang et al. (2014) noted that trust is an important element in effective knowledge sharing and innovative performance.

Several previous studies have shown that knowledge sharing fosters and positively influences innovative behavior (Subramaniam & Youndt, 2005).. Similarly, knowledge sharing functions both as a consequence of trust and an antecedent of innovative behavior. Thus, researchers assume that knowledge sharing mediates trust and innovative behavior. Two forms of trust are distinguished in the existing literature, namely lateral trust and vertical trust. Lateral trust characterizes the relationship between colleagues, and vertical trust refers to the relationship between subordinates or superiors

(Barzoki et al., 2013). Therefore, in this study, we categorize trust among professional lecturers into two types, namely trust in colleagues and trust in leaders. Furthermore, we examine how these types of interpersonal trust influence innovative behavior and explain the mediating role of knowledge sharing in this relationship. Our conceptual framework draws on existing literature on organizational trust, knowledge management, and innovative behavior (e.g., Clegg et al., 2002; Mooradian et al., 2006). The framework (see Figure 1) states that trust in colleagues and leaders has a significant effect on knowledge sharing, which in turn, has a positive effect on innovative behavior. That is, trust in colleagues and leaders affects innovative behavior directly and indirectly through knowledge sharing. In the next section, we provide the rationale for the seven hypotheses that make up the conceptual framework.

Interpersonal Trust and Knowledge Sharing

Trust among organizational members indicates an individual's belief in the truth of another's statements and behaviors. Trust can exist in horizontal relationships between coworkers and in vertical relationships between leaders and subordinates (Cook & Wall, 1980; McCauley & Kuhnert, 1992). Lecturers may trust their coworkers but not their leaders, or they may trust their leaders but not their coworkers. Thus, the type of trust should be considered at different levels. Many previous studies have shown that mutual trust among organizational members is one of the many important factors for successful knowledge sharing in an organization. Nelson & Cooprider (1996) defined mutual trust as the degree of expectation that organizational members will pursue the same goals. They reported that mutual trust encourages knowledge sharing, which ultimately results in superior organizational performance. Similarly, Staples & Webster (2008) found a strong positive relationship between trust and knowledge sharing, and they positively related knowledge sharing to team effectiveness outcomes. If there is a lack of trust among colleagues, lecturers cannot achieve an active collaborative relationship that allows them to share knowledge. In such a situation, they will hide or distort important knowledge or information (Nonaka, 1994). Sharing knowledge with untrustworthy people is considered risky. Chow & Chan (2008) argue that the greater the social trust among coworkers, the better their attitude towards knowledge sharing. Similarly, Mooradian et al. (2006) reported that interpersonal trust among coworkers positively affects knowledge sharing, both within the designated department and with other departments. Hence, trust among coworkers should precede knowledge sharing. In other words, trust among coworkers is the basis for promoting knowledge sharing.

In a study on the relationship between knowledge sharing and trust in leaders, Renzl (2008) found that when trust levels are high, knowledge sharing increases within departments as well as with other departments. An important factor that may hinder knowledge sharing among college lecturers is lecturers' fear of being taken advantage of and losing their power and value as a result of sharing knowledge. Trust in leaders can reduce this fear and positively influence knowledge sharing (Renzl, 2008). Kim (2014) emphasized the importance of trust in leaders for knowledge sharing, explaining that lecturers who trust their superiors also trust the information obtained from the superiors. Thus, information circulation becomes efficient. Based on the findings from previous studies on the relationship between trust and knowledge sharing, we propose the following hypothesis:

H1: Lecturers' trust in colleagues has a positive effect on their knowledge sharing behavior.
H2: Lecturers' trust in leaders has a positive effect on their knowledge sharing behavior.

Interpersonal Trust and Innovative Behavior

One characteristic common to all situations of trust is the willingness to take risks (Johnson-George & Swap, 1982). In other words, different from other psychological states, trust requires one to embrace the weaknesses of others along with the accompanying risks. One of the several performance outcomes associated with lecturers' trust in each other is innovative behavior. Innovative behavior is informal and voluntary. Therefore, it is a type of extra role behavior (Katz and Kahn, 1978). An individual takes full responsibility in case of failure. Because of this risk, there is a strong relationship between trust and innovative behavior (Nienaber & Schewe, 2014). In an organizational context, lecturers rely heavily on their superiors for information, resources, and social support to develop, protect, and bring their new ideas to life. (Cahyono et al., 2020; Lestari et al., 2020; Novitasari, Asbari, et al., 2020; Wijayanti chi hyun, C., hutagalung, leo, Asbari, M., Budi Santoso, P., & Purwanto, A., 2020).. By trusting a leader, a lecturer will be more likely to develop new and useful ideas, as he or she will feel safe to explore new ways of doing things (Tan and Tan, 2000). If leaders and subordinates develop partnerships and form groups, leaders can provide their subordinates with more opportunities to exercise their discretion and decision-making, which can promote innovative behavior (Young,

2012). In addition, if the level of trust between leaders and subordinates increases, the innovative behavior of lecturers for organizational growth will also increase.

A high level of interpersonal trust among colleagues allows mutual respect to prevail, reduces complexity in the organization, and enables lecturers to develop positive affective responses (Yilmaz & Hunt, 2001). When strong bonds of trust develop among coworkers, various new ideas and feedback on those ideas are easily shared. It becomes more likely that coworkers will accept and adopt each other's ideas. Furthermore, changes in work-related activities will occur, and these changes will encourage each individual to strive to develop innovative behaviors (Kim et al., 2007). Collaborative efforts among coworkers are essential for idea generation (Amabile et al., 2007). (Amabile et al., 2005).. Although idea generation and evaluation in organizations can sometimes be solitary activities, more commonly, work group members and co-workers influence individual innovation (Scott & Bruce, 1994). Similarly, Amabile et al. (2005) state that collaboration among coworkers is important for generating innovative ideas. Based on the findings from previous studies on the relationship between trust and innovative behavior, we propose the following hypothesis:

H3: Lecturers' trust in colleagues has a positive effect on their innovative behavior.
H4: Lecturers' trust in leaders has a positive effect on their innovative behavior.

Knowledge Sharing and Innovative Behavior

Researchers have suggested that knowledge assets can increase an organization's chances of creating and implementing innovations (Mangiarotti & Mention, 2015). Highlighting the importance of knowledge for innovation, Thornhill (2006) reported that an organization's level of knowledge assets is proportional to its level of innovation. Since knowledge is embedded in individuals, it is necessary to share knowledge among organizational members in order to establish new routines and mentalities that will help them in solving problems (Nonaka et al., 2006). Therefore, organizations need practices in knowledge creation and, more importantly, knowledge sharing. (Alavi & Leidner, 2001).. According to Mehrabani & Shajari (2012)(2012), knowledge sharing among organizational members tends to generate new ideas for product development and process innovation. Researchers focusing on the relationship between knowledge sharing and innovative behavior agree that effective knowledge sharing results in innovative behavior (Subramaniam & Youndt, 2005). This is because creative ideas form the basis of innovation, and such ideas are generated through effective communication among lecturers, leading to a strong tendency among them to strive for innovation. Darroch (2005) stated that knowledge sharing in an organization influences innovative behavior. This previous study suggests that knowledge sharing among lecturers is the basis for creating knowledge in organizations and plays an important role in encouraging innovative behavior. Therefore, we propose the following hypothesis:

H5: Lecturers' knowledge sharing has a positive effect on their innovative behavior.

Mediating Knowledge Sharing between Interpersonal Trust and Innovative Behavior

As explained earlier, several studies have shown that knowledge sharing fosters and positively influences innovative behavior (Darroch, 2005; Subramaniam & Youndt, 2005). Similarly, knowledge sharing functions both as a consequence of trust and an antecedent of innovative behavior. Thus, researchers assume that knowledge sharing mediates trust and innovative behavior. Furthermore, we examine how this type of interpersonal trust affects innovative behavior and explain the mediating role of knowledge sharing in this relationship. Our conceptual framework draws on existing literature on organizational trust, knowledge management, and innovative behavior (e.g., Mooradian et al., 2006) which states that trust in coworkers and leaders has a significant effect on knowledge sharing, which in turn, has a positive effect on innovative behavior. That is, trust in colleagues and leaders affects innovative behavior directly and indirectly through knowledge sharing. Therefore, we propose the following hypothesis:

H6: Lecturers' trust in colleagues has a positive effect on their innovative behavior through the mediation of knowledge sharing.
H7: Lecturers' trust in leaders has a positive effect on their innovative behavior through the mediation of knowledge sharing.

According to Sekaran & Bougie (2016) the theoretical framework is the foundation on which the entire research project is based. From the theoretical framework, hypotheses can be formulated which

can be tested to determine whether the formulated theory is valid or not. Then it will then be measured by appropriate statistical analysis. Referring to theory and previous research, the authors build a research model as follows:

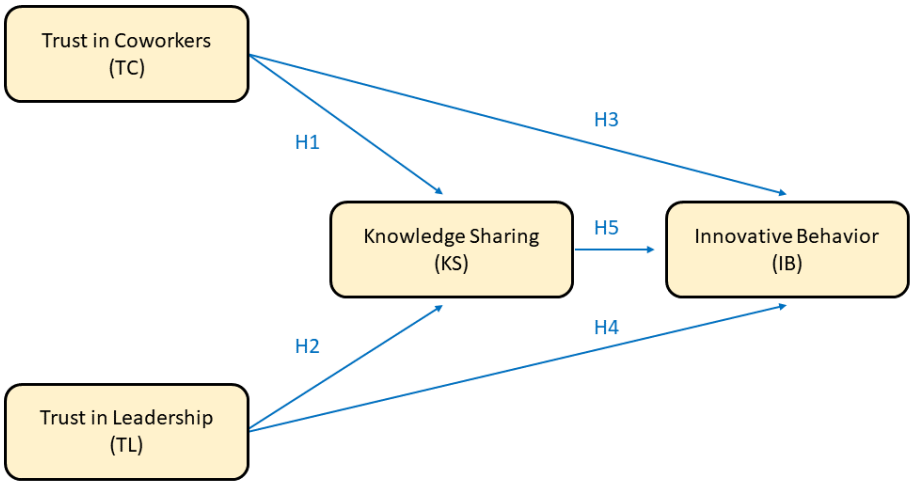

Figure 1. Conceptual Model of Research

METHOD

The method used in this research is quantitative method. Data were collected by circulating questionnaires to all lecturers in three universities in Tangerang. The population in this study were lecturers from five private universities in Tangerang, totaling 315 people. The questionnaire was distributed using simple random sampling technique. The results of the questionnaire that returned as many as valid were 224 samples. So the sample size is 71.11% of the total population.

Trust instruments have been defined in various ways in the existing literature. This research focused on the interpersonal relationship aspects proposed by Cook & Wall (1980). According to them, trust refers to the extent to which a person is willing to assume the good intentions and have confidence in the words and actions of others. Based on this definition of trust, interpersonal trust in service organizations is classified into trust in colleagues and trust in leaders. Trust in coworkers refers to the level of confidence in the abilities and belief in the trustworthy intentions of coworkers. Researchers measured this construct using five items developed by Cook & Wall (1980) and has been validated by Seo et al. (2016). Furthermore, trust in the leader refers to the level of belief and trust in the sincerity, fairness, ability, and similar attributes of the leader. Researchers measured this construct using five items developed by Cook & Wall (1980) and Podsakoff et al. (1990) and has been validated by Seo et al. (2016). Knowledge sharing refers to the actual sharing of knowledge acquired by lecturers through their individual experiences at work. This study used four items from Lee's (2001) measurement standards for knowledge sharing and two items from Faraj and Sproull's (2000) study. Thus, the authors used six items to measure the level of knowledge sharing. Innovative behavior means that lecturers offer new ideas in an effort to improve organizational performance; furthermore, they work to turn those ideas into reality. We adapted the five items developed by Scott and Bruce (1994) to measure innovative behavior. All variables were measured on a five-point Likert-type scale. Each closed-ended question/statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, neutral/doubtful (N) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. The method for processing data is PLS and uses SmartPLS version 4.0 software as the tool. More complete for the list of items used in this study can be seen in Table 1.

Table 1. List of Research Items

Notation	Item
Trust in Coworkers (TC)	
TC1	I have full confidence in the skills of my coworkers
TC2	Most of my coworkers will continue their work even if our leaders are not around

Notation	Item
TC3	If I'm having trouble at work, I know my coworkers will try and help me.
TC4	I can trust the people I work with to help me if I need help.
TC5	Most of my coworkers can be relied upon to do what they say they will do.
Trust in Leadership (TL)	
TL1	My leader was sincere in his efforts to meet my point of view as a lecturer
TL2	I feel fairly confident that the college management will always try to treat me fairly.
TL3	I have full confidence in the integrity of my leaders
TL4	I will support my leader in almost all emergencies
TL5	I have a strong sense of loyalty to my leader
Knowledge Sharing (KS)	
KS1	I share knowledge from my work experience with others
KS2	I share skills gained from education and training
KS3	More knowledgeable lecturers are free to provide other members with hard-to-find knowledge and/or specialized skills.
KS4	Lecturers share their specialized knowledge and expertise
KS5	Lecturers share knowledge on various matters
KS6	Lecturers share knowledge gained from newspapers, magazines, journals, and other social media
Innovative Behavior (IB)	
IB1	I try to generate creative ideas to improve performance
IB2	I try to find new technologies, processes, techniques and/or ideas
IB3	I develop adequate plans and schedules for the implementation of new ideas
IB4	I promote and champion ideas to others
IB5	I am an innovative person

RESULTS AND DISCUSSION

Results

A total of 224 lecturers participated. Most were male (72.77%), followed by female (27.23%). They have different age groups, under 30 years old (25.41%), ranging from 30-40 years old (46.60%), and more than 40 years old (27.99%). The tenure as a lecturer also varies, some of them are under 5 years (35.66%), ranging from 5-10 years (48.52%), and more than 10 years (15.82%).The education of the majority is S2 (94.01%), then S3 (5.99%).

Table 2. Sample Description

Criteria		Total	%
Gender	Male	163	72.77%
	Women	61	27.23%
Age (as of March 2024)	< 30 years	57	25.41%
	30 - 40 years	104	46.60%
	> 40 years	63	27.99%
Tenure as a lecturer	< 5 years	80	35.66%
	5-10 years	109	48.52%
	> 10 years	35	15.82%
Highest diploma	S3	13	5.99%
	S2	211	94.01%

The measurement model testing stage includes testing convergent validity, discriminant validity. Meanwhile, to test construct reliability, Cronbach's alpha and composite reliability values are used. The results of PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability tests.

The convergent validity test is carried out by looking at the loading factor value of each indicator on its construct. In most references, a factor weight of 0.5 or more is considered to have a strong enough validation to explain the latent construct (Chin, 1998; Ghozali, 2014; Hair et al., 2010). (Chin, 1998; Ghozali, 2014; Hair et al., 2010).. In this study, the minimum limit for the amount of loading factor

accepted is 0.5, provided that the AVE value of each construct is> 0.5. (Ghozali, 2014). After going through SmartPLS 4.0 processing, all indicators have a loading factor value above 0.5 or with the condition that the AVE value is above 0.5. The fit or valid model of this study can be seen in Figure 2. So thus, the convergent validity of this research model has met the requirements. The loadings, Cronbach's alpha, composite reliability and AVE values for each construct can be seen in Table 3.

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between the construct and other constructs (the value below the diagonal). (Ghozali, 2014). The results of discriminant validity testing are using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value obtained as shown in Table 4. The results of the discriminant validity test in table 3 above show that all constructs have an AVE square root value above the correlation value with other latent constructs (through the Fornell-Larcker criterion). Likewise, the cross-loading value of all items of an indicator is greater than other indicator items as mentioned in Table 4, so it can be concluded that the model has met discriminant validity. (Fornell & Larcker, 1981). Next, a collinearity evaluation is conducted to determine whether there is collinearity in the model. To find collinearity, it is necessary to calculate the VIF of each construct. If the VIF score is higher than 5, then the model has collinearity (Hair et al., 2014). (Hair et al., 2014). As shown in Table 5, all VIF scores are smaller than 5, meaning that this model does not have collinearity problems.

Construct reliability can be assessed from the Cronbach's alpha and composite reliability values of each construct. The recommended composite reliability and Cronbach's alpha values are more than 0.7 (Ghozali, 2014). The reliability test results in table 2 above show that all constructs have composite reliability and Cronbach's alpha values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Hypothesis testing in PLS is also known as the inner model test. This test includes testing the significance of direct and indirect effects and measuring the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of transformational leadership on lecturer performance through readiness to change as a mediating variable, direct and indirect effect tests are needed. The influence test was conducted using the t-statistic test in the partial least squared (PLS) analysis model using SmartPLS 4.0 software. With the boothstrapping technique, the R Square value and significance test value are obtained as Table 6 and Table 7.

Table 3. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Trust in Coworkers (TC)	TC1	0.694	0.804	0.849	0.531
	TC2	0.702			
	TC3	0.650			
	TC4	0.760			
	TC5	0.826			
Trust in Leadership (TL)	TL1	0.805	0.880	0.913	0.677
	TL2	0.880			
	TL3	0.873			
	TL4	0.764			
	TL5	0.786			
Knowledge Sharing (KS)	KS1	0.780	0.864	0.898	0.596
	KS2	0.791			
	KS3	0.786			
	KS4	0.781			
	KS5	0.756			
	KS6	0.736			
Innovative Behavior (IB)	IB1	0.748	0.853	0.895	0.631
	IB2	0.807			
	IB3	0.829			
	IB4	0.837			
	IB5	0.745			

Table 4. Discriminant Validity

Variables	KS	TL	TC	IB
Knowledge Sharing (KS)	**0.772**			
Trust in Leadership (TL)	0.592	**0.823**		
Trust in Coworkers (TC)	0.416	0.419	**0.729**	
Innovative Behavior (IB)	0.770	0.585	0.369	**0.794**

Table 5. Collinearity Statistics (VIF)

Variables	KS	TL	TC	IB
Knowledge Sharing (KS)				1.624
Trust in Leadership (TL)	1.213			1.629
Trust in Coworkers (TC)	1.213			1.281
Innovative Behavior (IB)				

Table 6. *R Square* value

	R Square	R Square Adjusted
Knowledge Sharing (KS)	0.384	0.383
Innovative Behavior (IB)	0.622	0.621

Table 7. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	TC -> KS	0.204	0.027	7.440	0.000	Supported
H2	TL -> KS	0.506	0.030	16.990	0.000	Supported
H3	TC -> IB	0.017	0.023	0.731	0.461	Not Supported
H4	TL -> IB	0.193	0.027	7.285	0.000	Supported
H5	KS -> IB	0.651	0.024	27.514	0.000	Supported
H6	TC->KS->IB	0.133	0.019	7.048	0.000	Supported
H7	TL->KS->IB	0.330	0.025	13.325	0.000	Supported

Based on Table 6 above, the R Square value of knowledge sharing (KS) is 0.384, which means that the knowledge sharing variable (KS) can be explained by the variables of trust in coworkers (TC) and trust in leaders (TL) by 38.4%, while the remaining 61.6% is explained by other variables not discussed in this study. The R Square value of lecturer innovative behavior (IB) is 0.622, which means that the lecturer innovative behavior variable (PI) can be explained by the variables of trust in colleagues (TC), trust in leaders (TL) and knowledge sharing (KS) by 62.2%, while the remaining 37.8% is explained by other variables not discussed in this study. While Table 7 displays t-statistics and p-values that show the influence between the research variables that have been mentioned.

Discussion

This study investigates how trust in colleagues and leaders affects innovative behavior among lecturers; furthermore, the mediating role of knowledge sharing in this influence is explored. In a competitive organizational environment, sharing knowledge with others indicates that one is willing to take the risks involved in knowledge sharing. If lecturers do not trust each other, they are likely to be sensitive to these risks, and they may hide or alter important information. However, if there is a high level of trust, they will form a work environment where they can take risks and help each other, and they are more likely to share knowledge in such an environment. According to Mayer et al. (1995), it is important to understand the role of risk in the trust process because one must take risks to engage in the act of trusting. They propose that the outcome of trust is risk-taking in a relationship.

As the person in charge of students' classroom learning, lecturers as service providers utilize a lot of subjective knowledge, which is knowledge gathered over time through work experience. This subjective knowledge can be transferred vertically between leaders and subordinates as well as horizontally between coworkers. In other words, when certain information is transferred from superiors to their subordinates, subordinates must be confident enough in the accuracy of the information to share with each other. When subordinates trust their superiors, they also trust the information received from the superiors, which makes the circulation of information active (Kim, 2014). Several studies have concluded that trust in leaders results in higher levels of cooperation; thus, lecturers will be more willing to share knowledge, consequently improving performance (Renzl, 2008).

When there is a high level of trust among coworkers, an individual can expect support for his or her new idea from coworkers and will try various changes in his or her work (Kim et al., 2007). In other words, trust in colleagues can positively influence the innovative behavior of a lecturer (Berraies et al., 2014).

However, the results of this study show that trust in colleagues does not directly affect innovative behavior. This finding suggests that although lecturers can develop good relationships with each other, they cannot produce satisfactory innovative behaviors unless there is direct communication between them. That is, it is unreasonable to expect that trust among colleagues by itself will enable each lecturer to pursue innovative behaviors and implement various changes. We assume this because most service providers perform individual tasks according to their own schedules; moreover, many service providers are non-permanent workers. Therefore, trust among them does not directly affect their innovative behavior.

In contrast, the results of this study show that trust in leaders significantly influences innovative behavior. When lecturers trust their superiors, leaders, in return, give them more freedom to use their discretion in making decisions (Tan & Tan, 2000). This makes it easier for lecturers to try new ideas/methods in the workplace, which ultimately results in innovative behavior. Golipour et al. (2011) suggested that lecturers' trust in their superiors makes them more motivated and more willing to take initiatives and develop new ideas. Furthermore, Scott & Bruce (1994) reported that a more harmonious interaction between leaders and subordinates means that subordinates are given greater autonomy in carrying out tasks and making decisions at work; therefore, more innovative behavior can be expected from them. Thus, a lecturer must be confident in his or her independence in performing work-related tasks to manage the risks associated with innovative behavior, and trust in the leader enables the expectation that the leader will support independent performance and enable flexible innovative behavior. The results of this study support previous research findings that there is a positive relationship between trust in leaders and innovative behavior (e.g., Berraies et al., 2014).

Effective knowledge sharing by organizational members benefits both the organization and the people involved. Knowledge will gradually diminish without effective sharing (Kearns & Lederer, 2003). The finding from this study that knowledge sharing affects innovative behavior emphasizes the importance of knowledge sharing as an antecedent of innovative behavior reported in previous studies (e.g., Darroch, 2005; Thornhill, 2006). Darroch (2005) identified two types of knowledge generated in an organization; tangible knowledge (e.g., human capital profiles, data, and explicit information) and intangible knowledge (e.g., informational knowledge, skills, and experiences of lecturers). The dissemination of these types of knowledge affects lecturers' innovative behavior. Thornhill (2006) proved that knowledge plays a key role in the innovation process and that organizational knowledge assets influence the level of innovation.

Effective communication in organizations fosters lecturers' propensity for innovation (e.g., Park et al., 2014). Park et al. (2014) noted that lecturers can and should contribute to making organizations more innovative through their information behaviors related to their work tasks and routines. Therefore, an effective organization should have a system for its lecturers to participate in managerial processes where they can help identify creative ways for innovation. The results of this study that knowledge sharing among lecturers positively influences innovative behavior can be understood in the same vein. Active communication among lecturers is the basis for generating new ideas and providing opportunities for the support and assistance of their colleagues. The more lecturers share knowledge, the more they will be able to make various work-related changes.

Finally, additional analysis in this study demonstrated the full mediating role of knowledge sharing in the relationship between trust in colleagues and innovative behavior. For lecturers, although trust in colleagues has no direct influence on individual innovative behavior, the findings of this study imply that knowledge sharing activities resulting from trust in colleagues may be the basis for innovative behavior. In comparison, knowledge sharing has a partial mediating role in the relationship

between trust in leaders and innovative behavior. That is, although trust in leaders can directly influence innovative behavior, it also has an indirect influence through knowledge sharing activities.

CONCLUSION

This study investigates the variables that lead to innovative behavior in lecturers to improve the competitiveness of higher education organizations. Specifically, we analyzed the relationship between lecturers' innovative behavior and their trust in colleagues and leaders. In addition, we examined the mediating effect of knowledge sharing on this relationship. With regard to theoretical contributions, this study confirms that knowledge sharing and trust in colleagues and leaders are important for lecturers' innovative behavior. That is, this study verifies that it is crucial for lecturers to build trust with each other through harmonious relationships to encourage innovative behavior. The results of this study highlight the importance of group dynamics where lecturers can enhance mutual trust. In addition to this direct influence, the results show that trust has an indirect influence on innovative behavior through knowledge sharing.

The results of this study also have practical significance. There are inevitable constraints on knowledge sharing activities in higher education organizations. For example, lecturers consider the knowledge gained through work experience as part of their individual capabilities. Therefore, they will be reluctant to share their knowledge with others, or they will only share part of the knowledge. (Aman & Asbari, 2020; Asbari, Nurhayati, et al., 2019; Asbari & Novitasari, 2020; Purwanto, Asbari, et al., 2020; Santoso, Tukiran, et al., 2020).. This type of individualistic behavior hinders knowledge transfer within the organization and breaks communication among lecturers. Therefore, it needs to be managed at the organizational level; increasing trust among lecturers is one way to address this issue. Managers of service organizations should support lecturers' formal or informal community activities and create a friendly working environment. Berraies et al. (2014) suggested lecturer empowerment as one of the management practices to increase organizational trust. Knowledge sharing activities should be encouraged along with trust-building efforts. Creating a healthy knowledge sharing culture along with a knowledge sharing system will encourage lecturers' innovative behavior.

This study is valuable because it empirically investigates the variables that influence innovative behavior, using lecturers as the specific target of analysis. However, one of the limitations of this study is that we interpret and analyze the variables as unidimensional concepts, whereas the variables used in this study are derived from multidimensional concepts. Regarding interpersonal trust, a multi-dimensional approach that includes cognitive trust and emotional trust is possible, in addition to the multilayer approach of vertical trust and horizontal trust. Second, the concept of innovative behavior includes innovation at the organizational and collective levels, and this type of innovation has a different meaning compared to innovation at the individual level. Future studies will produce more significant results if innovative behavior is examined more concretely and with a broader scope. Third, as this study is based on self-reported data, common method variance may be an issue. Further research is needed to take into account the perspectives of other lecturers in the organization to minimize the limitations of self-reported data. Finally, this study focused exclusively on fitness club personal trainers. Therefore, it would be inappropriate to generalize the findings from this research sample to all college organizations. To overcome these limitations, this study can be replicated in different work environments. In other words, future research could extend the research design to other professions and include cross-organizational comparisons.

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