



Abusive Supervision, Servant Leadership to Increase Employee Creativity through Knowledge Sharing as a Mediating Variable and Self-Efficacy as a Moderating Variable in Employees of the Bureau of Leadership Administration of the East Java Provincial Secretariat

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ABSTRACT

The purpose of this study was to prove and analyze the abuse of supervision, servant leadership to improve employee performance through knowledge sharing as a mediating variable and self-efficacy as a moderating variable on employees of the Administrative Bureau of the Regional Secretariat of East Java Province. The type of research used is quantitative with a causal explanatory approach. The population in this study were employees of the Administrative Bureau of the Regional Secretariat of East Java Province. The sampling technique used was total sampling. The sample used was 51 ASN employee respondents. Data collection used gform and was measured using a Likert scale. The analysis technique used the Structural Equation Model (SEM) tool, then the Partial Least Square (PLS) program was used. The results of this study indicate that: 1). Abusive Supervision has no significant effect on Knowledge Sharing. 2). Servant Leadership has a significant positive effect on Knowledge Sharing. 3). Knowledge Sharing has no significant effect on Employee Creativity. 4). Self Efficacy does not moderate the effect of Abusive Supervision on Knowledge Sharing. 5). Self Efficacy does not moderate the effect of Servant Leadership on Knowledge Sharing.

INTRODUCTION

In modern organizational environments, employee creativity is a key factor in determining an organization's effectiveness and competitiveness. Employee creativity plays a role not only in increasing work productivity but also in driving innovation that can help organizations adapt to rapid changes in the external environment (Song et al., 2022). Creativity in the workplace reflects an individual's ability to generate new ideas, create innovative solutions, and develop more effective approaches to completing tasks and facing challenges (Pratiwi et al., 2023). Creative employees are able to think outside the box, find more efficient ways of working, and contribute to increased productivity and organizational sustainability (Indajang et al., 2023).

In the digital era and the industrial revolution 4.0, where technological developments are occurring rapidly, organizations no longer rely solely on operational efficiency to survive, but also need to instill a culture of creativity to remain relevant and competitive (Marua & Etikariena, 2021). Therefore, organizations must create a work environment that is conducive to the development of creativity, including by providing freedom of expression, encouraging collaboration, and supporting inspirational leadership and empowering employees (Jasmine & Martdianty, 2022).

Various recent studies show that employee creativity is influenced by several factors. (Jasmine & Martdianty, 2022) found that abusive supervision can lower self-efficacy through sleep deprivation and emotional exhaustion, which negatively impacts employee creativity. Conversely, (Timur & Herianingrum, 2022) shows that servant leadership increases creativity by creating a work climate that supports the exploration of ideas. Meanwhile, (Maryati & Zhafran, 2025) confirms that servant leadership has a positive impact on innovative work behavior, with creative self-efficacy and perceived organizational support playing a mediating role. Overall, self-efficacy is key in bridging the influence of leadership style on employee creativity.

In an effort to improve performanceBased on the official website, it was found that the Head of the East Java Human Resources Development Agency (BPSDM) emphasized that ASN creativity and innovation can improve public services.He highlighted the importance of transforming a structural work culture into an innovative and professional one, as evidenced by the improvement in ASN skills and competencies (Source: <https://kominfo.jatimprov.go.id>. The Administration Bureau of the Leadership of the Regional Secretariat of East Java Province, in accordance with its main duties and functions, carries out programs and activities that support the mission of the East Java Provincial Government, including organizing training to improve the quality of human resources for employees, especially in the Leadership Material and Communication section (<https://biroadpim.jatimprov.go.id/ppid/>).

Researchers also use Social Learning Theory as a basis for analyzing how employee behavior and skills are formed through observation, experience, and social interactions in the workplace. This theory explains that individuals learn from their environment, including the leadership styles implemented within the organization.

One important element influencing employee creativity is the leadership style adopted within an organization. Abusive supervision, which reflects demeaning and unsupportive behavior toward subordinates, can hinder employee creativity by creating a non-conducive work environment (Zada et al., 2023). Conversely, servant leadership, which focuses on service and employee development, can create a work environment that supports the emergence of creative ideas (Nurbaety & Rojuaniah, 2022). Knowledge sharing allows employees to exchange insights and experiences, which enriches perspectives and encourages innovation. In the context of public organizations, it also accelerates bureaucracy and service delivery (Simatupang, 2023; Marua & Etikariena, 2021). Self-efficacy influences the effectiveness of knowledge sharing on creativity; employees with high self-efficacy are more confident in sharing and innovating (Indrawati, 2022; Pratiwi et al., 2023).

This research was conducted on employees of the Leadership Administration Bureau of the East Java Provincial Secretariat, which plays a crucial role in supporting regional leaders through administrative services, agenda setting, communication, and protocol. Based on East Java Gubernatorial Regulation No. 108 of 2021, this bureau handles various strategic functions such as personnel planning, administrative policy coordination, and leadership communication management.

The researchers chose this subject because modern bureaucracy demands increased creativity in dealing with the complexity of administrative work. Employee creativity is considered crucial to organizational effectiveness, but is heavily influenced by leadership style. Therefore, this study aims to analyze the impact of abusive supervision, which is authoritarian and oppressive, and servant leadership, which focuses on empowerment and service, on employee creativity in the bureau. Based on the description above, this study aims to analyze abusive supervision and servant leadership on employee creativity, by considering knowledge sharing as a mediating variable and self-efficacy as a moderating variable.

LITERATURE REVIEW

Social Cognition Theory

Social Learning Theory developed by Albert Bandura, (1997) states that individuals learn not only through direct reinforcement, but also by observing and imitating the behavior of others in the social environment. Bandura identified four main components in this process: attention (focusing on the model's behavior), retention (memorizing the behavior), motor reproduction (the ability to imitate), and motivation (the urge to imitate, influenced by rewards or punishments).

Abusive Supervision

Abusive supervision is a subordinate's perception of a superior's behavior that is unfriendly or demeaning, carried out continuously without physical violence. Hasibuan et al., (2024) explains that this behavior includes unethical actions such as lying, bad-mouthing subordinates, or blaming them for the leader's mistakes. Research by Syamsidah et al. (2023) shows that in Indonesia,

this leadership style creates a sense of insecurity that reduces creativity, especially among male employees. Its impacts also include decreased job satisfaction, organizational commitment, and increased stress and the desire to resign. Jovitasari & Miftahuddin, (2019). (Tepper, 2000) developed an abusive supervision scale with several main indicators:

1. Criticizing employees in public
2. Make subordinates feel incompetent
3. Showing excessive anger
4. Blaming subordinates without any clear reason
5. Using abusive or insulting language
6. Ignoring or not paying attention to the needs of subordinates.

Servant Leadership

Servant leadership is a leadership style that emphasizes the leader's role as a servant, with a priority on fulfilling the needs and developing followers. According to Lesminadi et al., (2022), a servant leader is an individual who is naturally driven to serve first before eventually leading. Meanwhile, Handoyo, (2010) explains that servant leadership is a form of ethical leadership that places the interests of others above the leader's personal ambitions, and is proven to be effective in a managerial context. According to Dennis (2004), servant leadership can be measured through the Servant Leadership Assessment Instrument (SLAI) which includes five main indicators: compassion means leading with love through appropriate and wise actions, empowerment shows trust and collaboration with subordinates, vision describes an inspiring future direction, humility is reflected in respect and recognition of employee contributions, trust emphasizes the importance of leaders who are worthy of trust because of their personal qualities.

Knowledge Sharing

Knowledge sharing is a process in which employees exchange information, ideas, and experiences to solve problems, create new solutions, and carry out work procedures collaboratively (Marua & Etikariena, 2021). This activity is carried out systematically through various media to distribute knowledge among individuals or groups. (Zada et al., 2023), and is based on the belief that every individual is capable of sharing effectively (Van Acker et al., 2014). According to Chang, (2017), indicators for measuring knowledge sharing include:

1. The individual's ability to convey knowledge effectively,
2. Mastery of relevant experience,
3. Confidence to share valuable information, and
4. Confidence in providing answers to questions asked.

Self-Efficacy

Self-efficacy is an individual's belief in his or her ability to manage and complete certain tasks or situations effectively (Bandura, 1997). Individuals with high levels of self-efficacy tend to feel able to control their lives, while those with low levels often feel less confident and dependent on external factors (Schunk, DH, & Pajares, 2009) This belief also influences motivation, learning processes,

and performance achievement. The indicators that will be used as measuring tools for self-efficacy refer to the theory (Bandura, 1997), namely: Magnitude (Difficulty Level), Strength (Strength), Generality (Generality).

Employee Creativity

Employee creativity is an individual's ability to generate new and useful ideas that contribute to innovation, work process improvement, and effective problem solving (Nabila et al., 2025). This creativity plays an important role in increasing the effectiveness and achievement of the organization. According to (Ahli et al., 2024), employee creativity also reflects the capacity to create innovative thinking and constructive solutions to challenges in the workplace. According to Jyoti and Dev (2015), the indicators for measuring employee creativity are: *critical thinking*, risk-taking behavior, creative work processes, problem-solving.

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METHODOLOGY

The method used in this research is a quantitative research method with an explanatory causal approach. The population in this study is 51 employees Administration Bureau of the Leadership of the Regional Secretariat of East Java Province. The sampling technique for this study was saturated sampling, with 51 respondents. Data collection used a questionnaire distribution method using a Likert scale. The data analysis technique used SmartPLS (Partial Least Squares) 4.0 and SPSS 26. The research stages include descriptive tests, validity, reliability, outer model analysis, inner model analysis, and hypothesis testing..

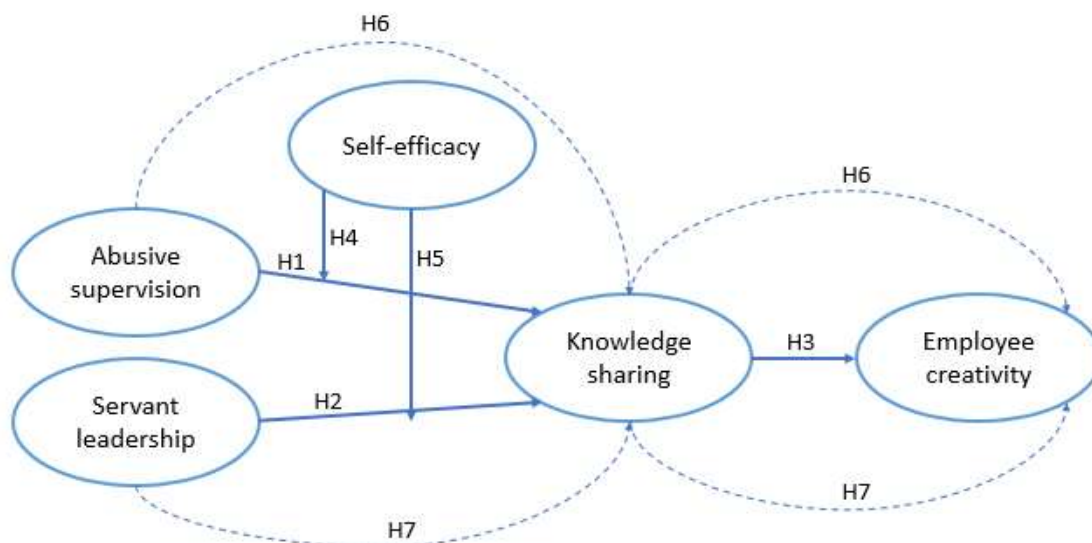


Figure 1. Research Concept Framework

RESEARCH RESULT AND DISCUSSION

Evaluation of Measurement Model (Outer Model)

According to Ghozali (2015:39), outer model evaluation aims to test the extent to which indicators are able to represent the constructs measured in a research model. This process includes validity testing consisting of convergent validity to see the correlation between indicators within a construct, and discriminant validity to ensure that the construct is different from other constructs. In addition, construct reliability is evaluated using composite reliability and Cronbach's alpha to assess internal consistency between indicators within a block. Thus, outer model evaluation is crucial in ensuring that the research instrument used is valid and reliable before entering the further stages of structural analysis.

a. Convergent Validity

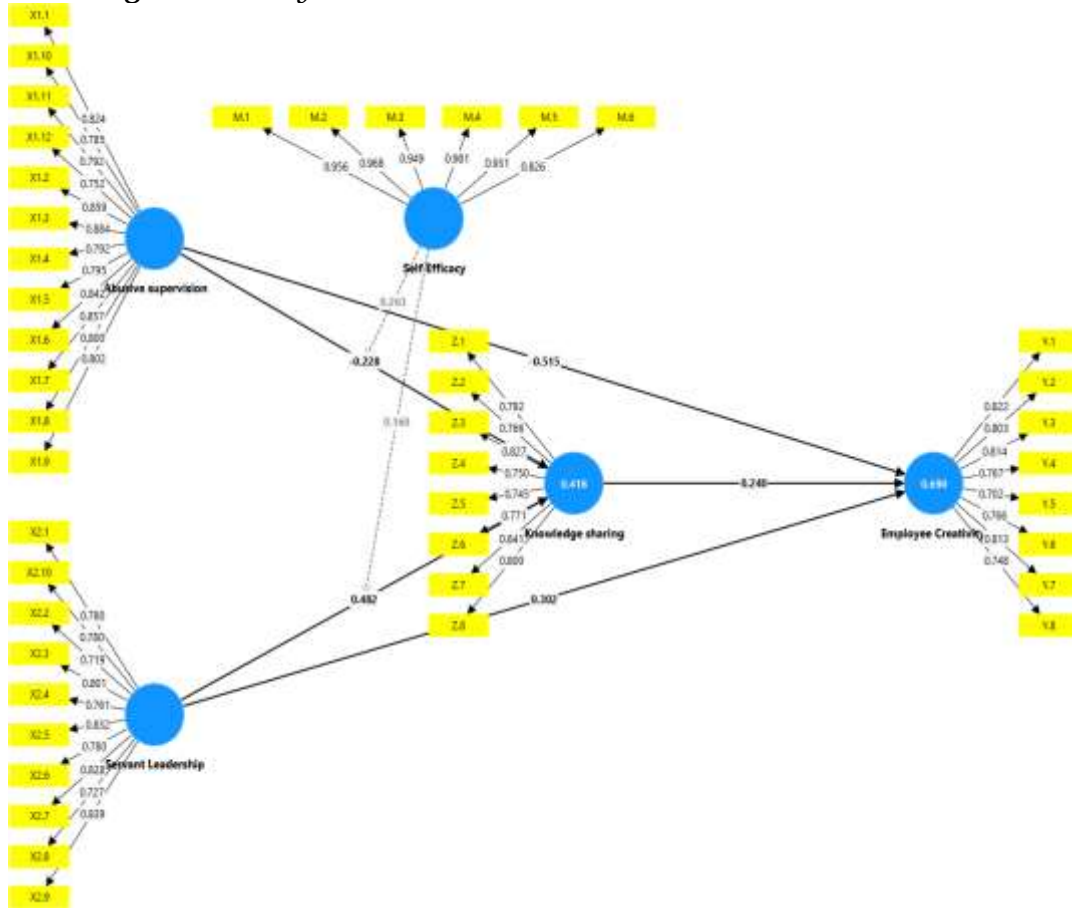


Figure 2. Results of the smartPLS 4.0 algorithm

In Figure 2, the data processing above shows that all indicators have achieved the expected value of >0.7. So, All indicators in this research variable can be declared valid.

b. Average Variance Extracted(AVE)

Table 1. Average Variance Extracted (AVE) Test Results

| | <i>Average variance extracted(AVE)</i> |
|----------------------------|--|
| <i>Abusive supervision</i> | 0.666 |
| <i>Servant Leadership</i> | 0.617 |
| <i>Knowledge sharing</i> | 0.619 |
| <i>Self-Efficacy</i> | 0.877 |
| <i>Employee Creativity</i> | 0.609 |

Source: Processing Output with smartPLS 4.0

Based on table 1 above, it can be seen that the AVE value is greater than 0.50, which means that all indicators have met the established criteria and have potential reliability for further testing.

c. Composite Reliability and Cronbach's Alpha

Table 2. Results of Composite Reliability and Cronbach's Alpha Tests

| | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) |
|----------------------------|-------------------------|--------------------------------------|--------------------------------------|
| <i>Abusive supervision</i> | 0.954 | 0.956 | 0.960 |
| <i>Servant Leadership</i> | 0.931 | 0.937 | 0.942 |
| <i>Knowledge sharing</i> | 0.912 | 0.917 | 0.929 |
| <i>Self-Efficacy</i> | 0.971 | 0.981 | 0.977 |
| <i>Employee Creativity</i> | 0.909 | 0.916 | 0.926 |

Source: Processing Output with smartPLS 4.0

Based on table 2. above, it can be seen that the results of the Composite Reliability and Cronbach's Alpha tests show satisfactory values, namely all latent variables have been reliable because all latent variable values have Composite Reliability and Cronbach's Alpha values ≥ 0.70 . So it can be concluded that the questionnaire used as a research tool has been reliable or consistent.

d. Multicollinearity Test

Table 3. Values Collinearity Statistics (VIF)

| | Knowledge sharing | Self-Efficacy | Employee Performance |
|----------------------------|--------------------------|----------------------|-----------------------------|
| <i>Abusive supervision</i> | 1,309 | 1,238 | 1,256 |
| <i>Servant Leadership</i> | 1,203 | 1,238 | 1,358 |
| <i>Knowledge sharing</i> | - | - | 1,543 |
| <i>Self-Efficacy</i> | 1,156 | - | - |
| <i>Employee Creativity</i> | - | - | - |

Source: Processing Output with smartPLS 4.0

The calculation results in Table 3 show that this study has a VIF value < 5 , indicating that all indicators do not experience multicollinearity issues. The outer model measurement is the stage used to evaluate validity and reliability.

Structural Model Evaluation (Inner Model)

Once the estimated model meets the requirements in the outer model stage, the next step is to test the inner model, or structural model. Inner model testing is the process of evaluating the relationships between variables based on the theories and concepts within the research conceptual framework. This stage aims

to analyze the influence of exogenous variables on endogenous variables in accordance with the formulated hypotheses.

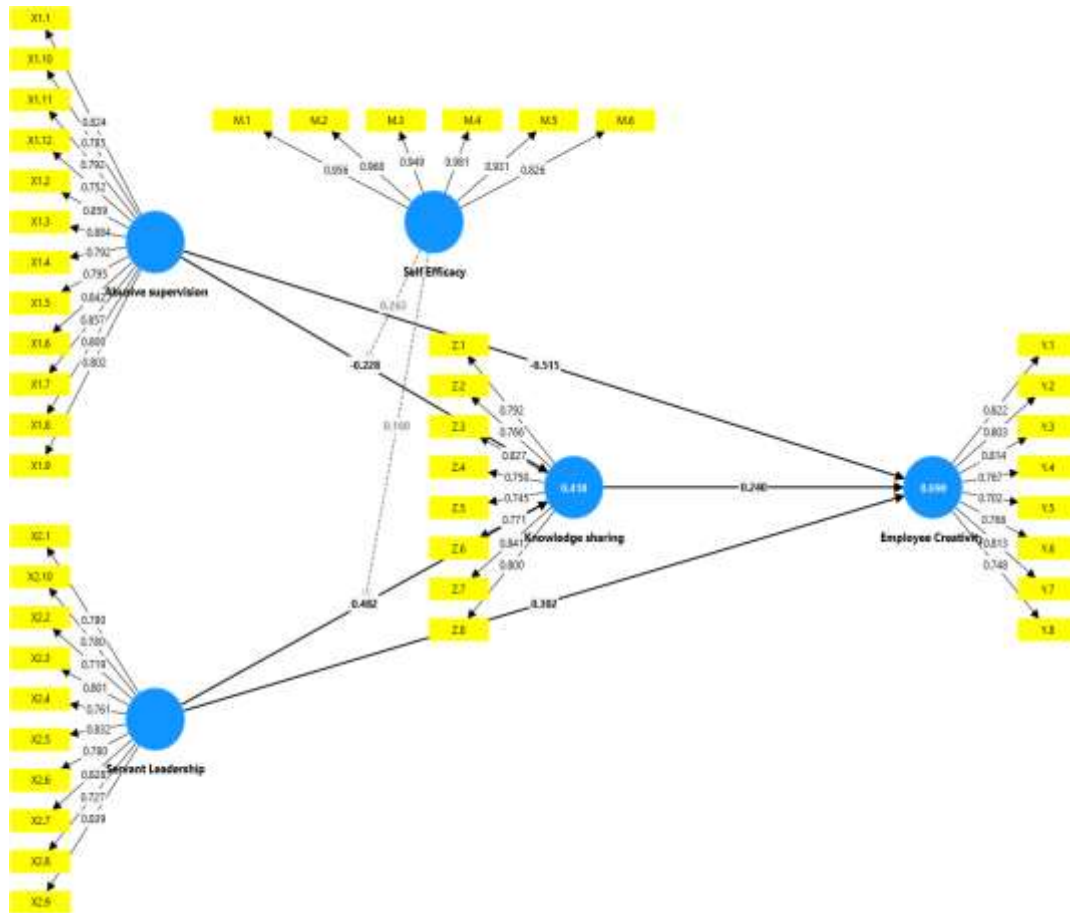


Figure 3. Inner Loadings
Source: data processed by SmartPLS 2025

a. Path Analysis Coefficient

In the structural model illustration above, path coefficient evaluation was performed to measure the extent of influence of each independent variable on the dependent variable in the model. The path coefficient value indicates the direction and intensity of the relationship between latent constructs. Based on the results of data processing using SmartPLS, the following path coefficient values were obtained:

1. The influence of Servant Leadership on Knowledge Sharing = 0.482. These results indicate that the higher the implementation of servant leadership in an organization, the higher the tendency of employees to share knowledge. A leadership style that prioritizes service, empathy, and individual development creates a safe and supportive work environment, thus encouraging employees to be more open in sharing information, ideas, and work experiences with their colleagues.
2. The effect of self-efficacy on abusive supervision on knowledge sharing is 0.263. The interaction between self-efficacy and abusive supervision has a positive effect on knowledge sharing. This indicates that individuals with high self-efficacy (confidence in their own abilities) can still demonstrate

knowledge sharing behavior even under pressure or with an unsupportive leadership style. This self-confidence allows them to remain productive in difficult work conditions.

3. The Effect of Knowledge Sharing on Employee Creativity = 0.240. These results indicate that the higher the level of knowledge sharing among employees, the higher their creativity. The process of sharing knowledge, information, and work experience has been shown to increase understanding, inspire new ideas, and foster productive collaboration. Therefore, knowledge sharing is a crucial element in fostering innovation in the workplace.
4. The effect of self-efficacy on servant leadership's moderating effect on knowledge sharing is 0.160. The interaction between self-efficacy and servant leadership has a positive influence on knowledge sharing behavior. When confident individuals are supported by servant and empowering leaders, a collaborative and open work environment is created, thereby strengthening knowledge sharing practices among employees.
5. The Influence of Servant Leadership on Employee Creativity Mediates Knowledge Sharing = 0.116. These results indicate that servant leadership indirectly enhances employee creativity through knowledge sharing. Servant leaders foster an open work environment that supports collaboration. This encourages employees to share information, experiences, and ideas, which ultimately positively impacts creativity in completing tasks and generating new innovations.
6. The Influence of Abusive Supervision on Employee Creativity Mediates Knowledge Sharing = -0.055. These results indicate a negative impact, meaning that abusive supervision actually reduces employee creativity by disrupting the knowledge-sharing process. Authoritarian and condescending leadership undermines collaboration and openness among employees, thus limiting the flow of information and ideas needed to foster creativity.
7. The Effect of Abusive Supervision on Knowledge Sharing = -0.228. This negative value indicates that abusive leadership significantly reduces employees' tendency to share knowledge. An unsupportive and stressful work environment hinders open communication and fuels distrust among coworkers.

b. R-Square (R²)

Table 4. Results of the R-Square (R²) Value Test

| | R-square | R-square adjusted |
|----------------------------|-----------------|--------------------------|
| <i>Knowledge sharing</i> | 0.418 | 0.353 |
| <i>Employee creativity</i> | 0.690 | 0.671 |

Source: Processing Output with smartPLS 4.0

1. The endogenous variable Knowledge sharing has an R-Square (R²) value of 0.418, with an Adjusted R-Square of 0.353. This means that approximately 41.8% of the total variation in the Knowledge sharing variable can be

explained by the predictor variables in this model. This explanatory power is classified as moderate, indicating sufficient goodness of fit for the Knowledge sharing variable. The remaining large variance, namely 58.2% (100% - 41.8%), is explained by other variables outside the scope of the model being tested.

2. For the endogenous variable Employee Creativity, the R-Square (R^2) value is 0.690, with an Adjusted R-Square value of 0.671. This indicates that the independent variables (predictors) in this research model are collectively able to explain 69.0% of the total variation in the Employee Creativity variable. This level of explanation can be categorized as moderate to strong, indicating a goodness of fit for this variable. The remaining variance of 31.0% (100% - 69.0%) is influenced by other factors not included in this research model.

c. Q-Square (Goodness of Fit Model)

Table 5. Q-Square Test Results

| | SSO | SSE | $Q^2 (=1-SSE/SSO)$ |
|----------------------------|---------|---------|--------------------|
| Knowledge sharing | 408,000 | 318,182 | 0.220 |
| Employee Creativity | 408,000 | 247,302 | 0.394 |

Source: Processing Output with smartPLS 4.0

1. The endogenous variable Knowledge sharing has a Q-Square (Q^2) value of 0.220 (calculated as $1 - 318.182 / 408.000$). This value is also greater than 0, which indicates that this research model has adequate predictive relevance, tending to be weak to moderate, in terms of its ability to explain or predict the Knowledge Sharing variable.
2. For the endogenous variable Employee Creativity, the Q-Square (Q^2) calculation results show a value of 0.394 (calculated as $1 - 247.302 / 408.000$). Since this value of 0.394 is clearly greater than 0, it can be concluded that the tested structural model has adequate predictive relevance, tending to be moderate, to explain or predict the Employee Creativity variable.

Hypothesis Testing Results (Path Coefficient Estimation)

To evaluate the significance of a hypothesis, we can examine the parameter coefficient values and the t-statistic values obtained from the bootstrapping algorithm report. An effect is considered significant if the t-statistic value exceeds the t-table value at the 5% significance level (alpha 0.05), which is 1.96. The calculated t-statistic value is then compared with the t-table value to determine whether the effect is significant.

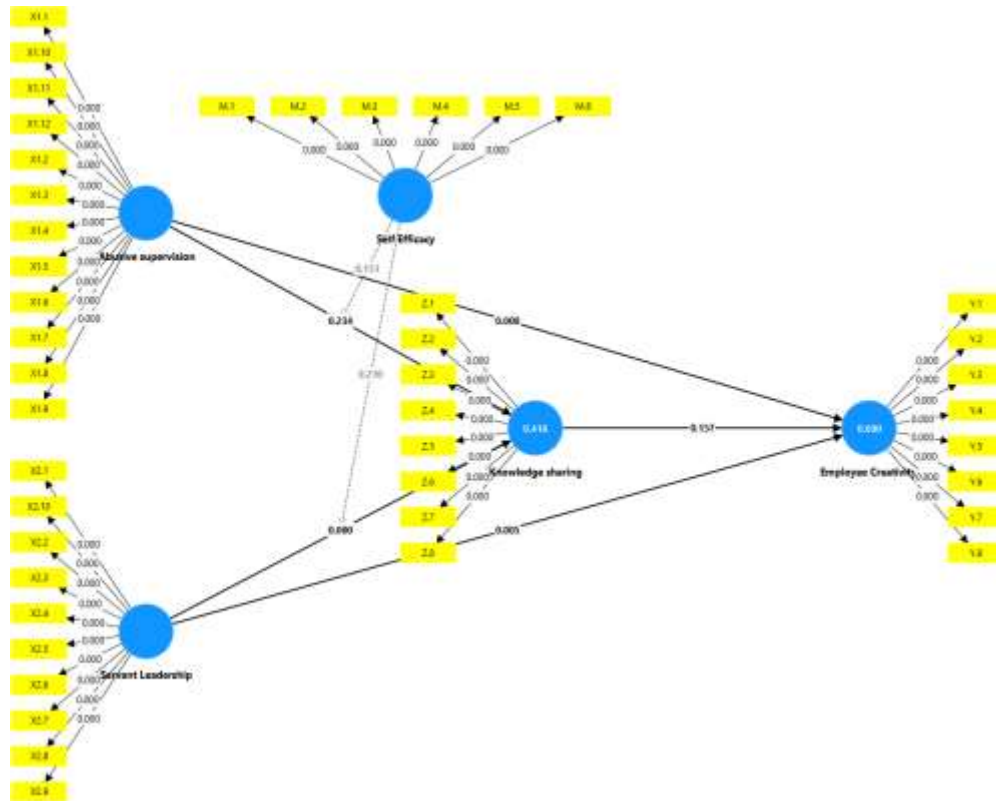


Figure 4. Bootstrapping

Table 6. Hypothesis Testing Results

| | Original sample (O) | Sample mean (M) | Standard deviation (STDEV) | T statistics (O/STDEV) | P values | Information |
|--|---------------------|-----------------|----------------------------|--------------------------|----------|-----------------|
| <i>Abusive supervision -> Knowledge sharing</i> | -0.228 | -0.248 | 0.191 | 1,190 | 0.234 | Not Significant |
| <i>Servant Leadership -> Knowledge sharing</i> | 0.482 | 0.474 | 0.123 | 3,930 | 0,000 | Significant |
| <i>Knowledge sharing -> Employee Creativity</i> | 0.240 | 0.279 | 0.170 | 1,416 | 0.157 | Not Significant |
| <i>Self Efficacy x Abusive supervision -> Knowledge sharing</i> | 0.263 | 0.250 | 0.183 | 1,436 | 0.151 | Not Significant |
| <i>Self Efficacy x Servoant Leadership -> Knowledge sharing</i> | 0.160 | 0.156 | 0.128 | 1,253 | 0.210 | Not Significant |

| | | | | | | |
|--|--------|--------|-------|-------|-------|-----------------|
| <i>Knowledge sharing -> Abusive supervision -> Employee Creativity</i> | -0.055 | -0.084 | 0.093 | 0.587 | 0.557 | Not Significant |
| <i>Knowledge sharing -> Servant Leadership -> Employee Creativity</i> | 0.116 | 0.131 | 0.087 | 1,336 | 0.182 | Not Significant |

Source: Processing Output with smartPLS 4.0

The following are the results of hypothesis testing on the structural model:

1. The effect of abusive supervision on knowledge sharing is insignificant. The t-statistic value of 1.190 is smaller than 1.96, and the p-value of 0.234 is greater than 0.05. Thus, the hypothesis regarding the effect of abusive supervision on knowledge sharing is rejected.
2. The influence of Servant Leadership on Knowledge sharing is significant. The positive path coefficient value (0.482), T-statistic 3.930 (> 1.96), and P-value 0.000 (< 0.05) indicate that Servant Leadership has a positive and significant influence on Knowledge sharing.
3. The effect of knowledge sharing on employee creativity is insignificant. With a T-statistic of 1.416 (<1.96) and a P-value of 0.157 (>0.05), there is insufficient statistical evidence to support the effect of knowledge sharing on employee creativity in the context of this model.
4. The interaction effect of Self-Efficacy moderating Abusive Supervision on Knowledge Sharing is not significant. The T-statistic value of 1.436 (<1.96) and P-value of 0.151 (>0.05) indicate that Self-Efficacy does not significantly moderate the relationship between Abusive Supervision and Knowledge Sharing.
5. The interaction effect of Self-Efficacy moderating Servant Leadership on Knowledge sharing is not significant. The T-statistic value of 1.253 (<1.96) and P-value of 0.210 (>0.05) indicate that Self-Efficacy is not proven to significantly moderate the relationship between Servant Leadership and Knowledge sharing in this model.
6. The interaction effect of Knowledge sharing mediating Abusive supervision on Employee Creativity is not significant. The T-statistic value of 0.587 (<1.96) and P-value of 0.557 (>0.05) indicate that Knowledge sharing does not function as a significant mediator in the path of influence from Abusive Supervision to Employee Creativity in this model.
7. The interaction effect of Knowledge sharing mediating Servant Leadership on Employee Creativity is insignificant. With a T-statistic value of 1.336 (<1.96) and a P-value of 0.182 (>0.05), there is not enough evidence to state that Knowledge sharing plays a significant role as a mediator in the relationship between Servant Leadership and Employee Creativity.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the research and discussion, the following conclusions can be drawn: *Abusive Supervision* does not have a significant effect on Knowledge Sharing. *Servant Leadership* has a significant positive effect on Knowledge Sharing. Knowledge Sharing does not have a significant effect on Employee Creativity. Self-Efficacy does not moderate the effect of *Abusive Supervision* on Knowledge Sharing. Self-Efficacy does not moderate the effect of *Servant Leadership* on Knowledge Sharing. Knowledge Sharing does not mediate the effect of *Abusive Supervision* on Employee Creativity. Knowledge Sharing does not mediate the effect of *Servant Leadership* on Employee Creativity.

Recommendation

Based on the research results and conclusions above, suggestions can be proposed which are expected to be useful for various parties, including:

1. Build a work culture that supports innovation by making room for ideas and experimentation.
2. Train superiors in communication, empathy, and conflict management to prevent abusive leadership behavior.
3. Develop discussion forums, knowledge management systems, and regular meetings to encourage knowledge sharing.
4. Pay attention to the psychological well-being of employees to create a safe and supportive work environment.

ADVANCED RESEARCH

1. Add other variables such as organizational culture, job autonomy, or intrinsic motivation.
2. Conduct research in different units or agencies so that the results are more general.
3. Use longitudinal methods to monitor changes in behavior over time.

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