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THE ROLE OF SOCIAL MEDIA USE, KNOWLEDGE SHARING, AND INTRINSIC MOTIVATION ON STUDENT CREATIVITY

Nur Hikmah
nur.hikmah2071@gmail.com
Faculty of Economics, State University of Jakarta
Susan Febriantina
susanfebriantina@unj.ac.id
Faculty of Economics, State University of Jakarta
Tuty Sariwulan
tuty.wulan@unj.ac.id
Faculty of Economics, State University of Jakarta

Abstract:

This research was conducted with the aim of determining the role of social media use, knowledge sharing and intrinsic motivation on the creativity of students at SMKN 48 Jakarta. The research uses a quantitative approach, namely by distributing questionnaires. The population in the study were all active students at SMKN 48 Jakarta and sampling in this study used a proportionate stratified random sampling technique with sample calculation using the Hair formula, so the minimum sample was 240 students. The data analysis technique used consists of an outer model and an inner model using SmartPLS software version 4.0. The results of this research show that there is a strong influence on the use of social media on knowledge sharing with an f-square value of 0.393. High use of social media will influence students to share knowledge because the development of information available on social media has a wide scope. The results of this research reveal that the use of social media, knowledge sharing and intrinsic motivation simultaneously have a significant influence on creativity. In addition, the use of social media and intrinsic motivation have a significant influence on knowledge sharing.

Keywords: Social Media Use, Knowledge Sharing, Intrinsic Motivation, Student Creativity

Background

Creativity is considered an important stimulant in scientific progress (Rasheed et al., 2020). Malik et al., (2020) stated that student creativity is an important aspect that shows a connection with their achievement. This statement is in line with Al-Ababneh, (2020) who states that creativity is important because it requires the ability to produce new and appropriate ideas to solve complex problems, increase efficiency and increase overall effectiveness. Research on creativity has been discussed quite a lot, unfortunately, research on creativity and its relationship to the use of social media, knowledge sharing, and intrinsic motivation is still limited.

Sitepu, (2019) explains that creativity tends to be seen as part of activities related to art, even though in reality, all fields require creativity, one of which is education. In the field of education, creativity is needed to achieve educational success, from students, teachers, college students, lecturers, to related educational institutions. Each individual has different responses and thoughts. Differences in responses and actions by each individual are referred to as creativity. For example, differences in

students' actions when receiving assignments. Each student certainly has their own way of doing assignments, such as choosing to do it yourself, discuss it with peers or ask other people for help.

Most previous research on creativity shows that Western people have higher levels of creativity than their Eastern counterparts. The statement originating from Singapore's best-selling book entitled "Why Asians Are Less Creative than Westerners" sparked a long-lasting controversy regarding whether Eastern or Asian people are populations that are less creative or inferior in terms of creativity. However, a growing number of studies show mixed results on this issue, that although students in Western countries perform better on divergent thinking and creative performance, this advantage is not consistent across all indicators of creativity. This shows that the level of creativity in the world tends to be grouped by states, each of which has characteristics based on the culture of its own country (Shao et al., 2019).

Research in 2015 called the Global Creativity Index (CGI) ranked Australia first out of 139 countries in the world in the creativity index replacing Sweden which previously ranked first in the 2004 and 2011 editions. The second place was maintained by the United States, New Zealand in second place. third, Canada fourth, with Denmark and Finland tied for fifth. In the other top ten there are Sweden in seventh, Iceland in eighth, Singapore in ninth and the Netherlands in tenth. The results of this research show that Asian countries do not dominate the top 10 rankings in the creativity index, which may be related to the statement presented in the previous paragraph.

Based on the GCI, it also states that in the creativity index in the technology sector, Asian countries actually lead with South Korea occupying number one, followed by Japan in second, Israel third, the United States fourth and Finland fifth. Meanwhile, the overall creativity index by GCI places Indonesia in 115th place out of 139 countries in the world. This makes Indonesia a country that has a very low level of creativity when compared to other countries. The low level of creativity in Indonesia can be seen from small things in the world of education which is still focused on material or concepts written in books so that the development of students' creativity is less than optimal (Faiziyah et al., 2022).

THEORETICAL FRAMEWORK

Creativity

In the world of education, to improve the results of learning activities it is necessary to pay attention to aspects of creativity. According to KBBI, creativity comes from "creative" as a basic word which means having the ability to create something. Creativity is the ability to face a problem by thinking of unusual solutions in new ways (Astuti & Aziz, 2019). By thinking creatively, someone can see a problem as something that is challenging to solve so that they can come up with unique solutions as a result of creative thinking.

Creativity is defined as the ability to create work owned by an individual through various kinds of thoughts, ideas and one's own imagination (Debeturu & Wijayaningsih, 2019). The work created by an individual arises from a person's imagination which is then realized with the ideas and thoughts he obtains. Creativity is also defined as the ability to create something new, a new model, or a new method that is useful for the wider community (Astuti & Aziz, 2019). This novelty does not have to be something that has never existed before, but can be a work that is the result of a combination of elements that already existed before.

Creativity has the power to provide encouragement in entrepreneurship (Rastryana, 2021). Creativity can provide great opportunities in starting a business because the new ideas you have can help the development of the business you are starting. This statement is in line with the opinion of Bignetti (2021) who defines creativity as the human ability to find the right solution by creating something

new. From several statements by the experts above regarding creativity, it can be concluded that creativity is a person's ability to see an opportunity that exists in the problem they are facing accompanied by the emergence of an idea or idea to solve the problem so as to obtain something new.

Wagner, (2010) believes that student creativity must be promoted so that students can think creatively or out of the box and are able to come up with new solutions to these problems. This statement is in line with the opinion of Abd-Eldayem & Shaheen (2021) who define creativity as the ability to express oneself freely, without obstacles, limitations and worries. It also involves preparing oneself to function at maximum capacity, without self-consciousness. These abilities develop throughout an individual's life and are context dependent.

According to Jiatong (2021), creativity is something that is crucial based on a person's cognitive processes and is able to create inspiration or new ideas and has use value through knowledge and facts. Creativity means the result of joint efforts and through the adaptation of existing ideas to develop new knowledge (Mbayong & Placide, 2021). It can be concluded that creativity is also the result obtained from adapting existing ideas into new ideas based on a person's cognitive processes so that they are useful for the development of science.

From the explanation regarding creativity by the experts above, it can be synthesized that creativity is the ability possessed by a person to face a problem by creating unusual solutions and developing or finding new ideas from existing ideas as a solution to problems so that they can become new discoveries in science. knowledge. Creativity can also be interpreted as the ability to express oneself which is crucial and can encourage the desire to become an entrepreneur because of the results obtained from creativity.

Social Media Use

Social media itself is divided into two words, namely "media" and "social". Social media is an online media that allows users to carry out various activities such as participating or sharing information through blogs, social networks, discussion forums, wikis, and virtual worlds. Ali Taha (2021) explained that social media has developed rapidly with a quite large comparison compared to previous years. Social media is defined as an internet-based channel that allows users to interact comfortably and selectively with each other and gain value or benefits from content created by social media users (Ali Taha et al., 2021).

The term social media describes a computer-mediated interactive technology that facilitates the creation or sharing of information, ideas, career interests, and other forms of expression through virtual communities and networks. The definition covers various popular platforms, including Twitter, Facebook, Instagram, Linkedin, blogging platforms, WeChat and Whatsapp (Wong et al., 2021). This understanding is related to Ilakkuvan (2019) who stated that social media is a way for people to communicate, look for events, pay attention to shops and brands, and know the weather which can help people's daily lives.

Social media is part of people's routines and is an important avenue for communicating, shopping, looking for things to do, and checking the news (Hruska & Maresova, 2020). This statement is in accordance with Suttrisno (2022) who states that social media is one of the results of increasingly advanced technological developments in the digital era by playing an important role in facilitating socialization and communication activities in people's lives. A similar opinion was also expressed by Irfan (2019), social media is a tool or intermediary used to interact and communicate with each other which contributes a lot and is beneficial to society.

Based on the explanation regarding the meaning of social media from several expert opinions above, it can be synthesized that social media is an online media that continues to develop rapidly which allows its users to carry out various activities or routines such as interacting, communicating, various information and other forms of expression as a form of convenience in living social life.

Knowledge Sharing

Knowledge sharing is the process of obtaining and exchanging ideas, information, skills or individual experiences in a positive way to increase the value of other individuals (Hosen et al., 2021). Knowledge sharing is the acquisition and exchange of valuable information that helps improve understanding of certain intrinsic material. Knowledge sharing often occurs when information is exchanged directly or indirectly (such as the use of technology) between people (Naeem & Khan, 2019).

Knowledge is a very important asset in an organization. Knowledge can be defined as information processed by individuals, consisting of facts, expertise, ideas and evaluations that are relevant to individual and group performance (Suwanti, 2019). This understanding of knowledge is in line with the definition of knowledge sharing by Gulzar (2021) which states that knowledge sharing is an activity of exchanging knowledge between friends, family, communities and organizations.

Sharing knowledge according to Jin & Suntrayuth (2022) is the process of providing or receiving task information and knowledge, helping or collaborating with other people to solve problems, and developing new ideas or implementing policies and procedures. Shared knowledge is also a unique and valuable resource that helps companies gain an edge over the competition

Based on the understanding of knowledge sharing from several experts above, it can be synthesized that knowledge sharing is a process of obtaining, receiving and exchanging ideas, information, skills or experiences directly or indirectly which can be done between friends, family, communities and organizations.

Intrinsic Motivation

Intrinsic motivation is defined as the extent to which a person is directed from within, interested or fascinated by a job, and engaged in it for the sake of the job itself (Gulzar et al., 2021). This definition is similar to the opinion of Suwanti (2019) which states that intrinsic motivation is motivation to complete work because it is interesting, challenging and satisfying. The motivation that exists within a person can trigger interest in a job so that a feeling of wanting to complete the job arises.

According to Karadeniz (2021), intrinsic motivation is motivation that is formed from within a person, for example the emotions that arise in doing something, and pleasure with the work done. Anzarwati (2021) states that intrinsic motivation is an impulse that originates from within a person based on the pleasure and enjoyment obtained when carrying out an activity. In line with Kurniawan & Pratiwi (2021) who state that intrinsic motivation is encouragement from within the individual, for example because he feels challenged by work demands. From these three statements it can be concluded that intrinsic motivation is an emotion that is formed due to doing something which becomes an incentive to carry out an activity.

Ena & Djami (2021) state that intrinsic motivation is a desire to act due to encouragement from within the individual. Someone who is driven by intrinsic motivation will feel satisfied when the activities carried out have achieved the desired targets. The stronger the intrinsic motivation an individual has, the greater the possibility that the individual will demonstrate strong behavior to achieve the desired results. In line with Fitri (2021), which states that intrinsic motivation is when someone is motivated to do something because it provides a feeling of pleasure and benefit, not because it provides a means to fulfill external (extrinsic) goal needs.

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From several definitions by the experts above, it can be synthesized that intrinsic motivation is motivation that comes from within a person, which means that a person does not act following external encouragement or other external factors. Intrinsic motivation is formed naturally from within a person which moves a person to do something in an effort to achieve goals or satisfaction in completing work with a feeling of pleasure, challenge, interest and fascination.

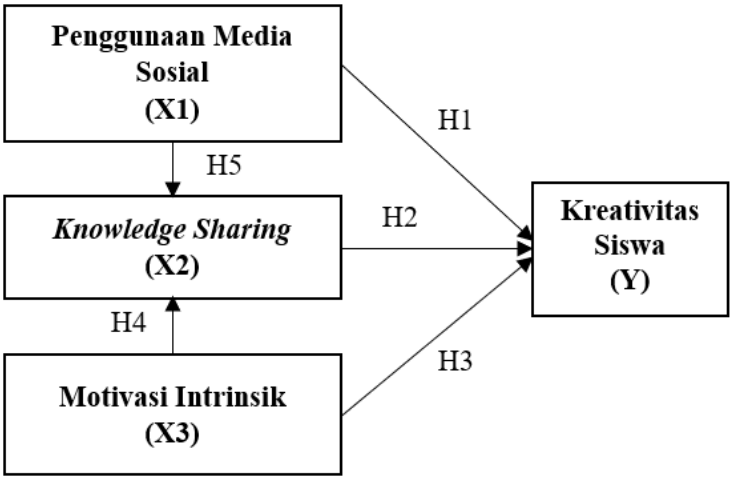

Figure 2.1 Framework of Thought

Hypothesis

The researcher formulated a research hypothesis regarding the influence of the variables Social Media Use (X1), Knowledge Sharing (X2) and Intrinsic Motivation (X3) on Student Creativity (Y) as follows:

1. $H_0$1: Social media use variables have no effect on student creativity variables
   H_a1: Social media use variables influence student creativity variables
2. $H_0$2: The knowledge sharing variable has no effect on the student creativity variable
   H_a2: The knowledge sharing variable influences the student creativity variable
3. $H_0$3: Intrinsic motivation variables have no effect on student creativity variables
   H_a3: Intrinsic motivation variables influence student creativity variables
4. $H_0$4: The variable use of intrinsic motivation has no effect on the knowledge sharing variable
   H_a4: The variable use of intrinsic motivation influences the knowledge sharing variable
5. $H_0$5: The variable use of social media has no effect on knowledge sharing
   H_a5: Social media usage variables influence knowledge sharing

METHOD

Population and sample

In this research, the sampling technique used is a probability sampling technique, namely proportionate stratified random sampling, which is a sampling technique based on randomly proportional strata (Sumargo, 2020). Based on this sampling method, samples can be selected randomly from each stratum. In this research, the strata referred to are class levels at vocational schools. Determining the sample in this study uses the Hair formula because the population size is not yet known with certainty by calculating a minimum sample size of 5-10 times the indicator variable (Hair Jr. et al., 2014). So, the number of indicators is 16 times 5 (16 x 5 = 80) to obtain a minimum sample of 80 students from each generation or 80 times 3 generation, so the total minimum sample is 240 students at SMKN 48 Jakarta.

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Data Collection Techniques

This research uses data collection techniques sourced from primary data obtained by distributing research questionnaires via Google Form. Primary data is a source obtained from someone who attended an incident while it was taking place, so that that party can become a witness (Hardani et al., 2020). A research questionnaire is a composition of questions or statements addressed to respondents to obtain data based on the respondents' answers which are needed to conduct research (Abubakar, 2021).

Data Analysis Technique

The data obtained in this research will be processed using SmartPLS 3. PLS or Partial Least Square is a non-parametric Structural Equation Modeling (SEM) method that can be used to solve complex problems in the relationship between variables when the data sample size is limited (30-100 samples) and the data does not fit a single distribution (Trianasari et al., 2022).

RESULT

The results of descriptive analysis on the social media use variable show that the largest mean value is found in the instrument with the statement "I am able to remember quickly when someone asks me to tell a story about a long time ago" with a score of 4.345. Meanwhile, the smallest mean value is found in the instrument with the statement "When studying in groups, I tend to accept conclusions without finding out the reasons" with a score of 3,652.

Table 1. Consistency Reliability

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Social Media Use (X1)	0.960	0.962	0.659
Knowledge Sharing (X2)	0.963	0.966	0.631
Intrinsic Motivation (X3)	0.936	0.936	0.661
Creativity (Y)	0.965	0.966	0.689

Based on the test results above, it can be seen that the Cronbarch's Alpha and Composite Reliability values for the four variables are above 0.7, and the AVE value index is above 0.5, so it can be concluded that the four variables are declared reliable in the research.

Table 2. Variance Inflation Factor

	VIF		VIF		VIF		VIF
MS1	2.434	KS1	3.377	MI1	2.624	K1	2.367
MS2	2.398	KS2	2.860	MI2	4.104	K2	3.577
MS3	2.249	KS3	3.007	MI3	3.239	K3	3.862
MS4	2.495	KS4	3.100	MI4	2.907	K4	3.414
MS5	4.479	KS5	3.712	MI5	2.542	K5	3.120
MS6	2.970	KS6	2.946	MI6	2.972	K6	3.252
MS7	4.721	KS7	4.765	MI7	2.754	K7	3.540
MS8	3.400	KS8	4.817	MI8	3.577	K8	3.427
MS9	3.304	KS9	3.365	MI9	2.394	K9	4.124

MS10	3.224	KS10	3.655	K10	3.749
MS11	4.088	KS11	2.382	K11	4.004
MS12	3.669	KS12	3.531	K12	3.619
MS13	3.040	KS13	3.861	K13	3.497
MS14	2.421	KS14	3.720	K14	3.351
		KS15	3.744		
		KS16	2.832		
		KS17	2.349		

Based on the test results above, it is known that each variable in this research, namely the variables Social Media Use, Knowledge Sharing, Intrinsic Motivation, and Creativity has a value < 5.00, so it can be concluded that this research mode does not have multicollinearity problems.

Table 3. Determinant Coefficient (R^2)

	R-square	R-square adjusted
Knowledge Sharing (X2)	0.602	0.599
Creativity (Y)	0.698	0.694

Based on the results from the table above, it can be concluded as follows:

1. The R-Square in Knowledge Sharing (X2) is 0.602, indicating that the Social Media Use (X1), Knowledge Sharing (X2), Intrinsic Motivation (X3) is able to provide an explanation for Knowledge Sharing of 60.2%, so this model is moderate or moderate
2. The R-Square on Creativity (Y) is 0.698, indicating that the Social media Use (X1), Knowledge Sharing (X2), Intrinsic Motivation (X3) is able to provide an explanation for Creativity of 69.8%, so the model is moderate or moderate.

Table 4. Effect Size (f^2)

	Knowledge Sharing (X2)	Creativity (Y)
Knowledge Sharing (X2)		0.134
Creativity (Y)		
Intrinsic Motivation (X3)	0.074	0.166
Social Media Use (X1)	0.393	0.083

Based on the test results above, it can be concluded as follows:

1. The effect of using social media on creativity is 0.083, which means the effect is weak
2. The effect of Knowledge Sharing on Creativity is 0.134, which means that the effect is weak
3. The effect of intrinsic motivation on creativity is 0.166, which means that the effect is moderate
4. The effect of intrinsic motivation on knowledge sharing is 0.074, which means the effect is weak
5. The effect of using social media on knowledge sharing is 0.393, which means the effect is strong

Table 5. Path Coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Social Media Use (X1) -> Creativity (Y)	0.271	0.278	0.082	3.292	0.001
Knowledge Sharing (X2) -> Creativity (Y)	0.319	0.323	0.071	4.468	0.000
Intrinsic Motivation (X3) -> Creativity (Y)	0.338	0.328	0.073	4.647	0.000
Intrinsic Motivation (X3) -> Knowledge Sharing (X2)	0.249	0.247	0.054	4.597	0.000
Social Media Use (X1) -> Knowledge Sharing (X2)	0.576	0.577	0.067	8.648	0.000

Based on the results of the path coefficients test above, it can be concluded as follows:

H1: *Social Media Use Influences Creativity*

The results of testing the direct influence of H1 show a t-statistic value of 3,292 > 1.96 and a P-Values value of 0.000 < 0.05. This proves that the use of social media has a direct and significant effect on creativity.

H2: *Knowledge Sharing Influences Creativity*

The results of testing the direct effect of H2 show a t-statistic value of 4,468 > 1.96 and a P-Values value of 0.000 < 0.05. This proves that Knowledge Sharing has a direct and significant effect on Creativity.

H3: *Intrinsic Motivation Influences Creativity*

The results of testing the direct effect of H2 show a t-statistic value of 4,647 > 1.96 and a P-Values value of 0.000 < 0.05. This proves that Intrinsic Motivation has a significant direct effect on Creativity.

H4: *Intrinsic Motivation Influences Knowledge Sharing*

The results of testing the direct effect of H2 show a t-statistic value of 4,597 > 1.96 and a P-Values value of 0.000 < 0.05. This proves that Intrinsic Motivation has a significant direct effect on Knowledge Sharing.

H5: *Social Media Use Influences Knowledge Sharing*

The results of testing the direct influence of H2 show a t-statistic value of 8,648 > 1.96 and a P-Values value of 0.000 < 0.05. This proves that the Social Media Use has a direct and significant effect on Knowledge Sharing.

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DISCUSSION

The Use of Social Media Influences Creativity

This research obtained results showing that the use of social media has a significant influence on creativity. In the results of calculating the path coefficients, the t statistics were obtained at 3,292 > 1.96 and the P values were 0.001 < 0.05. From these results, the researcher concluded that the first hypothesis which stated that the Social Media Use variable had an effect on Creativity or H1 was accepted. These results show that the social media use variable has a positive and significant influence on creativity, which means that the higher the social media use of SMKN 48 Jakarta students, the higher their creativity.

The influence of social media use on creativity is supported by research conducted by Gulzar (2021), which shows t-statistic results of 2.11 > 1.96 and P values that are smaller than 0.05. The results of this research prove his understanding that the use of social media by students is certainly related to student creativity. Creative students have great curiosity and the use of social media allows students to satisfy their curiosity. Based on the results of research by Malik (2020), the use of social media has a positive and significant effect on creativity with p < 0.05 and tstatistics = 2.42. These findings explain that the use of social media by students can increase their creativity in academic activities. This is in line with Rasheed (2020) who carried out data analysis using SPSS24 software and obtained research results that the use of social media had a positive effect on student creativity with a t-statistic value = 2.11 and a p value < 0.05.

Research conducted by Pitafi (2020) shows the results that the use of social media shows a negative influence on creativity with a t statistic value = -3.81 and a p value < 0.01. The results are inversely proportional to research by Gulzar, Malik, and Rasheed which obtained positive influence results. This research also does not match the results of data analysis regarding the influence of social media use on creativity in this study. Based on the results of research analysis that has been carried out by referring to existing theoretical sources, the researcher can conclude that the use of social media has a positive and significant influence on the creativity of students at SMKN 48 Jakarta. This conclusion was drawn based on the results of the analysis carried out by researchers and most of the sources that support the results of this research analysis.

Knowledge Sharing Influences Creativity

This research obtained results showing that knowledge sharing has a significant influence on creativity. In the results of calculating the path coefficients, the t statistics were obtained at 4,468 > 1.96 and the P values were 0.000 < 0.05. From these results, the researcher concluded that the first hypothesis which stated that the Knowledge Sharing variable had an effect on Creativity or H2 was accepted. These results show that the Knowledge Sharing variable has a positive and significant influence on creativity, which means that the higher the Knowledge Sharing of SMKN 48 Jakarta students, the higher their creativity.

The influence of knowledge sharing on creativity is supported by research conducted by Suwanti (2019), which shows t-statistic results of 15.115 > 1.96 and P values that are smaller than 0.05. The results of this research prove that knowledge sharing is very important for learning problem solving and encouraging creativity in a person. Knowledge sharing is very important especially when someone needs the right information and exchange to create creative ideas. Based on the results of research by Tuan (2020), knowledge sharing has a significant effect on creativity with a p value <0.01. This is in line with Jin & Suntrayuth (2022) who obtained research results that knowledge sharing had a positive

and significant effect on creativity with a p value of <0.01. Someone who has a strong desire to share knowledge tends to be more enthusiastic and spontaneously innovative so that they can increase their creativity (Jin & Suntrayuth, 2022). Research by Bhatti (2021) found that a person's willingness to share knowledge has a positive impact on creativity. This research is in line with Arif et al (2019) who found that the use of social media can foster creativity. Based on the results of research analysis that has been carried out by referring to existing theoretical sources, the researcher can conclude that knowledge sharing has a positive and significant influence on the creativity of students at SMKN 48 Jakarta.

Intrinsic Motivation Influences Creativity

This research obtained results showing that intrinsic motivation has a significant influence on creativity. In the results of calculating the path coefficients, the t statistics were obtained at 4,647 > 1.96 and the P values were 0.000 < 0.05. From these results, the researcher concluded that the first hypothesis which stated that the Intrinsic Motivation variable had an effect on Creativity or H3 was accepted. These results show that the intrinsic motivation variable has a positive and significant influence on creativity, which means that the higher the intrinsic motivation of SMKN 48 Jakarta students, the higher their creativity.

The influence of intrinsic motivation on creativity is supported by research conducted by Wang (2022), which found that intrinsic motivation is very important for creativity as energy that can encourage individuals to find out so that it can foster creativity. The results of this research are based on highlights from previous researchers regarding the role of intrinsic motivation in creativity. Based on the results of research by Tang (2020), intrinsic motivation has a positive effect on creativity with a p value <0.01. This is in line with Du (2019) who found that intrinsic motivation has a positive relationship with student creativity. When students are open to experience, the relationship between intrinsic motivation and creative achievement becomes stronger.

Research by Suwanti (2019) found that intrinsic motivation is one of the most important factors in encouraging a person's creativity with evidence in the form of t statistical data analysis results of 5,369 and p values < 0.05. The results of this research indicate that intrinsic motivation can significantly increase creativity. However, in contrast to the four studies above which obtained significant results for the influence of intrinsic motivation on creativity, Hassan & Din (2019) actually found that intrinsic motivation had an insignificant relationship with creativity. Based on the results of research analysis that has been carried out by referring to existing theoretical sources, the researcher can conclude that intrinsic motivation has a positive and significant influence on the creativity of students at SMKN 48 Jakarta. This conclusion was drawn based on the results of the analysis carried out by researchers and most of the sources that support the results of this research analysis.

Intrinsic Motivation Influences Knowledge Sharing

This research obtained results showing that intrinsic motivation has a significant influence on knowledge sharing. In the results of calculating the path coefficients, t statistics were obtained at 4,597 > 1.96 and the P values were 0.000 < 0.05. From these results, the researcher concluded that the first hypothesis which stated that the Intrinsic Motivation variable had an effect on knowledge sharing or H4 was accepted. These results show that the intrinsic motivation variable has a positive and significant influence on knowledge sharing, which means that the higher the intrinsic motivation of SMKN 48 Jakarta students, the higher the knowledge sharing.

The influence of intrinsic motivation on knowledge sharing is supported by research conducted by Hosen (2021), which found that intrinsic motivation is a core main factor that can be utilized by

educational institutions to encourage knowledge sharing and additional points can improve student learning performance. Zhang (2021)revealed that intrinsic motivation is one of the most important indicators of sustainable online scientific knowledge contribution on online knowledge sharing platforms.

Based on the results of research by Hassan & Din (2019), intrinsic motivation is proven to have a positive and significant effect on knowledge sharing with a p value <0.02. This is in line with Sun (2022) who found that intrinsic motivation has a positive relationship with the tendency to share knowledge. Another finding by Mansor & Jaharuddin (2020) revealed that intrinsic motivation has a significant influence on the willingness to share knowledge. These findings support the results of this research analysis that intrinsic motivation has an influence on knowledge sharing. Based on the results of the research analysis that has been carried out by referring to existing theoretical sources, the researcher can conclude that Intrinsic motivation has a positive and significant influence on the knowledge sharing of students at SMKN 48 Jakarta.

Use of Social Media Influences Knowledge Sharing

This research obtained results showing that the use of social media has a significant influence on knowledge sharing. In the results of calculating the path coefficients, the t statistics were obtained at 8,648 > 1.96 and the P values were 0.000 < 0.05. From these results, the researcher concluded that the first hypothesis which stated that the Social Media Use variable had an effect on Knowledge Sharing or H5 was accepted. These results show that the social media use variable has a positive and significant influence on knowledge sharing, which means that the higher the social media use of SMKN 48 Jakarta students, the higher the knowledge sharing.

The influence of social media use on knowledge sharing is supported by research conducted by Hosen (2021), which found that social media use is a core factor that can encourage students' knowledge sharing activities. Another study by Zhao (2020) found that there is a correlation between social media use and knowledge sharing. Zhang (2021) revealed that the use of social media can directly influence knowledge sharing. Based on the results of research by Cui (2020), the use of social media has been proven to have a positive and significant effect on knowledge sharing with a p value <0.001. This is in line with Chatterjee (2020) who found that the perceived benefits of using social media have a significant influence on the intention to use social media for knowledge sharing with a p value of <0.01.

Based on the results of research analysis that has been carried out by referring to existing theoretical sources, the researcher can conclude that the use of social media has a positive and significant influence on the knowledge sharing of students at SMKN 48 Jakarta.

CONCLUSION

Based on the description of the results of the analysis and study regarding the influence of the use of social media, knowledge sharing, and intrinsic motivation on the creativity of SMKN 48 Jakarta students using SmartPLS 3.0 which has been described by previous researchers, the following conclusions can be obtained:

1. Social Media Use (X1) has a direct positive and significant influence on Creativity (Y). This conclusion is based on the results of path coefficient testing which obtained a t-statistic value of 3.292 > 1.96 and P-Values of 0.001 < 0.05. Meanwhile, based on the f-Square calculation results, it shows a value of 0.134, which means that the effect is weak.
2. Knowledge Sharing (X2) has a direct positive and significant influence on Creativity (Y). This conclusion is based on the results of path coefficient testing which obtained a t-statistic value of

4.468 > 1.96 and P-Values of 0.000 < 0.05. Meanwhile, based on the f-Square calculation results, it shows a value of 0.166, which means that the effect is moderate.

3. Intrinsic Motivation (X3) has a direct positive and significant influence on Creativity (Y). This conclusion is based on the results of path coefficient testing which obtained a t-statistic value of 4.647 > 1.96 and P-Values of 0.000 < 0.05. Meanwhile, based on the f-Square calculation results, it shows a value of 0.083, which means that the effect is weak.
4. Intrinsic Motivation (X3) has a direct positive and significant influence on Knowledge Sharing (X2). This conclusion is based on the results of path coefficient testing which obtained a t-statistic value of 4.597 > 1.96 and P-Values of 0.000 < 0.05. Meanwhile, based on the f-Square calculation results, it shows a value of 0.074, which means that the effect is weak.
5. Social Media Use (X1) has a direct positive and significant influence on Knowledge Sharing (X2). This conclusion is based on the results of path coefficient testing which obtained a t-statistic value of 8.648 > 1.96 and P-Values of 0.000 < 0.05. Meanwhile, based on the f-Square calculation results, it shows a value of 0.393, which means that the influence is strong.

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