Organizational Culture and Emotional Intelligence on Employee Creativity

Sumiyati[1]; Agus Slamet Riyanto[2]; Zaharuddin[3], Supriyadi[4]

[1,2,3]Program Studi Magister Manajemen, Universitas Mitra Bangsa

[4]Program Studi Sarjana Pendidikan Ekonomi, Universitas Panca Sakti Bekasi

[1]sumi101151@gmail.com; [2]agusaqilah82@gmail.com [3]zaharuddin@umiba.ac.id; [4]supriyadi@panca-sakti.ac.id

ABSTRACT

Development and change in an organization as long as the organization exists is an inevitability that cannot be avoided. This research aims to reveal the influence of organizational culture and emotional intelligence on employee creativity. This research is quantitative research with a survey approach. The population in this study were all lecturers and educational staff at Panca Sakti University, Bekasi. The sampling technique used in this research was random sampling. Research data was obtained through organizational culture instruments, emotional intelligence instruments and employee creativity instruments. Before the instruments were used, validity and reliability tests were carried out. The results of instrument testing obtained a valid and reliable instrument. The research results can be concluded 1). Organizational culture has a positive effect on employee creativity; 2). Emotional intelligence has a positive effect on employee creativity; 3). Organizational culture and emotional intelligence stimulantly have a positive influence on employee creativity; The influence of organizational culture and emotional intelligence variables on employee creativity is 83.2%.

Keywords:
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INTRODUCTION

The rapid advancement of digital technology has significantly transformed various aspects of human life, particularly in business and education. The integration of digital platforms into marketing strategies has reshaped consumer behavior and market dynamics, fostering an environment where online engagement plays a crucial role in business success (Kotler, Kartajaya, & Setiawan, 2021). According to the Technology Acceptance Model (TAM) proposed by Davis (1989), individuals' acceptance of digital platforms is influenced by perceived usefulness and perceived ease of use. This theoretical framework underscores the necessity of understanding user behavior in the digital marketplace.

Moreover, the expansion of digital marketing has been accompanied by a growing emphasis on consumer trust and brand loyalty. The Expectancy-Confirmation Theory (ECT) by Oliver (1980) explains that consumers' satisfaction and trust are built through their expectations and subsequent experiences with a brand. In this context, businesses must ensure that their online presence aligns with consumer expectations to foster long-term loyalty. The significance of trust in digital transactions has been highlighted by Gefen, Karahanna, and Straub (2003), who argue that trust is a key determinant of consumer commitment in e-commerce environments.

Similarly, in the educational sector, digital transformation has revolutionized pedagogical approaches and learning methodologies. The Constructivist Learning Theory proposed by Piaget (1972) suggests that learners construct knowledge through active engagement and interaction with their environment. This perspective has been widely applied in digital education, where technology facilitates personalized

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and interactive learning experiences (Siemens, 2005). The proliferation of online learning platforms has necessitated an examination of their effectiveness in enhancing student engagement and academic performance.

Furthermore, research on the influence of technological adoption on competitive advantage has gained traction in recent years. The Resource-Based View (RBV) theory, as articulated by Barney (1991), posits that firms achieve a competitive edge by leveraging unique and valuable resources, including technological capabilities. Digital innovation and market adaptability are now essential for businesses seeking sustainable growth and differentiation in the global marketplace (Teece, Pisano, & Shuen, 1997).

In conclusion, the intersection of digital marketing, consumer behavior, and educational transformation presents a rich area for academic inquiry. This study aims to explore the multifaceted impact of digital adoption on business performance and educational effectiveness, drawing upon established theoretical frameworks to provide a comprehensive understanding of the evolving digital landscape. By integrating insights from marketing, education, and technology studies, this research contributes to the broader discourse on digital transformation and its implications for contemporary society.

METHOD

This study adopts a quantitative survey method, which is widely applied in educational research to examine relationships between variables systematically (Creswell, 2014). The survey method is particularly relevant for assessing the impact of social media usage and digital literacy on students' learning achievement, as it allows researchers to collect large-scale data efficiently (Fraenkel, Wallen, & Hyun, 2019). The study is grounded in Constructivist Learning Theory (Piaget, 1950), which emphasizes how external factors such as technology shape students' cognitive development, and Connectivism Theory (Siemens, 2005), which highlights the role of digital interactions in knowledge acquisition.

The population consists of all Grade X students at Madrasah Aliyah Negeri 2 East Jakarta, with a random sampling technique applied to ensure every student has an equal probability of selection, enhancing the study's generalizability (Babbie, 2020). Data collection involves validated instruments measuring social media usage and digital literacy, developed based on the Technology Acceptance Model (TAM) (Davis, 1989), which posits that students' technology use depends on perceived ease of use and usefulness. Meanwhile, students' learning achievement is measured using their odd semester report card scores, aligning with Educational Assessment Theory (Nitko & Brookhart, 2011), which emphasizes the role of standardized academic evaluation.

Data analysis begins with descriptive statistics to summarize key trends, followed by normality and homogeneity tests to ensure data meets parametric assumptions (Field, 2018). Hypothesis testing is conducted using simple regression analysis to examine the individual effects of social media and digital literacy on learning achievement, followed by multiple regression analysis to assess their combined influence (Hair et al., 2019). The study applies Social Cognitive Theory (Bandura, 1986) to interpret findings, emphasizing how digital interactions shape students' academic behaviors and outcomes.

RESULTS AND DISCUSSION

Upon obtaining the research data, the findings are presented as follows:

1. The Social Media variable consists of 155 respondents, with the lowest score recorded at 31 and the highest at 75. The average score (mean) is 5.38, with a score range of 44, a standard deviation of 9.65, a mode of 42, and a median of 50.
2. The Digital Literacy variable includes 155 respondents, with scores ranging from 32 to 97. The mean score is 73.48, with a score range of 65, a standard deviation of 11.84, a mode of 64, and a median of 72.
3. The Learning Achievement in Economics variable includes 155 respondents, with scores ranging from 51 to 98. The mean score is 71.12, with a score range of 47, a standard deviation of 10.30, a mode of 70, and a median of 70.

Assumption Tests

The assumption tests conducted in this study include normality and homogeneity tests. The One-Sample Kolmogorov-Smirnov Test was used to examine data normality:

a) Social Media variable: p-value = 0.363 > 0.05, indicating a normal distribution.
b) Digital Literacy variable: p-value = 0.240 > 0.05, indicating a normal distribution.
c) Learning Achievement in Economics: p-value = 0.195 > 0.05, confirming normal distribution.

Levene's Test of Equality of Error Variances was conducted for homogeneity testing, yielding a significance value of 0.185 > 0.05, demonstrating that the data groups are homogeneous.

Regression Analysis and Hypothesis Testing

1. **Multiple Linear Regression Equation and Significance Test** The multiple linear regression analysis resulted in the equation: $Y = 22.447 + 0.933X_1 + 0.024X_2$

   The hypothesis tests:
   - $H_0: \beta_1 \leq 0$ vs. $H_1: \beta_1 > 0$
   - $H_0: \beta_2 \leq 0$ vs. $H_1: \beta_2 > 0$

   The statistical results confirm that the Social Media variable significantly contributes to student learning achievement in Economics subjects.

2. **Significance Test of Multiple Regression Equation** The hypothesis tests:
   - $H_0: \beta_1 = \beta_2$ vs. $H_1: \beta_1 \neq \beta_2$

   The analysis yielded $F_{hit} = 311.523$ and $p < 0.05$, leading to the rejection of H_0. This confirms the significant joint influence of social media and Digital Literacy on students' learning achievement in Economics.

3. **Multiple Correlation Coefficient Significance Test**
   - The multiple correlation coefficient $R_{y.12} = 0.897$ with $F_{hit} = 311.523$ and $p < 0.05$ indicates a significant relationship.
   - The coefficient of determination $R^2 = 0.804$ suggests that 80.4% of the variance in learning achievement can be explained by Social Media and Digital Literacy.

4. **Partial Correlation Coefficient Significance Test**
   - The correlation between Social Media and learning achievement (controlling for Digital Literacy) is significant $(r_{y1.2} = 0.713, p < 0.05)$.

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o The correlation between Digital Literacy and learning achievement (controlling for Social Media) is not significant (ry2.1=0.031,p>0.05)($r_{y2.1} = 0.031$, $p > 0.05$).

Discussion

The findings confirm that Social Media positively influences students' learning achievement in Economics. This aligns with prior studies suggesting that social media enhances knowledge acquisition and information accessibility, thus fostering learning motivation (Supriyadi, 2022). Despite the potential benefits of Digital Literacy, this study found no significant direct effect on learning achievement. The lack of impact may be attributed to suboptimal technology integration in classroom learning.

The simultaneous influence of Social Media and Digital Literacy underscores the role of technology in education. As internet-based platforms continue to expand, social media is increasingly utilized for educational purposes, enabling students to access diverse learning resources and interactive content. However, the effectiveness of digital tools depends on their proper implementation in pedagogical strategies.

CONCLUSION

The findings of this study indicate that social media positively influences students' learning achievement in economics subjects. This suggests that the integration of social media as a learning tool can enhance students' access to information, facilitate knowledge-sharing, and improve engagement in the learning process. Conversely, digital literacy does not have a significant positive effect on students' learning achievement in economics subjects. This may be attributed to the fact that the implementation of digital literacy in classroom learning remains suboptimal, with conventional teaching methods still prevailing. However, when considered simultaneously, social media and digital literacy jointly influence students' learning achievement, with a contribution of 80.4%.

This implies that while digital literacy alone may not significantly impact academic performance, its combination with social media creates a supportive learning environment that fosters better outcomes. Additionally, the correlation between social media and learning achievement remains significant even when controlling for digital literacy, whereas the correlation between digital literacy and learning achievement is not significant when social media is controlled. These findings underscore the need for educators to optimize the use of technology in education, integrating social media effectively while improving digital literacy strategies to maximize their impact on students' academic performance.

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