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Analysis of the Effect of Knowledge, Skill and Attitude on Creative Thinking and Innovative Behavior (Study on Implementation of MBKM Management Department, Universitas PGRI Madiun)

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Abstract

Independent study independent campus (MBKM) is a new program implemented in education. This existence has changed the way of learning and a broader perspective. Both student lecturers and education staff must keep up with changes and adapt. Knowledge, skills, and attitudes are needed to support success in the MBKM program. This study aimed to determine the effect of Knowledge, skills, and attitudes on creative thinking and innovative behavior and contribute to implementing it in the community.

This study is a quantitative study with a population of 34 respondents, so this study uses a saturated sample; that is, all of the population is the research sample. Respondents came from the Management Study Program of the PGRI Madiun university, which took part in the MBKM activities. In this study, data analysis using SPSS software.

From the study results, Knowledge and skills affect creative thinking while attitude does not affect creative thinking. Furthermore, creative thinking affects innovative behaviour. The research findings are expected to make a real contribution to the participants who play a role in MBKM activities and apply to the community with community service programs.

Keywords: *Attitude, Knowledge, Skill, Innovative, creative thinking and MBKM.*

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1. Introduction

Independent study independent campus (MBKM) teaches us a new way of transferring Knowledge, affecting the behaviour of both student lecturers and teaching staff. Freedom of learning is limited on campus and across campuses, and even across islands so that the exchange of culture and traditions becomes something new and interesting in learning. In addition to teaching campuses, certified internships can provide work experience for students in the world of work. The MBKM learning system is expected to provide experience to students and even subject lecturers who conduct online and offline lectures. In the MBKM learning system, students and lecturers are expected to be able to come up with creative and innovative thinking.

Creative and innovative thinking is needed to build the economic growth of a weak country due to the effects of the pandemic. It is hoped that creative and innovative thinking will provide a solution that can be implemented. (Maxwell, 2004: 82) defines thinking as any mental activity that helps formulate or solve problems, make decisions, or fulfil the desire to understand. People to solve problems will think of solutions or the best way to make decisions. At the same time, creativity is the unification of Knowledge from different fields of experience to produce new and better ideas (West, 1997: 1). Innovative new ideas result from creative thinking. According to Uloli et al. (2016), Creative thinking attempts to connect previously unrelated objects or ideas. According to

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McGregor (2007), creative thinking leads to acquiring new insights, new approaches, new perspectives, or new ways of understanding things. The knowledge insights gained from MBKM activities make them one of the originators of creative thinking. Creativity, which is the beginning of the birth of an idea, plays a very strategic role in managing human resources. High creativity is expected to have a high spirit of Innovation as well.

Innovative behavior is needed to make an activity better. According to Amabile (1996: 1154), Innovation is the successful application of creative ideas. The existence of creative thinking provides a fundamental role in supporting innovative behavior. Janssen (2000) defines innovative behavior as the creation, introduction, and application of new ideas intentionally in a job, group, or organization to gain an advantage in the performance of a job. According to (jong and Hartog, 2005), Innovation creates and implements something into a combination integrating Knowledge, skills, and attitudes to achieve competence (Eraut, 1994; Kaslow et al., 2007). Therefore, creative thinking requires one's Knowledge, skills, and attitude.

The integration process builds relationships between Knowledge, skills, and attitudes. At the same time, while inactivity (Leont'ev, 1977; Wertch, 1981). knowledge and skills become the main thing. (omidivar et al. 2008) Isazadehfar et al. (2008) Knowledge is obtained from the learning process, which can form certain beliefs so that a person behaves based on his beliefs obtained through electronic media, mass media, and others (zen, 1975). Knowledge will increase a person's information recorded in memory and support making decisions.

Furthermore, according to Dunette (1976), skills mean developing Knowledge gained through training and experience by carrying out several tasks. Independent campus learning (MBKM) provides training and new Knowledge in the independent education process. Skills can also be interpreted as activities requiring practice or as implications of activities (Goldon, 2010). MBKM can create new previously unknown skills for students, educators, or lecturers, such as the online learning process, certification internships, and campus teaching.

In addition to Knowledge, skills, in this case, attitudes are also considered as essential learning objectives (Gagné, 1985). Researchers view attitudes as stable and trait-like representations (Fazio, 2007), while others argue that attitudes are built in place (Schwartz & Bohner, 2001). Attitudes can be formed in the MBKM process. So, psychological and emotional characters are strongly influenced by experience in the MBKM process.

From several theoretical concepts that have been presented, the purpose of this study is to find out and analyze the MBKM process that the management study program has carried out:

1. Knowing and analyzing the influence of Knowledge on creative thinking.
2. Knowing and analyzing the effect of skills on creative thinking
3. Knowing and analyzing the influence of attitude on creative thinking
4. Knowing and analyzing the influence of creative thinking on innovative

2. Theoretical review

2.1 Innovative behavior

According to Shalley et al. (2004), competitive advantage in a company can be created if there is innovative work behavior and managers' willingness to support it. In the process of MBKM learning activities, there is a change in teaching, which was initially offline to online. Support for software applications such as zoom, google meet is a new thing in the teaching process. In addition,

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the need for an internet network is an essential requirement. Wynen et al. (2014) also support the previous statement that high performance can be achieved because there is innovative behavior.

2.2. Creative thinking

According to Susanto (2013:110), Creative thinking is a process that involves elements of originality, fluency, flexibility, and elaboration. Creative thinking can bring up a variety of new ideas. Creative thinking can produce quality and quality thoughts, following the opinion of Sani (2014: 15), which states that creative thinking is the ability to develop ideas that are unusual, quality, and appropriate to the task. MBKM participants, in carrying out their activities, can gain new knowledge and new experiences. MBKM participants must learn and be creative so that MBKM learning can run smoothly. Sutapa et al. (2017) stated that creativity affects Innovation. From the theoretical study, the hypotheses made are:

H4. How does the role of creative thinking affect Innovation?

2.3 Knowledge

Knowledge is information and data that has been combined with motivation, experience, abilities, ideas, and intuitions that come from competent sources (Nonaka and Teece, 2001). According to Gordon (2013), Knowledge is awareness in the cognitive field. (Sutrisno 2009) states Knowledge of how employees can complete the work assigned to them appropriately and correctly. According to Sutrisno (2014: 207), Knowledge is information that a person has for a particular field. Knowledge reflects the cognitive ability in the ability to recognize, understand, realize and live a task. Blackwell and Miniard (1994) describe Knowledge as information stored in his brain memory; some of this information serves consumers to recognize work objects, referred to as team member knowledge. Not only having Knowledge but Knowledge must also be implemented in creative thinking patterns so that it manifests in something explicit (visible) as an innovation. Someone who has Knowledge must have a creative mindset. When someone explores his Knowledge, it will produce creative and critical thoughts. A study conducted by Kusmana (2017) stated that Knowledge would improve a person's creative mindset, meaning that Knowledge influences creative thinking. This is also supported by the research of Amirullah et al. (2019), which argues that Knowledge affects the ability to think creatively. From the theoretical study, the hypotheses made are:

H1. Knowledge affects creative thinking.

2.4. Skills

Skill is a person's ability to carry out activities (Lian, 2013). Skills include hard skills and soft skills. Complex skill is a technical aspect to describe behavior that produces something directly (Rainsbury et al., 2002). Hard skills are cognitive and can be influenced by Intellectual Quotient (I.Q.) (Muhammad et al., 2019). Lian (2013) defines skills as a person's ability to perform an activity or job. Skills can also be interpreted as activities requiring practice or implications of activities (Goldon, 2010). So that skills have a real influence on creative thinking. Someone who hones his abilities well will produce skills in creative thinking. This follows the research conducted by Eny et al. (2018), which states that skills affect creative thinking. From the theoretical study, the hypotheses made are:

H2. Skills affect creative thinking

2.5. Attitude

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JMEE
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Winardi (2007) states that attitude is a state of mental readiness that is learned and organized according to experience and causes a remarkable influence on a person's reaction to other people, objects, and situations with whom he relates. Attitude is a level of the tendency that is positive or negative related to the object of psychology. Objects of psychology here include symbols, words, slogans, people, institutions, ideas, etc. People are said to have a positive attitude towards a psychological object if they like it or have a favorable attitude; on the other hand, people are said to have a negative attitude towards a psychological object if they do not like it or have an unfavorable attitude towards a psychological object (Ahmadi 2002). Kaswan (2015: 59) states that work attitudes are a collection of feelings, beliefs, and thoughts that people hold about how to behave regarding work and the organization. Someone with a positive mind will see something as a profitable opportunity and bring creative thoughts to produce something new. Someone who understands attitude will always think creatively. This follows Babalis et al.'s (2012) research, stating that attitude affects creative thinking. From a theoretical study, the hypotheses made are:

H3. Attitude affects creative thinking.

From several studies on Knowledge, skills, attitudes, creative thinking, and innovative behavior, the researchers made the following framework:

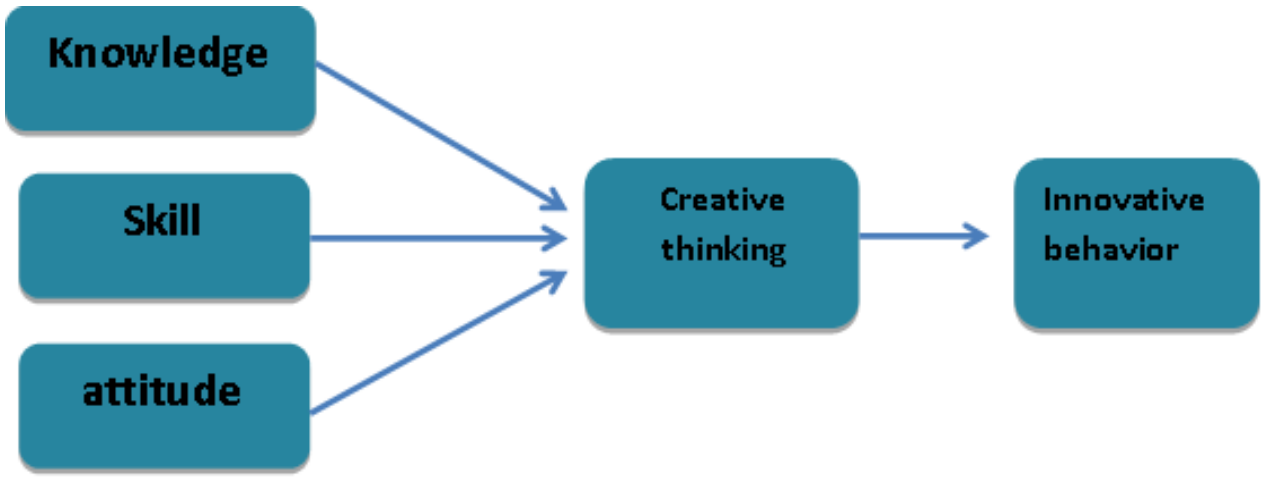

Fig 1. Conceptual framework

3. Research methods

This study uses a quantitative research approach. The sample used in this study was a saturated sample in which all the population in this study were taken as research objects. The total population in this study was 34 respondents spread over the management study program of Unipma Madiun. Data collection was carried out by distributing questionnaires to the object of research. Questionnaires in this study used open questionnaires because it was hoped that there would be alternative answers from respondents. The technique of distributing questionnaires is through google forms. To deliver questionnaires with the help of students and lecturers who are members of the MBKM forum, it is easier to distribute questionnaires to research objects.

To make research indicators refer to several previous studies, namely according to Spencer in Sutoto (2004:1-10), Knowledge includes a. competence of analytical thinking (AT), conceptual thinking (C.T.), c. technical/professional/managerial expertise (EXP). Mangkunegara's (2010) Skills indicators are as follows: a. Perception, b. Self-control, c. Carry out collective responsibility, d. Carrying out individual responsibility, attitude indicators, according to (Kotler and Armstrong,

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2008:246), are as follows: a. Cognitive components: b. Affective components: c. Conative component. Meanwhile, Baer in Aryana (2007:675) suggests creative thinking: a. smoothly, b. flexible, c. original, d. detailing, According to De Jong and Den Hartog (2010), there are four indicators of innovative work behavior: a. idea exploration b. idea generation c. idea championing d. idea implementation

The data analysis technique used multiple regression with the help of SPSS software. Several tests were carried out to see the validity and reliability of the questionnaire—furthermore, classical assumption test to test the feasibility of multiple regression analysis. Classical assumption test consists of normality test, multicollinearity, and heteroscedasticity test.

4. Research result

4.1 Validity and reliability test

The validity test of the questionnaire was carried out to see whether the question items had met their validity. This can be seen in the table below.

Table 1. Test validity and reliability

Variable	Item	R-value	Cronbach's Alpha
Knowledge Spencer in Sutoto (2004)	Able to know the details	0,868	0.911
	Able to identify problems	0.842	
	Able to know the job description	0.862	
Skill Mangkunegara (2010)	Able to interpret an object	0.793	0.882
	Able to control yourself at work	0.747	
	Able to work together at work	0.803	
	Able to be responsible with his work	0.855	
Attitude Kotler and Amstrong (2008)	Knowing the benefits of work	0.867	0.858
	Tendency to like work	0.869	
	Desire to take action at work	0.819	
Creative thinking Baer in Aryana (2007)	Able to generate ideas	0.750	0.879
	Able to generate varied ideas	0.763	
	Able to generate ideas that do not yet exist	0.727	
	Able to develop detailed ideas	0.877	
Innovative behavior Jong dan Den Hartog (2010)	Able to solve problems	0.869	0.898
	Able to create and suggest ideas	0.766	
	Able to invite others to implement ideas	0.803	
	Able to apply ideas into work processes	0.786	

From the table above, it is obtained that the r-value is more significant than 0.3. This indicates that the question items made in the questionnaire have met the validity. Furthermore, the alpha Cronbach value is more than 0.6, and it can be said that the questionnaire meets the reliability. (Sugiono 2013) this shows that the questionnaire is ready to be given to respondents.

Furthermore, descriptive analysis was obtained from the distribution of questionnaires, which showed the respondents' criteria. Descriptions of respondents in this study are as follows:

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JMEE
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| e-ISSN: 2792-4009 | www.openaccessjournals.eu | Volume: 1 Issue: 8

Table 2. Descriptive analysis

No	Information	Quantity
1	exchange student	18
2	Campus teaching	6
3	student exchange lecturer	9
4	Staff	1
	Total	34

The table above shows that 18 students take part in student exchanges with other campuses, six take part in campus teaching programs, and nine lecturers as participants in online and offline teaching courses. Moreover, one person is an educator who helps the process of independent learning activities at the Merdeka Campus (MBKM). From the Unipma management study program, 34 people participated in MBKM activities.

4.2 Classic assumption test

A classical assumption test is used to meet the feasibility of the regression test. A good regression analysis must meet the classical assumption test. This study has three classical assumption tests: normality, heterokidisa, and multihop tests. The normality test can be seen in the image below.

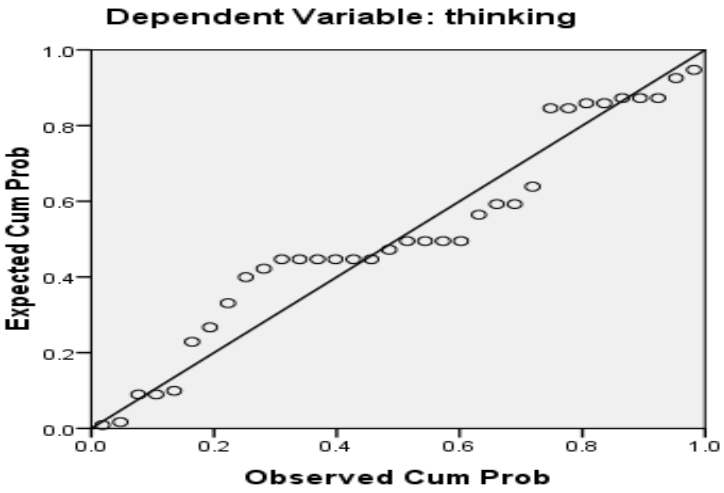

Fig 2. Normality test

From the figure above, it is known that the points follow the diagonal line. This indicates that the data in this study meet the normality test.

According to Ghozali (2016), the multicollinearity test determines whether the regression model found a correlation between independent variables or independent variables. Furthermore, the heterosis test can be seen below.

Table 3. Multicollinearity test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Knowledge	0.659	1.517

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JMEE
Journal of Marketing and Emerging Economics
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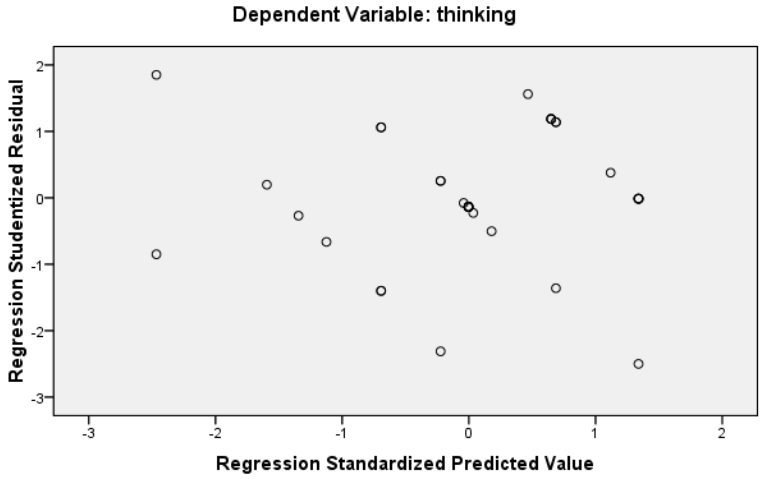
	Skill	0.325	3.076
	Attitude	0.416	2.406

a. Dependent Variable: thinking

Multicollinearity symptoms can be detected from the VIP (Variance Inflation Factor) value and tolerance through the SPSS program. The analysis results in table 3 show that the tolerance value is > 0.10 and vice versa. If VIF < 10, then multicollinearity does not occur.

The heteroscedasticity test is a regression test to see whether an unequal variance from the residual of observation with other observations. To see the heteroscedasticity test can be seen in Figure 3 below.



. **Fig 3**. Heteroscedasticity test

From Figure 3. The results show that there is no clear image pattern. There are dots scattered above and below the number 0 on the Y-axis; thus, the test results show no heteroscedasticity. Analysis, a good regression model is free of heteroscedasticity.

After the classical assumption test is fulfilled, regression analysis is carried out to determine the influence between variables to answer the hypothesis. So from the results of the regression analysis carried out with SPSS, the following table is obtained:

Tabel 4 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.722	.410		1.761	.088
	knowledge	.461	.109	.470	4.213	.000
	Skill	.332	.134	.394	2.479	.019
	Attitude	.156	.147	.148	1.057	.299

a. Dependent Variable: thinking

Based on the table above, it is known that the influence of Knowledge on creative thinking with a significant value of 0.00 <0.05 indicates that Knowledge has a significant effect on creative thinking.

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JMEE
Journal of Marketing and Emerging Economics
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The effect of skills on creative thinking with a significant value of 0.019 <0.05 indicates that skills have a significant effect on creative thinking.

The Effect of Attitude on creative thinking with a significant value of 0.299 > 0.05 indicates that attitude has no significant effect on creative thinking.

the result of the influence of creative thinking on innovative behavior

Tabel 5. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.444	.386		3.742	.001
	thinking	.637	.093	.770	6.832	.000

a. Dependent Variable: inovatif

Based on the table above, it is known that the effect of creative thinking on innovative behavior with a significant value of 0.00 <0.05 indicates that creative thinking has a significant effect on innovative thinking behavior.

5. Discussion

The influence of Knowledge has a significant impact on creative thinking; this shows that Knowledge has a real impact in shaping one's creative thinking. Morteza-Share et al. (2019) asked that the training carried out affected Knowledge. In the MBKM program, participants receive training and workshops to gain knowledge. Knowledge of understanding a situation by breaking it down into small parts can influence creative thinking in generating new ideas. Knowledge is information combined with experience, context, interpretation, and reflection (Harun et al., 2015). The Knowledge gained in the MBKM process about digitization and the online learning process using applications makes a new experience and knowledge in education.

Knowledge about the content they acquire in MBKM activities affects what they teach and how (Grossman, 1995). Understanding a situation or problem by placing each part and identifying patterns or relationships between situations can create varied ideas and ideas that did not exist before as well as Knowledge on the job can develop complex ideas. The Knowledge possessed can build new concepts and ideas that are more orderly and systematic. Someone who has Knowledge must have a creative mindset. When someone explores his Knowledge, it will produce creative and critical thoughts. A study conducted by Kusmana (2017) stated that Knowledge would improve a person's creative mindset.

The influence of skills has a significant influence on positive thinking, which shows the role of skills possessed by a person to build a creative mindset. The ability to build a positive perception can provide creative ideas. The abilities possessed and the attitude of responsibility both individually and collaboratively can provide motivation and develop good ideas in teaching or conducting MBKM activities. Fitts and Posner (1967) define skilled performance as an organized sequence of activities. The motivation of a person can positively impact thinking so that they can provide creative thinking. Skills are intertwined with Knowledge and are related to the psychomotor domain in building (Morrison, Ross, & Kemp, 2001). Existing Knowledge and skills are passed on to new tasks and changed to meet new task requirements (Tuomi-Gröhn & Engeström, 2003).

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Soft skills are part of personal Knowledge (Nonaka and Toyama, 2015). Soft skills are more challenging to articulate and convert into hard skills (Mohajan, 2016). Judging from the explanation above, it can be concluded that skills (soft skills) are part of tacit knowledge. This follows the research of Perez-Luno et al. (2018), which states that knowledge tacitness influences Innovation. This is also evident in Weyrich et al.'s (2008) research, where skills training positively influences innovative learning progress. Someone will find ideas to do the best work with the ability possessed. The MBKM learning process requires good skills because the learning process is not just theory but also requires practice to gain experience.

The influence of attitude does not have a significant effect on creative thinking. This shows that the attitude possessed by a person cannot provide a fundamental role in influencing creative thinking. The MBKM learning system is part of the affective domain and affects people's choice of actions (Ajzen, 1991). A person's level of trust in the MBKM program does not provide creative thinking by generating new ideas because this is related to a person's psychology related to the object he faces. The view of the object's likes and dislikes affects a person's psychology. Cognitive capacity to think or reflect, the impact of old evaluations diminishes, and new ones are formed depending on the context of the prevailing attitude (Eraut, 2003) Albarasin et al. (2005) view attitudes as the result of a long-term socialization process that begins during childhood. In the MBKM process, the running time is still too short, so it has not explicitly formed an attitude. Hakim (2010) and Onsardi, O. (2020) state that attitude is a complex mental condition that involves beliefs and feelings and a disposition to act in a certain way. The existence of the attitude of the MBKM staff has not yet penetrated them because it takes time to form attitudes so that in this MBKM research, the attitude has not influenced creative thinking.

Furthermore, creative thinking can have a real influence on innovative behavior. When someone has creative thinking, he will try to implement it. Innovative behavior is the courage to implement his ideas in the MBKM activity process. People who have new ideas then try to implement the ideas they have, even if it is only limited to advising others. Creativity is the process of creating something diverse (Asari et al., 2021). In the MBKM process, participants encountered new things in terms of methodology and even socio-cultural and economic Knowledge. This requires an exemplary implementation in order to be able to adapt to the expected MBKM activities.

Creativity is defined as thinking of something new, while Innovation is the ability to apply creativity to solve problems and opportunities. Creative thinking is the ability to find ideas, opportunities, and innovative ways to solve problems. The primary foundation for being innovative is creativity. Likewise, creativity is a prerequisite for generating Innovation (Steiner, 2009). Creativity is a prerequisite for innovation generation (Mehrabani, 2012), which students currently own, and creativity can improve innovation performance (Sohn & Jung, 2010). The research of Sutapa et al. (2017) stated that creativity affects Innovation

6. Implementation

From the results of this study, it can be seen that knowledge and skills can have a significant influence on creative thinking. This shows the fundamental role of the need for Knowledge and the ability to create someone who can think creatively by generating new ideas. The program should be designed to suit the future work environment and the natural environment, the skills needed to provide services to the community (Mahori et al. 2010, Mousavi 2012). With someone thinking creatively, someone will behave innovatively. The MBKM program can create a creative mindset that supports someone to behave innovatively. Innovative behavior can provide ideas and suggest and support ideas to be implemented. MBKM can open the world of education not only to learn

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theory but also to practice that can provide experience. The cultural exchange of more comprehensive relations and traditions makes MBKM participants more open in their insight in making decisions. This is very supportive of building interest in entrepreneurship. The millennial generation needs enthusiasm and motivation as well as quality new ideas. In addition, this can also support MSMEs by doing community service. The input of ideas and implementation is essential for MSMEs during the current pandemic to be able to survive and develop.

7. Conclusion

Independent study independent campus (MBKM) is a new learning system in education. The research results show that Knowledge and skills have a significant influence on creative thinking. This shows that the experience in the MBKM system has a real influence on MBKM participants. However, attitude Dakota does not influence creative thinking, and this is due to the perception of whether or not MBKM participants like the learning system. Furthermore, creative thinking has a real influence on innovative behavior. Students and lecturers need this behavior to modify learning according to the demands of the times to create creative ideas that can be implemented both for themselves and the community.

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