
The Influence of Social Media Factors on Student Engagement and Creativity Behavior: The Role of Knowledge Sharing and Cyberbullying (Study on Postgraduate Students of Universities in Surakarta)

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doi.org/10.51505/IJEBMR.2025.9725

URL: <https://doi.org/10.51505/IJEBMR.2025.9725>

Received: July 12, 2025

Accepted: July 21, 2025

Online Published: July 26, 2025

Abstract

The purpose of this study is to determine the effect of social media use and individual factors such as ability to share knowledge, behavior intention, and perceived reciprocal benefit on knowledge sharing, then the role of knowledge sharing mediation and cyberbullying moderation on student engagement and creativity behavior. This research was conducted on postgraduate students of universities in Surakarta city. This research method is Snow Ball Sampling and uses an online survey method using questionnaires and analyzing data using the smartPLS application with the SEM-PLS method. The data obtained in this study were 252 respondents from postgraduate students of universities in Surakarta city. The results showed that the use of social media, ability to share knowledge and behavior intention had a significant positive effect on knowledge sharing. Furthermore, knowledge sharing has a mediating role on the relationship between the use of social media on creativity behavior. Meanwhile, in this study, cyberbullying did not moderate the relationship between social media use in student engagement and creativity behavior through knowledge sharing.

Keywords: Use of social media, ability to share knowledge, behavior intention, perceived reciprocal benefit, cyberbullying, student engagement, creativity behavior

1. Introduction

Knowledge sharing is defined as the dissemination or exchange of knowledge, ideas, experiences or skills from one individual to another (Wei et al., 2012). (Wei et al., 2012) Currently, knowledge sharing behavior is widely used through many means, one of which is through social media. According to (Shwartz-Asher et al., 2020) social media in the context of knowledge sharing behavior, a person will make different communication decisions by sharing content and considering the content creation that facilitate access to information and be able to reach other social media users.(Shwartz-Asher et al., 2020)

Social media is currently widely used by various groups of people. Currently, social media is used by its interests to find information, seek entertainment, and spread knowledge to others. The scope of the use of social media within organizations in the aspect of knowledge sharing has encouraged researchers to emphasize the importance of information technology and social media in organizations (Kwayu et al., 2021). (Kwayu et al., 2021) Research conducted by (Ahmed et al., 2019) found that the use of social media can significantly affect knowledge sharing and the performance of an organization.

Behavior intention in the context of knowledge sharing is an individual who has confidence in his abilities and has the desire to contribute to others (Yeon et al., 2016). According to (Ratnasari et al., 2020) behavior intention is understood by a person's intention and willingness to do knowledge sharing. The meaning of someone intention is to have a purpose, plan for something, and use until giving something to someone else (Warshaw & Davis, 1985).

Another factor that affects knowledge sharing is the ability to share knowledge. Research conducted by (Wangpipatwong, 2009) found that the behavior of ability to share knowledge can increase knowledge sharing in organizations. A person is able to do knowledge sharing because of two factors, namely individual pleasure in helping others and individual ability in conveying knowledge to others (Lin, 2007). An individual who has expertise in their field will be able to increase self-confidence and will bring up the ability to share knowledge with others (Thomas-hunt et al., 2003).

In addition, knowledge sharing can also be influenced by perceived reciprocal benefits. According to (Moghavvemi et al., 2017) ,perceiver reciprocal benefit is one of the main indicators that can increase knowledge sharing. Perceived reciprocal benefit in the context of knowledge sharing is an expectation of benefit obtained after doing knowledge sharing behavior to others.

Knowledge sharing is currently one of the facilities used by students for various activities. Knowledge sharing significantly has a mediating role on the relationship between the use of social media in student engagement and creativity behavior (Rasheed et al., 2020). According to (Fredricks et al., 2004), student engagement influenced by three dimensions consisting of behavioral engagement, emotional engagement, and cognitive engagement. Experts find that a person's creativity behavior arises from new knowledge and the new knowledge will emerge in an individual when that knowledge is shared with people through communication and collaboration (Csikszentmihalyi & Sawyer, 2012).

According to the Global Digital Report 2019, the total number of social media users currently reaches 3.4 billion and will continue to increase every year by 9%. According to (Rasheed et al., 2020), social media users currently not only limited to certain circles, but also extends to all circles of society, including students. Currently in the academic environment, especially in universities, social media is the optimal means because it can help students in conducting knowledge sharing and collaboration in learning (Dabner, 2012). In addition, social media is also

gaining high popularity in universities because many researchers have found that there is a significant impact of social media on the world of education, especially students (Kaplan & Haenlein, 2016).

The use of social media in Indonesia is currently growing very quickly. According to the We Are Social 2023 report, there were 167 million active social media users in Indonesia in January 2023. In addition, Indonesians spend 3 hours and 18 minutes playing social media every day. This puts Indonesia in tenth place in spending time playing social media. The use of social media among students also increased, this is evidenced by the findings of the Association of Internet Service Providers (APJII) in 2012 which found that the number of internet penetration in student groups was 98.64%. This indicates that the number of social media users among students is massive.

Based on data from the Higher Education Service Institute (LLDIKTI) of the Ministry of Education and Culture 2023, the city of Surakarta has 33 active universities both public and private. In addition, according to a survey conducted by APJII in 2022, the largest internet users based on education level are undergraduate and graduate levels of 94.26%. The data shows that social media users are currently dominated by students.

Based on the description of the literature review above, here are nine hypotheses tested in this study:

- H1: The use of social media has a positive effect on knowledge sharing behavior
- H2: Behavior Intention has a positive effect on knowledge sharing behavior
- H3: Ability To Share Knowledge has a positive effect on knowledge sharing behavior
- H4: Perceived Reciprocal Benefit has a positive effect on knowledge sharing behavior
- H5: The use of social media has a positive effect on student engagement mediated by knowledge sharing behavior
- H6: The use of social media has a positive effect on student creativity behavior mediated by knowledge sharing behavior
- H7: Cyberbullying moderates the effect of social media use on student engagement
- H8: Cyberbullying moderates the effect of social media use on student creativity through knowledge sharing behavior
- H9: Cyberbullying moderates the effect of social media use on student engagement through knowledge sharing behavior

The purpose of this study is to determine the effect of social media use and individual factors such as ability to share knowledge, behavior intention, and perceived reciprocal benefit on knowledge sharing, then the role of knowledge sharing mediation and cyberbullying moderation on student engagement and creativity behavior.

2. Method

This research is a quantitative research with online survey method through questionnaire. This study used a type of snowball sampling. Snowball sampling is a sampling method in research that starts with a few data sources, then develops more along with the data collection process (Sekaran, 2019). The respondents in this study were postgraduate students of universities in Surakarta.

Measurement indicators in this study used a Likert scale of 1-5. To measure the use of social media with 14 indicators compiled by (Ali-Hassan et al., 2015) (1-5: Strongly disagree – strongly agree), ability to share knowledge with 3 indicators compiled by (Wangpipatwong, 2009) (1-5: Strongly disagree – strongly agree), behavior intention with 4 indicators compiled by (Jolae et al., 2014) (1-5: Strongly disagree – strongly agree), perceived reciprocal benefit with 5 indicators compiled by (Moghavvemi et al., 2017) (1-5: Strongly disagree – strongly agree), knowledge sharing with 4 indicators compiled by (Farooq et al., 2014) (1-5: Strongly disagree – strongly agree), student engagement with 6 indicators compiled by (Stearns et al., 2007) (1-5: Strongly disagree – strongly agree), creativity behavior with 6 indicators compiled by (Zhang, 2010) (1-5: Strongly disagree – strongly agree) and cyberbullying with 9 indicators compiled by (Lacey & Cornell, 2013) (1-5: Strongly disagree – strongly agree).

3. Results

This study uses smartPLS 4 application in the data processing stage. At this stage, validity, reliability and hypothesis testing were carried out. The respondents in this study were 252 postgraduate students of universities in Surakarta. The following are the characteristics of respondents in this study:

Table 3.1 Respondents Characteristics Based on Gender

Gender	Total	Percentage
Male	125	49.6%
Female	127	50.4%
Total	252	100%

Table 3.2 Characteristics of Respondents by Age

Age (years)	Total	Percentage
22 - 30	135	53.6%
31 - 40	67	26.6%
41 – 50	34	13.5%
> 50	16	6.3%
Total	252	100%

Table 3.3 Characteristics of respondents based on education level

Education	Total	Percentage
Postgraduate	143	56.7%
Doctorate	109	43.3%
Total	252	100%

Table 3.4 Characteristics of respondents based on the most frequently used social media

Social Media	Total	Percentage
WhatsApp	175	69.4%
Instagram	45	17.9%
TikTok	16	6.3%
Facebook	10	4%
X (Twitter)	5	2%
Telegram	1	0.4%
Total	252	100%

Validity and Reliability Testing

According to the validity (Hair et al., 2019) test is the degree to which the size can accurately present what should be measured. The loading factor value will measure the validity value of each item. The loading factor value is 0.5 or higher and ideally 0.7 or higher to indicate validity.

After going through a validity test, the next step is a reliability test. Reliability test is an index that shows that the extent to which a measuring instrument is reliable. It can be said as reliable or not is by using a measuring instrument with composite reliability and cronbach alpha values, each of which must fulfill a value of 0.70 and the AVE value must fulfill a value >0.50 .

At this stage of the validity test, the value of indicators that do not meet the criteria or requirements must be eliminated, namely those that have an indicator value below 0.7. Indicators that do not meet the criteria in this study are SMU1, SMU2, SMU5, SMU8, SMU10, SMU11, SMU12, SMU13, SMU14, SE1 and SE2. The following are the results of the validity and reliability tests in this study:

Variable	Indicators	Loading factor
<i>Ability to share knowledge</i>	ASK1	0.832
	ASK2	0.811
	ASK3	0.829
<i>Behavior Intention</i>	BI1	0.876
	BI2	0.877
	BI3	0.893
	BI4	0.861
<i>Cyberbullying</i>	C1	0.758
	C2	0.836
	C3	0.913
	C4	0.935
	C5	0.898
	C6	0.876
	C7	0.889
	C8	0.914
	C9	0.870
<i>Knowledge Sharing</i>	KS1	0.814
	KS2	0.823
	KS3	0.863
	KS4	0.776
<i>Creativity Behavior</i>	CB1	0.707
	CB2	0.819
	CB3	0.806
	CB4	0.845
	CB5	0.804
	CB6	0.818
Social Media Usage	SMU3	0.709
	SMU4	0.712
	SMU6	0.772
	SMU7	0.767
	SMU9	0.758
<i>Perceived Reciprocal Benefit</i>	PRB1	0.855
	PRB2	0.827
	PRB3	0.867
	PRB4	0.894
	PRB5	0.792
<i>Student Engagement</i>	SE3	0.839
	SE4	0.876
	SE5	0.869
	SE6	0.885

Source: PLS 2025 Results

Variable	Cronbach's alpha	Rho_A	Composite Reliability	AVE
<i>Ability to share knowledge</i>	0.767	0.780	0.864	0.679
<i>Behavior Intention</i>	0.900	0.901	0.930	0.769
<i>Cyberbullying</i>	0.964	1.003	0.968	0.771
<i>Knowledge Sharing</i>	0.837	0.841	0.891	0.672
<i>Creativity Behavior</i>	0.888	0.894	0.915	0.642
<i>The Use of Social Media</i>	0.799	0.799	0.861	0.554
<i>Perceived Reciprocal Benefit</i>	0.902	0.907	0.927	0.719
<i>Student Engagement</i>	0.894	0.915	0.925	0.756

Source: PLS 2025 Results

Hypothesis Testing

Hypothesis testing in this study applied the bootstrapping method using the SmartPLS application to produce t-statistics values and p-values to determine whether the hypothesis pathways in this study were significant or insignificant. The relationship between variables can be stated to be significant if the value of t-statistics >1.96 and p-values <0.05. The following are the results of the analytical tests in this study:



Figure 3.1 Hypothesis Testing Results

Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics	P-Values
Social Media Usage - > Knowledge Sharing	0.124	0.127	0.060	2.074	0.038
Behavior Intention → Knowledge Sharing	0.517	0.508	0.059	8.747	0.000
Ability to Share Knowledge→Knowledge Sharing	0.251	0.255	0.062	4.018	0.000
Perceived Reciprocal Benefit→Knowledge Sharing	0.043	0.041	0.052	0.814	0.416
Social Media Usage→Knowledge Sharing→Student Engagement	-0.031	-0.032	0.018	1.722	0.085
Social Media Usage→Knowledge Sharing→Creativity Behavior	0.079	0.082	0.040	1.978	0.048
Cyberbullying x Social Media Usage→Knowledge Sharing	0.051	0.041	0.041	1.247	0.212
Cyberbullying x Social Media Use - > Knowledge Sharing - > Creativity Behavior	0.032	0.027	0.026	1.231	0.218
Cyberbullying x Social Media Usage - > Knowledge Sharing - > Student Engagement	-0.012	-0.012	0.011	1.085	0.278

Source: PLS 2025 Results

4. Discussion

The effect of social media usage on knowledge sharing

The effect of social media usage on the knowledge sharing variable has a T-Statistics value of 2.074 (>1.96) then a P-Values value of 0.038 (<0.05). Based on these values, it can be concluded that the use of social media positively and significantly affects the knowledge sharing. Thus, H1 in this study is supported.

These results indicate that the higher the student use the social media, the higher the student's knowledge sharing. These results are in line with the findings made by (Rasheed et al., 2020) where the use of social media positively and significantly has an effect on knowledge sharing. According to (Dabner, 2012), social media technology is currently able to provide benefits to someone to be active in discussions and knowledge collaboration activities with each other

The effect of behavior intention on knowledge sharing

The effect of behavior intention on knowledge sharing has a T-Statistics value of 8.747 (>1.96) then a P-Values of 0.000 (<0.05). Based on these values, it can be concluded that behavior intention is positive and significant for knowledge sharing. Thus, H2 in this study is supported.

These results show that the higher the level of behavior intention of a student, the higher the knowledge sharing of a student will be. An individual who has a high level of ability will increase the level of confidence of an individual to do knowledge sharing. These results are in line with previous research conducted by (Arif et al., 2022) where behavior intention is able to have a significant effect on knowledge sharing because someone intentions are driven by several factors, namely attitudes, social pressure and a sense of pleasure in helping others. The intention and level of individual knowledge to carry out knowledge sharing activities are positively correlated with knowledge sharing.

The effect of ability to share knowledge on knowledge sharing

The effect of the ability to share knowledge variable on the knowledge sharing variable has a T-statistics value of 4.018 (>1.96) then a P-value of 0.000 (<0.05). Based on these values, it can be concluded that the ability to share knowledge is positive and significant for knowledge sharing. Thus, H3 in this study is supported.

These results indicate that the higher the ability to share knowledge of a student, the higher the knowledge sharing of a student will be. An individual who has high abilities and skills will further strengthen an individual to do knowledge sharing. This finding is in line with research conducted by (Wangpipatwong, 2009) where skills and proficiency are able to improve individual knowledge sharing. According to , (Siemsen et al., 2008) the ability and capacity of knowledge will affect the level of knowledge sharing of an individual. This indicate that one of a person's capital in order to be able to do knowledge sharing is to have sufficient knowledge capacity and ability.

The effect of perceived reciprocal benefits on knowledge sharing

The effect of perceived reciprocal benefit on knowledge sharing has a T-Statistics value of 0.814 (<1.96) then a P-Values of 0.416 (>0.05). Based on these values, it can be concluded that perceived reciprocal benefit is positively insignificant to knowledge sharing. Thus, H4 in this study is not supported.

These results indicate that perceived reciprocal benefit in this study has no significant effect on knowledge sharing. This research is in line with research conducted by (Tan, 2015) where perceived reciprocal benefits have no effect on knowledge sharing as reciprocal relationships between individuals have developed where the relationship between individuals is currently based on strong trust, so that the motivation to do knowledge sharing no longer depends on the motivation to get rewards or reciprocity directly.

The effect of knowledge sharing mediation between social media usage and student engagement

The effect of knowledge sharing mediation between social media usage and student engagement has a T-Statistics value of 1.722 (>1.96) then a P-Values of 0.085 (<0.05). Based on these values, it can be concluded that knowledge sharing negatively does not significantly mediate between the variables of social media usage and student engagement. Thus, H5 in this study is not supported.

These results indicate that knowledge sharing does not have a mediating role in the relationship between social media usage and student engagement. According to (Koranteng et al., 2018) knowledge sharing does not have a mediating role in the relationship between social media usage and student engagement because in the academic environment the bond of interaction in the social media usage does not play an important role in knowledge sharing, even though this does not apply in other environments or organizations. There are several findings that are factors why knowledge sharing in this study does not have a mediating role in the relationship between the social media usage and knowledge sharing. According to (Fredricks et al., 2004) Student engagement has several factors consisting of behavioral involvement which includes doing tasks and obeying rules, then emotional involvement which includes interests, values and emotions and finally cognitive involvement which includes motivation and effort. The three components influence each other so that the student engagement will be formed. Thus, it can be indicated that one of the factors of knowledge sharing does not have a mediating role in the relationship between the social media usage and student engagement are the three factors that determine not to influence each other.

The effect of knowledge sharing mediation between social media usage and creativity behavior

The effect of knowledge sharing mediation between social media usage and student engagement has a T-Statistics value of 1.978 (>1.96) then a P-Values of 0.048 (<0.05). Based on these values, it can be concluded that knowledge sharing positively and significantly mediates between the social media usage and creativity behavior. Thus, H6 in this study is supported.

These results indicate that knowledge sharing has a mediating role between social media usage and creativity behavior. This research is in line with previous research conducted by (Rasheed et al., 2020) where knowledge sharing has a mediating role between social media usage and creativity behavior. Creativity behavior will arise when there is new knowledge shared by others, so this reinforces that through knowledge sharing the social media usage has an indirect influence on creativity behavior.

The effect of cyberbullying moderation between social media usage and knowledge sharing

The effect of cyberbullying moderation between social media usage and knowledge sharing has a T-Statistics value of 1.247 (<1.96) then a P-Values of 0.212 (>0.05). Based on these values, it can be concluded that the cyberbullying variable is positively insignificant in moderating between the variables of social media usage and knowledge sharing. Thus, H7 in this study is not supported.

These results indicate that cyberbullying does not have a moderating role between social media usage and knowledge sharing, it means that cyberbullying has no effect in strengthening or weakening the relationship between social media usage and knowledge sharing. According to (Edmondson & Edmondson, 1999) .threats, insults and bullying will make a person reluctant to carry out activities such as communication, collaboration and knowledge sharing. In this case, the level of cyberbullying in respondents was low, indicating that cyberbullying in this study did not have a moderating role between social media use and knowledge sharing.

The effect of cyberbullying moderation between social media usage and creativity behavior through knowledge sharing mediation

The effect of cyberbullying moderation between social media usage and knowledge sharing has a T-Statistics value of 1.231 (<1.96) then a P-Values of 0.218 (>0.05). Based on these values, it can be concluded that cyberbullying does not significantly moderate social media usage and creativity behavior through knowledge sharing mediation. Thus, H8 in this study is not supported.

Previous research conducted by (Rasheed et al., 2020) found that cyberbullying can weaken the relationship between social media usage and creativity behavior through knowledge sharing mediation. One of the factors that influence why cyberbullying has a moderating role (weakening) is the high level of cyberbullying behavior among students. Meanwhile, in this study, the level of cyberbullying against respondents, namely postgraduate students of universities in Surakarta, is low, so this is an indication of this finding that cyberbullying does not have a moderating role.

The effect of cyberbullying moderation between social media usage and student engagement through knowledge sharing mediation

The effect of cyberbullying moderation between social media usage and knowledge

sharing has a T-Statistics value of 1.085 (<1.96) then a P-Values of 0.278 (>0.05). Based on these values, it can be concluded that cyberbullying does not significantly moderate between social media usage and creativity behavior through knowledge sharing mediation. Thus, H9 in this study is not supported.

In this study, it was found that the level of cyberbullying was low, so it can be an indication that cyberbullying has no moderation role. According to (Gulzar et al., 2021) social media usage, creativity behavior, and student engagement will be weak due to the high level of cyberbullying. Previous research conducted by (Yang et al., 2021) explain that low levels of cyberbullying can cause the role of cyberbullying moderation to be absent or insignificant.

5. Conclusion, Limitations, and Recommendations

This study was conducted to determine the effect of social media and individual factors on knowledge sharing and the mediation role of knowledge sharing and cyberbullying moderation between social media usage on student engagement and creativity behavior. The results of this study indicate that social media usage, behavior intention, and ability to share knowledge positively affect knowledge sharing. Meanwhile, the perceived reciprocal benefit in this study was not significant for knowledge sharing. In this study, it was also found that knowledge sharing has a mediating role on the relationship between social media usage on creativity behavior, while knowledge sharing does not have a mediating role on the relationship between social media usage on student engagement. In addition, in this study cyberbullying did not have a moderating role on the relationship between social media usage in knowledge sharing.

Based on the findings in this study, the use of social media especially among students is an important means not only for entertainment but also as a means of learning in the classroom such as creating collaborative material content to share knowledge with others. In addition, learning facilities in special classes at universities should be a means to increase a student's confidence through interactive discussions which are able to increase a student's knowledge sharing. Furthermore, the highlight for universities is to be able to control and take decisive action against cyberbullying behavior. Because these behaviors are possible to give a negative influence on individual behavior.

This study has several limitations, namely that this study is cross-sectional, it means that this study only provides an overview at one point in time and only reflects the circumstances at the time of data collection. Then this research was also only conducted on a limited geographical scale which is in the city of Surakarta, so the scope of the results of this research is only limited to certain areas.

The recommendation for further research is to conduct research using the longitudinal method where the results of the study can determine the dynamics of change over time, and allow for more in-depth analysis. Moreover, further research can conduct research on

a wider geographical scale such as the geographical scale of provinces in the territory of Indonesia. In addition, research can also be conducted on different agencies or organizations, for example organizations in a company to assess and compare the relationships between variables in this study in different organizations.

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