

The enhancing of learning organization through transformational leadership at schools

Hendri Ardianto^{1*} 

Burmansah² 

Juni Suryanadi³ 

Poniman⁴ 

¹⁻⁴ Buddhist Education Department, STIAB Jinarakkhita, Lampung, Indonesia

ABSTRACT

This study aims to find out how the learning organization can be improved with transformational leadership in schools to build learning organizations so that they can face various changes, produce a good performance, and win the competition. This research was conducted using a survey method with a quantitative approach. This study used a proportional random sampling technique with the Taro Yamane formula. In this study, data collection using a questionnaire. The unit of analysis of this research is the teachers of private Buddhist junior high schools in Banten Province, with a research population of 145 and a sample of 107 teachers. The results showed a significant positive effect between transformational leadership and learning organization. This research is expected to direct leaders and teachers so that they can improve organizational learning through their leadership.

KEYWORDS

Learning Organization;
Transformational Leadership;
School Leadership.

Received: 1 November 2022

Accepted: 10 December 2022

Published: 30 January 2023

Introduction

The era of globalization has forced organizations to make significant changes to survive. Organizations that continue to improve in advancing the quality of human resources will stay in intense competition. Success in an organization is primarily determined by employee performance (Purnamasari, 2019). One of the efforts to improve learning organization is through a collective learning process with stakeholders (Hansen et al., 2020). In learning, organizations can generate, acquire, and share knowledge and ideas and try to change organizational behavior following new knowledge and ideas (Muhammad, 2016). However, several obstacles prevent the organization from developing slowly. These obstacles can be seen from the lack of management participation, and there is no program synergy between the administrators (Puspawati et al., 2021). The facts on the ground have not shown what is expected in the organization. Through a survey of 5 private Buddhist junior high schools in Banten province, several problems were found, including; poor self-understanding, team learning, and systemic thinking.

Research Objective

This study aims to obtain accurate and reliable transformational leadership in learning organizations. This study aims to determine.

- a) The relationship between transformational leadership and learning organization
- b) The magnitude of the relationship between transformational leadership and learning organization

Research Hypothesis

Based on the existing literature on this study, the hypothesis is that there is a relationship between transformational leadership and learning organization for teachers in secondary schools.

Literature review

Learning Organization

An organization that can continue to survive and develop cannot be separated from the ability of its members, who continue to learn for the organization's survival. This is related to the learning organization. A learning organization is an organization whose members have a high potential to acquire, analyze, interpret and use the

CONTACT Hendri Ardianto

 hendri.ardianto@stiab-jinarakkhita.ac.id

© 2023 The Author(s). Published with license by Lighthouse Publishing.

This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial NoDerivatives License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited, and is not altered, transformed, or built upon in any way.

information to gather new knowledge, generate hypotheses, ideas, and new ways to implement it (Ostrowska et al., 2021). Widodo, (2018) says the same. Learning organization is a managerial process in increasing sustainable commitment by encouraging a systematic perspective of organizational management, openness, and experimentation through adopting new ideas. These new ideas are obtained through a conditioned learning environment to create members of the organization to promote maximum learning potential, which can improve personal and organizational development (Asbari et al., 2020). Another definition revealed by Kuwaitiningsih et al., (2021) is that a learning organization is an organization that prioritizes learning for organizational members to obtain optimal service.

Some of the definitions above can be synthesized that a learning organization is an organization whose members continuously learn by experimenting with new ideas for organizational development. The indicators are: a) mental model means skills in obtaining principles and values, to foster a spirit of sharing shared values and beliefs to strengthen commitment and a spirit of togetherness. (b) personal mastery means organizational discipline encourages its members to learn in determining their future. Members who continue to learn will make themselves experts in their fields. (c) shared vision means an organization that has a vision based on the mutual agreement of the organization's members. (d) team learning, namely Team learning, togetherness in carrying out work according to a joint plan (e) systemic thinking, which is an effort to understand the situation based on systems theory. In systemic thinking, we approach all of these things from the point of view of the whole system.

Transformational leadership

Transformational leadership is the behavior of leaders who rethink the vision, reformulate plans, find new motivations, regroup team members to be more harmonious and productive, and evaluate all people and organizations (Andriani et al., 2018). Another definition states that transformational leadership is a leader's behavior that helps members to be more creative and innovative to adapt to the external environment (Top et al., 2020). Similar to Buil et al., (2019) Transformational leadership refers to leaders motivating their members to find organizational goals and interests for the changes needed in effective management. Some of the definitions above can be synthesized that transformational leadership is a leader's behavior that inspires followers and supports the development of potential that can lead the organization in a good direction. The indicators are (a) idealized influence (charisma), namely leader behavior that creates attraction and trust in its members. (b) inspirational motivation, namely leader behavior that fosters enthusiasm and responsibility for the agreed vision of the future. (c) intellectual stimulation, leader behavior that challenges followers to innovate and frame the former conditions with new methods. (d) individualized consideration, namely leadership behavior that helps followers reach their potential through coaching, development, and mentoring. With the high leadership support for the mindset of members, the intellectual stimulus and motivation of members will be easy (Baidi et al., 2020; Makruf et al., 2021).

Methods

Research Design

This research is to explain the relationship between research variables and test the hypotheses that have been formulated. That is testing the relationship between transformational leadership with a learning organization. The population of this research is the teacher with the honorary status of Buddhist Private Junior High School in Banten Province. Samples were taken through proportional random sampling using the Taro Yamane formula. From a population of 145 to 107 samples. The data obtained were analyzed using descriptive and inferential statistics and continued with prerequisite analysis tests and correlational tests.

Participants

Participants in this study were teachers at private Buddhist junior high schools in Banten province with a total of 145 teachers.

Instrument

The instrument used in this study was a questionnaire based on indicators from learning organization and transformational leadership variables. Each questionnaire contains 40 question items filled in by the teacher as the respondent.

Data analysis

Data analysis used in this research is inferential analysis Inferential. statistics is a statistical technique used to analyze sample data and the results are applied to the population.

Results

Data Description

Learning Organization

The data obtained from the field are statistically processed into a frequency distribution table. The results show eight classes with a maximum score of 156, a minimum value of 100, and a range value of 56. The results of descriptive statistical calculations show that the average value (mean) of Learning Organization is 123.66 with a standard deviation of 13.21 and a variance value of 174.64, the median 124, and mode 130.

Transformational Leadership

The transformational leadership data has the highest score of 164 and the lowest value of 83, with a range of 81 values. The results of the data calculation show an average of 130.03, a standard deviation of 14.92, a variance of 222.77, a median 131, and a mode of 124.

Testing Requirements Analysis

Normality Test

The calculation of the normality test of the learning organization variable on transformational leadership obtained the maximum Lilliefors observation value (L0) of 0.084 while L_{table} of 0.086. Thus, it can be concluded that the learning organization variable on the transformational leadership variable is normally distributed.

Table 1. Normality Distribution

Estimated Error	(L0)	Lt ($\alpha=0,05$)	Conclusion
(Y- \hat{Y} 1)	0,084	0,086	Normal Distribution

Homogeneity Test

The requirement for homogeneous variance is if $2count > 2table$ with a significance level of 0.05. The results of the homogeneity of the variance of the learning organization variable on transformational leadership obtained the value of $2count$ of 39.92 while $2table$ at the 5% significance level of 132.14, so it can be concluded that the learning organization data group on the transformational leadership variable comes from a homogeneous population.

Table 2. Homogeneity Distribution

Galat taksiran	χ^2_{hitung}	χ^2_{tabel}	Kesimpulan
(Y- \hat{Y} 1)	39,92	132,14	Homogen

Test of Linearity and Significance of Transformational Leadership Regression Equation (X) with Learning Organization (Y)

From the calculated data for the preparation of the regression equation model between transformational leadership and learning organization, the regression constant $a = 59.387$ and the regression coefficient $b = 0.494$. Thus the relationship of the simple regression equation is $= 59.387 + 0.494X_1$. The results of the calculation of significance and linearity tests are in table 3. The following ANOVA.

Table 3. Analysis of Variance (ANAVA) with Regression Equation $\hat{Y} = 59,387 + 0,494X_1$

Source Variance	dk	JK	RJK	F_{count}	F_{table}		Conclusion
					0,05	0,01	
Total (T)	107	1654828					
Regression (a)	1	1636316,1	1636316,11	41,10**	3,93	6,88	Very Significant
Regression (b/a)	1	5207,99	5207,99				
The remainder (S)	105	13303,90	126,70	-1,37 ns	1,58	1,90	Linear
Tuna Match	44	-914057,44	-20774,03				
Galat	61	927361,3	15202,64				

Notes:

dk = Degrees of freedom

- JK = Number of Squares
- RJK = Average Sum of Squares
- ** = Very Significant
- ns = Non significant

The regression equation = $59.387 + 0.494X_1$, for the significance test, F_{count} 41.10 is greater than F_{table} 3.93 at = 0.05. Because $F_{count} > F_{table}$, the regression equation is said to be very significant. Linearity test obtained F_{count} -1.37 smaller than F_{table} 1.58 at = 0.05. Because $F_{count} < F_{table}$, the point distribution forms a linear line and is acceptable. Visually, it can be seen in Figure 1 below.

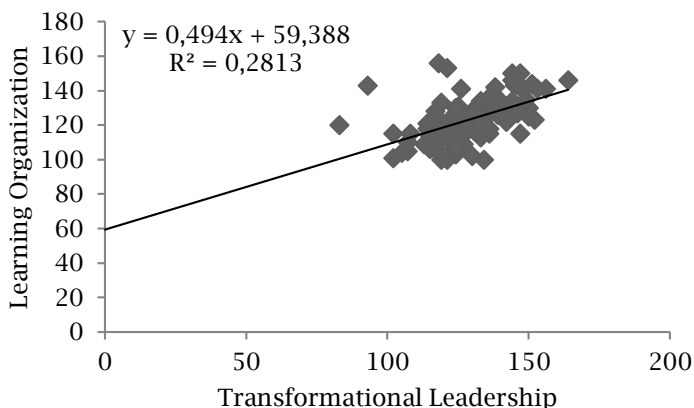


Figure 1. Scatter Diagram of the Relationship Between Transformational Leadership and Learning Organization

Coefficient of Determination Analysis (R2)

The results of the coefficient of determination (R2) can be seen in table 4 below.

Table 4. Determination Test Results (R2)

Model	R	R Square	Model Summary	
			Adjusted R Square	Std. Error of the Estimate
1	.537 ^a	.288	.275	11.255

a. Predictors: (Constant) Learning Organization (Y), Transformational Leadership (X)

Based on table 4, the value of R2 (R Square) is 0.288 or (28.8%). This shows that the relationship between transformational leadership and self-efficacy in learning organizations is 28.8%. In other words, the learning organization variable can be explained or influenced by the variables of transformational leadership and self-efficacy by 28.8%. The remaining 71.2% is explained or controlled by other variables not examined.

Hypothesis Test

The Relationship Between Transformational Leadership (X) and Learning Organizations (Y)

Through the calculation of correlation analysis, the direct influence of transformational leadership on the learning organization, the value of the correlation coefficient = 0.530 and the value of t = 7.56, and the value of $t_{table} = 1.98$. Therefore, the value of $t_{count} > t_{table}$, t_{count} H0 is rejected, and H1 is accepted. This means a positive relationship exists between transformational leadership and learning organization. So, it can be explained that transformational leadership positively relates to organizational learning. The increase in transformational leadership can affect increasing the learning organization.

Table 5. Calculation Results of Significance Test of Correlation Between Variables *Transformational Leadership With Learning Organization*

Correlation Coefficient (ry.1)	Coefficient of Determination (r2y.1)	N	T_{count}	t_{table}		Conclusion
				0,05	0,01	
0,530	0,281	105	7,56	1,98	2,62	Very Significant

Significance test requirements: $t_{count} > t_{table}$

Relationship between Transformational Leadership and Learning Organization

The research results are discussed below to synthesize theory and empirical findings based on the literature review and empirical studies above. A detailed discussion of the analysis and hypothesis testing is described below:

The strength of the relationship between transformational leadership and learning organization can be seen in the correlation test with the coefficient value = 0.530. Learning organization has a relationship with transformational leadership, shown by the value of the coefficient of determination $R^2 = 0.281$, so the diversity that exists in learning organizations can be explained by transformational leadership having a contribution of 28.1%. At the same time, 71.9% were caused by other factors that were not studied. Based on the results of the study, the principle of showing charisma, inspirational motivation, intellectual stimulation, and individual consideration supports learning organization effectively.

Previous studies' findings indicate that transformational leadership positively influences organizational learning. It can be seen from the R Square learning organization value of 0.368, which means that the transformational leadership variable can explain the learning organization variable by 36.8%, and other variables explain the remaining 63.2% outside of this study. (Fayzhall et al., 2020). Within the organization, leaders must ensure innovation internally and externally to ensure organizational sustainability amid all forms of change (Muhammad, 2016). The transformational leadership role provides autonomy and breadth to share vision and motivation with its members. Therefore, schools need to create organizational learning as a condition that spurs teacher competence (Fayzhall et al., 2020). This study concludes that transformational leadership has a positive relationship with organizational learning. This means that optimal transformational leadership can improve learning organization in schools.

Conclusion, Limitation, & Recommendation

Based on the results of the research data and analysis of the data that has been discussed with all data analysis requirements. The study's results obtained a positive and significant relationship between transformational leadership and learning organization with a relationship strength of $r_{y1} = 0.530$ and a coefficient of determination of $r^2_{y1} = 0.281$. This shows that the transformational leadership variable contributes 28.1% to the learning organization variable. The results of simple regression analysis obtained the regression equation = $59.387 + 0.494X_1$. This shows that every 1 unit increase in the transformational leadership variable will increase the learning organization variable by 0.494 units at a constant value of 59.387. This study's results indicate a positive and significant relationship between transformational leadership and learning organizations. Therefore, it is necessary to formulate the implications for increasing the learning organization through transformational leadership. The results of research on the relationship between transformational leadership and learning organization imply that increasing transformational leadership is predicted to increase learning organization. The results showed that the relationship between transformational leadership and learning organization was very significant. Transformational leadership is a leader's behavior that inspires members to innovate to develop the potential for the agreed vision. Efforts can be made to improve the learning organization through transformational leadership development. Like the principal, he has charisma and always gives motivation that inspires his followers.

Another thing is related to the excellent intellect of the principal so that it can stimulate teachers to want to learn again so that their knowledge increases. This research recommends: (a) The principal, as the holder of the highest authority and also an example for teachers, must be able to coach teachers in overcoming obstacles in learning management. In addition, giving awards to teachers who excel to further improve their performance; (b) Teachers who carry out their duties as teachers should be able to love their work and organization by continuously learning to innovate through the support of the principal; (c) Researchers can consider this study as a reference in future research related to learning organizations because the scope of research is limited to transformational leadership.

Acknowledgements

The researcher would like to thank the chairman of STIAB Jinarakkhita, for his moral and material assistance. Besides that, there are still many useful thoughts to complete this research.

Funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

References

- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific and Technology Research*, 7(7), 19-29.
- Asbari, M., Fayzhall, M., Goestjahjanti, F. S., Winanti, Yuwono, T., Hutagalung, D., Basuki, S., Maesaroh, S., Mustofa, Chidir, G., Yani, A., & Purwanto, A. (2020). Peran Kepemimpinan Transformasional Dan Organisasi Pembelajaran Terhadap Kapasitas Inovasi Sekolah. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 6724-6748.
- Baidi, Pembangunan, H. R. P., & Junaidah. (2020). The effect of leadership style and work motivation on work productivity for teachers in all state junior high schools of surakarta. *Universal Journal of Educational Research*, 8(3D), 67-72. <https://doi.org/10.13189/ujer.2020.081710>
- Buil, I., Martínez, E., & Matute, J. (2019). Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International Journal of Hospitality Management*, 77(October 2017), 64-75. <https://doi.org/10.1016/j.ijhm.2018.06.014>
- Fayzhall, M., Asbari, M., Purwanto, A., Basuki, S., Hutagalung, D., Maesaroh, S., Chidir, G., Goestjahjanti, F. S., & Andriyani, Y. (2020). Pengaruh Gaya Kepemimpinan Terhadap Kapabilitas Inovasi Guru Dalam Perspektif Organizational Learning. *EduPsyCouns*:

- Journal of Education, Psychology and Counseling*, 2(1), 64-91.
- Hansen, J. Ø., Jensen, A., & Nguyen, N. (2020). The responsible learning organization: Can Senge (1990) teach organizations how to become responsible innovators? *Learning Organization*, 27(1), 65-74. <https://doi.org/10.1108/TLO-11-2019-0164>
- Kuwaitiningsih, A., Kresna, I., & Iswanto, A. H. (2021). Pengaruh Organisasi Pembelajaran, Keterlibatan Karyawan Terhadap Komitmen dan Perubahan Organisasi Di RSJPDHK. 4(1), 298-314.
- Makruf, I., P. H. R. P., Muharom, F., & Maslamah. (2021). Self-Efficacy, Job Satisfaction, and Organizational Citizenship Behavior (OCB) For Teachers In All State Primary Schools Of Sukoharjo: A Quantitative Analysis. *Ilkogretim Online - Elementary Education*, 20(1). <https://doi.org/10.17051/ilkonline.2021.01.111>
- Muhammad, S. (2016). Peran Organisasi Pembelajaran Pada Perguruan Tinggi dalam Penanganan Isu-Isu Pokok Pendidikan Tinggi. *Jurnal Ilmiah WIDYA*, 3(April), 117-125.
- Ostrowska, H. Y., Sherstiuk, R. P., Tsikh, H. V., Demianyshyn, V. H., & Danyliuk-Chernykh, I. M. (2021). Conceptual principles of learning organization building. *Naukovyi Visnyk Natsionalnoho Hirnychoho Universytetu*, 2021(3), 167-172. <https://doi.org/10.33271/nvngu/2021-3/167>
- PURNAMASARI, S. (2019). Pengaruh Learning Organization (Organisasi Pembelajaran), Kompetensi, Dan Motivasi Terhadap Kinerja Karyawan Pada Bni Kantor Cabang Tebet. *Pekobis : Jurnal Pendidikan, Ekonomi, Dan Bisnis*, 4(1), 65. <https://doi.org/10.32493/pekobis.v4i1.p65-73.2776>
- Puspawati, A. A., Karmilasari, V., Caturiani, S. I., & Sulistiowati, R. (2021). Literasi Learning Organization pada Pengurus Persaudaraan Muslimah (Salimah) Kota Bandar Lampung. *Jurnal Pengabdian Dharma Wacana*, 1(3), 115-124. <https://doi.org/10.37295/jpdw.v1i3.40>
- Top, C., Mohammad, B., Abdullah, S., Hemn, A., & Faraj, M. (2020). Transformational Leadership Impact on Employees Performance. *Eurasian Journal of Management & Social Sciences*, 1(1), 49-59. <https://doi.org/10.23918/ejmss.v1i1p49>
- Widodo, W. (2018). Peranan organisasi pembelajaran dalam mengoptimalkan inovasi guru. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 1(3), 220. <https://doi.org/10.26539/1377>