

Analysis of the Effect of Transformational Leadership on University Performance with Learning Organization and University Culture as Intervening Variables (Case Study International Women University)

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Abstract

This study aims to test and analyze the influence of transformational leadership on university performance with learning organization and university culture as intervening variables. Samples and data in this study were obtained from 73 international Women University students using questionnaires. Sample selection was carried out by purposive sampling. The hypothesis in this study was tested using the Partial Least Square (PLS) method and descriptive analysis using SPSS. The results showed that transformational leadership had a positive and significant effect on university performance with an influence on the structural level relatively close to moderate. Transformational leadership has a significant and positive effect on learning organizations and university culture. Learning organizations and university culture have a positive effect on university performance. Learning organizations in mediating the indirect influence of transformational leadership on university performance have no significant influence. University culture in mediating the indirect influence of transformational leadership on university performance has a significant influence.

Keywords

transformational leadership;
university performance;
learning organization;
university culture; partial least square



I. Introduction

Nowadays, many organizations are focusing on improving their performance to survive the competition. For this reason, organizations must start thinking about Influencing organizational performance, such as transformational leadership, corporate culture, and learning organizations in the scope of education should also be considered. Several studies discussing transformational leadership and organizational performance also explain that transformational leadership can affect learning organizations which is one of the factors in improving organizational performance.

At this time, competition does occur in not only the business world but also the world of education. Hence, places of study such as universities also need to pay attention to existing changes to respond to these changes. The competition is getting tougher. The longer it gets

more complex it demands everyone to compete ahead of the others. Colleges are required to provide the proper means to deal with this situation. In the existing type of leadership, transformational leadership is one of the leadership that is able to coordinate a good learning organization and university culture to improve university performance.

When the number of students in a university increases, the university's financial performance is likely to increase. When the number of students at a university decreases, the university's performance financially may also decline. If it connects to transformational leadership, then transformational leadership is a type of leadership that can modulate, direct, and create new things students need. A strong university culture and learning organization can manifest through transformational leadership, improving the university's financial performance. Leaders need to be able to motivate and direct the creation of new things students need, such as more campus facilities, learning spaces, diverse classes, and student services.

II. Review of Literature

2.1 Transformational Leadership

This theory, in the early days put forward by Burns (1978) and then put forward by Bass (1985), has recently attracted much consideration, emerging as one of the central leadership theories (Mhatre & Riggio, 2014). Transformational leadership alludes to a methodology in which pioneers inspire employees to agree on hierarchical goals and interests to carry out past expectations (Buil et al., 2019). It transforms the traditions and values of employees, which pioneers encourage them to achieve beyond their expectations (Yukl, 1989). Also, transformational leadership emphasizes the enrichment of employee participation in the organizational context (Bass, 1985; Udin, 2021).

To measure Transformational Leadership, using four dimensions of measurements, Avolio et al. (2003), namely:

1. Idealized Influence: The actions of a charismatic leader focus on values, beliefs, and mission.
2. Inspirational Motivation: A leader motivates his followers by looking to the future with optimism, projecting an ideal and achievable vision, and emphasizing ambitious goals.
3. Individual Consideration: The behavior of leaders who contribute to the satisfaction of their followers by providing advice, support, and attention to everyone.
4. Intellectual Stimulation: The leader's actions challenge his followers to think more creatively and find solutions to complex problems by acting as a mental stimulator.

2.2 Learning Organization

Learning organization is an interactive learning process necessary to respond to internal and external organizational changes (Watkins and Marsick, 2003). The study's results (Lau et al., 2019) stated that there are three fundamental approach models in organizational learning: principles, objectives, and processes. The concept of the result of the merger develops organizational development and technological innovation. The third model can facilitate organizations to measure and adapt the needs and learning orientation to the competitive environment, technical trends, and organizational growth.

Watkins and Marsick (2003) used seven dimensions to measure learning organizations, namely:

1. Continuous Learning

Learning is designed into the work so people can learn on the job opportunities provided for education and continuous growth.

2. Dialogue and Inquiry

Related to efforts to create a suitable environment that makes individuals much more open-minded, learning organizations are now creating an environment in which the experience of knowledge is learned through dialogue and interaction day after day.

3. Team Learning

The work is designed using groups to access the way of thinking expected to be learned and work together in collaborations judged by culture and appreciated.

4. Embedded Systems

Both high- and low-tech systems to share learnings are created and integrated with the job access provided for the maintained system.

5. Empowerment

It signifies an organization's process of creating and sharing a collective vision and getting feedback from its members about the gap between the current status and the new image.

6. System Connection

The members help to see the effect of their work on all parts of the company.

7. Provide leadership: Leaders, champions, and learning support models. The leader uses strategic learning for business outcomes.

2.3 University Culture

Organizational culture is crucial to achieving organizational success (Shahzad et al., 2017). Corporate culture has a close relationship with employee satisfaction and performance. Organizational culture can motivate employees to take part in the decision-making process to express their innovative ideas to improve the organization's overall performance (Shahzad, 2014; Shahzad et al., 2017). Further (Shahhosseini & Nadi, 2015) adds that organizational culture is used to maintain the organization's competitive advantage on an ongoing basis.

Organizational culture is adaptive and encourages constant improvement and change and an open network of private groups without filtering. In contrast, traditional organizations in a stable environment have a vertical structure, where decision-making processes are central, tasks are defined, and distinctive organizational culture is fixed and resistant to change (Theodore, 2013).

Behram, Nihal, and Özdemirci (2014) divide Organizational Culture into four parts, namely:

1. Adhocracy

It is a culture with a high degree of flexibility supported by an open system that promotes the desire to act.

2. Market

This culture causes the people in the organization to work rationally and obtain a high level of productivity and economical operations.

3. Hierarchy

This culture focuses on internal improvement and strives for stability and motivational factors, which include security, ordering, rules, and regulations. The criteria for effectiveness in it have control, strength, and management efficiency through precise task settings and strict rules.

4. Clan

Organizations usually use a culture that concentrates on internal improvement with flexibility, attention to society, and relationships between people.

2.4 University Performance

Brown (2001) argues that greater faculty control over decisions regarding academic achievement is associated with improved university performance. Organizational performance is essential for organizations because it can measure the success of a goal. Its significance is to find out which variables can affect the organization's performance in achieving success. In this article, Organizational Performance is defined as "the result of various" organizational processes occurring in daily operations" (Nazarian, Atkinson, & Foroudi, 2017). Management needs to develop an effective way to carry out performance evaluations to measure the organization's overall performance and relate it to the company's goals. The thorough assessment model of university performance is the key to the university's survival (Zangouinezhad and Moshabaki 2011).

Kaplan and Norton (1992) describe four perspectives for measuring organization performance as follows:

1. Customer Perspective

The Balanced Scorecard demands that managers translate their general mission statements on customer service into specific steps that reflect the significant factors to the customer.

2. Internal Perspective.

Managers need to focus on critical internal operations that enable them to meet customer needs. The interior steps for a balanced scorecard should come from the business processes that significantly impact customer satisfaction.

3. Innovation and Learning Perspectives.

Intense global competition requires companies to make continuous improvements to existing products and processes and have the ability to introduce utterly new products with expanded capabilities.

4. Financial Perspectives.

A measure of financial performance indicates whether the company's strategy, implementation, and execution contributed to a bottom-line increase.

2.5 Problem Formulation

Based on the background of the problem that has been described, the formulation of the problem that arises is:

1. Does Transformational leadership affect University Performance?
2. Does Transformational leadership affect Learning Organizations
3. Does Transformational leadership affect University Culture?
4. Does Learning Organization affect University Performance?
5. Does University Culture affect University Performance?
6. Does Transformational leadership through learning Organizations affect University Performance?
7. Does Transformational leadership through I University culture affect University Performance

III. Research Method

3.1 Research Limitations

This research is based on primary data from questionnaires distributed to international women university students. The data collected are in the form of questionnaire answers to questions about transformational leadership, learning organization, organizational culture, and organizational performance in the financial field, which are linked within the university's scope.

3.2 Population

The population of this study was 73 international female university students.

3.3 Analytical Model

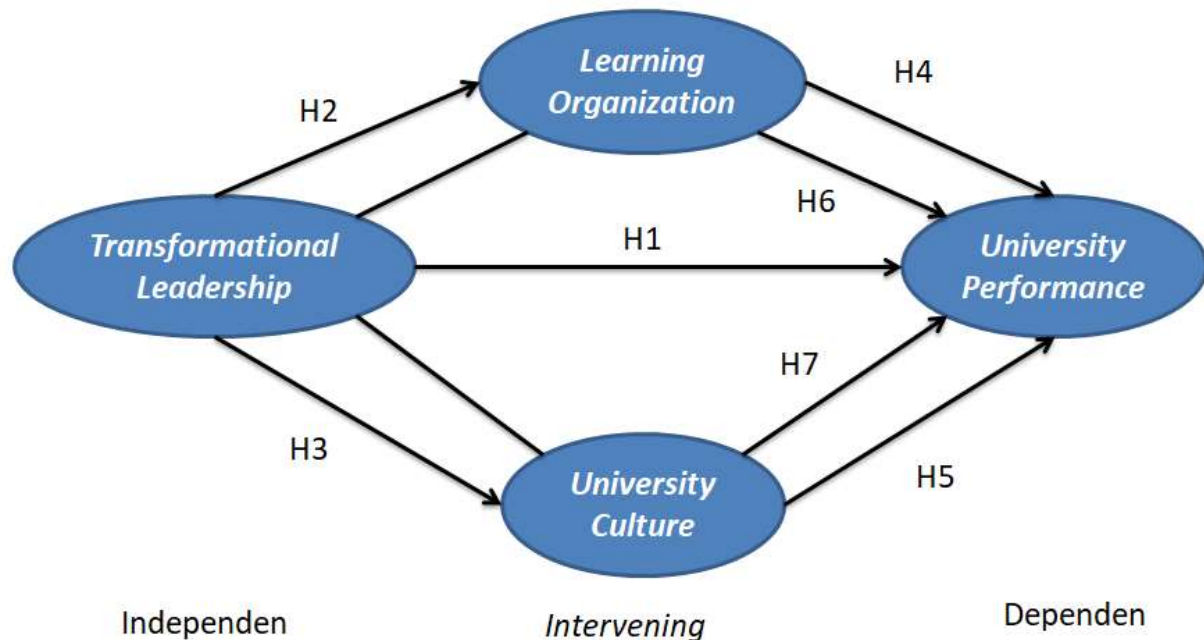


Figure 1. Analytical Model

3.4 Conceptual and Operational Definition of Variables

a. Transformational Leadership (TL)

Empirical indicators for questionnaires are adapted from research conducted by Comez (2013), directed to the university's scope and aimed at students.

Idealized Influence

TL1: Leaders in my course of study have behaviors that make me respect them.

Inspirational Motivation

TL2: Leaders in my study program talk optimistically about what I should prepare for in the future

Individual Consideration

TL 3: Leaders in my study program always develop the abilities I have.

Intellectual Stimulation

TL 4: The leader in my study program suggested new ways to me in the teaching and learning process.

b. Learning Organization (LO)

Continuous Learning

LO1: My study program gives awards to outstanding students

Dialogue and Inquiry

LO2: My study program provides an opportunity for students to evaluate the performance of teaching staff

Team Learning

LO3: My study program appreciates the team/group that has achieved achievements

Embedded Systems

LO4: My study program uses two-way communication regularly in supporting the teaching and learning process, such as suggestion boxes, questionnaires, open forums, and so on

Empowerment

LO5: My study program motivates students to learn something new

System Connection

LO6: My study program motivates students to learn something new

Provide Leadership

LO7: The teaching staff of my study program always share new knowledge with me

c. University Culture (UC)

Empirical indicators for the questionnaire were adopted from the research conducted by Behram and Ozdemirci (2014), which was directed to the university scope and aimed at students.

Market

UC1: My study program is aggressive in the world of education

UC2: My study program wants to be the best in the world of education

Adhocracy

UC3: My study program is known to be very creative in the world of education

UC4: My study program is known to dare to try something new

Hierarchy

UC5: My study program has many formal rules, procedures, and policies.

UC6: My course of study expects everyone to be compliant

Clan

UC7: My study program tends to attach importance to the harmony of relationships like a family

UC8: My study program is very supportive of everyone to get better

d. University Performance (UP)

Empirical indicators for the questionnaire were adopted from research conducted by Zangouinezhad & Moshabaki (2011), which was directed to the university scope and shown to students, whose measurements were focused on financial performance, including:

Financial

UP1: The study program has many scholarships offers from the industry

UP2: My study program always adds facilities to the teaching and learning process

UP3: The number of new students in my study program is continuously increasing

UP4: My major has rules and procedures regarding the use of campus facilities

IV. Results and Discussion

4.1 Results

a. Data Analysis

This study analyzed the influence of research variables using PLS (Partial Least Square) analysis. This analysis is part of Structural Equation Modeling (SEM), which aims to test a model theory that focuses on predictive studies, Hair et al. (2019).

b. Demographic Respond

The study's respondents were 73 students consisting of 18 (24.7%) male students and 55 (75.3%) female students. The group of respondents based on GPA consisted of 22 (30.1%) students with a GPA between 2.6 – 3.1 and 51 (69.9%). The Department of Business Administration has 53 (72.6%) people. In the department of Home Design, there are 1 (1.4%)

people, International Relation there are 2 (2.7%) people, Communication Science there are 16 (21.9%) people and the rest of the majors of Teknik Informatika there are 1 (1.4%) people.

c. Partial Least Square

PLS is a multivariate analysis that is useful for estimating simultaneous research variables and estimation between variables and their measurement items with the aim of the testing model theory, which focuses on predictive studies, Hair et al. (2021). Model evaluation in PLS consists of assessing the measurement model, the structural model, and the overall model (goodness and fit of the model).

The evaluation of the measurement model in PLS consists of the validity of measurement items seen from the Outer Loading or Loading Factor (LF) ≥ 0.60 (Chin, 1998), the reliability of research variables seen from the size of Composite Reliability (CR) ≥ 0.70 and Cronbach's Alpha ≥ 0.70 , Average Variance Extracted (AVE) ≥ 0.50 . Furthermore, the evaluation of the measurement model is discriminant validity, which proves that the variable is different from other variables and is statistically tested by HTMT (Heterotrait Monotrait Ratio). According to Hair et al. (2021), HTMT is more accurate in assessing discriminant validity than Fornell and Lacker's criteria. The HTMT value received is below 0.90, indicating that the discriminant validity evaluation is accepted. The research was processed with SmartPLS 3.29.

Table 1. Validity and Reliability

Variable	Measurement items	Code	Outer loadings	Cronbach's alpha	Composite reliability	The average variance extracted (AVE)
Transformational Leadership	Idealized Influence	TL1	0.827	0.841	0.894	0.678
	Inspirational Motivation	TL2	0.850			
	Individual Consideration	TL3	0.781			
	Intellectual Stimulation	TL4	0.833			
Learning Organization	Continuous Learning	LO1	0.674	0.875	0.903	0.573
	Dialogue and Inquiry	LO2	0.763			
	Team Learning	LO3	0.703			
	Embedded Systems	LO4	0.729			
	Empowerment	LO5	0.801			
	System Connection	LO6	0.808			
	Provide Leadership	LO7	0.806			
University Culture	Aggressive in the world of education	UC1	0.697	0.865	0.894	0.516
	Become the best in the world of education	UC2	0.731			
	Known to be very creative in the world	UC3	0.809			

	of education					
	Dare to try something new	UC4	0.809			
	Have formal rules, procedures, and various policies.	UC5	0.712			
	Expect everyone to obey	UC6	0.686			
	Attach importance to the harmony of relationships	UC7	0.677			
	Supporting everyone to get better	UC8	0.602			
University Performance	Industry scholarship offers	UP1	0.747	0.749	0.842	0.574
	Adding teaching and learning facilities	UP2	0.837			
	The number of first-year students is increasing	UP3	0.600			
	There are rules and procedures on the use of campus facilities	UP4	0.824			

There are 4 (four) valid items that measure transformational leadership with a loading factor between 0.781 – 0.850, where the highest measurement items describing transformational leadership measurement are inspirational motivation (LF= 0.850) and intellectual Stimulation (LF = 0.833). Transformational leadership in education is vital in the ability to motivate and inspire students to be optimistic about the future and leadership that encourages students to use new ways in the learning process. Overall, the four items have a high level of reliability indicated by Cronbach's Alpha and Composite Reliability above 0.70, and the convergent validity received is indicated by the AVE value ($0.678 > 0.50$).

There are seven valid and reliable measurement items for learning organizations with loading factor values between 0.674 – 0.808. The most important measurement items describing the learning organization variables are system connection (LF = 0.808), provide leadership (LF = 0.806) and empowerment (LF = 0.801). The three items are related to motivating students to learn new things, teaching staff to share knowledge, and the connectivity of the system in the university. Overall, the seven measurement items have a high level of reliability indicated by Cronbach's Alpha and Composite Reliability above 0.70, and the convergent validity received is indicated by the AVE value ($0.573 > 0.50$).

University culture describes how the application of university culture. This variable is measured by 8 (eight) valid measurement items with a loading factor value between 0.602 – 0.809. The items that reflect the highest measurements of university cultural variables are UC3 (LF=0.809) and UC4 (LF=0.809). Both measurement items relate to existing study programs in the world of education and bold study programs using new ways. The things that need to be accelerated from the university's cultural variables are UC8 (the study program

supports everyone to be better) and UC6 (the course of study that expects everyone to obey). The level of reliability of the highest variables shown by Cronbach's Alpha and Composite Reliability is above 0.70, and the convergent validity received is indicated by the AVE value ($0.678 > 0.50$).

The university performance variable is measured by four valid items with a loading factor between 0.600 – 0.837. The highest measurement item reflecting the measurement of the university performance variable is UP2 (LF = 0.837) which is to add teaching and learning process facilities, and UP4 (LF = 0.824), which is that there are rules and procedures regarding the use of the campus. The UP3 measurement item (LF = 0.600) needs to be accelerated by the university related to the increasing number of new students.

Table 2. HTMT (Heterotrait Monotrait Ratio) and Inner VIF

Variable	HTMT			Inner VIF
	Transformational Leadership	University Culture	University Performance	University Performance
Learning Organization	0,821	0,766	0,893	2.483
Transformational Leadership		0,71	0,892	2.191
University Culture			0,87	1.982

The discriminant validity was evaluated with HTMT, where the resulting value was less than 0.90. It showed that the discriminant validity was met, Hair et al. (2021). It shows that the variance divided by the variable to the measurement item that measures it is greater than the comparison of the measurement item in other variables. This result suggests that the overall evaluation of the measurement model accepts both convergent and discriminant validity. According to Yani in Syardiansyah (2020) performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. This means that in work contains elements of the standard that achievement must be met, so, for those who reach the standards set means good performance (Wahjudewanti, 2021).

Furthermore, before testing the hypothesis, the multicollinearity variables that affect university performance are learning organizations, transformational leadership, and university culture. This examination can be seen from the Inner VIF (Variance Inflated Factor), where the estimation results show an inner VIF value below five which means that there is no multicollinear between variables that affect university performance.

d. Structural Model Evaluation

Evaluation of structural models relates to hypothesis testing by looking at statistical t-values or p-values. Suppose the statistical t of the calculation result is more significant than 1.96 (t table), or the p-value of the test result is less than 0.05. In that case, there is an important influence between the variables. To determine the magnitude of the impact of variables at the structural level, the value of f square must be used with the criteria of f square is 0.02 (low influence), 0.15 (moderate influence), and 0.35 (strong influence), Hair et al. (2021).

Table 3. Path Coefficient and f Square

Hypothesis	Hypothesis Statement	Path Coefficient	T statistics	P values	f square
H1	Transformational Leadership -> University Performance	0.323***	2.555	0.011	0,147
H2	Transformational Leadership -> Learning Organization	0.713***	11.404	0.000	1,034
H3	Transformational Leadership -> University Culture	0.620***	9.001	0.000	0,624
H4	Learning Organization -> University Performance	0.272*	1.966	0.049	0,092
H5	University Culture -> University Performance	0.338***	3.368	0.001	0,178
H6	Transformational Leadership -> Learning Organization -> University Performance	0.194	1.904	0.057	-
H7	Transformational Leadership -> University Culture -> University Performance	0.210***	3.112	0.002	-

*sig 5%, **sig 1%, ***sig <1%

Based on the results of hypothesis testing, it can be known as follows:

1. The first hypothesis is accepted that there is a significant influence between Transformational Leadership on university performance of (0.323), and the degree of influence at the structural level is close to moderate (f square=0.147).
2. The second hypothesis is accepted where the significant influence between Transformational Leadership and Learning Organization is (0.713) with a relatively high impact (f square = 1.034). Transformational leadership is a crucial variable in encouraging the improvement of the learner organization.
3. The third hypothesis is accepted where there is a significant influence of Transformational Leadership on University Culture of (0.620) with a high influence (f square = 0.624). Transformational leadership is a substantial variable in encouraging the improvement of university culture.
4. The fourth hypothesis is accepted where there is a significant influence of Learning Organization on University Performance of 0.272 with a low level of influence (f square = 0.092).
5. The fifth hypothesis is accepted where there is a significant influence of University Culture on University Performance of (0.338) with a degree of influence at a moderate level (f square = 0.178).
6. The sixth hypothesis was rejected where there was no significant influence of learning organizations in disambiguating the indirect influence of Transformational Leadership on University Performance.
7. The seventh hypothesis is accepted where there is a significant influence of variable university culture in indication of the indirect influence of Transformational Leadership on University Performance.

e. Goodness of Fit Model

PLS is a variance-based SEM analysis with the aim of testing model theory that focuses on predictive studies. Therefore, several measures were developed to declare the proposed

model acceptable such as R square, f Square, Q square, SRMR, PLS predict, Hair et al (2019) and Goodness of Fit Index (GoF Index), Henseler and Sarstedt (2014).

Table 4. R square, Q Square, GoF Index and SRMR

Variable	R-square	Q Square	GoF Index	SRMR
Learning Organization	0,508	0,275	0,546	0,099
University Culture	0,384	0,183		
University Performance	0,677	0,354		
Transformational Leadership	-	-		

The statistical size of R square describes the magnitude of the variation in endogenous variables capable of being explained by other exogenous/endogenous variables in the model. According to Chin (1998) the interpretation values of R square are qualitatively 0.19 (low influence), 0.33 (moderate influence), and 0.66 (high influence). Based on the results of the above processing, it can be said that the magnitude of the influence of Transformational Leadership on Learning Organizations is 50.8% (moderate influence). The magnitude of the influence of Learning Organization terhadap university culture was 38.4% (moderate influence). The magnitude of the influence of transformational leadership, learning organization, and university culture on university performance was 67.7% (high influence).

Q square describes a measure of prediction accuracy, namely how well each change in exogenous/ endogenous variables is able to predict endogenous variables. This measure is a form of validity in the PLS to express the predictive relevance of the model.' The estimation results show a Q square value above 0 which means that the model has predictive relevance, Hair et al (2019).

SRMR is a Standardized Root Mean Square Residual i.e. the fit size of the model (model fit) i.e. the difference between the data correlation matrix and the model estimation correlation matrix. In Hair et al (2021), an SRMR value below 0.08 indicates a fit model while according to Karin Schermelleh (2003), the SRMR value between 0.08 – 0.10 is still acceptable fit. The model estimate result is 0.099 which means that the model has an acceptable match.

The Goodness of Fit Index (GoF Index) is an overall evaluation of the model which is an evaluation of the measurement model and structural model. The GoF index can only be calculated from the reflective measurement model i.e. the root of the geometric multiplication of the average communality by the mean R square. According to Wetzels et al (2009) the interpretation of GoF index values is 0.1 (low GoF), 0.25 (medium GoF) and 0.36 (high GoF). The calculation results show that the model's GoF value is 0.546, including the high GoF category. Empirical data is able to explain measurement models and measurement models with a high degree of fit.

Table 5. PLS Predict

Item	Model PLS SEM		Model LM	
	RMSE	MAE	RMSE	MAE
LO1	0.661	0.527	0.696	0.561
LO2	0.691	0.572	0.722	0.576
LO3	0.620	0.496	0.655	0.521
LO4	0.749	0.569	0.776	0.592

LO5	0.585	0.460	0.622	0.488
LO6	0.602	0.477	0.611	0.487
LO7	0.520	0.427	0.549	0.433
UC1	0.805	0.678	0.877	0.712
UC2	0.708	0.580	0.760	0.617
UC3	0.705	0.582	0.744	0.612
UC4	0.620	0.478	0.645	0.481
UC5	0.737	0.594	0.745	0.599
UC6	0.779	0.639	0.816	0.652
UC7	0.762	0.587	0.804	0.623
UC8	0.679	0.549	0.722	0.558
UP1	0.746	0.575	0.789	0.607
UP2	0.761	0.634	0.822	0.652
UP3	0.679	0.578	0.716	0.617
UP4	0.664	0.516	0.724	0.534

Hair et al (2019) state that PLS is an SEM analysis with the aim of prediction. Therefore, it is necessary to develop a measure of the form of model validation to show how well the predictive power of the proposed model is. PLS predict works as a form of strength validation of PLS prediction tests. To show that PLS results have a good measure of predictive strength, it is necessary to compare with the basic model, namely the linear regression model (LM) by looking at the comparison of RMSE (Root mean squared error) or MAE (mean absolute error) values. The results of the evaluation showed that **all** endogenous variable measurement items (learning organization, university culture and university performance) of the PLS model were lower than the linear regression model (LM), so the proposed PLS model had high predictive strength.

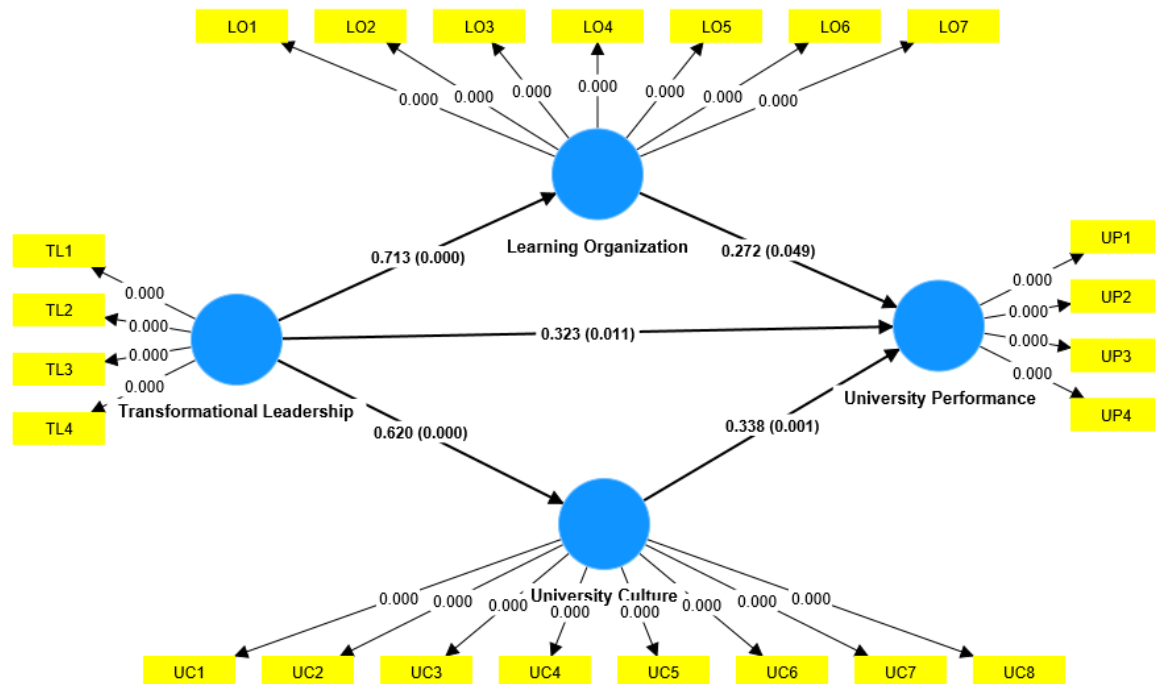


Figure 2. Path Coefficient and P-value

4.2 Discussion

There is a positive and significant influence of Transformational Leadership and University Performance. Transformational leadership has an influence on University Performance. This is shown by a value of Coefficient of 0.323 with the level of influence at the structural level classified as close to moderate ($f^2 = 0.147$).

There is a positive and significant influence between Transformational Leadership and Learning Organizations. Transformational leadership has an influence on learning organizations. This is indicated by the Coefficient value of 0.713 with a relatively high degree of influence ($f^2 = 1.034$). Transformational leadership is a very important variable in encouraging the improvement of the learner organization.

There is a positive and significant influence between Transformational Leadership and University Culture. Transformational leadership has an influence on University Culture. This is indicated by the Coefficient value of (0.620) with a high degree of influence ($f^2 = 0.624$). Transformational leadership is a very important variable in encouraging the improvement of university culture.

There is a positive influence between learning organizations and university performance. Learning Organization influences University Performance. This is indicated by a Coefficient value of 0.272 with a low level of influence ($f^2 = 0.092$).

There is a positive and significant influence between University Culture and University Performance. University Culture influences University Performance. This is indicated by the Coefficient value of 0.338 with a moderate degree of influence ($f^2 = 0.178$).

There is no significant influence between learning organizations in mediating the indirect influence of Transformational Leadership on University Performance.

There is a significant influence between university culture variables in mediating the indirect influence of Transformational Leadership on University Performance.

The magnitude of the indirect influence of transformational leadership on university performance through learning organizations and university culture is greater than the direct influence of transformational leadership on university performance which is 0.323. This means that learning organizations and university cultures have succeeded in becoming intervening variables between transformational leadership and university performance.

V. Conclusion

In this study, several limitations were found, namely: Research is limited to only 1 private university in Bandung. In the next research, it is hoped that research can be carried out in a wider scope of universities. This research is limited to the variables Transformational Leadership, Learning Organization, University Culture, and University Performance. In the next research, it is hoped that the research can be developed again with other variables that may affect University Performance.

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