


**LINKING TRANSFORMATIONAL LEADERSHIP TO ORGANIZATIONAL LEARNING CULTURE AND EMPLOYEE PERFORMANCE: THE MEDIATION-MODERATION MODEL**

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p><b>Received</b> 06 January 2023</p> <p><b>Accepted</b> 03 March 2023</p>	<p><b>Purpose:</b> This study focuses on examining the role of organizational learning culture as a mediator and moderator variable between transformational leadership and employee performance. The model and the relationship between these variables have been tested at the community health center in Indonesia.</p>
<p><b>Keywords:</b></p> <p>Transformational Leadership; Organizational Learning Culture; Employee Performance.</p>	<p><b>Theoretical framework:</b> In The Full Range Leadership Model, Avolio and Bass (1991) offer transformational leadership as one of the most effective leadership styles in mobilizing employees and advancing modern organizations. Transformational leadership encourages employees' self-confidence, optimism and commitment to better continue learning in order to achieve superior performance. However, based on the inconsistent findings, mediator and moderator variables are required to confirm a clearer relationship between transformational leadership and employee performance. Therefore, the novelty of this study is to extend organizational learning culture as a mediating and moderating variable to link these relationships.</p>
	<p><b>Design/methodology/approach:</b> All permanent employees who work in the community health center sector have been contacted to serve as research samples. Partial Least Squares Structural Equation Modeling (PLS-SEM) utilizing SmartPLS 3.0 software is used to verify the proposed hypotheses.</p>
	<p><b>Findings:</b> The findings evidence indicated that transformational leadership is significantly associated with employee performance and organizational learning culture. Furthermore, organizational learning culture is significantly associated with employee performance. In addition, organizational learning culture exhibits a mediating and moderating role between transformational leadership and employee performance.</p>
	<p><b>Research, Practical &amp; Social implications:</b> The evidence of this study offer theoretical and practical implications for strengthening organizational learning culture in the workplace in order to improve sustainable employee performance.</p>
	<p><b>Originality/value:</b> This study provides and offers an academic contribution regarding the effect of organizational learning culture in mediating and moderating the relationship between transformational leadership and employee performance at the community health center in Indonesia.</p>
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## LIGANDO A LIDERANÇA TRANSFORMACIONAL À CULTURA DE APRENDIZAGEM ORGANIZACIONAL E AO DESEMPENHO DOS FUNCIONÁRIOS: O MODELO DE MEDIAÇÃO-MODERAÇÃO

### RESUMO

**Objetivo:** Este estudo se concentra em examinar o papel da cultura de aprendizagem organizacional como uma variável mediadora e moderadora entre a liderança transformacional e o desempenho do funcionário. O modelo e a relação entre essas variáveis foram testados no centro comunitário de saúde da Indonésia.

**Referencial teórico:** Em The Full Range Leadership Model, Avolio e Bass (1991) oferecem a liderança transformacional como um dos estilos de liderança mais eficazes na mobilização de funcionários e no avanço das organizações modernas. A liderança transformacional incentiva a autoconfiança, o otimismo e o compromisso dos funcionários em continuar aprendendo para alcançar um desempenho superior. No entanto, com base nas descobertas inconsistentes, as variáveis mediadoras e moderadoras são necessárias para confirmar uma relação mais clara entre a liderança transformacional e o desempenho do funcionário. Portanto, a novidade deste estudo é estender a cultura de aprendizagem organizacional como uma variável mediadora e moderadora para vincular essas relações.

**Desenho/metodologia/abordagem:** Todos os servidores efetivos que atuam no setor de centro comunitário de saúde foram contatados para servirem de amostra da pesquisa. A modelagem de equações estruturais de mínimos quadrados parciais (PLS-SEM) utilizando o software SmartPLS 3.0 é usada para verificar as hipóteses propostas.

**Resultados:** As evidências dos resultados indicaram que a liderança transformacional está significativamente associada ao desempenho do funcionário e à cultura de aprendizagem organizacional. Além disso, a cultura de aprendizagem organizacional está significativamente associada ao desempenho dos funcionários. Além disso, a cultura de aprendizagem organizacional exibe um papel mediador e moderador entre a liderança transformacional e o desempenho do funcionário.

**Pesquisa, implicações práticas e sociais:** As evidências deste estudo oferecem implicações teóricas e práticas para fortalecer a cultura de aprendizagem organizacional no local de trabalho, a fim de melhorar o desempenho sustentável dos funcionários.

**Originalidade/valor:** Este estudo fornece e oferece uma contribuição acadêmica sobre o efeito da cultura de aprendizagem organizacional na mediação e moderação da relação entre liderança transformacional e desempenho do funcionário no centro de saúde da comunidade na Indonésia.

**Palavras-chave:** Liderança Transformacional, Cultura de Aprendizagem Organizacional, Desempenho do Funcionário.

## VINCULAR EL LIDERAZGO TRANSFORMADOR CON LA CULTURA DE APRENDIZAJE ORGANIZACIONAL Y EL DESEMPEÑO DE LOS EMPLEADOS: EL MODELO DE MEDIACIÓN-MODERACIÓN

### RESUMEN

**Propósito:** Este estudio se centra en examinar el papel de la cultura de aprendizaje organizacional como variable mediadora y moderadora entre el liderazgo transformacional y el desempeño de los empleados. El modelo y la relación entre estas variables se han probado en el centro de salud comunitario en Indonesia.

**Marco teórico:** En The Full Range Leadership Model, Avolio y Bass (1991) ofrecen el liderazgo transformacional como uno de los estilos de liderazgo más efectivos para movilizar a los empleados y hacer avanzar a las organizaciones modernas. El liderazgo transformacional fomenta la confianza en sí mismo, el optimismo y el compromiso de los empleados para seguir aprendiendo mejor a fin de lograr un desempeño superior. Sin embargo, en base a los hallazgos inconsistentes, se requieren variables mediadoras y moderadoras para confirmar una relación más clara entre el liderazgo transformacional y el desempeño de los empleados. Por tanto, la novedad de este estudio es extender la cultura del aprendizaje organizacional como variable mediadora y moderadora para vincular estas relaciones.

**Diseño/metodología/enfoque:** Se ha contactado a todos los empleados permanentes que laboran en el sector de los centros de salud comunitarios para que sirvan como muestras de investigación. El modelo de ecuación estructural de mínimos cuadrados parciales (PLS-SEM) utilizando el software SmartPLS 3.0 se utiliza para verificar las hipótesis propuestas.

**Conclusiones:** The findings evidence indicated that transformational leadership is significantly associated with employee performance and organizational learning culture. Furthermore, organizational learning culture is significantly associated with employee performance. In addition, organizational learning culture exhibits a mediating and moderating role between transformational leadership and employee performance.

**Implicaciones de la Investigación:** La evidencia de este estudio ofrece implicaciones teóricas y prácticas para fortalecer la cultura de aprendizaje organizacional en el lugar de trabajo para mejorar el desempeño sostenible de los empleados.

**Originalidad/valor:** Este estudio proporciona y ofrece una contribución académica sobre el efecto de la cultura de aprendizaje organizacional en la mediación y moderación de la relación entre el liderazgo transformacional y el desempeño de los empleados en un centro de salud comunitario en Indonesia.

**Palabras clave:** Liderazgo Transformacional, Cultura de Aprendizaje Organizacional, Rendimiento de los Empleados.

## INTRODUCTION

The Full Range Leadership Model is a theoretical and practical concept proposed by B. J. Avolio and Bass (1991), which presents transformational leadership as one of the most effective leadership styles in modern organizational leadership. Transformational leadership is very popular and has developed into a topic of research interest concerning organizational performance and effectiveness. A number of meta-analytical studies, such as Judge and Piccolo (2004), G. Wang, Oh, Courtright, and Colbert (2011), Crede, Jong, and Harms (2019), addressed a strong relationship among transformational leadership and employee performance.

Although transformational leadership has been studied and researched extensively in relation to and performance of employees across all levels of analysis and organizational types (G. Wang et al., 2011), the results are unclear, and there is no consensus. On the one hand, strong evidence has shown that transformational leaders are able to encourage employees to perform more productively (Amrullah, Haryono, & Wahyuningsih, 2022; Astuty & Udin, 2020; Buil, Martínez, & Matute, 2019; Perdhana, Sawitri, & Chaerunissa, 2022; Yücel, 2021). On the other hand, transformational leadership has no direct effect on employees' adaptive performance (Curado & Santos, 2022). This is also confirmed by the recent findings by Lai, Tang, Lu, Lee, and Lin (2020) that the relationship between transformational leadership and employee performance is insignificant. Eliyana, Ma'arif, and Muzakki (2019), in their research on employees working in the Indonesian harbor, found that transformational leadership had no significant effect on employee performance. Therefore, based on these inconsistent findings, mediator and moderator variables are needed to confirm a clearer relationship between transformational leadership and employee performance.

Abbasi and Zamani-Miandashti (2013) found that organizational learning culture mediates the relationship between transformational leadership and employee performance. The culture and learning process applied in the organization not only increases the effectiveness of employee performance but also turns it into a continuous learning organization. The high intellectual stimulation from transformational leaders can help employees gain useful

knowledge from inside and outside the organization (S Suhana, Udin, Suharnomo, & Mas'ud, 2019), making them easier to generate creative and innovative ideas to be successful in their job. Therefore, the novelty of this study is to examine the effect of organizational learning culture in mediating and moderating the relationship between transformational leadership and employee performance. In detail, the main objective of this study is to examine the effect of (a) transformational leadership on organizational learning culture and employee performance, (b) organizational learning culture on employee performance, and (c) organizational learning culture in mediating and moderating the relationship between transformational leadership and employee performance.

## LITERATURE REVIEW AND HYPOTHESES DEVELOPMENTS

### Employee Performance

Employee performance is seen as very useful in encouraging organizational sustainability. Employee performance is the productivity level and work success of an employee related to his/her duty within organization (Babin & Boles, 1998). Giri, Nimran, Hamid, Musadieg, and Al Musadieg (2016) describe employee performance as an employee's work accomplishment as aligned with the normal standards determined by the organization. Employee performance is positively related to organizational effectiveness, which is often measured differently, such as attendance, punctuality, quality of work, and ability to work together (Udin, Dananjoyo, Shaikh, & Vio Linarta, 2022), as well as profitability, productivity, and service satisfaction (N. P. Podsakoff, Whiting, Podsakoff, & Blume, 2009).

The importance of employee performance in organizations has received great attention from scholars and practitioners, who have long tried to determine its predictors and antecedents. Of the various variables that have been examined in the literature, previous studies have found that transformational leadership displays an extensive role in influencing employee performance. Transformational leadership influences, guides, and directs the attitudes, emotions, values, and behavior of employees (Bruce J. Avolio, Gardner, Walumbwa, Luthans, & May, 2004) and motivates them to perform better than expected (Pieterse, van Knippenberg, Schippers, & Stam, 2010). Furthermore, according to Nam and Park (2019), employee performance is also influenced by organizational learning culture. Organizational learning culture is a very meaningful contextual aspect in increasing the positive achievements of employees both at the individual and organizational levels (Egan, Yang, & Bartlett, 2004). Organizational learning culture places great emphasis on continuous learning, making it easier for employees to create a comfortable work environment to achieve the desired results.

### **Organizational Learning Culture**

Organizational learning is an activity of processing knowledge and information on an ongoing basis from the internal and external environment carried out by organization members at all levels (Hung, Yang, Lien, McLean, & Kuo, 2010; Tsang, 1997), with the main objective being to store information and knowledge in organizational memory (Huber, 1991). Organizations that make learning a daily culture are able to achieve business success well because learning becomes an active habit and is always integrated into all organizational functions (Marquardt, 2002).

Organizational learning culture models attitudes, values, and behaviors to support learning (Kandemir & Hult, 2005), at the levels of individual, team, and organizational (Wahda, Mursalim, Fauziah, & Asty, 2020). Organizational learning culture utilizes existing knowledge and information inside and outside the organization to change, develop, and create employee work innovation (A. Usman, Danish, Waheed, & Tayyeb, 2011). Wahda et al. (2020) found that organizational learning culture increases employees' ability to go the extra mile in the organization. Organizational learning culture encourages employees to perform more productively to maintain and improve their higher and overall organizational performance (A. Usman et al., 2011).

### **Transformational Leadership, Organizational Learning Culture, and Employee Performance**

Transformational leadership is defined as a leadership style in which the leader motivates employees to move towards the collective and organizational good regardless of their personal interests (Avolio & Yammarino, 2002). Transformational leaders increase employee trust, confidence, and job value resulting in higher levels of intrinsic motivation to perform at their best (Bernard M Bass, 1985; Seibert, Wang, & Courtright, 2011).

Transformational leadership always displays four main behaviors: (a) inspirational motivation, i.e., the leader inspires and articulates a clear vision to be achieved, (b) idealized influence, i.e., the leader appears as a role model with a high commitment to a shared vision, (c) intellectual stimulation, i.e., the leader stimulates the minds of their employees to voice creative ideas, (d) individualized consideration, i.e., the leader cares and pays attention to the various needs of employees so that they believe and are satisfied with the leader's treatment (Bernard M Bass, 1985). Furthermore, B. J. Avolio, Bass, Walumbwa, and Zhu (2004), B. M. Bass (2008) develop transformational leadership into five main elements: (a) idealized influence, i.e., the leader influences employees by creating a clear vision, morals and ethics as



well as consistent with it so that employees become very respectful of transformational leaders, (b) idealized behavior, i.e., the leader builds a strong relationships with employees, by injecting a high sense of self-confidence and belief in the trajectory of employees' professional and personal lives, (c) inspirational motivation, i.e., the leader inspires employees by articulating a clear vision for the future, and convincing them to be able to achieve the goals that have been set, (d) intellectual stimulation, the leader inspires employees through fostering high creativity and giving individual attention so that they actively participate in setting clear goals, and (e) individualized consideration, i.e., the leader uniquely treats each employee, taking into account the development of their needs so that employees feel the value of fairness and high trust in the leader.

Various elements and behaviors of transformational leadership are able to motivate and encourage employees to perform better in the organization and show higher performance achievements (Sulistiyani, Udin, & Rahardja, 2018; G. Wang et al., 2011). Transformational leaders increase intrinsic value and shared commitment to achieving work goals. By using inspirational motivation and idealized influence, transformational leaders encourage employees' belief in achieving psychologically meaningful collective goals and inspire them to be more willing to demonstrate cognitive, emotional, and physical involvement in the workplace (Lai et al., 2020).

Transformational leadership is indeed very appropriate for managing positive change in organizations (M. Usman, 2020). Transformational leadership is able to promote employee performance and mutual assistance behavior among employees (Chun, Cho, & Sosik, 2016; Lorinkova & Perry, 2019), as well as balance the drive to achieve goals at the individual and workgroup levels as a whole (Dong, Bartol, Zhang, & Li, 2017; S. Suhana, Suharnomo, Mas'ud, & Udin, 2019). Transformational leaders focus on the self-development of employees by encouraging them to collaborate in resolving conflicts among fellow employees. Transformational leaders also manage employees' work fairly and reward them for their accomplishments (X.-H. Wang & Howell, 2012). Furthermore, transformational leadership becomes very important in organizations because it develops knowledge management and organizational learning. Transformational leaders create comfortable conditions to support the application of knowledge and a culture of continuous learning, as well as encourage employee engagement that is in line with their vision of the future (Gil, Rodrigo-Moya, & Cegarra-Navarro, 2021). By displaying a clear vision, transformational leaders are very effective in changing and instilling an organizational learning culture and leading the organization (Mayes & Gethers, 2018). Thus,

**H1:** Transformational leadership is a positive predictor of employee performance

**H2:** Transformational leadership is a positive predictor of organizational learning culture

According to Islam, Khan, Ahmad, Ali, and Ahmed (2014), learning culture makes it easy for organizations to continuously seek new knowledge, and configure and apply it as part of their daily routines to improve innovative performance. Organizational learning culture provides employees with extensive learning opportunities, encouraging them to share knowledge and collaborate between teams so that employees can freely acquire and develop relevant competencies in their workplace (Watkins & Kim, 2018; Widayani, Supartha, Wibawa, & Surya, 2022). Nam and Park (2019), Angelina and Yanuar (2021) prove that organizational learning culture significantly improves employee performance. Thus,

**H3:** Organizational learning culture is a positive predictor of employee performance

García-Morales, Jiménez-Barrionuevo, and Gutiérrez-Gutiérrez (2012) acknowledged and affirmed organizational learning mediates the relationship between transformational leadership, innovation and performance in organizations. Likewise, Nanang, Setiawan, Hadiwidjojo, and Idris (2021) show that organizational learning culture is the main mediator in the relationship between transformational leadership and extra-role performance. Transformational leadership increases employees' trust, confidence and awareness in the achievement of shared goals and visions so that they strive to be involved in acquiring and developing new knowledge through continuous learning. Transformational leadership also enables employees to be openly committed to learning and makes learning within the organization a key force for superior performance. Furthermore, organizational learning improves the quality and quantity of performance and encourages the achievement of the organization's competitive advantage in the long term (Abbasi & Zamani-Miandashti, 2013). The interaction between organizational learning culture and transformational leadership can affect creative performance in organizations (Phipps, Prieto, & Verma, 2012). Thus,

**H4:** Organization learning culture mediates the relationship between transformational leadership and employee performance

**H5:** Organization learning culture moderates the relationship between transformational leadership and employee performance

## RESEARCH METHODS

### Sample and Data

Respondents in this study involved all permanent employees who work in the community health center sector in Riau island – Indonesia. All of these employees have been contacted to serve as research samples through the human resources (HR) manager. With the help of HR managers, research questionnaires were distributed to 70 respondents. The respondents were then instructed to return the completed questionnaires into the sealed envelopes provided. There are 64 questionnaires (with a 91.4% response rate) that were returned and deserved to be analyzed. The final analysis sample consisted of 50% women between the ages of 26 and 30. The sample members also consist of 45.3% with undergraduate education, and 44.4% of respondents have work experience in the 'current' organization for 1 to 3 years.

### Measures

*Transformational leadership.* Transactional leadership is measured using 7 question items developed by previous studies (Astuty & Udin, 2020; Kirkman, Chen, Farh, Chen, & Lowe, 2009), such as “*leader in the organization clearly delineates the vision and mission*”.

*Organizational learning culture.* Organizational learning culture is measured using 7 question items developed by previous studies (Lin & Huang, 2021; Naqshbandi & Tabche, 2018; Yang, Watkins, & Marsick, 2004), such as “*when employees learn, they are highly appreciated in the organization*”.

*Employee performance.* Employee performance is measured using 6 question items developed by previous studies (Astuty & Udin, 2020; Buil et al., 2019; Udin et al., 2022), such as “*employees exhibit the adequate quality of work on target*”.

All respondents' responses in this research were assessed using a five-point Likert scale with answers ranging from 1 = strongly disagree to 5 = strongly agree.

## RESULTS AND DISCUSSION

Partial Least Squares Structural Equation Modeling (PLS-SEM) utilizing SmartPLS 3.0 software is used in this study to verify the data and proposed hypotheses. SmartPLS tests measurement models and easily estimates structural model parameters (Joe F. Hair & Sarstedt, 2022).



Table 1. Convergent Validity and Reliability

Variables	Items	Loadings	Cronbach's $\alpha$	rho_A	CR	AVE
Transformational Leadership	TL1	0.579	0.851	0.868	0.888	0.534
	TL2	0.751				
	TL3	0.823				
	TL4	0.680				
	TL5	0.782				
	TL6	0.823				
	TL7	0.641				
Organizational Learning Culture	OLC1	0.570	0.575	0.767	0.825	0.406
	OLC2	0.638				
	OLC3	0.676				
	OLC4	0.701				
	OLC5	0.736				
	OLC6	0.580				
	OLC7	0.530				
Employee Performance	EP1	0.770	0.793	0.810	0.853	0.495
	EP2	0.790				
	EP3	0.730				
	EP4	0.650				
	EP5	0.531				
	EP6	0.720				

Source: Prepared by the authors (2022)

Table 1 summarizes the convergent validity test results that each item's factor loading value ranges from 0.531 to 0.823, which exceeds the threshold value of 0.50 (J. F. Hair, Black, Babin, Anderson, & Tatham, 2009). This exhibits and demonstrates that all items are significant, provoking the measurement model's convergent validity. All variables' Cronbach's  $\alpha$  values ranged from 0.575 to 0.851, above the acceptable level of 0.60 (J. F. Hair et al., 2009). The values of CR (composite reliability) (for transformational leadership, organizational learning culture, and employee performance) were 0.888, 0.825 and 0.853, respectively, which were higher than 0.70 as recommended by Sarstedt, Hair, and Ringle (2022). Moreover, all AVE (average variance extracted) values (for transformational leadership, organizational learning culture, and employee performance) values were 0.534, 0.406, and 0.495, respectively, which outstripped the acceptable level of 0.40 (J. F. Hair et al., 2009; Lam, 2012).

Table 2. Fornell–Lacker Criterion Discriminant Validity

Variables	Employee Performance	Organizational Learning Culture	Transformational Leadership
Employee Performance	0.704		
Organizational Learning Culture	0.724	0.439	
Transformational Leadership	0.737	0.303	0.731

Source: Prepared by the authors (2022)

Fornell-Larcker is used in this study to determine the discriminant validity of the measurement model. Table 2 shows that the diagonals are greater than the correlations between constructs, implying good discriminant validity (Chin, 1998).

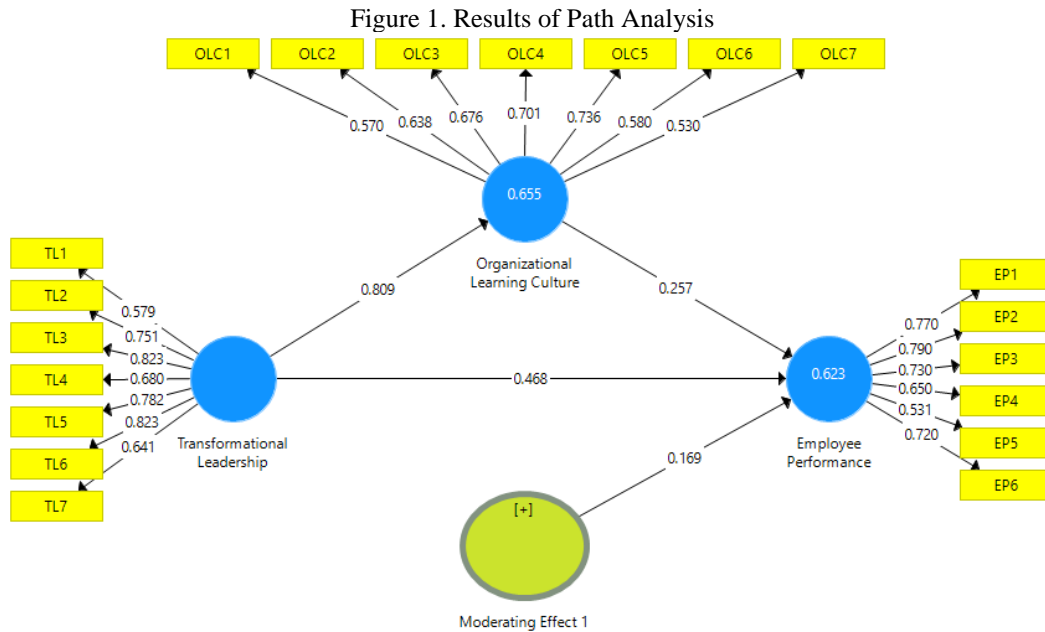


Table 3. Path Coefficients for the Relationships

Hypothesis	Relations	$\beta$	S.D	T-values	P-values
<i>Direct Effect</i>					
H1	TL $\rightarrow$ EP	0.468	0.119	3.950	0.003
H2	TL $\rightarrow$ OLC	0.809	0.021	38.104	0.000
H3	OLC $\rightarrow$ EP	0.257	0.111	2.309	0.044
<i>Indirect Effect</i>					
H4	TL $\rightarrow$ OLC $\rightarrow$ EP	0.208	0.093	2.236	0.049
H5	TL * OLC $\rightarrow$ EP	0.169	0.068	2.470	0.033

Note: TL (Transformational Leadership), OLC (Organizational Learning Culture), EP (Employee Performance)  
 Source: Prepared by the authors (2022)

The results in Table 3 and Figure 1 revealed that transformational leadership is significantly related to employee performance ( $\beta = 0.468$ , t-value = 3.950,  $p = 0.003$ ) and organizational learning culture ( $\beta = 0.809$ , t-value = 38.104,  $p = 0.000$ ). Thus, H1 and H2 are supported. In addition, H3 is also supported since organizational learning culture significantly affects employee performance ( $\beta = 0.257$ , t-value = 2.309,  $p = 0.044$ ). Further, the statistical result shows the significant mediating effect of organizational learning culture between transformational leadership and employee performance ( $\beta = 0.208$ , t-value = 2.236,  $p = 0.049$ ), supporting H4. Consistently, the statistical finding reveals that the moderation effect of organizational learning culture on the relationship between transformation leadership and

employee performance is significant ( $\beta = 0.169$ ,  $t$ -value = 2.470,  $p = 0.033$ ). Thus, H5 is also supported.

This study found that transformational leadership is significantly related to employee performance and organizational learning culture. Transformational leadership encourages employees' self-confidence, optimism and commitment to continue learning well in order to achieve superior performance. Transformational leadership inspires employees to develop their knowledge and engage in totality in continuous learning to sow the common good and the organization as a whole, which in turn, encourages creativity and innovation of employees to produce the best performance. By using inspirational motivation and intellectual stimulation, transformational leaders inspire employees to complete challenging tasks and solve problems well to realize the collective vision of the organization (Bernard M Bass & Riggio, 2006; Nuel, Ifechi, & Emmanuella, 2021). Transformational leaders pay attention to and facilitate the needs of employees to develop themselves so that they actualize themselves well to achieve work goals (Atiyeh, 2022; Tongkachok, Garg, Balakrishnan, & Vijayalakshmi, 2022).

This study also found that organizational learning culture not only directly affects employee performance but is able to mediate and moderate the relationship among transformational leadership and employee performance. Organizational learning culture influences the way employees carry out daily learning and acquire knowledge, which in turn, increases their high motivation to pursue performance goals. Organizational learning culture is very important, which acknowledges employees to discover innovative ways of solving problems, and updating new skills and knowledge in the workplace (Choi, 2020) to achieve outstanding performance. The articulation of a clear long-term vision and goals of a transformational leader is able to transform the work and learning environment within the organization, which in turn, influences successful performance. Transformational leadership has long been believed to be one of the main determining factors in enhancing organizational learning, which can change employees' attitudes and behavior in their workplaces to achieve and maintain a competitive organizational advantage (Park & Kim, 2018).

## CONCLUSION

The findings of this study conclude that transformational leadership is significantly associated with employee performance and organizational learning culture. Furthermore, organizational learning culture is significantly associated with employee performance. In addition, organizational learning culture exhibits a mediating and moderating role between transformational leadership and employee performance.

The results of this study have implications for the practice of developing human resources to improve employee performance in organizations, both public and private organizations. Leaders and HR managers can facilitate and cultivate continuous learning at all levels of the organization, namely at the level of employees, teams and the organization as a whole, to generate new and useful ideas for successful employee performance. They should also move further, namely by maintaining and implementing a transformational leadership style, where the leader describes an attractive future vision and builds good communication with employees regularly, which is believed to be able to influence the employee's desire to learn and develop themselves in order to achieve the expected goals collectively.

Although this study makes a major contribution to the development of the body of knowledge, the findings have limitations. First, the research sample only consists of a small number of employees from community health centers – Indonesia who only work in one area. Therefore, the generalizability of the findings of this study is very limited to the number of samples. In addition, data collection using questionnaires only came from one source, namely employee responses to the variables in this study, which indicated a single source bias (P. M. Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Thus, future research is recommended to further expand the research sample, even if adopting the model in this study, it is necessary to pay attention to two-way responses, namely from leaders and employees, to obtain more valid and convincing data.

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