

Organizational Learning Mediation in the Influence of Knowledge-Based Leadership on Improving Human Resource Performance

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Abstract. *This study aims to analyze and empirically test the influence of knowledge-oriented leadership and organizational learning on human resource (HR) performance. Specifically, the study examines: (1) the effect of knowledge-oriented leadership on HR performance, (2) the effect of organizational learning on HR performance, and (3) the effect of knowledge-oriented leadership on organizational learning. This explanatory associative research involved the entire population of 144 HR personnel at the Jasa Raharja Main Office in Central Java, all of whom were sampled using a census technique. Primary data were collected through questionnaires using a 1–5 Likert scale and analyzed using Partial Least Squares (PLS). The results show that knowledge-oriented leadership has a positive and significant effect on HR performance. Furthermore, organizational learning also positively and significantly influences HR performance. Additionally, knowledge-oriented leadership significantly contributes to enhancing organizational learning. These findings underscore the importance of leadership that fosters learning and organizational culture in improving human resource performance.*

Keywords: *Leadership; Organizational; Performance.*

1. Introduction

In the era of digital transformation and increasingly fierce global competition, organizations are required to optimize human resources (HR) as a strategic asset. Superior HR performance is a key factor in increasing organizational effectiveness and efficiency, including in the public service sector. HR is not only an asset but also a key force driving organizational sustainability and success. (Abdul Ghoffar, 2020) A deep understanding of the factors that can significantly contribute to improving HR performance is essential in facing this complex challenge.

Organizations are highly dependent on the resources they have in carrying out their activities and employees are seen as the main resource for any organization. (Liu & Lin, 2019) In an organization, leaders have a very large influence on achieving the organization's functions and goals. (Salas-Vallina et al., 2020). The right leadership style will influence the performance of

human resources to complete the functions and goals of the organization well.(Buil et al., 2019).

One approach that plays a crucial role in strengthening HR performance is Knowledge-Based Leadership (KBL), which emphasizes the importance of knowledge-based leadership and collaboration in knowledge transfer within the workplace. Knowledge-Based Leadership refers to leadership based on the management, dissemination, and utilization of knowledge in decision-making and problem-solving. Leaders with this approach act not only as decision-makers but also as facilitators, encouraging innovation, continuous learning, and improving employee competency. Furthermore, knowledge sharing is a crucial element in creating a collaborative work culture, where individuals can exchange information, experiences, and best practices to improve the team's overall capabilities and performance.

The success of knowledge management depends not only on the existing information technology infrastructure, but also on human factors, including the role of leadership.(Rehman & Iqbal, 2020). Knowledge-oriented leadership is a leadership approach that focuses on increasing the knowledge and learning of the organization as a whole.(Chaithanapat et al., 2022). Knowledge-oriented leaders understand the value of knowledge as a strategic asset, and they promote a culture of learning, knowledge sharing, and innovation throughout the organization.(Sadeghi & Rad, 2018a).

Farooq Sahibzada et al., (2021)states that knowledge-based leadership plays a vital role in enhancing organizational knowledge, transferring and managing it, organizing knowledge, creating insights, and managing knowledge and information. Knowledge leadership is considered to be a stimulus for the relationship between the components of an organization's intellectual capital management.

Previous research results show thatKnowledge-oriented leadershiphas a significant and positive relationship with employee performance(Malik et al., 2023a). However, in contrast to other findings,Knowledge-oriented leadershipdoes not have a significant direct influence on employee performance(Khotimah et al., 2021). The differences in research results create a gap that needs to be explained. To address this ambiguity, several research suggestions, including(Le & Lei, 2019)suggest a deeper understanding of the role of other factors such as knowledge sharing. In order to fill this knowledge gap, this study aims to explore other variables that can act as mediators in the relationship between leadership andknowledge-orientedand HR performance.

The role of knowledge-based leadership is becoming very important in facing the dynamics of a work environment that is increasingly complex and full of uncertainty.(Zia, 2020)Leaders with a strong knowledge base are not only able to manage information and make strategic decisions, but also become the driving force in creating added value for the organization through human resource (HR) development.(Naqshbandi & Jasimuddin, 2018)However, the positive influence of leaders on improving HR performance does not occur automatically. An

internal organizational mechanism is needed that can facilitate the transfer, utilization, and continuous development of knowledge.(Mai & Do, 2023).

Thus, organizational learning is proposed as a mediating variable that bridges the relationship between knowledge-based leadership and HR performance. Organizational learning reflects an institution's ability to collectively acquire, interpret, and respond to information and past experiences to improve HR competency and competitiveness.(Lin et al., 2022)When the organizational learning process runs optimally, the direction and policies implemented by a knowledgeable leader will be more easily internalized by human resources, thus having a direct impact on improving work quality, efficiency, innovation, and productivity.(Ariesta & Sartika, 2021)On the other hand, without the support of a good organizational learning system, knowledge-based leadership will struggle to deliver maximum impact on HR performance due to the absence of a culture of learning, adaptation, and collective utilization of knowledge.(Ariesta & Sartika, 2021).

2. Research Methods

The type of research that used This research is an associative explanatory research type, aiming to determine the relationship between two or more variables (Sugiyono, 2012). This research aims to explain hypothesis testing with the intention of confirming or strengthening the hypothesis, with the hope that it will ultimately strengthen the theory used as a basis. In this case, it is to test the influence of leadership.knowledge-oriented, organizational learning and HR performance.

3. Results and Discussion

This study used 144 human resource personnel at the Jasa Raharja Office in the Central Java Main Region. The characteristics of the respondents are presented using statistical data obtained through questionnaire distribution. In the field, all respondents willingly completed the questionnaire, resulting in 144 completed questionnaires that were used in the data analysis.

The description of the respondents in this study can be explained in four characteristics, namely based on gender, age, last education and length of service, which are explained below:

1) Gender

Based on the questionnaire data from 144 respondents in this study, their characteristics can be described based on gender factors as follows:

Respondent Characteristics Data Table by Gender

Gender	Frequency	Percentage
Man	96	66.7
Woman	48	33.3
Total	144	100.0

Source: Data processing results, 2025.

The table above shows that 96 respondents (66.7%) were male and 48 respondents (33.3%). The majority of respondents in this study were male. This reflects the employee composition structure within Jasa Raharja's Central Java Main Region, which is generally still dominated by men due to the type of work that requires high mobility. This dominance can influence work dynamics and perspectives on policies and task implementation in the field.

2) Age

Based on the questionnaire data from 144 respondents in this study, their characteristics can be described based on age level factors as follows:

Respondent Characteristics Data Table by Age

Age	Frequency	Percentage
21 - 30 years old	38	26.4
31 - 40 years old	60	41.7
41 - 50 years old	36	25.0
51 - 60 years	10	6.9
Total	144	100.0

Source: Data processing results, 2025.

The data presented in the table above shows that the largest number of respondents were between 31 and 40 years old, representing 60 employees (41.7%). This group reflects employees who are in their productive and professionally mature years, with a balance between experience and readiness for work responsibilities. Compared to age groups under 30 and over 40, this group is considered the most stable in terms of work performance and adaptability to organizational dynamics.

3) Last education

Based on the questionnaire data from 144 respondents in this study, their characteristics can be described based on the most recent educational factor as follows:

Data Table of Respondent Characteristics According to Last Education

Education	Frequency	Percentage
S1	118	81.9
S2	26	18.1
Total	144	100.0

Source: Results of data processing, 2025.

Based on the table above, it can be seen that the majority of respondents had a bachelor's degree, namely 118 employees (81.9%). The highest level of education for 26 employees (18.1%) was a master's degree. This finding indicates that the majority of respondents had a bachelor's degree. This indicates that employees at Jasa Raharja generally have a higher educational background, which is in line with the demands of professionalism and the complexity of work in the public service and social insurance sectors.

4) Years of service

Based on the questionnaire data from 144 respondents in this study, their characteristics can be described based on the length of service factor as follows:

Respondent Characteristics Data Table According to Length of Service

Years of service	Frequency	Percentage
<= 5 years	30	20.8
6 - 10 years	52	36.1
11 - 15 years	34	23.6
16 - 20 years	20	13.9
> 20 years	8	5.6
Total	144	100.0

Source: Primary Data Processing Results, 2025.

The table shows that most respondents have a working period of between 6-10 years (52 respondents) (36.1%). Respondents with a working period of <= 5 years (30 respondents) (20.8%), a working period of 11-15 years (34 respondents) (23.6%), a working period of 16-20 years (20 respondents) (13.9%), and more than 20 years (8 respondents) (5.6%). Based on the data, most respondents have a working period of between 6-10 years. This working period reflects that the majority of employees have had quite in-depth experience in the organization, are in the mid-career phase, and generally have understood the work culture, operational processes, and service standards of the company.

Descriptive analysis aims to obtain an overview of respondents' assessments of the variables studied. Through descriptive analysis, information will be obtained regarding respondents' tendencies in responding to the indicator items used to measure the research variables.

The data is explained by assigning a weighted assessment to each statement in the questionnaire. The respondent response criteria follow the following assessment scale: Strongly Agree (SS) score 5, Agree (S) score 4, Quite Agree (CS) score 3, Disagree (TS) score 2, Strongly Disagree (STS) score 1. Next, from this scale, the data will be categorized into 3 groups. To determine the score criteria for each group, the calculation can be done as follows:(Sugiyono, 2017):

- a. Highest score = 5
- b. Lowest score = 1
- c. Range = Highest score – lowest score = 5 - 1 = 4
- d. Class interval = Range / number of categories = 4/3 = 1.33

Based on the size of the class interval, the criteria for the three categories are: low category, score = 1.00 – 2.33, medium category, score = 2.34 – 3.66 and high/good category, with a score of 3.67 – 5.00. A complete description of each variable is presented below:

Research Variable Description bell

No	Variables and indicators	Mean	Standard Deviatio
1	Knowledge-oriented leadership	3.89	
	a. Becoming a role model	3.93	0.74
	b. Stimulate learning by challenging employees intellectually,	3.94	0.81
	c. Establishing learning as an integral part (by providing incentives and training),	3.85	0.77
	integral (by providing incentives and training)		
	d. Cultivating a culture that supports learning (by understanding mistakes and encouraging cross-functional and cross-disciplinary collaboration),	3.90	0.80
	e. Facilitating knowledge transfer (through storage and application mechanisms)	3.86	0.73
2	Organizational Learning	3.87	
	a. Continuous learning opportunities	3.85	0.92
	b. Knowledge sharing culture	3.94	0.80
	c. Involvement in decision making	3.83	0.90
3	HR Performance	3.93	
	a. Quantity	3.91	0.80
	b. Quality	4.00	0.69
	c. Punctuality	3.97	0.68
	d. Effectiveness	3.85	0.78

The table shows that the overall mean value of the Knowledge-Oriented Leadership variable data is 3.89, which is in the high/good category range (3.67 – 5.00). This means that

respondents believe that their superiors demonstrate good Knowledge-Oriented Leadership. The results of the data description on the Knowledge-Oriented Leadership variable obtained with the highest mean value being the Stimulating learning by challenging indicator (3.94) and the lowest being the integral indicator (by providing incentives and training) (3.84).

The overall mean value for the Organizational Learning variable was 3.87, falling within the high/good category (3.67–5.00). This indicates that respondents have good Organizational Learning. The data description for the Organizational Learning variable showed that the highest mean value was for the Knowledge Sharing Culture indicator (3.94) and the lowest for the Involvement in Decision-Making indicator (3.83).

For the overall HR Performance variable, the mean value was 3.93, which is in the good category (3.66 – 5.00). This means that the respondents have good performance. The results of the data description for the HR performance variable showed that the highest mean value was for the Quality indicator (4.00) and the lowest for the Performance indicator.Effectiveness(3.85).

The convergent validity evaluation for each latent variable can be presented in the outer loading section, which describes the indicator's strength in explaining the latent variable. The results of the convergent validity test can be presented as follows:

1) Evaluation of Convergent Validity of Knowledge-Oriented Leadership (X1)

The measurement of the Knowledge-Oriented Leadership variable in this study is a reflection of five indicators. The factor loading values for each indicator of the Knowledge-Oriented Leadership variable indicate the evaluation of the outer model measurement model. The following shows the outer loading values for the Knowledge-Oriented Leadership construct.

2) Evaluation of Convergent Validity of Organizational Learning Variables

The measurement of the Organizational Learning variable in this study is a reflection of three indicators. The factor loading values for each indicator of the Organizational Learning variable indicate the evaluation of the outer model measurement model. The following shows the outer loading values for the Organizational Learning construct.

3) Evaluation of Convergent Validity of HR Performance Variables

The HR Performance variable in this study is measured based on the reflection of four indicators. Evaluation of the measurement model (outer model) is identified from the factor loading values of each HR Performance variable indicator. The following shows the loading values for the HR Performance variable.

Reliability tests are conducted to prove accuracy, consistency and precision.instrumentin measuring constructs.In Structural Equation Modeling-Partial Least Squares (SEM-PLS), reliability and construct validity criteria are used to ensure that the measurement model is

accurate and reliable. Here's a brief explanation of Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE):

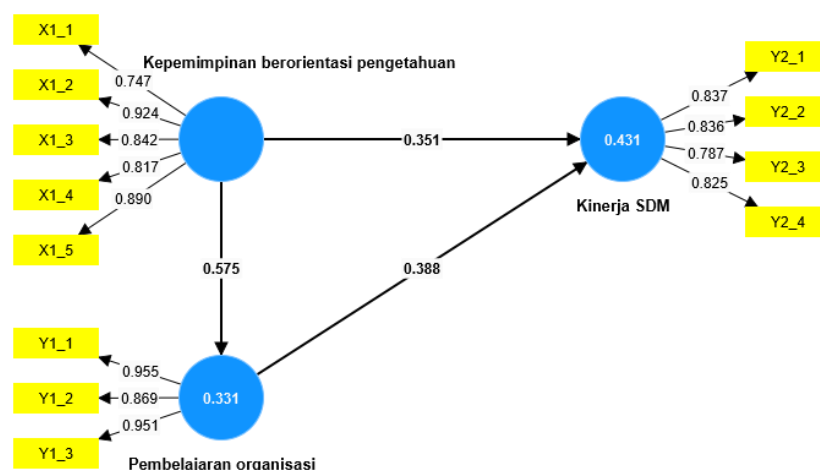
a. *Cronbach alpha*. This criterion is used to measure the internal consistency of items in a construct, indicating the extent to which the items measure the same concept. A Cronbach's alpha score criterion of more than 0.70 means that the reliability of the construct is high. the constructs studied are classified as good (Ghozali, 2014).

b. *Composite Reliability*. Measuring the internal reliability of a construct by considering the indicator weights (loadings) in the PLS model. A construct's indicators provide good results if they are able to provide a composite reliability value of more than 0.70.

c. *Average Variance Extracted (AVE)*. An AVE criterion above 0.5 indicates that the indicators that form the research variables are said to be reliable, so they can be used in further analysis in the research.

The final analysis in PLS is the structural model analysis, or inner model. In structural model analysis, hypotheses can be tested using t-statistics. The test results can be seen from the structural model output, which examines the significance of the loading factor, which explains the influence of the Knowledge-Oriented Leadership construct on HR performance through the mediation of Organizational Learning as an intervening variable.

In this case, data processing is used with the help of SmartPLS software. The results of the data processing are shown in the following image:



SEM-PLS Inner Model Image, Source: Results of data processing with Smart PLS 4.0 (2025)

This section presents the results of the research hypothesis testing conducted in the previous chapter. To determine whether the hypothesis is accepted or not, you can compare the calculated t-value with the t-table, assuming that the calculated t-value is greater than the t-table. The t-table value for a 5% significance level is 1.96. The following table shows the results of the test of influence between variables using Partial Least Squares analysis.

Path Coefficients Table

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Knowledge-oriented leadership -> HR performance	0.351	0.350	0.105	3,332	0.001
Knowledge-oriented leadership -> Organizational learning	0.575	0.575	0.062	9,281	0.000
Organizational learning -> HR performance	0.388	0.390	0.103	3,755	0.000

Source: Results of data processing with Smart PLS 4.1.0 (2025)

By presenting the results of the data processing, testing can then be carried out for each research hypothesis, namely:

1) Hypothesis Testing 1:

H1: Knowledge-oriented leadership has a positive effect on HR performance.

The first hypothesis test was carried out by looking at the estimated coefficient value (original sample) of the influence of knowledge-oriented leadership on HR Performance namely 0.351. These results provide evidence that knowledge-oriented leadership has a positive influence on HR Performance. This is supported by the test results obtained with a calculated t-value (3.332) greater than the t-table (1.96) with p (0.001) less than 0.05. Thus, the test conclusion can be drawn that knowledge-oriented leadership has a positive and significant effect on HR Performance. This result means that the better the knowledge-oriented leadership, the better HR Performance will tend to increase. Based on this, the first hypothesis proposed in this study, namely "Knowledge-oriented leadership has a positive effect on HR performance," can be accepted.

2) Hypothesis Testing 2:

H2: Organizational learning has a positive effect on HR performance.

The second hypothesis test was conducted by looking at the estimated coefficient value (original sample) of the influence of Organizational Learning support on HR performance namely 0.388. These results provide evidence that Organizational Learning has a positive influence on HR performance. This is supported by the test results obtained by the t-count value (3,755) is more than the t-table (1.96) with p (0.000) less than 0.05. Thus, the test conclusion can be drawn that Organizational Learning has a positive and significant effect on HR performance. This result means that the better the Organizational Learning, the better HR performance will tend to increase. Based on this, the second hypothesis proposed in this study, namely "Organizational Learning has a positive effect on HR performance," can be accepted.

3) Hypothesis Testing 3:

H3: Knowledge-Oriented Leadership has a positive effect on Organizational Learning

The third hypothesis test was conducted by looking at the estimated coefficient value (original sample) of the influence of knowledge-oriented leadership on Organizational Learning namely 0.575. These results provide evidence that knowledge-oriented leadership has a positive influence on Organizational Learning. This is supported by the test results obtained by the t-count value (9,281) is more than the t-table (1.96) with p (0.000) less than 0.05. Thus, the test conclusion can be drawn that knowledge-oriented leadership has a positive and significant effect on Organizational Learning. This result means that the better the knowledge-oriented leadership, the better Organizational Learning will tend to increase. Based on this, the third hypothesis proposed in this study, namely "Knowledge-Oriented Leadership has a positive effect on Organizational Learning," can be accepted.

1) The discussion that will be presented is as follows:

a. The Influence of Knowledge-Oriented Leadership on HR Performance

Knowledge-oriented leadership has been shown to have a positive and significant influence on HR Performance. This result is supported by the results of previous research which stated that Knowledge-oriented leadership has a positive impact on human resource performance. (Juma et al., 2020)

Knowledge-oriented leadership in this study was measured from the reflection of five indicators, namely the indicator of Being a Role Model, Stimulating learning by challenging employees intellectually, Establishing learning as an integral part (by providing incentives and training), Cultivating a culture that supports learning (by understanding mistakes and encouraging cross-functional and disciplinary collaboration), and Facilitating knowledge transfer (through storage and application mechanisms). These five indicators were proven to be able to improve HR performance which in this study was measured from the reflection of four indicators, namely the indicators of Quantity, Quality, Timeliness, and Effectiveness.

The knowledge-oriented leadership variable shows that the indicator with the highest outer loading value is the leader's ability to encourage learning through intellectual challenges for employees. This means that leaders who can encourage their subordinates to think critically, solve problems creatively, and explore new knowledge play a crucial role in creating a dynamic and innovative work environment. On the other hand, for the human resource performance variable, the indicator with the largest contribution is the quantity aspect, which reflects the amount of work employees are able to complete.

These findings indicate a positive relationship between a leadership style that stimulates intellectual learning and increased work output. The more a leader engages in constructively challenging employee thinking, the higher the resulting productivity. Therefore, a leadership approach that fosters critical thinking and continuous learning can be an effective strategy for driving increased employee performance.

The indicator with the lowest outer loading value in the Knowledge-Oriented Leadership variable is being a role model, while in the Human Resources (HR) Performance variable, the indicator with the lowest value is punctuality in completing work. This finding illustrates that a leader's ability to set an example through positive attitudes, behaviors, and work ethics plays a significant role in encouraging time discipline in the workplace. In other words, the better a leader is able to serve as an example for his subordinates to emulate, the higher the tendency of employees to complete their tasks on time. This reflects the importance of inspirational leadership in shaping an efficient and responsible work culture.

b. The Influence of Organizational Learning on HR Performance

Organizational learning of knowledge has been shown to have a positive and significant influence on HR Performance. These results are supported by several previous studies showing that organizational learning has a significant influence on improving human resource (HR) performance. (Alshammari, 2020; Darma Rosmala Sari & Sukmasari, 2018; Marzuki et al., 2020).

Organizational learning in this study was measured using three indicators: continuous learning opportunities, a culture of knowledge sharing, and involvement in decision-making. These three indicators have been shown to improve HR performance, which in this study was measured by reflecting on four indicators: quantity, quality, timeliness, and effectiveness.

The indicator with the highest outer loading value for the Organizational Learning variable is the opportunity for continuous learning. Meanwhile, for the Human Resource Performance variable, the indicator with the highest value is the quantity of work. These findings indicate that increasing opportunities for continuous learning directly impacts the number of work outcomes achieved by individuals. In other words, the greater employee access and involvement in the continuous learning process, the higher work productivity, as indicated by an increase in the volume or number of successfully completed tasks. This underscores the importance of creating a work environment that supports lifelong learning to encourage optimal employee performance.

The indicator with the lowest outer loading value in the Organizational Learning Variable is knowledge sharing culture, while in the Human Resource Performance Variable, the indicator with the lowest value is punctuality. This finding indicates that a suboptimal knowledge sharing culture has the potential to influence low levels of punctuality in completing work. In other words, if the knowledge sharing culture within an organization can be improved, it will contribute positively to improving the punctuality of human resources in carrying out tasks. This reflects the importance of building a work environment that supports the open exchange of information and knowledge to promote work efficiency and effectiveness.

c. The Influence of Knowledge-Oriented Leadership on Organizational Learning

Knowledge-oriented leadership has been shown to have a positive and significant influence on Organizational Learning. These results are supported by previous research which

states that Knowledge-oriented leadership has been found to be able to improve organizational learning. (Lundqvist et al., 2023).

Knowledge-oriented leadership in this study is measured from the reflection of five indicators, namely the indicator of Being a Role Model, Stimulating learning by challenging employees intellectually, Establishing learning as an integral part (by providing incentives and training), Cultivating a culture that supports learning (by understanding mistakes and encouraging cross-functional and disciplinary collaboration), and Facilitating knowledge transfer (through storage and application mechanisms). These five indicators are proven to be able to improve Organizational Learning as measured by three indicators, namely the indicator of Continuous Learning Opportunities, Knowledge Sharing Culture, and Involvement in Decision Making.

The knowledge-oriented leadership variable shows that the indicator with the highest outer loading value is the leader's ability to stimulate the learning process through intellectual challenges presented to employees. Meanwhile, in the organizational learning variable, the indicator with the strongest contribution is the availability of continuous learning opportunities. These findings indicate that when leaders are able to create a work environment that encourages employees to think critically, solve problems, and develop new understanding, this will have a positive impact on the creation of continuous learning opportunities within the organization. In other words, leadership that facilitates intellectual learning can strengthen a culture of continuous learning within the organization.

The knowledge-oriented leadership variable shows that the indicator with the lowest outer loading value is the aspect of being a role model. Meanwhile, in the organizational learning variable, the indicator with the lowest outer loading value is the culture of knowledge sharing. This finding indicates a mutually influential relationship between the two. The more effective a leader is in setting an example through their attitudes, behaviors, and commitment to learning and knowledge, the stronger the culture of knowledge sharing within the organization. In other words, the role of leaders as role models plays a significant role in building and strengthening knowledge sharing practices among organizational members, which ultimately can improve the organization's overall learning capacity.

4. Conclusion

Based on the proof of the hypothesis and discussion, the answer to the research question is as follows: Knowledge-oriented leadership is proven to have a positive and significant impact on human resource performance. This result indicates that the more skilled a leader is in being a role model, encouraging learning by challenging employees intellectually, making learning an important part through providing incentives and training, building a culture that supports the learning process by understanding mistakes and encouraging cross-functional and disciplinary collaboration, and facilitating knowledge transfer through storage and application mechanisms, the more human resource performance will improve. Organizational Learning is proven to have a positive and significant influence on HR Performance. Effective

organizational learning will increase the Quantity, Quality, Timeliness, and Effectiveness of HR work.

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