MAGISTER MANAJEMEN-UNISSULA
SAMaJ
SULTAN AGUNG MANAGEMENT JOURNAL

Improving Organizational Learning Through Transformational Leadership and Intectual Capital

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Abstract. *This study aims to analyze efforts to enhance Organizational Learning through Transformational Leadership and Intellectual Capital. The population in this research includes all human resources (HR) within the Traffic Directorate (Ditlantas) of the Riau Islands Regional Police, totaling 162 personnel. Due to the limited population size, the study employed a census method, in which the entire population was used as the sample. Data were collected through a closed-ended questionnaire using a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." Data analysis was conducted using the Partial Least Squares (PLS) approach. The results of the study show that: (1) Transformational Leadership has a positive and significant effect on Intellectual Capital, indicating that stronger transformational leadership leads to better intellectual capital; (2) Transformational Leadership also has a positive and significant effect on Organizational Learning, suggesting that an inspiring and visionary leadership style enhances organizational learning processes; and (3) Intellectual Capital has a positive and significant effect on Organizational Learning, meaning that higher levels of knowledge, skills, and structured systems within the organization contribute to stronger learning capabilities.*

Keywords: *Capital; Intellectual; Leadership; Transformational.*

1. Introduction

In an era marked by rapid change, organizations are required to possess adaptive learning capabilities to face external and internal challenges. This capability, known as organizational learning, is a crucial element in enhancing organizational competitiveness and sustainability. Organizational learning plays a role not only in optimizing decision-making processes but also in generating innovation and strengthening an organization's ability to adapt to environmental changes. However, effective implementation of organizational learning requires support from various internal factors, including visionary leadership and optimal utilization of intellectual capital.

Organizational learning plays a central role in developing knowledge and skills essential for operating an effective organization (AL-Qahtani & Ghoneim, 2013). Therefore, learning must

be carried out both reflectively in practice and from experience (Argote & Miron-Spektor, 2011; Lin et al., 2022). A learning organization is necessary for employees to develop their ideas, share knowledge, and engage in proactive behaviors for better ways of doing their jobs (Argote, 2012). Current issues in organizational learning include: diverse conceptualizations, changing features over time, and the increasing importance of learning for organizations (Brix, 2019).

Based on the researcher's observations, organizational learning at the Riau Islands Regional Police Traffic Directorate (DITLANTAS) can be seen from the limitations in knowledge transfer, adaptation to change, and implementation of innovation in police duties. Based on internal data, there are still a number of personnel who have not optimally utilized the digital-based traffic information system, which plays a crucial role in improving the efficiency of public services. In addition, the results of the performance evaluation indicate that training and competency development are not evenly distributed across all ranks, where most training is only attended by certain personnel, resulting in a skills gap in the implementation of technology-based policies. The lack of a culture of knowledge sharing among personnel is also a challenge, where experience and insights from seniors are not fully distributed to more junior members, hampering the effectiveness of organizational learning.

Rapid changes in work organizations demand a learning process to foster and improve behavior, knowledge sharing, and a willingness for organizational learning. Employees need the support of organizational leaders who provide opportunities for their subordinates and a supportive organizational culture (Kim & Park, 2020). The role of leadership is very strategic because leaders are the originators of goal ideas, plan, organize, and control all organizational resources so that goals can be achieved effectively and efficiently (Imran et al., 2016).

In developed and developing countries, there is perhaps the greatest need for organizations to manage and enhance their intellectual capital because it is one of the key resources not reflected in the balance sheet but has a significant impact on the overall productivity of the company to add value ("The Dynamics of Intellectual Capital in Current Era," 2021). Dynamic organizations are more concerned with finding ways that facilitate the enhancement of intellectual capital to improve the quality of their services (Chahal & Bakshi, 2015). The success of an organization lies in the retention and utilization of the potential of intellectual capital for future survival in a competitive corporate world (Mujid Attar et al., 2019). Intellectual capital is an intangible asset of the organization, and it must be utilized to improve the overall performance of the organization in particular (Slimene et al., 2022).

Intellectual capital Intellectual capital is an intangible asset owned by an organization that can influence the performance of an organization (Brennan & Connell, 2000). Intellectual capital contains components of human capital, structural capital, and customer capital (Marr et al., 2004). Human capital contains the abilities possessed by organizational members, then structural capital contains management knowledge within the organization and customer capital contains networks and good relationships with others (Petty & Guthrie, 2000).

Transformational leadership consists of a deep relationship between leaders and their subordinates that has the potential to influence human resources to carry out orders or work happily without coercion (Bednall et al., 2018). Transformational leaders create new perspectives, prepare and develop concepts, and prepare their staff by encouraging them and inspiring commitment and responsibility, using factors and elements in a way that ensures the survival and growth of the organization (Gagel, 2017). These leaders have the ability to operate effectively in complex and risky situations, as well as prepare themselves and their employees to take appropriate actions when facing potential challenges and opportunities (Wanasida et al., 2021).

2. Research Methods

The type of research used in this study is explanatory research, which aims to determine the relationship between two or more variables (Sugiyono, 2018). This research aims to explain hypothesis testing with the aim of confirming or strengthening the hypothesis, which in turn can strengthen the theory used as a basis. In this case, the research examines the influence of transformational leadership, intellectual capital, and organizational learning.

3. Results and Discussion

Descriptive respondent analysis is a data processing process that aims to provide an overview or summary of the characteristics of respondents in a study or survey. Respondent characteristics are a general description of the respondents containing the criteria that will be given to the research subjects. The respondent data for this study were obtained from the results of questionnaire distribution. The research was carried out by distributing research questionnaires from March 10 to 26, 2025, to all personnel at the Traffic Directorate Office of the Riau Islands Regional Police. The results of the research questionnaire distribution obtained a total of 162 questionnaires that were completely filled out and could be processed. The description of the respondents can be presented according to the following respondent characteristics:

1) Gender

The profile of respondents who participated in this study can be described according to gender factors as follows:

Table Respondent Characteristics Data by Gender

Gender	Frequency	Percentage
Man	142	88
Woman	20	12
Total	162	100.0

Source: Data processing results, 2025.

The data presented in Table above shows that the majority of respondents were male, namely 142 respondents (88%), while female respondents were 20 respondents (12%). Differences between male and female personnel are often associated with several factors, both in

biological, social, and cultural aspects that influence work methods and interactions in the work environment. The large number of male personnel is one of the supports for organizational service performance, because the duties of personnel at the Riau Islands Regional Police Traffic Directorate Office require physical abilities and great responsibility.

2) Age

The profile of the respondents who participated in this study can be described according to age level as follows:

Table Respondent Characteristics Data by Age

Age	Frequency	Percentage
25 - 30 years	53	33%
31 - 40 years old	50	31%
41 - 50 years old	33	20%
51 - 60 years	26	16%
Total	**162**	**100.0**

Source: Data processing results, 2025.

From the data presented in Table above, it can be seen that in terms of age, the largest number of respondents were aged 31-40 years, with 50 respondents (31%). Respondents aged 25-30 years were 53 respondents (33%), 41-50 years were 33 respondents (20%), and 51-60 years were 26 respondents (16%). Based on these findings, it can be seen that the majority of respondents were between 25-30 years old. At this age, personnel generally have a lot of experience and expertise. This maturity makes personnel wiser in making decisions when serving in the field.

3) Last education

The profile of the respondents who participated in this study can be described according to their last level of education as follows:

Table Respondent Characteristics Data According to Last Education

Education	Frequency	Percentage
High School/Vocational School	116	72%
Diploma		0%
Bachelor degree	33	20%
Postgraduate Masters	11	7%
Total	**162**	**100.0**

Source: Results of data processing, 2025.

Based on Table above, it can be seen that the majority of respondents (33 respondents) had a bachelor's degree (S1). 116 respondents (72%) had a high school/vocational high school education, and 11 respondents (7%) had a master's degree. These data indicate that, in general, personnel have a higher educational background. This enables personnel to possess the competencies and knowledge necessary to carry out their duties in accordance with their expertise.

4) Years of service

The profile of the respondents who participated in this study can be described according to their length of service as follows:

Table Respondent Characteristics Data According to Length of Service

Years of service	Frequency	Percentage
<5 years	58	35.8
5 - 10 years	63	38.9
11 - 15 years	23	14.2
> 15 years	18	11.1
Total	162	100.0

Source: Primary Data Processing Results, 2025.

Table shows that the majority of respondents (63 respondents) have worked for between 5 and 10 years. Personnel with this length of service typically demonstrate a strong enthusiasm for learning and are proactive in developing their competencies. Personnel at this age level generally have experience in various field assignments. They are able to make quick decisions in the field because they are accustomed to dealing with complex and unpredictable situations.

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 providing a weighted assessment for 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. Furthermore, from this scale, the data will be categorized into 3 groups. To determine the score criteria for each group, it can be calculated as follows (Sugiyono, 2017):

Highest score = 5

Lowest score = 1

Range = Highest score – lowest score = 5 - 1 = 4

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:

Table Description of Research Variables

No	Variables and indicators	Mean

			Standard Deviation
1	**Transformational leadership**	**3.88**	
	a. *Idealized Influence (Charisma)*	3.90	0.73
	b. *Intellectual stimulation*	3.86	0.75
	c. *Individualized Consideration*	3.88	0.68
	d. Inspirational Motivation	3.89	0.69
2	**Intellectual Capital**	**3.85**	
	a. Human capital	3.90	0.84
	b. Structural capital (or organizational capital)	3.80	0.90
	c. Relational capital (customers)	3.85	0.86
3	**Organizational Learning**	**3.90**	
	a. *Commitment to learning*	3.91	0.72
	b. *Open-mindedness*	3.89	0.70
	c. *Shared vision*	3.91	0.73

Table shows that the overall mean value of the Transformational Leadership variable data, 3.88, falls within the high/good category (3.67–5.00). This means that the superior uses good Transformational Leadership. The results of the data description for the Transformational Leadership variable show that the highest mean value is the indicator *Idealized Influence (Charisma)* (3.90) and the lowest on the indicator *Intellectual stimulation* (3.86).

The overall mean value for the Intellectual Capital variable was 3.85, which falls into the high/good category (3.67 – 5.00). This means that respondents felt they had good Intellectual Capital. The data description for the Intellectual Capital variable showed that the highest mean value was for the Human Capital indicator (3.90) and the lowest for the Human Capital indicator (3.90). Structural capital (or organizational capital) (3.80).

For the Organizational Learning variable, the overall mean value was 3.90, which is in the good category (3.66 – 5.00). This means that the respondents have good Organizational Learning. The results of the data description for the Organizational Learning variable obtained two highest indicators with the same mean value (3.91), namely the indicator *commitment to learning* and shared vision indicators. Meanwhile, the lowest mean value was found at indicator *open-mindedness* (3.89).

Multicollinearity testing is necessary before hypothesis testing. Multicollinearity is a condition in which there is a high or perfect correlation between independent variables in a regression model. Multicollinearity can cause inaccurate parameter estimates regarding the influence of each variable on the outcome variable. Multicollinearity testing can be performed by examining the Collinearity Statistics (VIF) values in the inner VIF values. If the inner VIF is <5, it indicates no multicollinearity.

Table Multicollinearity Test Results

	VIF
Intellectual Capital -> Organizational learning	1,323

Transformational leadership -> Intellectual Capital	1,000
Transformational leadership -> Organizational learning	1,323

Source: Smart PLS 4.1.0 data processing (2025)

Based on the results above, it can be seen that the VIF values for all variables are below 5. This means that there are no multicollinearity issues in the resulting model. Therefore, the analysis can proceed with hypothesis testing.

The Goodness of Fit (GoF) Criteria test is used to evaluate the structural model and measurement model. The GoF test is conducted to test the goodness of fit of the structural model or inner model. Assessment of the inner model means evaluating the relationship between latent constructs by observing the estimated results of the path parameter coefficients and their significance levels (Ghozali, 2011). In this study, the goodness of fit test of the structural model is evaluated by considering R-square (R2) and Q2 (predictive relevance model). Q2 determines how well the model produces the observed values. The coefficient of determination (R2) of all endogenous variables determines Q2. The magnitude of Q2 has a value in the range of 0 to 1 and indicates that the closer it is to 1, the better the model formed.

The table below shows the results of calculating the coefficient of determination (R2) for both endogenous variables.

Table Coefficient of Determination (R-Square) Value

	R-square	R-square adjusted
Intellectual Capital	0.244	0.239
Organizational Learning	0.453	0.446

Source: Smart PLS 4.1.0 data processing (2025)

Table above shows the coefficient of determination (R-square) value obtained in the Organizational Learning variable model of 0.453. This value can be interpreted as meaning that the Organizational Learning variable can be explained by the Transformational Leadership and Intellectual Capital variables by 45.3%, while the remaining 54.7% is obtained from the influence of other variables not included in this research model.

The coefficient of determination (R-square) in the Intellectual Capital variable model is 0.244. This means that Intellectual Capital can be influenced by Transformational Leadership by 24.4%, and the remaining 75.6% is obtained by the influence of other variables not included in this research model.

The Q-Square (Q2) value is one of the tests for assessing the goodness of fit of a structural model, indicating how well the observed values generated by the model and its parameter estimates align. A Q2 value > 0 indicates the model has predictive relevance, while a Q2 value < 0 indicates that the model lacks predictive relevance. Q2 values of 0.02, 0.15, and 0.35 indicate weak, moderate, and strong fit, respectively (Ghozali & Latan, 2015). The Q-Square value for this study's structural model can be obtained from the results of the blindfolding PLS calculation as follows:

Table Q-Square Value

	SSO	SSE	Q^2 (=1-SSE/SSO)
Intellectual Capital	486,000	393,009	0.191
Organizational Learning	486,000	339,272	0.302

The Q-square (Q2) calculation yielded a Q-square value of 0.302 for the Organizational Learning variable, and a Q-square value of 0.302 for the Intellectual Capital variable. These values are greater than 0.15, indicating the model has moderate predictive relevance. These values are greater than 0.15, indicating the model has moderate predictive relevance. All Q2 values are above 0, indicating a good fit with the data. This means that the estimated parameter values generated by the model correspond to the observed values.

Research hypothesis testing was conducted to determine whether the hypothesis was accepted or not. The testing procedure was carried out by comparing the calculated t-test with the t-table, assuming that the calculated t-test 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.

Table *Path Coefficients* Direct Influence

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Intellectual Capital -> Organizational learning	0.444	0.442	0.076	5,844	0.000
Transformational leadership -> Intellectual Capital	0.494	0.495	0.059	8,417	0.000
Transformational leadership -> Organizational learning	0.332	0.334	0.083	4,016	0.000

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

Based on the results of the data processing presented above, the testing for each research hypothesis can be explained further, namely:

1) Hypothesis Testing 1:

H1: The better the transformational leadership, the better the intellectual capital.

The first hypothesis test was conducted by examining the estimated coefficient value (original sample) of Transformational Leadership's influence on Intellectual Capital, which was 0.494. This result provides evidence that Transformational Leadership has a positive influence on personnel's work-life balance. The t-test results confirmed these findings, where the calculated t-value (8.417) was greater than the t-table (1.96) with p (0.000) less than 0.05. The conclusion of the test is that Transformational Leadership positively and significantly influences Intellectual Capital. This result means that the better Transformational Leadership, the more Intellectual Capital will tend to increase. Based on this, the first hypothesis proposed

in this study, namely "The better Transformational Leadership, the better Intellectual Capital" can be accepted.

2) Hypothesis Testing 2:

H2: The better the transformational leadership, the better the organizational learning process.

The second hypothesis test was conducted by examining the estimated coefficient (original sample estimate) of the influence of Transformational leadership on Organizational Learning, which was 0.332. This result provides evidence that Transformational leadership has a positive influence on Organizational Learning. The t-test results confirmed this finding, where the calculated t-value (4.016) was greater than the t-table (1.96) with p (0.000) less than 0.05. The conclusion of this test is that Transformational leadership positively and significantly influences Organizational Learning. This result means that the better Transformational leadership, the higher Organizational Learning will tend to be. Based on this, the second hypothesis proposed in this study is "The better the transformational leadership, the better the organizational learning process." acceptable.

3) Hypothesis Testing 3:

H3: The better the intellectual capital, the better the organizational learning.

The third hypothesis test was conducted by examining the estimated coefficient (original sample estimate) of the influence of Intellectual Capital on Organizational Learning, which was 0.444. This result provides evidence that Intellectual Capital has a positive influence on Organizational Learning. The t-test results confirmed this finding, where the calculated t-value (5.844) was greater than the t-table (1.96) with p (0.000) less than 0.05. The conclusion of this test is that Intellectual Capital positively and significantly influences Organizational Learning. This result means that if Intellectual Capital improves, Organizational Learning will tend to increase. Based on this, the third hypothesis proposed in this study, namely 'The better Intellectual Capital, the better Organizational Learning', can be accepted.

A summary of the results of the hypothesis testing in this study is presented in full in table.

	Hypothesis	t value	p-value	Conclusion
H1	The better the transformational leadership, the better the intellectual capital.	8,417	0.000	Accepted
H2	The better the transformational leadership, the better the organizational learning process.	4,016	0.000	Accepted
H3	The better the intellectual capital, the better the organizational learning.	5,844	0.000	Accepted

Description: The hypothesis is accepted if t>1.96 and p value <0.05
Source: Results of data processing with Smart PLS 4.1.0 (2025)

1) Analysis of the Indirect Effect of Transformational Leadership on Organizational Learning through the Mediation of Intellectual Capital

The indirect effect test was conducted to determine the influence of an exogenous variable (Transformational Leadership) on an endogenous variable (Organizational Learning) through an intervening variable, namely Intellectual Capital. The indirect effect of Transformational Leadership on Organizational Learning through the mediation of Intellectual Capital is depicted in the following path diagram:

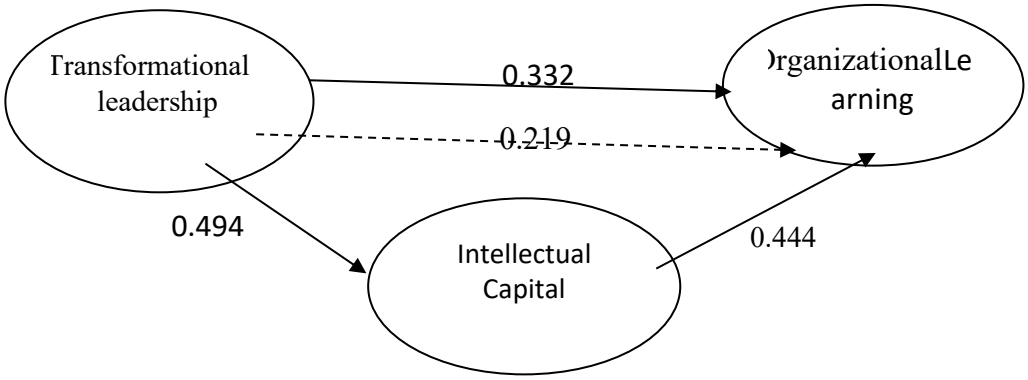

Figure Path Coefficient of the Influence of Transformational Leadership on Organizational Learning through Intellectual Capital

Information:		
▼	:	Direct influence
·	:	Indirect influence

The results of the indirect influence test from the calculation results with smartPLS can be presented in the following table.

Table Indirect Effect Test Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Transformational leadership -> Intellectual Capital -> Organizational learning	0.219	0.220	0.051	4,340	0.000

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

The mediating effect of Intellectual Capital in relation to Transformational Leadership variable on Organizational Learning is known to be 0.219. The results of the indirect effect test produced a t-test of 4.340 (t>1.96) with p = 0.000 <0.05. The conclusion of the test is that Intellectual Capital mediates the influence of Transformational Leadership on Organizational Learning. This means that Transformational Leadership implemented by superiors will provide meaningful support for personnel.

Transformational leadership Prioritize the values of integrity, compassion, a meaningful vision, and respect for work-life balance. Spiritual leaders tend to foster a harmonious work environment and provide emotional and spiritual support to subordinates. This support helps civil servants feel valued not only as workers but also as individuals, enabling them to better manage their time and energy between work and personal life.

Discussion:

1) The influence of transformational leadership on intellectual capital

Transformational leadership has been shown to have a positive and significant impact on intellectual capital. This result indicates that the better the transformational leadership, the more likely it is that intellectual capital will increase. The t-test results confirm previous research findings that found transformational leadership significantly impacts intellectual capital (Asif, 2020).

The measurement of the Transformational Leadership variable in this study reflects four indicators: Idealized Influence (Charisma), Intellectual Stimulation, Individualized Consideration, and Inspirational Motivation. Meanwhile, the measurement of the Intellectual Capital variable in this study reflects three indicators: Human Capital, Structural Capital (or Organizational Capital), and Relational Capital (Customers).

The measurement results for the Transformational Leadership variable show that the indicator with the highest outer model value is Idealized Influence (charisma). Meanwhile, for the Intellectual Capital variable, the indicator with the highest outer model value is Human Capital. These findings indicate that the stronger a leader's charisma, the higher the quality and capability of human resources within the organization. This means that leaders who are able to serve as role models and provide positive personal influence will encourage an increase in the knowledge, skills, and competencies of individuals within the organization. This demonstrates the importance of an inspirational leader figure in shaping and developing superior human capital.

On the other hand, the indicator with the lowest outer model value for the Transformational Leadership variable is Intellectual Stimulation, while for the Intellectual Capital variable, the lowest indicator is Structural Capital. These results indicate a positive relationship between a leader's ability to stimulate critical and innovative thinking and improving the quality of organizational systems, procedures, and structures. This means that when leaders are able to encourage organizational members to think creatively and find new solutions, an adaptive, systematic, and knowledge-based work environment will be created, which strengthens the organization's structural capital.

2) The influence of transformational leadership on organizational learning

Transformational leadership has been shown to have a positive and significant influence on organizational learning. This result means that the better the transformational leadership, the

higher the organizational learning will tend to be. The t-test results confirm the findings of previous research which stated that Transformational leadership has a significant positive effect on organizational learning (Setyowati et al., 2021)

The measurement of the Transformational Leadership variable in this study is a reflection of four indicators: Idealized Influence (Charisma), Intellectual Stimulation, Individualized Consideration, and Inspirational Motivation. Meanwhile, the measurement of the Organizational Learning variable in this study is measured by the reflection of three indicators: Commitment to learning, Open-mindedness, and Shared vision.

Based on the measurement results, the indicator with the highest outer model value in the Transformational Leadership variable is Idealized Influence (Charisma). Meanwhile, in the Organizational Learning variable, the indicator with the highest outer model value is Shared Vision. This finding indicates that the stronger the charisma displayed by a leader, the higher the level of shared vision shared by organizational members. This means that leaders who are able to serve as role models and demonstrate high moral exemplars and integrity will be more effective in building shared vision and shared goals among organizational members, which is the core of continuous organizational learning.

On the other hand, the indicator with the lowest outer model value for the Transformational Leadership variable is Intellectual Stimulation, and for the Organizational Learning variable, the indicator with the lowest value is Commitment to Learning. These results indicate that when leaders are able to encourage organizational members to think critically, creatively, and be open to new ideas (intellectual stimulation), individual and group commitment to the learning process will increase. This means that a leadership style that stimulates innovative and unconventional thinking can strengthen an organization's commitment to creating an adaptive and progressive learning environment.

3) The influence of intellectual capital on organizational learning

Intellectual capital has been shown to have a positive and significant effect on organizational learning. This result suggests that as intellectual capital improves, organizational learning tends to increase. These results corroborate previous research findings that human capital, innovation capital, process capital, and customer capital all significantly enhance organizational learning (Lin et al., 2022).

The measurement of the Intellectual Capital variable in this study is a reflection of three indicators: human capital, structural capital (or organizational capital), and relational capital (customers). Meanwhile, the measurement of the Organizational Learning variable in this study is measured by reflecting three indicators: Commitment to learning, Open-mindedness, and Shared vision.

The results of measurements on the Intellectual Capital variable indicate that the indicator with the highest outer model value is human capital. Meanwhile, for the Organizational Learning variable, the indicator with the highest outer model value is shared vision. These

findings indicate that the higher the quality and capacity of human capital within an organization, encompassing employee knowledge, skills, and experience, the stronger the shared vision and direction of goals shared by organizational members. This means that investment in human resource development directly contributes to the creation of a unified organizational vision, which is a crucial foundation for effective organizational learning.

On the other hand, the indicator with the lowest outer model value for the Intellectual Capital variable is structural capital, which encompasses the organization's systems, procedures, databases, and infrastructure. Meanwhile, for the Organizational Learning variable, the indicator with the lowest outer model value is commitment to learning. These results indicate that when an organization has strong and well-organized structural capital, it also fosters a strong commitment from individuals and teams to continuously learn and improve their capacity. This means that the existence of an organizational system that supports learning will foster a culture of continuous learning in the workplace.

4. Conclusion

This study aims to analyze how to improve organizational learning through transformational leadership and intellectual capital. The answers to the research questions that arise are: Transformational leadership has been shown to have a positive and significant impact on intellectual capital. This means that the better the transformational leadership, the more likely it is that intellectual capital will increase. Transformational leadership has been shown to have a positive and significant impact on organizational learning. This means that the better the transformational leadership, the higher the organizational learning rate. Intellectual Capital has been shown to have a positive and significant impact on organizational learning. This means that as intellectual capital improves, organizational learning tends to increase.

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