

INVESTIGATING THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN CREATING A LEARNING ORGANIZATION IN A PRIVATE UNIVERSITY

Rina Anindita¹
Desy Prastyani¹

Economic and Business Faculty, Universitas Esa Unggul, Indonesia
rina.anindita@esaunggul.ac.id

Abstract

Learning organizations play a role in preparing a knowledge-based university to advance in the growing competition between universities, primarily in terms of facing rapid changes. Learning organizations empower an organization to create an open-minded work culture, to improve its members' creative thinking, to utilize their knowledge and to encourage themselves in the fact that they can create solutions for any obstacles that they encounter in the organization itself. The study aims to test the effect of transformational leadership style, the organizational climate and organizational citizenship behavior (OCB) on learning organization. The population in the study consisted of full-time lecturers in a number of private universities in the Jakarta and West Java areas with the final sample being 200 permanent lecturers gathered from the questionnaire distribution. An SEM tool was used in the data analysis. The results of the study show that positive transformational leadership style has significant positive effect on the learning organization either through OCB or simultaneously. On the other hand, organizational climate has a more significant effect through OCB on learning organization. The current study thus points out that a more active transformational leadership style along with the OCB that is generated by the lecturers, and the organizational climate in the universities through OCB, is able to increase the learning organization. However, organizational climate has no effect concerning growing learning organization in private universities. In order to grow the learning organization in private universities, it is expected that the universities will involve the lecturers in all activities. Furthermore, the universities are also expected to set clear policies and structures and to support the lecturers to allow them to develop their knowledge and skills. The purpose of this support is to improve the lecturers' work performance and to give appreciation to the lecturers who will be able to excel at their competencies.

Keywords: transformational leadership style, organizational climate, organizational citizenship behavior, learning organization, private university

Introduction

Learning is not only viewed as a strategy development in human resources. It is also the essential part of each job division and system in an organization. Individual intelligence in an organization on every level such as at the individual, in a group and within the organization is combined with the improvement of the organizational system, technology optimization, human empowerment and knowledge management (Marquardt, 2002). An organization's ability to update its knowledge through learning is essential as the organization will be more adaptable and can compete with other organizations. Human resources plays role in the adoption of any changes that occur. An organization also plays an important role in encouraging any innovations and the organization's ability of absorbing new knowledge. Universities are one of the organization types that apply learning organization as its foundation. A university facilitates an educational process where there is a systematic, well-planned rationale and well-organized collaboration. It is expected that universities play a major role in improving a nation's competitiveness through knowledge development and utilization. This is in addition to art and technology optimization. A private university is a national education instrument that facilitates and develops higher education, which includes knowledge development.

A learning organization is an effective instrument to use to manage changes. In order to promote learning organization in a university, it involves the role of human resources such as lecturers. All available resources in a university have their own characteristics that generate work performance for the university. Organizational Citizenship Behavior (OCB) plays a major role in organizational function. Cooperativeness and a sense of teamwork, of which not included formally as required attributes, have become important factors in terms of organizational function (Robbin, 2008). OCB contributes to the effectiveness of organizational function. OCB is a part of organizational behavior that has cooperative, attentive and accommodating attributes (Luthans, 2006). OCB is characterized by any undertaken efforts based on the employees' insights that give an advantage to the organization without anticipating rewards (Shweta and Sriarang, 2009). The employees' involvement to help each other voluntarily to a greater or lesser degree contributes to the institution in terms of facilitating knowledge development and to expand their insights. Accordingly,

it promotes learning organization in the institution. OCB affects the organizational effectiveness such as improving their coworkers' productivity and managerial skills, and upgrading the organization's capability to adapt to changes in their surroundings (Podsakoff et al., 2000).

Organizational climate is the values perceived by the members of an organization that greatly affect the members' productivity, performance, job satisfaction, organizational commitment, organizational behavior, energy, and how it boosts group work success. Furthermore, a favorable organizational climate markedly affects its employees' citizenship behavior. Therefore, it needs there to be good cooperation between the members of an organization. A favorable work environment enables an individual to set one's own personal vision, so an individual can help an organization to achieve its goal and also its vision and mission. As for a university, lecturers play a major strategic role in improving education quality and their main duty is to nurture the learning organization. The lecturers' roles is multidimensional and the role consists of a series of successive stages based on education levels, such as educators, leaders, servicers, supervisors, motivators and trustworthy sources. Regarding multiple roles that the lecturers have to handle, their involvement in an organization to maintain and develop education quality is desirable. An individual's success to develop oneself in an organization is affected by some factors, one of which is OCB.

Previous studies have focused on the relation between transformational leadership style and learning organization. For examples, the studies conducted by Teng and Hassan (2015), Dajani and Mohamad (2016), Pimapunsri (2014) and Rijal (2016) have investigated the transformational leadership style and learning organization variables using different research objects to the current study. Furthermore, the study conducted by Messara and El Kassar (2013), Celik et al (2016) and Jaavari et al (2012) investigated the relation and effects of organizational climate on learning organization by choosing employees as the respondents which is different from the employees chosen for the respondents in the current study. The OCB and learning organization variables that were investigated in previous studies such as those conducted by Yahaya (2011) and Judipat et al (2014) chose different respondents to the current study as well. The research objects in the previous studies focused on manufacturing companies, banks and private universities. However, the previous studies investigated the effects of transformational and transactional leadership style on learning organization. Additionally, the previous studies did not focus on investigating the variables used in the current study.

Based on the aforementioned background and previous studies, the current study aims to investigate the effects, if any, between transformational leadership style and organizational climate on the learning organization through organizational citizenship behavior mediation. The object of the current study was private universities and the researchers used permanent lecturers as the respondents from the Jakarta and West Java areas.

Literature Review: Relationship Variables and Hypotheses Development

Every organization will face challenges in terms of changes and stability. During the change, the leader of each organization starts up the process and applies different leadership styles. However, a good leader should be able to identify and adopt the leadership styles that align with the ongoing situation. A leader who is communicative and who has set a vision can encourage the organization and its members to understand the purpose of learning organization (Rijal, 2010). A leader who has the capability to perform a breakthrough can promote a huge transformation in an individual and in the organization as a whole. This character is attained by applying the transformational leadership style that generates change and improvement in the organization so it goes on to shape the organization as a learning organization. According to Dajani and Mohamad (2016), the transactional leadership style has a higher strength of effect on the increase of learning organization in public universities, whereas learning organizations in private universities are affected by the transformational leadership style. The difference occurs as there is a dissimilar organizational culture between the two types of university.

Based on the aforementioned explanation, the hypothesis proposed is:

H₁: Transformational leadership style can create learning organization.

The achievement of the organization's goal is not separated from the role of every component in it. The leader of the organization directs all members to execute tasks that enable them to accelerate the process of achieving the goal. OCB in an organization is often related to the success of leaders in guiding other members in their workplace. According to Malik et al (2016), leadership style contributes significantly to increasing the OCB. Leadership is one of the factors that affect OCB, as a lack of effective leadership causes setbacks in the organization. OCB binds both the leaders and employees in a non-precise manner so it promotes a particular attitude and behavior that is aligned with an organization's vision, mission and strategy (Zabihi et al., 2012). In addition, Shah et al (2016) underlines that transformational leadership has a positive correlation in terms of affecting the employees in order for them to generate

OCB, as it has the characteristic of giving freedom to the employees to allow them to state their ideas and to explore their initiatives so then the organization's mission, vision and goal is achieved successfully.

The study conducted by Haghghi (2016) points out that an individual consideration has the highest correlation in terms of performing OCB. An organization and its managers have to take any action that induces the gradual progress to create OCB as it occurs through permanent and time-consuming procedures. The socialization process to convey the vision and mission from a leader to the whole organization through OCB needs appropriate leadership so then it can grow strong OCB.

Based on the aforementioned explanation, it has been identified that the transformational leadership style is more appropriate to create OCB than any other leadership style. Therefore, the hypothesis that this study has proposed is:

H₂: Transformational leadership style creates an organizational citizenship behavior culture.

In order to deal with competition, a company has to be able to change gradually into an upgraded organization. Through learning organization, a company is able to develop its capability to adapt and upgrade itself continuously by promoting a learning environment that includes individual and organizational learning (Robbins and Judge, 2011). Moreover, in the business world, adopting learning organization principles is considered to be an effective way to deal with world change. The organizational climate affects the employees' behavior when promoting learning organization. According to Mesarra and El-Kassar (2013), organizational climate affects multiple learning organizations and it has a relation to organizational phenomenon such as commitment, leadership behavior, work performance, job satisfaction, productivity, motivation and the interaction quality of a work group. A supportive organizational climate will generate a positive atmosphere to promote an organization in increasing its learning organization. A study conducted by Celik et al (2016) found that there is a positive and meaningful correlation between share vision and organizational climate in terms of learning organization. Organizational climate is one of the prominent elements in the learning organization (Samad, 2004). In addition, Samad (2004) underlined that a creative and committed organizational climate has a significant positive effect on learning organization. Furthermore, Jaavari et al. (2012) also showed there to be similar results, in that organizational climate affects learning organization.

Based on the aforementioned explanation, the hypothesis proposed is:

H₃: Supportive organizational climate will promote learning organization

Lecturers, as the human resources in the teaching and education field in universities, are expected to not only focus on the productivity-oriented achievement of a teaching syllabus, but to also focus on having an excellent work performance and extended contribution through the existence of a pattern of working behavior that is above the formal requirement. A favorable response from an organization to any employees that apply OCB will encourage other employees to perform the OCB as well, not to mention the employees' positive perception of the organizational climate that generates OCB when the organization is able to promote it. Ghanbari and Eskandari (2013) conducted a study with results that showed there to be a significant positive correlation between organizational climate and work motivation toward OCB. The result depicted that when the climate in an organization is positive, the employees will be encouraged to do voluntary actions for their organization. When the employees are appreciated by their company, they will do the same for the company. This is in accordance with Suresh and Venkatammal (2010), who stated that organizational climate refers to the acts that affect both an individual and a group, such as appreciation and interpersonal relationships. There is a difference between how OCB is manifested by female and male employees, which was also found by Gholami et al (2015), who underlined that male employees tend to increase their OCB by extending their working hours longer than female employees. The aforementioned study was conducted on the staff of Imam Khomeini Hospital in Iran. Furthermore, the relation between organizational climate and OCB culture showed a significant positive correlation. Therefore, when the climate in an organization is positive, it generates positive effects on the OCB as applied by the employees.

Based on aforementioned explanation, the hypothesis proposed is:

H₄: Supportive organizational climate will increase organizational citizenship behavior.

Learning organization is unattainable without the employees' involvement. This is as they have the key role in the learning organization. Employees have to keep on learning, adapting and depending on the other employees in an organization. The existence of a strong OCB culture within each member of an organization promotes the existence of the learning organization itself. This was proven by a study conducted by Yahaya et al (2011) that stated there is a significant positive correlation between OCB and the learning organization in an environmental organization in Malaysia. The aforementioned study stated that there are three dimensions of OCB that have a high correlation in terms of the learning organization criteria. In other words, the stages involved in OCB can increase learning organization. Therefore, secure OCB stability will help to create a competent and successful generation in an organization. Similar results were also pointed out in a study conducted by Judipat et al (2014), in that four out of the

seven dimensions contribute dominantly to learning organization. The study, which was conducted on hotel staff in the southern area of Nigeria, underlined that the management has to generate behavior that will promote the OCB dimensions that lead to the increase of learning organization in order to develop the hotel.

Based on the aforementioned explanation, the hypothesis proposed is:

H5: Organizational citizenship behavior will increase learning organization.

Based on the relationship between the variables above, the research framework is as follows:

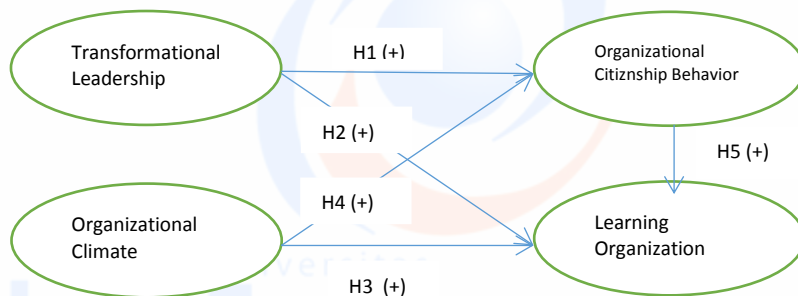


Figure 1. Research Framework

Research Method

The data in the current study was collected through a questionnaire that was distributed in August 2018. The population that was examined in the current study consisted of permanent lecturers who worked in a number of private universities in the Jakarta and West Java areas, Indonesia. The sampling method used was non-probability sampling and purposive sampling. The total sample consisted of 200 senior lecturers. The data was analyzed using a Structural Equation Model (SEM) with the 200 respondents attained from the survey.

Measurement (Operational Variables)

The current study aimed to investigate the effects of leadership style, organizational climate and OCB on learning organization. Based on the attained structure, the current study also investigated the effect of OCB as the mediation variable between transformational leadership style and organizational climate on learning organization. The transformational leadership style adopted four dimensions from Bass and Avolio (1985), namely idealized influence, individualized consideration, inspiration motivation and intellectual stimulation. The organizational climate dimension variable was adopted from Litwin and Stringer (2002), which consists of structure, responsibility, warm and support, rewards, conflict and organizational identity. Furthermore, OCB adopts dimensions from Podsakoff (2002), which consists of sportsmanship, civic virtue, helping behavior, organizational loyalty, organizational compliance, individual initiative and self development. Next, the learning organization variable adopts four dimensions from Watkins and Marsick (2003), namely continuous learning, inquiry and dialogue, feedback, team learning, empowerment, embedded system and system connection. All indicators went through a validation test and reliability test using Factors Analysis, the Keiser Mayer Olkin and Bartlett test and Cronbach's Alpha test.

Results and Discussion

Based on the analysis of goodness of fit, it was determined that the test score showed a sufficient fit. The results are that the Chi square value, ECVI, AIC and CAIC, NFI and Goodness of Fit index determined there to be a good fit criterion. Accordingly, it can be concluded that the goodness of fit model has been fulfilled. Below is the path diagram, Figure 2, which describes the results.

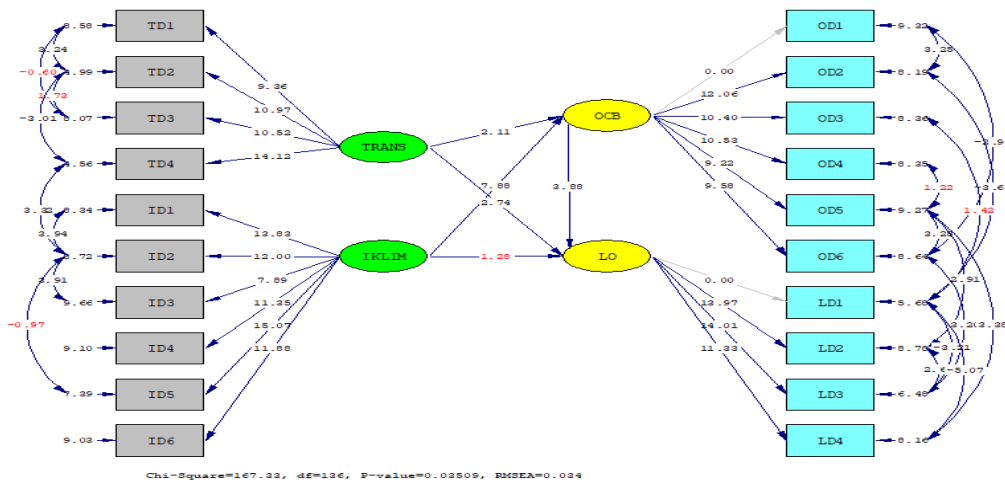


Figure 2. Path Diagram

The table below shows the hypotheses results based on the investigation.

Table 1. Hypotheses Tests

Hypotheses	Description	t-value	Results
H1	Transformational leadership style can create learning organization	2.74	Hypothesis supported by the data
H2	Transformational leadership style creates organizational citizenship behavior culture	2.11	Hypothesis supported by the data
H3	A good organizational climate will promote learning organization	1.28	Hypothesis not supported by the data
H4	A supportive organizational climate will increase organizational citizenship behavior	7.88	Hypothesis supported by the data
H5	Organizational citizenship behavior will increase learning organization	2.88	Hypothesis supported by the data

For the first hypothesis (H₁) test, it was found that the results analysis supports the hypothesis. This indicates that the transformational leadership style can create learning organization. It also shows that a transformational leadership style that understands its members, that promotes an efficient teaching technique and that helps its employees to think efficiently will be able to create learning organization in the university. This finding supports the result of a study conducted by Rijal (2010) on the pharmaceutical industry in Nepal, which pointed out that the transformational leadership style has a positive effect on the growth of learning organization. The practice of transformational leadership by management is when the managers interact with their subordinates to improve their work performance and to maintain competitive excellence. This is in accordance with a study conducted by Teng and Hasan (2015) that stated that transformational leadership behavior positively and significantly affected learning organization for the Amway staff in Malaysia. The intellectual stimulus and ideal behavior gained from the transformational leadership style is able to stimulate learning organization.

In the education industry, a study conducted by Dajani and Mohamad (2016) pointed out that private universities in Egypt tend to be affected by transformational leadership style, whereas public universities in Egypt tend to be affected by the transactional leadership style. There is no significant difference in relation to the learning organization. Furthermore, a study conducted by Pimapunsi (2009) stated that the transactional leadership style helps to promote learning organization deeper than transformational leadership style. The similar results of a study conducted by Lang (2013) focused on bank staff in Canada showed that transactional leadership style has a higher effect in terms of promoting learning organization than transformational leadership style.

For the second hypothesis (H₂) test, it was found that the hypothesis was supported by the data. In other words, transformational leadership style promotes organizational citizenship behavior

culture. Clear rules set by the management in a university means that the lecturers enjoy working in the university. When the management of an organization can make other members get on the same page in terms of establishing a vision and mission together in order to achieve their goals, it will motivate the lecturers to promote OCB culture, in which the OCB culture occurs within each individual when one feels satisfied with one job. OCB grows voluntarily, so it promotes loyalty, discipline, obedience and pride in the organization.

The result support a study conducted by Zabihi et al, (2012) that was focused on a social insurance company in Masyad that stated that the transformational leadership style has a positive correlation with creating OCB. The study also pointed out that the transformational leadership style is determined to be able to promote an attitude and behavior that is in accordance with the organization's vision, mission and goals. On the other hand, the transactional leadership style has a negative correlative correlation with OCB. The transformational leadership style has a more dominant impact on OCB than other leadership style. Management that applies transformational leadership style is viewed as a leader who can actively support the members of the organization to conduct and finish any tasks, which promote high OCB culture. This also supports a study conducted by Lian and Tui (2012) within a large service industry company, specializing in manufacture, mining and construction in Malaysia that stated that transformational leadership has a significant positive correlation with their employees' OCB.

The third hypothesis (H_3) test found out that the hypothesis is not supported by the data. This indicates that organizational climate does not affect the growth of learning organization. This result rejects the study conducted by Messara and El Kassar (2013) that pointed out that an organizational climate has a positive effect on learning organization. The study was conducted on small and medium enterprises in various industry fields in Lebanon. The study concluded that a supportive organizational climate will generate a positive atmosphere within the organization to improve learning organization. On the other hand, the current study points out the various definitions of organizational climate as a part of its investigation focus on private universities using respondents with diverse educational background and positions. The current study also does not support the study conducted by Celik et al (2016), who investigated the respondents in both public and private banks in Turkey. The study found that organizational climate has a positive correlation with learning organization. The difference in terms of the research object is the reason why the results of the current study show there to be no effect on learning organization.

Based on the results analysis, the statement that a good organizational climate will promote learning organization has not been proven in the current study. The current study points out that the demographic diversities like age, length of time in the job and position do not affect the growth of learning organization in private universities in the Jakarta and West Java areas. According to several factors involved in the results of the current study, the number of permanent lecturers is bigger than the lecturers holding positions in an organization. Lecturers who teach from one university going to another university will have difficulties in terms of describing the characteristics of the organizations. Based on their functional position, junior lecturers - who made up the biggest percentage in the current study - can affect on how an environment is perceived. The junior lecturer position is attained after a minimum of two years full time teaching in any university, so the characteristics of the organization are not able to be perceived well. The different characteristics between the private universities in Jakarta and West Java areas is a factor that plays into why the result analysis of the study does not support the hypothesis. On the other hand, Samad (2004) conducted a study on an information technology company in Malaysia, and the study showed that a supportive organizational climate in the company has a positive effect on the growth of the learning organization itself. Samad's study used the managers of the information technology company as the respondents as they had similar characteristics from one to another and they apply the same rules. They have a mutually cooperative nature when it comes to creating an organizational character that can be accepted by all members.

The result of the fourth hypothesis (H_4) test found out that the hypothesis is supported by the data. In other words, a supportive organizational climate will increase organizational citizenship behavior. OCB is related to the individual's attitude. Therefore, when a lecturer knows that she is supported by a good organizational climate, then she will do the same for the university that she works for. When lecturers find enjoyment in teaching, understand their job description and are being responsible, their students' response and their involvement in the activities held by the university will generate a mutual cooperative culture. Moreover, they are proud of the university that they work for. This statement is in accordance with the study conducted by Ghanbari and Eskandari (2013) on the staff of Bu Ali Sina University. The study found there to be a positive correlation between organizational climate and OCB, which underlines that the development of communication and friendly interaction will increase the cooperation and mutual respect culture between employees. Furthermore, this culture will encourage all members and the staff to get used to using a joint discussion to solve any problems, to inspire all employees to participate, to give their moral and financial appreciation and to give feedback to the employees in order to improve their job quality.

The results of the current study also support a study conducted by Gholami et al (2015) that pointed out that the organizational climate in Imam Khomeini hospital generated a positive effect on OCB in the hospital staff. The result of the study found that management apparently encourages communication development and friendly interaction, thus increasing the cooperative climate and respect between the employees which encourages them to give their best work performance by improving their job quality and obedience to the law and the hospital's rules. This is in accordance with the current study, in which the lecturers will accept appreciation and respect gladly because they are allowed to share their new ideas with the universities.

The results of the fifth (H_5) hypothesis test indicate that the hypothesis is supported by the data. In other words, organizational citizenship behavior will promote learning organization. The lecturers' OCB in the private universities affects the existence of learning organization. Therefore, the results of the current study support a study conducted by Yahaya et al (2011), which found that there is a positive correlation between OCB and learning organization within the staffs of an environmental organization in Malaysia. The results of the study allowed us to draw the conclusion that OCB stability will increase learning organization, in which the mutual respect between employees will prevent problems in the organization. A learning process in the organization will exist when the employees value OCB highly. OCB is perceived as an attitude that shows that the employee participation manifests in being responsible and caring about the organization.

The OCB that grows within each individual's sense of self will generate pride, one's encouragement to obey the rules and becoming a discipline individual, in addition to high loyalty and a sense of belonging to the university. These effects will create learning organization. The lecturers are able to develop their knowledge with ease and increase their willingness to expand the knowledge that they have attained in the university. The lecturers will execute university tridharma voluntarily, while attending the lecturers' discussion forums to improve their skills and knowledge. According to Judipat et al (2014), OCB is described as an extra-discretionary worker's attitude that makes an individual perceive oneself as part of the organization. OCB is viewed as a behavior that shows responsibility to the organization. The organization is perceived as a learning organization when it facilitates lecturers' discussion forums, supports the lecturers in conducting their studies and enables the lecturers to perform Tridharma.

The results of the study point out that the OCB variable related to the transformational leadership style functioned as partial mediation. In other words, a positive transformational leadership style affects learning organization. In addition, it will affect on the increasing learning organization through the OCB culture held by the lecturers in private universities. These statements are reflected in the organization leaders' attitude that encourages helping behavior and that increases mutual cooperation between the members of the organization, which improves the learning organization.

The organizational climate has no significant effect in terms of increasing learning organization. However, the organizational climate affects the improvement of learning organization through the OCB variable as a mediator. The OCB culture held by the lecturers, which is reflected in helping behavior, encouraging mutual cooperation and extending the working hours, promotes an organizational climate that is perceived by the members of organization. Therefore, this will be able to improve learning organization.

Conclusion

There are three conclusions to be drawn from the current study. First, transformational leadership style has a significant positive effect on learning organization. The transformational leadership style applied by the universities' management makes the lecturers feel appreciated. Moreover, they are involved in the activities held by the universities. The involvement of the lecturers in the university generates a sense of belongings among the lecturers, which brings out a positive effect in terms of developing the universities. Lecturers' discussion forums held by universities help them to develop their knowledge, so the lecturers can go on to share their new knowledge continuously to other lecturers or to their students. The learning organization grows excellently in the universities that do this. Furthermore, by promoting OCB culture, its implementation can be seen in how the universities facilitate anything needed by the lecturers, so the lecturers feel supported in doing their job. This will affect each individual's behavior when it comes to doing the same in the universities. The OCB that grows in any university environment positively affects the increase in the lecturers' work performance and the universities themselves in achieving their goals. Therefore, through OCB, a university that has the transformational leadership characteristic will increase the learning organization.

Second, the conclusion of the current study also indicates that organizational climate has no effect on learning organization. The organizational climate that exists in the universities in Jakarta and West Java areas is not able to promote learning organization. A supportive organizational climate will increase OCB. A university that is willing to afford facilities to its lecturers, appreciating them, encouraging them to develop their ideas and providing a supportive environment will ease the stress of the lecturers. As a result, their obedience, loyalty, and sense of belonging will grow. Lecturers who are on the same page to create favorable climate in the university environment will promote OCB culture. The mutual cooperation between lecturers is one of the OCB characteristics, supported by favorable facilities and the environment. The lecturers' creative ideas will come off as they feel content and their involvement in any activities held by the universities will generate a positive impact when it comes to increasing their qualities. A supportive organizational climate and OCB culture that is grown in the university environment will increase learning organization. Third, as a mediation variable, OCB affects the growth of learning organization in a number of private universities in the Jakarta and West Java areas. OCB is a partial mediation variable related to the transformational leadership style and it is a full mediation variable to the organizational climate needed to promote learning organization.

Limitations of the study - There are some limitations of the current study. First, the research object does not cover all private universities in the Jakarta and West Java areas due to time efficiency and distance. Second, the limited variables, of which the transformational leadership style is the discussed variable, is not the only leadership style applied in private universities in the Jakarta and West Java areas. The researcher did not investigate the other leadership styles in the private universities involved.

Suggestion for further studies - The current study is expected to share knowledge that can benefit any research object to any researchers who are interested in conducting similar studies by adding other variables. Next, the researchers may expand the research object by investigating both public and private universities in Indonesia, and not limiting themselves to private universities in certain areas. Furthermore, further studies may add other variables other than transformational leadership style, organizational climate and OCB.

References

- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. M., & Avolio, B. J. (2004). *Multifactor Leadership Questionnaire: Manual and Sampler Set* (3rd ed.). Redwood City, CA: Mind Garden.
- Celik, A. (2016). The Relationship between Shared Vision and Organizational Climate in Learning Organizations : A Study in the Banking Sector, *6*(2), 197–210.
- Dajani, M. A. Z., & Mohamad, M. S. (2017). Leadership Styles, Organisational Culture and Learning Organisational Capability in Education Industry: Evidence from Egypt. *International Journal of Business and Social Research*, *6*(11), 42. <https://doi.org/10.18533/ijbsr.v6i11.1022>
- Fred Luthans, (2006), *Perilaku Organisasi*. Edisi Sepuluh, PT. Andi: Yogyakarta
- Jaafari, P., karami, S., & Soleimani, N. (2012). The Relationship Among Organizational Climate, Organizational Learning and Teachers' Self Efficacy. *Procedia - Social and Behavioral Sciences*, *47*(1978), 2212–2218. <https://doi.org/10.1016/j.sbspro.2012.06.974>
- Jha, S., & Jha, S. (2010). Determinants of Organizational Citizenship Behaviour: A Review of Literature. *Journal of Management & Public Policy Journal of Management & Public Policy ISSN (Print, 1*(2), 27–36. Retrieved from <http://ssrn.com/abstract=2141013>
- Marsick, V. J., & Watkins, K. E. (2003). Demonstrating the value of an organization's learning culture: The Dimensions of Learning Organizations Questionnaire. *Advances in Developing Human Resources*, *5*, 132–151.
- Marquardt, M. J. (2002). *Building the Learning Organization*. Palo Alto, CA: Davies-Black
- Messarra, L. ., & El-Kassar, A. . (2013). Identifying Organizational Climate Affecting Learning Organization. *Business Studies Journal*, *5*(1), 19–27.
- Obiora, N., & Okpu, T. (2014). Organizational Citizenship Behaviour And Learning Organization In The Hospitality Industry : A Lesson For Nigeria ' S Sustainable Development, *2*(1), 90–101.
- Pimapunsi, P. (2014). Learning organization and leadership style in Thailand. *The Business & Management Review*, *4*(4), 7–12.
- Podsakoff, P. M., *et al.* (2000). Organizational Citizenship Behavior: A Critical Review of The Theoretical and Empirical Literature and Suggestions for Future Research. *Journal of Management*, *26*, (3)
- Pui Teng, W., & Hassan, Z. (2015). The Influence of Transformational Leadership in Creating a Learning Organisation. *International Journal of Accounting and Business Management*, *4*(2), 162–186. <https://doi.org/10.24924/ijabm/2015.04/v3.iss1/162.186>
- Rijal, S. (2016). Leadership Style And Organizational Culture In Learning Organization: A Comparative Study. *International Journal of Management & Information Systems (Online); Littleton*, *20*(2), n/a. <https://doi.org/10.19030/ijmis.v14i5.19>
- Robbins, P. Stephen. (2008). *Organizational Behavior*. Tenth Edition (Perilaku Organisasi Edisi ke sepuluh), Alih Bahasa Drs. Benyamin Molan. Jakarta; PT Macanan Jaya Cemerlang.
- Robbins, P. Stephen, & Judge. (2008). *Perilaku Organisasi* 1 ed. Jakarta: Salemba Empat.
- Robbins, P. Stephen & Timothy A. Judge. (2012). *Perilaku Organisasi*. Salemba Empat. Jakarta.
- Senge, P. (1990). *The fifth discipline*. New York, NY: Doubleday
- Stringer, Robert. (2002). *Leadership and Organizational Climate: The Cloud Chamber Effect*. New Jersey: Prentice Hall.
- Yahaya, A., Boon, Y., Ramli, J., Baharudin, N. A., Yahya, N., Ismail, J., & Shariff, Z. (2011). The implications of Organizational Citizenship Behavior (OCB) towards the dimensions of Learning Organization (LO) in organizations in Southern. *African Journal of Business Management*, *5*(14), 5724–5737.