GeoJournal of Tourism and Geosites
ISSN 2065-1198, E-ISSN 2065-0817

Year XIV, vol. 38, no. 4, 2021, p.1135-1142
DOI 10.30892/gtg.38419-753

TRANSFORMATIONAL LEADERSHIP AND ENERGIZING ORGANIZATIONAL LEARNING: EMPIRICAL MODEL FOR IMPROVING COMMUNITY-BASED ECO-TOURISM PERFORMANCE IN INDONESIA

Aneu YULIANEU*
Jendral Soedirman University, Management Department, STMIK DCI, Indonesia, e-mail: Anjusu09@gmail.com

Augusty Tae FERDINAND
Diponegoro University, Management Department, Indonesia, e-mail: augusty55@gmail.com

Ratno PURNOMO
Jendral Soedirman University, Management Department, Indonesia, e-mail: ratno.purnomo@unsoed.ac.id

Citation: Yulianeu, A., Ferdinand, A.T., & Purnomo, R. (2021). TRANSFORMATIONAL LEADERSHIP AND ENERGIZING ORGANIZATIONAL LEARNING: EMPIRICAL MODEL FOR IMPROVING COMMUNITY-BASED ECO-TOURISM PERFORMANCE IN INDONESIA. *GeoJournal of Tourism and Geosites*, 38(4), 1135–1142. https://doi.org/10.30892/gtg.38419-753

Abstract: This paper aimed to examine the effect of transformational leadership, energizing organizational learning and teamwork efficacy on improving Indonesia community-based eco-tourism organization performance. A field survey was conducted in the Tasikmalaya tourism sector. A total of 205 eco-tourism workers were surveyed to obtain data. This study offered a conceptual model for variable proposed to improve the eco-tourism community performance. The findings show that transformational leadership and energizing the organizational learning process positively affects organizational performance in the eco-tourism community. The author argues that energizing the organizational learning process mediates the relation between transformational leadership and organizational performance. This study addressed gaps in transformational leadership literature and practices by examining the interactions between energizing organizational learning process and eco-tourism workers teamwork's efficacy.

Key words: energizing organizational learning, transformational leadership, organizational performance, teamwork efficacy, eco-tourism community

* * * * * *

INTRODUCTION

In the last few decades, the business environment has experienced dramatic changes. Globalization, liberalization, trade, deregulation, and advances in information technology have given rise to modern realities of ever-increasing rivalry. The organization has been driven to restructure, delayer, and downsize due to these competitive stresses. Facing these various changes, leaders need to rethink managing human resources and institutions (Yamarino et al., 1993). Leaders must constantly aspire to improve the capability and skills of their human capital, following numerous improvements to the regulations in the market, and competition is happening at a faster pace, with fewer workers to manage and a growing workload.

Leadership is vital in the initiation and implementation of transformation for both individuals and organizations. Leadership inquiry in organizations has attracted many scientists attention because this critical variable determines the direction of the organization's life journey when companies face change, challenge, and various demands (Kim and Park, 2020). According to Yukl (1998) Transformational leader is a style of leadership that encourages adherents to help shape an organization's long-term success. Transformational leadership influences followers' ideals in an organization and their values, such as integrity and loyalty to inspire corporate growth (Breevaart and Zacher, 2019).

This leadership style often encourages workers to embrace new ideas and question the status quo by providing intellectual stimulation. The essence of transformational leadership is sharing of power and involving subordinates to make the change. They can inspire workers by implementing different management practices; in other words, they can greatly boost subordinates' trust in their skills. Employees would be more capable of performing and achieving difficult tasks if they have a higher sense of self-efficacy. Many new leadership studies reveal that the practice of empowering or creating a sense of power is the root of organizational effectiveness. (Monje Amor et al., 2020).

Organizational performance has been seen to be influenced by transformational leadership (Chaubey et al., 2019). However, several insignificant relationships exist between transformational leadership and organizational performance (Burawat, 2019). We are interested in raising questions about optimizing organizational performance since the inconclusive findings of this study as an opening for further clarification of the correlation between transformational leadership and organizational performance. What processes transformational leadership should initiate a positive impact on organizational performance? Adopting the work of (Argote, 2013) on organizational learning, this research study

* Corresponding author

synthesizes the conception of energizing the organizational learning process due to learning that leads to improved organizational performance as debated in the literature section. As a result, this research aims to develop a conceptual model for managing the energized organizational learning process to increase organizational performance, which will then be evaluated in the East Priangan eco-tourism community.

THEORY AND HYPOTHESES

Transformational Leadership and Organizational Performance

Transformational leadership can lead to high-performance organizations because transformational leaders influence subordinates by extending and raising the aims of followers to improve collaboration (Hayat Bhatti et al., 2019; Khan et al., 2018; Mahdikhani and Yazdani, 2020). Further, employees are empowered, motivated, and dedicated to achieving organizational goals and objectives (Somers and Birnbaum, 1998). Transformational leaders foster and inspire a clear vision to shape the organization's future, encourage collaborative problem solving and flexibility, have a compelling vision, and evoke strong emotion (Yamarino, 1993). This type of leadership also raises employees' awareness of ideal goals and encourages followers to go beyond their interests for more significant objectives (Hoch et al., 2016). They will have a responsibility to express ideologies that align with higher employee standards. (Khan and Khan, 2018). The willingness of transformational leaders to demonstrate idealized influence, communicate, appreciate, and develop could improve the organization's trustworthiness (Men and Yue, 2019). Previous research found that transformational leaders consistently related to organizational performance (Alrowwad, 2020). In addition, several measurements of organizational performance have been empirically tested to confirm the relationship of the construct with transformational leadership, such as human resources management (Singh et al., 2020), implementation success (Farahnak et al., 2020) and Job Attitude (Thomas et al., 2020).

Transformational Leadership and Energizing Organizational Learning process

The relationship between transformational leadership and organizational learning has spawned a slew of theoretical models (Castiglione, 2006; García-Morales et al., 2008; Hsiao and Chang, 2011; Noruzy et al., 2013; Víctor, 2018). According to Noruzy et al. (2013), transformational leadership has the greatest impact on organizational learning. The research developed a direct and indirect model of the relationship between transformational leadership and organizational effectiveness to test the predictive power of variables tested in an empirical model.

Additionally, Zagoršek et al. (2009) proposed a model that examines transformational leaders' role to facilitate organizational learning in dynamic situations. Further, Kark et al. (2003) stated that transformational leadership affects followers cognitive trust by linking their self-concept and modifying their values and self-esteem. Transformational leaders influence followers as their aspirations are shifted toward self-actualization. Furthermore, the risk of disappointing the leader motivates supporters to raise their morale and strive for mutual goals (Farahnak et al., 2020). Hence, organizational environments that promote and sustain organizational success may be created by transformational leaders. According to Ping et al. (2018), building professional learning contributes to teacher work and student learning.

Furthermore, transformational leadership styles allow organizations to learn through communication, cooperation, and collaboration. According to Campbell (2018), this will encourage stimulation, individual consideration, and motivation to continue learning. In agreement with these theoretical considerations, we proposed that transformational leadership affects organizational learning, so the hypotheses put forward in this study are:

H1: Energizing organizational learning processes positively influence by transformational leadership

Energizing Organizational Learning and Organizational Performance

Today's highly competitive business environment requires companies to continuously learn and adopt an open system, which is a system that requires a company to be responsive to the demands of its stakeholders in order to grow, develop and survive. Further, the main goal of organizational learning is to encourage organizations to be more adaptive to dynamics business climate that will encourage competitiveness and adaptive capability. Hence, the organization's main targets, such as creating productivity and superior long-term performance, can be achieved. Prior studies on the connection between organizational learning and organizational performance have produced several theoretical models (Azizi, 2017; Choi, 2019; Gomes and Wojahn, 2017; Nam and Park, 2019; Obeso et al., 2020; Ur Rehman et al., 2019). In addition, some empirical evidence proved that organizational learning mediates the relationship between knowledge management and performance. Consequently, the manager must develop organizational learning in linking knowledge management and performance (i.e., teamwork, organizational commitment, learning orientation, and openness to new ideas). From this perspective, we can conclude that organizational learning fosters organizational change that improves performance by providing absorptive capacity (the accumulation of knowledge and experience). As a result, managers should improve in response capacity through a broader understanding of the business environment. Further, prior research has proved that organizational learning has a significant impact on organizational marketing performance. Therefore, the theory suggested in this research is that energizing the organizational learning process impacts organizational performance. In light of the above, we suggest that:

H2: Organizational Performance positively influences by energizing the organizational learning process.

Energizing organizational learning process and Teamwork Efficacy

Organizational learning is built on collaborative decision-making, exchanging experiences, and creating a shared value. Previous research has shown that an organizational learning process through knowledge creation and adaptation could facilitate shared beliefs among team members in the team's capacity to complete a task. When the members of an

organization accumulate knowledge, this process will encourage team cognitive trust and be more likely to perceive others' ability. Hence, people are more inclined to view others' capacity and dependability to accomplish an assignment as a kind of teamwork efficacy. This situation provides organization members with more opportunity to learn new things while also assisting in upgrading current knowledge by promoting various forms of knowledge conversion. Accordingly, energizing organizational learning process is likely to be related to teamwork efficacy in knowledge acquisition processes.

Several studies on organizational learning with teamwork have produced many theoretical models (Camps et al., 2016; Goh et al., 2013; Potnuru et al., 2019). Numerous articles on organizational learning also stress the value of the dynamic process of knowledge acquisition and integration for a company's success (Margherita et al., 2020; Darwish et al., 2020). Based on previous empirical studies, the traditional view holds that variables like employee work knowledge acquisition, distribution, interpretation and organizational memory are critical attributes of organizational learning capability (OLC) that influence collective efficacy (Jerez-Gomez et al., 2005). Hence, we postulate that energizing the organizational learning process affects the efficacy of work teams. Given the preceding, we propose:

H3: Teamwork efficacy positively influence by energizing organizational learning

Teamwork Efficacy and Organizational Performance

Teamwork efficacy is defined by Bandura (2000) as "a group's shared conviction in its conjoint powers to plan and execute courses of action necessary to generate specific degrees of attainment". Team efficacy is critical since it can support many business goals, including cost, time efficiency, responsiveness, and versatility to manage action (Swafford, 2006). In facilitating team roles at work to improve organizational performance, only a small amount of literature discusses teamwork efficacy. The limitations of prior research, which discuss teamwork efficacy, encourage further research to complete the shortcomings in the previous literature (Li et al., 2014). Trischler et al. (2017) and Tekin et al. (2002). Stated that effective team performance depends on initial directions, such as choosing the right employees based on competency and skills, building effective communication, and sharing common goals. It provides the basis for team performance to be assessed to feel more comfortable with each other and uses the power of positive feedback to recognize and strengthen individual participation. Jung and Sosik (2002) argued that the performance of a workgroup in the transformational leadership process was linked to collective efficacy. Further, according to Walumbwa et al. (2004), teamwork efficacy originates from team cohesiveness and influence various work results. According to Kozub and McDonnell (2000), teamwork efficacy is related to individual perceptions of the team's ability to perform organizational goals. Theoretically, individuals with high teamwork efficacy are more inclined to work harder to achieve good performance (Bandura, 2000). Several theoretical models have emerged from previous research on the relationship between teamwork efficacy and organizational performance (O'Neil and Salas, 2018; Khan and Mashikhi, 2017; Lee, 2019). Therefore, We proposed that teamwork efficacy affects organizational performance, so the hypothesis in this study is:

H4: Organizational Performance Positively influence by Teamwork Efficacy

METHOD

The method used in this research is a field survey on the eco-tourism community in East Priangan, Indonesia (Harkness et al., 2004; van Meerkerk et al., 2019). The research location is determined deliberately considering that the eco-tourism community is one of the leading society organizations in East Priangan that involves the local community in conserving the biodiversity and ecology (Jackman and Hemsworth, 2021). Further, East Priangan community-based eco-tourism have a work team's project that makes this research model suitable. A total of 360 surveys were sent to 25 teams in community-based eco-tourism organization, and 205 questionnaires were returned. The data was gathered from February to August 2020, which included transformational leadership, energizing organizational learning, teamwork efficacy, and organizational performance. Data were analyzed using Structural Equation Modelling (SEM) to evaluate the model and the relationship and effect between variables in the model. Hair et al. (2010) proposed the stages of structural equation modelling and analysis into seven steps consisting of (1) theory-based model; (2) Causality relationship with path diagram; (3) converting path diagrams into structural equations; (4) Input matrices and estimation techniques for the proposed model; (5) assessing model identification; (6) evaluating model estimates; and (7) Model interpretation and modification.

Research Instrument

Transformational leadership: this variable analyses leader who motivate followers to work for transcendental goals and beyond self-interest. We designed a six-item scale (1 "Strongly disagree" 7 "Strongly agree"). Confirmatory factor analysis (CFA) (χ27 = 4.613, NFI = 0.992, NNFI = 0.992, CFI = 0.997, GFI = 0.989). Validation and one-dimensional verification are used to verify the scale and result, demonstrating strong validity and reliability. Energizing organizational learning process: this variable analyses an organizational habit and is attached to organizational life, including the ability to initiate learning process-oriented towards organizational goals, active member involvement, and build volunteerism for positive knowledge exchange. We implemented a six-point scale. (1 "Strongly disagree" 7 "Strongly agree"). To validate the scale, the CFA is used. (χ2 [5] = 0.414, NFI = 0.999, NNFI = 0.999, CFI = 1.000, GFI = 0.999) Moreover, show that it has a single dimension. The variable is also valid and reliable. Teamwork efficacy: this variable analyses knowledge sharing, which can be stimulated if team members collaborate to carry out teamwork effectively. CFA validates the measure (χ2 [5] = 3.756, NFI = 0.98, NNFI = 0.98, CFI = 0.985, GFI = 0.98). Thus, these results provided dimensionality, high validity, and reliability.

Organizational performance: Four perspectives can be used to explain organizational performance, namely "open-system perspective, organizational learning perspective, high-performance work practices perspective, and stakeholder

perspective." Based on the open-system perspective, organizational performance is determined by the external environment related to resources (ex. Raw materials, employees, financial resources) and internal sub-systems (ex. Work units, communication processes, work teams) that transform inputs into outputs. (Kast and Rosenzweig, 1972)

This research has linked results to major competitors (Garcia et al., 2018;) and has used subjective evidence regarding performance correlated with quantitative data (Martin-Rojas et al., 2011). The CFA validates the scale ($\chi 2$ 8 = 2,240, NFI = 0.995, NNFI = 0.995, GFI = 0.995, CFI = 0.995), proving its uni-dimensionality and high reliability. Size: Companies are classified based on the number of people employed: (small and medium enterprises, <250 employees). Sector: The sector is analysed based on transformational leadership in the community-based eco-tourism organization.

Statistical method

The suggested structural relationships are analysed using the Structural Equation Model (SEM). This methodology estimates many dependencies and interrelationships in a single analysis, allowing the decomposition to influence testing model suitability explicitly and indirectly. Anderson and Gerbing (1998) pointed out the need to apply a two-step approach. First, they estimate a measurement model that explains how the measured variables come together to portray a hypothesis. Second, construct a structural model that illustrates how the construction interacts with other variables.

Table 1. Measurement

Transformational leadership	Idealized influence (TL1)
	Inspirational motivation (TL2)
	Intellectual stimulation (TL3)
	Individualized consideration (TL4)
Energizing organizational learning process	Goal-Oriented Learning (EOLp1)
	Updating oriented interaction (EOLp2)
	Intra – team learning exchange (EOLp3)
Teamwork Efficacy	Confidence in job implementation (TE1)
	Effectiveness in bridging individual difference (TE2)
	Effectiveness in interpersonal power boosting for a job (TE3)
Organizational performance	Profitability (OP1)
	Sales growth (OP2)
	Accountability (OP3)
	Productivity (OP4)

DATA ANALYSIS

Measurement model evaluation

The measurement model showed excellent suitability ($\chi 2$ (203) df = 85.141($p<0.01$); NFI = 0, 96; NNFI = 0, 99; IFI = 0, 99; PGFI = 0.66; NCP = 12.14; RFI = 0.95; CFI = 0.99; RMSEA = 0.03). The diagnostic stage of the goodness of fit relates to the correctness of model predictions, which determines whether the model is accurate and works to approximate real-world phenomena, and thus the model's predictive ability. Conformity consistency assessments are divided into three categories: (1) Absolute fit tests (e.g., 2, NCP, RMSEA, and ECVI) to test overall model fit. (2) Additional fit measures equate the proposed model to other researchers' established models (e.g., NFI, NNFI, IFI, RFI, and CFI). (3) The parsimony fit test adjusts the measure of suitability to equate models with various numbers of estimated coefficients to decide the number of matches and estimated coefficient achieves (e.g., PGFI, AIC). The result demonstrates the model's suitability (Hair et al., 2010).

Table 2 shows the Cronbach's alpha, composite reliability, factor loading, t-values, and average extraction variance (AVE) of the various dimensions. Cronbach's Alfa varies between 0.77 and 0.88, which is higher than the suggested value of 0.70 (Nunnally and Bernstein, 1994). The reliability of the composite varied from 0.81 to 0.92, and the AVE from 0.60 to 0.77, which were higher than the recommended minimum values of 0.70 and 0.50, respectively (Fornell and Larcker, 1981; Hair et al., 2010). Thus, at least half of the item variant is accounted for by latent construction. Besides, construct factor loading (λ) was statistically significant (t-value> 1.96) concerning the underlying component. Therefore, the value of the loading factor is appropriate, and the calculations are valid. The AVE for construct (values on the diagonals in Table 3) has more substantial discriminant validity than the quadratic similarity with all other constructs (Fornell and Larcker, 1981). Thus, the discriminant validity of the construct is reaching a good value. The research used a single respond participant and followed the guidelines to eliminate common method bias (Pandey et al., 2003). The research also recommends sample confidentiality and clarification of study goals, the use of previously checked scales and validated randomised order of items in survey participants, and question items regarding corporate behaviour rather than human cognition.

Table 2. Measurement-models result

Variables	Items	λ*(t-value)	R^2	α	C.R.	AVE
Transformational Leadership (TL)	Individual consideration	0.79***(8.859)	0.63	0.856	0.916	0.732
	Intellectual stimulation	0.85***(8.138)	0.72			
	Inspiration motivation	0.90***(6.754)	0.81			
	Idealized influence	0.88***(7.604)	0.77			
Energizing organi-zational learning process (EOLp)	Goal oriented learning process	0.86***(7.180)	0.73	0.878	0.910	0.771
	Updating oriented interaction	0.89***(7.455)	0.79			
	Intra-Team learning exchange	0.89***(8.168)	0.79			
Teamwork Efficacy (TE)	Confidence in job implementation	0.74***(8.169)	0.55	0.769	0.813	0.592
	Effectiveness in bridging individual difference	0.75***(8.096)	0.56			
	Effectiveness in interpersonal power boosting in job	0.82***(6.851)	0.67			
Organizational Performance (OP)	Profitability	0.83***(8.143)	0.68	0.802	0.878	0.644
	Market growth	0.88***(6.900)	0.77			
	Product-service innovation	0.75***(8.894)	0.57			
	Company reputation	0.75***(8.923)	0.56			

Notes: * = Standardized structural coefficient (t-students in parentheses); R2 = Reliability;

C.R. = Composite reliability; AVE=Average variation extracted; *** p0.001 (two-tailed).

Table 3. Discriminant validity

Variables	TL	EOLp	TE	OP
TL	**0.732**			
EOLp	0.832	**0.771**		
TE	0.725	0.802	**0.592**	
OP	0.744	0.865	0.854	**0.644**

Notes: The number on the diagonal shows the AVE. The number below the diagonal represents the squared similarity between the construct. The confidence interval between each pair of constructs is represented by the number above the diagonal (95 per cent). This table excludes size and industry field.

Table 4. Means, standard deviation, and correlations

Variable	Mean	SD	1	2	3	4
Transformational Leadership	3.361	.730	1.000			
Energizing organizational learning	3.454	.799	.758**	1.000		
Teamwork Efficacy	2.945	.774	.621**	.692**	1.000	
Organizational Performance	2.832	.692	.674**	.777**	.714**	1.000

Structural model evaluation

Model development based on theory, basically SEM is a confirmatory technique used to test the causality relationship. Changes in one variable are assumed to result in changes in other variables. The theoretical study underlies the constructs and dimensions understudy is explained in a theoretical study and is shown in a theoretical framework model. Construct a path diagram to illustrate the causality of the constructs. We investigated transformational leadership as a dependent variable and three independent variable constructs (energizing organizational learning mechanism, teamwork efficacy, and organizational performance) (Figure 1).

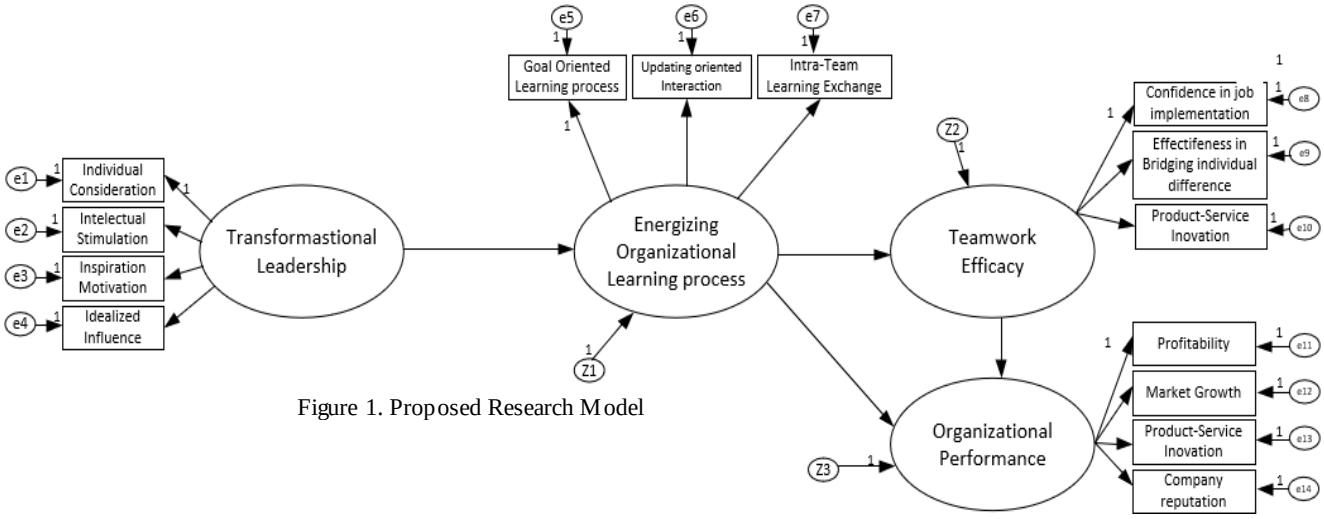

Figure 1. Proposed Research Model

Selecting the input matrix and estimating the proposed model is done utilising a structural equation modelling that differs from other multivariate analysis techniques. Employed AMOS 18.0 package, the Maximum Likelihood Estimation (MLE) is used as the estimation technique. According to Hair et al. (2010), the minimum sample size for each approximate parameter is five observations. Therefore, assessing the identification of a structural model with a computer program often yields illogical estimations related to the problem of structural model identification.

Table 5. Results of Structural model

Effect from		To	Direct effects	t	Indirect effects	t	Total effects	t
Transformational Leadership	→	Energizing organizational learning process	0.84***	11.751			0.84***	11.751
Energizing organizational learning process	→	Teamwork Efficacy	0.81***	10.137			0.81***	10.137
Transformational Leadership	→	Teamwork Efficacy			0.68***	6.000	0.68***	6.000
Transformational Leadership	→	Organizational Performance			0.73***	4.826	0.73***	4.826
Energizing organizational learning process	→	Organizational Performance	0.52***	4.999	0.35***	3.934	0.87***	4.351
Teamwork Efficacy	→	Organizational Performance	0.44***	4.089			0.44***	4.089
Goodness-of-fit statistic	χ^2=85.141(p<0.01); ECVI=.731; AIC=149.14; CAIC=287.48; NFI=0.96; IFI=0.99; PGFI=0.66; PNFI=0.77; NCP=12.14; RFI=0.95; CFI=0.99; RMSEA=0.03							

This structural model can be observed from the estimation results, which show that one or more coefficients have a considerable standard error value; (1) the program's failure to invert the information matrix; (2) the estimated value is not possible, for example, negative error variance; (3) Between the prediction coefficients, there is a substantial correlation value (> 0.90). Through an analysis of various goodness-of-fit metrics, the structural model reaches the value of χ2 is small; significance probability (≥ 0.05); CMIN / DF (≤ 2.00); CFI (≥ 0.95) and RMSEA (≤ 0.08). After the model's suitability is tested, another evaluation must be assessed dimensionality and reliability. Dimensionality in calculating the model's

reliability shows that the indicators used have a reasonable degree of conformity in a one-dimensional model. While reliability measures construct indicators' internal consistency, using two ways, namely the recommended acceptance for construct reliability, is a minimum of 0.70 and 0.50 for the variance extracted. The final step of SEM is model interpretation and model modification, which can be done by observing the model's standardised residuals. The safety limit for the residual number is 2.58, which is substantial at the 5% level (Hair et al., 2010). Thus, a residual value greater than or equal to ± 2.58 indicates a substantial error problem for a pair of indicators. The descriptive statistics and relationships between the variables used to evaluate the model are summarised in Table 4. The path coefficient calculation reveals a positive association between the model construction (Figure 2) and the Chi-Square structural model's overall fit: 0.157 RMR: 0.022 RM; 85.141 Probability GFI: 0.947 AGFI: 0.924 CFI: 0.994 TLI: 0.993 NFI: 0.962). SEA: 0.029 GFI: 0.947 AGFI: 0.924 CFI: 0.994 TLI: 0.993 NFI: 0.962). All of the model relationships examined were statistically relevant, indicating that all of the study theories were appropriate. The structural model's findings are shown in Table 5.

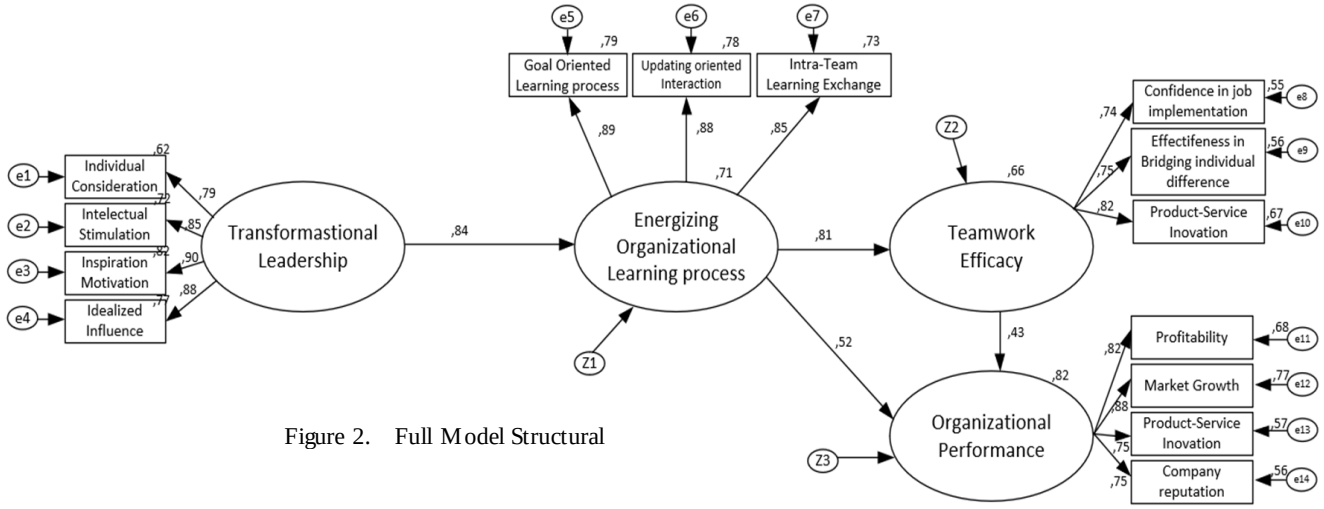

Figure 2. Full Model Structural

RESULT

All of the hypotheses in this analysis have a p-value of less than 0.05. This statistical result shows that the factors being studied have a favourable interaction. Hypothesis 1, which hypothesised a positive association between transformational leadership and energizing organizational learning processes, was shown to be firmly validated (11 = 0.84 p 0.001). Hypothesis 2 is also buttressed, which assumes a good association between energizing organizational learning and organizational success (31 = 0.52 p0.001). In addition, organizational performance is positively influenced by energizing organizational learning processes and teamwork efficacy via transformational leadership (0.73, p <.001). According to Hypothesis 2, the cumulative impact of transformational leadership on organizational performance is 0.73 (p0.001).

The findings affirm Hypothesis 3, which states that the energizing organizational learning process improves teamwork efficacy (21 = 0.81 p0.001). Finally, as expected by Hypothesis 4, there is a connection between teamwork efficacy and organizational performance (32 = 0.44 p0.001). The model accurately defined the energizing organizational learning process (R2 = 0.71), energizing organizational learning process (R2 = 0.66), and organizational performance (R2 = 0.82). Both endogenous constructs have R2 values greater than 10%, indicating a satisfactory and substantial model (Hair et al., 2010). The findings also revealed that TL (0.68, p.001) indirectly affected teamwork efficacy through EOLp (0.84x0.81).

Similarly, Transformational Leadership (0.35, p.001), as well as EOLp (0.81x0.43) and teamwork efficacy have an indirect impact on organizational performance (0.84x0.81x.0.52). As the extent of this power is compared, it is clear that EOL has a more significant impact on organizational performance than teamwork efficacy or transformational leadership. As a final point, using the statistical method proposed by Jaccard and Wan (1996 explores the potential moderating role of size or sector in the studied relationships. The first step is to do a multi-sample calculation with no constraints, estimating the structural component of the model's coefficients and the model's suitability and determining a suitable overall multi-model compatibility as a result. Second, in each sample group, the regression coefficient is restricted in the same way to validate the existence or absence of a significant gap between parameter estimates. Both the scale (21.82df = 1, p> 0.1) and the sector (21.03, df = 1, p> 0.10) are significant, according to the results of the study, and the relationship between the sample variables is unaffected by the study's scale or sector. Finally, by comparing the suitability of alternative models to the proposed model (using the suitability index), it can be shown that the hypothesised model better represents the results (Hair et al., 2009).

CONCLUSION AND FUTURE RESEARCH LINES

The current study adds to the body of knowledge among academics as to how community-based eco-tourism organization need to design a transformational leadership-based organizational development model to enhance organizational mechanism through energizing the organizational learning process and teamwork efficacy to stimulate organizational performance. Our research also theoretically proposes an instrument to measure a firm's ability to consistently learn as an adaptive capacity to accommodate a dynamic business environment. Future studies may be

undertaken to utilize this variable to comprehend further how to energize an organization in the learning process.

Our research fills a research gap that has not been studied so far regarding the relationship between variable proposed and elucidate the underlying black boxes of energizing organizational learning process in the relation with transformational leadership, teamwork efficacy and organizational performance.

Finally, future research can examine teamwork efficacy and energizing organizational learning in the leadership process with longitudinal research design to conclusively reproduce the result in others research context.

REFERENCE

Alrowwad, A.A., & Abualoush, S.H. (2020). Innovation and intellectual capital as intermediary variables among transformational leadership, transactional leadership, and organizational performance. *Journal of Management Development*. https://doi.org/10.1108/JMD-02-2019-0062

Anderson, J.C., & Gerbing, D.W. (1988). Structural equationmodeling in practice: a review and recommendedtwo-step approach. *Psychological Bulletin*, 103(3) 411-423. http://https://doi.org/10.1037/0033-2909.103.3.411

Argote, L. (2013). *Organization learning: A theoretical framework. in Organizational Learning*. (31-56). Springer, Boston, MA. https://doi.org/10.1007/978-1-4614-5251-5_2

Azizi, B. (2017). The Study of Relationship between Organizational Learning and Organizational Performance. *Revista Administração em Diálogo* - RAD, 19(1), 164. https://doi.org/10.20946/rad.v19i1.32657

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current directions in psychological science*, 9(3), 75-78. https://doi.org/10.1111/1467-8721.00064

Breevaart, K., & Zacher, H. (2019). Main and interactive effects of weekly transformational and laissez-faire leadership on followers' trust in the leader and leader effectiveness. *Journal of Occupational and Organizational Psychology*, 92(2), 384-409 . https://doi.org/10.1111/joop.12253

Burawat, P. (2019). The relationships among transformational leadership, sustainable leadership, lean manufacturing and sustainability performance in Thai SMEs manufacturing industry. *International Journal of Quality & Reliability Management*. https://doi.org/10.1108/IJQRM-09-2017-017810.1108

Campbell, J.W. (2018). Efficiency, Incentives, and Transformational Leadership: Understanding Collaboration Preferences in the Public Sector. *Public Performance & Management Review*, 41(2), 277-299. https://doi.org/10.1080/15309576.2017.1403332

Camps, J., Oltra, V., Aldás-Manzano, J., Buenaventura-Vera, G., & Torres-Carballo, F. (2016). Individual Performance in Turbulent Environments: The Role of Organizational Learning Capability and Employee Flexibility. *Human Resource Management*, 55(3), 363-383. https://doi.org/10.1002/hrm.21741

Castiglione, J. (2006). Organizational learning and transformational leadership in the library environment. *Library Management*. https://doi.org/10.1108/01435120610668223

Chaubey, A., Sahoo, C.K., & Khatri, N. (2019). Relationship of transformational leadership with employee creativity and organizational innovation. *Journal of Strategy and Management*, 12(1), 61-82. https://doi.org/10.1108/jsma-07-2018-0075

Choi, I. (2019). Moving beyond Mandates: Organizational Learning Culture, Empowerment, and Performance. *International Journal of Public Administration*, 43(8), 724-735. https://doi.org/10.1080/01900692.2019.1645690

Darwish, T.K., Zeng, J., Rezaei Zadeh, M., & Haak-Saheem, W. (2020). Organizational learning of absorptive capacity and innovation: Does leadership matter? *European Management Review*, 17(1), 83-100. https://doi.org/10.1111/emre.12320

Farahnak, L.R., Ehrhart, M.G., Torres, E.M., & Aarons, G.A. (2020). The influence of transformational leadership and leader attitudes on subordinate attitudes and implementation success. *Journal of Leadership & Organizational Studies*, 27(1), 98-111. https://doi.org/10.1177/1548051818824529

Fornell, C., & Larcker, D.F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, 18(1), 39-50. https://doi.org/10.1177/002224378101800104

García-Morales, V.J., Matías-Reche, F., & Hurtado-Torres, N. (2008). Influence of transformational leadership on organizational innovation and performance depending on the level of organizational learning in the pharmaceutical sector. *Journal of Organizational Change Management*, 21(2), 188-212. https://doi.org/10.1108/09534810810856435

Garcia-Sánchez, E., García-Morales, V.J., & Martín-Rojas, R. (2018). Influence of technological assets on organizational performance through absorptive capacity, organizational innovation and internal labour flexibility. *Sustainability*, 10(3), 770. https://doi.org/10.3390/su10030770

Goh, S.C., Chan, C., & Kuziemsky, C. (2013). Teamwork, organizational learning, patient safety and job outcomes. *Int J Health Care Qual Assur*, 26(5), 420-432. https://doi.org/10.1108/IJHCQA-05-2011-0032

Gomes, G., & Wojahn, R.M. (2017). Organizational learning capability, innovation and performance: study in small and medium-sized enterprises (SMES). *Revista de Administração*, 52(2), 163-175. https://doi.org/10.1016/j.rausp.2016.12.003

Hair, J.F., Black, W.C., Babin, B.J., Anderson, R.E., & Tatham, R. (2010). *Multivariate data analysis*. Pearson Prentice Hall.

Hair, J.F., Ringle, C.M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing theory and Practice*, 19(2), 139-152. https://doi.org/10.2753/MTP1069-6679190202

Harkness, J., Pennell, B.E., & Schoua-Glusberg, A. (2004). Survey questionnaire translation and assessment. *Methods for testing and evaluating survey questionnaires*, 453-473. https://doi.org/10.1002/0471654728.ch22

Hayat Bhatti, M., Ju, Y., Akram, U., Hasnat Bhatti, M., Akram, Z., & Bilal, M. (2019). Impact of Participative Leadership on Organizational Citizenship Behavior: Mediating Role of Trust and Moderating Role of Continuance Commitment: Evidence from the Pakistan Hotel Industry. *Sustainability*, 11(4), 1170. https://doi.org/10.3390/su11041170

Hoch, J.E., Bommer, W.H., Dulebohn, J.H., & Wu, D. (2016). Do Ethical, Authentic, and Servant Leadership Explain Variance Above and Beyond Transformational Leadership? A Meta-Analysis. *Journal of Management*, 44(2), 501-529. https://doi.org/10.1177/0149206316665461

Hsiao, H.C., & Chang, J.C. (2011).The role of organizational learning in transformational leadership and organizational innovation. *Asia Pacific Education Review*, 12(4), 621-631. https://doi.org/10.1007/s12564-011-9165-x

Jaccard, J., Wan, C.K., & Jaccard, J. (1996). *LISREL approaches to interaction effects in multiple regression*. 114, Sage. https://doi.org/10.4135/9781412984782

Jackman, C., & Hemsworth, H. (2021). Development of Tourist Destinations in Tasikmalaya City. *Tennessee Research International of Social Sciences*, 3(1), 26-33.

Jerez-Gomez, P., Céspedes-Lorente, J., & Valle-Cabrera, R. (2005). Organizational learning capability: a proposal of measurement. *Journal of business research*, 58(6), 715-725. https://doi.org/10.1016/j.jbusres.2003.11.002

Jung, D.I., & Sosik, J.J. (2002). Transformational leadership in work groups: The role of empowerment, cohesiveness, and collective-efficacy on perceived group performance. Small group research, 33(3), 313-336. https://doi.org/10.1177/10496402033003002

Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: empowerment and dependency. *J Appl Psychol*, 88(2), 246-255. https://doi.org/10.1037/0021-9010.88.2.246

Kast, F.E., & Rosenzweig, J.E. (1972). General Systems Theory: *Applications for Organization and Management*. https://doi.org/10.5465/255141

Khan, D.S., & Mashikhi, M.L.S.A. (2017). Impact of Teamwork on Employees Performance. *International Journal of Education and Social Science*, 4(11), 14–22. https://doi.org/10.5296/bms.v6i1.7804

Khan, H.R., Ali, M., Olya, H.G.T., Zulqarnain, M., & Khan, Z.R. (2018). Transformational leadership, corporate social responsibility, organizational innovation, and organizational performance: Symmetrical and asymmetrical analytical approaches. *Corporate Social Responsibility and Environmental Management*, 25(6), 1270-1283. https://doi.org/ 10.1002/csr.1637

Kim, E.J., & Park, S. (2020). *Transformational leadership, knowledge sharing, organizational climate and learning: an empirical study*. Leadership & organization development journal.

Kozub, S., & Mcdonnell, J. (2000). Exploring the Relationship between Cohesion and Collective efficacy in rugby teams. *Journal of Sport Behavior*, v. 23, 120-129.

Lee, H.W. (2019). How Does Sustainability-Oriented Human Resource Management Work?: Examining Mediators on Organizational Performance. *International Journal of Public Administration*, 42(11), 974-984. https://doi.org/10.1080/01900692.2019.1568459

Li, H., Sajjad, N., Wang, Q., Muhammad Ali, A., Khaqan, Z., & Amina, S. (2019). Influence of Transformational Leadership on Employees' Innovative Work Behavior in Sustainable Organizations: Test of Mediation and Moderation Processes. *Sustainability*, 11(6), 1594. https://doi.org/10.3390/su11061594

Mahdikhani, M., & Yazdani, B. (2020). Transformational leadership and service quality in e-commerce businesses. *International Journal of Law and Management*, 62(1), 23-46. https://doi.org/10.1108/ijlma-12-2018-0290

Margherita, E.G., & Braccini, A.M. (2020). Industry 4.0 Technologies in Flexible Manufacturing for Sustainable Organizational Value: Reflections from a Multiple Case Study of Italian Manufacturers. *Information Systems Frontiers*. https://doi.org/10.1007/s10796-020-10047-y

Men, L.R., & Yue, C.A. (2019). Creating a positive emotional culture: Effect of internal communication and impact on employee supportive behaviors. *Public Relations Review*, 45(3), 101764. https://doi.org/10.1016/j.pubrev.2019.03.001

Monje Amor, A., Abeal Vázquez, J.P., & Faíña, J.A. (2020). Transformational leadership and work engagement: Exploring the mediating role of structural empowerment. *European Management Journal*, 38(1), 169-178. https://doi.org/10.1016/j.emj.2019.06.007

Nam, K.A., & Park, S. (2019). Factors Influencing Job Performance: Organizational Learning Culture, Cultural Intelligence, and Transformational Leadership. *Performance Improvement Quarterly*, 32(2), 137-158. https://doi.org/10.1002/piq.21292

Noruzy, A., Dalfard, V.M., Azhdari, B., Nazari-Shirkouhi, S., & Rezazadeh, A. (2013). Relations between transformational leadership, organizational learning, knowledge management, organizational innovation, and organizational performance: an empirical investigation of manufacturing firms. *The International Journal of Advanced Manufacturing Technology*, 64(5-8), 1073-1085. https://doi.org/10.1007/s00170-012-4038-y

Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric Theory*. New York: McGraw-Hill.

Obeso, M., Hernández-Linares, R., López-Fernández, M.C., & Serrano-Bedia, A.M. (2020). Knowledge management processes and organizational performance: the mediating role of organizational learning. *Journal of Knowledge Management*, 24(8), 1859-1880. https://doi.org/10.1108/jkm-10-2019-0553

O'Neil, T.A., & Salas, E. (2018). Creating high performance teamwork in organizations. *Human Resource Management Review*, 28(4), 325-331. https://doi.org/10.1016/j.hrmr.2017.09.001

Pandey, S.K., Wright, B.E., & Moynihan, D.P. (2008). ''Public Service Motivation and Interpersonal Citizenship Behavior in Public Organizations: Testing a Preliminary Model.'' *International Public Management Journal* 11(1), 89–108.

Ping, C., Schellings, G., & Beijaard, D. (2018). Teacher educators' professional learning: A literature review. *Teaching and Teacher Education*, 75, 93-104. https://doi.org/10.1016/j.tate.2018.06.003

Potnuru, R.K.G., Sahoo, C.K., & Sharma, R. (2019). Team building, employee empowerment and employee competencies. *European Journal of Training and Development*, 43(1/2), 39-60. https://doi.org/10.1108/ejtd-08-2018-0086

Singh, S.K., Del Giudice, M., Chierici, R., & Graziano, D. (2020). Green innovation and environmental performance: The role of green transformational leadership and green human resource management. *Technological Forecasting and Social Change*, 150, 119762. https://doi.org/10.1016/j.techfore.2019.119762

Somers, M., & Birnbaum, D. (1998). Work-Related Commitment and Job Performance: It's Also the Nature of the Performance that Counts. *Journal of Organizational Behavior*, 19, 621-634. https://doi.org/10.1002/(SICI)1099-1379(1998110)19:63.0.CO;2-B

Swafford, P.M., Ghosh, S., & Murthy, N.N. (2006). A framework for assessing value chain agility. *International Journal of Operations & Production Management*. https://doi.org/10.1108/01443570610641639

Tekin, E., Hopp, W.J., & Van Oyen, M.P. (2002). Benefits of Skill Chaining in Production Lines with Cross-Trained Workers: An Extended Abstract. *Manufacturing & Service Operations Management*, 4(1), 17-20. https://doi.org/10.1287/msom.4.1.17.293

Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & Vanderlinde, R. (2020). Transformational school leadership as a key factor for teachers' job attitudes during their first year in the profession. *Educational Management Administration & Leadership*, 48(1), 106-132. https://doi.org/10.1177/1741143218781064

Trischler, J., Pervan, S.J., Kelly, S.J., & Scott, D.R. (2017). The Value of Codesign. *Journal of Service Research*, 21(1), 75-100. https://doi.org/10.1177/1094670517714060

Ur Rehman, S., Bhatti, A., & Chaudhry, N.I. (2019). Mediating effect of innovative culture and organizational learning between leadership styles at third-order and organizational performance in Malaysian SMEs. *Journal of Global Entrepreneurship Research*, 9(1). https://doi.org/10.1186/s40497-019-0159-1

Van Meerkerk, I., Edelenbos, J., & Klijn, E.H. (2019). Survey approach. *In Networks and Collaboration in the Public Sector*, 64-81)., Routledge. https://doi.org/10.4324/9781315544939-4

Vance, K., Konak, A., Kulturel-Konak, S., Kremer, G.O., & Esparragoza, I. (2015). Teamwork, Efficacy, Attitudes and Interest: Insights on Their Relationships. *In Proceedings of ASEE Mid-Atlantic Section Spring 2015 Conference, Villanova University*, PA, 1-13.

Víctor, J., García-Morales, F.M.R., & Hurtado -Torres, N. (2018). Influence of transformational leadership on organizational innovation and performance depending on the level of organizational learning in the pharmaceutical sector. *Journal of organizational change management*. https://doi.org/10.1108/09534810810856435

Walumbwa, F.O., Wang, P., Lawler, J.J., & Shi, K. (2004). The role of collective efficacy in the relations between transformational leadership and work outcomes. *Journal of Occupational and Organizational Psychology*, 77(4), 515-530. https://doi.org/10.1348/0963179042596441

Yamarino, F.J., Spangler, W.D., & Bass, B.M. (1993). Transformational leadership and performance: A longitudinal investigation. *The Leadership Quarterly*, 4(1), 81-102. https://doi.org/10.1016/1048-9843(93)90005-E

Yukl, G. (1998). *Leadership in organizations*. *Englewood Cliffs*, NJ: Prentice Hall.

Zagoršek, H., Dimovski, V., & Škerlavaj, M. (2009). Transactional and transformational leadership impacts on organizational learning. *Journal for East European Management Studies*, 144-165. https://doi.org/10.5771/0949-6181-2009-2-144

Article history: Received: 15.03.2021 Revised: 06.08.2021 Accepted: 12.10.2021 Available online: 02.11.2021