

PRIMARY RESEARCH

# Islamic Psychological Inspirational Leadership: A New Leadership Style based on Islamic Values to Enhance Organizational Performance: Evidence from Law and Enforcement Agencies

Ratih Candra Ayu<sup>1</sup>, Olivia Fachrunnisa<sup>2</sup>, Ardian Adhiatma<sup>3</sup>

<sup>1</sup>Doctoral Student in Department of Management, Faculty of Economics, Universitas Islam Sultan Agung (UNISSULA), Indonesia,

<sup>2,3</sup> Department of Management, Faculty of Economics, Universitas Islam Sultan Agung (UNISSULA), Indonesia

## Keywords:

Islamic values, achievement motivation, psychological work contract, leadership, and police organization

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## Abstract:

**Purpose:** This research aims to address gaps in the study of learning organizations and leadership styles, particularly within the Indonesian police force.

**Design:** Data were collected via questionnaires from 219 police chiefs in Central Java, Indonesia, and analyzed using Structural Equation Modeling (SEM) with Amos 22.0.

**Findings:** The findings reveal that proactive learning significantly accelerates the implementation of IPIL. Generative learning enhances the formation of Islamic Psychological Inspirational Leadership (IPIL) in terms of Shalih Achievement Motivation (SAM), Khair Inspiration (KI), and Ikhsan Work Contract (IWC), but not Thayib Work Contract (TWC). Adaptive learning facilitates the development of IPIL in Shalih's Achievement Motivation, Khair's Inspiration, and Thoyib's Work Contract, but does not impact Ikhsan's Work Contract.

**Originality:** This research introduces IPIL, a new leadership concept based on Islamic values, to improve organizational performance. IPIL is measured through four dimensions: Shalih's Achievement Motivation, Khair's Inspiration, Ikhsan's Work Contract, and Thoyib's Work Contract.

**Research implications:** This research enhances leadership theory, particularly transformational leadership, by introducing the IPIL concept. IPIL addresses the limitations of traditional transformational leadership, which overlooks individual psychological changes. By integrating the psychological work contract dimension rooted in Islamic values from Islamic Achievement Motivation, IPIL provides a more holistic leadership approach.

**KAUJIE Classification:** E32; T5

**JEL Classification:** O15; Y4

<sup>1</sup>Corresponding Author: Ratih Candra Ayu

Email: [ratiuca\\_pdim5@std.unissula.ac.id](mailto:ratiuca_pdim5@std.unissula.ac.id); [orcid.id: https://orcid.org/0009-0006-6670-4803](https://orcid.org/0009-0006-6670-4803)



## INTRODUCTION

Transformational Leadership has been widely discussed in research and proven to produce a positive impact on various organisational performance (Ayranci & Ayranci, 2017; Azim, et al., 2019; Buil et al., 2019; Khan et al., 2019; Lai et al., 2020; Manzoor et al., 2019; Rizki et al., 2019; Zhang et al., 2021). One of the dimensions of Transformational Leadership is motivational inspiration, by which leaders can inspire and motivate their employees to achieve more than previously thought (Kelloway et al., 2013). Inspirational motivation, the second component of transformational leadership, involves the leader's ability to motivate followers to make efforts and achieve success beyond expectations (Kolzow, 2014).

Inspirational motivation is closely related to productivity and leads directly to the source of value, perceived as inspirational and visionary, which leads to a positive emotional impact on the leader's followers (Bass, 1996). This inspirational motivation falls into the category of intrinsic motivation. To achieve the best performance, other people are not considered competitors to be fought against but are considered partners and objects to be measured against. Furthermore, a person who is motivated not only thinks about himself but also invites and helps others in an effort to do good, which is known as the Islamic concept of intrinsic motivation (Sudarti & Fachrunnisa, 2021).

In connection with this inspirational motivation, leaders will provide motivational inspiration to followers, one of which is motivation to achieve outstanding work achievements. However, often the work performance that is encouraged or inspired by leaders is work performance that may be related to economic motives in the form of monetary rewards or individual awards that refer to the economic dimension. This is in line with the Psychological work contract that is built between leaders and followers. A psychological work contract is a series of unwritten expectations between each member and his or her leadership. The psychological employment contract refers to an individual's belief in reciprocal agreements in the form of belief in promises made that bind parties to a series of obligations (Robinson & Rousseau, 1994).

There are generally two types of psychological work contracts, namely transactional and relational contracts (Aarulandu, 2017). These contracts are argued to differ along four important dimensions with respect to the focus of the contract; tangibility, scope, stability and time frame. Transactional psychological work contracts are oriented towards economic exchange between employees and companies, while relational psychological work contracts are oriented towards trust, respect and loyalty (Turnley et al., 2003).

In accordance with Islamic values, when someone joins an organization, it is recommended to have a work contract containing *Al-khair* (calling to virtue), *Al Ma'ruf* (calling to goodness), *Al Ikhsan* (Obedience), *Al Birr* (spiritual endurance/patience), *Al-shalih*, and *At-Thoyyib*. Meanwhile, psychological ones such as trust, respect and loyalty are often not expressed but their existence can be felt (Qur'ān and Ḥadīth).

Furthermore, the role of organizational learning on performance has been widely researched but still leaves several gaps. Among them are the results of research on learning organizations conducted in banking on performance which states that learning organizations have a positive effect on knowledge performance; knowledge performance has a positive effect on financial performance; and knowledge performance fully mediates the relationship between organizational learning and financial performance (Maktabi & Khazaei, 2014). However, in contrast to the results of research conducted by (Werlang and Rossetto 2019) in service companies, concluded that learning organizations do not significantly influence organizational performance.

A literature study of the relationship between organizational learning and organizational performance was also carried out by (Zgrzywa-Ziemak, 2015), the results stated that from a

theoretical point of view, the relationship between organizational learning and organizational performance is not clear. The results of this research are in contrast to research which states that the impact of learning organizations on financial performance is statistically significant, positive and strong, and has a positive influence on non-financial performance (Dimovski & Škerlavaj, 2005).

There is limited research on leadership in law enforcement, particularly in how leaders adapt to changes and effectively give orders to subordinates of varying ranks, positions, and academic backgrounds. This gap presents an opportunity for deeper exploration. Police organizations need to proactively anticipate external changes and respond swiftly, developing tailored programs to address evolving needs. A new leadership concept, Islamic Psychological Inspirational Leadership (IPIL), integrates transformational leadership and Islamic values, facilitating organizational adaptation, generative learning, and innovative approaches to traditional methods.

The theoretical gap in this study arises from the examination of transformational leadership theory, which focuses on identifying necessary changes, developing a vision for implementing these changes, and guiding the organization towards improved outcomes (Burns & Bass, 2008). However, traditional transformational leadership primarily addresses external changes without sufficiently integrating the internal psychological contract of individuals, who, in an Islamic context, are seen as stewards responsible for guiding followers towards positive change.

The psychological work contract has inherent weaknesses, primarily its potential instability due to hidden expectations and assumptions that shape individuals' perceptions of their work environment (Cullinane & Dundon, 2006). Unlike a legally binding employment contract, a psychological work contract is informal and undocumented, making it challenging to enforce. Consequently, each employee develops their own unique psychological contract with the organization, even though these contracts may share similarities overall.

Therefore, the psychological contract is highly transactional, relying on human expectations of those in higher positions. It lacks transcendent values, prompting the argument for the integration of Islamic values to anchor the psychological contract in a reliance on God alone. According to Islamic principles, humans should place their ultimate trust in God, recognizing fellow humans as fallible beings who cannot always provide solutions to their problems. The Islamic psychological contract thus encompasses both the behavioral and psychological aspects between employers and employees, emphasizing universal moral obligations to do good and avoid wrongdoing based on human nature (El Azayem & Hedayat-Diba, 1994). Based on that, humans understand all their obligations as God's commands. In Islam, the concept of goodness is explicitly stated in the holy book Al-Qur'an. The Qur'an's expressions of several terms that connote the meaning of goodness are scattered in a number of verses.

In response to this gap, this research structures transformational leadership around two core dimensions: inspirational motivation and intellectual stimulation. It integrates elements of the psychological work contract rooted in Islamic values, specifically drawn from Islamic Inspirational Achievement Motivation. The aim of this study is to develop a new conceptual model that addresses the shortcomings of previous research by exploring a leadership approach that enhances organizational performance.

Empirical testing in this study assesses the impact of organizational learning—specifically adaptive, proactive, and responsive learning—on Islamic Psychological Inspirational Leadership. Finally, the research proposes a contextual model that illustrates how Islamic Psychological Inspirational Leadership and organizational learning can synergistically enhance organizational performance.

## THEORETICAL REVIEW

### **Islamic Inspirational Achievement Motivation from the Perspective of Leadership Theory**

Inspirational motivation occurs when leaders inspire their followers by setting ambitious yet attainable goals for both individuals and the organization. They encourage commitment and foster a collective vision among their followers. Leaders employing inspirational motivation motivate their followers both intrinsically and extrinsically, clearly communicating their expectations. This approach is strongly correlated with productivity and directly contributes to organizational value, perceived as inspirational and forward-thinking, thereby generating a positive emotional impact on the leader's followers (Bass, 1996).

Meanwhile, several studies on motivation conclude that motivation is an important factor in career success. However, in the need for achievement process, individuals tend to view success from their personal orientation and ignore the importance of the ethical and spiritual dimensions of motivation (Sudarti & Fachrunnisa, 2021). By including a spiritual dimension in achievement motivation, it will direct individuals to better management practices related to performance achievement. The transformational leadership style allows recognition of areas where change is needed and guidance of change by followers which inspires and creates a sense of commitment (Kolzow, 2014).

Commitment from followers/staff/employees requires motivation from the leadership. The inspirational motivation factor of transformational leadership is very important to direct subordinates to work better. The second component of transformational leadership involves the leader's ability to motivate followers so that they can perform beyond expectations (Kolzow, 2014). Transformational leaders behave by motivating and inspiring the people around them by providing examples and challenges to take real action. These leaders are motivated to fulfil goals with inspirational motivation and have a cooperative vision that they can be coherent with followers (Ngaithe et al., 2016).

The dimension of inspirational motivation aligns individual and organizational goals, making achieving organizational objectives an appealing path to fulfilling personal aspirations (Halle, 2016). Therefore, transformational leaders must inspire and motivate their followers effectively. However, achieving inspirational motivation often involves reaching work milestones that are incentivized or encouraged by leaders, such as economic rewards or individual accolades tied to financial incentives. Intervening with Islamic values is essential to ensure that inspirational motivation leads to the best outcomes and seeks blessings from Allah SWT.

The concept of Islamic intrinsic motivation results from a synthesis of the Manifest Needs theory and Islamic values. It is characterized by a continuous drive to excel, striving to be the best and quickest in performance while fostering collaboration and mutual reinforcement. This research restructures the transformational leadership style around two primary dimensions: inspirational motivation and intellectual stimulation. It integrates dimensions of the psychological work contract rooted in Islamic values and incorporates elements of Islamic intrinsic motivation, emphasizing the pursuit of achievement through Islamic principles.

### **Islamic Psychological Work Contract**

The Psychological Work Contract can be defined as an individual's beliefs regarding the terms and conditions of an exchange relationship with another party and concerns the continuous exchange of a series of reciprocal obligations between the employee and his employer (Rousseau, 2000, 2010). Psychological contract research assumes reciprocal exchange, where one party's contribution is dependent on the other party's contribution

(Robinson & Rousseau, 1994). The classic Psychological Work Contract literature explains two types of psychological contracts, namely transactional psychological contracts and relational psychological contracts (Robinson & Morrison, 1997).

The foundation of the psychological work contract is the individual employee's belief that the organization has promised future returns and has an obligation to reward their contributions (Shi & Gordon, 2020). The psychological work contract is subjective and recognized as an individual's perception (Griep & Bankins, 2022); therefore, employees may have different interpretations of the psychological work contract depending on how they perceive the messages conveyed by the organization.

Transactional psychological contracts are built on the basis of short-term services and rewards and are mainly concentrated on specific and interactive economic relationships whereas relational psychological contracts involve long-term interactive and affective relationships that usually include high levels of affective involvement, such as support for the individual and concern for the family (Braekkan & Tunheim, 2013). The measurement of the relational psychological contract includes high affective involvement, subjective, flexible and dynamic (Aselage & Eisenberger, 2003). The literature on contract type suggests that the salience of contract type will influence employee behavior (Guo et al., 2017). The importance employees attach to relational obligations has a positive effect on employee behavior.

The conceptual framework for employers and job recipients is built in the spirit of Islam and based on formal sources (Al-Qur'an and Ḥadīth), to form a more perfect quality of self in the workplace and gain happiness in life in this world and the hereafter. All forms of human action refer to their views of good and bad (Fauziah, 2019). The values of good and bad will always be a source of reference (frame of reference) in carrying out various actions in life. The goodness of Islamic values in the Qur'an contained in the psychological employment contract are:

1. Al-Khair: has the obligation to invite people to virtue (Qur'an: Ali Imran/3: 104)
2. Al Ma'ruf: calling for goodness/ma'ruf, and preventing evil (Qur'an: Ali Imran/ 3: 110)
3. Al Ikhsan: Obedience/protected from evil deeds and damage (Qur'an: al-Baqarah/2: 195)
4. Al Birr: spiritual resilience (patience) in facing various trials, disasters, suffering, life difficulties, both due to economic shortages and war (Qur'an: Al-Baqarah/2: 177)
5. Al-Salih: good deeds, faith in Allah SWT and the Day of Judgment with true faith, so that it penetrates into the soul and gives birth to good deeds (Qur'an: an-Nisa'/4: 124),
6. Al Thoyyib: The nature of being a god (reason) makes something lawful (Qur'an: an-Nahl/16: 97).

### **Islamic Psychological Inspirational Leadership (IPIL)**

Islamic Psychological Inspirational Leadership (IPIL) represents a leadership approach aimed at catalyzing transformative organizational change by inspiring members to excel within the framework of a psychological work contract rooted in Islamic values. This contract outlines mutual expectations and obligations between leaders and members. Organizations adopting IPIL are expected to demonstrate enhanced organizational performance.

PIL integrates indicators of Transformational Leadership with the Islamic Inspirational Achievement Motivation and Psychological Work Contract approaches. The proposed IPIL

indicators include:

1. Shalih achievement motivation. Motivating personnel to excel while emphasizing obedience and adherence to religious principles.
2. Khair Inspiration. Encouraging the completion of tasks in a virtuous manner.
3. Ikhsan Work Contract. Fostering personnel compliance with regulations and norms.
4. Thoyib Work Contract. Encouraging the thorough, purposeful, precise, and complete execution of tasks.

## **Hypothesis Development**

### **Proactive Learning and the Islamic Psychological Inspirational Leadership (IPIL) dimensions**

Research into the impact of organizational learning on performance has been extensive, yet several gaps remain. For instance, studies in banking have revealed that learning organizations positively influence knowledge performance, which in turn enhances financial performance. Moreover, knowledge performance acts as a full mediator in the relationship between organizational learning and financial performance (Maktabi & Khazaei, 2014). However, in contrast to the results of research conducted by (Werlang & Rossetto, 2019), in service companies, learning organizations do not significantly influence organizational performance. A literature study of the relationship between organizational learning and organizational performance was also carried out by (Zgrzywa-Ziemak, 2015), the results stated that from a theoretical point of view, the relationship between organizational learning and organizational performance is not clear. The results of this research are in contrast to research which states that the impact of learning organizations on financial performance is statistically significant, positive and strong, and has a positive influence on non-financial performance (Dimovski & Škerlavaj, 2005).

In addition, proactive learning is a generalization of active learning designed to relax unrealistic assumptions and thus can be applied in practice (Donmez & Carbonell, 2010). In an organizational context, a proactive approach is about making the first step to seek information. Characteristics of proactive individuals include self-confidence, self-awareness, ability to function as a team, initiative, ability to make decisions and problem-solving. In police office, proactive learning about environmental changes is a strategy and tool to stop crime before it occurs. Some relate to establishing more reliable measures of effectiveness – for example, how to measure a strategy's impact on crime when residents do not report it. Other examples are inherent in a proactive learning approach, such as how to align preventive strategies with community interests and the protection of citizens' legal rights. Existing research has convinced leading criminologists that certain types of proactive learning can curb crime, especially in the near future and in targeted areas (Haskins, 2019).

Proactive police learning can be concluded as a learning process for Police Members which is carried out by responding quickly to environmental changes as a preventive measure. Proactive learning is indicated by the ability to function in a team, confidence and self-awareness. Proactive individuals will be self-starters, show initiative, take future-oriented actions to change work situations to increase organizational effectiveness (Wen et al., 2001). So the hypothesis proposed is as follows:

H1a: Intensive proactive learning will further accelerate the formation of Shalih (virtuous) achievement motivation

H1b: Intensive proactive learning will further accelerate the formation of khair inspiration.

H1c: Intensive proactive learning will further accelerate the formation of the Ikhsan work contract.



H1d: Intensive proactive learning will further accelerate the formation of the Thoyib Work Contract.

### **Generative Learning and the Islamic Psychological Inspirational Leadership (IPIL) dimensions**

Generative learning is described as a situation where the brain does not receive information passively, but instead actively constructs an interpretation of such information and makes conclusions (Ulusoy & Onen, 2014). Generative learning is active and deliberate learning, including applying reading skills, knowledge, behavior and interaction patterns to improve team performance (Sessa et al., 2011). Other explanations conclude that generative learning is the process of discussing and analyzing, searching for knowledge and skills, reviewing new information and data, developing new protocols and tests and putting them into practice (Chiva & Habib, 2015). Previous research has measured generative learning using indicators of the need for learning and change, exploring alternative methods, asking questions, challenging assumptions, seeking different perspectives, evaluating alternatives, and reflecting on their actions (Van Der Vegt & Bunderson, 2005).

Several research results linked generative learning with transformational leadership. Learning is very important in forming the leadership style of a public officeholder (Broekema et al., 2019). Apart from influencing leadership, learning also influences motivation, as stated by (Hutchins, 2020) that learning will increase a person's motivation in an organizational context. Learning is needed as a process carried out to enrich a leader in facing very dynamic changes.

Increasing one's knowledge and skills inevitably leads to a desire for recognition, motivating individuals to demonstrate their abilities and seek acknowledgement for their achievements. Previous research indicates that generative learning enhances Islamic Psychological Inspirational Leadership (IPIL). Therefore, the hypothesis formulated is that:

H2a: Intensive generative learning will further accelerate the formation of Shalih Achievement Motivation

H2b: Intensive generative learning will further accelerate the formation of Khair Inspiration.

H2c: Intensive generative learning will further accelerate the formation of the Ikhsan Work Contract.

H2d: Intensive generative learning will further accelerate the formation of the Thoyib Work Contract.

### **Adaptive Learning and the Islamic Psychological Inspirational Leadership (IPIL) dimensions**

Adaptive learning is a learning experience that is tailored to individual needs through rapid feedback, direction and learning resources compared to collective learning experiences (Tyre & Von Hippel, 1997). Adaptive learning within police organizations pertains to how officers can adjust to societal diversity, encompassing interactions between leaders and members from various ethnic, religious, and racial backgrounds. In Indonesia, police members are consistently overseen by a supervisory group known as 'Propam Polri', ensuring adherence to procedures and assessing societal impacts. The adaptive learning of police fosters knowledge transfer from incidents of misconduct encountered by National Police members, yet it has not been formalized into a documented learning process for general law enforcement practices (Mugford et al., 2013).

According to leadership theorists like Rowson (2012), adaptive challenges necessitate changes in values, beliefs, and attitudes, not merely behavior. These challenges are often

difficult to recognize and easy to deny, particularly within structured, hierarchical, and disciplined environments such as the National Police service. Research on the supervision of police members and police leaders was carried out by (Filstad & Gottschalk, 2019). Propam Polri, as the supervisor of all Indonesian Police members, implemented the adaptive learning model through three main strategies: assessing current conditions, identifying future directions, and evaluating past developments. The educational and training simulations designed for police officers to adapt to changes in the community environment showed significant impacts on performance outcomes (Mugford et al., 2013).

Furthermore, adaptive learning is characterized as the process through which knowledge from specific cases encountered by National Police members is transferred and integrated into broader criminal law enforcement practices. This process involves identifying current conditions, envisioning future directions, and evaluating past developments. Based on these observations, the following hypotheses are put forward:

H3a: Intensive adaptive learning will further accelerate the formation of Shalih Achievement Motivation.

H3b: Intensive adaptive learning will further accelerate the formation of Khair Inspiration.

H3c: Intensive adaptive learning will further accelerate the formation of the Ikhsan Work Contract.

H3d: Intensive adaptive learning will further accelerate the formation of the Thoyib Work Contract.

### **Islamic Psychological Inspirational Leadership (IPIL) and Police Organizational Performance**

Leading goes beyond mere delegation of orders to subordinates; it necessitates empathy because humans respond differently than inanimate objects that lack the ability to refuse. Successful leadership entails issuing directives that are not only executed but also avoid subsequent negative repercussions. Psychologically, individuals may feel alienated when their roles in organizations are defined by hierarchical levels, yet in the eyes of God, all humans are equal. Effective leaders integrate psychological and non-psychological factors to enhance performance.

Psychosocial workplace factors significantly influence employee performance, as highlighted in Kagwi (2018) research, which underscores their role in individual, group, organizational, and even national success. This study specifically examined a public service institution grappling with numerous challenges.

The next psychological factor related to a leader who empowers subordinates is carried out by (Namasivayam et al., 2014) with the object of service to the community stating that employees who are empowered by the leader feel appreciated and are considered as part of the organization so that it is an achievement in itself, thus motivating them to improve their performance. Practically, Indonesian regional police leaders ('Kapolsek') can improve the performance of their members not only by stimulating members' financial factors but can use psychological factors such as a comfortable workplace and empowering employees properly.

H4a: If Shalih Achievement Motivation is implemented optimally, organizational performance will increase.

H4b: If Khair Inspiration is implemented optimally, organizational performance will increase

H4c: If the Ikhsan Work Contract is implemented optimally, organizational performance will increase



H4d: If Thoyib Work Contract is implemented optimally, organizational performance will increase

The empirical model is explained in Figure 1

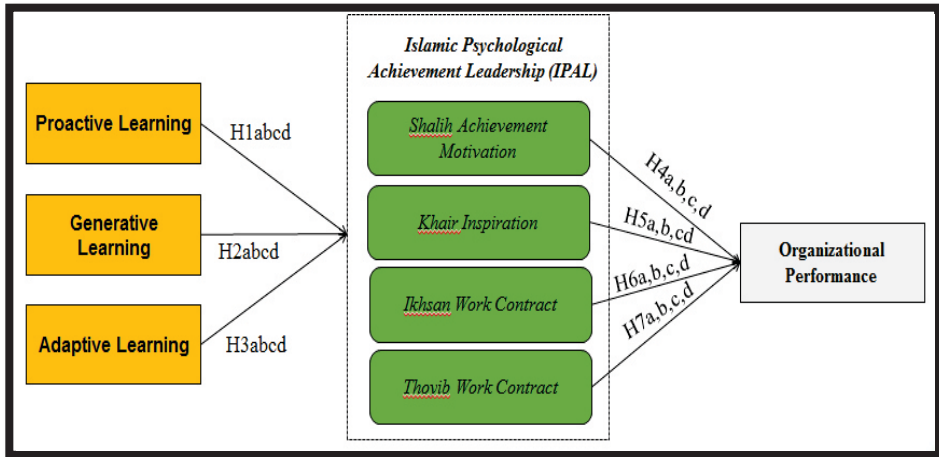


FIGURE 1. Empirical Research Model

Figure 1 illustrates that organizational learning, encompassing proactive learning, generative learning, and adaptive learning, enhances Islamic Psychological Inspirational Leadership (IPIL) and holds promise for enhancing organizational performance.

## METHODOLOGY

This research emphasizes the relationship between research variables (causality) by testing the hypothesis which includes variable of proactive learning, generative learning, adaptive learning, Islamic Psychological Inspirational Leadership (IPIL) and police organizational performance variables. Data collection was carried out by distributing questionnaires containing letters of request and measurement items. The sample in this research was 219 Regional Police Leaders ('Kapolsek) in the Central Java Regional Police, Indonesia.

Since the variable measured continuing Islamic religious values, therefore, we make sure that all respondents are Muslim. Then the sample collection was carried out using a simple random sampling technique, which is taking sample members from a population randomly without paying attention to the strata in the population. Retrieval of data obtained through a questionnaire was carried out using interval measurements with a Likert score of 1 to 10 ranging from strongly disagree to strongly agree. Data then analyzed using the Structural Equation Model and Partial Least Square (PLS).

## RESULTS AND DISCUSSION

Male police chiefs predominated among the respondents, characterized by a solid educational background and demonstrated high intellectual capacity as leaders. In terms of age, the majority of police chiefs within the Central Java Regional Police are mature, typically having served for an extended period and possessing substantial experience in their duties.

Convergent validity in this study was assessed using factor loading parameters. These values were derived from confirmatory factor analysis conducted through Structural Equation Modeling (SEM). Confirmatory factor analysis serves as a measurement stage for the dimensions constituting latent variables. The results of the convergent validity test for both exogenous and endogenous variables are depicted in Figure 2.

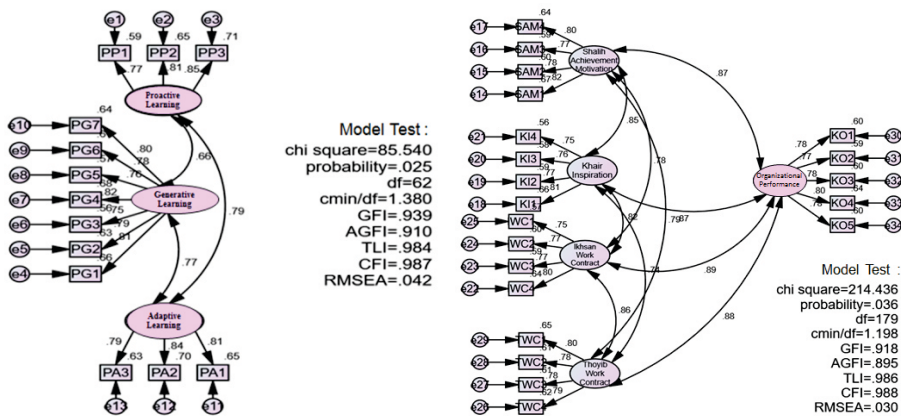


FIGURE 2. Confirmatory Factor Analysis of Exogenous and Endogenous Variables

Based on the image of the results of the confirmatory factor analysis of exogenous and endogenous variables above, the factor loading value of each indicator can be seen as follows:

Table 1: Loading Factor Value Results of Confirmatory Factor Analysis of Exogenous and Endogenous Variables

Exogenous	Estimate	Endogenous	Estimate
Proactive Learning	.769	Shalih_Achievement_Motivation	.821
Proactive Learning	.808	Shalih_Achievement_Motivation	.777
Proactive Learning	.845	Shalih_Achievement_Motivation	.766
Generative Learning	.815	Shalih_Achievement_Motivation	.797
Generative Learning	.792	Khair_Inspiration	.810
Generative Learning	.752	Khair_Inspiration	.769
Generative Learning	.825	Khair_Inspiration	.761
Generative Learning	.758	Khair_Inspiration	.750
Generative Learning	.781	Ikhsan_Work_Contract	.801
Generative Learning	.801	Ikhsan_Work_Contract	.766
Adaptive Learning	.806	Ikhsan_Work_Contract	.772
Adaptive Learning	.838	Ikhsan_Work_Contract	.753
Adaptive Learning	.793		

Table 1 shows the magnitude of the factor loading value (standardized loading estimate) for each indicator forming the endogenous variable which has a factor loading value greater than 0.7, so it can be concluded that these indicators are significant dimensions of the variable construct which are declared valid. So that it can be used as a measuring instrument for those variables. A model that has been tested for suitability (model fit), another evaluation that must be carried out is a model reliability test showing that in a model, the indicators used have a good degree of suitability. The results of the construct reliability test in this research are provided in Table 2.

Table 2: Construct Reliability

Variable	Construct Reliability	Variance Extracted
Proactive Learning	0.849	0.653
Generative Learning	0.920	0.623
Adaptive Learning	0.854	0.660
Shalih Achievement Motivation	0.869	0.625
Khair Inspiration	0.856	0.597
Ikhsan Work Contract	0.856	0.598
Thoyib Work Contract	0.868	0.623
Organizational Performance	0.886	0.609

Based on Table 2, it was found that all variables had construct reliability > 0.7, so it could be concluded that all variables had good construct reliability. Based on these calculations, it was found that the average AVE value for all variables was > 0.5, so it could be stated that this research variable had high reliability.

Confirmatory analysis of the indicators forming the latent variables and reliability tests have been presented. The next analysis is Structural Equation Modeling (SEM) analysis of the overall model (full model). Goodness of fit evaluation is intended to assess how well the research model developed is. The results of data processing for full SEM model analysis are in Figure 3.

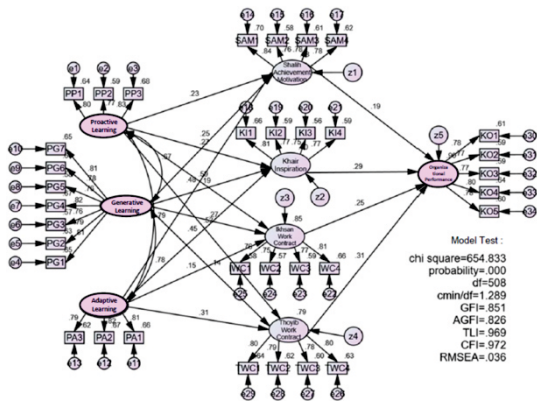


FIGURE 3. Full SEM Model Analysis

Based on the goodness of fit test results of the research model presented in figure 3, it is known that the results of the model feasibility test show that the estimated Chi-Square value = 654.833. This value is above the Chi-Square table value with df = 508, which is 612.225. The probability index obtained a value of p = 0.000, this value is less than 0.05, so the chi-square criteria and the probability of the model suitability test results are not met. According to Ghozali (2017:64), the chi-square value is very sensitive to sample size. If the chi-square

criteria is not met, then it can be ignored and look at other measures of goodness of fit.

The RMSEA, CMIN/DF, TLI, and CFI criteria are included in the good category, while GFI and AGFI are marginal. Marginal value is a condition of the feasibility of a measurement model under the absolute fit and incremental fit criteria, but can still be continued in further analysis because it is close to good criteria.

The assumption of normality of univariate and multivariate data can be made by observing the critical values of the results of the assessment of normality test from the AMOS program as shown in Table 3.

**Table 3:** Normality Test Results

Variable	min	max	skew	c.r.	kurtosis	c.r.
OP5	5.000	10.000	-.934	-5.640	1.849	5.585
OP4	5.000	10.000	-1.115	-6.734	2.536	7.660
OP3	5.000	10.000	-.791	-4.778	1.159	3.501
OP2	5.000	10.000	-1.079	-6.519	1.736	5.244
OP1	6.000	10.000	-.877	-5.296	1.387	4.189
TWC1	4.000	10.000	-1.290	-7.794	3.862	11.667
TWC2	5.000	10.000	-.817	-4.935	1.901	5.742
TWC3	5.000	10.000	-.858	-5.181	1.834	5.540
TWC4	4.000	10.000	-1.220	-7.372	3.956	11.950
IWC1	5.000	10.000	-.523	-3.159	1.193	3.603
IWC2	5.000	10.000	-.814	-4.919	1.039	3.138
IWC3	5.000	10.000	-.691	-4.176	1.408	4.255
IWC4	5.000	10.000	-.959	-5.793	2.014	6.085
KI4	5.000	10.000	-.620	-3.745	.572	1.729
KI3	6.000	10.000	-.549	-3.315	.263	.793
KI2	5.000	10.000	-.973	-5.878	2.278	6.881
KI1	5.000	10.000	-.517	-3.125	.800	2.415
SAM4	5.000	10.000	-.704	-4.254	1.379	4.167
SAM3	5.000	10.000	-.753	-4.548	1.167	3.525
SAM2	5.000	10.000	-.773	-4.670	.568	1.717
SAM1	5.000	10.000	-1.088	-6.571	2.509	7.580
AL3	5.000	10.000	-.891	-5.386	1.918	5.794
AL2	4.000	10.000	-1.106	-6.683	3.214	9.709
AL1	4.000	10.000	-1.094	-6.612	3.449	10.419
GL7	5.000	10.000	-.513	-3.097	-.022	-.068
GL6	4.000	10.000	-1.047	-6.324	2.949	8.907
GL5	5.000	10.000	-.624	-3.769	.337	1.019
GL4	5.000	10.000	-.722	-4.361	.738	2.230
GL3	5.000	10.000	-.591	-3.572	.508	1.535
GL2	5.000	10.000	-.651	-3.931	.486	1.469
GL1	5.000	10.000	-.657	-3.971	.397	1.198
PL3	5.000	10.000	-.983	-5.939	2.373	7.168
PL2	5.000	10.000	-.827	-4.998	1.890	5.708
PL1	5.000	10.000	-.728	-4.400	1.505	4.546
Multivariate					16.649	2.490

\*OP= Organizational Performance; TWC = Thayib Work Contract; IWC = Ikhsan Work Contract; KI = Khair Inspiration; SAM = Shalih Achievement Motivation; AL=Adaptive Learning; GL: Generative Learning; PL=Proactive Learning

The normality test results above show that the multivariate critical ratio value of 2.490 is between -2.58 and + 2.58, so the data is declared to be normally distributed. Based on this test, it can be concluded that the data normality assumption has been met.

**Table 4:** Observations Farthest From the Centroid (Mahalanobis Distance)

Number of observation	Mahalanobis d-squared Maksimum	Critical Values of Mahalanobis d-squared	Notes
219	59,229	65,247	No outlier

Evaluation of multivariate Outliers is observed in the output of the AMOS program which will show the Mahalanobis Distance number, if the Mahalanobis d-Squared in the AMOS computation is greater than the Chi-Square value at a significance level of 0.001 and degrees of freedom equal to the number of indicators, namely 34, 65.247 are obtained, then the data This indicates the existence of Multivariate Outliers. The highest Mahalanobis d-Squared table is 59.229 (still below the chi-square value), where the chi-square (X2) value (34; 0.001) = 65.247 so it is concluded that there are no Multivariate Outliers. Based on the evaluation results of the SEM analysis assumptions described above, it can be seen that the necessary assumptions have been fulfilled, so that the analysis can continue with hypothesis testing.

This research hypothesis testing was carried out based on the Critical Ratio (CR) value and the significance probability value of each relationship between variables. A relationship is said to be significant if a Critical Ratio (CR) value > 1.96 or a p-value < 0.05 is obtained.

**Table 5:** Hypothesis Test Results

Hypothesis	C.R	P	Information
H1a	2,418 > 1,96	0,016 < 0,05	Supported
H1b	2,622 > 1,96	0,009 < 0,05	Supported
H1c	5,845 > 1,96	0,000 < 0,05	Supported
H1d	5,184 > 1,96	0,000 < 0,05	Supported
H2a	2,899 > 1,96	0,004 < 0,05	Supported
H2b	2,038 > 1,96	0,042 < 0,05	Supported
H2c	3,258 > 1,96	0,001 < 0,05	Supported
H2d	1,640 < 1,96	0,101 > 0,05	Not Supported
H3a	3,957 > 1,96	0,004 < 0,05	Supported
H3b	3,395 > 1,96	0,042 < 0,05	Supported
H3c	1,315 < 1,96	0,188 > 0,05	Not Supported
H3d	2,601 > 1,96	0,009 < 0,05	Supported
H4a	2,322 > 1,96	0,020 < 0,05	Supported
H4b	3,795 > 1,96	0,000 < 0,05	Supported
H4c	2,553 > 1,96	0,011 < 0,05	Supported
H4d	3,382 > 1,96	0,000 < 0,05	Supported

DISCUSSION

Intensive proactive learning will further accelerate the formation of Shalih Achievement Motivation, Khair Inspiration, Ikhsan Work Contract and Thoyib Work Contract. These results support several previous studies that link proactive learning with leadership, including (Han & Goleman, Daniel; Boyatzis, Richard; Mckee, 2019) and (Wen et al.,

2001). Proactive learning will function well in groups and as individuals. Personnel demonstrating proactive learning behaviors exhibit the ability to swiftly adapt to external changes within their organizational responsibilities for the common good. They believe that continuous learning enhances personal growth and recognize it as a duty incumbent upon every Muslim. This learning dynamic enhances a leader's capacity to motivate personnel towards achieving goals while emphasizing adherence to religious principles. Consequently, leaders tend to promote organizational achievements, reward accomplishments, seek divine blessings, and foster mutual encouragement among members.

Effective leadership's proactive approach to achieving common goals inspires meticulous task completion through diligent and honest efforts, exemplary personal achievements, commendable actions, and responsible execution of orders. The knowledge, skills, and physical fitness gained through learning processes constitute vital assets for police leaders in fulfilling their duties. Believing in the transformative power of learning encourages leaders to cultivate compliant work relationships and foster adherence to police regulations and norms, resilience, and altruistic behaviors among members. In conclusion, proactive learning, characterized by adaptive responses to external changes as a preventive measure, effectively embodies the Islamic Psychological Inspirational Leadership (IPIL) style. This leadership style promotes transformative organizational change by empowering members to uphold the psychological work contract established between leadership and members.

Leaders who construct knowledge from new experiences or events, integrating them with existing knowledge to foster innovation, emphasize cross-functional and unit coordination. Acknowledging diverse perspectives among personnel when addressing challenges encourages innovative problem-solving approaches. Cross-functional communication and coordination serve as crucial evaluation steps in implementing proactive learning, facilitating insightful analysis of current situations, charting future directions, and evaluating past progress.

Thus, an interactive, constructive learning model that integrates new information with prior knowledge and experiences accelerates the development of Shalih Achievement Motivation, Khair Inspiration, and Ikhsan Work Contract, crucial components of effective leadership. Intensive adaptive learning will further accelerate the formation of Shalih Achievement Motivation, Khair Inspiration, and Thoyib Work Contract but is unable to influence the Ikhsan Work Contract.

This research supports the results of research on supervision of Police makers and Police leaders previously conducted by (Mugford et al., 2013). The process of transferring knowledge from violation cases experienced by police officers, which cannot yet be conceptualized as a documented learning process in general criminal law enforcement, has been shown to accelerate the ability to motivate members to excel while emphasizing their obedience and adherence to religious rules. The leader's capacity to identify self-concept, confidently prepare for the future, and engage in self-reflection has proven to expedite the formation of Khair Inspiration. This ability to inspire the completion of tasks in a commendable manner is cultivated through hard work and honesty, extraordinary personal accomplishments, exemplary actions, and a full sense of responsibility in fulfilling orders.

Intensive adaptive learning by leaders has been shown to accelerate the formation of awareness regarding the psychological work contract, encouraging the execution of tasks well, purposefully, precisely, and completely. This adaptive learning fosters the Thoyib Work Contract, which is established by building work relationships to complete tasks effectively, appropriately, and in alignment with leadership directives, ultimately ensuring tasks are fully completed. Several previous research results related to the role of a leader's psychological



factors in achieving individual performance include (Kagwi, 2018) and (Namasivayam et al., 2014). A leadership style that encourages transformational change in the organization by empowering members of the organization to excel in accordance with the psychological work contract encourages increased results (output).

All dimensions of IPIL have been proven to be able to improve the quality and quantity of organizational performance of Indonesian Police including community service; monitoring and early detection of community disturbances; and protection of the community. So, it can be concluded that organizations with an Islamic Psychological Inspirational Leadership (IPIL) style are proven to have good organizational performance.

## CONCLUSION

This study aims to develop a new concept called Islamic Psychological Inspirational Leadership (IPIL), which is defined as a leadership style that promotes transformational change within an organization by inspiring members to excel in alignment with the psychological work contract established between leaders and members. IPIL comprises four dimensions: Shalih Achievement Motivation (SAM), Khair Inspiration (KI), Ikhsan Work Contract (IWC), and Thoyib Work Contract (TWC).

- 1) Shalih Achievement Motivation (SAM): The ability to motivate personnel to excel while ensuring their adherence to religious rules.
- 2) Khair Inspiration (KI): Encouraging the completion of tasks in a commendable manner.
- 3) Ikhsan Work Contract (IWC): Fostering personnel's compliance with applicable regulations and norms.
- 4) Thoyib Work Contract (TWC): Encouraging the implementation of tasks in a well-planned, precise, and thorough manner.

Intensive proactive learning accelerates the development of all IPIL dimensions. However, intensive generative learning specifically accelerates SAM, KI, and IWC, but does not significantly influence TWC. Conversely, intensive adaptive learning accelerates SAM, KI, and TWC, but does not significantly impact IWC. Islamic Psychological Inspirational Leadership has been proven to enhance the performance of police organizations.

This research contributes to leadership theory, particularly the concept of transformational leadership. The newly developed concept, IPIL, addresses the limitation of traditional transformational leadership, which primarily identifies worldly changes without considering individual psychological changes. By incorporating the psychological work contract dimension grounded in Islamic values, derived from Islamic Achievement Motivation, IPIL provides a more holistic approach to leadership.

Additionally, this research contributes to the understanding of psychological contracts. Traditional studies on psychological work contracts typically focus on transactional reciprocal obligations. However, IPIL introduces Islamic values into the framework, building the psychological contract between employer and employee on Islamic principles sourced from the Qur'an and Hadith. These values serve as a frame of reference for fulfilling the psychological contract, ensuring actions are guided by notions of good and bad according to Islamic teachings.

## Limitation and Future Research

This research has several limitations. Firstly, the goodness of fit test results for the research model did not meet the chi-square criteria and probability requirements. Additionally, the GFI and AGFI values fell below the absolute fit and incremental fit criteria, indicating issues

with the feasibility of the measurement model. Secondly, the estimated values for Generative Learning on the Thoyib Work Contract and Adaptive Learning on the Ikhsan Work Contract were low, resulting in the hypotheses not being supported.

The incompatibility of the research model with the chi-square and probability criteria presents an intriguing black box for further study. Future research could test the model on different respondents to explore this issue further. Moreover, the rejection of the impact of generative learning and adaptive learning in forming work contracts suggests a new area of research. Future studies could investigate other variables to enhance the influence of organizational learning in creating psychological work contracts.

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