

THE MEDIATING EFFECT OF PROACTIVE KNOWLEDGE SHARING AMONG TRANSFORMATIONAL LEADERSHIP, COHESION, AND LEARNING GOAL ORIENTATION ON EMPLOYEE PERFORMANCE

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Abstract. The background of this study is based on the controversial relationship between transformational leadership and employee performance. Empirical and theoretical models resolve the controversy by building a new concept based on proactive knowledge sharing. The study established the influence of transformational leadership, cohesion and learning goal orientation on proactive knowledge sharing and employee performance. A total of 7 hypotheses were developed to solve the study problem, while purposive sampling was used in data collection. The respondents consisted of 6 employees of Sharia Banking in Indonesia. The SEM results indicate that five hypotheses were significant, while 2 were insignificant. Furthermore, proactive knowledge sharing strongly mediates the relationship between the studied variables. These results confirm the withdrawal of the new concept in improving employee performance.

Keywords: transformational leadership, learning goal orientation, proactive knowledge sharing, employee performance.

JEL Classification: M2, A1, O3.

Introduction

Front-line employees' performance is crucial in the highly competitive service sector (Cooke et al., 2019). Studies have been conducted to determine the pointers by investigating various variables in the literature. For instance, previous research identified leader behavior as a critical factor in influencing front-line employees' performance. The success of services and people-oriented businesses, such as the banking sector, highly depends on management (Terglav et al., 2016). Theoretically, research shows that leaders significantly impact performance outcomes in different cultures (Sarwar et al., 2020) and financial institutions (Asrar-ul-Haq & Kuchinke, 2016). Transformational leadership style may change individuals when leaders and subordinates interact to increase their motivation and morality. Studies show that transformational leadership increases adaptability and proactive employees in the workplace (Wang et al., 2017).

A previous research review shows inconsistency in the mechanism explaining the influence of leadership and organizational learning on performance. For instance, several

studies show that transformational leadership significantly influences follower performance (Buil et al., 2019; Ribeiro et al., 2018; Obeidat & Tarhini, 2016; Asrar-ul-Haq & Kuchinke, 2016; Cavazotte et al., 2013; Sundi, 2013; Carter et al., 2013; Ghafoor et al., 2011). However, Charlton and Eschleman (2019), Eliyana and Ma'arif (2019), Tahir (2015), Chen et al., 2014, Insan et al., 2013, Paracha et al. (2012), Obiwuru et al. (2011), Brown and Arendt (2010) show no effect of transformational leadership on employee performance. This allows the exploitation of the mediating factors' role in explaining the achievement of the organization's desired goals.

Previous studies show that knowledge management mediates the influence of leadership and learning organization on performance. Furthermore, knowledge management mediates the influence of organizational context on organizational effectiveness (Aldulaimi, 2015). Therefore, this study develops another mechanism on how transformational leadership improves employee performance through knowledge sharing. Modern researchers stressed that knowledge sharing is essential in organizational

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effectiveness and contributes to business success (Akram & Bokhari, 2011).

Previous studies noted the importance of knowledge as a priceless company asset (Sokół, 2020) and a force that drives business success (Zeraati et al., 2019). There is a contradiction in findings in Indonesia that 93.22% of Islamic Bank employees lack Sharia knowledge. This is evident in the educational background of employees (Yusuf et al., 2017). Knowledge is extensive, such as an unbroken ocean or spring that is valuable to the organization (Javadi et al., 2012). Therefore, knowledge enables the organization to survive the competition and achieve a competitive advantage (Quartey, 2019). Therefore, an organization's survival power depends on knowledge use. For this reason, organizations proactively seek and disseminate new knowledge to all their units.

1. Literature review and hypothesis development

Knowledge management involves the practice of sharing knowledge (Donate & de Pablo, 2015). Also, it is essential in improving individual abilities in new learning resources and data, problem-solving, self-improvement (Din & Haron, 2012), and knowledge exchange between individuals and business units (Ganguly et al., 2019). Knowledge sharing comprises behaviors regarding knowledge exchange involving actors, organizational context, content, social environment, and appropriate media. The knowledge-sharing model is conceptualized into transmission and absorption (Nguyen et al., 2019; Yang & Chen, 2007). When new knowledge is obtained, it must be transferred to another part of the organization to be more helpful. The business success of knowledge sharing is related to technological and behavioral factors.

New knowledge is created and shared by companies through a soft mode connecting tacit and explicit knowledge. Tacit knowledge is shared through socialization, a process of sharing experiences through technical skills and mental models. The knowledge is transferred among people through mentoring and modelling, work culture, conversation, and experience sharing. This is an externalization process that converts tacit into explicit knowledge. Companies achieve this using analogies, metaphors, models, or concepts, and it takes place between individuals within a group (Ganguly et al., 2019).

Internalization converts explicit knowledge generated by others to tacit knowledge, which is then absorbed and internalized. Individuals internalize the experience acquired through socialization, externalization and combination based on tacit knowledge sharing through technical skills or mental models. Organizations transfer internalization and tacit knowledge, followed by employees (Bashir & Farooq, 2019). The combination process creates new concepts by merging two explicit knowledge sources. An example is when several reports are integrated into a completely new report into a database or knowledge base or database. The combination allows the transfer of

knowledge between groups throughout the organization (Bradshaw et al., 2015).

1.1. Proactive knowledge sharing

Proactive knowledge sharing (PKS) integrates proactiveness as extra-role dimensions (Van Dyne & LePine, 1998; Grant et al., 2011) and knowledge sharing based on the learning orientation dimensions (Calantone et al., 2002; Nybakk, 2012). PKS is the knowledge transfer of the organization's members through an active exchange of explicit and implicit knowledge to improve work performance. Therefore, PKS has the potential to improve employee performance.

1.2. Transformational leadership

Burns (1978) described a transformational leader as someone that full involves and develops subordinates' potential, and meets the needs of a higher level. This concept differs from the transactional approach that portrays leadership as a mutual relationship between leaders and followers, such as the exchange of rewards for desirable behavior. Therefore, Bass (1995) developed Transformational Leadership (TL) as a process that increases followers' awareness regarding the problem of consequences, influences subordinates to forego personal interests for the group's good, and motivates them to work beyond expectations (Bass, 1999). Furthermore, according to Bass, this leadership style motivates others to work more than expected and even more, than they think. The leader achieves higher performance by setting more challenging expectations. This study defined TL as a proactive leader that increases follower awareness to transcend collective interests and achieve extraordinary goals (Antonakis et al., 2003).

1.3. Cohesion

Cohesion (COH) is the unity between members of a group pursuing instrumental objectives and satisfying their affective needs (Carron et al., 1998). Group cohesion is a multi-concept, including task and social cohesion, a view widely accepted among many researchers (Tung et al., 2019). Task cohesion comprises the motivation towards achieving group goals (Heuzé et al., 2006) and commitment to those goals (Zaccaro & Lowe, 1988). Social cohesion is motivation by the group members to develop and maintain social relations (Heuzé et al., 2006).

1.4. Learning goal orientation

Goal orientation is divided into learning and performance goal orientation (Sujan et al., 1994; VandeWalle, 2003; DeShon & Gillespie, 2005; Kim & Lee, 2013). Learning goal orientation (LGO) concerns an individual's willingness to continue learning to gain new knowledge and improve work skills. Performance goals orientation is the tendency of an individual to show their competence to others.

1.5. Employee performance

Performance is a multidimensional concept divided into task and contextual performance (Borman et al., 2001). Task performance is an individual's proficiency in executing the tasks contributing to the work's technical core. Contextual performance is a work activity unrelated to the technical core but supports the organization in achieving goals. Here are some concepts of employee performance and indicators used in their measurement.

Job performance is essential in employee management. Employee performance (EP) is the employees' ability to realize individual goals, meet expectations and achieve targets or organizational standards (June & Mahmood, 2011). Therefore, EP consists of employees' abilities and natural or acquired skills and motivation to improve results.

1.6. Hypotheses

1.6.1. Transformational leadership and proactive knowledge sharing

Leaders play an essential role in knowledge sharing through TL behavior. For instance, transformational leaders improve the shared vision and provide the necessary structures or systems, motivation, and knowledge sharing willingness (Akpotu & Tamunosiki-Amadi, 2013). Furthermore, leaders create a customized model of employees' willingness to share their knowledge, continue to learn and search for new ideas (Wong, 2005). Leaders create a climate that enables and facilitates knowledge sharing (Salo, 2011).

TL creates and delivers new information to employees during knowledge sharing (Lee et al., 2010). As a result, they enable better collaboration and support among fellow employees (Mabey et al., 2012). Moreover, TL increases knowledge transfer and utilization, enhance the establishment of responsibilities and rewards system, improve employee skills, encourage adaptation to the strategic objectives, and support quality communication among employees (Baytok et al., 2014). Therefore, TL is a vital facilitator and determinant of knowledge sharing practices (Chen & Barnes, 2006). A transformational leader is a proactive leadership because they encourage knowledge sharing and articulate a shared vision. Additionally, they provide a suitable model, encourage adaptation to the group's goals, inspire employees, support innovative ideas, build systems and culture, and participate in knowledge sharing. According to (Yadav et al., 2019; Khan & Khan, 2019), TL influenced knowledge collecting and donating behavior. Based on the description, the hypothesis is formulated:

H1: Transformational leadership influences proactive knowledge sharing.

1.6.2. Transformational leadership and cohesion

Transformational leadership behavior should deliver performance, meaning that COH is essential in group management. Moreover, transformational leaders help group

members redesign personal values based on their vision and goals. This results in more vital values in internalization, cooperation and harmony between the followers (Shamir et al., 1993). Consequently, a shared vision develops, which increases group work cohesion. Vision accompanied by a solid group identity helps transformational leaders in empowering members to achieve goals without being monitored. Furthermore, high collectivity improves the working group cohesiveness among team members. Empirical research found that TL behavior makes employees accept group goals and improve teamwork, high-performance expectations, and individual considerations. This makes employees predict task cohesion and accept group goals, while promoting teamwork helps them predict social cohesion (Callow et al., 2009). Group cohesion enables members to identify where to direct their efforts to achieve their common goal. Various empirical studies show that TL affects COH (Cronin et al., 2015). Therefore, this study aimed at finding a positive relationship between TL and COH, resulting in the following hypothesis:

H2: Transformational leadership influences cohesion.

1.6.3. Transformational leadership and employee performance

Leadership significantly influences the organization's performance, the management, and employees (Wang et al., 2005). There is extensive scientific research on the relationship between performance and leadership. Studies on the relationship between transactional leadership and organizational performance have disappointing results. However, using the Multifactor Leadership Questionnaire (MLQ), Bass (1985) found a significant correlation between TL style and organizational performance. These correlations were consistently higher than the organizational performance and transactional leadership.

Most studies on the relationship between TL and EP are positive and strong enough (Buil et al., 2019; Ribeiro et al., 2018; Obeidat & Tarhini, 2016; Asrar-ul-Haq & Kuchinke, 2016; Cavazotte et al., 2013; Sundi, 2013; Carter et al., 2013; Ghafoor et al., 2011). The results show that a transformational leader inspires subordinates towards having the organization's vision, mission, and goals. Moreover, the leader encourages and motivates subordinates for maximum performance, stimulates them to act and solve problems critically, and treats employees individually. As a result, subordinates respond by working to their maximum.

Therefore, the hypothesis is formulated:

H3: Transformational leadership influences employee performance.

1.6.4. Learning goal orientation and proactive knowledge sharing

Learning Goal Orientation (LGO) is the desire for self-development by mastering new situations, acquiring new skills, and increasing competence (Matsuo, 2019). Orientation is the view that underlies thought. Something held

in mind cannot immediately lead to performance. LGO is related to various behaviors and adaptive thoughts, such as perceiving failure as an experience for learning, surviving difficulties, setting high goals, and maintaining a high self-efficacy (Payne et al., 2007). Therefore, people with high LGO are actively involved in knowledge sharing. This is because necessary knowledge and skills help them in performing the tasks that facilitate performance. For instance, LGO increased innovative performance through knowledge sharing as a mediator (Lu et al., 2012). Also, learning orientation has a positive influence on knowledge sharing (Matzler & Mueller, 2011). Employees oriented towards learning goals improve their personal goals with time due to their desire to challenge themselves and are proactive in sharing knowledge. Therefore, the hypothesis is formulated:

H4: Learning goal orientation influences proactive knowledge sharing.

1.6.5. Cohesion and proactive knowledge sharing

Cohesiveness is something interesting that should feature in a team (Amabile et al., 2004). A cohesive team allows members to share experiences about their tasks and work. It enables employees to share knowledge and a mental model that positively affects task performance and team coordination. Moreover, role teamwork affects knowledge sharing within the team. Research on the learning behavior in workplaces indicates that individuals receive informal learning from peers more than the organization’s formal training (Maurer et al., 2003). In this way, knowledge sharing within the team is a cooperative behavior of members and is affected by team cohesiveness. Knowledge sharing between team members is an individual’s voluntary and conscious action (Nonaka, 1994).

The findings show that the empowerment of leadership dimensions, knowledge sharing, and team cohesion positively and indirectly affects team performance. Knowledge sharing behavior has a positive mediative effect on the relationship between leadership empowerment and team performance. Also, knowledge sharing behavior positively mediates the relationship between team cohesion and team performance (Kasemsap, 2013). The results reinforce that a cohesive team enables knowledge sharing and task cohesion among members.

Therefore, the hypothesis is formulated:

H5: Cohesion influences Proactive knowledge sharing.

1.6.6. Cohesion and employee performance

When team members carry out activities together, such as having lunch or visit one other at home, they familiarize themselves with each other, their relationship becomes stronger, and the team becomes more COH (Sanders & Van Emmerik, 2004). Compactness increases team members’ energy and commitment to task accomplishment, reducing maintenance requirements. The cohesive team reduces friction between employees and increases employee confidence and coordination among team members

(Dobbins & Zaccaro, 1986). Task cohesion is concerned with goals, objectives, and collective performance (Carron et al., 1985). Therefore, COH is related to EP.

Previous research showed that team COH positively relates to performance. Also, integrated meta-analysis research 49 correlational and experimental studies show that the relationship is relatively small, though it is still significant. Correlational studies show a stronger relationship between performance and team cohesiveness (Mullen & Copper, 1994). Moreover, regarding the teams distributed globally, perceived trust and team COH positively correlate with individual performance (Garrison et al., 2010). Team cohesiveness could have an indirect relationship with individual performance (van Woerkom & Sanders, 2010).

Therefore, the hypothesis is formulated:

H6: Cohesion influences employee performance.

1.6.7. Proactive knowledge sharing and employee performance

Knowledge sharing improves performance through better decision-making and coordination. Empirical research found that high knowledge-sharing enhances careful consideration and improved knowledge utilization by the team, resulting in better decision-making (Wittenbaum et al., 2004).

Studies examine the positive effect of knowledge generated through productivity improvement programs on organizational performance (Hansen, 2002; Arthur & Huntley, 2005; Mesmer-Magnus & DeChurch, 2009). The studies showed that knowledge sharing implementation reduces unit costs in auto parts manufacturing.

Empirical findings prove that knowledge sharing positively impacts performance through cost reduction, organizational growth, and intangible benefits in the oil and gas sector (Ali et al., 2019).

Therefore, the hypothesis is formulated:

H7: Proactive knowledge sharing influences employee performance.

The empirical research model is developed as follows:

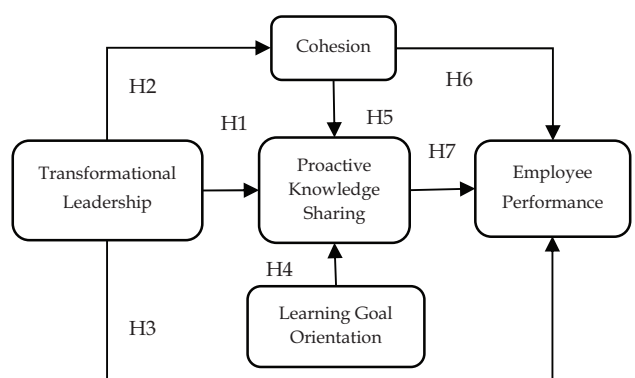


Figure 1. Empirical research model (source: development by authors)

The figure above (Figure 1) illustrates how a PKS model in an organization can be built and mediates the

relationship between the variables studied. There are three main pillars to build this model. First, leadership. Leadership in an organization functions as the main controller of all activities carried out by the organization. Leaders can build a work climate and culture that will increase employee cohesiveness at work. In addition, a leader can also influence employees by communicating challenging visions, guiding employees and motivating subordinates to realize organizational goals. Thus, a leader in an organization is a leader who is proactive in creating conditions that allow employees to develop skills and knowledge in a workgroup and allows making easy access for all employees to obtain relevant knowledge in the organization.

The second pillar is COH. The selected human resources will have the same vision as the leader and be more cohesive. Cohesion working groups tend to interact more with fellow members, show cooperative behaviour to help and share and have a tendency to communicate freely with fellow team members. This condition allows the proactive sharing of knowledge among members of the work team.

The third is goal orientation. Employees who have a goal orientation at work will show better individual behaviour and performance. Concerning learning, employees who have a LGO will proactively seek knowledge from their surrounding environment. Knowledge can be obtained from work teams, leaders and can also be obtained from other people outside the organization. This knowledge can increase skills and knowledge about their work. These three pillars enable PKS within the organization. PKS has the potential to improve employee skills and work knowledge, the next impact is to improve EP.

2. Methodology

The hypotheses were tested by distributing 350 questionnaires to Islamic bank employees in region III Cirebon, Indonesia. Purposive sampling was used to select permanent Islamic banking employees that had worked for at least 2 years, more than 10 years, and Muslims. With these strict requirements, it is hoped that the samples used can be representative. Data were collected using questionnaires with a scale of 10, with 1 indicating strongly disagree, while 10 showing strongly agree. The questionnaires were adapted from different studies tailored to the object of research.

TL is leadership that requires action to motivate subordinates to work towards high-level goals beyond personal interests (Bass, 1996; García-Morales et al., 2012). This involves giving an example, inspiring actions, providing problem-solving impetus, and paying attention to subordinates.

COH is the closeness between group members in performing their job duties (Chang & Bordia, 2001; Carless & De Paola, 2000). The indicators used are team morale or spirit, social support, workload sharing, and communication or team cooperation.

LGO is the individual orientation to improve and master the tasks undertaken. The indicators used include studying from the task at hand, learning teamwork, and the customer (Sujan et al., 1994).

PKS is the transfer of knowledge from the individual, team or organization by actively contributing to the exchange of explicit and implicit knowledge to improve work performance. The 3 proactive indicators include actively proposing ideas for improving work quality, communicating opinions about work issues to other parties even when their opinions differ or others disagree, and recommending issues affecting the organization (Van Dyne & LePine, 1998; Grant et al., 2011). The knowledge sharing indicators include shared **explicit knowledge** of business proposals and reports, manual business models and methodologies, success stories and failures, and business gained from the news, magazines, and journals. **Implicit knowledge** indicators include sharing work experience, sharia knowledge mastered by each (tacit), and the expertise gained from education and training (tacit) (Lee, 2001; Yang & Chen, 2007).

EP is a task officially recognized as part of the work and contributes to the organization's technical core. The indicators used include producing high-proactive to complete all core tasks on time and ensuring all the work meets the formal requirements (Williams & Anderson, 1991). The data collected was analyzed using Structural Equation Modeling (SEM). SEM is a statistical tool used to solve multilevel models simultaneously which cannot be solved by linear regression equations.

3. Results and discussion

This section contains the following. Part one outlines the interesting findings regarding the respondent while part two examines the hypothesis, part three describes the analysis of the mediating factors. Finally, this paper suggests conclusions and implications.

3.1. Descriptive statistics

Respondents in this study were employees of Islamic banking from Cirebon Region, Indonesia, which covers the city of Cirebon and Indramayu, Majalengka and Kuningan districts. The study was conducted by distributing 350 questionnaires allocated proportionally. However, 177 questionnaires did not qualify, while 21 were not answered by filling in all the required information. Therefore, only 156 samples from the respondents were analyzed. From this number, Bank Mandiri Syariah was represented by 23.08%, BNI Syariah by 13.46%, BRI Syariah by 15.38%, BJB Syariah by 16.67%, Bank Muamalat by 19.23%, and BTN Syariah by 12.18%.

After initial checking, 30 questionnaires collected were tested for their validity and reliability using SPSS 20.0 software. The results are shown in Table 1.

Table 1. Validity and reliability of research instruments

Items sample	Correlation	Cronbach Alpha	Decision
X1	0.787	0.876	Valid and Reliable
X2	0.865		
X3	0.885		
X4	0.877		
X5	0.774	0.820	Valid and Reliable
X6	0.849		
X7	0.841		
X8	0.759		
X9	0.908	0.863	Valid and Reliable
X10	0.851		
X11	0.899		
X12	0.644		
X13	0.661	0.828	Valid and Reliable
X14	0.368		
X15	0.689		
X16	0.761		
X17	0.642		
X18	0.698		
X19	0.590		
X20	0.749		
X21	0.514	0.899	Valid and Reliable
X22	0.930		
X23	0.937		
X24	0.715		
X25	0.907		

The test results show that all items are valid and reliable.

The interesting fact about the descriptive statistics table (Table 2) is the classification of education. The results showed that the educational background of sharia-based employees was only 8.97%. This result shows the inconsistency of employee competencies required by Islamic banks regarding Islamic knowledge.

3.2. Hypothesis testing and discussion

The results of data processing with AMOS shows that the loading factor of several indicators of the PKS variable with a value below 0.5 is X14, x15, X18, and X21. The indicators x10, x17, x19 and x22 indicated have cross-loading factor.

The indicators are declared invalid as a measure of the construct and dropped out of the analysis to avoid diminishing the concept's substance. The calculation in Table 3 shows that the Variance Extracted and Construct reliability conforms with the requirements (VE > 0.50 and CR > 0.70). Therefore, the exogenous construct comprising the variable of TL and LGO, and those consisting of endogenous variable COH, PKS and EP have met the required criteria. It means that the indicators making the variable valid explain existing constructs.

Table 2. Descriptive statistics (source: Field data)

No.	Description	Amount	Percentage
1	Gender		
	Man	79	50.64
	Female	77	49.36
2	Age		
	20–24 years old	15	9.62
	25–29 years old	84	53.85
	30–40 years old	54	34.62
	>40 years	3	1.92
3	Level of education		
	High School		
	Diploma – D3	29	18.59
	Bachelor degree – S1	127	81.41
	Bachelor – S2		
4	Classification of Education		
	General	142	91.03
	Sharia	14	8.97
5	Years of Work		
	2–5 years	125	80.13
	>5 years	31	19.87
6	Work experience		
	Bank or Financial Institution	22	14.10
	Not a Conventional Bank		
	Bank or Financial Institution	37	23.72
	Not Islamic Bank		
	Unprecedented Working in	97	62.18
	Banking or LKBB		

Table 3. CFA, VE and CR indicators research variables (source: these results are adapted from statistical outputs AMOS)

Item	Indicator	
TL		
X1	The act of giving an example	0.878
X2	Actions inspire	0.860
X3	The act of giving impetus to solve the problem	0.717
X4	The act of giving attention to the subordinate	0.862
	Variance Extract	0.834
	Construct Reliability	0.901
COH		
X5	Team morale/spirit	0.610
X6	Social support	0.857
X7	Workload sharing	0.732
X8	Communication/cooperation within a team	0.789
	Variance Extract	0.752
	Construct Reliability	0.837
LGO		
X9	Learning from the task at hand	0.878

End of Table 3

Item	Indicator	
X11	Learning from customers	0.899
	Variance Extract	0.883
	Construct Reliability	0.914
PKS		
X12	actively put forward ideas for improvement in the quality of work procedures	0.791
X13	active communication opinions about work issues, on the other hand, even if their opinions differ or others disagree	0.706
X16	sharing knowledge of manual business, models, and methodologies (explicit knowledge)	0.864
X20	sharing knowledge of Sharia, each master (implicit knowledge(tacit))	0.614
	Variance Extract	0.730
	Construct Reliability	0.871
EP		
X22	Produce high- quality work	0.804
X23	Proficient completes all core tasks of work	0.869
X24	Complete homework assignments on time	0.661
X25	All of the work under the formal requirements	0.878
	Variance Extract	0.808
	Construct Reliability	0.881

The SEM evaluation results comprising sample adequacy, normality, and outliers showed that the empirical research's full SEM model met the SEM assumption. Furthermore, suitability and statistical tests were performed on the full SEM model. The results showed that the overall empirical research model fit with observation or was well categorized. The Chi-Square value, significance probability (p-value), GFI, RMSEA, CMIN or DF, CFI, TLI, PNFI and PCFI meet the goodness of fit criteria. In contrast, AGFI meets the suggested cut-off value, albeit marginally acceptable.

Hypothesis testing is based on the output end of the full SEM model of empirical research. Regression weight gives the unstandardized and standardized coefficient values for the OLS regression equation (Ghozali, 2011). CR value is equal to the value of t on OLS regression, while P equals the significance probability. Table 4 shows that regression weight is determined by acceptance or rejection of the hypothesis or the relationship between the two latent variables.

An analysis was conducted on the empirical SEM model of all hypotheses relating to PKS. The results showed that hypotheses 1, 2, 4, 5 and 7 were significantly accepted, with a 95% confidence level, while hypotheses 3 and 6 were rejected. The acceptance of hypothesis 5 confirms that the new PKS concept solves the study contradiction between TL and EP.

Table 4. Regression weights SEM above hypothesis interpersonal variables (source: AMOS output)

Relationships between latent variables in the model			Estimate	SE	CR	P
COH	<---	TL	0.128	0.059	2.182	0.029
PKS	<---	TL	0.235	0.088	2.686	0.007
PKS	<---	LGO	0.251	0.081	3.091	0.002
PKS	<---	COH	0.676	0.163	4.147	***
EP	<---	PKS	0.372	0.118	3.156	0.002
EP	<---	COH	-0.001	0.199	-0.004	0.997
EP	<---	TL	-0.032	0.106	-0.302	0.762

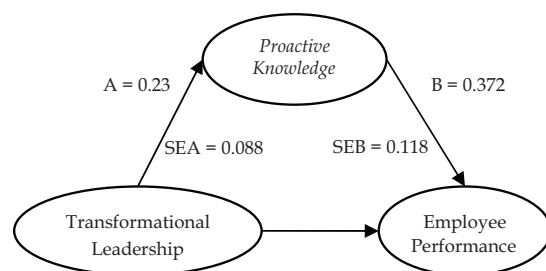
Parameter estimation showed TL's influence on the EP of -0.030 with a significance value at CR = -0.302 below the required CR ≥ 2.00, with a significance level of 0.01 (1%). Therefore, hypothesis 3 is rejected and cannot be proven. These results differ from (Buil et al., 2019; Ribeiro et al., 2018; Obeidat & Tarhini, 2016; Asrar-ul-Haq & Kuchinke, 2016; Cavazotte et al., 2013; Sundi, 2013; Carter et al., 2013; Ghafoor et al., 2011), which showed that TL influences EP. This difference leads to contradictory results. Furthermore, different values in each company that the employee works for cause disparities in the results showing that TL indirectly affects EP through other mechanisms.

Parameter estimation showed the effect of COH on EP of 0.000, with a significance value of CR = -0.004 under CR ≥ 2.00, with a significance level of 0.01 (1%). Therefore, hypothesis 6 is rejected and not proven.

3.3. Mediating factor analysis

The Sobel test is used to assess the significance of indirect or mediating effects on the structural equation model (Sobel, 1982). Figure 2 presents the Sobel Test calculation results regarding the PKS' mediating role in TL's EP effect.

Figure 2 shows that the Sobel Test Statistic is 2.037 with a one-tailed probability of 0.020 and a two-tailed probability of 0.041 with a significance of p = 0.05. These results confirm that PKS is essential in overcoming the research gap regarding TL's effect on EP.



Sobel Test Statistic: 2.03765784
 one-tailed probability: 0.02079208
 two-tailed probability: 0.04158416

Figure 2. Mediation factor between employee performance and transformational leadership (source: development by authors)

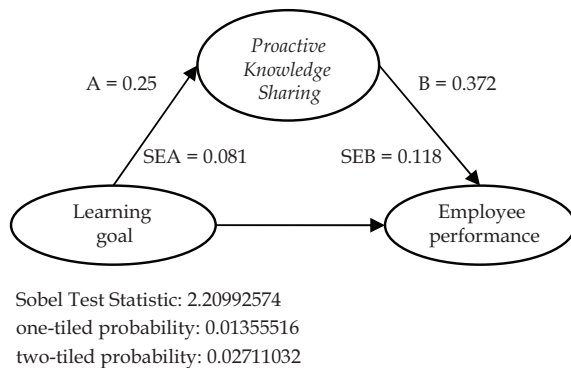


Figure 3. Mediation factor between employee performance and learning goal orientation (source: development by authors)

Figure 3 shows the role of PKS in mediating the effect of LGO on EP. The results show that PKS significantly mediates the relationship between employee performance and learning goal orientation, which is in line with the two previous mediations. Figure 4 shows that PKS significantly mediates the effect of COH on EP.

The findings support empirical research that TL motivates and inspires employees to share their knowledge (Bradshaw et al., 2015). In line with this, there are several ways for Islamic banking to improve EP. These pathways explain the relationship between the variables constructed in this study, which could improve the EP.

First, EP is characterized by work quality, timely completion of all core tasks, and working according to formal requirements. One way to improve EP is by implementing a TL style that moves the PKS fellow employees to generate high EP.

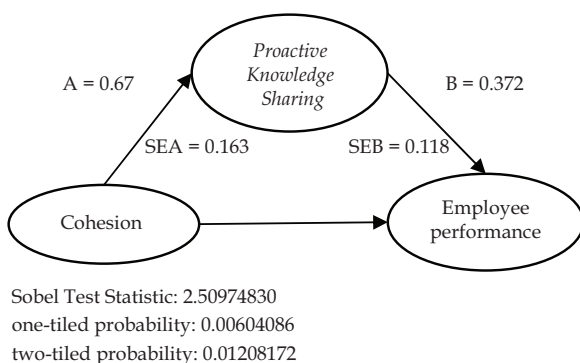


Figure 4. Mediation factor between cohesion orientation and employee performance (source: development by authors)

A transformational leader creates a model tailored to the employees' willingness to share their knowledge and continue learning and searching for new ideas. Moreover, an organization's leader creates a climate that allows and facilitates the sharing of knowledge. Transformational leaders contribute to knowledge through a shared vision, providing a suitable model, encouraging adaptation to the group's goals, and inspiring employees. Additionally, the leaders support innovative ideas, build systems and culture, and share the knowledge that ultimately improves employee performance.

Second, EP is improved through the role of transformational leaders in which the team works cohesively. COH in work enhances the implementation of the work activities together. This joint activity is carried out with intensive communication among colleagues by sharing each employee's knowledge, enabling PKS to complete all tasks.

A transformational leader designs and builds a working group to instill the personal values of employees. These values are internalized, cooperated, and harmonized between employees based on the transformational leader's vision. The collective vision is developed within the group, which increases the COH.

One of the most fundamental aspects of teamwork is COH. Cohesive teamwork interacts more, readily agrees on anything and works in coordination. Team members behave cooperatively and assist one other because of the stronger ties binding them together. As a result, sharing knowledge with team members is an individual's voluntary and conscious act. Therefore, the COH within the team is essential in sharing knowledge.

Knowledge sharing proactively assists in creating and developing shared mental models and transactive memory of fellow workers, improving coordination between team members. As a result, job performance increases due to a favorable effect of team coordination.

Third, EP could be improved by emphasizing the importance of learning to employees. An employee that wants to learn is employee-oriented learning objectives. LGO affects the activity of proactive knowledge sharing and improves performance.

The control theory regarding the purpose of the orientation framework shows that the difference between the objectives desired and the actions taken motivates resolving the disparities and stimulates self-regulation. LGO significantly affects the learning process and employees' knowledge sharing behavior because of their personal goals and the motivation to act.

More learning-oriented employees are involved in knowledge sharing because they are interested in developing the skills and knowledge for themselves and their colleagues. This increases their skills and abilities, such as knowledge and self-efficacy, which improves work efficiency and productivity.

Conclusions

This study indicates that there are other mechanisms of TL relationships and EP. Moreover, the results revealed the significance of the mediating variable PKS in reinforcing the relationship between TL and EP, an indication this research fills the previous theoretical gap. Therefore, employees improve their performance through PKS. Also, transformational leaders could improve the subordinates' performance by motivating them to share knowledge, improve employee cohesion and be oriented towards learning. These results show that the sharia knowledge of employees could be increased through PKS.

Theoretical implications

In this study, PKS is a novelty variable that mediates TL, COH and LGO on EP. These results support previous studies that the relationship of TL, COH on EP is indirect. Therefore, future research should apply this novelty variable with other variables, such as organizational culture, which is not implemented in this study.

Managerial implications

Islamic banking practitioners must increase PKS activities that affect EP. These results indicate that most Syari'ah banking employees have a general education background, meaning they are not from Syari'ah-based colleges. Therefore, proactive sharing of Sharia knowledge is necessary. PKS in Sharia knowledge could be conducted through formal and informal meetings.

Limitations

The data obtained affect the results' quality, though this could be prevented through complete instrument testing. This happens because the level of employee work in the banking sector makes the respondents' answers inaccurate. Moreover, it is essential to fill out the questionnaires quickly, though this results in inaccurate and dishonest answers from respondents. Therefore, these results need to be generalized with care because this research was conducted on employees with different cultures in managing work-life in each of the 6 Syari'ah banks.

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