

TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE CREATIVITY: UNVEILING THE MEDIATING INFLUENCE OF ORGANIZATIONAL CULTURE AND LEARNING IN THE ESQ WORKPLACE

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Received : 01 August 2025	Published : 28 September 2025
Revised : 15 August 2025	DOI : https://doi.org/10.54443/morfai.v5i3.4143
Accepted : 17 September 2025	Link Publish : https://radjapublika.com/index.php/MORFAI/article/view/4143

Abstract

Employee creativity plays a pivotal role in enhancing organizational performance, serving as a key driver of innovation essential for sustaining competitiveness. In light of the decline in ESQ training participants over the past five years, strategic renewal is required to reignite interest, particularly by fostering employee creativity. This study examines the factors influencing employee creativity, focusing on transformational leadership, organizational culture, and organizational learning. Using a quantitative approach, data from 152 ESQ employees were analyzed with SEM LISREL 8.80. The results indicate that transformational leadership positively influences employee creativity through the mediating effects of the organizational culture dimensions attention to detail and teamwork/respect for people, while the dimensions of innovation and outcome orientation show no mediating impact. Additionally, organizational learning is found to positively mediate the relationship between transformational leadership and employee creativity.

Keywords: *Employee Creativity; Transformational Leadership; Organizational Culture; Organizational Learning*

INTRODUCTION

In the current era of globalization and rapid disruption, organizations are confronted with relentless pressures to innovate in order to maintain relevance and competitiveness. As noted by Kundu and Munjal (2017), competition among firms has intensified considerably, positioning innovation as a decisive factor in ensuring corporate survival and sustainable growth (Kundu & Munjal, 2017). Similarly, Damanpour underscores that innovation has become a strategic imperative for decision-makers across all sectors. Widely recognized as a primary driver of competitive advantage, innovation enables organizations to adapt to change, expand their market presence, and secure long-term success (Chaubey et al., 2019). Innovation is inherently intertwined with creativity, as higher levels of creativity often generate greater innovative outcomes. Creativity and innovation should be regarded as essential organizational capabilities, shaped by factors such as long-term financial performance, evolving customer expectations, rapid competitor imitation, technological advancements, and the obsolescence of previous solutions (Taha et al., 2016). Creativity serves as the foundation for designing, developing, and implementing new products, services, and business models that not only deliver customer value but also yield sustainable financial returns (Isaksen & Akkermans, 2011).

The contribution of employee creativity to driving innovation and enhancing organizational effectiveness has been extensively documented (Sailer, 2011). Creativity entails the application of skills, knowledge, and experience to devise novel solutions, improve decision-making, and refine products or services (Mittal & Dhar, 2015; Sanka & Cheung, 2021). As the cornerstone of innovation, creativity has attracted growing scholarly interest, with leadership consistently emerging as one of its most influential determinants. Transformational leadership—first introduced by Burns and subsequently refined by Bass and Riggio—inspires and motivates individuals to exceed expectations, fosters organizational commitment, empowers employees, and supports personal and professional development (Bass & Riggio, 2006). A robust body of research confirms its positive influence on employee creativity (Jaiswal & Dhar, 2015). Leaders also play a pivotal role in shaping organizational culture (Schein, 2010), which can either nurture or constrain creativity. Cultural dimensions such as meticulous attention to detail and respect for individuals often encourage creativity, whereas innovation and outcome orientation may not consistently exert the same positive effect.

Beyond leadership and culture, organizational learning is widely recognized as a critical enabler of innovation. It encompasses the dynamic processes of generating, acquiring, and integrating knowledge to develop resources and capabilities that enhance organizational performance (López et al., 2005). Empirical evidence indicates that organizations with a strong learning orientation are more adept at fostering innovation and sustaining competitive advantage. Within the Indonesian context, the ESQ Leadership Center—established in 2000 by Dr. (HC) Ary Ginanjar Agustian—has emerged as a prominent institution for human capital development, delivering leadership and character-building programs both domestically and internationally. Over nearly two decades, ESQ has evolved into a diversified corporate group operating under a holding company model. Nevertheless, in the face of a five-year decline in training participation, the organization is confronted with an urgent need to invigorate innovation by leveraging employee creativity, transformational leadership, and organizational learning to remain resilient in an increasingly challenging business environment.

Table 1 Milestone ESQ Group

No	Business Unit	Year Established	Scope and Business Field
1	ESQ Leadership Center	2000	Human resource motivation training (ESQ training)
2	ESQ Tours Travel	2000	Organizer of pilgrimage trips (Hajj and Umrah) and travel services
3	ESQ Menara 165	2005	MICE facility (Meeting. Incentive. Convention & Exhibition)
4	Griya Bangun Persada	2008	Company engaged in the property sector
5	ACT Consulting	2010	Consulting institution for workplace culture transformation (corporate culture)
6	Medina Cafe	2008	Provider of catering services
7	ESQ Business School	2012	Formal educational institution offering a business campus with character education
8	Amanah Githa	2012	Operating in the Sharia life insurance sector
9	ESQ English Course	2013	English language training center with customized learning programs
10	Arga Nusa Persada	2016	ESQ MPP program focusing on retirement preparation
12	ESQ Media	-	Operating in the media and information sector

Source: Company Profile Data of ESQ (2020)

The ESQ Training program is a soft-skills initiative aimed at cultivating character development by embedding core values within individuals through the activation of their inner conscience or “inner voice.” Its primary goal is to nurture spiritual accountability toward God, the Creator, while fostering personal transformation by integrating three dimensions of human potential—intellectual, emotional, and spiritual intelligence (Winanto et al., 2022). The program utilizes a combination of visual, auditory, and kinesthetic methods. The visual approach employs large screens with vivid multimedia presentations and dynamic lighting effects; the auditory approach incorporates natural sounds and calming music to create a conducive learning environment; and the kinesthetic approach engages participants in physical activities and movements designed to build enthusiasm and deepen understanding of the material.

The ESQ Executive Training stands as the organization’s flagship program, personally delivered by Dr. (H.C.) Ary Ginanjar Agustian, and regularly attracts hundreds of participants. Managed by the ESQ Leadership Center, the holding company of the ESQ Group, the program follows a structured schedule and is offered in multiple locations beyond Jakarta. Historical data show that in 2014, the program was held twenty-one times; however, over the past five years, participation has declined sharply, with only four sessions conducted in the most recent three-year period. The following table presents the data on ESQ Training implementation from 2014 to 2019:

Table 2 Implementation Data of ESQ Executive Training

No	Year	ESQ Executive Training Sessions	Number of Participants
1	2014	21	3047
2	2015	23	3702
3	2016	16	4317
4	2017	4	2260
5	2018	4	2228
6	2019	4	2307

Source: ESQ Training Team Data 2019

This downward trend in both program delivery and participant numbers suggests diminishing interest, which could negatively affect one of ESQ's key performance metrics: its financial outcomes. ESQ uses the Balanced Scorecard framework to assess overall organizational performance (Muchtar et al., 2022), which incorporates four perspectives—financial, internal business processes, customer, and learning and growth. The financial perspective, in particular, provides insight into the economic implications of strategic decisions and serves as a measure of how effectively strategies contribute to profitability. As the company's core business and main revenue stream, ESQ Training plays a central role in sustaining financial performance. Corporate revenue data from 2015 to 2017, a period marked by reduced interest in the ESQ Executive Training, highlight the importance of program revitalization. Feedback from past participants has indicated the need for updates to the program's methods, materials, and facilities to ensure that attendees continue to gain fresh insights and meaningful benefits. Within the Balanced Scorecard framework, the learning and growth perspective emphasizes the role of human resources, organizational systems, and processes in fostering continuous improvement (Nabilatuzaman & Maulidizen, 2024). In the context of global competition and disruptive change, organizations must not only pursue innovation and sustain transformational leadership but also strengthen their competitive edge. Human resources remain a critical driver of this advantage, as emphasized by Simamora, who identifies employees as the most valuable assets of any company. This underscores the expectation that innovation and transformational leadership will positively influence employee capabilities and contributions (Simamora, 2014).

A survey conducted by the ESQ Human Capital Division assessed employee creativity across five levels. Results indicated that 6% of employees fell into the "very low" category, 12% into the "low" category, and 31% into the "moderate" category—the largest proportion. Meanwhile, 29% demonstrated "high" creativity and only 22% achieved "very high" creativity, a figure notably lower than the moderate category. Given that employees are essential assets for innovation and competitiveness, the relatively small proportion of highly creative employees at ESQ suggests room for improvement. Organizations operating in the disruptive era require a strong base of highly creative talent to generate innovative solutions and maintain profitability. Several factors justify the need for research on employee creativity within ESQ. First, as a human resource training institution, ESQ has experienced a five-year decline in participant interest, adversely affecting overall performance. Second, the repetitive nature of the training content has led to participant fatigue, reducing motivation for repeat attendance. Third, survey data reveal that employee creativity levels tend to be moderate, signaling the need for enhancement to stimulate innovation and reinvigorate the company's programs (Medinah & Maulidizen, 2025). This study, therefore, centers on employee creativity as a key variable, recognizing its importance in sustaining ESQ's competitiveness and capacity for innovation. By fostering creativity, the organization can generate superior products, improve service quality, and strengthen its market position. Furthermore, the research aims to explore the critical factors influencing employee creativity, with particular attention to transformational leadership, organizational culture, and organizational learning.

LITERATURE REVIEW

Employee creativity has become an essential element in organizational success, as it enhances innovation and enables companies to remain competitive in a dynamic environment. Previous research highlights that creativity is influenced by leadership styles, organizational culture, and organizational learning, all of which interact to shape employees' ability to generate and implement novel ideas. This section synthesizes prior studies on these constructs, evaluates their contributions, and identifies gaps that motivate the present research.

1. Employee Creativity

Employee creativity is defined as the generation of new and useful ideas concerning products, services, processes, or procedures (Zhou & Shalley, 2003). It differs from innovation, where creativity represents the ideation stage and innovation refers to implementation (Evans, 1991). Amabile (1983) conceptualizes creativity through the

“four Ps” — person, process, press, and product — highlighting both individual and contextual determinants. Studies show that creativity not only stems from individual cognitive ability but is also fostered by organizational support, work climate, and leadership encouragement (Carmeli *et al.*, 2013; Oldham & Cummings, 1996). Nevertheless, inconsistencies remain on which contextual factors exert the strongest influence, leaving space for further empirical validation.

2. Transformational Leadership

Transformational leadership is characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006). Empirical studies consistently show its positive relationship with creativity. Mittal and Dhar (2015) found that transformational leaders foster creativity through enhancing employees' creative self-efficacy. Similarly, Henker, Sonnentag, and Unger (2015) highlighted the mediating role of creative process engagement. Yet, some studies suggest that the effectiveness of transformational leadership may depend on contextual moderators such as organizational climate (Chaubey & Sahoo, 2019). This indicates that while leadership style is crucial, it interacts with broader organizational mechanisms that warrant further examination.

3. Organizational Culture

Organizational culture reflects shared values and norms that guide employee behavior (Robbins & Judge, 2013; Schein, 2010). Research suggests that culture can either foster or hinder creativity, depending on its orientation. For example, cultures emphasizing teamwork and respect for people often stimulate creative collaboration (Khan *et al.*, 2017), whereas cultures overly focused on rigid outcomes may suppress experimentation. Studies such as Taha, Sirkova, and Ferencova (2016) emphasize that innovation-oriented cultures are positively associated with creative performance. However, findings are mixed; in some contexts, even innovation-focused cultures fail to strengthen creativity if not supported by leadership alignment (Tipu *et al.*, 2012). These discrepancies highlight the need to examine cultural dimensions in more nuanced ways.

4. Organizational Learning

Organizational learning refers to the processes by which organizations acquire, share, and apply knowledge (Marsick & Watkins, 2003). Prior studies demonstrate that learning cultures enhance innovation by stimulating new knowledge and adaptive capabilities (García-Morales *et al.*, 2011; López *et al.*, 2005). Jerez-Gómez, Céspedes-Lorente, and Valle-Cabrera (2005) further argue that organizational learning fosters innovation performance through dynamic knowledge integration. Nonetheless, the literature notes challenges in sustaining a continuous learning culture, particularly in environments resistant to change. This suggests a research gap in understanding how learning mediates leadership–creativity relationships in specific organizational settings.

5. Integrative Insights and Research Gap

The reviewed studies collectively affirm that transformational leadership, organizational culture, and organizational learning are interdependent in shaping employee creativity. However, several controversies persist. First, empirical evidence regarding which cultural dimensions most strongly mediate leadership effects is inconsistent (Chahar *et al.*, 2019; Khan *et al.*, 2017). Second, while organizational learning is widely acknowledged as a driver of creativity, limited studies directly test its mediating role between leadership and creativity (Bueno *et al.*, 2010). Third, sectoral and contextual differences (e.g., education vs. corporate training organizations) remain underexplored, raising questions about generalizability. This study addresses these gaps by examining the influence of transformational leadership on employee creativity, with organizational culture and organizational learning as mediating variables, in the context of ESQ employees. By doing so, it contributes to clarifying the mechanisms through which leadership and organizational context interact to enhance creativity.

METHOD

This research investigates the link between transformational leadership and employee creativity, with a particular focus on the mediating roles of organizational culture and organizational learning. The proposed research framework was adapted from established empirical models, ensuring consistency with previous findings while enabling validation against the existing body of literature. A key reference in examining the transformational leadership–employee creativity relationship is the study by Mittal and Dhar, *Transformational Leadership and Employee Creativity: Mediating Role of Creative Self-Efficacy and Moderating Role of Knowledge Sharing*. Their research demonstrates that transformational leadership positively influences employee creativity by cultivating an environment that supports creative expression and by enhancing Creative Self-Efficacy (CSE). Additionally, the study shows that knowledge sharing acts as a moderating factor, further strengthening this relationship (Mittal & Dhar, 2015).

Another notable contribution comes from Jyoti and Dev (2015), who examined the impact of transformational leadership on employee creativity with learning orientation as a variable. Their findings confirmed a positive correlation between transformational leadership and employee creativity, with learning orientation serving as a moderating influence in the relationship (Jyoti & Dev, 2015). The data for this study were collected to test the proposed hypotheses and were categorized into two types: primary and secondary. Primary data were obtained through questionnaires and interviews. The questionnaire was developed by adapting and refining items from prior research to fit the study's context. Secondary data were gathered from academic sources, including books, peer-reviewed journals, and other scholarly publications relevant to the research theme. Data collection employed a survey approach using structured, close-ended questionnaires, allowing respondents to select the option that best reflected their circumstances. Responses were measured using a 7-point Likert scale.

The research population comprised all employees of ESQ, including permanent, contractual, and outsourced staff. The sample, a representative subset of the population, was selected to meet the criteria of accuracy and precision as outlined by Sekaran and Bougie (Sekaran & Bougie, 2017). Accuracy refers to minimizing bias in the sample, while precision denotes its ability to reflect the characteristics of the entire population. The study was conducted in two phases: a pretest and the main survey. The pretest, involving 35 respondents, assessed the validity and reliability of the questionnaire. The main survey included participation from the entire employee population of ESQ. The demographic characteristics of the respondents were categorized as follows: (a) Gender: male and female; (b) Age: ranging from 20 years to over 50 years; (c) Education: high school or equivalent, diploma (D3), bachelor's degree (S1), master's degree (S2), and doctorate (S3); (d) Length of service: from 1 year to over 15 years; and (e) Employment status: permanent, contractual, and outsourced. A purposive sampling method under a non-probability sampling framework was employed, as it allowed for efficient, targeted selection of ESQ employees who were best positioned to provide relevant and accurate information for the research. According to Sekaran and Bougie (2017), a research hypothesis is a logical assertion about the relationship between two or more variables, serving as a tentative explanation that requires empirical testing (Sekaran & Bougie, 2017). Based on the conceptual relationships outlined in this study, the formulated hypotheses are as follows:

Table 3 Research Hypotheses

Hypothesis Code	Statement
H ₁	Transformational leadership has a positive effect on employee creativity
H ₂	Organizational culture mediates the relationship between transformational leadership and employee creativity
H _{2a}	The innovation dimension of organizational culture mediates the relationship between transformational leadership and employee creativity
H _{2b}	The attention to detail dimension of organizational culture mediates the relationship between transformational leadership and employee creativity.
H _{2c}	The outcome orientation dimension of organizational culture mediates the relationship between transformational leadership and employee creativity
H _{2d}	The teamwork/respect for people dimension of organizational culture mediates the relationship between transformational leadership and employee creativity
H ₃	Organizational learning mediates the relationship between transformational leadership and employee creativity

RESULTS AND DISCUSSION

1. Respondent Data and Descriptive Analysis

The respondents in this study consisted of ESQ employees drawn from eight distinct business units. Sampling was conducted to ensure proportional representation from each unit, and the survey was distributed to the entire workforce. The respondent profile captured both personal and job-related attributes. Personal attributes included gender, age, and educational attainment, while job-related attributes encompassed business unit affiliation, employment status, and length of service. A total of 159 questionnaires were returned, of which 152 were deemed valid after excluding seven that did not meet the eligibility criteria. To qualify, respondents were required to have at least one year of tenure and direct interaction with Dr. (H.C.) Ary Ginanjar Agustian. The demographic characteristics of the respondents are presented in the subsequent tables based on statistical analysis results.

Table 4 Respondent Profile by Gender

Gender	Frequency	Percentage %
Male	83	54.6
Female	69	45.4
Total	152	100

Source: Processed by researcher (2025)

Table 5 Respondent Profile by Education

Education Level	Frequency	Percentage %
High School or equivalent	10	6.60
Diploma (D3)	8	5.30
Bachelor's (S1)	89	58.6
Master's (S2)	43	28.3
Doctorate (S3)	2	1.30
Total	152	100

Source: Processed by researcher (2025)

Table 6 Respondent Profile by Business Unit

Business Unit	Frequency	Percentage %
PT. Arga Bangun Bangsa	93	61.2
Yayasan Ary Ginanjar Agustian	21	13.8
PT Fajrul Ikhsan Wisata	16	10.5
PT EBS Global Nutrisarana	6	3.90
PT Griya Bangun Persada	5	3.30
PT Bayu Pratama International	5	3.30
PT Arga Nusa Persada	4	2.00
PT Lembaga Sertifikasi Profesi Indonesia	2	1.30
Total	152	100

Source: Processed by researcher (2025)

Table 7 Respondent Profile by Employment Status

Employment Status	Frequency	Percentage %
Permanent Employee	120	78.9
Contract/Non-Permanent	25	16.4
Outsource	7	4.60
Total	152	100

Source: Processed by researcher (2025)

Table 8 Respondent Profile by Years of Service

Years of Service	Frequency	Percentage %
1–5 years	71	46.7
6–10 years	32	21.1
11–15 years	38	25.0
> 15 years	11	7.2
Total	152	100

Source: Processed by researcher (2025)

2. Descriptive Analysis of Variables

A descriptive analysis was conducted for each research variable by computing the mean score of individual indicators. These results are summarized in tables displaying the distribution and frequency of responses. The primary aim of this analysis was to capture the overall perceptions of respondents toward the variables examined.

2.1 Descriptive Analysis of Employee Creativity

Employee creativity was assessed using eight measurement indicators. The results yielded a Grand Mean score of 5.91 on a 1–7 scale, indicating a high level of agreement among respondents with statements related to creativity. The highest-scoring indicator was KR5 (Mean = 6.16), “I am able to appreciate the best ideas in solving

work problems,” suggesting that most employees value and recognize high-quality ideas in problem-solving. Conversely, the lowest score was recorded for KR7 (Mean = 5.79), “I am able to implement effective new ideas to solve specific work problems,” which, despite being the lowest, still reflects a relatively high level of agreement. Overall, these findings suggest that ESQ employees perceive themselves as highly creative individuals.

Table 9 Descriptive Analysis of the Employee Creativity Variable

Indicator	Mean	Grand Mean
KR1	6.01	5.91
KR2	5.92	
KR3	5.83	
KR4	5.83	
KR5	6.16	
KR6	5.89	
KR7	5.79	
KR8	5.82	

Source: Processed by researcher (2025)

2.2 Descriptive Analysis of the Transformational Leadership Variable

Transformational leadership was measured through 15 indicators categorized into four dimensions. All dimensions received high ratings: Idealized Influence (6.62), Individualized Consideration (6.00), Inspirational Motivation (6.58), and Intellectual Stimulation (6.09). The highest-rated indicator was TL2 (Mean = 6.70), “My leader has a strong sense of purpose,” reflecting respondents’ recognition of Dr. (H.C.) Ary Ginanjar Agustian’s clear sense of mission—an essential element of Idealized Influence. The lowest-rated indicator was TL8 (Mean = 5.59), “My leader treats me as an individual rather than just a group member,” under the Individualized Consideration dimension. Overall, employees perceive their leader as demonstrating strong transformational leadership, with Idealized Influence emerging as the most dominant attribute.

Table 10 Descriptive Analysis of the Transformational Leadership Variable

Dimension	Indicator	Mean	Grand Mean
Idealized Influence	TL1	6.49	6.62
	TL2	6.70	
	TL3	6.63	
	TL4	6.66	
Individualized Consideration	TL5	6.32	6.00
	TL6	6.03	
	TL7	6.20	
	TL8	5.59	
	TL9	5.86	
Inspirational Motivation	TL10	6.60	6.58
	TL11	6.54	
	TL12	6.60	
Intellectual Stimulation	TL13	6.29	6.09
	TL14	5.84	
	TL15	6.15	

Source: Processed by researcher (2025)

2.3 Descriptive Analysis of the Organizational Culture Variable

Organizational culture was evaluated using 14 indicators across four dimensions. The Grand Means were as follows: Innovation (5.92), Attention to Detail (6.12), Outcome Orientation (6.11), and Teamwork/Respect for People (6.08), all indicating strong agreement among respondents. The highest-scoring indicator was OC11 (Mean = 6.40), “The company demands employees to be action/execution-oriented,” within the Outcome Orientation dimension. In contrast, the lowest-rated indicator was OC2 (Mean = 5.36), “The company is not bound by many restrictive rules,” under the Innovation dimension.

Table 11 Descriptive Analysis of the Organizational Culture Variable

Dimension	Indicator	Mean	Grand Mean
Innovation	OC1	5.82	5.92
	OC2	5.36	
	OC3	6.32	
	OC4	6.23	
	OC5	5.86	
Attention to Detail	OC6	6.18	6.12
	OC7	6.01	
	OC8	6.18	
Outcome Orientation	OC9	5.76	6.11
	OC10	6.18	
	OC11	6.40	
Teamwork/Respect for People	OC12	5.61	6.08
	OC13	6.24	
	OC14	6.39	

Source: Processed by researcher

2.4 Descriptive Analysis of the Organizational Learning Variable

Organizational learning was measured through 18 indicators categorized into six dimensions. The Grand Means were: Continuous Learning (5.88), Dialogue and Inquiry (5.65), Team Learning and Collaboration (5.45), Embedded Systems (5.45), Empowerment (5.56), and Systems Connections (5.68). The highest-rated indicator was OL1 (Mean = 5.99), “At ESQ, employees help each other to learn,” under the Continuous Learning dimension. The lowest-rated indicator was OL9 (Mean = 5.16), “At ESQ, teams believe the company will act on employee recommendations,” within the Team Learning and Collaboration dimension. Overall, these results indicate that ESQ maintains a robust culture of organizational learning (Achdiat *et al.*, 2023).

Table 12 Descriptive Analysis of the Organizational Culture Variable

Dimension	Indicator	Mean	Grand Mean
Continuous Learning	OL1	5.99	5.88
	OL 2	5.80	
	OL 3	5.85	
Dialogue and Inquiry	OL4	5.47	5.65
	OL5	5.65	
	OL6	5.82	
Team Learning & Collaboration	OL7	5.55	5.45
	OL8	5.63	
	OL9	5.16	
Embedded Systems	OL10	5.41	5.45
	OL11	5.59	
	OL12	5.34	
Empowerment	OL13	5.70	5.56
	OL14	5.59	
	OL15	5.38	
Systems Connections	OL16	5.87	5.68
	OL17	5.67	
	OL18	5.51	

Source: Processed by researcher

3. Testing and Analysis of the Measurement Model

This study’s model comprises four constructs: Employee Creativity (KR), Transformational Leadership (TL), Organizational Culture (OC), and Organizational Learning (OL). The analysis examined both the direct effects of TL, OC, and OL on employee creativity, as well as the indirect effects of TL mediated by OC and OL. The measurement model was evaluated using Structural Equation Modeling (SEM) with LISREL 8.80, focusing on the

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validity and reliability of each indicator. Validity was assessed through the Standardized Loadings generated by LISREL 8.80. An indicator was considered valid if its loading factor was positive and exceeded the threshold of 0.50.

Table 13 Validity Test Results

Variabel	Standardized Weights				Criterion	Result
	Dimension		Indicator			
Employee Creativity			KR1	0.65	0.5	Valid
			KR2	0.79	0.5	Valid
			KR3	0.69	0.5	Valid
			KR4	0.74	0.5	Valid
			KR5	0.47	0.5	Invalid
			KR6	0.61	0.5	Valid
			KR7	0.62	0.5	Valid
			KR8	0.72	0.5	Valid
Transformational Leadership	TLD1	0.96	TL1	0.66	0.5	Valid
			TL2	0.90	0.5	Valid
			TL3	0.90	0.5	Valid
			TL4	0.88	0.5	Valid
	TLD2	0.72	TL5	0.78	0.5	Valid
			TL6	0.86	0.5	Valid
			TL7	0.85	0.5	Valid
			TL8	0.57	0.5	Valid
			TL9	0.82	0.5	Valid
	TLD3	1.00	TL10	0.94	0.5	Valid
			TL11	0.90	0.5	Valid
			TL12	0.94	0.5	Valid
	TLD4	0.90	TL13	0.87	0.5	Valid
			TL14	0.73	0.5	Valid
			TL15	0.78	0.5	Valid
Organizational Culture	OCD1	0.76	OC1	0.85	0.5	Valid
			OC2	0.65	0.5	Valid
			OC3	0.77	0.5	Valid
			OC4	0.89	0.5	Valid
			OC5	0.76	0.5	Valid
	OCD2	0.80	OC6	0.81	0.5	Valid
			OC7	0.87	0.5	Valid
			OC8	0.73	0.5	Valid
	OCD3	0.81	OC9	0.36	0.5	Invalid
			OC10	0.69	0.5	Valid
			OC11	0.83	0.5	Valid
	OCD4	1.06	OC12	0.61	0.5	Valid
			OC13	0.82	0.5	Valid
			OC14	0.68	0.5	Valid
Organizational Learning	OLD1	0.92	OL1	0.86	0.5	Valid
			OL2	0.86	0.5	Valid
			OL3	0.85	0.5	Valid
	OLD2	0.97	OL4	0.83	0.5	Valid
			OL5	0.66	0.5	Valid

			OL6	0.83	0.5	Valid
	OLD3	0.91	OL7	0.87	0.5	Valid
			OL8	0.88	0.5	Valid
			OL9	0.77	0.5	Valid
	OLD4	0.96	OL10	0.72	0.5	Valid
			OL11	0.87	0.5	Valid
			OL12	0.84	0.5	Valid
	OLD5	0.93	OL13	0.84	0.5	Valid
			OL14	0.87	0.5	Valid
			OL15	0.84	0.5	Valid
	OLD6	0.91	OL16	0.75	0.5	Valid
			OL17	0.79	0.5	Valid
			OL18	0.80	0.5	Valid

Source: Processed by researcher (2025)

The results indicated that two indicators—KR5 (loading = 0.47) and OC9 (loading = 0.36)—did not meet this criterion and were thus classified as invalid. All remaining indicators, as well as all dimensions within TL, OC, and OL, achieved standardized loadings above 0.50, confirming their validity. Reliability was tested using both Construct Reliability (CR) and Cronbach's Alpha, with the criteria $CR \geq 0.70$ and Cronbach's Alpha ≥ 0.60 indicating acceptable reliability.

Table 14 Reliability Test

Variabel	Dimensi	Construct Reliability	Cronbach's Alpha	Result
Employee Creativity		0.864	0.8702	Reliable
Transformational Leadership	TLD1	0.906	0.8987	Reliable
	TLD2	0.885	0.8751	Reliable
	TLD3	0.950	0.9489	Reliable
	TLD4	0.836	0.8373	Reliable
Organizational Culture	OCD1	0.891	0.8861	Reliable
	OCD2	0.844	0.8360	Reliable
	OCD3	0.674	0.5739	Non Reliable
	OCD4	0.749	0.7074	Reliable
Organizational Learning	OLD1	0.894	0.8923	Reliable
	OLD2	0.820	0.8110	Reliable
	OLD3	0.880	0.8726	Reliable
	OLD4	0.853	0.8519	Reliable
	OLD5	0.886	0.8822	Reliable
	OLD6	0.823	0.8186	Reliable

Source: Processed by researcher (2025)

Based on the results, the CR and Cronbach's Alpha values for the constructs KR, TL, and OL all exceeded these thresholds, confirming their reliability. However, the OCD3 indicator within the OC construct obtained a CR value of 0.674 and a Cronbach's Alpha value of 0.5739, both below the acceptable limits. Despite this limitation, OCD3 was retained to satisfy the SEM LISREL requirement that each construct must contain at least three indicators.

4. Analysis of the Structural Model

The relationships among variables were examined through a model fit test, aiming to evaluate the feasibility of the research model, which consists of the variables Employee Creativity (KR), Transformational Leadership (TL), Organizational Culture (OC), and Organizational Learning (OL). Several indices are used in SEM analysis, including Chi-Square, Comparative Fit Index (CFI), Goodness-of-Fit Index (GFI), Root Mean Square of Approximation (RMSEA), Adjusted Goodness-of-Fit Index (AGFI), Tucker Lewis Index (TLI), Normed Fit Index (NFI),

Parsimonious Normed Fit Index (PNFI), and Parsimonious Goodness-of-Fit Index (PGFI). In this study, the model fit of all indicators was tested. The results of the model feasibility testing are presented in the table below:

Table 15 Goodness of Fit Model

Index	<i>Goodness Of Fit</i>	<i>Cut Off Value</i>	Remarks
Chi-Square	3435.64	Expected to be small	<i>Poor of Fit</i>
CFI	0.94	≥ 0.90	<i>Good of Fit</i>
GFI	0.55	≥ 0.90	<i>Poor of Fit</i>
RMSEA	0.097	≤ 0.08	<i>Marginal of Fit</i>
AGFI	0.51	≥ 0.90	<i>Poor of Fit</i>
TLI/NNFI	0.93	≥ 0.90	<i>Good of Fit</i>
NFI	0.90	≥ 0.90	<i>Good of Fit</i>
PNFI	0.86	0.60 – 0.90	<i>Good of Fit</i>
PGFI	0.50	0.60 – 0.90	<i>Poor of Fit</i>

Source: Processed by researcher (2025)

Based on these nine goodness-of-fit indices, it can be observed that CFI, RMSEA, TLI/NNFI, NFI, and PNFI indicate a Good Fit or Marginal Fit, meaning they meet the criteria. Meanwhile, Chi-Square, GFI, AGFI, and PGFI indicate a Poor Fit. A hypothetical model is considered acceptable if at least three or four fit indices meet the criteria of a good model. These results suggest that the model fit in this study is good, making it suitable for further analysis.

5. Analysis of Causal Relationships Between Variables and Mediation

The next step is to analyze the causal relationships between variables according to the research hypotheses. The direct effects of exogenous variables on endogenous variables were tested, with significance determined by t-values. Since the research hypotheses are one-tailed, a significant effect is indicated when the t-statistic is less than -1.645 or greater than 1.645. The following figure shows the causal relationships among variables in accordance with the research hypotheses, along with the path coefficients and t-values generated from the LISREL 8.80 output.

Table 16 t-values and Path Coefficients of the Research Model

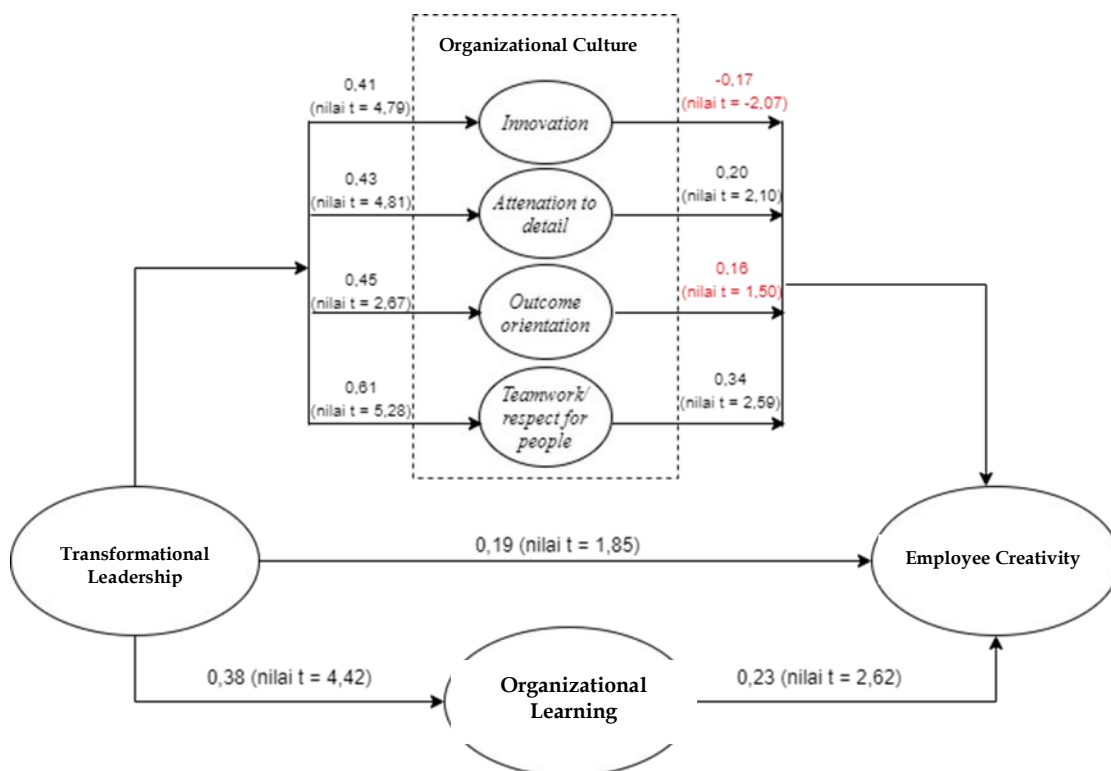


Table 4.20. Summary of Hypothesis Testing for Causal Relationships

Hypothesis	Path	Direct Effect	Indirect Effect	Significance (t-value)	Conclusion
H ₁	Transformational Leadership → Employee Creativity	0.19	-	1.85	Data supports hypothesis
H _{2a}	Transformational Leadership → <i>Innovation</i> → Employee Creativity	0.19	-0.0697	-2.971	Data does not support hypothesis
H _{2b}	Transformational Leadership → <i>Attention to Detail</i> → Employee Creativity	0.19	0.086	2.554	Data supports hypothesis
H _{2c}	Transformational Leadership → <i>Outcome Orientation</i> → Employee Creativity	0.19	0.072	0.992	Data does not support hypothesis
H _{2d}	Transformational Leadership → <i>Teamwork/Respect for People</i> → Employee Creativity	0.19	0.2074	3.484	Data supports hypothesis
H ₃	Transformational Leadership → Pembelajaran Organisasi → Employee Creativity	0.19	0.0874	3.430	Data supports hypothesis

Source: Processed by researcher (2025)

The results of hypothesis testing indicate that the direct effect of transformational leadership on employee creativity is significant, as shown by the t-value of 1.85 > 1.645. This implies that transformational leadership can enhance employee creativity. Next, the indirect effects of the organizational culture dimensions—innovation, attention to detail, outcome orientation, and teamwork/respect for people—as well as organizational learning were tested. These tests aimed to assess whether these variables mediate the relationship between transformational leadership and employee creativity.

The dimensions of innovation and outcome orientation yielded results that did not support the hypotheses. For innovation, the t -value was -2.971 , indicating a significant but negative relationship. Outcome orientation showed a non-significant relationship, with a t -value of $0.992 < 1.645$. In contrast, attention to detail, teamwork/respect for people, and organizational learning showed significant relationships. This means these factors effectively mediate the relationship between transformational leadership and employee creativity.

6. Hypothesis Testing Analysis

This study examines the relationship between transformational leadership and employee creativity, mediated by organizational culture and organizational learning, focusing on ESQ employees. Each dimension of organizational culture was tested to assess its mediating role.

6.1. Transformational Leadership → Employee Creativity (H_1)

The test shows a significant positive relationship ($t = 1.85 > 1.645$), confirming H_1 . This aligns with prior research (Chaubey et al., 2019; Jaiswal & Dhar, 2015; Tipu et al., 2012) that transformational leadership enhances creativity through intellectual stimulation and individualized consideration. At ESQ, CEO Ary Ginanjar Agustian demonstrates dominant Inspirational Motivation and Idealized Influence, reinforcing shared vision and values through weekly Morning Briefings, fostering employee confidence, involvement, and initiative in creative problem-solving.

6.2. Organizational Culture – Innovation (H_{2a})

The mediation test yields a negative significant effect ($t = -2.971 < -1.645$), meaning higher innovation culture is associated with lower employee creativity. Creativity operates at the individual level, while innovation is its organizational application (Oldham & Cummings, 1996). High innovation culture at ESQ stems mainly from leadership-driven initiatives, limiting employees' role to execution rather than idea generation (e.g., ESQ Digiworld launch during the pandemic). Thus, H_{2a} is rejected.

6.3. Organizational Culture – Attention to Detail (H_{2b})

This mediation shows a significant positive effect, supporting H_{2b} . Attention to detail promotes thoroughness and precision, which supports creative problem-solving in product development. For example, ESQ's ACT Consulting unit required meticulous work to implement the "BUMN AKHLAK" program, ensuring client trust and long-term collaboration.

6.4. Organizational Culture – Outcome Orientation (H_{2c})

No significant mediation effect was found, so H_{2c} is rejected. Outcome-oriented cultures prioritize results over processes, often neglecting creativity due to the perceived cost and risk. At ESQ, the focus is on achieving shared goals set by leadership, not on competitive performance metrics.

6.5. Organizational Culture – Teamwork/Respect for People (H_{2d})

A significant mediation effect was found, supporting H_{2d} . Teamwork culture enables collective problem-solving and adaptability in dynamic environments. Supported by transformational leadership's Inspirational Motivation, ESQ teams effectively collaborate on product delivery and strategic planning, boosting creativity.

6.6. Transformational Leadership → Organizational Learning → Employee Creativity (H_3)

The mediation test is significant ($t = 3.340 > 1.645$), supporting H_3 . Organizational learning—through scholarships, training, and knowledge-sharing sessions—enhances creativity when driven by transformational leadership. Ary Ginanjar's motivational style fosters enthusiasm for learning, aligning with prior findings (Giniuniene & Jurksiene, 2015) that organizational learning precedes innovation and boosts individual creativity.

CONCLUSION

This study demonstrates that transformational leadership positively influences employee creativity at ESQ by inspiring employees to transcend self-interest and approach challenges innovatively. Organizational culture mediates this relationship, with attention to detail and teamwork/respect for people enhancing creativity, innovation exerting a negative effect, and outcome orientation showing no significant influence. Additionally, organizational learning serves as a positive mediator, enabling employees to acquire, share, and apply knowledge that fosters creative outcomes. These findings highlight the importance of aligning leadership style, cultural values, and learning processes to maximize employee creativity.

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