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THE TRANSFORMATIONAL LEADERSHIP-INDIVIDUAL INNOVATION RELATIONSHIP: THE ROLE OF LEARNING GOAL ORIENTATION AS MEDIATOR

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Abstract

Individual innovation is an important variable that has received attention from both practitioners and academics. This study aims to examine the mediating effect of learning goal orientation on the relationship between transformational leadership and individual innovation. The population in this study were all employees of a 4-star hotel in the city of Padang where the number of samples was 98 employees by using cluster random sampling. The results of the study found that transformational leadership has a positive and significant effect on both learning goal orientation and individual innovation. Learning goal orientation also has a positive and significant impact on individual innovation. Furthermore, learning goal orientation is proven to mediate the relationship between transformational leadership and individual innovation.

Keywords: Tranformasional leadership, Learning goal orientation, Individual innovation

INTRODUCTION

Employees or human resources (HR) is an important asset for an organization. The importance of employees in an organization is not limited to government organizations but includes non-governmental organizations. This can be understood because all the potential possessed by employees can be used to achieve the success of each organization and also the achievement of the organization's vision and mission (Emed, 2016). In non-governmental or private organizations, one of the dominant sectors run by employees in terms of operations is the hotel sector.

Today, the level of competition in the hotel business is getting keen. Therefore, every hotel business manager is required to be able to develop various strategies, including individual innovation. Individual innovation can be defined as a new and useful idea or solution (Robbins, 2015) where a person can find and analyze problems around them interacting in the organizational environment (Li *et al*., 2017). Individual innovation represents employees' self in initiation actions which are anticipatory actions to change and improve certain situations or themselves (Maden, 2015).

One of areas that has developed a hotel industry and recognizes the importance of individual innovation is the City of Padang, West Sumatra Province, Indonesia. The literature on individual innovation explains that among the variables that can influence individual innovation is learning goal orientation (Maden, 2015). Dweck (1986) defines learning goal orientation as an internal mindset that encourages a person to develop competencies and abilities by acquiring new knowledge and skills.

Another variable that can determine individual innovation is transformational leadership (Khurosani, 2018; Li, Mitchell & Boyle, 2016; Watts, Steele & Hartog, 2019; Scott & Bruce, 1994). Transformational leadership is leadership that is able to inspire followers beyond self-interest and has a profound effect on followers (Robbins, 2015). Transformational leadership plays a key role in organizational improvement initiatives, building a shared view, changing ways of thinking and focusing on transforming a shared vision (Anderson, 2017).

Although learning goal orientation and transformational leadership are determinants of individual innovation, some literature explains that learning goal orientation is determined by transformational leadership (Slatten & Lien, 2019; Xie, 2019; Boon-itt, 2016). Based on the description above, it can be concluded that individual innovation is influenced by learning goal orientation and then learning goal orientation is determined by transformational leadership. Thus, learning goal orientation acts as a mediating variable between leadership and individual innovation.

LITERATURE REVIEW

Individual Innovation

Individual innovation is the act of someone who actively takes the initiative to improve the current situation or make something new, Robbins (2015). According to Covey (2004) individual innovation is a behavior that believes in the power of synergy and is not afraid of risk, always learning and creating new and sustainable alternative solutions, building personal relationships and making constant efforts to harmonize principles. Individual innovation is important in organizational development because it leads to the creation, introduction and implementation of innovative ideas in work processes to improve performance (Luo, Wang, Yoon, Tong, 2020). Meanwhile, Vibert (2004) defines individual innovation as a preventive action taken in every process and capable of being an influence to change all lines of the organization and the people in it to change, have priorities and plans.

According to Covey (2004) some of the benefits of individual innovation are (1) increasing success in leading oneself, because individual innovation is not controlled by anyone and under any conditions, (2) increasing self-development, because it always sees opportunities as challenges to be used as media for self-development. , (3) increase self-understanding by changing perspectives, (4) learn from mistakes, and (5) increase self-commitment in influencing the environment positively and tend to take the initiative to do something for the environment. Furthermore, Scott and Bruce (1994) explained that individual innovation can be measured using 3 dimensions, namely idea generation, idea promotion, and idea realization.

Transformational Leadership and Individual Innovation

Transformational leadership is the process through which leaders influence others by changing other people's understanding of what is important in the work and future of the organization. The key word is a process that is not just an attribute or characteristic but a dynamic and evolving style that focuses on oneself, others, the situation and the wider context.

Transformational leaders inspire others to achieve extraordinary results. Leaders and followers engage with each other, enhance and inspire each other which includes value systems, emotional intelligence, and attention to the spiritual side of each individual so that transformational leaders are able to generate energy, commitment and shared vision. Their leadership is based on a commitment to shared values (Marshall & Broom, 2020). Bass and Riggio (2006) explained that there are 4 dimensions to measure transformational leadership, namely idealize influence, inspirational motivation, intellectual stimulation, and individual consideration.

Several previous studies have found that transformational leadership has a positive effect on individual innovation (Huseeini, 2016; (Watts, Steele, & Hartog, 2019; Broome et al., 2016; Afsar, 2018; Bednall et al., 2018). Thus, the first hypothesis is as follows:

H_1 : Transformational leadership has a positive and significant effect on individual innovation.

Transformational Leadership and Learning Goal Orientation

Transformational leadership directs the team to better performance by setting goals together and influencing members and providing intellectual stimulation so that members continue to learn and think about problems and new ways to do it (Chugtai & Buckley, 2011). While learning goal orientation can be interpreted as an internal mindset that encourages a person to develop competencies and abilities by acquiring new knowledge and skills (Dweck, 1986).

There is a linear relationship between transformational leadership and learning goal orientation. The better the transformational leadership implemented in an organization, the better the learning goal orientation and vice versa. Empirically, several previous studies have proven that transformational leadership has a positive and significant influence on learning goal orientation (Mutonyi et al., 2020; Xie, 2019; Boon-itt, 2016). Based on the previous description, the second hypothesis in this study can be developed as follows:

H_2 : Transformational leadership has a positive and significant effect on learning goal orientation.

Learning Goal Orientation and Individual Innovation

As explained earlier, learning goal orientation is an internal mindset that encourages a person to develop competencies and abilities by acquiring new knowledge and skills (Dweck, 1986). While individual innovation is the act of someone who actively takes the initiative to improve the current situation or make something new, Robbins (2015).

Learning goal orientation is one of the determining factors for individual innovation. This can be interpreted that if the learning goal orientation in an organization is getting better, it will be able to increase individual innovation and vice versa. Several previous studies have proven that learning goal orientation has a positive and significant influence on individual innovation (Mutonyi et al., 2020; Kumar, 2020; Atitumpong, 2017; Orth & Volmer, 2017; Maden, 2015). Based on the previous description, the third hypothesis in this study can be developed as follows:

H_3 : Learning goal orientation has a positive and significant effect on individual innovation.

Learning Goal Orientation as Mediator

Transformational leadership is the process through which leaders influence others by changing other people's understanding of what is important in the work and future of the organization. While learning goal orientation is an internal mindset that encourages a person to develop competencies and abilities by acquiring new knowledge and skills (Dweck, 1986) and individual innovation is the act of someone who actively takes the initiative to improve the current situation or make a new change. Robbins (2015).

Conceptually, the implementation of good transformational leadership will be able to increase learning goal orientation, and will further increase individual innovation in the organization. Partially, several previous studies have found that transformational leadership affects learning orientation (Mutonyi et al., 2020; Xie, 2019; Boon-itt, 2016) and subsequently learning orientation affects individual innovation (Mutonyi et al., 2020; Kumar, 2020). ; Atitumpong, 2017; Orth & Volmer, 2017; Maden, 2015). Thus, learning goal orientation is between the variables of transformational leadership and individual innovation which are generally referred to as mediating variables. Based on the description, the fourth hypothesis in this study can be developed as follows:

H_4 : Learning goal orientation mediates the relationship between transformasional leadership and individual innovation.

RESEARCH METHODOLOGY

The purpose of this study is to investigate the mediating effect of learning goal orientation on the relationship between transformational leadership and individual innovation. In order to obtain valid and reliable measures of the variables, previously validated scales were used to measure all variables. All items were measured via 5-point bipolar scales with scale poles ranging from strongly disagree(1) to strongly agree (5). The questionnaire and covering letter were translated into Bahasa Indonesia and then back-translated into English. The use of only two languages reduced the potential for errors resulting from multiple translations of the questionnaire. Minimizing the diversity of languages also helped ensure construct equivalence and data comparability(Johnson, Cullen, Sakano, & Bronson, 2001).

The population of the research includes all of the employees of Four Star Hotel located in Pdang City, West Sumatera, Indonesia. Due to some restrictions such as time, cost and difficulty to reach all the population, the study has been limited with the sample. The purposive sampling method has been used for the study. Data have been collected between January – March 2022, and resulted 98 respondents participated in the survey used for the study. The collected data is analyzed using SEM-PLS.

RESULTS AND DISCUSSION

The results of the study will begin by presenting the respondent's profile which can be seen in the following table.

Tabel 1. The Profile of Participating Respondents

Demographics	Categories	Frequency	(%)
Gender	Male	57	58,16
	Female	41	41,84
Position	Operational staff	52	53,06
	Supervisor	40	40,82
	Department Head	6	6,12
Department	Front Office	13	13,27
	House Keeping	12	12,24
	FB. Service	12	12,24
	FB. Product	12	12,24
	Accounting	12	12,24
	Engineering	12	12,24
	Sales Marketing	13	13,27
	Human Resources	12	12,24
Age	18 – 25 years	42	42,86
	26 – 35 years	27	27,55
	36 – 45 years	18	18,37
	46 – 55 years	11	11,22
	>55 years	-	-
Formal Education	Senior high school	55	56,12
	Diploma	23	23,47
	Bachelor	16	16,33
	Master / Postgraduate	4	4,08
Work Experience	<3 years	62	63,27
	<5 years	31	31,63
	≥5 years	5	5,10

Based on the table above, it can be seen that as many as 58.16% of respondents are male and 41.84% are female respondents. While the most positions that become respondents are as Operational Staff (53.06%) followed by positions as Supervisors as many as 40 people (40.82%) and the remaining 6.12% are positions as Department Heads. Based on age, the majority of respondents were between 18-25 years old (42.86%), with a formal education level of Senior High School (56.12%), and a tenure of less than 3 years (63.27%).

Measurement Model Assessment

The Measurement Model Assessment (MMA) explains how each indicator relates to the latent variable. The tests carried out on MMA include convergent validity and discriminant validity. In convergent validity there are 4 aspects to be considered, namely (a) Outer loadings of each item are large from 0.70 (Sefnedi et al., 1999), (b) Cronbach alpha is large from 0.7 for

all constructs, (c) Composite reliability is large. of 0.7 (Hair et al., 2014), and the Average variance extracted (AVE) is greater than 0.50 (Bagozzi & Yi, 1988).

Table 2. Convergent Validity Analysis Results

Variables	Number of Items	Outer loadings	Cronbach's alpha	Composite reliability	AVE
Individual innovation	22	0.811-0.887	0.981	0.982	0.713
Learning goal orientation	10	0.742-0.881	0.951	0.958	0.698
Transformational leadership	18	0.712-0.826	0.959	0.963	0.589

Based on the analysis of convergent validity, it can be seen that the outer loading value of all items or indicators are greater than 0.7 so that it can be interpreted that all items used are valid. Cronbach's alpha and composite reliability were found to be greater than 0.7 so that it can be said that all latent variables namely individual innovation, learning goal orientation and transformational leadership have high reliability. In addition, the AVE value was found to be greater than 0.5 which means that the average variance of each latent variable fulfilled the requirements.

Next, discriminant validity explains the uniqueness of the constructs, where latent variables predict the value of indicators or items of each variable must be better than other variables.

Table 3. Discriminant Validity Analysis Results

Items	Individual Innovation	Learning Goal Orientation	Transformational Leardership
II1	**0,879**	0,689	0,720
II2	**0,864**	0,704	0,721
II3	**0,872**	0,679	0,701
II4	**0,887**	0,691	0,730
II5	**0,827**	0,610	0,697
II6	**0,813**	0,564	0,637
II7	**0,814**	0,557	0,652
II8	**0,850**	0,562	0,646
II9	**0,849**	0,539	0,632
II10	**0,833**	0,585	0,673
II11	**0,811**	0,617	0,637
II12	**0,847**	0,622	0,573
II13	**0,826**	0,599	0,619
II14	**0,861**	0,609	0,657
II15	**0,813**	0,539	0,616
II16	**0,858**	0,637	0,694
II17	**0,825**	0,591	0,691
II18	**0,811**	0,556	0,567
II19	**0,832**	0,536	0,556

II20	**0,873**	0,631	0,688	*Table 3…*
II21	**0,885**	0,637	0,724	
II22	**0,843**	0,585	0,673	
LGO1	0,571	**0,854**	0,634	
LGO2	0,577	**0,861**	0,629	
LGO3	0,542	**0,855**	0,643	
LGO4	0,658	**0,881**	0,687	
LGO5	0,626	**0,835**	0,663	
LGO6	0,584	**0,872**	0,612	
LGO7	0,649	**0,836**	0,650	
LGO8	0,532	**0,745**	0,653	
LGO9	0,656	**0,863**	0,653	
LGO10	0,611	**0,741**	0,564	
TL1	0,607	0,558	**0,775**	
TL2	0,538	0,520	**0,776**	
TL3	0,563	0,614	**0,815**	
TL4	0,644	0,651	**0,750**	
TL5	0,554	0,564	**0,757**	
TL6	0,536	0,535	**0,747**	
TL7	0,549	0,555	**0,786**	
TL8	0,554	0,570	**0,767**	
TL9	0,668	0,720	**0,796**	
TL10	0,616	0,578	**0,727**	
TL11	0,600	0,535	**0,751**	
TL12	0,603	0,643	**0,825**	
TL13	0,633	0,623	**0,766**	
TL14	0,581	0,581	**0,732**	
TL15	0,645	0,571	**0,712**	
TL16	0,715	0,653	**0,826**	
TL17	0,602	0,547	**0,725**	
TL18	0,566	0,577	**0,768**	

Based on the results of the analysis of discriminant validity by using cross loading method, it appears that the correlation score of each indicator or item to the latent variable is greater than the correlation indicator or item of a variable to other latent variables. So it can be concluded that the variables of individual innovation, learning goal orientation and transformational leadership have adequate discrimination (Hair *et al*., 2014).

R Square and Q Square

R square is used to measure how much the endogenous variable is influenced by other variables. Hair et al., (2014) stated that the R square results of 0.75 and above for endogenous latent variables in the structural model indicate the effect of exogenous variables (which affect) on endogenous variables (which are affected) is included in the strong category. Meanwhile, if the result is 0.50 – 0.75 then it is included in the medium category and if the result is 0.25 – 0.49 then it is included in the weak category.

Q square (predictive relevance) is used to predict how well the observed values are generated by the model as well as parameter estimates. A Q square value greater than 0 (zero)

indicates that the model has predictive relevance, and mer, while a Q square value less than 0 (zero) indicates that the model lacks predictive relevance. However, if the calculation results show the Q square value is more than 0 (zero), then the model is feasible to be said to have a relevant predictive value. Where the results of Q square of 0.35 and above for endogenous latent variables in the structural model indicate the predictive relevance of exogenous (influenced) to endogenous (influenced) variables including the strong category. Meanwhile, if the result is 0.15 – 0.35 then it is in the medium category, and if the result is 0.02 – 0.15 then it is included in the weak category (Hair et al., 2014).

Table 4. *R Square* and *Q Square*

Variables	*R Square*	Description	*Q Square*	Description
Individual Innovation	0,648	Medium	0,449	Strong
Learning goal orientation	0,596	Medium	0,429	Strong

From the table 4, it can be seen that the R square obtained by learning goal orientation is 0.596 so it can be interpreted that the effect of work engagement and transformational leadership on learning goal orientation is 59.6%, which according to Hair et al., (2014) exogenous influence on endogenous variables in the medium category. Meanwhile, the acquisition of Q square learning goal orientation is 0.429 (42.9%) which can be interpreted that the ability of work engagement and transformational leadership in predicting learning goal orientation is included in the strong category.

On the other hand, the R square value of individual innovation is 0.648 which can be interpreted that individual innovation is influenced by work engagement, transformational leadership and learning goal orientation as much as 64.8% where according to Hair et al (2014) the effect of exogenous variables on endogenous variables belongs to the medium category. Meanwhile, the Q square value of individual innovation is 0.449, this shows that the ability of work engagement, transformational leadership and learning goal orientation in predicting individual innovation is in the strong category.

Structural Model Assessment

Structural Model Assessment (SMA) is a structural model to predict causality between latent variables. SMA test using bootstrapping procedure. To find out whether a latent variable has an effect or not on other latent variables, it can be seen from the T statistic and P values. If an exogenous variable on an endogenous variable has a T statistic > 1.96 and a P value < 0.05,

it can be interpreted that the exogenous variable affects the endogenous variable, and vice versa (Bagozzi & Yi, 1998).

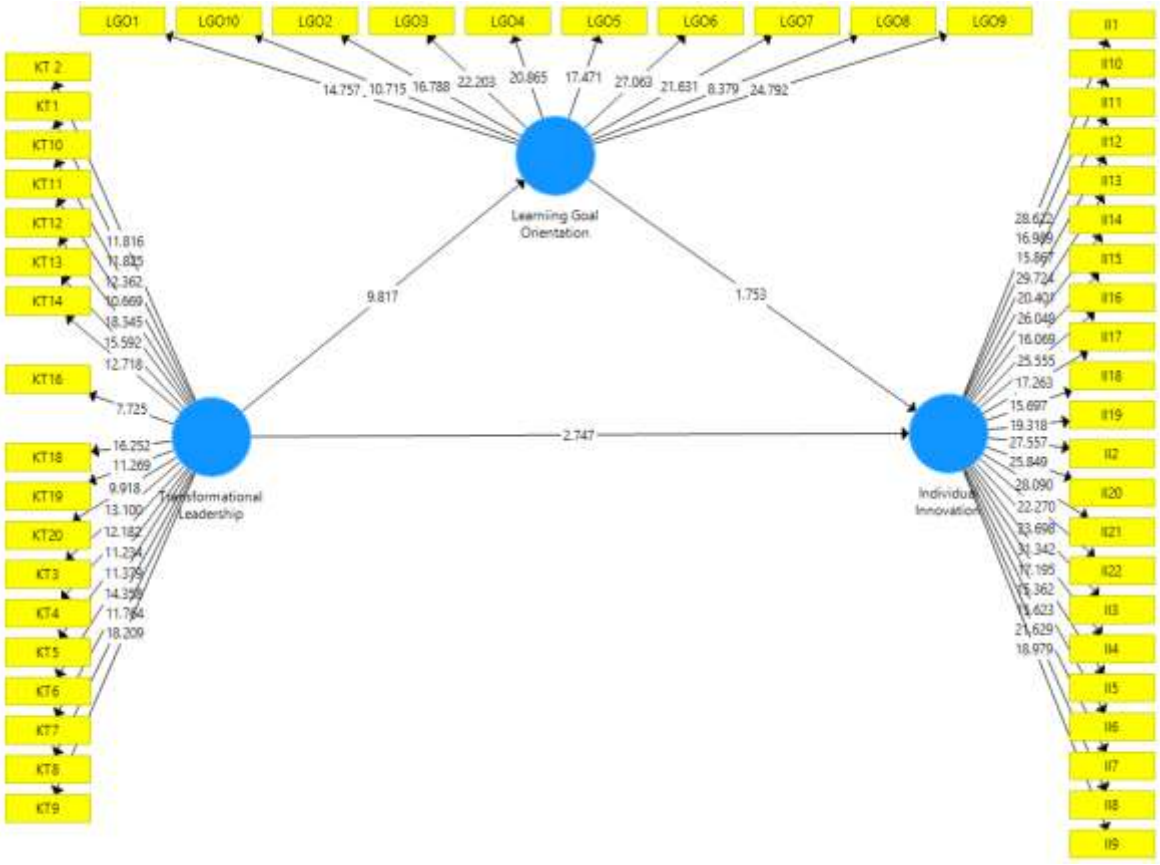

Figure 1. Structural Model Assessment

Based on data processing carried out with a structural testing model, this stage is carried out by bootstrapping where the results can be used to answer the hypothesis in this study. The results are as shown in the following table:

Table 5. Hypothesis Testing Results

Relationship	Original Sample	T-*statistics*	P-*values*	Decision
Transformational Leardership → Individual innovation	0.562	2.747	0.006	H_1 supported
Transformational Leardership → learning goal orientation	0.772	9.817	0.000	H_2 supported
Learning goal orientation → Individual innovation	0.587	2.753	0.004	H_3 supported
Transformational Leardership →learning goal orientation→ Individual innovation	0.522	2.414	0.009	H_4 supported

Based on Figure 1 and Table 5, it can be seen that the effect of transformational learning on individual innovation has T-statistics of 2.747 (>1.96) and P-values of 0.006 (<0.05) so it can be concluded that H1 is accepted. The results of testing the first hypothesis can be interpreted that if the implementation of transformational leadership is better, it will be able to increase individual innovation, and vice versa if the implementation of transformational leadership is not good, it will be able to reduce individual innovation. Empirically, the findings of this study are supported by previous research (Huseeini, 2016; (Watts, Steele, & Hartog, 2019; Broome et al., 2016; Afsar, 2018; Bednall et al., 2018) which found that transformational leadership has a positive effect on to individual innovation.

Furthermore, the results of testing the second hypothesis about the effect of transformational learning on learning goal orientation found T-statistics of 9,817 (> 1.96) and P-values of 0.000 (<0.05) so that it can be interpreted that transformational learning has a positive influence on learning goal orientation. so H2 is accepted. The results of testing the second hypothesis mean that if the implementation of transformational leadership is better, it will be able to increase learning goal orientation, and vice versa if the implementation of transformational leadership is not good, it will be able to reduce learning goal orientation. Empirically, the findings of this study are supported by previous research (Mutonyi et al., 2020; Xie, 2019; Boon-itt, 2016) which found that transformational leadership has a positive effect on learning goal orientation.

The effect of learning goal orientation on individual innovation has T-statistics 2.753 (>1.96) and P-values 0.004 (<0.05) so it can be concluded that H3 is accepted. The results of testing the third hypothesis mean that if the implementation of learning goal orientation is better, it will be able to increase individual innovation, and vice versa if the implementation of learning goal orientation is not good, it will be able to reduce individual innovation. Empirically, the findings of this study are supported by previous research (Mutonyi et al., 2020; Kumar, 2020; Atitumpong, 2017; Orth & Volmer, 2017; Maden, 2015) which found that learning goal orientation has a positive and significant impact on individual innovation.

The results of hypothesis testing about the impact of learning goal orientation mediating the relationship between transformational leadership and individual innovation have T-statistics of 2.414 (>1.96) and P-values of 0.009 (<0.05) so it can be concluded that H4 is accepted. The results of testing the fourth hypothesis mean that if the implementation of transformational leadership is better, it will be able to increase learning goal orientation and further increase individual innovation and vice versa. Partially, this finding is supported by several previous studies which found that transformational leadership affects learning orientation (Mutonyi et al., 2020; Xie, 2019; Boon-itt, 2016) and subsequently learning orientation affects individual

innovation (Mutonyi et al., 2020). ; Kumar, 2020; Atitumpong, 2017; Orth & Volmer, 2017; Maden, 2015).

CONCLUSION

Based on the results of the study, some conclusions that can be drawn are (a) Transformational leadership has a positive and significant effect on learning goal orientation and individual innovation, (b) Learning goal orientation has a positive effect on individual innovation, and (c) learning goal orientation has been shown to mediate the relationship. between transformational leadership and individual innovation.

The results of this study provide practical implications for 4-star hotel managers where (1) in order to improve the individual innovation ability of employees, it is necessary to increase the implementation of learning goal orientation, because the better the implementation of learning goal orientation, the higher the individual innovation of employees in four-star hotels, (2) furthermore, the improvement of the implementation of learning goal orientation will be achieved through the application of effective transformational leadership because effective transformational leadership can improve learning goal orientation in the four-star hotel business.

LIMITATIONS AND FUTURE RESEARCH

Like research in general, this study also has limitations, which include (a) This research was conducted in the hotel industry with a 4-star classification in the city of Padang. The results of this study do not necessarily apply to 4-star hotels in other cities. Therefore, it is recommended to replicate this research model to test empirically in other hotel industries outside the city of Padang, (b) This research is limited to the variables of transformational leadership, learning goal orientation and individual innovation. So it is advisable to add other related variables such as involving human resources in employee individual innovation, the role of company SOPs in increasing individual innovation and knowledge sharing as a mediating variable.

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