

The Influence of Organizational Citizenship Behavior, Learning Organization and Transactional Leadership on Competence, Training Education (Diklat) and Employee Performance in the Youth Culture and Sports and Tourism Office of Surabaya City

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Abstract

This study aims to analyze and prove the effect of Organizational Citizenship Behavior, Learning organization and Transactional Leadership on Competence, Training Education and Employee Performance at the Surabaya City Culture, Youth and Sports and Tourism Office. In this study, the method used was a simple random sample. Determination of the number of samples using the Slovin formula with a sample size of 60 people. The type of research conducted in this study is using explanatory research, namely research that explains the causes and effects of existing problems with the help of SEM PLS. The results of this study indicate that Organizational Citizenship Behavior has a positive but insignificant effect on employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office. In contrast, Learning Organization behavior and Transactional Leadership both have a positive and significant effect on employee performance. Organizational Citizenship Behavior also has a positive and significant effect on employee competence, as well as Learning Organization and Transactional Leadership, both of which also have a positive and significant effect on employee competence. Meanwhile, Learning Organization has a positive and significant effect on education and training, but Transactional Leadership has no significant effect on education and training in the agency.

Keywords: Organizational Citizenship Behavior, Learning Organization, Transactional Leadership, Competence, Training Education, Employee Performance.

1. Introduction

The role of the Surabaya City Culture, Youth and Sports and Tourism Office covers a very broad aspect and determines the success of development and public services in Surabaya City. All parts of the Surabaya City Government organization need to support each other for the success of development and community services. The success of each field needs support from employee performance and higher employee competence due to increased welfare, all of which support employee performance.

Organizational citizenship behavior (OCB) is when individuals choose to go above and beyond their required duties without expecting any direct rewards from the organization, yet



still positively impacting its success as a whole (Organ, 1988, in Sondeng & Husain (2018)). We can understand from this description that OCB is a willingness to assist colleagues facing challenges without any obligation. Despite not being acknowledged by formal rewards, engaging in Organizational Citizenship Behavior (OCB) proves to be beneficial for the organization in reaching its goals (Wahyuni & Dirbawanto, 2022). The willingness to volunteer is influenced by various factors, with organizational culture being a significant one. Organizational culture refers to the collective set of behaviors (Sussman et al., 2023), values, and beliefs that evolve within a company and shape the actions of its members (Schermerhorn, in Nurhidayah et al. (2017)).

According to Peter Senge in Ariyanto & Wijoyo (2021), a learning organization is where individuals are constantly improving their skills to achieve goals, where creativity and diverse perspectives are valued, where common objectives are promoted, and where everyone is committed to enhancing their collective learning abilities.

Some signs of a learning institution are:

- a) Eager and capable of expanding his knowledge to become an expert in his area of expertise.
- b) Skills to adjust between personal vision and organizational vision.
- c) Skills to find shared principles and values.
- d) Effective team learning.
- e) The ability to analyze and comprehend how different internal and external factors interact with each other.

The findings from the earlier studies carried out by Purwanto et al. (2020), shows that hard skills, soft skills, organizational learning, and innovation abilities all contribute to enhancing the effectiveness of lecturers. Additionally, transactional leadership is crucial for increasing employee skills and performance (Khairy et al., 2023). By setting clear expectations, rewarding good performance, and providing consequences for inappropriate performance, transactional leaders can motivate employees, improve their skills, and encourage them to work productively and efficiently. However, transactional leadership is not always effective in all situations. In some cases, the Learning organization style may be more effective in encouraging innovation and creativity.

The strategic importance of education and training lies in enhancing the quality of human resources by developing their capacities, expertise, and skills (Keramida et al., 2023). Along with the development of technology and fierce competition, the abilities and skills of human resources in the organization must be improved through employee education and training based on performance and competence (Basit et al., 2017). The organization will benefit greatly from the introduction of performance-based education and training, leading to positive outcomes, the organization's human resources have good abilities, skills and competencies. Employee development in the organization will provide quality and work capabilities that will have an impact on improving organizational performance (Muardi et al., 2022). The higher the frequency and quality of education and training will improve the resources of the apparatus. Previous research has been conducted by Dekoulou & Trivellas (2015) shows that learning-oriented operations are important predictors of employee competence and individual performance, while employee competence is proven to be a mediator of the relationship between learning organizations and work performance.

Referring to Edison et al. (2016), competence refers to the capacity of a person to effectively perform a task and gain an edge through their understanding, skills, and mindset. Signals of an employee's competence encompass:

- 1) Motive is the driving force behind people's actions, stemming from their persistent desires or thoughts
- 2) Physical features and reactions to situations or information are known as traits
- 3) The self-concept represents an individual's beliefs, principles, and perception of themselves
- 4) Information in a particular domain is what constitutes an individual's knowledge
- 5) The capacity to carry out particular physical or mental activities is known as skills

Previous research has been conducted by Swanson (2022) which proves that knowledge sharing (competence) and employee job performance are found to have a direct influence on employee loyalty. This research has a specific novelty. So far, there is still no specific information about the latest research on the impact of organizational learning and employee creativity on employee effectiveness by enhancing employee skills. This research topic is very interesting because it involves important concepts in human resource management and organizational development. Studying the connection between organizations that prioritize learning, employee creativity, employee productivity, and employee skills can offer useful guidance for organizations looking to enhance employee performance, effectiveness, and productivity. The findings of this research can be applied in various organizations, providing valuable insights for the improvement of human resource management and organizational growth. This study's goal is to analyze the effect of organizational citizenship behavior, learning organization and transactional leadership on employee competence, training education and employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office.

2. Literature Review

2.1. Organizational citizenship behavior

Organ in Sondeng & Husain (2018), organizational citizenship behavior (OCB) is described as voluntary actions by employees which are not officially rewarded but contribute to the overall success of the organization. OCB entails going above and beyond job expectations to support the organization (Spector (2000, in Nurhidayah et al. (2017)). Dyne et. al in Muryati et al. (2022) conceptualized 3 dimensions of Organizational citizenship behavior (OCB) in the form of:

- a) Obedience; an attitude of respect, compliance with organizational rules, including compliance with organizational structure, job descriptions, personnel policies and behavioral processes that reflect compliance in the organization, and punctuality.
- b) Loyalty; loyalty to the organization as a whole, including efforts to maintain the organization, expanding the narrow prosperity function, namely by serving the interests of the community.
- c) Participation; full participation and responsibility for participation in the overall organizational process.

The main indicators of OCB according to Organ in Purjani & Riana (2018) are as follows:

- a) Altruism is shown through the act of willingly assisting colleagues in need.
- b) Conscientiousness is demonstrated through a devoted work ethic and a strong motivation to exceed the organization's formal expectations.
- c) Sportsmanship is characterized by displaying a high level of tolerance for interruptions at work or accepting less than ideal conditions without complaint.
- d) Courtesy is exemplified by employees consistently considering how their work decisions may impact their coworkers.

- e) Civic Virtue is exhibited when employees actively engage in organizational activities beyond what is mandated in their job responsibilities.

2.2. Learning Organization

According to Garvin in Gozali & Hatane (2014) a learning organization is a type of organization that can generate, obtain, and share knowledge, as well as adapt its actions to incorporate fresh knowledge and understandings. According to (Nurhayani & Sulistio, 2018), a learning organization is a place where people are encouraged to learn both on their own and in groups, with the goal of applying what they have learned to improve the organization's processes and activities. This emphasis on learning extends beyond just the methods of learning. Figuring out ways to implement it effectively within the organization is key. Leaders in a learning organization prioritize empowering employees and fostering collaboration between different departments and external organizations. They also value transparency, constructive dialogue, and full engagement from all individuals and stakeholders. Solving problems is the central focus of a learning organization. The hallmarks of a learning organization are:

- a) The members of the organization are eager and capable of continuously expanding their knowledge to become experts in their respective fields.
- b) The ability to navigate between personal objectives and organizational goals, as well as the capacity to communicate a shared vision in order to reach personal aspirations outlined in the organization's collective vision.
- c) Expertise in identifying mutual principles and values, and the cultivation of a culture that promotes the sharing of these values to cultivate shared convictions, enhancing team spirit and unity.
- d) Successful group learning is achieved when team members recognize the importance of each other's contributions in executing a common strategy.
- e) Proficiency in analyzing the interconnectedness of internal and external factors that impact the organization's sustainability, as well as the ability to think holistically, strategically, and constructively to establish a flexible organization.

Research conducted earlier by Purwanto et al. (2020) inferred that hard skills, soft skills, learning organizations, and innovation capabilities have a direct positive and significant effect on lecturer performance. Meanwhile, the findings of Pakpahan et al. (2022) found that learning organizations have a positive and significant effect on innovation.

2.3. Transactional Leadership

Referring to Budiwibowo (2016), the definition of transactional leadership is leadership that makes transactions to motivate followers by calling for the personal interests of followers, transactional leadership involves an exchange process that can produce follower compliance with the leader but does not produce enthusiasm and commitment to task goals. Meanwhile, Arifudin (2020), argues that transactional leadership is a type of leadership characterized by leaders guiding their followers towards specific goals by outlining roles and task expectations. Leaders who employ this style motivate followers through rewards based on their performance. Setiawan (2017) stated that a leader using a transactional leadership style places emphasis on the interactions between themselves and their employees, specifically focusing on exchanges in relationships. These exchanges are established through mutual agreements on goals, work expectations, and rewards.

The indicators that influence the Transactional Leadership Style of employees according to Budiwibowo (2016) are as follows:

- a) Contingent reward, the leader gives rewards to members who have completed carefully the tasks that have become their responsibility.
- b) Active exception management, is a condition where the leader will actively closely monitor the implementation of the work tasks of his subordinates so that they avoid mistakes.
- c) Passive exception management, the new manager or leader acts after a failure by his subordinates, the leader's actions are carried out to achieve organizational goals.
- d) Laizez Farie, the leader gives freedom to subordinates so that they can carry out work tasks without any supervision from him.

2.4. Employee Competencies

Based on Dessler (2017), competence is an individual trait that can be demonstrated through attributes like understanding, abilities, and interpersonal conduct like guiding others. Wibowo (2016) implies that competence in performing a job relies on a combination of skills, knowledge, and the required work attitude. As per Edison et al. (2016) competence is defined as the capacity of a person to effectively perform a task and possess an edge due to factors such as expertise, abilities, and mindset. Signs of an employee's competency are:

- a) A motivation is a persistent desire or thought that drives behavior.
- b) Characteristics are the physical attributes and predictable reactions to circumstances or data.
- c) Self-perception consists of one's beliefs, principles, or personal identity.
- d) Expertise is the collection of knowledge individuals possess in a particular area.
- e) Abilities are the capacity to execute certain physical or cognitive duties.

Previous research has been conducted by Badaruddin & Daud (2023), with the results that competence has a positive and significant effect on employee performance. Moreover, previous research has been conducted by Swanson (2022) which proves that knowledge sharing (competence) and employee job performance are found to have a direct influence on employee loyalty.

2.5. Training Education

Engaging in the process of education involves humans putting in effort with the goal of enhancing their individual qualities, such as mental and emotional aspects as well as physical abilities. Feni in Kosilah & Septian (2020) stated that education involves the guidance and help given by adults to nurture the development of children, helping them reach adulthood where they can independently handle their responsibilities without relying on others. Meanwhile, according to Andrew E. Sikula in Hardjanto (2012), education is connected to enhancing and comprehending the overall environment of human life, focusing on the growth of knowledge, abilities, mindset, and other aspects.

According to Dessler (2017), training involves developing the necessary skills for employees to fulfill their job responsibilities. It equips them with practical knowledge and how to apply it in a corporate setting to enhance productivity and help achieve the company's objectives. When conducting a training and development, the company must have clear training and development goals and objectives because training and development is carried out for the benefit of the company and its employees. Nawawi & Widodo (2015) inferred that education is a sequence of personalized tasks aimed at enhancing expertise and understanding in a structured manner, enabling individuals to excel in their respective vocations. It involves a systematic approach, strategy, and methodology for educating and acquiring knowledge with the aim of imparting wisdom to others in a predetermined framework. Additionally, education is a form of instruction and learning that employs specific strategies and approaches to

enhance the competencies and job performance of employees. It is a corporate initiative designed to enhance and cultivate the mindset, conduct, skills, and knowledge of staff in alignment with the desires of the relevant organization.

Training objectives according to Simamora in Hartatik (2014) are enhance inadequate employee productivity caused by lack of skills, enhance employee knowledge to match technological advancements, decrease the time it takes for new employees to become skilled at their job, assist in resolving operational issues, ready employees for advancement opportunities, familiarize new hires with the company culture, address individual development needs.

2.6. Employee Performance

Performance is commonly described as the outcomes or accomplishments that an individual has attained while completing their tasks. The purpose of work is to obtain specific results in order to reach the objectives of the organization. The extent to which the output is achieved or the targets that have been set are referred to as performance. According to Cushway (2014), effective performance for organization means that output is maintained even if the number of workers is reduced or productivity is increased.

Although the measurement of performance output is often difficult to measure, at least there is some kind of unit of value that can be used as a guideline. This unit of value will allow managers to determine specific targets to be achieved by officials in each position and encourage the development of work plans. According to Silaen et al. (2021), there are a total of five metrics that are used to evaluate the effectiveness of employees, and these include:

- a) Work Quality: Employee skills and abilities, as well as their perception of the quality of work completed, determine the level of work quality achieved.
- b) Work Quantity: The number expressed in units and cycles of activities completed is the amount produced expressed in quantity.
- c) Timeliness: Complete activities on time and maximize available time with other activities.
- d) Effectiveness: Enhance the outcomes of every department by optimizing the utilization of available resources such as labor, finances, and materials within the organization.
- e) Commitment: Commitment is defined as the level of dedication an employee shows towards fulfilling their duties and obligations to the company or organization.

Employee Performance Indicators:

- a) Amount of Work: The amount of work that an individual or group produces as a standardized job requirement.
- b) Quality of work: In order to meet the necessary criteria for producing work at the level expected by the job, every employee within the company must fulfill specific requirements.
- c) Timeliness: The timeliness of completion of each job according to different characteristics, according to the type of work completed on time, because it has dependence on other jobs.
- d) Attendance: According to certain types of work requires the presence of employees in doing it according to the specified time.
- e) Ability to cooperate: Ability to cooperate among employees, ability to cooperate with other coworkers.

Research conducted by Aragón-Sánchez & Sánchez-Marín (2005) proved that Organizational learning plays a crucial role as a mediator between training and performance. The utilization of learning-focused training methods enhances performance by positively influencing organizational learning. Previous research has been conducted by Dekoulou &

Trivellas (2015) showed that learning-focused activities are significant indicators of employee satisfaction and personal achievement, with satisfaction at work serving as a link between organizational learning and job effectiveness.

2.7. Conceptual Framework

Based on the previously outlined background, one can infer and create a theoretical framework for research as outlined below:

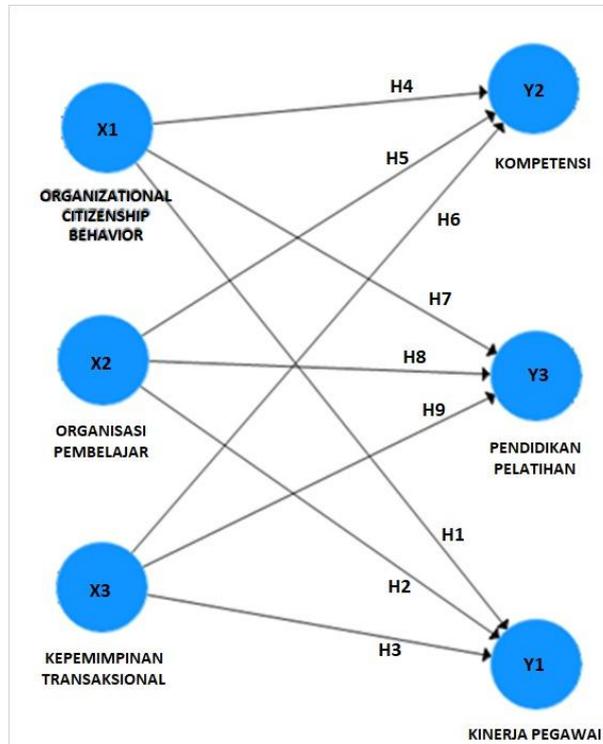


Figure 1. Conceptual Framework

Source: Researcher, 2024

2.8. Hypothesis

H1 : Organizational citizenship behavior affects employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office.

H2 : Learning organization behavior affects employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office.

H3 : Transactional leadership affects employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office.

H4 : Organization Citizenship Behavior affects employee competence at the Surabaya City Culture, Youth and Sports and Tourism Office.

H5 : Learning organization affects employee competence at the Surabaya City Culture, Youth and Sports and Tourism Office.

H6 : Transactional leadership affects employee competence at the Surabaya City Culture, Youth and Sports and Tourism Office.

H7 : Organizational Citizenship Behavior affects Training Education at the Surabaya City Culture, Youth and Sports and Tourism Office

H8 : Learning organization affects Training Education at the Surabaya City Culture, Youth and Sports and Tourism Office.

H9 : Transactional Leadership affects Training Education at the Surabaya City Culture, Youth and Sports and Tourism Office.

3. Methods

3.1. Research Approach

The study employed quantitative methodologies for its research approach. Quantitative research defined by Sugiyono (2019) is a research methodology rooted in the principles of positivism is considered scientific due to its adherence to empirical, objective, measurable, rational, and systematic rules.

3.2. Type of Research

This study is aimed at providing explanations for existing problems by utilizing SEM PLS. Additionally, different research methods, including associative research types, are also used in this study.

3.3. Population

The population in this study were all employees of the Surabaya City Culture, Youth and Sports and Tourism Office. The population of employees of the Surabaya City Culture, Youth and Sports and Tourism Office is 130 employees.

3.4. Sampling

In this study, the method used was a simple random sample. According to Sugiyono (2017), a basic random sample involves selecting sample members from a population without considering any specific groups within that population. The quantity of samples for this research was decided using the Slovin formula. After applying the Slovin formula, it was calculated that the sample size should be 57 individuals, but it was rounded up to 60 individuals.

3.5. Research Variables

The research variables used in this study are categorized into independent and dependent variables. Independent variables, which influence other variables, include Organizational Citizenship Behavior (X1), Learning Organization (X2), and Transactional Leadership (X3). Meanwhile, the dependent variables, which are affected by the independent variables, consist of Employee Competence (Y1), Training Education (Y2), and Employee Performance (Y3).

3.6. Research Instrument and Questionnaire Design

The Likert scale used in this study is a minimum score of 1 and a maximum score of 5, because it will be known exactly what the respondent's answer is, whether it tends to agree or disagree.

Table 1. Likert Scale Score

No	Score	Description
1.	5	Very Good / Strongly Agree
2.	4	Good / Agree
3.	3	Fairly Good
4.	2	Not Good / Disagree
5.	1	Very Bad / Strongly Disagree

Source: Sugiyono (2017)

3.7. Data Source

This study utilizes both Primary Data and Secondary Data to delve into various aspects of transactional leadership, organizational culture, employee job satisfaction, and employee performance, aiming to gather detailed information. Primary data is information that is gathered firsthand by researchers directly from the source or location where the research is being conducted. The researchers in this study acquired primary data by analyzing the responses from the questionnaires. In the context of this research, secondary data is used as support to enrich and strengthen the initial data obtained from respondents. This data can come from literature, direct interviews, or other documentation relevant to the research variables.

3.8. Data Collection Technique

The research involves gathering data by administering questionnaires directly to participants. This approach involves respondents in providing responses to the questionnaire statements provided. The questionnaire was distributed directly to respondents, allowing researchers to provide explanations regarding the purpose of the survey and answer questions that respondents may not understand. Furthermore, the researcher can gather responses promptly once the questionnaire has been completed by the participant.

3.9. Data Analysis Technique

This study used Structural Equation Modeling (SEM) for data analysis, utilizing SmartPLS software. SmartPLS offers several advantages: (1) it serves the same purpose as Lisrel and AMOS for testing variable relationships; (2) it is robust, requiring fewer assumptions; (3) it handles small sample sizes, making it ideal for complex models with limited data, unlike Lisrel and AMOS, which need larger samples; (4) it accommodates non-normally distributed data using bootstrapping, eliminating normality and minimum sample size concerns; and (5) it supports testing formative and reflective models with mixed measurement scales. However, SmartPLS only reads CSV-formatted Excel data.

4. Results and Discussion

4.1. Research Results

4.1.1. Measurement Model (Outer Model)

The research data were processed using SmartPLS 3.0 with the following chart:

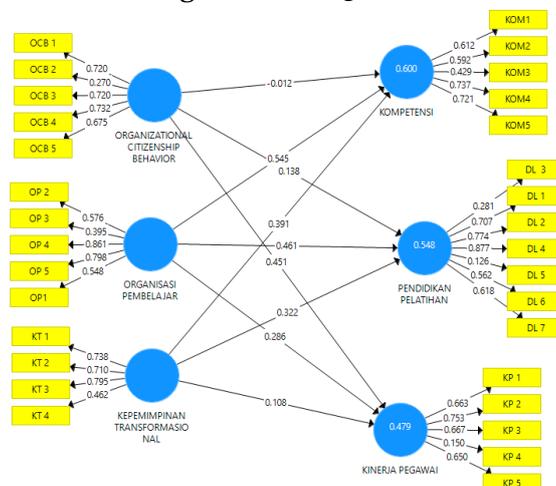


Figure 1. Data Processing Results

1) Convergent Validity

The following is the first data processing based on 6 variables with a total of 31 questions. The r table product moment value with $DF = n - k - 1 = 60 - 3 - 1 = 56$ (where DF = freedom of freedom, n samples, k = independent variables) is 0.257.

Table 2. Loading Factor Variable

Variable	Indicator	Loading Factor	r-table Product Moment	Conclusion
Organizational Citizenship Behavior	OCB1	0,720	0,257	Valid
	OCB2	0,270	0,257	Valid
	OCB3	0,720	0,257	Valid
	OCB4	0,732	0,257	Valid
	OCB5	0,675	0,257	Valid
Learning Organization	OP1	0,548	0,257	Valid
	OP2	0,576	0,257	Valid
	OP3	0,395	0,257	Valid
	OP4	0,861	0,257	Valid
	OP5	0,798	0,257	Valid
Transactional Leadership	KT1	0,738	0,257	Valid
	KT2	0,710	0,257	Valid
	KT3	0,795	0,257	Valid
	KT4	0,462	0,257	Valid
Competences	KOM1	0,612	0,257	Valid
	KOM2	0,592	0,257	Valid
	KOM3	0,429	0,257	Valid
	KOM4	0,727	0,257	Valid
	KOM5	0,721	0,257	Valid
Training Education	DL1	0,707	0,257	Valid
	DL2	0,774	0,257	Valid
	DL3	0,281	0,257	Valid
	DL4	0,877	0,257	Valid
	DL5	0,126	0,257	Tidak Valid
	DL6	0,562	0,257	Valid
	DL7	0,618	0,257	Valid
Employees Performance	KP1	0,663	0,257	Valid
	KP2	0,753	0,257	Valid
	KP3	0,667	0,257	Valid
	KP4	0,150	0,257	Tidak Valid
	KP5	0,650	0,257	Valid

Source: Data processed, 2024

The convergent validity of the measurement model can be assessed by looking at how the item/instrument score correlates with the construct score (loading factor), where a loading factor value above 0.257 is the standard criteria. After an examination of the data, it was found that 2 instruments had values that did not meet the criteria (<0.257). Internal consistency tests may not be crucial if the construct validity has been established, as valid constructs are inherently reliable, whereas reliable constructs may not always be valid (Cooper & Schindler, 2014).

4.1.2. Inner Model Analysis

1) Path Coefficient

Table 3. Coefficient Model

	Competences	Training Education	Employee Performance
Organizational Citizenship Behavior	-0,012	0,545	0,391
Learning Organization	0,545	0,461	0,322
Transactional Leadership	0,451	0,286	0,108

2) Fit Model

Table 4. Fit Model

	Saturated Model	Estimated Model
SRMR	0.151	0.153
d_ ULS	11.256	11.607
d_ G	5.275	5.438
Chi-Square	1149.174	1163.876
NFI	0.246	0.236

Values for NFI between 0 and 1 are calculated by comparing the proposed model to a separate independent model. A value nearing 1 indicates a strong fit for the model. Looking at the information provided in the table, the NFI score is 0.246, revealing a reasonably good fit for the model (Ghozali, 2016).

3) R Square

The inner model, consisting of inner relation, structural model, and substantive theory, showcases the connection between latent variables according to substantive theory. The effectiveness of the structural model is analyzed through the assessment of R-square for the dependent construct. The R² value can indicate the impact of specific endogenous and exogenous variables on the overall outcome (Ghozali, 2016). The R² result indicates that the model is "moderate" (Ghozali, 2016).

Table 5. R Square Variable

	R Square	R Square Adjusted
Employee Performance	0.479	0.451
Competences	0.600	0.578
Training Education	0.548	0.523

The R Square value of 0.479 was derived from table 5, indicating that almost half of the fluctuations in employee performance can be attributed to organizational citizenship behavior, learning organizations, and transactional leadership. The remaining 52.1% is attributed to different factors. Hence, it can be concluded that the R Square value for employee performance falls in the moderate range.

The level of competency has an R Square value of 0.600, indicating that 60% of the fluctuations in employee performance can be attributed to organizational citizenship behavior, learning organizations, and transactional leadership. The remaining 40% can be accounted for by other factors. Therefore, it can be concluded that the R Square value for the competency variable falls in the moderate range.

The R Square value for Training Education is 0.548, indicating that organizational citizenship behavior, learning organizations, and transactional leadership account for 54.8%

of the variations in employee performance. The remaining 45.2% can be attributed to other factors. In conclusion, the R Square value for Training Education falls within a moderate range.

4.1.3. Hypothesis Test

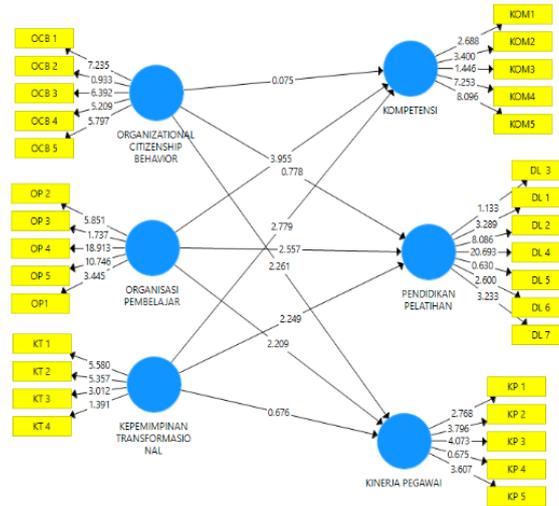


Figure 3. Hypothesis Testing Results t statistic (Bootstrapping)

Table 6. Hypothesis Testing Results (P-Value)

	Original Sample	Sample Mean	Standard Deviation	T-Statistic	P Values
Transactional Leadership -> Employee Performance	0.108	0.173	0.160	0.676	0.499
Transactional Leadership -> Competences	0.391	0.360	0.141	2.779	0.006
Transactional Leadership -> Training Education	0.322	0.314	0.143	2.249	0.025
Learning Organization -> Employee Performance	0.286	0.264	0.129	2.209	0.028
Learning Organization -> Competences	0.545	0.555	0.138	3.955	0.000
Learning Organization -> Training Education	0.461	0.476	0.180	2.557	0.011
Organizational Citizenship Behavior -> Employee Performance	0.451	0.431	0.199	2.261	0.024
Organizational Citizenship Behavior -> Competences	-0.012	-0.010	0.162	0.075	0.940
Organizational Citizenship Behavior -> Training Education	0.138	0.135	0.178	0.778	0.437

In order to understand how latent variables interact, it is necessary to conduct hypothesis testing on the path coefficient between the variables. This involves comparing the p-value with alpha (≤ 0.05) or the t-statistic (≥ 1.671) to determine the structural relationship. The t-table value with $DF = n - k - 1 = 60 - 3 - 1 = 56$ (where DF = degree of freedom, n samples, k = independent variables) is 1.671. The P-value and t-statistic values are extracted from the results generated by SmartPLS through the use of bootstrapping. This examination aims to evaluate the hypothesis:

- a) H1 Organizational citizenship behavior affects employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office (not accepted because the p-value is $0.499 > 0.05$).
- b) H2 Learning organization behavior affects employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office (accepted because the p-value is $0.006 < 0.05$).
- c) H3 Transactional leadership affects employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office (accepted because the p-value is $0.025 < 0.05$).
- d) H4 Organization Citizenship Behavior affects employee competence at the Surabaya City Culture, Youth and Sports and Tourism Office (accepted because the p-value is $0.028 < 0.05$).
- e) H5 Learning organization affects employee competence at the Surabaya City Culture, Youth and Sports and Tourism Office (accepted because the p-value is $0.000 < 0.05$).
- f) H6 Transactional leadership affects employee competence at the Surabaya City Culture, Youth and Sports and Tourism Office (accepted because the p-value is $0.011 < 0.05$).
- g) H7 Learning organization affects Training Education at the Surabaya City Culture, Youth and Sports and Tourism Office (accepted because the p-value is $0.024 < 0.05$).
- h) H8 Learning organization affects Training Education at the Surabaya City Culture, Youth and Sports and Tourism Office (not accepted because the p-value is $0.940 > 0.05$).
- i) H9 Transactional leadership affects training education at the Surabaya City Culture, Youth and Sports and Tourism Office (not accepted because the p-value is $0.437 > 0.05$).

4.2. Discussion

The results showed that H1 is not accepted because the p-value is $0.499 > 0.05$. In other words, organizational citizenship behavior has an insignificant effect on employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office. This means that the better the Organizational citizenship behavior has not had an impact on improving employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office.

This aligns with the findings of Lukito & Tarigan's (2023) research which proves that Organizational Citizenship Behavior (OCB) has no positive effect on employee performance. This research does not back the notion that Organizational citizenship behavior (OCB) involves spontaneous actions by individuals that are not explicitly acknowledged by the formal incentive structure and collectively enhance the organization's performance (Organ, in Sondeng & Husain (2018)), in the context of effective organizational functioning; however, this study also indicates that it proves that indeed Organizational citizenship behavior (OCB) is indirect (explicit / ignored) in the context of the organization in this case employee performance appraisal.

The results showed that H2 is accepted because the p-value is $0.006 < 0.05$. In other words, learning organization has a significant effect on employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office. This means that the better the Learning organization has an impact on improving employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office.

This is in line with the results of the study showing that the existence of a learning organization has a positive effect on the performance of Gojek driver partners in the Sidoarjo Region. This research supports the theory that according to Peter Senge in Ariyanto & Wijoyo (2021), a learning organization is a space in which individuals are constantly building their skills to achieve their desired outcomes.

The results showed that H3 is accepted because the p-value is $0.006 < 0.05$. In other words, transactional leadership has a significant effect on employee performance at the

Surabaya City Culture, Youth and Sports and Tourism Office. This means that the better transactional leadership has an impact on improving employee performance at the Surabaya City Culture, Youth and Sports and Tourism Office. This is in line with the results of previous research by Ashari et al. (2024) which shows that there is a positive and significant influence between transactional leadership and employee performance.

The results of the study prove that H4 is accepted because the p-value is $0.028 < 0.05$). This indicates that Organization Citizenship Behavior has a positive and significant effect on Employee Competence at the Surabaya City Culture, Youth and Sports and Tourism Office. Thus, the better Organization Citizenship Behavior can improve Employee Competence at the Surabaya City Culture, Youth and Sports and Tourism Office. This is in line with the theory put forward by Organ in Sondeng & Husain (2018), organizational citizenship behavior (OCB) is described as voluntary actions that are not acknowledged by the formal reward system but collectively contribute to the organization's efficiency. OCB involves behaviors that exceed the official job duties and positively impact the organization as a whole (Spector (2000), in Nurhidayah et al. (2017)). Although not directly rewarded formally, but with the behavior of employees who help voluntarily, it can increase the competence of employees.

The research results prove that H5 is accepted because the p-value is $0.000 < 0.05$). These results indicate that Learning organization has a positive and significant effect on Employee Competence at the Surabaya City Culture, Youth and Sports and Tourism Office. Thus, the higher the Learning organization, the higher the employee competence at the Surabaya City Culture, Youth and Sports and Tourism Office.

The results showed that H6 is accepted because the p-value is $0.011 < 0.05$). These results indicate that Transactional Leadership has a positive and significant effect on Employee Competence at the Surabaya City Culture, Youth and Sports and Tourism Office. The increase in Transactional Leadership can increase Employee Competence at the Surabaya City Culture, Youth and Sports and Tourism Office.

The results showed that H7 is accepted because the p-value is $0.024 < 0.05$). This proves that the Learning organization has a positive and significant effect on Training Education at the Surabaya City Culture, Youth and Sports and Tourism Office. Increasing Learning organization will be able to increase the implementation of Training Education at the Surabaya City Culture, Youth and Sports and Tourism Office, due to the increasingly open mindset towards new, more positive changes.

The research results prove that H8 is not accepted because the p-value is $0.940 > 0.05$). This indicates that the Learning organization can trigger employees to learn independently to improve their abilities, not relying on Training Education at the Surabaya City Culture, Youth and Sports and Tourism Office.

The results showed that H9 is not accepted because the p-value is $0.437 > 0.05$). The results of this study prove that Transactional Leadership has a non-significant and positive effect on Training Education at the Surabaya City Culture, Youth and Sports and Tourism Office.

OCB is voluntary behavior performed by employees outside of their formal duties, which aims to help the organization achieve its goals. This behavior can include helping colleagues, taking initiatives to improve efficiency, or showing loyalty to the organization. OCB has a positive influence on employee competence. When employees demonstrate OCB, they tend to be more engaged in their work, more eager to learn, and more open to receiving feedback. This helps them improve their skills and knowledge, thereby increasing their competence.

OCB also promotes effective training education. Employees who demonstrate OCB tend to be more proactive in seeking self-development opportunities. They are more open to

attending training, seminars or workshops that can improve their competence. OCB has a significant influence on employee performance. Employees who exhibit OCB tend to be more productive, more creative, and more dedicated to their work. They also tend to have better relationships with coworkers, which can improve team collaboration and effectiveness.

A learning organization is one that actively encourages a culture of learning among its workers. It creates an environment that supports learning, encourages innovation, and provides opportunities for employees to develop their competencies. Learning organizations have a positive influence on training education. They provide training programs that are relevant to employees' needs, provide access to learning resources, and encourage employees to continue learning and developing.

Employee competencies are enhanced by the presence of learning organizations. They encourage employees to think critically, solve problems and adapt to change. This helps employees improve their competencies and become better prepared for future challenges. Organizations that prioritize learning have a strong impact on how well employees perform. By fostering a positive and encouraging atmosphere, these organizations motivate employees to excel in their work. They also encourage innovation and creativity, which can improve overall organizational performance.

Transactional leadership is an approach to leadership that is centered on encouraging and motivating employees to reach company objectives. Leaders who follow this style possess a defined vision, excel in communication, and support the growth and improvement of their team members. Transactional leadership has a positive influence on employee competence. Transactional leaders encourage employees to continue learning and developing, providing opportunities for them to improve their competencies. Transactional leadership also has a positive influence on training education. Transactional leaders create a supportive environment for training education, provide the necessary resources, and encourage employees to participate in self-development programs. Transactional leadership has a significant influence on employee performance. Transactional leaders motivate and inspire employees to give their best performance. They create a positive and supportive work environment, which encourages employees to achieve organizational goals.

OCB, learning organization, and transactional leadership have an interrelated and positive influence on competence, training education, and employee performance. OCB encourages employees to be more engaged, learning and dedicated, which improves their competence and performance. Learning organizations create an environment that supports learning and development, which improves employee competence, training education and performance. Transactional leadership motivates and inspires employees to achieve organizational goals, which improves their competence, training education and performance.

Organizations that want to improve their employees' competence, training education and performance need to focus on these three factors. By creating a culture of OCB, building a learning organization, and developing transactional leaders, organizations can create a positive and supportive work environment, which encourages employees to reach their full potential. Suggestions Recommendations for Improving Competencies, Training Education, and Employee Performance can be outlined as follows. Based on the influence of Organizational Citizenship Behavior (OCB), learning organizations, and transactional leadership on competence, training education, and employee performance, the following recommendations can be applied:

- a) Strengthening Organizational Citizenship Behavior (OCB)
 - Encourage a Culture of Mutual Aid: Create a work environment that supports mutual aid and collaboration. Encourage employees to share knowledge, help coworkers, and work together to complete tasks.
 - Provide Recognition and Appreciation: Reward and recognize employees who demonstrate OCB. This can be in the form of praise, bonuses, or promotional opportunities.
 - Creating Awareness of the Importance of OCB: Communicate to employees the importance of OCB and how this behavior can help the organization achieve its goals.
- b) Building a Learning Organization
 - Encourage Curiosity and Innovation: Create a work environment that encourages employees to continuously learn, think critically, and seek innovative solutions.
 - Invest in Education and Training: Provide training programs that are relevant to employee needs, provide access to learning resources, and encourage employees to participate in personal development programs.
 - Fostering Open Communication and Feedback: Create a culture where employees feel comfortable sharing ideas, giving feedback, and learning from mistakes.
- c) Developing Transactional Leadership
 - Select and Train Transactional Leaders: Select leaders who have a clear vision, are able to communicate effectively, and encourage employee growth and development.
 - Encourage Leaders to Empower Employees: Give leaders the opportunity to develop their skills in motivating, inspiring and empowering employees.
 - Create a Transactional Leadership Culture: Encourage a culture where leaders focus on employee development, create a positive work environment, and encourage innovation.
- d) Measure and Evaluate Success
 - Evaluate Periodically: Conduct regular evaluations to measure the effectiveness of the programs and strategies implemented.
 - Use Relevant Metrics: Use relevant metrics to measure improvements in employee competencies, training education, and performance.
 - Adjust Strategies: Adjust strategies and programs based on evaluation results to ensure effectiveness and sustainability.

By following the suggestions provided, the organization of Surabaya City Culture, Youth, Sports, and Tourism Office can cultivate a constructive and encouraging workspace that motivates staff to constantly improve, evolve, and excel in their roles. This will enhance employee skills, training, education, and output, ultimately driving the organization towards achieving its objectives.

5. Conclusion

The findings from this research indicate that there is a minor impact of Organizational Citizenship Behavior (OCB) on the performance of employees in the Surabaya City Culture, Youth and Sports and Tourism Office. Learning organization behavior shows a positive and significant influence on employee performance in the agency. Transactional leadership is known to have a beneficial impact on employee performance. Similarly, at the Surabaya City Culture, Youth, and Sports and Tourism Office, Organizational Citizenship Behavior (OCB) has a positive influence on employee competence. The connection between Learning organization behavior and transactional leadership also demonstrates a positive impact on employee competence. Additionally, within the agency, learning organization behavior plays

a role in enhancing education and training. However, learning organization was also found to have a positive but insignificant influence on education and training. Meanwhile, transactional leadership showed a positive but insignificant influence on education and training at the Surabaya City Culture, Youth and Sports and Tourism Office.

The research is limited by several variables including Organizational Citizenship Behavior, learning organization, and Transactional Leadership towards Competence, Training Education (*Diklat*) and Employee Performance, and is only carried out within the scope of the Surabaya City Culture, Youth and Sports and Tourism Office. All variables in the research were found to have positive and significant relationships, except for two hypotheses that were not significant. These include the insignificant positive impact of organizational citizenship behavior on employee performance, and the insignificant positive effect of a learning organization on training and education.

For this reason, further research is recommended to examine other variables that have not been studied, such as work motivation, work environment and work ethic. In addition, it is necessary to conduct re-research related to variables that are not significant. Finally, within the limitations of the research site, it is recommended to conduct similar research in private organizations or companies and in several different places.

From the results of this study, it is recommended to create a work culture that supports collaboration and mutual help, provide recognition for positive employee behavior, and invest in education and training for self-development. In addition, it is important to establish open communication, select visionary transactional leaders, and empower them to motivate and support employees. Regular program evaluation and strategy adjustments based on evaluation results are also necessary to ensure effectiveness and sustainability.

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