



The Effect of Transformational Leadership and Knowledge Management on Organizational Performance through Knowledge Sharing At SPK Kinderfield Elementary School Duren Sawit Jakarta

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ABSTRACT

This study aims to determine the effect of transformational leadership and knowledge management on organizational performance through knowledge sharing at Kinderfield Elementary School Duren Sawit. This study uses a quantitative method with an explanatory analysis approach from the data obtained through a questionnaire to 50 elementary school teachers at Kinderfield Elementary School Duren Sawit. The analytical method used in this research is path analysis. The results showed that partially transformational leadership, knowledge management, and knowledge sharing affect organizational performance. Transformational leadership and knowledge management simultaneously affect knowledge sharing. Simultaneously transformational leadership, knowledge management, and knowledge sharing affect organizational performance. Through path analysis testing, it can be concluded that any increase in transformational leadership, knowledge management, and knowledge sharing will increase organizational performance.

KEYWORDS: transformational leadership, knowledge management, knowledge sharing, organizational performance.

Received 05 Jan, 2021; Revised: 18 Jan, 2021; Accepted 20 Jan, 2021 © The author(s) 2021.

Published with open access at www.questjournals.org

I. INTRODUCTION

In facing the era of particular globalization in the era of 4.0, the development of superior human resources is the key for the Indonesian nation to continue to compete. The development of superior human beings can be pursued in several ways, improving the quality of education. This is in line with one of the mandates of the 1945 Constitution, namely to educate the nation's life. The educational curriculum in this era must shape people who have good cognitive and skill knowledge and shape students into creative and innovative personalities.

The purpose of this education should also be the goal of school organizations, especially private (independent) schools, apart from the goals of the school organization itself. The Tunas Kreasi Bangsa Education Foundation supports the Government in educating the nation's life through educational programs at Kinderfield Elementary School. Nowadays, more and more school organizations offer international curricula to increase students' competitiveness who graduate from these schools. One of them is the emergence of the Collaborative Education Unit (SPK) status, replacing the status of international schools carried by international curriculum-based schools, based on Permendikbud No. 31 of 2014. Thus, only schools under the auspices of the foreign diplomatic corps have global school status. Meanwhile, private schools that carry the international curriculum will have SPK's status, one of which in the East Jakarta area is the SPK Kinderfield Elementary School Duren Sawit.

Every organization will strive to improve its organizational performance continuously. As an organization that supports government programs in the field of education, Kinderfield Elementary School must continue to maintain its organizational performance to survive. As an organization classified as 'young,' its organizational performance needs to be improved. As part of the organizational performance appraisal, the organization of the inputs and processes that occur in Kinderfield Elementary School Duren Sawit is still relatively low. This is evident from the lack of planning and evaluation of resource needs and availability. The

implementation of organizational policies is often confusing. It is carried out unsustainably, which has an impact on the work processes of the organization. One effort that can be done is to implement a system capable of increasing the competitive advantage of this organization and dealing with confusion in planning and policymaking.

The rapid changes due to digital technology are becoming evident in various fields, including educational services. The education services sector also did not turn a blind eye to changing business models into digitization and automation. Christensen (2014) states that disruption in the world will also hit the world of education with online learning, virtual reality technology to produce a learning environment that resembles the real world and is very attractive to the wearer. Thus, the world of education, which is managed in old ways, will eventually become irrelevant and impact educational service organizations' performance. This is an alarm for stakeholders in the education business. Educational service organizations need to combine technology and global insights in addition to understanding local needs. Thus, we need an appropriate competitive strategy through knowledge management. As Peter Drucker also stated, any business's most excellent economic advantage is not capital, raw materials, or labor but knowledge. The development of information technology has made knowledge management increasingly important in today's knowledge-based economy.

In this era of globalization, one of the advantages that can be offered and human resources and other physical resources possessed by an organization, knowledge as an asset of an organization can be used as a distinguishing feature of an organization. For these assets to become a resource in organizational development, knowledge must be organized in an orderly manner. This organizing is done with knowledge management. Every company must have a knowledge asset, including SPK Kinderfield Elementary School Duren Sawit, but it is often not organized in an orderly manner.

The forms of knowledge management implemented so far in the Kinderfield Elementary School Duren Sawit include monthly meetings and meetings, circulars (notifications), use of email and google drive as data storage containers. The use of technology to store and communicate this knowledge has been utilized quite well. However, the existing stock of knowledge is still categorized as a document and has not been appropriately managed to be used as an asset. Therefore, it is necessary to take an approach regarding the management of the stock of knowledge owned by Kinderfield Elementary School Duren Sawit and the flow of knowledge itself so that all organization members can utilize it.

As an organization that is still classified as 'young,' SPK Kinderfield Elementary School Duren Sawit needs to continue to increase its organizational knowledge, which can be used to improve human resource competence. However, the reality on the ground shows that there is still a lack of training or workshops held in this organization by inviting experts to increase organizational knowledge.

Various studies have shown that there is a significant relationship between knowledge management and transformational leadership. This can be explained that in managing knowledge as an asset to increase an organization's competitiveness, leadership is needed to mobilize all human resources to create, share knowledge within the organization to improve organizational performance or what is often known as the type of transformational leadership. According to Suyanto et al. (2019), transformational leadership reflects the millennial generation's character in industry 4.0, suitable for organizations with dynamic environments and requiring high creativity and innovation.

The transformational leadership implemented at Kinderfield Elementary School Duren Sawit is sufficient to create a commitment to academic staff employees to provide the best service to consumers, especially students. The commitment that is built is emotional. Thus, interpersonal relationships with employees can be well established. With the increasing number of consumers from this school, the greater the academic staff needed. However, the increasing number of subordinates is a weakness in implementing transformational leadership at Kinderfield Elementary School Duren Sawit. This happens because the longer it takes employees to be committed to their leaders in achieving organizational goals.

The implementation of knowledge management in an organization is supported by quality human resources and appropriate information technology, and a culture of sharing knowledge. In line with the exponential abundance theory put forward by Peter Diamandis, there are currently very exponential changes taking place in various aspects of life with technology development. One example is in acquiring new knowledge, which can be easily accessed via the internet. This can be related to the concept of knowledge - sharing economy. Knowledge is a valuable asset that also has economic value. As an example of the idea of 'sharing' carried by Ruang Guru, the experience that is owned can be shared with others. Both the owner and the user of the knowledge will benefit. Some other examples of knowledge - sharing economy are Teachers Pay Teachers, Quora, Learning Houses, as commonly used by teachers in general as a preference. Therefore, stimulating and supporting knowledge sharing is very important. This is because the storage, exchange, and quality improvement of ideas are the largest machines' abundance.

The phenomenon of teacher turnover in private schools is relatively high, one of which is the case at Kinderfield Elementary School Duren Sawit. As part of the organization, every teacher has knowledge that

should be managed as part of organizational assets. The reality in the field shows that if the teacher is no longer in the school and the knowledge that is owned has not been documented or shared within the organization, it may interfere with the organization's overall performance.

As one of the SPK-based schools (Cooperation Education Unit), various information and knowledge obtained from workshops or training provided for other SPK schools should be distributed directly to all organization members (teachers and education personnel) for information. This can be internalized into part of the organization's knowledge. Through knowledge sharing, fellow organizational members can share best practices to prevent similar mistakes made by other organization members. All organization members will apply the best practices received in this knowledge sharing, which can improve organizational performance. However, conditions in the field show that at Kinderfield Elementary School Duren Sawit itself, there is still a lack of knowledge-sharing or sharing sessions, discussions, workshops. The organization has not provided a good forum to be a forum for sharing knowledge and best - practices within the organization.

For the successful formation of a culture of sharing as the core of knowledge management, leaders' direct involvement in leading knowledge management is a major requirement. It takes a transformational leadership attitude that allows leaders to influence idealism, motivate, stimulate intellectually and provides consideration and input for subordinates to carry out organizational goals. This is in line with Birasnav's (2014) research, which states that transformational leadership positively influences the knowledge management process and organizational performance.

II. LITERATURE REVIEW

Transformational Leadership

There are many different definitions of leadership. According to Terry et al., as quoted by Kartono (2003), leadership is an activity or art of influencing other people to cooperate, based on the person's ability to guide others in achieving the goals the group wants. Kartono (2003) states that leadership is specific, necessary for an unusual situation. Because in a group that carries out specific activities and has a particular purpose and equipment.

A leader is an individual who can influence others (his subordinates) to be able to work together and productively carry out certain activities to achieve organizational goals (Hasibuan, 2001). The leadership style is divided into two, namely transactional and transformational leadership. This concept is based on Maslow's theory of needs or motivation. According to Robbins (2013), needs at lower levels such as physiological needs and security can be well fulfilled by transactional leadership patterns. Meanwhile, the satisfaction of needs at a higher level can only be fulfilled by leaders who apply transformational leadership patterns. The condition at a higher level here is an opportunity to self-actualize and increase one's self-confidence. This is in line with Setiawan's (2013); (Mona, V., Suharto, S., & Subagja, I. K, 2020), statement that transformational leadership provides space for aspects of the need for appreciation and self-actualization in organizational components that will improve these organizational components' behavior.

Robbins and Judge (2013) state that transformational leaders inspire their followers to put their interests aside for the organization's good and can have a tremendous influence on their followers. Based on the above definition, it can be concluded that transformational leadership will change, improve its members' quality by inspiring and increasing members' self-confidence to continue to explore their potential in achieving goals.

Knowledge Management

The industrial revolution 4.0, with all the conveniences offered for human activities, does not escape all the effects of disruption that every organization must face to provide new opportunities. In the era of disruption, knowledge management's role in producing innovations is crucial (Andhara et al., 2018). The development of information technology that has been entrenched into all aspects of human life has made information technology a supporting factor for knowledge management (Nawawi, 2012). Disruption inevitably has changed the model and strategy in doing business. Romes, as quoted by Andhara et al. (2018), stated that innovation and knowledge-based products are unlimited sources of growth for an economy. This view undermines the flow of the traditional economy, which states that one-day change will stop due to limited resources, or what is known as the resource-based economy.

Wulantika (2012) adds that a knowledge-based economy is born from a change in mindset and economic perspective, from initially focusing on labor factors and capital strength to concentrate on mastering science as the foundation of economic activity. This happened along with developing communication technology, computers, internet networks, and other technological inventions.

Pasaribu (2016) states that the application of knowledge management can fill the shortcomings of a resource-based economy approach to build, improve, and expand company capabilities to strengthen company performance sustainably. Uriarte (2008) in Andhara et al. (2018) states that knowledge becomes essential beyond the importance of land, labor, and even capital in the corporate context.

Andhara et al. (2018) state that knowledge management's success in an organization or company is very dependent on humans. Humans' role in knowledge management cannot be separated from the contribution of created frameworks and technologies. Talking about humans in knowledge management, we need to understand how humans learn and some learning theories.

Knowledge Sharing

Knowledge is a valuable asset that has economic value. According to Toffler, as quoted by Memah et al. (2013), awareness of this raises the concept of a knowledge-based economy, which is the third wave of economic evolution, after the agricultural economy and industrial economy. Memah et al. (2013) cite the OECD, stating that a knowledge-based economy is a direct economy based on production, distribution, and knowledge use.

The World Economic Forum (2017) defines a sharing economy that focuses on sharing assets that have not been fully utilized financially or not by increasing efficiency, sustainability, and community. This sharing concept usually includes the sharing of resources for more optimum utilization. The most significant benefit of someone's learning process is if we can share it with other people. If managed economically by utilizing technology in various social media, sharing knowledge is known as the knowledge-sharing economy, increasing economic and social growth.

Knowledge sharing culture is a culture that needs to be nurtured and stimulated in a company that wants to implement knowledge management effectively. This is because sharing is the foundation for the learning process, and sharing it creates more expansive learning opportunities. Without learning, there will be no innovation, and without innovation, the company will not grow or even survive, as stated by Nawawi (2012).

Andhara et al. (2018) stated that, in general, Indonesia's culture tends to be accustomed to sharing. This spirit of sharing can be directed towards sharing knowledge to become a culture in every organization. In this regard, Pasaribu (2019) states that there are old and new paradigms regarding knowledge sharing. The old paradigm holds that knowledge is power and not to be shared. Meanwhile, the new paradigm states that knowledge sharing becomes a new force for company success, and trust is based on knowledge sharing.

Organizational Performance

Human Resource Management (H.R.) is concerned with how human resources are managed, within the organization and in the environment that influences them, to be able to contribute optimally to organizational achievement. The main focus of H.R. management is the creation of a performance. When viewed from the origin of the word, the word performance is a translation of the word performance, which according to the English dictionary comes from the root word "to perform" with several meanings, namely: (1) to do, to carry out, to carry out (to do or carry out, to execute); (2) fulfill or carry out an obligation of an intention or vow (to discharge of performing; as vow); (3) carry out or complete responsibility (to execute or complete an undertaking); and (4) doing something that is expected of a person or machine (to do what is expected of a person machine).

There are various definitions of the concept of performance. According to the Encyclopedia of Public Administration and Public Policy in 2003 cited by Keban (2004), performance describes how far the organization has achieved results when compared to its previous performance (previous performance), compared to other organizations (benchmarking) and to what extent it has achieved its goals and targets that have been set.

Performance is defined as the result or level of success of a person or group of people in carrying out their duties and responsibilities and the ability to achieve predetermined goals and standards (Sulistiyorini, 2001). Meanwhile, according to Mahsun (2006), performance is defined as a description of implementing an activity/program/policy in realizing the organization's goals, objectives, mission, and vision as stated in the strategic planning of an organization.

III. RESEARCH METHODS

Time and Location of Research

The research location is Kinderfield Elementary School, East Jakarta, located on Jalan Raya Rawa Domba No 88, Duren Sawit. The research period is June - August 2020.

Research Design

This type of research uses an explanatory analysis approach. This means that each variable presented in the hypothesis will be taken through the independent variable's causal relationship to the dependent variable. The relationship between the variables can be illustrated in the following diagram:

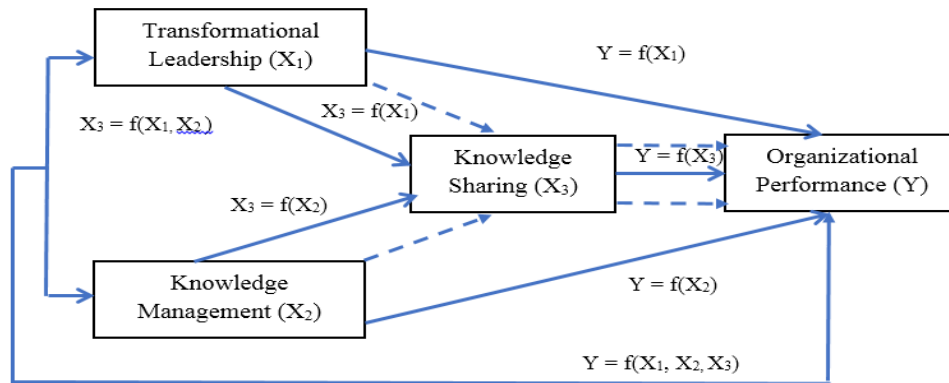


Figure 1. Research conceptual framework

Population and Sample

According to Sugiyono (2007), the population is a generalization area consisting of objects or subjects with certain quantities and characteristics determined by the researcher to be studied and then conclude. The sample is part of the number and characteristics of the population. This sampling takes samples in a unit of analysis by looking at the same characteristics in each sample. The population at Kinderfield Elementary School Duren Sawit is 49 teachers and one education staff, all of whom are used as research samples to obtain data for analysis.

Data Collection Technique

Data collection is collecting primary data and secondary data to obtain concrete and objective data. For this reason, research was conducted on the problem under study. According to Sugiyono (2007), data collection methods commonly used in a study are questionnaires, observation, and interviews.

Based on this study, the data collection techniques applied were questionnaire and observation methods. The questionnaire is by providing a list of questions. The questions are collected again to be used as primary data (data obtained directly from the research object/respondent). Meanwhile, observation is a method of collecting data by recording subjects' behavior (people), objects or systematic events without any questions or communication with the individuals studied. Observation includes all matters relating to the observation of activities or behavioral and non-behavioral conditions.

Data Analysis Technique

In this study, so that the data collected can be used, it must be analyzed to be made as a basis for decision making. Data analysis activities in quantitative research consist of processing and presenting data, performing calculations to explain data, and conducting hypotheses using statistical tests (Syofian, 2013).

IV. RESEARCH RESULTS AND DISCUSSION

1. Analysis of the Influence of Transformational Leadership and Knowledge Management on Knowledge Sharing

The regression analysis results of the effect of transformational leadership and knowledge management on knowledge sharing obtained an R² (R Square) value of 0.530. The value of R² is used in calculating the value of the e₁ coefficient. The coefficient e₁ is a variant of knowledge sharing that is not explained by transformational leadership and knowledge management. The amount of the coefficient $e_1 = \sqrt{(1 - R^2)} = \sqrt{(1 - 0,530)} = \sqrt{0,460} = 0,686$.

The regression equation is as follows:

$$Y_1 = b_1X_1 + b_2X_2 + e_1$$

$$Y_1 = 0,341X_1 + 0,446X_2 + 0,686 e_1 \dots\dots\dots (1)$$

The equation shows that:

- a. Every time there is an increase in 1 transformational leadership unit, increased knowledge sharing will be followed by 0.341.
- b. Every time there is an increase in 1 knowledge management unit, increased knowledge sharing will be followed by 0.446.

So from equation (1), it can be seen that if transformational leadership increases, knowledge sharing will increase. Likewise, with knowledge management, if knowledge management increases, knowledge sharing will also increase.

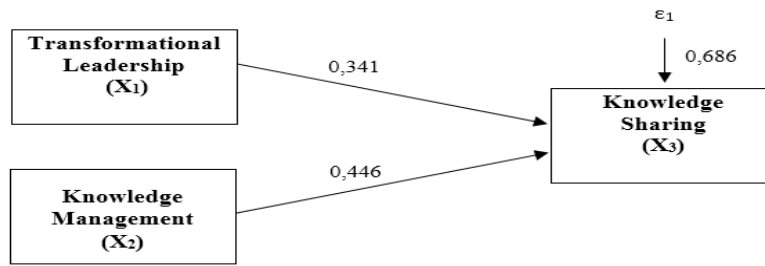


Figure 2. Equations in Sub Structure 1

2. Analysis of the Influence of Transformational Leadership and Knowledge Management on Organizational Performance through Knowledge Sharing

The regression analysis results of the effect of transformational leadership, knowledge management, and knowledge sharing on the organizational performance obtained an R2 (R Square) value of 0.703. The value of R2 is used in calculating the value of the e2 coefficient. The e2 coefficient is a variant of organizational performance that is not explained by transformational leadership, knowledge management, and knowledge sharing.

The amount of the coefficient $e_2 = \sqrt{(1 - R^2)} = \sqrt{(1 - 0,703)} = \sqrt{0,297} = 0,545$

The equation shows that:

$$Y = b_1X_1 + b_2X_2 + b_3X_3 + e_2$$

$$Y = 0,307 X_1 + 0,357X_2 + 0,279X_3 + 0,545 e_2 \dots\dots\dots (2)$$

The equation shows that:

- a. Every time there is an increase in 1 transformational leadership unit, an increase in organizational performance will be followed by 0.307.
- b. Every time there is an increase in 1 knowledge management unit, an increase in organizational performance will be followed by 0.357.
- c. Every time there is an increase in 1 knowledge sharing unit, an increase in organizational performance will be followed by 0.279.

So from equation (2), it can be seen that if transformational leadership increases, organizational performance will increase. If knowledge management increases, organizational performance will also increase. Likewise, with knowledge sharing, if knowledge sharing increases, organizational performance will also increase.

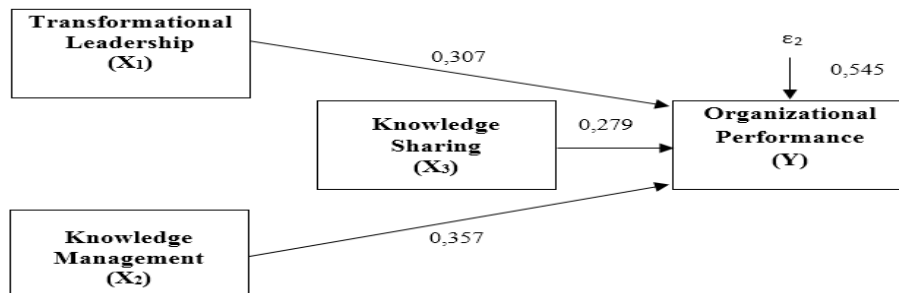


Figure 3. Substructure Equation 2

Based on equations (1) and (2), a path analysis model is obtained.

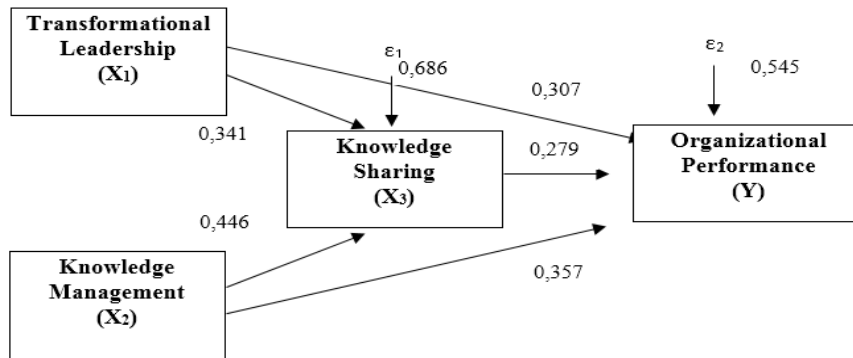


Figure 4. Path Analysis Model

Hypothesis Test

1. The Influence of Transformational Leadership on Knowledge Sharing

Testing the effect of transformational leadership on knowledge sharing is done through the t-test. The t-test results for the transformational leadership variable obtained t value = 2.413 with a significance level of 0.020, using a significance limit of 0.05 obtained t table of 2.021. This means that t account > t table (2.413 > 2.021), which means that H0 is rejected and H1 is accepted. Thus, it can be concluded that there is an effect of transformational leadership on knowledge sharing in Kinderfield Elementary School Duren Sawit, where the influence is positive, meaning that increased transformational leadership can increase knowledge sharing. Thus the first hypothesis is statistically tested.

2. The Influence of Knowledge Management on Knowledge Sharing

Testing the influence of knowledge management on knowledge sharing is done through the t-test. The t-test results for the knowledge management variable obtained the t value = 3.157 with a significance level of 0.005, using the 0.05 significance limit, the t table was 2.021. This means that t account > t table (3.157 > 2.021) means that H0 is rejected and H1 is accepted. Thus, it can be concluded that knowledge management is an effect on knowledge sharing at Kinderfield Elementary School Duren Sawit, where the influence is positive, meaning that increased knowledge management can increase knowledge sharing. Thus the second hypothesis is statistically tested.

3. The Influence of Transformational Leadership on Organizational Performance

Testing the effect of transformational leadership on organizational performance is done through the t test. The t test results for the transformational leadership variable obtained t value = 2.549 with a significance level of 0.014, using a significance limit of 0.05 obtained t table of 2.021. This means that the t account > t table (2.549 > 2.021) means that H0 is rejected and H1 is accepted. Thus, it can be concluded that there is an effect of transformational leadership on organizational performance at Kinderfield Elementary School Duren Sawit. The influence is positive, meaning that increased transformational leadership can improve organizational performance. Thus the third hypothesis is statistically tested.

1. The Influence of Knowledge Management on Organizational Performance

Testing the influence of knowledge management on organizational performance is carried out through the t-test. The t-test results for the knowledge management variable obtained the t value = 2.859 with a significance level of 0.006, using the 0.05 significance limit, the t table was 2.021. This means t account > t table (2.859 > 2.021), which means that H0 is rejected and H1 is accepted. Thus, it can be concluded that there is an influence of knowledge management on organizational performance at Kinderfield Elementary School Duren Sawit. The influence is positive, meaning that increased knowledge management can improve organizational performance. Thus the fourth hypothesis is statistically tested.

2. The Influence of Knowledge Sharing on Organizational Performance

Testing the influence of knowledge sharing on organizational performance is carried out through the t-test. The t-test results for the knowledge sharing variable obtained t value = 2.384 with a significance level of 0.021, using a significance limit of 0.05 obtained t table of 2.021. This means that t account > t table (2.384 > 2.021), which means that H0 is rejected and H1 is accepted. Thus, it can be concluded that there is an effect of knowledge sharing on organizational performance at Kinderfield Elementary School Duren

Sawit, where the influence is positive, meaning that increased knowledge sharing can improve organizational performance. Thus the fifth hypothesis is statistically tested.

3. The Influence of Transformational Leadership on Organizational Performance through Knowledge Sharing

The results of the analysis of the effect of transformational leadership on organizational performance through knowledge sharing based on calculations with path analysis in Figure 4 (Path Analysis Model) are:

$$X_1 \rightarrow X_3 \rightarrow Y = (\rho_{X_1X_3}) \times (\rho_{X_3Y})$$

The indirect effect's value is obtained from the path coefficient value $\rho_{X_1X_3}$ multiplied by the path coefficient value ρ_{X_3Y} to $(0.341 \times 0.279) = 0.095$. The multiplication result shows that the coefficient value of the indirect effect is 0.095. Meanwhile, the value of the direct influence between ρ_{X_1Y} is 0.307. This indicates that the indirect effect's value is smaller than the direct effect coefficient, namely $(0.095 < 0.307)$, and the total effect is $0.307 + 0.095 = 0.402$.

The path analysis results show that the transformational leadership variable can be through the mediating variable, namely knowledge sharing, in influencing organizational performance. The total effect value is greater than the direct effect. Thus the sixth hypothesis is statistically tested.

4. The Influence of Knowledge Management on Organizational Performance through Knowledge Sharing

The results of the analysis of the influence of knowledge management on organizational performance through knowledge sharing based on calculations with path analysis in Figure 4 (Path Analysis Model) are:

$$X_2 \rightarrow X_3 \rightarrow Y = (\rho_{X_2X_3}) \times (\rho_{X_3Y})$$

The indirect effect's value is obtained from the path coefficient value $\rho_{X_2X_3}$ multiplied by the path coefficient value ρ_{X_3Y} to $(0.446 \times 0.279) = 0.124$. The multiplication result shows that the coefficient value of the indirect effect is 0.124. Meanwhile, the value of the direct effect between ρ_{X_2Y} is 0.357. This shows that the indirect effect's value is smaller than the direct effect coefficient, namely $(0.124 < 0.357)$, and the total impact is $0.357 + 0.124 = 0.481$.

The path analysis results show that the knowledge management variable can go through the mediating variable, namely knowledge sharing in influencing organizational performance. The total effect value is greater than the direct effect. Thus the seventh hypothesis is statistically tested.

5. The Influence of Transformational Leadership and Knowledge Management on Knowledge Sharing

The analysis of transformational leadership and knowledge management on knowledge sharing can be seen in the F / Anova test table. The results of the F test found that the value of the F-count was 26.449. The real level $\alpha = 5\%$ (0.05), with the numerator degrees of freedom = 2 and the denominator degrees of freedom = 47, the value of F-count and F-table will be compared. This information obtained the value of F5, namely $F_{5\%}(2, 47) = 3.19$. $F\text{-count} > F\text{-table}$ ($26.449 > 3.19$), H_0 is rejected, and H_1 is accepted at that real level. This suggests that transformational leadership and knowledge management affect knowledge sharing at Kinderfield Elementary School Duren Sawit. Thus the eighth hypothesis is statistically tested.

6. The Influence of Transformational Leadership, Knowledge Management and Knowledge Sharing on Organizational Performance

The analysis of transformational leadership, knowledge management, and knowledge sharing simultaneously on organizational performance can be seen in the F / Anova test table. The results of the F test found that the value of the F-count was 36.296. The real level $\alpha = 5\%$ (0.05), with the numerator degrees of freedom = 3 and the denominator degrees of freedom = 46, the value of F-count and F-table will be compared. This information obtained the value of F5, namely $F_{5\%}(3, 46) = 2.81$. $F\text{-count} > F\text{-table}$ ($36.296 > 2.81$), H_0 is rejected, and H_1 is accepted at this real level. This concludes that transformational leadership, knowledge management, and knowledge sharing simultaneously affect organizational performance at Kinderfield Elementary School Duren Sawit. Thus the ninth hypothesis is statistically tested.

V. CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research that has been done, the researcher can draw the following conclusions:

1. Transformational leadership directly affects knowledge sharing at Kinderfield Elementary School Duren Sawit, which means that the better the application of transformational leadership can increase knowledge sharing.

2. Knowledge management directly affects knowledge sharing at Kinderfield Elementary School Duren Sawit, which means that the better the application of knowledge management can increase knowledge sharing.
3. Transformational leadership directly affects the organizational performance of Kinderfield Elementary School Duren Sawit, which means that the better the application of transformational leadership can improve organizational performance.
4. Knowledge management affects the organizational performance of Kinderfield Elementary School Duren Sawit, which means that the better the application of knowledge management can improve organizational performance.
5. Knowledge sharing affects the Kinderfield Elementary School Duren Sawit organization's performance, which means that the better the application of knowledge sharing can improve organizational performance.
6. Transformational leadership affects organizational performance through knowledge sharing at Kinderfield Elementary School Duren Sawit, which means that increased transformational leadership can improve organizational performance if supported by useful knowledge sharing.
7. Knowledge management affects organizational performance through knowledge sharing at Kinderfield Elementary School Duren Sawit, which means that increased knowledge management can improve organizational performance if good knowledge sharing supports it.
8. Transformational leadership and knowledge management affect knowledge sharing at Kinderfield Elementary School Elementary School, which means that the better applying transformational leadership and supported by good knowledge management can increase knowledge sharing.
9. Transformational leadership, knowledge management, and knowledge sharing affect the organizational performance of Kinderfield Elementary School, which means that the better the application of transformational leadership and supported by good knowledge management and knowledge sharing can improve organizational performance.
10. SPK Kinderfield Elementary School Duren Sawit is a learning organization trained in changing knowledge and improving its attitude in facing challenges to reflect new knowledge and perspectives. Starting from the organization's vision and mission, then lowering it to the organizational structure, directing this organization to have a culture of being a learning organization with a willingness to continue sharing.

Suggestions

Based on the results of the research and discussion, the author tries to provide suggestions that might be followed up as follows:

1. For SPK Kinderfield Elementary School Duren Sawit
 - a. It is necessary to invite experts to carry out a series of activities following their expertise areas that the previous organization did not have. It aims to increase organizational knowledge that can be used to improve human resources' competence in this organization.
 - b. It is necessary to provide a forum for all organization members to exchange information and spread knowledge. With this forum, the exchange and dissemination of knowledge within the organization are running intensively.
 - c. Forming a development and research (R&D) division that will manage the knowledge they have to become a new asset for the organization to continue to be a life-long learner organization.
 - d. Need to increase the intensity of direct communication between leaders and subordinates. This can be done not only formally but also through informal organizational activities.
2. The results show that organizational performance is influenced by transformational leadership, knowledge management, knowledge sharing, and other factors. For future researchers, research on these other factors can be developed, such as innovative behavior in dealing with digital technology's influence in the 6D era and job satisfaction.

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