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The Effect of Leadership and Knowledge Management on Employee Performance with Learning Organization As An Intervening Variable (Case Study at The Inda Deputy for The Corruption Eradication Commission Republic of Indonesia–KPK RI)

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A B S T R A C T

This study aims to analyze the effect of transformational leadership and knowledge management on employee performance, with learning organization as an intervening variable. The data collection method in this study used the questionnaire method by taking as many as 178 permanent employees at the Corruption Eradication Commission (KPK) as respondents, especially at the Deputy for Information and Data (INDA). The data analysis used is the Structural Equation Model (SEM) with the Partial Last Square (PLS) equation model. The results of this study indicate that: transformational leadership has no significant effect on employee performance; knowledge management and learning organizations have a significant effect on employee performance; transformational leadership and knowledge management has a significant effect on learning organizations; transformational leadership and knowledge management has a significant effect on employee performance if it is mediated by a learning organization.

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INTRODUCTION

The Corruption Eradication Commission (KPK) is a state institution that has the authority as a law enforcer in corruption cases as well as a mandate as an institution to break stalemates in the eradication of corruption. The KPK is here in order to "safeguard" the development agenda through the prosecution of corruption crimes, preventing potential corruption that will disrupt the effectiveness of development, and educating the public to take an active part in eradicating corruption in their respective social, economic, and professional contexts. The institutional changes to the KPK organization began with the passing of Law Number 19 of 2019 concerning the Second Amendment to Law Number 30 of 2002 concerning the Corruption Eradication Commission. Furthermore, the duties of the Corruption Eradication Commission in accordance with Article 6 of Law Number 19 of 2019 are to take preventive measures so that corruption does not occur; coordinate with agencies authorized to carry out corruption eradication and agencies tasked with implementing public services; monitor the state administration; supervise agencies authorized to eradicate corruption; investigate, investigate, and prosecute corruption crimes; and take actions to carry out the decisions of judges and court decisions that have obtained permanent legal force.

The impact of changing Law No. 30 of 2002 to Law No. 19 of 2019 has affected the performance of KPK employees. Beginning with Government Regulation Number 41 of 2020 concerning the Transfer of Corruption Eradication Commission Employees to State Civil Apparatus Employees, Article 1 in point 7 explains that Corruption Eradication Commission Employees are State Civil Apparatuses (ASN) as referred to in the legislation regarding ASN.

Entering March 2019, Indonesia began to be exposed to the COVID-19 outbreak, which affected the work culture, namely by implementing work from home (WFH) and working in offices (work from office, or WFO), so that the target of KPK performance achievements decreased in 2020.

2021 will be the second year that the KPK, as a state institution, has joined the executive power family. This year, the KPK entered Phase III in the process of implementing the KPK Road Map. One of the strategies for implementing this road map is the Corruption Eradication Trident. The Corruption Eradication Trident was formed to handle today's criminal acts of corruption, which are syndicated, systemic, and organized crimes. In this strategy, the educational approach is placed as the first step, followed by the prevention approach, and finally the enforcement approach. Education is at the forefront of existing to strengthen the role of eradicating corruption that has been running, so education has a role that is as big and important as the task of law enforcement (enforcement) and prevention.

Leadership in the Corruption Eradication Commission (KPK) is collegial and collective in nature. Collective means that every decision must be approved and decided jointly by the Head of the Corruption Eradication Commission. Collegiality means that every decision is made equally, without any opinion having a higher weight than other opinions. Leadership within the Corruption

Eradication Commission (KPK) Organization is directed towards the formation of high-performing organizations. The essence of leadership like this is the existence of a coaching, counseling, and empowerment process for employees or resources within the organization. This is consistent with Yulianti's & Wuryanti (2015) research, showing that transformational leadership has a positive and significant effect on HR performance.

Not only for education for outsiders but also to accelerate the realization of positive changes in organizational performance, employee performance, and innovation, the Corruption Eradication Commission has developed knowledge management. Knowledge management is an important part of the KPK's duties in the education sector because a lot of knowledge is still attached to each employee and is still an individual asset. For this reason, the KPK needs to collect assets from each of these individuals so that they become an organizational asset. KPK implements knowledge management as a process of acquiring, creating, disseminating, and utilizing knowledge and intellectual assets by providing sufficient facilities and infrastructure as well as Commission authority so as to improve Commission performance and innovation. This process is consistent with the theory in the research of Afqarina.R. and Nurdiana.F. (2019) that, according to Millmore (2007), knowledge management is trying to capture, disseminate, and utilize existing knowledge and produce new knowledge to maintain organizational competency positions and promote innovative behavior in an organization. All knowledge management processes related to the handling of corruption crimes as well as the implementation of the duties and functions of the Commission have been outlined in KPK Leadership Regulation No. 5 of 2021 concerning Knowledge Management within the KPK.

Through the Learning Organization, the KPK has its own organization called ACLC (Anti-Corruption Learning Center) as part of the large organizational structure of the KPK and is a qualified place to support activities related to learning and integrate all these learning activities with the KPK's Human Resources Bureau (KPK HR Bureau). ACLC is a learning center, outreach center, and anti-corruption learning coordinator with experts who have competent knowledge and experience in the field of anti-corruption. Through ACLC, KPK provides an opportunity for its employees to always improve their competence by learning so that they can have a positive impact on the organization. KPK is active in transferring knowledge and creating new knowledge and insights related to the handling of corruption crimes. Thus, the KPK becomes a learning organization capable of developing institutions into higher-quality organizations. This is in line with the research by Titiek Ambarwati, Fitriasari, and Arifiani (2020) that, according to Agapita's theory (2006), a learning organization is an organizational process or activity that aims to achieve ideal conditions for learning organizations.

In this study, the authors try to present an employee performance perspective at the Deputy for Information and Data (INDA). This is because the

Deputy for INDA is one of the Deputys at the KPK, which has the largest number of employees at the KPK.

The advantage of this research is that the research object is a corruption law enforcement officer who has just transitioned from a state employee to a civil servant.

Based on the data above, it can be seen that there is a gap between the phenomena and the results of the research that has been done. Thus, the researcher is interested in conducting deeper research on "The Influence of Transformational Leadership and Knowledge Management on Employee Performance with Learning Organization as an Intervening Variable" (Case Study at the Deputy for Information and Data (INDA) KPK).

THEORETICAL REVIEW

Transformational leadership

According to Sutrisno (2016), leadership is a process of activity to move other people to do something in order to achieve the expected results. Inaray and Anoraga in Saputri and Andayani (2018) convey that leadership is an aspirational power, a spirit power, and a creative moral power that is able to influence members to change so that they become according to the wishes of the leader. According to Pamungkas et al (2022), the better the transformation leadership, the better the performance staff. According to Mulianto (2006:43), transformational leadership is considered capable of continuously increasing the competitiveness of organizations and companies in an increasingly competitive world. In the opinion of these experts, it can be concluded that transformational leadership is able to create employees who always have high performance and are able to lead the organization towards a better way to face an increasingly competitive world. According to Bass & Avolio in Ancok (2020), transformational leadership has four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Knowledge Management

Knowledge management is a scientific discipline that is very important for transferring knowledge, skills, and effective work behavior (Jodjana 2016, in Budihardjo 2017). Rita Wati and Richardus Eko Indrajit (2021:12) argue that knowledge management is the concept of managing collective knowledge owned by organizations with the main objective of providing added value to the stakeholders who use it. Knowledge management can be summarized as the process of creating, sharing, using, and managing the knowledge and information of an organization (Sarah Wiggins, 2022:3). According to Honeycutt (2005) in regards to Raja (2016) the dimensions of knowledge management are: personal knowledge, job procedure, technology.

Learning Organization

A learning organization is an organization where each member continues to improve their ability to create the results they want, new expansive

mindsets are grown, aspirations are freely developed, and members continue to learn how the organization develops shared learning (Sunarsi, Rusilowati, et al., 2021). Learning organization is based on the basic principles of learning, namely receiving and collecting information, interpreting it, and acting on the interpretation of that information (Basten & Haamann, 2018) in Adiansyah, Mukhlis, and A. Sakir (2021). In Garvin et al. (2008) and Andreas Budihardjo (2017: 102), the dimensions and indicators of learning organizations are as an environment that supports learning , real practice and learning process, leadership that reinforces learning.

Employee Performance

Kasmir (2018: 182) argues that performance is the result of work that has been achieved in completing the tasks and responsibilities given within a certain period. Employee performance is an activity carried out to obtain the achievement of the abilities and skills of each employee as measured by a standard of accuracy and also to improve employee performance in completing assigned tasks. Employee performance is also an employee contribution to achieving company goals (Zia-ud-Din et al., 2017). Gery Dessler (2017: 289) says employee performance can be assessed from: Work quality, Working Quantity, and Creativity

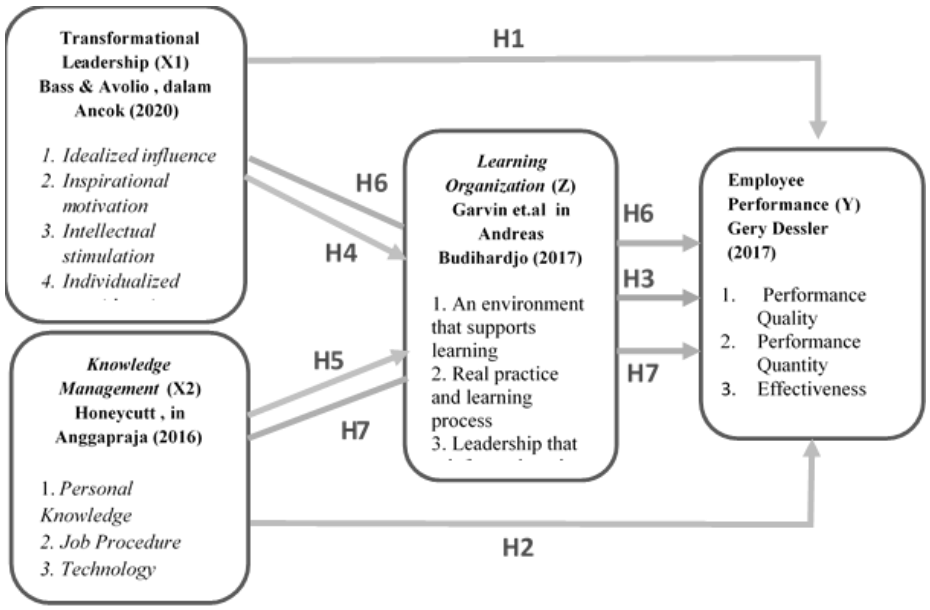

Figure 1.Conceptual Framework

Above, the following hypotheses can be developed:

Direct Effects

H1: Transformational Leadership Influences Employee Performance

H2: Knowledge Management has an effect on Employee Performance.

H3: Learning Organizations Influence Employee Performance

H4: Transformational Leadership Influences Learning Organizations
H5: Knowledge Management Influences Learning Organizations
Mediation Effect
H6: Transformational Leadership affects Employee Performance if it is mediated by a Learning Organization.
H7: Knowledge Management has an effect on Employee Performance if it is mediated by a Learning Organization.

METHODOLOGY

The analysis in this study used the partial least squares (PLS) method, according to Nurlela (2017: 222). PLS is a structural equation modeling (SEM) analysis method with variant-based multivariate statistical techniques. This type of research uses a quantitative method. According to Sugiyono (2015: 14), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations; sampling techniques are generally carried out randomly; data collection uses research instruments; and data analysis is quantitative or statistical for the purpose of testing established hypotheses.

In this study, researchers wanted to know and analyze the relationship between variables, namely Transformational Leadership (X1), Knowledge Management (X2), Employee Performance (Y), and The Learning Organization (Z) as an intervening variable.

The measuring tool used in this study is a questionnaire to measure attitudes by expressing agreement or disagreement with the subject, object, or certain events. The measurement method most often used is known as the Likert scale (Nurlela, 2017:87).

Based on a population of 320, the minimum number of samples taken is based on the Slovin formula with a margin of error of 5%. In this study, sample (n) is the average number of permanent employees of the Corruption Eradication Commission at the INDA Deputy, and the equation is:

n=N/(1+Ne2) .
n=320/(1+320(5%)2)
n=320/1,8=177,78

Then rounded up to 178 respondents.

In research on the phenomenon of this indicator, it has been specifically determined by the researcher, hereinafter referred to as the research variable. With a Likert scale, the variables to be measured are translated into variable indicators.

RESULTS RESEARCH AND DISCUSSION

Based on the data obtained through the questionnaire, the following describes the characteristics of the respondents based on gender, education, and years of service:

Table 1. Respondent Demographics (N = 178 respondents)

Characteristic	Indicator	Number of Respondent	%

Characteristic	Indicator	Number of Respondent	%
Gender	Male	129	72.47%
	Female	49	27.53%
Education	D3	14	7.87%
	S1	126	70.79%
	S2	38	21.35%
Years of service	≤ 2 year	0	0
	2-5 year	3	1.69%
	5-10 year	112	62.92%
	≥10 year	63	35.39%

Source: 2023 data processing results

Evaluation of Measurement Models

Outer Model

Outer model measurement model that aims to determine the validity of each relationship between indicators and constructs or latent variables. The results of the measurement of the outer model in this study are as follows:

Table 2. Outer Model Result

Variabel	Indicator	Convergent Validity		Discriminant Valdity	Realibility	
		Outer Loading	AVE	Fornell-Larcker	Cronbach's Alpha	Composite Reliability
Transformational Leadership (X1)	**Idealized Influence**		**0.665**	**0.816**	**0.953**	**0.959**
	Trust	0.858				
	Employee respect	0.749				
	Can be a role model	0.896				
	Inspirational motivation					
	Motivator	0.89				
	Goal setting	0.911				
	Provides awareness of subordinates that their work has meaning	0.933				
	Intellectual Simulation					
	Creative idea	0.937				
	Problem solver	0.905				
	Give subordinates the opportunity to innovate	0.918				
	Individualized consideration					
	Career development	0.83				

Variabel	Indicator	Convergent Validity		Discriminant Valdity	Realibility	
		Outer Loading	AVE	Fornell-Larcker	Cronbach's Alpha	Composite Reliability
	Creating a good work environment	0.877				
	Relations with employees	0.901				
Knowledge Management (X2)	**Personal knowledge**		**0.591**	**0.769**	**0.898**	**0.92**
	Employee work experience	0.951				
	Problem solving	0.961				
	Job Procedure					
	Good understanding of SOP	0.927				
	SOP application	0.945				
	SOP changes or automation	0.915				
	Technology					
	IT application for employees to collaborate	0.917				
	IT applications to communicate	0.955				
	IT applications for finding and accessing knowledge	0.821				
Employee Performance (Y1)	**Work quality**		**0.578**	**0.76**	**0.893**	**0.915**
	Neatness	0.854				
	Accuracy	0.9				
	Work result	0.883				
	Working quantity					
	Speed	0.885				
	Ability	0.903				
	Creativity					
	Have high involvement when discussing or working.	0.812				
	Have a high drive while doing each task	0.927				
	Have a confident attitude to yourself and the results of your work	0.836				
Learning Organization (Z1)	**An environment that supports learning**		**0.597**	**0.733**	**0.903**	**0.922**
	Provides psychological security	0.804				
	Appreciate differences of opinion	0.907				
	Open to new ideas	0.883				

Variabel	Indicator	Convergent Validity		Discriminant Valdity	Realibility	
		Outer Loading	AVE	Fornell-Larcker	Cronbach's Alpha	Composite Reliability
	Real practice and learning process					
	Experiment	0.822				
	Gather information	0.879				
	Do analysis	0.758				
	Leadership that reinforces learning					
	Provide education and training to employees	0.96				
	Transfer information	0.957				

Source: results of data processing with SmartPLS 3.2. (2023)

Based on table 2 above, it is known that the factor loading value in each dimension has an outer loading value > 0.5; this indicates that all dimensions are valid or have met convergent validity. The table above also explains the results of the convergent validity test, which was carried out by looking at the AVE (Average Variance Extrated) value, where the AVE value is said to be good if it has a value greater than 0.50 (Ghozali and Latan, 2015). Table 2 shows the AVE values from the dimensions of each variable: transformational leadership, knowledge management, learning organizations, and employee performance. It can be concluded that the variables used in this study have good convergent validity because they have an AVE value of > 0.50.

Testing the validity of the next stage, namely testing discriminant validity, In table 2, the discriminant validity test is done by looking at the square root of AVE, or Average Variance Extracted (AVE), where each construct is greater than the correlation between other constructs seen from the Fornell-Larcker value (Ghozali & Latan, 2015). The AVE square root correlation on the transformational leadership variable shows the highest value of 0.816, meaning that the transformational leadership variable meets the discriminant validity requirements. The AVE square root correlation on the employee performance variable shows the highest value of 0.760, which is higher than the correlation between employee performance and transformational leadership; thus, the transformational leadership variable meets the discriminant validity requirements. The AVE square root correlation on the knowledge management variable is 0.769, and the results show that it is higher than the correlation between knowledge management and employee performance and knowledge management and transformational leadership, meaning that the knowledge management variable meets the requirements of discriminant validity. The AVE square root correlation in the learning organization variable is 0.773, which is higher than the correlation between learning organization and transformational

leadership, learning organization and employee performance, and learning organization and knowledge management, meaning that the learning organization variable also meets the requirements of discriminant validity.

Following that, the reliability test is used to determine how reliable and trustworthy the measuring instrument is. Looking at the construct reliability of the latent variables measured using two kinds of measurements, namely composite reliability and Cronbach's alpha, Composite reliability is used to measure the reliability of a construct, and the construct is declared reliable if the composite reliability value is > 0.7 (Ghozali & Latan, 2015). Table 2 above shows the composite reliability value of each variable that has a composite reliability value above 0.70. From these results, it can be concluded that the research model meets the criteria of composite reliability, so that each variable has a reliable construct.

The next reliability test is to use Cronbach's alpha value. A construct is declared reliable if the value of Cronbach's alpha is greater than 0.7. Table 2 shows the Cronbach's alpha value of each variable that has a Cronbach's alpha value above 0.7. From these results, it can be concluded that the research model is in accordance with the criteria. From the reliability test above, it can be concluded that all questions from the variables in the questionnaire used as a measuring tool have excellent reliability and consistency, so the data obtained is reliable.

Inner Model

The next reliability test is to use Cronbach's alpha value. A construct is declared reliable if the value of Cronbach's alpha is greater than 0.7. Table 2 shows the Cronbach's alpha value of each variable that has a Cronbach's alpha value above 0.7. From the results of This measurement aims to predict the relationship between latent variables. Several evaluations of the structural model (inner model) are done by evaluating the R-Square (R2), measuring effect size (f2), testing predictive relevance (Q2), and validating the overall structural model with the Goodness of Fit Index (GoF).

Table 3. Determination Coefficient Test Results /*R-Square* (R^2)

Variable	***R-Square* (R^2)**
Employee Performance (Y)	0.454
Learning Organization (Z)	0.516

Source: Results of Data Processing with SmartPLS 3.2.9 (2023)

If seen in Table 3, the construct relationship based on the R-Square value can be explained as follows:

1. The R-square value for employee performance variables is 0.454. This indicates that 45.4% of employee performance variables can be influenced by transformational leadership, knowledge management, and learning organization variables, while the remaining 54.6% are influenced by other variables outside those researched.
2. The R-square value for the learning organization variable is 0.516. This indicates that 51.6% of employee learning organizations can be influenced

by the variables of transformational leadership, knowledge management, and employee performance, while the remaining 48.4% are influenced by other variables outside those researched.

F The square, or effect size, is measured as the absolute individual contribution of each latent predictor variable to the R-square value of the latent variable. According to Hair et al. (2016) in Masydzulhak et al. (2016), effect sizes are grouped into three categories: weak (0.02), medium (0.15), and strong (0.35). The f2 test results can be seen in Table 4 below.

Table 4 f-Square Result

Variable	*f-square* value	Influence
Transformational Leadership (X1) → Employee Performance (Y)	0.000	Weak
Transformational Leadership (X1) → Learning Organization (Z)	0.466	Strong
Knowledge Management (X2) → Employee Performance (Y)	0.203	Currently
Knowledge Management (X2) → Learning Organization (Z)	0.157	Currently
Learning Organization (Z) → Employee Performance (Y)	0.114	Weak

Source: Results of Data Processing with SmartPLS 3.2.9 (2023)

Based on the results of the f-square test in Table 4, it is known that the transformational leadership variable has a weak effect size in influencing employee performance, which is equal to 0.000. The transformational leadership variable has a strong effect size in influencing the learning organization, which is equal to 0.466. Then the knowledge management variable has a moderate effect size in influencing employee performance, which is equal to 0.203. The knowledge management variable has a moderate effect size on influencing the learning organization, which is equal to 0.157. The learning organization variable has a weak size effect on influencing employee performance, which is equal to 0.114.

The predictive relevance test (Q2) aims to validate the model. If the value (Q2)> 0 indicates that the model has predictive relevance, otherwise if the value (Q2) 0 indicates that the model has less predictive relevance. Predictive relevance values (Q2) of 0.02, 0.15, and 0.35 indicate weak, moderate, and strong models (Ghozali and Latan, 2015). The value (Q2) is obtained from the following calculations:

Q2 = 1- (1-R21) (1-R22)
Q2= 1- (1-0,454) (1-0,516)
Q2= 0,735
Q2= 73,5%

Based on the calculation of predictive relevance (Q2) for the structural model in this study of 73.5%, it means that it is able to explain phenomena related to the variables studied. Therefore, the model can be said to be strong,

or the model has a very good predictive relevance value and can be used for hypothesis testing.

Goodness of Fit (GoF) testing is performed to validate the performance of the combined measurement model (outer model) and structural model (inner model). The provisions for the GoF category are a small GoF value of 0.1, a medium GoF value of 0.25, and a large GoF value of 0.36 (Ghozali and Latan, 2015). To validate the combined performance between the measurement model (outer model) and the structural model (inner model) is obtained through the following calculations:

GoF = √(AVE x R2)
AVE average = (0.7 + 0.831 + 0.847 + 0.756 + 0.693 + 0.864 + 0.809 + 0.773 + 0.799 + 0.74 + 0.75+ 0.674 + 0.919) / 13
= 0.781384615
R2 average = (0.454 + 0.516) / 2
= 0,485
GoF = √(0.781384615) x 0.485
= 0.616

Based on the calculation of the goodness of fit (GoF), the result is 0.616. Based on the results of these calculations, it can be concluded that the combined performance of the outer and inner models has a large GoF because the GoF value is > 0.36.

Hypothesis test

Hypothesis testing between constructs was carried out using the bootstrap resampling method. Hypothesis test calculations were carried out using SmartPLS version 3.2.9. It can be seen through the path coefficients, namely in the t-statistic value section of the relationship between research variables. The significance value uses a one-tiled t-value> 1.645 with a significance of 5% or 0.05 (Ghozali & Latan, 2015). To evaluate the value of the path coefficient based on the calculation results using SmartPLS version 3.2.9 bootstrapping, The following is a table of the results of the hypothesis test.

Table 5 Path Coeffisients, T- Statistics dan P-Values

Relations between Constructs	***Original Sample (O)***	***T Statistics (|O/STDEV|)***	***P Values***	**Influence**
Direct Relationship				
Transformational Leadership (X1) → Employee Performance (Y)	0.014	0.188	0.425	positive, Not significant
Transformational Leadership (X1) → Learning Organization (Z)	0.529	7.468	0.000	positiv

Relations between Constructs **Direct Relationship**	***Original Sample (O)***	***T Statistics (|O/STDEV|)***	***P Values***	**Influence**
				e, Significant
Knowledge Management (X2) → Employee Performance (Y)	0.399	4.848	0.000	positive, Significant
Knowledge Management _(X2) -> Learning Organization_(Z)	0.307	4.283	0.000	positive, Significant
Learning Organization (Z) → Employee Performance (Y)	0.359	4.877	0.000	positive, Significant

Relations between Constructs **Undirect Relationship**	***Original Sample (O)***	***T Statistics (|O/STDEV|)***	***P Values***	**Influence**
Transformational Leadership _(X1) -> Learning Organization_(Z) -> Employee Performance (Y)	0.190	4.544	0.000	positive, Significant
Knowledge Management _(X2) -> Learning Organization_(Z) -> Employee	0.110	2.823	0.002	positive,

Relations between Constructs Direct Relationship	*Original Sample (O)*	*T Statistics (|O/STDEV|)*	*P Values*	**Influence**
Performance (Y)				Significant

Source: Results of Data Processing with SmartPLS 3.2.9 (2023)

The test results based on the path coefficient value (table 5) between transformational leadership variables on employee performance have a value of 0.014. The T-statistic of 0.188 indicates that the difference between the two variables is relatively small, the P-value of 0.425 indicates that there is no significant relationship between transformational leadership and employee performance. Because the t-value (1.645) > the t-statistic (0.188), and the p-value (0.425) > the significance level α (0.05), the null hypothesis cannot be rejected. That is, there is not enough evidence to indicate a significant relationship between transformational leadership and employee performance in the analysis. Thus Hypothesis 1: Transformational leadership has an effect on employee performance is unacceptable.

The test results based on the path coefficient value (table 5) between the knowledge management variables on employee performance have a value of 0.399. The T-statistic of 4.848 indicates that the difference between the two variables is relatively large, the P-value of 0.000 indicates that there is a significant relationship between knowledge management and employee performance. Because the t-value (1.645) < the t-statistic (4.848), and the p-value (0.000) < the significance level α (0.05), the null hypothesis is rejected. That is, there is sufficient evidence to indicate a significant relationship between knowledge management and employee performance in the analysis. Thus Hypothesis 2: Knowledge management influences employee performance can be accepted.

The test results based on the path coefficient value (table 5) between transformational leadership variables and employee performance have a value of 0.359. The T-statistic of 4.877 indicates that the difference between the two variables is relatively large, and the P-value of 0.000 indicates that there is a significant relationship between learning organizations and employee performance. Because the t-value (1.645) < the t-statistic (4.877) and the p-value (0.000) < the significance level (0.05), the null hypothesis is rejected. That is, there is sufficient evidence to indicate a significant relationship between the learning organization and employee performance in the analysis. Thus, Hypothesis 3: Learning organization influences employee performance can be accepted.

The test results based on the path coefficient value (table 5) between transformational leadership variables in learning organizations have a value of 0.529. The T-statistic of 7.468 indicates that the difference between the two variables is relatively large, and the P-value of 0.000 indicates that there is a significant relationship between transformational leadership and learning organizations. Because the t-value (1.645) < the t-statistic (7.468) and the p-value

(0.000) < the significance level (0.05), the null hypothesis is rejected. That is, there is sufficient evidence in the analysis to indicate a significant relationship between transformational leadership and learning organizations. Thus, Hypothesis 4: Transformational leadership has an effect on learning organizations, can be accepted.

The test results based on the path coefficient value (table 5) between the knowledge management variable and the learning organization have a value of 0.307. The T-statistic of 4.283 indicates that the difference between the two variables is relatively large, and the P-value of 0.000 indicates that there is a significant relationship between knowledge management and learning organizations. Because the t-value (1.645) < the t-statistic (4.283), and the p-value (0.000) < the significance level (0.05), the null hypothesis is rejected. That is, there is sufficient evidence to indicate a significant relationship between knowledge management and learning organizations in the analysis. Thus, Hypothesis 5: Knowledge management has an effect on learning organizations, can be accepted.

The test results based on the path coefficient value (table 5) between transformational leadership variables in learning organizations have a value of 0.190. The t-statistic of 4.544 indicates that the difference between the variables is relatively large, and the P-value of 0.000 indicates that the probability of getting the same or more extreme results from the t-statistic is random if the null hypothesis is true, i.e., there is a significant relationship between transformational leadership, learning organizations, and employee performance. Because the t-value (1.645) < the t-statistic (4.544), and the p-value (0.000) < the significance level (0.05), the null hypothesis is rejected. This means that there is sufficient evidence to indicate a significant relationship between transformational leadership through learning organizations as a medium and employee performance in the analysis. So, there is a significant relationship between transformational leadership as the independent variable, learning organizations as the medium, and employee performance as the dependent variable in the analysis. Thus Hypothesis 6: Transformational leadership influences employee performance if mediated by a learning organization.

The test results based on the path coefficient value (table 5) between the knowledge management variables and employee performance have a value of 0.110. The T-statistic of 2.823 indicates that the difference between the variables is relatively large, and the P-value of 0.002 indicates that there is a significant relationship between knowledge management, learning organizations, and employee performance, which is quite low. Because the t-value (1.645) < the t-statistic (2.823), and the p-value (0.002) < the significance level (0.05), the null hypothesis is rejected. This means that there is sufficient evidence to indicate a significant relationship between knowledge management through learning organizations as a medium and employee performance in the analysis. Thus, Hypothesis 7: Knowledge management affects employee performance if mediated by a learning organization is acceptable.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on the influence of transformational leadership and knowledge management on employee performance with learning organization as an intervening variable (a case study at the Deputy for INDA KPK), it can be concluded that the results of this study are as follows:

1. Transformational leadership at the Corruption Eradication Committee, especially the Deputy for INDA, has no significant effect on employee performance. This shows that good transformational leadership is not able to have a significant influence on employee performance.
2. Knowledge management at the INDA KPK Deputy has a significant effect on employee performance. This means that the better the knowledge management that is implemented through the most dominant indicators of problem solving, the better the employee performance will be.
3. The learning organization at the KPK's INDA Deputy has a significant effect on the performance of KPK employees. This means that the better the learning organization, the better the employee performance through the most dominant learning organization indicator, namely providing education and training to employees, and the most dominant indicator in the employee performance variable is the work result indicator.
4. Transformational leadership at the INDA KPK Deputy has a significant effect on the learning organization, meaning that the better the transformational leadership, the better the learning organization, namely through the most dominant indicator that the leader gives awareness to subordinates that their work has meaning.
5. Knowledge management at the INDA KPK deputy has a significant effect on learning organizations. This means that the better the implementation of knowledge management at the INDA KPK deputy, the better the learning organization will be through the most dominant indicator, namely problem solving.
6. Transformational leadership has a significant effect on employee performance when mediated by learning organizations, meaning that learning organizations, through the most dominant indicator, namely appreciating differences of opinion, are able to mediate the relationship of transformational leadership on employee performance, where the better the transformational leadership in the Deputy for INDA KPK through the most dominant indicator, namely leaders providing awareness to subordinates that their work has meaning, can improve employee performance. When added to the learning organization, this will further strengthen the relationship of transformational leadership to employee performance.
7. Knowledge management has a significant effect on employee performance variables when mediated by learning organizations, meaning that learning organizations, through the most dominant indicator, namely appreciating differences of opinion, are able to mediate the relationship of knowledge management to employee performance, where better knowledge management in the Deputy for INDA KPK, through the most dominant indicator, namely problem solving, can improve employee performance.

When added to the learning organization, this will further strengthen the relationship of knowledge management to employee performance.

the suggestions that can be given based on the results of the research conducted are as follows:

1. In the Knowledge Management Variable, the values that have the most dominant indicators are the technology dimension and problem solving indicators. This needs to be maintained and even increased, one of which is by providing training in both soft competencies and hard competencies, especially for the Information and Data Deputy where each employee is required to update his abilities to adapt to existing technological developments. In the technology dimension, one of them is upgrading the SMART Knowledge Management application by adding features related to problem solving, for example there is a special column on discussing various kinds of problem solving or case studies related to the duties and functions of each directorate. To further improve problem solving indicators, one form of training needed by the INDA Deputy is Data Analytical training, namely how employees process the collection of information related to corruption handling activities and how to identify them.
2. In the Learning Organization variable, the most dominant value is the environmental dimension that supports learning and the education and training indicators for employees. ACLC as a place of learning has been able to provide support, especially in mediating transformational leadership on employee performance. ACLC as an environment that supports learning will be maximized if the education and training facilities for its employees are enriched, for example, by adding interactive technology learning space facilities and infrastructure: digital whiteboards, interactive touch screens, or interactive projectors can be used to present learning material in a more attractive way and encourage participation. If this has been fulfilled, the KPK leadership can maximize the performance of its employees because various forms of learning platforms are ideally available. For the education and training provided, variations can also be developed, especially education and training related to the professional certification test in a field. ACLC can cooperate with institutions that issue certificates of expertise to hold certification exams for employees, especially the deputy for INDA.
3. In the transformational leadership variable, it is necessary to maintain and increase the role of leadership in providing motivation and direction to employees, especially in developing employee capabilities. Motivation and direction can be inserted at Monday's assembly. Another form of providing motivation specifically for the Deputy INDA is that it can be done by means of leadership by providing experienced mentors or mentors, for example, law enforcers such as high-ranking members of the Police who have achievements or expertise in handling corruption issues involving international parties. Of course, this mentoring will require ACLC's role as a provider of comfortable mentoring facilities and infrastructure.

4. In employee performance variables, the values that have the most dominant indicators are the dimensions of the quantity of work and the indicators of work results. This needs to be maintained even though the trend in employee performance values increases every year. Especially employees within the INDA Deputy, which is a data and information center, can provide support in terms of technology and application development, collection, processing, and analysis of data and information, as well as cooperation both nationally and internationally that can support the KPK's trident, namely prevention, prosecution, and anti-corruption education, and furthermore can contribute to the eradication of corruption in Indonesia and reduce the number of cases of corruption in Indonesia. Support from a technological standpoint, for example, maximizes big data applications, which are a source of information for all units at the KPK. Another example in terms of data and information collection can be done by adding analyst positions in each work unit so that the rhythm of gathering information and data is faster.

ADVANCED RESEARCH

From the results of the coefficient of determination test, it shows that there are still other variables that can affect the employee performance variable outside the variables studied (transformational leadership, knowledge management, and learning organization) that can be used by further researchers, namely work environment, salary system, competency, career path, employee education and training, and others.

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