

THE EFFECT OF NETWORK CAPABILITY AND ORGANIZATIONAL LEARNING CAPABILITY ON TRANSFORMATIONAL LEADERSHIP IN FORMING INNOVATIVE WORK BEHAVIOR MEDIATED BY CRITICAL THINKING SKILLS AT PT BANK BUKOPIN, TBK

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ABSTRAK

This study aims to examine the effect of network capability and organizational learning capability on transformational leadership in forming innovative work behavior mediated by critical thinking skills. This study used Structural Equation Modeling (SEM) analysis with the AMOS program which involved 115 Branch Managers Regional I-V at PT Bank Bukopin, Tbk. The results of the study prove that Network Capability, Organizational Learning Capability can positively influence Transformational Leadership and mediation of Critical Thinking Skills can positively influence Transformational Leadership to form Innovative Work Behavior. Further research is expected to be able to expand research to other institutions outside banking service institutions, such as the insurance service industry or other sectors that have a wide area coverage.

Keywords: *Network capability, organizational learning capability, transformational leadership, critical thinking skills, innovative work behavior*

1. Introduction

Rapid changes in the business environment, forcing the banking sector to become more innovative, not only to be able to get innovation but to be able to survive this situation (Cheung & Wong, 2011; Pieterse et al., 2010 in Ahmad, Easa & Mostapha, 2019). Innovation is a very critical factor in determining the success or failure of a company (De Jong & Den Hartog, 2010). Every company has different and unique innovation challenges, so companies are required to be able to always see opportunities from environmental changes to be able to implement what innovations they can do. Companies in forming strong innovations also need to get support from employees. De Meyer and Garg (2005) contend that employees have a big role in the formation of new ideas because employees come from the knowledge and ability to analyze opportunities for innovation to occur.

Innovation is important for company survival and a key factor for achieving competitive advantage, so the current manager's concern is how to increase innovative work behavior in order to create a culture of innovation in the work environment (Han, Seo, Yoon, & Yoon, 2016). Individual actions that lead to the emergence, introduction, and implementation of something new and profitable at the entire company level are innovative work behavior (Kleysen & Street, 2001). Innovative work behavior allows employees to want to innovate, implement their ideas, share their ideas with colleagues, and this is influenced by company leaders (Shunlong & Weiming, 2012).

An important factor influencing innovative work behavior is leadership (House et al., 2002; Jun, Wu, and How, 2008) through the development of critical thinking skills (Mayer, 1995; Banutu & Gomez, 2004; Reilly, 2004). Leaders have an important role in creating innovative behavior (Jun, Wu, & Chow, 2008). Many studies show that transformational leadership has a strong influence in motivating employees to innovate (Shunlong & Weiming, 2012). Transformational leadership stimulates intellectual thinking which encourages employees to think outside the box and thereby become more dedicated to achieving the company's vision effectively (Sajjad, Wang, Ali, Khaqan & Amina, S., 2019). Transformational leadership can stimulate critical thinking skills and support followers to take risks and always take initiative (Jyoti and Dev, 2015). Banutu and Gomez (2004) stated that critical thinking is one of the core skills needed by leaders and followers.

The role of human capital and social capital (such as social networks) is important in leadership studies and may be especially important in transformational leadership (Brass, 2001). Leadership can be seen as a social process that involves those who are connected through social systems and one way to gain insight into leadership development as a social process that is carried out through networks (Day & O'Conner, 2003). A company's network capability is formed by its ability to develop and utilize relationships between companies in order to gain access to various resources owned by other parties (Parida and Ortqvist, 2015). Building partnerships that can shape innovative behavior requires a fundamental understanding of the relationship between networking and transformational leadership (Parida, V., Pesämaa, O., Wincent, J., & Westerberg, M., 2017). Although it is critical to demonstrate this relationship, few studies have been conducted on it.

Transformational leadership needs to be supported by the establishment of organizational learning capability which can positively support company innovation by increasing employee creativity and increasing employee knowledge (Gomez, P. Jerez, Lorente, J. Cespedes, & Valle, R., 2005). With effective organizational learning, a transformational leader will be triggered to be able to encourage innovative behavior of employees and provide space for team members to make changes in new things (Ariyani & Hidayati, 2018). Han Gang, Liang Can-Zeng, Chung Tai-Shung, Weber Martin, Staudt Claudia, Maletzko Chriatian (2016) state that innovation plays an important role in the sustainability of the company and is the main key in achieving comparative advantage, while the focus of managers is to be able to improve innovative work behavior on employees. Further research is needed to show how learning in a team or organization can affect transformational leadership in that team or organization.

By looking at transformational leadership, one of the dimensions studied by Bass and Avolio (1995) is intellectual stimulation related to ideas and values in solving a problem. Indirectly, this is related to critical thinking skills which are defined as evaluating a statement or situation wisely to determine one's response (Moore and Porker, 2005). In addition, Rodzalan and Saat (2018) stated that leaders use intellectual stimulation to encourage followers to think critically and solve problems in new ways; it can enhance employees' critical thinking and problem-solving abilities. Therefore, the relationship between transformational leadership through critical thinking skills is interesting to study.

Choi, Kim, Ullah, and Kang (2016) examined the relationship between transformational leadership and innovative work behavior in South Korea which showed a significant influence between transformational leadership and innovative work behavior in organizations. This requires further research to see the mediation of critical thinking skills in it. Transformational leadership is the main focus in this research because this leadership has a positive influence on innovative work behavior (Choi, Kim, Ullah, and Kang, 2016; Afsar, Badir, and Saeed, 2014; Pieters, Knippenberg, Schippers, and Stam 2009).

This research was conducted at PT Bank Bukopin, Tbk (hereinafter referred to as "Bukopin") related to the current phenomenon, namely the change in the largest share ownership to KB Kookmin Bank, which is the largest private bank in South Korea. With the existence of corporate actions by banks including structural and management changes in the company, employees are required to be able to compete better in the face of uncertain environmental dynamics. With many branch office networks that are spread out and the environment changes rapidly, branch office leaders are required to quickly adapt to their external environment and mobilize their team in carrying out work (Lovelace, 2007). The complexity and diversity of individual experiences in leading different work units in each line is also an interesting research topic for further research.

One of the bank's corporate cultures is to think "out-of-the-box" which requires employees to have thoughts by trying new innovative approaches and ways (different from what they usually do). Innovative work behavior is the key to the presence of innovation in branches, for example innovation in terms of improving service to both old and new customers, innovation to improve team performance, and so on. This innovative work behavior is the main capital needed in banking innovation.

Because each branch office has a different leadership character, the innovative work behavior of employees at each branch office will also be different. As leaders, they must be able to show a caring, sensitive, and high-spirited attitude in front of their employees. The leader factor is very influential in shaping innovative work behavior because the leader as a motivator has enthusiasm, is active, and achieves for inspiration. For this reason, an inspirational motivator is needed who can provide ideas through critical thinking to solve problems and is able to generate innovative work behavior at Bukopin. This study seeks to contribute to the leadership and innovation literature by investigating the effect of network capability within companies and organizational learning capability on a leader's transformational leadership, as well as the influence of Transformational Leadership in shaping Innovative Work Behavior through the mediation of Critical Thinking Skills.

Theoretical Review

In this section, the theoretical basis for each research variable will be presented and the formulation of hypotheses in building the research model.

Network Capability

Network is becoming increasingly important, because it makes it easier for companies to access information, resources, markets, and technology (Gulati, Nohria, & Zaheer, 2000). According to Hakkanson (1997), networks are important for companies in 4 areas, namely managerial areas (important for companies in determining strategies for dealing with other companies), entrepreneurial activities, technology development (here the network can simultaneously enrich and prevent development), and for the relationship area. with customers. Kale et al. (2000) explained that having a business network is not enough and a company's ability is needed to utilize and develop the network or business relationships to improve the performance of the company. Walter, Auer, and Ritter (2006) reveal network capability as the ability to initiate, maintain and utilize corporate relationships with various partners for the benefit of the company, by explaining that network capability emphasizes creating and maintaining individual or group collaboration that can result in the exchange of resources. and strategic capabilities to improve company performance. Parida et al. (2009) stated that Keh, Nguyen, and Ng (2007) supported Walter's (2006) view and developed the concept that companies that choose to network as a strategy must be able to develop capabilities, structures, and processes to support a collaborative approach.

Kale et al. (2000) explained that there are three main reasons for the motivation of companies to form networks, namely considerations related to strategy, cost considerations, and learning considerations. This is because the network can act as a source of knowledge and as a means to learn or absorb skills or abilities from alliance partners. Ketchen, Ireland, and Snow (2008) refer to Dyer (2000) who explains that network theory focuses on the relationships that a company has with other companies and how these relationships influence the behavior and products of these

companies. Kale et al. (2000) and Pittaway et al. (2004) argues that in order for companies to take advantage of the network created and have a positive impact on the company, it is necessary to have the skills to develop the network of the company. Not all cooperative relationships or networks can improve company performance because it requires a lot of investment in money, time, and resources and efforts that are usually not owned by small companies to create a good network in the long term. In addition, there is a risk of network failure for several reasons, namely overlapping partners or activities, conflicts between companies, transfers, external disturbances, and so on.

Transformational Leadership

According to Cheung and Wong (2011), transformational leadership is a leadership style that seeks to transform the values shared by subordinates to support the vision and goals of the organization. Transformational leadership will try to create an emotional connection between leaders and followers, and create higher values (Morales, Barrionuevo, and Gutierrez, 2011). Robbins and Judge (2015) define transformational leadership as a leader's ability to inspire followers to transcend their self-interest for the benefit of the organization. Transformational leaders can make their subordinates more aware of their interests and values at work and are able to persuade their subordinates not to prioritize their own interests (Yukl, 2010). Therefore, transformational leadership is not only responsible for the tasks that are done, but also up to the values, goals, directions, and meanings that are owned by their subordinates.

Transformational leadership is seen when the leader stimulates interest among colleagues and followers to see work from a new perspective, raises awareness of the vision and mission of the organization and team, develops co-workers and followers to a higher level of potential and ability, and motivates co-workers and followers to see something outside their interests that is of benefit to the team. According to Maragh (2011), transformational leadership is a tool in human resource practice related to employee behavior (Manafi and Subramaniam, 2015). One of the advantages of transformational leadership is being able to empower its employees.

Organizational Learning Capability

Organizational learning is an organization that has the ability to create, acquire, transfer knowledge, and modify its behavior to reflect its knowledge and insights (Garvin, 1993). Organizational learning is a combination of practices that can encourage intra-organizational learning among employees, partnerships with other organizations that enable the dissemination of learning, and an open organizational culture that can promote and sustain knowledge sharing (Lin, McDonough, and Lin, 2012). Learning in organizations is necessary because organizations face increasing pressures over time.

According to Garvin, Edmonson, and Francesca (2008), company efforts to improve learning are not only in one particular area but cover the whole of the organization. Generally there are 5 (five) main activities of a learning organization, namely (1) systematic problem solving, (2) experimentation with new approaches, (3) learning from history and past personal experience, (4) learning from experience and the best practitioners of others, and (5) transfer knowledge quickly and efficiently within the organization.

Innovative Work Behaviour

Research on innovation in the 1980s to early 1990s determined that innovation strategy is basically related to business strategy (Burgelman et al., 1988; Maidique and Frevola, 1988; Zahra and Covin, 1993). Every company has different and unique innovation challenges, so organizations are required to be able to always see opportunities from environmental changes to be able to implement what innovations they can do. Hansen and Birkinshaw (2007) recommend viewing innovation as a series of processes consisting of three phases; idea generation, idea conversion, and idea diffusion. Innovation is an idea that can be commercialized so it requires the right phase to produce it. Innovative work behavior is defined as individual actions that lead to the emergence, recognition, and application of something new and profitable at all levels of the organization (Kleysen and Street, 2001).

Scott and Bruce (1994) argue that innovative work behavior is also a gradual process starting from recognizing a problem, generating ideas or solutions, building support for the ideas that have been generated, and implementing them (Pieterse, Knippenberg, Schippers, & Stam 2009). Innovative work behavior is recognition of problems, initiation, developing new ideas and a set of behaviors needed to develop, launch and implement ideas with the aim of improving personal and business performance (De Jong and De Hartog, 2010). With this it can be concluded that innovative behavior is a gradual process, starting from recognizing a problem, developing new ideas or solutions, launching and building support for ideas that have been formed and implementing these ideas into applications.

Hypothesis and Research Model

One of the assumptions underlying social network theory according to Bono (1992) is that relationships between individuals are the means by which they exchange resources, such as information, advice, social support, or friendship (Bono, 2005). Transformational leadership is more effective because both leaders and subordinates have greater social capital which is most likely the result of transformational leadership behavior (Bono, 2005). The research also indicates the value of transformational leadership goes beyond the impact of employee behavior and performance.

Palalic et al (2019) suggests that network can be an important factor that can influence the direction of leadership. Someone can build their network early on while they are still in education which will affect their career in the future. On the other hand, building a network that can provide value to stakeholders is what leaders do.

The results of Palalic's (2019) study show that the network has a positive influence on all dimensions of student transformational leadership. Furthermore, the study's findings suggest that students should form networks in their surroundings, which will benefit their future careers. From previous research it can be said that the network has an influence on transformational leadership because the existence of network capability can encourage leaders to provide information, new ideas to their followers, in this case the team or employees, to form innovative work behavior. From the description above, the hypothesis can be formulated as follows:

Hypothesis 1: Network capability has an effect on transformational leadership.

In an ever-changing era, learning skills are needed in organizations to support leadership. Garvin, Edmonson and Gino (2008) suggest that learning in organizations can be strengthened by supportive leadership. Garcia-Morales, Jimenez-Barrionuevo, Gutierrez-Gutierrez (2012) argue that when leaders actively question and listen to employees' opinions through dialogue and debate, organizational members will feel encouraged to learn. Other research also conveyed that there is a relationship between transformational leadership and organizational performance with the constructs of organizational learning and organizational innovation. Transformational leadership will build a team and provide direction, energy and support for the process of change and learning within the organization (Bass, 1999; McDonough, 2000; as cited in Morales, Barrionuevo, and Gutierrez, 2011).

Organizational learning depends on individuals applying new understandings and behaviors to their organizations so that the role of individuals who create organizational learning is to produce an environment in which coordinated intellectual transformation can occur (Waldersee, 1997). Research conducted by Singh (2008) identified articulate vision in the learning process as one of the most important constructs of transformational leadership and has a strong relationship with learning organizations. This suggests that the articulated vision of leaders can help organizations to develop into learning organizations. This is also supported by the findings of Johnson (2002) which state that the articulation and communication of a clear and attractive vision as one of the most important actions of leaders in learning organizations. Creating and sharing visions is a challenge and a call for transformational leaders to drive organizational learning. Other studies have also identified that intellectual stimulation encourages organizational members to think creatively and out-of-the-box thereby encouraging learning (Singh, 2008). This is in line with one of the cultural values reflected in Bukopin. Politis (2002) says challenging the status quo and looking for new ways to enhance learning and the ability to meet and exceed customer expectations is part of the core values of learning organizations with such roles being effectively performed by transformational leaders.

According to Hecker and Birla (2008), every innovative organization exerts great effort in creating freedom and flexibility in their overall strategic direction. And leaders must play an active role in the process. Bass and Avolio (2006) argue that leaders must inspire their employees to develop creativity, stimulate their minds, and show concern for individuals. Several previous literature studies revealed that increased team learning leads to increased organizational innovation (Llorens Montes et al. 2005), and increased team learning can inspire research teams and promote organizational learning (Garcia-Morales et al. 2006). This shows that organizational learning capability has an influence on transformational leadership because with organizational learning, a transformational leader will encourage and influence his team to be able to improve team learning abilities. From the description above, the hypothesis can be formulated as follows:

Hypothesis 2: Organizational learning capability has an effect on transformational leadership.

Gomez (2004) states that critical thinking as one of the core skills needed by leaders and followers and that leaders should work to improve their followers' critical thinking skills. Leaders and followers need creative thinking skills that go beyond unreflective thinking (Gomez, 2004). Other researchers also argue that the existence of critical reflection makes it possible to focus on self-awareness, illuminate assumptions, and distinguish between valid and invalid problems (Hoyrup, 2004). Humphreys (2002) described four transformational leadership skills, namely as a leader who understands the needs of others, promotes critical thinking and makes something complex clearer and simpler and a transformational leader instills a sense of purpose, pride and trust into the team. Critical thinking is identified as a critical component of effective leadership (Ashkanashy, 2002; Rayner et al., 2002; Rosenzweig, 2007). The transformational leadership model shows a greater need for critical thinking (Iles, 2001).

Rodzalan and Saat (2018) state that with a supervisory leadership style, a number of previous studies have indeed confirmed that a leader with transformational leadership is able to improve followers' thinking skills and this is closely related to one of the factors in transformational leadership, namely intellectual stimulation. Such leaders always encourage and help followers to see problems from another perspective by stimulating them to be innovative and creative in solving problems. From the description above, the hypothesis can be formulated as follows:

Hypothesis 3: Transformational leadership has an effect on critical thinking skills.

Banutu and Gomez (2004) state that critical thinking is one of the core skills required by leaders and that leaders must work to improve the critical thinking skills of their followers. Moore and Goldman (1999) argue that determining the continuity of ideas is effectively achieved through critical thinking and most educators are aware of the need for critical thinking (Moore & Parker, 2005). Birdi et al. (2016) argue that innovative work behavior refers to an individual's ability to generate original and potentially useful ideas, including the process of implementing these new ideas into practice (Zhong, Hu, Zheng, & Ding Luo, 2018). Other studies state that individual basic innovative qualities are thinking about and figuring out problems in the learning process, generating new ideas with creativity, then seeking support and validation, and ultimately applying them into practice (Zhao et al., 2011, in Zhong, Hu, Zheng, & Ding Luo, 2018). For students, knowledge, professionalism, understanding of the latest scientific research results and critical thinking are needed to support their creative abilities. In essence, leaders who have critical thinking tend to produce original ideas into practice at the organizational level.

Associated with innovative work behavior, leaders who tend to have critical thinking skills can produce more innovative performance behavior than those who do not have expertise in critical thinking. Perez-Penalver et al. (2018) argue that critical thinking has an important role in innovation. According to Bailin (1987), innovation must be seen as creating a product that is not only new, but also has value, and critical interpretation plays a very important role in this creative achievement. In every creative idea for a problem, the first recognition of the existence of a problem, identifying the core of the problem, and determining how to act next, all require critical assessment (Perez-Penalver et al., 2018). From the description above, the hypothesis can be formulated as follows:

Hypothesis 4: Critical thinking skills has an effect on innovative work behavior.

Basu and Green (1997) state that transformational leadership is identified as an effective way to bring up the Innovative Work Behavior (Pieterse, Knippenberg, Schippers, and Stam, 2009). Innovation is the center of thinking of transformational leaders. In this case transformational leadership requires adjustment between the needs and desires of followers with the interests of the organization, which in turn will trigger the Innovative Work Behavior. Ardichvill et al. (2003) state that transformational leadership intrinsically motivates and intellectually stimulates employees to achieve a shared vision that has been formed (Choi, Kim, Ullah, & Kang, 2016). In the long run, employees share about what they know and think of their coworkers. To achieve a common goal, new knowledge is needed that can bring up innovation behavior. Choi, Kim, Ullah, and Kang (2016) test the relationship between Transformational Leadership and Innovative Work Behavior of South Korean workers. Sharing knowledge becomes a determinant of the results of organizational learning. Employees can improve their learning and innovation abilities by sharing expertise, abilities and skills with their coworkers. Furthermore, sharing expertise, abilities and skills are several dimensions of critical thinking skills. Sharing active knowledge can encourage and improve critical skills (Yi, 2008; and Silberman, 2005).

Yi (2008) and Silberman (2005) state that active knowledge can improve critical thinking skills and motivate students, share knowledge makes students discuss mathematical problems and increase positive effects, namely remembering, understanding, analyzing and making (Kamil and Jailani, 2016). In this case, Critical Thinking Skills mediation is one of the actions of active knowledge sharing by Transformational Leadership which can trigger the emergence of Innovative Work Behavior. From the description above, the hypothesis can be formulated as follows:

Hypothesis 5: Transformational leadership has an effect on Innovative Work Behavior mediated by Critical Thinking Skills.

Through the formulation of the five hypotheses mentioned above, the research model can be developed as shown in Figure 1 below is used to investigate the effect of network capability, organizational learning on transformational leadership that affects critical thinking skills and will ultimately have an impact on the innovative work behavior.

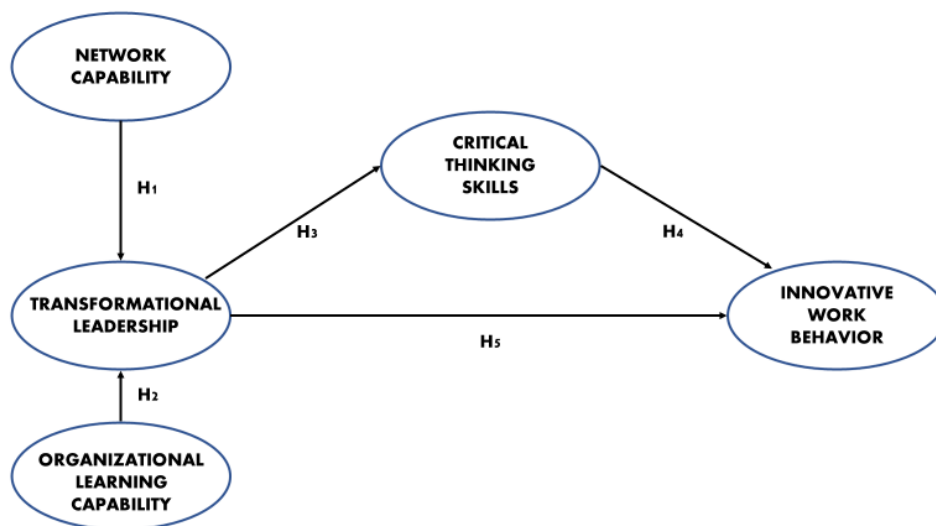


Figure 1. Research Model

2. Method

The population and unit of analysis in this study are Bank Bukopin Branch Managers from Region I to Region V. The population is more than just the number being studied; it also includes all of its characteristics. The researchers chose banking as the research sample in this study because it has a large organization and covers a broader scope in terms

of products and services with a large number of customers in the company's portfolio. In addition, the products offered are in the form of services or services, so that each employee is required not only to be able to provide maximum service but also to be able to compete with other companies in terms of innovation. In this study, the sampling technique used was non-probability sampling with purposive sampling technique.

Network capability is the ability to develop a network as the ability to initiate, maintain, and utilize company relationships with various partners for company benefits. This explains that the ability to develop networks emphasizes creating and maintaining individual or group collaboration that can result in the exchange of resources and strategic capabilities to improve company performance. There are four measures of ability to develop networks including internal communication, relationship skills, knowledge of partners, and coordination (Walter, Auer, dan Ritter, 2006).

Transformational leadership is a leadership style that encourages awareness of collective interests among organizational members and helps them to achieve these collective goals (Bass and Avolio, 2000). Tajasom et al. (2015) provide a conceptual basis for measuring individual leadership abilities with four dimensions, including: (1) Idealized Influences, (2) Inspirational Motivation, (3) Intellectual Stimulation, and (4) Individualized Consideration.

Organizational learning capability is a combination of practices that can encourage intra-organizational learning among employees, partnerships with other organizations that enable the dissemination of learning, and an open organizational culture that can promote and sustain knowledge sharing (Lin, McDonough, Lin, 2012). Jerez-Gomez et al. (2005) measured organizational learning capability through four dimensions, namely managerial commitment, system perspective, openness and experimentation, knowledge transfer and integration.

Critical thinking skills are a wise evaluation of a claim or situation to determine a person's response and level of confidence in accepting, rejecting or suspending judgment. The focus of critical thinking lies in identifying influences on personal thinking, in the context of all variables (Moore and Porcher, 2005). Facione (1998) measures critical thinking skills through six dimensions, namely (1) Interpretation, (2) Analysis, (3) Evaluation, (4) Inference, (5) Explanation, (6) Self-Regulation (Facione, 2011).

Innovative work behavior, is an individual action that leads to the emergence, recognition and application of something new and profitable at all levels of the organization (Kleysen and Street, 2001). Janssen (2000) suggests 3 (three) dimensions measuring innovative work behavior, namely Idea Generation, Championing, and Implementation (De Jong and De Hartog, 2010).

The Likert scale is a detailed rating scale where respondents are given a scale in the form of numbers related to each classification and the classification is sorted according to the position of the scale and the respondent asks for the specified category (Malhotra, 2009). Apart from that, the questionnaire also collected data on the respondent's profile to find out the characteristics of the respondents, which consisted of units or units of work, gender, age, education, and years of service as a Branch Manager.

In this study using the Structure Equation Model (SEM) to analyze data using Confirmatory Factor Analysis (CFA). The purpose of CFA is to examine the observed variables and to measure some constructs with models and the relationship between constructs and theoretical research models. According to Hair et al. (2010), Confirmatory Factor Analysis (CFA) is a component of the SEM (Structural Equation Model) that is useful for determining how well measurable variables (indicators) describe or represent a variety of factors. Factors are also referred to as constructs in CFA. Construct is an immeasurable variable that requires measurable variables, also known as indicators, to be able to describe these variables.

3. Result and Discussion

Based on the data above, samples and procedures for collecting empirical data for research can display the demographics of survey respondents to determine the characteristics of respondents in Table 1 below.

Table 1. Demographics of Research Respondents

No	Data Type	Group	Total	Percentage
1	Branch Type	KC	56	56%
		KCP	44	44%
		I	29	29%
		II	18	18%
2	Regional	III	22	22%
		IV	26	26%
		V	5	5%
		Male	74	74%
3	Gender	Female	26	26%
		< 30 Years	2	2%
4	Age	30 - 40 Years	71	71%
		> 40 Years	27	27%
5	Last Education	S1	90	90%
		S2	10	10%
		5 - 10 Years	13	13%
6	Work Experience	➤ 10 Years	48	48%
		➤ 15 Years	39	39%
		25 years	82	82%
7	Tenure	➤ 5 years	9	9%
		➤ 10 years	9	9%

Source: Data processed with SPSS

The results of the Goodness of Fit model can be seen in table 2 below.

Table 2. Results of Goodness of Fit Model

Measurement type	Measurement of Goodness of Fit	Recommended Acceptance Limit	Value	Decision
Absolute fit Measures	Chi Square	> 0.5 to 1	56.190	Poor of Fit
	GFI	> 0.9 or close to 1	0.964	Goodness of fit
	RMSEA	< 0.10	0.086	Goodness of fit
Incremental fit measures	AGFI	> 0.9 or close to 1	0.780	Poor of fit
	TLI	> 0.9 or close to 1	0.740	Poor of Fit
	NFI	> 0.9 or close to 1	0.945	Goodness of fit
	CFI	> 0.9 or close to 1	0.955	Goodness of fit

Parsimonious fit measure	CMIN/DF	< 2	1.752	Goodness of fit
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Source: Results of AMOS data processing (see attachment).

Based on the table above, it can be seen that in absolute fit measures there are appropriate values of GFI, RMSEA, and Incremental fit measures, there are values of NFI, CFI and Parsimonious fit measure (CMIN/DF). Thus, it can be concluded that this model is still declared feasible (goodness of fit) to be used as a tool in confirming the theory that has been built based on existing observational data or it can be said that this model is still goodness of fit. According to Hair et al. (2014), the use of 4 to 5 goodness of fit criteria is considered sufficient to assess the feasibility of a model, provided that each goodness of fit group is represented.

Based on the results of the analysis, model measurements can be translated through the results of hypothesis calculations through the relationship between latent variables. In the development of the hypothesis, five hypotheses have been formed which were previously carried out through structural model measurements that meet the Fit criteria so that the hypotheses of the proposed theory can be continued. The figure below is the result of an analysis that has been made from a research model that has been made before.

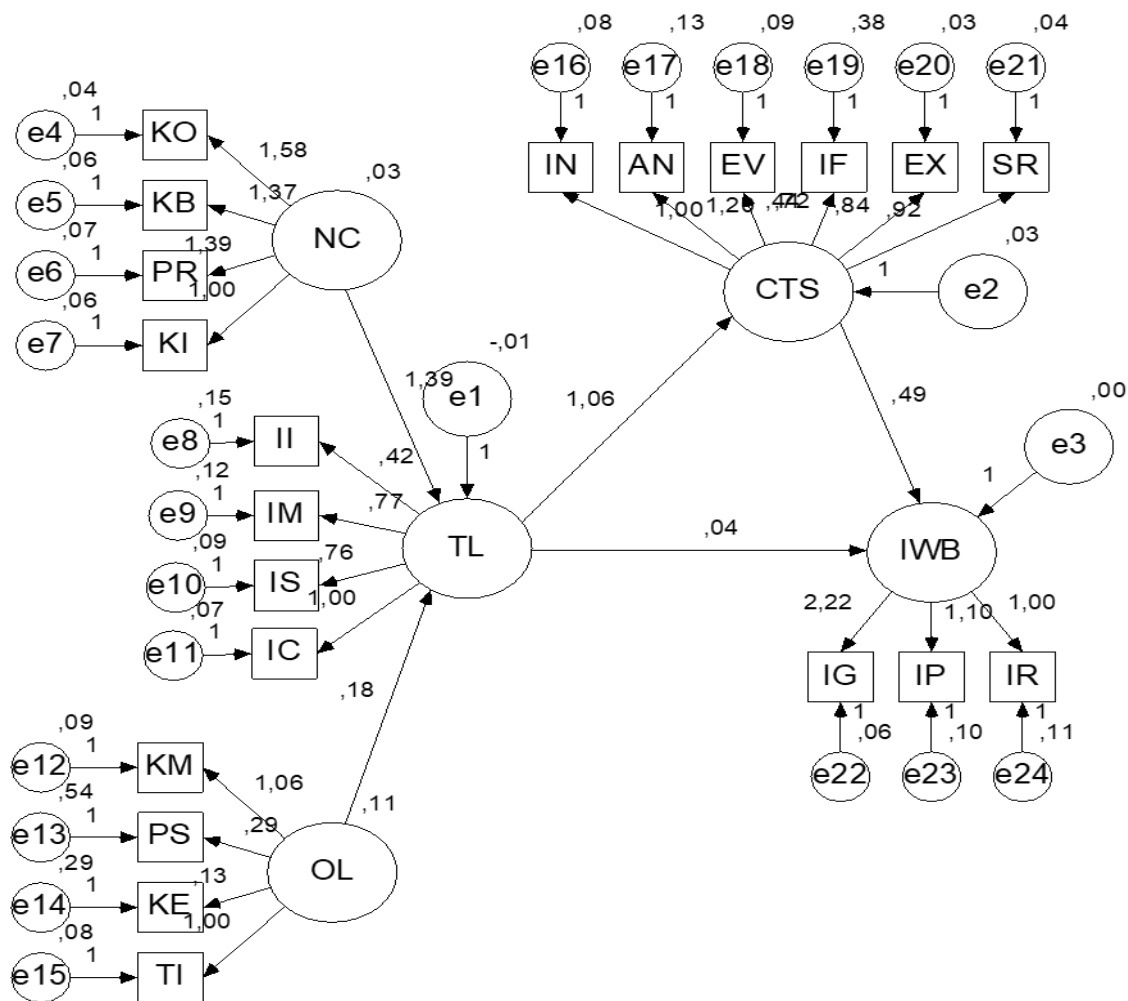


Figure 2. Results of the Structural Equation Model (SEM) – AMOS

Source: AMOS Processing Results

From the results of the structural equation model above, it can be described, while the hypothesis measurements can be seen in Table 3 below:

Table 3. Result of Research Hypothesis Measurement

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	Hypothesis	Coefficient	T Statistic	P - value
H1	Network Capability → Transformational Leadership	1.388	5.454	0.000
H2	Organizational Learning Capability → Transformational Leadership	0.184	3.146	0.002
H3	Transformational Leadership → Critical Thinking Skills	1.061	6.086	0.000
H4	Critical Thinking Skills → Innovative Work Behavior	0.489	3.954	0.000
H5	Transformational leadership → Innovative Work Behavior	0.038	0.446	0.656

Source: Data processed with AMOS

To test the indirect effect as stated in the research question (H5), further research is needed. Before testing, the following is a picture of the direct and indirect influence of transformational leadership on innovative work behavior through the mediation of critical thinking skills.

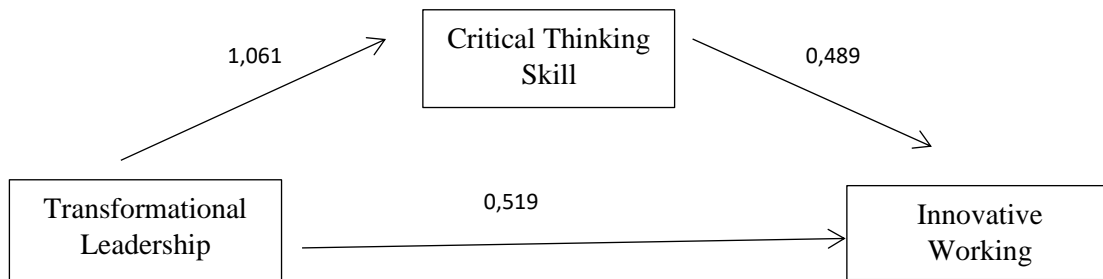


Figure 3 Direct and Indirect Effects of Transformational Leadership on Innovative Work Behavior mediated by critical thinking skills

Based on the results of testing the structural model, it can be calculated the indirect effect of the Transformational Leadership (TL) variable on Innovative Working Behavior (IWB) through Critical Thinking Skills (CTS) as follows:

Table 4. Structural Test Results for Direct and Indirect Effects of Transformational Leadership, Critical Thinking Skills, and Innovative Work Behavior

Direct Effect Variable	Coefficient (B)	Std. Error (S.E)	Indirect Effect Variable	Coefficient (B)	Std. Error (S.E)
TL on CTS (a)	1.061	0.174	TL against IWB via CTS	= 1.061 x 0.489	0.157
CTS on IWB (b)	0.489	0.124		= 0.519	

From the table above it can be seen that the coefficient of the indirect effect of TL on IWB through CTS is 0.519. This means that there is an indirect positive effect of TL on IWB through CTS with an indirect effect coefficient of 0.519.

Testing the significance of the indirect effect of TL on IWB through CTS is carried out using the steps developed by the Sobel Test as follows:

1. Calculating the Standard Error (S.E) from the indirect effect coefficient, where:

$$S.E = \sqrt{(B_b^2 \times S.E_a^2) + (B_a^2 \times S.E_b^2)} = \sqrt{(0,489^2 \times 0,174^2) + (1,061^2 \times 0,124^2)}$$

$$= 0,157$$

2. Calculating the T-statistic value of the indirect effect of TL on IWB with CTS mediation, where:

$$T\text{-stat} = \frac{B_a \times B_b}{S.E} = \frac{1,061 \times 0,489}{0,157} = 3,311$$

From the tests conducted to examine the indirect effect of transformational leadership on innovative work behavior through the mediation of critical thinking skills, it can be concluded that the T-statistic is $3.311 > T$ Table 1.96. This can be interpreted that the indirect influence of Transformational leadership on innovative work behavior through the mediation of critical thinking skills (H5) is supported or accepted. From the tests conducted, the indirect effect is more supported by data than the direct effect of transformational leadership and innovative work behavior.

Discussion

This study supports the research of Palalic et al. (2019) which shows a positive correlation between network and student leadership, in this case, transformational leadership. In addition, another opinion was conveyed by Hamade (2013) which showed a positive relationship between network and transformational leadership (Palalic, 2019).

Many Bukopin branches already have high-level competencies in terms of marketing and networking because on average Bukopin employees are quite experienced. Judging from the demographics of respondents, a total of 82% of respondents have work experience and experience as branch heads. This leads to the conclusion that the majority of branch heads surveyed came from the main branch heads. The largest total of respondents as much as 56% is the head of the main branch, while the remaining 44% is the head of the sub-branch. Most of the main branch heads who respond to research have the flexibility of networking both internally and externally. This is because the head of the main branch is an extension of the head office so that the networking capabilities possessed and the main role of a leader in the main branch office are more complex and extensive.

This research supports the research conducted by Singh, K. (2008) which identified articulate vision in the learning process as one of the most important constructs and influences transformational leadership and both have a strong relationship with learning organizations. This suggests that the articulated vision of leaders can help organizations to develop into learning organizations.

The statement includes the dimensions of managerial commitment and knowledge transfer & integration. This proves that with managerial commitment and the transfer of knowledge by the company in the form of routine training that is carried out directly, it encourages a leader to motivate employees to continue to want to learn new things, have broad insights so that employees can have new skills that support their work. .

The significant results in this study can be explained that an increase in transformational leadership can always increase the critical thinking skills of Branch Managers, meaning that the existence of transformational leadership according to respondents will be able to improve the ability of a transformational leader to have critical thinking skills. This is in accordance with the opinion of Wright, Rowitz, and Merkle (2001) which explains that leaders must be able to develop critical thinking skills in order to be able to distinguish between what is and what can be achieved (Piel, 2008). Research conducted by Rodzalan S.A and Saat M.M, (2018) also shows that there is a positive relationship

between transformational leadership styles and critical thinking with problem solving skills and the development of students' critical thinking skills and problem solving is only associated with transformational leadership styles,

Branch Manager's ability to solve a problem that requires thinking skills is in accordance with research conducted by Iles (2001) which concluded that transformational leadership has a greater need for critical thinking. However, this study concluded that there was no significant correlation between critical thinking and transformational leadership (Piel, 2008). Other research has a different opinion, Humphreys (2002) describes four transformational leadership skills, namely as a leader who understands the needs of others, promotes critical thinking and makes complex things clearer and simpler, and a transformational leader instills a sense of purpose, pride, and trust in the team. Critical thinking has been identified as an important component of effective leadership (Ashkanashy, 2002; Rayner et al., 2002; Rosenzweig, 2007).

In the context of Bukopin, the company has ICCAN (Integrity, Competent, Care, Accountable, Never Give Up) cultural values which are formulated and understood by all company employees, especially in terms of never giving up. This never give up subject expects the company's employees to be employees who never give up and think out-of-the-box and be innovative towards change. Transformational leadership stimulates intellectual thinking which encourages employees to think outside the box and thereby become more dedicated to achieving the company's vision effectively (Li, Sajjad, Wang, Ali, Khaqan, and Amin, 2019). Employees are also expected to be able to find ways to solve work problems, improve the quality of services and products and expand existing markets.

The success of a branch can be seen from the extent of the leadership role in it. A leader who is able to provide motivational encouragement, morale to employees will have an influence on critical thinking skills. From the results of the demographics of the respondents, it can be seen that more respondents came from male Branch Managers, namely as much as 74%. On the other hand, only 26% of female respondents have a higher preference for transformational leadership. This means that leadership in Bukopin is dominated by men and most male leaders in Bukopin are more dominant in terms of problem solving by using their critical thinking skills through logical thinking.

The significant results in this study can be explained by the fact that the critical thinking skills of Branch Managers at Bukopin can improve employees' innovative work behavior. This means that the existence of critical thinking skills according to respondents will be able to encourage innovative behavior or work culture for each individual. This supports previous research conducted by Yumin et al. (2017) who concluded that more treatment of something must be given to develop a person's ability to read information, retrieve information and critical thinking in order to increase their ability to innovate (Zhong et al., 2018).

Findings from previous research, namely Khan, Aslam and Riaz (2012), where research was conducted on 100 managers of Bank Rawalpindi Pakistan concluded that transformational leadership is the most dominant leadership style of innovative work behavior. Avolio & Bass (2002) also stated that the transformational leadership style is considered an ideal style based on Full Range Leadership theory because followers are also moved to initiate new ideas with a problem-solving approach (Khan, Aslam, and Riaz, 2012). In addition, the results of this previous finding were carried out by Choi, Kim, Ullah, and Kang (2016) which showed that there was a positive and significant influence between transformational leadership and innovative work behavior, both directly and through knowledge sharing mediation variables and perception moderator variables. organizational support. However, in this study, the authors prove that transformational leadership cannot directly influence innovative work behavior but must develop critical thinking skills. Meanwhile, it turns out that transformational leadership alone is not enough to shape innovative behavior but must go through critical thinking. This is in line with the findings in the critical thinking skills indicator where the Branch Manager is responsible for the results of the work carried out including correcting errors if any and also the results of an information conveyed clearly and logically by the Branch Manager with ease even for ordinary people to understand.

Based on an interview with one of the Branch Managers at Bukopin regarding matters that have an impact on performance at branch offices. Then, the results of the interview stated that a leader who can provide strong motivation

and influence will have a significant impact on work culture and the ability to innovate in branch offices. In addition, a leader who is able to solve problems in the field, providing ideas related to solving problems in the field will encourage the innovative behavior of his subordinates. Employees can directly be active in innovating such as developing ideas so that branches can perform well and always achieve targets set from the head office.

Based on the results of Branch Manager interviews with Bukopin employees, transformational leadership can significantly influence innovative work behavior. Leaders have high passion and enthusiasm for work and always have free time to discuss innovative things or ideas. If the branch leader has an interest in the importance of innovation in terms of increasing branch performance, then the leader will automatically stimulate or encourage his subordinates to contribute so that they will slowly get used to it and form innovative behavior in their work. Forms of innovative behavior from leaders can be applied by providing ideas to subordinates such as providing good service to customers. Branch Managers at Bukopin must also develop their transformational leadership skills in order to create a creative work environment that can serve as an example for other branches.

The novelty of this research is that it can be seen that the influence of transformational leadership does not directly affect innovative work behavior. However, it turns out that transformational leadership alone is not enough to shape innovative behavior but requires critical thinking skills. Where this shows that leaders who have high enthusiasm and enthusiasm for work, can motivate employees, it is not enough to form innovative work behavior without critical thinking skills in carrying out their duties. A leader who only relies on motivating abilities cannot shape the innovative behavior of employees in branches, but with the leader's expertise in making team members enthusiastic about innovation and with the mediation of critical thinking skills can help a leader in evaluating the use of innovative ideas.

If the Branch Manager has an interest in the importance of innovation in terms of improving branch office performance, then the leader will automatically stimulate or encourage his subordinates to contribute so that they will slowly get used to it and form innovative behavior in their work. The form of innovative work behavior from Branch Managers can be applied by providing ideas to their subordinates in the form of good service to customers. Branch Managers at Bukopin also develop their transformational leadership skills in order to create a creative work environment that can serve as an example for other branch offices. Innovation performance will not be achieved without innovative work behavior.

4. Conclusion and Implications

From the results of the research that has been done it is concluded that all variables influence each other and transformational leadership has proven to have an indirect effect on innovative work behavior mediated by critical thinking skills. This means that the higher a person's transformational leadership, the more innovative work behavior with critical thinking skills possessed can strengthen one's transformational leadership.

It can be said that the mediating effect of critical thinking skills is one of the triggers for transformational leadership to be able to create innovative work behavior. Every Branch Manager with transformational leadership can encourage the critical thinking skills of his subordinates so that innovation or work culture in branch offices can be improved. The success of a branch office can be seen from the extent of the leadership role in it. A leader who is able to provide motivational and morale boost to employees will have an impact on critical thinking skills. Employees can directly participate actively in innovating so that branch offices can perform well and always achieve targets set by the head office. For this reason, it can be concluded that the Branch Manager at Bukopin has implemented transformational leadership.

The novelty of this research is that it can be seen that the influence of transformational leadership does not directly affect innovative work behavior. However, it turns out that transformational leadership alone is not enough to shape innovative behavior but requires critical thinking skills.

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