

## THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND ROLE BREADTH SELF-EFFICACY ON ORGANIZATIONAL RESILIENCE

Luna Amelia<sup>1</sup>, Yuliana Sri Purbiyati<sup>2</sup>  
Darma Cendika Catholic University<sup>1,2</sup>  
*E-mail Correspondent: yulianasripurbiyati@gmail.com*

**Abstract:** This study investigates the effect of transformational leadership and role breadth self-efficacy (RBSE) on organizational resilience. This study also investigates RBSE as a mediating variable between transformational leadership and organizational resilience. This study uses a test, with a representative sample size or one determined based on the Krejcie et al. (1970) table, where the number of 100 corresponds to a sample size of 80. The sample consists of 80 teachers and staff from Catholic high schools in Surabaya. This study aims to determine the effect of transformational leadership and RBSE on school organizational resilience. This study is a quantitative study by distributing questionnaires for data collection. This study uses partial least squares structural equation modeling (PLS-SEM) to test the hypothesis. The results of this study indicate a significant, positive, and strong relationship between transformational leadership and RBSE with organizational resilience, both directly and through mediation, mediated by RBSE. This study has practical benefits for school principals. to understand the benefits of transformational leadership and role breadth at least contains the objectives, methodology and results of self-efficacy in building organizational resilience in schools. Further research is suggested to explore the impact of transformational leadership and role breadth self-efficacy on organizational resilience in schools to provide new perceptions on the role of transformational leadership and RBSE in fostering organizational resilience.

**Keywords:** Organizational Resilience, Role Breathed Self-Efficacy, Transformational Leadership

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### 1. Introduction

School is an organization that can be interpreted as the formation of social associations by the community (Norlena, 2015). Organizations have a dynamic nature and should follow developments so that the organization can survive (Siyono, 2020). As an organization, schools carry a vision and mission that should continue to be realized in their services (Siyono, 2020), so Schools really need to continue their services, so schools need resilience (Delgado-abad, 2022). The organizational resilience of schools is also very necessary to provide a sense of security to students and avoid dangers, such as violations, drugs, pornographic things, cruelty both from inside and outside the school (Wangid, 2011).

In reality, there are various reasons that cause many schools in Indonesia to experience difficulties. The main phenomenon is the decline in the number of students (Wahyudi, 2023). The decreasing number of students has a significant impact on school resilience, especially for private schools. For private schools, students are the main resource because that is where the income is obtained to finance school operations. The number of students in private schools has a direct impact on school income. This ultimately has an impact on the amount of salary received by teachers. This situation causes frequent teacher turnover in schools due to the low income received by teachers (Maina, 2024; Prasetyo, 2023). This situation greatly affects organizational resilience. The subject of this study is a private school, so as a private school, its organizational resilience is determined by the number of students. The number of students in a private school determines the strength of the school in managing school operations such as salaries for educators and teaching staff. Therefore, organizational resilience in educational institutions, namely schools, really needs to be managed effectively (Nartgun et al., 2017).

The phenomenon of the decreasing number of students in private schools and the frequent turnover of teachers in schools due to the low income received by teachers is something that threatens the existence of private schools. Another phenomenon is the establishment of international-based private schools which also threatens existing private schools. Therefore, this problem needs to be addressed so that private schools that have been established for a long time and provide services can survive and continue to be able to provide their services. The solution to this problem is reviewed from internal factors, namely the role of spiritual leadership and RBSE on the organizational resilience of schools.

## **2. Literature Review**

Organizational resilience is the ability of an institution to take preventive action, respond to, and adapt to uncertain conditions so that the organization has the resilience to continue standing even in difficult conditions (Delgado-abad, 2022). Organizational resilience is a system to overcome the difficulties experienced by the organization due to existing changes so that the organization has the power to adapt and change so that the organization continues to exist (Ge et al., 2016). Organizational resilience (Chen et al., 2021) has five dimensions in the construct, namely capital resilience, strategic resilience, cultural resilience, relationship resilience, and learning resilience. Capital resilience is the ability of an organization to operate normally and recapitalize against risks in a crisis. Strategic resilience is the ability of an organization to maintain strategic consistency over time, help the organization identify and eliminate weaknesses and be able to choose the right growth model. Cultural resilience is the organization forming the entrepreneurial spirit of employees and their commitment to the organization. Relationship resilience is the ability of the organization to manage reciprocal relationships between the business world and stakeholders. Learning resilience means the ability of the organization to overcome pressure and challenges through organizational learning.

In this study, four dimensions of resilience were selected, namely strategic, cultural, relational/relationship, and learning resilience with indicators of each resilience adjusted. Adjustments were made by studying the existing indicators. Then one of the same indicators was taken so that there were twelve indicators (Chen et al., 2021). The capital resilience dimension was not measured in this study because the school where the research was conducted implemented a closed financial system. Based on suggestions made from previous research (Saeed et al., 2022; Saxena & Prasad, 2022). In order to carry out exploration of factors that influence organizational resilience, several influencing factors were found, such as human resources (Douglas, 2021) and leadership (Dong, 2023). These two factors were chosen as

variables in this study because human resources and leadership are very important in determining an organization.

Leaders play a major role in directing organizational members by providing stimulus (Lasrado & Kassem, 2021) and encouraging members to carry out their responsibilities (Pattnaik & Sahoo, 2021). Proactive members can maintain the organization (Zhang & Cui, 2022). The ability of members to adapt and process together with the organization also has the potential to create organizational resilience (Lengnick-Hall et al., 2011). This is because members feel they have a responsibility to make changes in order to create organizational resilience (Zhang & Cui, 2022). Resilient, initiative, and proactive members spur the capacity of organizational resilience because when members have resilience, the organization also has organizational resilience even in the midst of change or crisis (Esiebo et al., 2019).

Transformational leadership style is a leadership style that is suitable for organizations that are experiencing a crisis (Cherry, 2023). Transformational leadership is a way for leaders to try to fulfill the organization and involve members to achieve goals (Greimel et al., 2023). Also provides motivation and opportunities for members to take the initiative (Bass, 1985; Zhang & Cui, 2022). In transformational leadership, leaders provide inspiration, stimulus, listen and direct members to achieve organizational goals and values and believe that members have RBSE (Bass, 1985; Dvir et al., 2002; Prabhu. et al., 2019).

Research on the relate on transformational leadership toward organizational resilience has been studied by several researchers. The results found that transformational leadership is positively related to organizational resilience (Odeh et al., 2023). Transformational leadership also affects individual and team resilience (Dwidienawati et al., 2023). Research conducted by Salam (2023a) also had the same results, namely that global transformational leadership affects resilience. In addition to the opinion that transformational leadership affects resilience, research was found that found different results, namely that transformational leadership does not have a direct effect on resilience but when mediated by the role of psychological empowerment, leadership directly affects resilience (Mangundjaya & Martdianty, 2024).

From previous studies, it was found namely the relate between transformational leadership on organizational resilience at the individual level. The research at the individual level found inconclusive results so that it still provides a research gap. This study empirically tests the relationship between transformational leadership and organizational resilience at the individual level to confirm Mangundjaya's findings (Mangundjaya & Martdianty, 2024). For this reason, hypothesis (H) 1 is that transformational leadership influences organizational resilience.

Members are human resources in an organization. Members who have a self-image capable of carrying out tasks in a wider scope proactively and exceeding the specified requirements are members who have role breadth self-efficacy/RBSE (Parker, 1998). Self-confidence in carrying out wider tasks proactively is a characteristic of RBSE (Parker, 1998). With RBSE owned by individuals, it ultimately encourages individuals to be more motivated and willing to survive in difficult situations (Cabrera-Aguilar et al., 2023).

The influence of transformational leadership on RBSE has been conducted by (Den Hartog & Belschak, 2012; Strauss et al., 2009). Den Hartog & Belschak's (2012) research found that transformational leadership had a low influence on RBSE when members had low work autonomy and the influence of transformational leadership on RBSE was high when members had high work autonomy. Strauss' research found that transformational leadership of team leaders was significantly related to RBSE. Caillier's research (2016) found that transformational leadership did not directly impact self-efficacy but had an impact when it was indirect, namely through clarity of purpose. Related to the study regarding the effect of

transformational leadership toward organizational resilience, suggestions were found for further research. Strauss (Tillement et al., 2009) suggested that further research could identify leaders at various levels.

From previous studies, it was found that the relationship between transformational leadership and RBSE was not conclusive, so it still leaves room for gaps. This study empirically tests the relationship between transformational leadership and RBSE to confirm Caillier's findings (Caillier, 2016) with the location of novelty in the endogenous RBSE variable that complements the self-efficacy variable as studied (Caillier, 2016). This can be done because RBSE is an extension of self-efficacy (Parker, 1998) so that the two are still interrelated. Thus, H2 is that transformational leadership influences RBSE.

Research on the relationship between RBSE and organizational resilience is still very rare. Similar research that was found was the relationship between RBSE and active work behavior (Syamsudin et al., 2022). RBSE can be placed as an exogenous variable (Syamsudin et al., 2022), a mediating variable (Berdicchia, 2015) or a moderating variable (Cabrera-Aguilar et al., 2023). Sutcliffe & Vogus (2003) argued that competence and self-efficacy that increase positive fit can be considered in assessing organizational resilience. Cheah et al. (2019) suggested exploring the relationship between RBSE and other dimensions. Organizational performance becomes high when the organization has high organizational resilience (Asare-Kyire et al., 2023) so it is important to build organizational resilience. These opinions provide a gap in this research, namely to empirically test the effect of RBSE on organizational resilience at the individual level so that H3 is RBSE affects organizational resilience which is also the newness of this study.

Previous study has proven that mediation is needed in the relationship between transformational leadership and organizational resilience (Mangundjaya & Martdianty, 2024). Mangundjaya & Martdianty (2024) further explained that through leaders, messages flow into the minds of members and members will be willing to change because members know that the organization must survive. Transformational leadership, RBSE, and organizational resilience are important relationships. The role of transformational leadership is to manage the climate and culture of the organization by providing motivation and inspiration (Bass, 1985; Dvir et al., 2002; Prabhu, 2017; Zhang & Cui, 2022) so that members have RBSE (Esievo et al., 2019). RBSE is placed as a mediating or intermediate variable in the effect of transformational leadership toward organizational resilience with the hope of increasingly influencing the implementation of transformational leadership, and RBSE in building organizational resilience. Resilient members have high RBSE, so members are able to overcome difficult situations that occur in the organization (Zhang & Cui, 2022; Yuan & Huang, 2021). With members being able to build organizational resilience (Esievo et al., 2019). For this reason, H4 is that RBSE mediates the influence of transformational leadership on organizational resilience.

The grand theory of this research is social exchange theory (SET) and social cognitive theory (SCT). SET (Blau, 1964; Gouldner, A, 1960; Homans, 1958) to explain the spirit or motivation underlying the behavior of members or employees as individuals (Levinson, 1965). It is also used to explain positive behavior even though it is not in the work contract and whether it will be rewarded or not (Ann et al., 1983; Organ, 1994). SET has also been used in the field of strategic management specifically to explain how to maintain an organization (Hernandez et al., 2020; Meng et al., 2019). In general, the results of the study show that the organization's efforts to maintain its organization by mobilizing human resources so that employees have concern for the sustainability of the organization (He et al., 2022; Unguren, 2016) This is

expected to create responsibility for members to respond positively to the organization (Eisenberger et al., 1986).

SCT (Bandura, 1988; Wood & Bandura, 1989) explains how individuals develop and how humans behave are interrelated with themselves and the influences they receive from the environment. SCT provides a framework for understanding, predicting, and changing human behavior. Individual behavior is the main thing that is learned through observations of the individual concerned to others and through interactions with their environment (Bandura, 1977) From a social learning perspective, SCT is seen as social learning that explains psychological functions related to ongoing personal reciprocal interactions and the environment as a determining factor (Bandura, 1997). SCT explains how people acquire and maintain certain behavioral patterns, while providing a basis for intervention strategies (Bandura, 1997). SCT is to follow or imitate plays a crucial position as a way for individuals to study. Through to follow, individuals obtain representation or sign that appear for their the ability to understand and permit individuals to do out the same activity at the future time. In the context of this study, simply members will see what the leader does because the leader is a model for them, so members will learn from their models and do what the leader asks which ultimately builds organizational resilience.

### **3. Research Method**

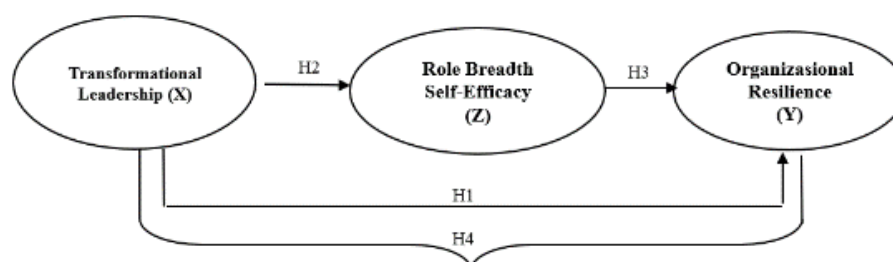
The method used in this study is a quantitative method. Therefore, in this study, the first thing to do is to formulate the problem and then identify its characteristics which are formulated into a hypothesis. The population in this study is all groups of people, events or interesting things that the researcher wants to study. The population in this study is all categories of people, events or things that provide interest to researchers to conduct research (Sekaran & Bougie, 2016). specifically teachers and education staff at Catholic Private High Schools in West Surabaya. The resolution of the sample of this research is based on Krejcie's opinion (Krejcie et al., 1970) namely a population of 100, then the sample needed is 80. Based on table (Krejcie et al., 1970) the population in this study amounted to 100 respondents, then the sample of this study amounted to 80 respondents. Data collection using a survey via googleform. The study measuring device or instrument used in this research was a survey sheet with a five-point Likert scale to assess respondents' responses of the statements of this study. The scale of Likert is used to assess how much respondents agree or disagree with the statements submitted (Sekaran & Bougie, 2016). The scores given are strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). Transformational leadership instruments are taken with adaptations from Kern [60] and RBSE from Parker (1998). For and organizational resilience was adopted from Chen et al. (2021) by selecting four constructs, namely strategic resilience, cultural resilience, relationship resilience, and learning resilience. Capital resilience was not selected because the financial system in private schools has its own rules.

The data in this study are primary data from each variable. Data were collected using a survey. In this study, the research instrument for collecting primary data or main data for each variable will use a list of survey statements (questionnaires) that have been modified based on previous empirical studies. First, the transformational leadership variable takes statement items from Bass's MLQ research (Kern, 2013). Second, RBSE adopts statement items from Parker's research (1998). Third, the organizational resilience variable takes several statement items from Chen (2021) which are sourced from Shore et al. (1990) and Vogus and Sutcliffe (2007). The questionnaires above consist of a number of structured statements containing indicators of the five selected variables. Respondents will be asked for their responses to the statements in



the questionnaire submitted with a choice of five (5) answer scales (Likert scale). This questionnaire will be distributed to each respondent, both teachers and employees from school work units.

After data collection is complete, the next step is data analysis. Data analysis uses descriptive statistical data analysis and Partial Least Square SEM. This study uses the SEM-PLS structural model with SmartPLS 3,0 crucial position as a way for individuals to study. Through to follow, individuals obtain representation or sign that appear for their the ability to understand and permit individuals to do out the same activity at the future time. In the context of this study, simply members will see what the leader does because the leader is a model for them, so members will learn from their models and do what the leader asks which ultimately builds organizational resilience. The research model is as follows.



**Figure 1. Model of Research**  
**Source: Researcher (2024)**

The variables of this study consist of three, namely exogenous variables, endogenous variables, and mediating variables. Transformational leadership (TL) is an exogenous variable, organizational resilience (OR) as an endogenous variable and RBSE as a mediating variable. Figure 1 above is the basis for compiling the research hypothesis as can be seen below.

1. H1: Transformational leadership influences organizational resilience
2. H2: Transformational leadership influences RBSE.
3. H3: RBSE affects organizational resilience.
4. H4: RBSE mediates the effect of transformational leadership on organizational resilience.

The evaluation criteria for the reflective measurement model are presented in Table 1 below.

**Table 1. Reliability and Validity Test of the Reflective Measurement Model**

Reliability Test	Parameter	Rule of Thumbs
Internal consistency	Composite reliability	Equal to and greater than 0.7
Convergent	Reability indicator (outer loading)	Greater than 0.708
	Average variance extracted (AVE)	More than 0.5
Discriminant	AVE root and correlation of latent variables (Fornell-Larcker Criterion)	Root AVE > Correlation of latent variables

Source (Hair et al., 2018; Sekaran & Bougie, 2016)

## **4. Results And Discussion**

### **4.1. Results**

Data collection was conducted at five private Catholic high schools in West Surabaya. After the data was obtained by survey via googleform, the data was analyzed. The data used in

this study is data that has been tested for validity and reliability. The data used is valid and reliable data. The results of the test can be seen in Tables 2 and 3 below.

**Table 2. Fornell-Larcker Criterion Discriminant Validity**

Variables	TL (X)	OR (Y)	RBSE (Z)	Conclusion
TL(X)	0,839			Valid Discriminant
OR (Y)	0,774	0,830		Valid Discriminant
RBSE (Z)	0,848	0,864	0,812	Valid Discriminant

TL: Transformational Leadership; RBSE; Role Breadth Self Efficacy; OR; Organizational Resilience

Table 2 above shows all the roots of Average Variance Extracted/AVE of each construct have a greater correlation with other variables, which is greater than 0,7. This indicates that the discriminant validate requirement is met in this model. Based on the discriminant validity requirement, namely when the AVE squared value of each construct is greater than the correlation value between the construct and other constructs in the model, then the model is declared to have a good discriminant validate value.

The results of Composite Reliability processing can be seen in Table 3 below. Data is declared reliable when the composite reliability value of each construct is above 0,7 (Hair et al., 2017). The results of reliability measurements from this study can be seen in the following section.

**Table 3. Composite Reliability**

Variables	Composite Reliability	Rule Of Thumb	Conclusion
TL(X)	0,955	0,700	Reliable
RBSE(Z)	0,939	0,700	Reliable
OR (Y)	0,969	0,700	Reliable

TL: Transformational Leadership; RBSE; Role Breadth Self Efficacy; OR; Organizational Resilience

The research data is reliable because the composite reliability value of each construct is above 0,7 (see Table 3). Table 4 shows the results of path coefficient analysis and hypothesis testing.

**Table 4. Hypothesis Test Results**

Hypothesis	Variables	T-Statistics	p-value	Conclusion
H1	TL → OR	2,989	0,003	Significant
H2	TL → RBSE	29,994	0,003	Significant
H3	RBSE → OR	3,010	0,003	Significant
H4	TL → OR → RBSE	2,989	0,003	Significant

TL: Transformational Leadership; RBSE; Role Breadth Self Efficacy; OR; Organizational Resilience

From the analysis results, it is known that all research hypotheses (H1-H4) are significant (see Table 4). A margin of error of 5% or a confidence level of 95% is used in this study. Therefore, the hypothesis is accepted if the p value < 0,05. The explanation for Table 4 is as follows:

1. H1: transformational leadership  $\rightarrow$  organizational resilience has a p-value =  $0,003 < 0,05$  which means that H1 is accepted, namely that the relationship between transformational leadership and organizational resilience has a direct and significant effect.
2. H2: transformational leadership  $\rightarrow$  RBSE has a p-value =  $0,003 < 0,05$  which shows that H2 is accepted, namely that there is a direct and significant influence on the relationship between RBSE and transformational leadership.
3. H3: RBSE  $\rightarrow$  organizational resilience has a p-value =  $0,003 < 0,05$ , which explains that H3 is accepted, namely that there is a direct and significant influence on the relationship between RBSE and organizational resilience.
4. H4: transformational leadership  $\rightarrow$  RBSE  $\rightarrow$  organizational resilience has a p-value of  $0,003 < 0,05$  which shows that H4 is accepted. RBSE partially mediates the relationship between transformational leadership because transformational leadership also has a direct and significant effect on organizational resilience.

#### **4.2. Discussion**

The research results show that there is an influence of Transformational Leadership on Organizational Resilience. show that H1 is accepted because has a p-value =  $0,003 < 0,05$ , namely that the relationship between transformational leadership and organizational resilience has a direct and significant effect. The path coefficient shows positive results, meaning that the better the transformational leadership, the better the organizational resilience. The results obtained in this study can be interpreted that transformational leadership has a significant positive direct influence on organizational resilience. The findings of this research represent the effect of transformational leadership on organizational resilience at the individual level.

The results of the study indicate that the relationship between transformational leadership and organizational resilience directly has a significant and positive relationship. This study supports previous studies found by Dwidienawati et al. (2023); Odeh et al. (2023); and Salam et al. (2023b). The results of this study prove that without mediation, transformational leadership affects organizational resilience so that it does not support Mangundjaya's research which found that transformational leadership has no direct effect on resilience but when mediated by the role of psychological empowerment, leadership directly affects resilience (Mangundjaya & Martdianty, 2024).

The consistent use of transformational leadership style will strengthen member resilience and have an impact on member loyalty (Salam et al., 2023b). On the one hand, transformational leadership requires quality because quality transformational leadership can increase the organization's ability to survive (Odeh et al., 2023). Leadership requires a process that offers conformity so that leaders are seen as part of the organizational culture when leaders interact deeply with their members (Horner, 1997). In the process of leading with a transformational leadership pattern, there is certainly a repetition in motivating and inspiring members which is done to support organizational resilience (Lengnick-Hall et al., 2011) Thus, this study confirms SET, namely actions that are carried out repeatedly by motivating, inspiring, and giving trust to members (Bass, 1985) which are felt by members to have an impact on members remaining in the organization so that the organization survives (Esievo et al., 2019; Yuan & Huang, 2021).

The results of the study on the influence of transformational leadership on RBSE show that H2 is accepted because has a p-value =  $0,003 < 0,05$ , namely that there is a direct and significant influence on the relationship between RBSE and transformational leadership. The path coefficient shows positive results. This provides an explanation that the better the transformational leadership, the better the RBSE. The results obtained in this study can be



interpreted that transformational leadership has a significant positive direct influence on RBSE. The findings of this study indicate that there is an influence of transformational leadership on RBSE in individuals which is novelty because previous research found the relationship between transformational leadership and self-efficacy. RBSE is an extension of self-efficacy (Parker, 1998).

The difference between self-efficacy and RBSE is that self-efficacy refers to people's assessment of an individual's ability to perform a particular task (Bandura, 1986). This is related to the assessment of what an individual can do with the skills they have (Bandura, 1986). It shows that employees who feel capable of performing a particular task do it better (Barling & Beattie, 1983) and will persist in the face of difficulties (Lent et al., 1987) and will cope with change more effectively (Hill et al., 1987). Thus, self-efficacy is an individual's motivational construct that influences their choices, goals, emotional reactions, efforts, coping, and persistence (Gist & Mitchell, 1992). RBSE is an individual's self-concept that has confidence in being able to do work outside of their main tasks proactively. RBSE is an employee's effort to develop a type of self-efficacy by working on broader tasks outside of the specified performance requirements (Parker, 1998). So, RBSE is an extension of self-efficacy.

Judging from the results of previous research on the influence of transformational leadership on self-efficacy and the influence of leadership on RBSE, the results are the same, namely that transformational leadership influences self-efficacy and RBSE. The results of this study support previous research conducted at the individual level, namely that research on transformational leadership has a stronger influence on teacher self-efficacy (Lin et al., 2022), employee self-efficacy (Den Hartog & Belschak, 2012; Strauss et al., 2009).

The results of this study are in line with the research that was found, namely leaders who provide motivation, inspiration, and enthusiasm (Kelloway et al., 2000). This leadership pattern has an impact on increasing the RBSE of members which increasingly encourages members to become more initiative and proactive individuals who influence the commitment of members to their organization (Den Hartog & Belschak, 2012). Transformational leadership increases the self-efficacy of members (Chen et al., 2018). Therefore, it can be said that transformational leadership carried out by leaders also has an impact on increasing the RBSE of members because members experience good things.

This study confirms the Social Cognitive Theory (SCT) which provides a concept for understanding, predicting, and changing human behavior through learning by observing members when interacting with their environment (Bandura, 1977). Leaders who practice transformational leadership become models that are seen by members. Therefore, when members see and experience their leaders as models that inspire and motivate members, it makes it easy for members to do what the leader asks. This will create awareness in members to have RBSE.

The results of this study indicate that RBSE affects organizational resilience indicating that H3 is accepted because has a  $p\text{-value} = 0,003 < 0,05$ , namely that there is a direct and significant influence on the relationship between RBSE and organizational resilience. The path coefficient shows a positive result which means that the better the RBSE, the better the organizational resilience. The results obtained in this study can be interpreted that RBSE has a significant positive direct effect toward organizational resilience. The findings of this research designate the influence of RBSE on organizational resilience at the individual level.

The result of this study is novelty in this study because previous research found the influence of RBSE on proactive work behavior (Syamsudin et al., 2022). On the one hand, RBSE is needed to achieve effective performance (Gist & Mitchell, 1992). Members who have

RBSE are believed to be able to complete tasks outside their main job (Nykanen et al., 2019). Members who have RBSE carry out broader tasks proactively and do them better (Barling & Beattie, 1983) and will persist when facing difficulties (Lent et al., 1987) and will cope with change more effectively (Hill et al., 1987). Such members become capital for building organizational resilience (Lengnick-Hall et al., 2011).

The findings of this study confirm the Social Cognitive Theory (SCT). SCT describes how individuals acquire and maintain certain behavioral patterns, while providing a basis for building strategies (Bandura, 1997). It also explains how members interpret the results of their performance achievements that are influenced by the environment and their self-confidence and ultimately inform subsequent performance changes (Pajares, 1996). Member behavior in certain situations is influenced by environmental or situational factors and member cognitive. In addition, it is also how RBSE is produced by members, how members have self-management skills, adjust changes in the organization, and are flexible to situations (Parker, 1998) so that organizational resilience can be maintained (Esiebo et al., 2019).

The research findings related to RBSE mediating the effect of transformational leadership on organizational resilience have significant results which means H4 is accepted because has a p-value of  $0,003 < 0,05$ . The indirect path coefficient shows significant and positive results which means transformational leadership through RBSE affects organizational resilience. The results of this mediation indicate the conclusion of a partial mediation effect because transformational leadership has a positive effect on organizational resilience. The mediation effect in this study is included in the consistent category because the indirect effect shows the same results as the direct effect, which is a positive and significant effect (MacKinnon et al., 2000) although the results do not show an increase in influence. This is indicated by the value of the direct and indirect effects being the same, which is 0,003.

This finding illustrates that the performance of transformational leadership in Catholic Private High Schools in West Surabaya is consistent in both direct and indirect influences. The results of this study provide empirical evidence for the Social Exchange Theory (SET). SET (Blau, 1964; Gouldner, A, 1960; Homans, 1958) explains that there is motivation that underlies employee behavior as individuals and as a group (Levinson, 1965). Based on SET, it can be explained that members evaluate their relationship with the organization and consider what they will get by joining the organization. When the organization is seen as caring about them, such as caring or trusting members, then members will be ready to serve the organization by taking on a broader role for the sake of organizational resilience. Transformational leadership and RBSE are very useful for achieving organizational resilience and are seen as something that benefits employees specifically as individuals. Members have a responsibility to ensure that the organization continues to survive.

## **5. Conclusion**

This study aims to examine the influence of transformational leadership and RBSE on organizational resilience based on the grand theory of Social Exchange Theory/SET by Blau (1964) and Social Cognitive Theory (SCT) (Bandura, 1997). The results of this study answer the problem of factors that influence school organizational resilience. Transformational leadership and RBSE can be a means to build school organizational resilience. This is proven by the results of this study which show a significant and strong relationship.

This study began with a research gap and proposed several research innovations, namely the influence of transformational leadership on RBSE and the influence of RBSE on organizational resilience at the individual level. The data of this study were analyzed using

SEM-PLS and it was found that increasing organizational resilience can be achieved directly from transformational leadership and RBSE or indirectly through RBSE as a mediating variable. The results of this study indicate that there is a significant and positive relationship between transformational leadership and organizational resilience both directly and indirectly mediated by RBSE. There are two limitations to this study. First, this study only relies on questionnaire assessments which have the possibility that respondents are less careful in reading so that it can result in respondents' answers being less precise which can result in respondents' answers not providing a true picture. Second, this study only focuses on educators and education personnel in schools who have the possibility of different conditions outside the school. for future research can expand the data collection method through interviews or field observations so that it can further sharpen the analysis. Can also continue this research by examining factors that influence organizational resilience from external factors of the organization with the aim of organizational sustainability. This study has practical benefits for school principals. to understand the benefits of transformational leadership and self-efficacy of role breadth in building organizational resilience in schools.

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