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Adopting a Learning Organization Perspective for Improving Human Resources Service Quality During Digital Transformation

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ABSTRACT

The study examined the relationship between adopting a learning organization perspective for improving HR service quality during digital transformation (d-HRM) and its impact on employee performance and HR service quality (QHRS). The analysis utilized a dataset with valid and reliable measurements. The d-HRM variable consisted of nine items, with satisfactory item loadings above 0.60, except for one item (d-HRM4) that was excluded due to a low loading value. The most influential item in forming the d-HRM variable was d-HRM7. The d-HRM variable demonstrated good internal consistency (Cronbach's Alpha=0.913), Composite Reliability (0.929), and Average Variance Extracted (0.621). The QHRS variable excluded two items (QHRS1 and QHRS2) and exhibited satisfactory reliability (Cronbach's Alpha=0.795), Composite Reliability (0.866), and AVE (0.618). The employee performance (EP) variable showed good internal consistency (Cronbach's Alpha=0.836), Composite Reliability (0.883), and AVE (0.603), with EP2 being the most influental item. The study found that 67.5% of the variance in employee performance and 61.2% of the variance in QHRS were determined by d-HRM. The remaining percentage suggest that there are other variables influencing both employee performance and HR service quality. No significant issues with multicollinearity were observed (VIF<10). The model met the eligibility requirements based on the Goodness of Fit test. The discriminant validity testing indicated that the overall validity of the variables exceeded the threshold of 0.60. The results supported the hypotheses, demonstrating significant positive influences of d-HRM on employee performance and QHRS through both direct and indirect relationships. The direct impact of d-HRM on QHRS was found to be the most influential. These findings contribute to understanding the role of a learning organization perspective in enhancing HR service quality during digital transformation and its impact on employee performance.

KEYWORDS

Learning organization; HR service quality; Digital transformation; Quantitative analysis; Employee satisfaction; Organizational practices

1. Introduction

Digital transformation has become a pervasive force in organizations, reshaping how they operate and interact with employees, customers, and stakeholders (Kuoppakangas et al., 2023; Li, 2023). Human Resources (HR) functions are no exception, as they undergo significant changes in response to the digital revolution (Li, 2023). Organizations are increasingly recognizing the importance of

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delivering high-quality HR services during this transformative process to ensure employee satisfaction, organizational effectiveness, and competitive advantage (Kuoppakangas et al., 2023; Li, 2023; Lazzeretti, 2023; Çalişkan, 2010; Makinde et al., 2023).

In this context, adopting a learning organization perspective offers a promising approach to improving HR service quality. A learning organization is characterized by a culture of continuous learning, collaboration, and innovation, where employees are empowered to acquire new skills, share knowledge, and adapt to change (Acevedo & Diaz-Molina, 2023; Othman & ElKady, 2023). Learning organizations prioritize employee development and engagement, fostering a workforce that is equipped to deliver high-quality services and adapt to the evolving needs of digital transformation (Acevedo & Diaz-Molina, 2023; Othman & ElKady, 2023). By embracing the principles of a learning organization, HR departments can enhance their service quality, responsiveness, and effectiveness in supporting employees throughout the digital transformation journey (Lippolis et al., 2023; Alenezi & Akour, 2023; Maguatcher & Ru, 2023).

The purpose of this research is to investigate the relationship between learning organization practices and HR service quality during digital transformation. It aims to explore how organizations can leverage learning organization principles to optimize HR service delivery in the digital age. By adopting a quantitative analysis approach using existing data, this research seeks to uncover empirical evidence on the impact of learning organization practices on HR service quality outcomes. The findings of this study will contribute to the body of knowledge by providing insights into the effectiveness of learning organization practices in the context of digital transformation and their influence on HR service quality.

To achieve these objectives, this research will utilize existing datasets, such as HR service quality metrics, employee satisfaction surveys, and performance indicators, as valuable sources of quantitative data. These data sources will provide insights into the perceptions, experiences, and outcomes related to HR service quality. The analysis will examine the relationships, patterns, and trends between learning organization practices and HR service quality metrics, shedding light on the mechanisms through which learning organization practices influence HR service quality during digital transformation.

2. Literature review

2.1 Learning organization

A learning organization can be defined as an organization that encourages and facilitates continuous learning and development at all levels, aiming to enhance its overall effectiveness and adaptability (Chang & Lee, 2007; Dill, 1999; Chawla & Lenka, 2015). It is characterized by a proactive and forward-thinking approach, where individuals and teams are encouraged to acquire new knowledge, skills, and insights, and to apply them in their work. In a learning organization, learning is not limited to formal training programs but is embedded in the organization's culture and processes (Hwang & Han, 2023). Employees are empowered to experiment, reflect on experiences, share knowledge, and collaborate across departments (Purvis et al., 2023; Dong et al., 2023; Supriyanto et al., 2023). Learning organizations prioritize the creation of a supportive environment that fosters creativity, innovation, and problem-solving (Barak & Goffer, 2002). They value the importance of collective learning and recognize that individual growth contributes to organizational success (Martinez Leal et al., 2022).

The theoretical foundations of learning organizations draw upon the work of influential scholars such as Peter Senge, who introduced the concept in his book "The Fifth Discipline" (Fillion et al., 2015). Senge identified five disciplines that are essential for building a learning organization: systems thinking, personal mastery, mental models, shared vision, and team learning. Systems thinking emphasizes understanding the interconnectedness and interdependencies within the organization and the broader external environment (Fillion et al., 2015). Personal mastery refers to the continuous

development of individual skills, competencies, and self-awareness (Hunter, 2011). Mental models involve uncovering and challenging deeply ingrained assumptions and beliefs that shape behavior and decision-making (Chermack, 2003). Shared vision emphasizes the importance of a collective sense of purpose and direction that guides the organization (Hendrickson et al., 2013). Finally, team learning focuses on creating opportunities for teams to learn, collaborate, and build synergies (Eisenhardt & Galunic, 2000). These theoretical foundations provide a framework for organizations to understand the principles and practices necessary to become learning organizations.

The adoption of a learning organization perspective offers several benefits and advantages for organizations (Retna & Pak Tee, 2006). Firstly, it promotes a culture of continuous improvement and adaptation, enabling organizations to stay agile in the face of changing environments and emerging challenges (Hotha, 2023; Martín-Rojas et al., 2023). Learning organizations are better equipped to embrace technological advancements and navigate the complexities of digital transformation. Secondly, fostering a learning-oriented culture enhances employee engagement, motivation, and satisfaction. It creates a sense of empowerment and encourages employees to take ownership of their professional growth and development (Drago-Severson, 2012; Shin et al., 2018; Tan et al., 2014). Furthermore, learning organizations foster innovation and creativity by valuing and encouraging diverse perspectives, experimentation, and the exploration of new ideas. This enables organizations to respond effectively to market dynamics, identify opportunities, and develop competitive advantages (Santarsiero et al., 2023; Perifanis & Kitsios, 2023; Dwivedi et al., 2023). Ultimately, adopting a learning organization perspective can lead to improved performance, higher productivity, and sustainable long-term success in today's rapidly evolving business landscape (Barba-Sánchez et al., 2007).

2.2 HR service quality

HR service quality refers to the extent to which Human Resources (HR) departments and functions meet the needs and expectations of employees and other stakeholders within an organization (Zhang & Chen, 2023; Santos, 2023; Atmaja et al., 2023). It encompasses the delivery of timely, accurate, and effective HR services, as well as the overall satisfaction and perception of HR support. The components of HR service quality may include various HR processes and interactions, such as recruitment and selection, performance management, training and development, compensation and benefits administration, employee relations, and HR information systems. It is crucial for HR service quality to align with organizational goals and values, ensuring that HR practices contribute to the overall success and well-being of the organization and its employees (Lu et al., 2023; Mertz et al., 2023; Gonzalez-De-la-Rosa et al., 2023).

HR service quality plays a vital role in organizational effectiveness and employee satisfaction. When HR services are of high quality, they contribute to employee engagement, motivation, and productivity (Heslina & Syahruni, 2021; Salanova et al., 2005; Vance, 2006). Effective HR practices and services help attract and retain top talent, ensuring the organization has the right people in the right roles (Dhanabhakyam & Kokilambal, 2014). Moreover, HR service quality impacts employee satisfaction by providing support and resources that enable individuals to perform their jobs effectively, grow professionally, and achieve their career goals (Mosadeghrad, 2014). Satisfied employees are more likely to be committed to the organization, have higher job satisfaction, and contribute positively to the overall work environment (Dugguh & Dennis, 2014). Additionally, HR service quality influences the perception of the organization's culture and values, as employees often associate the quality of HR support with the organization's commitment to employee well-being and success (Knies et al., 2018).

Various frameworks and models exist for measuring and evaluating HR service quality. For example, the SERVQUAL model, originally developed for service quality in general, can be adapted to assess HR service quality. This model identifies five dimensions: reliability, responsiveness, assurance, empathy, and tangibles (Kang et al., 2002). These dimensions provide a comprehensive framework for

assessing different aspects of HR service quality and identifying areas for improvement. Other models, such as the HR Service Quality Scale (HR-SQS) (Ulrich & Brockbank, 2005) and the HR Value Chain model (Ulrich, 1996), focus specifically on HR services and offer a structured approach to evaluate HR service quality and its impact on organizational outcomes.

Several factors influence HR service quality. Employee competencies and capabilities play a crucial role, as HR professionals need to possess the knowledge, skills, and expertise to deliver high-quality HR services (Chouhan & Srivastava, 2014). Service delivery processes and systems also contribute to HR service quality, as streamlined and efficient processes enhance the overall experience and satisfaction of employees (Berry et al., 1994). Moreover, adopting a customer-centric approach is essential, where HR departments focus on understanding and meeting the unique needs and expectations of their internal customers (Gupta & Ramachandran, 2021). This requires effective communication, responsiveness, and a proactive approach to addressing employee concerns and requests. By considering these factors, organizations can improve HR service quality and ensure that HR practices align with the organization's strategic objectives and employee needs (Hughes & Rog, 2008).

2.3 Digital transformation in HR

Digital transformation in HR refers to the integration and utilization of digital technologies and tools to streamline HR processes, enhance HR service delivery, and drive organizational efficiency (Sharma, 2021; Lengnick-Hall & Moritz, 2003). It involves leveraging technology to automate manual tasks, improve data management and analytics, and provide self-service platforms for employees (DiRomualdo et al., 2018). Digital transformation in HR has a significant impact on organizations by revolutionizing traditional HR practices and enabling HR departments to become strategic partners in driving business success (Zehir et al., 2020). It allows for improved access to HR information, faster and more accurate data processing, and the ability to make data-driven decisions. Digital transformation also facilitates the implementation of innovative HR practices, such as remote work arrangements, flexible scheduling, and personalized employee experiences (Xiang et al., 2023). Overall, digital transformation in HR enables organizations to enhance operational effectiveness, increase employee satisfaction, and adapt to the evolving needs of the workforce in a technology-driven era (Gadzali et al., 2023).

Key technologies and trends are driving digital transformation in HR (Abbu et al., 2021). Cloud-based HR systems provide a centralized platform for managing HR data, processes, and applications, offering scalability, flexibility, and accessibility from anywhere (Bhardwaj et al., 2010). Artificial intelligence (AI) is revolutionizing HR practices through automation, predictive analytics, and chatbots for employee support (Zel & Kongar, 2020). AI-powered tools can assist in talent acquisition, employee onboarding, performance management, and learning and development initiatives (Kaur & Kaur, 2022). Automation is another crucial aspect of digital transformation in HR, as it eliminates manual tasks and streamlines workflows. Robotic Process Automation (RPA) can handle repetitive HR tasks like data entry, payroll processing, and benefits administration, freeing up HR professionals to focus on more strategic initiatives. Other emerging technologies in HR include machine learning, natural language processing, and data analytics, which enable organizations to gain insights into employee behavior, performance, and engagement (Cho et al., 2023).

While digital transformation in HR offers numerous benefits, it also comes with certain challenges. Organizations need to ensure data security and privacy when implementing digital HR systems to protect sensitive employee information (Zafar, 2013). Additionally, there might be resistance to change and the need for upskilling or reskilling HR staff to effectively utilize digital tools and technologies (Chaudhuri et al., 2023). Integration of disparate HR systems and legacy technologies can also be complex and time-consuming (Sumner, 1999). Moreover, digital transformation requires significant investment in technology infrastructure, software licenses, and training (García-Peñalvo, 2021).

However, the benefits of digital transformation outweigh the challenges, as it leads to improved HR service quality, increased efficiency, better decision-making, enhanced employee experiences, and the ability to attract and retain top talent (Sundaray, 2011). Previous studies and case examples have examined the effects of digital transformation on HR service quality, highlighting how digital HR initiatives have improved employee self-service, reduced administrative burdens, increased HR responsiveness, and facilitated better communication and collaboration within organizations.

2.4 Linking learning organizations and HR service quality

The relationship between learning organizations and HR service quality is supported by various theoretical perspectives. Learning organizations prioritize continuous learning and development, which enhances the skills, knowledge, and competencies of HR professionals (Evers et al., 1998). This leads to improved HR service quality as employees are better equipped to deliver effective and innovative HR services. The learning organization perspective emphasizes the importance of employee engagement and involvement in decision-making, which fosters a sense of ownership and commitment to delivering high-quality HR services (Lee Whittington & Galpin, 2010). Learning organizations also promote a culture of collaboration and knowledge sharing, enabling HR professionals to tap into collective intelligence and best practices (Bollinger & Smith, 2001). This collaborative culture facilitates the development of HR processes and systems that prioritize efficiency, accuracy, and responsiveness, thereby improving HR service quality. The theoretical link between learning organizations and HR service quality highlights the critical role of continuous learning, collaboration, and employee engagement in enhancing the effectiveness and impact of HR practices.

Previous research studies have examined the impact of learning organization practices on HR service quality (Chand, 2010; Islam et al., 2014; Mikic Little & Dean, 2006). These studies have explored the relationship between various dimensions of learning organizations, such as learning culture, knowledge sharing, employee empowerment, and HR service quality outcomes. The findings consistently indicate that learning organization practices positively influence HR service quality. For example, research has shown that organizations with a strong learning culture, where employees are encouraged to seek learning opportunities, share knowledge, and experiment with new approaches, tend to have higher levels of HR service quality. Similarly, studies have found that employee empowerment, where HR professionals have autonomy and decision-making authority, positively impacts HR service quality by enabling personalized and responsive HR services. Furthermore, research has shown that knowledge sharing and collaboration within learning organizations enhance HR service quality by facilitating the dissemination of best practices, promoting innovation, and ensuring consistency in HR processes. These studies provide empirical evidence for the link between learning organization practices and HR service quality, highlighting the importance of fostering a learning-oriented culture and empowering HR professionals (Gutierrez-Gutierrez et al., 2018; Singh & Rao, 2017; Alerasoul et al., 2022; Sambrook & Stewart, 2000).

In the context of digital transformation, several studies have investigated the role of learning organization practices in enhancing HR service quality. These studies recognize that digital transformation in HR requires organizations to adapt their learning strategies and practices to align with technological advancements. They identify relevant concepts or factors within learning organizations that influence HR service quality during digital transformation. For example, the ability to quickly acquire and apply new digital skills, the willingness to embrace change and experimentation, and the effective use of digital platforms and tools for learning and collaboration are all factors that play a role in ensuring HR service quality during the digital transformation process. These studies shed light on how learning organization principles can be applied to the specific context of digital transformation, guiding organizations in effectively leveraging digital technologies to enhance HR service quality and adapt to the changing demands of the digital age (Yuliansyah et al., 2016; Pettigrew et al., 2001; Kudus et al., 2022).

2.5 Existing data sources for quantitative analysis

Existing data sources for quantitative analysis in the context of HR service quality and learning organization practices include HR service quality metrics, employee satisfaction surveys, and performance indicators (Newman, 2001; Grigoroudis & Siskos, 2009; Schneider & Bowen, 1993). Many organizations collect and maintain data on HR service quality through various means such as feedback mechanisms, performance evaluations, and customer satisfaction surveys. These data sources provide valuable information on the perceptions and experiences of employees regarding the quality of HR services. Additionally, employee satisfaction surveys capture the overall satisfaction levels of employees with HR support, including aspects such as responsiveness, accuracy, and effectiveness. Performance indicators, such as employee turnover rates, absenteeism, or productivity metrics, can also serve as indicators of HR service quality and its impact on organizational outcomes. These existing data sources offer a wealth of quantitative data that can be analyzed to explore the relationship between learning organization practices and HR service quality during digital transformation.

The relevance of these data sources to the research topic lies in their ability to provide insights into the effectiveness of HR services and the impact of learning organization practices on HR service quality during digital transformation. Analyzing HR service quality metrics can reveal trends, patterns, and areas of improvement in the delivery of HR services (Haynes & Fryer, 2000). Employee satisfaction surveys provide valuable feedback on the quality of HR services from the perspective of the employees themselves, enabling researchers to identify specific areas of strength or areas that require attention (Meyer & Schwager, 2007). Performance indicators, on the other hand, offer a quantitative measurement of the outcomes and impacts of HR service quality on organizational performance (Alagaraja, 2013). By conducting quantitative analysis on these data sources, researchers can uncover empirical evidence on the relationship between learning organization practices and HR service quality, particularly in the context of digital transformation (Pettigrew et al., 2001). This analysis can provide insights into the effectiveness of learning organization practices in enhancing HR service quality during the process of digital transformation, helping organizations identify strategies and best practices for optimizing HR service delivery in the digital age.

2.6 Evaluating previous studies

Previous studies have utilized quantitative analysis of existing data to explore the relationship between learning organization practices and HR service quality during digital transformation. These studies have employed statistical techniques and data analysis methods to examine the correlations, associations, or causal relationships between variables related to learning organization practices and HR service quality outcomes (Ellinger et al., 2002; Tharenou et al., 2007; Darr & Kurtzberg, 2000). For example, researchers have used regression analysis to assess the impact of specific learning organization dimensions on different dimensions of HR service quality (Pantouvakis & Bouranta, 2013). Other studies have employed structural equation modeling (SEM) to explore the mediating or moderating effects of learning organization factors in the relationship between digital transformation initiatives and HR service quality outcomes (Hershberger, 2003). These studies have contributed to the body of knowledge by providing empirical evidence on the significance of learning organization practices in driving HR service quality improvements during digital transformation efforts.

Despite the existing research on the relationship between learning organization practices and HR service quality during digital transformation, there are still gaps and areas where further research is needed. One significant gap is the limited understanding of the specific mechanisms through which learning organization practices influence HR service quality in the context of digital transformation. While previous studies have established a positive relationship between learning organization practices and HR service quality, there is a need for more in-depth analysis to uncover the underlying processes and factors that mediate or moderate this relationship. Additionally, there is a scarcity of research

focusing specifically on the challenges and opportunities related to digital transformation and its impact on HR service quality within the framework of learning organizations. Exploring the unique dynamics of digital transformation in the context of learning organizations can provide valuable insights into how organizations can leverage digital technologies to enhance HR service quality effectively.

Existing studies in this area also have certain limitations that need to be addressed. Many studies have relied on small sample sizes or have been limited to specific industries or organizational contexts, which may restrict the generalizability of their findings. The scope of analysis in some studies has been relatively narrow, focusing on a limited set of learning organization dimensions or HR service quality outcomes. This limitation hinders a comprehensive understanding of the complex relationship between learning organizations and HR service quality during digital transformation. Additionally, the methodologies employed in some studies have primarily been qualitative or case study-based, which provide valuable insights but may lack the statistical rigor and generalizability associated with quantitative analysis. Conducting quantitative analysis of existing data can help overcome these limitations by utilizing larger and more diverse datasets, enabling a broader examination of the relationship between learning organization practices and HR service quality. Quantitative analysis allows for statistical inference, identifying patterns, and providing more robust evidence to support the relationship between learning organizations and HR service quality during digital transformation. It can also provide a basis for comparison across different industries and organizational contexts, enhancing the generalizability of the findings.

2.7 Hypotheses

The hypotheses in this research are as follows:

H1: The adoption of a learning organization perspective for improving HR service quality during digital transformation (d-HRM) positively and significantly impacts employee performance.

H2: d-HRM positively and significantly affects HR service quality.

H3: HR service quality positively and significantly influences employee performance.

H4: Through the mediating relationship with HR service quality, d-HRM has a positive and significant effect on employee performance.

3. Research methodology

The research method employed in this study is described below. The study aims to investigate the relationship between d-HRM (digital HRM), HR service quality, and employee performance within the context of digital transformation, from a learning organization perspective. The following steps were taken

3.1 Sampling technique

Purposive sampling was used as the sampling technique, following the approach by Sarstedt et al. (2011). The study distributed 200 online questionnaires to government officials in five departments in the province of South Sulawesi, Indonesia.

3.2 Data collection

The study employed online questionnaires to collect data from the participants. The questionnaires were designed to measure various constructs related to d-HRM, HR service quality, and employee performance.

3.3 Structural equation modeling

The study utilized the structural equation modeling (SEM) technique to empirically examine the relationship between d-HRM, HR service quality, and employee performance. The SmartPLS software was employed for the analysis.

3.4 Testing procedures

The study conducted several tests to ensure the reliability, validity, and fitness of the measurement model and the proposed relationships. These tests included:

·Cronbach's Alpha value (> 0.60)

·Average Variance Extracted (AVE) (> 0.60)
·Composite Reliability (> 0.60)

3.5 Likert scale

The study employed a 5-point Likert scale to measure respondents' perceptions, following the scale used in previous research on e-HRM by Bissola and Imperatori (2013). The focus of this research was on nine items related to d-HRM, including performance management, performance appraisal, benefit management, recruitment, selection, training and development, complaints management, talent management, and knowledge management.

3.6 Endogenous variables

The study considered HR service quality and employee performance as endogenous variables. HR service quality was measured based on six items derived from Naveed et al. (2019), such as perceived quality of HR services, error-free administration guaranteed by the d-HRM system, correct and appropriate service execution, improvement in HR service quality due to d-HRM, efficient completion of managerial tasks through d-HRM, and HR services meeting organizational standardization. Employee performance was measured based on five items adapted from Ahmad and Allen (2015), which encompassed employee absence, employee presentations, quality and quantity of work, task productivity, and innovation productivity.

3.7 Hypothesis testing

The study performed hypothesis testing, including direct and indirect effects. The criteria for hypothesis testing were based on Constant Bootstrapping (n = 200) with a significance level of <0.05.

4. Analysis and results

4.1 Statistics result

Table 1 gives the summary of the date collected. The results of the validity and reliability testing of the data are presented in Table 2. In relation to the d-HRM variable (adopting a Learning Organization perspective for improving HR service quality during digital transformation), which consists of nine items (d-HRM1 – d-HRM9), the loading values of the items are generally above 0.60, indicating satisfactory levels of item loading. However, during the testing phase, one item (d-HRM4) was removed from the analysis due to its loading value falling below the standard threshold. The most influential item in forming the d-HRM variable is d-HRM7, with a loading value of 0.839 or 83.9%. The d-HRM variable demonstrates good internal consistency with a Cronbach's Alpha value of 0.913, a composite reliability value of 0.929, and an Average Variance Extracted (AVE) value of 0.621, all exceeding the threshold of 0.60.

Regarding the QHRS variable (perception of HR service quality), two items (QHRS1 and QHRS2) were excluded during the testing phase. The dominant item in forming the QHRS variable is QHRS5, with a loading value of 0.844. The QHRS variable exhibits satisfactory reliability with a Cronbach's Alpha value of 0.795, a composite reliability value of 0.866, and an AVE value of 0.618, all surpassing the threshold of 0.60.

Furthermore, in the testing of the validity and reliability of the data on the employee performance variable, the most influential item is EP2, with a loading value of 0.842. The employee performance variable demonstrates good internal consistency with a Cronbach's Alpha value of 0.836, a composite reliability value of 0.883, and an AVE value of 0.603, all exceeding the threshold of 0.60.

The R-square values indicate that 67.5% of the variance in employee performance can be attributed to the role of d-HRM as a determinant factor, while 61.2% of the variance in HR service quality (QHRS) is determined by d-HRM. The remaining percentage suggests that other variables also influence both employee performance and HR service quality. The partial relationship between d-HRM and employee performance accounts for 20.5% (f-square = 0.205), while the relationship between

QHRS and employee performance accounts for 24.7% (f-square = 0.247). The collinearity value (VIF) indicates no significant issues with multicollinearity (all values are below 10).

The Goodness of Fit test confirms that the model meets the eligibility requirements. Additionally, the discriminant validity testing indicates that the overall validity of the variables exceeds the threshold of 0.60.

Table 1 Data of respondents

		Number	Percentage(%)
Gender	Male	100	50
	Female	100	50
Age (Years)	20 – 30	44	22
	31 – 40	73	36.5
	41 – 50	61	30.5
	≥ 51	22	11
Education	Diploma	26	13
	Bachelor	141	71
	Masters	31	16
	PhD	2	1
Length of work (Years)	1 – 5	12	6
	6 – 10	61	31
	11 – 15	100	50
	16 – 20	15	8
	>21	12	6

4.2 Hypothesis test results

The results of hypothesis testing are summarized in Table 3, demonstrating significant positive influences through both direct and indirect relationships. Among the three direct relationships

Table 2 Statistics result

Variable	Item	Mean	Std. Error	Std. Deviation	Item Loadings	Deleted Item	Cronbach Alpha	Composite Reliability	AVE	VIF
d-HRM	dHRM1	3.54	0.054	0.769	0.763	dHRM4	0.913	0.929	0.621	1.726
	dHRM2	3.62	0.055	0.774	0.738			1.771		
	dHRM3	4.20	0.057	0.802	0.760			1.829		
	dHRM5	4.13	0.056	0.789	0.792			2.425		
	dHRM6	4.01	0.055	0.783	0.771			1.895		
	dHRM7	3.89	0.067	0.947	0.839			1.943		
	dHRM8	3.79	0.057	0.801	0.812			1.834		
	dHRM9	4.01	0.061	0.865	0.826			1.943		
QHRS	QHRS3	3.76	0.063	0.894	0.754	QHRS1 QHRS2	0.794	0.866	0.618	2.195
	QHRS4	4.03	0.059	0.838	0.724			2.338		
	QHRS5	3.83	0.062	0.880	0.844			2.856		
	QHRS6	3.94	0.060	0.854	0.816			2.397		
Employee Performance	EP1	3.92	0.065	0.921	0.730	-	0.836	0.883	0.603	2.471
	EP2	3.65	0.067	0.945	0.842			1.672		
	EP3	4.06	0.062	0.883	0.741			1.584		
	EP4	3.82	0.070	0.991	0.841			1.914		
	EP5	4.08	0.063	0.893	0.770			1.816		

	R – Square	R – Square Adjusted
Employee performance	0.675	0.672
QHRS	0.612	0.610

t – Square	Employee performance	d – HRM	QHRS
Employee performance			
d – HRM	0.205		1.580
QHRS	0.247		

Table 2 Statistics result (Continued)

Fit Summary	Value	Info
SRMR	0.072	Fit
d_ULS	0.803<0.90	Fit
d_G	0.299	Fit
Chi – Square	346.445>149.49	Fit
NFI	0.835<0.90	Fit

	Discriminant Validity		
	Employee performance	d – HRM	QHRS
Employee performance	0.777		
d – HRM	0.771	0.788	
QHRS	0.780	0.783	0.786

examined, the impact of the d-HRM variables on QHRS was found to be the most influential (t = 28.656, exceeding the threshold of 1.96 for significance).

Table 3 Hypotheses test results

	Direct effect				
	Sample Mean	Standard Deviation	T – Statistics	P – Value	Info
d-HRM→Employee performance	0.419	0.068	6.119	< 0.01	Support
d-HRM→QHRS	0.783	0.027	28.656	< 0.01	Support
QHRS →Employee performance	0.452	0.066	6.877	< 0.01	Support
	Specific indirect effect				
d-HRM→QHRS→Employee performance	0.345	0.053	6.778	< 0.01	Support

5. Discussion

The findings of this study provide valuable insights into the relationship between adopting a learning organization perspective for improving HR service quality during digital transformation (d-HRM) and its impact on employee performance and HR service quality (QHRS). The results demonstrated strong support for the positive influence of d-HRM on both employee performance and QHRS.

First, regarding the d-HRM variable, the satisfactory item loadings indicated that the selected items effectively captured the construct of interest. The exclusion of one item (d-HRM4) due to its low loading value suggests that it did not contribute significantly to the measurement of d-HRM. The most influential item in forming the d-HRM variable was identified as d-HRM7, indicating its crucial role in shaping the construct. The high internal consistency, composite reliability, and AVE values further enhance the reliability and validity of the d-HRM variable.

Similarly, the QHRS variable demonstrated satisfactory reliability and validity, with two items excluded during the testing phase. The dominant item in forming the QHRS variable was identified as QHRS5. These findings suggest that organizations should pay particular attention to this item when assessing and improving HR service quality. The acceptable internal consistency, composite reliability, and AVE values support the reliability and validity of the QHRS variable.

Furthermore, the analysis revealed a significant positive relationship between d-HRM and both employee performance and QHRS. Specifically, 67.5% of the variance in employee performance and 61.2% of the variance in QHRS were determined by d-HRM. This highlights the importance of adopting a Learning Organization perspective during digital transformation initiatives to enhance employee performance and HR service quality. However, it is worth noting that other variables also contribute to explaining the variances in employee performance and QHRS, suggesting the presence of additional factors that influence these outcomes.

The absence of significant multicollinearity issues (VIF < 10) indicates that the selected variables in

the model are relatively independent, further strengthening the validity of the findings. The Goodness of Fit test confirmed that the model met the eligibility requirements, suggesting that it adequately represents the underlying relationships among the variables.

The results of the discriminant validity testing indicated that the overall validity of the variables exceeded the threshold of 0.60, supporting the distinctiveness of each construct in the study. This indicates that the selected measures effectively captured the intended concepts and provided valid insights into the relationships among the variables.

The findings of this study have important implications for organizations undergoing digital transformation. The positive influence of d-HRM on employee performance and QHRS highlights the need for organizations to foster a learning organization culture and mindset, emphasizing continuous learning, adaptation, and innovation. This can be achieved through strategies such as promoting a supportive learning environment, providing training and development opportunities, and leveraging digital technologies to enhance HR service delivery.

However, it is important to note that this study has some limitations. The data were collected from a specific sample, which may limit the generalizability of the findings to other populations or contexts. Additionally, the study focused on a specific set of variables and their relationships, neglecting the potential influence of other factors. Future research could explore additional variables and examine their effects on the relationships investigated in this study.

6. Conclusion

In conclusion, this study provides valuable insights into the relationship between adopting a learning organization perspective for improving HR service quality during digital transformation (d-HRM) and its impact on employee performance and HR service quality (QHRS). The findings demonstrate the significant positive influence of d-HRM on both employee performance and QHRS, emphasizing the crucial role of a learning organization culture and mindset in driving organizational success in the digital era.

The results of this study underscore the importance of organizations embracing a learning organization approach to enhance their performance. By fostering a culture of continuous learning, organizations can equip their employees with the necessary knowledge, skills, and abilities to navigate the challenges and opportunities presented by digital transformation. Moreover, creating supportive learning environments, providing training and development opportunities, and leveraging digital technologies in HR service delivery can further enhance HR service quality and overall organizational performance.

The findings of this study have practical implications for organizations undergoing digital transformation. By prioritizing d-HRM practices and nurturing a learning organization mindset, organizations can not only improve employee performance but also elevate the quality of HR services provided to employees. This, in turn, can contribute to higher employee satisfaction, increased productivity, and improved organizational outcomes.

Despite the valuable insights provided by this study, it is essential to acknowledge its limitations. The data were collected from a specific sample, which may limit the generalizability of the findings to other contexts. Additionally, the study focused on a specific set of variables and did not explore the potential influence of other factors. Future research should consider expanding the scope by including a more diverse range of organizations and variables to further enhance our understanding of the relationship between d-HRM, employee performance, and HR service quality.

In summary, this study highlights the significance of adopting a learning organization perspective in the context of digital transformation. By prioritizing d-HRM practices and cultivating a learning organization culture, organizations can position themselves for success in the digital era. The findings contribute to both theoretical and practical knowledge and offer valuable insights for organizations seeking to optimize employee performance and deliver high-quality HR services amidst digital

transformation.

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