

Organizational Learning and Private College Performance: The Role of Capabilities' Hierarchy

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ABSTRACT

This study proposes a model of the influence of organizational learning on the performance of private universities (PTS) in Makassar City. This study collected data through a survey approach to 294 leaders of PTS. The analysis tool uses War PPLS 7.0. The results of this study found that organizational learning can encourage dynamic abilities. However, organizational learning is not significant to substantive abilities. Thus, the study found a new concept. However, this study reveals that organizational learning can significantly drive dynamic abilities and encourage substantive capabilities. The study also found that dynamic ability can significantly drive substantive ability and PTS performance. Favourable substantive ability can drive PTS performance. Finally, dynamic capabilities significantly drive substantive and performance capabilities. Therefore, this study confirmed the validity of the DCV theory in the PTS environment.

Keywords:
Organizational learning, dynamic capabilities, substantive capabilities, higher education, organizational performance

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1. Introduction

Education observers pay attention to organizational learning. They consider it a starting point to achieve college performance, especially in Private Higher Education (PTS). This is because organizational learning generates new things in the education sector, especially in products and services, procedures, and systems that directly lead to better performance. In addition, learning is also used to develop organizational abilities that lead to better performance and competitive advantage (Ali et al., 2020; Thanh Nhon et al., 2020). Therefore, the nature of the relationship between organizational learning and performance must be clearly defined to provide a thorough answer. In addition, how to measure the performance of PTS in the context of organizational learning has not been under the consensus of the National Standards for Higher Education No. 3/2020. As a result, the previous performance measurement system of PTS seemed weak in some areas and did not match the fundamental orientation and context of the higher education industry (Saavedra-Caballero & Van Bellegem, 2022). Therefore, this research is essential to do so.

The empirical investigations of the relationship between organizational learning and other levels of ability still give the full explanation. Some management literature, especially the relationship between organizational learning and the hierarchy of abilities, is still limited. A recent study explains that dynamic and substantive abilities' hierarchy of abilities significantly impacts performance (Ali et al., 2020). This study explores the relationship between organizational learning

dynamic ability and substantive ability and investigates the relationship between dynamic ability and substantive ability and performance.

Previous studies propose that the learning process of organizations is one of the social ones, collective, located in practice and consisting of the acquisition of knowledge, distribution, interpretation, and codification (Ali et al., 2020; Farzaneh et al., 2022; Muhic & Bengtsson, 2021). Then Pereira-Moliner (2021) states that one of the indications of organizational learning in an organization is the use of newly acquired knowledge. This recognition of the knowledge management process (Shujahat et al., 2019) can potentially increase understanding of how organizational defence occurs. Therefore, organizational learning is related to dynamic ability and substantive ability. Previous researches find that organizational learning significantly influences dynamic capabilities (Mikalef et al., 2021; Songkajorn et al., 2022).

Dynamic capabilities can be interpreted as integration and reconfiguration capabilities to address volatile environments (Qiu et al., 2022) and strategically conceptualize organizations to obtain new resource configurations in a changing environment (Priyono & Hidayat, 2022). Also, Sandberg & Hultberg (2021) explain that dynamic capabilities are an organization's ability to continuously create, expand, and modify its resources. While substantive abilities, as revealed by Konopik et al. (2022), "... is directed at the operational functions of the company and can affect the size of performance and generate above-average returns." Araújo et al. (2018) state that substantive capabilities are essential for carrying out routine processes and activities and are related to performance. Similarly, dynamic ability and substantive ability are related to performance. As expressed by (Mikalef et al., 2020; Pereira-Moliner et al., 2021; Pundziene et al., 2021), dynamic capabilities significantly influence performance. Also, a Study by Ali et al. (2020) states that substantive capabilities can drive performance.

Based on previous studies' results and observations of the relationship between organizational learning and the performance of PTS, then the motivation for this research is to put a hierarchy of abilities, namely dynamic ability and substantive ability, as a mediating variable and a literary contribution. The literature gap will be highlighted in the dynamic capabilities view (DCV) theory which emphasizes the ability of the organization or corporation to reconfigure, integrate and build everything related to the organization's or corporate's competencies. The goal is that organizations or corporates can read the market and understand market dynamics so quickly (Jiang et al., 2020) so that the educational services produced can compete in the market and become the primary choice of the community (Wang & Chen, 2018).

2. Methods

To test the hypothesis proposed, data was collected from leaders of Private Universities (PTS) in Makassar City. Data collection was carried out using a non-probability purposive sampling method. This paper surveys leadership elements, including the head of the program PTS, who has at least four years of experience. This limitation is applied because respondents are expected to know the processes underlying dynamic capabilities. Similarly, the survey was also limited to large PTS because they have more established procedures when compared to small PTS related to dynamic ability. So that this measurement is not applicable to be done in small PTS, and therefore the results of this study cannot be generalized. Questionnaires were sent to 350 elements of PTS leaders in Makassar City, and questionnaires that returned to as many as 294 through WhatsApp groups by PTS leaders in each large PTS. The constructs used in this research were organizational learning, dynamic capabilities, substantive capabilities, and performance. We use the organizational learning scale developed as a knowledge acquisition, distribution, interpretation, and memory process to measure organizational learning. We use scales Ali et al. (2020) developed to measure dynamic capabilities. This scale explains a broader latent construction consisting of three interrelated low-level factors: integration, reconfiguration, and reassurance (recreational) capabilities.

Similarly, we used the scale (Ali et al., 2020) developed to measure substantive capabilities. The scale contains items that measure marketing and technology-related capabilities. In measuring performance, we refer to the National Standards of Higher Education No.3/2020 conceptualizing the performance of universities, namely producing link and match graduates, qualified teaching, original lecturer research, and partial service.

This study uses War PLS analysis to examine variables' relationships and explore latent variables' information. In addition, War PLS has the advantage of answering direct relationships, indirect relationships (mediator), and moderating relations. Furthermore, being able to overcome small samples also provides statistical strength and data accuracy.

Table 1 Measurement of Weights, Responses, Validity, and Reliability

Variable	Indicators	Factor weighting	Responses	Validity > 0.30
Organizational learning	Knowledge acquisition	0.815	4.0	Yes
	Distribution	0.855	3.8	Yes
	Interpretation	0.775	3.9	Yes
	Organization Memory	0.723	4.0	Yes
	Reliable > 0.60			0.823
Dynamic capabilities	Integration Capabilities	0.742	3.7	Yes
	Reconfiguration	0.772	4.2	Yes
	Updating	0.787	4.0	Yes
	Reliable > 0.60			0.784
Substantive abilities	Routine Development	0.765	3.9	Yes
	Renewing digital-based routines	0.763	3.8	Yes
	Reliable > 0.60			0,734
Performance	Link and match graduates	0.896	3.9	Yes
	Qualified teaching	0.760	4.0	Yes
	Original lecturer research	0.794	3.8	Yes
	Partial devotion	0.772	4.2	Yes
	Reliable > 0.60			0.804

Source: output SPSS and War PLS (2022)

Table 1 presents that all indicators are valid and are declared reliable so that they are worthy of providing accurate information. Furthermore, each Indicator shows the magnitude of the weight, reflecting the variables that are highly weighted and the variables that are low in weight. Indicators that provide high weight can be maintained and even improved, while indicators with low weights are pushed or improved. For example, for organizational learning variables, the highest Indicator is distribution, and the lowest Indicator is corporate memory. The highest Indicator in dynamic capability variables is "updating," and the lowest is "integration capability." Then, the substantive ability variable, the highest Indicator, is the development of routines. This result is almost the same as updating digital-based practices. Then, the performance variable, the highest Indicator, is a link and match smoothness, and the lowest Indicator is partial devotion.

Table 2 Indicators of The Goodness of The Research Model

Criterion	Average path coefficient	Average R-squared	Average adjusted R-squared
Coefficient	0.357	0.303	0.299
P value 0.05	P < 0.001	P < 0.001	P < 0.001

Source: output War PLS (2022)

Table 2 presents the measurement of the goodness of the research model. Overall, this research model shows above 30 per cent, almost 50 per cent, as seen from the three model goodness indicators, so the research is feasible because the p-value is below 0.05.

Table 3. Hypothesis Testing

Relationships between variables		Coefficient		
Independent	Dependent	Direct Influence	p-value	Information
Organizational learning	Dynamic Capabilities	0.495*	0.001	Significant
Organizational learning	Substantive capabilities	0.073	0.104	Not significant
Dynamic capabilities	Substantive capabilities	0.461*	0.001	Significant
Dynamic capabilities	Performance	0.288*	0.001	Significant
Substantive capabilities	Performance	0.467*	0.001	Significant

Independent → Mediating → Dependent					
Independent Variable	Mediating Variable	Dependent Variable	Indirect Influence	p-value	Nature of Mediating
Organizational Learning	Dynamic Capabilities	Substantive capabilities	0.228*	0.001	Complete mediation
Dynamic Capabilities	Substantive capabilities	Performance	0.215*	0.001	Partial mediation

Source: Compiled by author 2022
Information: * = significant at $\alpha = 0,05$ (significant)

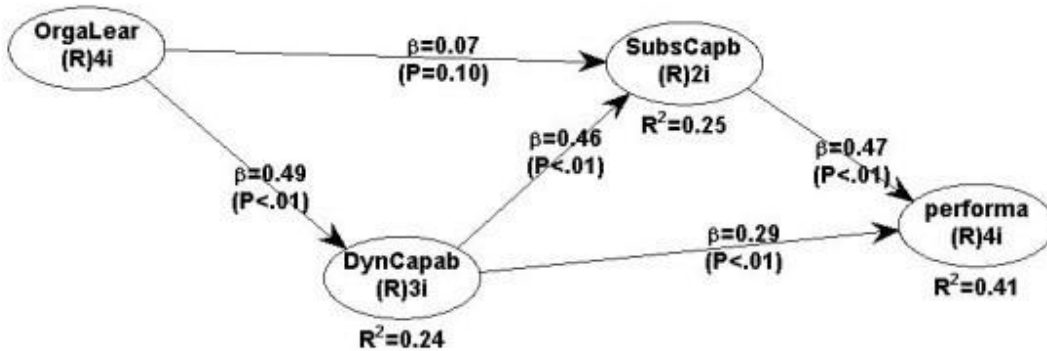


Figure 1. Research Results Model

3. Discussion

This study found that organizational learning significantly influences the dynamic capabilities of private universities (PTS) in Makassar City. This implies that the better the organization's learning will drive dynamic capabilities. This is because the PTS leadership has carried out the process of acquiring knowledge, distribution, interpretation, and organizational memory correctly and with

quality. Knowledge is acquired through actively seeking new knowledge and interacting with stakeholders. The research found that the science of the past did not shackle PTS leaders who always constructed their way of thinking far ahead. As long as PTS has been in different civilizations, acquiring new knowledge has become an obligation. Magistretti et al. (2021) state that organizational learning is framing and advancing design thinking to gain dynamic capabilities for innovation rooted in more micro and macro-level aspects.

Besides acquiring knowledge not only shackled by old knowledge, the colour of organizational learning presented by PTS is also to distribute knowledge to users appropriately and usefully. A good teacher should skillfully distribute knowledge, such as serving discussions instead of summarizing the book's content and awakening thinking so that he actively explores the reality he faces. Also, excellent and qualified organizational learners must own what interpretation ability is acquired. A reasonable interpretation is reflected in the narration of the facts he has experienced and by logical and valid argumentation. Organizational learning does not reach the point of interpretation but instead develops through organizational memory. Lovers of educational organizations believe that stimulating organizational memory becomes an instrument for finding answers and explanations about the actual reality of education. Therefore, many academic experts believe that the learning process of organizations through knowledge acquisition, distribution, interpretation, and organizational memory can encourage dynamic capabilities. Thus, PTS with dynamic capabilities can generate integration, reconfiguration, and reconfiguration capabilities in PTS.

A complete roundness must accompany PTS management; not easily fragile, conscientious, honest, sincere and presenting masterpieces to the crowd and the universe so that PTS can be viewed as having integration capabilities. Unsurprisingly, the Indonesian government insists that PTS can't lose to public universities (PTN) by reconfiguring PTS has different dynamic capabilities from PTN. The intended reconfiguration is hardware and software that PTS applies. The fact found that overall, the PTS used as the object of research applied reconfiguration through repairs and improvements in the quality of hardware and software so that PTS was seen as having dynamic capabilities that differed from PTN. Also, the dynamic capability component that is always applied is the process, the way, and the act of making changes by obtaining new benefits. The motivation of PTS to do the exercise is to follow the rhythm of technological developments and efforts to face challenges or problems from within and outside the PTS itself. Therefore, dynamic capabilities will be gained if PTS can generate integration, reconfiguration, and reconfiguration capabilities. This study successfully confirmed previous studies (Ali et al., 2020; such as Evans et al., 2017; Nguyen et al., 2022) that state that organizational learning significantly influences dynamic capabilities.

Interestingly, this study found that organizational learning did not significantly influence substantive ability in private universities in Makassar City. This implies that organizational learning is not yet meaningful in encouraging substantive abilities. The reason is that there is no correlation of knowledge acquisition, distribution, interpretation and organizational memory in encouraging the development of routines and updating digital-based routines, as well as being a portrait of substantive ability. In other words, substantive abilities are how innovative searches are supplied by new knowledge. The study of Hu et al. (2021) states that innovative search impacts innovation performance and how the process of technological leaps it becomes a substantive capability. This fact implies that the learning component of the organization cannot contribute well. In other words, it means that such as acquiring knowledge, distribution, interpretation and organizational memory, it has not been able to encourage substantive abilities in routine development and digital-based routine renewal.

The development of routines reflects that PTS is not stuck with routines and can actively contribute to advancing PTS with new hope. Likewise, PTS leaders have a sense of urgency and an entrepreneurial mentality (Chasaki, 2017), no longer a paternalistic mentality. The mental construction of a sense of urgency that the PTS leadership has played is reflected in the ability to adapt to be more dynamic than routine so that PTS is always seen as having substantive abilities. Therefore, the development of routines is a collection of intelligent thoughts and awareness to move forward so that PTS leaders are encouraged to create added value that benefits the community. Besides, he has a sense of urgency and is also an entrepreneur, namely he likes to find new market opportunities and create educational services that are different from other educational institutions.

It is not enough to rely solely on the development of routines, but is forgotten by efforts to update digital-based routines. The world is connected to market needs, so private universities should update their digital-based routines. Only a PTS that reconstructs its routine through digital will get a brilliant positioning while getting leading value from users. Therefore, PTS leaders who mentally develop routines and update digital-based routines can be viewed as PTS with substantive abilities. Referring to the study's results, this study found a new concept that organizational learning is not a determining factor for substantive ability by PTS.

This study also found that dynamic capabilities significantly influence substantive capabilities in private universities in Makassar City. That is, the better the dynamic capability, the higher the quality of substantive capabilities. This explains that the dynamic capabilities characterized by generating integration, reconfiguration, and reconfiguration capabilities are well executed in quality, thereby driving substantive capabilities. PTS, which has the substantive ability, can be seen in developing and updating digital-based routines because a strong PTS can provide the best to the community. Thus, PTS can integrate intact and present masterpieces to the crowd and the universe.

PTS managers never stop, and they are proud after getting the integration capabilities. Still, it will be more meaningful if PTS can reconfigure hardware and software so that it becomes excellent. Of course, with the excellent device, PTS is seen as having dynamic capabilities. Also, PTS must have a movement of the rhythm of dynamic technological developments to ward off the torrent of competition. Without it, PTS will sink and slowly rise because the need for technology is very urgent. So, dynamic capabilities will be gained if PTS can generate integration, reconfiguration, and reconfiguration capabilities to encourage substantive capabilities. Even (Konopik et al., 2022) state that digital transformation is changing the entire industry, and organizations struggle to keep up with these changes. Without digital transformation, keeping up with the rhythm of change is difficult. Therefore, the spirit of substantive ability is to follow the rhythm of change loaded with dynamics.

It was also found that dynamic capabilities can significantly bridge the relationship between organizational learning and substantive capabilities. That is, the better the organization's learning, the better the dynamic capabilities and the more qualified the substantive capabilities. This is because of the process of acquiring knowledge carried out by private universities through actively seeking new knowledge and interacting with stakeholders. Thus, acquiring new knowledge is avoided the shackles of old knowledge. For good and quality organizational learning, PTS must have what interpretation ability he has achieved. A reasonable interpretation is reflected in the narration of the facts he has experienced, being experienced accompanied by logical and useful argumentation. Organizational learning does not reach the point of interpretation but instead develops through organizational memory. Thus, a successful PTS has dynamic capabilities, which means it can generate integration, reconfiguration, and reconfiguration capabilities in PTS to obtain substantive capabilities.

This study found that dynamic capabilities significantly influence the performance of private universities in Makassar City. This implies that better dynamic capability will drive performance. The strength of dynamic capabilities in knowledge acquisition, distribution, interpretation and organizational memory can encourage the performance of private universities as seen from the ability to produce graduates who are linked and match, qualified teaching, research of original lecturers, and partial service. The concrete evidence displayed by the performance of private universities, for example, produces graduates who are linked and matched, namely negotiating the partnership between private universities and the industrial world to increase the absorption of private university graduates and produce a reliable workforce following industry needs. This means that PTS can read the dynamics of the industrial market. Because the industrial world no longer asks about what is known (what do you know), but what the industrial world says is what you can do (what you can do). Therefore, the resulting curriculum construction is the Outcome Based Education (OBE) curriculum. The estuary provides knowledge competencies and soft skills by the dynamics of the needs of the industrial world.

Other efforts made by PTS to achieve good and qualified performance is to carry out a learning process that captures, absorbs, and internalizes natural events to give birth to ideas of new knowledge and new collaborations. An engaging learning process can foster a flexible and creative mindset in learners (Heljakka, 2023). The learning process that internalizes natural events can be carried out with an approach to exploring subjects and activities (Holflod, 2022). Because, nowadays

Indonesia needs a growing mentality, a positive spirit to start new ways, critical thinking skills against myths and encouraging teaching methods, not a culture of punishment when educating children and confusing them. Universities develop critical thinking skills in preparing students to compete in the labour market (Aman Chadha et al., 2022; Hart et al., 2021; Okolie et al., 2022). Also, lecturers actively conduct continuous research that is original and has novelty so that the information transmitted to the campus, to society and to the universe is classical information and the latest information.

Furthermore, PTS always encourages lecturers to do service in favour of the community (Atatsi et al., 2021; Rathnayake et al., 2022) because this kind of service relies on the dynamics of community needs so that its activities are jointly involved between the community and PTS's lecturers. As discovered by some previous studies (such as Mikalef et al., 2020; Pereira-Moliner et al., 2021; Pundziene et al., 2021), dynamic capabilities significantly influence performance.

This study also found that substantive ability significantly influences performance at private universities in Makassar City. This implies that better dynamic capability will drive performance. This is similar to the statement of Ma et al. (2021) that substantive abilities can drive performance. The substantive ability played by the PTS leadership element can be seen in developing routines, updating digital-based routines, and further encouraging the performance of private universities. There is a high commitment by the PTS leadership element, namely, producing good and quality performance (Akgül, 2021; Mokhtar et al., 2022; Parvin, 2019). Usually, it is seen from the ability to produce link and match graduates, qualified teaching, original lecturer research, and partial service. This is because private universities with substantive abilities present routine development and update digital-based routines to encourage PTS's performance.

As evidenced by the performance of private universities (Farahat, 2022), for example, producing graduates who are linked and matched, namely synergizing between private universities and the industrial world to increase the absorption of private university graduates and produce a reliable workforce by industry needs. Also, performing a learning process always captures, absorbs, and internalizes natural events to create new ideas of knowledge and new collaborations. In addition, teachers have qualified competencies by updating knowledge so that PTS produces original and novelty research. Then, lecturers are directed to apply consistent service related to the dynamics of community needs. As a novelty, this study found that dynamic capabilities drive substantive capabilities and further encourage PTS performance.

PTS leaders realize that to create good dynamic capabilities, they always perform the process of knowledge acquisition, distribution, interpretation and organizational memory. This method can strengthen substantive abilities. Of course, PTS that have substantive capabilities are seen by stakeholders as the development of routines and digital-based routine reformers to produce good and quality performance. Through the perspective of DCV theory, it is understood that private universities with good organizational learning will produce dynamic capabilities to impact substantive capabilities. In fact, DCV theory explains that PTS that have dynamic capabilities and encourage substantive capabilities also encourage performance. Thus, this study confirmed the validity of the DCV theory in the PTS environment.

4. Conclusion

This study investigates organizational learning on the performance of PTS in Makassar City. This survey collected data from 294 leadership elements at PTS. The results reveal that organizational learning can encourage dynamic abilities. However, this study reveals that organizational learning can be significantly driven towards dynamic abilities, further encouraging substantive abilities. This study also found that dynamic ability can significantly drive substantive ability and PTS performance. Then, dynamic capabilities drive significantly substantive capabilities as well as drive performance. Therefore, this study confirmed the validity of the DCV theory in the PTS environment.

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