

## **The Performance on Higher Education Based Knowledge Management Human Capital and Organizational Learning**

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**Abstract:** *This study aims to examine the mediating role of human capital and organizational learning in mediating the effect of knowledge management on college performance. Based on theoretical and empirical studies, this research develops models of the observed variables, which are then tested using the WarpPLS structural equation modeling (SEM) approach with the help of WarpPLS version 6.0 software. Data was collected through distributing questionnaires to structural officials at selected tertiary institutions, namely the Chancellor / Chairperson; Deputy Chancellor/Deputy Chair; Dean, Chair of the Study Program; Head of the Quality Assurance Agency; Head of Research and Community Service Institute. The data collected as many as 70 respondents, is a saturated sample of the population consisting of 7 tertiary institutions belonging to the Association of Catholic Colleges in Indonesia.*

*The results showed that human capital and organizational learning are partial mediation variables of the influence of knowledge management on higher education performance with an absolute contribution to organizational learning that is greater than human capital, meaning that if a college wants to improve its performance it must start from the implementation of knowledge management the good by paying more attention to organizational learning. The results of this study indicate that the RBV and KBV theory also applies to tertiary institutions, that if lecturers can display their unique and hard-to-duplicate work and universities can manage resources well they will be able to create sustainable competitive advantages so that college performance will also continue to increase. The findings of this study provide important implications for theory and practice related to human resource management and college performance.*

**Keywords:** *knowledge management, human capital, organizational learning, college performance*

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### **I. INTRODUCTION**

Human Resources (HR) is the key to development in all fields. Some developing countries have proven that without adequate natural resources, if they have the advantage of HR, the country will be able to appear as a developed country with a high income per capita.

Higher education as a labor printer is expected to meet these needs. Education preparation needs to be synergized with the demands of competition in this globalization era. According to Amir (2016: 1) higher education institutions are educational institutions that provide learning services for the community to master knowledge in higher education. Higher education institutions are required to be able and responsible to improve the quality of graduates who are competitive in accordance with the needs of the workforce and to be a provider of labor that is able to compete in the future and must be able to compete among other tertiary institutions.

Sujchapong (2013) states that college performance will influence sustainable competitive advantage. Sustainable competitive advantage is the goal of almost all institutions/companies because competitive advantage means the institution/company can survive and even exceed the existing measures and can compete with the changing times.

Knowledge management is a variable that directly influences performance. At present knowledge management is recognized as a necessity for new strategies in organizations, a paradigm that states that knowledge is the strength and assets of the organization. Filemon and Uriarte (2008) state that knowledge based competition is the core of knowledge management.

Human capital is seen as highly relevant for the long-term success of tertiary institutions to be able to achieve sustainable operational levels and be a key to the competitiveness of tertiary institutions. Human capital is an important strategic asset that refers to specific and valuable knowledge in an industry. Nelson and Phelps (1966) state that the education industry as an academic institution also places human capital as the most important and strategic resource for the higher education industry or university. This research will focus on human capital, which is the starting point of all human resources, starting from sources of innovation, ideas or ideas from all existing lecturers. Human capital in a college reflects the collective ability of the college to

produce the best solutions based on the ability and motivation of individuals, organizational climate, effectiveness of work groups and leadership.

Research Winarno et al. (2012) concluded that human capital has a direct and significant effect on organizational performance. Muafi et al. (2017) results that human capital has a significant positive effect on improving healthy employees and organizations. Kemboi et al. (2014) also mentioned that human capital has a significant positive effect on employee performance. The results of this research have succeeded in uncovering a direct and significant relationship between human capital and organizational performance. This research will reveal how the role of human capital mediates the influence of knowledge management and higher education performance.

Organizational learning enables organizations to gain the experience and knowledge needed to anticipate any changes in the environment. Organizational learning is a must for confronting rapidly changing global competition. Shiba and Walden's (2001) study states that organizational learning must begin with individual learning that is applied at all levels of the work unit. Individual learning is expected to shape organizational learning (Sinkula et al., 1997: 315). Organizational learning in higher education, starting with lecturers who become better in carrying out their roles. This thinking was initiated by Senge (1990) who argues that organizational learning can only be achieved through individual learners.

This research was arranged in a resource-based framework, namely knowledge resources, human resources and organizations to create and maintain performance, which is in accordance with the theory of Resource Based View (RBV) and Knowledge Based View (KBV). The RBV is a theoretical model that sees resources as the key to achieving superior performance. The RBV illustrates the unique ability of an organization to create a sustainable competitive advantage, namely when the resources owned are managed in such a way that what is produced becomes difficult to imitate or create by competitors (Theriou et al., 2009). RBV in this study is intended as a unique ability that can be generated by human resources, namely lecturers and other resources, including buildings, equipment and technology. The RBV theoretically strongly supports intellectual capital and shows that knowledge in various forms is in the interest of resources (Grant, 1991).

KBV is a theoretical model based on knowledge resources and the role of KBV is to build human capital involvement so that universities can adapt to various problems more effectively and efficiently, so that the development of human capital becomes more dominant and structured. Curado (1991) argues that KBV is the main source for creating and maintaining competitive advantage. The views of the RBV and KBV meet the criteria as unique resources that can create added value for higher education in the form of improved tertiary performance.

## **II. THEORETICAL FRAMEWORK AND HYPOTHESIS**

### **1. College performance**

Amir (2016: 9), stated that the paradigm of higher education management follows general management principles, so that the management principles of POEC (planning, organizing, executing, and controlling) also apply in higher education. Higher education performance is the success of a tertiary institution in a certain period that is measured according to established standards, and illustrates the empirical condition of the tertiary institution.

### **2. Knowledge Management**

The term "secretly knowing" or "tacit knowledge" (Polanyi: 1983) was first put forward in 1958. Not only is knowledge adequately articulated verbally, but also all knowledge is rooted in tacit knowledge. Someone who has tacit knowledge often does not realize that the knowledge they have or how that knowledge can be valuable to others. Knowledge (knowledge) consists of two types, namely limited knowledge or thought of knowledge (tacit knowledge) and knowledge that has been recorded and modified in the document (explicit knowledge). Tacit knowledge is knowledge possessed by an individual that is difficult to communicate, but can be codified so that it becomes explicit knowledge, so that it becomes a more structured form and can be stored, and can be easily transferred to anyone, including in the form of manuals, documents and procedures.

Nonaka and Takeuchi (1995) describe conceptual knowledge creation in four dimensions of knowledge conversion, namely socialization (from individual tacit knowledge to group tacit knowledge), externalization (from tacit knowledge to explicit knowledge), combinations (from explicit knowledge to explicit knowledge) new) and internalization (from explicit knowledge to tacit knowledge).

Knowledge management according to Tannebaum (1998) in Nawawi (2012) states that knowledge management is related to increasing organizational effectiveness that impacts on organizational performance. Rasula et al. (2012) shows that knowledge management directly influences performance. Research Kosasih et al. (2007) explained that knowledge management (personal knowledge, job procedures and technology) has an indirect effect on performance, personal knowledge has a significant effect on job procedures and the most dominant factor influencing performance is technology. Sintaasih et al. (2011) in his test showed that knowledge

management has an indirect effect on organizational performance, but the application of good knowledge management will improve performance if supported by good strategic planning.

The research hypothesis is:

H1 : *Knowledge management has a significant effect on college performance*

### 3. Human capital

Mayo (2000) defines it as the added value of people in an organization that contributes to themselves and the organization. Schultz in Moeheriono (2012: 296) states that human capital is an increase in the welfare of the company through increased knowledge competencies that are owned and fully controlled by the employee. Jensen et al. (1999) in Ulum (2015: 100) states that human capital is what can be done by humans, both individually and collectively.

Future organizations are organizations that are innovative, adaptive and responsive to changes that occur in order to be able to compete and win in competition. Nawawi (2012: 24) believes that to achieve an innovative and competitive organization, it is necessary to build knowledge management through knowledge sharing, namely human capital as the main key. Knowledge management is an important variable in the process of creating performance, both to create competitive advantage through physical capital and virtual capital (human capital). Human resources that function as human capital will be needed as a mediation so that the application of good knowledge management in tertiary institutions will improve tertiary performance.

The implementation of knowledge management to carry out survival and create competitiveness in higher education institutions is largely determined by human capital (Sopandi and Saud: 2016).

The research hypothesis is:

H2 : Knowledge management has a significant effect on college performance through human capital

### 4. Organizational Learning

Huber's research (1991) states that organizational learning is a change in potential behavior through a learning information process that does not need to be conscious or intentional, but organizational learning procedures can gather momentum of knowledge. Organizational learning is deemed necessary for tertiary institutions because tertiary institutions always strive to improve their academic quality. Organizational learning in this research is focused on the individual, the lecturer, who is considered to be able to represent the real situation at the tertiary institution.

Argyris (1978) states organizational learning is a process for detecting and controlling errors. The opinion of Sinkula et al. (1997) stated that the company's learning process will develop when each personnel in the organization can realize and act as a learning agent. Organizational learning in this study will be measured through 7 (seven) indicators according to Watkins and Marsick's Model (1997) of the Seven Dimensions of the Learning Organization. Watkins and Marsick (1997) state that organizational learning is an organization that is continuously learning and with its capacity to change.

According to Nawawi (2012: 153) to achieve predetermined performance goals is to improve the quality of members of his organization (people) through a continuous learning process and make the organization as an organization that continues to learn. Rachman (2012) and Winarno et al. (2012) showed that organizational learning had a significant positive effect on college performance.

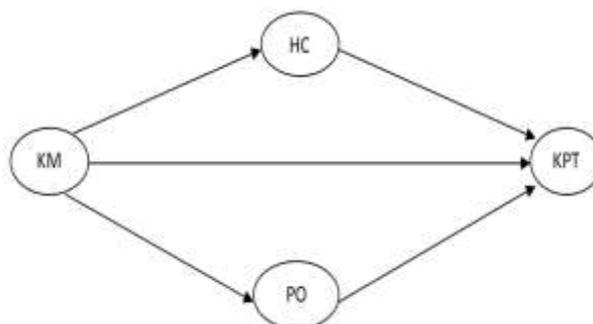
Hypothesis 3 of this study is:

H3 : Knowledge management has a significant effect on college performance through organizational learning

## III. METHODS

### 1. Conceptual framework

The conceptual framework in this study is as follows:



**Figure 1.** Conceptual framework  
Source: Researcher (2019)

Remarks:

KM: knowledge management

KPT: college performance

HC: human capital

PO: organizational learning

This research is explanatory which aims to explain the influence between variables, through hypothesis testing, and is a quantitative study. The population in this study is the college members of the Association of Catholic Universities category A, amounting to 7 Universities, all of which will be taken as samples so the research uses saturated samples.

Exogenous variables are variables that affect endogenous variables, namely knowledge management (KM) and 2). Endogenous variables are variables whose value is influenced or caused by exogenous variables, namely human capital (HC), organizational learning (OL) and college performance (OP).

## **2. Operational Definition**

The operational definition is as follows:

1. Higher education performance is the result achieved by higher education on the institutional capacity and effectiveness of education as expected in order to achieve the goals of higher education, not breaking the law and in accordance with morals and ethics. The performance of higher education in this study will be measured by adopting measurements issued by AIPT - BAN PT and the ranking of the Ministry of Research, Technology and Higher Education with 5 (five) indicators as follows: Manajemen dan kelembagaan, adalah perguruan tinggi mempunyai pernyataan visi – misi, tujuan dan sasaran yang jelas, spesifik, terukur, dilengkapi dengan tonggak-tonggak capaian. Menggunakan system tata pamong dan fungsi pengelolaan yang dilaksanakan secara efektif; perguruan tinggi mempunyai Lembaga Penjaminan Mutu dan menjalankan audit mutu internal untuk menjamin adanya kualitas manajemen dan kelembagaan perguruan tinggi.

a. Curriculum and learning, including formal management system and human resource development documents owned by tertiary institutions and implemented consistently; The university also has a complete curriculum development policy document, academic infrastructure and adequate financial support.

b. Students and alumni, is an effort of universities to have a complete new student admission system, funding and scholarship policies, student activities and awards both on and off campus, as well as the participation of alumni which all guarantee the quality and quantity of students.

c. Research, community service and cooperation are efforts made by universities in relation to the existence of a research road map, the quantity and quality of research, community service conducted by lecturers and the involvement of students in it.

d. Innovation, is the effort of universities to have policy standards to encourage the development of innovation; has a center for intellectual property rights and the existence of funds and other resources that can support the results of thought, research, development, application and / or engineering that contain elements of novelty and have been applied and provide economic and / or social cultural benefits.

2. Knowledge management (KM) in tertiary institutions is a process carried out by lecturers to always contribute effectively to turning tacit knowledge into explicit knowledge by utilizing all the facilities provided by tertiary institutions while maintaining cohesiveness and shared culture. Knowledge management in this study adopted the opinion of Dalkir (2005) measured using 3 (three) indicators, namely people, process and technology. In this study, knowledge management variables will be measured through:

a. People are knowledge obtained by lecturers in the form of experience before and after becoming a lecturer at the university, and can communicate with each other with other lecturers both from everyday events and from other sources.

b. Process: it is the responsibility of tertiary institutions to make the tacit knowledge possessed by lecturers become explicit knowledge in the form of formal rules that are carried out on an ongoing basis.

c. Technology: is the provision of adequate information technology media facilities and is used for all activities at the University, understood and utilized effectively so as to enhance teaching innovation. Higher education also seeks to have a blueprint for developing, managing and utilizing information systems.

3. Human capital (HC) in higher education is a combination of individual abilities, individual motivation, organizational climate, experience, effectiveness of work groups and leadership possessed by lecturers. The indicators used in this study refer to the opinion of Mayo (2000) with modifications in accordance with the conditions that occur in tertiary institutions, consisting of 5 (five) indicators, namely:

a. Individual capability is the ability possessed by each lecturer in accordance with the field of science, being professional and having emotional stability

b. Individual motivation is someone's interest to become a lecturer who has an interest / attraction; clear ambitions and goals for the teaching profession; enthusiasm for accepting new things.

- c. The organizational climate is the organizational climate given by universities in the form of awards, adequate infrastructure so that a lecturer is willing to transfer knowledge and share experiences
- d. Workgroup effectiveness is a harmonious relationship between lecturers; provide mutual support so that they can provide positive value to their tertiary institutions.
- e. Leadership is the ability possessed by leaders in the tertiary institution to be able to create added value, provide balanced and high-performance assessments.
- 4. Organizational learning (PO): organizational learning in tertiary institutions is an ability possessed by lecturers to continuously learn and with their capacity to change. This research will be measured according to 7 (seven) indicators according to Watkins and Marsick's Model (1997) of the Seven Dimensions of the Learning Organization, which are adjusted to the conditions in higher education, consisting of 7 (seven) indicators as follows:
  - a. Dialogue is an effort from lecturers to provide mutual feedback, respect the views of other lecturers as well as from students and be ready to listen to criticism and complaints from students.
  - b. Collaboration is the ability of lecturers to guide junior lecturers, respect differences and appreciate the achievements of other lecturers.
  - c. Creating a learning system is the ability of lecturers to plan learning, teach according to contracts and carry out two-way communication with students in order to achieve the planned learning objectives.
  - d. Community empowerment is the effort of lecturers to empower or strengthen people through a series of activities planned and supported by facilities from tertiary institutions.
  - e. Relationship with the environment is mutual harmony between lecturers, their families and universities and can utilize information from partner universities for their development.
  - f. Connection system is an effort of lecturers and universities to utilize the cooperation network they have, namely by benchmarking to other universities, becoming members and being active in associations or professional groups.
  - g. Strategic leadership support is the ability of universities to provide finance, act as a mentor and further study opportunities for their lecturers.

This study will use a questionnaire as a research instrument which is a list of structured statements, explaining the indicators of each research variable, is a trace of several theories and previous studies that are considered relevant and have been tested for reliability and validity. Measurements for each variable are carried out according to a Likert scale, using 5 (five) rating scales from the number 1 (one) which shows the lowest number (very negative) and the number 5 (five) which shows the highest number (very positive).

Data analysis techniques in quantitative research use statistics and can be done for 2 (two) purposes (Ferdinand, 2014: 229), namely empirical findings in the form of descriptive statistical data that explain the characteristics of respondents in relation to the research variables used in research and inferential statistics.

Inferential analysis is used to test the proposed research hypotheses and conclusions will be drawn. The data analysis technique used in this study is Warp Partial Least Square (WarpPLS), using the tool WarpPLS version 6.0. The testing steps are in accordance with Solimun et al. (2017: 110) namely structural equations, evaluation of Goodness of Fit and Hypothesis Testing.

#### **IV. RESULTS AND DISCUSSION**

The results of data processing in the questionnaire trial showed that all statement items used in this study were valid because they had  $r$  count values  $< 0.3$  and all variables were reliable because they had a Cronbach alpha  $> 0.6$  according to Sugiyono's criteria (2018: 19) Testing the validity and reliability using SPSS 20.0 statistical tools.

Inferential Analysis:

- 1. The results of the conversion of the path diagram into the equation system
  - a.  $HC = 0.599 KM$  with  $P\text{-value} < 0.001$
  - b.  $PO = 0.733 KM$  with  $P\text{-value} < 0.001$
  - c.  $KPT = 0.275 KM + 0.278 HC + 0.386 PO$ , with  $P\text{-values}$  respectively  $KM \rightarrow KPT 0.007$ ;  $HC \rightarrow KPT 0,007$ ;  $PO \rightarrow KPT < 0.001$
- 2. Evaluation of Goodness of Fit
  - a. **Structural Model Evaluation Results (inner model):**

*Inner model* conducted to determine the relationship between endogenous latent variables, namely human capital variables, organizational learning, and college performance.

**Table 1. Model Fit and Quality Indices**

No	Model fit and quality indices	Kriteria fit	Hasil	keterangan
1	Average path coefficient (APC)	$p < 0.05$	0.454; $p < 0.001$	signifikan
2	Average R-squared (ARS)	$p < 0.05$	0.531; $p < 0.001$	signifikan
3	Average adjusted R-squared (AARS)	$p < 0.05$	0.521; $p < 0.001$	signifikan
4	Average block VIF (AVIF)	Acceptabel if $\leq 5$ , ideally $\leq 3.3$	2.297	Ideal
5	Average full collinearity VIF (AFVIF)	Acceptabel if $\leq 5$ , ideally $\leq 3.3$	2.766	ideal
6	Tenenhaus GoF (GoF)	Small $\geq 0.1$ , medium $\geq 0.25$ , large $\geq 0.36$	0.559	large
7	Sympson's paradox ratio (SPR)	Acceptabel if $\geq 0,7$ , ideally = 1	1.000	Ideal
8	R-squared contribution ratio (RSCR)	Acceptabel if $\geq 0,9$ , ideally = 1	1.000	ideal
9	Statistical suppression ratio (SSR)	Acceptabel if $\geq 0,7$	1.000	acceptabel
10	Nonlinear bivariate causality direction ratio (NLBCDR)	Acceptabel if $\geq 0,7$	1.000	acceptabel

Source: warpPLS processed by researcher data (2019)

Table 1, model fit and quality indices, shows that all criteria have been met in full.

**b. Measurement Model Evaluation Results (outer model):**

Outer model is testing the validity and reliability.

- Testing validity:

Validity testing in this study uses: Convergent validity for each indicator, which can be seen from the magnitude of the correlation coefficient between the reflective indicator scores and the latent variable scores. The evaluation results of the measurement model (outer model) with warpPLs 6.0 show all loading factor values factor 0.5, so that convergent validity is fulfilled (Solimun et al., 2017: 115).

- Reliability testing

Reliability testing in this study will use composite reliability coefficients and cronbach's alpha coefficients. The results of data processing show that all variables in the study have good composite reliability because of the value of composite reliability coefficients  $\geq 0.70$ , therefore it can be said that the indicators are believed to be able to measure the construct.

- Hypothesis Testing:

a. Hypothesis 1 testing is done by testing the KM direct effect on KPT.



Testing the direct effect of KM on the DTL produces p-values of  $< 0.01$  and  $\beta = 0.72$ . Which means using alpha 1%, so it can be said the influence of KM on the KPT as highly significant.

Therefore hypothesis 1 which states:

Knowledge Management has a significant effect on the performance of higher education in APTIK member A categories

b. Testing Hypothesis 2 was tested using the formula VAF, namely:

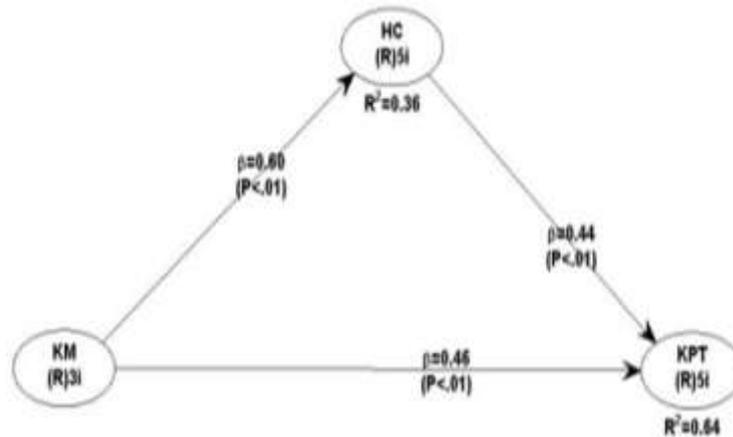


Figure 3: relationship  $KM \rightarrow HC \rightarrow KPT$   
 Source: warpPLS processed by researcher data (2019)

Table 2. Calculation of VAF influence of KM to KPT through HC

- Indirect influence = $0.60 \times 0.44$ (picture 2) $KM \rightarrow HC \rightarrow KPT$	0.264
- Direct influence (picture 1), $KM \rightarrow KPT$ without including HC as a mediator	0.720
- Total effect	0.984
- $VAF = 0.264 / 0.984$	0.268

Source: warpPLS processed by researcher data (2019)

The VAF value of the influence of KM to KPT through HC is 0.268 or 26.8%, so it can be said that the influence of KM on KPT through HC is partial mediation, meaning that human capital is not the only variable that influences knowledge management on college performance, but there are still other variables that can act as mediators. This is in accordance with the criteria of Sholihin and Ratmono (2013: 83) which states that partial mediation if:  $20\% \leq VAF \leq 80\%$ .

Therefore hypothesis 2 which states:

Knowledge Management has a significant effect on the Performance of Higher Education for APTIK members in category A through Human Capital.

c. Hypothesis 3 Testing: tested using the VAF formula

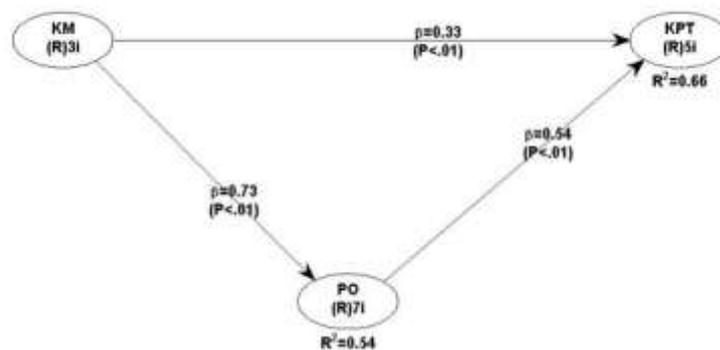


Figure 3: relationship  $KM \rightarrow PO \rightarrow KPT$   
 Source: warpPLS processed by researcher data (2019)

Table 3. Calculation of VAF influence of KM to KPT through PO

- Indirect influence = $0.73 \times 0.54$ (figure 3) $KM \rightarrow PO \rightarrow KPT$	0.394
- Direct influence (figure 1), $KM \rightarrow KPT$ without entering PO as mediator	0.720
- Total effect	1.114
- $VAF = 0.394 / 1.114$	0.354

Source: warpPLS processed by researcher data (2019)

Calculation of table 4.3 shows that the VAF value of KM to KPT through PO is 0.354 or 35.4%, so it can be said that the influence of KM on KPT through PO is partial mediation, meaning that PO is not the only mediating variable of KM influence on KPT, but there are other variables that can act as mediating variables of

the influence of knowledge management on college performance. This is according to the criteria of Sholihin and Ratmono (2013: 83) which states that partial mediation if:  $20\% \leq VAF \leq 80\%$

Therefore hypothesis 3 which states:

Knowledge Management has a significant effect on the Performance of Higher Education in APTIK category A members through Organizational Learning.

## V. CONCLUSIONS

Based on the results of data analysis and discussion it can be concluded that:

- a. Knowledge Management has a significant effect on the performance of higher education in APTIK member categories A
- b. Knowledge Management has a significant effect on the Performance of Higher Education in APTIK members category A
- c. Knowledge Management has a significant effect on the Performance of Higher Education in APTIK members category A

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