



IMPROVING PRIVATE HIGHER EDUCATION PERFORMANCE THROUGH PRACTICES OF KNOWLEDGE MANAGEMENT, LEARNING ORGANIZATION AND TALENT MANAGEMENT

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Abstract

The purpose of this study is to identify the organizational performance formation approach used by private universities in Jakarta's LLDikti III neighborhood. Organizational performance is the dependent variable, and knowledge management, learning organizations, talent management, and entrepreneurial mindset are the independent variables. This investigation employs a survey methodology, whereby data is derived using questionnaire-based data gathering outcomes. Lecturers at private universities in the LLDikti III Jakarta region made up the study's population. In this study, 355 respondents made up the sample. SmartPLS with SEM (Structural Equation Modeling) based on PLS (Partial Least Square) is the analysis tool utilized. The study's findings indicate that while learning organizations are unaffected by knowledge management, organizational performance.

Keywords: *knowledge management; learning organization; entrepreneurial mindset; talent management; organizational performance.*

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Introduction

Higher education is very important for the progress of a country. Education is the acquisition of knowledge, skills, and habits by a group of people that are passed down from generation to generation through teaching, training, or research. The development of the world of education today has given birth to competitors in the world of education, especially universities, to create quality education and a knowledgeable society (Vasudevan, 2021). Universities, as part of the national education system, play an important role in educating the nation's young generation and advancing science and technology (Ansari & Burhanuddin, 2019).

Higher Education as an organization engaged in the field of educational services must also be able to demonstrate the ability to serve consumers optimally through a planned and systematic process, in order to provide educational services by implementing good higher education tridharma (Sumardi & Efendi, 2019). One way to improve the performance of private institutions is to take advantage of every available opportunity, including competency and ability resources, to provide high-quality, student-centered education (Camilleri, 2021).

Through the development of leading private institutions, the Indonesian government aspires to transform Indonesian private institutions into world-class international research centers. To achieve this goal, it is critical to recognize that world-class universities must be enhanced by attracting and retaining excellent and experienced academics and high-performing support staff (Suandi Simbolon et al., 2021). Because quality education cannot be achieved without first improving the performance of higher education institutions (Simbolon et al., 2021). Private Universities need to improve the internal quality of their institutions to produce quality human resources in the realm of higher education. Internal quality is needed to improve the quality of students who have qualified skills and knowledge in the future. With good internal institutional quality, universities will also comply with standards as capital to gain a good reputation.

Private universities have been considered as knowledge-based organizations or knowledge creation institutions. Universities are also involved in knowledge management processes such as knowledge creation, development and dissemination through research, teaching and learning and knowledge transfer. Based on this process they contribute to the economic growth and development of a country's society through the generation of new ideas. Universities can also improve development and performance through effective knowledge management (Rehman & Iqbal, 2020a). Knowledge management is an important tool in maintaining competitive advantage and improving the performance of an organization, including the performance of universities. Knowledge management is emerging as a source of long-term competitive advantage (Ramaditya et al., 2023).

Entrepreneurship has become an important feature in many programs in higher education (Korte & Smith, 2018). Entrepreneurial mindset in higher education today can serve as the main driver in stimulating innovation and creativity in the changing external environment that impacts higher education (Green et al., 2020). The number of private institutions in Indonesia creates intense competition between one another. The way to maintain competitiveness in running a business is to change the Entrepreneurial mindset (Ramanti & Saharsini, 2022). An entrepreneurial mindset can help stimulate innovation and creativity in a changing higher education environment (Green et al., 2020).

Successful organizations seek to leverage strategies, policies and practices to attract, develop, deploy and retain the talent critical to their business needs. The education sector and especially academic institutions need to pay serious attention to human resources which include academic, administrative and technical resources (Baporikar & Smith, 2019). Talent Management is a very important factor in efforts to help organizational performance (Mawarto & Widodo, 2020). The importance of Talent Management for higher education is starting to attract more interest from human resource practitioners who see the implications of high turnover rates and poor fit in current positions (Baporikar & Smith, 2019). This study is aim to improving private higher education strategy through the implementation of talent management, learning organization, entrepreneurial mindset and knowledge management in private higher education (Ningrum et al., 2019).

In the field of higher education, knowledge management can facilitate teaching and learning activities and improve student performance through innovation, appropriateness in research and development, and information transfer between individuals and organizations. In his research investigation, Amrainy & Nawangsari (2021) state Knowledge management leads to major improvements in organizational performance. Organizational performance will be impacted by knowledge management; the more knowledge management is implemented, the better the company performs. Employees and their organizations need to create, share, and distribute knowledge in order to improve organizational performance and thrive in a volatile environment (Ramaditya et al. 2023). This is known as the knowledge management process.

The idea of a "learning organization" was created many years ago to help businesses create and distribute knowledge among their staff in an effort to boost productivity. Habtoor et al. (2018) found a relationship between organizational performance and learning organizations. Organizational performance will undoubtedly rise if the learning organization is correctly implemented. More competitive advantage will come from improved organizational performance in a dynamic and competitive environment. Higher education performance can be achieved by using this learning structure as a foundation (Syamsari et al., 2023).

Today's higher education can be primarily driven by an entrepreneurial attitude to foster creativity and innovation in the ever-evolving external environment. According to Green et al.'s research, liberal colleges nowadays can foster innovation and creativity by adopting an entrepreneurial attitude, especially in light of the constantly shifting external environment that affects higher education (Ramaditya et al., 2023b).

In order to satisfy strategic objectives and future business needs, talent management is an integrated collection of systems, initiatives, and cultural norms that are planned and implemented to draw in, nurture, utilize, and retain talent. According to Siripipatthanakul & Jaipong's research (2022), there is a connection between talent management, employee satisfaction, and corporate performance, thus strategic planners need to be aware of this relationship. It can boost job satisfaction and organizational success in any area. Figure 1 thus represents the study's conceptual framework.

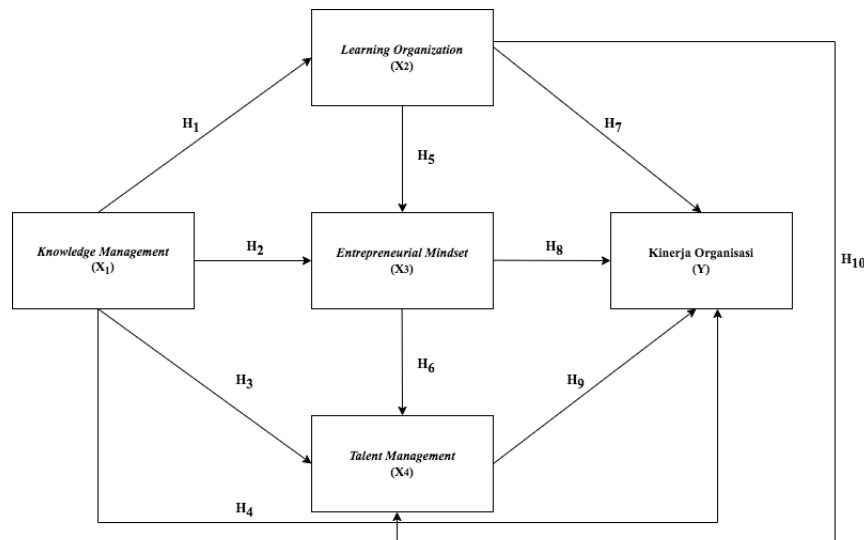


Figure 1. Conceptual Framework

Research Method

A quantitative descriptive research technique is employed in this study. Associative research is this kind of study. The link between two or more variables is the focus of this study (Sugiyono, 2022). The purpose of this study is to determine whether Organizational Performance (Y) factors are influenced by Knowledge Management (X1), Learning Organization (X2), Entrepreneurial Mindset (X3), and Talent Management (X4) variables. Data from a sample of the population was gathered for this study using questionnaires. In this quantitative study, the link between the variables is ascertained through hypothesis testing, allowing conclusions to be made that utilize current theories to explain the phenomenon (Sugiyono, 2022). The researcher's chosen events or subjects of interest (Sekaran & Bougie, 2016).

The sample represents a portion of the overall data set gathered via observations and surveys. It is comparable to a smaller unit of measurement used to express real data (Rahman et al., 2022). Because of this, samples drawn from the population need to be accurately representative. The authors of this study employed the stratified random sampling technique in conjunction with the probability sampling approach. This study uses the Slovin formula, which has a 5% margin of error and a 95% confidence level, to calculate the sample size of a population. This ensures that sampling errors are infrequent and that the degree of reasonableness is still acceptable. Quantitative data analysis is the process or technique utilized for data analysis. Using SmartPLS software version 3.0, PLS (Partial Least Square) based SEM (Structural Equation Modeling) analysis will be used to test the acquired data.

Results & Discussion

According to PPDikti data, the LLDikti III Jakarta Region is home to 113 private institutions, or up to 38% of all private universities. Based on their accreditation for higher education, these private universities are grouped together. There are 45 private universities that are unaccredited, including 4 with an A accreditation (very good), 26 with a B accreditation (very good), 38 with a C accreditation (good), and the remaining 4 with no accreditation. Approximately 3.164 instructors were identified

to be actively teaching at private universities out of the 113 private universities in the LLDikti III Jakarta area. In this study, 355 respondents completed the questionnaire; each sample consisted of 38 respondents from private universities with an A accreditation (very good), 189 respondents from private universities with a B accreditation (very good), and 128 respondents from private universities with a C accreditation (good).

Outer Loading

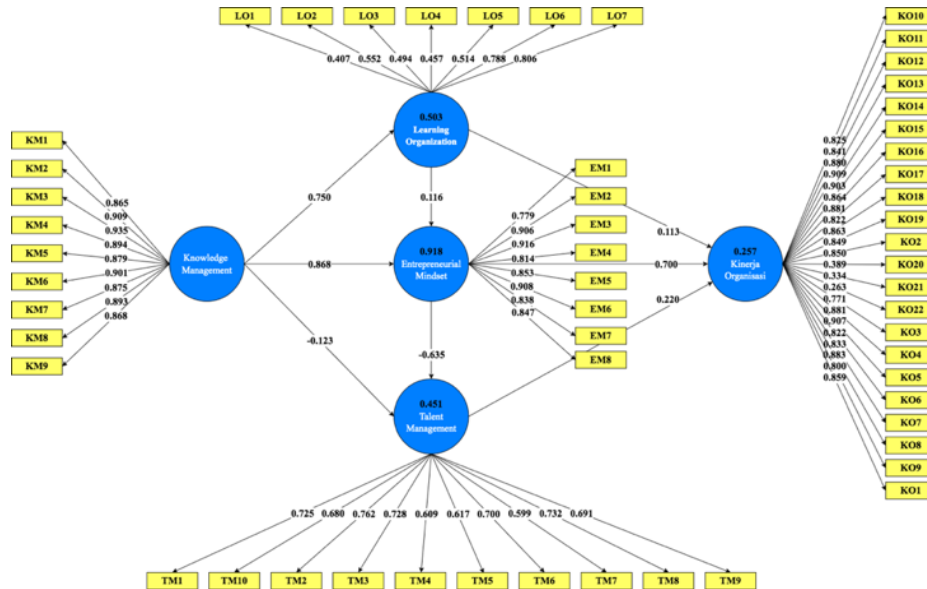


Figure 2 . Outer Loading

The values of the loading factor or outer loading can be used to obtain a convergent validity test. The indicator is considered valid for measuring the produced construct when the optimum loading factor value is higher than 0.7.

Tabel 1
Convergent Validity result

Variabel	Indikator	Outer Loading	Keterangan
Knowledge Management (X1)	KM1	0,876	Valid
	KM2	0,904	Valid
	KM3	0,936	Valid
	KM4	0,894	Valid
	KM5	0,890	Valid
	KM6	0,904	Valid
	KM7	0,869	Valid
	KM9	0,867	Valid
	Learning Organization (X2)	LO6	0,936
LO7		0,931	Valid
Entrepreneurial Mindset (X3)		EM1	0,780
	EM2	0,906	Valid
	EM3	0,916	Valid
	EM4	0,814	Valid
	EM5	0,853	Valid
	EM6	0,908	Valid
	EM7	0,837	Valid
	EM8	0,846	Valid
Talent Management (X4)	TM1	0,775	Valid
	TM2	0,844	Valid
	TM3	0,810	Valid

	TM6	0,718	<i>Valid</i>
Kinerja Organisasi (Y)	KO1	0,878	<i>Valid</i>
	KO2	0,855	<i>Valid</i>
	KO3	0,769	<i>Valid</i>
	KO4	0,895	<i>Valid</i>
	KO5	0,908	<i>Valid</i>
	KO6	0,835	<i>Valid</i>
	KO7	0,842	<i>Valid</i>
	KO8	0,895	<i>Valid</i>
	KO9	0,811	<i>Valid</i>
	KO10	0,831	<i>Valid</i>
	KO11	0,867	<i>Valid</i>
	KO12	0,899	<i>Valid</i>
	KO13	0,922	<i>Valid</i>
	KO14	0,902	<i>Valid</i>
	KO15	0,880	<i>Valid</i>
	KO16	0,887	<i>Valid</i>
	KO17	0.839	<i>Valid</i>
	KO18	0.879	<i>Valid</i>
	KO19	0.856	<i>Valid</i>

It is known that 41 indicative variables with an outer loading value of > 0.7 were produced by this study based on how the table is presented above. In order for researchers to deem the 41 variable indicators in the aforementioned table to be viable or valid for use in additional analysis. If there is enough difference between the two variables, it is determined by this validity test. The discriminant validity test is successful if there is a higher correlation between the variable and itself than there is between any other variable. The average variance extracted (AVE) value for each indicator as well as the cross loading test of the indicator variables can be used to assess the validity of the discriminant test in this study. Variables having an average values > 0.5 are considered valid.

Table 2
Discriminant Validity Results

Variable	Average Variance Extracted (AVE)	Information
<i>Knowledge Management (X1)</i>	0.797	<i>Valid</i>
<i>Learning Organization (X2)</i>	0.871	<i>Valid</i>
<i>Entrepreneurial Mindset (X3)</i>	0.737	<i>Valid</i>
<i>Talent Management (X4)</i>	0.621	<i>Valid</i>
Organizational Performance (Y)	0.751	<i>Valid</i>

In this validity test, the question items' validity is assessed using the average variance extract (AVE) value. If each question item's AVE is greater than or equal to 0.5, then favorable terms apply. One test, the Composite dependability Test, is used to evaluate the dependability of variable indicators. If a variable's composite reliability value is more than 0.7, it is considered dependable. The Composite Reliability value for every research variable is as follows.

Table 3
Composite Reliability Results

Variable	Composite Reliability	Information
<i>Knowledge Management (X1)</i>	0.969	<i>reliable</i>
<i>Learning Organization (X2)</i>	0.931	<i>reliable</i>
<i>Entrepreneurial Mindset (X3)</i>	0.957	<i>reliable</i>
<i>Talent Management (X4)</i>	0.867	<i>reliable</i>
<i>Organizational Performance (Y)</i>	0.983	<i>reliable</i>

The knowledge management variable (X1) > 0.7 with a value of 0.969, the learning organization variable (X2) > 0.7 with a value of 0.931, the entrepreneurial mindset variable > 0.7 with a value of 0.957, the talent management variable > 0.7 with a value of 0.867, and the organizational performance variable > 0.7 with a value of 0.983 are the composite reliability values based on the data in table 4.11 above. As a result, all of the study's variables have composite reliability values more than 0.7 and can be deemed reliable. By examining Cronbach's Alpha value, the Composite Reliability reliability test can be strengthened. By measuring the lower limit of the reliability value of a construct using a reflective indicator, Cronbach's alpha can be used to assess its reliability. Cronbach's alpha has a minimum value of 0.6 to prove the results of composite reliability. The following is the Cronbach's Alpha value obtained from each variable:

Table 4
Cronbach's Alpha Results

Variable	Composite Reliability	Information
<i>Knowledge Management (X1)</i>	0.964	<i>reliable</i>
<i>Learning Organization (X2)</i>	0.852	<i>reliable</i>
<i>Entrepreneurial Mindset (X3)</i>	0.949	<i>reliable</i>
<i>Talent Management (X4)</i>	0.798	<i>reliable</i>
<i>Organizational Performance (Y)</i>	0.981	<i>reliable</i>

This is known from the above Cronbach's alpha results: the knowledge management variable yields a value of 0.964; the learning organization variable yields a value of 0.852; the entrepreneurial mindset variable yields a value of 0.949; the talent management variable yields a value of 0.798; and the organizational performance variable yields a value of 0.981. Consequently, it can be claimed that this study's variables are all reliable because their Cronbach's alpha values are all more than 0.7.

Inner Loading

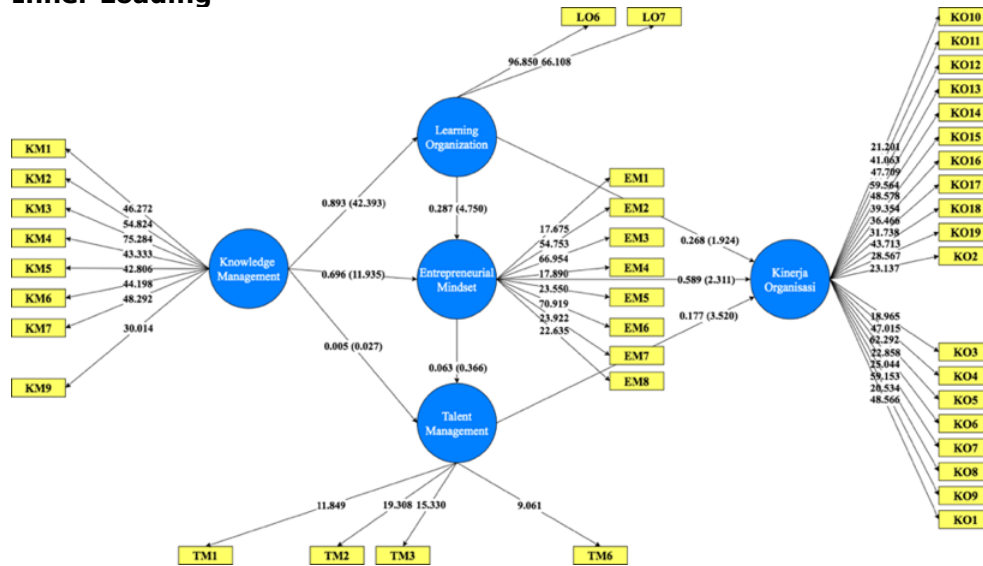


Figure 3 Inner Loading

Table 5
Path Coefficient Test Results

	KM	LO	EM	TM	KO
Knowledge Management		0.893	0.696	0.005	-0.473
Learning Organization			0.287	0.057	0.268
Entrepreneurial Mindset				0.063	0.589
Talent Management					0.177
Organizational Performance					

The effect of Knowledge Management (X2) on Learning Organization (X2) has the largest path coefficient value, with a value of 0.893. Next is the effect of Knowledge Management (X1) on Entrepreneurial Mindset (X3), with a value of 0.696. Entrepreneurial Mindset (X3) on Organizational Performance (Y) has a value of 0.589. The influence of Learning Organization (X2) on Entrepreneurial Mindset (X3) has a value of 0.287. The influence of Learning Organization (X2) on Organizational Performance (Y) is 0.268. Finally, the influence of Talent Management (X4) on Organizational Performance (Y) has a value of 0.177. Learning organizations (X2) have an influence on talent management (X4) of 0.057; knowledge management (X2) has an effect on talent management (X4) of 0.005; and knowledge management (X2) has an effect on organizational performance (Y) of -0.473. Nine of the ten variable relationships in this model have a path coefficient value with a positive number, according to the results of the previous description, while one variable relationship has a path coefficient value with a negative number.

R-square is a useful tool for assessing how significantly some independent latent factors affect the dependent latent variable. The endogenous construct's coefficient of determination is represented by the R-square value. It is regarded "good" if the R-square value is greater than 0.67, "moderate" if it is between 0.33 and 0.67, and "poor" if it is less than 0.33. Gozalali and Latan (2015), p. 81. The processed results of RSquare in this investigation are as follows:

Table 6
Coefficient Determination Results (R-Square)

	R Square	R Square Adjusted
Organizational Performance	0.712	0.708
Learning Organization	0,596	0,595
Entrepreneurial Mindset	0,346	0,342
Talent Management	0,683	0,680

The influence of Knowledge Management (X1), Learning Organization (X2), Entrepreneurial Mindset (X3), and Talent Management (X4) on Organizational Performance (Y) is 71.2%, which indicates that the influence of the variable Organizational Performance (Y) is classified as good, according to the R-Square results above. Then, the Learning Organization variable's influence is classified as moderate since Knowledge Management (X1) has a 59.6% effect on Learning Organization (X2). Knowledge management (X1) and learning organizations (X2) have a 34.6% effect on entrepreneurial mindset (X3), indicating a modest level of influence for this variable. Lastly, the impact of entrepreneurship mindset (X3), learning organizations (X2), and knowledge management (X1) on talent management (X4) is 68.3%. This indicates that the Talent Management variable (X4) has a moderate level of influence. Model breakdown errors can be reduced by using the SRMR goodness of fit measurer for PLS-SEM (Henseler et al., 2014). The difference between correlation observations, suggested matrix models, and SRMR criteria values with a threshold of less than 0.008 is known as SRMR. (Ghozali, 2017).

Table 7
SRMR results

	Saturated Model	Estimated Model
SRMR	0.045	0.045

The fit model can be classified as satisfactory since the output in the following table indicates that the saturated model on SRMR is worth 0.045, or less than 0.008. By examining the t statistic and P value, the researchers' data processing results utilizing SmartPLS 3 were then used to address the hypothesis. Using statistical statistics for hypothesis testing, the t-statistic value for alpha 5% is 1.96. Accordingly, when the t-statistic is greater than 1.96, Ha is accepted and H0 is rejected, depending on the criterion for accepting or rejecting the hypothesis. If the p value is less than 0.05, the hypothesis is accepted. Otherwise, it is rejected based on likelihood.

Table 8
Hypothesis Test Results

		Original Sample	T Statistics	P Values	Results
H 1	KM -> LO	0.893	42,393	0.000	Accepted
H 2	KM -> EM	0.696	11,935	0,000	Accepted
H 3	KM -> TM	0.005	0.027	0.978	Rejected
H 4	KM->NO	-0.473	2,253	0.024	Accepted
H 5	LO)-> EM	0.287	4,750	0,000	Accepted
H 6	EM -> TM	0.063	0.366	0.715	Rejected
H 7	LO -> KO	0.268	1,942	0.052	Rejected
H 8	EM-> KO	0.589	2,311	0.021	Accepted
H 9	TM -> KO	0.177	3,520	0.000	Accepted
H 10	LO - > TM	0.057	0.416	0.678	Rejected

The Effect of Knowledge Management on Learning organization.

The results of testing the second hypothesis stated that the hypothesis was accepted. This shows that Knowledge Management has a significant influence on Entrepreneurial Mindset. Results of research conducted by (Tarique & Schuler, 2012). Revealed that Employees who have special knowledge are needed for organizational development especially when entrepreneurship is required. then (Phipps & Prieto, 2012) reveals that effective knowledge management can be a means of developing knowledge, and can provide opportunities for new discoveries. so that the entrepreneurial mindset will further prepare the individual by enabling him to anticipate, recognize, and take advantage of these opportunities when they arise. In other words, if a private institution implements knowledge management well, more knowledge will be obtained for both officials and lecturers. So that a college leader is capable anticipate, recognize, and take advantage of opportunities that can advance the private institution.

The Effect of Knowledge Management on Entrepreneurial Mindset.

The second hypothesis was accepted, according to the testing results. This demonstrates how Knowledge Management affects Entrepreneurial Mindset significantly. The findings of the study carried out by Tarique and Schuler (2012). demonstrated the need for employees with specialized knowledge for organizational development, particularly where entrepreneurship is necessary. According to Phipps and Prieto (2012), knowledge may be developed and new discoveries can be made through good knowledge management. such that having an entrepreneurial attitude will help him become even more prepared by allowing him to see, anticipate, and seize opportunities as they present themselves. To put it another way, administrators and lecturers will both learn more if a postsecondary school executes knowledge management effectively.

The Effect of Knowledge Management on Talent Management.

The third hypothesis was shown to be false based on the testing findings. This demonstrates that knowledge management has little to no effect on talent management. According to earlier studies, knowledge and talent management are positively correlated (Mohammed et al., 2019). This is so that talent management inside a company can be facilitated by knowledge management. One of the ways the business helps its employees grow is through knowledge management. Talented workers need to be given knowledge support in order to develop further and be able to be managed by the organization using an appropriate management system. Appropriate knowledge management cannot be divorced from the employee talent management process. But in this study, talent management is unaffected by knowledge management. This is possible because the implementation of talent management has not been carried out evenly in private private institutions in region III LLDikti Jakarta. The same is said by Ratten & Ferreira (2016) that acceptance of talent management by experts and practitioners of human resource management There is still some ambiguity about its meaning and application. so that knowledge management cannot improve talent management in these private institutions.

The Effect of Knowledge Management on Organizational Performance.

The fourth hypothesis was accepted, according to the testing results. This demonstrates how Knowledge Management affects Organizational Performance in a big way. In order to ensure that everyone in an organization has the same knowledge, knowledge management attempts to control the organization's knowledge. According to research conducted by Ramaditya et al. (2022), universities can enhance their operations and services, including teaching, learning, research, curriculum development, administration, and strategic planning (Ahmad et al. 2017), all of which can lead to an improvement in these institutions' performance. Within an academic institution, knowledge can be generated through instruction, evaluation, training, research, and activity management. When knowledge management is properly implemented, this information. Effective knowledge management will ensure that all professors have the same information and that this knowledge is applied in a higher education setting. By doing this, it will be able to improve sustained private performance and gain a competitive advantage.

The Effect of Learning Organization on Entrepreneurial Mindset.

The fifth hypothesis was accepted, according on the testing results. This demonstrates how learning organizations have a big impact on the entrepreneurial mindset. An entrepreneurial attitude is necessary for generating continuing education for private institutions while transitioning academic institutions, according to earlier research by Green et al. (2020). because administrators, instructors, and practitioners will benefit more from this. An organization that promotes ongoing learning among its employees in order to develop new skills, perspectives, and insights is known as a learning organization. Increased entrepreneurial attitude will enable leaders to overcome obstacles, be forceful, and take ownership of the learning results. This learning organization will be implemented

in postsecondary educational institutions. The entrepreneurial mindset is therefore greatly influenced by that learning organization.

The Effect of Entrepreneurial Mindset on Talent Management.

The sixth hypothesis was rejected, according to the testing results. It is evident from this that Talent Management is not greatly impacted by an entrepreneurial mindset. The present investigation's findings run counter to a study by Gurbuz et al. (2017), which found that managers in multinational corporations view talent as adaptable, focused on learning, project-oriented, entrepreneurial, open-minded, resilient to changing circumstances, agile, ambitious, and solution-oriented. It is feasible to reject the study's findings because a leader operating a business needs to have an entrepreneurial mindset. The goal of talent management is to develop future leaders who will be competent. One characteristic of an entrepreneur is their entrepreneurial mindset, but talent management is an effort to form and retain talented employees. These two things are contradictory so that someone who has an entrepreneurial mindset does not make the talent management process run successfully.

The Effect of Learning Organization on Organizational Performance.

The seventh hypothesis was found to be false based on the testing findings. This demonstrates that organizational performance is not much impacted by the learning organization. The same findings were reported in a study by Ratna et al. (2014), which showed that organizational learning and performance were positively correlated, but only to a very small extent. As a result, organizations must be more proactive and connected to their surroundings in order to detect changes and further adapt to them, which will help to form organizational learning and have a significant impact on performance. However, (Habtoor et al., 2018) found The performance of the organization will undoubtedly improve if the learning organization is successfully established. If increased organizational performance occurs in a highly volatile setting. This is possible because in research conducted by Ratna, et al (2014) organizational learning has a positive effect on organizational performance but at a very limited level. or it is also possible because the implementation of learning organizations at private private institutions in region III LLDikti Jakarta has not been carried out optimally so that learning organizations cannot improve the performance of the higher education organizations.

The Effect of Entrepreneurial Mindset on Organizational Performance.

The eighth hypothesis was found to be accepted based on the testing findings. This demonstrates how the success of organizations is significantly impacted by the entrepreneurial attitude. Researchers Hikmah Perkasa & Abadi (2020) discovered the same thing: leaders with an entrepreneurial attitude can affect internal organizational dynamics, such as the readiness and capacity for proactive learning within their corporate organization. Opportunities in postsecondary education can impact an individual's entrepreneurial mindset, propelling the private business forward and potentially increasing income (Torganda, 2021). This is especially true for leaders in higher education who are able to see greater opportunities. A leader who can shift his perspective and concentrate on the future in order to keep higher education running smoothly and striving for improvement.

The Influence of Talent Management on Organizational Performance.

The ninth hypothesis was found to be accepted based on the testing findings. This demonstrates how talent management affects organizational performance in a big way. Rearranging programs to suit employee demands, for example, can result in improved talent management. Other options include offering a higher compensation structure (salary, wages, incentives, perks, and allowances). Effective and efficient organizational performance is based on the talent management idea. This is essential for any plan to be successful or for any business attempting to compete in the market with its rivals (Farooq, 2019). Talent management is to help organizations not only find professionals but also sustain, develop, and expand their plans and methods. In addition to helping organizations find experts, talent management aims to make sure that plans and processes for sustaining, fostering, and expanding profitable future leadership are sustainable and aligned with the institution's priorities, mission, and vision (Riccio, 2010). Every company strives to boost employee productivity. Because of this, businesses must foster an environment within their own walls where skilled and informed staff members may work together to develop winning plans, goods, and services. A postsecondary institution can enhance its performance by maximizing the performance of each lecturer, provided that the skills held by the lecturers are appropriately managed.

Effect of Learning organization on Talent Management.

The eleventh hypothesis was found to be false based on the testing findings. This demonstrates that the impact of learning organizations on talent management is negligible. In his research Hussein & Assistant (2022) revealed that organizational learning plays a very essential part in attaining goals and it can be argued that organizational learning is a means in which employee education and training opportunities are linked to creative goals. The study's findings, however, contradict that assertion. This is conceivable as a result of uneven talent management distribution among a number of private institutions in region III LLDikti Jakarta. According to the study's findings, talent management is unaffected by learning organizations.

Conclusions

The researchers came to the following findings, which are based on the findings of the study that was previously discussed in the chapter: knowledge management significantly affects learning organizations. This implies that knowledge management can promote learning organizations by disseminating knowledge. Enriching learning methodologies and providing opportunities for working lecturers to complete their education are two ways that higher education institutions can demonstrate their commitment to learning organization. The entrepreneurial mindset is significantly impacted by knowledge management. Accordingly, having an entrepreneurial mindset can be fostered by the presence of good knowledge management, producing leaders with a broad knowledge base and a propensity for entrepreneurship. Talent management is not significantly impacted by knowledge management. This indicates that low talent management is actually caused by stronger knowledge management.

Organizational performance is significantly impacted by knowledge management. This indicates that there is no discernible association between Knowledge Management and Organizational Performance. A competitive advantage in enhancing long-term performance in higher education can be achieved through the effective application of knowledge management.

The entrepreneurial mindset is significantly impacted by learning organizations. This implies that the entrepreneurial attitude might rise in proportion to the learning organization. An organization that promotes ongoing learning among its members is known as a learning organization. By putting in place a learning organization, leaders will be better equipped to overcome obstacles, take initiative, and take accountability. The performance of organizations is significantly impacted by an entrepreneurial mindset. This implies that an organization's performance will increase in direct proportion to its entrepreneurial mindset.

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