

Determinants of Lecturer Performance in Vocational Higher Education in Banten: The Role of Organizational Learning, Capability, and Stakeholder Commitment

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Abstract: *This study aims to determine the effect of learning organization, capability on lecturer performance with stakeholders as intervening variables. This study used a descriptive quantitative method with a population of permanent lecturers at a private Polytechnic in Banten. Samples were taken by using proportional random sampling technique, 158 lecturers. Technical data analysis using Partial Least Square method and Structural Equation Model (PLS-SEM) with SmartPLS 3.0 application. The results indicate that learning organization and capability have positive and significant effects on stakeholder commitment and lecturer performance. Stakeholder commitment also positively and significantly influences lecturer performance and mediates the relationships between learning organization, capability, and lecturer performance.*

Abstrak : *Penelitian ini bertujuan untuk mengetahui pengaruh organisasi pembelajaran dan kemampuan terhadap kinerja dosen dengan pemangku kepentingan sebagai variabel intervening. Penelitian ini menggunakan metode kuantitatif deskriptif dengan populasi dosen tetap di sebuah politeknik swasta di Banten. Sampel diambil dengan menggunakan teknik pengambilan sampel acak proporsional, sebanyak 158 dosen. Analisis data teknis menggunakan metode Partial Least Square dan Structural Equation Model (PLS-SEM) dengan aplikasi SmartPLS 3.0. Hasil penelitian menunjukkan bahwa organisasi pembelajaran dan kemampuan memiliki pengaruh positif dan signifikan terhadap komitmen pemangku kepentingan dan kinerja dosen. Komitmen pemangku kepentingan juga berpengaruh positif dan signifikan terhadap kinerja dosen dan memediasi hubungan antara organisasi pembelajaran, kemampuan, dan kinerja dosen.*

Keywords : *Learning Organization; Capability; Stakeholder Commitment; Lecturer Performance*

INTRODUCTION

Higher education, especially vocational colleges as an educational institution that produces ready-to-work human resources, of course must continue to try and learn in order to survive, grow and develop following the rapid development of the current era (Putra & Suseno, 2022; Putra & Nurvianti, 2025). Vocational education is an educational program that is different from academic colleges such as universities and high schools (Billett, 2020). Vocational programs are more focused on preparing workers who have expertise and work readiness. An education that prepares students to enter the world of work is easier than ordinary general education (Wang et al., 2019; Sudiyono et al., 2020).

The readiness of this vocational college if it really depends on the performance of the education staff and lecturers at the college. Moreover, performance is a very interesting thing because it becomes a very vital thing in an organization (Kurniati et al., 2024; Hidayat et al., 2023). An institution certainly

wants optimal results as a result of the earnest work of all existing human resources, especially lecturers. Without good performance, success in a business will only be a dream.

If we look again at the performance variable, then the main factor that is seen as the cause of the low quality of higher vocational education is the qualifications of teachers who are considered inadequate (Shaturev & Bekimbetova, 2021; Shaturaev, 2021) and do not match their field of expertise (Tien et al., 2020) considering that lecturers are an essential element of the higher education system (Nuryanto et al., 2020). Therefore, it is necessary to improve the performance of lecturers by Vocational Private Universities in an effort to increase competition in the education service industry (Suseno et al., 2021).

Studies on the performance and quality of higher education were conducted by Maliki et al., (2018) and Shaturev (2021) which stated that the quality of Indonesian education was still lagging behind other countries although the system was not much different, even Rosser (2018) stated that Indonesia had so far failed to develop a high-quality education system capable of producing strong learning outcomes. This can be influenced by errors during practice in the field which are influenced by the performance of educators/lecturers and the capabilities of existing human resources (Putra et al., 2024). Shaturaev (2021) states that various educational reforms carried out in several education systems have been successful in the last 15 years, but there are still some aspects that must be continuously improved.

Based on Figure 1.1, it can be seen that the number of Vocational PTS is disparity when compared to Academic PTS. The number of Vocational PTS (Polytechnics) is only 41 PTS (11.39%) compared to the number of Academic PTS (Universities, Institutes, and Colleges) of 319 PTS (88.61%). PTS in the form of universities as many as 98 private universities, private universities in the form of institutes as many as 19 private universities and private universities in the form of high schools as many as 202 private universities.

When viewed from the side of research productivity and community service It can be seen that in 2021 out of 718 recipients of the Beginner Lecturer Research grant scheme, PT Akademik received as many as 667 (92.98%) and PT Vokasi received 51 (7.02%). Thus, it can be seen that the quantity of research and community service for PTS Vocational lecturers is still very low so that they have not been able to compete optimally in research grants and community service organized by Directorate General of Higher Education, Ministry of Education and Culture, Research, Technology and Higher Education.

From the problem of the lecturer's performance, the researcher seeks justification from previous research. Shaturaev (2021) states that the performance of lecturers in Indonesia is still quite low. Hue et al. (2022) show that the performance of lecturers is still low in terms of academic achievement, research, service and support for campus accreditation. Beanal (2022) found that low performance of lecturers in

research can be improved by the academic support capacity of the campus, quality of relationships with coworkers, campus policies and good sources of research data.

Meanwhile, Syekh & Akbar, (2021) revealed that the factors that can affect the performance of lecturers include organizational climate, campus leadership and the motivation of the lecturer. Meanwhile, Yusuf (2020) found the same thing that lecturer performance was positively and significantly influenced by organizational culture. The achievement of good lecturer performance is also supported by a good organizational performance culture, so that a good work culture must be instilled for all lecturers in order to create good outputs which will later be intertwined with assessments in the accreditation of study programs and institutions ((Kurniati et al., 2025).

Meanwhile, Hanafiah et al. (2020) show that lecturer performance can be positively and significantly influenced by motivation and job satisfaction factors. Then in the research of Suong et al., (2019) found that the variable scale: transformational leadership, transactional leadership, laissez faire leadership, job satisfaction and organizational involvement directly and indirectly affect lecturer performance.

METHOD

This study uses a descriptive quantitative approach. This research is based on theoretical driven, meaning that we will test theory or verify theory. The final research report follows a strict and consistent structure starting from the introduction, literature review, research methodology, data analysis, discussion and conclusion, while the assumptions to test the theory use deductive logic (Creswell, 2016).

The population are 267 permanent lecturers at private vocational of higher education in Banten. Based on the formula of Isac and Michel (2000) in Sujarweni (2019), the minimum number of samples to be taken is 158 permanent lecturers. The sampel is taken by proportionate random sampling technique. This study used a survey questionnaire with a Likert scale of 1-5. The questionnaire was designed and adopted from various relevant previous studies (Ali, Islam, & Perveen (2018); Aranganathan (2018; Mashala, 2018; Cable & Turban, 2015). The questionnaire was first tested on 30 people to check its validity and reliability. Except for one question with an R-Value/Pearson Correlation of more than (0.134), the questionnaire was considered reliable (Cronbach's alpha ranged from 0.70 – 0.90), meaning that all variables had high reliability.

This study uses an inductive (inferential) data analysis technique, which is an analysis of data from a sample which is then used to forecast the population as a whole. The data obtained from the respondents' answers in the research questionnaire will be grouped and tabulated and then given an explanation. Based on the hypothesis that has been formulated, the research data is inferential statistical data, and will be measured using the Smart PLS application starting from the measurement model (outer model), model structure (inner model) and hypothesis testing.

PLS analysis has two stages, namely Model Estimation and Model Evaluation. According to Lahmoller (1989) in Yamin and Kurniawan (2011:16) parameter estimation in PLS includes three stages, namely: 1. Creating a latent variable score from the weight estimate, 2. Estimating the path coefficient that connects the latent variable and estimating loading factor (coefficient of measurement model) which relates latent variables to their indicators, and 3. Estimating location parameters. The analysis at this stage is in the form of a PLS algorithm which contains a literacy procedure that produces a score for the latent variable, then the next stage of analysis is carried out. The next analysis is the Model Evaluation in PLS-SEM which consists of two stages, namely the evaluation of the outer model or measurement model and the evaluation of the inner model or structural model (structural measurement). Evaluation of the measurement model is grouped into evaluation of the reflective and formative models.

RESULTS AND DISCUSSION

Based on the results of the validity and reliability tests, it was found that the loading factor value of all indicators was > 0.7 , AVE (Average Variance extracted) of all constructs was > 0.5 , and Composite reliability and Cronbach's alpha were > 0.8 . These results indicate that all instruments are valid and reliable. The following are the results of the research hypothesis testing

	Path Coefisien	t-Statistic	P-Value
Kapabilitas -> Kinerja Dosen	0,313	3,662	0,000
Kapabilitas -> Stakeholder Commitment	0,359	3,980	0,000
Learning Organization -> Kinerja Dosen	0,277	3,191	0,002
Learning Organization -> Stakeholder Commitment	0,485	5,941	0,000
Stakeholder Commitment -> Kinerja Dosen	0,311	3,824	0,000

Source: Data Processing Results

From the data processing results above, it is known that all hypotheses (H1–H9) are accepted with a p value < 0.05 and $t > 1.96$.

The first hypothesis testing is whether learning organization has a positive effect on Stakeholder Commitment. The results of this study prove that Learning Organization has a positive effect on Stakeholder Commitment. This proves that the higher the Learning Organization in an organization, the higher the Stakeholder commitment. The findings of this study are in line with previous research conducted by Research conducted by Nassani & Altuwaijiri (2021), Suhardi et al. (2021), Maulana et al. (2019) which shows that there is a direct positive and significant correlation between organizational learning and stakeholders.

Testing the second hypothesis is whether capability has an effect on Stakeholder commitment. The results of this study prove that capability has a positive effect on stakeholder commitment and the higher the capability, the higher the stakeholder commitment. The results of this study confirm the results of research by Rachmati et al. (2018), Mailisa et al. (2016), Setyaningsih and Sahrazad (2022), Stamouli and Gerbeth (2021) and Udiyana et al. (2018) which states that there is a positive and significant effect of capability on stakeholder commitment.

The third hypothesis testing is whether Learning Organization has a positive effect on performance. The results of this study prove that Learning Organization has a positive effect on performance. This shows that the higher the Learning Organization, the higher the lecturer's performance. The findings of this study are in line with previous research conducted by Karim and Rahman (2018), Song et al. (2018), Soewarto and Umalihayati, (2018), which state that learning organization has a significant positive effect on performance. However, this is not in line with the results of Uniati's research (2018) which states that there is no positive and significant effect of learning organization on performance.

Testing the fourth hypothesis is whether capability has a positive effect on lecturer performance. The results of this study prove that capability has a positive effect on lecturer performance. This proves that the higher the capability, the higher the lecturer's performance. The results of this study are in line with previous research conducted by Priyakesuma et al. (2020), Kurniawati and Mujanah (2021), Bakri and Artha (2018) and Yusran et al. (2021) which states that there is a significant effect of capability on performance. While the results of this study contradict the research conducted by Suhartono and Nusantoro (2018) and Tanjung and Manulu (2019) which found different results, capability does not have a direct effect on employee performance.

Testing the fourth hypothesis is whether Stakeholder commitment has a positive effect on lecturer performance. The results of this study prove that Stakeholder commitment has a positive effect on lecturer performance. This proves that the higher the stakeholder commitment of the university, the higher the performance of the lecturers will be. The findings of this study are in line with previous research conducted by In the study of Alzafeiti and Mohmad (2017), Metin and Asli (2018). Fei and Han (2019) Shao et al. (2022) which states that commitment has a positive and significant impact on performance

CONCLUSION

This study departs from the problem that the performance of Private Polytechnic Lecturers in Banten in Banten Province is still low, one of the most substantial problems is the performance of Lecturers as a phenomenon that is closely related to the Learning Organization of superiors, Capability, and Stakeholder Commitment of Lecturers as described in chapter I. The results of the research have

answered the research problem which resulted in a process to increase Stakeholder Commitment and have implications for improving the Performance of Private Polytechnic Lecturers in Banten. The process of improving the performance of Private Polytechnic Lecturers in Banten can be carried out by being influenced by Capabilities through a new construct that is built, namely Stakeholder Commitment..

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