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The Effect of Intellectual Capital and Organizational Commitment through Organization Learning on Organization Performance Moderated by Organizational Culture (Study at Private Colleges in Kopertis Region III DKI Jakarta)

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Abstract: This research aim is to explore the effect of intellectual capital and organizational commitment on Organization's performance, mediated by organizational learning and moderated by organization culture. The research design uses explanatory approach. The population is 796 study programs of private colleges of compound III in DKI Jakarta from 56 colleges where 134 study programs are suitable to be studied. The respondents are the department heads of private colleges in Compound III of DKI Jakarta. The data is collected by survey method. The analysis tools is WarpPL5.0. The research result shows that intellectual capital and organizational capital has positive and significant effect on organizational learning and organization's performance. Organizational learning partially mediated the effect of intellectual capital and organizational commitment on organization's performance. Organizational culture cannot moderates the effect of intellectual capital on organization's performance, become positive moderation of organizational commitment on organization's performance, and cannot moderates the effect of organizational learning on organization's performance. Implication of practical research is to give knowledge and understanding to leaders of private colleges in compound III of DKI Jakarta to improve the organizational learning and organization's performance trough intellectual capital and organizational commitment moderated by organization culture.

Keywords: Intellectual capital, organizational commitment, organization learning, and organization culture, organization performance

INTRODUCTION

Intellectual Capital in Private Colleges will become main purpose in an effort to improve organizational performance. Low intellectual capital hinders colleges to compete with other colleges. Intellectual capital is

an invisible asset. That is a combination of human factors, processes, and customers to provide a competitive advantage for company (Dessler, 1997). Intellectual capital can be obtained from two sources of human capital and structural capital. Human capital can be obtained from three sources of competence, attitude, and intellectual agility. While, structural capital can be obtained from three sources as well, such as relationships, organization, renewal, and development (Bontis *et al.*, 2001).

The study of organizational commitment has been widely found. Meyer *et al.* (2008) formulates three dimensions of organizational commitment: affective commitment, continuance commitment, and normative commitment. Affective commitment relates to emotional relationship of organization's members to organization. A person with affective commitment may stay with organization because of desire to be with organization. Continuous commitment relates to awareness of organizational members who will lose when leaving the organization. A person who has a continual commitment may live with organization because he thinks profit-loss when leaving the organization. Normative commitment relates to attachment feelings to organization. A person with a normative commitment may live with organization because of moral obligations.

Private Colleges cannot achieve good performance by relying only on human resources with intellectual capital and high organizational commitment but also needed the adequate organizational learning. The organizational learning play very important role for colleges institutions to improve their ability to transform their organizations into better knowledge management (Argyris and Schon, 1978). The organizational learning implementation can adjust to development condition of colleges and stakeholders interests, as customers, governments as a holder of regulation and industry as a user of college services. The learning outcomes by organization can encourage an organization to improve organizational performance and productivity.

Denison (1996) suggests four dimensions of organization cultures. First is involvement. It consist of involvement and participation with high intensity, creating a sense of belonging and sense of responsibility. Second is consistency. It is a control system with implicit meaning based on internalized values. Third is adaptability, it is a concept based on ability to make internal changes in response to changes in external environment. Forth is mission, it is the main activity of organization to achieve the vision of organization.

Organizational effectiveness can be enhanced by creating a strong culture to achieve organizational goals. Robbins (2001) explained that a strongly organization culture would affect certain traits to provide an attraction for individuals. Individual can think, act, and behave in accordance with of organization values. The suitability between organization culture and values shared by organization members will lead to good performance to encourage individuals to survive in one company and a long-term career (Kotter and Heskett, 2002,). Ehtesham *et al.* (2011) reveals that a culture is truly managed as a management tool and driving force for employees to become positive, dedicative, and productive. Cultural values are invisible, but it becomes forces to drive employee behavior to produce performance and effectiveness.

Organizational culture can help organizational performance. It creates an extraordinary level of motivation for organization to provide its best ability to take advantage of opportunities provided by its organization. Lado and Wilson (1994) explained that shared values make employees feel comfortable to work, committed, faithful, and try harder, and work harder, improve employee performance, and satisfaction while maintaining competitive advantage.

Realizing appropriate organization culture requires the support and participation of all members within organization. Employees make an overall perception based on characteristics of organization cultures as innovation, steadiness, awareness, result orientation, leader behavior and team orientation. These characteristics are present within an organization or company. Employees' perceptions to organization culture become the basis of employee's behavior. These perceptions raises a response to support organization characteristics, which further affects to employees performance (Robbins, 2001).

Data from Kopertis Region III DKI Jakarta year 2016 shows 331 colleges, consisting of 56 Colleges, 15 Institutes, 128 Colleges, and 125 Academy. The program studies offer a total of 1,634 courses with a total of 634.731 students and full time lecturers of country 19,271 people. Statistical data of private colleges shows low performance when assessed from accreditation rank BAN in environment Kopertis Region III DKI Jakarta. Various private colleges, institute and polytechnics have accreditation below the expectations of various stakeholders, as shown in table 1 below.

Table 1
Accreditation Value of Study Program in Kopertis III DKI Jakarta

No	Types of Institution	Accreditation	Total	%
1	University	A	137	14.71
		B	466	50.10
		C	328	35.23
2	Institute	A	8	5.92
		B	61	45.18
		C	68	50.37
3	College	A	30	8.11
		B	131	35.41
		C	209	56.49
4	Academy	A	4	2.61
		B	46	30.10
		C	103	67.32
5	Polytechnic	A	0	0
		B	7	25.91
		C	20	74.10

Sources:Kopertis Region III Jakarta

Above accreditation ranking data show that main indicator of private college's performance in Kopertis region III DKI Jakarta is still relatively low. The accreditation scores of study programs are dominated by B and C ratings. The accreditation rating of study program is the first assessment for new student candidates before entering and choosing to continue their studies at a university, especially private colleges in Kopertis Area III Jakarta.

Other portraits show that low performance of private colleges can be seen from quality and competence of lecturers. One of qualifications of lecturers is from academic position and level of education. Table 2 below shows data on number of lecturers according to academic functional positions.

Table 2
Full Time Lecturers Based Academic Functional Position in 2016.

<i>Non Degree</i>	Academic Functional Position				<i>Total</i>
	<i>Assistant</i>	<i>Lector</i>	<i>Head of Lector</i>	<i>Professor</i>	
9,120 (48%)	4,501 (23%)	4,082 (21%)	1,337 (7%)	231 (1%)	19,271 (100%)

Source: Kopertis Region III DKI Jakarta

Table 2 shows that performance of private university organizations for human capital development related to academic position is still relatively low. This can be seen from percentage of top academic positions (professor) only 1% from total lecturers. The other ranks are assistants and without rank.

Previous researches show some research gap of inconsistent research result for the effect of intellectual capital and organizational commitment on organizational performance through organizational learning show. It requires a follow-up research to clarify the effect intellectual capital and organizational commitment on organizational performance through organizational learning.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

1. Intellectual Capital, Organizational Learning and Organizational Performance

Klein and Prusak (2001) define intellectual capital as a material capital formulated, captured, and leveraged by creating high value assets; it becomes the standard to define intellectual capital. Brinker (2000) equates the intellectual capital as the relationship between consumers, suppliers, networks, and information, and management.

The importance of intellectual capital is reflected in higher importance of professional or industrial services based on science and information technology. Implementation of knowledge within business organizations according to Nonaka and Tekeuchi (1995) are neglected in management studies, although it is believed that this process is the most important for international competitiveness (Bontis *et al.*, 2000).

Bontis (2000) concludes that there is a relationship between Intellectual Capital and industry performance, although there are differences in which Customer Capital, and Structural Capital for firms performance of Canadian industry. Malaysia shows only the element of Structural Capital relates to industry performance. The research of Ahmad (2004) found that human capital (intellectual capital, social capital, organizational capital and knowledge) have a significant effect on university performance and intellectual capital is the most important factor of human capital. Astuti (2005) explained that stronger relationship of intellectual capital and structural capital is indirectly, with customer capital as intervening variable. In addition, the research also shows that customer capital and structural capital can serve as intervening variable for the relationship of human capital and business relationship performance, while structural capital can be used to mediate customer capital and business performance relationships.

Sharabatia, *et al.* (2013) show a significant positive effect of Intellectual Capital on Business Performance at Jordanian Telecommunication Companies. The results of this study also show that Relational Capital has a positive, significant effects on Business Performance in Jordanian Telecommunication Companies,

while Structural Capital, and Relational Capital does not significantly affect on Business Performance in Jordanian Telecommunication Companies. The empirical results also indicate that there is a strong relationship and interaction between the three components of Intellectual Capital.

Another organizational performance determinant is organizational learning. Colleges should have the expertise in creating, taking, and transferring knowledge, and modifying its behavior to reflect on its new knowledge and experience. Intellectual capital Sustainable organizational learning can improve the universities performance (Gaspersz, 2007).

Zeghal and Maaloul(2010) show a significant correlation between the three dimensions of intellectual capital and organizational learning. Nezam, *et al.* (2013) also adds that Innovation and organizational learning is the best fundamental basis to improve performance and gaining competitive advantage. The results showed that human capital could improve new performance product development with organizational learning ability. Based on above description, the research hypotheses are below.

H1a. Better intellectual capital should improve organizational performance.

H1b. Better intellectual capital should improve the organization learning.

H4a. Better intellectual capital should improve organizational performance mediated by organizational learning.

2. Organizational Commitment, Organizational Learning and Organizational Performance

Mathis and Jackson (2010) provide that definition, “Organizational Commitment is the degree to organization believes to accept organizational goals and desire to remain with organization. Mowday (1982) said that an Working commitment as another term of organizational commitment. Organizational commitment is an important behavioral dimension to assess the propensity of employees to survive as members of organization. Robbins and Judge (2009) define commitment as a state in which an individual stays in organization with goals and intentions to maintain its membership in organization. Mathis and Jackson (2010) define organizational commitment as employee’s belief and willingness to accept organizational goals and stay with organization.

The concept of organizational commitment evolves in initial study of individual loyalty of employee. Mehrabi, *et al.* (2013) examines the relationship between organizational commitment and organizational learning. The results showed that there was a significant relationship between organizational commitment and organizational learning. Significant relationships are also found between the different levels of organizational learning with organizational commitment and learning within individual, group, and organizational levels. Salarian *et al.* (2015) also shows a significant relationship between normative commitment and organizational learning of employees, but there is no significant relationship between affective commitment and organizational learning. Kamis, Noermijati and Susilowati (2013) confirmed that the influence of organizational commitment to teacher performance through learning organization is significant and positive, and influence of individual competence on teacher performance through learning organization is also significant and positive.

Mowday *et al.* (2007) examined the effects of personal characteristics (proactive personality) and contextual characteristics (organizational learning culture and work complexity) in employees using intrinsic motivation and organizational commitment. Overall, organizational learning culture, proactive personality, and work complexity accounted for 44% and 54% variance in organizational commitment and intrinsic

motivation. In addition, proactive personality moderates the relationship between organizational learning culture and organizational commitment.

Angle and Perry (1981) argue that a strong organizational commitment will encourage individuals to try harder to achieve organizational goals. So that high commitment makes the individual more concerned with organization rather than personal interests and try to make the organization better. High organizational commitment will improve high performance. Robbins and Judge (2009) concluded that organizational commitment has a positive effect on employee performance. This was also supported by research conducted by Shaw and Abdulla (2009) that organizational commitment has a positive effect on performance. Based on above description, the research hypotheses can be stated below.

H2a. Higher organizational commitment should improve organizational performance

H2b. Higher organizational commitment should improve organizational learning.

H4b. Higher organizational commitment should improve organizational performance mediated by organizational learning.

3. Organizational Learning and Organizational Performance

Argyris and Schon (1978) define organizational learning as the organizational ability to create, acquire, and transfer knowledge and behaviors to face new knowledge and insights. Chang and Wang (2006) has investigated the existing level of organizational learning practices of SMEs in developing countries, especially in Indonesia. This study has revealed that organization culture, transformational leadership and empowerment are valid antecedents of organizational learning. Škerlavaj and Dimovski (2006) also demonstrate the significant, strong and positive impact of organizational learning on performance from an employee perspective. Hernaus, *et al.* (2006) conducted research on organizational learning. The most important findings are statistically significant and positive relationship between organizational learning and organizational performance. Adversely, other researchers found different results (Wang and Lo, 2003; Absah, 2007). Organizational performance can be enhanced by organizational learning mediated by organizational competencies. This is different from other studies (Lee, *et al.*, 2008) that organizational learning (participation and empowerment) significantly influenced organizational innovation (product, process and service) and organizational performance. Based on above description, the research hypothesis can be stated below.

H3. Better organization's learning should improve the organizational performance.

3.2.4. Organizational culture and Organizational Performance

Organizational culture experts (Bowen *et al.*, 2004) argue that cultural consistency in organizations is important. Barney (1991) said that organization culture could contribute significantly to sustainable competitive advantage.

Based on several theories, opinions, studies, and findings of research on organization culture, it is necessary to examine organization culture role to moderate the intellectual capital ownership in improving organizational performance, organization culture role to strengthen organizational commitment to improve organizational performance, organization culture role to strengthen organizational learning process to improve organizational performance. Based on above description, the research hypotheses can be stated below.

H5a. Better intellectual capital should improve organizational performance moderated by organization culture

H5b. Higher organizational commitment should improve organizational performance moderated by organization culture

H5c. Stronger learning organization should improve organizational performance moderated by organization culture

RESEARCH METHODS

This is a research survey. The samples are collected from population and main data collection tool are questionnaires (Singarimbun, at al 2001). This is an explanatory research because intended to explain causal relationship between the related variables through hypothesis testing (Nazir, 1988).

The population is all study program or department of private campus in Kopertis Region III DKI Jakarta, totaling 796 study program from 56 universities. The samples was determined using a formula from Slovin (Riduwan, 2008). From the calculation result with 95% confidence level (error stage 5%) then the samples are 266 respondents.

The data is collected by a questionnaire instrument (Personally Administered Questionnaires), and completed with interviews with some respondents. This study used a scale with interval 1 (strongly disagree) up to 5 (strongly agree). Data is analyzed with Warp Partial Least Square (WarpPLS5.0).

RESEARCH RESULTS AND DISCUSSION

The descriptive statistic results show that most of respondents are men with age group is theoretically classified in very productive and productive age and most of respondent have working period more than 10 year and having lector academic rank. This means that the heads of study programs at Private University Kopertis Region III DKI Jakarta should have a healthy physical ability to work, high experience, professional, skilled in field and capable to lead the study program of educational institutions.

The analysis results of direct and indirect effect are shown graphically at figure 1 below.

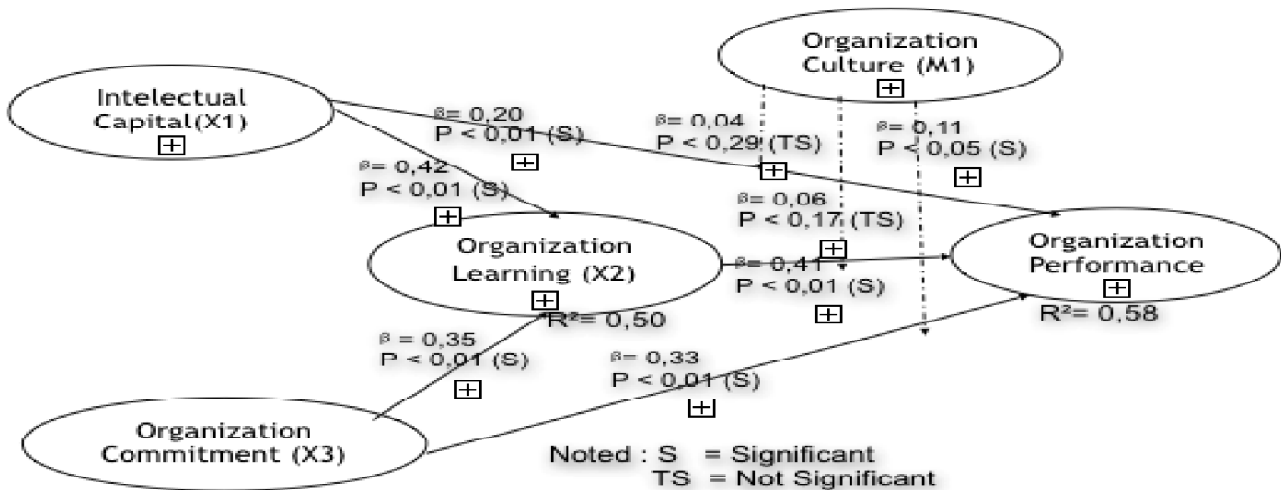


Figure 1: Path Analysis Result

Sources: Primary data processed with WarpPLS 5.0

Figure 1 shows five significant paths for the direct effect between variables. First, intellectual capital variable significantly affect on organizational learning. Second, intellectual capital variable significantly affect on organizational performance. Third, organizational commitment variable significantly affect on organizational learning. Forth, organizational commitment variable significantly affect on organizational

performance. Fifth, organizational learning variable significantly affect on organizational performance. It means all direct effect hypotheses (H1a, H1b, H2a, H2b and H3) are accepted and supported by field results.

The hypotheses testing for mediation variable can be explained below. Hair *et al.* (2013) explained that VAF value above 80% indicates the role a variable, as a full mediation, 20% -80% indicates partial mediation and less than 20% indicates no mediation effect. In the analysis of this calculation shows the value of VAF of 0.462 or 46.2%, thus the results of this study include the category of mediation part (partial mediation). It means organizational learning role for the the influence of intellectual capital on organizational performance is not the only mediation variable, there are other variables can become mediation variable. Therefore, H4a hypothesis is accepted. Other calculation shows the VAF value of 0.304 or 30.4%. The results of this study include in partial mediation. It means organizational learning role for the influence of organizational commitment on organizational performance is not the only variable mediation, there are other variables can be mediation variable. Therefore, H4b hypothesis is accepted.

The effects of organization culture as moderation variable are shown as follows. First, organization culture is not a moderation for the relationship of intellectual capital on organizational performance. Second, organizational performance becomes positive moderation variable (strengthening) for relationship of organizational commitment on organizational performance. Third, organization culture is not a moderation for the relationship organizational learning on organizational performance. It means only H5b is accepted and the other hypothesis are rejected. The Explanation of hypothesis testing results for the direct effect, mediation effect and moderation between variables are shown below.

1. The effect of intellectual capital on organizational learning and organizational performance

Intellectual capital is an invisible asset as a combination of human factors, processes, and customers to provide a competitive advantage to improve company performance. Intellectual capital can be measured through human, structural and relational capital. The theory that underlies intellectual capital is originated from wealth of intangible assets owned by company. Then Bontis (2000) and Marr (2008) tried to popularize the term intangible assets into an intellectual capital term. To further elaborate and clarify the term intellectual capital, it is classified into three parts as well as an indicator to measure intellectual capital i.e. human capital, structural capital, and relational capital that expect to have an effect on improving organizational performance.

2. The effect of organizational commitment on organizational learning and organizational performance

Organizational commitment is a psychological construct as characteristic of organization member relationship and the implications for individual decisions to continue the membership in organization. The theory that underlies organizational commitment is the attitudinal commitment focused on process of how one begins to think about its relationship within organization or determine its attitude toward the organization. After going through several studies, Meyer *et al.* (2008) formulated three dimensions of organizational commitment: affective commitment, continuant commitment, and normative commitment. The relationship of members with their organization can be reflected in different degrees of three dimensions.

3. The effect of organizational learning on organizational performance.

Organizational learning is a skill to create, acquire, interpret, transfer, and share knowledge, aimed to modify behavior to develop new knowledge and insights (Garvin, 2000). The main concept of organizational learning process is shared learning (involving all members of organization), where sharing mechanisms (whether sharing thoughts, sharing perspectives, sharing mental models or sharing common vision) are key to successful organizational learning. According to Senge (1990), organizational learning is one of skills that a leader must possess. In organizational learning, supervisor continuously provides an opportunity for every member of organization to learn. Learning can improve the ability of creativity and innovation. It will have a positive effect to improve organizational performance.

4. The effect of intellectual capital and organizational commitment on organizational performance mediated by organizational learning

The study results supports research findings Benkhoff (1997) that organizational commitment can improve organizational performance with organizational learning as mediation variable. Good organizational learning can directly improve organizational performance. Thus, private colleges in region Kopertis III Jakarta should improve the performance of institutional organizations by increasing the commitment of all members of organization through organizational learning as mediation.

The result of testing the variable of mediation on organization learning toward intellectual capital relation to organizational performance is partial mediation. The results of this test indicate that implementation of intellectual capital development can affect the performance organization either directly or indirectly through the learning organization of private colleges. The coefficient value of direction relationship shows positive and significant value. It means good organizational learning can improve organizational performance with provisions of university leadership can develop intellectual capital well through the development of human capital, structural capital and relational capital.

5. The effect of intellectual capital, organizational commitment, and organizational learning on organizational performance moderated by organization culture

The effect of intellectual capital on organizational performance moderated by culture shows interaction coefficient of 0.04 and insignificant at p-value 0.29. This means that relationship of intellectual capital to performance organization does not depend on condition of organization culture.

The effect of organizational commitment on organizational moderated by organization culture shows a coefficient interaction of 0.11 and significant at p-value 0.05. This means the relationship between organizational commitments on organizational performance depends on organization culture.

The effect of organizational learning on organizational performance moderated by organization culture shows a coefficient interaction of 0.06 and insignificant at p-value 0.17. This means that relationship between organizational learning on organizational performance is not depend on organization culture.

CONCLUSION

Improved intellectual capital can directly increase effectiveness of organizational learning. Human capital, structural capital, and improved relational capital can directly improve the effectiveness of learning

organization university. Better intellectual capital directly also improve organizational performance. Human capital, structural capital, and higher relational capital can directly improve the performance of university organizations. High organizational commitment can directly improve the effectiveness of organizational learning. Higher affective commitment, continuous commitment and normative commitment can directly improve the effectiveness of organizational learning. High organizational commitment can also improve organizational performance. Higher affective commitment, continuance commitment and normative commitment can directly improve organizational performance. Effective organizational learning directly improves organizational performance. Personal skills, mental models, shared vision, teamwork, and thinking to improve effective system can directly improve the performance of university organizations. Organizational learning partially mediate the effect of intellectual capital on organizational performance. Human capital, structural capital, and relational capital indirectly can improve the performance of university through organizational learning. Organizational learning partially mediates the effect of organizational commitment on organizational performance. Affective commitment, continuous commitment, and normative commitment indirectly can improve the performance of university through organizational learning. High organization culture is unable to strengthen intellectual capital relationships to improve organizational performance; high organization culture can strengthen organizational commitment relationships to improve organizational performance, and high organization culture unable to strengthen the organizational learning relationships to improve organizational performance.

LIMITATION AND FUTURE RESEARCH

Some limitations relate to limited respondents that collected unevenly for each region of Private Campus in Jakarta. Therefore, future research should includes more samples using private and public campus. The research data is only based on limited survey data at one point of time (cross sectional), future research can use additional longitudinal data to complement cross sectional data. Organizational performance measurement is only based on measurement of non-financial performance from perspective of Human Resources (HR), future research should include other measurement to improve the result.

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