

Optimization Model of Learning Organization Capability and Strategic Flexibility on the Performance of Private Universities in West Java

Galih Abdul Fatah Maulani

Entrepreneurship Study Program, Faculty of Entrepreneurship, Universitas Garut, Indonesia

E-mail: galihafm@uniga.ac.id

Abstract

This research aims to explore data and information and understand strategic flexibility and learning organization capability in improving the performance of private universities in Indonesia. This research design uses a quantitative approach with descriptive and verification research types. The object of research involves the performance of private tertiary institutions, external environment, internal environment, learning organization, strategic flexibility, and implementation of agility programs. The survey was conducted at 81 private higher education institutions in West Java, especially those in universities or institutes. The data collection technique was carried out by proportional random sampling. The analysis used to prove the hypothesis in this study is Structural Equation Modeling (SEM) based on components or variances commonly known as Partial Least Square (PLS). The results of the descriptive analysis show that the performance of private tertiary institutions in Indonesia can be categorized as high, which means that the performance carried out by the leaders of private tertiary institutions in Indonesia can be carried out through empirical evidence. It is found that strategic flexibility influences the performance of private tertiary institutions. Indicates that increasing the level of strategic flexibility implementation will improve the performance of private tertiary institutions. So that this series of models will have implications for improving performance positively and significantly.

Keywords: Learning Organizational Capability, Private Higher Education Institution Performance, Strategic Flexibility, Strategic Management.

Abstrak

Tujuan penelitian ini untuk menggali data dan informasi serta memahami strategic flexibility dan learning organization capability dalam meningkatkan kinerja perguruan tinggi swasta di Indonesia. Desain penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksploratory survey. Objek penelitian melibatkan kinerja perguruan tinggi swasta, lingkungan eksternal, lingkungan internal, learning organization capability, strategic flexibility capability dan organization agility strategy. Survei dilakukan pada 81 perguruan tinggi swasta di Jawa Barat khususnya yang berbentuk Universitas atau Institut. Teknik pengambilan data dilakukan dengan probability sampling. Analisis yang digunakan untuk membuktikan hipotesis pada penelitian ini adalah Structural Equation Modeling (SEM) yang berbasis component atau variance yang biasa dikenal dengan istilah Partial Least Square (PLS). Hasil analisis secara deskriptif menunjukkan bahwa kinerja perguruan tinggi swasta di Jawa Barat dapat dikategorikan tinggi, yang artinya bahwa kinerja yang dilakukan oleh para pimpinan perguruan tinggi swasta di Indonesia dapat dijalankan dengan Melalui pembuktian empiris ditemukan bahwa strategic flexibility capability memiliki pengaruh terhadap kinerja perguruan tinggi swasta, hal ini mengindikasikan bahwa meningkatnya tingkat pengoptimalan strategic flexibility capability dan learning organization capability akan meningkatkan kinerja perguruan tinggi swasta. Sehingga rangkaian model ini akan berimplikasi pada peningkatan kinerja secara positif dan signifikan..

Kata kunci: Kinerja Perguruan Tinggi Swasta, *Learning Organizational Capability*, Manajemen Strategik, *Strategic Flexibility*.

INTRODUCTION

Every organization engaged in business endeavors aims to achieve superior performance compared to its competitors. Those who endure and flourish in today's economy demonstrate several factors highlighting the significance of commitment to sustaining business continuity. (Maulani & Hamdani, 2018; Omotayo et al., 2018). Enduring, efficient company performance is achievable through an organization's continuous learning and adaptability to changes within the competitive landscape (Maulani & Hamdani, 2024).

Strategic Management presents a fundamentally novel approach to addressing strategy development within higher education institutions. However, not all challenges pertinent to education managers today can be resolved solely through this framework. Higher education is a complex organizational entity characterized by a multifaceted pattern influenced by various contributing factors that shape the landscape of higher education management (Maulani & Hamdani, 2018).

The performance of higher education institutions in Indonesia has emerged as a prominent concern, particularly regarding their rankings at both national and international levels. Indonesia holds the top position in terms of the number of universities within the Southeast Asia region. According to data released by the Central Statistics Agency of the Republic of Indonesia in 2022, there are 4,004 universities in operation, with 3,975 being privately owned, while the remaining 125 are state universities (Teknologi, 2021).

The role of private universities is pivotal and strategic in promoting equitable access to higher education across Indonesia. In 2021, there was a decrease in the number of private universities, with 51 such institutions ceasing to exist (Teknologi, 2021). Even in 2023, there is a growing potential for a decline in the number of universities, as many private institutions face the revocation of operational permits or have their foundations considering resignation. This trend is attributed to universities either ceasing operations or merging with other institutions, coupled with challenges in institutional or foundation management.

The decline in the number of private universities in Indonesia can be attributed to their inability to compete effectively with other institutions (Mediani, 2019). This trend is evidenced by factors such as dwindling student enrolments, inadequate accreditation, insufficient facilities, and a lack of financial support for the learning process. In response, the government has taken steps to ensure the availability of quality private higher education institutions (Teknologi, 2021), underscoring the significant impact of the limitations faced by private universities on overall higher education performance.

Organizations that prioritize continuous transformation through learning processes are recognized as learning organizations. Such entities continuously adjust to the evolving business landscape, striving to maintain a competitive edge (Vince, 2018). This principle is pertinent to private universities in Indonesia, particularly underscored during the Covid-19 pandemic, which necessitated a shift to online learning platforms and prompted digitalization initiatives across campuses (Lumingkewas et al., 2022).

In addition to digitalization efforts, the government's Merdeka Belajar – Merdeka Campus program seeks to enhance the competitiveness and performance of private universities in Indonesia. This policy, spearheaded by the Ministry of Education and Culture, encourages students

to acquire diverse skills relevant to the workforce. The program's Independent Campus component allows students to select courses within or beyond their home university (Tohir, 2020).

Additional research highlights the Learning Organization as an integrated model, delineating four key facets essential for its characterization: workplace learning, organizational learning, cultivating a conducive learning climate, and establishing a robust learning structure (Suprayitno, 2019). In studies exploring learning organizations within private universities, incorporating the Flexibility Strategy construct could be more frequent. Existing literature predominantly focuses on flexibility strategies' role in analysing corporate competitive advantages, as evidenced by research conducted by (Harrigan, 2017), (Aisjah, 2017), (Supeno et al., 2015), and other scholars. Regrettably, there is a dearth of research specifically investigating the application of the Flexibility Strategy to assess competitive advantages within private university contexts.

Essentially, flexibility strategy emerges from a company's imperative to navigate surplus capacity and adjust sales amidst historically unpredictable competitive landscapes. Such strategies are increasingly becoming an organizational mandate to effectively respond to evolving competitive conditions, necessitating proactive planning for inevitable restructuring by managers. (Etuknwa et al., 2020; Harrigan, 2017).

This research identifies both research and theoretical gaps concerning efforts to enhance the performance of private universities in Indonesia through leveraging capabilities such as strategic flexibility and learning organization capability, which is subsequently translated into organizational agility strategies encompassing formulation and implementation. Notably, the study examines specific programs implemented by private universities, notably the Independent Learning—Teaching Campus (MBKM) program and the campus Digitalization Program, while considering external and internal environmental factors, particularly within the context of West Java.

A key research gap identified pertains to the inconsistent findings regarding the impact of Strategic Flexibility and Learning Organization Capability on organizational performance. For instance, according to research conducted by Muh Rays (2022), learning organizations exhibit no significant influence on organizational performance, suggesting a negative relationship wherein higher levels of organizational learning correspond to lower organizational performance. This discrepancy may stem from the focus of previous research on the manufacturing industry, where learning organizations are perceived as future investment burdens, leading to decreased cash flows and subsequent declines in organizational performance (Kim & Lu, 2019). Additionally, variations in coefficient outcomes across studies, contingent upon the data utilized, further highlight the complexity of this relationship. The research results are supported by other research, which reveals that the influence of learning organizations on organizational performance is proven not to have a significant positive influence, so it is said that by understanding learning organizations, it is not certain that organizational performance can improve.

Apart from that, there are also inconsistencies in research that seek to reveal the influence of strategic flexibility capability on organizational performance. One of the weaknesses of strategic flexibility capability is that when an organization implements this capability highly, it will result in high costs within the organization, which affects organizational performance.

Based on the description of the existing problems, this research has several hypotheses consisting of:

H1: There is an influence of the External Environment on the Learning Organization's Capabilities

H2: There is an influence of the External Environment on Strategic Flexibility

H3: There is an influence of Internal Environment on Strategic Flexibility

H4: There is an influence the Internal Environment on Learning Organization's Capability

H5: There is an influence of External Environment on Organizational Agility Strategy.

H6: There is an influence of Learning Organization Capability on Organizational Agility Strategy

H7: There is an influence of Strategic Flexibility on Organizational Agility Strategy

H8: There is an influence of Internal Environment on Organizational Agility Strategy

H9: There is an Influence of Learning Organization Capability on Private Higher Education Performance

H10: There is an influence of Strategic Flexibility on Private Higher Education Performance

H11: There is an influence of Organizational Agility Strategy on Private Higher Education Performance

H12: There is an influence of External Environment on Organizational Agility Strategy through Learning Organization Capability

H13: There is an influence of the Internal Environment on Organizational Agility Strategy through Strategic Flexibility

H14: There is an influence of Strategic Flexibility on Private Higher Education Performance through Organizational Agility Strategy

H15: There is an influence of Learning Organization Capability on Private Higher Education Performance through Organizational Agility Strategy.

RESEARCH METHOD

This research employs a quantitative research approach, utilizing random sampling techniques for data collection. The research method employed is the Explanatory Survey method, which aims to elucidate the relationship between multiple variables through hypothesis testing (Sekaran & Bougie, 2016).

The research utilizes the Partial Least Squares (PLS) analysis technique to conduct the analysis. The unit of analysis comprises 81 private universities in West Java, with the heads of higher education institutions, including Chancellors or Vice Chancellors, serving as respondents. These individuals, representing their respective institutions, complete the research questionnaire and are considered the unit of observation in this study. The selected university must have criteria including: 1) private universities; 2) the form of higher education is universities and institutes; 3) universities implementing the Freedom of Learning Independent Campus (*Merdeka Belajar Kampus Merdeka* [MBKM]) program.

RESULTS AND DISCUSSION

Outer Model Testing (Measurement Model)

In the model testing results (Figure 1), all observed variables displayed loading factor values exceeding 0.70, indicating strong construct validity for the SEM-PLS model.

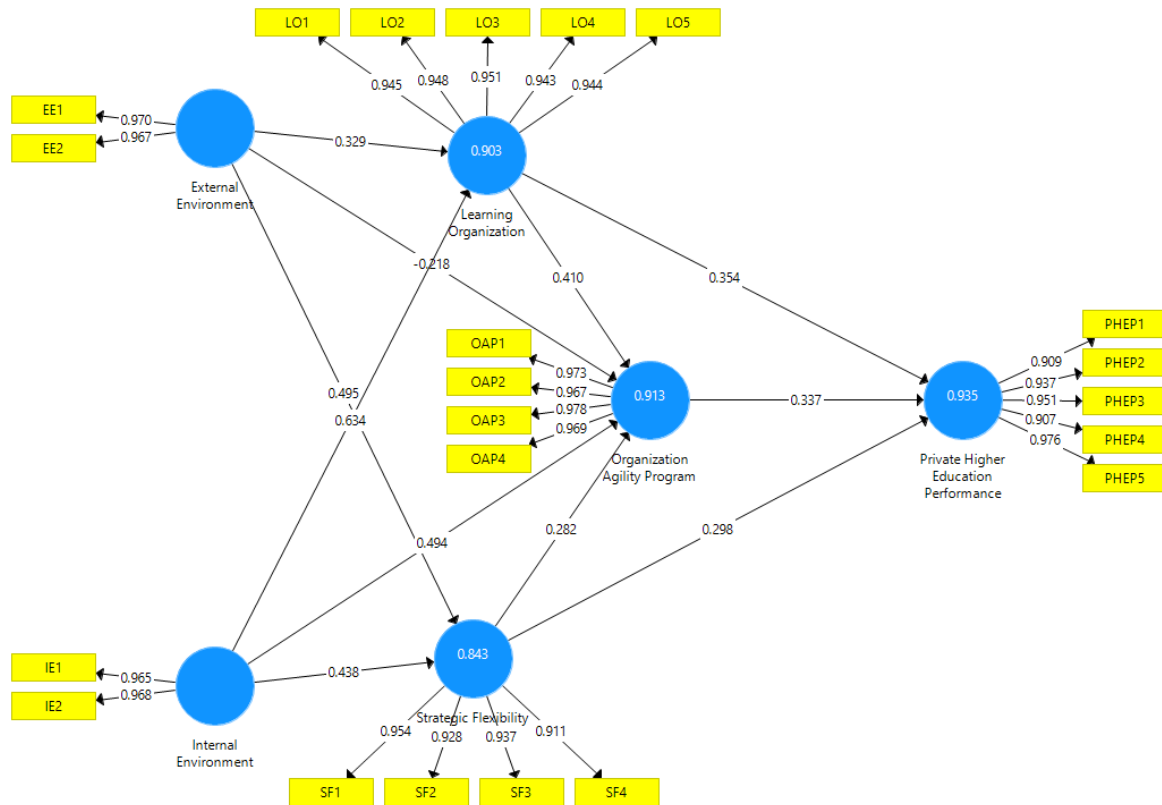


Figure 1 Research Results Model

Table 1 Loading Factor

Construct	Loading Factor	R Critical	Criteria (Loading Factor ≥ 0.70)
EE1 <- External Environment	0.970	0,70	Valid
EE2 <- External Environment	0.967	0.70	Valid
IE1 <- Internal Environment	0.965	0.70	Valid
IE2 <- Internal Environment	0.968	0.70	Valid
L01 <- Learning Organization	0.945	0.70	Valid
L02 <- Learning Organization	0.948	0.70	Valid
L03 <- Learning Organization	0.951	0.70	Valid
L04 <- Learning Organization	0.943	0.70	Valid
L05 <- Learning Organization	0.944	0.70	Valid
OAP1 <- Organization Agility Program	0.973	0.70	Valid
OAP2 <- Organization Agility Program	0.967	0.70	Valid
OAP3 <- Organization Agility Program	0.978	0.70	Valid
OAP4 <- Organization Agility Program	0.969	0.70	Valid
PHEP1 <- Private Higher Education Performance	0,909	0.70	Valid
PHEP2 <- Private Higher Education Performance	0.937	0.70	Valid
PHEP3 <- Private Higher Education Performance	0.951	0.70	Valid
PHEP4 <- Private Higher Education Performance	0.907	0.70	Valid
PHEP5 <- Private Higher Education Performance	0.976	0.70	Valid
SF1 <- Strategic Flexibility	0.954	0.70	Valid
SF2 <- Strategic Flexibility	0.928	0.70	Valid

Construct	Loading Factor	R Critical	Criteria (Loading Factor ≥ 0.70)
SF3 <- Strategic Flexibility	0.937	0.70	Valid
SF4 <- Strategic Flexibility	0.911	0.70	Valid

Source: Data Processing (2023)

Table 1 displays the loading factor values for each variable within each construct. All loading factors surpass the threshold of 0.70, indicating strong construct validity for each aspect investigated in the research. Next, the average variance extracted (AVE) will be tested to reinforce convergent validity. A criterion for validity is met if the AVE value exceeds 0.5 (Hair et al., 2019).

Table 2 Average Variance Extracted Value

Latent	Average Variance Extracted (AVE)	R Critical	Criteria (AVE ≥ 0.5)
External Environment	0.938	0.5	Valid
Internal Environment	0.934	0.5	Valid
Learning Organization	0.895	0.5	Valid
Organization Agility Program	0.944	0.5	Valid
Private Higher Education Performance	0.877	0.5	Valid
Strategic Flexibility	0.870	0.5	Valid

Source: Data Processing (2023)

According to Table 2, the assessment of convergent validity is evident through the average variance extracted (AVE) value. The findings indicate that all latent variables possess an AVE exceeding 0.5, affirming the robust convergent validity of the indicators constituting the latent construct as observed from the AVE value.

Table 3 Cross Loading Discriminant Validity Test Value

	EE	IE	LO	OAP	PHEP	SF
EE1	0.970	0.917	0.915	0.873	0.904	0.906
EE2	0.967	0.897	0.873	0.829	0.849	0.845
IE1	0.879	0.965	0.887	0.901	0.869	0.831
IE2	0.930	0.968	0.935	0.899	0.913	0.910
LO1	0.885	0.900	0.945	0.908	0.901	0.884
LO2	0.906	0.921	0.948	0.883	0.921	0.925
LO3	0.841	0.871	0.951	0.889	0.908	0.884
LO4	0.863	0.880	0.943	0.853	0.873	0.858
LO5	0.874	0.889	0.944	0.917	0.898	0.902
OAP1	0.840	0.908	0.914	0.973	0.913	0.891
OAP2	0.837	0.887	0.889	0.967	0.891	0.872
OAP3	0.869	0.912	0.924	0.978	0.931	0.903
OAP4	0.870	0.912	0.927	0.969	0.930	0.896
PHEP1	0.892	0.856	0.880	0.834	0.909	0.899
PHEP2	0.857	0.883	0.883	0.872	0.937	0.883
PHEP3	0.832	0.844	0.896	0.878	0.951	0.871
PHEP4	0.780	0.823	0.871	0.900	0.907	0.829

	EE	IE	LO	OAP	PHEP	SF
PHEP5	0.880	0.913	0.926	0.931	0.976	0.919
SF1	0.875	0.901	0.922	0.920	0.914	0.954
SF2	0.875	0.850	0.877	0.862	0.866	0.928
SF3	0.812	0.836	0.874	0.848	0.884	0.937
SF4	0.813	0.771	0.837	0.783	0.843	0.911

Source: Data Processing (2023)

Table 3 demonstrates that each indicator exhibits a notably stronger correlation with its corresponding construct compared to correlations with other constructs. Hence, it can be inferred that the research model possesses robust discriminant validity in cross-loading discriminant validity analysis.

Table 4 Cronbach's Alpha and Composite Reliability Value

Latent	Cronbach's Alpha	Composite Reliability
External Environment	0.934	0.968
Internal Environment	0.929	0.966
Learning Organization	0.971	0.977
Organization Agility Program	0.980	0.985
Private Higher Education Performance	0.965	0.973

Source: Data Processing (2023)

Table 4 reveals that a latent construct exhibits a Cronbach's alpha exceeding 0.6, suggesting favorable reliability for this construct. Additionally, the composite reliability values for all latent constructs surpass 0.60. Collectively, these Cronbach's alpha and composite reliability findings indicate strong reliability for the model.

Structural Model Testing (Inner Model)

Table 5 R Square

	R Square	The Level of Correlation
Learning Organization	0.903	Strong
Strategic Flexibility	0.843	Strong
Organization Agility Program	0.913	Strong
Private Higher Education Performance	0.935	Strong

Source: Data Processing (2023)

The R-Square values provide insights into the strength of the model, with 0.67 indicating a strong model, 0.33 indicating a moderate model, and 0.19 indicating a weak model. From the findings presented in Table 5, it is evident that the R-Square for the Learning Organization variable is 0.903, indicating that the External Environment and Internal Environment collectively account for 90.3% of the variance in the Learning Organization. The remaining 9.7% is attributed to unexamined variables. Similarly, the R-Square for the Strategic Flexibility variable is 0.843,

suggesting that the External Environment and Internal Environment jointly explain 84.3% of the variance in Strategic Flexibility, with 15.7% attributed to unexamined variables.

Moreover, the R-Square for the Organization Agility Program variable is 0.843, indicating that the External Environment and Internal Environment combined explain 91.3% of the variance in the Organization Agility Program through the mediation of Learning Organization and Strategic Flexibility. The remaining 8.7% is influenced by unexamined variables. Finally, the R-Square for the Private Higher Education Performance variable is 0.843, signifying that the External Environment and Internal Environment jointly account for 93.5% of the variance in Private Higher Education Performance through the mediation of Learning Organization, Strategic Flexibility, and Organization Agility Program, with 6.5% attributed to unexamined variables in this study.

Tabel 6 f Square

Variable	Effect Size	Rating
Learning Organization		
External Environment	0.136	Small
Internal Environment	0.506	Large
Strategic Flexibility		
External Environment	0.191	Moderate
Internal Environment	0.150	Small
Organization Agility Program		
External Environment	0.055	Small
Internal Environment	0.228	Moderate
Learning Organization	0.126	Small
Strategic Flexibility	0.096	Small
Private Higher Education Performance		
Learning Organization	0.146	Small
Strategic Flexibility	0.143	Small
Organization Agility Program	0.187	Moderate

Source: Data Processing (2023)

According to Table 6, the External Environment and Internal Environment variables exhibit both small and large influences on the Learning Organization variable. Additionally, these variables demonstrate a moderate and small influence on the Strategic Flexibility variable. In the case of the Organization Agility Program variable, the External Environment, Internal Environment, Learning Organization, and Strategic Flexibility variables each exert influences categorized as small, moderate, small, and small, respectively. Furthermore, the Learning Organization, Strategic Flexibility, and Organization Agility Program variables collectively exhibit influences categorized as small, small, and moderate, respectively, on the Private Higher Education Performance variable.

Hypothesis Testing

H1: The Impact of the External Environment on Learning Organization Capability.

Based on the findings presented in Table 7, the Original Sample (O) value of 0.329 indicates a positive direction of influence of the External Environment on Learning Organization Capability. This suggests that as the External Environment improves, the Learning Organization also tends to

improve. The influence of the External Environment on the Learning Organization is statistically significant, as evidenced by a t-statistic value of 2.805, exceeding the critical value of 1.96, and a p-value of 0.005, which is below the significance level of 0.05. Consequently, H1 is accepted, indicating a discernible influence of the External Environment on Learning Organization Capability.

Table 7 Path Coefficients and T-Values of the Influence of External Environment on Learning Organization Capability.

Impact	Original Sample (O)	t-statistical	p-value	Conclusion
External Environment on Learning Organization	0.329	2.805	0.005	H _{0,1} Rejected

Source: Data Processing (2023)

The implications of this research are twofold, offering theoretical contributions particularly in the realms of the external environment and learning organization. Empirical observations in the field suggest that private universities demonstrate a proficient understanding of their external environment, leading to the development of learning organizations such as Corporate Universities (Corpu) (Ahmad, Jamaluddin, Andi Astinah Adnan, Umar Congge, 2020). Corporate universities serve to address deficiencies and delays in the traditional theoretical learning process within higher education. Telkom University, as a private institution in Indonesia, exemplifies the transformation of a corporate university into a learning organization, fostering a shift from conventional training approaches to strategic learning methodologies (pusdiklat.perpusnas.go.id, 2021).

Furthermore, the findings of this study corroborate several prior research findings regarding the influence of the external environment on learning organizations. According to (Aliev & Sigov, 2017), organizations proficient in scanning the external environment, particularly amid rapid changes, are adept at fostering flexibility in knowledge and skill acquisition, key components of a learning organization.

H2: The Impact of External Environment on Strategic Flexibility

Table 8 Path Coefficient and T-Statistic of the Impact of External Environment on Strategic Flexibility

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
External Environment on Strategic Flexibility	0.495	3.665	0.000	H _{0,2} Rejected

Source: Data Processing (2023)

Based on the findings presented in Table 8, the Original Sample (O) value of 0.495 indicates a positive direction of influence of the External Environment on Strategic Flexibility. This suggests that as the External Environment improves, Strategic Flexibility also tends to improve. The influence of the External Environment on Strategic Flexibility is statistically significant, as evidenced by a t-statistic value of 3.665, exceeding the critical value of 1.96, and a p-value of 0.000,

which is below the significance level of 0.05. Consequently, H2 is accepted, indicating a discernible influence of the External Environment on Strategic Flexibility.

One notable result of this study is the significant influence of the external environment on strategic flexibility in private universities in Indonesia. These findings underscore the importance for private universities to comprehend the external landscape in order to effectively adapt to rapid changes. This aligns with previous research highlighting the necessity for organizations to exhibit strategic flexibility in response to dynamic environments, particularly those characterized by rapid technological advancements (Pagell & Krause, 2004).

Building upon research by (Cingöz & Akdoğan, 2013), organizations aspiring to implement strategic flexibility must carefully consider all environmental factors. Strategic flexibility entails swift responses to technological shifts and evolving business landscapes, necessitating companies to outcompete rivals in adapting to survive. The implication of this research lies in its theoretical contribution, particularly regarding the interplay between the external environment and strategic flexibility. A company's adept understanding and management of its external environment facilitate smoother adaptation to prevailing changes.

H3: The Impact of Internal Environment on Strategic Flexibility

Table 9 Path Coefficient and T-Statistic of the Impact of Internal Environment on Strategic Flexibility

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Internal Environment on Strategic Flexibility	0.438	3.298	0.001	H _{0.3} Rejected

Source: Data Processing (2023)

Based on the findings presented in Table 9, the Original Sample (O) value of 0.438 indicates a positive direction of influence of the Internal Environment on Strategic Flexibility. This suggests that as the Internal Environment improves, Strategic Flexibility also tends to improve. The influence of the Internal Environment on Strategic Flexibility is statistically significant, with a t-statistic value of 3.298, surpassing the critical value of 1.96, and a p-value of 0.001, falling below the significance level of 0.05. Consequently, H1.3 is accepted, indicating a discernible influence of the Internal Environment on Strategic Flexibility.

Previous research by (Najm, 2021) corroborates these findings, demonstrating that strategic human resource management practices can enhance strategic flexibility in organizations. Processes such as recruitment, selection, and training and development contribute to organizational flexibility in market expansion and the introduction of new products and services. Additionally, research by (Bamel & Bamel, 2018) supports the notion that organizational resources aid in the development of strategic options.

The implication of this research lies in its theoretical contribution, particularly concerning the internal environment and strategic flexibility. Private universities, by comprehensively understanding and managing their internal environment, can more effectively adapt to various changes.

H4: The Impact of Internal Environment on Learning Organization Capability

Table 10 Path Coefficient and T-Statistic of the Impact of Internal Environment on Learning Organization Capability

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Internal Environment on Learning Organization Capability	0.634	5.263	0.000	H _{0.4} Rejected

Source: Data Processing (2023)

Based on the findings presented in Table 10, the Original Sample (O) value of 0.634 indicates a positive direction of influence of the Internal Environment on Learning Organization Capability. This implies that as the Internal Environment improves, the Learning Organization Capability also tends to improve. The influence of the Internal Environment on Learning Organization Capability is statistically significant, with a t-statistic value of 5.263, exceeding the critical value of 1.96, and a p-value of 0.000, falling below the significance level of 0.05. Consequently, H1.4 is accepted, indicating a notable influence of the Internal Environment on Learning Organization Capability.

These findings underscore the importance for private universities to comprehend and manage their internal organizational environment to foster a conducive environment for becoming learning organizations. This aligns with the research conducted by (Kumpikaite, 2008), which defines learning organizations as entities continually adapting and evolving, fostering a culture of shared knowledge acquisition and exchange among all employees. Additionally, (Lopez et al., 2005) found that when organizations leverage the knowledge and skills of their human resources effectively, employees are motivated to contribute through continuous innovation and collaboration, thus enhancing organizational effectiveness.

H5: The Impact of External Environment on Organizational Agility Strategy

Table 11 Path Coefficient and T-Statistic of the Impact of External Environment on Organizational Agility Strategy

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
External Environment on Organizational Agility Program	-0.218	1.323	0.187	H _{0.5} Accepted

Source: Data Processing (2023)

Based on the findings presented in Table 11, the Original Sample (O) value of -0.218 indicates a negative direction of influence of the External Environment on Organizational Agility Strategy. This implies that as the External Environment improves, the Organizational Agility Strategy tends to decrease. However, the influence of the External Environment on Organizational Agility Strategy is not statistically significant, with a t-statistic value of 1.323, falling below the critical value of 1.96, and a p-value of 0.187, exceeding the significance level of 0.05. Consequently, H1.5 is rejected, indicating no discernible influence of the External Environment on Organizational Agility Strategy.

These findings suggest that private universities' understanding of their external environment does not directly affect their agility in responding quickly to changes and new

developments or in solving problems with innovative solutions. This contrasts with previous research by (Darvishmotevali et al., 2020), which suggests that an organization's success in navigating an uncertain environment is driven by its agility in strategic transformation, which, in turn, is influenced by its understanding of the external environment.

The implication of this research lies in its theoretical contribution, particularly in the realm of the external environment and organizational agility programs. These new findings suggest that private universities' ability to comprehend and manage their external environment does not necessarily translate into agility in addressing changes and solving problems within their organizational context.

H6: The Impact of Learning Organization Capability on Organizational Agility Strategy

Table 12 Path Coefficient and T-Statistic of the Impact of Learning Organization Capability on Organizational Agility Strategy

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Learning Organization on Organizational Agility Program	0.410	3.366	0.001	H _{0.6} Rejected

Source: Data Processing (2023)

Based on the findings presented in Table 12, the Original Sample (O) value of 0.410 indicates a positive direction of influence of Learning Organization Capability on Organizational Agility Strategy. This suggests that as Learning Organization Capability improves, Organizational Agility Strategy also tends to improve. The influence of Learning Organization Capability on Organizational Agility Strategy is statistically significant, with a t-statistic value of 3.366, exceeding the critical value of 1.96, and a p-value of 0.001, falling below the significance level of 0.05. Consequently, H1.6 is accepted, indicating a notable influence of Learning Organization Capability on Organizational Agility Strategy.

These findings suggest that organizations transitioning into learning organizations enhance the agility of private universities in responding swiftly to changes and emerging developments, and in devising innovative solutions to problems. This aligns with previous research by (Arun et al., 2012), which posits that organizations can bolster their agility through the process of continuous learning. Moreover, these findings corroborate several prior studies (Cetindamar et al., 2021; Nadhira Putri & Mangundjaya, 2020; Sadeghinejad et al., 2017; Shamran et al., 2020; Wicaksana & Isfania, 2022; Yıldıran et al., 2022), emphasizing that an organizational agility program serves as a deliberate response to rapidly changing environmental uncertainties and multifaceted challenges.

H7: The Impact of Strategic Flexibility on Organizational Agility Strategy

Based on the findings presented in Table 13, the Original Sample (O) value of 0.282 indicates a positive direction of influence of Strategic Flexibility on the Organizational Agility Program. This implies that as Strategic Flexibility improves, the Organizational Agility Program also tends to improve. The influence of Strategic Flexibility on the Organizational Agility Program is statistically significant, with a t-statistic value of 3.358, exceeding the critical value of 1.96, and a p-value of

0.001, falling below the significance level of 0.05. Consequently, H1.7 is accepted, indicating a notable influence of Strategic Flexibility on the Organizational Agility Program.

Table 13 Path Coefficient and T-Statistic of the Impact of Strategic Flexibility on Organizational Agility Program

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Strategic Flexibility on Organizational Agility Program	0.282	3.358	0.001	H _{0.7} Rejected

Source: Data Processing (2023)

These findings suggest that the capacity to adapt swiftly to rapid environmental changes within private universities positively impacts their agility in responding promptly to emerging developments and addressing challenges with innovative solutions. This aligns with previous research on the influence of strategic flexibility on organizational agility programs, as noted by (Arsawan et al., 2022; Atkinson et al., 2022; Syaunqiy & Dirgantara, 2020), which emphasize the importance of organizational sensitivity to opportunities and threats in developing and implementing strategic plans and decisions.

H8: The Impact of Internal Environment on Organizational Agility Strategy

Table 14 Path Coefficient and T-Statistic of the Impact of Internal Environment on Organizational Agility Strategy

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Internal Environment on Organizational Agility Program	0.494	3.499	0.001	H _{0.8} Rejected

Source: Data Processing (2023)

Based on the findings presented in Table 14, the Original Sample (O) value of 0.494 indicates a positive direction of influence of the Internal Environment on Organizational Agility Strategy. This suggests that as the Internal Environment improves, the Organizational Agility Strategy also tends to improve. The influence of the Internal Environment on Organizational Agility Strategy is statistically significant, with a t-statistic value of 3.499, exceeding the critical value of 1.96, and a p-value of 0.001, falling below the significance level of 0.05. Consequently, H1.8 is accepted, indicating a notable influence of the Internal Environment on Organizational Agility Strategy.

These findings underscore the importance of private universities comprehending and managing the internal environment within their organizations to facilitate swift responses to changes and emerging developments and to devise innovative solutions to problems. This aligns with previous research conducted by (Lungu, 2020), which emphasizes the necessity for organizational agility to be driven by internal factors such as organizational structure, a culture of creativity, technology, and human resources.

H9: The Influence of Learning Organization Capability on Private Higher Education Performance

Table 15 Path Coefficient and T-Statistic of the Impact of Learning Organization Capability on Private Higher Education Performance

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Learning Organization on Private Higher Education Performance	0.354	2.637	0.009	H _{0.9} Rejected

Source: Data Processing (2023)

Based on the findings presented in Table 15, the Original Sample (O) value of 0.354 indicates a positive direction of influence of Learning Organization on Private Higher Education Performance. This suggests that as Learning Organization Capability improves, Private Higher Education Performance also tends to improve. The influence of Learning Organization on Private Higher Education Performance is statistically significant, with a t-statistic value of 2.637, exceeding the critical value of 1.96, and a p-value of 0.009, falling below the significance level of 0.05. Consequently, H1.9 is accepted, indicating a notable influence of Learning Organization Capability on Private Higher Education Performance.

These findings suggest that organizations transitioning into learning organizations positively impact the performance of private universities in Indonesia. This encompasses the quality and quantity of work outcomes achieved by private universities across various functions or activities over a specified period. This aligns with previous research conducted by (Habtoor S. et al., 2020), which emphasizes the role of the learning organization concept in facilitating knowledge creation and sharing among employees to enhance organizational performance.

H10: The Impact of Strategic Flexibility on Private Higher Education Performance

Table 16 Path Coefficient and T-Statistic of the Impact of Strategic Flexibility on Private Higher Education Performance

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Strategic Flexibility on Private Higher Education Performance	0.298	2.500	0.013	H _{0.10} Rejected

Source: Data Processing (2023)

Based on the findings presented in Table 16, the Original Sample (O) value of 0.298 indicates a positive direction of influence of Strategic Flexibility on Private Higher Education Performance. This suggests that as Strategic Flexibility improves, Private Higher Education Performance also tends to improve. The influence of Strategic Flexibility on Private Higher Education Performance is statistically significant, with a t-statistic value of 2.500, exceeding the critical value of 1.96, and a p-value of 0.013, falling below the significance level of 0.05. Consequently, H1.10 is accepted, indicating a notable influence of Strategic Flexibility on Private Higher Education Performance.

These findings imply that the capacity to adapt swiftly to rapid changes in the environment of private universities positively impacts their performance. This encompasses the quality and quantity of work outcomes achieved by private universities across various functions or activities over a specified period. Private universities with a high level of strategic flexibility are better positioned to enhance their performance. This aligns with research conducted by (Ahmad et al., 2016), which underscores the importance of organizational adaptability in navigating changing market conditions and crises for organizational success.

H11: The Impact of Organizational Agility Strategy on Private Higher Education Performance

Table 17 Path Coefficient and T-Statistic of the Impact of Organizational Agility Strategy on Private Higher Education Performance

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Organizational Agility Strategy on Private Higher Education Performance	0.337	2.606	0.009	H _{0.11} Rejected

Source: Data Processing (2023)

Based on the findings depicted in Table 17, the Original Sample (O) value of 0.337 indicates a positive direction of influence of the Organizational Agility Program on Private Higher Education Performance. This implies that as the Organizational Agility Strategy improves, Private Higher Education Performance is likely to enhance. The influence of the Organizational Agility Program on Private Higher Education Performance is statistically significant, with a t-statistic value of 2.606, surpassing the critical value of 1.96, and a p-value of 0.009, falling below the significance threshold of 0.05. Consequently, H1.11 is accepted, suggesting a tangible impact of the Organizational Agility Program on Private Higher Education Performance.

These findings align with previous research by (Nethavhani, 2020), emphasizing the importance of organizational agility in maintaining and enhancing performance, particularly in the context of the fourth industrial revolution. In the era of Industry 4.0, organizational agility is imperative for organizations to adapt, innovate, and remain competitive in the market landscape.

H12: The Impact of External Environment on Organizational Agility Strategy through Learning Organization Capability

Table 18 Path Coefficient and T-Statistic of the Impact of External Environment on Organizational Agility Strategy through Learning Organization Capability

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
External Environment on Organizational Agility Strategy through Learning Organization Capability	0.135	2.065	0.039	H _{0.12} Rejected

Source: Data Processing (2023)

From the results presented in Table 18, the Original Sample (O) value of 0.135 suggests a positive influence of the External Environment on Organizational Agility Strategy through the Learning Organization. This indicates that as the External Environment improves, the Organizational Agility Program through the Learning Organization is also likely to enhance. The influence of the External Environment on the Organizational Agility Program through the Learning Organization is statistically significant, with a t-statistic value of 2.065, exceeding the critical value of 1.96, and a p-value of 0.039, falling below the significance threshold of 0.05. Consequently, H1.12 is accepted, signifying an impact of the External Environment on the Organizational Agility Program through the Learning Organization.

These findings underscore the role of private universities in understanding the external environment, which in turn influences their agility to swiftly respond to emerging changes and challenges. However, this relationship is moderated by the continuous learning activities organized by the universities. Through ongoing learning processes involving active participation from the academic community, private universities in Indonesia equip themselves with the cognitive agility necessary to address diverse challenges and devise innovative solutions.

H13: The Impact of Internal Environment on Organizational Agility Strategy through Strategic Flexibility

Table 19 Path Coefficient and T-Statistic of the Impact of Internal Environment on Organizational Agility Strategy through Strategic Flexibility

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Internal Environment on Organizational Agility Program through Strategic Flexibility	0.123	2.719	0.007	H _{0.13} Rejected

Source: Data Processing (2023)

From the results presented in Table 19, the Original Sample (O) value of 0.123 indicates a positive influence of the Internal Environment on the Organizational Agility Program through Strategic Flexibility. This suggests that as the Internal Environment improves, the Organizational Agility Program through Strategic Flexibility is also likely to enhance. The influence of the Internal Environment on the Organizational Agility Program through Strategic Flexibility is statistically significant, with a t-statistic value of 2.719, surpassing the critical value of 1.96, and a p-value of 0.007, falling below the significance threshold of 0.05. Consequently, H1.13 is accepted, indicating an impact of the Internal Environment on the Organizational Agility Program through Strategic Flexibility.

These findings underscore the importance for private universities to effectively manage and understand their internal environment. By doing so, they can enhance their ability to swiftly respond to changes and challenges, leveraging strategic flexibility as a means to foster organizational agility. This highlights the significance of implementing flexibility strategies within private universities to facilitate effective adaptation and problem-solving in dynamic environments.

H14: The Impact of Strategic Flexibility on Private Higher Education Performance through Organizational Agility Strategy

Table 20 Path Coefficient and T-Statistic of the Impact of Strategic Flexibility terhadap Private Higher Education Performance through Organizational Agility Strategy

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Strategic Flexibility on Private Higher Education Performance through Organizational Agility Program	0.095	1.790	0.074	H _{0.14} Rejected

Source: Data Processing (2023)

From the results presented in Table 20, the Original Sample (O) value of 0.095 suggests a positive influence of Strategic Flexibility on Private Higher Education Performance through the Organizational Agility Program. This implies that as Strategic Flexibility improves, there is a corresponding enhancement in Private Higher Education Performance via the Organizational Agility Program. However, the influence of Strategic Flexibility on Private Higher Education Performance through the Organizational Agility Program is not statistically significant, with a t-statistic value of 1.790, falling below the critical value of 1.96, and a p-value of 0.074, exceeding the significance threshold of 0.05. Therefore, H1.14 is initially rejected, indicating no significant influence of Strategic Flexibility on Private Higher Education Performance through the Organizational Agility Program.

Nevertheless, upon considering an alpha level of 10% (0.1), the p-value of 0.074 falls below this threshold, suggesting a potential influence of Strategic Flexibility on Private Higher Education Performance through the Organizational Agility Program. Consequently, if utilizing a 10% alpha, H1.14 would be accepted, indicating an influence of Strategic Flexibility on Private Higher Education Performance through the Organizational Agility Strategy.

These findings underscore the role of adapting to rapid environmental changes in shaping the performance of private universities in Indonesia. They suggest that while high strategic flexibility may contribute to performance improvements through agility programs, further examination is required to ascertain the significance of this relationship.

H15: The Impact of Learning Organization Capability on Private Higher Education Performance through Organizational Agility Strategy

Table 21 Path Coefficient and T-Statistic of the Impact of Learning Organization Capability terhadap Private Higher Education Performance through Organizational Agility Strategy

Impact	Original Sample (O)	t-Statistic	p-value	Conclusion
Learning Organization on Private Higher Education Performance through Organizational Agility Strategy	0.138	2.525	0.012	H _{0.15} Rejected

Source: Data Processing (2023)

Based on the findings presented in Table 21, the Original Sample (O) value of 0.138 suggests a positive influence of the Learning Organization on Private Higher Education Performance through the Organizational Agility Program. This indicates that as the Learning Organization improves, there is a corresponding enhancement in Private Higher Education Performance via the Organizational Agility Program. The influence of the Learning Organization on Private Higher Education Performance through the Organizational Agility Program is statistically significant, with a t-statistic value of 2.525 exceeding the critical value of 1.96, and a p-value of 0.012 falling below the significance threshold of 0.05. Therefore, H1.15 is accepted, signifying an influence of the Learning Organization on Private Higher Education Performance through the Organizational Agility Program.

These findings underscore that organizations transitioning into learning organizations or possessing learning organization capabilities influence the performance of private universities in Indonesia. This influence is manifested in the quality and quantity of work results achieved by private universities over time, facilitated by agility programs developed within these organizations. Continuous learning activities play a pivotal role, fostering active participation across the academic community, thereby enhancing the speed of thought and action. Consequently, private universities are urged to perpetually engage in the learning process, thereby augmenting their performance through agile programs.

Research Novelty

This study has yielded findings as novelty resulting from in-depth analysis. The novelty or newness of the research findings include the following:

1. Generating a Model of Strategic Flexibility and Learning Organization Capability to enhance the private higher education performance of private universities in West Java. This study coincides with the post-Covid-19 pandemic era, during which the researchers analyzed this phenomenon to provide insights to private universities in West Java to maintain their performance effectively and sustainably during crises. The model in Figure 2 indicates that improving the performance of private universities is characterized by meeting accreditation criteria or having a good national or international ranking. Additionally, enhancing the performance of private universities in West Java, and Indonesia in general, requires organizational capabilities, particularly in becoming learning organizations that are responsive to every change, especially in acquiring information. In this regard, private universities need to ensure the availability of information, facilitate information gathering, and utilization within their organizational environment. Furthermore, optimizing private universities to become learning organizations necessitates an internal business environment analysis, focusing on organizational resources. This entails the capability of private universities to manage their organizational resources effectively.
2. Introducing a new concept, namely Organizational Agility Strategy, constructed as strategy formulation and implementation, which encompasses programs or activities and efforts undertaken by universities to execute work programs according to planning.

3. Generating new dimensions and indicators for the concepts of Organizational Agility Strategy, Strategic Flexibility, and Learning Organization Capability.
4. Proposing new propositions and hypotheses derived from the concept of Organizational Agility Strategy towards four variables in the study, including Strategic Flexibility, Learning Organization Capability, Internal Environment, and External Environment. The variables used in this analysis pertain to the model of strategic flexibility and Learning Organization Capability in enhancing the performance of universities. This study distinguishes itself from previous research which focused on the application of strategic flexibility and Learning Organization Capability and their influence on competitive advantage. Conversely, this study explores the application of strategic flexibility through organizational agility Strategy in enhancing the performance of private universities influenced by external environment, internal environment, and learning organization in several private universities in West Java, with a more comprehensive discussion of variables compared to previous research.

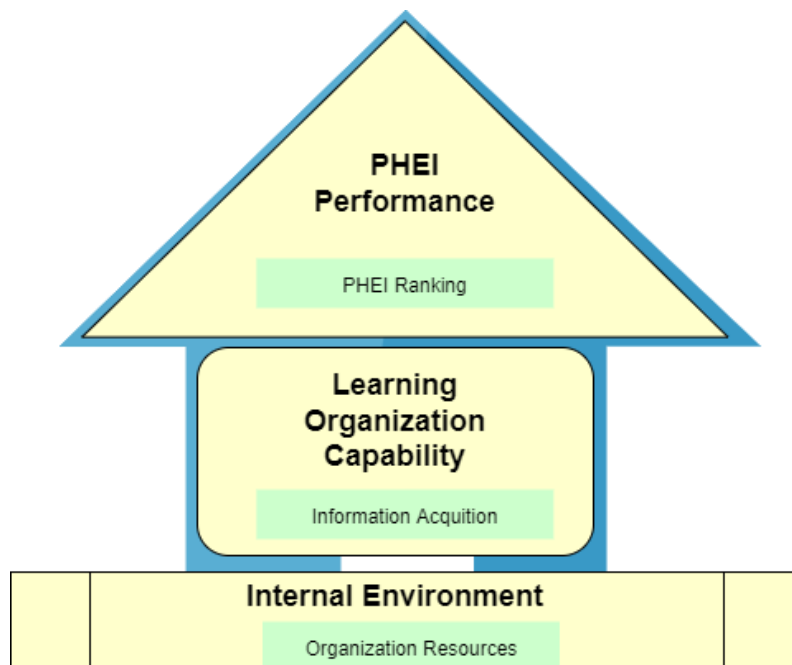


Figure 2 illustrates the Model of Enhancing the Performance of Private Universities Based on Internal Environment Through Learning Organization Capability

CONCLUSION

Generally, the variables concerning the external environment, internal environment, learning organization capability, strategic flexibility, organizational agility strategy, and private higher education performance of private universities in Indonesia exhibit high levels. According to the research findings, it is evident that among the dimensions assessing private higher education performance, the PHEI rating dimension exerts the most significant influence on shaping the variable of private higher education performance. The PHEI rating signifies the capacity of higher education institutions to fulfill performance standards, notably through the production of quality

graduates aligned with societal needs and the job market, in line with contemporary advancements in science and technology. Consequently, continual empowerment of private universities is imperative to realize their role as effective and efficient agents of development within society. It is hoped that the findings of this research can be used as a reference for academics in order to build and develop further research. The results of the research carried out are part of the premise in developing a framework for thinking. Based on the results obtained in this research and considering the limitations of the author, the author recommends that the following things need to be considered by future authors, such as a more comprehensive number of respondents throughout Indonesia, not just 1 province. Apart from that, it is necessary to involve more private universities in taking samples by paying attention to aspects that have a direct influence on the organization as respondents. Apart from that, expanding the scope of scientific disciplines to be able to have a more significant influence on scientific development needs, especially in improving the performance of private universities.

REFERENCES

- Ahmad, Jamaluddin, Andi Astinah Adnan, Umar Congge, M. Y. Q. (2020). Leadership Agility for Pandemic COVID-19: Study of The Principal's Role in Implementing "Teach from Home" Policy. *International Journal of Advanced Science and Technology*, 29(5), 13210–1317.
- Ahmad, M., Kahwaji, A., Durrah, O., & Allil, K. (2016). The impact of strategic flexibility on the performance of private banks during the crisis in Syria. *International Journal of Economic Research*, 13(5), 2087–2095.
- Aisjah, S. (2017). Intellectual Capital and Strategic Flexibility Effect the Performance Companies in Small and Medium Enterprises in Malang-Indonesia. *Australian Academy of Accounting and Finance Review*, 3(3), 98–110.
- Aliev, I. M., & Sigov, V. I. (2017). *Creating a Learning Organization as an Increase in the Adaptability of a Company's Human Capital to the Volatility of the External Environment*. XX(4), 57–69.
- Arsawan, I. W. E., Hariyanti, N. K. D., Atmaja, I. M. A. D. S., Suhartanto, D., & Koval, V. (2022). Developing Organizational Agility in SMEs: An Investigation of Innovation's Roles and Strategic Flexibility. *Journal of Open Innovation: Technology, Market, and Complexity*, 8(3). <https://doi.org/10.3390/joitmc8030149>
- Arun, N., Coyle, P. T., & Hauenstein, N. (2012). Learning Agility: Still Searching for Clarity on a Confounded Construct. *Industrial and Organizational Psychology*, 5(3), 290–293. <https://doi.org/10.1111/j.1754-9434.2012.01447.x>
- Atkinson, P., Hizaji, M., Nazarian, A., & Abasi, A. (2022). Attaining organisational agility through competitive intelligence: the roles of strategic flexibility and organisational innovation. *Total Quality Management and Business Excellence*, 33(3–4), 297–317. <https://doi.org/10.1080/14783363.2020.1842188>
- Bamel, U. K., & Bamel, N. (2018). Organizational resources, KM process capability and strategic flexibility: a dynamic resource-capability perspective. *Journal of Knowledge Management*, 22(7), 1555–1572. <https://doi.org/10.1108/JKM-10-2017-0460>
- Cetindamar, D., Katic, M., Burdon, S., & Gunsel, A. (2021). The interplay among organisational learning culture, agility, growth, and big data capabilities. *Sustainability (Switzerland)*, 13(23). <https://doi.org/10.3390/su132313024>

- Darvishmotevali, M., Altinay, L., & Köseoglu, M. A. (2020). The link between environmental uncertainty, organizational agility, and organizational creativity in the hotel industry. *International Journal of Hospitality Management*, 87(January), 102499. <https://doi.org/10.1016/j.ijhm.2020.102499>
- Etuknwa, A., Karamalla-Gaiballa, N., & Onoshakpor, C. (2020). Strategic flexibility and organizational resilience of women entrepreneurs in Africa during the Covid-19 pandemic. *Pressacademia*, 7(4), 277–287. <https://doi.org/10.17261/pressacademia.2020.1324>
- Habtoor S., A., Ahmad Arshad, D., & Hassan, H. (2020). Learning Organization, Strategy Adoption and Knowledge Transfer as Factors for Improving Performance of Higher Education Institutions: A Literature Review. *Journal of Business Management and Accounting; Vol 8 No 1 (2018)DO - 10.32890/jbma2018.8.1.8800*, 8(1).
- Harrigan, K. R. (2017). Strategic Flexibility and Competitive Advantage. *Oxford Research Encyclopedia of Business and Management*, 1(c), 1–30. <https://doi.org/10.1093/acrefore/9780190224851.013.2>
- Kim, K., & Lu, Z. (2019). Learning Organization and Organizational Performance. In *The Oxford Handbook of the Learning Organization* (pp. 332–346). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198832355.013.18>
- Kumpikaite, V. (2008). Human resource development in learning organization. *Journal of Business Economics and Management*, 9(1), 25–31. <https://doi.org/10.3846/1611-1699.2008.9.25-31>
- Lopez, S. P., Manuel, J., & Peon, M. (2005). *Human Resource Practices , Organizational Learning and Business Performance*. 8(2), 147–164. <https://doi.org/10.1080/13678860500100103>
- Lumingkewas, C., Purnama, J. P., Pua, M., & Wakkary, A. (2022). MEMBANGUN KOMITMEN ORGANISASI MELALUI PEMBELAJARAN INDIVIDU DI MASA PANDEMIC PADA DOSEN POLITEKNIK NEGERI MANADO. In *Business UHO: Jurnal Administrasi Bisnis* (Vol. 7, Issue 1, p. 115). Universitas Halu Oleo. <https://doi.org/10.52423/bujab.v7i1.24027>
- Lungu, M. F. (2020). The influence of strategic agility on firm performance. *Proceedings of the International Conference on Business Excellence*, 14(1), 102–110. <https://doi.org/10.2478/picbe-2020-0011>
- Maulani, G. A. F., & Hamdani, N. A. (2018). Perencanaan Strategis Sistem Informasi pada Perguruan Tinggi Swasta di Indonesia (Studi Kasus pada Institut Pendidikan Indonesia Garut). *Jurnal PETIK*, 4(September), 162–166. <https://doi.org/https://doi.org/10.31980/jpetik.v4i2.367>
- Maulani, G. A. F., & Hamdani, N. A. (2024). *Strategi Manajemen Perguruan Tinggi Swasta: Menggunakan Model Strategic Flexibility dan Learning Organization Capability* (1st ed.). PT. Pusat Literasi Dunia.
- Mediani, M. (2019). *130 Perguruan Tinggi Swasta Ditutup Sepanjang 2015-2019*. CNN Indonesia. <https://www.cnnindonesia.com/nasional/20190802172238-20-417874/130-perguruan-tinggi-swasta-ditutup-sepanjang-2015-2019>
- Nadhira Putri, D., & Mangundjaya, W. (2020). Examining the Effects of Organizational Learning on Workforce Agility through Psychological Empowerment. *Open Journal for Psychological Research*, 4(2), 85–94. <https://doi.org/10.32591/coas.ojpr.0402.02085n>
- Nethavhani, M. (2020). The Effect of Organizational Agility on Organizational performance. *ArXiv*, i(2020006), 2019–2020.
-

- Omotayo, A. E., Omotayo, A., & Ogunnaike, U. (2018). Entrepreneurs' commitment and business performance in a recessed economy. *Academy of Entrepreneurship Journal*, 24(2), 1–12.
- Sadeghinejad, S., Bakhtiyarpour, S., Heidari, A., & Makvandi, B. (2017). Iranian journal of educational Sociology. *Iranian Journal of Educational Sociology*, 1(5), 29–36.
- Sekaran, U., & Bougie, R. (2016). Research Methods for Business. In *John Wiley & Sons Ltd* (Seventh Ed). John Wiley & Sons Ltd.
- Shamran, M. K., Al-shammari, A. M. M., & Bandar, M. A. (2020). *the Role of Organizational Agility in Creating Learning Organization (an Analytical Study of the Opinions of a Sample of Workers in the Health Care Center in the Abbas Neighborhood in the Holy City of Karbala)*. 17(12), 733–743.
- Supeno, H., Sudharma, M., Laksmana, A., & Aisjah, S. (2015). The Effects of Intellectual Capital, Strategic Flexibility, and Corporate Culture on Company Performance: A Study on Small and Micro-scaled Enterprises (SMEs) in Gerbangkertosusila Region, East Java. *International Business and Management*, 11(1), 1–12. <https://doi.org/10.3968/7200>
- Suprayitno, E. (2019). *Pembelajaran Organisasi dalam Upaya Peningkatan Nilai Organisasi Pendidikan*. Center for Open Science. <https://doi.org/10.31219/osf.io/dnbhm>
- Syauqiy, A. F., & Dirgantara, I. M. B. (2020). *The Role of Strategy Flexibility , Competitive Intelligence , Organizational Innovation , and Entrepreneurship Leadership in Increasing Agility of MSME Troso Woven Fabric*. 29247–29254.
- Teknologi, D. J. P. T. R. dan. (2021). *Statistik Pendidikan Tinggi 2021*. Sekretaris Direktorat Jenderal Pendidikan Tinggi.
- Tohir, M. (2020). *Buku Panduan Merdeka Belajar - Kampus Merdeka*. <https://doi.org/10.31219/osf.io/ujmte>
- Vince, R. (2018). The learning organization as paradox. In *The Learning Organization* (Vol. 25, Issue 4, pp. 273–280). Emerald. <https://doi.org/10.1108/tlo-08-2017-0083>
- Wicaksana, S. A., & Isfania, R. (2022). Building Organizational Agility Through Knowledge Sharing and Organizational Culture in Non-Departmental Government Agencies. *Jurnal Aplikasi Bisnis Dan Manajemen*, 8(3), 749–757. <https://doi.org/10.17358/jabm.8.3.749>
- Yıldırım, C., Önalın, O., & Önalın, G. (2022). *Relationship Between the Learning Organization and Organizational Agility*. September, 33–56.