

The Role of Organizational Learning Capability as the Mediator between Entrepreneurial Orientation and Organizational Performance in Public Organization

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Abstract: To meet public expectations for excellent public services and good governance, the government must implement bureaucratic reform. Applying entrepreneurial principles to public organizations can boost effectiveness and efficiency in public service delivery while also fostering public values and accomplishing predetermined goals. This study investigates how the performance of public organizations is impacted by an entrepreneurial mindset. A survey of 226 managers at the Directorate General of State Assets Management, one of the Indonesian Ministry of Finance's vertical agencies, was undertaken for this study. This study used quantitative methods, and the data were analyzed using Smart-PLS. According to the findings, entrepreneurial orientation significantly and positively affects organizational performance, with organizational learning capability serving as a mediating factor in this relationship. The findings of this study have implications for how entrepreneurial orientation may boost innovation and flexibility, which in turn can help organization perform better. Organizational learning capability also helps to increase performance inside the company by enhancing the capacity to acquire and distribute information throughout the whole organization.

Keywords: Entrepreneurial orientation, Organizational learning capability, Organizational performance, Public entrepreneurship

INTRODUCTION

Increased global competition, technological advances, and rapid market changes pose increasingly severe challenges for organizations (Kirn, 1997). Public organizations must improve their understanding of global problems that raise basic concerns such as economic competitiveness and regional disputes (Yuniarto, 2015). Governments need to lead change and take responsibility on reforms, as the complexities created by globalization have constrained the reform process (Haveri, 2006). Under these circumstances, organizational governance and public services are needed to raise effective and efficient government performance (Teklemariam & Guohua, 2021). Organizations are under pressure to consistently improve their performance as expectations for good governance, accountability, and responsiveness to community demands increase (Dewi, 2018). Organizational performance may be viewed as the end result of a production process in which input is transformed into output through particular processes before resulting in various outcomes (van Helden & Reichard, 2013). According to Putu et al. (2007), a public organization that performs well is one that is effective (in terms of volume and quality) and efficient in providing products and services to the general public.

One way organizations can achieve good performance is by adopting an entrepreneurial orientation that emphasizes innovation, risk-taking, proactiveness, competitive aggressiveness, and autonomy (Lumpkin & Dess, 1996; Miller, 1983). According to Swann (2017), the term 'entrepreneurship' is typically used in the literature of public administration to refer to visionary people or organizations operating in an environment of uncertainty who recognize and seize opportunities to innovate and create value with the aim of obtaining rewards, praise, recognition, and/or the accomplishment of personal goals. On the other hand, the public organizations are often depicted as lacking exposure to the market, having higher standards of legitimacy and public scrutiny, being linked to politics and the law, and having a low capacity for dealing with risk (Morris & Jones, 1999). However, because public organizations must also find ways to enhance performance and capabilities that support public values, entrepreneurial orientation has a significant meaning in this context (Swann, 2017).

Based on the results of previous research, we find research inconsistency regarding the relationship between entrepreneurial orientation and organizational performance. Empirical research related to the relationship of entrepreneurial orientation to organizational performance by Al-Dhaafri et al. (2016); Rofiaty (2019); Al-Dhaafri and Alosani (2020); Ruba et al. (2021) concludes that entrepreneurial orientation has a positive and significant effect on public organizational performance. Different results were found in the research of Balasubramanian et al. (2020) that clarified the absence of entrepreneurial orientation's significant effect on organizational performance. This result could be due to the reality that public organizations, which do not seek to make profit, are not directly affected by entrepreneurial orientation, but organizations can benefit from its application through entrepreneurship's integrative process (Swann, 2017).

Simply adopting an entrepreneurial orientation may not be enough to ensure higher organizational performance. This is where the concept of organizational learning capability comes into play. Organizational learning capability brings out an organization's ability to acquire, share, and utilize knowledge to continuously improve its performance (Kordab et al., 2020). Organizational learning capability is crucial for the effective utilization of entrepreneurial orientation, as it enables the improved learning capability to reshape organizations into flexible systems capable of responding quickly to customer requirements (Birasnav et al., 2019). Thus, it can be argued that organizational learning capability acts as a mediating factor between entrepreneurial orientation and organizational performance. By fostering a culture of learning and knowledge sharing, organizations can effectively leverage their entrepreneurial orientation to drive performance improvements and meet the increasing demands of their stakeholders.

We examine the mediating role of organizational learning capability in the relationship between entrepreneurial orientation and organizational performance. Our study aims to understand how organizational learning capability influences the relationship between entrepreneurial orientation and organizational performance. We hypothesize that organizations with a high

entrepreneurial orientation are more likely to have a strong organizational learning capability, which in turn leads to improved overall performance. Public organizations need to implement entrepreneurial orientation and organizational learning capabilities to enhance organizational performance. These two factors are crucial for public organizations to stay competitive and adapt to changing market conditions. Entrepreneurial orientation allows organizations to identify new opportunities and take calculated risks (Soininen et al., 2012; Anwar et al., 2022), while organizational learning capability enables them to acquire and apply new knowledge and skills (Kordab et al., 2020). By examining this mediating role, we hope to provide insights into the mechanisms that drive organizational success in dynamic and competitive environments.

Some contributions are proposed in this study. First, the role of organizational learning capabilities in mediating the relationship between entrepreneurial orientation and organizational performance has been widely examined in the context of private organizations and SMEs (Alegre & Chiva, 2013; Gomes et al., 2022; Mantok et al., 2019), but its application in public organizations has not been studied yet. This study contributes to the management literature by empirically examining the role of organizational learning capabilities in mediating the relationship between entrepreneurial orientation and organizational performance, especially in Indonesian public organizations. Furthermore, this research will give insight into public entrepreneurship in the Indonesian government as well as practical suggestions for incorporating entrepreneurial orientation and organizational learning capability with the goal of enhancing performance. As a result, this article contributes to both practical and managerial situations.

METHODS

Research Design

This research uses a quantitative approach to test and analyze the influence of entrepreneurial orientation on organizational performance mediated by organizational learning capability. Data were collected from the Indonesian public sector, namely the Directorate General of State Assets Management (DGSAM), Ministry of Finance. The researchers used managers from DGSAM's vertical units, i.e., the head offices and heads of subdivisions and sections of the State Assets and Auction Service Office (Kantor Pelayanan Kekayaan Negara dan Lelang/KPKNL), since they are individual decision-makers and directly dealing with the community as public service users. The questionnaires via Google Form link were sent to all head offices and heads of subdivisions and sections of KPKNL, along with official letters from DGSAM's secretary. The research population consisted of 70 heads of offices and 344 heads of subsections or sections. The minimum sample size was rounded to 204 respondents. This study ensured the anonymity and confidentiality of personal data, and respondents completed the questionnaire voluntarily. In this study, the five-point Likert scale was employed. The following assertions are measured on a scale of strong agreement or disagreement among respondents: strongly agree (scoring 5), agree (scoring 4), neither agree nor disagree/neutral

(score 3), disagree (score 2), and strongly disagree (score 1). Figure 1 depicts the model's conceptual figure. Based on this framework, the hypotheses are presented as follows:

- H1. Entrepreneurial orientation has a significant, positive impact on organizational performance
- H2. Organizational learning capability has a significant, positive impact on organizational performance
- H3. Entrepreneurial orientation has a significant, positive impact on organizational learning capability
- H4. Organizational learning capability mediates the relationship between entrepreneurial orientation and organizational performance

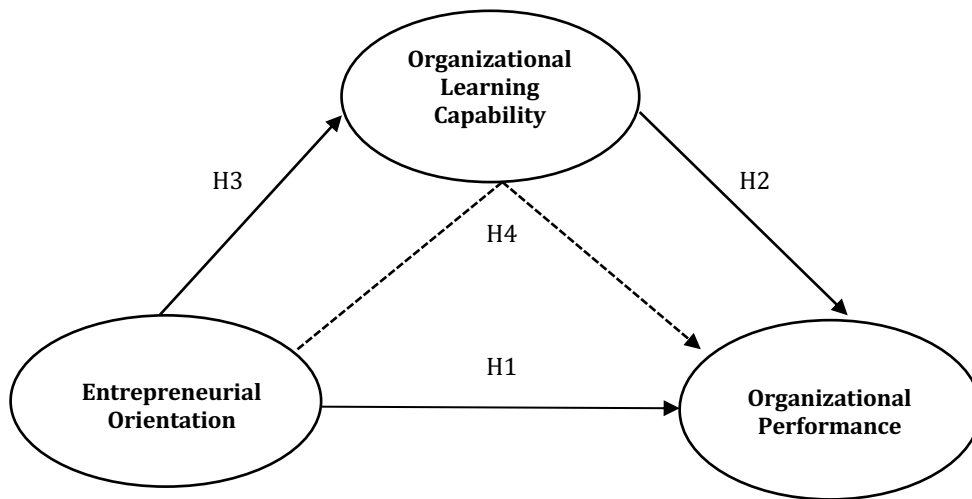


Figure 1. Empirical Research Method

Measurement

Measures of entrepreneurial orientation adapted from Covin and Slevin, (1988); Lumpkin and Dess (1996); Kim (2010); Meynhardt and Diefenbach (2012); Rofiaty (2019). It was measured with four indicators: innovativeness, proactiveness, risk-taking, and autonomy. The construct of organizational learning capability was measured using nine items adopted from Chiva et al. (2007); Camps et al. (2011) scales. The items measured four indicators of organizational learning capability: experimentation, interaction with the external environment, dialogue, and participation in decision-making. Organizational performance was measured using 11 items, measuring perceptions of public organization performance. The following indicators were taken from Kaplan and Norton (2005); Mafini and Pooe (2013), which consists of financial perspective, customer perspective, internal process perspective, and learning and growth perspective.

Data Analysis

Through the use of Smart-PLS, the structural equation modeling (SEM) method was used to analyze the proposed relationships between the constructs under study. In the social sciences, SEM is a form of multivariate analysis. It uses statistical techniques that examine a number of variables reflecting measures of people, organizations, events,

activities, and circumstances simultaneously (Hair et al., 2017). A two-stage SEM methodology was employed; the structural model was evaluated after the measurement model.

RESULTS

Descriptive Statistics

The data collection concluded around August 2023, with 226 questionnaires completed and a response rate of 54.6%. All responses were included in this study. Out of the 226 respondents, 162 (71.7 percent) were males and 64 (28.3 percent) were females. The majority were between 40 and 49 years old (58.4 percent), and the second largest age group was between 30 and 39 years old (23.0 percent). A total of 63.7 percent had more than twenty years of experience in DGSAM. With regard to education, 50.4 percent of the respondents had an undergraduate degree, and 49.6 percent had a post-graduate degree. Most of the respondents (89.8 percent) were heads of subdivisions and sections, and 60.6 percent of them served their duty in the western part of Indonesia.

Measurement Model Testing

In this study, we investigate complex constructs that are operationalized at more abstract levels using higher-order models (Hair et al., 2017). Following the two-stage SEM method, we start by examining the measurement models using outer loading factors and average variance extracted (AVE). The loading factors for every indicator have to be above 0.708, and the minimum value of AVE is 0.5. The first test indicates that an item from innovativeness indicator (the openness towards innovation) and autonomy indicator do not meet the minimum value of loading factors, so we have to exclude them from the models. Table 1 indicates that the remaining items for all three variables meet the required value, so we can conclude that these items are valid.

Table 1. Convergent Validity

Variable	Indicator	Item	Outer Loading	AVE	Decision
Entrepreneurial Orientation	Innovativeness	E02	0.909	0.651	Valid
		E03	0.917		
		E04	0.919		
	Risk Taking	E05	0.921		
		E06	0.907		
		E07	0.873		
Organizational Learning Capability	Experimentation	OLC1	0.960	0.704	Valid
		OLC2	0.960		
	Interaction with the external environment	OLC3	0.892		
		OLC4	0.838		
		OLC5	0.873		
	Dialogue	OLC6	0.944		
		OLC7	0.948		

Variable	Indicator	Item	Outer Loading	AVE	Decision	
Organizational Performance	Participation in decision-making	OLC8	0.942	0.709	Valid	
		OLC9	0.935			
	Financial perspective	OP1	0.887			
		OP2	0.861			
		OP3	0.934			
		Customer perspective	OP4			0.851
			OP5			0.896
			OP6			0.914
	Internal process perspective	OP7	0.943			
		OP8	0.945			
		OP9	0.930			
Learning and growth perspective	OP10	0.925				
	OP11	0.871				

Table 2 shows the reliability testing using Cronbach's alpha and composite reliability. Cronbach's alpha and composite reliability have a minimum value of 0.7 as a general rule (Hair et al., 2017). As shown by Table 2 in the analysis, we can draw the conclusion that the measurement model is reliable.

Table 2. Reliability Test

Variable	Composite Reliability	Cronbach's Alpha	Conclusion
Entrepreneurial Orientation	0.882	0.821	Reliable
Organizational Learning Capability	0.955	0.947	Reliable
Organizational Performance	0.960	0.954	Reliable

The discriminant validity of a construct in relation to other model variables was then tested. We used the Fornell-Larcker criterion to represent the correlation values and the square roots of the AVE as off-diagonal elements. Table 3 shows that all the diagonal values in the same columns and rows are greater than off-diagonal values, demonstrating that the measurement model possesses the necessary discriminant validity.

Table 3. Fornell-Larcker criterion

	Entrepreneurial Orientation	Organizational Learning Capabilities	Organizational Performance	Test Results
Entrepreneurial Orientation	0.807			Valid
Organizational Learning Capabilities	0.471	0.839		Valid
Organizational Performance	0.476	0.792	0.842	Valid

In the next step, we test the structural model analysis to examine the predictive ability of the model and the relationship between constructs (Hair et al., 2017). It consists of three components: predictive relevance (Q^2) to explain the predictive power of exogenous variables on endogenous variables; and R-square (R^2) to measure the model's predictive power. The results show that the organizational learning capability variable can be barely explained by the strength of the exogenous factors in the model. The exogenous factors in the model account for 21.9% of the variance in organizational learning capability, with the remaining 78.1% being explained by variables not examined in this study. Organizational performance can be moderately explained by the model's exogenous factors due to their strength. Exogenous factors in the model account for 63.8% of the variance in organizational performance variables; the remaining 36.2% is explained by variables not included in this study. Based on the Q-square value, it can be concluded that the structural model in this study has predictive relevance for both organizational learning capability and organizational performance variables.

Table 4. Structural Model Test

Variable	R-square	R-square adjusted	Q-square
Organizational Learning Capability	0.222	0.219	0.153
Organizational Performance	0.641	0.638	0.446

Hypotheses Testing

Following the attainment of construct validity and reliability in earlier steps, the proposed hypotheses were evaluated by executing the SmartPLS algorithm and bootstrapping. In this section, the hypotheses were examined as previously proposed to determine the adequacy of the study's model. Table 5 shows the direct relationship between the variables, Table 6 shows the specific indirect effect to test the mediation effect of organizational learning capability, and Figure 2 shows the output of Smart-PLS.

Table 5. Path Coefficient

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-statistics (O/STDEV)	p-value	Results
EO → OP	0.132	0.132	0.066	2.017	0.022	Accepted
OLC → OP	0.730	0.730	0.060	12.223	0.000	Accepted
EO → OLC	0.471	0.472	0.078	6.033	0.000	Accepted

Note. EO=entrepreneurial orientation, OP=organizational performance, OLC=organizational learning capability

Table 6. Specific Indirect Effect

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-statistics (O/STDEV)	p-value	Results
EO → OLC → OP	0.344	0.344	0.062	5.523	0.000	Accepted

Note. EO=entrepreneurial orientation, OP=organizational performance, OLC=organizational learning capability

Table 5 indicates that entrepreneurial orientation has a positive and significant impact on organizational performance at the 0.05 significance level (path coefficient 0.132, t statistics 2.017, $p < 0.05$), thus confirming H1. H2 is also verified, suggesting the positive and significant effect of organizational learning capability on organizational performance (path coefficient 0.730, t statistics 12.223, $p < 0.05$). Similarly, H3 is confirmed, thus supporting the positive and significant effect of entrepreneurial orientation on organizational learning capability (path coefficient 0.471, t statistics 6.033, $p < 0.05$).

The findings of the indirect effect test revealed a path coefficient of 0.344, a p-value of less than 0.05 and a t-statistic value of 5.523. The aforementioned findings validate that the relationship between entrepreneurial orientation and organizational performance is mediated by organizational learning capabilities, thus confirming H4. Following the mediation analysis procedure based on Hair et al. (2017), we examine the type of mediation effect in this study. Since the direct effect and indirect effect are both significant and point in the same direction (positive), we conclude that organizational learning capability represents complementary mediation (partial mediation) of the relationship between entrepreneurial orientation and organizational learning capability.

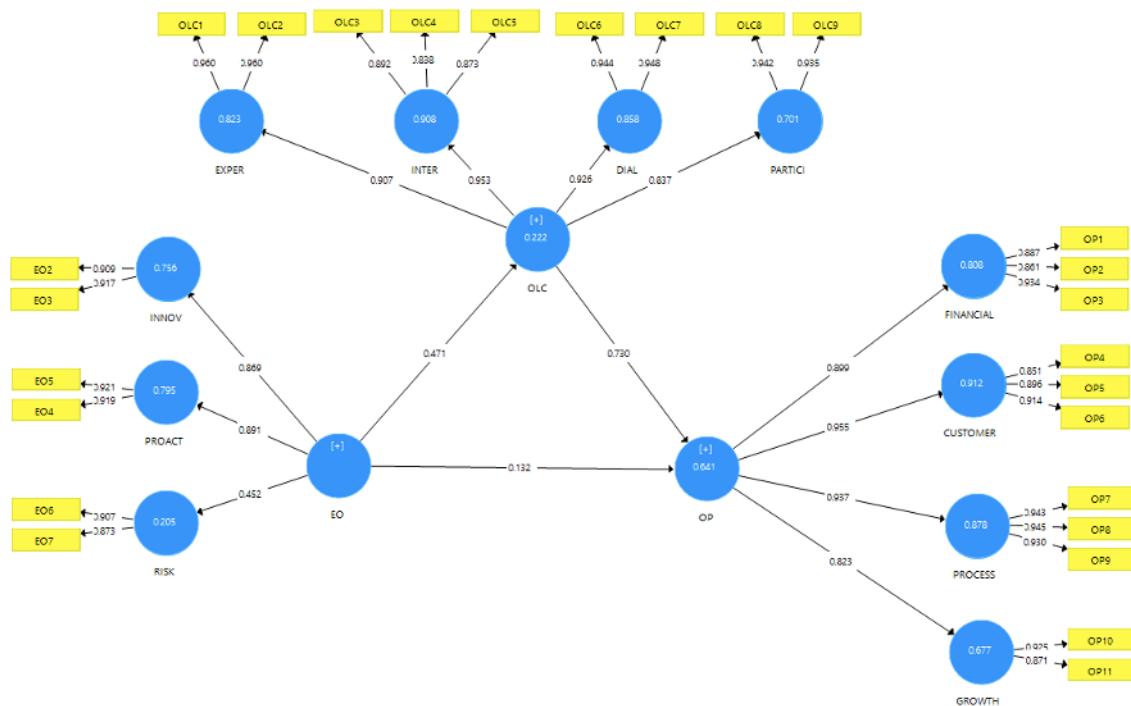


Figure 2. Structural Model

Discussion

According to the findings, the DGSAM's organizational performance is significantly impacted by its entrepreneurial orientation. Since this effect is positive in nature, organizational performance is affected positively by the increase of entrepreneurial orientation. The findings are consistent with those of studies carried out by Al-Dhaafri et al. (2016); Rofiaty (2019); Al-Dhaafri and Alosani (2020); Ruba et al. (2021). In public organizations, entrepreneurship plays a

critical role in boosting productivity, enhancing efficiency, and improving services to the public (Morris & Jones, 1999). An entrepreneurial mindset within an organization can also result in a proactive attitude that encourages growth by introducing new services to service users (Brownhilder, 2017). Employing an entrepreneurial orientation allows organizations to take chances by offering innovative services to customers at fair prices (Lechner & Gudmundsson, 2014).

The innovativeness, proactive mindset, and measured risk-taking attitude of work unit leaders are strongly associated with the DGSAM's entrepreneurial orientation. Work unit leaders who can use their skills to work in innovative manners, look for new opportunities, and tolerate changes in their work environment will be better able to adapt to changes in the company and offer better service to the general public. This will help the organization become more entrepreneurial, which will have an effect on the DGSAM's organizational performance. The higher the likelihood that work unit leaders apply the elements of entrepreneurial orientation to deliver optimal service and comprehend the demands of service consumers, the more likely the DGSAM will enhance its performance.

The results of the study demonstrate how organizational learning capability at the DGSAM significantly affects organizational performance. As a result of this influence's positive nature, organizational performance increases with organizational learning capabilities. The present investigation's findings are consistent with those of Esendemir and Zehir (2017); Oviedo-García et al. (2014), demonstrating the beneficial and noteworthy impact of organizational learning capabilities on organizational performance. In order for organizational learning to be relevant to the accomplishment of organizational goals and to provide the anticipated beneficial outcomes, organizations must match their organizational strategies with their learning techniques (Oviedo-García et al., 2014). Organizational learning methodologies must be in line with long-term organizational objectives. The organization must also promote the development of tools and frameworks that facilitate the dissemination of knowledge (Oviedo-García et al., 2014). Employees can understand knowledge and perform many tasks with the help of education, skills, and qualifications (Esendemir & Zehir, 2017). Organizational learning has the potential to change both the internal and external environments as well as provide the necessary differentiation to adapt to these changes.

The results of the study demonstrate that organizational learning capabilities at the DGSAM are significantly impacted by entrepreneurial orientation. Because of the positive nature of this effect, organizational learning capability increases with entrepreneurial orientation. The findings of this study are consistent with those of Al-Shami et al.'s research from 2022, which demonstrates that entrepreneurial orientation significantly and positively affects organizational learning capabilities. Entrepreneurship is a process that can be taught, fostered, supported, and improved through education and training (Onu, 2013). According to Oktavio et al. (2019), there is a correlation between entrepreneurship and learning that increases people's opportunities to learn about the process of becoming an entrepreneur. The importance of collecting relevant information about opportunities in their surroundings is taken into consideration by organizations

with a strong entrepreneurial orientation, which leads to a larger commitment to learning (Gomes et al., 2022). Organizations might find new opportunities and obtain knowledge from outside the company with the use of entrepreneurial functions and tools, learning responsibilities, and a learning culture (Al-Shami et al., 2022).

The study's findings suggest that organizational learning capabilities have the power to considerably mediate the impact of an entrepreneurial orientation on an organization's performance. The performance of organizations is positively impacted by entrepreneurial orientation; this effect is amplified if learning capability is enhanced by entrepreneurial orientation. It is likely that organizational learning capability-dependable platforms will increase entrepreneurial orientation and innovativeness since they facilitate the utilization of innovative ideas, know-how, updated employee competencies, redesigned business processes, and enhanced employee skills and practices (Makhloufi et al., 2021). The results of this study are in line with those of Rezaei and Amin Fanak (2019), who found that organizational learning mediated the relationship between organizational performance and entrepreneurial orientation. Learning has evolved into the most significant result of entrepreneurial activities in organizations by encouraging the development of new competencies and enabling organizations to maximize the impact of entrepreneurial orientation on performance (Dess, 2003; Wang, 2008). Entrepreneurial orientation may positively influence organizational learning by inciting firms and organizations to shape their skills and capacities differently (Wang, 2008).

CONCLUSION

According to the study's overall findings, DGSAM's organizational performance was positively impacted by entrepreneurial orientation in a statistically meaningful way. Additionally, the outcomes showed that the suggested framework for the prediction of organizational performance was more robust and had more explanatory power when organizational learning capability was included in the model. This study made a significant contribution when it simultaneously examined the relationships between three variables in public organizations: organizational performance, organizational learning capability, and entrepreneurial orientation. It then integrated these relationships into a comprehensive model.

These findings suggest that DGSAM should focus on developing an entrepreneurial orientation in order to improve their performance. This includes fostering a culture that encourages innovation, risk-taking, and proactiveness. The DGSAM's senior leader must coordinate their internal environment with the goal of adopting entrepreneurship in a way that best serves the objectives of the organization. If DGSAM wants to foster an entrepreneurial culture inside the company, it must raise employee's capability. Furthermore, the study highlights the importance of organizational learning capability in driving organizational performance. In order to improve their capacity for adaptation and response to changing surroundings, organization should place a high priority on learning and

knowledge acquisition. It is imperative that the organization's core competency, its knowledge and expertise, be shared with as many personnel as possible. For the intended good outcomes to be achieved, the learning method for sharing expertise and experience must also be in line with the organization's strategy.

Achieving significant organizational success in the face of shrinking organizational resources requires an entrepreneurial mindset. More creativity, adaptability, and the ability to pool resources already in place to produce solutions are required. Additionally, organizations must comprehend, uphold, and preserve the abilities necessary to accomplish their objectives. Organizational learning becomes a valuable tool for establishing and preserving core competencies throughout the organization when they are recognized.

There are many limitations to this study. DGSAM, one of the Ministry of Finance's echelons I units, serves as the analytical unit in this study. As a result, it is not possible to extrapolate the findings of this study to the Ministry of Finance as a whole or other government agencies. Furthermore, using Google Forms as a data gathering tool comes with limits. There may be bias in the statement that respondents are unable to understand, even if the use of Google Forms makes collecting data from samples residing in remote areas easier. To improve research outcomes and conclusions, future researchers should take into account a broader range of study objects, both on the same study object and on a larger scale. Additional investigation may be conducted on the Ministry of Finance as a whole or on other ministries whose context aligns with the variables employed in this analysis. Different elements might affect an organization's performance, depending on its organizational setting. Future research can also enhance and integrate research models by adding several indicators judged acceptable to the organization chosen, or it can incorporate other variables related to the organization under study.

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