

The Effect of Digital Learning, Innovative Behavior and Knowledge Management on Private Higher Education Performance

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ABSTRACT

This study aimed to assess the impact of digital learning, innovative behaviour, and knowledge management on organisational performance, with the quality of education as a mediator, at private institutions in the LLDikti III area. The method used in this study was correlational, and the data were obtained through a questionnaire. The study focused on lecturers from private universities in the LLDikti III area. The study included a total of 376 participants. The analysis was conducted using SmartPLS 3, employing the Structural Equation Modelling technique based on Partial Least Squares. The study findings indicate that digital learning has a direct impact on performance, innovative behaviour has a positive influence on performance, knowledge management affects performance, digital learning affects quality, innovative behaviour does not impact education quality, knowledge management affects education quality, and education quality influences organisational performance. Through mediation or indirectly, digital learning influences organizational performance mediated by the quality of education; innovative behavior does not affect organizational performance mediated by the quality of education, and knowledge management influences organizational performance mediated by the quality of education in private universities.

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1. INTRODUCTION

The demand for high-quality and globally competitive higher education is rising in today's modern day. The advancement of a nation in the realm of competitiveness and rapid development of science and technology is gauged by its educational system. (Souisa et al., 2021). In free competition, universities as one of the economic actors, need to prepare themselves to face all challenges and continue to develop (Sitaniapessy et al., 2019). The performance of higher education in Indonesia is always related to continuous quality improvement, which is one of the goals of higher education (continuous improvement). This can only be accomplished if all parties directly involved in the administration of higher education are given clear authority and the ability to play a role in their duties. Determining quality at the private level is always important because it often affects the ability of private universities to

continue to operate (Masduki, 2019). This is because if the universities have excellent performance, it will increase the income of the number of students. Thus, the financial income of private universities is obtained from the number of students who enrolled.

It is important to carefully evaluate the demands and expectations of society to improve the standards and competitiveness of higher education in Indonesia (Ramaditya et al., 2022). In order to improve the quality and competitiveness of private universities, the main asset that is very influential is organizational performance because it can have a big impact on the progress of private universities. The success of every organization depends on its ability to adapt to change (Ramaditya et al., 2022). The changes that occur require every private institution must have adequate readiness in order to survive and continue to produce quality graduates (Brillikatrinn et al., 2023). So that universities are required to improve their organizational performance (Nasrullah, 2020). Private university performance, not only driven by result of teaching, research and service. But also, performance related to improving higher education outcomes in the scope of the international.

The downfall of Indonesia's private universities has persisted in recent years. This is because of the effects of recent events, particularly the drop in new students to private universities caused by the COVID-19 pandemic. Many private universities in Jakarta, according to the Jakarta area III higher education service institution, have shuttered their campuses (Wicakson, 2020). Due to the inability of many smaller private institutions to continue operations, the private universities were shut down. They fail because of numerous limitations, such as an insufficient number of teachers, classrooms, and students. Since the university still uses a traditional business model, it faces less competition than other private institutions of higher learning.

To be able to survive, private universities must have the strategies that are certainly needed to be achieved the international standards. So far, formal and informal education has only been thought of through its standards and competencies. Standards and competencies in various forms are used to measure the quality of education, so an organization was formed to carry out these standardization and competencies to establish accreditation at every private institution in Indonesia. The continuity of a private institution can be reflected in its accreditation. At present there are still many universities that have not been accredited, this is a big problem because universities that are not accredited will find it very difficult to compete with universities that have been accredited (Nurbaya et al., 2022).

Quality private universities require good organizational performance in carrying out quality and competitive education. According to Rehman et al., (2019) performance is an important indicator of organizational success or failure. The influence of organizational performance has an impact on the development of private universities, especially in the context of digital learning. In the current digital era, managers of private universities need to produce innovations both at the management and study program levels to stay abreast of changes in the digital environment. Digital learning is an educational method that efficiently utilizes technology to strengthen concepts and provide users with access to challenging and interesting content (Munir, 2017). Learning how to use digital media is considered more practical, flexible and not limited by space and time. The presence of digital media provides a variety of educational innovations in higher education.

The effectiveness of higher education is not only impacted by the rise of online courses, but also calls for novel approaches to teaching and learning to ensure the discipline's continued high standard of excellence (Elny, 2021). In order to achieve goals, it can be helpful to adopt an innovative mindset and approach. creative performance in organisations is very important to highlight in order to promote the development and advancement of a private institution since creative behaviour provides innovative ideas that serve as the basis for developing competitive levels.

Knowledge management is another issue that might affect an organization's efficiency. Because it improves operations and services, boosts individual competencies, maintains knowledge available for product innovation and development, and keeps knowledge readily available, knowledge management is crucial for organisations (including universities) to gain a sustainable competitive advantage (Ramaditya, et al., 2023). Knowledge management that is well managed by each individual results in

diverse individual knowledge being easily integrated so that it can become organizational knowledge (Masduki et al., 2019). Effective knowledge-based resource management is particularly relevant in organizations that involve knowledge-intensive learning processes such as higher education universities to be more innovative and to address the increasing complexity of the educational environment and contribute to economic growth through research and innovation.

To maintain the sustainability of university life, in addition to the aforementioned three aspects, an organisation must also work to improve the quality of education (Fadhilah, 2020). From a pedagogical standpoint, educational quality can be seen as the degree to which private institutions successfully manage the various parts of higher education in order to add value to those parts in accordance with established norms and standards (Suryadi, 2022). The quality of education at private universities is indicative of the extent to which education is managed effectively and efficiently to cultivate academic excellence in students who have finished specific levels of education or learning programmes. So that it can also increase the performance of private universities. Human relations can mediate the relationship between knowledge management methods, which is analogous to the direct academic impact of engineering knowledge management on academic performance (Amartiwi, 2019) and has a significant impact on the performance of educational institutions. According to Hamzali et al. (2022), a second study confirms that both organisational learning and innovation have good and significant effects on business outcomes. There is a positive correlation between the rate and quality of innovation and the value and rewards placed on knowledge at the highest levels of management. The impacts of knowledge management advocates on innovation velocity and quality are mediated by the information-sharing process (Iqbal et al., 2021). Knowledge management, online education, and the innovative performance of private colleges have received little attention in previous studies. This closes the knowledge gap between public and private institutions in Indonesia, where the vast majority of educational establishments are located.

2. METHODS

This study employed a causal associative approach. To determine the breadth and depth of cause-and-effect linkages, scientists do causal study, often called explanatory research. To ask questions about the connection between two or more variables is an example of a "causal associative" research topic formulation (Sugiyono, 2020). The goal of this study was to develop a theory that could help us understand, foresee, and manage future occurrences.

The study employed a stratified random sampling technique with a proportional allocation. The standard error or error rate was set at 5% and the confidence level at 95%. This sampling technique involved dividing the population into groups or strata and then randomly selecting subjects from each stratum (Sekaran & Bougie, 2016).

Table 1. Total Distribution of University Lecturers in the LLDikti III Region

Accreditation	Number of Lectures	Number of Samples
Superior (A)	2.613	60
Very Good (B)	12.600	289
Good (C)	1.147	27
Total	16.360	
Number of Respondents	376	376

The respondents from table 1. Shows that majority respondent is from the private universities that have accreditation very good (B). this because majority private universities have in the very good accreditation. This data shows that this still need to improve organizational performance in terms of in

boosting their accreditation. Data collection was carried out using a questionnaire which would be distributed to private university lecturers in the LLDikti III area. In the measurement, each respondent was asked for his opinion regarding a statement, with a Likert rating scale. According to Sugiyono (2020) the Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into variable indicators. The following regarding the Likert scale used in this study can be seen in Table 2 below:

Table 2. Terms of Measurement of Research Instruments

No	Answer	Score
1	Strongly Agree (SS)	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

²Source by Sugiyono (2020).

The employed technique for data analysis was quantitative data analysis. The acquired data was analysed using SEM (Structural Equation Modelling) analysis, specifically employing PLS (Partial Least Square) method with SmartPLS version 3 software. The analysis was conducted to assess the convergent validity, discriminant validity, and Cronbach's alpha of the outer model, as well as the path coefficients and hypothesis tests of the inner model, in order to achieve the objectives. The variable indicator utilised in the study (digital learning, innovative behaviour, knowledge management, organisational performance) is derived from multiple sources. It consists of 67 questions that are distributed in Bahasa. The questionnaire was sent online via social media groups and email. The questionnaire was distributed from September to December 2022, with a total of 400 documents sent out. However, only 376 documents were returned in return.

Table 3. Measurement Variable

Measurement	Variable indicator	Source
Digital Learning	Learning materials and evaluation questions, communities, online lecturers, opportunities to work together, multimedia	Koran, 2015
Innovative Behavior	Idea Exploration, Idea Generation, Idea Championing, Idea Implementation	De Jong dan Den Hartog, 2010
Knowledge Managament	Knowledge Creation , knowledge sharing, knowledge transfer	Mohammed, 2018
Organizational Performance	Input, proses, output, outcome	Clustering Performance PTS, 2020
Quality Of Education	Competence, process, facilities, funding, educational content, education personnel, management	National Education Standards, 2018

³Source by researcher.

Sugiyono (2020) defines the dependent variable as a variable that is influenced or produced as a consequence of the independent variables. The independent variable is a variable that exerts influence or produces a change or emergence in the dependent (bound) variable. The mediating variable is a factor that affects the relationship between the independent variables and the dependent variable. It creates an indirect relationship that is not directly observed or assessed. The study examines the relationship between Digital Learning (X1), Innovative Behaviour (X2), and Knowledge Management (X3) as independent factors, Organisational Performance (Y) as the dependent variable, and Quality of Education (Z) as the mediating variable. The graphic provided illustrates the operationalization of the variables in this study.

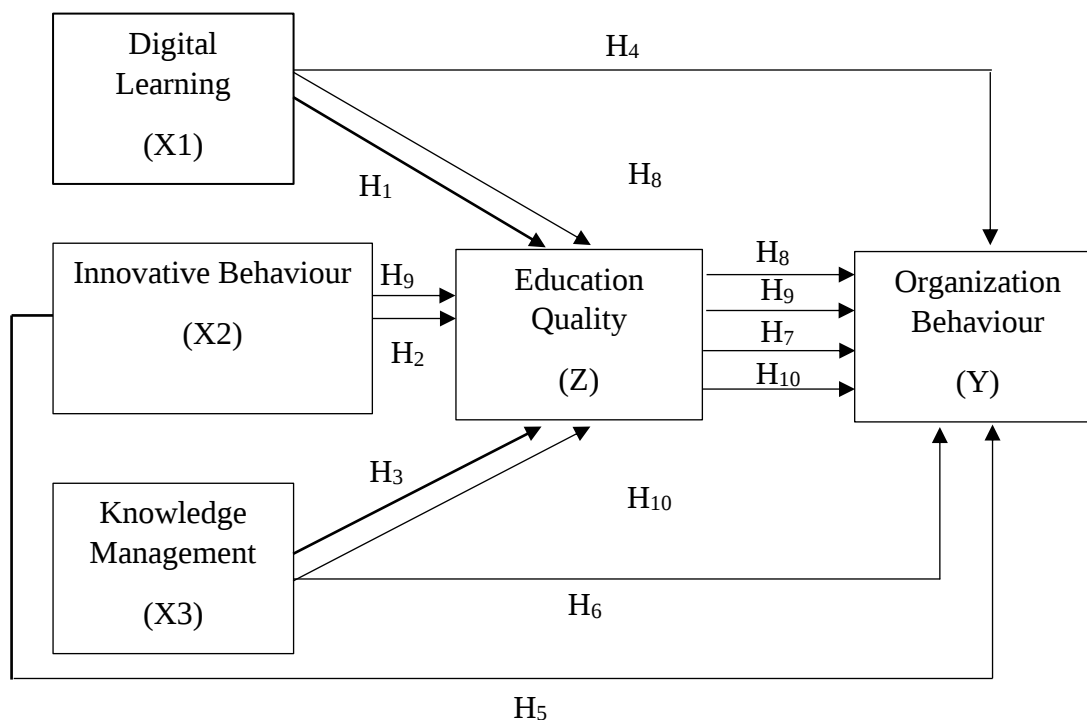


Figure 1. Research framework

3. FINDINGS AND DISCUSSION

According to data acquired from PPDikti, there are 66 private universities, which accounts for 23% of the total 292 private institutions in the LLDikti III region. Out of the total 66 private universities, 15 have received the highest accreditation rating of "Excellent" (A), 32 have received a rating of "Very Good" (B), 13 have received a rating of "Good" (C), and 6 universities have not received any accreditation. Out of the 66 private universities in the LLDikti III area, a total of 16,360 instructors were identified as actively teaching at each private institution. In this study, the questionnaire survey had a total of 376 respondents. The research sample consisted of 60 respondents from private universities accredited as "A", 289 respondents from private universities accredited as "B", and 27 respondents from private universities accredited as "C".

Table 4. Characteristics of Respondents Based on Gender

No	Gender	Respondent	Percentage
1	Male	208	55,3%
2	Female	168	44,7%
Total		376	100%

⁴Source by primary data.

The analysis of the respondents' gender distribution revealed that male academics were the majority, accounting for 55.3% of the total respondents. In contrast, female lecturers comprised 44.7% of the total respondents. The majority of respondents who completed the research questionnaire were male instructors. The researchers distributed questionnaires using social media sites, and men lecturers exhibited a higher frequency of response compared to their female counterparts.

Table 5. Characteristics of Respondents Based on Age

No	Age range	Respondent	Percentage
1	20 – 30 Years	45	12%
2	31 – 40 Years	159	42,3%
3	41 – 50 Years	148	39,4%
4	>50 Years	24	6,4%
Total		376	100%

⁵Source by primary data.

The data revealed that the majority of respondents fell between the age range of 31-40 years (42.3%), followed by 41-50 years (39.4%), 20-30 years (12%), and lastly, those above 50 years (6.4%). The reason for this is because the researchers contacted a majority of professors who were willing to participate in the study and complete the questionnaire, and most of these lecturers fell within the age range of 31-40 years. The respondents' interaction with lecturers aged 31-40 years had the most significant impact on their completion of the questionnaire.

The data collected is tabulated and then processed using the Path Analysis model. To determine the exact effect of the model between variables, path analysis is used to examine the distribution of relationships between variables. The standard regression coefficient, or "path analysis", is one that is generated from a database that has been prepared using standardized numbers (Z-scores). This analysis is assisted with the help of SmartPLS (Partial Least Square) ver 3 software. The hypothesis test is based on the results of the inner model test (structural model). contains the output r-square, parameter coefficients, and t-statistics. In showing the hypothesis can be accepted or rejected is to review the level of significance between constructs, t-statistics and p-value. In this study can be seen from the results bootstrapping using a p-value of 0.05 and a t-statistic value > 1.96 then it can be concluded that Ha is approved and H0 is rejected.

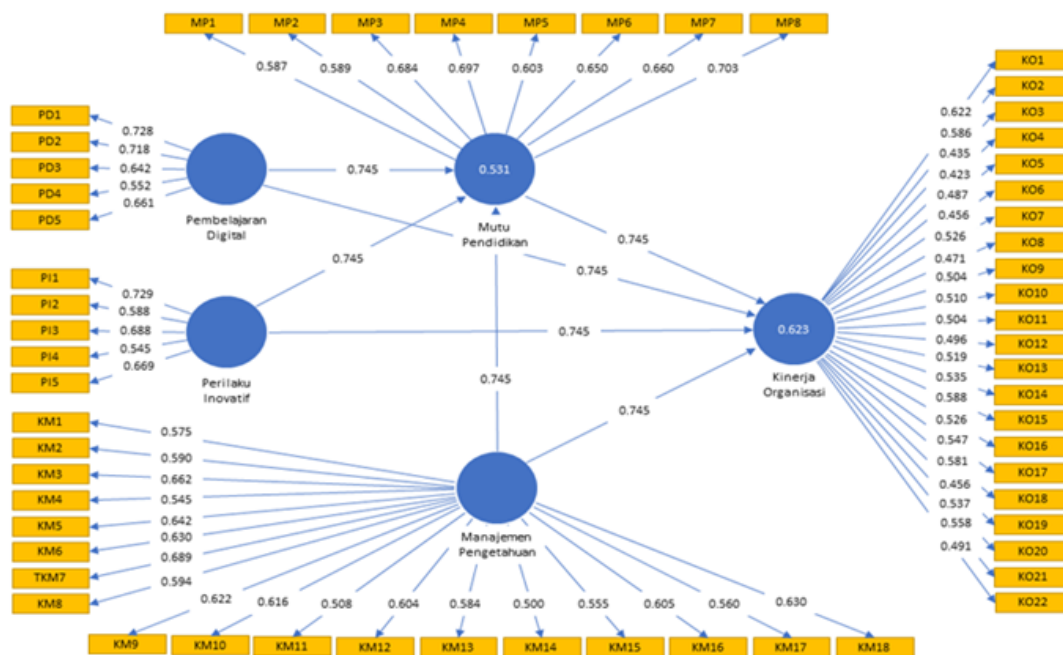


Figure 2. Outer Loading

3.1 Convergent Validity

Convergent validity can be evaluated by examining the loading factor value and the Average Variance Extracted (AVE) value. In this study, the researchers used loading factors above 0.71 very good, 0.63 very good, 0.55 good, 0.45 fair, and 0.32 poor (Tabachnick & Fidell, 2007).

Table 6. Measurement Variable

Construct	Item	Factor	CR	AVE	CA
DL	DL1	0,728	0,796	0,540	0,869
	DL2	0,718			
	DL3	0,642			
	DL4	0,552			
	DL5	0,661			
IB	IB 1	0,729	0,781	0,519	0,893
	IB 2	0,588			
	IB 3	0,688			
	IB 4	0,688			
	IB 5	0,545			
KM	KM1	0,575	0,908	0,556	0,802
	KM2	0,590			
	KM3	0,662			
	KM4	0,545			
	KM5	0,642			
	KM6	0,630			
	KM7	0,689			

	KM8	0,594			
	KM9	0,622			
	KM10	0,616			
	KM11	0,508			
	KM12	0,604			
	KM13	0,584			
	KM14	0,500			
	KM15	0,555			
	KM16	0,605			
	KM17	0,560			
	KM18	0,630			
OP	OP1	0,622	0,889	0,569	0,678
	OP2	0,586			
	OP3	0,435			
	OP4	0,423			
	OP5	0,487			
	OP6	0,456			
	OP7	0,526			
	OP8	0,471			
	OP9	0,504			
	OP10	0,510			
	OP11	0,504			
	OP12	0,496			
	OP13	0,519			
	OP14	0,535			
	OP15	0,588			
	OP16	0,526			
	OP17	0,547			
	OP18	0,581			
	OP19	0,456			
	OP20	0,537			
	OP21	0,558			
	OP22	0,491			
QOE	QOE1	0,587	0,852	0,520	0,653
	QOE2	0,589			
	QOE3	0,684			
	QOE4	0,697			
	QOE5	0,603			
	QOE6	0,650			
	QOE7	0,660			
	QOE8	0,703			

⁵Source by primary data.

The Composite Reliability Test is employed to assess the reliability of variable indicators. A variable with a Composite Reliability value greater than 0.7 will be deemed dependable or credible. Hair et al. (2015) conducted the study. The data in table 6 indicates that the composite reliability values for the variables Digital Learning (X1), Innovative Behaviour (X2), Knowledge Management (X3), Organisational Performance (Y), and Quality of Education (Z) are all greater than 0.7. Specifically, the values are 0.796, 0.781, 0.908, 0.889, and 0.852, respectively. Therefore, all variables in this study exhibit a composite reliability value more than 0.7, indicating their dependability and alignment with the assertion of Hair et al., (2015).

3.2 Discriminant Validity

The discriminant validity test in this study can be assessed by examining the cross loading test of indicator variables and the Average Variance Extracted (AVE) value for each variable indicator. A criteria value of > 0.5 is considered valid, according to Hair et al. (2015).

Table 7. Cross Loading

Indicators	DL	PI	KM	OP	QOE
DL1	0,728	0,456	0,318	0,413	0,415
DL2	0,718	0,375	0,329	0,404	0,367
DL3	0,642	0,367	0,375	0,377	0,369
DL4	0,552	0,320	0,274	0,300	0,299
DL5	0,661	0,423	0,304	0,321	0,375
PI1	0,454	0,729	0,315	0,435	0,374
PI2	0,310	0,588	0,272	0,292	0,282
PI3	0,441	0,688	0,383	0,450	0,397
PI4	0,303	0,545	0,272	0,301	0,249
PI5	0,362	0,669	0,474	0,351	0,340
KM1	0,419	0,374	0,575	0,394	0,352
KM2	0,230	0,296	0,590	0,402	0,356
KM3	0,190	0,225	0,662	0,413	0,433
KM4	0,174	0,238	0,545	0,355	0,355
KM5	0,252	0,313	0,642	0,437	0,386
KM6	0,293	0,244	0,630	0,472	0,378
KM7	0,273	0,310	0,689	0,482	0,479
KM8	0,211	0,262	0,594	0,416	0,387
KM9	0,219	0,281	0,622	0,430	0,447
KM10	0,341	0,340	0,616	0,427	0,377
KM11	0,210	0,325	0,508	0,395	0,371
KM12	0,255	0,281	0,604	0,417	0,431
KM13	0,348	0,391	0,584	0,461	0,480
KM14	0,320	0,374	0,500	0,392	0,359
KM15	0,397	0,396	0,555	0,397	0,376
KM16	0,345	0,379	0,605	0,473	0,449

KM17	0,362	0,348	0,560	0,474	0,430
KM18	0,339	0,348	0,630	0,415	0,372
PO1	0,359	0,339	0,498	0,622	0,396
PO2	0,244	0,261	0,438	0,586	0,398
PO3	0,299	0,225	0,302	0,435	0,252
PO4	0,170	0,125	0,309	0,423	0,288
PO5	0,208	0,157	0,356	0,487	0,307
PO6	0,221	0,392	0,292	0,456	0,260
PO7	0,242	0,245	0,319	0,526	0,296
PO8	0,332	0,442	0,305	0,471	0,331
PO9	0,291	0,260	0,333	0,504	0,350
PO10	0,358	0,386	0,373	0,510	0,336
PO11	0,181	0,178	0,388	0,504	0,342
PO12	0,237	0,303	0,268	0,496	0,261
PO13	0,280	0,375	0,339	0,519	0,310
PO14	0,347	0,270	0,401	0,535	0,329
PO15	0,290	0,290	0,400	0,588	0,401
PO16	0,305	0,313	0,367	0,526	0,331
PO17	0,303	0,241	0,429	0,547	0,465
PO18	0,242	0,335	0,425	0,581	0,479
PO19	0,290	0,323	0,301	0,456	0,401
PO20	0,349	0,381	0,447	0,537	0,392
PO21	0,352	0,373	0,429	0,558	0,438
PO22	0,318	0,275	0,342	0,491	0,336
QE1	0,449	0,400	0,505	0,440	0,587
QE2	0,366	0,328	0,445	0,412	0,589
QE3	0,389	0,295	0,493	0,512	0,684
QE4	0,363	0,280	0,451	0,533	0,697
QE5	0,332	0,382	0,360	0,399	0,603
QE6	0,285	0,303	0,438	0,375	0,650
QE7	0,299	0,347	0,387	0,386	0,660
QE8	0,354	0,345	0,398	0,457	0,703

⁶Source by primary data.

Enhancing the reliability test through the examination of Cronbach's Alpha value can bolster the effectiveness of Composite Reliability assessment. The study employed the interval consistency approach to assess the reliability of the questionnaire by evaluating the Cronbach's Alpha coefficient. The questionnaire data was analysed using Smart PLS. Ghozali (2011) states that an instrument can be considered dependable if the Cronbach's Alpha coefficient exceeds 0.6. The data in table 6 shows that the cronbach's alpha values for the variables are as follows: Digital Learning (X1) = 0.869, Innovative Behaviour (X2) = 0.893, Knowledge Management (X3) = 0.802, Organisational Performance (Y) = 0.678, and Quality of Education (Z) = 0.653. These values indicate that the variables are reliable and consistent with Ghozali's statement (2011).

3.3 Path Coefficient Test

This path coefficient test aims to determine how much influence the independent variables have on the dependent variable and the mediating variable. The Path Coefficient has a range of values from -1 to 1 provided that the range 0 to 1 is declared positive and the range -1 to 0 is declared negative (Ghozali, 2016).

Table 8. Path Coefficient Test

Indicator	Path Coefficient
Digital Learning -> Organizational Performance	0,119
Innovative Behavior -> Organizational Performance	0,157
Knowledge Management -> Organizational Performance	0,389
Digital Learning -> Quality Of Education	0,252
Innovative Behavior -> Quality Of Education	0,100
Knowledge Management -> Quality Of Education	0,502
Quality Of Education -> Organizational Performance	0,275
Digital Learning -> Quality Of Education -> Organizational Performance	0,069
Innovative Behavior -> Quality Of Education -> Organizational Performance	0,028
Knowledge Management -> Quality Of Education -> Organizational Performance	0,138

⁸Source by primary data.

Based on the table above, the largest path coefficient test results are in the influence of knowledge management (X3) on the quality of education (Z) with a value of 0.502, then followed by the influence of knowledge management (X3) on organizational performance (Y) of 0.389, then with the influence of the quality of education (Z) on organizational performance (Y) of 0.275, then the effect of digital learning (X1) on education quality (Z) of 0.252, the effect of innovative behavior (X2) on organizational performance (Y) of 0.157, the influence of knowledge management (X3) on organizational performance (Y) through educational quality (Z) 0.138 , the effect of digital learning on organizational performance is 0.119 , then the effect of innovative behavior on the quality of education is 0.100 , and finally the influence of innovative behavior on organizational performance through the quality of education 0.028.

Table 9. Coefficient Determination Test

	R Square	R Square Adjusted
Organizational Performance (Y)	0,623	0,619
Quality of Education (Z)	0,531	0,527

⁹Source by primary data.

The Coefficient of Determination Test (R-Squared) in this study is utilised to quantify the extent to which a variable is influenced by other factors. The level of influence can be classified as good if it yields a Rsquare value of 0.67 or higher, moderate if it yields a Rsquare value between 0.33 and 0.67, and weak if it yields a Rsquare value between 0.19 and 0.33 (Chin, 2010).

From the results of the R-Square in the table above, it shows that the R-Square value for the organizational performance variable (Y) is 0.623. This means that organizational performance can be explained by digital learning (X1), innovative behavior (X2), and knowledge management (X3) which are considered moderate. While the R-Square value for the variable quality of education is 0.531, meaning that the quality of education can be explained by digital learning (X1), innovative behavior

(X2) and knowledge management (X3), which means it is considered moderate. This means that the rest is influenced by other variables that are not included in the study.

Table 10. Goodness of Fit Test Output

	Saturated Model
SRMR	0,065
d_ULS	7,297
d_G	1,660
Chi-Square	3314,316
NFI	0,603

¹⁰Source by primary data.

The adequacy assessment of the PLS (Partial Least Square) model can be observed by the model's SRMR (Standardised Root Mean Square Residual) value. The PLS (Partial Least Square) model is considered to meet the criterion for a good fit if the SRMR value is less than 0.10. Furthermore, the model is considered to have a perfect fit if the SRMR value is less than 0.08 (Ghozali, 2016). The results of the goodness of fit PLS (Partial Least Square) test in table 4.15 indicate that the SRMR value of the PLS model is 0.065, which falls below the threshold of 0.10. Therefore, the PLS model is considered fit and can be used to test the research hypothesis.

3.4 Hypothesis test

The data that has been collected was then tested by testing the hypothesis to answer the t statistic and p value. The hypothesis can be accepted if the t statistic value > t table is 1.96 and the P Value < 0.05 (Ghozali, 2021).

Table 11. Path Coefficient Test

Hypothesis	Effect	Original Sample	T-Statistic	P-Value	Result
H ₁	(DL) -> (OP)	0,119	2,109	0,035	Accepted
H ₂	(IB) -> (OP)	0,157	2,590	0,010	Accepted
H ₃	(KM) -> (OP)	0,389	4,738	0,000	Accepted
H ₄	(DL) -> (QOE)	0,252	3,536	0,000	Accepted
H ₅	(IB) -> (QOE)	0,100	1,512	0,131	Rejected
H ₆	(KM) -> (QOE)	0,502	6,511	0,000	Accepted
H ₇	(QOE) -> (OP)	0,275	4,156	0,000	Accepted
H ₈	(DL) -> (QOE) -> (OP)	0,069	2,571	0,010	Accepted
H ₉	(IB) -> (QOE) -> (OP)	0,028	1,415	0,157	Rejected
H ₁₀	(KM) -> (QOE) -> (OP)	0,138	3,513	0,000	Accepted

¹¹Source by primary data.

3.5 Effect of Digital Learning on Organizational Performance

The results of testing the first hypothesis indicate that the p value is below 0.05, which confirms the acceptance of the first hypothesis. It signifies that digital learning has a substantial and favourable impact on organisational performance. Put simply, there is a direct correlation between the level of digital learning and the level of organisational performance. As one increases, so does the other, and vice versa. This discovery aligns with the study conducted by Kurniasih et al. (2021), elucidating the influence of digital learning on organisational performance. Presently, all universities have adopted online learning. Therefore, digital-based learning enhances the effectiveness and efficiency of the learning process. Private institutions have extensively employed digital learning, particularly by using all organisational components, including professors. Digital-based learning offers convenience and

advantages for all organisational components in private institutions during the learning process and lecture system. The utilisation of digital learning in private universities would significantly enhance organisational performance.

3.6 Effect of Innovative Behavior on Organizational Performance

The results of testing indicate that the second hypothesis is accepted, as the P-values are below 0.05. Innovative behaviour has a substantial and beneficial impact on organisational effectiveness. Put simply, there is a positive correlation between the degree of inventive behaviour and the level of organisational performance, and conversely. This finding aligns with the outcomes of Hartina's (2021) research, which asserts that innovative behaviour positively and significantly impacts instructor performance. Moreover, it aligns with the findings of Sujarwo's (2017) research, which demonstrated a positive correlation between innovative behaviour and performance. Specifically, the study found that as lecturers engage in more innovative behaviour, their productivity levels also increase. The adoption of innovative behaviour inside an organisation can enhance its overall competence and drive improvements in performance, ultimately contributing to the attainment of established objectives. An instructor's inventive behaviour can greatly enhance and diversify the instruction provided, leading to improved organisational performance in private universities.

3.7 Effect of Knowledge Management on Organizational Performance

The findings of the testing support the acceptance of the third hypothesis, as the P-value is shown to be less than 0.05. Knowledge management has a substantial and beneficial impact on organisational performance. Put simply, there is a direct correlation between the level of knowledge management and organisational performance. As the level of knowledge management increases, so does the level of organisational performance, and vice versa. This finding aligns with Arfati's (2017) research, which elucidates that knowledge management exerts a substantial direct positive impact on organisational performance. Ulfah's (2021) study further expounds that knowledge management influences competence and organisational performance, establishing a positive correlation between knowledge management and organisational performance. Knowledge Management is implemented as a systematic endeavour to effectively govern and control the knowledge within an organisation, ensuring that all individuals within the organisation possess a uniform level of knowledge. When knowledge management is correctly executed, this knowledge will be implemented across universities, ensuring uniform knowledge across all teachers. By leveraging this expertise, management can enhance the competitive performance of private universities.

3.8 Effect of Digital Learning on the Quality of Education

The testing findings indicate that the P-value is less than 0.05, which leads to the acceptance of the fourth hypothesis. It signifies that digital learning exerts a substantial and favourable impact on the calibre of education. Put simply, an increase in the amount of digital learning can enhance the overall quality of education. Syarifudin (2020) established that digital learning yields a favourable impact on the calibre of education. Similarly, Wisnu et al. (2021) elucidated that digital learning influences the quality of education at private universities. Presently, all universities have adopted online learning. The lecturer must possess the ability to provide a captivating and conducive environment during the ongoing learning process. For educators, digital learning and appropriate instructional media are important tools to enhance the effectiveness and efficiency of the learning process. The extensive implementation of digital-based learning at private universities has become a crucial factor in their ability to meet education quality criteria.

3.9 Effect of Innovative Behavior on the Quality of Education

The results of the tests indicated that the P-value for the fifth hypothesis above 0.05, leading to the rejection of the fifth hypothesis. This implies that innovative behaviour does not have a substantial and beneficial impact on the quality of schooling. These results are believed to deviate from the variable quality of education. Ulansari et al. (2015) conducted research which found that the presence of creative behaviour in an organisation does not necessarily indicate a higher quality of education. Within the realm of education, there are established criteria for measuring the quality of education. However, it is important to note that excessive emphasis on innovative practises may not always align with these quality standards. The inventive conduct of a lecturer is not just a determinant in attaining the quality of education, since there exist additional aspects that impact the quality of education itself. If a lecturer possesses solely innovative behaviour, it will not have an impact on the quality standards of education in private universities.

3.10 Effect of Knowledge Management on the Quality of Education

The results of the testing indicate that the P-value of the sixth hypothesis is less than 0.05, hence confirming the acceptance of the sixth hypothesis. Knowledge management has a substantial and beneficial impact on the quality of education. Put simply, there is a direct correlation between the degree of knowledge management and the level of educational quality. This means that as the level of knowledge management increases, so does the level of educational quality, and vice versa. The findings of this study align with Zahlan's (2019) assertion that knowledge management has a favourable impact on the quality of education. In addition, Sumarno's (2012) research elucidated that knowledge management has an impact on the quality of education. Knowledge Management is implemented as a systematic endeavour to effectively oversee and control the knowledge within an organisation, with the objective of ensuring uniform knowledge among all professors. Implementing knowledge management in universities will foster the development of a culture that promotes the generation, dissemination, and exchange of knowledge. The presence of this culture can enhance the knowledge of each instructor, which in turn becomes the knowledge of other instructors, so increasing the competence of each instructor. The competence of each lecturer in private universities ultimately enhances the quality of instruction.

3.11 Effect of the Quality Of Education on Organizational Performance

The testing findings indicate that the P-value of the seventh hypothesis is less than 0.05, leading to the acceptance of the seventh hypothesis. This implies that the calibre of education has a direct and substantial impact on the success of an organisation in a favourable manner. Put simply, higher quality education leads to higher levels of organisational success. According to Amini's (2021) research, there is a direct correlation between the quality of education and organisational success, resulting in a beneficial impact. The ongoing effort to enhance the educational standards in private universities should persist until it achieves the optimal level. It is crucial to acknowledge that the improvement of education at private universities is closely intertwined with the present organisational structure of these institutions. Higher education is a multifaceted institution that encompasses numerous interconnected dimensions. As a school organisation, it possesses unique traits not found in other organisations. An organisation serves as a venue for the educational process and employs an intricate and dynamic structure to oversee education within its surroundings. Therefore, it can be inferred that a well-designed organisational structure is necessary for higher education institutions to effectively achieve their goal of enhancing the quality of education.

3.12 Effect of Digital Learning on Organizational Performance is Mediated by Quality of Education

The eighth hypothesis is accepted based on the findings of testing, which indicate a P-value of less than 0.05. Indirectly, digital learning has a substantial and beneficial impact on organisational

performance, which is facilitated by the quality of education. Put simply, the better the implementation of digital learning, the higher the level of organisational performance and the quality of education will be. According to Syarifudin's (2020) study, digital learning has an impact on organisational performance, which is influenced by the quality of education. This occurs because digital learning has emerged as a crucial element for educators and educational media, serving as a tool to facilitate the attainment of successful learning outcomes. The extensive utilisation of digital learning in private universities yields positive outcomes and facilitates the execution of organisational responsibilities. It is evident that digital learning offers the benefit of enhancing the expertise of each professor, thereby enabling higher education universities to uphold and enhance the implementation of digital learning. Each lecturer will independently generate information through digital learning that will be thoroughly understood. Therefore, it can be inferred that digital learning has the potential to enhance the quality of education. Implementing high-quality standards can directly enhance the performance of private universities.

3.13 Effect of Innovative Behavior on Organizational Performance is mediated by Quality of Education

Testing the ninth hypothesis yielded a P-value greater than 0.05, leading to the rejection of the ninth hypothesis. This implies that the impact of innovative behaviour on organisational performance, through the mediation of education quality, was not statistically significant and favourable. This study corroborates Widyantari's (2021) research, which demonstrates a favourable impact of innovative behaviour on quality while having no effect on organisational performance. Not every organisation with innovative behaviour can accurately anticipate improved educational quality due to lack of correlation. Innovative behaviour is a crucial element in attaining educational excellence, but it is not the sole determinant. Various other elements also impact the quality of education. This implies that the presence of innovative behaviour in a lecturer does not automatically lead to an enhancement in their organisational effectiveness.

3.14 Effect of Knowledge Management on Organizational Performance is mediated by Quality of Education

The results of the testing indicate that the P-value for the tenth hypothesis is less than 0.05, therefore, the tenth hypothesis is accepted. Knowledge management indirectly influences organisational performance by its impact on the quality of education. This finding aligns with the research conducted by Darmita et al. (2015), which suggests that knowledge management has an impact on performance, and this impact is mediated by the quality of education. Integrating knowledge management across all aspects of the organisation, particularly among academics with shared expertise, significantly contributes to attaining a competitive edge. The individual competitive advantage of each lecturer has a direct impact on the execution of educational quality management. Attaining high-quality educational standards can directly enhance the operational effectiveness of private colleges.

4. CONCLUSION

Finally, this study has helped private universities improve knowledge management, digital learning, and inventive behaviour for future practise. Universities that optimise digital learning will increase higher education performance by improving learning efficiency and effectiveness. Private university education is also improved by digital learning. Digital learning indirectly improves organisational performance by achieving educational quality criteria, which leads to greater education performance. Each lecturer's inventive behaviour improves private universities' efficiency and effectiveness and generates fresh ideas for increasing performance. Innovative behaviour in private

universities may violate educational quality norms. Innovation has a small, negative impact on organisational performance because it is not always in line with educational quality standards, which have their own standards for achievement. Private universities that adopt knowledge management uniformly for each lecturer to develop competence would improve competitive organisational performance. Knowledge management impacts education quality. Knowledge management indirectly improves organisational performance through education quality and will improve knowledge and performance in private institutions. For future studies, adding the data collection method to the interview method and classifying respondents more specifically would yield more reliable results than using merely questionnaires. This study only includes three independent variables, Digital Learning, Innovative Behaviour, and Knowledge Management, which are thought to influence Organisational Performance mediated by Education Quality. Other variables, such as Organisational Culture, Leadership Style, Risk Management, and Talent Management, may also affect Organisational Performance. This research only examined a private university in LLDikti III Jakarta. Therefore, future research may examine other tertiary institutions, including as high schools and institutes in other LLDikti locations.

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