

**THE RELATIONSHIP BETWEEN ORGANIZATIONAL
CULTURE, ORGANIZATIONAL LEARNING CAPABILITY
AND ORGANIZATIONAL EFFECTIVENESS IN HIGHER
EDUCATION INSTITUTIONS IN INDONESIA**

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**THE RELATIONSHIP BETWEEN ORGANIZATIONAL
CULTURE, ORGANIZATIONAL LEARNING CAPABILITY
AND ORGANIZATIONAL EFFECTIVENESS IN HIGHER
EDUCATION INSTITUTIONS IN INDONESIA**

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ABSTRACT (ENGLISH)

The studies on the relationship between Organizational Culture and Organizational Effectiveness in Higher Education Institutions in US, Europe and Australia had been published, but still reveals a gap in the literature on the relationship between Organizational Culture, Organizational Learning Capability, and Organizational Effectiveness in Higher Education Institutions setting. Higher Education Institutions in Indonesia has undergone enormous growth and changes in recent years, and the competition has intensified both between Public and Private, and local and foreign Higher Education Institutions. Therefore, Higher Education Institutions need to identify which type of culture and learning that support Organizational Effectiveness in order to survive and to be ahead in the competition. These facts led to the objectives of this study, which is to identify the relationships between the type of Organizational Culture, Organizational Learning Capability and Organizational Effectiveness in Indonesian Higher Education Institutions.

This study was based on the previous research on Organizational Effectiveness (Cameron, 1978; Quinn, 1983; Evan, 1993). Organizational Culture was based on the Competing Values Framework (Quinn, 1988; Cameron and Quinn, 1999) and the model of Organizational Learning Capability (Yeung et al., 1999). Research model was developed indicating the relationships among several culture and learning factor that have been argued as important to Organizational Effectiveness. The concepts of Organizational Effectiveness, Organizational Culture, and Organizational Learning Capability are operationalised and their relationships with each other are hypothesized. The instrument for this research was developed based on the earlier work by Cameron's (1978) research on Organizational Effectiveness for Higher Education Institutions; Cameron and Quinn (1999) and other researchers on Competing Values Framework for Organizational Culture in Higher Education Institutions, and Yeung et al., (1999) for Organizational Learning Capability and were pre-tested. Seven main hypotheses with twenty sub-hypotheses were developed and tested.

This study has adopted survey research design method, by which cross sectional data using the questionnaire that was collected by mail. The study has employed an area sampling approach, which is based on the Directory of Accreditation of Study Program (2002) for selecting sampling unit while data collection was conducted. Three hundred and two Study Programs in ten provinces in Indonesia participated in this study. Statistical analyses using SPSS version 11.5 employed Pearson-r Correlation, Levene's test, and multiple regression. Descriptive statistics were also employed.

The results of this study indicate that there are positively significant relationships between each type of Organizational Culture (Group Culture, Adhocracy Culture, Market Culture And Hierarchy Culture) and Organizational Effectiveness. Adhocracy Culture and Market Culture significantly explain the variability on the level of Organizational Effectiveness 50.3 % at 95% of confidence level with β coefficient: $\beta_0=0.610$ ($p=0.000$); $\beta_2 = 0.317$ ($p=0.000$) of Adhocracy Culture; and $\beta_3 = 0.433$ ($p=0.000$) of Market Culture using stepwise regression. Group Culture And Hierarchy Culture was not significantly explained of the variance of Organizational Effectiveness.

Furthermore, there are positively significant relationships between each type of Organizational Culture (Group Culture, Adhocracy Culture, Market Culture And Hierarchy Culture) and Learning Style. Adhocracy Culture and Hierarchy Culture significantly explain the variability on the level of Learning Style 47.9 % at 95% of confidence level with β coefficient: $\beta_0=0.886$ ($p=0.000$); $\beta_2 = 0.283(p=0.000)$ of Adhocracy Culture and $\beta_4 = 0.425$ ($p=0.000$) of Hierarchy Culture using stepwise regression. Group Culture and Market Culture are not significantly explaining the variance of Learning Style.

There are also positively significant relationships between each type of Organizational Culture (Group Culture, Adhocracy Culture, Market Culture and Hierarchy Culture) and Learning Capability. Adhocracy Culture, and Hierarchy Culture have highly significant and Market Culture has low significant explanation on the variability on the level of Learning Capability 56.5 % at 95% of confidence level with β coefficient: $\beta_0=0.521$ ($p=0.000$); $\beta_2 =0.346$ ($p=0.000$) of Adhocracy Culture and $\beta_4 =0.266$ ($p=0.000$) of Hierarchy Culture, and $\beta_3 = 0.138$ ($p=0.044$) of Market Culture using stepwise regression. Group Culture is not significantly explaining the variance of Learning Capability. Learning Style and Learning Capability were found to be the intervening variable but not as moderating variable as per research hypothesized.

Learning Style and Learning Capability have significant influence to Organizational Effectiveness variability on the level of Organizational Effectiveness 51.3 % at 95% of confidence level with β coefficient: $\beta_0=0.358$ ($p=0.021$); $\beta_1=0.209(p=0.000)$ of Learning Style, and $\beta_2= 0.680$ ($p=0.000$) of Learning Capability. The result also revised the model of the relationships between the Organizational Culture, Learning Style, Learning Capability, and Organizational Effectiveness.

The final model represents that Adhocracy Culture and Market Culture are positively influencing Organizational Effectiveness; and Adhocracy Culture and Hierarchy Culture are influencing Learning Style. On the other hand, Adhocracy Culture, Market Culture and Hierarchy Culture are influencing Learning Capability. While, Learning Style and Learning Capability are influencing Organizational Effectiveness. It was observed also that the Organizational Culture of Higher Education Institutions is somewhat dominated by Group Culture, and the Learning Style is somewhat dominated by the Competency Acquisition. Thus, in order to obtain a high level of Organizational Effectiveness, Higher Education Institutions must be changed to have higher level of Adhocracy Culture and Market Culture (external orientation both flexibility and control focus), and higher level of Learning Style and Learning Capability.

ABSTRAK (BAHASA MALAYSIA)

Kajian berkenaan dengan hubungan antara Budaya Organisasi dan Keberkesanan Organisasi pada pengajian tinggi di US, Europ dan Australia telah dipublikasikan tetapi masih mengungkapkan suatu lompong di literatur mengenai hubungan antara Budaya Organisasi, Kapabiliti Pembelajaran Organisasi dan Keberkesanan Organisasi dalam bidang pengajian tinggi. Pengajian Tinggi di Indonesia telah mengalami pertumbuhan yang amat besar dan berubah di tahun-tahun terakhir, dan persaingan menjadi lebih ketat baik diantara pengajian tinggi kerajaan maupun pengajian tinggi swasta, dan diantara pengajian tinggi tempatan dan asing. Pengajian tinggi perlu mengenal pasti tipe budaya dan pembelajaran yang menyokong Keberkesanan Organisasi dalam rangka untuk bertahan dan menjadi terdepan dalam kompetisi. Fakta ini menjadikan tujuan kajian ini adalah mengenal pasti hubungan antara Budaya Organisasi dan Kapabiliti Pembelajaran Organisasi, Budaya Organisasi dan Keberkesanan Organisasi.

Kajian ini diataskan penyelidikan terdahulu mengenai Keberkesanan Organisasi (Cameron, 1978, 1995; Quinn, 1988; Evan 1993), Budaya Organisasi atas Kerangka Nilai Berlawanan (Quinn, 1988; Cameron and Quinn, 1999) dan Kapabiliti Pembelajaran Organisasi (Yeung et al., 1999). Model penyelidikan dibangun menunjukkan hubungan antara beberapa budaya dan faktor pembelajaran yang sudah dinyatakan merupakan suatu yang penting untuk keberkesanan organisasi. Konsep Keberkesanan Organisasi, Budaya Organisasi dan Kapabiliti Pembelajaran Organisasi dioperasionalisasikan dan hubungan diantara masing-masing di hipotesiskan. Instrument untuk penyelidikan ini dibangun diataskan pada pekerjaan terdahulu oleh Cameron (1978) iatu penyelidikan mengenai Keberkesanan Organisasi untuk pengajian tinggi, Kerangka Nilai Berlawanan untuk Budaya Organisasi pada pengajian tinggi oleh Cameron and Quinn (1999) dan peneliti lain, dan Yeung et al., (1999) mengenai Kapabiliti Pembelajaran Organisasi dan sudah di uji awal. Tujuh hipotesis utama dengan dua puluh sub-hipotesis dibangun dan diuji.

Kajian ini adalah menggunakan metod penyelidikan survei, data sesaat yang menggunakan soal selidik yang dikumpulkan melalui pos. Kajian ini menggunakan persampelan berdasar geografis didasari atas Direktori Akreditasi Program Studi (2002) untuk proses memilih unit persampelan untuk pengumpulan data. Tiga ratus dua program kajian di sepuluh provinsi di Indonesia ikut serta dalam kajian ini. Analisa statistik menggunakan SPSS versi 11.5 menggunakan korelasi Pearson r , Uji Levene's dan Regresi berganda. Statistik deskriptif juga digunakan.

Hasil kajian ini menunjukkan hubungan yang signifikan secara positif antara setiap taip Budaya Organisasi (Budaya Kelompok, Budaya *Adhocracy*, Budaya Pasar dan Budaya Hirarki) dengan Keberkesanan Organisasi. Budaya *Adhocracy* dan budaya pasar secara signifikan menerangkan variabiliti pada aras Keberkesanan Organisasi 50.3 peratus pada 95 peratus aras kepercayaan dengan koefisien β : $\beta_0 = 0,610$ ($p = 0,000$); $\beta_2 = 0,317$ ($p = 0,000$); and $\beta_3 = 0,433$ ($p = 0,000$) menggunakan prosedur *stepwise*. Budaya Kelompok dan Budaya Hirarki tidak signifikan menunjukkan perbezaan pada aras Keberkesanan Organisasi.

Kemudian terdapat hubungan yang signifikan secara positif antara setiap tiap Budaya Organisasi (Budaya Kelompok, Budaya *Adhocracy*, Budaya Pasar Dan Budaya Hirarki) dengan Gaya Pembelajaran. Budaya *Adhocracy* dan Budaya Hirarki secara signifikan menerangkan variabiliti pada aras Keberkesanan Organisasi 47.9 peratus pada 95 peratus aras kepercayaan dengan koefisien β : $\beta_0=0,886$ ($p = 0,000$); $\beta_2=0,283$ ($p = 0,000$); and $\beta_4=0,425$ ($p = 0,000$) menggunakan prosedur *stepwise*. Budaya Kelompok Dan Budaya Pasar tidak signifikan menunjukkan perbezaan pada aras Gaya Pembelajaran.

Dan juga terdapat hubungan yang signifikan secara positif antara setiap tiap Budaya Organisasi (Budaya Kelompok, Budaya *Adhocracy*, Budaya Pasar Dan Budaya Hirarki) dengan Kapabiliti Pembelajaran. Budaya *Adhocracy* Dan Budaya Hirarki secara sangat signifikan dan Budaya Pasar sedikit signifikan menerangkan variabiliti pada aras Keberkesanan Organisasi 56.5 peratus pada 95 peratus aras kepercayaan (confidence) dengan koefisien β : $\beta_0=0,521$ ($p = 0,000$); $\beta_2=0,346$ ($p = 0,000$); $\beta_4=0,138$ ($p = 0,000$) dan $\beta_3=0,138$ ($p = 0,044$), menggunakan prosedur *stepwise*. Budaya Kelompok tidak signifikan menunjukkan perbezaan pada aras Kapabiliti Pembelajaran. Gaya Pembelajaran dan Kapabiliti Pembelajaran berlaku sebagai variabel *intervening* bukan variabel permoderan seperti pada hipotesis penyelidikan.

Gaya Pembelajaran dan Kapabiliti Pembelajaran mempunyai pengaruh yang signifikan pada variabiliti aras Keberkesanan Organisasi 56.5 peratus pada 95 peratus aras kepercayaan (confidence) dengan koefisien β : $\beta_0=0,358$ ($p = 0,000$); $\beta_1=0,209$ ($p = 0,000$); dan $\beta_2=0,680$ ($p = 0,000$). Penyelidikan ini juga merevisi model hubungan antara Budaya Organisasi, Kapabiliti Pembelajaran Organisasi dan Keberkesanan Organisasi.

Model akhir menunjukkan Budaya *Adhocracy* dan Budaya Pasar mempengaruhi secara positif Keberkesanan Organisasi; dan Budaya *Adhocracy* dan Budaya Hirarki mempengaruhi Gaya Pembelajaran. Selain itu Budaya *Adhocracy*, Budaya Pasar dan Budaya Hirarki mempengaruhi Kapabiliti Pembelajaran. Kemudian Gaya Pembelajaran dan Kapabiliti Pembelajaran mempengaruhi Keberkesanan Organisasi. Ditemukan juga Budaya Organisasi dari Institusi Pengajian Tinggi sedikit didominasi oleh Budaya Kelompok, dan Gaya pembelajaran sedikit didominasi oleh akuisisi kompetensi. Maka, untuk menjadi lebih efektif pengajian tinggi harus merubah budayanya menjadi lebih ke Budaya *Adhocracy* dan Budaya Pasar (orientasi pada eksternal baik fokus fleksibel maupun kendali), dan mempunyai Gaya Pembelajaran dan Kapabiliti Pembelajaran yang lebih tinggi arasnya.

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LIST OF ABBREVIATIONS

AC	Adhocracy Culture
AD	Academic Domain
Bl	Blindness
CI	Condition Index
CVF	Competing Values Framework
DD	Diffusion Deficiency
EAD	External Adaptation Domain
GC	Group Culture
GSF	Geographically Sampling Frame
HA	Hypothesis Alternative
HC	Hierarchy Culture
HE	Higher Education
HEIs	Higher Education Institutions
Hg	Homogeneity
LC	Learning Capability
LD	Learning Disability
LO	Learning Organization
LS	Learning Style
MC	Market Culture
MD	Moral Domain
MDS	Multi Dimensional Scalling
OC	Organizational Culture
OCAI	Organizational Culture Assessment Instrument
OE	Organizational Effectiveness
OL	Organizational Learning
OLC	Organizational Learning Capability
PI	Paralysis
PrHE	Private Higher Education
PuHE	Public Higher Education
SEM	Structural Equation Modelling
SF	Sampling Frame
SI	Superstitious Learning
Sm	Simplemindedness
SP	Study Program
SPSS	Statistical Product and Service Solutions
SPV	Substantial Proportion of Variance
TC	Tight Coupling
VIF	Variable Inflation Factor
CA	Competency Acquisition
CI	Condition Index
BC	Benchmarking
EX	Experimentation
SF	Sampling Frame

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides a brief overview of the scope of the study, and presents a number of concepts and definitions. The first section explains the background of the study such as: problems of Higher Education Institutions in Indonesia, Organizational Effectiveness, Organizational Culture, Competing Values Framework, and Learning Organization. Then, it explains the statement of the problem and specifies research problems and research questions. The next section presents the objective of the study and followed by significance of the study section that points-out the importance of the study. After that, it specifies the scope of the study section that brings into unit of analysis and the theory used. The final section is the definitions of terms, and organization of the report.

1.2 Background of the study

What makes an organization more effective than another one is a topic that has been interesting for organizational researchers over a long period of time. Organization theorists have defined Organizational Effectiveness in various ways.

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