

ORGANIZATIONAL CAPACITY FOR CHANGE AND PRO COMMITMENT TO LEARNING : ANTECEDENTS AND CONSEQUENCES TO DRIVE ORGANIZATIONAL PERFORMANCE.

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Abstract

Objectives: This study seeks to improve the performance of public sector organizations engaged in the education sector, especially at shipping universities under the Ministry of Transportation. which is enhanced by a professional experience portofolio, pro commitment to learning and organizational capacity for change.

Research methodology: The model was tested at shipping universities in Indonesia using an exploratory quantitative research design. This research will examine the relationship between the various hypotheses proposed to build a conceptual model. Data were analyzed using Amos 25's software

Findings: The results of this study indicate that the capital built can show a significant new knowledge relationship between hypotheses and it shows that the existence of the variables proposed to build hypotheses in this research model can be considered as an important strategy for improving the performance of public organizations in Merchant College

Limitations: This study has several limitations, the first is that the variables used in this study are still simple in determining indicators because the process for these variables is carried out by the derivation process of the sample used in this study is also still limited to state universities that have not touched the private sector, namely in universities in Jakarta, Semarang, Makassar and materials as well as Surabaya.

Contribution: Theoretically and managerially this research has been able to provide cognitive evidence to build a thought for the development of organizational behavior theory organizational performance and resource-based theory theory. In addition, this research can also provide a practical recommendation for stakeholders and public sector organizations engaged in the Merchant Shipping College. To improve its performance, it can be done through the path used in this model so that it will be able to provide a form of illustration of how to improve performance based on organizational capacity for change and commitment to learning.

Keywords: Organizational Performance, Organizational Capacity for Change, Pro Commitment To Learning, Professional Experience Portfolio, Merchant College.

1. INTRODUCTION

Environmental changes outside the organization which are quite progressive have been able to lead to a series of changes that require a form of improvement within the organization. Organizations that are able to provide a fulfillment of needs for consumers or service users in it will provide a form of sustainability for the organization

(Mahony et al., 2012) However, various paradigms have been found that organizations are often less able to adapt to progressive changes. and competitive. This encourages the existence of a form of cognitive thinking that must be owned by companies or organizations in the public sector in improving their capabilities. A documentation of experience so far has been able to provide the existence that the portfolio owned by organizational managers has been able to contribute quite progressive and holistic thought contributions to achieve organizational goals (Shiah-Hou & Cheng, 2012). Various arguments have been given by researchers at the academic level to explain the concept of experience that is able to drive organizational performance. The key to the success of an organization is the ability to delegate various resources or resources owned by employees in order to be able to achieve organizational goals. The competencies possessed by employees are expected to be able to become a key strategy in providing the implementation of various experiences they have had to achieve these goals. Various basic needs have been sought by organizations to be able to face a form of coercive regulatory pressures from the government because the public sector is an organization that is still getting an intervention and application of the rules provided by the government. Based on this, an adaptation is needed that can provide a form of action for the achievement of improving environmental performance which is constantly changing, it is also able to provide a form of demands on how members of the organization need to be prepared in dealing with this situation. Organizational members are expected to be able to have a form of skill development and this basis is expected to be able to change from static to dynamics because the organization will face a form of competition based on skills professionalism and knowledge change (Mahony et al., 2012; Pousa et al., 2017; Shiah-Hou & Cheng, 2012). Adaptation is an individual's ability to be able to change when he faces a big difficulty and be able to adapt to new conditions quickly.

Internet computers have made fairly rapid development in the business environment and this requires a form of a paradigm change for public organizations to create a work environment that is always changing where Information Technology has a central role in strengthening its competitiveness (Wulandari et al., 2020). On this assumption, organizations need to make a level of investment in information technology that can reduce costs but also to improve organizational performance. Various previous studies have succeeded in providing empirical evidence on the effect of portfolio experience on organizational performance (Mahony et al., 2012; Pousa et al., 2017; Shiah-Hou & Cheng, 2012). The presentation related to the research gap in this study is that there is still a gap between portfolio experience professionals and the performance of professional organizations that have so far had a related definition. A form of special expertise or skills is achieved through a form of formal education or long-term training. While the professional experience portfolio has an essential role to force employees to cope with a change that occurs if in their environment when the influence of this employee experience has a form of variation, the increase in employee performance will be able to show an increase driven by a professional experience portfolio (Mahony et al., 2012; Pousa et al., 2017; Shiah-Hou & Cheng, 2012; Tajeddini, 2018). Can be investigated specifically can be improved through previous work experience owned by employees but the variation of work experience of each employee requires a further study to draw benefits and experiences from past work experience to improve their performance or their performance (Mahony et al., 2012).

The main challenge faced by organizations is how this work experience will be able to influence organizational members to change. Members of the organization who have limited work experience tend to behave reactively and show emotion when faced

with a change. The behavior shown when they experience a form of opposing pressure, physical achievement, and stress when facing change, the tendency will be to act negatively, but when the work experience is quite established and has a tendency to perceive change as perception and a process and provide a form of learning activity, it will there is one form of exploration related to potential and transfer of experience that tends to make them work positively when facing change (Stensaker & Meyer, 2011). To improve employee performance, it is also necessary to build a commitment process that is expected to provide a form of adaptation to changes in technology. Continuous learning is an essential part of a successful form of work (Maurer & Weiss, 2010). Public sector organizations in the field of education are very vulnerable to experiencing a form of change that demands a form of adaptation of commitment and documentation from an experience that is good enough to be able to provide a form of maximum performance when the organization changes. The reason this study uses public organizations in education is that the public sector in educational organizations has a series of many regulatory changes that often occur dynamically and also require rapid changes, but there are still many educational organizations were members of the organizations have not been able to provide news. quite progressive change when the organization has changed based on the results of studies from previous researchers and the condition of the gap phenomenon. In this study, it is hoped that researchers will provide a solution for improving the performance of public organizations based on the capacity of organizational change, pro commitment to learning, and professional experience portfolio by presenting a new conceptual model, this model will be able provide empirical evidence for improving the performance of public organizations and models. This will be discussed in public sector organizations under the Ministry of Transportation which are engaged in merchant college.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1. Professional Experience Portfolio, Pro commitment To Learning Dan Organizational Performance.

The professional concept is an accumulation of several work experiences that have been owned and organized (Bazin & Aubert-Tarby, 2013). Portfolio experience has a concept of summarizing the various experiences that employees have both socially and professionally. The professional experience portfolio in this research refers to the number of experiences of employees when activities that are compatible and incompatible with their work enable employees to gain more knowledge and have the potential to improve the skills required in their current job and prepare for future careers. they. Work experience is defined as a share of the number of tips contained in a section of their workplace and attached to their workplace. Skills in using information technology will affect employee success because employee skills along with strong motivation will be able to provide an impetus for employees to work faster, smarter, and adapt to information technology which is quite complex (Razak et al., 2015). Another argument is given that professional experience will be able to provide a form of system changes that are more effective and efficient (Gulfi et al., 2015). Experience in various business activities such as the property will stimulate communication skills when it demands a form of digital technology adoption and experience to operate digital technology increases the level of practical understanding and knowledge of various international properties whose orientation will increase the ability to increase experience in international property activities. (Poon., J., & Brownlow, 2018).

In addition, the various multi-organizational experiences possessed by the company's CEOs will be able to have a significant positive impact on improving the acquisition performance of business activities. Various multi-organizational experiences have succeeded in providing evidence of leadership acquisitions, thereby increasing the flexibility and agility of CEOs to respond to various challenges that will be faced by organizations in this case companies (Woo, 2019). The more knowledge possessed, the skills and experience possessed with the company's goals, the greater the opportunity for the company to adapt to changes that require a form of action that is quite progressive and dynamic. The concept of Pro-commitment has undergone renewal, should not be viewed as a learning process that has been adopted from organizational learning theory, the theory has been developed quite well by (Ch. Argyris and D. A. Schön, 1997). This theory was also developed based on the theory of personal initiative which was also developed by (Glaub et al., 2014). The concept of learning in organizations is defined as creative learning to be able to create dynamic knowledge to develop a human resource that is cognitively expected to have a unidirectional contribution to organizational performance (Saadat & Saadat, 2016). Organizational learning already has a form of excellence as a supporting factor for the organization because it can improve organizational performance through the involvement of knowledge management and behavior change. This will be able to stimulate a form of competitive advantage from the business aspect and organizational performance because the organizational learning process will be able to provide a faster adaptation process than existing competitors (Eshlaghy & Maatofi, 2011). Organizational learning has an existence in making the process of continuity in cognitive and behavioral changes of employees (Argote, 2011). Organization there is a mechanism where individuals are captured as a point of view that must continue to learn so that they can have a form of building a repository of individual knowledge in the organization so that the learning process will continue. Various specific knowledge from an individual in the organization should be accessible to other members of the organization so that the concept of sharing knowledge from individuals who have learned earlier will be able to become a transmission of new learning for organizational members in existing groups. Therefore, when individuals are involved in a body intention process, their knowledge will still be stored in the organization due to a transfer of knowledge through social networks, organizational systems, and productivity (Zappa & Robins, 2016).

Various academic debates have been given in showing consistency of the role of learning orientation and innovation to drive better performance of public organizations but specifically, it is only oriented to a learning orientation and innovation in improving the performance of public organizations (Tajeddini, 2018). Previous research has shown that the belief that increased costs and speed of service from public organizations will be able to be increased with innovation in the organization so that from the perspective of personality productivity on employee performance. It needs to be emphasized so that proactive personality is a key factor in increasing career success (Buil et al., 2019) in general, this study draws a proposition that the higher the professional experience portfolio, the more able to increase commitment to learning, and commitment to learning will be able to drive organizational performance based on the assumptions above. Hypotheses can be developed as follows:

H1: Professional experience portfolio has a positive effect on pro commitment to learning

H2: commitment to learning positively affects organizational performance

2.1.2 Pro commitment To Learning , Organizational Capacity For Change And Organizational Performance

Previous researchers have found a significant relationship between organizational commitment that will affect employee behavior and performance, this can be achieved through employee engagement with the organization (Argote, 2011). Various paradigms have shown an important role in achieving comprehensive organizational performance (Zappa & Robins, 2016).. All of them must have a focus on an approach orientation that is oriented towards learning employee attitudes and behavior to find the impact of commitment to a change process. Organizational learning is a process that involves continuous cognitive and behavioral changes in employees (Argote, 2011). Organizational learning is a mechanism by which individuals in an organization continue to learn, to build a repository of individual knowledge within the organization so that the learning process is maintained. Specific knowledge of an individual in the organization can be accessed by every member of the organization.

Therefore, when the individual leaves the organization, his knowledge will remain stored in various storage places or memories through routines, social networks, and the organization of memory systems (Zappa & Robins, 2016). Findings from research conducted by (Tajeddini, 2018) show that learning and innovation orientation leads to better performance of public organizations. More specifically, the results show that learning and innovation orientation takes these organizations to greater heights in terms of speed of service, increased costs, public trust, and performance. According to a test on the proactive effect of personality on employee performance conducted by (Buil et al., 2019), proactive personality is an important factor in career success. In general, these findings are reinforced by previous research, an employee is more likely to have a successful career if he or she has a proactive personality. owned (Klarner et al., 2008) The organization consists of several three-dimensional dimensions that are often used in some previous researchers, including learning the process of change and organizational context (Soparnot, 2011; Zhao et al., 2018). This will significantly affect the performance improvement (F. Ramus & Ahissar, 2012). Various previous studies have shown various empirical evidence that provides an academic debate to show the influence between organizational capacity and organizational performance (T. A. Judge et al., 2009; W. Q. Judge & Elenkov, 2005). This is in line with the contribution of the organization to improve organizational performance (Batjargal & Liu, 2004; J. O. Judge et al., 1996; Klassen & Whybark, 1999; C. A. Ramus & Ramus, 2001; William Q & Thomas J. Douglas, 1998). Organizational capacity has a role as a fairly basic essence as a high-order dynamic ability then it is also able to provide a mediating effect between lower levels on performance (Andreeva & Ritala, 2016).

When the organization can continuously make changes by continuing to learn from experience, already in their work patterns, the organization will be able to initiate and implement changes and undergo change by gaining experience from change and continuously the organizational-based performance improvement process will be able to produce several changes both in parallel and episodic from time to time simultaneously. horizontally, organizational routines will be able to help create a balance between change and stability that supports organizational performance. The above concept for dealing with change is quite developed and has been well established. Especially when the concept is applied it is considered as an outcome associated with quite positive change (Heckmann et al., 2016). The description of the dimensions of organizational capacity for change has shown that the concept has been well established in contributing to the

improvement of organizational performance. It will be able to improve organizational performance. Based on the arguments above, the following hypothesis can be drawn

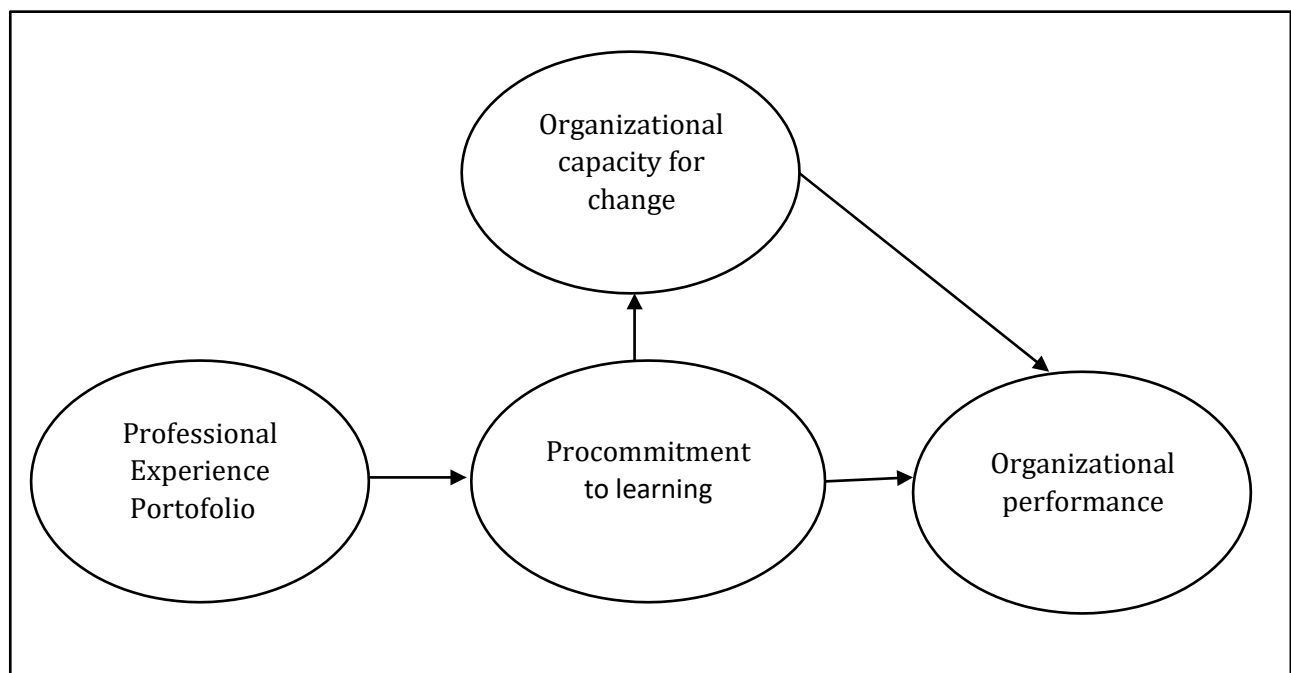
H3: Pro commitment to learning positively affects organizational capacity for change

H4: Organizational capacity for change positively affects organizational performance

H5: Pro commitment to learning is able to mediate the influence between professional experience portfolio and organizational performance

H6: Organizational capacity for change is able to mediate the effect between pro commitment to learning and organizational performance.

2.3. Frame Theoretical Model.



3. RESEARCH METHODOLOGY

3.1 Population and sample

The design of this study uses a quantitative approach with a structural study methodology adopted using 200 samples taken from managers at Shipping Colleges in Indonesia and data collected through questionnaires. The measurement consists of a multi-item scale adopted from previous studies. The data were determined by the purposive sampling method.

Among the respondents, there were 140 males (70%) and 60 females (30%). Regarding, 10% of the total age of the respondents is 20-30 years old; 36% are aged 31-40 years, and 54% are over 41 years old. In terms of education level; 49% have a bachelor's degree, and 41% have a master's degree, 10% have a doctorate. According to top management status, 28% and 72% manage middle and lower Managers. Tenure 5-10 years old; 20%, tenure 11-15 years old; 45%, tenure >20 years old ; 35%. Area/province: PIP Semarang = 25, STIP Jakarta = 25%, PIP Makassar = 10%, Poltekel Surabaya = 20%, Poltekel Tangerang = 20%.

3.2. Validity and Reliability Test

Testing research data using Structural Equation Modeling Modeling (Semmer et al., 2008); (Summer Analysis et al.) with the AMOS program. This approach is done by testing the parameters resulting from good fit and directly testing the hypothesis about the causality relationship developed in the validity and reliability testing criteria model if the loading factor value > 0.6 then the indicator is said to be invalid and vice versa, if the Cronbach alpha value is > 0.6 , is said to be valid

Table 3.1. Research instruments and test results

No	Variable	Cronbach's Alpha	Indicator	Local loading standards
1	Professional experience portofolio (Bazin & Aubert-Tarby, 2013; Khojamli et al., 2014)(wulandari and dwiatmaja , 2020)	0.834	Work experience	0.725
			Portofolio pengalaman kerja	0.888
			Cross-field work experience	0.791
2	Procommitment to learning Brzeziński & Bąk, 2015; Eshlaghy et al., 2011; Maurer & Weiss, 2010) (wulandari and dwiatmaja , 2020)	0.783	Pioneer in the same job	0.769
			Innovation and sustainability	0.813
			Creative in every opportunity,	0.802
3	Organizational capacity for change	0.804	readjust any incentives	0.766
	(Widianto et.al,2021)		The importance of the organization to change	0.735
			know how to assess the causes.	0.811
4.	Employe performance (Nguyen et al., 2019; Pudjiarti & Hutomo, 2020; Samnani et al., 2013)	0.769	Fast and on time	0.645
			constructive solutions	0.781
			Work on target	0.748

4. RESULTS AND DISCUSSIONS

4.1 Celebration Model Test

Structural equations based on variance (SEM) is the model used by researchers, namely least-squares SEM, to analyze the data in this study by including formally measured constructs (Korzynski, Kozminski, et al., 2020)(Korzynski, Mazurek, et al., 2020) (Michael Haenlein, 2004); (Leguina, 2015) (Reinartz et al., 2009); (Richter et al., 2016). With numbers $0.03 < RMSEA < 0.08$, and although the GFI, TLI, and CFI figures show numbers less than 0.9, there were no problems with constructing the model, as described in the table.

The test results show that the fit criteria have been met as indicated by the Chi-Square of 127.89 and the probability value of 0.03. Both assumptions are complete. The TLI score is 0.912, GFI 0.902, CFI 0.941, and RMSEA 0.05 which indicates that the score has met the specified requirements. This means that the research model is accepted and meets the predetermined criteria. This can be seen in table 4.1

Table 4.1. *Criteria Goodness of Fit Model*

<i>Goodness of fit indices</i>	<i>Cut-off value</i>	<i>Cut-off value of the Results</i>
χ^2 (Chi-Square)	Expected small	127.89
<i>Significant Probability</i>	$\geq 0,05$	0.04
CMIN/DF	$\leq 2,00$	65
RMSEA	$\leq 0,08$	0.07
GFI	$\geq 0,90$	0.934
TLI	$\geq 0,95$	0.946
CFI	$\geq 0,95$	0.932

Source: Author's data analysis, 2021

4.2 Hypothesis Testing

The next step is to test the hypothesis for the clause relationship between variables using the CR-Critical ratio criteria equal to or greater than 2.0 (Arbuckle, 2012). Then tested the empirical analysis model (output model). The outer model is the model that determines the relationship between the latent construct and its indicators. In other words, the hypothesis defines how each indicator relates to other latent constructs, as described in the Table.

Table 4.2. Hypothesis Testing Results

Hypotheses	Estimate	Critical Ratio	SE	P value ($\leq 0,05$)	Results
H1: Professional experience portofolio positively affects procommitment to learning	0.611	2.987	0.41	0.00	Supported
H2: procommitment to learning positively affects organizational performance	0.708	2.809	0.34	0.00	Supported

H3 : procommitment to learning positively affects organizational capacity for change	0.712	2.911	0.48	0.00	Supported
H4: Organizational capacity for change positively affects organizational performance	0.1791	2.864	0.36	0.00	Supported
H5: Procommitment to learning mediates the effect on the Professional experience portfolio and organizational performance		Z=6.125431		0.00	Supported
H6: Organizational capacity for change mediates the effect on procommitment to learning and organizational performance		Z=6.135426		0.00	Supported

- H1. Professional experience portfolio has an effect on commitment to learning. The findings of the structural path indicate that there is a significant relationship between the professional experience portfolio and commitment to learning ($t = 2,987 > 2.0$) with a significance value ($0 < 0.05$). Therefore, Hypothesis 1 is accepted.
- H2. Pro commitment to learning has an effect on organizational performance. The findings of the structural path show that there is a significant relationship between commitment to learning and organizational performance ($t = 2,909 > 2.0$) with a significance value ($0 < 0.05$). Therefore, Hypothesis 2 is accepted.
- H3. The commitment to learning has an effect on organizational capacity for change. The findings of the structural path indicate that there is a significant relationship between commitment to learning and organizational capacity for change ($t = 2,911 > 2.0$) with a significance value ($0 < 0.05$). Therefore, Hypothesis 3 is accepted.
- H4. Organizational capacity for change affects organizational performance. The findings of the structural pathway indicate that there is a significant relationship between organizational capacity for change and organizational performance ($t = 2.864 > 2.0$) with a significance value ($0 < 0.05$). Therefore, Hypothesis 4 is accepted.
- H5. The influence of a large relationship is shown by the variable Professional commitment to learning between the professional experience portfolio and organizational performance which is indicated by the numbers from the statistical test results using the Sobel test, the value of $z = 6.125431$. This result is more than the cut-off value of 2.00, this indicates that the variable professional commitment to learning successfully mediates between the professional experience portfolio and organizational performance.
- H6. The effect of a large relationship is shown by the variable organizational capacity for change between commitment to learning and organizational performance which is indicated by the numbers from the statistical test results using the Sobel test, z value = 6.135426. This result is more than the cut-off value of 2.00, this indicates that the variable organizational capacity for change successfully mediates between commitment to learning and organizational performance.

4.3 Discussion

The results of this study have shown that the professional experience portfolio has a significant effect on a commitment to learning. Cross-field experience is an indicator that has a high score when tested on the loading factor value, shows that cross-experience is quite capable of providing a form of existence from a portfolio of professional experience. This is expected to provide a perception that learning opportunities carried out by supervisors and managers will have an impact on the current tasks (Sahi et al., 2019). Thus providing a variety of experiences for supervisors and managers to have more useful for future organizational development and forming a wider network. Cross-field experience will have a form of reflection on the role of employees in improving their skills, especially various skills such as technical problem solving and operations. Various skills and competencies possessed by employees will be able to be built within a company through various training strategies and which will stimulate employees to keep learning. Education and Training as an organizational way to bind employees, especially to keep them willing to develop themselves and continue to learn and improve competence. Organizational learning is considered as an organizational model in various business concept developments in long-term conditions and is able to increase competitiveness and improve organizational capabilities to adapt to external changes.

The findings of this study have been able to show the existence of education and training that continues to be developed, especially related to roles in the organization, because not all organizations provide cognitive support for employee career development and training that employees will participate in. employees' awareness efforts to develop themselves (Samagaio & Rodrigues, 2016). Learning in the organization is a process of how an employee will always try to innovate in learning new things from people in the organization so that it will affect the work pattern of employees in improving competence in developing There will be opportunities and new ideas that are oriented towards improving organizational performance (Maurer & Weiss, 2010). Transformational leadership will also be able to become a specific review that the culture of change will be able to provide continuity with organizational innovation to change work behavior (Laura M Keyes, 2019). In addition, the findings of this study also succeeded in making a finding that knowledge management will create growth assets and increase the productivity of employees. With various elements possessed such as knowledge acquisition, knowledge creation, and knowledge transfer will be able to become an impetus in creating opportunities to achieve a competitive advantage as a superior productive and innovative resource (Mishchuk et al., 2016). This implies that making organizations a Learning Organization encourages creativity and has an impact on an increase in market share and an increase in company assets. Learning in the organization is a process to provide a perspective on how employees will always learn new things obtained from within the organization through the people around them as mentioned above and this will be able to provide a form of reflection on competency improvement.

Increased insight and ideas that are creative enough to affect organizational performance, implies that the learning process in this organization must be a commitment that becomes an awareness that members of the organization must have to develop their quality. High learning commitment from members of this organization will stimulate changes in organizational capacity that are oriented towards changes that occur in the cognitive thoughts of leaders. Organizations have a sufficiently high organizational capacity to change they will have a sufficiently wide form of opportunity

in the existing changes that they see will manifest their capacity to provide an adaptation, integration, and reconfiguration of organizational and resource skills to achieve conformity and a changing environment.” (Klärner et al., 2008). Government regulations for change have been negatively perceived by various members of public organizations because they are considered incompatible with the basic needs of the organization (Lines, 2004). The controversy between government regulations and organizational culture will reduce the level of commitment possessed by employees in the organization (Piderit, 2000). In addition, the behavior that appears is sometimes also not in accordance with the cognitive condition of employees, especially when it is associated with the effect of the importance of change on the company. Related to the Indonesian culture which tends to hide the various disobediences that members of the organization have towards the leadership and existing policies in public organizations, this will have an impact on limiting employees to act openly and express ideas cognitively. Various previous studies have shown the results of how a cognitive strength already has a form of reciprocal interaction pattern that is about an expression of attitudes and changes in this discrepancy are seen in employee behavior due to adjustments such as benefits or remuneration offered by public organizations.

5. CONCLUSION

The results of this study indicate a positive influence between pre-commitment to learning on organizational capacity for change in organizational performance. In addition, commitment to learning and organizational capacity for change has successfully demonstrated their role as mediating variables with the acceptance of the Sobel test. An important finding in this study is that a portfolio of professional experience practices has a strong enough impact in increasing commitment to learning while learning strategies owned by employees will be able to significantly improve employee performance. Employee learning strategies that can provide cognitive understanding to develop will be able to affect the organizational capacity to change for public organizations, this implies that increasing organizational capacity to change can directly affect employee performance improvements.

Contribution

This research has contributed to the development of the theory of organizational behavior and the theory of resource-based theory, the various indicators, and variables presented in this study can be a reflection of the existence of these theories which have an impact on improving organizational performance. Employee portfolio experience has been dominated by linear experience and cross-disciplinary experience as an indicator of portfolio professional experience in increasing commitment to learning. The practical implications that can be given in this study are that there are two strategic pathways for improving employee performance for public organizations at merchant College. in Indonesia, this can be done through the first path, namely from the professional experience portfolio then pre-commitment to learning- organizational capacity for change - organizational performance. The second path is a professional experience portfolio - commitment to learning - organizational performance.

Limitation and Future Research

In addition, this study also has several limitations, among others, this study only refers to universities in the public sector at state universities in Indonesia as a representation of public organizations. In addition, the variables used in this study, although they have undergone a derivation process, studies for the meaning of each indicator still require a form of further discussion so that the results of this derivation process can be clearly understood. Future research is expected to add various variables

to improve the performance of public organizations, including through dynamic managerial capabilities, adapting to technological changes, and knowledge management. Future research is also expected to use longitudinal data and add units of analysis not only oriented to government public organizations but also private-public organizations. It is hoped that future findings will be able to provide a form of existence of a sample unit representation in providing an overview of the performance of public organizations at the Merchant College.

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