

# The Influence Of Servant Leadership, Entrepreneurial Mindset, Entrepreneurial Climate, Knowledge Management And Organizational Development On Performance At Private Higher Education In The LLDikti III

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**Abstract:** This study aims to identify the influence of Servant Leadership, Entrepreneurial Mindset, Entrepreneurial Climate, Knowledge Management and Organizational Development on Performance at Private Higher Education in the LLDikti III region. This study uses quantitative, in this research method is a survey method, which is obtained from the results of collection using a questionnaire. The population in this study were lecturers from private universities in the LLDikti III area. The sample in this study were 376 respondents. The analysis tool used is SmartPLS 3 with SEM (Structural Equation Modeling) based on PLS (Partial Least Square). The results of this study state that SL influences EM, SL influences EC, SL influences KM, SL influences OD, EM influences EC, EC influences KM, KM influences OD, SL influences college performance, EM influences college performance, EC influences college performance, KM does not affect college performance and OD does not affect college performance.

**Keyword:** Servant Leadership (SL), Entrepreneurial Mindset (EM), Entrepreneurial Climate (EC), Knowledge Management (KM), Organizational Development (OD), Higher Education Performance (Y), Leader-Member Exchange, Resource Based View.

**Abstrak:** Penelitian ini bertujuan untuk mengidentifikasi Pengaruh Servant Leadership, Entrepreneurial Mindset, Entrepreneurial Climate, Knowledge Management Dan Organizational Development Terhadap Kinerja pada Perguruan Tinggi Swasta wilayah LLDikti III. Penelitian ini menggunakan kuantitatif, pada metode penelitian ini adalah metode survei, dimana diperoleh dari hasil pengumpulan dengan menggunakan kuesioner. Populasi dalam penelitian ini adalah dosen-dosen dari universitas swasta yang ada di wilayah LLDikti III. Sampel dalam penelitian ini sebanyak 376 responden. Alat analisis yang digunakan yaitu SmartPLS 3 dengan Teknik SEM (Structural Equation Modelling) berbasis PLS (Partial Least Square). Hasil penelitian ini menyatakan bahwa SL mempengaruhi EM, SL mempengaruhi EC, SL mempengaruhi KM, SL mempengaruhi OD, EM mempengaruhi EC, EC mempengaruhi KM, KM mempengaruhi OD, SL mempengaruhi kinerja perguruan tinggi, EM mempengaruhi kinerja perguruan tinggi, EC mempengaruhi kinerja perguruan tinggi, KM tidak mempengaruhi kinerja perguruan tinggi dan OD tidak mempengaruhi kinerja perguruan tinggi.

**Kata kunci :** Servant Leadership (SL), Entrepreneurial Mindset (EM), Entrepreneurial Climate (EC), Knowledge Management (KM), Organizational Development (OD), Kinerja Perguruan Tinggi (Y), Leader-Member Exchange, Resource Based View.

## INTRODUCTION

During this period of rapid development, universities were required to improve the performance of human resources in various fields to support the creation of quality human resources (Firmansyah & Hersona, 2021). Through the implementation of the Tridharma of Higher Education, PTS must be able to play a role in producing quality human resources, scientific and technological innovation, and be able to play an active role as well as lecturers, then the chancellor or dean as higher education managers (Syamsia et al., 2022). The most specific difference in higher education in Indonesia lies in social responsibility which refers to education and teaching, research and development, and community service which is referred

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to as the Tri Dharma of Higher Education (Ramaditya et al., 2022). One important component in higher education is the lecturer (Nasir et al., 2020). lecturers and education staff as actors who directly influence the educational process must be able to provide the best performance so that the educational process runs as expected (Al Kadri & Widiawati, 2020). Educators and educational staff must have professional skills in carrying out their duties and functions based on their profession (Littlecott et al., 2018).

Competitive advantage can be created through effective human resource management by taking into account the internal and external factors of the organization (Darmadi, 2022). The World Economic Forum informed that Indonesia's competitiveness position in 2019 through The Global Competitiveness Index was at level 50, down 5 points compared to 2018 which was at level 45. Other problems related to poor organizational management and weak competitiveness also occurred at 11 private campuses which were closed in Jakarta in 2019 (Reyhan et al, 2021). So there must be, competency development and improvement activities within the organization (Khusna et al., 2022). Organizational performance starts from the results of the organization or the external form of an organization, which can be measured against the desired results and targets. Organizational performance involves three areas related to the organization (Al Khajeh, 2019). The number of tertiary institutions in Indonesia in 2020 is enormous with each having the percentage of PTA (27%), PTK (4%), PTN (3%) and PTS (66%) (PDDikti, 2020). With so many PTS positions compared to other tertiary institutions, it is certain that there are so many lecturers or employees who have leadership in management. However, not all of the 4,741 universities in Indonesia have great leaders (Larasati, 2019). On the other hand, the main issues currently facing higher education are access, quality and equity as well as welfare. The low quality of Indonesian education is represented by weak staff, low incentives, limited resources, facilities, and other factors (Mahmud et al., 2022).

The factor that can affect performance is leadership, according to (Nadeak, 2020) states that where the lecturer as a leader (leader), can have strong characteristics, can understand fellow lecturers like employees or students well, has a vision and understands the mission of the study program, decision-making skills, communication skills. Servant Leadership reflects the ability to build trust by serving others selflessly; emphasizes personal integrity and, sensitivity to the needs of stakeholders including the larger society (Dalati, 2016). Servant Leadership has a positive impact mentioned by (Filatrovi et al., 2018; Pratiwi et al., 2019). Other factors besides Entrepreneurship Mindset are very important because a person is motivated to always be productive and innovative in order to create productive, persistent and

quality business opportunities (Zumaeroh, 2023). According to (Rosmiati et al., 2022). Because instilling an entrepreneurial mindset has several potential benefits, such as benefits at the individual level, pedagogic level (encouraging pedagogic changes to become more mind-oriented), social level (start-up), and national level (economic development). Entrepreneurial mindset has been recognized to provide success and failure among entrepreneurs (Belousova et al., 2020); (Aima et al., 2020).

Other factors besides the Entrepreneurial Climate factor, the organizational environment introduces this influence in the form of organizational culture and organizational climate, shared values and basic assumptions of a group, and differs from the concept of organizational climate or in other words the formation of an entrepreneurial climate (Schneider et al, 2012). the pressure of structuring the entrepreneurial climate this strategy emphasizes the internal processes of the organization, namely the efforts made by educational institutions in strengthening their management systems (Aziz & Darmayanti, 2022). According to (McGrath, R. G., & MacMillan, 2000) the ability to feel, act, and mobilize in uncertain conditions. Entrepreneurial climate has also been shown to have a significant influence on business performance (Bayarçelik, E. B., & Özşahin, 2014; Ghosh & Bhowmick, 2014; Lawal et al., 2018).

The next factor is knowledge management. Performance is Knowledge sharing is also defined as the dissemination of ideas, information, expertise, and advice among individuals in an organization to solve problems, develop new ideas, or implement policies or procedures (Liu & Li, 2018). Lecturers who ignore sharing knowledge, especially with senior lecturers, low levels of participation in forums or seminars and minimal initiative by lecturers to share knowledge with other lecturers present, as well as low attendance at official meetings held at the Institute (Hermanto et al., 2022). Institutions realize its importance and usefulness in whole or in large part due to a lack of awareness and integration of management knowledge into their daily work Espita et al., 2022).

The last factor affecting performance is organizational development. In Jambi City, private tertiary institutions experienced significant growth in quantity. Based on Forlap Dikti data, Jambi City has 21 PTS with 829 lecturers and 18,317 active students in 2019, because this fact really depends on the information needed and current services. Many studies have been conducted on knowledge management in the context of higher education (Simarmata, 2020). According to LLDikti Data from Region XIII Aceh, Aceh has several private universities (PTS), 105 private universities, 8 universities, 42 high schools and the rest are universities. About 69% of these products are accredited C, the rest are B, and several others

are accredited A. Accountability in awareness does not work effectively. Therefore, a detailed study must be carried out regarding the factors that influence PTS status. However, the phenomenon or empirical situation of private tertiary institutions in the regions is generally marked by the fact that the higher education organizations are not dynamic and effective, the teaching staff is usually lacking in quality, and the ratio of education level to leadership skills, the average position of lecturers or PTN/PTS supervisors, alumni quality, and low academic facilities (Ansari & AG, 2019).

The Resource Based View theory of competitive advantage has been widely applied to technology and digital transformation, manufacturing strategy, and the pursuit of environmental sustainability (Wiengarten et al., 2013); (Elia et al., 2021) and (Tseng et al., 2021). In this context, we use the term "resources" to refer to two different forms of resources available to firms (Okorie et al., 2023). Resource Based View is a resource that fundamentally controls the success of an organization. Internal resources become the main part for the company from external elements that can achieve and become a stronghold and competitive advantage to increase company performance (Barney, 1991). meanwhile according to (Iswan & Kihara, 2022) that Physical resources (Tangible), human resources (Intangible), and organizational resources are three big categories. The VRIO dimension is the parts that have related to one another valuable, rare, and imitated resources and are considered as competitive advantages. However, organizations that are not organized to make full use of resources, can mean these resources are competitive advantages that are not used, (Putu & Astawa, 2022). In comparison, a company-specific focus, articulated in a company's RBV, focuses on company privileges, if this goal is achieved, performance excellence is then built and maintained, (Chatzoglou et al., 2018).

On the theory of Leader-Member Exchange (LMX). According to Morrow et al., (2005)'s definition of Leader-Member Exchange (LMX), a better relationship between management and workers creates better jobs. But in fact, there are two types of employee-manager relationship both positive and negative. Trust, positivity, and employee loyalty increase in good relationships, but reverse in bad relationships. (Truckenbrodt. Yolanda B, 2002). The theory of Leader Member Exchange explains that the leading individual can affect the exchange of various subordinates, and the quantity possessed can affect the bond on the responsibilities of subordinates, affect the quality of decision making, the implementation of resources in company performance (Zamroni, Z., et al. , 2020 The fundamental idea behind the LMX theory, according to Sari et al., (2021) Leaders do not build and develop the same

relationship with all their subordinates. Each subordinate must be treated and treated with quality with different relationships from his superiors LMX is designed as a multidimensional construction by (Liden, R. C., & Maslyn, 1998). Affection, contribution, loyalty, and professional respect.

## **METHOD**

The research strategy used in this research is a correlational approach strategy involving a collection of data information in order to determine whether and to what extent there is a relationship between two or more variables that are quantitative (Santoso, I., & Madiistriyatno, 2021).

## **POPULATION AND SAMPLE**

According to Sugiyono, (2018) population is a generalized area consisting of objects/subjects that have certain characteristics determined by researchers to study and then draw conclusions. Meanwhile, according to (Sekaran & Bougie, 2016) said the population is the entire collection of individuals gathered. The population in this study were 16,360 Lecturers at LLDikti University Region III Jakarta. The sample is part of the population that will be taken so that it can be studied and the results of the research will be interpreted from the population (Sekaran & Bougie, 2016). Meanwhile, according to Sugiono, (2021) the Slovin formula is a formula for calculating the minimum number of samples if a population is clearly known with an error rate of 5%, so that the level of reasonableness that will occur in sampling. Then, the technique used according to (Sekaran & Bougie, 2016) states that the stratified random sampling technique (proportional) is a sampling technique that requires starting stages.

In collecting respondent data, the researcher implemented a questionnaire in collecting the answers from the respondents. According to (Sugiyono, 2018) a questionnaire or questionnaire is a technique used to collect data through questions or written statements that must be answered by respondents.

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Likert scale instrument with a scale of 5 (strongly agree), 4 (agree). 3 (undecided), 2 (disagree), and 1 (strongly disagree).

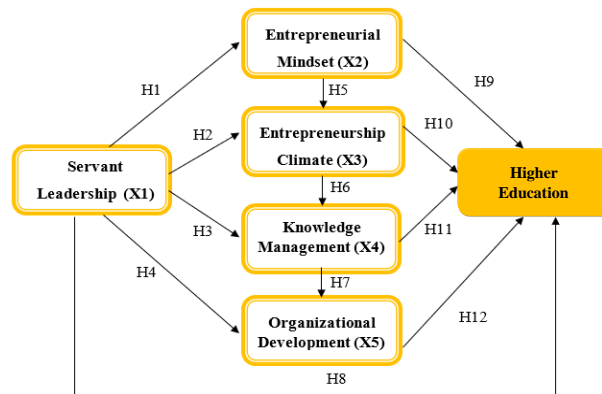


Figure 1. Conceptual Framework

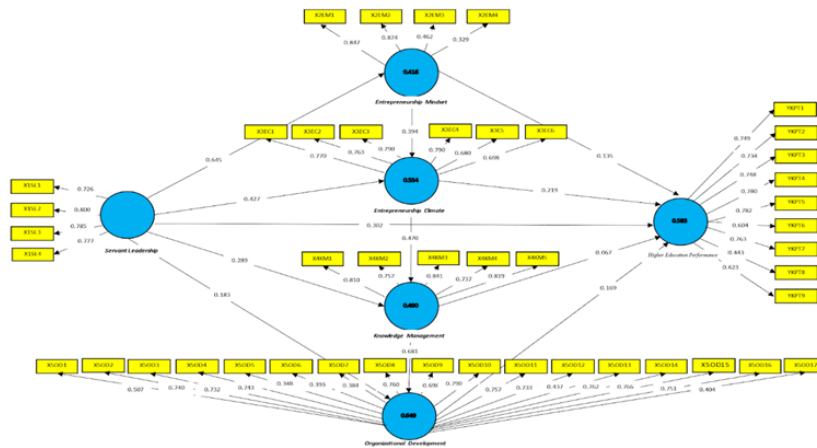
Table 1. Number of University Lecturers Distribution in the LLDikti III Area

College	Accreditation	Number of Lecturers	Number of Strata Samples
University	Featured/A	2.613	60
University	Very Good/B	12.600	289
University	Fine/C	1.147	27
Total		16.360	
Number of Respondents		376	376

In this study, 2 variables have been determined, namely the independent variable and the dependent variable. This instrument is measured by a Likert scale. The variables that are measured are translated into several indicators, and each indicator has sub-indicators.

Table 2. Measurement Variable

Measurement	Variable Indicator	Source
Servant Leadership	Fair, Sincere, Reliable, Self-sacrifice.	Dalati, (2016)
Entrepreneurial Mindset	Opportunity alertness, Risk propensity, Tolerance for ambiguity, Dispositional optimism.	Cui et al., (2021)
Entrepreneurial Climate	Structural Support Systems, Government Incentives, Bureaucratic Processes, Risk Taking, Informal Networks.	Lawal et al., (2018)
Knowledge Management	Knowledge creation, Knowledge sharing, Knowledge transfer	Pengembangan literatur Ramaditya et al., (2022); Mohammed (2018)
Organizational Development	Leadership, Strategic Planning, People Focus, Information Systems & Management, Team Focus, Operations Focus, Performance Results.	Heryenzus dan Suali, (2018)
Higher Education Performance	Graduates get decent jobs, Students get experience off campus, Lecturers carry out activities outside campus, Practitioners teach on campus, Lecturers' work is used by the community or gain international recognition, Study programs work in collaboration with world-class partners, Classes are collaborative and participative, International standard study program.	Dirjen Dikti, (2020)



**Figure 2. Outer Loading**

Determining the value of convergent validity can be assessed based on the loading factor value and the Average Variance Extracted (AVE) value. In this study, the use of a loading factor value greater than 0.5 because a loading factor value of 0.5 to 0.6 is still grouped according to the initial stage and a loading factor value above 0.7 is said to be ideal for research in making measurement scales (Sofyan and Heri, 2011)

**Table 3. Measurement Model**

Variabel	Indicator	Outer Loading	Result
Servant Leadership	X1SL1	0.725	Valid
	X1SL2	0.800	Valid
	X1SL3	0.786	Valid
	X1SL4	0.776	Valid
Entrepreneurial Mindset	X2EM1	0.894	Valid
	X2EM2	0.891	Valid
Entrepreneurial Climate	X3EC1	0.770	Valid
	X3EC2	0.763	Valid
	X3EC3	0.790	Valid
	X3EC4	0.790	Valid
	X3EC5	0.679	Valid
	X3EC6	0.698	Valid
Knowledge Management	X4KM1	0.811	Valid
	X4KM2	0.755	Valid
	X4KM3	0.842	Valid
	X4KM4	0.736	Valid
	X4KM5	0.820	Valid
Organizational Development	X5OD3	0.723	Valid
	X5OD4	0.756	Valid
	X5OD8	0.779	Valid
	X5OD9	0.709	Valid
	X5OD10	0.822	Valid
	X5OD11	0.769	Valid
	X5OD12	0.769	Valid
	X5OD14	0.786	Valid
	X5OD15	0.771	Valid
	X5OD16	0.762	Valid
Higher Education Performance	YKFT1	0.766	Valid
	YKFT2	0.736	Valid
	YKFT3	0.779	Valid
	YKFT4	0.798	Valid
	YKFT5	0.799	Valid
	YKFT9	0.603	Valid

**Discriminant Validity**

In this study the discriminant validity test can be determined by looking at the cross loading test of indicator variables, as well as by looking at the Average Variance Extracted

(AVE) value for each variable indicator with a criterion value of  $> 0.5$  to be considered valid (Hair et al., 2015).

**Table 4. Cross Loading**

Variable	SL	EM	EC	KM	OD	YKPT
X1SL1	0.725	0.491	0.454	0.428	0.354	0.475
X1SL2	0.800	0.498	0.543	0.496	0.433	0.571
X1SL3	0.786	0.533	0.606	0.504	0.519	0.523
X1SL4	0.776	0.479	0.488	0.450	0.457	0.459
X2EM1	0.592	0.894	0.587	0.616	0.540	0.546
X2EM2	0.566	0.891	0.585	0.541	0.487	0.553
X3EC1	0.553	0.537	0.770	0.477	0.423	0.510
X3EC2	0.535	0.539	0.763	0.435	0.413	0.506
X3EC3	0.535	0.487	0.790	0.492	0.454	0.494
X3EC4	0.546	0.486	0.790	0.549	0.526	0.531
X3EC5	0.485	0.451	0.679	0.500	0.456	0.483
X3EC6	0.400	0.449	0.698	0.547	0.560	0.455
X4KM1	0.541	0.524	0.536	0.811	0.592	0.509
X4KM2	0.372	0.466	0.507	0.755	0.579	0.382
X4KM3	0.537	0.541	0.560	0.842	0.668	0.541
X4KM4	0.459	0.430	0.477	0.736	0.580	0.465
X4KM5	0.496	0.601	0.563	0.820	0.635	0.516
X5OD3	0.417	0.487	0.503	0.642	0.723	0.471
X5OD4	0.483	0.477	0.536	0.629	0.756	0.475
X5OD8	0.449	0.474	0.495	0.626	0.779	0.410
X5OD9	0.416	0.395	0.475	0.560	0.709	0.371
X5OD10	0.456	0.435	0.507	0.603	0.822	0.420
X5OD11	0.421	0.370	0.448	0.603	0.769	0.452
X5OD12	0.403	0.452	0.458	0.549	0.769	0.443
X5OD14	0.445	0.450	0.480	0.570	0.786	0.540
X5OD15	0.487	0.434	0.485	0.551	0.771	0.488
X5OD16	0.411	0.417	0.416	0.551	0.762	0.449
YKPT 1	0.463	0.422	0.525	0.456	0.466	0.766
YKPT 2	0.490	0.469	0.492	0.437	0.442	0.756
YKPT 3	0.436	0.483	0.463	0.468	0.414	0.779
YKPT 4	0.514	0.486	0.523	0.481	0.444	0.798
YKPT 5	0.520	0.487	0.509	0.481	0.475	0.799
YKPT 7	0.586	0.519	0.583	0.476	0.487	0.761
YKPT 9	0.448	0.364	0.382	0.425	0.392	0.603

### Composite Reability

To test the value of the reliability of variable indicators, one of the tests is the Composite Reliability Test. In variables that get Composite Reliability values  $> 0.7$ , they will be declared reliable or credible (Hair et al., 2015). that the composite reliability value of the Servant Leadership variable (X1)  $> 0.7$  with a value of 0.855, Entrepreneurial Mindset variable (X2)  $> 0.7$  with a value of 0.887, Entrepreneurial Climate variable (X3)  $> 0.7$  with a value of 0.885, the Knowledge Management variable (X4)  $> 0.7$  with a value of 0.895, the Organizational Development variable (X5)  $> 0.7$  with a value of 0.934 and the Higher Education Performance variable (Y)  $> 0.7$  with a value of 0.902. Thus, all variables in this study have a composite reliability value of  $> 0.7$  and can be declared reliable and in accordance with the statement of Hair et al., (2015).

### Cronbach's Alpha

The reliability test using Composite Reliability can be strengthened by showing the Cronbach's Alpha value. As for the assessment provisions in this test, if the Cronbach's Alpha value obtained for each variable gets a value of  $> 0.7$ , it can be declared reliable (Hair et al.,



2015). Based on the results of Cronbach's alpha above, it is known that the Servant Leadership variable (X1) produces a value of 0.774, the Entrepreneurial Mindset variable (X2) obtains a value of 0.745, the Entrepreneurial Climate variable (X3) obtains a value of 0.843, the Knowledge Management variable (X4) obtains a value of 0.852, the Organizational Development variable (X5) obtains a value of 0.921 while the employee engagement variable (Y) obtains a cronbach's alpha value of 0.872. So it can be concluded that each variable in this study is said to be reliable because it has a cronbach's alpha value  $> 0.7$ .

### Path Coefficient

In this study, the Path Coefficient was used to determine the degree of influence that the relationship between the research variables has. The initial sample value, which has a range of -1 to +1, is identified as a variable with an inverse relationship between negative and positive values. To be considered to have a substantial impact, the t- statistic value must be greater than 1.96 or the p value must be greater than 0.05 (Ghozali, 2021).

**Table 5. Path Coefficient Results Data**

	Path Coefficient
SL -> EM	0.649
SL -> EC	0.441
SL -> KM	0.290
SL -> OD	0.167
EM -> EC	0.371
EC -> KM	0.469
KM -> OD	0.669
SL -> YKPT	0.267
EM -> YKPT	0.151
EC -> YKPT	0.240
KM -> YKPT	0.087
OD -> YKPT	0.135

Based on the inner model scheme in Figure 4.14 above, it can be seen that the largest path coefficient value is found in the influence of Servant Leadership (X1) on Entrepreneurial Mindset (X2) with a value of 0.649, the influence of Servant Leadership (X1) on Entrepreneurial Climate (X3) with a value of 0.441, the influence of Servant Leadership (X1) on Knowledge Management (X4) with a value of 0.290, the influence of Servant Leadership (X1) on Organizational Development (X5) with a value of 0.167, the influence of Entrepreneurial Mindset (X2) on Entrepreneurial Climate (X3) with a value of 0.371, The Influence of Entrepreneurial Climate (X3) on Knowledge Management (X4) with a value of 0.469, The Influence of Knowledge Management (X4) on Organizational Development (X5) with a value of 0.669, the influence of Servant Leadership (X1) on Higher Education (Y) with

value of 0.267, The Influence of Entrepreneurial Mindset (X2) on Higher Education (Y) with a value of 0.151, The Influence of Entrepreneurial Climate (X3) on Higher Education (Y) with a value of 0.240, the influence of Knowledge Management (X4) on Higher Education (Y) with a value of 0.087, and finally The Influence of Organizational Development (X5) on Higher Education ( Y) with a value of 0.135. The results of the description above show that 12 out of a total of 12 variable relationships in this model have a path coefficient value with a positive number.

**Coefficient Determination (R-Square)**

The Coefficient Determination Test (RSquare) in this study is used to measure how much a variable is influenced by other variables. Influence can be in the good category if it produces an Rsquare value of 0.67 and above, moderate category effect if it produces an RSquare value of 0.33 to 0.67, and a weak category effect if it produces an RSquare value of 0.19 to 0.33 (Chin, 2010).

**Tabel 6. Coefficient Determination Results Data (R-Square)**

Variable	R Square	R Square Adjusted
Entrepreneurial Mindset	0.421	0.419
Entrepreneurial Climate	0.544	0.541
Knowledge Management	0.490	0.487
Organizational Development	0.611	0.609
Higher Education Performance	0.561	0.555

Based on the test results table 4.15 above 4, RSquare di atas dapat it is known that the magnitude of the influence of Servant Leadership (X1), Entrepreneurial Mindset (X2), Entrepreneurial Climate (X3), Knowledge Management (X4), Organizational Development (X5) on Higher Education (Y) obtains a value of 0.561. Furthermore, Servant Leadership (X1), Entrepreneurial Mindset (X2), Entrepreneurial Climate (X3), Knowledge Management (X4) on Organizational Development (X5) obtained a value of 0.611. Furthermore Servant Leadership (X1), Entrepreneurial Mindset (X2), Entrepreneurial Climate (X3) on Knowledge Management (X4) obtained a value of 0.490. And finally Servant Leadership (X1), Entrepreneurial Mindset (X2) to Entrepreneurial Climate (X3) obtained a value of 0.554. Furthermore, Servant Leadership (X1) on Entrepreneurial Mindset (X2) obtained a value of 0.421.

## Predictive Relevance Test (Q2)

The predictive relevance test can be determined through the blindfolding procedure by looking at the Q-square value. If the Q-square value  $> 0$ , it can be said to have a good relevance value, whereas if Q-square  $< 0$  then it has a bad relevance value (Chin, 2010; Ghazali 2016).

**Tabel 6. Predictive Relevance Test Results Data (Q2)**

Variable	Q <sup>2</sup> (=1-SSE/SSO)
Entrepreneurial Mindset	0.331
Entrepreneurial Climate	0.301
Knowledge Management	0.301
Organizational Development	0.351
Higher Education Performance	0.311

Based on the test results table 4.16 above, the Q-square value on the Entrepreneurial Mindset (X2) is 0.331 and is greater than 0 so that it has good predictive relevance. Then for the Q-square value on Entrepreneurial Climate (X3) of 0.301 and greater than 0 it also has a good predictive relevance value. Then for the Q-square value on Knowledge Management (X4) it is 0.310 which is also greater than 0 so it also has a value good predictive relevance, then for the Q-square value on Organizational Development (X5) of 0.351 which is also greater than 0, it also has a good predictive relevance value and lastly for the Q-square value on Higher Education Performance (Y) it is also 0.311 greater than 0 then it also has a good predictive relevance value. In other words, all endogenous constructs in this study have good relevant predictive value

## Hypothesis Test

**Table 8. Hypothesis Test**

Hypothesis	Effect	Original Sample	T-Stat	P-Values	Result
H1	SL EM →	0.649	14.732	0.000	Accepted
H2	SL EC →	0.441	7.539	0.000	Accepted
H3	SL KM →	0.290	4.163	0.000	Accepted
H4	SL OD →	0.167	3.232	0.001	Accepted
H5	EM EC →	0.371	5.740	0.000	Accepted
H6	EC KM →	0.469	6.355	0.000	Accepted
H7	KM OD →	0.669	13.372	0.000	Accepted
H8	SL YKPT →	0.267	3.541	0.000	Accepted
H9	EM YKPT →	0.151	2.174	0.003	Accepted
H10	EC YKPT →	0.240	3.536	0.000	Accepted
H11	KM YKPT →	0.087	1.262	0.207	Rejected
H12	OD YKPT →	0.135	1.875	0.061	Rejected

### **The Influence of Servant Leadership on Entrepreneurial Mindset**

The results of testing the first hypothesis stated that the first hypothesis was accepted. This shows that Servant Leadership has a significant and positive influence on Entrepreneurial Mindset. Universities need to develop the mindset of leaders who recognize new things and the risks in them. these results are in line with research by (Zhou, F., & Wu, 2018). Servant Leaders view their key role as serving employees as they explore and grow, providing real and emotional support while they do so (Cable, 2018). In this case stakeholders (Leadership) in an organization by studying these things can take the right strategy in making decisions to make changes in HR management, so that by forming a strong Mindset it becomes the foundation for tertiary institutions to maintain their existence in competition (Sakarina et al., 2022).

### **The Influence of Servant Leadership on Entrepreneurial Climate**

The results of testing the second hypothesis stated that the second hypothesis was accepted. This shows that Servant Leadership has a significant and positive influence on Entrepreneurial Climate. this is in line with research (Sugiyanto, 2008) which concluded that there is a positive and significant contribution of the leadership style of an effective school principal to school success and there is a significant positive contribution to a school climate that is conducive to school success, usually said to be a university. (Urbano, D., & Guerrero, 2013) also noted that Entrepreneurial in universities requires a supportive climate to encourage innovation and Entrepreneurial encouragement in members. (Chrisman et al., 1995) also showed that university policies and procedures have an impact on the Entrepreneurial faculty. In a context where many universities face financial vulnerability (Christensen, et al., 2011), financial gain is the main driver of entrepreneurial activity in the short term. In this case, with support in accordance with the nature of the Servant Leadership provided, it will be able to form something that can improve higher education performance.

### **The Influence of Servant Leadership on Knowledge Management**

The results of testing the third hypothesis stated that the third hypothesis was accepted. This shows that Servant Leadership has a significant and positive influence on Knowledge Management. In line with the literature showing that if the aim of university leadership is to increase entrepreneurial behavior among faculty, a focus on developing the necessary skills, aptitudes, and knowledge among faculty as individuals will become an integral part of university efforts to improve performance (Allison, 2020).

### **The Influence of Servant Leadership on Organizational Development**

The results of testing the fourth hypothesis stated that the fourth hypothesis was accepted. This shows that Servant Leadership has a significant and positive influence on Organizational Development. This research is in line with (Rahmanseresht, H., & Yavari, 2017) leadership through positive influence on organizational staff, policy planning, decision making and implementation, and organizational development and human behavior is one of several important factors for organizational success. Servant Leadership can increase Organizational Development because the nature of serving it can affect many people. This in increasing the productivity and effectiveness of Organizational Development has implications for Organizational capabilities in making quality decisions by making changes to structure, culture, tasks, technology and resources (Poluakan, 2016).

### **The Influence of Entrepreneurial Mindset on Entrepreneurial Climate**

The results of testing the fifth hypothesis stated that the fifth hypothesis was accepted. This shows that Entrepreneurial Mindset has a significant and positive influence on Entrepreneurial Climate. This research is in line with (Martin et al., 2018) if a university is able to encourage risk taking and entrepreneurial behavior, the literature shows that entrepreneurship and innovation or mindset towards the environment in higher education institutions can have a positive impact on many improvements, including individuals. If a tertiary institution has an Entrepreneurial Mindset, it can be supported by an Entrepreneurial Climate which can support facilities with ideas that will be provided.

### **The Influence of Entrepreneurial Climate on Knowledge Management**

The results of testing the sixth hypothesis stated that the sixth hypothesis was accepted. This shows that Entrepreneurial Climate has a significant and positive influence on Knowledge Management. This research is in line with (Urbano & Guerrero, 2013) Academic entrepreneurship provides a way to generate market value for what universities have always done to create and transfer knowledge. And also in Research, teaching, and economic development are coupled together and mutually reinforcing, stemming from the shift towards a knowledge-based society, where these elements increasingly overlap (Etzkowitz et al., 2000). Knowledge creation and entrepreneurship have become increasingly important themes in higher education as universities struggle to stay relevant, which increases their ability to compete in the higher education market (Layne & Lake, 2015).

### **The Influence of Knowledge Management on Organizational Development**

The results of testing the seventh hypothesis stated that the seventh hypothesis was accepted. This shows that Knowledge Management has a significant and positive influence on Organizational Development. This research is in line with those explaining the characteristics of social networks in organizations (Floyd, S. W., & Wooldridge, 1999), knowledge creation (Ács et al., 2019). And in research (du Plessis, 2007). Knowledge Management and innovation configuration determine how companies can utilize and create new knowledge, providing a context in which new product development efforts in other words (Organizational Development) are designed, developed, and completed (Shani et al., 2003). According to (OECD, 2005), organizational innovation is the application of new organizational methods in company business practices including (Knowledge Management), workplace organizations or external relations that have never been used by companies before. Innovative organizations are constantly looking for better ways to realize business strategy, familiarizing themselves with cutting-edge technologies and new methodologies (Peng et al., 2011).

### **The Influence of Servant Leadership on Higher Education Performance**

The results of testing the eighth hypothesis stated that the eighth hypothesis was accepted. This shows that Servant Leadership has a significant and positive influence on Higher Education Performance. This research is in line with (Hu and Liden 2013 Servant leadership can increase The Influenceiveness of performance in organizations and also increase teamwork so that they can achieve goals that are in accordance with the organization. And research states that service leadership has a positive influence on employee performance in research (Filatrovi et al., 2018; Pratiwi & Idawati, 2019, Pratiwi, E. E., & Idawati, L., 2019).

### **The Influence Entrepreneurial Mindset on Higher Education Performance**

The results of testing the ninth hypothesis stated that the ninth hypothesis was accepted. This shows that Entrepreneurial Mindset has a significant and positive influence on Higher Education Performance. Universities have a role in increasing the knowledge, skills, mindset, and entrepreneurial attitudes of students which in turn can foster student entrepreneurial intentions and also the success of tertiary institutions. In line with research (Elkaim, 2020; Lesonsky, 2019) to maintain an organization to be successful in entrepreneurship, it must develop the necessary mindset.

### **The Influence of Entrepreneurial Climate on Higher Education Performance**

The results of testing the tenth hypothesis stated that the tenth hypothesis was accepted. This shows that the entrepreneurial climate has a significant and positive influence on university performance. Universities are expected to become entrepreneurial mediators in the government and financial institutions in order to increase productivity through efforts to establish inter-firm linkages. In line with research (Prakasa and Putri, 2020) entrepreneurial climate has a positive and significant influence on business performance. Where a tertiary institution that supports the facilities, infrastructure and facilities of the lecturers and the tertiary institution can improve performance because of a good environment or entrepreneurial climate. With an entrepreneurial activity program.

### **The Influence of Knowledge Management on Higher Education Performance**

The results of testing the eleventh hypothesis stated that the eleventh hypothesis was rejected. This shows that Knowledge Management has no significant and positive effect on Higher Education Performance. In line with the results of research (Kosasih, 2007) which shows that Knowledge Management has no significant effect on Employee Performance knowledge management. Followed by research (Suparman et al., 2020) which states that employee knowledge also determines the success or failure of carrying out the tasks assigned to them, knowledge refers to information and learning outcomes. Employees (lecturers) who have sufficient knowledge will increase the efficiency of the company.

### **The Influence of Organizational Development on Higher Education Performance**

The results of testing the twelfth hypothesis stated that the twelfth hypothesis was rejected. This shows that Organizational Development has no significant and positive effect. It could be because the system has not been planned as well as possible through consideration, this research is in line with (Abdul et al., 2018) that there is less benefit from investing in information systems or technology for organizations due to strategic planning of information systems or information technology which is more focused on technology. , not based on business needs. This is one of the reasons why strategic planning in Organizational Development in tertiary institutions is less significant in terms of performance. Followed by the lack of operational focus and suboptimal performance results as stated in research (Tobari, 2015) that some of the failures or weaknesses that can be seen from several universities with poor performance are those related to financial management, facilities and infrastructure, leadership, unhealthy human resources, agency image, and organization.

## CONCLUSIONS

Based on the findings of the research conducted and the data that has been analyzed and described in the previous chapter, the research reaches the following conclusions:

Based on the findings of the research that has been carried out, the researcher tries to provide some suggestions that might be considered by private universities. It is best to apply the Servant Leadership leadership style to have a positive impact on creating an environment or relationship that can understand each other, be sensitive to the emotions of members, sympathy between leaders and lecturers so that creating a conducive working environment and climate. Servant Leadership style can improve university performance to form Entrepreneurial Mindset, Entrepreneurial Climate, Knowledge Management and also Organizational Development.

In applying the Servant Leadership style, private universities can also help the Entrepreneurial Mindset and also the Entrepreneurial Climate of lecturers such as infrastructure and facilities that support increasing the use of lecturer creativity to provide the best service for both universities. Lecturers who have Servant Leadership will be able to understand, be sensitive to their surroundings, empathize and also be sincere in serving according to the tri dharma of higher education. Entrepreneurial Mindset creates this mindset so that lecturers can improve the performance of tertiary institutions so that they can be careful and remain alert in every situation and in making needs. Entrepreneurial Climate provides a sense of support for developing ideas for lecturers, this can increase productivity which has a positive impact on universities. Knowledge Management, in this case the knowledge that is shared and collected can provide good steps not only for lecturers but also for the surrounding environment which will have an impact on performance. Then, Organizational Development in the end the development carried out will have an impact on increased performance.

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