



Antecedents and Consequences For Driving Organizational Performance Empirical Study at Merchant Marine Colleges

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ABSTRACT

This research seeks to improve the performance of public sector organizations operating in the education sector, especially Merchant Marine Colleges which are under the Ministry of Transportation. Which is enhanced by a portfolio of professional experience, a professional commitment to learning, and an organizational capacity for change. This model was tested at Merchant Marine Colleges in Indonesia using an exploratory quantitative research design. The research was designed to test the relationship between various proposed hypotheses with the aim of building a conceptual model. The results of this research show that the capital built can show significant new knowledge relationships between hypotheses and 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. The originality of this research is that there is a new conceptual model for improving the performance of public organizations based on commitment to learning and organizational capacity for change.

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

INTRODUCTION

Changes in the environment outside the organization are the cause of a series of changes that need improvement within the organization. Meeting the needs of consumers or service users ensures the sustainability of the business (Mahony, Klimchak, & Morrell, 2012a), but businesses often have difficulty in adapting to progressive change and competition because of different paradigms. organizations in the public sector need to be equipped with a form of cognitive thinking in order to enhance their capabilities. According to (Shiah-Hou & Cheng, 2012), documentation of experiences have shown that the portfolio possessed by organizational managers has contributed to progressive and holistic thinking in achieving organizational goals. At the academic level, researchers have presented a number of arguments to explain how experience can be a driver of organizational performance. The key to the success of an organization is the delegation of employee resources to achieve organizational goals.

The expectation is that employee competencies will be a key strategy in the achievement of organizational goals. The public sector is subject to governmental intervention and regulation, and organizations seek to meet

basic needs while responding to coercive regulatory pressures. Adaptation is required to improve environmental performance, which is constantly changing, and it should also guide how members of the organization should prepare themselves to deal with this situation. Organizational members are expected to develop their capabilities, which need to evolve from static to dynamic due to competition based on professionalism, knowledge and skills (Mahony et al., 2012a; Pousa, Mathieu, & Trépanier, 2017a; 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 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, Dwiatmadja, & Imronudin, 2020). On this assumption, organizations need to make a level of investment in information technology that can reduce costs but also improve organizational performance. Various previous studies have succeeded in providing empirical evidence on the effect of portfolio experience on organizational performance (Mahony et al., 2012b; Pousa et al., 2017b; Shiah-Hou & Cheng, 2012).

The research gap identified in this study is the disparity between the portfolio experience of professionals and the performance of professional organizations, which has not been clearly defined. Specialised knowledge or skills are typically acquired through formal education or long-term training and development. Although the portfolio of professional experience is essential in helping employees to adapt to changes in their context, it should not be used alone to improve employee performance. (Dian et al., 2022; Mahony et al., 2012a) suggest that while there may be a correlation between the two, it is important to consider other factors that may contribute to improved performance. (Mahony et al., 2012a; Pousa et al., 2017a; Shiah-Hou & Cheng, 2012; Tajeddini, 2016) suggest that work experience can improve employee performance, however, the variability of work experience between employees requires further research to derive benefits and experiences from past work experience. Organizations face the challenge of how work experience can influence members to change, it is important to maintain objectivity and avoid subjective judgements. Those with limited experience tend to react emotionally to change. If people are faced with opposing pressures, physical challenges or stress due to change, they may tend to react negatively. However, if they have established work experience and see change as a learning process, it can lead to positive outcomes (Widiatmaka et al., 2023).

However, if they have an established work experience and see change as a learning process, it can lead to positive outcomes. However, if they have an established work experience and see change as a learning process, it can lead to positive outcomes. This may include the exploration of potential and the transfer of experience to adapt to change (Stensaker & Meyer, 2012; Trinova et al., 2022). In order to improve the performance of employees, it is also important to establish a process of commitment that is designed to facilitate the adaptation to technological change. Continuous learning is a critical component of being effective in the workplace (Maurer & Weiss, 2010a). Educational organizations in the public sector are vulnerable to change and require adaptation, commitment and documentation in order to achieve maximum performance during periods of transition. This study uses public education organizations because of the frequent and dynamic regulatory changes in the public sector, but there are still many education organizations where members have not been able to keep up with the changes. The study is a continuation of previous research and a response to this gap phenomenon. This study aims to improve the performance of public organizations by presenting a new conceptual model based on organizational change capacity, pro commitment to learning and professional experience portfolio, which will provide empirical evidence for improving the performance of public organizations. This topic will be the subject of discussion within the public sector organizations under the Department of Transport that have a relationship with the Merchant Marine College.

LITERATURE REVIEW

Development Professional Experience Portfolio, Pro Commitment to Learning and Organizational Performance

The concept of a professional is a collection of work experiences that have been subject to ownership and organization (Bazin & Aubert-Tarby, 2013a). The concept of a portfolio is a collection of work experiences that have been subject to ownership and organization. The concept of a portfolio is a summary of employees' different social and professional experiences. The concept of a portfolio is a summary of employees' different social and professional experiences. The expression "portfolio of work experience" in this research refers to the number of experiences, The term 'portfolio of work experience' in this research refers to the number of experiences, both compatible and incompatible with the current position, that have enabled the employee to acquire knowledge and improve skills required for the current position and to prepare for future career opportunities. Work experience is

defined as the number of tasks an employee has completed in the workplace. Work experience is defined as the number of tasks that an employee has carried out in his or her current job. This affects the ability to make effective use of information technology, as workers with the necessary skills and motivation will work faster and smarter, and have the ability to adapt to the complex nature of information technology (Razak, Othman, & Sundram, 2015). Moreover, work experience can catalyse more effective and efficient system change (Gulfi, Heeb, Castelli Dransart, & Gutjahr, 2015; Musril, Firdaus, & Rahim, 2023). Experience in different business activities, such as real estate, can improve communication skills when digital technology adoption is required, according to (Kristiyanti et al., 2024; Poon & Brownlow, 2014). In addition, the use of digital technologies will increase the practical understanding and knowledge of different international properties, thus enhancing the experience in international property work.

Furthermore, the cross-organizational expertise of the CEO can have a significant positive impact on improving the acquisition performance of the company. The various multi-organizational experiences will be able to provide evidence for the acquisition of leadership, thereby increasing the flexibility and agility of the CEOs in response to the various challenges that will be faced by the organization, in this case, the company (Woo, 2019). The more knowledge, skills and experience one has in relation to the objectives of the business, the greater the possibility for the business to adapt to changes which call for an extremely progressive and dynamic form of behaviour. The concept of Pro Commitment has been renewed and shouldn't be seen as a learning process that has been adopted from the organizational Learning Theory, which was quite well developed by Argyris and Schön (1997). The theory was also developed based on the theory of individual initiative, which was also developed by (Glaub, Frese, Fischer, & Hoppe, 2014). The concept of learning in organizations is defined as "creative learning", which is able to create dynamic knowledge in order to train people who are expected to contribute in one direction to the performance of the organization (V. Saadat & Z. Saadat, 2016). organizational learning already has a form of excellence as a supporting factor for the organization, as it is able to improve the performance of the organization through the involvement of knowledge management and behavioural 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 the existing competitors (Eshlaghy & Maatofi, 2011). organizational learning has an existence in the creation of a process of continuity in the cognitive and behavioural changes of employees (Argote, 2011). In organizations, there is a mechanism where individuals are captured as a point of view that must continue to learn so they can have a form of building a repository of individual knowledge in the organization so that learning continues. Different specific knowledge of an individual in the organization should be accessible to other members of the organization. Thus, the concept of sharing knowledge from individuals who have learned earlier can become a transfer 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 knowledge transfer through social networks, organizational systems and productivity (Widiatmaka, Sukrisno, Suherman, Leonardus, & Susena, 2022; Zappa & Robins, 2016).

Various academic discussions are given to show the consistency of the role of learning orientation and innovation in promoting better performance in public organizations, particularly only oriented learning orientation and innovation in improving the performance of public organizations (Tajeddini, 2016). Previous studies has shown that the belief that the increase in the cost and speed of service from public organizations can be increased with innovation in the organization is true in terms of personality productivity and employee performance, which is not the case in the case of public organizations, which is not the case in the case of public organizations. It must be emphasised that a proactive personality is a key factor in increasing career success (Buil, Martínez, & Matute, 2019). In general, this study is based on the proposition that the higher the professional experience portfolio, the more able to increase learning commitment, and learning commitment can increase organizational performance based on the above assumptions (Figure 1). The hypotheses can be developed in the following manner:

- H1: Professional experiment portfolio has a positive effect on pro commitment to learning.
- H2: Pro Commitment to learning positively has a positive effect on organizational performance.
- H3: Pro commitment to learning positively affects the organizational capacity for change.

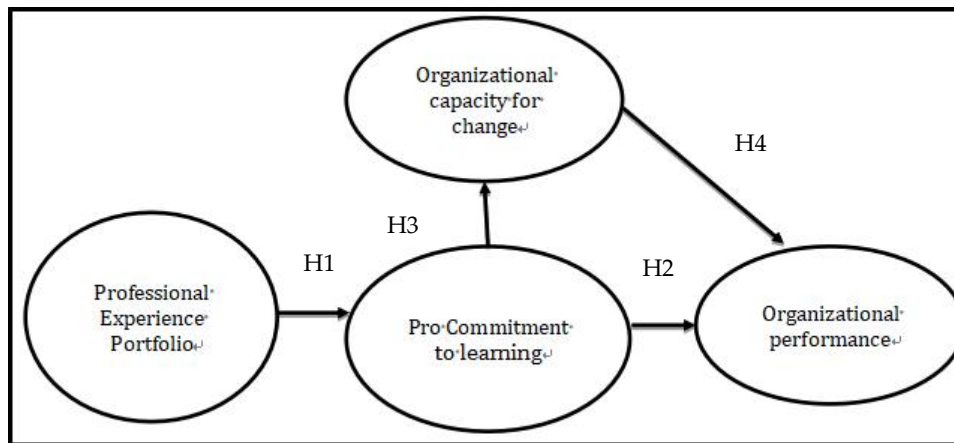


Figure 1. Frame Theoretical Model

Various academic debates have shown the consistency of the role of learning orientation and innovation in promoting better performance in public institutions, especially in the direction of learning orientation and innovation alone in improving the performance of public institutions (Tajeddini, 2016). Previous studies have shown that the belief that increasing the cost and speed of service from public organizations can be increased through organizational innovation is true in terms of personality productivity and employee performance, which is not the case in public organizations, which is not the case in public organizations. It should be stressed that a proactive personality is a key factor in increasing career success (Buil et al., 2019). Overall, this study is based on the assumption that the higher the professional experience portfolio, the greater the ability to increase learning commitment, and learning commitment can increase organizational performance based on the above assumptions. The hypotheses may be developed in the following way:

When individuals leave an organization, their knowledge is still stored through routines, social networks and organizational memory systems (Zappa & Robins, 2016). The findings of the research (Tajeddini, 2016) show that learning and innovation orientation leads to improved performance of public sector organizations. Specifically, the findings show that learning and innovation orientations take these organizations to new heights in service speed, cost improvement, and public trust. According to the test of the impact of active personality on employee performance (Buil et al., 2019), active personality is a key factor in career success. This finding is supported by previous research that an employee is more likely to have successful career opportunities if they have an active personality (Klarner, Probst, & Soparnot, 2008). The organization is composed of several three-dimensional dimensions that are often used in some previous research, such as the learning of the change process and the organizational context (Soparnot, 2011; Zhao et al., 2018). This has significant implications for improving performance (Ramos-Rodriguez, Medina-Garrido, Lorenzo-Gómez, & Ruiz-Navarro, 2010). A number of previous studies provide a range of empirical evidence for the relationship between organizational capacity and organizational performance (Dian et al., 2022; Richter et al., 2017). This is consistent with its contribution to improving firm performance (Batjargal & Liu, 2004; W. Q. Judge & Douglas, 1998; Klassen & Whybark, 1999; Pambudi Widiatmaka et al., 2023). organizational capacity plays a fairly fundamental role as a higher-order dynamic capacity, as well as being able to mediate lower levels of performance (Andreeva & Ritala, 2016).

The organization consists of several three-dimensional dimensions, often used in some previous research, like the learning of the change process and organizational context (Soparnot, 2011; Zhao et al., 2018). This has important implications for performance improvement (F. Ramus & Ahissar, 2012). This is consistent with its contribution to the improvement of business performance (Batjargal & Liu, 2004; J. O. Judge, Öunpuu, & Davis, 1996; Klassen & Whybark, 1999; C. A. Ramus, 2001). Organizational capacity plays a fairly fundamental role as a higher-order dynamic capacity and can also have a mediating effect between lower levels of performance (Andreeva & Ritala, 2016).

H4: Organizational capacity for change positively affects organizational performance

H5: Pro commitment to learning mediates the effect on the Professional experience portfolio and organizational performance

H6: Organizational capacity for change mediates the effect on pro commitment to learning and organizational performance

METHODOLOGY

Population and Sample

This study was designed using a quantitative approach with a structural study methodology, which was tested on samples from merchant marine colleges in Indonesia. The samples were collected through questionnaires distributed to 200 people. Measurement of indicators of research variables with the help of results of previous researchers who have translated these variables and their indicators. In addition, these indicators are translated into a multi-item scale to obtain research instruments. Respondents in this research, we can imply that there were 160 males (70%) and 70 females (30%). In terms of age, 18% of the total age of respondents are between 20 and 30 years old; 42% are between 31 and 40 years old, and 40% are over 41 years old. In terms of educational level, 36% have a bachelor's degree, 48% have a master's degree and 6% have a PhD. In terms of top management status, 28% and 72% manage middle and lower management respectively. Tenure: 5-10 years; 19%, 11-15 years; 46%, >20 years; 35%. Region/province: Politeknik Ilmu Pelayaran (PIP) Semarang = 35%, Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta = 25%, Politeknik Ilmu Pelayaran (PIP) Makassar = 10%, Politeknik Pelayaran (Poltekpel) Surabaya = 18%, Politeknik Pelayaran (Poltekpel) Banten = 17%.

Validity and Reliability Tests

Testing reliability and validity using the Cronbach alpha value is expected to be greater than 0.7 and testing the validity seen from the value of the loading factor whose value is above 0.5. So the data is said to be reliable and valid (Table 1).

Table 1. Research Instruments and Test Results

Variable	Cronbach's Alpha	Indicator	Local loading standards
Professional experience portfolio (Bazin & Aubert-Tarby, 2013b; Khojamli, Habibi, Hossein, & Kazemiyani, 2014; Wulandari et.al ,2020);	0.834	Work experience	0.725
		Portofolio pengalaman kerja	0.888
		Cross-field work experience	0.791
Pro Commitment to learning (Brzeziński & Bąk, 2015; Eshlaghy & Maatofi, 2011; Kasztelan, 2017; Maurer & Weiss, 2010b Wulandari et.al ,2020)	0.783	Pioneer in the same job	0.769
		Innovation and sustainability	0.813
		Creative in every opportunity	0.802
Organizational capacity for change (Widianto, Lestari, Adna, Sukoco, & Nasih, 2021)	0.804	readjust any incentives	0.766
		The importance of the organization to change	0.735
		know how to assess the causes.	0.811
Organizational performance (Nguyen, Evangelista, & Kieu, 2019; Pudjiarti & Hutomo, 2020; Samnani, Singh, & Ezzedein, 2013)	0.769	Fast and on time	0.645
		constructive solutions	0.781
		Work on target	0.748

RESULTS

Goodness of Fit Test

The analysis of the data in this study was carried out with the assumption that the sample size was large enough, namely more than 200, so the structural equation modelling was used, which works on the basis of the co-variance matrix (Semmer et al., 2008). To test the feasibility of the model in this study, the goodness of fit is measured based on the value of chi-squared, degrees of freedom, RMSEA, TLI, GFI, CFI, provided that the value of $RMSEA = 0.03 < RMSEA < 0.08$ and $TLI, GFI, CFI > 0.9$. Chi-square is expected to be small (Korzynski, Mazurek, & Haenlein, 2020; Leguina, 2015; Reinartz, Haenlein, & Henseler, 2009; Richter et al., 2017). The test results show that the goodness of fit criteria have been met, as indicated by the chi-square value of 109.78 and the probability value of 0.03. Both assumptions have been fulfilled. The TLI value is 0.936, GFI: 0.932, CFI: 0.991 and RMSEA 0.06, indicating that the results have met the specified conditions. In other words, the research model has been accepted and meets the requirements set. This can be seen in Table 2.

Table 2. Criteria Goodness of Fit Model

Goodness of fit indices	Cut-off value	Cut-off value of the Results
χ^2 (Chi-Square)	Expected small	127.89
Significant Probability	$\geq 0,05$	0.03
CMIN/DF	$\leq 2,00$	65
RMSEA	$\leq 0,08$	0.06
GFI	$\geq 0,90$	0.932
TLI	$\geq 0,95$	0.936
CFI	$\geq 0,95$	0.991

Hypothesis Testing

Furthermore, to test the hypothesis between research variables in this study, researchers used the assumption that the Critical Ratio (CR) value is greater than 2.0 and the probability is below 0.05 according to the assumptions (Arbuckle, 2012). When this value meets the value of testing the hypothesis of each variable, the hypothesis is accepted because there is a significant relationship. The results can be seen in Table 3.

Table 3. Hypothesis Testing Results

Hypotheses	Estimate	Critical Ratio	SE	P value ($\leq 0,05$)	Results
H1: Professional experience portfolio positively affects pro commitment to learning	0.611	2.987	0.41	0.001	Supported
H2: Pro commitment to learning positively affects organizational performance	0.708	2.809	0.34	0.001	Supported
H3: Pro commitment to learning positively affects the organizational capacity for change	0.712	2.911	0.48	0.001	Supported
H4: Organizational capacity for change positively affects organizational performance	0.1791	2.864	0.36	0.001	Supported
H5: Pro commitment to learning mediates the effect on the Professional experience portfolio and organizational performance		Z=6.125431		0.001	Supported
H6: Organizational capacity for change mediates the effect on pro commitment to learning and organizational performance		Z=6.135426		0.001	Supported

H1. A professional experience portfolio has an effect on a 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. Pro commitment to learning has an effect on the 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 Pro 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 higher 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.

DISCUSSION

The results of this study showed that the professional experience portfolio has a significant effect on learning commitment. Inter-professional experience is an indicator that has a high score when tested on the loading factor value, showing that inter-professional experience is quite capable of providing a form of existence from a portfolio of professional experience. This is expected to provide the perception that the learning opportunities that are carried out by the supervisor or manager will have an impact on the current task (Sahi, Gupta, Cheng, & Lonial, 2019). This will provide supervisors and managers with a variety of experiences, which will be more useful for future organizational development and the formation of a wider network. Cross-field experiences are a form of reflection on employees' role in improving skills, especially various skills such as technical problem-solving and operations. Different skills and competences of employees can be built up within an organization through different training strategies, which will stimulate employees to continue learning. Education and training as an organizational way to bind the employees, especially to keep them willing to develop themselves and to continue to learn and to improve their competence. organizational learning is considered 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 in relation to the role in the organization, because not all organizations provide cognitive support for the career development of employees and training that employees will participate in. Employees' awareness efforts to develop themselves (Samagaio & Rodrigues, 2016). Learning in the organization is a process in which an employee will always try to innovate in learning new things from people in the organization, thus affecting the work pattern of employees in improving competence in developing. There will be opportunities and new ideas that will be in the direction of improvement in the performance of the organization (Maurer & Weiss, 2010a).

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 behaviour (L. M. Keyes, Benavides, & L. Keyes, 2019). In addition, the findings of this study have also been able to make a finding that knowledge management will be able to create growth assets and increase the productivity of the employees. Knowledge acquisition, knowledge creation, and knowledge transfer are diverse factors that can drive the creation of competitive advantage as superior productive and innovative resources (Mishchuk, Bilan, & Pavlushenko, 2016). This means that the transformation of the organization into a learning organization will promote creativity and will have an impact on the increase in market share and the increase in corporate assets. Learning in an organization is a process which, as mentioned above, provides a perspective on how employees are constantly learning new things from within the organization through those around them, and this can provide a form of reflection on improving competencies.

Increased insight and ideas that are creative enough to affect organizational performance means that the learning process in this organization must be a commitment that becomes an awareness that members of the organization must have in order to develop their quality. A high level of learning commitment on the part of the members of this organization will stimulate changes in organizational capacity that are oriented towards changes that occur in the cognitive thoughts of leaders. A high level of learning commitment among the members of the organization stimulates changes in the organizational capacity that are oriented towards the changes that occur in the cognitive thinking of the leaders. A high level of learning commitment among the members of the organization stimulates changes in the organizational capacity that are oriented towards changes that occur in the cognitive thinking of the leaders (Klarner et al., 2008). Government mandates for change were viewed in a negative light by various members of public agencies as being inconsistent with the basic needs of the agency (Lines, 2004). The controversy between government regulations and organizational culture will reduce the level of commitment that employees have to the organization (Piderit, 2000). In addition, the behaviour that appears sometimes is also not in accordance with the cognitive state of employees, especially when it is associated with the effect of the importance of change for the company. Combined with the Indonesian culture, which tends to hide the various disobedience that members of the organization have towards the leadership and existing policies in public organizations, this will affect limiting the ability of employees to act openly and express ideas cognitively. The results of various previous studies show the extent to which cognitive strength already represents some form of interactional pattern, and changes in this mismatch can be seen in the behaviour of employees due to adjustments

in the benefits and rewards provided by public institutions.

CONCLUSION

The results of this study indicate a positive influence between pre-commitment to learning and the organizational capacity for change on organizational performance. Furthermore, pre-commitment to learning and organizational capacity for change have 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 on increasing pro commitment to learning while learning strategies owned by employees will be able to significantly improve employee performance. Employee learning strategies that can develop cognitive understanding will be able to influence the organizational capacity to change for public organizations. Implying that increasing organizational capacity to change can directly influence improvements in employee performance.

THEORETICAL AND PRACTICAL IMPLICATION

This research has been a contribution to the development of organizational behaviour theory and resource base theory. The various indicators and variables presented in this study can reflect the existence of these theories, which have implications for improving organizational performance. Employee portfolio experience was dominated by linear experience and cross-disciplinary experience as indicators of portfolio professional experience in increasing commitment to learning. The practical implications of this study are that there are two strategic ways to improve employee performance for public organizations in Indonesia's maritime academies. This can be done through the first path, namely from the work experience portfolio, then commitment to learning on organizational capacity for change to organizational performance. A person's work experience portfolio can be considered as an essential role in increasing the innovation and sustainability of a worker. For example, in a portfolio selection process for a position, a manager can create a concept of a work experience portfolio to become concrete evidence in the assessment of a person's ability performance. In this way, a portfolio of work experience can play an essential and significant role in the demonstration of a person's ability to perform.

This effort can contribute to the emergence of various sustainable innovations, which in turn will be able to form a fairly constructive solution in the effort to improve organizational performance. Interdisciplinary work experience is expected to be able to enhance creativity at every opportunity. This can be achieved, among other things, through the development of team cooperation, the improvement of communication, and thinking out of the box. The improvement of change management skills and the development of general adaptability. The expectation is that these efforts will have a positive impact on the creativity of employees. If team creativity can be achieved, it will be able to produce a form of goal-oriented work performance, the orientation of which will be able to improve the performance of the organization. The second way is to use a portfolio of professional experience to demonstrate a commitment to learning about organizational performance. In order to show the importance of change and innovation in an organization, a work experience portfolio can be a tool that has a quite comprehensive function. In a portfolio, someone can show their skills that are expected to be able to pioneer innovation and change in their work. By showing these various contributions, one can hope to provide evidence to organizations of the potential they have for bringing about significant change and innovation. In addition, a portfolio can guide someone in describing how multidisciplinary experience influences their diverse skills and creativity in producing adaptation and innovation in a fairly competitive work environment. The importance of innovation and change in this organizational context will be able to encourage the emergence of an effort to get work done quickly and on time and to strive to work according to objectives aimed at improving organizational performance.

LIMITATION AND FUTURE RESEARCH

In addition, this study also has several limitations, among them, this study only refers to public sector universities in state universities in Indonesia as a representation of public organizations, especially in the Merchant Marine Colleges. In addition, the variables used in this study, although they have undergone a derivation process, studies for the meaning of each indicator still require some form of further discussion so that the results of this derivation process can be clearly understood. However, this study succeeded in demonstrating the proposed research model as a performance improvement of public organizations based on the previously proposed model. Future researches are expected to add various variables to improve the performance of public

organizations, such as dynamic management skills, adaptation to technological change, and knowledge management. Further studies will use longitudinal data and add units of analysis from the public and private sectors as well as the public sector. It is hoped that future findings will be able to provide an overview of the performance of public organizations in the Merchant Marine Colleges in the form of a sample unit representation.

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