

THE INFLUENCE OF VISIONARY LEADERSHIP AND TALENT MANAGEMENT ON UNIVERSITY PERFORMANCE IN ORGANIZATIONAL LEARNING MEDIATION AT THE UNIVERSITY OF MUHAMMADIYAH IN EAST JAVA

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Abstract: Entering the era of competitive globalization, universities are required to improve their performance in order to produce quality and highly competitive graduates. This study aims to examine the influence of Visionary Leadership and Talent Management on Higher Education Performance, with Organizational Learning as a mediating variable. Using a quantitative approach with a cross-sectional design, data was collected through a questionnaire from leaders and heads of decision-making sections at the University of Muhammadiyah in East Java totaling 100 respondents. Data analysis was carried out using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SMART PLS software. The findings show that Visionary Leadership has a significant positive effect on Higher Education Performance, but not significantly on Organizational Learning. On the contrary, Talent Management shows a significant influence both directly on Higher Education Performance and through Organizational Learning. The results of this study show that effective talent management strategies play an important role in improving university performance, both directly and through improving organizational learning. Although Visionary Leadership has a significant direct influence on performance, its influence through organizational learning is not significant in the context of this study. The implications of this study emphasize the need for universities to focus on talent development and retention and create a strong learning culture to achieve higher performance.

Keywords: Visionary Leadership, Talent Management, Organizational Learning, Higher Education Performance.

1. Introduction

Entering the era of globalization that is all competitive, universities are required to continue to improve their performance in order to produce quality and highly competitive graduates. Universities must be able to adapt to rapid environmental changes, face new challenges, and take advantage of existing opportunities (Ginting, 2016). To achieve optimal performance, universities need visionary leadership, effective talent management, and the ability to continue learning and adapting (Li et al., 2019).

The challenges faced by universities are increasingly complex. According to a UNESCO report (2023), there is an increase in the demand for access to higher education globally, which is expected to reach 594 million students by 2040 (Munadi, 2020). In addition, the rapid development of technology, such as artificial intelligence and online learning, requires universities to transform and innovate in the education and teaching process. Universities are also required to produce graduates who are ready to work and have 21st century skills, such as critical thinking skills, creativity, and adaptability (Abbas, 2008).

Likewise, the ranking of Indonesia's universities in the international arena is still very low. According to the January 2024 edition of Webometrics data, the best universities in Indonesia

are Universitas Indonesia (UI) ranked 537th in the world, followed by Universitas Gadjah Mada (UGM) in position 667 and Institut Teknologi Bandung (ITB) in position 752. Of the 3,567 universities in Indonesia that are included in the 2024 Webometrics ranking, only 6 are in the top 1000 in the world (Webometrics, 2024). While National University of Singapore (NUS) is ranked much higher in various global rankings, including ranking 44th in the world according to Webometrics. In the QS World University Rankings 2024, which captures 1,500 of the best universities from 140 regions in the world, only 26 Indonesia universities are included in the list. Of these, 19 of them are Perguruan Tinggi Negeri (PTN). University of Muhammadiyah the best on the list of Webometrics is Universitas Muhammadiyah Yogyakarta which is ranked 1,873 in the world (Webometrics, 2024). Details can be informed in table 1.

Table 1. Indonesia Higher Education Ranking According to Webometrics in 2024

Ranking	World Rank	University	Impact Rank	Openness Rank	Excellence Rank
1	537	Universitas Indonesia	264	690	1.085
2	667	Universitas Gadjah Mada	387	714	1.301
3	752	Institut Teknologi Bandung / Bandung Institute of Technology	475	959	1.374
4	780	Universitas Brawijaya	206	849	2.083
5	830	Universitas Airlangga	822	957	1.232
6	892	IPB University / Bogor Agricultural University	452	737	1.929
7	1.026	Universitas Sebelas Maret UNS Surakarta	486	907	2.238
8	1.090	Universitas Diponegoro	622	839	2.241
9	1.114	Institut Teknologi Sepuluh Nopember	841	1.123	1.903
20	1.873	Universitas Muhammadiyah Yogyakarta	1.360	1.689	3.117

Source: Data Webometrics, 2024

The government and society in Indonesia demand that universities improve the quality in the three main pillars of higher education: education, research, and community service. These quality standards are often measured through national accreditation, scientific publications, and the social impact of community service programs. However, many universities are still struggling to meet these standards, which can be seen from the low accreditation of study programs, the lack of publications, and the lack of sustainable service programs. According to data from the Ministry of Education and Culture in 2023, only 25% of the total 4,670 universities in Indonesia are accredited A or Excellent. As many as 48% of universities are accredited B or Good, while another 27% are accredited C or Good Enough. Likewise, in terms of research quality, the number of scientific publications from Indonesia researchers only reaches 0.2% of the total global scientific publications, still far behind developed countries. In

the field of community service, only 30% of universities in Indonesia are actively carrying out community service activities. Most community service activities are still incidental and have not been integrated with education and research programs in a sustainable manner (Direktorat Jenderal Pendidikan Tinggi, Riset & Kementerian Pendidikan, Kebudayaan, Riset, 2023).

Based on a literature review in the last 5 years, there are several studies that discuss the relationship between variables related to visionary leadership, talent management, organizational learning, and organizational performance, especially in the context of higher education. Visionary leadership has been shown to have a significant positive impact on organizational performance, including in higher education. A study by Kusumah et al., (2023) demonstrate that the visionary leadership style contributes to the improvement of the university's performance through the creation of a clear and inspiring vision. In addition, research by Mulyanto et al., (2023) revealed that visionary leadership has an important role to play in driving innovation and adaptability in a dynamic higher education environment. Talent management is also a crucial factor in improving organizational performance. Rahindra & Widi Astuti, (2023) found that the development of a strategic talent management ecosystem has a positive effect on organizational competitiveness. In the context of higher education, Hervina, (2023) affirms that effective talent management practices can improve the academic and administrative performance of the university.

Organizational learning has been identified as an important mediator between leadership, talent management, and organizational performance. A study by Crossan et al., (1999) shows that organizational learning mediates the relationship between transformational leadership (which has visionary characteristics) and innovative performance in higher education. Furthermore, research by Woulfin & Spitzer, (2023) revealed that organizational learning acts as a mediator between human resource management practices (including talent management) and organizational performance in the higher education sector.

In the context of higher education in Indonesia, especially private universities such as the University of Muhammadiyah, Islamy et al., (2021) found that visionary leadership has a positive influence on university performance, with organizational culture as a mediating variable. This study emphasizes the importance of a clear and directed vision in improving the performance of higher education institutions. Related to talent management in universities, Widiyanto & Zurnali, (2023) revealed that an effective talent management strategy can improve the performance of lecturers and staff, which in turn has a positive impact on the overall performance of the university. These findings reinforce the argument that talent management is a key factor in improving the competitiveness of universities.

Organizational learning as a mediating variable also receives attention in the context of higher education in Indonesia. Research by Laksono, (2023) shows that organizational learning mediates the relationship between transformational leadership and innovative performance in private universities. This emphasizes the important role of organizational learning in transforming the leader's vision into real performance. Finally, a comprehensive study by (Crossan et al., 1999) Highlights the importance of integration between leadership styles, talent management, and organizational learning in achieving sustainable performance in different types of organizations, including educational institutions. These findings reinforce the relevance of research examining the relationship between visionary leadership, talent management, organizational learning, and college performance. Based on the previous description, the researcher determined the focus of the research with the title: The Influence of Visionary Leadership and Talent Management on University Performance in Organizational Learning Mediation at The University of Muhammadiyah in East Java.

2. Literature Review

Higher Education Performance

Higher education performance is a reflection of the ability of higher education institutions to achieve the goals that have been set, both in the fields of academics, research, and social contribution. According to Shi et al., (2021), The performance of universities includes not only the effectiveness of teaching and the quality of research, but also social contribution and management efficiency. In the context of the University of Muhammadiyah in East Java, the performance of the university includes how the university is able to meet the needs and expectations of stakeholders, including students, staff, the government, and the wider community. This performance evaluation is important to ensure that the university can continue to adapt and evolve amid global challenges and increasingly fierce competition.

Higher education performance indicators can be divided into several main categories. First, academic quality which includes the accreditation of study programs, university rankings, student learning outcomes, and graduation rates. Second, research productivity is measured through the number and quality of scientific publications, as well as the contribution of research to the development of science. Third, social contribution which includes community service programs and cooperation with industry. Finally, management efficiency involving human resource management, financial management, and the use of information technology (Yujie et al., 2022). Success in each of these indicators will provide a comprehensive picture of the performance of a university.

Factors that affect the performance of universities include visionary leadership, talent management, and organizational learning. Visionary leadership is able to provide a clear direction and inspire all members of the organization to achieve common goals (Widodo et al., 2023). Effective talent management involves identifying, developing, and retaining talented individuals within the organization, according to Ramaditya et al., (2022), Demonstrate the ability to improve organizational capabilities in achieving higher performance. Organizational learning allows universities to continue to adapt and develop amid changes in the external environment (Guang & Tao, 2023). By understanding and managing these factors, the University of Muhammadiyah in East Java can improve their performance in facing challenges and opportunities in the future.

Visionary Leadership

Visionary leadership is a leadership style that focuses on creating an exciting and inspiring vision of the future, and motivating organizational members to realize that vision. According to Guan et al., (2023), Visionary leadership involves a leader's ability to articulate a clear and convincing vision, as well as inspire and motivate followers to work toward achieving that vision. In the context of higher education, visionary leadership is important to guide the institution in achieving its strategic goals, improving academic quality, and adapting to changes in the external environment.

Meanwhile, visionary leadership indicators include the ability to communicate an inspiring vision, build trust and commitment among organizational members, and facilitate innovation and change. According to Lamu, (2023), demonstrate that visionary leaders are able to provide clear direction and build trust through effective communication, consistency of action, and personal integrity. In addition, visionary leadership also plays a role in creating an organizational culture that supports learning and innovation, which allows universities to continue to grow and adapt to new challenges.

The factors that affect the effectiveness of visionary leadership include communication skills, the ability to motivate and inspire, and the ability to understand and respond to the dynamics of the external environment. Research by Renouw dan Antonio, (2023) Demonstrate that effective visionary leaders are those who can build a compelling vision, inspire commitment through example, and empower organizational members to contribute to realizing that vision. In the context of the University of Muhammadiyah in East Java, visionary leadership can help the university to achieve higher performance by creating a clear strategic vision, motivating staff and students, and encouraging continuous innovation and improvement in the learning and research process.

Talent Management

Talent management is the strategic process of attracting, developing, and retaining talented individuals within an organization in order to achieve its long-term goals. According to Odugbesan et al., (2023), Talent management is not only concerned with recruiting highly qualified employees, but also involves their management and development in order to make maximum contributions to the organization. In the context of higher education, talent management is essential to ensure that the institution has competent faculty, researchers, and administrative staff who are committed to improving the quality of education and research.

Talent management indicators include effectiveness in recruitment, career development programs, and retention strategies. Effective recruitment ensures that colleges can attract the best candidates with skills and competencies that fit the needs of the institution. Structured career development programs help staff to continuously improve their skills and knowledge, which in turn can improve the overall performance of the institution. Good retention strategies, such as incentives and a supportive work environment, help retain talented individuals so they can contribute in the long run. According to Faqihi and Miah, (2023), Good talent management can create a sustainable competitive advantage for organizations.

Factors that influence the success of talent management include top management commitment, a supportive organizational culture, and a fair and transparent performance appraisal system. Research by Kafetzopoulos and Gotzamani, (2022) demonstrate that effective talent management requires the full support of the organization's top leadership as well as a culture that values development and recognition of individual contributions. In addition, a clear and objective performance appraisal system is also important to ensure that talented employees receive constructive feedback and rewards that match their contributions. In the context of the University of Muhammadiyah in East Java, the implementation of effective talent management can help the university achieve higher performance by ensuring that all staff have the necessary competencies and motivation to achieve the strategic goals of the institution.

Organizational Learning

Organizational learning is a process in which an organization continuously improves its capabilities through knowledge and understanding gained from experience. According to Prokop and Sikora, (2023), that organizational learning involves five main disciplines: systems thinking, mental models, shared vision, team learning, and personal mastery. This concept emphasizes the importance of continuous development and adaptation in the midst of dynamic environmental changes. In the context of higher education, organizational learning helps institutions to remain relevant and competitive through innovation and improvement of the quality of education and research services.

Organizational learning indicators include a system for sharing knowledge, a culture that supports learning, and an effective feedback mechanism. A knowledge sharing system allows valuable information and experience to be disseminated throughout the organization, so that all members can learn from successes and mistakes. A culture that supports learning includes values and practices that encourage thoughtful exploration, experimentation, and risk-taking. An effective feedback mechanism ensures that information about performance and results can be used for continuous improvement. Song and Kolb, (2013) affirming that learning organizations are those who are able to create, acquire, and transfer knowledge, as well as modify their behavior to reflect new knowledge and insights gained.

Factors that affect the effectiveness of organizational learning include supportive leadership, flexible organizational structures, and technology that facilitates communication and collaboration. Supportive leadership creates an environment where learning is considered a priority and integrated into the organization's strategy and operations. The flexible organizational structure allows for rapid adaptation to changes and promotes cross-functional collaboration. Technology, such as knowledge management systems and collaborative platforms, plays a crucial role in facilitating learning by providing tools to share information and collaborate efficiently. According to Herriott et al., (2007), Demonstrate that effective organizational learning requires alignment between strategies, structures, and processes that drive learning and innovation. In the context of the University of Muhammadiyah in East Java, the application of organizational learning principles can help the university to continue to improve its performance and remain superior in the midst of developing challenges and opportunities.

Research Model

To get an in-depth picture, this research model can be presented as follows:

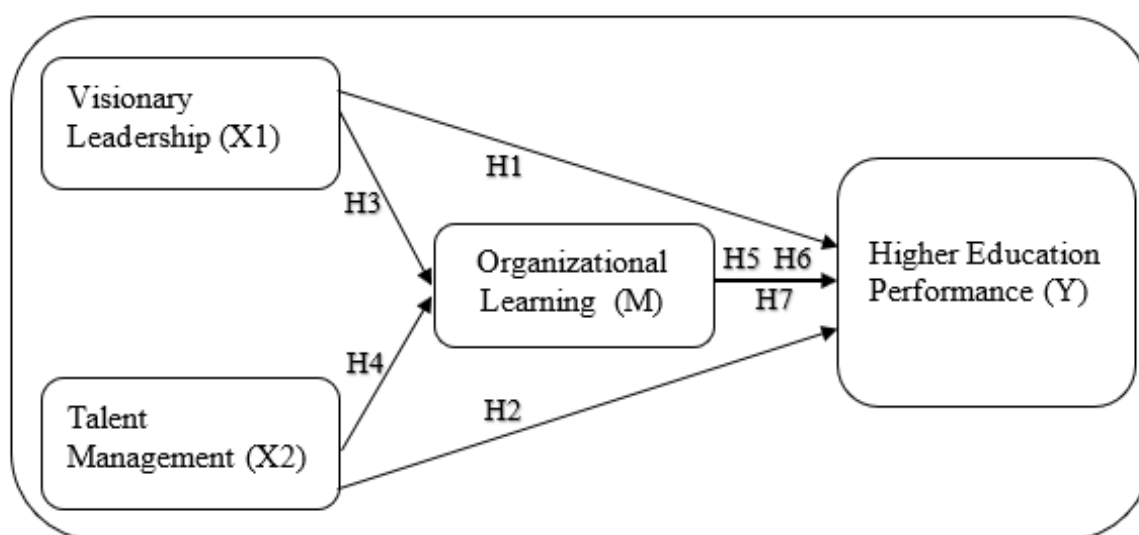


Figure 1: Research Model

Hypothesis

Based on the background of the problem and the research model above, the following research hypotheses can be formulated:

- H1: Visionary Leadership has a positive effect on Higher Education Performance.
H2: Talent Management has a positive effect on Higher Education Performance.
H3: Organizational Learning has a positive effect on Higher Education Performance.
H4: Visionary Leadership has a positive effect on Organizational Learning.
H5: Talent Management has a positive effect on Organizational Learning.
H6: Organizational Learning mediates the influence of Visionary Leadership on Higher Education Performance.
H7: Pembelajaran Organisasi memediasi pengaruh Manajemen Talenta terhadap Kinerja Perguruan Tinggi.

3. Method

Research Design

This study adopts a quantitative approach with a cross-sectional design, aiming to examine the causal relationship between visionary leadership, talent management, organizational learning, and university performance. Included in the *explanatory research* category, this study will test a hypothesis to explain the influence of independent variables (visionary leadership and talent management) on dependent variables (university performance), with organizational learning as a mediating variable. The research population covers all Muhammadiyah Universities in East Java, with the sample to be selected using *the purposive sampling technique*. The respondents in this study consisted of university leaders, namely the Rector and Vice Chancellor, Deans, Heads of Study Programs, and Heads of Institutions who met the criteria that had been set (Sugiyono, 2017).

Data collection will be carried out through a survey method using a questionnaire compiled based on the indicators of each research variable, with a Likert scale of 5 points to measure participant responses. Data analysis will use the Partial Least Squares Structural Equation Modeling (PLS-SEM) method with SMART PLS software. The selection of SMART PLS is based on its ability to handle complex models with relatively small sample sizes and data that does not have to be normally distributed. SMART PLS will be used to test the measurement model (outer model) and structural model (inner model), as well as to test hypotheses including mediation effects. Convergence and discrimination validity tests as well as composite reliability will be carried out to ensure the validity of the research instrument. The effect of mediating organizational learning will be tested using bootstrapping procedures in SMART PLS (Hamid & Anwar, 2017). This research is expected to provide valuable insights into the factors that affect the performance of universities in the context of the University of Muhammadiyah in East Java.

Population and Sample

The population in this study is all academic leaders and staff at the University of Muhammadiyah in East Java, including the rector, vice chancellor, dean, head of study program, and head of institution who have the authority to take policies from 8 Muhammadiyah Universities in East Java, namely Universitas Muhammadiyah Lamongan, Universitas Muhammadiyah Madiun, Universitas Muhammadiyah Malang, Universitas Muhammadiyah Sidoarjo, Universitas Muhammadiyah Jember, Universitas Muhammadiyah Gresik, Universitas Muhammadiyah Surabaya dan Universitas Muhammadiyah Ponorogo which totals 130 people. The selection of this population is based on the consideration that they have a key

role in the implementation of visionary leadership, talent management, and organizational learning, as well as have in-depth knowledge of college performance. The research sample was established using a table created by Krejcie and Morgan (1970). So that the number of samples that can be used in this study is determined to be 100 respondents, selected using *the purposive sampling technique*. The criteria for selecting the sample include: (1) having a structural or functional position at the university, (2) having worked for at least 2 years at the institution, and (3) being directly involved in the decision-making process or implementing university policies.

The determination of the number of samples as many as 100 respondents, also refers to the opinion of Muhson, (2022), suggested that the minimum sample size for PLS-SEM is 10 times the number of structural paths leading to a construct in the structural model. In this study, there are 4 constructs with a maximum of 3 lanes to one construct, so the minimum sample required is 30. Align with his opinion Hamid dan Anwar, (2017) suggests using *the inverse square root method* to determine the minimum sample size. Assuming a *medium effect size* and a significance level of 5%, the recommended minimum sample is around 85-90. Taking into account the above references, the determination of a sample of 100 respondents is considered adequate for this study, because it has exceeded the minimum limit suggested by various sources, so that it is expected to provide *robust* and reliable analysis results when using SMART PLS for data analysis.

Variables and Operational Definitions.

In conducting this study, the researcher used 4 variables consisting of 1 endogenous variable, namely university performance, 2 exogenous variables, namely visionary leadership and talent management, and 1 mediator variable, namely organizational learning.

College Performance

Higher education performance is defined as the level of success of an institution in achieving its strategic goals, which include aspects of academics, research, community service, and institutional management. The measurement of higher education performance will involve indicators that reflect the Tridharma of Higher Education, such as teaching quality, research productivity, the impact of community service, as well as institutional indicators such as accreditation, operational efficiency, and stakeholder satisfaction.

In recent developments, Maryani and Yulianti, (2023) emphasizing the importance of *the balanced scorecard* approach in measuring university performance. This approach includes financial perspectives, customers (students and stakeholders), internal processes, and learning and growth. In the context of this study, the measurement of university performance will be expanded to include indicators that reflect these four perspectives, including financial sustainability, student satisfaction and learning outcomes, efficiency of academic and administrative processes, and institutional innovation capacity.

Visionary Leadership

Visionary leadership is defined as a leadership style that focuses on the leader's ability to create, articulate, and implement an inspiring and transformative vision for the organization. In the context of higher education, visionary leadership includes the ability of university leaders to formulate a long-term vision, inspire the academic community, and steer the institution towards the achievement of strategic goals. The measurement of these variables will include aspects

such as vision clarity, vision communication skills, inspiration and motivation, and the implementation of vision-based strategies.

Renouw and Antonio, (2023) revealed that visionary leadership involves four key roles: direction-setter, change agent, spokesperson, and coach. In the context of higher education, visionary leaders must be able to determine the strategic direction of the institution, lead organizational change, communicate the vision to internal and external stakeholders, and guide and develop the capacity of staff to achieve that vision. Measurement of visionary leadership will include an assessment of the leader's ability to carry out these roles effectively.

Talent Management

Talent management refers to a set of integrated processes designed to attract, develop, motivate, and retain talented individuals within an organization. In a college setting, talent management involves strategies for identifying, recruiting, and developing high-potential academic and non-academic staff. Measurement of these variables will include aspects such as recruitment effectiveness, staff development programs, performance appraisal systems, retention strategies, and succession planning.

Guerra et al., (2023) Expanding the concept of talent management by emphasizing the importance of identifying key positions that differentially contribute to an organization's competitive advantage. In the context of college, this can include senior academic positions, prominent researchers, or strategic administrative roles. Talent management measurement will also assess the extent to which the institution identifies these key positions and develops a talent pool with high potential to fill those positions, as well as how the institution manages the performance and development of these talented individuals.

Organizational Learning

Organizational learning is defined as an organization's capacity to create, acquire, transfer, and integrate knowledge in order to modify organizational behavior to reflect new insights and knowledge. In the context of higher education, organizational learning involves the process by which an institution continuously improves its ability to adapt, innovate, and grow. The measurement of these variables will include aspects such as learning culture, knowledge sharing systems, openness to new ideas, experimentation, and collective reflection.

Brown and Duguid, (1991) Identify five organizational learning disciplines: personal mastery, mental modeling, shared vision, team learning, and systems thinking. In the context of higher education, this can be translated into practices such as continuous professional development, critical reflection on institutional assumptions and practices, collaborative vision development, interdisciplinary collaboration, and a holistic understanding of institutional dynamics. Organizational learning measurement will assess the extent to which these five disciplines are integrated into the culture and practice of the institution.

4. Result and Discussion

Convergence Validity Test

The Convergence Validity Test is one of the important methods in evaluating measurement models in Structural Equation Modeling (SEM) analysis, especially in the Partial Least Squares (PLS-SEM) approach. Convergent validity refers to the extent to which a measurement is positively correlated with an alternative measurement of the same construct. The main purpose

of convergence validity tests is to ensure that the indicators used to measure a construct actually measure that construct and not other constructs. In detail can be presented in figure 2.

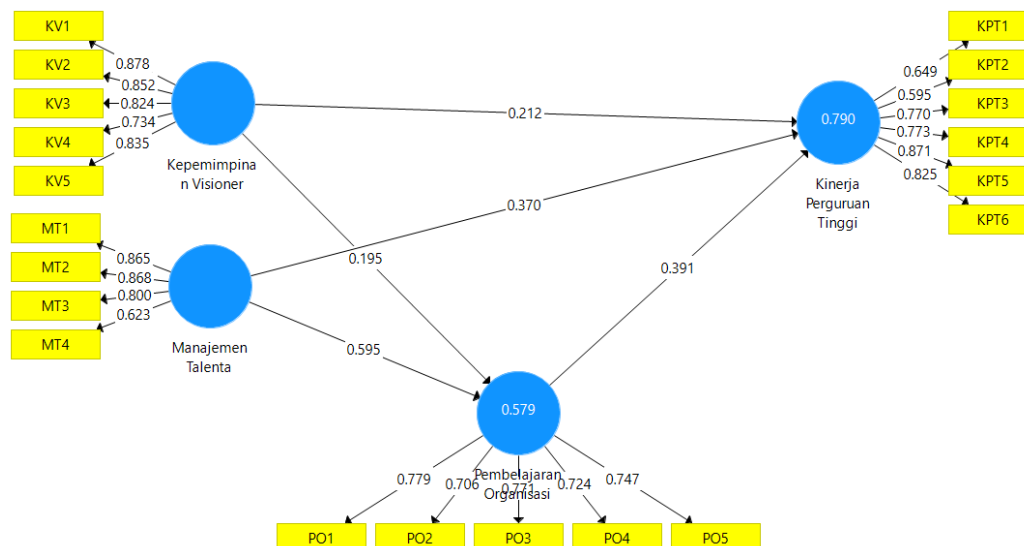


Figure 2: Validity Test
Source: SmartPLS 3.0 Data Processing

Based on the information in figure 2. Demonstrate the convergent validity test of the variable Visionary Leadership (KV), Talent Management (MT), Organizational Learning (PO), and Higher Education Performance (KPT), with each indicator having a high loading factor (all >0.5), which indicates that these indicators are relevant and valid in measuring these constructs. The validity of convergence is indicated by AVE values which are all above 0.5, i.e. 0.682 for KV, 0.633 for MT, 0.556 for PO, and 0.567 for KPT, indicating that more than 50% of the variance of these indicators can be explained by the measured construct. For more clarity, the results of AVE and composite reliability values can be presented in the following Table 2.

Table 2. AVE and Composite Reliability Values

Variabel	Composite Reliability	Average Variance Extracted (AVE)	Information
Visionary Leadership	0.915	0.682	Reliabel
Talent Management	0.872	0.633	Reliabel
Organizational Learning	0.862	0.556	Reliabel
College Performance	0.886	0.567	Reliabel

Source : SmartPLS 3.0 Data Processing

Refer to the information presented in table 2. showing the results of the convergent validity test of the variables of Visionary Leadership, Talent Management, Organizational Learning, and Higher Education Performance. All variables have a Composite Reliability (CR) value above 0.85 and an Average Variance Extracted (AVE) value above 0.55, which indicates that each variable is reliable. Visionary Leadership has a CR of 0.915 and an AVE of 0.682, Talent Management has a CR of 0.872 and an AVE of 0.633, Organizational Learning has a CR of 0.862 and an AVE of 0.556, and Higher Education Performance has a CR of 0.886 and an AVE

of 0.567. These values show that the indicators used can consistently and validly measure these constructs.

Reliability Test

Reliability test is an important aspect in the evaluation of measurement models in quantitative research, including in the analysis of Structural Equation Modeling (SEM). Reliability refers to the consistency and reliability of a measuring instrument in producing the same results when used repeatedly under similar conditions. The main purpose of reliability testing is to ensure that the research instrument can produce stable and consistent measurements, regardless of measurement time or variation in conditions. In detail, it can be presented in table 3. As follows:

Table 3. Reliability Test

Variable	Number of questions	Cronbach's Alpha	Nilai rho_A	Nilai Minimal	Information
Visionary Leadership	5	0,883	0,887	0,7	Reliabel
Talent Management	4	0,844	0,860	0,7	Reliabel
Organizational Learning	5	0,801	0,822	0,7	Reliabel
College Performance	6	0,804	0,807	0,7	Reliabel

Source : SmartPLS 3.0 Data Processing

Based on the information in table 3. Showing the results of reliability tests from the variables of Visionary Leadership, Talent Management, Organizational Learning, and Higher Education Performance. Each variable has a number of questions and a Cronbach's Alpha score as well as a rho_A value that indicates high internal consistency, with a value above the minimum limit of 0.7. Visionary Leadership consists of 5 questions with Cronbach's Alpha 0.883 and rho_A 0.887, Talent Management consists of 4 questions with Cronbach's Alpha 0.844 and rho_A 0.860, Organizational Learning consists of 5 questions with Cronbach's Alpha 0.801 and rho_A 0.822, and Higher Education Performance consists of 6 questions with Cronbach's Alpha 0.804 and rho_A 0.807. All variables were declared reliable based on the test results.

Coefficient of Determination

The Coefficient of Determination, often denoted as R^2 (R-squared), is a statistical measure used in regression analysis to evaluate how well the research model explains the variation in dependent variables. This concept has an important role in assessing the predictive power of the model and the quality of *fit* between the data and the model used. It can be explained in table 4 as follows:

Table 4. Coefficient of Determination

Variabel	R Square	R Square Adjusted
Kinerja Perguruan Tinggi	0.790	0.783
Pembelajaran Organisasi	0.579	0.571

Source : SmartPLS 3.0 Data Processing

Based on the information in table 4. Showing the results of the R Square and R Square Adjusted tests for the variables of Higher Education Performance and Organizational Learning. The Higher Education Performance has an R Square value of 0.790 and an R Square Adjusted 0.783, which means that 79% of the variance of the Higher Education Performance can be explained by the independent variables in the model, with little adjustment to the number of predictors. Organizational Learning has an R Square value of 0.579 and an Adjusted R Square of 0.571, indicating that 57.9% of the variance of Organizational Learning is explained by independent variables in the model. These values indicate that the model has good predictive power for both variables.

Hypothesis Test

Hypothesis testing is a statistical method used to make decisions about a population based on information from a sample. The main goal is to determine whether there is enough statistical evidence to support or refute a statement (hypothesis) about the population. In detail, it can be shown in figure 3. as follows:

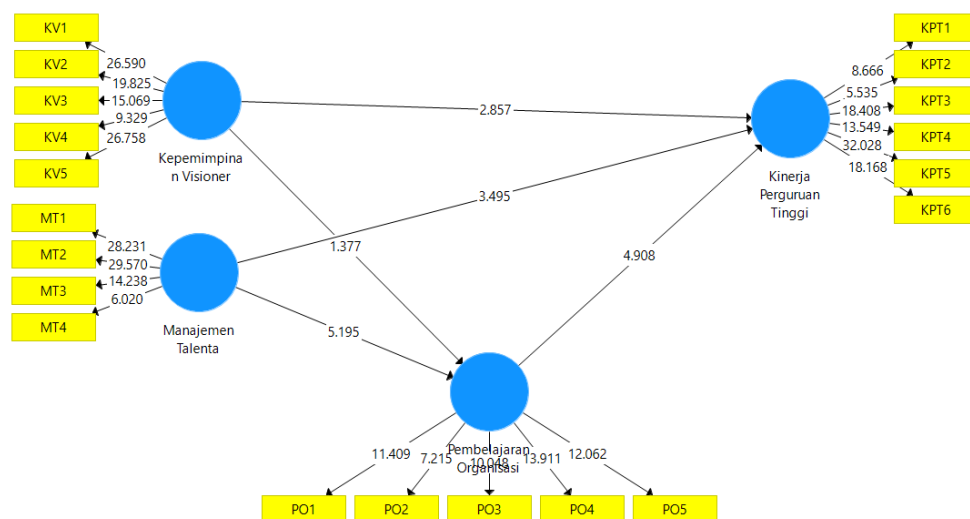


Figure 3: Hypothesis Test
Source: SmartPLS Data Processing

To complete the description of the hypothesis in this study, it can also be explained in table 5. As follows:

Table 5. Hypothesis Test

	Hypothesis	Original Sample	T Statistics	P Values	Information
H1	Visionary Leadership -> Higher Education Performance	0.212	2.857	0.004	Accepted
H2	Talent Management -> Higher Education Performance	0.370	3.495	0.001	Accepted
H3	Visionary Leadership -> Organizational Learning	0.195	0.377	0.169	Rejected
H4	Talent Management -> Organizational Learning	0.595	5.195	0.000	Accepted

	Hypothesis	Original Sample	T Statistics	P Values	Information
H5	Organizational Learning -> Higher Education Performance	0.391	4.908	0.000	Accepted
H6	Visionary Leadership -> Organizational Learning -> Higher Education Performance	0.076	1.334	0.183	Rejected
H7	Talent Management -> Organizational Learning -> Higher Education Performance	0.233	3.358	0.001	Accepted

Source: SmartPLS 3.0 Data Processing

Based on the information in table 5. show the results of hypothesis testing in a structural model that tests the relationship between Visionary Leadership, Talent Management, Organizational Learning, and Higher Education Performance, as follows:

H1. The Influence of Visionary Leadership on Higher Education Performance

This hypothesis tests the influence of Visionary Leadership on Higher Education Performance. The results of the analysis show that this influence is significant with the Original Sample of 0.212, the T-statistic of 2.857, and the P-value of 0.004. These values show that Visionary Leadership has a positive and significant influence on Higher Education Performance, meaning that an improvement in Visionary Leadership will significantly improve Higher Education Performance. This significance is indicated by a T-statistic greater than 1.96 and a P-value smaller than 0.05, so this hypothesis is accepted.

H2. The Influence of Talent Management on Higher Education Performance

This hypothesis tests the influence of Talent Management on Higher Education Performance. The results of the analysis showed a positive and significant influence with the Original Sample of 0.370, T-statistics of 3.495, and P-value of 0.001. These values show that Talent Management has a significant influence on Higher Education Performance, meaning that an improvement in Talent Management will significantly improve Higher Education Performance. With a T-statistic greater than 1.96 and a P-value smaller than 0.05, this hypothesis is accepted, indicating that Talent Management is an important factor in improving Higher Education Performance.

H3. The Influence of Visionary Leadership on Organizational Learning

This hypothesis tests whether Visionary Leadership has an influence on Organizational Learning. The results of the analysis showed that this influence was not significant with the Original Sample of 0.195, the T-statistic of 0.377, and the P-value of 0.169. These values show that Visionary Leadership has no significant influence on Organizational Learning. Because the T-statistic is smaller than 1.96 and the P-value is greater than 0.05, this hypothesis is rejected, suggesting that the change in Visionary Leadership is not strong enough to significantly affect Organizational Learning.

H4. The Influence of Talent Management on Organizational Learning

This hypothesis tests the influence of Talent Management on Organizational Learning. The results of the analysis showed a positive and very significant influence with the Original

Sample of 0.595, T-statistics of 5.195, and P-value of 0.000. These values show that Talent Management has a very significant influence on Organizational Learning, meaning that improvements in Talent Management will significantly improve Organizational Learning. With a T-statistic much greater than 1.96 and a very small P-value (smaller than 0.01), this hypothesis is accepted, confirming that Talent Management is a key factor in improving Organizational Learning.

H5. The Influence of Organizational Learning on Higher Education Performance

This hypothesis tests the influence of Organizational Learning on Higher Education Performance. The results of the analysis showed a positive and very significant influence with the Original Sample of 0.391, the T-statistic of 4.908, and the P-value of 0.000. These values show that Organizational Learning has a significant influence on Higher Education Performance, meaning that an improvement in Organizational Learning will significantly improve Higher Education Performance. With a T-statistic much greater than 1.96 and a very small P-value, this hypothesis is accepted, confirming the importance of Organizational Learning in improving Higher Education Performance.

H6. Organizational Learning Mediates the Influence of Visionary Leadership on Higher Education Performance.

This hypothesis tests the indirect influence of Visionary Leadership on Higher Education Performance through Organizational Learning. The results of the analysis showed that this influence was not significant with the Original Sample of 0.076, the T-statistic of 1.334, and the P-value of 0.183. These values show that Visionary Leadership does not have a significant indirect influence on Higher Education Performance through Organizational Learning. With a T-statistic smaller than 1.96 and a P-value greater than 0.05, this hypothesis is dismissed, suggesting that the mediation pathway through Organizational Learning is not strong enough to significantly affect College Performance.

H7. Organizational Learning Mediates the Influence of Talent Management on Higher Education Performance.

This hypothesis tests the indirect influence of Talent Management on Higher Education Performance through Organizational Learning. The results of the analysis showed a significant indirect influence with the Original Sample of 0.233, the T-statistic of 3.358, and the P-value of 0.001. These values show that Talent Management has a significant indirect influence on Higher Education Performance through Organizational Learning. With a T-statistic greater than 1.96 and a P-value smaller than 0.05, this hypothesis is accepted, confirming that improvements in Talent Management can improve Organizational Learning, which in turn will improve College Performance.

Discussion

Visionary leadership affects university performance.

The results of statistical analysis showed that Visionary Leadership had a positive and significant influence on Higher Education Performance, with an Original Sample value of 0.212, a T-statistic of 2,857, and a P-value of 0.004. These values signify that an improvement in Visionary Leadership will significantly improve Higher Education Performance. These findings are consistent with previous research showing that visionary leadership is able to motivate staff, direct institutional goals, and drive innovation and positive change in the higher

education environment (Supriyadhi et al., 2023). Visionary leadership also plays an important role in creating an organizational culture that supports continuous learning and development, ultimately improving the overall performance of the educational institution (Kadhun et al., 2023).

Study by Lamu, (2023) demonstrate that visionary leaders have the ability to inspire and mobilize human resources effectively, which is crucial in the dynamic and competitive context of higher education. Visionary leadership not only focuses on achieving short-term goals, but also prepares a sustainable long-term strategy for the progress of the institution. By having a clear vision and a structured strategy, leaders can improve operational and academic efficiency, thereby creating an environment conducive to achieving higher performance. Therefore, the results of this study corroborate empirical evidence that Visionary Leadership is a key factor in improving Higher Education Performance, supporting existing literature and adding new insights in higher education management.

Talent management has an effect on university performance.

The results of statistical analysis showed that Talent Management had a positive and significant influence on Higher Education Performance, with an Original Sample value of 0.370, T-statistics of 3,495, and a P-value of 0.001. These findings confirm that improvements in talent management practices, such as recruitment, development, and retention of qualified staff, contribute significantly to improving the performance of higher education institutions. Previous research supports these results, such as a study by Jooss et al., (2024), which highlights that effective talent management can increase productivity and innovation, which in turn improves organizational performance. In addition, research by Odugbesan et al., (2023) shows that institutions that successfully identify, develop, and retain the best talent tend to have a strong competitive advantage. In the context of higher education, good talent management ensures that universities have competent and motivated faculty and staff, who are able to make optimal contributions to the achievement of the institution's academic and operational goals. Therefore, the results of this study strengthen the existing literature and emphasize the importance of talent management in improving university performance.

Visionary leadership has an effect on organizational learning.

The results of the statistical analysis showed that Visionary Leadership had no significant influence on Organizational Learning, with an Original Sample value of 0.195, a T-statistic of 0.377, and a P-value of 0.169. This finding contradicts some previous research that states that visionary leadership tends to improve organizational learning through the creation of a clear and inspiring vision that drives innovation and change (Khan et al., 2023). Study conducted by Kadhun et al., (2023) demonstrate that visionary leadership plays an important role in directing the organization towards a sustainable learning culture by promoting the values of learning and collaboration. However, the results of this study indicate that in the specific context studied, Visionary Leadership is not powerful enough to directly influence Organizational Learning. This may be due to other factors that are more dominant in encouraging organizational learning, such as organizational structure, work culture, or existing reward systems. Therefore, although previous literature supports a positive relationship between visionary leadership and organizational learning, the results of this study suggest that these influences may be contextual and require certain conditions to be realized effectively.

Talent management has an effect on organizational learning.

The results of statistical analysis show that Talent Management has a positive and very significant influence on Organizational Learning, with an Original Sample value of 0.595, T-statistics of 5.195, and P-value of 0.000. These findings are consistent with previous research that shows that effective talent management contributes greatly to organizational learning. For example, a study by Hervina, (2023) found that a talent management strategy that focuses on employee development and the right placement of individuals can increase learning capacity within an organization. Moreover, Rožman et al., (2023) states that talent management is not only important to meet today's skills needs but also to prepare organizations for future challenges through continuous learning. In the context of college, good talent management ensures that lecturers and staff have the opportunity to continuously learn and grow, which in turn encourages overall organizational learning. Therefore, the results of this study reinforce the existing literature and show that strategic and directed talent management is essential in facilitating effective organizational learning.

Organizational Learning Affects Higher Education Performance.

The results of statistical analysis show that Organizational Learning has a positive and very significant influence on Higher Education Performance, with an Original Sample value of 0.391, a T-statistic of 4,908, and a P-value of 0.000. These findings are in line with previous research that emphasizes the importance of organizational learning in improving institutional performance. For example, Brown and Duguid, (1991) The results of statistical analysis show that Organizational Learning has a positive and very significant influence on Higher Education Performance, with an Original Sample value of 0.391, a T-statistic of 4,908, and a P-value of 0.000. These findings are in line with previous research that emphasizes the importance of organizational learning in improving institutional performance. For example. Woulfin and Spitzer, (2023) It also highlights that institutions that adopt organizational learning principles can better address challenges and changes in the environment, ultimately improving overall performance. Therefore, the results of this study corroborate the existing literature and confirm that organizational learning is a key factor in encouraging the improvement of higher education performance.

Organizational Learning plays a mediation role that influences visionary leadership on Higher Education Performance.

The results of statistical analysis showed that Organizational Learning did not play a significant role as a mediator that affected the relationship between Visionary Leadership and Higher Education Performance, with an Original Sample value of 0.076, T-statistics of 1.334, and P-value of 0.183. These findings contradict some previous studies that suggest that organizational learning is often an important pathway through which visionary leadership improves organizational performance. For example, a study by Nong et al., (2022) demonstrate that visionary leaders can create a strong culture of learning, which in turn improves adaptability and innovation, and ultimately organizational performance. However, in the context of this study, although visionary leadership has a positive influence on college performance directly, the indirect influence through organizational learning is not significant. This may be due to various contextual factors such as organizational structure, resource limitations, or organizational culture that is less supportive of learning. Therefore, although the previous literature supports the mediating role of organizational learning, these results suggest that the effect may require certain conditions to apply effectively in a college context.

Organizational Learning plays a role as a mediator that influences talent management on Higher Education Performance.

The results of statistical analysis showed that Organizational Learning played a significant role as a mediator that affected the relationship between Talent Management and Higher Education Performance, with an Original Sample value of 0.233, a T-statistic of 3.358, and a P-value of 0.001. These findings support previous research that states that effective talent management not only improves immediate performance but also strengthens organizational learning, ultimately contributing further to the performance of the institution. For example, a study by Okano et al., (2019) demonstrate that talent management strategies that focus on developing employee skills and knowledge can create a culture of continuous learning. This is in line with research by Shen, (2021), found that organizations that invest in talent development also tend to have higher learning capacity, which leads to improved performance. In the context of higher education, good talent management ensures that lecturers and administrative staff have the necessary skills to adapt and thrive in a constantly changing environment, which then strengthens organizational learning and significantly improves college performance. Therefore, the results of this study confirm that organizational learning is an important mechanism that mediates the influence of talent management on university performance, in accordance with the existing literature.

5. Conclusions

Based on the results of the research that has been conducted, it can be concluded that Visionary Leadership and Talent Management have a positive and significant influence on Higher Education Performance. Talent Management also has a significant effect on Organizational Learning, which then indirectly improves Higher Education Performance. On the other hand, Visionary Leadership does not show a significant influence on Organizational Learning nor does it show a significant mediating role through Organizational Learning on Higher Education Performance. These results demonstrate the importance of effective talent management strategies in improving learning and organizational performance in higher education, and underscore the need for certain contextual conditions to maximize the influence of visionary leadership.

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