ENHANCE PERFORMANCE ORGANIZATIONAL AT POLYTECHNIC INDONESIA AVIATION VOCATIONAL

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ABSTRACT

The workforce's quality depends heavily on human resources' quality; therefore, human resources must get the top priority to be improved and developed. Improving the quality of human resources for the younger generation is the responsibility of the world of education. The purpose of this study is to find out and analyze the influence of competitive advantage on organizational performance. This type of research is an explanatory study with a quantitative approach. This study's sample was 180 cadets of the Indonesian Aviation Academy Banyuwangi, through total sample techniques. Data collection techniques in this study were carried out by distributing questionnaires to research samples. Analysis techniques in this study use Partial Least Square (PLS) analysis. The results of this study proved that competitive advantage has a significant influence on organizational performance.

Keywords: Competitive Advantage, Competitive Individuals, Education, Organizational Performance.

INTRODUCTION

Vocational education is defined as an educational program designed to acquire knowledge, skills, and competencies specific to a particular job. Vocational education is defined as an educational program designed to acquire knowledge, skills, and competencies specific to a particular job.[1].

The quality of the workforce depends heavily on the quality of human resources. Therefore human resources must get the top priority to be improved and developed. Improving the quality of human resources for the younger generation is the responsibility of the world of education. One of the education that prepares for the world of work is vocational education.

The problem that always arises in the world of higher education in Indonesia is students' difficulty entering the world of work. This difficulty is due to the imbalance of the relationship between needs in the industrial world and education availability. The problem that always arises in higher education in Indonesia is the graduates' difficulty entering the world of work because of the inequality relationship between education and the industry's needs. In this era of industrial revolution 4.0, the challenges are getting more complicated with the changing global situation. It also affects the sustainability of aviation vocational education [2].

Flight schools in Indonesia are required to be able to follow the needs of the market. The Centre for Human Resources Development of Air Transportation continues to improve in scoring superior human resources in aerospace. Increasingly tight

competition, especially with human resources from other countries, makes the government and education stakeholders seriously galvanize superior and competent human resources. In this case, it is important to adjust between the world of work and the industrial world. Conformity in the link and match principle is expected to absorb all graduates in aviation vocational education [3]. Vocational universities also face the problem of skill gaps. At first, all graduates of this school had a service bond to be employees in the Ministry of Transportation. However, after an era of bureaucratic reform, the service bond system was scrapped. In dealing with this phenomenon, it is necessary to prepare learners to compete for both incompetence and legality.

Ma explained that competitive advantage and organizational performance are two different constructions with seemingly complex relationships [4]. Competitive advantage is the extent to which an organization can create a defensible position over its competitors. It comprises capabilities that allow an organization to differentiate itself from its competitors and is an outcome of critical management decisions [5]. Competitive advantage can be realized by improving the ability of human resources. Organizations have more or less certain resources, scarce, valuable, and difficult to replicate resources to provide a sustainable competitive advantage [6].

It is further explained that competitive advantage can be created by creating short-term advantages meaning that excellence is easily imitated and practiced by other schools. Those advantages cannot be recreated because other schools have done the same thing even better [6]. The results of previous research proved that Competitive advantage impacts a positive influence on Cooperative Performance [7].

METHOD
This research is a quantitative research that uses explanatory analysis. Explanatory research studies the relationship between two or more variables through hypothesis testing [8]. Quantitative research is a research methodology that seeks to measure data and usually applies statistical analysis [9].

The population is a collection of all the objects to be studied [8]. In other words, the population is a generalization area consisting of subjects/objects with the same characteristics set by researchers to be studied. In this study, the population is cadets of The Indonesian Aviation Academy Banyuwangi.

Samples are elements of part of the population [8]. In other words, the sample is part of the number and characteristics possessed by the population. Selection of samples in this study using total sampling techniques. Thus, this study's sample is all cadets of the Indonesian Aviation Academy Banyuwangi, with as many as 180 cadets.

Data is information related to attitudes, behaviors, motivations, attributes, and so on, obtained from observations directly and using secondary data [8]. The type of data used in this study is quantitative data with the primary data source.

Primary data is data created by researchers for the specific purpose of solving research problems [9]. The primary data referred to in this study was collected through questionnaire instruments. Data collection techniques in this study used questionnaires. This study used the method of indirectly closed questionnaires with statement items in the questionnaire designed using the scale Likert. The Likert scale is a variation of the

rank scale that even if it is, requires respondents to agree or disagree with statements that express good attitudes or not towards the object [8]. The design of the Likert scale arranged in scales 1-5 can be seen in Table 1 below [8].

Tabel 1: Likert Scale

Answer	Score
Strongly disagree (SD)	1
Disagree (D)	2
Quite Agree (QA)	3
Agree (A)	4
Strongly Agree (SA)	5

To test our hypotheses, we used PLS-SEM employing the SmartPLS 3 software [10]. The PLS-SEM method allows us to establish and estimate a path model with latent variables. The strength of the estimated relationships depicts the main sources of impact to explain a key target construct of interest [11].

Furthermore, we regarded PLS-SEM as advantageous over covariance-based SEM and overusing a combination of first-generation methods such as factor- and regression analyses. Because it allows us to assess multi-group analyses even for smaller subgroups, does not require normality of data, and allows the assessment of predictive relevance and power [11]; all aspects that apply to our study.

RESULTS

3.1. Testing the Inner Model (Structural Model)

Descriptive Variables are obtained from the size of the Mean class interval, through a scale range, so that the average respondent's assessment of each variable in question can be known. In the calculation of the Mean scale range obtained class intervals of 0.8, then compiled the average criteria of respondents' answers presented in the table below:

$1,00 - < 1,80$ = Strongly disagree
$1.81 - < 2,60$ = Disagree
$2,61 - < 3,40$ = Quite Agree
$3,41 - < 4,20$ = Agree
$4,21 - 5,00$ = Strongly Agree

As described in the operational definition of variables in this study, among others, Competitive Advantage (X) and Organizational Performance (Y) are shown as follows:

3.2. Descriptive Analysis Assessment of Social Competitive Advantage Variables (X)

Competitive Advantage (X) variable, which is an exogenous variable with 9 statements shown in Table 2 below:

Table 2: Descriptive Analysis Results of Competitive Advantage Variables (X)

No	Statement	Mean	Category
1.	Educational institutions provide services following the promise of	3.79	0.625
2.	Educational institutions have a good commitment to carrying out school activities	3.67	0.685
3.	Educational institutions support non-academic activities	3.83	0.659
4.	Educational institutions prioritize quality learning processes	3.72	0.671
5.	This institution provides affordability of tuition fees paid	3.74	0.702
6.	Institutions provide flexibility in payments	3.67	0.660
7.	Educational institutions have high-quality graduates	3.71	0.681
8.	Educational institutions are very prospected to continue higher education	3.68	0.649
9.	Educational institutions give awards to outstanding students	3.72	0.671
	Overall Average Assessment of Competitive Advantage Variables (X)	**3.72**	**Agree**

Table 2 above indicates that most respondents gave answers that fall into the category of "Agree" by giving the statement "Educational institutions support non-academic activities," which has the highest mean value of 3.83. In contrast, overall, the Social Media Marketing variable gets a mean value of 3.72, meaning respondents give answers in the category of "Agree" on Competitive Advantage Variables that fall under the average criteria of 3.41 - < 4.20.

3.3. Descriptive Analysis Assessment of Organizational Performance Variables (Y)

Organizational Performance (Y) variable, which is one of the variables bound by 5 statements shown in Table 3 below:

Table 3: Results of Descriptive Analysis Of Organizational Performance Variables (Y)

No	Statement	Mean	Category
1.	Educational institutions have a good financial condition	3.68	0.744
2.	Educational institutions have a positive image in the eyes of the community	3.73	0.698
3.	Educational institutions have a good reputation	3.81	0.658
4.	Educational institutions always innovate in education	3.79	0.777
5.	Educational institutions have good accreditation	3.78	0.690
	Overall Average Assessment of Organizational Performance Variables (Y)	**3.76**	

Table 3 above shows that most respondents gave answers that fall into the category of "Agree" by giving the statement "Educational institutions have a good reputation" with the highest mean value of 3.81. At the same time, the overall organizational performance variable (Y) gets a mean value of 3.76, meaning respondents give answers in the category of "Agree" to Organizational Performance Variables (Y), which fall under the average criteria of 3.41 - < 4.20.

3.4. Outer Model Test

Outer models are often also called (outer relation or measurement models) specifying the relationship between the variables studied and the indicators. Measurement model test through-loading factor is done to know the validity of indicators by looking at the indicators' convergent validity values in the model. Each indicator in the model must meet convergent validity, i.e., have a > of 0.5. If each indicator already has a loading factor value > 0.5, the evaluation step can be continued. However, if not, it must be reduced to indicators with a Convergent validity value of < 0.5 by doing further iteration until the loading factor value for each indicator is > 0.5.

Table 4. Validity Test (Convergent Validity)

	original sample estimate	*mean of subsamples*	*Standard deviation*	*T-Statistic*
Competitive Advantage (X)				
X.1	0.712	0.713	0.036	20.041
X.2	0.779	0.780	0.030	26.006
X.3	0.773	0.773	0.030	25.705
X.4	0.724	0.722	0.043	16.719
X.5	0.751	0.744	0.040	18.987
X.6	0.738	0.735	0.041	17.825
X.7	0.705	0.702	0.051	13.719
X.8	0.684	0.676	0.043	16.017
X.9	0.691	0.688	0.042	16.299
Organizational Performance (Y)				
Y.1	0.727	0.730	0.048	15.281
Y.2	0.738	0.737	0.046	16.083
Y.3	0.719	0.711	0.055	12.966
Y.4	0.644	0.635	0.068	9.511
Y.5	0.730	0.726	0.048	15.357

Based on the table above, the Competitive Advantage Variable (X) measured by 9 items is declared valid as the contract's measuring instrument because of the value of convergent validity above 0.5. Similarly, organizational performance (Y) variables measured by 5 items of overall measurement have a convergent validity value above 0.5, then 5 measuring items that measure Organizational Performance (Y) are declared valid as the concrete measuring instrument.

3.5. Discriminant Validity

The Discriminant validity test aims to test the validity of the indicator block. The discriminant validity test of indicators can be seen in cross-loadings between indicators and their constructs as seen in Table 5. The indicator block is called valid if the value of each indicator in measuring its construct variable (= indicator block) is predominantly higher than the value of each of these indicators in measuring other construct variables.

Table 5. Cross Loadings

	Competitive Advantage (X)	Organizational Performance (Y)
X.1	0.712	0.409
X.2	0.779	0.338
X.3	0.773	0.456
X.4	0.724	0.275
X.5	0.751	0.292
X.6	0.738	0.255
X.7	0.705	0.288
X.8	0.684	0.208
X.9	0.691	0.296
Y.1	0.343	0.727
Y.2	0.322	0.738
Y.3	0.390	0.719
Y.4	0.173	0.644
Y.5	0.304	0.730

The cross-loadings value in Table 5 obtained entirely from the forming construct is stated to have a good discriminant. The value of the indicator's correlation to the construct must be greater than the correlation value between the indicator and other constructs.

3.6. Average Variance Extracted (AVE)

AVE aims to test the reliability of construct variables. AVE aims to establish that the constructed variable has a good Discriminant validity value. Ave value is declared satisfactory if > is 0.5. Ave test results are visible in Table 6 as follows:

Table 6. AVE Value

	Average Variance Extracted (AVE)
Competitive Advantage (X)	0.532
Organizational Performance (Y)	0.508

Ave value results for indicator blocks that measure constructs can be expressed as having a good discriminant validity value because the AVE value is> 0.5. This result means that all construction variables are declared reliable.

3.7. Composite Reliability

Another test is the composite reliability of the indicator block that measures the construct. If the composite reliability value of > 0.60 is interpreted to be very satisfactory.

Table 7. Composite Reliability

	Composite Reliability
Competitive Advantage (X)	0.911
Organizational Performance (Y)	0.837

Based on Table 7, it can be explained that from the provisions of composite reliability, it can be stated that the alignment of the construction examined meets the criteria of composite reliability, so that each construct can be positioned as a research variable. This result indicates that compositely all variables have adequate internal consistency in measuring latent variables/constructs measured to be used in subsequent analysis.

This test is used to evaluate the relationship between latent constructs as hypothesized in the study, based on PLS output, obtained the following picture:
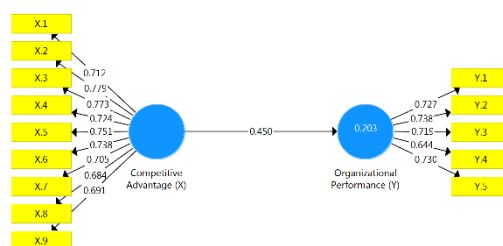

Figure 1. PLS Research Model

The result of the inner weight value of Figure 5.1 above shows that Organizational Performance is influenced by Competitive Advantage shown in the following equation:

$$Y = 0{,}434\ X1 + 0{,}329\ X2 + 0.202\ X3 + 0.155\ X4$$

Structural or inner-outer models are evaluated by looking at the variance percentage described by looking at the R^2 value for dependent latent constructs. The higher the value of the r-square means, the better the predicted model of the proposed research model. An R-Square value of 0.67 indicates a strong model; 0.33 indicates a moderate model, then 0.19 indicates a weak model [11]. The following are the results of r-square calculations in this study:

Table 8. R-Square Value

	R Square
Competitive Advantage (X)	-
Organizational Performance (Y)	0.203

Based on the results above, it is known that competitive advantage that affects organizational performance has an R-Square value of 0.203, which indicates that the model is weak.

3.8.Testing the Inner Model (Structural Model)

Inner models can be evaluated for dependent construct and t-statistical values of path coefficient testing. The path coefficient value indicates the degree of significance in hypothesis testing. The hypothesis is accepted if the t-statistical value is > 1.96. The following are the results of hypothesis testing in this study.
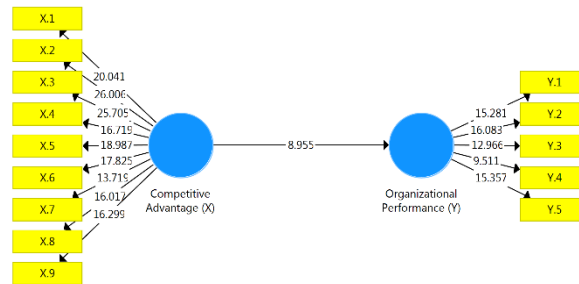

Figure 2. Bootstrapping

Based on the hypothetical test results in the table above, it was obtained that Competitive Advantage significantly affects organizational performance because the T-statistical value is 8,955 or > 1.96. Thus, this research hypothesizes that "Competitive advantage affects Organizational Performance" is accepted and proven to be true.

The hypothetical test results found that competitive advantage significantly influences organizational performance with a positive influence direction. The direction of positive influence is evidenced by the original sample value of 0.450. By looking at these results, it can be said that the higher the competitive advantage, the more able to improve the performance of the organization.

CONCLUSION

The research results proved that a high competitive advantage could significantly and positively influence organizational performance. This result supports previous research findings that prove that competitive advantage has a significant influence on performance [4]. The reality of constant and challenging environmental change potentially creates a need for organizations to alter their approach to developing and using CA as the pathway to superior performance. This study's results are also in line with the findings of previous research that found in his research that Competitive strategies affected the organizational performance in the construction service industry [12]. Based on the analysis results and hypothesis testing that has been done, it can be concluded that competitive advantage can significantly influence organizational performance in a positive direction.

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