The Influence of Authentic Leadership and Strategic Management Skills on Organization Performance Mediated by Knowledge Management at TNI Academy

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ABSTRACT

This study aims to analyze the influence of Authentic Leadership and Strategic Management Skills on Organizational Performance mediated by Knowledge Management at the Indonesia Armed Force (TNI) Academy. This study tested seven hypotheses with structural equation modeling using the LISREL Ver.8.7 application. The sample of this research is 304 personnel of the TNI Academy.

The results of this study found six hypotheses were accepted and one hypothesis was rejected. The rejected hypothesis was the direct influence of Strategic Management Skills on Organizational Performance. While the hypothesis of the indirect effect of Strategic Management Skills on Organizational Performance through Knowledge Management is acceptable. This means that Knowledge Management is an intervening variable that is very important for the implementation of increasing Strategic Management Skills.

The results of this study encourage policy and managerial decision-makers within the TNI Academy to implement Knowledge Management optimally to maximize the impact on Organizational Performance from policy implementation and managerial decisions to improve Authentic Leadership and Strategic Management Skills. The novelty of this study is that Strategic Management Skills do not have a significant effect on Organizational Performance at the TNI Academy, giving different results from the theory in general. This can be overcome by implementing Knowledge Management properly in the TNI Academy.

Keywords: Authentic Leadership; Strategic Management Skills; Knowledge Management; Organizational Performance.

INTRODUCTION

Soldiers or human resources (HR) are the most important TNI resources because soldiers play an important role in managing and controlling other resources. HR is a...
high-value organizational capital that must be nurtured and developed (Ramli, 2020). The development of human resources for TNI soldiers is carried out through education, training, and task experience. Syarifudin (2012) states that "leader matter" emphasizes the importance of officer education. One of the Officers Education institutions is the TNI Academy. The output of the TNI Academy education is cadets first grade (rank private cadet) who are ready to undergo advanced military education at each Force Academy (Army Academi, Naval Academy, or Air Force Academy). The quality of military education is measured by 10 educational components, namely curriculum, methods, teaching materials, educational facilities, cadets, evaluation of learning outcomes, teacher training, education training, instruction tools, and aids as well as well budget.

There are several empirical gaps currently experienced by the TNI Academy in each component of Education. This condition shows that the 10 components of education that are implemented have not had an optimal effect on the quality of education. As a quality reference, the 10-component education approach appears to have several drawbacks. Benchmarking is necessary to develop components or quality indicators. Quality tools that can be used as a benchmark are educational performance criteria from the Malcolm Baldrige National Quality Award (MBNQA) (Vincent Gazpers in Rahayu, N.I., et.al, 2019).

| MBNQA                        | 10 Komponen Pendidikan TNI                      |
|------------------------------|------------------------------------------------|
| Leadership                   | -                                              |
| Strategic Planning           | -                                              |
| Customer Focus               | Taruna (sebagai serdik)                        |
| Measurement, Analysis & Knowledge Management | Evaluasi hasil belajar                           |
| Faculty and Staff Focus      | Gadik dan Gapendik                              |
| Operation                    | Kurikulum, metode, Bahan Ajar, Alins/alongins, Fasdk, Anggaran |
| Result                       | Taruna (sebagai serdik)                         |

Source: own processing, 2020

The above comparison shows that there is a theoretical gap in the leadership and strategic planning components. Leadership means influencing each other (Yukl, 2010), through the mechanisms of attitude, behavior, affection, and cognition (Eberly, 2013) as a process of guiding and managing people (Kotter in Liphadzi, 2017), there is power and authority as innate characteristics (Stogdill, 1948), as well interaction between group
members (Whyte, 1943), relationship and task-oriented (Blake & Mouton, Fiedler, Reddin in Robbin, D.R., 1985), Authoritative or Democratic style (McGregor in Kwasi BD, 2009). So, leadership leads to various theories and approaches (Karadag, 2018). The development of current leadership theory has led to a new theory, adapted to prevailing conditions, namely Authentic Leadership.

Authentic leadership is based on self-awareness and cognition, defined as a form of process and behavior, which is built from psychological competencies and at the same time developing competencies based on transparency, openness, and trust, which provide meaningful purpose guidance and focus on follower development (Gardner, Avolio, Luthan, May & Walumbwa, 2005; Walumbwa et al., 2008). Authentic leadership contributes to building a positive organizational culture that focuses on performance, managerial efficiency, and organizational behavior (Alvesson, 2002). The role of leadership is very important in implementing the vision and mission (Ramli & Mariam, 2020).

Strategic planning has an important role in aligning the process through setting the strategic direction of the organization (NIST, 2014). In developing a strategy, analysis and selection are needed. This involves making subjective decisions based on objective information. Strategy development requires understanding and ability to analyze internal and external influencing factors (Hunger, 2003; Takaya et al., 2019)). This requires high-level managerial skills in strategic planning compilers (Mulyadi et al. 2020; Ghazmahadi et al., 2020). There are four categories of basic manager skills, namely technical skills, social skills, conceptual skills, and administrative skills (Robert L. Katz, Paul Hersey et.al., 1997; Robbin P. Stepter, 2003; Mariam & Ramli, 2019b)).

In carrying out its functions, authentic leadership and strategic management skills use all resources both tangible and intangible. Today, leaders in developing long-term strategic plans must understand the trends that occur to be able to make decisions and make necessary innovations (Chandra et al, 2019). An overview of this trend can only be obtained from the available data and information. This data and information are of increasing strategic value and importance in strategizing for gaining competitive advantage in an uncertain environment (Mariam & Ramli, 2019a).

For this reason, data and information management is needed as part of the knowledge management mechanism which is the core competence of the organization.
and determines the success of all organizations (Armanda et al., 2020). The organizational challenge is how to measure the influence of knowledge management on organizational performance. This is because there are 2 different dimensions of knowledge, namely explicit knowledge (documented knowledge) and tacit knowledge (knowledge in the form of insights and perceptions) (Lumbantobing, 2011).

Knowledge management will drive organizational effectiveness and performance, Anand and Walsh (2016) say that intensive knowledge sharing will improve company performance. The organizational climate that encourages knowledge sharing is directly or indirectly influenced by leadership because leadership can encourage organizational culture and climate. Research on leadership and organizational culture postulates that building an appropriate organizational culture is one of the most fundamental tasks of a leader (Bennis 1986; Davis 1984; Giberson et al. 2009; Tsui et al. 2006).

The performance of the TNI Academy has several empirical gaps and preliminary studies see that there are theoretical gaps that also occur about quality guidelines. Therefore, it is important to conduct research related to authentic leadership, strategic management skills, and knowledge management as variables that become gaps because they have not been used as indicators in measuring the quality and performance of the TNI Academy.

Information on the significance of this independent variable is very important to provide input to leaders about the importance of revising the TNI education component by incorporating leadership elements and strategic planning elements and increasing the empowerment of knowledge management within the TNI Academy. The background above encourages the following research questions:

1. Does Authentic Leadership have a positive effect on Knowledge Management?
2. Do Strategic Management Skills have a positive effect on Knowledge Management?
3. Does Authentic Leadership have a positive effect on Organizational Performance?
4. Does Knowledge Management have a positive effect on Organizational Performance?
5. Do Strategic Management Skills have a positive effect on Organizational Performance?
6. Does Authentic Leadership have a positive effect on Organizational Performance mediated by Knowledge Management?
7. Do Strategic Management Skills have a positive effect on Organizational Performance that is mediated by Knowledge Management?

**LITERATURE REVIEW**

**Authentic Leadership**

Leadership is defined as a process where a leader influences people to achieve certain goals and common goals (Sharma and Jain, 2013). Leaders must have certain personnel behaviors such as vision, determination, energy, self-confidence, determination, etc. (Jago in Chaterine et.al., 2018) because the personality, attitudes, and behavior of the leader play an important role in creating value, empowering people, making strategies, and implementing knowledge to influence and encourage others to achieve the desired goals.

The concept of educational performance (NIST, 2017) is "leadership drives the system which creates results" so that an organization's failure to achieve its highest performance can be seen from its leadership failure (Mark, LB, 2019), suggesting a relationship in recursive performance and having an important role in encouraging the performance of any organization, even as a de facto reference in Total Quality Management (TQM) (Meyer and Collier in David, C., et.al, 2019).

Northouse (2016) identifies a leadership perspective that includes intrapersonal, interpersonal & development. Meanwhile, Bill George (2007) argues that authentic leadership dimensions are related to the internal values that individuals have. Authentic leadership is a type of leadership that is in line between behavior and beliefs and is consistent in showing thoughts, attitudes, and actions.

Luthan & Avolio (2003) and Walumbwa et al (2008) have conceptualized multidimensional authentic leadership, not only related to psychological quality but also moral ethics. According to him, authentic leadership is composed of 4 dimensions, namely self-awareness, internalized moral perspective, balanced processing, and relational transparency.

**Strategic Management Skills**

Strategy is an answer to an organization’s questions to achieve its expectations (Drucker, 1954), in certain ways (Chandler, 1962). Strategic decisions that are always in
uncertainty (Ohmed & Sahinidis, 2003) led to the development of research to examine decision making (Mintzberg, 1973; Katz, 1974; Nutt, 2011). The ability to make decisions that begin with communication illustrates the need for specific management skills.

    Management skills are what managers use to help organizations achieve their goals. So, management skills are attributes or abilities that managers must possess to fulfill their duties in an organization. This skill is the capacity to be able to solve problems in the face of a crisis by analyzing opportunities and threats based on organizational strengths and weaknesses.

    Managerial researchers currently distinguish types or types of managerial skills into 3 types, namely technical skills, human skills, and conceptual skills (Katz 1955, 1974; Jones and George 2009; Tajaddini et al. 2009; Shipper and Davy 2002; Nguyen et al. 2012; Mujtaba et al. 2013). Peterson and Van Fleet (2004) elaborated on Katz’s three dimensions with additional administrative skills.

**Knowledge Management**

    Knowledge management is the process of creating, sharing, using, managing knowledge and information from an organization (John Girard and JoAan Girard, 2015). Knowledge management focuses on how to find new ways to channel raw data into the form of useful information until it becomes knowledge for organizations to achieve their goals and objectives.

    Knowledge management efforts specifically focus on organizational goals such as increased performance, competitive advantage, innovation, sharing lessons learned, integration, and continuous improvement of the organization (Gupta et al., 2004). Knowledge management is a factor that encourages organizational learning. As a process, knowledge management certainly has stages starting from its creation, development, utilization, and maintenance. The continuity of this ongoing process will result in achieving the goals of the organization that are expected from this existence.

    Knowledge management is related to dimensions, namely knowledge sharing (Yi, 2009); knowledge acquisition; knowledge conversion (Azari et al., 2008); knowledge
utilization (Berce et al., 2008); knowledge creation (Nonaka, 1994); knowledge protection; and knowledge approach (Sher and Lee, 2003).

**Organizational Performance**

"Organizational performance," according to Cho and Dansereau (2010), refers to the performance of a company that is compared with the goals and objectives it sets. In line with that, Tomal and Jones (2015) define organizational performance as the actual results or outputs of the organization that are measured and compared with the expected or desired output of the organization which indicates the level of achievement of the mission in the workplace that develops employee jobs.

Organizational performance is important to be the main construct of strategic management research. This is because strategic consistency has benefits for organizational performance (Rumelt in Chin-Shien Lin et.al, 2016). Strategic management research tries to improve understanding of the determinants of organizational performance and explain how managers can create their best performance through organizational commitment (Meyer in Sergio, L., et.al, 2018).

Organizational performance as a concept underwent various developments in measurement and definition. Starting from organizational performance is organizational effectiveness (Nidhi et.al., 2019), then the role of individual performance as a function of leadership (Mastrangelo et al., 2014). Venkatraman and Ramanujam in Dae Y.J., et.al (2016) try to narrow the measurement space for strategic management research by proposing a 3-circle model, namely organizational effectiveness, operational performance, and financial performance.

In the MBQNA educational performance framework, organizational performance is measured in the results category which has the outcome dimensions of all its elements, namely results from products and services, results for customers results from leadership and governance systems, HR results, and financial results and satisfaction.
Conceptual Framework

METHODS

This study examined the influence of Authentic Leadership, Strategic Management Skills, Knowledge Management, and Organizational Performance. The design used in this study is Hypothesis Testing, and this study has seven hypotheses to test (Sekaran, 2016).

The unit of analysis in this study is aimed at individuals whose data collection is carried out by distributing questionnaires to a sample of 304 TNI Academy personnel (Hair et. al, 2014). Of the 65 statements submitted, respondents were asked to respond based on a Likert scale of 5, namely 1 = strongly disagree to 5 = strongly agree.

In this study, the data analysis technique used is the Structure Equation Modeling (SEM) analysis technique using statistical software Linear Structural Relationship (LISREL) version 8.7. (Joreskog, 1988). SEM analysis is a multivariate technique that combines aspects of multiple regression and factor analysis to estimate the interdependence relationship simultaneously.

RESULTS, DISCUSSION, AND MANAGERIAL IMPLICATION

Describe Data

The average respondent's perception data for the Authentic Leadership variable has a score of 3.7063, Strategic Management Skills of 3.9484, Knowledge Management of 3.9791, and Organizational Performance of 4.0097. Thus, all fall into the good / agree category.
Instrument Validity and Reliability

Initial testing of the instrument was carried out on 40 samples indicating the need to modify questions on one of the indicators in Knowledge Management. After making changes and retesting, it is found that all indicators have a probability significance value <0.05 so that they can be declared valid. Likewise, the lowest Cronbach’s alpha value is 0.918 above the Cronbach’s alpha value> 0.6 which means that the instrument can be said to be reliable. (Sekaran, 2016).

CFA Analysis

The results of the CFA Analysis test for Authentic Leadership, Strategic Management Skills, Knowledge Management, and Organizational Performance show CR and AVE values above 0.7, and according to Hair et.al (2014), the loading factor with a sample above 250 is said to be valid if the loading factor value is above 0.35 so that it can be said that all dimensions and indicators are reliable as shown below:

| Construct               | CR   | AVE   |
|-------------------------|------|-------|
| Authentic Leadership    | 0.862| 0.609 |
| Strategic Management Skills | 0.863| 0.616 |
| Knowledge Management    | 0.958| 0.766 |
| Organizational Performace | 0.931| 0.731 |

Structural Model and Hypothesis Testing

Processing data on a structural model with Lisrel 8.7 software produces a standardized solution graph, model fit test, structural equation, hypothesis test results including direct and indirect effect as follows:
The resulting structural model equation is as follows (AL=Authentic Leadership; KM=Knowledge Management; SMS=Strategic Management Skills; OP=Organizational Performance)

**Structural Equations**

\[ KM = 0.64*AL + 0.26*SMS, \text{ Errorvar.}= 0.43, R^2 = 0.57 \]
Hypothesis Test Results:

**Table: of Hypothesis Test**

| Path          | Est | t-val | Result   |
|---------------|-----|-------|----------|
| AL → KM       | 0.64| 11.23 | Accept   |
| SMS → KM      | 0.26| 5.35  | Accept   |
| AL → OP       | 0.60| 8.51  | Accept   |
| SMS → OP      | 0.004| 0.096| Accept   |
| KM → OP       | 0.27| 4.02  | Accept   |
| AL → KM → OP | 0.17| 4.00  | Accept   |
| SMS → KM → OP| 0.07| 3.21  | Accept   |

**Source:** Results of Processing with LISREL 8.7

Direct and Indirect effect:

**Table: Result of Calculation of Direct, Indirect, and Total Influence**

| Variable          | Direct | Indirect | Remark               | Total    |
|-------------------|--------|----------|----------------------|----------|
| Authentic Leadership | 0.60   | 0.17     | Through Knowledge Management | 0.77     |
| Strategic Management Skills | 0.0044 | 0.07     | Through Knowledge Management | 0.08     |

**Discussion**

From the results of data processing, it can be seen that the t-value of the effect of Authentic Leadership on knowledge management is 11.23 (t-value > 1.96), this indicates that authentic leadership has a positive and significant effect on knowledge management partially of 0.64. This means that the higher the implementation of authentic leadership, the higher the impact on knowledge management in the organization. This is in line with the research of Jurgita et al (2019) which examined the influence of leadership, especially knowledge-oriented leadership in auditing and consulting firms in the Middle East. His research proves that leadership is an important factor influencing the process of knowledge acquisition, storage, and sharing.
The result of data processing shows that the t-value of the influence of Strategic Management Skills on Knowledge Management is 5.35 (t-value > 1.96), which indicates that Strategic Management Skills have a positive and significant influence on knowledge management partially of 0.26. This means that the higher the strategic management skills, the higher the capacity for implementing Knowledge Management in the TNI Academy Organization. Research by Bratianu C, et.al. (2017) found differences in the perceptions of undergraduate and postgraduate students in developing generic conceptual business skills through a knowledge approach, indicating a reciprocal relationship between strategic management skills and knowledge management.

The results of data processing show that the t-value of authentic leadership influence on organizational performance is 8.51 (t-value > 1.96) which clearly shows that authentic leadership has a positive and significant influence on organizational performance partially equal to 0.6. This means that the higher the authentic leadership, the higher the organizational performance that can be achieved. Leadership is known to be an important research object for business management and organizational behavior where various leadership theories, practices, styles, and techniques are analyzed to motivate employees to improve competence, product, and service quality, create innovation, obtain knowledge implementation strategies and organizational performance outcomes (Lashari & Rana, 2018; Waris, Khan, Ismail, Adeleke, & Panigrahi, 2018; Al Ahabi, Singh, Balasubramanian, & Gaur, 2018).

Data processing that has been done shows that the influence of Strategic Management Skills on Organizational Performance has a t-value of 0.096 (t-value > 1.96). This means that the relationship between Strategic Management Skills and Organizational Performance is partially indicated by a value of 0.0044, although positive but not significant. This means that if the respondent improves Strategic Management Skills then it does not directly ensure an increase in Organizational Performance. This condition may occur because of the routine implementation of strategic management skills and there is no systematic and structured development. There is a tendency for HR to do work like business as usual, so there is less innovation and creativity. The results achieved by the organization in the end also cannot reflect the implementation of strategic management skills.
From the results of data processing, the t-value of the influence of Knowledge Management on Organizational Performance is 4.02 (t-value > 1.96). This indicates that there is a partially positive and significant influence between Knowledge Management and Organizational Performance. The effect value is 0.27. This means that if knowledge management has increased, it will directly improve organizational performance. This is in line with the research of Sahibzada, et.al (2019) which studies that Knowledge Management processes such as the dimensions of acquisition, sharing and use of knowledge have a positive and significant relationship to Organizational Performance in Higher Education in Pakistan.

From the results of data processing, the t-value of the influence of Knowledge Management on Organizational Performance through Knowledge Management is 4.0 (t-value > 1.96). This indicates that there is a partially positive and significant influence between Knowledge Management on Organizational Performance through Management. The effect value is 0.17. This means that if knowledge management has increased and at the same time, Knowledge Management has also increased, then the combination of the two will improve organizational performance. In line with Richard C. Hoffman’s (2006) research that management skills affect performance when there is the mediation of organizational culture.

From the results of data processing, the indirect influence of Strategic Management Skills on Organizational Performance through Knowledge Management is 0.07 and the t-value is 3.21 (t-value > 1.96). This shows that the higher Knowledge Management, the more strengthening the influence of Strategic Management skills on Organizational Performance, meaning that the more respondents feel that the organization is implementing Knowledge Management well through the preparation of standard and clear systems and procedures, it will demand an increase in HR Strategic Management Skills which will certainly have an impact on the achievement of organizational performance in all existing dimensions. Shujahat et al (2018) show that the dimensions of the Knowledge Management process can build motivational factors.

Conclusion

Authentic Leadership, Strategic Management Skills, and Knowledge Management have a positive and significant impact on Organizational Performance either directly or
indirectly. Thus, the implementation or application of improvements to the three variables at the TNI Academy will be able to improve Organizational Performance.

Knowledge Management has an important role as a mediating and intervening variable in Organizational Performance. In the Authentic Leadership variable, knowledge management becomes a mediating variable that strengthens the influence of Authentic Leadership on Organizational Performance. Whereas in the Strategic Management Skills variable, Knowledge Management becomes an intervening variable, which means that the Strategic Management Skills variable will only affect Organizational Performance if it is through Knowledge Management.

**Implikasi**

This study strengthens the theory of the relationship between the variables of Authentic Leadership and Strategic Management Skills on Organizational Performance directly or through the mediation of Knowledge Management.

This research has managerial implications for the leadership of the TNI Academy to take several management steps that encourage specific improvements in the Knowledge Management aspect because of its role as a mediator of Authentic Leadership and intervening of Strategic Management Skills on Organizational Performance through revitalization and optimization of programs and development of information systems specifically and other knowledge management activities.

This research also provides input and direction for policymakers and decision-makers to make efforts to increase Authentic Leadership, Strategic Management Skills, and Knowledge Management as a framework for improving Organizational Performance including HR recruitment policies, HR competency development, and Knowledge Management revitalization.

**Limitation and Future Research**

This research is only conducted on one TNI educational institution, namely the TNI Academy. In the future, it is necessary to research other TNI educational institutions. Likewise, the variables discussed are variables that do not exist in the 10 components of TNI education. In the future, it is necessary to examine the variables that
exist also in the 10 components of TNI education. Furthermore, there needs to be deepening by conducting qualitative studies to strengthen the results of quantitative research.

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