

ABSTRACT

The dynamic process of campus management results in increasingly complex factors determining the success of universities in showing their best performance. One of the factors that is believed to be able to lead universities to produce their best performance is the process of adaptation and collaboration through aligning performance improvement factors. On the other hand, several studies, including in educational institutions, regarding alignment have provided different results for improving performance. Apart from that, alignment as a part of organizational development involving execution capabilities, adaptation and collaboration capabilities has not been widely discussed. Therefore, the study was conducted with the aim of trying to fill the gap in research results between alignment and performance improvement by developing a research model consisting of strategic alignment process variables, execution ability variables, learning culture variables and collaborative adaptive action variables as new variables to try to be developed. Samples of the study were several universities in Central Java with A accreditation and study programs as the unit of analysis. Through data processing using the SMART PLS 3.0 method, from the 131 samples collected, a research model and answers to several hypotheses were obtained. The resulting research model shows that the strategic alignment process has no direct effect on improving performance. Performance will be more improved effectively through execution capabilities as well as through organizational learning and adaptive collaborative action. The originality of this study lies in the development of a new concept, namely adaptive collaborative action, which emphasizes the willingness of organizational members to act adaptively and collaboratively in completing tasks and implementing work programs.

Keywords: Strategic Alignment Process, Execution Capability, Learning Culture, Adaptive Collaborative Action, Higher Education Performance