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Leveraging Knowledge Management for Public Sector Organizational Performance: The Mediating Role of Learning Organization

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A B S T R A C T

Government agencies need to leverage the intersection of knowledge management (KM) and learning organization (LO) principles to optimize overall organizational performance (OP). Focusing on the Financial Education and Training Agency (BPPK), this research evaluates how the LO serves as a bridge, mediating the impact of KM on OP. A quantitative approach was employed, surveying 276 employees through SEM-PLS analysis. Results indicated that KM substantially improved outcomes through both straightforward effects and intervening processes facilitated by the LO. As a significant partial mediator, LO demonstrated that knowledge assets required a robust learning culture to maximize institutional efficiency. Consequently, public institutions should integrate KM with continuous learning initiatives to foster an agile organization and improve public service delivery.

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INTRODUCTION

In the rapidly evolving landscape of public administration, government agencies are under increasing pressure to demonstrate high performance and institutional agility. As a strategic unit under the Indonesian Ministry of Finance, BPPK encounters significant challenges in maintaining consistent performance standards. Phenomenological observations between 2022 and 2024 indicate a declining performance trends, necessitating a strategic re-evaluation of the agency's internal dynamics.

Figure 1. Organizational Performance Score of BPPK 2022 to 2024

In organizational ecosystems characterized by high technical complexity, success depends heavily on the extent to which technical knowledge can be accessed, shared, and reused by organizational members(Fatah & Dudija, 2026). To address these performance challenges, organizations increasingly rely on KM- A comprehensive cycle involving the creation, storage, exchange, and application of knowledge—which directly contributes to operational effectiveness and productivity (Forsgren, 2021). Effective KM enables organizations to better leverage data for precise business decision-making (Litvaj *et al.*, 2022). Ultimately, the strategic management of knowledge allows organizations to significantly enhance their overall performance(Abou-Moghli, 2025). Prior research consistently supports this link, suggesting that when knowledge is managed systematically, it serves as a fundamental prerequisite for maximizing resource optimization and achieving superior business outcomes (Darmawan *et al.*, 2023; Illendula & El-Gayar, 2025; Helga *et al.*, 2025).

The logical reasoning for this research is rooted in the strategic human resource management (SHRM) framework, which posits that the strategic alignment of human capital—specifically through knowledge acquisition and continuous learning—is the primary driver of institutional excellence. However, literature indicates that the impact of KM on OP becomes significantly more pronounced when the relationship is mediated by other strategic variables (Duru *et al.*, 2025; Le *et al.*, 2025; Migdadi, 2022).

Winarno *et al.* (2025) demonstrates that organizational resources do not automatically translate into peak performance but instead require the mediation of internal factors to reach their full potential.

Within this context, the LO serves as a critical mediating variable, demonstrating the capacity to bridge Knowledge Management with Organizational Performance (Firmansyah *et al*., 2022; Muis & Isyanto, 2022). By acting as this internal resource, the LO ensures that the technical assets of KM are converted into the sustainable performance outcomes required to meet the evolving demands of the public sector.

Despite the theoretical importance of these constructs, a notable population gap exists within the current literature. Prior investigations into the interplay between KM, LO, and OP have predominantly concentrated on educational institutions, such as vocational high schools and universities in West Java (Firmansyah *et al*., 2022; Muis & Isyanto, 2022). The present study intends to resolve this empirical oversight by focusing on a specific yet pivotal sample comprising public sector staff.

The core intent of this research is to analyze the influence of KM on OP and to determine the extent to which the LO mediates this relationship at BPPK. Specifically, this study seeks to identify whether a robust learning culture is the essential link required to bridge the gap between KM and the achievement of strategic goals within a public sector framework. By addressing these questions, the research aims to provide actionable insights for optimizing institutional efficiency through the synergy of human resource dynamics and continuous learning processes.

LITERATURE REVIEW

Strategic Human Resource Management

SHRM serves as the foundational framework for this study, emphasizing that the strategic alignment of human capital is the primary engine for achieving and sustaining institutional excellence. Unlike traditional personnel management, SHRM integrates HR practices with organizational goals to improve performance outcomes. In this context, Gupta (2020) asserts that SHRM reflects how top management directs the organization toward its vision and objectives within a specific environment, securing a competitive advantage through its unique capabilities. This strategic direction is operationalized through the design and implementation of HR policies and practices aimed at fostering employee competencies and behaviours that are strictly aligned with the agency's long-term strategic aims (Dessler, 2020). Furthermore, Mello (2023) emphasizes that SHRM adopts a long-term perspective that transcends daily operational details, focusing instead on macro-level issues and the proactive scanning of the external environment. By integrating these elements, SHRM ensures that human resource practices are not merely functional but are strategically woven into the mission, vision, and overarching strategy of the institution to create a sustainable competitive advantage.

Knowledge Management and Organizational Performance

KM is conceptualized as the strategic bridge that manages the relationship between "knowing" and "acting" within an organizational context, ensuring that intellectual insights are effectively converted into tangible outcomes to achieve institutional goals (Hornett & Stein, 2011). It functions as a

practical optimization system through a systematic four-step cycle—discovering, capturing, sharing, and applying knowledge—designed to maintain organizational competence with maximum efficiency (Husain, 2021).

In parallel, the OP is viewed as a continuous and multidimensional process rather than a mere final metric. It involves the systematic efforts of top management to plan, organize, monitor, and lead activities to meet strategic objectives while simultaneously satisfying stakeholder requirements (Armstrong, 2009). From this perspective, performance is realized by consistently aligning individual and team development with the organization's overarching targets to ensure steady institutional progress (Herman Aguinis, 2019). Consequently, success is measured through an integration of operational and financial indicators, encompassing productivity, low turnover rates, and long-term financial growth (Gupta, 2020). When KM processes are well-integrated into this performance framework, they provide the necessary intelligence to optimize resource utilization and achieve sustained excellence.

H1: KM has a positive and significant influence on OP.

Learning Organization as a Strategic Mediator

The LO is conceptualized as a "desired state"—an ideal entity toward which an institution strives through a deliberate and continuous series of organizational learning activities (Schwartz & Rist, 2017). Within this environment, members constantly expand their collective capacity to achieve desired results by fostering comprehensive and inclusive patterns of thinking, liberating collective aspirations, and institutionalizing the habit of institutionalizing the process of shared learning and joint intellectual growth (Senge et al., 1990). From a SHRM perspective, the development of an LO serves as a vital precursor to superior performance, as it functions as a superior model that leverages internal learning capabilities to secure sustainable success and a long-term competitive advantage (Easterby-Smith & Lyles, 2011).

H2: KM has a positive and significant influence on LO.

H3: LO has a positive and significant influence on OP.

H4: The relationship between KM and OP is substantially channeled through the intervening role of the LO.

The structural model for this study illustrates the structural relationship between the variables under study. It positions KM as the independent variable that drives OP, with the LO serving as the mediating variable that amplifies this impact. This model seeks to empirically test how strategic HR interventions in knowledge and learning can reverse declining performance trends within the BPPK environment.

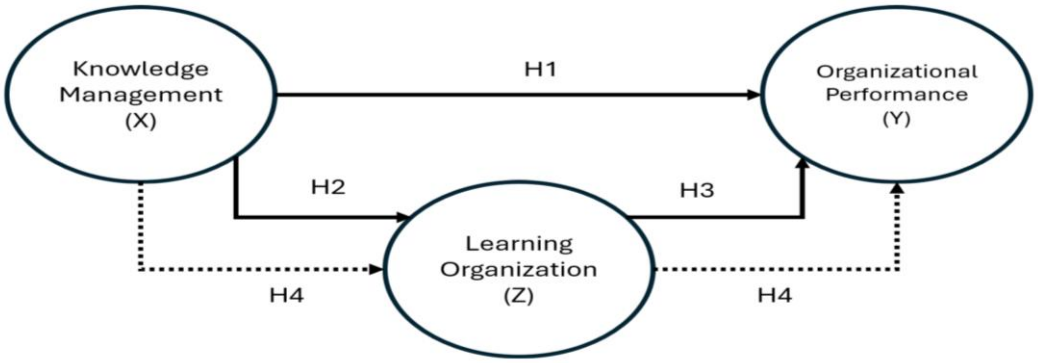

Figure 2. Conceptual Framework

METHODOLOGY

The current inquiry employs an empirical causal-explanatory framework to analyze the structural relationships between KM, LO, and OP within the public sector. Data was distributed to Echelon II and Echelon III units within BPPK.

Population and Sample

The research population targeted for this inquiry was composed of 804 staff members at the BPPK. To determine a representative total respondents, the study established a necessary sample requirement of 275,389 (Slovin calculation at a 5% error tolerance), which was rounded to 276 respondents. This sample size was considered sufficient to provide valid and generalizable results in the context of this study.

Sampling Procedure

The following study implements the probability sampling through stratified proportionate random sampling. The selection of this method was driven by the need to maintain proportional representation across different strata within the organizational strata, specifically targeting Echelon II and Echelon III units within BPPK. By utilizing a stratified approach, the research ensures that each administrative level is represented proportionally, allowing for a more precise analysis of how KM and LO dynamics impact performance across the agency.

Data Collection Methods

Data acquisition was facilitated through a digital survey instrument developed and hosted on the Google Forms platform. The research instrument comprises a total of 47 closed-ended questions, specifically curated to capture the dimensions of the three primary variables. To ensure data consistency and precision, respondents provided their evaluations via a five-point Likert-type (anchored by 'strongly disagree' (1) at the lower end and 'strongly agree' (5) at the upper end).

KM: Evaluated through 15 items that focus on the organization's ability to discover, capture, share, and apply intellectual assets.

LO: Assessed using 21 items based on the Dimensions of Learning Organization Questionnaire (DLOQ), covering individual, group, and organizational levels of learning (Marsick & Watkins, 2003).

OP: The instrument used to assess OP was derived from the balanced scorecard framework(Kaplan, 1996). In line with the principles, financial perspective is omitted, as the primary objective of a government agency like BPPK is to maximize social value and service excellence rather than profitability. Consequently, the performance construct is operationalized through 11 items that measure three essential non-financial dimensions.

Data Analysis Methods

Statistical analysis of the collected responses was performed through Partial Least Squares Structural Equation Modeling (PLS-SEM) and facilitated by the SmartPLS software. This methodology was selected for its capability to simultaneously evaluate both the measurement model (outer model) and the structural model (inner model) within a single integrated process. The stages of analysis include measurement model test (convergent validity, discriminant validity, and composite reliability) and structural model test (R-square, Q-Square, Model Fit, F-Square, Path Coefficients and specific indirect effect from bootstrapping).

RESULTS AND DISCUSSION

Testing Measurement Model (Outer Model)

A graphical representation of the outer model is provided in the following section to showcase the empirical results of the measurement evaluation. This diagram illustrates the outer loadings, which represent the correlations between specific observed items and their respective underlying latent variables.

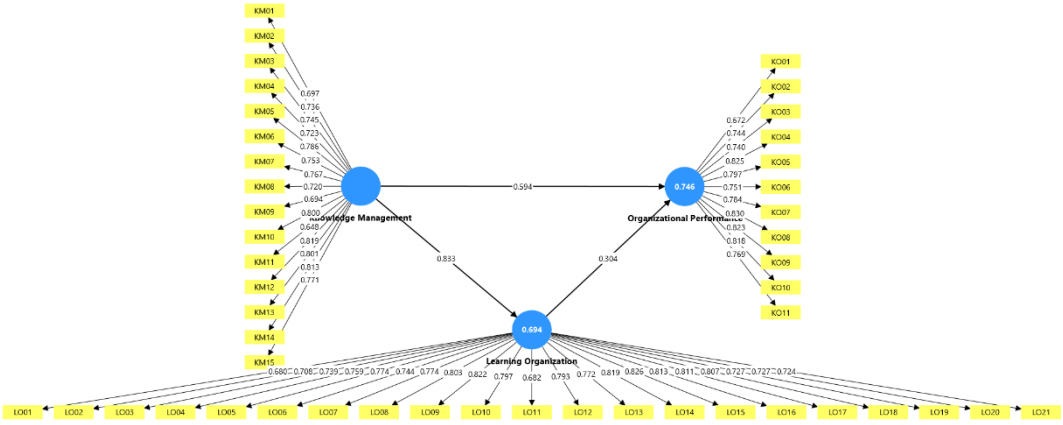

Figure 3. Outer Model

Convergent Validity

The evaluation of convergent validity determines the strength of association between a latent variable and other constructs that are theoretically presumed to be interconnected. This validity is assessed using the loading factor and Average Variance Extracted (AVE) scores. Validity is established when the loading factor value is above 0.70, and the AVE value is at least 0.50. Loading factor values between 0.50 and 0.70 are considered tolerable, provided

that the AVE for the specific variable has reached the 0.50 threshold (Ahmadpoor, 2016).

Table 1. Convergent Validity Result

Indicator	Outer loadings	AVE	Remaks	Indicator	Outer loadings	AVE	Remaks
Knowledge Management				Learning Organization			
KM001	0,697	0,567	Valid	LO001	0,680	0,607	Valid
KM002	0,736			LO002	0,708		
KM003	0,745			LO003	0,739		
KM004	0,723			LO004	0,759		
KM005	0,786			LO005	0,774		
KM006	0,753			LO006	0,744		
KM007	0,767			LO007	0,774		
KM008	0,720			LO008	0,803		
KM009	0,694			LO009	0,822		
KM010	0,800			LO010	0,797		
KM011	0,648			LO011	0,682		
KM012	0,819			LO012	0,793		
KM013	0,801			LO013	0,772		
KM014	0,813			LO014	0,819		
KM015	0,771			LO015	0,826		
Organizational Performance				LO016	0,813		
OP001	0,672	0,59	Valid	LO017	0,811		
OP002	0,744			LO018	0,807		
OP003	0,740			LO019	0,727		
OP004	0,825			LO020	0,727		
OP005	0,797			LO021	0,724		
OP006	0,751						
OP007	0,784						
OP008	0,830						
OP009	0,823						
OP010	0,818						
OP011	0,769						

Based on the analysis, all indicator items for KO, LO, and OP meet the criteria for convergent validity, as they demonstrate outer loading values that are either above 0.70 or within the tolerable threshold of 0.50 to 0.70, while simultaneously maintaining AVE scores that surpass the 0.50 requirement.

Discriminant Validity

Discriminant validity is further verified through the Heterotrait-Monotrait (HTMT) ratio, which stipulates that resulting scores should strictly remain within the acceptable limit of less than 0.9.

Table 2. HTMT Ratio Result

	KM	LO	OP
KM			
LO	0,866		
OP	0,896	0,834	

Based on the analysis, all HTMT ratios in this study remained below the 0.9 cutoff point, confirming that discriminant validity is successfully established for KM, LO, and OP.

Composite Reliability

In the context of SEM-PLS, to satisfy the requirements for composite reliability, both Composite Reliability (CR) and Cronbach's Alpha values for each construct must be greater than 0.7(Savitri *et al.*, 2021).

Table 3. Composite Reliability Result

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)	Required	Remaks
KM	0,945	0,947	0,951	0,567	>0.70	Reliable
LO	0,965	0,966	0,968	0,590		
OP	0,935	0,937	0,944	0,607		

Based on the analysis, the KM, LO, and OP yield favorable results, as their values significantly exceed the required 0.7 threshold.

Testing Structural Model (Inner Model)

The following outcomes of the evaluation process are illustrated as a visualization of the inner model diagram for this study.

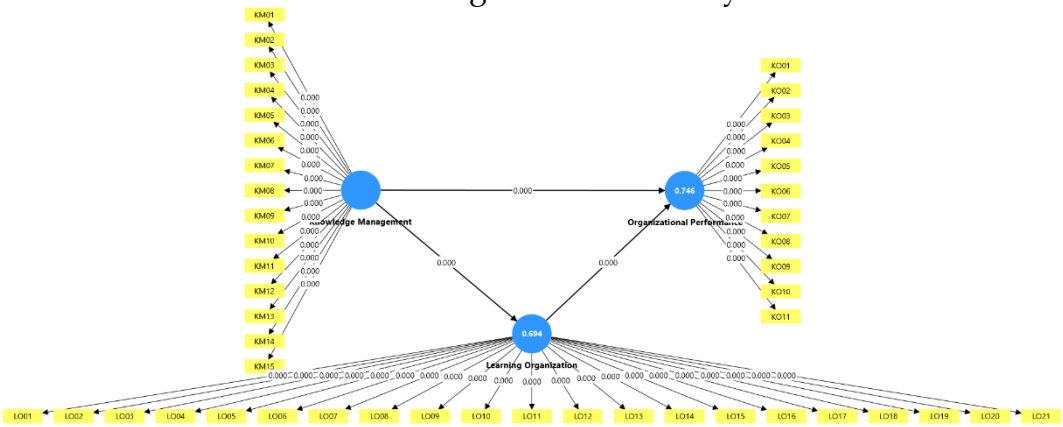

Figure 4. Inner Model

R-square

In this method, the values are stratified across three levels: weak (0.19), moderate (0.33), and strong (0.67) (Chin & Newsted, 1999).

Table 4. R-Square Result

	R-square	R-square adjusted
LO	0,694	0,693
OP	0,746	0,744

The R-square results demonstrate that both LO (0.694) and OP (0.746) constructs are categorized as strong models, as their values significantly exceed the 0.67 threshold.

Q-Square

The assessment criteria for Q^2 are categorized into three levels: 0.35 (strong), 0.15 (moderate), and 0.02 (weak) (Savitri *et al.*, 2021). If $Q^2 > 0$, the model is deemed to possess sufficient predictive relevance for further structural analysis and to meet model fit requirements. Conversely, a $Q^2 < 0$ indicates that the model fails to meet the predictive relevance threshold.

Table 5. Q-Square Result

	Q^2predict
LO	0,692
OP	0,714

The Q^2 results for both LO (0.692) and OP (0.714) demonstrate a strong predictive relevance, as these values significantly exceed the 0.35 threshold established for high predictive accuracy.

Model Fit

The evaluation of the Goodness of Fit (GoF) for the PLS model is determined by the SRMR and NFI values. The established criteria state that if the SRMR value <0.10 (fit model). Furthermore, a model is classified as a perfect fit (SRMR <0.08). Additionally, the model must maintain an NFI value within the range of 0 to 1 to be deemed acceptable.

Table 6. Model Fit Result

	Saturated model	**Estimated model**
SRMR	0,061	0,061
NFI	0,713	0,713

The results indicate that the structural model achieves a perfect fit(SRMR value of 0.061), while the NFI value of 0.713 remains within the acceptable range of 0 to 1, confirming the overall GoF of the model.

F-Square

The F^2 coefficient serves to represent the degree of influence that one variable has over another in the hypothesized path. These values are categorized into three levels: 0.35 (large), 0.15 (medium/moderate), and 0.02 (small) (Savitri *et al.*, 2021)).

Table 7. F-Square Result

	F-Square
KM -> LO	2,264
KM -> OP	0,425
LO -> OP	0,111

The F^2 results show that KM exerts a Strong influence on both the LO (2.264) and OP (0.425), as both values significantly exceed the 0.35 threshold; meanwhile, LO demonstrates a small effect size (0.111) on Organizational Performance, as the value remains below the 0.15 moderate threshold.

Path Coefficients

The criteria for hypothesis testing stipulate that a significant influence is accepted (p-value <0.05). Given that this research employs a 5% significance level, the analysis also incorporates the t-statistic value, where the critical threshold for significance (t-table) is 1.96. The path coefficient values derived from the structural analysis are summarized as follows:

Table 8. Path Coefficient Result

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Status
KM → OP	0,594	0,593	0,067	8,814	0,000	Accepted
KM → LO	0,833	0,833	0,026	32,289	0,000	
LO → OP	0,304	0,306	0,068	4,465	0,000	

Drawing from the empirical path coefficients and significance thresholds, the following section summarizes the outcomes for each hypothesized relationship:

H1 (KM → OP): Accepted.

KM exerts a positive and significant influence on OP. This confirms that intellectual assets directly contribute to achieving superior institutional outcomes.

H2 (KM → LO): Accepted.

KM has a positive and significant influence on LO. This indicates that the systematic management of knowledge is a powerful driver in fostering a learning culture within the institution.

H3 (LO → OP): Accepted.

LO has a positive and significant influence on OP. These findings imply that a robust learning culture acts as a pivotal driver in boosting the holistic performance of the organization.

Specific Indirect Effect

The testing of the mediation effect is conducted through the specific indirect effect test. The established criteria stipulate that a significant mediating influence is accepted (p-value <0.05). Since this study utilizes a 5% significance level, the analysis also incorporates the t-statistic value, where the critical threshold for significance (t-table) is > 1.96.

Table 9. Specific Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Status
KM → LO → OP	0,253	0,254	0,057	4,451	0,000	Accepted

H4 (KM → LO → OP): Accepted

LO significantly mediates the relationship between KM and OP. These findings demonstrate that the influence of KM on OP of BPPK is effectively strengthened by the integration of LO.

The Influence of KM on OP

The findings of this study demonstrate that KM exerts a positive and significant influence on the performance of the BPPK. From the SHRM

perspective, this confirms that the systematic management of human capital through knowledge creation and distribution is a vital strategic intervention to address the declining performance trends observed between 2022 and 2024. When the agency effectively captures and shares expertise, it reduces operational redundancies and enhances the speed of decision-making. This result aligns with the core principles of SHRM, which suggest that aligning intellectual assets with organizational goals is the primary driver of institutional excellence.

These empirical findings are further supported by Aldhaheri & Ahmad (2024), asserting that KM capabilities exert a substantial influence on the performance outcomes of an organization. Moreover, Putra *et al.* (2024) confirm that KM acts as a critical independent variable that significantly impacts performance results, echoing the positive correlation between KM capability and OP established by (Hidayat *et al.*, 2022).

The Role of KM in Fostering LO

Furthermore, the results indicate that KM acts as a fundamental precursor to the development of LO. The analysis suggests that a learning culture cannot thrive in isolation; it requires the infrastructure provided by KM to facilitate continuous inquiry and dialogue. By treating knowledge as a strategic HR asset, the agency empowers its employees through information accessibility, allowing for seamless adaptation to changing institutional needs.

The study echoes the findings of Firmansyah *et al.* (2022), who explicitly state that KM is a vital driver, a favourable and statistically meaningful influence on the formation of LO. Similarly, KM is acknowledged for exerting a direct and substantial impact on the advancement of LO principles (Obeso et al., 2025). Research by Muis & Isyanto (2022) further reinforces this relationship by demonstrating that KM provides the essential framework required to sustain a robust organizational learning cycle.

The Impact of the LO on OP

The evidence from this study additionally demonstrates that LO principles play a crucial role in enhancing the performance of BPPK. This suggests that the agency's ability to foster a culture of continuous learning is directly linked to its institutional effectiveness.

Our results are in agreement with the investigation of Muis & Isyanto (2022), which indicates that LO significantly impacts performance and functions as an effective bridge to improve final OP. These results align closely with the observations of Hidayat *et al.* (2022), who affirm that organizational learning is positively interconnected with OP, reinforcing the premise that a learning-oriented culture is a vital driver of superior institutional results.

The Mediating Role of the LO

A critical academic contribution of this research is the confirmation of the LO as a significant partial mediator. The explanation for this finding is that while technical KM systems are effective in organizing data, their impact on BPPK's overall performance is substantially amplified when a robust learning culture is present. In the context of the public sector, the LO serves as the behavioural bridge that transforms stored knowledge into actionable performance.

This role is supported by Muis & Isyanto (2022), who identified the LO as an effective intermediary linking KM to organizational outcomes. Furthermore, Firmansyah *et al.* (2022) demonstrate that in the digital era, KM is a vital factor in building an LO, which subsequently contributes to institutional performance. Ultimately, KM functions as the essential input that enables an organization to evolve into an LO, and it is this learning status that serves as the primary catalyst for enhanced OP (Hidayat *et al.*, 2022).

CONCLUSIONS AND RECOMMENDATIONS

This research concludes KM and LO are fundamental determinants of OP within the public sector environment of BPPK. The empirical evidence confirms that systematic knowledge administration—covering creation, storage, distribution, and application—directly enhances the agency's ability to achieve its strategic objectives. However, the most significant finding lies in the role of the LO as a partial mediator. This indicates that while KM are effective, their impact is significantly amplified when the organization promotes a culture of lifelong learning. In the context of BPPK, the transition from individual expertise to institutional excellence is most successful when bureaucratic structures are flexible enough to allow for collective inquiry and dialogue. Ultimately, a robust learning culture acts as the essential mechanism that converts intellectual capital into sustainable public service performance.

To translate these findings into actionable institutional success, BPPK must prioritize the development of integrated digital repositories and standardized documentation protocols to ensure that technical knowledge is consistently captured and shared across all organizational units. To maximize the impact of these assets, the agency should institutionalize regular after-action reviews and cross-functional dialogues that cultivate a robust and collaborative learning culture. By empowering employees with the autonomy to innovate and systematically aligning these initiatives, BPPK can bridge the gap between stored information and actionable performance to foster an agile bureaucracy.

FURTHER STUDY

Future researchers should replicate this model across diverse public sector units to evaluate the universality of the LO mediation mechanism, as results may be influenced by specific institutional cultures or hierarchical characteristics. Additionally, adopting a longitudinal methodology is recommended to track the sustainable influence of KM and learning processes on OP, ensuring these strategic initiatives remain stable through leadership rotations or policy shifts.

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