



Print ISSN: 1738-3110 / Online ISSN 2093-7717
 JDS website: <http://www.jds.or.kr/>
<http://doi.org/10.15722/jds.22.05.202405.59>

How Human Resource Agility Improves Distribution of Human Resource Performance at Private Universities in Indonesia

MEGAWATY¹, Djabir HAMZAH², Andi RENI³, Muhammad TOAHA⁴

Received: October 31, 2023. Revised: December 07, 2023. Accepted: May 05, 2024.

Abstract

Purpose of this study is to examine how human resources agility affects the distribution of performance lecturers and education staff at private universities in Indonesia. Sample and data in this research is 389 respondents from 265.000 lecturers and academic workers in 3115 Private universities in Indonesia. **Methodology** in this study used the Structural Equation Model to analyze how human factors agility such as creativity, focus, effectivity, and efficiency have an influence on agility and performance. **Results** show that agility plays a very important role in improving the performance of lecturers and staff at private universities in Indonesia. It was found that human factors agility, where indicators such as creativity, focus, effectivity, and efficiency have an influence on the agility and performance of lecturers and staff at private universities in Indonesia. **Conclusion** from this research agility factors is important to improve the distribution of performance Lecturers and Staff's on Private University in Indonesia. Hopefully, in further research to other researcher add some other important variables such as the working environment and spirit of leadership in influencing agility as well as the performance of teachers and staff at Private Universities in Indonesia.

Keywords : Distribution of Performance, Human Resources Agility, Private University

JEL Classification Code: J24, I23, E24

1. Introduction

In national development, education is a process of educating the nation's life, which is at the same time a means to develop the complete Indonesian human being. The success of national development is also determined by the quality of its human resources, both in terms of

decision-makers, policymakers, thinkers, and planners, as well as technical implementers and development oversight actors.

Distribution of human resources agility is a very important aspect because it has practical implications for the direct methods used to intervene in the technological, cultural, and control changes required in the organization. In the current industrial era, one of the competencies that must be possessed by lecturers and staff at tertiary institutions is Human Resources Agility (Panjaitan et al., 2021). Lecturers and staff are required to be able to perform quickly and be adaptable to the needs of stakeholders for alumni from tertiary institutions, especially private tertiary institutions (Ahammad et al., 2019; McMackin & Heffernan, 2021). Human Resources Agility or Human Factors Agility is defined as the ability of Human Resources to learn and respond to conditions and situations from the uncertainties they face. In other

- 1 First Author. Assistant Professor, Institute Banking and Finance Nitro, Indonesia.
- 2 Second Author. Professor, Hasanuddin University, Indonesia.
- 3 Third Author. Associate Professor, Hasanuddin University, Indonesia.
- 4 Corresponding Author. Associate Professor, Hasanuddin University, Indonesia. Email: mega.hendriadi@gmail.com

© Copyright: The Author(s)

This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>) which permits unrestricted noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

words, Human Resources Agility is a person's ability to adapt quickly according to the demands of his environment. Agile human resources will be able to provide good performance to the organization (Joiner, 2019).

Qin and Nembhard define the Human Resources Agility (or workforce agility) as the ability of workers to respond to uncertainty with a strategic approach that emphasizes its greater importance in companies that rely heavily on labor to transfer cutting-edge technology into company products. Muduli conceptualizes an agile workforce as flexible and well-trained, able to adapt quickly and open to new market opportunities and circumstances. However, both definitions narrow the scope of Human Resources Agility by emphasizing the ability of employees to respond to uncertainty and new opportunities. But the notion of speed and flexibility is the essence of the concept of agility, conceptually, Employee flexibility in studies still cannot provide a precise definition of what is Employee flexibility (Harney & Collings, 2021).

1.1. Statement of the Problem

Many factors can influence the distribution of Human Resources Agility in organizations including higher education organizations, including speed, responsiveness, focus, the culture of change, and core competency mobilization (Husni et al., 2023). Human factors agility is needed by every lecturer in private tertiary institutions so that they can be agile in completing their roles and functions as educators (Caligiuri, 2013).

Business organizations that are running and developing, starting from network structures, and virtual organizations, to learning methods everywhere can prove the importance of the distribution of Human Resources Agility factor. Every organization in one or another phase of its life cycle deals with pressure to provide and distribute good service and to profit through it. The ultimate achievement of the task is human resources, they must be proactive to do all of this. Therefore, the literature mentioned below discusses humans in terms of resource agility, this is lecturers and staff with various interrelated parameters at private universities in Indonesia.

2. Literature Review

2.1. Human Resource Management

The distribution of Human resource management (HRM) has grown in popularity over the last few decades and is now commonplace in organizations large and small. One of the reasons for the popularity of HRM is the assumption that HRM is a source for gaining an

organization's competitive advantage and will positively influence organizational results and performance. Managing human resources in an organization is a challenge in itself (Manjur Alam et al., 2021). Not just upgrading hardware and raw materials, but also the human element needs to be managed flexibly and uniquely, but still with explicit target references. Human resource management stepped in and took on that role. Human resource management is defined as an organization's or company's efforts to manage its human resources to achieve predetermined organizational goals (Gaol & Sinaga, 2020) Human resource management is a branch of management science that specifically addresses one element of management, namely humans. Human resource management plays a very vital role in an organization, be it government organizations, education, industry, and so on (Harney & Collings, 2021).

There are three key benefits to human resource management. First, as numerous studies have demonstrated, HRM may be a key source of competitive advantage. (Harney & Collings, 2021). Second, HRM is an important part of organizational strategy. The competitive advantage of an organization can be achieved through human resources, where managers must change the minds of their employees to speed up existing work relationships. Third, how the organization treats its people also greatly influences organizational performance (Le, 2020). High-performance work practices are those that lead to high organizational performance as well as high individual performance. To make sure that the business has qualified personnel to carry out its tasks or go through the HRM process, certain HRM activities must be carried out even if it does not apply high-performance work practices (Junita & Audia 2021; Perkin & Abraham, 2017).

Human Resource Management Human resource management (MSDM) has grown very popular for several years over the last decade and is now common in both large and small organizations. One of the reasons for the popularity of HRM is the assumption that HRM is the source of organizational competitive advantage and will positively affect results and performance (Le, 2019). Managing human resources in an organization is its challenge. Not only must hardware and raw materials be upgraded, but the human element must also be managed in a flexible, unique, and reference-clear manner. Human Resource Management comes in and takes on that role. Human resource management, interpreted as an organization or company's effort to manage human resources to achieve organizational goals, has been established (Gaol & Sinaga, 2020). Management human resources is one branch of management science that specifically discusses one element of management, namely humans. Resource management Humans play a very vital

role in an organization, be it in government, education, industry, and so on (Khambayat, 2019).

Human resource management becomes important for three main reasons. First, HRM can be a significant resource for competitive advantage, as indicated by various studies (Carden et al., 2020; Harney & Collings, 2021). Second, HRM is an important part of organizational strategy. Competitive The advantage of an organization can be achieved through HR, in which managers have to change the minds of their employees to focus on existing working relationships. Third, how the organization treats its people also significantly affects its performance. Work practices that produce both high individual performance, as well as high organizational performance, are known as high-performance work practices (De Meuse et al., 2010). Even if an organization is not using high-performance work practices, some mandatory HRM activities must be completed to ensure that the organization has qualified people to complete tasks or jobs through the HRM process.

2.2. Distribution of Performance

Distribution of Performance is defined as "real behavior displayed by all as work performance produced by employees by their role in the organization" (each employee's behavior in the workplace) (Rivai, 2011). According to this definition, a lecturer's performance at work is their actual behavior as created by their position as academic functional staff.

DeRue et al. (2012) described the Performance distribution as the degree to which specific results or tasks are achieved. According to this definition, a lecturer's success as an academic functional staff member in a study program is measured by how well they accomplish their objectives or carry out their mandates.

Christofi et al. (2021) defines individual performance as how a person does his or her work. The term "performance" refers to an individual's effort or earnestness in carrying out the responsibilities that have been given to him. According to this definition, a lecturer's performance is any activity that they engage in while doing their lecture. His excitement for completing the tasks allotted to him by higher education *trauma* is a sign of his lecturer performance.

According to this definition (Panjaitan et al., 2021), lecturer performance is the work completed by a lecturer in line with their particular authority and obligations, in order to accomplish educational goals ethically, legally, and without breaking any laws. Meanwhile, Rogers in Julian et al. (2019) defines performance as the result of one's work because the latter has a strong correlation with an organization's strategic objectives, client happiness, and financial contribution.

According to all of the perspectives critical views and insights above described above, lecturer performance can be defined as the work completed by lecturers within a specific time frame in accordance with their authority and duties as academic functional staff (Lee & Seong, 2020).

3. Methodology

This study uses quantitative methods of research, which is Structural Equation Model or SEM, where the component content is agility, creativity, focusing, effectivity, efficiency, and performance of lecturers and academic staff, and using SmartPLS 4.0 for processing the data.

3.1. Sample

The sample in this study is 389 from 265.000 lecturers and academic workers in 3115 Private universities in Indonesia. The size of the sample is calculated based on the Slovin formula.

3.2. Research Tools

Research tools used for Collecting data is a questionnaire for Lecturer and Academic Workers in 3115 Private universities throughout Indonesia.

3.3. Definition of the Variables?

Agility According to Wahjoedi (2001:61) agility is the ability body to change direction quickly without any hassles balance or lose balance. Measured agility in a perception based predetermined by the Likert scale.

Creativity is how Lecturers and academic staff can generate new ideas and potentially useful to create new products, services and routines thus helping in the work of lecturers and students, the level of creativity of lecturers and students is measured based on the Likert scale, has been determined.

The focus of work is high concentration to what lecturers and academic staff do. The level of focus of lecturers and academic staff is measured based on the Likert scale that has been determined.

Effectiveness is how effective the lecturer is and academic workers in minimizing work and maximizing time in finishing the job, whereas Lecturer's effectiveness is measured based on the scale of likert.

Efficiency is how lecturers and students work in completing his work use the maximum possible resources the existing power at the measured PTS based on the Likert scale that has been determined.

Performance distribution is the result of work achieved by lecturers and students in carrying out their duties are assessed from productivity, quality of work, initiative, and resolution problems in PTS in Indonesia that are measured based on the Likert scale that has been determined

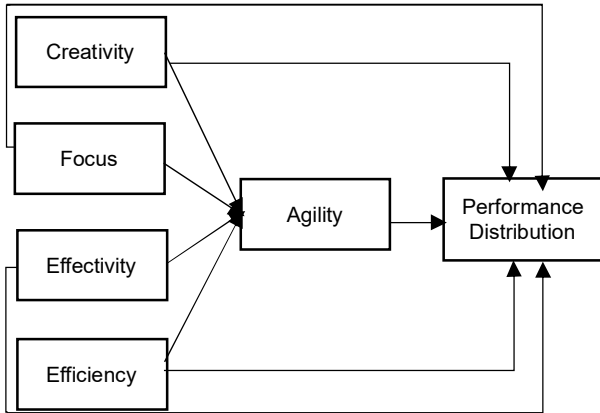


Figure 1: Conceptual Framework

We conducted the hypothesis according to the problems of this research and research gap we can formulate the hypothesis as:

(Creativity, Focus, Effectiveness and Efficiency) has a positive and significant effect on academic staff at Private University in Indonesia, HR Agility, and Performance Distribution.

- H1:** Creativity has positive and significant impact on the agility of lecturers and staff at private university in Indonesia.
- H2:** Level of Focus has positive and significant effect on the agility of lecturers and staff in Private University in Indonesia.
- H3:** Work effectiveness has positive and significant effect on the agility of lecturers and staff in Private University in Indonesia.
- H4:** Work Efficiency has a positive and significant effect on the lecturers' and staff's agility at Private Universities in Indonesia.
- H5:** Creativity has positive and significant impact on the distribution performance of lecturers and staff at private university in Indonesia.
- H6:** Level of Focus has positive and significant effect on the distribution performance of lecturers and staff in Private University in Indonesia.
- H7:** Work effectiveness has positive and significant effect on the distribution performance of lecturers and staff in Private University in Indonesia.
- H8:** Work Efficiency has a positive and significant effect on the lecturers' and staff's distribution performance at Private Universities in Indonesia.

H9: Agility has positive and significant effect on the distribution performance of lecturers and academic workers in private university in Indonesia.

4. Results

4.1. Test Validity

Two types of validity in PLS SEM: convergent validity and discriminatory validity. Convergence validity means that a set of indicators represents one latent variable and which is the underlying variable. These representations can be demonstrated through unidimensionality that can be expressed using extracted variance averages (AVE). The AVE value is at least 0.5. This value represents an adequate convergence validity which means that one latent variable is able to explain more than half the variants of its indicators on average.

Table 1: Validity Test

Variable	AVE	Validity	Explanation
Agility	0.853	0.5	Valid
Creativity	0.845	0.5	Valid
Focus	0.803	0.5	Valid
Effectivity	0.647	0.5	Valid
Efficiency	0.749	0.5	Valid
Distribution Performance	0.642	0.5	Valid

Source: Data Processed 2023.

4.2. Test Reliability

Reliability test is to measure whether the respondent's answer is consistent or stable over time. If the respondent answers the questions in the questionnaire consistent, then the data is reliable. The construct or variable said to be reliable if the Smart-PLS statistical test gives a value of $\alpha > 0.60$.

Table 2: Reliability Test

Variable	Cronbach Alpha	Standard	Explanation
Agility	0.914	0.6	Reliable
Creativity	0.907	0.6	Reliable
Focus	0.877	0.6	Reliable
Effectivity	0.710	0.6	Reliable
Efficiency	0.833	0.6	Reliable
Distribution Performance	0.686	0.6	Reliable

Source: Data Processed 2023.

4.3. Results Framework

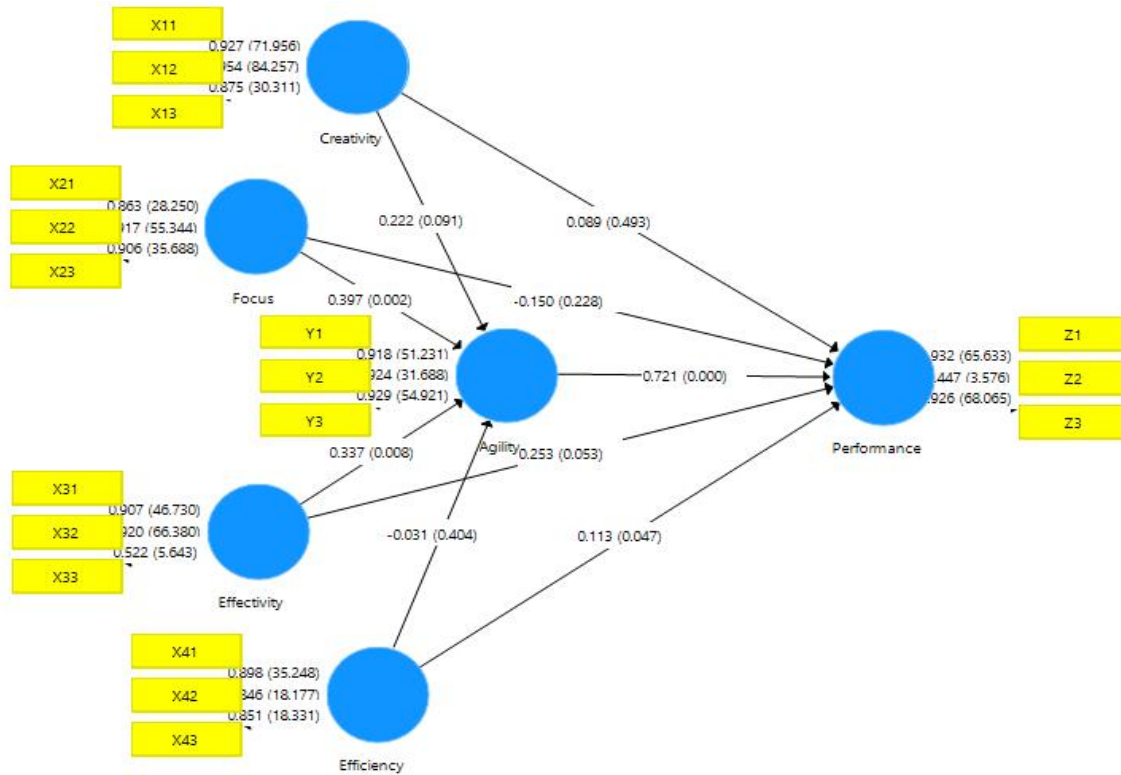


Figure 1: Smart-PLS Results Framework

We found results of the second outer loading test reveal that the outer loading value for the creativity construct, which is represented by three indicators, is X₁₁ of 0.927, X₁₂ of 0.954 and X₁₃ of 0.875. The loading indicator values for the Subjective Focus construct, as determined by three indicators, were X₂₁ = 0.863, X₂₂ = 0.917 and X₂₃ = 0.906. The loading indicator value of variable effectivity X₃₁ is 0.898, X₃₂ is 0.846 and X₃₃ is 0.851. In the Efficiency construct, which contains three measuring indicators, X₄₁ = 0.898, X₄₂ = 0.846 and X₄₃ = 0.851. The loading indicator values for the Agility construct, which has three measuring indicators, are Y₁ of 0.918, Y₂ of 0.924, and Y₃ of 0.929. The loading indicator values for the Distribution Performance are Z₁ 0.932, Z₂ 0.447 and Z₃ 0.926. The loading indicator value is > 0.7, which makes it a valid measure of the construct out of all the indicators in each construct.

Variable	Sample Mean	T Statistics	P Values
Efficiency-> Agile	-0.031	0.006	0.404
Creativity-> Distribution Performance	0.089	0.007	0.493
Focus-> Distribution Performance	-0.150	0.021	0.228
Effectivity-> Distribution Performance	0.253	1.961	0.053
Efficiency-> Distribution Performance	0.113	1.987	0.047
Agility-> Distribution Performance	0.721	5.092	0.000

From Figure 4.1 and Table 4.3 we can see the significance of the direct effect between variables, where creativity has a positive and not significant effect on agility, as well as on the performance of lecturers and staff, focus has a positive and significant effect on agility but has a negative but not significant effect on the performance of lecturers and staff. Work effectiveness has a positive and significant effect on agility and a positive and significant effect on the performance of staff and lecturers. Work efficiency has a negative and not significant effect on agility, but a positive and significant effect on the

Table 3: R Square Result

Variable	Sample Mean	T Statistics	P Values
Creativity-> Agile	0.222	1.451	0.091
Focus-> Agile	0.397	3.121	0.002
Effectivity-> Agile	0.337	2.956	0.008

performance of lecturers and staff at private universities in Indonesia.

Table 4: R Square Result

Model	R Square	Adjusted R Square
Agility	0.828	0.824
Distribution Performance	0.882	0.878

Source: Data Processed 2023.

According on table 4 shows R Square is 0.828 or 82.8% variations in the Agility of lecturers and students can be explained by variations of the four variables independent namely Creativity, Level Focus, Effectiveness, and Efficiency of Lecturers and Staff in Private Universities. While 17.2% can be explained by other factors not included in this research.

R Square of Distribution performance is 0.882 or 88.2% variations in the Distribution Performance of lecturers and students can be explained by variations of the four variables independent namely Agility, Creativity, Level Focus, Effectiveness, and Efficiency of Lecturers and Staff in Private Universities. While 11.8% can be explained by other factors not included in this research.

Table 5: Model Fit

	Saturated Model	Estimated Model
SRMR	0.091	0.091
d_ ULS	2.560	2.560
Chi-Square	1294.436	1294.436
NFI	0.662	0.622

rms Theta

rms Theta	0.245
-----------	-------

Source: Data Processed 2023.

In accordance with the model fit image above, the RMS Theta or Root Mean Square Theta value is $0.245 > 0.102$ and the NFI value is $0.662 < 0.9$. So based on these two model assessments, it does not meet the model fit criteria. However, based on the SRMR or Standardized Root Mean Square value, the value is $0.093 < 0.10$, so the model is fit. So, it can be concluded that the model fits the data.

5. Discussion

5.1. Hypothesis Verification 1

The impact of creativity on the agility of lecturer and staff according to the findings of statistical studies, creativity positively and significantly affects the agility of lecturers and staff at private universities across Indonesia,

this result shows that variable creativity is the key variable in affecting the agility of lecturers and staff at private university in Indonesia.

5.2. Hypothesis Verification 2

The results of the statistical tests show that the level of focus has a positive and insignificant effect on the agility of lecturers and staff in private universities in Indonesia, this result show that the level of focus variable still has big impact on agility lecturers and students at private university throughout Indonesia.

5.3. Hypothesis Verification 3

Effect of effectiveness on lecturers & staff performance from the results of statistical tests it can be concluded that effectiveness has a positive and significant effect on the agility of lecturers and staff in private university in Indonesia, this result shows that all lecturers and staff at private university in Indonesia are focus at work so as to improve the agility of lecturers and staff at private university in Indonesia.

5.4. Hypothesis Verification 4

The effect of efficiency on lecturer & staff performance from the results of statistical tests it can be concluded that efficiency in work has a negative and insignificant impact to the agility of lecturers in all private university in Indonesia, these results show that

6. Discussion

6.1. Hypothesis Verification 1

The impact of creativity on the agility of lecturer and staff according to the findings of statistical studies, creativity positively and significantly affects the agility of lecturers and staff at private universities across Indonesia, this result shows that variable creativity is the key variable in affecting the agility of lecturers and staff at private university in Indonesia.

6.2. Hypothesis Verification 2

The results of the statistical tests show that the level of focus has a positive and insignificant effect on the agility of lecturers and staff in private universities in Indonesia, this result show that the level of focus variable still has big impact on agility lecturers and students at private university throughout Indonesia.

6.3. Hypothesis Verification 3

Effect of effectiveness on lecturers & staff performance from the results of statistical tests it can be concluded that effectiveness has a positive and significant effect on the agility of lecturers and staff in private university in Indonesia, this result shows that all lecturers and staff at private university in Indonesia are focus at work so as to improve the agility of lecturers and staff at private university in Indonesia.

6.4. Hypothesis Verification 4

The effect of efficiency on lecturer & staff performance from the results of statistical tests it can be concluded that efficiency in work has a negative and insignificant impact to the agility of lecturers in all private university in Indonesia, these results show that lecturers and staff at private universities in Indonesia working efficient gas not impact with agility of lecturers and staff on private university in Indonesia.

6.5. Hypothesis Verification 5

The impact of creativity on the distribution performance of lecturers and staff according to the findings of statistical studies, creativity positively but not significantly affects the performance of lecturer and staff at private universities across Indonesia, results in this shows that variable creativity is the key variable in affecting the performance of lecturers and staff at private university in Indonesia, but in this case many factors that affect why creativity not significant. one of the factors is the lecturers and academic staff lack of the creativity.

6.6. Hypothesis Verification 6

The results of the statistical tests show that the level of focus has a negative and insignificant effect on the distribution performance of lecturers and staff in private universities in Indonesia, these results show that the level of focus variable still has minimal influence on performance lecturers and students at private university throughout Indonesia.

6.7. Hypothesis Verification 7

Effect of effectiveness on lecturer & staff distribution performance from the results of statistical tests it can be concluded that effectiveness has a positive and insignificant effect on the performance of lecturers and staff in private university in Indonesia, this result shows that not all lecturers and staff at private university in

Indonesia are effective at work so as to improve the performance of lecturers and staff at private university in Indonesia.

6.8. Hypothesis Verification 8

The effect of efficiency on lecturer & staff distribution performance from the results of statistical tests it can be concluded that efficiency in work has a positive significantly effect to the performance of lecturers in all private university in Indonesia, these results show that lecturers and staff at private universities in Indonesia are efficient in work with existing resources on private university to improve performance lecturers and staff at private university in Indonesia.

6.9. Hypothesis Verification 9

The impact of agility on staff and lecturer distribution performance the findings of statistical studies indicate that teachers' performance in private universities across Indonesia benefits significantly from agility, these results shows that the agility variable still plays an important role in affecting the performance of lecturers and staff at private university in Indonesia.

7. Conclusion

Simultaneously the Effect of Human Resources Agility (Agility, Creativity, Focus, Effectiveness, and Efficiency in Work) have a substantial impact on staff and lecturer distribution performance at private universities across Indonesia. The agility variable has positive effects and has little bearing on the productivity of Indonesian faculty and staff at Private Universities. The creativity variable significantly and negatively affects the productivity of Indonesian academics and employees at Private Universities. The performance of Indonesian teachers and personnel at Private Universities is positively impacted by the focus variable but is not statistically significant. The efficacy variable has a favorable impact on Private University lecturers' output across all of Indonesia, but it is not statistically significant. The performance of Private University professors across Indonesia is positively impacted by the efficiency variable. From this research we can make a conclusion that the agility factors are important to improve the distribution of performance Lecturers and Staff's on Private University in Indonesia. Hopefully in further research to other researcher add some other important variables such as the working environment and spirit of leadership in influencing agility as well as the

performance of teachers and staff at Private Universities in Indonesia.

References

- Ahammad, Mohammad & Glaister, Keith & Gomes, Emanuel. (2019). Strategic agility and human resource management. *Human Resource Management Review*, 30, 100700. <https://doi.org/10.1016/j.hrmr.2019.100700>.
- Caligiuri, P. (2013). Developing culturally agile global business leaders. *Organizational Dynamics*, 42(3), 175–182. <https://doi.org/10.1016/j.orgdyn.2013.06.002>
- Christofi, M., Pereira, V., Vrontis, D., Tarba, S., & Thrassou, A. (2021). Agility and flexibility in International Business Research: A comprehensive review and future research directions. *Journal of World Business*, 56(3), 101194. <https://doi.org/10.1016/j.jwb.2021.101194>
- De Meuse, K. P., Dai, G., & Hallenbeck, G. S. (2010). Learning agility: A construct whose time has come. *Consulting Psychology Journal*, 62(2), 119–130. <https://doi.org/10.1037/a0019988>
- De Rue, D. S., Ashford, S. J., & Myers, C. G. (2012). Learning Agility: In Search of Conceptual Clarity and Theoretical Grounding. *Industrial and Organizational Psychology*, 5(3), 258–279. <https://doi.org/10.1111/j.1754-434.2012.01444.x>
- Gaol, J. L., & Sinaga, S. (2020). Socialization of work discipline and innovative attitudes with the performance of 14 Medan state high school teachers. *Journal of service to advanced communities in Medan*, 1(1), 25–30. <https://jurnal.darmaagung.ac.id/index.php/pkmajuuda/article/download/701/604>
- Harney, B., & Collings, D. G. (2021). Navigating the shifting landscapes of HRM. *Human Resource Management Review*, 31(4), 100824. <https://doi.org/10.1016/j.hrmr.2021.100824>
- Husni, M., Athamneh, A., & Jais, J. (2023). Achieving the Agility of Human Resources Through Job Empowerment Practices and Job Satisfaction: Empirical Evidence from the Banking Sectors. *Journal of Asian Finance, Economics and Business*, 10(2), 247–256. <https://doi.org/10.13106/jafeb.2023.vol10.no2.0247>
- Joiner, B. (2019). Leadership Agility for Organizational Agility. *Journal of Creating Value*, 5(2), 139–149. <https://doi.org/10.1177/2394964319868321>
- Julian, B., Noble, J., & Anslow, C. (2019). Agile Practices in practice: Towards a theory of agile adoption and process evolution. In *Lecture Notes in Business Information Processing* (Vol. 355). Springer International Publishing. https://doi.org/10.1007/978-3-030-19034-7_1
- Khambayat, S. P. (2019). *A bird eye view on literatures on Human Resources Agility*. 21(16), 124–127.
- Junita, Audia. (2021). The Creative Hub: HR Strategic Function in The Digital Age. 10.2991/aer.k.210121.031.
- Le, H. Q. (2020). Factors affecting students' decision to select private universities in Vietnam. *Journal of Asian Finance, Economics and Business*, 7(4), 235–245. <https://doi.org/10.13106/JAFEB.2020.VOL7.NO4.235>
- Le, Q. H. (2019). Factors affecting brand values of private universities: A case study of Ho Chi Minh City University of Technology (HUTECH). *Journal of Asian Finance, Economics and Business*, 6(1), 159–167. <https://doi.org/10.13106/jafeb.2019.vol6.no1.159>
- Lee, H. J., & Seong, M. H. (2020). A study on the effects of business service quality on satisfaction, commitment, performance, and loyalty at a private university. *Journal of Asian Finance, Economics and Business*, 7(9), 439–453. <https://doi.org/10.13106/JAFEB.2020.VOL7.NO9.439>
- Manjur Alam, M., Alauddin, M., Yasin Sharif, M., Nusrat Dooty, E., Md Hasib Ahsan, S., & Manir Chowdury, M. (2021). Students' Satisfaction and University Reputation through Service Quality in Private Higher Educational Institutions in Bangladesh. *Journal of Asian Finance, Economics and Business*, 8(9), 91–100. <https://doi.org/10.13106/jafeb.2021.vol8.no9.0091>
- McMackin, J., & Heffernan, M. (2021). Agile for HR : Fine in practice, but will it work in theory? *Human Resource Management Review*, 31(4). <https://doi.org/10.1016/j.hrmr.2020.100791>
- Panjaitan, Hotman & Cempena, Ida Bagus & Trihastuti, Adiati & Panjaitan, Feliks. (2021). The Effect of Competitive Aggressiveness on Business Performance: A Case Study of Private Universities in Indonesia. *Journal of Asian Finance Economics and Business*, 8, 875–884. <https://doi.org/10.13106/jafeb.2021.vol8.no4.0875>.
- Perkin, N., & Abraham, P. (2017). *Building the agile business through digital transformation*. Kogan Page Limited.
- Rivai, V. (2011). *Human Resource Management for Companies From Theory to Practice*. Rajawali Press.