

Learning Orientation in Improving ASN Innovation Performance at KPPBC TMP Tanjung Emas

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Abstract. *This study examines the influence between the variables of learning orientation, achievement motivation, and innovation performance. The type of research used is quantitative research with the nature of "explanatory research". The population in this study were all human resources at the Customs and Excise Supervision and Service Office of Middle Type, Tanjung Emas Customs, totaling 260 employees. Based on Slovin's calculations, the sample in this study amounted to 158 respondents taken from human resources in the office. The sampling technique used non-probability sampling with convenience sampling technique. Data collection was carried out by distributing questionnaires, with an assessment using a Likert scale that has a score of 1 to 5 for each respondent's answer item. Based on a comprehensive analysis of hypothesis proof, it can be concluded that innovation performance is influenced by learning orientation with achievement motivation as a control/moderation variable. The results of the study indicate that: (1) a strong learning orientation has a positive and significant impact on performance, which means that the higher the level of learning orientation, the better the performance produced; (2) achievement motivation has a positive and significant influence in moderating the relationship between learning orientation and innovation performance, which shows that achievement motivation strengthens the relationship between learning ability and the creation of valuable innovations.*

Keywords: Achievement Motivation; ASN Innovation; HR Performance; KPPBC TMP; Learning Orientation.

1. Introduction

Customs has a crucial role in managing the flow of goods and services across national borders. In this era of globalization, the challenges faced by Customs are increasingly complex with the development of technology, regulatory changes, and rapid market dynamics. The ability to

understand and apply complex customs regulations and procedures is very important for Customs HR who are often faced with complicated and varied situations. Customs officers must be able to understand the legal framework that applies in various jurisdictions and apply it appropriately when dealing with export-import supervision and services. A Customs officer needs a deep understanding of international and national regulations relating to international trade, as well as the ability to interpret and apply these regulations accurately in complex and often changing situations. In addition, the ability to understand and apply complex customs procedures is also an important aspect needed in carrying out export-import supervision and services. The customs process involves a series of structured and sometimes complicated steps, from inspection of goods to document research. A Customs officer must have a strong understanding of these procedures, including the documentation process, supervision, and control of goods, as well as the ability to manage these processes efficiently and effectively. This is where the learning process is needed. Organizational learning is closely related to innovation in the company, because it focuses on the continuous collection and dissemination of knowledge about customer preferences, market dynamics, and competitive strategies (Alerasoul et al., 2022).

This relationship is supported by academics such as (Broekema et al., 2019; Kim, 2018; Pratono et al., 2019) who show that a deep understanding of external factors is essential to drive sustainability. The difference in research results related to the role of learning orientation on innovation performance still leaves controversy. Previous studies have stated that learning orientation has a significant influence in driving innovation (Fernández-Mesa & Alegre, 2015; Ismail et al., 2019; Kosgei et al., 2015; Šlogar, 2022). However, contrary to these results, (Kumar et al, 2020) highlighted that learning orientation on innovation performance has not been proven to have an effect. This difference suggests an opportunity for further empirical research to explore how learning processes can be enhanced to drive innovation, which is critical in maintaining competitive advantage and supporting organizational growth in a rapidly changing market. Further research could focus on identifying factors that may moderate the relationship between learning orientation and innovation performance, as well as clarifying how the relationship may be strengthened or weakened by contextual factors.

Based on the variation of research results regarding the role of learning orientation in improving innovation performance, achievement motivation is proposed as a moderating variable. Achievement motivation also plays a crucial role in driving innovation performance (Kurniawan & Pratiwi, 2021). Individuals who have high achievement motivation tend to be more open to new ideas and more enthusiastic in trying innovative solutions (Brunstein & Heckhausen, 2018). Achievement motivation is an internal drive that drives individuals to achieve ambitious goals (Anderman, 2020). High achievement motivation can increase work enthusiasm and willingness to face complex challenges (Groening & Binnewies, 2019). Achievement motivation plays an important role in shaping individual attitudes and behaviors in the workplace. The internal drive to achieve ambitious goals drives individuals to pursue opportunities, complete tasks efficiently, and find creative solutions to problems faced.

Table 1.1. List of Innovations of KPPBC TMP Tanjung Emas

No	Innovation Name	Description
1	Gendhis Legi and SILAT	Used to perform integrated online services
2	Gendhis Legi and SILAT 2.0	Used to perform integrated online services
3	CEISA PMI Barkir	Import services for goods sent by Indonesian Migrant Workers (PMI)
4	SIMOLAHAP	Application related to physical inspection of imported goods
5	SIAMOR	Application related to physical inspection of export goods
6	Multimodal	Export services using multimodal transport with a feeder mode of trains
7	IRENE	The channels used to report acts that indicate violations or public dissatisfaction with services in the KPPBC TMP Tanjung Emas environment
8	KNOWN	Platform used as a media for information related to data relating to Internal Compliance.
9	KI Post	The post used by the Internal Compliance Unit for supervision and assistance in inspection of imported goods, receipt of complaint channels, receipt of... gratification reports, supervision of employee discipline and code of ethics and supervision of the implementation of other duties
10	Daycare	Daycare Services for Customs and Excise Employees in the Semarang City area

Table 1.2. Innovation Performance of KPPBC TMP Tanjung Emas

Year	2018	2019	2020	2021	2022	2023	2024
Number of Innovations	1	-	2	-	2	1	4

Based on Table 1.2. on the Innovation Performance of KPPBC TMP Tanjung Emas from 2018 to 2024, data was obtained on the instability of Innovation performance achievements by KPPBC TMP Tanjung Emas. With this consideration, research is needed on improving innovation performance at KPPBC TMP Tanjung Emas through learning orientation moderated by achievement motivation.

2. Research Methods

This research was conducted to test the hypothesis with the intention of justifying or strengthening the hypothesis with the hope that it can ultimately strengthen the theory that is used as a basis. In relation to the above, the type of research used is quantitative research with the nature of "explanatory Research" or research that is explanatory, meaning that this research emphasizes the relationship between research variables by testing the hypothesis, the description contains a description but the focus lies on the relationship between variables (Singarimbun, 1995).

3. Results and Discussion

3.1. Innovation Performance & Learning Orientation

3.1.1. Innovation Performance

Innovation performance refers to an organization's ability to effectively implement and execute innovative strategies and practices, ultimately resulting in competitive advantage and growth (Parra-Requena et al., 2022). Innovation performance includes the measurement and evaluation of the efficacy and success of innovation efforts within an organization (Šlogar, 2022). According to Ghasemaghaei and Calic (2020), innovation performance reflects the end result of a company's overall achievement arising from renewal and improvement efforts in various aspects of the company's innovation, including processes, products, organizational structures, and others.

Research also shows that innovation performance is influenced by the ability to interact with the environment and knowledge sharing routines, as explained by (Mutonyi et al., 2020). Innovation capability is a crucial factor in driving innovation performance, enabling the

development and application of resources to transform knowledge into innovative outcomes, as expressed by (Rajapathirana & Hui, 2018).

Innovation performance reflects an organization's ability to generate new ideas and products that can be implemented within a company, group, or organization, with the potential to generate profits (Hameed et al., 2021). Woodman (2014) suggests that innovation performance can be measured through three main dimensions: product innovation, process innovation, and managerial innovation, all of which aim to improve overall quality and efficiency.

Innovative capabilities help organizations differentiate themselves from their competitors, as described by (Kaur & Mehta, 2017). Firms with higher levels of innovative capabilities tend to dominate their competitors, generate greater profits, and have a higher probability of survival, as described by (Akman & Yilmaz, 2019).

Table 3.1.1 Descriptive Statistics of Innovation Performance Variables

Variables and indicators	Mean	Standard
Innovation Performance	3,845	
1. Number of new ideas,	3,667	0.962
2. The level of acceptance of new ideas in the organization,	3,852	0.935
3. Quality of new ideas,	3,741	0.969
4. Financial impact of new ideas,	3.978	0.981
5. The level of individual creativity towards new ideas.	3.985	0.934

The data presentation in Table 3.1.1 shows that the overall mean value of the Innovation Performance variable data of 3.845 is in the high category range (3.67 - 5.00). This means that the average employee who is the sample of this study has high Innovation Performance. The results of the data description on the Innovation Performance variable were obtained with the highest mean value being the Level of Individual Creativity towards New Ideas with a score of 3.985. The results of the data description on the Innovation Performance variable were obtained with the lowest mean value being the Number of New Ideas with a score of 3.667.

3.1.2. Learning Orientation

The definition of learning orientation in this study is the employee's desire to always learn so that they can improve their skills and abilities (Alerasoul et al., 2022). Employees with a learning orientation focus on work performance as a way to get rewards and/or recognition from other employees (Yoon & Jong Gyu Park, 2023). Learning orientation emphasizes the importance of learning from new experiences, where individuals with this orientation tend to be curious and open to new ideas and are not afraid to face new challenges (Kosgei et al., 2015).

Learning orientation emphasizes the importance of learning from new experiences, where individuals with this orientation tend to be curious and open to new ideas and are not afraid to face new challenges. There are many benefits to having a learning orientation (Kim, 2018). Employees' desire for recognition from others encourages employees to put in greater effort which then leads to higher performance.

Learning-oriented employees may choose their tasks according to their goals, thus maximizing the level of employee success (Sheng & Chien, 2016). By having a learning orientation, an employee will enjoy the process of discovering how to work effectively (Fahtiansyah et al., 2022). Employees who have a learning orientation have a strong desire to continuously develop their skills and abilities and they accept anything as an opportunity to develop their competence (Muafi & Uyun, 2019).

Table 3.1.2. Descriptive Statistics of Learning Orientation Variables

Variables and indicators	Mean	Standard
Learning Orientation	3,750	
1. Interest in learning	3,822	0.732
2. Learning strategies	3,674	0.771
3. Independence in learning	3,778	0.826
4. Active involvement in learning	3,793	0.802
5. Self-reflection in learning	3,682	0.750

Source: Processed primary data (2025).

Table 3.1.2 shows that the overall mean value of the Learning Orientation variable data of 3.750 is in the high category range (3.67 - 5.00). This means that respondents generally have good learning orientation behavior. The results of the data description on the Learning Orientation variable obtained with the highest mean value being Learning interest with a score of 3.822. The indicator that got the lowest score was Learning strategy, which was obtained with a score of 3.674.

1). The Influence of Learning Orientation on Innovation Performance

Emphasis on individual learning orientation significantly directly influences individual innovative behavior, as shown by research conducted by (Mutonyi et al., 2020). Individuals who tend to continue learning and improving their knowledge have a higher tendency to exhibit innovative behavior in the work environment.

In addition, learning orientation also has positive and significant implications for organizational performance, as supported by research conducted by (Sawaeen & Ali, 2020). The same results were stated by (Kittikunchotiwut 2020; Muafi and Uyun 2019; Sawaeen and Ali 2020; Sheng and Chien 2016). This shows that when an organization encourages a learning

culture among its members, it can contribute positively to the achievement of organizational goals and overall performance.

Thus, it is important for organizations to pay attention to and encourage individual learning orientation as part of their human resource development strategy and organizational performance improvement. The hypothesis proposed is:

H1 : Learning orientation has a significant influence on innovation performance

2). Analyze and describe the influence of learning orientation on innovation performance.

Learning orientation has been proven to have a positive and significant influence on performance. This result means that employees with a high learning orientation will have higher innovation performance. This is reinforced by the same results stated by (Kittikunchotiwut 2020; Muafi and Uyun 2019; Sawaeen and Ali 2020; Sheng and Chien 2016).

The Learning Orientation variable in this study was measured from five indicators, namely the indicators of Learning Interest, Learning Strategy, Independence in Learning, Active Involvement in Learning, and Self-Reflection in Learning, while the Innovation Performance Variable in this study was measured from five indicators, namely the Number of New Ideas, Level of Acceptance of New Ideas in the Organization, Quality of New Ideas, Financial Impact of New Ideas, and Level of Individual Creativity towards New Ideas.

Measurement of the Learning Orientation variable shows that the indicator with the highest outer loading value is Independence in learning, while for the Innovation Performance variable, the indicator with the highest outer loading value is Financial impact of new ideas. This finding indicates that the higher the level of independence in learning, the greater the contribution of new ideas to the resulting financial impact. In other words, individuals or organizations that have high independence in the learning process tend to be more able to develop new ideas that provide significant financial benefits. This can be caused by their ability to explore, absorb, and apply new knowledge independently, resulting in new ideas that have economic value. Therefore, increasing independence in learning can be a key factor in encouraging new ideas that have a positive impact on the financial aspect.

The measurement of the Learning Orientation variable shows that the indicator with the lowest outer loading value is Learning Interest, while in the Innovation Performance variable, the indicator with the lowest outer loading value is the Quality of new ideas. These results indicate that increasing learning interest has the potential to increase the quality of new ideas generated. This means that although learning interest has a lower contribution than other indicators in forming learning orientation, there is still a positive relationship with the quality

of new ideas. Individuals or organizations that have a high interest in learning tend to be more open to new ideas, more active in seeking information, and more diligent in developing skills and knowledge. This can ultimately increase the quality of new ideas generated, both in terms of solution accuracy, relevance to market needs, and effectiveness in their implementation. Thus, although its influence is not as large as other factors, building and increasing learning interest is still important in encouraging new, higher quality ideas.

3.2. Achievement Motivation

Achievement motivation is a drive that exists in a person related to achievement, namely the drive to master, manipulate, and manage the social and physical environment, overcome obstacles and maintain high work quality, compete and strive to be able to exceed the results that have been achieved in the past and surpass the achievements achieved by others (Werdhiastutie et al., 2020). According to McClelland, an employee is said to have high work motivation if, in him/her, he/she has (1) need for achievement, namely the employee's ability to achieve relationships at the standards set by the company, (2) need for affiliation, namely the need that makes employees behave naturally in carrying out their duties, and (3) need for power, namely the employee's desire to be friendly and get to know more about coworkers in a company (Jaquays, 2018). Rybnicek, Bergner, and Gutschelhofer (2019) added that achievement motivation is a way for someone to try well for their achievements.

The need for achievement, or known as the need for achievement in English, is a theory that explains that a person's motivation is determined by the desire to achieve (Smith, 2015). This theory was put forward by David McClelland. The need for achievement includes the drive to complete complex tasks, master physical and metaphysical objects quickly and independently according to the existing situation, solve problems with high standards, achieve maximum performance for oneself, win competitions, and use talents to improve one's skills (Brunstein & Heckhausen, 2018).

Meanwhile, McClelland's achievement motivation theory implies that a strong need for affiliation interferes with a manager's objectivity, due to their desire to be liked, and this affects a manager's decision-making ability (Jaquays, 2018). McClelland identified three main characteristics of people with high achievement motivation, namely having a preference for working on tasks with a moderate level of difficulty, feeling happy with independent work, and having a desire to receive feedback on success and failure in completing tasks (Braden, 2000; Hoffarth, 2020; McClelland, 1955; Mourão & Schneider Locatelli, 2020).

Table 3.2. Descriptive Statistics of Achievement Motivation Variables

Variables and indicators	Mean	Standard
Motivation to achieve	3.785	
1. Effort and hard work,	3,711	0.854

2. Dedicated involvement,	3,852	0.974
3. The desire to progress,	3,852	0.989
4. Awards and recognition	3.696	0.840
5. Commitment to the organization	3.815	0.971

Source: Processed primary data (2025).

Table 3.2 shows that the overall mean value of the Achievement Motivation variable data is 3.785, which is in the high category range (3.67 - 5.00). This means that in general respondents have high achievement motivation. The results of the data description on the Achievement Motivation variable were obtained with the highest mean value being the indicator of Dedicated Involvement and Desire to Progress with a score of 3.852. The Achievement Motivation indicator that received the lowest score was Awards and Recognition, which obtained a score of 3.696.

1). The Influence of Achievement Motivation on the Role of Learning Orientation on Achievement Motivation

Learning orientation and achievement motivation are closely related, forming a strong foundation for individual goal achievement. Individuals with a strong learning orientation tend to have high levels of achievement motivation (Broekema et al., 2019). Human resources with high achievement motivation see every challenge as an opportunity to learn and develop, not as an obstacle that hinders the achievement of goals. Conversely, individuals who have high achievement motivation also tend to have a strong learning orientation (Sareen & Joshi, 2016).

The drive to achieve ambitious goals drives them to continue learning and improving their skills. In social interactions and work environments that support learning, learning orientation and achievement motivation reinforce each other (Broekema et al., 2019).

An environment that provides opportunities to learn from others and receive constructive feedback can strengthen one's achievement motivation (Sareen & Joshi, 2016). Thus, learning orientation and achievement motivation work together to shape individual behavior and contribute to their goal attainment and ultimate achievement.

According to motivation theory, motivation is an important psychological factor that influences an individual's level of effort and voluntary behavior in sharing knowledge (Chang and Chuang, 2011). Motivation reflects an individual's assessment of their competence and inner satisfaction in organizing and executing the actions necessary to achieve a certain level of performance, which is viewed as important and personally valued (Fischer et al., 2019).

Achievement motivation can be a strong driver for individuals to engage in innovation performance (Afsar & Umrani, 2020). When someone has a high motivation to achieve success and feels driven to do their best in their work, they tend to be more proactive in

finding new solutions, facing challenges with creativity, and thinking outside the box to achieve better results (Nugroho et al. 2020). Achievement motivation can also increase resilience to failure and increase enthusiasm to continue learning and developing new skills that can improve innovative abilities (Afsar & Umrani, 2020b).

H2 : high achievement motivation will strengthen the influence

learning orientation towards innovation performance

2). Analyze and describe the moderating effect of achievement motivation on the role of learning orientation on innovation performance.

Achievement motivation has a positive and significant influence in moderating the relationship between Learning Orientation and Innovation Performance. This result means that high achievement motivation can strengthen the influence of learning orientation on innovation performance. This result is in accordance with previous research which states that individuals with a strong learning orientation tend to have a high level of achievement motivation (Broekema et al., 2019).

The variable of achievement motivation in this study was measured from five indicators, namely the indicator of Effort and hard work, Dedicated involvement, Desire to progress, Awards and recognition, and Commitment to the organization. Then the learning orientation in this study was measured from five indicators, namely the indicator of Learning interest, Learning strategy, Independence in learning, Active involvement in learning, and Self-reflection in learning while Innovation performance in this study was measured from five indicators, namely the indicator of the number of new ideas, Level of acceptance of new ideas in the organization, Quality of new ideas, Financial impact on new ideas and Level of individual creativity towards new ideas.

Measurement of the Achievement Motivation variable shows that the indicator with the highest outer loading value is Commitment to the organization. Meanwhile, in the Learning Orientation variable, the indicator with the highest value is Independence in learning, while in the Innovation Performance variable, the indicator with the highest value is Financial impact of new ideas. These results indicate that the higher the level of individual commitment to the organization, the stronger the influence of independence in learning on the financial impact generated by new ideas. In other words, individuals who have high loyalty and dedication to the organization tend to be more motivated to learn independently in order to improve their competence. This ability to learn independently then strengthens their potential in generating new ideas that have high economic value.

Measurement of the Achievement Motivation variable shows that the indicator with the lowest outer loading value is Dedicated Involvement. Meanwhile, in the Learning Orientation variable, the indicator with the lowest value is Learning Interest, while in the Innovation Performance variable, the indicator with the lowest value is the Quality of New Ideas. These results indicate that the higher the level of dedicated involvement of a person, the stronger the influence of learning interest on the quality of innovation produced. In other words, individuals who are highly dedicated to their work tend to be more enthusiastic in increasing their learning interest, which ultimately has a positive impact on improving the quality of new ideas created.

4. Conclusion

Based on the analysis of comprehensive and in-depth hypothesis proof, it can be concluded that innovation performance is influenced by learning orientation with achievement motivation as a control/moderation variable. The answer to the research question is as follows: Strong learning orientation is proven to have a positive and significant impact on performance, which means that the higher the level of learning orientation of a person or organization, the better the performance produced. Achievement motivation that has a positive and significant influence in moderating the relationship between Learning Orientation and Innovation Performance means that motivation to achieve strengthens the relationship between learning ability and the creation of valuable innovations.

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