

Implementation Of Learning Organizations In Public And Private Sector Organizations In Several Local Governments In West Java Province

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Abstract. This research aims to analyze the Implementation of Learning Organizations in Government and Private Agencies in several Cities in West Java Province, and to analyze the weak factors in the two sectors in the application of Learning Organization. In this study, researchers used a quantitative approach. Researchers will examine the relationship between variables, which can be measured, so that they can then be analyzed using statistical procedures. Research data collection is done by distributing questionnaires, then supported by interviews. The results of the research showed that The implementation of Learning Organizations in government and private institutions in Bandung City, Garut Regency, Purwakarta Regency, and Subang Regency, assessed from the dimensions of learning, dialogue and inquiry, team learning, Connecting organization environment and strategic leadership in general has been implemented well. However, there are still some important things that still need to be optimized for implementation, namely in terms of: training employees to continuously learn, changing work habits based on previous experience, strengthening the communication system of superiors and subordinates, providing constructive feedback to employees. Other findings are discussing every work problem to get a solution, sharing season activities in the context of learning, creating a learning system by working together between teams through assignments. Meanwhile, what still needs to be considered better is the educational progress program for the surrounding community, the organization's participation in more active go green actions. Leaders should also build stronger relationships with employees, strive to be role models for employees, and have learning strategies to improve performance.

Keywords: Learning Organization; Strategic Leadership; Performance

1 Introduction

The concept of learning organization was introduced by Senge in the period of 1990. According to Senge (1990) a learning organization is an organization that continuously enlarges its ability to create its future. From this opinion, it implies that to become a learning organization, a leader is needed who fully supports and is able to manage members of the organization to increase capacity, competence, and continuous improvement. According to Peter M. Senge, if an organization wants to become a learning organization that is able to anticipate change and find something innovative as a result of a constantly changing environment, then the thing that is required of the organization and becomes the basis for a

learning organization is that the organization must think systemically or with In other words, the organization must have the "discipline" of systems thinking in a learning organization.

In addition to systems thinking, there are other disciplines that are also important and main, including personal skills (personal mastery), mental models (mental models), building a shared vision (building shared vision) and team learning (team learning). These five disciplines are considered as five new "component technologies" that are able to encourage organizations to make changes towards improvement. Organizational learning is used to describe the process through which knowledge is accumulated. According to (Probst and Buchel, 1997) Organizational learning is a process in which knowledge and changes in the basic values of the organization are directed to increase the ability and capacity of the organization in making decisions towards action.

Organizational Learning is a process in which organizations learn to change themselves in organizations, namely organizations with the capacity to support the creation of individual knowledge in certain adaptive and generative directions through the learning process (Senge 1990 in Romano and Secundo, 2009:3). The relationship between knowledge management (KM) and organizational learning cannot be separated. This is as stated by Smith and Lyles (2003): organizational learning focuses on the process, while KM focuses on content, acquiring knowledge, creating knowledge, processes and finally using knowledge.

Organizations study the behavior of individuals as agents: individuals and behavioral learning. "There are 4 things related to organizational learning, namely additional knowledge, information dissemination, information interpretation and organizational memory" (Hubber, 1991). In realizing organizational learning, it can be done in several ways such as training, courses, outbound, and others. This method can be applied to employees or the entire community in an organization. Knowledge Management Components in Organizations.

Regarding the current implementation of learning organizations, there are still many assumptions that state government agencies are less effective in their implementation compared to private institutions. The problem of team work that is still not solid, share vision that is not conveyed properly, leadership that is less strategic are some examples of problems that are often revealed related to organizing in the government sector.

In connection with these problems, researchers are interested in conducting studies, to find out the level of truth of assumptions or perceptions conveyed by the public. This study aims to: 1) Analyze the Application of Learning Organizations in Government and Private Agencies in several cities and regencies in West Java Province. 2) Analyzing the weak factors in the two sectors in the application of Learning Organization.

2 Learning Organization Concept

According to Pedler, Boydell and Burgoyne, a learning organization is "an organization that facilitates the learning of all its members and continually transforms itself". Meanwhile, according to Sandra Kerka (1995) the most conceptual of learning organizations is the assumption that 'learning is important', continuous, and more effective when shared. A learning organization is an organization that is capable of continuously improving performance, because its members have individual commitments and competencies who are able to learn and share knowledge. The learning organization describes an integrated system and is always changing, because based on organizational cultural values, organizational members experience a learning process.

According to Tjakraatmadja (2006: 123), the individual learning process occurs when organizational members experience a process of understanding new concepts (know why), which is followed by increasing ability and experience to realize the concept (know how), resulting in changes or improvements in values. add organization. A learning organization is a company that realizes the importance of training and development related to sustainable performance and is willing to take appropriate action (Mondy, 2008:211).

West and Burnes (in Haryanti, 2006:16) provide a good explanation of the difference between organizational learning (organizational learning) and organizational learning (learning organization). Organizational learning is a concept used to describe the types of activities contained in the organization at the time of organizational learning referring to conditions inside and outside the organization. While the learning organization is the organization's ability to create, acquire, and transfer knowledge and its behaviors in welcoming new knowledge and insights.

Parmono 2001 (Haryanti, 2006: 16) states that the effort to become a learning organization is not impossible. Efforts to establish this learning organization must pay attention to the cultural factors, strategy, structure and environment of the organization concerned. It was further stated that there are eight characteristics that an organization must possess in order to succeed as a learning organization, namely: 1). There are opportunities to learn for all components in the organization, not only formally but also manifest in daily activities. 2) There is a design of organizational structure and culture that guarantees, stimulates, and allows all components in the organization to learn, inquire about existing management practices, experiment, and contribute with new, fresher ideas. 3) There are incentives for managers who always use the principles of openness and participation in every decision-making process. 4) The principle of acceptance of the possibility of errors as part of the learning process 5) The existence of equal opportunities and rights for all employees without exception to carry out learning activities. 6) Openness of data management and accounting systems that can be accessed by a wider but competent user. 7) The blurring of existing boundaries between employees and between departments so as to allow the creation of open communication and supplier-customer relationships (supplier-customer relationships) in every stage of the management process. 8) There is an understanding that the leader's decision is not a complete solution but rather a rational experiment.

Learning Organization Indicators

Marsick & Watkins explain that individuals can form a climate or culture for learning when there is a discrepancy in behavior that triggers a response. Each individual can determine strategies and actions in response to existing triggers (Argyris, et al, 1985, in Watkins & Marsick, 2003). Marsick & Watkins developed a theory about learning organization by creating several dimensions that can shape a learning culture. The concept of a learning organization increases the capacity to learn and transform through the dimensions mentioned (Marsick, 2013). There are 7 dimensions of the learning organization concept described by Watkins and Marsick, as shown in the following table:

Table 1. Dimensi Learning Organization Watkins & Marsick

No.	Dimensi	Keterangan
1	Learning	Learning activities are designed into work so that every employee can learn through the work at hand. Opportunities are provided for continued education and growth within the organization.
2	Dialogue and Inquiry	Organizational members acquire productive reasoning skills to express their views and the ability to listen to and investigate the views of

No.	Dimensi	Keterangan
3	Team Learning	others. A changing and supportive culture emerges from questions, feedback, and experimentation. Jobs are designed to use groups to assess the different ways of thinking of organizational members. Groups are expected to learn and work together. Collaboration is a value that comes from culture and appreciation.
4	System capture	Technology systems are used to share and integrate with work. Provide and access existing technology systems.
5	Collective vision	Empowering members of the organization, fostering a sense of belonging and implementing organizational goals together. Build responsibility in making decisions so as to motivate organizational members to learn according to their abilities.
6	Conneting organization and environment	Members of the organization can see the attachment and effect of their work on the company. Organizational members can care about the environment around them. Organizational members need information to assess their work. Organizations are connected to communities and societies.
7	Strategic leadership	Organizations provide leadership models that can support learning. Leaders use learning as a strategy to achieve business results.

In this study, from several learning organization theories, what will be used as a reference and analytical tool is the theory proposed by Watkins & Marsick. The thing that underlies the choice of theory is that the seven dimensions are more comprehensive and easier to measure.

3 Research Approach

In this study, researchers used a quantitative approach. Researchers will examine the relationship between variables, which can be measured, so that they can be analyzed using statistical procedures. Based on the research objectives and loci that have been determined, the population of this research is representatives of civil servants spread across various government agencies located in Bandung City, Bandung Regency, Garut Regency, Subang Regency, Cirebon Regency, and Purwakarta Regency. From each agency, there are approximately 10-15 people representing respondents, so that the total respondents are 179 people. The following are the names of the institutions that were used as the research locus.

Based on the research approach used, research data collection was carried out by distributing questionnaires, then supported by interviews (interviews). In this study, to explain the data that has been obtained, descriptive analysis is carried out to explain the data that has been obtained. This technique will describe the application of Learning Organization in government and private institutions. To analyze it, each question item is assigned an assessment category based on the classification of class intervals.

4 Discussion

Based on the results of research and data processing, in general, all units of analysis studied have implemented a relatively good learning organization. However, some aspects still need to be improved again. Following are the results of the analysis of each dimension.

4.1 Learning

Based on the results of data processing, in general, the learning dimensions in the analyzed units studied have gone well, however, from the results of interviews related to competency development, employees provide various information. One official described that although the master development plan already exists, its implementation is still not optimal due to several factors, including the limited budget for employee development which is still unable to meet the competency development needs of all employees.

In fact, only a small number of employees have the opportunity to develop their competencies through education and training. Another problem is the workload of some employees is quite high so that they have not received permission from the leadership to develop their competence through training. The above problems encourage the leadership to make efforts that are able to facilitate the competency development process for all employees. One of them is the process of developing employee competence independently which is carried out while working.

Cases that occurred in other agencies illustrate how this implementation works even though partially, meaning that only some employees carry out the competency development process independently. Only some employees have a strong desire to learn independently during their daily work. They are motivated to improve the quality of their work and sometimes want to find a better way of completing their daily tasks.

Some other employees who have relatively low learning motivation, this independent competency development process is less successful. This is caused by several factors, among others, they do not know the existence of learning patterns when working, their direct superiors do not provide support in learning. These employees still do not see any great benefit in gaining knowledge from inside or outside the organization where they work, even though the environment in which they work is very dynamic.

Many changes occur and it affects their daily tasks so that ideally it will encourage them to learn continuously. They can learn from experience in doing assignments so far, of course there are advantages and disadvantages. They are still not able to correct deficiencies in the process of carrying out their daily tasks in a structured and independent manner.

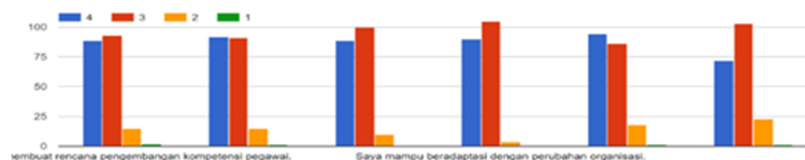


Fig 1. Respondents' responses to learning immersion

4.2 Dialogue and Inquiry

The results of data processing and analysis show that some employees have contributed to the development of their organization in the form of suggestions for improving work methods using technology, improving communication between employees and others. This motivational provision is continuously delivered in official forums such as regular meetings or other meeting forums. They are encouraged to express their ideas in these forums and are given appreciation for their ideas. With the provision of this motivation is expected to build a positive condition in stimulating constructive ideas in the process of organizational development.

Creating positive conditions is also done in providing constructive feedback to employees. This implementation is not built optimally in the field considering the busyness of both leaders and subordinates in carrying out their respective duties. In fact, this feedback is very necessary for both parties in improving the quality of their work. Leaders need information on why a work result has not reached the target that has been set, as well as subordinates need to convey the work problems they are experiencing. When the cause of a problem is known, the solution will be relatively easy to obtain so that the leader will provide constructive feedback to his subordinates.

In this case, the leader must further improve supervision or assistance to his subordinates in order to get an accurate picture of what the process of completing his work looks like. One of the leaders of the organization has made efforts towards organizational development by involving all of his employees although it is still not optimal. The results of an interview with one of the leaders at the Regional Secretariat concluded that the leadership and subordinates are still trying to build the organization through increasing motivation, providing feedback, creating innovations, and communicating within the organization.

On the one hand, leaders try to provide motivation for achievement even though they as role models still need to provide examples of how that motivation can be built. It seems employees need a lot of examples shown by their leaders.



Fig 2. Respondents to the Dimensions of Dialogue and Inquiry

4.3 Team Learning

Working in groups is usually the key in completing certain tasks and jobs effectively. This is also a success factor in building work groups in an organization in achieving its goals. Based on the results of an interview with one of the leaders of the organization, this teamwork has been built in the form of a learning process among group members at work. In general, the type of work carried out in this Dinas requires the involvement of more than one employee so that they are encouraged to form a working group to complete their tasks. In addition to being able to complete their tasks quickly, they are also expected to learn from each other in their group. It seems that the work process in this team has been deeply embedded in the employees.

However, what needs to be improved is how to increase their awareness that teamwork has many benefits, not only in completing tasks, but also in increasing the knowledge of fellow team members. This requires an effort from the leadership or work unit in creating a culture for mutual collaboration and learning from each other as well as sharing knowledge insights between colleagues. Another problem found from the research results is in terms of building teamwork as a way to improve the learning process of its employees. Based on the results of an interview with one of the leaders, most of the employees are aware of the role of working in a team and can provide knowledge from fellow members.

However, there have been cases where there are still employees who feel reluctant to share their work knowledge with colleagues for various reasons. This creates an unfavorable working atmosphere and tends to work more alone than in a team, even though this type of work requires coordination and collaboration. Efforts made by the leadership are through an informal approach with such employees and asking directly why they do not want to work in a team. With such

efforts, some of them began to realize the importance of working in a team for quality task completion.

In this case, efforts are needed from both parties, namely leaders and subordinates; leaders must continue to take the right approach to improve the learning process through teamwork; on the other hand, subordinates must realize that teamwork not only facilitates the completion of work, but also to build the learning process in groups.

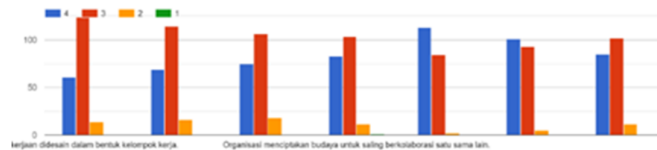


Fig 3. Respondents' Responses to Team Learning Dimensions

4.4 System Capture

Based on the results of the distribution and processing of questionnaires, employees in each agency dominantly have perceptions and give statements of strongly agree and agree to the seven (7) questions asked. The statement strongly agrees that stands out, especially in providing perceptions of two aspects, namely: 1) the integration of work with the use of computer technology and 2) The application of technology in the workplace which is very helpful in completing the work. Thus it can be concluded that the existing technology is very helpful and supports the completion of the work.

Meanwhile, for the statement that is perceived as lacking, the first is in terms of the existence of technology in the workplace which is still simple. For some work agencies, the availability of system technology is still simple and does not fully support the demands of relatively complex work. Thus, technology has not been able to increase the efficiency and effectiveness of employees' work optimally. Constraints faced, it is not uncommon for employees to be resistant to changes caused by the presence of technology. Another thing that is considered still lacking is related to the presence of human resources (employees). At the time of the study, there were still quite a number of employees, especially those who were relatively old, not very familiar with the use of technology.

Thus they need a long time to adapt to technological advances. In the current era of the Industrial Revolution 4.0, everyone should be able to adapt and optimize the use of technology. The existence of resistance and the difficulty of adapting to technological advances must be addressed wisely. Failure to overcome these problems can be one of the causes of delays in achieving organizational performance as a whole.

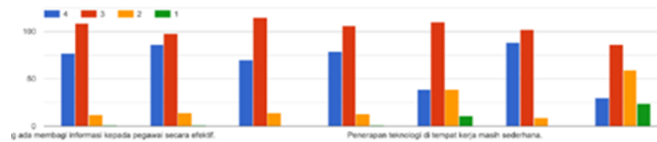


Fig 4. Respondents' Responses to System Capture Dimensions

4.5 Collection Vision

Based on the results of the distribution and processing of questionnaires, employees in each agency dominantly have perceptions and give statements of strongly agree and agree to the nine (9) questions asked. The statement strongly agrees that the most frequently put forward to the existence of conditions in which the organization encourages employees to be responsible for their work. Regardless of their position, type of work, large or small job risks, every employee is required to have responsibility for completing their duties.

Meanwhile, two things that employees feel are still not optimal, namely: 1) appreciation for the positive work of employees, 2) The role of superiors as mentors/instructors. Regarding the lack of appreciation for the work of employees, conceptually it can reduce work motivation. Thus, giving awards to employees who excel should be considered. Awards do not always have to be financial in nature, but can be in the form of non-financial awards.

Another thing, namely the lack of a supervisor's role as a mentor/instructor is felt by employees. Employees expect superiors to provide direction or solutions when employees face work problems. It is not uncommon for employees to become demotivated and unable to achieve work targets due to protracted work problems. In such conditions a superior must understand and immediately give direction. Through the ability and work experience of superiors, employees can be more effective and efficient in solving various work problems faced.

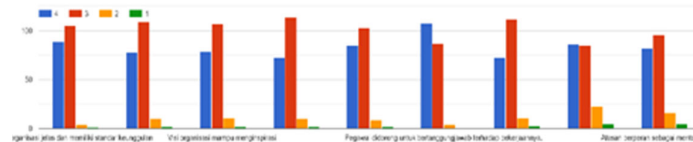


Fig 5. Respondents' Responses to Vission's Dimension Collection

4.6 Dimensi Connecting Organization Environment

Based on the results of the distribution and processing of questionnaires, employees in each agency dominantly have perceptions and give statements of strongly agree and agree to the six (6) questions asked. The statement strongly agrees that it stands out especially in providing perceptions of the component 'cares for the results of the work' and the component 'the organization cares about sustainable development'. The statement of disagreement is relatively dominant in the component which states that 'The organization has an educational progress program for the surrounding community'.

However, from the results of data processing, several agencies do not have and do not carry out programs that support education and the surrounding community. Based on the results of data processing, most of the employees stated that the agency where they worked was actively involved in the government's efforts to promote the go green program. This program aims to create a green, clean and healthy work environment. Various efforts and programs were designed, including reforestation around the office so as to create a cool and beautiful environment. Not only reforestation activities, other programs carried out include saving paper use (paper less), saving energy and water use.

There are several obstacles faced, namely behavioral problems in the habituation of programs that have been well designed. It is not easy to change old habits that have been ingrained and shape the behavior that appears today. It takes time to get used to the behavior of employees to jointly implement the go green action. Some manifestations of the concern of government and private institutions towards sustainable development include making programs

that start from the agency's own environment. One example is by arranging a workplace environment filled with plants (greening). Especially during the Covid-19 pandemic, the program to promote food crops in the environment around the place of residence is increasingly being improved. Many of these programs were initiated by agency employees in both the government and private sectors.

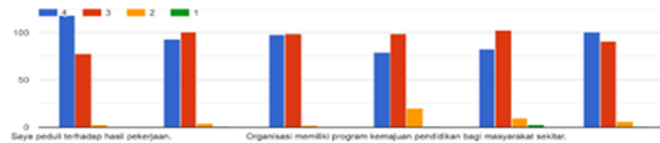


Fig 6. Respondents' Responses to the Dimensions of Connecting Organization Environment

4.7 Dimensi Strategic Leadership

Based on the results of the distribution and processing of questionnaires, employees in each agency dominantly have perceptions and give statements of agree and strongly agree with the nine (9) questions asked. The statements of agreement that stand out, especially in providing perceptions of the components 'Leaders have good relations with stakeholders', 'Leaders are able to develop employee competencies and components', and 'Leaders become role models for employees'.

The statement of disagreement is relatively dominant in the component which states that 'Leaders always build strong relationships with employees'. A more detailed explanation of the responses of employees who became respondents is described as follows. Based on the results of the study, the leaders at the locus studied, have carried out their functions well in an effort to improve the competence of their employees. Leaders through the HR department or section have been able to map and design employee development programs. Especially in government agencies, as stated in the Regulation of the State Administration of the Republic of Indonesia Number 10 of 2018 concerning the Development of Competence for Civil Servants, every employee has been strived to get the rights of 20 JP to attend education and training.

The methods given are generally still classical, namely by sending employees to attend various trainings, seminars, and workshops. However, there are also several agencies that apply non-classical development methods which are carried out through mentoring and coaching programs. To gain the trust of subordinates, the leader must be a positive role model for subordinates. In principle, the leader must be an extraordinary human figure, must work more than talk a lot. With a character like that, a leader can be called a role model. Leaders in several government and private institutions studied have become good role models. They are leaders who are valued and respected by their subordinates and their organizational environment.

These leaders are able to form a cohesive teamwork and are seen as credible leaders. He has humility, is open to discussion, accepts criticism and suggestions for the common good and the organization. They are able to demonstrate professional leadership qualities in line with organizational expectations. There are three types of strategies related to learning, namely learning organizing strategies, learning delivery strategies, and learning management strategies.

In implementing learning strategies, leaders/managers set targets for employee behavior change, which is accompanied by determining the choice of methods/techniques to be used and criteria for success. In line with Newman and Mogan's opinion, what has been done by the leadership/manager in implementing the strategy is to identify and determine the specifications and qualifications of the results that must be achieved and become targets by considering the

aspirations of the employees. The next step is to consider and select the main effective approach to achieve the target. The final step is the consideration and setting of benchmarks and standards that will be used to assess the success of the business undertaken.

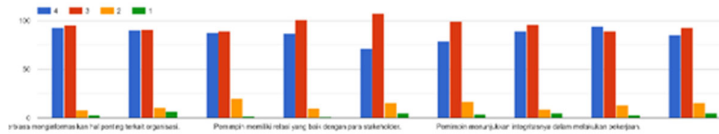


Fig 7. Respondents' Responses to the Strategic Leadership Dimension

To see what things still need to be improved regarding the dimensions of the Learning Organization, it is shown in the following table.

Table 2. Aspects that Received a Relatively Poor Rating

No.	Dimensi	Unsur yang perlu ditingkatkan penerapannya
1	<i>Learning</i>	a. Employees are trained to continuously learn b. There is a habit of changing the way of working based on previous experience..
2	<i>Dialogue and Inquiry</i>	a. Supervisors provide constructive feedback to employees. b. Effective communication system between superiors and subordinates c. <u>Every work problem is discussed to get a solution.</u>
3	<i>Team learning</i>	a. There are sharing season activities in the context of learning] b. The learning system is created by working together between teams through assignments
4	<i>Connection with stakeholder</i>	a. The organization has an educational advancement program for the surrounding community. b. The organization is actively involved in going green.
5	<i>Strategic Leadership</i>	a. Leaders always build strong relationships with employees. b. Leaders become role models for employees. c. Leaders have learning strategies to improve performance

5 Conclusion

The implementation of Learning Organizations in government and private institutions in Bandung City, Garut Regency, Purwakarta Regency, and Subang Regency, assessed from the dimensions of learning, dialogue and inquiry, team learning, Connecting organization environment and strategic leadership in general has been implemented well. However, there are still some important things that still need to be optimized for implementation, namely in terms of: training employees to continuously learn, changing working habits based on previous experience, strengthening the communication system of superiors and subordinates, providing constructive feedback to employees.

Other things that still need to be improved are discussing every work problem to get a solution, sharing season activities in the context of learning, creating a learning system by working together between teams through assignments. Meanwhile, what still needs to be considered better is the educational progress program for the surrounding community, the organization's participation in more active go green actions. Leaders should also build stronger relationships with employees, strive to be role models for employees, and have learning strategies to improve performance.

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