

Improving the Quality of Learning Organizations through School Effectiveness

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Abstract

This study aims to investigate how educational institution managers encounter challenges in managing learning organization values and the reasons for these challenges. This qualitative case study aimed to apply knowledge of educational institutions and organizational development by implementing an integrated educational management design process and a learning organization. The investigation was conducted at the Sukma Bangsa School in Lhokseumawe. The case study method was used in this qualitative study, with analysis focused on the integrative design of organizational development in the context of educational management and learning organizations. A culture of strict discipline is deeply ingrained in both the fluidity of the fast-paced workplace and academic achievements. The findings of this study outline the following technical steps involved in the implementation of a learning school program: (1) the effectiveness of the leadership; (2) an understanding of the situation and the formulation of policies; (3) an alignment of the organizational structure and the logic of the program; (4) the prioritization of activities; (5) work that is both practical and reflective; (6) the development of organizational learning capabilities; and (7) the integration of organizational learning capabilities. In a nutshell, the findings indicate that implementing the concept of a learning organization ensures the organization's continued viability and the improvement of its educational offerings. The principles outline how research on the design, implementation, and evaluation of organizational interventions can be conducted to maximize the impact of those interventions in both the real world and the scientific community.

Keywords

Organizational Effectiveness; Learning Organization; Organizational Development

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1. INTRODUCTION

Environmental complexities are intricately intertwined with aspects of education that lead to the administration of educational institutions (Benoliel, 2021; Oktari et al., 2015). The public's trust in educational institutions has suffered due to their rapid expansion, which has not been accompanied by an improvement in the quality of their governance (Rinne, 2021). Among other things, research findings have enabled the Identification of some of the causal factors, such as problems with leadership (ten Bruggencate et al., 2012), the decline of school organizational cultural values (Szczepańska-Woszczyzna, 2015), and the lack of innovation on the part of educational institution managers in their capacity to adapt to change (Hancock & Nuttman, 2014).

When it comes to organization management, managers must be able to think beyond the traditional boundaries of a project and implement design processes that foster innovation and learning (Darwish et al., 2020). This study aims to investigate how difficult it can be for school administrators to manage the values of a learning organization. This case study research focuses on the institution's strategy for implementing the learning organization concept. The learning organization concept is an integrated school management process emphasizing cultivating the five learner culture values. This case study research was chosen to determine the institution's implementation strategy (Armstrong, 2011; Sukadari et al., 2021).

An analysis of observations reveals that maintaining conceptual coherence within institutional governance and school culture is one of the most challenging aspects of sustainability (Salabi et al., 2022). This stage is also known as "systems theory," wherein an organization is viewed as an extensive system comprised of numerous subsystems. For an organization to function correctly, its subsystems must align with its overall direction and goals (Parker & Prabawa-Sear, 2019). When there is a bottleneck in any subsystem, the entire organization's operations will be disrupted (Schechter & Feldman, 2010).

During the formative stages of industrialization, this traditional management theory was instrumental in its development. During this time, an organizational structure was developed that permitted a clear separation of responsibilities and authority among the organization's members (Knapp, 2010). In addition, the concept of efficiency and effectiveness has begun to be implemented. This refers to how organization members are managed according to their contributions and efforts to maximize their resources to receive the most significant benefits.

Classical management, on the other hand, is hugely results- and system-focused, which hinders its ability to consider more human factors, such as individuals' diverse needs, motivations, goals, and behaviors (Singh, 2015). These human aspects are essential for adequately developing organizational members and employees. Regarding the provision of educational services, a school's effectiveness is determined not by its technological sophistication but by the caliber of its interpersonal relationships (Perawironegoro, 2017; Tsai, 2012).

In the context of the concept of a learning organization, the 5.0 movement provides evaluative results for the management of educational institutions (Fukuyama, 2018). The description of the learner model is used to identify and explain the primary problems that arise from organizational issues, regional potential or advantages, and regional expansion and improvement opportunities. The intrinsic nature of the educational organization community, which feels compelled to continue acquiring new knowledge, causes efforts to modernize education management to transform educational institutions into learning organizations (Prasetyo, 2022). A learning organization is a new pattern of institutional management in which mental shifts, the expression of ideas and ideas, and the liberation of collective aspirations are valued, and individuals learn to view themselves as part of a larger whole (Pedler & Burgoyne, 2017; Schechter et al., 2021).

Theoretically, this study aims to compile a list of guidelines for researchers to adhere to when conceptualizing, implementing, and evaluating organizational structures. These guidelines will be based on knowledge from numerous academic disciplines. Practitioners and academics developed, refined, and validated the principles through a transdisciplinary, participatory, and iterative method. The development of these principles was motivated by Peter Senge's "learning organization" organizational development model (Rebelo et al., 2019; Reese, 2020b).

The learning organization orientation focuses on creating a learning environment for individuals, groups, and organizations. The case study was chosen based on a natural phenomenon in the research locus without the researcher intervening in the research subjects. Since its inception, the Sukma Bangsa School has consistently applied the learning organization concept.

This article contributes to the development of schools and the planning of research in partnership-based management that focuses on organization development for sustainability. The article's recommendations for future research are based on the review that was just presented.

2. METHODS

The research was qualitative and was conducted using a case study approach (Miles et al., 2018; Yin, 2015). The inquiry was conducted at two Sukma Bangsa Schools, one in the city of Lhokseumawe and the other in the regency of Sigli. Informants included the School Director, Principal, and several other system and administration-focused specialists. Organizational research objectives are developed with input from the researcher and the organization participating in the study (Denzin & Lincoln, 2011; Emzir, 2013). Due to this dual nature, it is necessary to consider both the scientific rigor, the practical relevance of research, and the effects the study will have on the real world. The data analysis process was divided into several stages. First, the interview results were coded using the "multifactor learning organization analysis" keyword. Second, the interview transcript was coded, and the data were classified using keywords. Third, for the data analysis of the brief vignettes, a comparative descriptive analysis was employed. It is anticipated that the information gathered through observation, interviews, and document analysis will aid other educators in improving the procedure for establishing a learning organization model school. The question of interview presented are mainly built on a historical analysis of various theories of philosophical and organizational development. These theories are contrasted with state - of - the - art practices used in educational organizational development.

3. FINDING AND DISCUSSION

Technical Stages of Implementation of the Learner School Program

The synthesis of several concepts of learning organizations resulted in eight stages: (1) leaders' participation; (2) situation understanding and policy making; (3) alignment of organizational structure and program logic; (4) prioritization of activities; (5) working practically and reflectively; (6) developing organizational learning capabilities; (7) interactive evaluative activities; and (8) transferring knowledge beyond the specific organization.

According to the Senge Learning Organization model value (Goh, 2020; Reese, 2020a; Salabi et al., 2022; Senge, 1990), all elements of the school's organizational system are the principal's responsibility as an institutional manager. In that case, it is correlative to efforts to help remove barriers to learning and promote higher learning on the organizational agenda. The principal can suggest changes focusing on continuous improvement and a commitment to learning.

Table 1. Organizational System Hierarchical Ability

Learners' Hierarchical Ability	Process-Stages
<ul style="list-style-type: none"> • Lateral thinking. Accor • Planning. • Organizing ability. 	<ul style="list-style-type: none"> • Leaders' participation. • Situational understanding and policy making. • Alignment of organizational structure and program logic. • Prioritization of activities.
<ul style="list-style-type: none"> • Ability to motivate. 	<ul style="list-style-type: none"> • Working practically and reflectively • Developing organizational learning capabilities. • Interactive evaluative activities.
<ul style="list-style-type: none"> • Conducting evaluation. 	<ul style="list-style-type: none"> • Transferring knowledge beyond a specific organization.

Table 1 describes how the five values of the learning organization concept are embodied and then translated into a series of operational stages for the development of Sukma Bangsa school.

a. Leadership Effectiveness through Participative Leadership Style

The leadership dynamics that occur are significant in developing a learning organization. The fundamental thing that learning leaders must have is to be rich in moral values and principles (DeMatthews et al., 2021; Ishimaru & Galloway, 2014). That way, they will be able to bring the trust of subordinates so that the vision conveyed is responded well. The importance of member trust can also increase subordinates' loyalty. This principle of trust and morality will define the character of an effective learners leader. A leader's firmness in believing and upholding his moral principles will eventually motivate all school components to implement the learning system well. This indicates the formation of a learning community, the forerunner of a learning organization.

An observable result of the working conditions in the school is the participation of leaders and the involvement of key stakeholders. The decision-making model is implemented after a meeting, either a limited meeting or a general meeting. The dynamics of decision-making refer to existing facts. The decision-making background also refers to data, rather than assumptions, as the background for decision-making, which quality practitioners call "fact-based management." The quantification process uses simple statistical tools (correlation histograms, cause-and-effect diagrams) to organize data and draw conclusions. The operational steps for developing the LO model are synthesized from the research findings, as shown in table 2, the result of interview coding.

Table 2. Open Coding of Synthesis of Several Concepts of Learning Organizations

TRANSCRIPTS	OPEN CODING
"Setting goals is the same as determining the right aiming point for our steps. Summarizing the time and energy we will spend by taking an effective and efficient path. In the world of education, for example, every teacher has goals that must be set and described at the opening of the meeting so that there is an agreement between the people involved in learning activities, namely students and teachers."	Leaders' Participation
Self-responsibility is also something that is practiced when we try to create resolutions. Commitment to fulfill the steps we have set by analyzing the strengths, weaknesses, opportunities, and any threats to get to the target is a process of forming responsibility towards ourselves.	Situational assessment and policy making
The school principal explained how the school management mechanism works and was followed by a class tour. The concept of a moving class provides comfort for the children there. The most interesting class is Home Economic Class, in this class, students learn how to cook and prepare and serve	Alignment of organizational structure and program logic

TRANSCRIPTS	OPEN CODING
<p>food, learn to housekeep, learn to wash, and iron. In this class, students are trained to be independent in their lives.</p>	
<p>"I conveyed how the Sukma Bangsa School struggled through various crises, starting from the crisis of conflict and disaster which was the forerunner of the Sukma Bangsa School in Indonesia, the crisis during the Covid-19 pandemic, and the Climate Crisis".</p>	<p>Prioritization of activities</p>
<p>Things that need to be raised in reflection include a description of the activity, and classroom dynamics, such as the relationship between students and students, students and teachers, and students and people around the activity. All the dynamics that occur must be recorded and written in the report. Things that stand out in the activity are also noted and reported. For example, some children are very quiet, and other dynamics. Other points that can be written in the reflection report are "what did you get? What did you learn from the activity?" What are the benefits for you as a learner?"</p>	<p>Working practically and reflectively</p>
<p>Providing a real picture of the importance of integrating the issue of change in the learning process. Students must be educated to change their environmental culture behavior so that they become individuals who have a sense of care and sensitivity to the environment, and this is part of efforts to prevent disasters due to climate change.</p>	<p>Developing organizational learning capabilities</p>
<p>Teaching collaboration and class project activities have prepared question instruments around the material that has been delivered to students as a form of practical assessment. It is hoped that with this teaching collaboration and class project, all students can feel the benefits of learning from circle material and generate enthusiasm for loving math subjects in the next materials.</p>	<p>Interactive evaluative activity</p>
<p>Sukma Bangsa School formed a Green School Project team, then integrated it into the learning process by applying various learning models to form an understanding of the importance of anticipating the impact of climate change. "From the scheme carried out by Sukma Bangsa, we hope to be able to change the perception of the school community that protecting the environment is a shared responsibility".</p>	<p>Transferring knowledge outside a specific organization.</p>

b. Situational Understanding and Policy Making

It was second, understanding the situation. In this context, the manager knows the starting point and goal. With a system thinking paradigm, leaders can objectively plan the beginning of a program to look at future challenges that will be evaluated. Understanding the situation is necessary because it is principled. This principle is an accumulation of values firmly held and applied in implementing the learning organization system, even if there are obstacles and the school environment is not supportive. The principles suggest how the design, implementation, and evaluation of organizational interventions can be researched to maximize practical and scientific impact.

Perhaps the most important thing is that the manager transparently socializes the program to subordinates to inform them about learning resources or levers of change. Change becomes meaningless if it is continuously rejected. Policymaking in the context of a learning organization culture is

participatory and democratic. Although in certain situations and cases, decision-making can be done centrally.

Centralizing decision-making in the hands of a single decision-maker allows for efficiency if the decision-maker is competent. More generally, however, the most efficient systems are decentralized systems that allow for greater diversity and competition. It concludes with a discussion of how hypotheses about the efficiency (and fairness) of various aspects of the system and principle decisions taken through deliberation become a logical consequence for the organization's society. The development of the LO model depends on human resource availability, and the second manager and teachers support the role of the school principal.

c. Alignment of Organizational Structure and Program Logic

Third, the alignment of interventions means that the focus is on the objectives set. In this context, the logic of the program or program is reasonable - achievable - with an estimated time within a certain period required. In practice, program evaluation refers to plans that are divided into short-term, medium-term, and long-term plans.

In this aspect, aligning the program with the institution's vision is necessary. Leaders have indicators of understanding and the ability to socialize vision and values and have integrity toward implementing concepts. Leaders are also accustomed to dialogue, meaning that the socialization of the vision of a learning school is not instructive but dialogical with the input of ideas and ideas.

Policymakers can carry out program interventions, which require structural and situational power. Power is determined by the structure within the organization, which can be used as a control mechanism that governs the organization. Within an organizational structure, decision-making discretion is allocated to various positions. The structure also shapes communication patterns and information flows. Thus, the organizational structure creates formal power and authority by specializing certain people to carry out specific job duties and make certain decisions and by encouraging informal power through its impact on the information and communication structures within the system.

In essence, in more modern organizations, the early elements of management thinking about the division of tasks, organizational structure, and specialization are still used. However, paying attention to the psychological and human elements of workers and organizational members is still necessary. Therefore, the leaders and owners of the organization should periodically look at and evaluate the employees' satisfaction level and how their needs can be appropriately met. Thus, the organization can be a pleasant place to work, socialize, and actualize themselves. So, the management process can run, which in this case is dividing people according to their functions and how the parts run well. It is in this phase that specialization and organizational structure are introduced.

d. Prioritization of Activities

Fourth, a program developed based on logic will be easier to achieve. The priority of intervention activities is based on efforts to obtain balance; in this case, the school does not make grandiose programs. The program is made according to needs because Sukma Bangsa Lhokseumawe School excels in academic achievement, and the priority program refers to academic strengthening.

According to Ishiaru and Husen, the discussion on prioritizing activities relates to the formal position of power, capability, and authority (Galloway & Ishimaru, 2020; Husin, 2013). Certain rights, responsibilities, and privileges grow from one's position. Other power structures manifest due to resources, decision-making, and information. The implementation process can be effective by eliminating negative narratives, developing positive communication, conducting emergency research, working together for professional assistance, and hierarchical information-based teaching.

However, educational institutions hoping to become learning organizations need to look at the

internal situation of the organization. The internal analysis includes the condition of the human resources owned and the existing infrastructure. Educational institutions need to see the general situation from a system perspective. That means that educational institutions are not money oriented - focusing only on one output measure of cost or price- and ignoring learning that affects other competitive variables, such as the quality of educational services, learning processes, or superior program innovations. Managers must suggest the possibility of learning through other institutions that excel in technological aspects. Other factors like institutional networks, may also drive the learning process.

A learning organization can be implemented if the individuals involved understand the concept of a learning organization, also known as a learning individual. A learning individual possesses vision, integrity, dialogue, and system-thinking qualities. The research findings supported Moerdijat and Sahaya's concept (Moerdijat et al., 2020; Sahaya, 2012).

e. Working Practically and Reflectively

Fifth is establishing practical work with high discipline in a supportive work environment. It can be seen from the focus on academic culture. Each structural level works with existing practices, processes, and mindsets in this case. Work order is formed by staff, teachers, and leaders in preparing reports, carrying out the teaching and learning process, and interacting. A good work culture can be observed from how individuals observe the work process, reflect on work results, and adapt continuously.

A learning organization creates a learning milieu for the organizational community. A contextual learning organization in which the manager of an educational institution must have three main elements that can create meaning and build a perspective on the concept of basic philosophy and direction. The characteristics of learner leadership are: (1) vision, mission, and integrity; (2) dialog; and (3) systemic thinking (Sahaya, 2012; Tan & Ng, 2020).

In many learning organizations, the assessment of skills is conducted internally. For teacher competencies, an additional qualification is a skill to adapt to technology. Learning organizations apply exact standards in their output, and individuals are required to improve their capacity independently and reflectively. Self-learning is used to transfer the spirit to learn together actively. Self-learning is then transferred from division to division, department to department, and may involve senior managers (section coordinators, vice principals, and principals).

As a reflection of planning, programs are executed in order of priority. Determination of gaps in current performance and Identification of opportunities for improvement. In this case, the school was required to implement decisions that contradicted existing realities, such as limited access to information, signals, devices, or resource competencies. Alternatively, Sukma Bangsa School emphasizes the effectiveness of interpersonal communication to "retarget" if programs run less effectively. In this case, the school conducts a priority classification of (a) important and urgent; (b) important not urgent; (c) not important urgent; and (d) not important and not urgent. The determination of priority programs is based on the approval of the results of deliberations with implementation plans and schedules.

f. Development of Organizational Learning Skills

Sixth, schools develop organizational learning capabilities. In this case, although the teachers and employees do not directly understand the concept of a learning organization, they are indirectly involved in the working system of the learning organization. This then shapes the behavior and mindset of learners so that they are not conservative towards changes.

Learning organizations are famous for the concept of 5 disciplines of thinking systems, personal

mastery, mental models, elaboration of a shared vision, and learning teams. Forming a conducive work environment refers to these five values (Bui & Baruch, 2010; Setiadi et al., 2022). The Director of Sukma as a policy maker, makes these five values a reference in determining programs and implementing the education system. As a strategic step, the Sukma leadership seeks to concentrate on priority programs according to the formulation of the school vision because concentration can bring all the organization's strengths.

The effort to develop learning capabilities is the implementation of strategic management. The results show that strategic management carried out consists of three stages carried out in a integrative system comprised of the formulation process (formulation), the implementation process (execution), and the strategic process (control). The final stage is needed for feedback that can be a reference for further planning and innovation policies.

Table 3. Development of Organizational Learning Skills



Strengthening learner literacy in shaping a reading culture



Implementation of the environmentally friendly school concept model (Adiwiyata)

Table 3 shows that identifying learning organization characteristics is accomplished through developing learning individuals' skills. Developing skills necessitates the school principal's role through strategic policies.

g. Interactive Evaluative Activities

Seventh, schools conduct interactive evaluation activities. The subject matter focused on intervention, process, and context. Intervention is leadership role in the program as well as participation form and responsibility for the achievement of the program.

A system is a comprehensive entity that makes its components mutually dependent as they gradually and continuously influence each other over time and operate toward a common goal (Shaked & Schechter, 2014; Shapira et al., 2017). The systems thinking component includes methods, tools, and somewhat amorphous principles that are all oriented towards seeing the interrelationships between strengths and viewing them as part of a common process.

Also of concern is the perspective, the systemic thinking model that leaders conceptually have mature ideas up to the evaluation stage. Evaluative activities refer to the standard implementation of strategic management. The evaluation system is carried out systematically, starting with SWOT

analysis, field surveys, and external assessments. Program evaluation is carried out systematically in philosophical aspects. Activities are highly dependent on philosophy and methodological movement methods, so research findings are widely accepted. Operatively, the evaluation includes dependence on leadership and organizational culture variables. The assessment process relies on scientific methods, including the plan, do, check, act cycle (Kools & George, 2020; Lo-Iacono-Ferreira et al., 2017).

Today's learning organizations are shaped by collective knowledge and the existence of teams and groups of people who continuously develop their capacity and ability to create results. Knowledge-based organizations understand the importance of continuous learning at all levels and facilitate learning for their members through empowering people, encouraging collaboration, and promoting open dialogue. Organizational management issues have become strategic and fundamental in collecting and sharing data and information, which is recognized as a challenge for public and private organizations worldwide. This has created the need for knowledge governance mechanisms to support knowledge management practices in organizations.

4. CONCLUSION

This study's findings describe the eight technical stages of implementing a learning school program. First, leadership effectiveness is demonstrated by identifying transformational leadership styles that result in long-term vision achievement. Second, decision-making is situational rather than formal, referring to emotional problems encountered in the field. Third, the coordinator's alignment with the program being implemented determines who is responsible for activities based on the weight of the work done. Fourth, program priorities, implementation, and execution are influenced by financial conditions, thus requiring activity priorities. Fifth, job reflection refers to selecting coordinators for school activities based on their abilities. Sixth, creating a learning environment is called the development of learning capacity. Finally, activity evaluation is implemented based on output. In a nutshell, the findings imply that putting the concept of a learning organization into practice ensures the educational institution's long-term viability and the improvement of its overall standard of provision. The principles make recommendations for how to research the design, implementation, and evaluation of organizational interventions to maximize their impact in both the practical and scientific worlds.

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