

PAPER NAME

School Effectiveness: Improving Qualitative Characteristics Learning Organization

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WORD COUNT

6046 Words

CHARACTER COUNT

37872 Characters

PAGE COUNT

14 Pages

FILE SIZE

479.5KB

SUBMISSION DATE

Jan 15, 2023 4:00 PM GMT+7

REPORT DATE

Jan 15, 2023 4:01 PM GMT+7

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School Effectiveness: Improving Qualitative Characteristics Learning Organization

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Abstract: The purpose of this study is to investigate the ways in which educational institution managers encounter challenges in the management of learning organization values, as well as the reasons for these challenges. This qualitative case study's objective was to apply knowledge of educational institutions and organizational development through the implementation of an integrated educational management design process and a learning organization. The investigation was conducted at the Sukma Bangsa School in Lhokseumawe. A culture of strict discipline is deeply ingrained in both the fluidity of the fast-paced workplace and the 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 both the continued viability of the organization 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 scientific community.

Keywords: Organizational Effectiveness; Learning Organization; Organizational Development

Abstrak: Penelitian ini bertujuan untuk menyelidiki bagaimana dan mengapa pengelolaan nilai-nilai organisasi pembelajar menimbulkan tantangan bagi pengelola lembaga pendidikan. Penelitian ini berjenis kualitatif, penelitian studi kasus dipilih untuk memanfaatkan pengetahuan lembaga pendidikan dan pengembangan organisasi, sebuah proses desain manajemen pendidikan terintegrasi dengan implementasi *learning organization*. Lokus penelitian bertempat di Sekolah Sukma Bangsa Lhokseumawe. Temporalitas milieu kerja yang dinamis dan capaian akademik tertanam dalam budaya disiplin yang tinggi. Hasil penelitian ini memaparkan delapan tahapan teknis implementasi program sekolah pembelajar (1) efektivitas kepemimpinan; (2) pemahaman situasi dan pengambilan kebijakan; (3) keselarasan struktur organisasi dan logika program; (4) prioritas kegiatan; (5) bekerja praktik dan reflektif; (6) pengembangan kemampuan belajar organisasi; (7) kegiatan evaluatif interaktif; dan (8) mentransfer pengetahuan di luar organisasi tertentu. Secara implikatif, hasil penelitian menunjukkan implementasi konsep *learning organization* membawa jaminan mutu pendidikan dan menjamin sustainability lembaga. Prinsip-prinsip tersebut menyarankan bagaimana desain, implementasi, dan evaluasi intervensi organisasi dapat diteliti dengan cara yang memaksimalkan dampak praktis dan ilmiah.

Kata kunci: Efektivitas Organisasi; Learning Organization; Pengembangan Organisasi

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 as a result of 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). The purpose of this study is to investigate how difficult it can be for school administrators to manage the values of a learning organization. The focus of this case study research is the institution's strategy for implementing the concept of the learning organization. The learning organization concept is an integrated school management process that emphasizes the cultivation of 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 based on observations reveals that maintaining conceptual coherence within institutional governance and school culture is one of the most challenging aspects of sustainability (Salabi & Prasetyo, 2022a). This stage is also known as "systems theory," wherein an organization is viewed as a large system comprised of numerous subsystems. In order for an organization to function properly, all of its subsystems must be aligned with its overall direction and goals (Parker & Prabawa-Sear, 2019). When there is a bottleneck in any one of the subsystems, the operations of the entire organization will be disrupted (Schechter & Feldman, 2010).

During the formative stages of the industrialization process, 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 various members (Knapp, 2010). In addition, the concept of efficiency and effectiveness has begun to be implemented. This refers to the manner in which members of the organization are managed in accordance with their contribution, as well as their efforts to maximize their resources in order to receive the greatest possible benefits..

Classical management, on the other hand, is extremely results- and system-focused, which hinders its ability to consider more human factors, such as the diverse needs, motivations, goals, and behaviors of individuals (Singh, 2015). In reality, these human aspects are essential for the proper development of 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).

The development of an industrialized society. 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, 2020).

Using the concept of the learning organization, the author of the five disciplines, Peter Senge, created the conditions necessary to establish a sustainable, competitive organization (Farrukh & Waheed, 2015; Sange, 1990). The development of an organization's core values must occur simultaneously with the implementation of the concept. Eventually, although it will take some time, the implementation of the learning organization model will require a systemic approach. However, the ever-increasing complexity of educational institutions poses a challenge to the planning of a learning organization model, also known as a learning school, in order to compete while surviving into the future and adapting to both rapid and ongoing changes in their surrounding environment (Beare et al., 2018).

This article contributes to the development of schools and the planning of research in the area of 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.

METHODS

The research was qualitative and was conducted using a case study approach (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, the School Principal, and a number of other system and administration-focused specialists. Organizational research objectives are developed with input from both the researcher and the organization participating in the study. Due to this dual nature, it is necessary to consider both the scientific rigor and the practical relevance of research, as well as the effects that the study will have on the real world. 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 their efforts to improve the procedure for establishing a learning organization model school.

RESULTS AND DISCUSSION

All elements of the school's organizational system are the responsibility of the principal as an institutional manager, in that it is correlative to efforts to help remove barriers to

learning and promote higher learning on the organizational agenda. The principal can suggest changes that focus on continuous improvement and towards a commitment to learning.

Table 1: Organizational System Hierarchical Ability

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

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.

1. Leadership Effectiveness through Participative Leadership Style

The leadership dynamics that occur are very meaningful in developing a learning organization. The basic and fundamental thing that learning leaders must have is that they must 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 is also able to increase the loyalty of subordinates. It is this principle of trust and morality that will define the character of an effective learners' leader. A leader's firmness in believing and upholding his moral principles will eventually become a strong motivation for all school components to implement the learning system well. This is an indicator of 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.

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

TRANSCRIPTS	OPEN CODING
<p>"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."</p>	<p>Leaders' Participation</p>
<p>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.</p>	<p>Situational assessment and policy making</p>
<p>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 food, learn to housekeep, learn to wash, and iron. In this class, students are trained to be independent in their lives.</p>	<p>Alignment of organizational structure and program logic</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</p>	<p>Interactive evaluative activity</p>

TRANSCRIPTS	OPEN CODING
the next materials.	
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".	Transferring knowledge outside a specific organization.

2. *Situational Understanding and Policy Making*

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 that are firmly held and applied in the implementation of the learning organization system, even if there are obstacles even if the school environment is not supportive. ⁸ The principles suggest how the design, implementation, and evaluation of organizational interventions can be researched in a way that maximizes practical and scientific impact.

Perhaps the most important thing is that the manager transparently actively socializes the program to subordinates so that they are informed 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 ⁴ decision-making in the hands of a single decision-maker allows for efficiency if the decision-maker is highly capable. ⁴ 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 society of the organization itself.

3. *Alignment of Organizational Structure and Program Logic*

Third, the alignment of interventions, meaning 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 is required. In practice, program evaluation refers to plans that ¹⁷ are divided into short-term, medium-term, and long-term plans.

In this aspect, it is necessary to align the program designed with the vision of the institution. Leaders have indicators of understanding and the ability to socialize vision and values and have integrity toward the implementation of 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.

Program interventions can be carried out by policymakers, which requires structural and situational ¹⁹ 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, but it is still necessary to pay attention to the psychological and human elements of workers and organizational members. Therefore, the leaders and owners of the organization should periodically look at and evaluate the level of satisfaction of the employees and how their needs can be met properly. Thus, the organization can be a pleasant place to work, socialize, and actualize themselves. So that the management process can run, which in this case is how to divide people according to their functions and how the parts run well. It is in this phase that specialization and organizational structure are introduced.

4. *Prioritization of Activities*

Fourth, a program that is 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.

The discussion on the aspect of 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 forms of 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, meaning 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 need to suggest the possibility of learning through other institutions that excel in technological aspects. The learning process may also be driven by other factors such as institutional networks.

5. *Working Practically and Reflectively*

Fifth, the establishment of an effective work culture. In this case, each structural level works with existing practices, processes, and mindsets. Work order is formed with high discipline in a supportive work environment. It can be seen from the focus of academic staff,

teachers, and leaders in preparing reports, carrying out the teaching and learning process, and interacting. A good work culture can be observed from the way individuals observe the work process, reflect on work results, and adapt continuously.

The concept of a learning organization creates a learning milieu for the organizational community (Gil et al., 2019). 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 the skill to adapt to technology. Learning organizations apply exact standards in their output, and individuals are required to reflectively improve their capacity independently. Self-learning is used as an effort 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 there are programs that are running 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. Determination of priority programs is based on the approval of the results of deliberations with implementation plans and implementation schedules.

6. Development of Organizational Learning Skills

Sixth, schools develop organizational learning capabilities. In this case, although the teachers and employees do not have any direct understanding of 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. The formation of 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 5 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 strengths of the organization.

The effort to develop learning capabilities is the implementation of strategic management. The results show that the strategic management carried out consists of three

stages carried out in an integrative system consisting 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*

	<p>Strengthening learner literacy in shaping a reading culture</p>
	<p>Implementation of the environmentally friendly school concept model (Adiwiyata)</p>

7. Interactive Evaluative Activities

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

8. *Transferring Knowledge Outside a Specific Organization for Competitiveness*

Eighth, transferring knowledge outside a particular organization. Sukma Lhokseumawe School always builds good communication with other Sukma schools in the Aceh region, the goal is to share the same vision and mission in implementing a learning school. In addition, network development is also carried out with external parties such as companies or educational institutions, and consulting institutions. As a result, through CSR funding they were able to carry out a teacher cadreship program for further studies in Finland.

The creation of school competitiveness must have characteristics. In the case of the Sukma Bangsa school learning organization, it is impossible to excel in everything, based on institutional status, for example, science schools must have excellence in the field of science, not demanded to excel in the field of religion. The reality that occurs has led Sukma School to excel in academic achievement.

Sukma Bangsa School upholds the values of honesty, transparency, and accountability. This is manifested in the orderly implementation of activity reports on each activity and formal school level. These results are in line with the leading principles of effective school characteristics, which are the development of transparency, equitable work climate, rewards and punishments, and individual behavior in an organization is strongly influenced by the vision and mission of the organization.

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 the collection and sharing of data and information which is recognized as a challenge for public and private organizations around the world. This has created the need for knowledge governance mechanisms to support knowledge management practices in organizations.

Characteristics of Inter-Organizational Knowledge

Collaborative roles between teachers and employees according to their respective positions, authorities, and responsibilities, so that the potential for school excellence further strengthens the existence and identity of an independent and sustainable learning organization. The succession of strategic management in schools is not sectoral but is a joint success of the committee for the external community who have placed their trust in the institution. For the management of a learning school, mechanisms and procedures include knowledge management of the primordial values of the learning organization and strategic management (Salabi & Prasetyo, 2022a).

Table 4: Knowledge Management Program of Learning Organizational Focuses

Management of a Learner School	Operational Focuses
Knowledge Management	Development Practices
Discipline Value 5 Organizational Cultures	Utilization, creation, retention, integration, and quality assurance.

Learning organization management is developed into knowledge management and development practice management. Knowledge refers to understanding the value of the five disciplines and development practices are oriented towards developing a culture of learners (Confessore & Kops, 1998; Salabi & Prasetyo, 2022b). The model considers knowledge processes related to use, creation, retention, integration, and quality assurance.

To implement the management of a learning organization, it becomes a necessity to implement policies that refer to the development of specific teacher competencies, in this case, what is needed is Information and Technology competencies (Gil et al., 2018). The stipulation of the policy is strengthened through the formalization and structure of the school organization that focuses on increasing the capacity of the five-discipline value-based learning organization.

However, the school still implements programs that are focused on common interests and common goals. In this context, mechanisms must be created for the whole school community to know, and knowledge storage and transfer become a necessity that can make change happen synergistically and add value to the learning organization as a whole.

Increasing learner satisfaction can be done by providing facilities or services that are able to develop learners' abilities in the cognitive, affective, and psychomotor domains, and according to the desires, talents, and interests of learners. For example, providing health services, dormitory services, school transportation services, health services, canteen services, library services, sports services, and counseling services. Even services that appeal to students and parents/guardians regarding the dangers of consuming unhealthy food or snacks. So that even though some foods are the favorite of students, they are not provided -sold- in the school canteen:

"We agreed to choose the menu and type of food for students. The school is quite concerned with the policy in determining that food on trade must not contain preservatives, packaged sauces, and is prohibited from being wrapped in Styrofoam. This policy is quite firmly conveyed to students and parents. Alhamdulillah, after being given an explanation of preservatives and packaged sauces, as well as the use of Styrofoam, students and parents also provide support for school programs," said the Vice Principal for Student Affairs of SD Sukma Bangsa Lhoksesumawe".

The focus of school improvement is not only on the education service system but also on health and hygiene. As previously stated by the Vice Principal for Student Affairs, attention to the health aspect is one of them.

CONCLUSION

This study's findings describe the eight technical stages of implementing a learning school program. Leadership effectiveness; situation assessment and policymaking; alignment

of organizational structure and program logic; activity prioritization; practical and reflective work; developing organizational learning capabilities; interactive evaluative activities; and transferring knowledge outside of a specific organization are among the stages. In a nutshell, the findings imply that putting the concept of a learning organization into practice ensures the educational institution's long-term viability as well as the improvement of its overall standard of provision. The principles make recommendations for how to conduct research on the design, implementation, and evaluation of organizational interventions in order to maximize their impact in both the practical and scientific worlds.

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