



Institutional Capacity Building Through Learning Organisation Principles: A Case Study of The Health Training Centre in Riau

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ABSTRACT

The Riau Provincial Health Service Health Training Center UPT Institute has an important role in improving the Training Institute using the Learning Organization method. This research uses the Watkins & Marsick Approach model which includes seven dimensions of Learning Organization. At the individual level there are two dimensions, namely Continuous Learning and Inquiry and Dialogue. At the team/group level it is reflected in Team Learning. At the organizational level there are four dimensions, namely Embedded System, Empowerment, System Connection, and Strategic Leadership. There were 8 informants. Triangulation is used in sources, methods and data. The research results show that the three dimensions of the Learning Organization have been running, with several obstacles. The other four dimensions, namely Organizational Culture, Embedded System, Empowerment, and System Connection are still not optimal. The main obstacles include ineffective communication, low motivation, limited understanding of technology, and lack of infrastructure support. Strategic Leadership also needs to be improved to provide better guidance and resources. This research highlights the importance of improving communication, motivation, and understanding of technology to achieve better organizational performance. Apart from that, the implementation of the Embedded System, Empowerment, System Connection, and Strategic Leadership also still requires improvement. Overall, this research concludes that the UPT Health Training Center has the potential to become a more effective Learning Organization, requiring more comprehensive efforts in increasing human resource capacity, building an organizational culture that supports learning, and aligning leadership strategies with Learning Organization principles. Recommendations for UPT Bapelkes Riau Province to strengthen continuous learning, inclusive dialogue, team learning, and technology-based systems for efficiency.

Keywords : *Learning Organization, UPT Health Training Center, capacity building, dimensions of Learning Organization*

1. INTRODUCTION

According to Morgan in Soeprapto (2010: 10) capacity is the ability, skills, understanding, attitudes, values, relationships, behavior, motivation, resources, and conditions that enable individuals, organizations, networks/sectors, and the broader system to carry out their functions and

achieve development goals have been set over. Meanwhile, according to Macmilin, an institution is a set of beliefs, norms, and also real values that are centered on social needs and a series of actions that are important to do and repeat.

Government institutional capacity can be interpreted as an effort to build the right

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organization, systems, partnerships, people and processes to carry out a particular agenda or plan in an agency / institution in the Government. The purpose of institutional capacity is to increase the ability, skills, and *attitude* of employees so that they are more effective and efficient in achieving organizational/institutional performance goals/targets. Institutional Capacity focuses on improving the abilities, skills, and attitudes of employees and has a close relationship with *good governance*. Effective and efficient employee capacity can contribute significantly to the achievement of overall organizational performance goals and targets.

There are two forms of Institutional *Capacity Building* according to Morisson (2001: 42), which sees *Capacity Building* as a process to carry out something, or a series of movements, multi-level changes in individuals, groups, organizations and systems in order to strengthen the ability of individual and organizational adjustments so that they can respond to changes in the existing environment, *Learning Organization* Garvin (1993, in Yang, Watkins, & Marsick, 2004) defines *Learning Organization* as an organization that is able to create acquire, and transfer knowledge, and modify the behavior to reflect it into new knowledge and insight.

Increasing the capacity of the institution in the government needs to be increased so that the institution is maximized in increasing organizational learning both individuals, groups and organizations, if it does not carry out the capacity of the institution, the impact of program interventions on target groups will not be as expected or not and whether the consequences are not able to cause new behavior in organizational groups or agencies.

In addition, the deeper impact of not developing the agency's capacity is that it may not be able to provide services effectively and may not be able to provide adequate services or support to the community or clients. This can lead to dissatisfaction and disillusionment among stakeholders. The world is constantly changing, and institutions that do not increase their capacity may struggle to deal with new challenges such as changes in technology, policy, or social trends, decreased

competitiveness, institutions that do not develop tend to lose their competitiveness in a competitive environment. They may lag behind in terms of innovation, operational efficiency, or the ability to attract qualified human resources. Lack of efficiency and effectiveness, without such improvements, institutions may not be able to reach their full potential in achieving their institutional or organizational goals.

Advantages of *Learning Organization* according to research Implementation of institutional capacity, *Learning Organization* method has several advantages compared to other methods such as *Capacity Building*. Here are some of the advantages through a holistic approach *Learning Organization* emphasizes learning as an integral part of organizational culture and practice. This approach covers all aspects of the organization, including structure, process, and culture, thus enabling more comprehensive and sustainable change, then encourages innovation with a focus on learning and adaptation to change, the *Learning Organization* method encourages innovation within the organization. Employees are encouraged to look for new solutions, test ideas, and think creatively in the face of challenges, while increasing Employee Engagement The learning organization provides opportunities for all its members to be involved in the learning process. This creates a greater sense of belonging and responsibility among employees, which in turn can improve their motivation and performance, as well as having flexibility and adaptability quickly to environmental changes. By constantly learning and developing itself, the organization becomes more flexible in dealing with emerging challenges.

Indonesia's health system faces various institutional challenges, including limited human resource capacity, where uneven distribution of health workers and lack of training such as *Training of Trainers* (TOT) or *Master of Training* (MOT) hamper the effectiveness of competency development. Institutional governance also suffers from fragmentation, lack of coordination, and suboptimal application of *good governance* principles, coupled with limited infrastructure such as modern training facilities and

technology-based system integration. Frequently changing regulations and inadequate budget allocations further exacerbate the situation.

UPT Bapelkes of the Riau Provincial Health Office is one of 26 Health Training Centers (Bapelkes) throughout Indonesia, located on Jalan HR. Soebrantas Kec. Tampan, Pekanbaru City, Riau, is one of the institutions that provides training in the field of health with the spirit of improving and strengthening the quality of health human resource competencies which are expected to support health development needs to protect the community, as actors of health development and consumers of health services. UPT Bapelkes of the Riau Provincial Health Office which has the task of carrying out education and training as well as developing health and community human resources which include health and non-health training. UPT Bapelkes has not implemented based on an initial survey.

UPT Balai Pelatihan Kesehatan (Bapelkes) of the Riau Provincial Health Office is a training institution that plays an important role in developing human resources in the health sector. The history of this institution includes several changes in name and function, starting from the Health Training and Research Unit (PELLITKES) to the Health Crisis Management, Human Resource Development, and Public Sports Health Unit (PKKPSDMKOM) based on Riau Province Regional Regulation No. 2 of 2014. On July 1, 2016, this institution received full accreditation based on the Decree of the Head of the Health Human Resources Development and Empowerment Agency. Furthermore, in early 2018, the name of this institution changed to UPT Health Training Center based on Riau Governor Regulation No. 64 of 2017. On May 6, 2019, UPT Bapelkes was re-accredited with the title B based on the Decree of the Head of the Health Human Resources Development and Empowerment Agency, which is valid for three years.

The importance of accreditation is reinforced by Government Regulation No. 67/2019 on the Management of Health Workers, which requires all health training institutions, both public and private, to be

accredited. In addition, UPT Bapelkes is also regulated in Riau Province Regional Regulation No. 19 of 2018 concerning Regional Retribution, revised Regional Regulation No. 2 of 2024 concerning Regional Contribution of UPT Bapelkes Riau Province which emphasizes the important role of this institution in supporting the capacity development of health workers in Riau. The Health Training Center is one of the institutions accredited to carry out health trainings.

In addition, there are still many Widyaswara in UPT Bapelkes of the Health Office who have not had *Training of Trainers* (TOT) training which can improve their skills in delivering material effectively, collaborating well, and meeting the needs of trainees so that the objectives of the training can be achieved optimally. The existence of Widyaswara who have not had TOT training can be an obstacle in achieving the desired quality of training. Minimum Human Resources / Resource Persons have MOT certification by the Training organizer where MOT (*Master of Training*) certification is usually given to individuals who have completed a specialized training program that prepares them to become instructors or facilitators in various educational and training contexts. Obtaining MOT certification indicates that an individual has undergone comprehensive training in teaching methodology, curriculum design, presentation techniques, and classroom management skills. The purpose of the study was to analyze Institutional Capacity Building with the *Learning Organization* Method at the UPT Balai Pelatihan Kesehatan Riau Province Health Office in 2024.

2. METHODS

This research is qualitative research with a case study approach. This research was conducted at UPT Bapelkes of the Riau Provincial Health Office. The research was conducted from March to June 2024. The number of informants was 8 people. Selection of informants is adjusted to the principles of qualitative research, namely Appropriateness and Adequacy. The types of data in this study are primary data and secondary data. There are 4 (four) techniques commonly used, namely

indepth interviews, observation, document review, there are source triangulation, triangulation of data collection techniques and time triangulation. Data analysis is divided into 4 (six) stages, namely the transcription stage, coding data, analysis process, presenting data in matrix form. The types of data in this study are primary data and secondary data. There are 4 (four) techniques commonly used, namely indepth interviews, observation, document review. There is data validity using source triangulation, triangulation of data collection techniques and time triangulation. Data analysis is divided into 4 (six) stages, namely the transcription stage, coding data, the analysis process, presenting data in the form of a matrix of qualitative data obtained from data reduction, data display and conclusion. Ethical review was carried out by the ethics commission of Hangtuah University Pekanbaru, as evidenced by the ethics review letter number 314/KEPK/UHTP/VII/2024

3. RESULT AND DISCUSSION

Continous Learning

Based on the results of in-depth interviews with informants and direct observation, the results found from the flow of messages conveyed by informants in Implementation of Training at UPT Bapelkes Riau Province that the implementation of Continuous Learning in the *Learning Organization* Method at UPT Balai Kesehatan Training Riau Province Health Office. This can be seen from the following interview results:

"UPT Balai Pelatihan Kesehatan actively promotes and encourages employees to attend various education and training courses that are relevant to their duties and functions. This includes training for CPNS and functional personnel, which is designed to meet competency needs in the health sector. Overall, the implementation of the Learning Organization method at UPT Balai Pelatihan Kesehatan creates a work environment that is constantly evolving and responsive to change, with an emphasis on continuous learning as

the key to improving the quality of health services in Riau Province." (IK1)

While the results of in-depth interviews with 1 informant support the known implementation of Continuous Learning in the *Learning Organization* Method at UPT Balai Pelatihan Kesehatan Riau Province Health Office. This can be seen from the following interview results

"It is quite good because it is evident that there is a desire

to learn and UPT BAPELKES is very accepting of changes in a positive direction"

Inquiry and Dialogue (Individual-centered learning process to seek information and understanding through dialogue or discussion with others.)

The role of the Riau Province UPT Bapelkes Office in the *implementation of Inquiry and Dialogue* in the *Learning Organization* Method at the UPT Balai Pelatihan Kesehatan Riau Province Health Office. Said that:

"By holding meetings, meetings and training, it is hoped that changes a positive direction and depending on the level of performance of a person who is different, the employee's performance is also strengthened both by the work system and the Effective Commitment of each ASN and non-ASN in the UPT Bapelkes Riau Province." (IU1)

The implementation of the *Learning Organization*, UPT Bapelkes not only focuses on improving technical competencies, but also on strengthening an organizational culture that supports continuous learning. This is done to ensure that every employee, both ASN and non-ASN, can deliver their best performance. Through the *Inquiry and Dialogue* approach, UPT Bapelkes seeks to create an environment where all individuals feel heard and involved in the decision-making process, which ultimately increases the overall effectiveness of the organization. facilities provided by UPT Balai Pelatihan Kesehatan to support the learning process of participants Said that:

"UPT Balai Pelatihan Kesehatan provides facilities such as comfortable

classrooms, medical skills laboratories, access to digital learning materials, and support from experienced instructors to ensure that the learning process is effective and participants can gain the knowledge they need." (IU2)

Team

The role of the Riau Province UPT Bapelkes Office in the implementation of *Team Learning* (Team Learning) in the *Learning Organization* Method at the UPT Balai Pelatihan Kesehatan Riau Provincial Health Office said that:

"Until now, there seems to be no team learning for this organizational learning method in writing, the work of training and increasing the competence of health human resources is carried out by the team." (IU1)

While the results of in-depth interviews with 1 Supporting Informant do not know the implementation of *Team Learning* (Team Learning) in the *Learning Organization* Method at the UPT Balai Kesehatan Training Center of the Riau Provincial Health Office. This can be seen from the following interview results

"There is no Team Learning UPT Balai Pelatihan Riau Province Health Office" (IP1)

Embedded System

The role of the Riau Province UPT Bapelkes Office in the implementation of the *Embedded System* in the *Learning Organization* Method at the UPT Balai Pelatihan Kesehatan Riau Provincial Health Office has been running, how does the influence on Institutions and Agencies Say that:

"It hasn't been running perfectly. very influential with the presence of Pak Hean, of course, it can make learning and changes in UPT Bapelkes Riau province." (IU1)

While the results of in-depth interviews with 1 informant did not know that the implementation of the *Embedded System* in the *Learning Organization* Method at the UPT Balai Training Center of the Riau Provincial

Health Office was already running. This can be seen from the following interview results

"It has not been maximized, so the implementation of HR improvement services is still not optimal." (IP1)

Empowerment

The role of the Riau Province UPT Bapelkes Office in implementing *Empowerment* in the *Learning Organization* Method at the UPT Balai Kesehatan Training Center of the Riau Provincial Health Office, said that:

"It has been implemented, but not maximized." (IU)1

While the results of in-depth interviews with 1 supporting informant that the implementation of Empowerment in the *Learning Organization* Method at UPT Balai Pelatihan Kesehatan Riau Province Health Office. This can be seen from the following interview results

"That the implementation of empowerment has not run optimally." (IP1)

Supporting Informants have no explanation of the application of Empowerment in the *Learning Organization* method at UPT Balai Pelatihan Kesehatan, saying that:

"There has been no explanation as there is no clear policy or implementation plan on how Empowerment is applied in the context of a Learning Organization, resulting in a lack of understanding and implementation." (IP3)

The role of the Riau Province UPT Bapelkes Office in implementing the *System Connection* on the *Learning Organization* Method at the UPT Balai Pelatihan Kesehatan Riau Provincial Health Office, said that:

"It's not perfect ... it needs to be improved" (IU1).

While the results of in-depth interviews with 1 informant did not know the implementation of the implementation of the *System Connection* on the *Learning Organization* Method at the UPT Balai Kesehatan Training Center of the Riau Provincial Health Office. This can be seen from the following interview results

"Not yet optimal, the minimum facilities or electronic media available." (IP1)

Strategic Leadership

The role of the Riau Province UPT Bapelkes Office in implementing *Strategic Leadership* (Leadership Strategy) in the *Learning Organization* Method at the UPT Balai Pelatihan Kesehatan Riau Provincial Health Office, said that:

"It needs to be improved and there is a need to strengthen leadership in the UPT Bapelkes of the Riau Provincial Health Office. Riau." (IU1)

While the results of in-depth interviews 1 informant know the implementation of *Strategic Leadership* in the *Learning Organization* Method at UPT Balai Pelatihan Kesehatan Riau Province Health Office. This can be seen from the following interview results

"It has not been maximized, because it has not been seen from his leadership figure." (IP1)

From Supporting Informants regarding the application of *Strategic Leadership* in the *Learning Organization* method at UPT Balai Pelatihan Kesehatan said that:

"There is no explanation because there is no policy or document that outlines how Strategic Leadership is integrated in the Learning Organization, which results in uncertainty in its application." (IP2)

The impact of the lack of explanation of *Strategic Leadership* on the effectiveness of the *Learning Organization* at UPT Balai Pelatihan Kesehatan Mengatakan:

"The lack of explanation of Strategic Leadership leads to a lack of clear strategic guidance and direction, which impacts the effectiveness and success of Learning Organization implementation." (IP5)

The main obstacle that causes the absence of an explanation of *Strategic Leadership* in the *Learning Organization* at UPT Balai Pelatihan Kesehatan said that:

"The main obstacle is the lack of attention or understanding of the

importance of leadership strategies in the Learning Organization, as well as the lack of training or resources to implement them effectively" (IP5).

DISCUSSION

Implementation of Continuous Learning in the Learning Organization Method at UPT Balai Pelatihan Kesehatan Riau Province Health Office

The study by Andi Hendrawan et al (2021) supports this finding, indicating that the most basic and most important element in building a learning organization is how every member of the organization can think in a systematic way.

With systems thinking, everyone in the organization has the ability to see all organizational activities as a whole, because systems thinking is the basis for forming mental models for personal development. A strong mental model shapes each individual in formulating a shared vision and this is the basis for building a strong and solid learning organization.

In addition, Prasetyo's research, Joko, studied the relationship between the Learning Organization and the performance of RSI Cempaka Putih Jakarta Nurses. The results showed that the learning package of ability and motivation supported by the use of information technology and electronic work systems succeeded in improving the nurses' self-competence. The results of this study underline the importance of integration between learning and technology in improving HR performance in health organizations.

Implementation of Inquiry and Dialogue in the Learning Organization Method at the UPT Balai Kesehatan Training Center of the Riau Provincial Health Office

The study by Sunarta (2021) supports this finding, indicating that MSME Competency Development with Organizational Learning using the Inquiry and Dialogue method has an effect on productive reasoning skills to express their views and the capacity to listen to and question the views of others.

In addition, Monica Ida Uniati's 2014 research, *Learning Organization, Commitment to the Organization, Job Satisfaction, Effectiveness of ISO System Implementation Impact on Organizational Performance* (Case Study of Administrative Staff Uik Petra Surabaya). The results showed that LO Inquiry and Dialogue on Organizational Performance through Job Satisfaction. *Inquiry and Dialogue* has no direct effect on Organizational Commitment, however, a strong positive effect of LO Inquiry and Dialogue on Organizational Performance is established through Job Satisfaction and Organizational Commitment. The results of this study suggest that despite challenges in the implementation of the *Inquiry and Dialogue* method, this approach has the potential to improve HR competencies and organizational performance, especially if communication and motivation challenges are properly addressed.

Implementation of the Riau Province UPT Bapelkes Office in implementing Organizational Culture to support productive health workers with *Inquiry and Dialogue*

The study by Aprillia Sukmawati et al (2023) entitled *Inquiry Learning Strategies and the Application of Learning Models in Indonesian* that in systematic application, teachers can also combine or collaborate a learning strategy or method with other learning strategies or methods with the aim that the learning strategy or method becomes effective. One method that can be used to restore students' interest in learning is the method of discussion, homework, question and answer, and experimentation.

addition, research by Tanti Lutfiatul Hidayah 2022, entitled *The Effect of Guided Inquiry Model Using Virtual Laboratories on Scientific Argumentation Skills of Junior High School Students*. The results of the study show the ability of students at class experimental class in providing claims, data, justification, support, qualification and refutation is better than the control class. The experimental class has an average score of scientific argumentation skills greater than the control class, which is 76.72 for the experimental class and 59.85 for the control class.

Implementation of Team Learning in the Learning Organization Method at the UPT Balai Pelatihan Riau Province Health Office

The study by Asri Arbie et al (2021) entitled the development of team-based learning problem solving learning tools assisted by *whatsapp* and *zoom meetings* in online learning, that the team-based learning problem solving learning tools that have been developed can be a solution for teachers in carrying out interactive learning in order to improve students' mastery of concepts and problem-solving skills.

In addition, Desi Yoga's research 2023, entitled *Learning Organization in the Formation of Students' Religious Character at SMP Negeri 1 Badar Southeast Aceh* The results of the study show that it provides support both in the form of facilities and budgets related to the religious character building program, and as a supervisor who makes efforts to supervise, evaluate, and enforce discipline related to the religious character building program of students.

Implementation of Embedded System in Learning Organization Method at UPT Balai Pelatihan Kesehatan Riau Province Health Office

The study by Silfia Rifka et al (2018) entitled *Application of Embedded System on Smart System for Multi Device Controllers in Intel Galileo and Web-based Classrooms*, that all devices are controlled *embeddedly* to facilitate control and be effective in use so as to produce a centralized smart controller system for multi devices in the classroom in an effort to realize smart class.

In addition, research by Imam Riadi (2022), entitled *Embedded System Training for Cross-Interest Students in Information and Computer Technology Subjects*. The results showed that based on the post-test survey conducted at the end of the session, students' knowledge and insights about technological developments in the industrial era 4.0 and the ability to program microcontrollers increased to 60.63% or the average score to 3.64 on (scale 5) on very understanding criteria.

Implementation of Empowerment in the Learning Organization Method at UPT Balai Pelatihan Kesehatan Riau Province Health Office

The study by Suhermin et al (2021) entitled Performance Improvement Model: commitment development based on empowering and organizational learning, that the results showed that employee empowerment and learning play an important role in increasing employee commitment and performance. The existence of high commitment also causes high employee performance. An important implication of this research is that good empowerment and learning can increase employee commitment, and a good impact on the organization, namely employee performance also increases.

In addition, research by Ellyn Eka Wahyu et al (2019), entitled analysis of the application of a *learning organization* at PT *federal international finance* (Fif) central Malang. The results of the study show that these results are in line with research conducted by several previous studies that the concept of *Learning Organization* can positively and significantly affect the performance improvement of an organization.

Implementation of System Connection in the Learning Organization Method at UPT Balai Pelatihan Kesehatan Riau Province Health Office

The study by Robi'in L. Nailah et al (2019) entitled Dimensions of *Learning Organization* in UIN Sunan Gunung Djati Bandung Library Based on DLOQ, that the results showed that *System Connection* at UIN Bandung Library Center has no standard system used in the learning process for its employees. Meanwhile, the continuous learning process continues even though the standardized system does not exist. addition, research by Suryani et al (2019), entitled the role of *Learning Organization* in improving the performance of employees of the central statistical agency of Deli Serdang Regency. The results of the study show that the results obtained are *Learning Organization* plays a role in improving the performance of employees of the Central Agency for Statistics of Deli Serdang Regency, due to training and

guidance from superiors so as to improve employee performance. This means that the higher the role of *Learning organization* improves employee performance.

Implementation of Strategic Leadership in the Learning Organization Method at UPT Balai Pelatihan Kesehatan Riau Province Health Office

Study by Son Wandrial et al (2019) entitled *Strategic Management and Strategic Leadership: Two Sides of the Currency Ability to Face the Challenges of Drastic Environmental Change*, that the results showed that leadership emphasizes more on the people in the organization (*leader* and *follower* behavior) who implement the formulated plan so that company goals can be achieved. In an environment that changes so rapidly, a leader is required to always be able to monitor and see all these changes. Any changes that occur must affect the process of achieving the goals that have been set before. A leader is not only required to be able to see the future, make a *road map* of the organization but also must be able to behave in a way that supports the achievement of the plan.

In addition, research by Jessica Kosasih et al (2015), entitled the role of *Strategic Leadership* on competitive positioning through organizational learning study cases in manufacturing companies in Surabaya.

The results of the study show that *Strategic Leadership* has a positive effect on competitive positioning and organizational learning does not strengthen the positive effect of *Strategic Leadership* on competitive positioning.

CONCLUSION

UPT Bapelkes Riau Province has successfully implemented three Learning Organization Dimensions-Continuous Learning, Inquiry and Dialogue, and Team Learning-that have improved trainees' skills, motivation, and solidarity. However, the other four dimensions-Strategic Leadership, Embedded System, Empowerment, and System Connection-have not been optimized due to barriers in communication, motivation, understanding of technology, and limited facilities. To overcome these obstacles,

improvements are needed in communication, training, technology support, and strategic policies. With these improvements, UPT Bapelkes can build a more adaptive, collaborative, and sustainable work environment.

ADVISE

To improve the effectiveness of the Learning Organization at UPT Bapelkes, it is necessary to increase the commitment and consistency of HR through continuous training and handling budget constraints. Improving communication skills and internal motivation of HR is also a priority, supported by the development of a positive organizational culture. Implementation of formal policies for Team Learning and improvement of the Embedded System through technical training will improve team synergy and system efficiency. HR empowerment policies need to be clarified, and optimization of the connection system is done through improvements in electronic media. In addition, strengthening Strategic Leadership with adequate guidance, training, and resources is essential to support organizational success. To improve institutional capacity, it is recommended to strengthen strategic leadership training and develop training modules that are in line with employee tasks.

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