IMPLEMENTATION OF LEARNING ORGANIZATION IN REALIZING EFFECTIVE SCHOOL IN INDONESIA

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Abstract

Schools are called as effective school if there is a strong relationship between what has been formulated to be done with the results achieved. Leaders must direct their members to become a Learning Organization, an organization where members continuously create results that have been determined together. There is a fact that several schools in Bandung Regency in the last two years have continued to increase to reach the TOP 1000 Senior High School in Indonesia, namely all schools that have successfully entered to State Universities (PTN) through selection to enter state universities. The Fifth Discipline applied by the effective school is important to learn. This research is categorized as descriptive research with a qualitative approach. The data collection techniques and instruments used were observation, interviews, and documentation studies, with a purposive sample. The focus of this discussion is on the implementation of a learning organization with five disciplines, namely systems thinking, personal mastery, mental patterns, shared vision, and team learning through the stages of planning, implementation, and supervision in realizing effective schools in Indonesia.

Keywords: School, Effective, Learning Organization, The Fifth Disciplines

INTRODUCTION

Senior High school (SMA) is currently facing much bigger challenges than ever before, especially regarding the era of communication and information that is rolling in the 21st century. High school education institutions that can adapt are certainly effective schools, that are able to bring their graduates ready to face the changes that occur in the future; that are able to produce graduates in accordance with the goals of national education in Indonesia; and are able to continue to higher education levels, or work in jobs that require expertise and skills. Graduates who have these attitudes, knowledge, and skills competencies will be able to support the progress of a nation's development (Helamwati and Rudihartono Ismail, 2018). As emphasized by the United Nations, Report on the World Social Situation 1997, education is fundamental to improving the quality of human life and ensuring social and economic progress, and the key to sustainable economic growth and development of a country (Todaro, 2004).

The fact that the development of educational achievement in Bandung Regency, especially the level of senior high schools in the last two years have continued to increase,

becomes interesting to study. One of the indicators is the achievement of the TOP 1000 SMA from 23,110 schools throughout Indonesia that have successfully entered to State Universities (PTN) through selection to State Universities (SBMPTN). In 2021, SMAN 1 Baleendah and SMAN 1 Margahayu were ranked 431st and 450th nationally with an average TPS UTBK value of 535,787 and 517,363 (Source: LTMPT 2021)

Although several schools have successfully entered the TOP 1000 Indonesian high schools, there are still many schools whose do not run yet learning organization optimally. Responding and anticipating these various things, all school resources must receive guidance and development program. This is needed so that Human Resources (HR) in schools increase knowledge, skills, and abilities because there is always a better way to increase work productivity (Siagian, 1996). Mukhlison Effendi and Sulistyorini emphasized they can fulfill their main tasks and functions if they increase their quality continuously (Mukhlison Effendi, Sulistyorini, 2021). Thus, schools must be made into learning organizations, namely organizations where members continuously expand their capacity to reach the goals, people are continually learning, and looking at the organization together (Peter Senge, 1990). Through the experience of implementation of this learning organization, other schools will learn to achieve effective schools and enter the TOP 1000 Indonesian high schools.

There is a difference between this research and previous research. Based on previous research conducted by Fajar Tri Nastiti, Riswandi, and Sugiyanto (2019), stated that the schools they studied have implemented a learning organization component but had not realized that what had been implemented so far was the concept of a learning organization. With implementation indicators: a. personal mastery to achieve effective schools in the form of initiating innovative, responsible solutions; b. system thinking to achieve effective schools in the form of interconnection and integration of work units, using the reactions of others for improvement, coordination and communication, and looking for causes of problems; c. mental models to achieve effective schooling in the form of freedom in carrying out work, sharing and accepting experiences, respecting the opinions of others, being willing to accept criticism and suggestions; d. shared vision to achieve effective schools in the form of discussing and disseminating the vision and mission of the organization, openness and encouragement to put forward new ideas, understanding and implementing the organization's vision, making short-term, medium-term and long-term school policies; e. team learning to achieve effective schools in the form of a desire to develop ideas or ideas, equality in disseminating information, new perspectives on problem solving, ideas or ideas in groups, given the opportunity by the leader in carrying out an idea or idea, not ashamed to ask questions that are not is known.

In addition, the article written by Syamsul Hadi HM, Muhammad Masyhuri and Nur Hafid (2019) concluded that awareness of the interrelationships or interdependence between individuals in all teams, or between teams in school organizations makes each individual part of the learning community in learning environment, and function as part of team work

to improve the performance of the school organization as a unit. School residents have the task of making their community into society.

RESEARCH METHODOLOGY

This study uses a qualitative approach, namely a study aimed at describing and analysing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Sukmadinata, 2010; Meleong, 2001). This research can be categorized as descriptive research because this research provides an overview of the realization of an effective school with the implementation of a learning organization. Descriptive research is collecting data to answer questions about the latest status of research subjects and trying to obtain a complete and accurate description of a situation. The data collection techniques and instruments used were observation, interviews, and documentation studies, with a purposive sample. The purpose of descriptive research is to make a systematic, factual, and accurate description, picture, or painting of the facts, nature and relationships between the phenomena being investigated (Nazir, 1988). To check the validity of the data, the criteria of trust (credibility), transferability, dependability and confirmation were used. In addition, researchers also triangulated by means of cross-checking which aims to check the validity of the data (Meleong, 2001; Nasution, 1992).

Peter Senge's Learning Organization System Model

Peter Senge defines learning organizations as learning organizations, organizations where people continually expand their capacity to create the results, they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together." (Peter Senge, 1990). Peter Senge describes learning organizations as five interrelated disciplines, namely: 1. systems thinking, 2. personal mastery, 3. mental models, 4. building shared vision, and 5. team learning. The five interrelated disciplines are known as "The Fifth Discipline" which is visualized in the following figure.
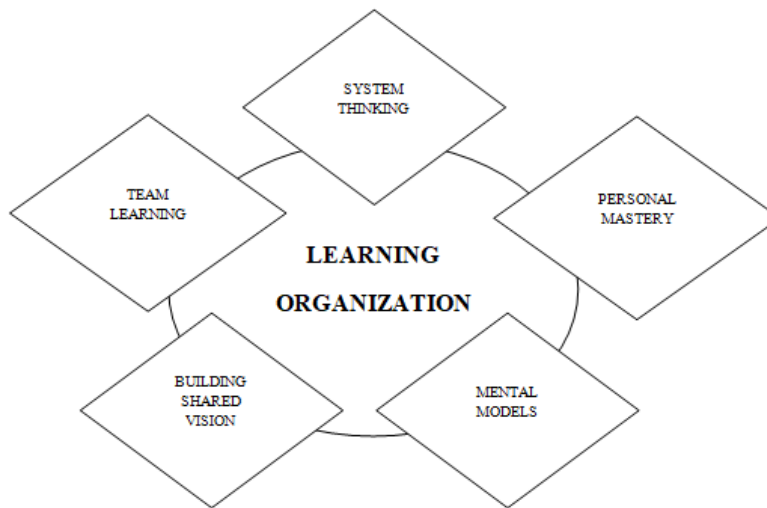
Visualization of Learning Organizations (Peter Senge, 1990)

First, Systems Thinking (System Thinking). Systems thinking is thinking comprehensively of all components of the organization that influences each other. Weak performance in a component can weaken the overall system performance. School as a system consisting of various components, such as the curriculum, student affairs, public relations, libraries and so on. Developing schools must be done as a whole, systemically, not just one part. *Second*, Personal Mastery. Potential in the classroom includes the potential of students, teachers, and learning facilities in the classroom. Schools will only develop if the learning process in the classroom develops well. Students must be able to study comfortably, effectively, and independently. Principals, teachers, and education staff must also be willing to learn continuously to improve their professionalism. The essence of developing personal mastery in schools is the development of insight and abilities of teachers, staff, leaders, and students to become learners who always learn independently and together to achieve their personal and shared visions. *Third*, Mental Patterns (Mental Models). Mental patterns are the way a person perceives the world and reacts to it. For this reason, the mental patterns of students, teachers, staff, and school leaders must be willing to change to support the achievement of a shared vision. Discipline, hard work, togetherness, synergy, collaboration, fun atmosphere, and willingness to learn are examples of mental patterns that need to be developed in organizations. *Fourth*, the Shared Vision (Building Shared Vision). The success of an organization can be realized if all members have the same views and ideals, feel the same fate and struggle to achieve organizational goals, which is known as a shared vision. A shared vision is built by all members of the organization as a shared desire, determination, and commitment. In schools, school development programs and activities must be based on the wishes of all teachers, staff, and leaders, as well as stakeholders where the school will be brought which is called a shared vision. *Fifth*, Team Learning. Organizations must be able to learn

as a team, face and solve problems together. The basic assumption used is that team learning is much better than the sum of the individual learning outcomes of each member. In schools, teamwork is usually formed, such as the KTSP development team, ICT team, and Olympic team. It would be nice if the team learned from each other as a team, namely the school.

Effective School

School is an institution in which there are components of teachers, students, and administrative staff, each of which has a specific task in launching the program. As formal educational institutions, schools are required to produce graduates who have certain academic abilities, skills, attitudes, and mentality, as well as other personalities so that they can continue to higher education levels or work in jobs that require their expertise and skills. The school is said to be effective if the school can achieve what has been planned. The general understanding of effective schools is also related to the formulation of what must be done with what has been achieved. So that a school will be called effective if there is a strong relationship between what has been formulated to be done with the results achieved by the school (Getzel, 1969).

As reinforced by Peter Mortimore (1996), that an effective school can be defined as "A high performing school, through its well-established system promoting the highest academic and other achievements for the maximum number of students regardless of its socio-economic background of the families". Taylor (1990) asserts that an effective school is a school that organizes and utilizes all its resources to ensure that all students (regardless of race, gender, or socioeconomic status) can learn essential curriculum materials in schools.

And based on research in the United States, research by Weber (1971), Austin (1978), Brookeover & Lezotte (1979), Edmonds & Frederickson (1979), Phi Delta Kappa (1980), a meta-analysis concluded that effective schools have characteristics: leadership strong, have high expectations for students and teachers, a conducive environment, the principal acts as an "instructional design", the progress of student learning achievement is often monitored, and there is support for active parental involvement. Through quality maintenance, being responsive to challenges and anticipating changes resulting from changes in the internal order so as not to cause turbulent conditions, it will support school progress. Globalization requires the world of education to synergize with various changes through engineering education management while still holding the nation's self-image.

Implementation of Learning Organizations in Realizing Effective Schools in Indonesia

a. Learning Organization Planning

Learning organization planning is focused on the five interrelated disciplines (The Fifth Discipline). *First*, System Thinking. Based on observations and interviews with the schools studied, namely SMA Negeri 1 Baleendah and SMA Negeri 1 Margahayu,

Bandung Regency, school planning begins with formulating a vision and mission based on input from various elements in line with the national education vision. The formulated vision and mission must be able to provide inspiration, motivation, and strength to the school community. The school's vision and mission are then socialized to the school community and reviewed and reformulated periodically in accordance with developments and challenges in the community. The work plan describes the objectives to be achieved within a certain period related to the quality of graduates to be achieved and the improvement of components that support improving the quality of graduates. *Second*, Personal Mastery. At SMA Negeri 1 Margahayu and SMA Negeri 1 Baleendah, the principal plans a competency improvement program. This program is followed by every teacher and education staff in accordance with the results of performance supervision carried out by the principal. Meanwhile, the principal plans a competency improvement program through PKKS (Principal Performance Assessment) where the results are followed up with school quality improvement programs through various trainings, both structural, functional, and technical training. *Third*, Mental Models. Planning guidance and direction to conduct analysis in mapping strengths, weaknesses, opportunities, and threats as a form of change that must be faced can be seen in both institutions. With the aim of all school members conducting continuous learning so that they will be ready and able to face and follow changes that occur globally. *Fourth*, Building Shared Vision. Principals at SMA Negeri 1 Margahayu and SMAN 1 Baleendah build a shared vision through communication and coordination. Equalization of perceptions is carried out through meetings both before the planned programs are implemented and evaluation activities after the program is implemented. *Fifth*, Team Learning. In the two schools studied, Team Learning planning was seen in the designated field teams and appeared in the school organizational structure.

b. Implementation of Learning Organization

Based on the research results, the implementation of learning organization in the two schools can be said to be running according to the plans that have been designed by the leaders of the institutions. Planning, implementation, and supervision activities or school development can be accessed directly or via the internet.

The implementation of the learning organization planning is focused on the five disciplines (The Fifth Discipline) that can create an effective school. *First*, System Thinking. Based on observations and interviews with the schools studied, namely SMA Negeri 1 Baleendah and SMA Negeri 1 Margahayu, Bandung Regency, the vision and mission that have been formulated, socialized and the school's strategic plan is carried out with full responsibility. The formulation of the vision and mission can be reviewed and reformulated periodically in accordance with developments and challenges in the community. The work plan is aimed at the achievement of improving the quality of graduates. This fact in the field confirms the statement of Peter Mortimore (1991), the indicators for effective schools are: the school has a clear and consistent vision and

mission, a good school environment, and there is discipline and order among students and staff, strong principal leadership , rewards for teachers and staff and students who excel, clear delegation of authority, support from the surrounding community, schools have clear program designs, schools have their own focus systems, students are given responsibilities, teachers apply innovative learning strategies, continuous evaluation, school curricula that are designed and integrated with each other, involving parents and the community. Also emphasized by Shannon and Bylsma (2005) who identify the characteristics of superior schools (high performing schools), namely: shared and clear focus, high standards and expectations for all students, effective school leadership, levels of collaboration and innovative communication, curriculum, learning and evaluation that exceeds standards, high frequency of monitoring of teaching and learning, focused development of teaching staff and education personnel, supportive learning environment, high involvement of families and communities.

Second, Personal Mastery. At SMA Negeri 1 Margahayu and SMA Negeri 1 Baleendah, teachers improve their competence through routine activities at the Subject Teachers' Conference (MGMP), schools, and areas needed to develop the potential of students. Principals, teachers, and education staff at SMA Negeri 1 Margahayu and SMA Negeri 1 Bakeendah always follow the Continuous Performance Assessment (PKB) programs. This program is followed by every teacher and education staff in accordance with the results of performance supervision carried out by the principal. Meanwhile, the principal himself took part in the PKKS (Principal Performance Assessment) where the results were followed up with school quality improvement programs through various trainings, both structural, functional, and technical training. The personal competence that supports the realization of an effective school is emphasized by Hall. In preparing effective schools, it must be supported by the appointment of qualified educators and education personnel. To get qualified staff valuable lessons from business circles are worth considering. Alan Hall, a successful businessman from America identified 7 criteria to get the best staff, which he called the "7 C's" (Hall, 2012), namely Competent, Capable, Compatible, Commitment, Character, Culture, Compensation. And to get the best staff candidates with the above criteria, there are three ways that can be taken, namely the need for a proper recruitment process; second, proper selection is needed; third, there needs to be continuous development, and fourth, there needs to be proportional and continuous guidance and evaluation. The qualifications and competencies of each personnel are listed in government laws and regulations (Helmawati, 2014)

Third, Mental Models. All residents of SMA Negeri 1 Margahayu and SMA Negeri 1 Baleendah accept the changes that occur inside and outside the school. The analysis is carried out by the school, by mapping the strengths, weaknesses, opportunities, and threats as a form of change that must be faced. All schools carry out continuous learning which is expected to be able to face and keep up with changes that are happening globally. What was written by Peter Senge (1990) is indeed proven that students, teachers, staff, and school leaders who are willing to change and strive to support the

achievement of the vision Together with discipline, hard work, collaborative, and willing to learn developed within the organization can lead to effective school achievements.

Fourth, Building Shared Vision. Principals at SMA Negeri 1 Margahayu and SMAN 1 Baleendah build a shared vision through communication and coordination. Equalization of perceptions is carried out through meetings both before the planned programs are implemented and evaluation activities after the program is implemented. This appears to be the prediction of Peter Mortimore (1991); Shannon and Bylsma (2005), effective schools are characterized by strong principal leadership. A strong school leader will greatly influence the realization of an effective school. This is because the principal is one of the figures (key person) in realizing the vision, mission, and goals of the school. Fred M. Hechinger (in Davis & Thomas, 1989) once stated: "I have never seen good schools led by bad principals and bad schools led by bad principals. I also found schools that failed to turn into success, on the other hand, schools that were successful suddenly declined in quality. The increase or decrease in the quality of schools is very dependent on the quality of the principal. Leadership style also affects the achievement of organizational goals (Helmawati, 2014)

Fifth, Team Learning. In the two schools studied, the implementation of Team Learning was seen in the designated field teams according to the school's organizational structure carrying out tasks according to their functions. They complement each other and learn to continuously improve the quality of graduates and their institutions. This seems consistent with what Suyanto (2006) stated, that efforts to increase school effectiveness can also be done by applying four techniques, namely: a. school review, which is a process in which all school components work together, especially with parents and professionals to evaluate and assess school effectiveness and the quality of graduates; b. benchmarking, namely activities to set targets to be achieved within a certain period; c. quality assurance, is a technique to determine that the educational process has taken place as it should. The information that will be generated becomes feedback for the school and provides assurance for parents that the school always provides the best service; d. quality control is a system to detect the occurrence of deviations in the quality of the output that is not in accordance with the standard. James Kouzes and Barry Posner (2007) confirmed that the criterion for a successful organizational leader is to make others able to do something (strengthen cooperation/collaboration, strengthen others).

c. Learning Organization Supervision

Supervision in the two schools studied was carried out by school supervisors and school committees. The Regional Government of West Java Province Education Office Branch of the Regional VIII Education Office gives the main tasks and functions to the Supervisory Supervisor at the Bandung Regency Senior High School. The TPMS (School Quality Development Team) chaired by the principal supervises the implementation of the school program with the assistance of the vice principal for student affairs, public relations, infrastructure, head of the library, head of the laboratory and coordinator of

counselling guidance. The TPK (Curriculum Development Team) chaired by the vice principal in the curriculum sector oversees the implementation of school activity plans. The school committee comes from representatives of parents of students overseeing the planning and implementation of school programs. And supervisory supervisors supervise the planning, implementation and follow-up plans of school programs, and are sustainable.

The supervision that appears in the schools studied is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22. Year 2016 concerning the Standards for Primary and Secondary Education. Supervision of the learning process is carried out through monitoring, supervision, evaluation, reporting, and follow-up activities on a regular and ongoing basis. Supervision of the learning process is carried out by the head of the education unit and supervisor. Supervision Principles Supervision is carried out with objective and transparent principles for continuous quality improvement. Supervision System and Entities The internal control system is carried out by school principals, supervisors, and the education office and the Education Quality Assurance Institute to improve quality. Principals and Supervisors carry out supervision in the form of academic supervision and managerial supervision.

In implementing a learning organization, of course, there are perceived obstacles. Some of these obstacles, namely the professionalism of teachers is relatively diverse, some teachers have not mastered information technology, most of the education staff have honorary status. There are policies from government agencies that limit the recruitment of funds from the community, there are different views between local governments regarding school management, there are more and more schools so that the competition for getting quality students is getting tougher, and the self-development of teachers and education staff has not been maximized.

The solutions carried out include involving stakeholders in supporting educational activities in schools, developing the principles of lifelong learning, implementing In House Training, increasing the frequency of activities that provide opportunities for students to express themselves freely, dynamically and fun. The existence of a multimedia room, adding supporting facilities and infrastructure and holding training on soft skills applications to support learning activities. There is a socialization of strategies and motivation for the utilization of educational staff that supports administrative performance, captures the potential, interests, and talents of students, as well as adds types and programs of student self-development activities as extracurricular activities that are of interest to outstanding students. This solution is very effective and can illustrate that the schools studied are schools that are successful in implementing learning organizations and realizing the position of 1000 effective schools in Indonesia.

CONCLUSION

The implementation of a learning organization in realizing an effective school is described in the following three stages. First, planning for a learning organization is focused on the five interrelated disciplines (The Fifth Discipline), namely System Thinking which begins with formulating a vision and mission, Personal Mastery is realized in planning competency improvement programs, Mental Models includes planning guidance and direction, Building Shared Vision planning through communication and coordination, and Team Learning in the form of team planning in designated areas and visible in the school organizational structure. Second, the implementation of learning organizations in the two schools can be said to be running according to the plans that have been designed by their respective leaders. Third, supervision in the two schools studied was carried out by internal and external parties of the school on the planning, implementation and follow-up plans of school programs, and carried out on an ongoing basis. Planning, implementation, and supervision activities or school developments can be accessed directly or via the internet. The implementation of this learning organization was very effective and was able to bring the studied schools into the top 1000 schools in Indonesia.

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