

Learning Organizations Employees of the Center for Data and Technology

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Abstract—The purpose of this study is to understand how much the impact of transformational leadership, self-efficacy, and motivation on organizational learning of Data and Technology Employee soft the Ministry of Education and Culture. The research method uses quantitative research involving up to 193 employees throughout Indonesia. This work employs a survey method with path analysis applied in hypothesis testing. The results of this study prove: (1) there is a direct effect of transformational leadership on organizational learning (2) there is a direct effect of self-efficacy for organizational learning (3) there is a positive direct effect of motivation on organizational learning. Transformational leadership has the highest flow factor of any other variable. The novelty in this research is found that organizational learning is influenced dominantly by transformational leadership that it receives with a path coefficient of 0.414 with the largest indicator, namely charismatic, to obtain satisfactory results the researcher proposes a model that combines two theories, namely BASS transformational leadership theory and learning theory. Peter Senge's organization for maximum organizational learning outcomes.

Keywords—learning organization, motivation, self-efficacy, transformational leadership

I. INTRODUCTION

Enlightening education for some indigenous Indonesians eventually led to this nation feeling independent. The text of the proclamation, the preamble to the 1945 Constitution and its content became clear evidence of the result of a profound reflection on the educated Indonesian at that time. The sentence, structure and the ideas contained in it cannot be born from those who grew up without education. This shows that education is the key to every nation's independence. It is because nation-building on independence can only be achieved through education. The government was committed to continuing to resolve various educational and cultural issues through various efforts. The conventional solutions which have been implemented up to now have failed to solve the existing problems. For that, a synergistic effort is needed by integrating and utilizing the development of science and technology by utilizing educational resources.

In line with these ideals, the Ministry of Education and Culture is very serious in providing access to quality education for students, increasing the qualifications and competence of educators and educational staff, standard and quality educational substance or content services, and governance of educational and cultural services faster, more accurate, transparent and accountable. With the development of information and communication technology, it allows educator services to reach students and education and cultural stakeholders in urban, rural, and remote or underdeveloped areas. PUSDATIN is a supporting element of the Ministry's duties in the field of ICT education and culture. Has the following duties and functions: According to Ministerial Regulation Number 11 of 2015 concerning the Organization and Work Procedure of the Ministry of Education and Culture, the Center for Information and Communication Technology for Education and Culture has the task of carrying out the development and utilization of information and communication technology for education and culture [1].

In line with the results of research conducted by Steven A. Schulz and Rod L. Flanigan, explained that to carry out its duties and functions, PUSDATIN must continue to innovate, compete and make organizational learning a priority in carrying out all its activities. To innovate and stay on top of the competition, all organizations must make learning a priority. Understanding new industrial developments, product innovations, changes in customer requirements, and competitive threats are some of the issues that should rank high among organizational learning requirements. Even in situations with minimal competition, continuous learning is necessary for organizations to thrive and survive [2].

In carrying out its function as a policymaker, developing technology, facilities, and monitoring the course of information and communication technology Education, especially under the auspices of the Ministry of Education and Culture, all PUSDATIN employees must understand industrial developments, product innovation, changes in customer needs and must be biased in predicting threats. Threats that will confront him in the next few years. PUSDATIN is considered not able to provide all the infrastructure needs of all work units in the environment. To overcome this problem, a

transformational leader is needed in carrying out this task. Johannessen said that transformational thinking and leadership styles can have a big impact on all subordinates at work, and can help organizations continue to innovate following the times. Transformational leadership behavior affects the adoption of generative thinking and the pursuit of organizational innovation. A recurring theme in the literature is that other internal factors outside of CEO leadership, such as culture and organizational structure, can also influence organizational innovation [3].

In this research, it has been proven that transformational leadership can help influence organizations to continue to innovate, make organizational structures effective, help motivate employees to work, and help create the right organizational culture. Thus a civilization of the Indonesian nation is formed which is capable of self-actualization through the heart/heart to cultivate and strengthen faith, piety, and noble character including noble character and superior personality as well as the processing of taste to increase sensitivity and appreciation of the refinement and beauty of art and culture, as well as competence. To express it, self-efficacy forms the foundation of an individual's motivation, well-being, and personal accountability and is defined as an individual's judgment of their capability to perform a specific behavior or set of behaviors [4]. self-efficacy is the foundation of employee motivation to work, in addition to realizing the provision of access to education and culture based on information and communication technology, an Information and Communication Technology Development Plan (ICT Master Plan) is needed which is in line with the Ministry of Education and Culture's Strategic Plan and bureaucratic reform policies to increase effectiveness and efficiency through process integration, resource sharing and use of ICT.

II. RESEARCH METHODS

This research uses quantitative methods with a path analysis method. In the process of data through google forms, it is collected from respondents. Center for Data and Information Technology (PUSDATIN) of the Ministry of Education and Culture consists of several work units including the Center for Technology and Communication, BPMRPK, BPMPK and BPMPK totaling 372 employees using the Slovin formula and a significance level of 5% obtained by 193 employees as a sample. Research. The proportional sampling method is taken by dividing everything proportionally.

To measure organizational learning, a scale designed by Sengen [5]. It is a 5 Point ranking scale with 29 items ranging from 1 = Never to 5 = Always. To measure transformational leadership, Bass's cited scale is designed [6]. It is a 5 Point rating scale with 28 items ranging from 1 = Never to 5 = Always. To measure empowerment, a scale designed by the quoted Spreitzer [7]. It is a 5 Point rating scale with 28 items ranging from 1 = Never to 5 = Always. To measure self-efficacy, a Scale designed by Bandura is cited Gibson et al. [8]. It is a 5 Point ranking scale with 29 items ranging from 1 = Never to 5 = Always.

III. RESULTS AND DISCUSSION

The structural equation formed in the first substructure model consists of 3 path coefficients of the variables: $Y = p_{y1}X_1 + p_{y3}X_3 + p_{y4}X_4 + p_{y\epsilon_1}$. Multiple correlation coefficients $R_{y.134} = 0,703$ with a probability value $\text{Sig. } (0,000) < \text{significant level } (0,05)$ Multiple correlation coefficients were significant. The coefficient of determination in the first sub-structure of the model is $(R_{y.134})^2 = 0,494$ and the rest $(p_{y\epsilon_1})$ amounting to 0,506 influenced by other factors not examined such as work environment, work discipline, job satisfaction. So the form of structural equation in the first substructure model: $Y = 0,4147X_1 + 0,298X_3 + 0,139X_4 + 0,506$. A description of the first model path coefficient estimate is described in Table 1 and visualized in Figure 1 below:

TABLE I. MODEL SPSS RESULTS

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Err	Beta		
I	(Constant)	36,408	6,262		5,814	,000
	Transformasional leadership (X1)	,296	,045	,414	6,626	,000
	Self-efficacy (X3)	,289	,061	,298	4,749	,000
	Motivation (X4)	,110	,052	,139	2,112	,036

^a. Dependent Variable: Learning Organization (Y)

The results of the estimation of the first structural model are then shown in the following figure 1:

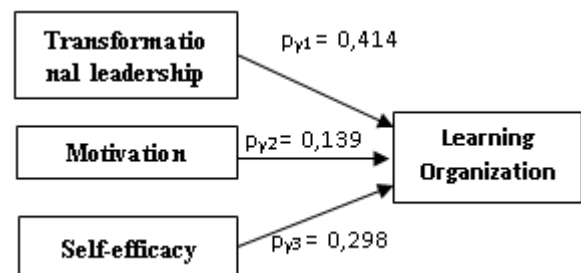


Fig. 1. Structural model empirical path diagram.

The results of the analysis of the first hypothesis yield the findings that transformational leadership has a positive direct effect on organizational learning. Based on these findings, it can be concluded that organizational learning is directly influenced positively by transformational leadership. Increased transformational leadership will result in increased organizational learning. Idealized influence of 0.390, the inspirational motivation of 0.339, intellectual stimulation of 0.286, and individualized consideration of 0.327. Transformational leadership is a leadership behavior model that combines and refines the previous concepts, namely transformational leaders as breakthrough leaders. Called a breakthrough leader because a leader with this character can

bring enormous changes to individuals and organizations, a similar thing was expressed by Jansen, transformational leadership behavior influences the adopting of generative thinking and pursuing organizational innovation. A recurrent theme in the literature is that other internal factors beyond CEO leadership, such as organizational culture and structure may also impact organizational innovation [3]. Transformational leaders generally adopt generative thinking, pursue organizational innovation, keep abreast of world developments in both information technology and social science, and build organizational learning system. The same thing was expressed by Bierly explaining that transformational leadership can affect organizational learning: Organizations that have a clear process regarding organizational learning can address organizational issues, transformational leadership impact to organizational learning i.e. Organizational change, organizational renewal and transformation, innovation and competitiveness and comparative advantage, more quickly and sustain their position in the industry [9]. Organizations that have a clear process regarding organizational learning can deal with problems facing organizations, the impact of transformational leadership on organizational learning, namely organizational change, organizational renewal and transformation, innovation and competitive and comparative advantage, be faster and maintain their position.

The transformation leadership of firms from resource-based-view to knowledge-based-view has extended the importance of organizational learning [9]. Transformational leadership from a very resource-based to a knowledge-based view has broadened the importance of organizational learning for the challenges ahead. Clarify that transformational leadership behaviors influence the adopting of generative thinking and pursuing organizational innovation. A recurrent theme in the literature is that other internal factors beyond CEO leadership, such as organizational culture and structure, may also impact organizational innovation [3]. Transformational leadership influences the thinking of employees by promoting innovation and employee creativity at work. Also, the factors of organizational culture and organizational structure can influence organizational learning in a company. This should be considered before carrying out the process of improving the quality of employees at work, through proper and maximum organizational learning can directly improve organizational performance and can benefit all elements including employees.

The results of the second hypothesis analysis resulted in the finding that self-efficacy had a positive direct effect on organizational learning. Based on these findings, it can be concluded that organizational learning is positively influenced by self-efficacy. Increased self-efficacy will result in increased organizational learning. Level or magnitude of 0.394. Strength of 0.390 and generality of 0.434. Empowerment is an effort that builds employee power by encouraging, motivating, and raising awareness of the potential that is owned and striving to develop it, besides that leaders can build organizational learning, this is also expressed by Marlieke Van Grinsven and Max Visser said that empowerment can help organizational learning every time. Employees during work. Although most

authors seem to agree on the positive effects of empowerment on organizational learning, others have pointed at negative effects. For example, Chang and Harrington argue that, as business practices are placed under the responsibility of lower-echelon employees, they are adapted to local conditions. Therefore, the degree of knowledge sharing is likely to diminish, since what works in some conditions might not work in other conditions [10]. Although most authors seem to agree on the positive effects of empowerment on organizational learning, others have shown negative effects. For example, Chang and Harrington argue that, because business practices are placed under the responsibility of lower-echelon employees, they are adapted to local conditions. Therefore, the level of sharing of knowledge tends to decrease, because what works in some conditions may not work in other conditions. A concept that emphasizes empowerment only focuses on lower-class human resources (HR). Meanwhile, empowerment studies at the manager level are rare because they are considered to be established from an economic perspective. Performance that is measured in employee empowerment is the performance of subordinates. Because employees are an important element in running the life of the company.

The results of the third hypothesis analysis resulted in the finding that motivation has a positive direct effect on organizational learning. Based on these findings, it can be concluded that organizational learning is directly influenced positively by motivation. Increased motivation will result in increased organizational learning. Physiological needs of 0.274, Security needs of 0.269, Social needs of 0.237, the reward needs of 0.321 and Self-actualization needs of 0.279

Self-efficacy theory is an individual belief or confidence regarding his or her ability to organize, perform a task, achieve a goal, produce something, and implement actions to achieve certain skills. The same thing was expressed by Timothy J. Tobin et al. Self-efficacy can help create organizational learning: In particular, the effects of self-efficacy on organizational learning and questions regarding the effects of organizational climate on employee self-efficacy remain. The overall problem investigated in this study is to analyze the influence of various individual-level predictor variables on personal self-efficacy and participation in organizational learning and organizational level predictor variables organizational learning and organizational climate on employee self-efficacy and (b) teaching efficacy [11]. Self-efficacy is proven to affect the organizational climate where employees work. Apart from climate, there are still many things that can be influenced by self-efficacy, including it can affect the organizational learning process in an institution. Employees who have self-efficacy can facilitate the organizational learning process and produce maximum results. Self-efficacy is one of the most influential aspects of self in everyday human life. This is because self-efficacy that is owned also influences the individual in determining the actions to be taken to achieve a goal including estimates of what will happen.

IV. CONCLUSION

This research proves that organizational learning is not only through the 5 dimensions proposed by Peter Senge [5] required the contribution of a transformational leader put forward by Bass [12]. In this study, transformational leadership has the greatest influence through the charismatic dimension. Therefore, Pusdatin as a government institution can apply organizational learning to its full potential by selecting leaders who have a transformational spirit and applying the organizational learning presented by Senge.

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