

Leadership Synergy to Learning in Organizations by

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Abstract:- Qualitative research type through phenomenological approach, the results of the research showed that learning in the organization is very important in building independence, initiative and professionalism in the body of the organization, so that employees or employees and all components in the organization can work professionally, actively and also have initiatives in work without having to always be told to repeat, to realize effective learning it takes attention and policy leadership of the organization to be more sensitive to the needs of all elements in the organization.

Keywords:- Organization, Learning, Effectiveness, Components, Cyergyty.

I. INTRODUCTION

Learning is a process of relatively permanent change in knowledge, abilities, skills, and behavior, which occurs as a result of deliberate effort and controlled and uncontrolled experience. This definition shows that learning is a process of relatively permanent change in behavior that occurs as a result of controlled and uncontrolled experiences, and learning is a process of acquiring skills, knowledge, abilities, and behaviors that affect the description and diagnosis of events and people.

Organizations are basically like living things whose survival is largely determined by their ability to adapt to the environment. Changes in the strategic environment of the organization that are very fast in various dimensions, such as technological, social, economic, regulatory, globalization, etc. requires the organization to be able to adapt to these changes. If the organization is too late to change, it is very likely that the organization will decline in performance, even extinct. Therefore, one thing that an organization must do to stay afloat and develop is if it studies changes in the strategic environment and immediately adapts to these changes.

Leadership in an organization plays an important role in determining and making the organization both private and private, a leader in the organization is the determinant of a policy even state organizations carry out their duties in accordance with organizational goals where a leader must be able to provide learning to all organizational components both employees, unit heads, division heads, and all components involved where the goal is for the organization to be able to carry out the programs that have been determined and this leads to the goals of the organization itself, each component in the organization must always learn and continue to improve its quality, this can materialized if

it gets support from the top leadership in the form of policies that lead to continuous learning, this can be in the form of training either in the form of being carried out every month, every three months, or every year. besides providing motivation and examples in an organized and planned manner

Learning organization or learning organization is a concept in which the organization is considered capable of continuous self-learning so that the organization has a "speed of thinking and acting" in responding to the various changes that arise.

Formulation of the Problem

1. What is the role of leadership in building learning in organizations

II. THEORETICAL BASIS

Learning Organization

A concept where the organization is considered capable of continuously carrying out the process of independent learning (self-learning) so that the organization has a "speed of thinking and acting" in responding to various changes that arise. According to Senge (1990), a learning organization is an organization in which members continuously develop their capacity to create the results they really want, where new and developing thinking patterns are fostered, where group aspirations are given freedom, and members are continuously learn to learn (learning to learn) something together. So in an organization that has both performance and goals, it must have a relationship and process that is strived for sustainably (system thinking) between members and members, members and teams, and between teams.

Pedler, Boydell and Burgoyne define a learning organization as "an organization that facilitates learning from all its members and continuously transforms itself". According to Lundberg (in Dale, 2003) states that learning is "an activity aimed at acquiring and developing skills and knowledge and their application". According to Kerka (1995), the most conceptual of organizational learning is the assumption that "learning is important", sustainable, and more effective when shared and that every experience is an opportunity to learn.

Kerka stated that the five disciplines Senge identified were key to achieving this type of organization. Senge also emphasized the importance of dialogue in organizations, especially by paying attention to the discipline of team learning. So dialogue is one of the characteristics of any real

conversation where each person opens himself up to the other, really accepts his point of view as a valuable consideration and enters the other within the limits that he understands not as an individual in particular, but the content of the conversation. The aim is not to win arguments but for further understanding. Team learning requires the capacity of group members to uproot assumptions and enter into true "thinking together" patterns. [Senge. 1990]

Why should a Learning Organization?

Initially the company attempted to improve its products, services, and innovations through "continuous improvement" and "breakthrough strategies". This search resulted in a concept known as Total Quality Management (TQM) and Business Process Reengineering). However, the company found the fact that the failure or success of these programs was largely determined by human factors such as skills, attitudes and organizational culture.

Types of Learning

Learning organizations are more than just training. Training helps a person develop skills in a particular field, while learning organizations develop skills and knowledge at a higher level. There are 4 types of learning developed in learning organizations.

1. Studying facts, knowledge, processes and procedures. Applies to a known adverse situation
2. Learn new work skills that can be transferred to other situations. Applied to new situations that require change. Bringing in experts from outside the organization is a useful way.
3. Learn to adapt. Applied to a more dynamic situation, where it is necessary to develop ways of solving problems. Experiment (experiment), and draw lessons from the failures and successes of other organizations is the right way of learning.
4. Learn to learn something. Here we are talking about innovation and creativity; designing for the future, not just adapting. If the organization has reached this level then what is targeted is not only the organization, but also the industrial spirit.

Organizational Learning, learning to innovate continuously by placing attention on the "five components". Granted, the five of them can never be mastered, but the best organizations practice them constantly.

1. System Thinking: People in learning organizations work in a systemic environment. Heart think systems are awareness of the relationship itself in the team, the relationship between the team and the organization, the relationship between the organization and the wider environment.
2. Personal Mastery: In learning organizations, individuals and their professions are seen as crucial factors for bringing organizational success. Therefore, individuals must not stop learning. He must have a personal vision (dream), must be creative, and must be committed to the truth.
3. Mental Models: Our response or behavior to the environment is influenced by the assumptions that we have in our minds about work and organization. Cognitive. The problem arises when we are mentally limited or even

malfunctioning, which hinders organizational development. In learning organizations the mental model is not limited, but is free and can always change. If the organization wants to change into a learning organization it must be able to overcome fears or anxieties to think.

4. Shared Vision: Goals, values, mission will greatly impact behavior in the organization, if shared and understood together, and shared by all members of the organization. The picture of the future of the organization is also the sweet dream of groups and individuals. A shared vision will produce a strong commitment from the individual rather than a vision that only comes from above.

5. Team Learning: Teams are always present in every organization. The title varies: department, unit, division, committee, and so on. Often an individual functions on several teams. In organizations, individuals must be able to position themselves in the team. He must be able to think together, have dialogue, complement each other, correct each other's mistakes. Individuals see themselves as a unit that cannot be separated from other units, and are interdependent.

Social Learning Theory

In 1941, two psychologists - Neil Miller and John Dollard - reported in their experiments that imitation among humans was not caused by an instinct or a biological program. The research of these two people indicated that we learn (learn) to imitate the behavior of others. This means that imitation is the result of a learning process, not just instinct.

This learning process by Miller and Dollard called "social learning" - "social learning". Our imitative behavior occurs because we feel that we are rewarded when we imitate the behavior of others, and are punished when we do not imitate it. In order for a person to learn to follow the standard rules set by society, "individuals must be trained, in various situations, so that they feel comfortable doing what others do, and feel uncomfortable when they do not do it." Miller and Dollard.

In their research, Miller and Dollard showed that children can learn to imitate or not imitate someone in an effort to get a reward in the form of candy. In the experiment, it can also be seen that children can distinguish the people they will imitate.

For example, if the person is a man, he will imitate it, if a woman is not. Furthermore, once the behavior of imitation has been learned, the results of this study sometimes apply generally to the same stimuli. For example, children tend to prefer to imitate people who are similar to those who previously rewarded them. So we learn a lot of "new" behaviors.

More about this source textSource text required for additional translation information Send feedback Side panels through repeating other people's behavior that we see. We model the behavior of certain other people, because we get the reward for the imitation of certain other people and also from those who are similar to certain other people, in the past.

In the following twenty years, Albert Bandura and Richard Walters (1959, 1963), proposed a refinement of Miller and Dollard's ideas about learning by imitation. Bandura and Walters suggest that we learn many behaviors through imitation, even in the absence of reinforcement that we receive. We can imitate some behaviors only by observing the model's behavior, and the effects that it has on the model.

This kind of learning process is called "observational learning" - learning by observation. For example, Bandura and Walters' experiment indicated that it turns out that children can have aggressive behavior simply by observing a model's aggressive behavior, for example through film or even cardboard.

Bandura (1971), then suggested that social learning theory should be further refined. He said that social learning theory, which really only uses a behavioral approach and then ignores mental process considerations, needs to be rethought.

According to Bandura's version, social learning theory discusses (1) how our behavior is influenced by the environment through reinforcement and observational learning, (2) the way we think about information, (3) and vice versa, how our behavior affects our environment and creates reinforcement and observational opportunity - possibly observable by others.

III. RESEARCH METHODS

This type of qualitative research uses a phenomenological approach

IV. DISCUSSION

A. leadership in building learning in organizations

Peter Senge explained that the body of knowledge is practically the fifth discipline, which in this case is systems thinking. Failure in the organization, because the four disciplines that exist in OL have not been accommodated by a system. Senge and Marquart consider that everyone has hidden potential that deserves to be raised so that it can develop and can be used to achieve the goals of organization, which include individual goals.

Therefore, in an organization it is necessary to have leadership (leadership). The leadership used in the OB is not the dominant person in the organization, but how he can think of people in an organization as colleagues, no one who stands out individually, is not unique more than other people who can think systems. In this context, according to Senge, a leader is a designer, as a stewardess (servant), teacher, and shared leadership, everyone can be trained as a leader.

If you have been trained as a leader, everyone becomes a leader and has time, then that person will show his abilities. This is analogous to the philosophy of the geese (geese) forming the letter V in migrating to a place. Anyone in front of or behind all consistency to its goal. Leadership regeneration goes well, runs democratically, collegial.

By Marquart, LO is not where but which... learn powerfully...., From a process point of view... So that OB empowers people both inside and outside the organization while working. Marquardt is more directing the organizational learning model. The characteristics of OB according to Marquart are: 1) learning all and continuously; 2) systems thinking; 3) access to information; 4) positive institutional culture; 5) shared aspirations and conceptualizations; and 6) adapt, renew and improve themselves. OB started to learn from TOP TOP-DOWN leaders. Everyone needs to learn from OB, so it is necessary to study in groups that learn systematically. If only the individual learns but no one learns as a group, then it is certain that it is not as OB. Learning organization can be described as follows: individual → group → organization → continuous. Marquardt mentioned what he said with Deutero Learning, namely learning and knowing what to learn. If all learning is continuous, there will be life long learning, then the organization will sustain, survive, develop and compete. According to Marquardt, systems thinking aims to eliminate egocentric, nothing stands out. This view is, of course, even broader than what Senge expressed.

Access to Information Everyone can easily get information, open, open management, because information is very important, so information networks are very important in OB. Positive institutional culture → culture departs from behavior to habit and habit to become culture. An organizational climate will be healthy if the culture is healthy and positive. Suppose a career based on Merit System → career based on achievement and ability. Common aspirations and conceptualizations → everyone is free to express their aspirations. Every person in the organization always thinks to be better from day to day, if he learns → a learning model.

The core (core) of leadership is influencing decisions through the decision making process. Decision making is the process of determining choices and influencing a person in determining his choice. Someone is influenced by our desires because our choices according to us have value (value) and facts. Meanwhile, if you cannot influence someone because the choices we give you cannot enter the ZOA (Zone of Acceptance: value and fact)

Suppose there are several choices A, B, C, D. We influence someone to choose B with the risk of eliminating the opportunities for choices A, C and D. From choice B, it will have consequences that can change a person's behavior. Decision making becomes the goal of leadership (core of leadership).

LEADERSHIP SKILL	MANAGER SKILL
see horizontally (sideways), affect in the context of persuade (more towards a mental model so that it has motivation)	looking down in order to manage subordinates in order to achieve the target, supervise (control) → direct, money,
Do the right thing's = doing things right (related to values)	Do the things right = do things right (related to fact)
Focus on the Long term	Daily activities (short term)
Using wisdom, it comes more from the heart	Rules → departed from rational, departed more from the brain
Inviting someone to develop and learn to make new orbits	Makes someone steady but undeveloped (fixed orbit)

Everyone has these two skills, they just have to be able to put when he is a manager and when he is a leader. Manager distributes authority. People in the organization have the legitimate power of the organization. People outside the organization do not get the authority, legitimate power of the organization. OB starts from above because everything is decided from above, such as empowering, facilities from above, recognition from above, etc.... Everything starts from above. Example must also be from above.

Spread (influencing) in influencing there must be communication, as illustrated below:

Leader
 Follower
 Communication
 Environment

There are 3 types of leadership styles, namely: 1) authoritarian (centralized), decision making is mostly done at the center than in the regions; 2) democracy (participation), followers participate (balance); and 3) free. Is authoritarianism bad? It doesn't all depend on the conditions (there are times when we are authoritarian). If an organization does organizational learning and everyone becomes a leader so that there are times when they don't need a leader, that's where the organization can innovate and change.

When in an emergency, critical and urgent situation, a leader can act authoritatively because it is not possible to have another discussion, and after the critical period has passed, the decision must be re-evaluated. So that all leadership styles have their own time. When the style is applied according to the conditions. Steps to Build OB

The important thing in building OB is a shared commitment to become OB. In this case it should encourage bureaucracy and streamline structures. Bureaucracy → related to duties in function, good governance of OB. Bureaucracy is not good if there is dysfunction so that goals are not achieved. Encouraging the bureaucracy to be appropriate and streamlining the structure means directing the flat organization rather than the tall organization, being expert and knowing what is being done. The important thing is co-development and monitoring.

.. Empowering → Providing knowledge, abilities and opportunities for further learning and facilitating, providing other resources in empowering the skills they have, and providing rewards. Reward in this case is not only in the form of financial or material money, but idealism can also be considered a reward. In this context, the leader does not have to be smarter than the members of the organization. Each organization has values and there is a code of ethics in every organization and must comply with that code of conduct. If they don't keep their commitments, then they have broken the agreement. The purpose of the code of ethics is so that the organization is able to compete, develop and survive.

The objectives of the success of the transformation to become OB are: 1) Building a strong desire / need to become OB; 2) Forming a strong coalition encourages OB → synergize, combining similarities between organizations like a venn diagram (slice) combining similarities in differences to produce new strengths (added value); 3) Formulating the OB vision; 4) Communicating and realizing the vision; 5) Get rid of the obstacles that hinder efforts to realize the new vision of OB (bureaucracy, competition, control, communication, leadership, hierarchy). If the bureaucracy is in charge of OB then the bureaucracy is improved, fair competition, control → responsibility, communication → irresponsible communication (gossip), hierarchy → division of tasks and responsibilities; 6) Creating short term results; 7) Consolidate the progress made and encourage it to move forward; 8) Embedding change in organizational culture.

OB supporting factors, are: 1) environmental demands; 2) performance gaps; 3) attention to measurement; 4) experimental mindset; 5) a climate of openness; 6) continuing education; and 7) diversity of activities. D. Transition Towards OB

Marquardt described OB as a butterfly that is full of strength (powerful), not like a caterpillar → an organization that is not or slow to learn. OB is like a butterfly that comes from a cocoon → reforming, reengineering, restructuring, refocusing. Therefore, Marquardt describes OB in the following chart:

Picture 1. Systems Learning Organization Model (Marquardt, 2002: 24).

Learning is in the middle because without learning everything will not work. Adaptive learning → learning to reflect on previous experiences then modify it for future actions = partial learning. Anticipatory learning → learning to anticipate what will be faced. Action learning → learning by doing. Self directed learning → trying how to achieve the desired goals. Deutero → learn how to learn → anticipatory.

What can be learned in the organization? According to Marquardt, are: 1) vision; 2) culture (culture), can change the behavior of others and that change is a learning process; 3) strategy; and 4) structure, namely learning to communicate in a structured manner. This dimension will enable organizations to learn, develop, and innovate. These dimensions are:

1) Mental models

Human responses to situations that occur in their environment are strongly influenced by prevailing assumptions and habits. Within the organization, the conclusions drawn about 'how things work' in the organization also apply. This is called a mental model, which can occur not only at the individual level but also in groups and organizations.

Mental models allow humans to work more quickly. However, in a changing organization, this mental model sometimes does not function very well and hinders the necessary adaptations. In learning organizations, this mental model is discussed, examined, and revised at the individual, group and organizational levels.

2) System thinking

The organization basically consists of units that must work together to produce optimal performance. Among other things, there are units called divisions, directorates, sections, or branches. The success of an organization is largely determined by the organization's ability to do work synergistically. The ability to build synergic relationships will only be possessed if all members of the unit understand each other's work, and also understand the impact of the performance of the unit where they work in other units.

Often in organizations people only understand what they are doing and do not understand the impact of their work on other units. In addition, fanaticism often arises as if only the unit itself has an important role in the organization and other units do not play a role at all.

3) Shared Vision

Because an organization consists of various people with different educational backgrounds, ethnicities, experiences and cultures, it will be very difficult for an organization to work in an integrated manner if it does not have the same vision. In addition to differences in employee backgrounds, organizations also have various units whose jobs differ from one unit to another. To move the organization towards the same goals with activities that

focus on achieving common goals, it is necessary to have a vision that is shared by all people and all units in the organization.

4) Personal Mastery

Learning organizations need highly competent employees in order to adapt to the demands of change, especially technological changes and changes in business paradigms from a paradigm based on physical strength (muscle power) to a paradigm based on knowledge (brain power). In addition, the speed of changing job types has caused many jobs that are no longer needed by organizations because they are replaced by new types of jobs, or are replaced by jobs that require the use of technology.

To meet the changing requirements of the world of work, all workers in an organization must have the willingness and habits to improve their competence by continuing to learn. His competence is not solely in the field of knowledge, but the ability to interact with others, resolve conflicts, and appreciate each other's work. The cross-functional organization as discussed above will accelerate the individual learning process in the organization.

5) Team Learning.

Now there are more and more team-based organizations, because organizational designs are made in a cross-functional manner which is usually team-based. The ability of the organization to synergize team activities is determined by the existence of a shared vision and the ability to think systemically. However, without the habit of sharing insights on the successes and failures that occur in a team, organizational learning will be very slow, and even stop. Learning in organizations will be faster if people are willing to share insights and learn together. Therefore, the spirit of learning as a team, success or failure stories of a team must be conveyed to other teams. Sharing knowledge in a team is very important to increase the capacity of an organization to increase its intellectual capital.

Based on the results of research by Tjakraatmaja (2002), it was found that building a learning organization requires three pillars that support each other, namely:

1. Individual Learning (individual learning),
2. Knowledge Transformation Pathways
3. Organizational Learning (organizational learning).

2. Strategies to achieve Competitive Advantage

Basically, every company that competes in an industrial environment has the desire to be superior to its competitors. Generally, companies implement this competitive strategy explicitly through the activities of the various functional departments of the company.

The definition of competitive advantage itself has two different but interrelated meanings. The first definition emphasizes excellence or superiority in terms of resources and expertise owned by the company. Companies that have competence in marketing, manufacturing, and innovation can use them as sources to achieve competitive advantage. Through these three competency areas, companies can

develop strategies so that they can produce salable products in the market. Meanwhile, the second definition emphasizes excellence in achieving performance so far.

Some of the indicators used to measure competitive advantage are uniqueness, rarely found, not easy to imitate, not easily replaced, and competitive price. Product uniqueness is the company's product uniqueness that combines artistic value with customer tastes. Competitive price is the company's ability to adjust the price of its product to the general price in the market. Not easy to find means that it is rare in the current competition. Not easy to imitate means imperfect imitation. Difficult to replace means not having the same substitute.

A company is said to have a competitive advantage when the company has something that competitors do not have, does something better than other companies, or is able to do something that other companies are unable to do. In competitive advantage there are three alternative models, namely:

V. CONCLUSION

leadership plays an important role in the success of a program in an organization, in addition to continuous learning in the form of training, coaching both internally and externally is very important in building human resources to be more skilled and building independence in thinking, acting and producing professionalism in activities any time.

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