The Implementation of the Learning Organization Concept in Improving the Quality of Teacher Professional Organization

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Abstract

This study aims to describe and analyze the implementation of the learning organization concept to improve teacher professional organizations' quality. This research is qualitative research using case studies. The data collection was carried out through documentation studies, interviews, and observations. Based on the results of the research, it is known that the concept of a learning organization can be an alternative approach to improve the quality of professional teacher organizations so that they can adapt to various changes and become competitive and independent organizations in the global era. The West Java Nahdlatul Ulama Teachers Association (PW. Pergunu) organization feels this. PW. Pergunu West Java is improving the quality of its organization (continuous improvement) by implementing the five disciplines of the learning organization, namely increasing personal mastery through bachelor, master and doctoral scholarship programs, training and seminars, teacherpreneur, and publishing the ASWAJA journal; Shared vision is carried out through the formulation of vision and mission as well as outreach to its realization on various occasions and momentum, such as during work meetings; Mental models are built through program evaluation and coordination during regional coordination meetings; Team learning is implemented through Focus Group Discussions; meanwhile the concept of system thinking is applied to create good organizational governance.

Keywords: *learning organization, improving quality, teacher professional organization, and five disciplines*

A. Introduction

The teacher professional organization is a forum that is expected to be able to improve and develop the careers of teachers as its members so that teachers can become professional educators. As is well known, many professional organizations focus on teacher empowerment, such as the Indonesian Teachers' Association (PGRI), Indonesian Teachers' Association (IGI), Indonesian Independent Teachers' Federation (FGII), Indonesian Madrasah Teachers' Association (PGMI), All Indonesian Teachers' Association. (PGSI), the Federation of Indonesian Teachers' Union (FSGI), the Muhamadiyah Teachers' Association (IGM), and the Nahdlatul Ulama Teachers' Association (Pergunu). This organization should be present in order to participate in realizing the vision and mission of education development in Indonesia, especially those related to fostering the duties and functions of teachers as its members. This is

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as mandated in Law Number 14 of 2005 concerning Teachers and Lecturers article 41, paragraph 2: "Teacher professional organizations function to advance the profession, improve competence, career, educational insight, professional protection, welfare, and community service".

Referring to the Law above regarding improving teacher quality, it is not only homework for the government but is also part of the responsibility of the teacher's professional organization. Therefore, professional teacher organizations must be able to become quality organizations to become a forum that can accommodate and encourage teachers to have competent qualifications to become professional educators. Thus, the teacher professional organization is not only limited to a place of association or only as a mass gathering tool without significant follow-up coaching and empowerment of its members, but the teacher professional organization must be able to provide quality assurance for members under its auspices, and this can only be done achieved if the organization also has quality (quality).

Criticism of teacher professional organizations has also been published in a journal by Widyawati, Wulansari, and Mawakhid (2021). The journal states that teacher professional organizations are not yet fully effective in carrying out their functions and roles, so a solution is needed to overcome various obstacles and problems in teacher professional organizations.

Research on learning organization has been conducted by previous researchers, such as West (1994); Hills (1996); Barker and Camarata (1998); Yang, Watkins, and Marsick (2004); Ortenblad (2004); Rowley and Gibbs (2008); Situmorang (2014); Ismail (2016); and Soeharno and Aco (2019), in their research they only discuss the concepts, measurements, roles, dimensions, and integration of models that appear more theoretical in nature. Meanwhile, research conducted by other researchers has begun to enter the practical implementation stage, but the organization used is a for-profit organization. Similar to the research of Tobing and Fitriati (2009) on the effect of learning organization on the competence of Bank employees, the research conducted by Saxena (2012) on the application of learning organization in advertising simulation-SCM (Ad-SCM), as well as research by Muslim, Sukmawati, and Syafitri (2017) regarding the implementation of a learning organization for the batik craft cluster SMEs in Cirebon.

Based on the problems experienced by professional teacher organizations and in terms of constitutional regulations as stated above, the researchers observed that it is necessary to research learning organizations to improve the quality of teacher professional organizations. The formulation of the problem from this research is how to implement the concept of learning organization in improving the quality of teacher professional organizations. Meanwhile, the aim is to describe and analyze the implementation of the learning organization concept in terms of 1) personal mastery in improving the quality of teacher professional organizations; 2) shared vision in improving the quality of teacher professional organizations; 3) mental models in improving the quality of teacher professional organizations; 4) team learning in improving the quality of teacher professional organizations; and 5) system thinking in improving the quality of teacher professional organizations.

Meanwhile, the benefits of this research. Includes theoretical benefits, which are expected to contribute to developing knowledge and theory related to learning organizations in improving organizational quality, as well as practical implications, namely 1) it can become a frame of reference for leaders of professional teacher organizations to carry out transformations in order

to improve the quality of their organizations through learning organizations; 2) can increase teacher interest to want to do self-development and be active in teacher professional organizations; and 3) can be a source of further study for other researchers who are interested in conducting research on learning organizations in improving the quality of teacher professional organizations.

Furthermore, Senge (1996) says that a learning organization is where its members continuously expand their capacity to create the results they want, new and expansive mindsets are continuously cultivated, collective aspirations are given freedom, and joint learning activities continue. Endeavored. In line with Senge's statement, in the concept of a learning organization, an organization will strive for the people within it to become true learners (lifelong learners) by applying the five disciplines to expand their capacity as members of the organization. Therefore, today's organization is an organization that continues to do learning. This is because the current situation and conditions are unpredictable and often experience chaos. Through the learning process an organization can respond to various changes that occur. Thus, organizations that still adhere to conventional models (systems) will be eroded by the flow of change, so one way that can be done is to transform the organization into a modern organization through a learning organization. Senge (1996) also initiated five disciplines, including 1) personal mastery, 2) mental models, 3) shared vision, 4) team learning, and 5) system thinking. These five disciplines are used as components in continuously improving organizational quality.

B. Methods

This research uses a qualitative approach through the case study method. Data sources used include primary and secondary data sources. The primary data source was obtained from the head of the Regional Leadership (PW). Meanwhile, secondary data sources were obtained from several NU administrators and teachers who were West Java Pergunu organization members. The data sources were selected by purposive sampling.

Meanwhile, the selection of Pergunu as the research sample was because Pergunu is one of the Nahdlatul Ulama Autonomous Bodies (Banon NU), which handles areas related to teacher empowerment, in which NU itself is one of the largest Islamic Community Organizations (Ormas) in Indonesia so that there are many teachers in the archipelago, especially West Java, are NU people. Therefore, Pergunu West Java is considered representative enough to be used as a source of research data.

Meanwhile, data collection was carried out using three techniques, namely interviews, observation, and also documentation studies. First, interviews were conducted with the chairman, several administrators, and also members of Pergunu West Java. Second, observations were made to observe PW activities. West Java jungle. Third, a documentation study is conducted on the documents owned by the PW. Pergunu West Java, namely Basic Regulations and Household Regulations (PD/PRT).

The data analysis technique used in this study using the data analysis model of Miles and Huberman (in Sugiyono, 2016: 246) which was carried out through three stages, namely data reduction (data reduction), data presentation (data display), and conclusion/verification (conclusion/verifying). In addition, the researchers used a triangulation technique to check the validity of the data in this study. The triangulation process will be carried out on data sources as well as data collection techniques so that it is expected that the data obtained is genuinely valid and reliable.

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C. Findings and Discussion

Based on the results of the research, it is known that the efforts made by the Regional Leadership of Pergunu West Java to improve the quality through five disciplines of learning organization, namely:

First, Personal mastery is the concept that every organization member must be willing to continue to forge themselves. This is because when members of the organization do not make efforts to develop their capacities, it can impact organizational stagnation. This aligns with West's opinion (in Kerka, 1995: 3) that there is no organizational learning without individual learning, but individual learning must be shared and used by the organization. Therefore, the organization should also participate in facilitating the individual learning of each member so that it can support the improvement of organizational quality. The same goes for the PW organization. Pergunu West Java continues to strive to improve the personal mastery of its members through various program activities, such as providing scholarships, training, and seminars.

Meanwhile, the scholarship programs are undergraduate, master programs and doctoral programs. Undergraduate programs (S1) are given to members who are not yet undergraduate or want to be linear with their subject area. This is because, based on the West Java Pergunu member database, it is known that several West Java Pergunu members are teachers at the elementary school level (MI, SD, MTs, and SMP) as well as teachers at the secondary school level (MA, SMA, and SMK). There are no linear between their educational qualifications and the subjects they teach, and some, especially those who teach at the elementary school level (SD/MI), do not have a bachelor's degree. Therefore, Pergunu, bridged by Regional Leaders, has made memorandums of understanding (MoU) with various universities, such as MoU with IKHAC Mojokerto for Undergraduate and Undergraduate scholarship programs, MoU with Uninus Bandung for Undergraduate 1 to Strata 3 scholarship programs, MoU with Unpas Bandung for Undergraduate and Undergraduate scholarship programs, MoU with IAI Bunga Bangsa Cirebon for Undergraduate scholarship programs, MoU with STIE Pasundan, STAI Sabili and Al Ghifari University for Undergraduate scholarship programs, as well as MoU with STKIP Prince Dharma Kusumah Indramayu for Undergraduate scholarship program. Thus, PW. Pergunu West Java has made the educational scholarship program a strategic step to transform individuals and social transformation towards an organization that is getting better quality, both personally and organizationally.

PW rolled out the next program. Pergunu West Java to increase the personal mastery of its members, namely by providing training (workshops) and educational seminars. The training provided is related to adding skills to increasing capacity as educators and as part of organizational members. Examples of training include teacherpreneur training, leadership, and training in terms of increasing the four competencies teachers must possess (pedagogic, personality, professional, and social). Some examples of training that have been organized by Pergunu, namely teacherpreneur training on "The Role of Teachers in Empowering People's Economy" conducted by Regional Leaders of Pergunu West Java in collaboration with the Ministry of Cooperatives and Small and Medium Enterprises (UKM); Class Action Research Training; Workshop on Writing Scientific Papers in collaboration with lecturers from various universities; educational seminar on Strengthening Character Education; as well as Increasing the Competence of Principals through the "School Leader Gathering" program in collaboration with the HAFECS Training Center.

In addition to increasing the competence of West Java Pergunu members as educators, PW. Pergunu, West Java, has also strengthened the values of *Ahlu Sunah Wal Jamaah Annahliyah*

(Aswaja). This needs to be done as a provision for the members of Pergunu, who incidentally are Nahdliyin people, to continue cultivating practices, movements, and thoughts that adhere to Aswaja's views. Apart from that, strengthening Aswaja values is also very important to minimize the spread of extremist to radicalist notions among the educated and the world of education. Bearing in mind that the extreme left groups and the extreme right groups are targeting educated people and the world of education as their militant cadres. Therefore, one way to minimize it is through the teacher's active role. Teachers are role models as well as agents of change for their students, so it is hoped that teachers who are members of the PW organization. Pergunu West Java has a moderate understanding that is able to teach Islam that is *rahmatan lil 'alamin* for its students. With the strength of the ideology of *ahlusunnah wal jamaah Annadhliyah*, the concept of moderate Islam must be broadcast so that friendly Islamic muruah for all is maintained properly.

Next, efforts to strengthen the Aswaja understanding are carried out through various activities, such as the Pergunu Cadre School, Focus Group Discussions (FGD) on Aswaja studies, Training of Trainers for Aswaja teachers, and holding the Nahdlatul Ulama Cadre Madrasah (MKNU) which has been implemented as many as two batches as well as Nahdlatul Ulama Movement Cadre Education (PKPNU).

Finally, in strengthening the personal mastery of its members, PW. Pergunu West Java conducted capacity building. Capacity building activities or also known as Pergunu experiential learning are usually carried out outdoors. The aim is to build the capacity of members through the following activities: 1) thought processing is carried out with various activities that can hone the speed and accuracy of thinking in the context of solving problems; 2) exercise of taste is carried out through various activities that can foster a sense of discipline, cooperation, solidarity, responsibility, sportsmanship, self-confidence, and also leadership; and 3) sports are carried out with adventuring activities that are challenging but still fun.

The second mental model, according to Ridwan and Nasrulloh (2016), the main element of the mental model is the achievement of openness, which will facilitate the decision-making process through optimal discussion and the elimination of mental blocks that hinder the organization. This is something that PW built. Pergunu West Java so that it can be open to receiving suggestions, input, and criticism that can be used as material for evaluation and reflection for organizational improvement. The concept of this mental model is reflected in deliberative activities at the regional level through Regional Conferences (Konferwil) and Regional Coordination Meetings (Rakorwil).

Third, shared vision, Novliadi (2009: 21) explains that building a vision must be built from two strengths, namely the strength of a personal vision obtained from the deep concern of each member of the organization, which is then embodied in a commitment, and the power of a shared vision obtained from a shared concern about a bright future. Trying to create. Therefore, organizational member loyalty can be built through a shared vision. When a shared vision is built, individual awareness can be formed to realize the desired organizational goals. Shared vision in the Pergunu organization is carried out through a national forum called the National Working Meeting (Rakernas). The National Working Meeting of Pergunu is held annually and attended by all Branch Managers and Regional Leaders of Pergunu from Sabang to Merauke. Therefore, the organizational PD/PRT used resulted from the formulation of all Pergunu members throughout Indonesia at the National Working Meeting. In addition to the National Working Meeting, in dividing the vision, Pergunu also has an agenda for Regional Work Meetings (Rakerwil). The Rakerwil's implementation no longer discusses the substance of PD/PRT, but rather the embodiment of PD/PRT, which has been legitimized during the Rakernas activities. Thus, in the manifestation of PD/PRT, PW. Pergunu West Java formulates

policies that are in accordance with the situation, conditions and characteristics (local wisdom) in West Java.

Fourth, team learning, Novliadi (2009: 21) states that team learning is related to individual skills and expertise, producing higher quality thoughts than individual thoughts so that team learning will run optimally if there are effective discussions and dialogue between individuals in the team. Through team learning, organizations will be able to accumulate a lot of knowledge as capital to improve organizational quality. So, as a concrete step in realizing the concept of team learning, PW. Pergunu West Java often holds Focus Group Discussion (FGD) activities.

Fifth, system thinking, according to Novliadi (2009: 19), this discipline becomes an ability to think dynamically and systemically to be able to change systems more effectively and act more in harmony so that organizations that are built with a system thinking pattern will be able to see patterns of change as a whole with the view that all human endeavors are interrelated, influence each other, and form a synergy. Therefore, PW. Pergunu West Java utilizes the concept of system thinking in carrying out organizational governance so that each member is entrusted with holding a unit or field of interest and expertise so that organizational tasks in carrying out work programs can be achieved in a focused, effective, and professional manner. Thus, the work system of each unit or field within the PW organization. Pergunu West Java is likened to a gear that can move the wheels of the organization so as to give birth to good organizational governance.

D. Conclusion

Based on the research findings, it is concluded that the learning organization is one of the solutions to increasing the competitiveness (quality) of the organization, as has been experienced by the PW organization. West Java jungle. By implementing the concepts of personal mastery, shared vision, mental models, team learning, and system thinking as the five disciplines of the learning organization, PW. Pergunu West Java has been able to improve the quality of its organization so that it can become an accommodative forum for fostering and increasing the professionalism of NU teachers in West Java. This is proven by the increasing capacity of Pergunu members through personal mastery and team learning, as well as better organizational governance (management), which is carried out based on the concept of shared vision, mental models, and systems thinking. Then, it is hoped that the results of this study can become a reference source for future researchers, especially those interested in the practice of learning organizations in improving the quality of education in Indonesia.

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