

Measurement of Dimensional Learning Organization Questionnaire (DLOQ) at the Regional Secretariat of Palopo City

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Abstract

This study measures the level of implementation of learning organizations using the Dimension Learning Organization Questionnaire (DLOQ) developed by Watkins and Marsick 2013 to analyze the level of implementation of DLOQ in the scope of the Palopo City regional secretariat. The approach in this study uses a quantitative research type with a descriptive method with a population of all civil servants/ASN in the Palopo City regional secretariat, namely 138 people using a saturated sampling technique, all members of the population are sampled, so in this study the number of samples is 138 people. The research instrument that has been used as a data collector in the field uses a questionnaire with 21 statement items classified into 7 dimensions by looking at three levels of implementation of learning organizations, namely individuals, units/teams and organizations. The validity technique of the questionnaire measuring instrument through the construct and content validation process until the instrument is declared valid. Furthermore, the data analysis technique uses descriptive statistics using a frequency table with a Likert scale to find the interval scale of the value criteria to highlight the percentage or frequency of respondents' answers to the statements on the questionnaire. The results found were three levels of individual, team and organization with 21 statement items and 3 levels had an average DLOQ value of 3.28 with very appropriate criteria.

Keywords

Measurement, Learning organization, DLOQ

Introduction

The rapid changes in the world that occur in various areas of people's lives require readiness to face a series of changes, especially the Government as the policy maker for the life of the nation and state. However, if we look at the current conditions, the governance system in Indonesia still needs to be fixed and is still lagging behind compared to other countries. -other countries (Prasojo, 2020). This can be seen from several measurements that show the quality of Indonesian governance with all countries in the world still occupying a relatively low ranking as in the following table:

Table 1. Indonesian Governance Index

No	Indicator	Rating/Value
1	Ease of doing business index	73 / 190 Countries
2	Corruption Perception Index	89 / 180 Countries
3	Government Effectiveness Index	75 / 193 Countries
4	United Nations e-Government Survey	88 / 193 countries

Source: (RENSTRA Deputy for Civil Service Competency Development Policy – State Administration Institute 2020 – 2024), 2020)

The delay in updating the government governance system according to the vice president KH Ma'ruf Amin was quoted from the news on www.kumparan.com which was written by (Nugroho-arief-prasetyo, 2021) writing that "The delay in bureaucratic reform in Indonesia is caused by one of the slow transformations into an electronic-based government or electronic-based government system (SPBE) which is caused by the readiness of infrastructure and human resources/apparatus in carrying out renewal of work patterns and culture".

This is in accordance with the 2022 ASN professionalism index based on the performance report of the State Civil Service Agency (BKN), which states that the ASN Professionalism Index throughout Indonesia at the central (K/L) and regional government levels has not shown a low value of 46.78, which is still far from 100, as can be seen in table 1.2 below.

Table 2. National ASN Professionalism Index 2022

No	Measurement	Qualification (25%)	Competence (40%)	Performance (30%)	Discipline (5%)	Mark IP
1	Personnel Administration (Service System)	12.59	8.50	15.57	4.99	41.66
2	Independent	12.51	23.89	24.77	5.00	66.69
	Total	12.66	11.65	17.46	5.00	46.78

Source: BKN performance report for 2022

Measurement of ASN professionalism index in 2022, namely educational qualifications (25%), competence (40%), performance (30%) and discipline (5%) with an average value of 46.78% (<61%) or low criteria. It can be seen from the competence indicator which still gets a very low value compared to the other three indicators.

ASN competency is the suitability between knowledge, skills and behavioral attitudes that can be obtained from education, training to support the performance of the position that will be or is being held. Competence that is still low due to minimal awareness, initiative and activeness has

a strong motivation to carry out competency development to support the professionalism of the main duties of the position held (Rifai, n.d.; Setiawan et al., 2021).

2022 Palopo City Regional Secretariat Government Performance Accountability Report (LAKIP) which received a "CC" rating from the highest value of "A" and based on the 2022 Palopo City Government Agency Performance Accountability Report (LAKIP) in the governance accountability dimension, it is included in the moderate category. In general, community demands and limitations of the institution were found, such as: 1) increasing demands for the quantity and quality of administrative services of the Palopo City government; 2) the needs of the Palopo City community which are developing quite dynamically; 3) limited revenue resources to finance work unit activities; 4) the capacity of government apparatus and supporting facilities and infrastructure for implementing activities is still limited; 5) low discipline of apparatus and difficulties in optimizing coordination, communication, and synchronization of policy formulation involving all regional apparatuses within the Palopo City Regional Secretariat (Data BKPSDM Kota Palopo 2020, 2020).

Furthermore, in the Innovation Creation Competition between regional work units and other Work Units within the Palopo City Government with the theme of the Palopo City Innovation Creation Award (CINTA PALOPO) in 2022, the Palopo City Regional Secretariat has not been able to create creative innovation in adapting and being responsive to challenges and changes, only implementing routine program activities without creating innovation to create an impact from the use of the budget used in various programs and activities (Data BKPSDM Kota Palopo 2020, 2020).

The reflections that have been described above are weaknesses in the practice of learning organization disciplines that are not yet optimal at the level of individual, group and organizational awareness. Individual awareness to carry out self-learning and awareness as an obligation to share a common vision as a team or work unit to create a mental model of sharing learning experiences, both successful and failed, to create knowledge management and a climate of learning organizations so that bureaucracy and apparatus are able to learn to share experiences that have been done to create creativity and innovation. (Senge, 2006; Senge et al., 1994)

If interpreted, learning organizations in the context of bureaucracy refer to the Regulation of the Indonesian National Civil Service Agency No. 10 of 2018 concerning employee competency development, explaining that classical and non-classical education and training are to fulfill competencies and become a reference in career development and filling positions in accordance with the merit system. So the key to renewal towards a learning organization lies in leadership through policies to intervene with the apparatus to conduct learning and create a system to form a consistent mental model so that shared value share knowledge working as a team can become a work culture and value in the organization (Hendrawan, 2019; Ismail, 2017).

Basically, a learning organization is an adaptive and responsive process to organizational change and renewal through individuals who have the awareness to carry out self-learning. to build a climate of shared learning where the mental model of the mechanism of sharing learning (success or failure) to achieve a shared vision becomes the main key to the success of the learning organization process (Aşcı et al., 2016; Rumijati, 2020). Changing the mental model of the apparatus towards individual learners requires exemplary behavior and commitment from the leadership. Exemplary behavior and commitment from the leadership are needed to build the disciplines of a learning organization such as the willingness to learn, building a mental model to eliminate the mindset and work patterns of patron clients, spoil systems and other traditional work cultures, awareness to share visions sharing bad and good experiences, working together in work units or

work teams, and thinking systems for unity of performance to achieve organizational goals.(Senge, 1992, 2014)

Furthermore, Peter Senge wrote in his book on the fifth discipline of a learning organization (Senge, 2014) that if the five learning disciplines run in a five for one, one for five manner , that is, the five disciplines of a learning organization simultaneously and systematically, it will not create a learning organization but will result in continuous capacity development, thus creating a path for the organization to develop and maintain consistency (Senge, 1997).

Based on the description of the phenomena/findings above, there is a gap between expectations and what happens in terms of regulation, theory and empirically, therefore the researcher will examine the level of implementation of learning organizations.

Methods

This study uses a quantitative research approach with a descriptive method by measuring the level of implementation of learning organizations with the Dimension Learning Organization Questionnaire (DLOQ) measuring tool proposed by Watkins and Marsick in (Watkins & O'Neil, 2013a, 2013b) the scope of the Palopo City regional secretariat. The population in this study was the entire number of civil servants/ASN in the Palopo City regional secretariat, namely 138 people using a saturated sampling technique according to (Suliyanto & MM, 2017) the saturated sampling technique if all members of the population are sampled, then in this study the number of samples was 138 people.

The research instrument that has been used as a data collector in the field uses a questionnaire to measure the level of implementation of the learning organization with 21 statement items that are classified into 7 dimensions by looking at three levels of implementation of the learning organization, namely individual, unit/team and organization. (Watkins & O'Neil, 2013a, 2013c)

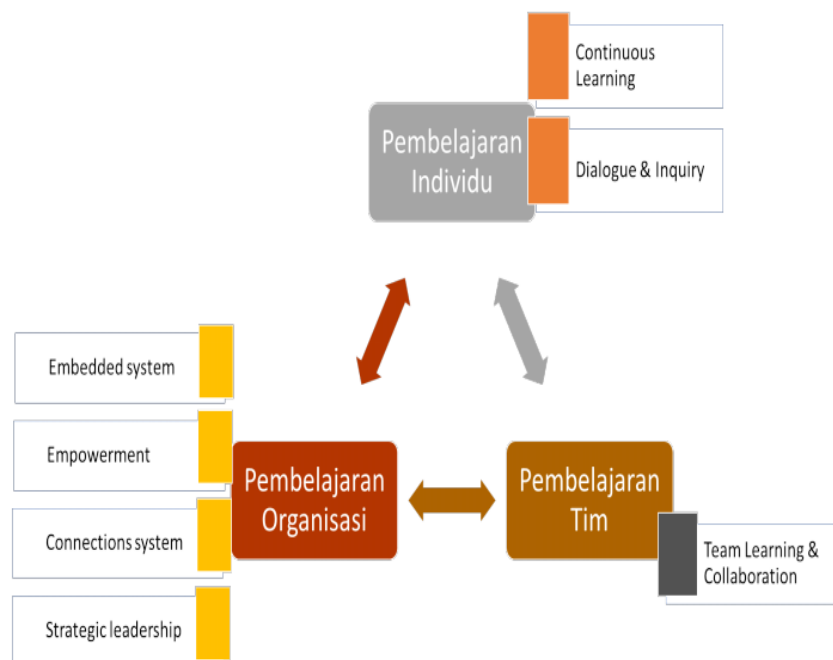


Figure 1.

The validity technique of the questionnaire measuring instrument through the process of

construct and content validation by adopting the measuring instrument from (Watkins & O'Neil, 2013c, 2013a) the Dimension Learning Organization Questionnaire (DLOQ) has been translated into 14 languages and used in several countries and the questions or statements of the test items have been appropriate, then the instrument is declared valid (Marsick & Watkins, 2003). Furthermore, the data analysis technique uses descriptive statistics using a frequency table with a Likert scale to find the interval scale of the value criteria highlighting the percentage or frequency of respondents' answers to the statements in the questionnaire.

Results and Discussion

In the comprehensive implementation of the Learning Organization in the Regional Secretariat of Palopo City, researchers traced it through the measuring tool proposed by the Dimension (Watkins & O'Neil, 2013b) Learning Organization Questionnaire (DLOQ) from 3 levels, namely the individual level which includes the dimensions of continuous learning and inquiry and dialogue, the team/group level which includes the organizational dimension. team learning and organizational level includes embedded system dimensions, empowerment, system connection, strategic leadership.

In line with this research, it has previously been conducted by (Jamali et al., 2009) stated that the Dimensions of the Learning Organization Questionnaire (DLOQ) is the most comprehensive measuring tool in measuring learning organizations compared to other survey measuring tools. In addition, this measuring tool has been adapted into 14 languages other than English (namely Portuguese, Spanish, Mandarin, Korean, French, German, Dutch, Italian, Norwegian, Swedish, Arabic, Malay, Indonesian, and Turkish) that where this measuring instrument has been tested and has been used in the context of research on profit organizations, non-profit organizations, and government organizations (Marsick, 2013).

The purpose of the DLOQ measuring tool is to measure employee perceptions (analysis of characteristics, qualities and efforts) towards the construct of the seven dimensions, seen as an organization that has the capacity to integrate human resources and structures to achieve continuous learning and change towards new directions or goals in facing global challenges to create a learning organization (Watkins & Dirani, 2013).

a. Dimensions of continuous learning (Continuous Learning)

Continuous Learning is the ability to apply strategies that support learning and the ability to adapt to change. At the individual level, continuous learning is about expanding the ability to learn by regularly upgrading skills and increasing knowledge (Marquardt, 2000).

Continuous learning is a description of conditions that provide opportunities for education and growth that are available, learning is designed to be one with their work so that the apparatus can learn through the implementation of their duties (Jensen, 2005). The following are the results of measuring the dimensions of continuous learning carried out at the Regional Secretariat of Palopo City:

Table 3. Recapitulation of dimensions of continuous learning within the scope of the regional secretariat of Palopo City

No	(Individual Level) Statement	Respondents' answers				Total	Average	Criteria
		4	3	2	1			

1	In my organization, employees learn from each other, share their successes/failures/experiences with each other.	52	63	18	5	138	2.9	In accordance
		208.0	189.0	36.0	5.0	438		
		38%	46%	13%	4%	100%		
2	In my organization, employees are given the opportunity/time to participate in learning (education, classical/non-classical training such as the choices in the previous respondent's identity).	33	64	36	5	138	2.8	In accordance
		132.0	192.0	72.0	5.0	401		
		24%	46%	26%	4%	100%		
3	In my organization, employees are facilitated to take part in learning (education, classical/non-classical training such as the choices in the previous respondent's identity)	34	81	18	5	138	3.1	In accordance
		136.0	243.0	36.0	5.0	420		
		25%	59%	13%	4%	100%		
Average							2.9	In accordance

Source: Processed questionnaire data 2023

b. Dimensions of dialogue and inquiry and dialogue)

The second dimension is dialogue and questioning, which explains the conditions of an organizational culture that support employees to ask questions, give feedback, and experiment, employees gain skills in productive understanding to express their views and skills in their capacity to listen and inquire about the views of other employees. (Kersch & Rivera, 1994; Mills & Friesen, 1992)

The perspective of dialogue and inquiry put forward by (Watkins & O'Neil, 2013c) there are 3 indicators put forward in the DLOQ measuring tool, namely (1) being open and honest in work; (2) discussing/being free to express opinions with each other and; (3) setting aside time to learn from each other (Huysman, 2000). The following are the recapitulation results of the three indicators from the dialogue and inquiry dimensions in the scope of the Palopo City regional secretariat:

Table 4. Recapitulation of the dimensions of dialogue and inquiry within the scope of the Regional Secretariat of Palopo City

No	(Individual Level) Statement	Respondents' answers				Total	Average	Criteria
		4	3	2	1			
4	In my organization, employees are open and honest with each other in their work.	58	71	9	0	138	2.9	In accordance
		232.0	213.0	18.0	0.0	463		
		42%	51%	7%	0%	100%		
5	In my organization, every time employees express their views/opinions, they also ask what other employees think	44	89	5	0	138	3.0	In accordance
		176.0	267.0	10.0	0.0	453		
		32%	64%	4%	0%	100%		
6	In my organization, employees set aside time to build camaraderie/trust with each other.	60	60	13	5	138	2.9	In accordance
		240.0	180.0	26.0	5.0	451		
		43%	43%	9%	4%	100%		
Average							2.9	In accordance

Source: Processed questionnaire data 2023

c. Dimensions of team learning

The basic requirement for implementing the team learning dimension is that each individual understands himself as part of a team, and understands his team as part of other

teams. However, team learning is not merely to improve the skills of team members, but also the communication skills between members (Sun, 2003).

Based on the three indicators of team learning dimensions, the average value is 2.93 or meets the criteria. This illustrates that the discipline of team learning within the scope of the Palopo City regional secretariat has been going well. Team learning is building harmony between individuals, not just an agreement that seems to only distribute tasks and responsibilities, but harmony to understand oneself as part of a team, and understand one's team as part of another team.

Table 5. Recapitulation of team learning dimensions within the scope of the Palopo City Regional Secretariat

No	(Group Level) Statement	Respondents' Answers				Total	Average	Criteria
		4	3	2	1			
7	In my organization, in work teams/work groups, there is freedom to determine how to work to achieve goals.	51	82	0	5	138	3.0	In accordance
		204.0	246.0	0.0	5.0	455		
		37%	59%	0%	4%	100%		
8	In my organization, work teams/work groups are able to revise or change objectives based on information data resulting from group work/discussions.	40	70	28	0	138	3.0	In accordance
		160.0	210.0	56.0	0.0	426		
		29%	51%	20%	0%	100%		
9	In my organization, work teams/work groups feel comfortable working because they are confident that the organization will act on the recommendations of the team/work group.	22	107	9	0	138	2.8	In accordance
		88.0	321.0	18.0	0.0	427		
		16%	78%	7%	0%	100%		
Average respondent answer							2.93	In accordance

Source: Processed questionnaire data 2023

d. Embedded systems system

Embedded systems indicate an effort to build a system that encompasses the entirety and sharing of learning processes. Building embedded systems establishes the system conditions necessary to create, maintain, and integrate shared learning with work; employees gain access to these systems. Indicates an effort to establish a system that captures shared learning and work (Dymock & McCarthy, 2006a).

The system planting is put forward by (Watkins & O'Neil, 2013a) the system conditions required to create, maintain, and integrate learning sharing with work to capture and share learning experiences of success and failure of the apparatus in every work process faced. There are three indicators put forward in the DLOQ (1) the system measures performance evaluation (2) learning media is available (3) the organization measures/evaluates the impact of resources used for training.

Table 6. Recapitulation of embedded system dimensions within the scope of the Palopo City Regional Secretariat

No	(Organizational level) Statement	Respondents' answers				Total	Average	Criteria
		4	3	2	1			
10	My organization creates a system to measure	27	93	18	0	138	3.3	Very

	gaps/evaluate current performance and expected future performance.	108.0	279.0	36.0	0.0	423		In
		20%	67%	13%	0%	100%		accordance
11	My organization provides learning media available to all employees	40	76	22	0	138	3.4	Very
		160.0	228.0	44.0	0.0	432		In
		29%	55%	16%	0%	100%		accordance
12	My organization measures the results/impact of the time/budget or resources spent on training.	33	87	18	0	138	3.5	Very
		132.0	261.0	36.0	0.0	429		In
		24%	63%	13%	0%	100%		accordance
Average respondent answer							3.40	Very
								In
								accordance

Source: Processed questionnaire data 2023

e. Empowerment

The context of empowerment in an organization conceptually according to (Watkins & O'Neil, 2013a) the process of activities to provide power/opportunity to take the initiative, determine formulate the needs of the abilities used to achieve work goals, then provide authority to individuals in the organization so that they are more able to complete work, or overcome a problem. Provide psychological encouragement so that they are more empowered, more capable, and have the awareness and motivation to achieve. The following is a summary table of the perceptions of respondents' answers to all ASN/PNS within the scope of the Palopo City regional secretariat regarding the empowerment dimension.

The results of the respondents' answers, namely all ASN/PNS within the scope of the Palopo City regional secretariat, the empowerment dimension has three indicators (1) appreciating employees who take the initiative has an average value of 3.4 from a maximum value of 4.0 with very appropriate criteria. Indicator (2) Giving employees trust to determine resources to achieve work has an average value of 3.4 with a maximum value of 4.0 with very appropriate criteria. Indicator (3) The organization supports employees who dare to take risks has an average value of 3.3 with a maximum value of 4.0 with very appropriate criteria. (Watkins & O'Neil, 2013b)

Empowerment dimensions within the scope of the Palopo City regional secretariat show that the results of all answers perceived by ASN/PNS have an average value of 3.36 with a maximum value of 4.0 with the criteria of very appropriate.

Table 7. Recapitulation of empowerment dimensions within the scope of the Palopo City Regional Secretariat

No	(Organization Level) Statement	Respondents' Answers				Total	Average	Criteria
		4	3	2	1			
13	My organization values employees who take initiative	59	74	5	0	138	3.4	Very
		236.0	222.0	10.0	0.0	468		suitable
		43%	54%	4%	0%	100%		

14	My organization gives employees confidence in the resource requirements they need to accomplish their jobs	40	88	10	0	138	3.4	Very In accordance
		160.0	264.0	20.0	0.0	444		
		29%	64%	7%	0%	100%		
15	My organization supports employees who are willing to take calculated risks in the work process.	22	94	22	0	138	3.3	Very In accordance
		88.0	282.0	44.0	0.0	414		
		16%	68%	16%	0%	100%		
Average respondent answer							3.36	Very In accordance

Source: Processed questionnaire data 2023

f. System connection (*system connection*)

System connection is a discipline to see holistically, believing in applying a framework to see interrelationships, to see patterns of change, which are needed because everything is increasingly complex and requires integration and collaboration with each other. System connection is called a milestone concept that is the foundation for other learning organization disciplines because the assumptions built into the organizational system are all interconnected, from thinking of parts to thinking of the whole, from seeing people as helpless to active members in shaping their own reality, from a reactive attitude to current conditions to shaping the future (Yeo, 2005). According to (Watkins & O'Neil, 2013c) there are three benchmarks for seeing organizations in the dimension of system connection in the table below:

Table 8. Recapitulation of system connection dimensions within the scope of the Palopo City Regional Secretariat

No	(Organizational level) Statement	Respondents' answers				Total	Average	Criteria
		4	3	2	1			
16	My organization encourages employees to think from a global perspective.	18	80	40	0	138	3.6	Very In accordance
		72.0	240.0	80.0	0.0	392		
		13%	58%	29%	0%	100%		
17	My organization collaborates with other agencies/organizations to achieve common goals.	23	94	21	0	138	3.7	Very In accordance
		92.0	282.0	42.0	0.0	416		
		17%	68%	15%	0%	100%		
18	My organization encourages employees to seek answers from other areas of work/agencies when solving problems.	23	80	35	0	138	3.7	Very In accordance
		92.0	240.0	70.0	0.0	402		
		17%	58%	25%	0%	100%		
Average respondent answer							3.67	Very

In
accordance

Source: Processed questionnaire data 2023

g. Strategic leadership (strategic) leadership)

Leadership is expected to be someone who becomes an exemplary mentor and is ready to take responsibility if a project fails. The assessment of a leader who used to be oriented towards productivity, effectiveness and efficiency so as to create high profits has changed into an assessment based on learning to humanize humans, protect the environment and the sustainability of a healthy organizational system ecology, so that strategic leadership is required that continues to learn from the experience of observing success or failure to create values that become a sustainable organizational culture for the future (Dymock & McCarthy, 2006b; Marquardt, 2002). The dimensions of strategic leadership have three indicators as shown in the following table:

Table 9. Recapitulation of system connection dimensions within the scope of the Palopo City Regional Secretariat

No	Statement	Respondents' answers				Total	Average	Criteria
		4	3	2	1			
19	In my organization, leaders also act as trainers/mentors and guides for their members/subordinates.	53	63	22	0	138	3.6	Very In accordance
		212.0	189.0	44.0	0.0	445		
		38%	46%	16%	0%	100%		
20	In my organization, leaders continually take opportunities to learn.	39	86	13	0	138	3.6	Very In accordance
		156.0	258.0	26.0	0.0	440		
		28%	62%	9%	0%	100%		
21	In my organization, leaders ensure that actions taken are consistent with the organization's values.	44	71	23	0	138	3.7	Very In accordance
		176.0	213.0	46.0	0.0	435		
		32%	51%	17%	0%	100%		
Average respondent answer							3.63	Very In accordance

Source: Processed questionnaire data 2023

Conclusion

The results of the recapitulation of respondents' answers include all ASN/PNS within the scope of the Palopo City regional secretariat who have a perception of the statement regarding the implementation of learning organizations with measurements through the Dimension Learning Organization Questionnaire (DLOQ) which was put forward by (Watkins & O'Neil, 2013c) covering three levels (individual, organizational team) and 21 dimensions have an average DLOQ value of 3.28 with very appropriate criteria.

At the individual level, the implementation of the DLOQ learning organization is perceived by the views of individuals within the Palopo City regional secretariat with an average value of 2.93 with appropriate criteria, this shows that all ASN/PNS have implemented the discipline of the learning organization in themselves, whether they have realized it or not, the perception answer has implemented the discipline of the learning organization as an individual.

At the group level, the implementation of the DLOQ learning organization is perceived by the

statements of all ASN/PNS within the scope of the Palopo City regional secretariat with an average value of 2.93 with appropriate criteria. This shows that the implementation of the learning organization at the group level has been implemented by being able to cooperate between individuals in groups/work teams with collaborative integration interactions that run comfortably and harmoniously.

At the organizational level, the implementation of the DLOQ learning organization is perceived by the statements of all ASN/PNS respondents within the scope of the Palopo City regional secretariat with an average value of 3.52 with very appropriate criteria. This shows that the views/perceptions of ASN/PNS within the scope of the regional secretariat regarding the organizational policy program have been running optimally with the highest perceived value.

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