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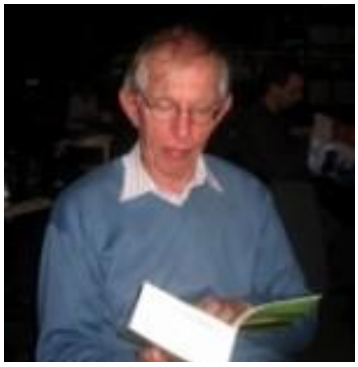
Atlantis Press was founded in 2006 by Zeger Karssen. Zeger graduated in both philosophy and Artificial Intelligence at the University of Amsterdam. Since then he has gained extended experience in scientific research, publishing and internet-technology. Earlier occupations include work as senior researcher in Artificial Intelligence for the University of Amsterdam and for a private lab in Paris. Since 2000, he has worked as scientific publisher for a major publishing house (Elsevier) where he created 4 new scientific journals and 2 major book series, and managed a portfolio of 15 internationally renowned journals in the field of Artificial Intelligence. Zeger also regularly works as advisor to the European Commission regarding scientific publishing and the creation of electronic content in general. Zeger manages Atlantis Press from its offices in Paris, France and Amsterdam, the Netherlands. Zeger also operates as publisher in the field of artificial intelligence.



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Arjen Sevenster studied mathematics at Leiden University, the Netherlands. After a five-year stay in Japan, Arjen joined Elsevier, where for some two decades he has been responsible for the mathematics and computer science programme, including Elsevier's world-class book series in mathematics. Arjen retired as a publisher at Elsevier in 2006 and is now working as a freelance publisher for Atlantis Press where he is in charge of the mathematics and theoretical computer science book programmes.

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Christian Ngô studied at the “Ecole normale supérieure de Saint Cloud”. He obtained the “aggregation in chemistry” in 1971 and received a doctorate in nuclear physics in 1975. After nearly 20 years in fundamental research at the Orsay University and at the CEA in the field of heavy ion nuclear physics, and approximately 200 publications, he moved to applied physics in 1991. Over the next five years he was appointed as the manager of a laboratory at the CEA/ LETI and took 3 patents before becoming deputy director of strategy and evaluation of the CEA in charge of scientific evaluation. Since 2000, he became successively advisor of the CEO of the CEA, scientific director of the direction of technological research and the CEA delegate director. Between 2003 and 2007 he served as executive general manager of ECRIN and, until 2008, as scientific director of the high commissioner of atomic energy. Christian Ngô is also the author or co-author of a dozen books in different fields of physics. In the last decade he gave about two hundred conferences on energy to a wide audience, and participated from time to time on radio and television programs on energy and environment. He has also been involved as an expert in several works of the OPECST (Parliamentary Office of Science and Technology Options). Christian's editorial responsibilities include the fields of nanotechnology, energy and material sciences.

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The Analysis Of Learning Organization Implementation On The Participants Of Business Development Management Training 2014

In PT. Pos Indonesia Bandung Head Office

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***Abstract*— This research describes the implementation of learning organization in PT Pos Indonesia Bandung Head office using five dimensions of Learning Organization by Marquardt, which include the dimensions of learning, organization, employee, knowledge, and technology. This study is a descriptive research using four-point Likert scale as the scale of the instruments. The data was collected using questionnaires from the participants of the Business Development Management Training 2014. The total number of the respondents was 34. Before the questionnaires were distributed, the validity and reliability tests were done first. The results revealed that, as a whole, learning organization on the participants of Business Development Management Training 2014 in PT. Pos Indonesia Bandung head office was implemented properly. In the implementation, technological dimension was scored the highest among others and knowledge dimension was scored the lowest.**

Keywords—Learning Organization, knowledge, and technology

I. INTRODUCTION

As science developing in the world of business , companies in Indonesia are required to constantly update their knowledge. One effort that can be done is by implementing enterprise learning organization. Learning organization means that people always expand their capacity [3]. It is stated that implementing learning organization will improve the performance [5]. Learning organization is not only important for profit organization but also for non profit [6]. Learning organization is very beneficial in the competitive environment [4]. Therefore, they have to continuously improve their business process and product.. Commitment of continuous improvement is one of learning organization requirements. New knowledge and improved performance can be obtained by means of informal learning [11]. In applying learning organization, several factors need to be implemented successfully, including the socialization factor, Internalization factor , and combination factor [10]. The application of knowledge management may have positive impact on the implementation of learning organization [8]. The role of superiors in an organization can improve learning in individuals in the organization [7]. When learning organization is associated with organizational performance, learning and development are the most significant predictor of the learning organization [9].

One company in Indonesia that has implemented learning organization is PT. Pos Indonesia. The aim of PT. Pos Indonesia in applying this learning organization is to discover the knowledge of workers. Thus, the company will be able to keep abreast with the times and to answer the challenges of business in the future. Therefore, PT. Pos Indonesia Bandung head office regularly organizes Business Development Management Training program since 2014. This program aims at creating company's knowledge for workers with the capabilities to answer the business challenges ahead.

II. METHODOLOGY

There are many learning organization models defined by scholars [2]. One of learning organization models which has been successfully developed is Marquardt model [2]. This model combines the implementation of learning organization with knowledge management [1]. Therefore, the model used in this research refers to the theory of learning organization by Marquardt [1]. Marquardt [1] states that learning organization is a successful organization in conducting learning activities as a group and able to transform itself in improving management and use of knowledge, empowering employees within the organization to learn, and utilizing technology to take full advantage of the learning. This theory explains that learning organization consists of five sub-systems (Figure 1), namely the sub-systems of learning, organization, employee, knowledge and technology. Each sub-system can be explained as follows:

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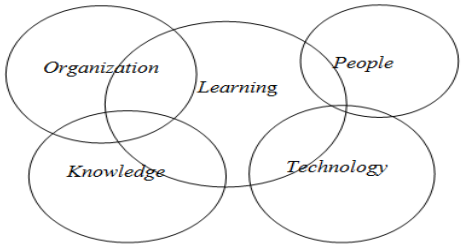

Figure 1. *Model of learning organization systems* (Marquardt.2002)

A. *Learning*

Learning is a sub-system that can penetrate four other sub-systems such as: organization, people, knowledge, and technology since learning occurs in all other sub-systems. In this learning process, there are three indicators, e.g. individuals, groups, and organizations [1].

B. *Organization*

In the sub-system of organization there are four indicators, e.g. vision, culture, organizational structure and strategies used by the company [1].

C. *People*

In the sub-system of employee, there are six indicators, namely managers, employees, customers, business partners, suppliers, and communities. Managerial indicator will especially measure the ability of a manager to become a role model or example of the learning process in the organization so that the employees are willing to learn continuously [1].

D. *Knowledge*

Knowledge used in learning organization is the knowledge related to the company's goals. Knowledge must be managed properly in order to facilitate the learning process among the human resources in the organization. In sub-system of knowledge there are indicators to be paid attention at e.g. the acquisition, creation, storage, transfer, use, and acceptance [1].

E. *Technology*

The technology used should be able to support the facilities of learning activities of the organization and can be utilized and maximized by the individuals in the organization. Indicators on the sub-system of technology are knowledge, information system, and technology-based learning [1].

III. Research Method

This is a descriptive research which illustrates the implementation of learning organization in PT. Pos Indonesia Bandung head office by adopting the dimensions used by Marquardt [1]. The dimensions comprise the organization, employee, learning, knowledge and technology. The data was collected by distributing questionnaires to 34 participants of Business Development Management Training in 2014. The scale used in the questionnaire was four-ordinal Likert scale consisting of Scale 1 which means that the indicator of dimensions has been applied to a little extent, scale 2 indicates that the indicator of dimensions has been applied to a moderate extent, scale 3 shows that the indicator of dimensions has been applied to a good extent, and scale 4 describes that the indicator of the dimensions has been applied to a full implementation. Before the questionnaires were distributed, the validity and reliability were tested. Once all items of the questionnaires were declared to be valid and reliable, the step of data collecting was conducted. After that, the collected data was processed and analyzed descriptively. The results obtained from all respondents are presented in percentages. The lowest percentage is 25% and the highest is 100%. Then these ranges are categorized into four groups. The range between 25%-43.75% means that learning organization is applied to a little extent, >43.75%-62.5% shows that learning organization has been applied to a moderate extent, >62.5%-81.25% indicates that learning organization has been applied to a good extent, and >81.25%-100% means that learning organization has fully been applied.

IV. Result And Discussion

The following discussion explains the results of each dimension of *learning organization*.

Table.1 Learning Dimension

No	Statements	Total score	%	Validity	Reliability
1	We see continuous learning by all employees as a high business priority.	79	58.08	0.692	0.935
2	We are encouraged and expected to manage our own learning and development.	91	66.91	0.846	
3	People avoid distorting information and blocking communication channels by actively listening to others and providing them with effective feedback.	97	71.32	0.762	
4	Individuals are trained and coached in learning how to learn.	87	63.97	0.813	
5	We use various accelerated learning methodologies (mind-mapping, mnemonics, imagery, music)	81	59.55	0.731	
6	People expand knowledge through adaptive, anticipatory, and creative, learning approaches.	87	63.97	0.849	
7	Teams and individuals use the action learning process-that is, they learn from careful reflection on the problem or situation	86	63,23	0,839	

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	and apply their new knowledge to future actions.				
8	Teams are encouraged to learn from one another and share what they have learned in a variety of ways (via electronic bulletin boards, printed newsletters, or inter-group meetings).	90	66.17	0.799	
9	People are able to think and act in a comprehensive approach systems.	87	63.97	0.868	
10	Teams receive training in how to work and learn in groups.	84	61.76	0.806	

From the ten statements above, it can be seen that the overall score of learning dimension is 63.69%. This score shows that the implementation of learning dimension by the participants of Business Development Management Training in 2014 was good. However this score is still close to the border of moderate implementation. It means that the implementation of Learning dimension is still at the beginning stage of good. Encouragement is still needed for a better implementation. The indicator with the highest score is the individual indicator which is 71,32%. The Individual indicator is related with communication skill. This means that the participants did not have communication barrier in the leaning process. The process of communication that occurred had been going well in supporting to the learning process. While the lowest scores occurred are the indicators of learning and the use of various methods of learning. It shows that the employees of PT. Pos Indonesia have not made the learning activities for the benefit of the business as a priority. The method of learning used was also not varied.

TABLE 2. ORGANIZATION DIMENSION

No	Statements	Total score	%	Validity	Reliability
1	The importance of being a learning organization is understood throughout the company.	85	62.50	0.773	0.923
2	Top level of management supports the vision of a learning organization.	83	61.02	0.792	
3	There is a climate that supports and recognizes the importance of learning.	86	63.23	0.822	
4	We are committed to continuous learning in pursuit of improvement.	94	69.11	0.751	
5	We learn from failures as well as successes, which means that mistakes are tolerated.	95	69.85	0.524	
6	We reward people and teams for learning and helping others to learn.	79	58.08	0.696	
7	Learning opportunities are incorporated into operations and programs.	85	62.50	0.825	
8	We design ways to share knowledge and enhance learning throughout the organization (systematic job rotation across divisions, structured, on-the-job learning systems).	86	63.23	0.818	
9	The organization is streamlined, with few levels of management, to maximize the communication and learning across levels.	78	57.35	0.805	
10	We coordinate our efforts across departments on the basis of common goals and learning, rather than maintaining fixed departmental boundaries.	88	64.70	0.875	

The overall score for organization dimension is 63.16%. It indicates that the implementation of the organization dimension in the group of participants of Business Development Management Training in 2014 was good. Though, the achievement score is very close to the limit of moderate. This means that the implementation level of the organization dimension is still at an early stage. It still needs to be developed further. Of the ten organization dimension statements, the indicator of the strategy acquires the highest score. While the lowest score belongs to structure indicator which indicates that there were many management levels that would allow the disruption of the communication process. Too many levels in an organization structure will give an impact on the communication flow, so that it will hinder the learning process. Therefore, PT. Pos Indonesia needs to reconsider their organizational structure if they want to develop a culture of learning.

TABLE 3. PEOPLE DIMENSION

No	Statements	Total score	%	Validity	Reliability
1	We strive to develop an empowered workforce that is able to learn and perform.	93	68.38	0.794	0.939
2	Authority is decentralized and delegated in proportion to responsibility and learning capability.	86	63.23	0.779	
3	Managers and non-managers work in partnership to learn and solve problems together.	89	65.44	0.766	

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4	Managers take on the roles of coaches, mentors, facilitators of learning.	94	69.11	0.845	
5	Managers generate and enhance learning opportunities as well as encourage experimentation and reflection on new knowledge so that it can be used.	89	65.44	0.713	
6	We actively share information with our customers and at the same time obtain their ideas and input in order to learn and improve services and products.	90	66.17	0.926	
7	We give customers and suppliers opportunities to participate in learning and training products.	81	59.55	0.689	
8	Learning from partners (subcontractors, teammates) is maximized through up-front planning of resources and strategies devoted to knowledge and skill acquisition.	83	61.02	0.824	
9	We participate in learning events with suppliers, community groups, professional associations, and academic institutions.	81	59.55	0.887	
10	We actively seek learning partners among customers, vendors, and suppliers.	83	61.02	0.836	

The score of people dimension as a whole is 63.69%. This indicates that the employee dimension has been implemented in a good extent, although it is still in the early stage. Out of the ten statements in the employee dimension, the indicator of manager gains the highest score at 69.11%. while the lowest one is the indicator of customers and suppliers. This shows that PT. Pos Indonesia has less efforts and opportunities to learn with customers and suppliers. Learning from customers and suppliers is very important because the knowledge gained from them will improve the innovation of the organization particularly in giving the best service to customers or developing new products according to the customer needs. Therefore, PT. Pos Indonesia should start thinking about the programs that will provide learning from the customers and suppliers. Many innovations can be created after that.

TABLE 4. KNOWLEDGE DIMENSION

No	Statements	Total score	%	Validity	Reliability
1	We actively seek information that improves the work of the organization by incorporating products and/or processes that are outside our function.	90	66.17	0.716	0.934
2	We have accessible systems for collecting internal and external information.	83	61.02	0.770	
3	We monitor trends outside our organization by looking at what others do; this includes benchmarking best practices, attending conferences, and examining published research.	85	62.50	0.824	
4	People are trained in the skills of creative thinking, innovation, and experimentation.	87	63.97	0.858	
5	We often create demonstration projects as a means of testing new ways of developing a product and/or delivering a service.	80	58.82	0.832	
6	We have developed systems and structures to ensure that important knowledge is coded, stored , and made available to those who need and can use it.	80	58.82	0.811	
7	People are aware of the need to retain important organizational learning and share such knowledge with others.	84	61.76	0.614	
8	Cross-functional teams are used to transfer important learning across groups, departments, and divisions.	85	62.50	0.864	
9	We continue to develop new strategies and mechanisms for sharing learning throughout the organization	83	61.02	0.811	
10	We support specific areas, units, and projects that generate knowledge by providing people with learning opportunities.	82	60.29	0.824	

Knowledge dimension acquires an overall score of 61.69%. This illustrates that knowledge dimension is still moderately implemented. The highest score is 66.17% lies in

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knowledge acquisition indicator. While the lowest value lies in creation and use of knowledge indicator. This shows that acquisition of knowledge has already been implemented well. However, the knowledge acquired has not been well stored and implemented. It means, the behavior of the employees is still in the level of seeking knowledge. In order to be beneficial for the company, the employees have to get used to store and apply the acquired knowledge since the essential source of learning is knowledge.

TABLE 5. TECHNOLOGY DIMENSION

No	Statements	Total score	%	Validity	Reliability
1	Learning is facilitated by effective and efficient computer-based information systems.	85	62.50	0.780	0.890
2	People have ready access to the information highway via, for example, local area networks, the internet, and an intranet.	93	68.38	0.581	
3	Learning facilities incorporate electronic multimedia support and an environment based on the powerful integration of art, color, music, and visuals.	79	58.08	0,601	
4	Computer–assisted learning programs and electronic job aids (Just–in–time and flowcharting software) are readily available.	101	74.26	0.666	
5	We use groupware technology to manage group processes such as project, team and meeting management.	86	63.23	0.657	
6	We support just–in–time learning, a system that integrates high-tech learning system, coaching, and actual work on the job into a single process.	92	67.64	0.831	
7	Our electronic performance support systems enable us to learn and perform our jobs better.	86	63.23	0.744	
8	We design and tailor our electronic performance support systems to meet our learning equipment.	86	63.23	0.777	
9	People have full access to the data they need in order to do their jobs effectively.	85	62.50	0.695	
10	We can adapt software system to collect, code, store, create, and transfer information in ways best suited to meet our needs.	88	64.70	0.780	

The score of technology dimension as a whole is 64.77%. This shows that technology dimension for learning organization has been implemented in a good extent. The highest score of technology dimension is the role of technology itself for learning organization which is 74.26%, and the lowest score is the function of multimedia to support learning in the organization. Technology functions as a tool in supporting learning process in organization. To maximize the function of this tool, the capability of people in using the technology is very important. In PT. Pos Indonesia, technology has been used by the employees to support their learning, but it has not been maximized yet. For example, they have not maximized the technology function for multimedia and integrated it with art. Multimedia can be very useful when the employees know its function. To maximize multimedia functions, the capability of the employees in using it should be improved.

Table 6 shows the comparative scores among the five dimensions. The highest score is technology dimension and the lowest one is knowledge dimension. All dimensions have been applied within a great extent, except knowledge dimension which was applied moderately. Knowledge dimension should be paid attention by the management of PT. Pos Indonesia, because knowledge is an essential source of learning process.

TABLE 6. COMPARATIVE DIMENSIONS OF LEARNING ORGANIZATION

	Learning Organization				
Dimension	Technology	Learning	People	Organization	Knowledge
Score and Meaning	64.77% Applied to a good extent	63.69% Applied to a good extent	63.69% Applied to a good extent	63.16% Applied to a good extent	61.69 % Applied to a moderate extent

PT. Pos Indonesia external situation faces a very tight competition. PT. Pos Indonesia should have realized that they would lose if they could not fight well. One of the ways to get out of this situation is that the management of PT. Pos Indonesia should continuously improve the quality and quantity of their learning organization. By implementing better learning organization, PT. Pos Indonesia will achieve more innovations as an important factor to win the competition, especially through improving knowledge dimension of learning organization. PT. Pos Indonesia should pay a greater attention and focus on it.

V. CONCLUSION

The conclusion of this study is that the participants of *Business Development Management Training program in* 2014 of PT. Pos Indonesia Bandung head office have applied learning organization properly even though it is still at the

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beginning stage of a good extent. The only dimension which is still moderately applied is knowledge.

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