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Organizational Culture of Sukma Bangsa Learning School (Analytical Study of Learning Organization Primordial Value)

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Abstract

This writing is a report study for the development of a learner school management model as well as the acceleration of educational completion with the goal of achieving sustainable education development at the Sukma Nation School of Lhokseumawe. The research focuses on the profile of the school of learners in Sukma Nation, as well as the program's achievement

and problems in its implementation. The research is qualitative in nature and employs survey methods. In terms of data gathered through documentation and interviews with relevant authorities, including focused group observations. The study also presents various manifestations of the Sukma Bangsa School innovations. The results specifically show that institution management refers to the implementation of five primordial grades of learner schools, namely personal mastery, dividing vision, mental models, sitem thinking, and group learning. According to the system, the succession of implementations is seen in changes in individual behavior ranging from knowledge mastery, information distribution, interpretation, and knowledge reminder. Furthermore, the school of learners' leadership model has become a critical component of achieving school effectiveness.

Keywords: Learning Organization, Organizational Culture, School Culture

Abstrak

Penulisan ini merupakan kajian laporan pengembangan model manajemen sekolah peserta didik sekaligus percepatan penyelesaian pendidikan dengan tujuan tercapainya pembangunan pendidikan berkelanjutan di Sekolah Bangsa Sukma Lhokseumawe. Penelitian ini berfokus pada profil sekolah peserta didik di Bangsa Sukma, serta capaian program dan permasalahan dalam pelaksanaannya. Penelitian ini bersifat kualitatif dan menggunakan metode survei. Dalam hal pengumpulan data melalui dokumentasi dan wawancara dengan otoritas terkait, termasuk observasi kelompok terfokus. Kajian ini juga menghadirkan berbagai manifestasi inovasi Sekolah Sukma Bangsa.

Hasil penelitian secara khusus menunjukkan bahwa pengelolaan lembaga mengacu pada penerapan lima nilai primordial sekolah peserta didik, yaitu penguasaan pribadi, visi membagi, model mental, pemikiran sistem, dan pembelajaran kelompok. Menurut sistem, suksesi implementasi terlihat pada perubahan perilaku individu mulai dari penguasaan pengetahuan, distribusi informasi, interpretasi, dan mengingat pengetahuan. Lebih jauh lagi, model kepemimpinan siswa sekolah telah menjadi komponen penting untuk mencapai efektivitas sekolah.

Kata Kunci: Organisasi Pembelajaran, Budaya Organisasi, Budaya Sekolah

A. Pendahuluan

The national education system has undergone substantial changes in recent years (Suryadarma & Jones, 2013). Previous research revealed the fact that globalization creates conditions of uncertainty -disruption- (Euben, 2002; Kasali, 2017). Anticipating these changes, the managers of educational institutions must create a system that ensures the institution's continuity. Without the formation of culture, the system can't run well because of the loss of values.

The resistance experienced by educational organizations has called for a better understanding of the implications of change which in turn points to the need for conceptual development (Seghezzo, 2009). On a minor scale, especially in the city of lhokseumawe, there is a Sukma Bangsa school that has consistently been a reference for schools, especially private ones, in terms of governance and achievement. Through initial observations, the cause of the progress of the Sukma Bangsa school is the application of the concept of a learning organization. With an emphasis on educational, scientific work, this paper explores the concept of learning organizations as a form of innovation and development

of educational organizations.

Effective organizations can become patrons not only in terms of formal education but also in education that is able to change mindsets and innovative education that encourages creativity and innovative power (Hoy & Ferguson, 2010; Liket & Maas, 2015). This orientation requires a series of constructive efforts, one of which is implementing a learning organization.

Furthermore, several private educational institutions use the concept of a learning organization as a reference for institutional development, one of which is the Sukma Foundation. Conceptually, learning organizations have development characteristics known as The Fifth Discipline. The conceptual framework based on five dimensions of personal mastery, shared vision, mental models, systems thinking, and group learning is expected to contribute to the policy outlook formally regulated and enforced by education actors at various levels (Rosén, Arneback, & Bergh, 2020).

Referring to the Oxford Handbook of the Learning Organization, a learning organization school is an educational institution that facilitates learning from all its members, teachers, education staff, and students who continuously transform themselves (Boak, 2020; Senge, 2014). Concerning the concept of organizational development, Marquardt translates a learning organization as an organization whose members have high ability and desire to learn and are carried out together to improve performance on an ongoing basis (Örtenblad, 2018).

Organizations with excellent performance will ensure the sustainability of the institution. The organization's ability to survive for a long time lies in the organization's ability to continue to learn. In that way, the organization gains understanding, can map problems, and formulate problem-solving strategies. Such organizations are well aware that a defensive strategy cannot be applied. In this case, change is a logical consequence in a competitive situation; on the other hand, innovations must continue to be implemented.

In addition, educational institutions are required to manage knowledge, the readiness of leaders to innovate, strategies and tactics to maintain, analyze, organize, and share knowledge and experience. The leadership needed in this case is open leadership (Ghasemzadeh, Mozneb Khodaei, & Barghi, 2020; Gil, Rodrigo-Moya, & Morcillo-Bellido, 2018). This learning leader does not let knowledge and experience only reside in the vortex of the organizational elite but spreads to all levels of the organization.

Sukma School was founded inspired by a sense of concern and effort to build the nation. The Sukma School implemented Peter Senge's learning school model in its development. For school development to be effective, it is necessary to build a strong organizational culture that strengthens the values of the learning organization. For this reason, this study aims to find the conceptual building of the school's vision and mission and assemble it so that it becomes simple, applicable, interesting, and rooted.

This concept is, to a significant degree, a logical consequence of the existence of educational institutions in the Aceh region, which have been former conflicts and natural disasters (Mujib, Abdullah, & Nugroho, 2013). The idea of a learning school in the style of Peter Senge's model becomes a reference in the development of schools (Marthunis, 2020; Reese, 2020). This study summarizes the themes and strategies for developing institutional capacity through the implementation of learning schools.

This type of research is qualitative with a descriptive survey study technique. The discussion of the study focuses on the implementation of the Sukma school organizational culture, which in its implementation carries out the concept of a learning organization. The research data results were collected through interviews with Sukma Bangsa Director and three schools' operational staff, with two teachers teaching at the school as additional data. Activities in data analysis are data reduction, data presentation, and drawing conclusions or verification. This study uses the second model, interactive inductive analysis, in which

the three components of data reduction and data presentation are carried out simultaneously with the data collection process. After the data is collected, the three components of the analyst run using the data triangulation model.

B. School of Learning and Values

Conceptually, a learning organization is an organization that proactively creates, acquires, and transfers knowledge and which changes its behavior based on new knowledge and insights. A learning organization is an organization that builds the capacity to adapt, to innovate and change continuously (Gil et al., 2018; Prasetyo, Bashori, & Masriani, 2020). Robin said the same thing (Robbins & Judge, 2010) that the learning organization is a process of developing employee performance within the organization, which continuously improves its capacity to overcome any challenges and changes. In organizational learning, there are single and multiple series learning.

Single-series learning is making repairs to errors that occur after completing the work based on established routines and policies. Multiple series learning is making improvements, changing and modifying the goals, policies, and standards of the organization's work routines.

The discussion will present organizational learning and the role of leaders concerning learning and organizational culture. The leader determines the response to the organizational situation. If leadership is proactive, then a responsive organization emerges, which affects every element at the organizational level to be adaptive in dealing with various circumstances.

The educational process carried out brings dynamic changes. The learning school in question is a change in behavior or performance as the result of experience and values. The learning process can be carried out by schools based on a cycle of experience. Responsiveness to negative experiences can be done in two ways: (1) by making corrections using routines such as the past and current policies; and (2) by modifying the organization's

goals, policies, and routine standards, which cannot be separated from the agreed values.

Organizational culture has a visible dimension that can easily be identified as general behavior in the organization, which is not palpable except by members of the organization itself. Visible school culture, such as the way members of the organization serve their customers, how their employees dress, and how they communicate between superiors or subordinates, lies in the behavioristic system of the organization's value system.

On the other hand, the intangible school culture is the most challenging part of changing because it lies on the cognitive side of the organization's value system. This side of culture consists of members of the organization's ideas about their environment and usually tends to be sheet from time to time. The school culture has several characteristics: (1) it is a learning process in social interaction and is related to the socio-cultural development of the local community; (2) is a value system that is shared by all members of a social group; (3) through the process of social interaction or life from generation to generation; (4) contains a symbolic nature and appears based on people's ability to create symbols that contain a value; (5) showing pattern, regularity, and integrated as a whole; and (6) have the adaptive ability or can change because it is a manifestation of the adaptation mechanism with the community environment.

Learning School Values refers to the five indicators of Peter Sange's The Fifth Discipline concept. First, systems thinking; systems thinking includes methods, tools, and principles oriented towards achieving common goals. A system is a whole that is felt by all interrelated organizational components. Second, personal expertise; Humans never stop learning. The logical consequence of that is that every teacher must commit to learning and, as a member of the organization, they need to develop their potential optimally. Personal mastery is a discipline that, among other things, demonstrates the ability to constantly clarify and deepen personal vision, focus energy, develop patience, and view

reality objectively. The reality shows that a person enters the organization with enthusiasm, but after feeling established in the organization, then loses his enthusiasm. Therefore, this discipline is very important, meaning that it even becomes the basis for learning organizations.

Third, strategies for working with mental models. The mental model in question is an image, assumption, and story that exists personally and organizationally. Mental models affect a person's perspective to become a reference for action. In the context of this discipline, it is bringing mental models to the surface, exploring and talking about them in self-defense so that they are objective in judging. Fourth, shared vision. Building a shared vision sometimes doesn't solve many problems on its own but creates an environment where people believe they are part of a common community. Today, many leaders strive to achieve the commitment and focus of a genuinely shared vision. Unfortunately, there are still many who think that a vision is the highest leader's task.

Fifth, team learning; team Learning is a conversational skill and a collective thinking skill so that human groups can reliably develop intelligence and abilities that are greater than the sum of the talents of their members. The actualization of the concept of five disciplines in creating organizational effectiveness and existence is also in line with Marquardt's research (Marquardt, 2011). Public learning itself leads to principles through which individuals are encouraged to learn openly and explore what they don't know now (Jeff Davidson, 2005).

The application of the five principles in learning, according to Sange's formulation, can make the school an organizational unit and will become more of a human institution centered around learning. This is reinforced by Sange, that learning organization needs decentralized leadership within the organization to better enable all employees to work productively towards common goals and emphasize the importance of respecting human values in the workplace.

Organizational learning operationally is the application of the five disciplines. Demonstration projects are usually larger and more complex than ongoing trials. They involve holistic, system-wide change, are introduced at a single institutional site, and are often carried out to develop new organizational capabilities.

C. Analysis of Potential Barriers

The thoughts and behavior of organizational members in responding to changes in organizational culture raise pros and cons that lead to the dynamics of organizational culture. Every rational person or organization that exists tends to reject learning. Organizations do not consciously reject learning. They do this because of three fundamental problems.

First, barriers are caused by groups that focus on fragmentation rather than systems tendencies to break down problems, project requirements, or processes into smaller pieces. Within organizations, fragmentation creates functional walls that separate people into independent groups. This, in turn, produces specialists who work in specific functional areas. It also evokes an internal pride that combats power, resources, and control. Learning, sharing, fun together, and collaboration are disappearing.

Second, groups that emphasize competition over cooperation. Competition is a dominant paradigm in the social and management fields. A paradigm is a generally accepted way of looking at things. While there's nothing wrong with competition, this paradigm results in employees competing with various people with whom they need to collaborate to be successful. Furthermore, it creates excessive pressure to see the good rather than to be good, which prevents learning because people become reluctant to admit when they don't know something.

Third, individual or group behavior becomes reactive rather than creative and proactive. People only get used to changing when they feel necessary because life is less stressful and frustrating when we are in our comfort zone. The drive to learn is driven

by self-interest, belief, aspiration, imagination, experimentation, and risk-taking.

The formation of the culture of an organization always faces challenges and obstacles. The picture shows that growing and developing organizational culture is a long and challenging process. The organization influences the existence of organizational culture. Data and information from the field show the characteristics of the school's subculture. In the process component of the teachers, the teachers maintain the quality and quantity of work results to create a quality learning process. In addition, the obstacle to the formation of organizational culture is that the output component of the middle manager (department head) appears that his position is as a bridge between superiors (chairman of the foundation, principal) with subordinates (teachers and employees). Various best practice experiences are presented in this study as useful study material, namely an analysis of the growth and development of learning organizational culture.

D. The Growth and Development of A Learning Organizational Culture

Here, we present research findings on community participation in implementing learner schools where our concern is the low participation of parents and communities in organizational governance. Parents feel they have no place in school governance or the learning process. Some of the factors that cause the school to already have a running system. At the level of values, society cannot interfere too much with policy. On the one hand, this consistency positively impacts the internal organization. In general, teacher participation in the governance of learner schools is increasing. This phenomenon is perfect, where principals hand over power and responsibilities to other teachers, work closely with parents and community leaders, exemplary model behavior, and institute a clear vision.

The learning culture can be observed through the environ-

ment created, both the work environment and the learning environment that pays attention to the harmonization aspect where the labor intensity is high. It means that the involvement of both educators and education staff that occurs intensively can provide problems with the quality of the education services implemented. Apart from this, the important factor is the leadership style implemented; in this case, the ideal is transformative and participatory leadership (Prasetyo & Anwar, 2021).

A conducive school environment guarantees the implementation of effective learning. After the Director has established a more supportive and open environment, it can be continued by creating a learning forum. These programs are designed with explicit learning objectives in mind. They – the school community – can take a variety of forms: strategic reviews, which examine the changing competitive environment and institutional product, technology, and positioning portfolios; systems audit, which reviews the health of processes across managerial functions and learning systems; internal benchmarking reports that identify and compare performance levels between departments.

In career advancement or study missions, some teachers are sent to top universities worldwide to better understand their education systems, performance patterns, and unique skills; training education or symposiums, which improve the professional competence of teachers. In addition, the intensity of the evaluation meetings held can unite the receptionists, internal groups to share ideas and learn from each other. These activities foster learning by requiring teachers and employees to be adapt to new knowledge and consider its implications.

The design of activities, such as comparative studies, can also be adapted to business needs. Sukma School has several branches in Aceh with different characteristics. These can be added value for school development. For example, the Cooperation Foundation and several companies can sponsor educational missions to Europe or business development to learn more about the newly incorporated joint capacity building method. At the

same time, the technological aspect improves the quality of learning, especially in the current pandemic situation, when the majority of private schools are not ready. Sukma School still exists with existing resources to run an effective learning process.

In terms of hiring teachers and employees, Sukma School has strict standards. The Culture of Acceptance of Teachers and Employees is carried out selectively according to the organization's by-laws. The selection of teachers in schools is carried out objectively following the planning that has been carried out. Likewise, with capacity building according to proficiency. After being accepted, teachers and education personnel receive a package of remuneration referring to three things: position in the organization, competence in work, and performance -achievement-. The placement of resources is carried out through a study of analysis of resource development by considering the potential and interests of teachers so that teachers can optimize all their potential. They need to manage and utilize resources efficiently and effectively deliver compelling results.

School culture needs to be maintained so that the spirit of teachers is maintained. Any changes to the system, organizational structure, and technology can lead to changes in school culture. Whatever change process occurs, the school's manager needs to explain the background of the change, the impact, and the purpose. The learning school culture implemented by the Sukma School also emphasizes the standing ovation as an existing educational institution. It is hoped that meeting personal needs -actualization of ideas and ideas-; looking at the design of the learning activity program as the beginning of a change for the better.

At work, each individual is always influenced by the organizational culture. Without knowledge of organizational culture, it is possible for policymakers (read: principals) to lose direction in their efforts to manage schools. Armed with the knowledge of school culture, one will be better positioned to strategically create the organization's future.

The growth and development of school culture after going through a long process. The interactive social interface between stakeholders and teachers is a cultural formation event. Teachers and management can take action against (rejection), approval, or semi-approval of the values outlined by the owner of the foundation or the structural ranks of the foundation. Furthermore, negotiations will take place if the foundation sticks to its stance. In these negotiations, the mandated party or the school manager can maintain, repeat cultural performances, and adapt the values championed. If there is a deadlock, then adjustments are needed, the development of cultural characteristics, or conciliation. Furthermore, it will always be tried again by highlighting the nature and traditions prevailing in the school, with an empathetic attitude. Based on this process, a cultural synergy will occur, which is a reflection of the organizational culture that has become the property of the pioneer (the foundation); school administrators, and school community (teachers and employees).

E. Improve Organizational Performance

A strong culture will produce goal alignment so that school activities can be more easily directed. Sukma schools consistently apply the reward and punishment system rules, referring to the assumption that performance will increase if the school culture is under the context of the education system.

Performance excellence is about setting a track record and continuing over the long term. Performance excellence must be based on the real value of individual or group productive behavior. Every educational organization must have real products and services, and customers. High school performance is achieved through ethical aspects (ethical performance) and is also closely related to the school culture developed within the organization. Educators or employees who are more experienced and have superior performance are a priority, not just a matter of seniority, because this can lead to staff stratification in schools. The main indicator of the assessment is superior performance. If the

assessment is based on subjective factors such as kinship, it will limit opportunities for staff to learn from each other and reduce the morale of staff who are less qualified and inexperienced.

Teachers essentially provide support to leaders who are committed to implementing the learning system. Through developing the Fifth Discipline, one of them is the freedom to explore and present ideas. Substantially, democratic policies through participatory systems become the main tool for assessing school effectiveness.

Performance is the main operating characteristic of an educational organization which is included in the study of learning organizations, according to (Senge, 2014). Learner performance indicators include the following technical aspects: First, school physical or interface display; in this case, the availability of facilities and infrastructure in schools. Regionally, Sukma Bangsa school has fulfilled this aspect compared to other private schools. Second, reliability and suitability; in this case, the probability of the school's success in realizing a specific function for a specific period under certain conditions. Meanwhile, conformity is the level of the school's ability to meet certain predetermined standards that are the community's needs.

When it comes to durability, especially the durability of an already running system, the length of time an education system works in schools is a concern for school principals. Before the system deteriorates, it is necessary to reform the system that ensures a conducive work environment. Fourth is service capability. In terms of administration, Sukma Bangsa school tries to prioritize the speed and ease of repairing or solving problems. Learning from the Covid-19 case, schools consistently apply strict health protocols. Service capability also requires aesthetics or system management, a form of ease of access to services, education in schools. Fifth, a support system makes the organization community, especially users, feel quality. The feeling a customer or potential customer has about the product or its appreciation for it.

Organizational performance indirectly depends on the performance of individuals and groups. In the educational context, teachers must achieve a high level of performance from those working in the organization. If the concept of effectiveness and efficiency is not considered, managers will face inefficiency in the organization. Teachers who are underappreciated trigger turnover so that it affects organizational performance.

F. Preferences of Principals and Teachers in Maintaining Organizational Culture

Principal leadership plays an important role in building strong school culture. Belief in leadership values is then translated into school organizational life and impacts efforts to improve school organizational culture. School culture is formed through a systems engineering can run stable for some time, but never static. Competition in a rapidly changing learning environment forces groups or leaders to re-evaluate old values and cultures and undergo transformational change or find new methods of doing things that ultimately create a new culture.

The dynamics of organizational culture through the dialectical concept can be described through the following stages: the school culture that is formed is a dynamic dialectical process. A synthesis is reached through dialogue, conflict, or bargaining between the various theses and antitheses. Organizational culture is continuously updated to adapt to facing environmental challenges. As an organization, organization history cannot and should not be separated from the history of service of the people who work in it.

The organizational learning steps taken by the Sukma school refer to the values that have been formed. Four steps of learning in organizations: 1) mastery of knowledge; the process carried out by schools by gathering expertise from the resources they have to create a reserve of knowledge resources that can be taken when needed. 2) Information distribution; the information used is based on change. For that, it must be distributed

to and understood by the entire community of the organization. 3) interpretation of information; because learning brings about change effectively, knowledge must be gathered and accurately interpreted. 4) organizational reminders; this reflects the need for a container in which knowledge from the organization's history is stored to be withdrawn as a waste when needed to initiate change. If people leave the organization, it will bring some important lessons of history and knowledge that may be necessary for others.

As a measure of program effectiveness, Sukma School has organizational achievement criteria: production, efficiency, satisfaction, adaptability, and survival. Production as an effectiveness criterion refers to measuring output and feedback from school graduates. Efficiency as a criterion refers to a measure of the use of scarce resources by the organization. Efficiency is the ratio between output and input. The measure of efficiency consists of the profit of capital financing for education provision. Efficiency is measured based on the ratio between profit and cost or time used. Satisfaction as an effectiveness criterion refers to the school's success in meeting the needs of teachers and school employees. Measures of satisfaction include employee attitudes, employee replacement, absenteeism, inertia, complaints, welfare, etc.

Adaptability as an effectiveness criterion refers to the organization's response to external and internal changes. External changes such as competition, customer desires, product quality, and internal changes such as inefficiency, dissatisfaction, and so on are adaptations to the environment. Survival as an effectiveness criterion refers to the organization's responsibility in increasing its capacity and potential to develop.

The development of Sukma School has also been experienced by the Bireun branch schools, which each have excellent characteristics, one of which is entrepreneurial excellence. To increase teacher professionalism, especially entrepreneurial competence, a teacher who wishes to become a principal need

to participate in school entrepreneurship education and training program.

Thus, organizational culture is not static but dynamic. The dynamics of the growth and development of organizational culture as shown in the following concept model:



Figure 1: Learning Organization Development Model

As reinforcement, the discussion will be complemented by the experience of Sukma School in facilitating several partner schools in building or updating their vision and mission. Here you can see how the concept of a 'learning organization' was adapted and developed. Next is the stage of building and developing the organization's vision, mission, and goals. This section closes with building organizational culture and how Sukma School builds its own culture.

In practice, managers use indicators consisting of productivity, efficiency, accidents, teacher and employee turnover, absenteeism, quality, profit levels, morale, and satisfaction for the organization's long-term survival. They need to manage and utilize resources efficiently and effectively deliver compelling results. In evaluating the learning organization program, the

leader can determine the strengths and weaknesses, opportunities and threats (SWOT) of the organizational system.

The school learning model can be used in building sustainable organizations. Implementation of the model requires a collaborative role between individuals while institutionally through a network of partnerships. For schools, organizational culture contributing to institutional sustainability through alliances and partnerships requires building environmental capabilities and embracing new value frameworks. In other words, through a complex inter-organizational learning process, a new culture oriented towards sustainable organizations is created. This research deserves to be used to reference policymakers and school principals who are determined to develop a school quality culture.

G. Conclusion

Thus, organizational culture is not static but dynamic. Sukma School has a strong learning character. However, they still have to have an effective strategy. There needs to be a balance of competent people and stakeholders, especially those in structural positions in the implementation of learning school values gradually starting from systems thinking, personal skills, strategies for working with mental models that are formed—based on a shared vision and team learning. In the end, the school succeeded in having an effective culture due to the manifestation of knowledge acquisition, information distribution, information interpretation, and organizational recall. The manager expects the implications to adhere to the culture that is formed. If it is not considered, it will face inefficiency in the organization.

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