Learning Organization in Improving Academic Services Quality

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Abstract. This research is intended to analyze learning organization (LO) in improving academic services quality in Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta. It is conducted through a mixed-method approach. The qualitative data analysis employed is the model of Miles and Huberman. There are three phases involved in this method, namely data reduction, data display, and conclusion drawing/verification. Whereas, the quantitative data employed is the double regression analysis. At the end of the research, it is shown that UIN Syarif Hidayatullah can be considered as a learning organization. Its system processes, such as Learning Audit and Reviewing and Learning Development have contributed to the learning improvement, better educational program and learning self reviewing, and personal mastery is the characteristics shown by UIN Syarif Hidayatullah which is important in its acknowledgement as learning organization. UIN Syarif Hidayatullah is considered as an organization encouraging innovation, risk taking or creativity at a wider organizational level. It has a required good balance between local innovation and strategic objectives of the system. The quantitative analysis has also proven UIN Syarif Hidayatullah as a learning organization. Systemic thinking, mental models, personal mastery, shared vision, tim learning, trust, commitment, and effective communication channels are adopted, all of which have positive impact to the academic services quality.

Keywords: academic service, innovation, learning improvement, learning organization

INTRODUCTION

The majority of world business corporations have a short life span. Peter Senge (1990) concluded that world class corporations, included in Fortune 500, have an average life span of 40-50 years, meaning that in average they last only in two generations (Tjakraatmadja, 2006). Then, De Geus (1997) conducted research on corporations above 200 years of age and found that the general characterizations behind the average short life span of corporations are mainly the inability to learn and to adapt to demand of the changing time, which lead to customer’s disappointment and the demise of the corporations due to the loss of market or closed because of rejection by society and environment.

In national business context, the mass bankruptcy of business corporations occurred at the period of 1998-1999, due to the overheating in national economic condition, signified by devaluation, which saw the currency value dropped from 2,500 rupiahs per US$1 to 15,000 rupiahs per US$1. In this relatively short period, hundreds to thousands of national business went bankrupt or suspended in comma condition at mass level, due to the inability to learn and to adapt to environmental changes.

The fast progress of science and technology has a significant influence to human beings in particular and organizations in general. Organizations must adapt themselves to the situation and anticipate the changes by analyzing the internal strengths and weaknesses and capitalize on opportunities and anticipate possible threats of the present and the future. This change is a dynamics of a corporate in its attempt to adapt to its environment, or even to change the environment itself whenever possible.

The importance of Learning Organization has for long been a concern of organization experts, particularly after the publication of Peter Senge’s book, The Fifth Discipline in 1990. Organizations, business and non business alike, have tried to develop the concept in the attempts to be more competitive. In this context, knowledge management becomes very important. With the right management, knowledge can be a strong competitive power so much needed in global development.

Antonoaie and Antonoaie (2010) elaborates that learning organization is an ideal vision of an organization where structures, routines, and working practice are open to continuous adaptation and improvement, where individuals and teams are involved in continuous learning process. The norms and values are supportive to continuous learning. Strategic decision makings are responsively informed of relevant data analysis and feedbacks.

Literatures on LO focus on process of individual and collective learning inside organizations, and are oriented to actions focusing on diagnostic and methodological devices that help identify, improve and evaluate the quality of learning process inside organizations. The core of organization learning is the capability of organization to utilize great mental capacity possessed by
all of its members to create a process that can improve their effectiveness, however, as Leithwood (1996) explained, there are limited systemic evidences that analyze the conditions improving or impeding LO. LO characteristics are perfected, strutured and synthetized in a comprehensive way conforming to how conducive those characteristics are to LO. He conducted a thorough literary study in an attempt to generally identified the existing characteristics of LO.

Experts have analyzed learning organization from (1) team working and learning, (2) systemic thinking and mental models of free vertical and horizontal information flow, (3) submissive education and training of labor, (4) labor learning valuation system, (5) continuous work improvement, (6) flexibility of corporate and labor strategy, (7) decentralization hierarchy and participative management, (8) constant learning and experimentation laboratory, (9) supportive corporate learning culture, (10) dialogue, (11) shared reality interpretation, (12) shared vision of the future, (13) openness and conviction, (14) commitment and tolerance, and (15) risk taking and burden of responsibility.

There are eight LO characteristics identified, namely: (1) systemic thinking, (2) mental models, (3) personal mastery, (4) shared vision, (5) team learning, (6) trust, (7) commitment, and (8) effective communication channels.

Al-Qutop et al. (2011) studied insurance sector corporative in Jordan considered as Learning Organization. In his research, Al-Qutop confirmed that there is a positive correlation between learning facilitators and the five dimensions of learning organization suggested by Peter Senge. The learning facilitators comprised of culture, structure, MIS, Human Resources Management strategy, and leadership.

Distinctive to Al-Qutop, Vatankhah (2011) conducted a research on learning organization in Azad University, Iran. The result of the research revealed positive and significant correlation between organization index learning score and academic quality improvement score (P=0) and all confirmed main hypothesis. Findings on secondary hypothesis showed that the application level of organization index learning, except one, is lower than average hypothesis in Likert spectrum. However, this number is different in university sample (P=0.03). Also, the level of academic quality improvement is lower than average hypothesis of 3 and different than university sample (P=0.01).

Experts and practitioners have identified transformational leadership and organization culture as important factor influencing the development of organization learning (Rijal, 2010). However, several studies have empirically analyzed impact of transformational leadership and organization culture on organization learning. The results demonstrated positive impact of transformational leadership and organization culture on the development of learning organization. Weldy & Gillis (2010) examined the perception of managers, supervisors, and employees from different organizations with seven dimensions of learning organization, and two dimensions of knowledge and financial performance. The result of their study demonstrated that, for performance dimension, managers’ perception was higher than those of supervisors and employees, and managers were higher than employees in knowledge performance.

Apart from transformational leadership and organization culture, emotional intelligence also has impact on learning organization (Labbaf et al., 2011). Labbaf et al. conducted a research on the impact of emotional intelligence in Isfahan University, Iran. The result demonstrated positive and significant impact that emotional intelligence has on learning organization, vividness of mission and vision, effective knowledge transfer, teamwork, and group problem solving. Wesner (2010) explained that teamwork and team building are utilized to describe four process of learning organization, namely intuition, interpreting, integrating and institutionalizing changes, and creating durable changes inside organization.

Organization changes are alterations to the better in order to maintain the existence of organization against the change of time. Organizations are always in constant changes, since nothing is eternal. The only exception is the change itself. The life of organization depends on its capability to adapt to changes in its environment and its adaptive, proactive, and reactive strategies. Changes in organization become a certainty in order to survive in the constant changes of environment and ever tighter competition. Organization changes are initiated by the condition of its old state that has reached saturation to the point of stiffness. In order to maintain its existence, members of organization must be aware of the need to change.

In the process of organization changes, collision between organization and individual values is often found. Parding and Abrahamsson (2010) explained that there is a gap between professional and management values within an organization. Furthermore, Malik and Danish (2010) identified the impact of learning motivation and working attitude in learning organization to services given by public sector organizations. Learning organization culture is significantly and positively correlated with commitment, organization complacency, and working involvement, but not with learning motivation (Malik and Danish, 2010).

In Indonesia, organization changes appeared after
the imposition of reform era. One implication of the announcement of reform era is the demand of performing transparent government agencies that have real contribution to the acceleration of macro nation development. However, these objectives are still faced with empiric situation of government agencies performances, rooted on mental attitude of some of the state apparatuses in holding their allegiances as civil servant. This mental attitude of certain apparatuses emerges as a corrupt working culture. It is not a secret that almost in all layers of apparatus the culture of corruption, collusion, and nepotism has become seemingly natural. These negative cultures have materialized in various models in accordance with the level of employees and intellectual capacity of the apparatuses. Those in operational level mark up operational cost while those in leadership level mark up institutional program design with the intention of cashing in fantastic project money, not advancing the institution. This is a reality decorating the performance of government agencies in Indonesia, even to this day.

One of the changes in government agencies occurred in educational world, which is demanded to be more professional. The public demand on educational world is so great considering its importance as public needs. And on the top of these demands is the one directed at universities. Universities carry the burden of educating, researching, and executing public service. Even further demand is for the universities to give high quality services. One of the universities, demanded to be a learning organization, the object of this research, is Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta.

UIN Syarif Hidayatullah Jakarta has gone through fast changes due to education politicization, increase in parents demand, pressure on resources, and influence of technology. Global society, with its ever increasing complexity, requires its citizen, just like workers with high academic capabilities, to be able to work in diversity, and the fast changes lay a theoretical framework relating involvement in changes increase with the need for continuous learning, which needs continuous transformation in organizations. In this context, the capacity of educational institutions to adapt to changes, improve and answer public demands, depends upon their capacities to get involved in continuous learning as organizations. Learning organization then becomes a valuable and promising concept, particularly in this ever changing dynamic time and in organizations desire to continuously improves their services. The learning organization concept indeed manifests distinctive image of organization with the image dominating education management literature up to now.

Lecturers constantly learning in accordance with institutional objectives contribute largely on acceleration of organizational changes. In other words, organizational changes can only occur provided that there are human resources willing to learn in accordance with organization objectives within. Learning organization will be effective, efficient, and productive provided that there are individuals willing to learn, supported by visionary leaders and conducive organization culture.

The quality of academic services in this research refers to service oriented organization concept. Service orientation is closely related to market orientation. While service orientation emphasizes more on the aspects of practices, policies, and service procedures of an organization, market orientation focuses more on synchronizing unique capabilities of organization with customers needs in order to accomplish business performance objective. Besides, correlation between market orientation and business performance is stronger in the context of service organization than in manufacture corporations and also stronger in nonprofit organization than in business organization.

Improvement in performance quality of lecturers of Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta gives a significant impact on UIN performance in improving learning quality as the spirit of a university. There is no clear information on how implementation of learning organization characteristics in UIN Syarif Hidayatullah Jakarta affects academic service quality. Thus, this research is intended to analyze learning organization in improving quality of academic service in UIN Syarif Hidayatullah Jakarta.

**RESEARCH METHODS**

This research is conducted utilizing mixed-method approach (Tashakkori and Teddlie, 2003) with a deeper qualitative analysis. Data were collected through in-depth interview, literary study, and observation. In-depth interviews were conducted with university leaders in the Bureau of Academic and Student Administration, Bureau of Planning, Financial, and Information System, and Bureau of General and Personnel Administration. It is also conducted with the deans or heads of faculties of Tarbiya and Teaching Sciences, Adab and Humanities, Usul al-Din and Philosophy, Shari’a and Law, Da’wa and Communication, Dirasat Islamiya, Psychology, Economy and Social Sciences, Science and Technology, and Medicine and Health Sciences. Meanwhile, literary study was conducted on university and faculties documents. Those documents, among others, are master plan of UIN Syarif Hidayatullah Jakarta, policies of rector and
university leaders, policies of the deans, university’s vision and mission, faculties’ vision and mission, and academic documents from the Bureau of Academic and Student Administration, Bureau of Planning, Financial, and Information System, and Bureau of General and Personnel Administration. Observation is conducted on learning process in classes, organization cultures in offices at the university and faculty level, and campus daily atmosphere.

The data analysis employed here is qualitative, which is data analysis model of Miles and Huberman. There are three stages in this model, which are data reduction, data display, and conclusion drawing/verification (Sugiyono, 2009). Besides this qualitative analysis technique, this research also employs quantitative analysis by examining the impact of systemic thinking, mental models, personal mastery, shared vision, team learning, trust, commitment, and effective communication channels on academic service quality. The quantitative analysis employed is double regression analysis. Samples are taken using Random sampling technique of 217 respondents, who are students from respective faculties mentioned above.

RESULT AND DISCUSSION

The outline for UIN Syarif Hidayatullah Jakarta development is to be a research university. It is UIN commitment as a research university to produce new discoveries in science, both in Qur’aniyah and Kauniyah sciences, by putting research capability as the main qualification for every academian’s scientific performance. As a research university, UIN considers researching skills as the main qualification for the appointment and promotion of lecturers. Thus, UIN constantly increases the number of its scholars and researchers possessing international reputation. As a research university, UIN offers various undergraduate level programs, as well as strong commitment to postgraduate and doctoral programs, functioned to conduct and develop academic studies and scientific researches in various branches. Thesis and dissertation of Postgraduate Programs provide scientific contribution on science, technology, art, religion, and/or humanities development. Therefore, the number of visiting professors, visiting fellows, and exchange students is always in the rise. UIN, as a research university, has an adequate research environment, including complete library collections, complete laboratory with its equipments and capacity of data access through sophisticated multimedia computers, and also university publications. All of which are synergetic with each other.

As a research university, UIN is internationally oriented. Therefore, the university attracts many students, mainly from magister and doctoral programs, from all over the globe so that academic, social and cultural exchanges and plural and multicultural community is created. This environment in its turn creates intellectual community and learning society. In order to become a research university, UIN consolidates the aspects of academic, administration, institutional development, and student matters.

The initial name for UIN Syarif Hidayatullah was Institut Agama Islam Negeri (IAIN) Syarif Hidayatullah. Ever since the idea of UIN structuring was rolled in the last few years, there have been many basic constraints to be solved, in particular legal constraint related to National Education System Law and the Department of National Education. The publication of Presidential Decree No. 60/1999 seems inappropriate for reformist to allow the shift from IAIN to UIN. In the framework of IAIN transformation to UIN, there are two options that can be picked, both with its own strengths and weaknesses. First, straightly alters or transforms parts of IAIN Jakarta regarded “ready”, particularly in HR and academic environment, into UIN. This transformation involves changes/adjustments or improvements of existing faculties, and establishments of new faculties in conformation with the concept and framework of UIN. This transformational step contains several problems, particularly in supplementing infrastructures, facilities, and HR in certain branches, particularly general sciences.

Second, establishes or creates new departments and faculties within existing IAIN institution, so that it is substantively appropriate with UIN framework. This second alternative seems appropriate with the suggestion of the former Minister for Education and Culture, Juwono Sudarsono, in his answering letter from the former Minister for Control of State Apparatus, Hartarto, supported transformation of IAIN into UIN, previously suggested by the former Minister of Religion Quraish Shihab. The former Minister for National Education stated that, first; transformation of an institute into university must be synchronous with the government policy on higher education to give priority on developing departments and faculties of science. Second, this transformation must begin with preparing HR in the areas to be developed, rather than institutional changes.

This concept and framework of development is what IAIN Jakarta regards as “IAIN with wider mandate”. This alternative is probably more realistic in terms of preparing infrastructures, facilities, and resources. And, appropriate with the concept and framework of IAIN with wider mandate, IAIN Jakarta has been constantly developing general departments, particularly in natural science,
which gradually upgraded into faculties. Simultaneously, since fiscal year of 1998/1999, IAIN Jakarta began to give priorities to recruitment and appointment of lecturer candidates in accordance with the framework and concept of IAIN with wider mandate.

However, both the concept and framework of UIN and IAIN with wider mandate require a certain model, epistemologically view from science and institution. This model is seemingly required more in keeping religious fields characterized IAIN from getting put aside or marginalized due to the expansion of general fields in the framework of UIN or IAIN with wider mandate. Thus, there are three options in the concept and framework of UIN. First, Al-Azhar University model which elaborates how religious faculties can be adjacent to faculties of general sciences. These faculties tend to be distinctive to each other, although still under the same roof. This model tends to have faculties of general sciences as favorites, while religious faculties become second choice faculties or peripheral.

The second model is Private Islamic University model with a single faculty of religion. This model has faculties of general sciences adjacent to a faculty of religion comprised of several department, such as tarbiya, shari’a, and others (previously are faculties themselves in IAIN institution). In this model, subjects of religion can be peripheral since there is only one faculty of religion.

The third is Universiti Islam Antarbangsa (UIA) Kuala Lumpur model. In this model, science is divided into revealed knowledge that evokes faculties/departments of religion; and acquired knowledge which is further interpreted into faculties or departments of general sciences, such as technique, medicine, economy, psychology, anthropology, and others. These fields are Islamized when they are elaborated into curriculum with related Islamic subjects.

Apparently, there is still a need for further discourses before deciding which model is the most appropriate to be adopted, adjusted, and applied in developing IAIN into UIN. The first and third models seem better than the second at a glance.

Should UIN establishment be failed to materialized, IAIN institution must be sustained, then it contains many positive aspects. One of the most important aspects is that IAIN, actually a kind of gymnasium or college, still has parallel position to university. Thus, religious sciences which are IAIN specialties are not peripheral vis-à-vis to other Universities. Other important aspect is that IAIN Jakarta, with all its strengths and weaknesses, has been a distinctive trademark that has its own historical and political values, which cannot be marginalized. Considering all those discussions above, there are two alternatives IAIN Jakarta can take. First, maintaining IAIN institution with its existing formal mandate, which is in religious sciences, but also working on substantial achievements behind UIN founding idea, such as, re-approach of religious and general sciences, and make more contextual and up to date scientific studies in IAIN. However, it is clear that IAIN with limited mandate like this is not only asynchronous to new paradigm of University, but also detains IAIN from responding to the changes and development of society, be it in local, regional or global scale.

Second, maintaining IAIN Jakarta institution in its present state, but adopt IAIN with wider mandate concept. In this IAIN with wider mandate concept, education in IAIN is not only limited in formal mandate of religious sciences which are parts of humanities sciences, but also develops the mandate to other humanities, social, and natural sciences. In this IAIN with wider mandate framework, IAIN core in religious sciences is still sustained, but simultaneously consolidates the existing departments or faculties, such as from Department of Tadris Psychology into Faculty of Psychology; Department of Muamalat & Islamic Economy into Faculty of Islamic Economy; Departments of Tadris Mathematics and Tadris Natural Sciences into Faculty of Mathematics and Natural Sciences, or even creates new departments, faculties, and academic programs as demanded by the development in society.

Considering the existing constraints, the need to maintain Islam as the core of every science, and historical consideration, the second alternative was picked by IAIN Jakarta. As is stated in RIP IAIN Jakarta 1999/2000 -2003/2004, the development of IAIN Jakarta at the beginning of the new millennium started off with IAIN with wider mandate concept. Thus, IAIN Jakarta is not only developed to improve the quality of departments and Faculties teaching Islamic religious sciences, but also departments and faculties teaching other humanities, social, and natural sciences.

Despite the changes in name and development, the vision of UIN is still intact, that is to make UIN Syarif Hidayatullah Jakarta a leading higher education institution in integrating the aspects of science, Islam and Indonesia. The mission is also unchanged. Principally, UIN Jakarta’s mission is synchronous to the Three Principles of Education, which are conducting education and learning, research and public service in order to form an Indonesia society with Islamic morality and Indonesian personality, and also capable of applying science and technology for the interest of Indonesian people in particular and humankind in general.

Started from this principle, UIN Syarif Hidayatullah’s
missions are as follows: (1) reintegrating science epistemology, so that there is no longer dichotomy between general and religious sciences (2) conferring moral base for development of IPTEK and performs enlightenment in IMTAQ building to make them both harmonious, (3) articulating Islamic teaching professionally into the context of society living, so that there is no distance between religious norm and society sophistication, (4) maintaining positive old values and taking new positive values, (5) developing research, qualitatively and quantitatively, so that it does not render Islamic sciences deductive, (6) contributing to improvement of life quality of people through a more professional public service pattern, (7) providing moral and spiritual basis for national development, so that the concept of developing perfect human can be achieved, (8) contributing in creating world peace and welfare of humankind, and (9) becoming influential factor in maintaining harmonious relationship between religion, the state and society.

As one of the oldest IAIN in Indonesia located in the capital city, IAIN Syarif Hidayatullah Jakarta occupies a unique and strategic place, not only as “window display of Islam in Indonesia”, but also as a symbol of national development advancement, particularly in socio-religious development. In the attempt of integrating general sciences with religious sciences, this institution began to expand itself in accordance with IAIN with wider mandate concept towards the establishment of Universitas Islam Syarif Hidayatullah Jakarta.

The conversion began to be intensified under the leadership of Prof. Dr. Azyumardi Azra, M.A. with the opening of Departments of Psychology and Mathematics Teaching in Faculty of Tarbiya, and Departments of Economy and Islamic Banking in Faculty of Shari’a in the academic year of 1998/1999. Giving more credit to this conversion, Agribusiness Studies and Information Engineering Programs were opened in 2000 under the cooperation with IPB, and BPPT, Management, and Accounting.

In 2001, Faculty of Psychology and Faculty of Dirasat Islamiya were officially begun following the cooperation with Egypt Al-Azhar University. Other international cooperation are with IDB (Islamic Development Bank) as financier of modern campus building; McGill University (CIDA); Leiden University (INIS); Universitas Al-Azhar (Kairo); King Saud University (Riyadh); Universitas Indonesia; Institut Pertanian Bogor; Universitas Muhammadiyah.

In UIN, there are six characteristics of Learning Organization strongly supported, which are intercorrelated and inter-dependent on each other. For instance, systemic thinking in strong systemic and strategic frameworks which operated in and focused on the wide context of shared vision and mission. These study findings are in conformity to Rosengarten’s meaning and theoretical discussion, concluding that systemic thinking and shared vision are core characteristics needed by learning organization as defined by the contribution of these two characteristics made by learning organization. Systemic thinking forms a wide framework within which qualified learning organization is endeavored. Meanwhile, constant improvement is imperatively important to keep the proceeding of learning organization. Other learning organization characteristics, if necessary, are inadequate in defining learning organization. Two characteristics strongly supported in this research are the most consistently identified characteristics in literature as characteristics of learning organization.

Academic communities of UIN Syarif Hidayatullah have high hopes for improvement of their effectiveness and show their willingness to regularly evaluate the service, bearing some reservations of borders. Within these borders, UIN Syarif Hidayatullah requests feedback from the leaders in the process of improving its performance. Mental models require commitment to learning, which often can be found in data analysis and feedbacks, to help diagnosing problems and improving performance at system and education level. The result of this research shows how UIN Syarif Hidayatullah is an organization collecting data on education and system performance, with the intention to use the data in improving performance. UIN Syarif Hidayatullah shows its accountability and commitment to improvement in several ways, including reevaluation of the system.

System processes, such as Education Audit, Reevaluation, and Education Development (SRD), are viewed as contributing to the improvement in education, better teaching, and education self reevaluation. UIN Syarif Hidayatullah is also perceived as giving emphasizes to improve and challenge education to perform at higher standard. Most of the academic communities declared that strategic management system help them in improving the quality of teaching and learning in general.

The results of the research show that effective education system is the one perfectly balancing pressure and support within their role in improving education. The border of the influence of education authority, such as UIN Syarif Hidayatullah, in classroom practices is a problem. However, these results show that academic communities regard system process as an influential process for the quality of teaching and learning. The border and characteristics of this influence are not defined in this research but will be the subject of further research.

The results of the research show that personal mastery is
an obvious characteristic within UIN Syarif Hidayatullah and is important in its acknowledgement as learning organization. Quantitative, qualitative, and systemic documentary data are regarded as, in literary context, supporting the conclusion that UIN Syarif Hidayatullah can be considered strongly demonstrating a characteristic of learning organization, personal mastery.

UIN Syarif Hidayatullah is considered responsive as initiator of changes and attempting to anticipate great changes in education, with its regional officers considered as having influential level of decision making within the system.

Opinions are divided whether UIN Syarif Hidayatullah is an innovative organization where experimentation is admitted as learning facility, where research is encouraged, and whether its organization structure complies with the changing needs of education, observing Osler’s view stating that education system must encourage innovation as long as it is focused at standard improvement (Osler, 2001). The majority of academic communities perceive UIN Syarif Hidayatullah as an organization, caring more of rules than services. Opinions are divided whether UIN Syarif Hidayatullah is an organization where mistakes are tolerated and where heads of education can take some risks. The level of influence of education heads on decision making within the system is the one with lowest support in this scale. It is synchronous to other results of this research showing that decision making at this system level is not considered much influenced by education heads.

UIN Syarif Hidayatullah is considered as an organization encouraging innovation, risk taking or creativity at wider organization level. This characteristic value level might be a reflection of the strong commitment structured by system for scientific approach and quantitative for standard. There are evidences in this research of the tension between systemic thinking, which is well developed in UIN Syarif Hidayatullah, and creativity, risk taking, and initiative. The results support Schmoker’s claim that systemic thinking and strategic planning limit implementation of decision and creativity with complex and confusing strategic plan and give the burden of education on teachers (Schmoker, 2004). Providing too much flexibility and encouraging risk taking always has the risk of returning to previous practices. The challenge for this organization is to encourage risk taking informed and innovated (Ulrich et al., 1993) while maintaining strength in other characteristics examined in this research. One interesting thing, LEA analysis by Riley, Docking, Rowles, and Leich reach the same conclusion when respondents are not aware of LEA as creating innovative strategy, considered by many that the strategy is too bureaucratic (Riley et al., 1998).

Learning to have strong commitment towards developing personal mastery, with which to have lifelong learning, is nourished through clarification and continuous strengthening of personal vision. Should personal mastery beneficial to individual, team, and organization, it needs not only be pursued from system perspective, but also from the appropriateness to the needs of participants. The results of this research show that UIN Syarif Hidayatullah approaches to continuous professional development include these dimensions in central, regional, and local approaches to professional development with its flexibility and encouragement for good dialogue and experience sharing. It is synchronous with Schmoker’s view that the key to effective professional development is developing teacher community learning from co-operations and continuous practices (Schmoker, 2004). It should be noted that, in conform to Guskey, cooperation performed carefully between educators based on place and district officer, with wider perspective on the problem, is the device to optimize the effectiveness of professional development (Guskey, 2003). This result once again emphasizes the importance of cooperation in defining directive for professional development and UIN Syarif Hidayatullah needs to do a better performance as is stated in the responds.

Effective professional development can be achieved through the need to help teachers understand deeper the materials and skills they teach and the way students learn those skills and materials. It means effective and systematic use of time and collegiality and structured and purposive collaborative exchanges (Guskey, 2003). The results of the research reveal that UIN Syarif Hidayatullah approach to continuous professional development is by performing effectively through nourishing professional development based on local, step, or cluster. The final destination of professional development within education system must be the improvement in learning results.

The results of this research are synchronous to views on value and effectiveness of professional development collected through reevaluation of LEA in England (Riley et al., 1998). These results show that UIN Syarif Hidayatullah is effective in developing its human resources, but still need to do more on nourishing free, creative, and collaborative dialogue. Thus, Continuous Professional Development is a characteristic at middle level in UIN Syarif Hidayatullah.

The majority of academic communities, mainly the staff, stated that there are trusts between the leaders and UIN Syarif Hidayatullah and that sensitive matters can be submitted, while structures within UIN Syarif Hidayatullah encourage cooperation. Decisions are made at appropriate level, synchronous to subsidiary principles.

These findings are supported by Garrat’s work showing that learning organization basically build on trust and can be the source of cynicism if rhetoric is not regarded as truth (Garrat, 1999), while trust and cooperation is a very important thing to make changing and learning (Berman...
Table 1. Influence of Learning Organization Dimensions on Quality of Academic Services in UIN Syarif Hidayatullah Jakarta

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<th>HYPOTHESIS</th>
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<th>HYPOTHESIS DECISION</th>
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<tr>
<td>Systemic Thinking has no positive influence on quality of academic services</td>
<td>$H_0 : \beta_1 \leq 0$</td>
<td>0,191</td>
<td>3,070</td>
<td>1,971</td>
<td>Refuse H0</td>
<td>There is Direct Positive Significant Influence</td>
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<td>Systemic Thinking directly has Positive influence on quality of academic services</td>
<td>$H_1 : \beta_1 &gt; 0$</td>
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<td>Mental Models have no influence on quality of academic services</td>
<td>$H_0 : \beta_2 \leq 0$</td>
<td>0,133</td>
<td>2,063</td>
<td>1,971</td>
<td>Refuse H0</td>
<td>There is Direct Positive Significant Influence</td>
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<td>Mental Models directly have Positive influence on quality of academic services</td>
<td>$H_1 : \beta_2 &gt; 0$</td>
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<td>Personal Mastery has no influence on quality of academic services</td>
<td>$H_0 : \beta_3 \leq 0$</td>
<td>0,142</td>
<td>2,226</td>
<td>1,971</td>
<td>Refuse H0</td>
<td>There is Direct Positive Significant Influence</td>
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<tr>
<td>Personal Mastery directly has Positive influence on quality of academic services</td>
<td>$H_1 : \beta_3 &gt; 0$</td>
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<td>Shared Vision has no influence on quality of academic services</td>
<td>$H_0 : \beta_4 \leq 0$</td>
<td>0,138</td>
<td>2,163</td>
<td>1,971</td>
<td>Refuse H0</td>
<td>There is Direct Positive Significant Influence</td>
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<td>Shared Vision directly has Positive influence on quality of academic services</td>
<td>$H_1 : \beta_4 &gt; 0$</td>
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<td>Tim Learning has no Positive influence on quality of academic services</td>
<td>$H_0 : \beta_5 \leq 0$</td>
<td>0,133</td>
<td>2,068</td>
<td>1,971</td>
<td>Refuse H0</td>
<td>There is Direct Positive Significant Influence</td>
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<td>Tim Learning directly has Positive influence on quality of academic services</td>
<td>$H_1 : \beta_5 &gt; 0$</td>
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<tr>
<td>Trust has no Positive influence on quality of academic services</td>
<td>$H_0 : \beta_6 \leq 0$</td>
<td>0,156</td>
<td>2,441</td>
<td>1,971</td>
<td>Refuse H0</td>
<td>There is Direct Positive Significant Influence</td>
</tr>
<tr>
<td>Trust directly has Positive influence on quality of academic services</td>
<td>$H_1 : \beta_6 &gt; 0$</td>
<td></td>
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<tr>
<td>Commitment has no Positive influence on quality of academic services</td>
<td>$H_0 : \beta_7 \leq 0$</td>
<td>0,169</td>
<td>2,677</td>
<td>1,971</td>
<td>Refuse H0</td>
<td>There is Direct Positive Significant Influence</td>
</tr>
<tr>
<td>Commitment directly has Positive influence on quality of academic services</td>
<td>$H_1 : \beta_7 &gt; 0$</td>
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<tr>
<td>Effektive Communication Channels has no Positive influence on quality of academic services</td>
<td>$H_0 : \beta_8 \leq 0$</td>
<td>0,171</td>
<td>2,668</td>
<td>1,971</td>
<td>Refuse H0</td>
<td>There is Direct Positive Significant Influence</td>
</tr>
<tr>
<td>Effektive Communication Channels directly have Positive influence on quality of academic services</td>
<td>$H_1 : \beta_8 &gt; 0$</td>
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many other characteristics of learning organization, such as developing and possessing shared vision and mission. The results show that this characteristic gets medium support as learning organization characteristic within UIN Syarif Hidayatullah, but it is a field ensuring further research and development.

Opinions are divided on whether freedom to think encouraged within the team created by UIN Syarif Hidayatullah, whether this team is basic learning unit within UIN Syarif Hidayatullah and whether systemic view on decisions made inside the team and their values, whether UIN Syarif Hidayatullah professional development program encourage team work skill is unsure. However, Fink and Thompson claimed that team work and structure nourishing cooperation is vital for learning organization. There is no striking distinction of demographic groups in this characteristic (Fink and Thompson, 2001).

While systemic thinking concept and mental model are unification of several disciplines, it should be noted that in exaggerated emphasis on organization as basic unit with its unique characteristics, it is possible to ignore the contribution of each member to the organization. Some UIN Syarif Hidayatullah staffs do not feel empowered or being asked for consultation as wide as they wish. Also, the use of very systematic approach for strategic planning and vision may paradoxically obstruct creativity and individuality, creating tension between individual creativity and supportive each other work for general objectives (Johnston and Caldwell, 2001). Likewise, supporting each other vision at system leadership level may be perceived as introducing level of manipulating and controlling. This may limit the readiness to learn and innovate since commitment to shared vision and mission limits the capacity for new ideas and the emergence of those ideas. This results show that UIN Syarif Hidayatullah is vulnerable to warnings (Johnston and Caldwell, 2001).

The low ranked characteristic in this research is taking initiative and risk which possibly tend to find less expression within organization where system process is defined clearly, where the framework is clear, and where objectives and targets of corporations have been defined clearly. This could mean that leaders within the system have less influence when taking wider decisions. There is also reluctance to conduct experiment and obscurities on how organization is considered as making mistakes. On how far to merge high level systemic thinking and culture of continuous improvement while nourishing and encouraging risk and initiative taking is a challenge for the future. It is a challenge for education, teacher, education heads, and UIN Syarif Hidayatullah to work harmoniously and, in doing so, create a bigger creativity.

There is a good balance to be achieved between local innovation and strategic objectives of the system, where individual and collective learning, strongly emphasized within learning organization theory, must be linked to strategic objectives of an organization. It can provide clarification in this research, on one side, for the relative strength of systemic thinking and mental model as characteristics of UIN Syarif Hidayatullah and, on the other side, relative weakness of taking initiative and risk.

The results of the research show that the institution and its leaders’ endeavor to improve themselves and encourage education to also do it. Some wide systems reevaluate continuous improvement of models at system level as conducted on significant process system evaluation, such as Reevaluation and Education Improvement and Education Audit (Clark and Bruno-Jofre, 2000). These programs and programs initiated by other systems have encouraged the culture of self reevaluation within education and system in general. Target setting for standard examination also emphasizes continuous improvement.

Qualitative explanation of the research is strengthened by quantitative analysis. Quantitative analysis also reveal that UIN Syarif Hidayatullah as learning organization has significant influence on the quality of academic services in UIN Syarif Hidayatullah (see table 1). Observing perceptions of UIN Syarif Hidayatullah students shows that UIN Syarif Hidayatullah is applying the dimensions of learning organization.

CONCLUSION

UIN Syarif Hidayatullah has been proven as a learning organization. System processes, such as Education Audit and Reevaluation and Education Development have contributed to the development of education, better teaching program, and self reevaluation of education. Personal mastery is a very apparent characteristic in UIN Syarif Hidayatullah and is important in its acknowledgement as learning organization. UIN Syarif Hidayatullah is an organization collecting data on education and system performance, with the objective of utilizing those data to help improving its performance. UIN Syarif Hidayatullah shows its accountability and commitment to improvements through several ways, including system reevaluation. UIN Syarif Hidayatullah is considered as an organization encouraging innovation, risk or creativity taking at wider organization level. There is a good balance to be achieved between local innovation and strategic objectives of the system, where there is individual and collective learning, which is strongly emphasized in learning organization theory.

Quantitative analysis also shows that UIN Syarif Hidayatullah has become a learning organization. Systemic thinking, mental models, personal mastery, shared vision, team learning, trust, commitment, and effective communication channels are adopted and have
positive influence on the quality of academic services.

This research can be a reference for universities endeavoring to become learning organization in improving quality of academic services, particularly local universities with limited facilities. Furthermore, this research contributes to obligation of government offices to become learning organization referring to the dimensions of learning organization. Government offices play important role in performing public services. Therefore, adoption of learning organization dimensions is important for government offices in general. However, this research has limited research object. The research is conducted on an Islamic university which has distinctive organization culture with other universities. Besides, the researched university is a state university which has distinctive culture to private universities. Therefore, in the future, a further research comparing learning organization in universities of different status, state or private, religious or general, and other status should be conducted.

REFERENCES


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