



Level of Learning Organization Practices in Two Primary Schools in the Central Melaka District, Melaka

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Abstract: This preliminary study was conducted to see the level of learning organization (LO) practice in two primary schools in the district of Melaka Tengah, Melaka. Both schools were selected based on Ujian Pencapaian Sekolah Rendah (UPSR) 2019 School Average Grade (GPS). The questionnaire instrument used in this study was modified from the Learning Organization Practices Profile (LOPP) instrument developed by O'Brien, 1994 and conducted on 60 respondents from two different schools. The overall questionnaire reliability analysis gave a Cronbach's alpha scale of 0.78. Study data were analyzed using Statistical Package for Social Science (SPSS) For Windows 25 program with descriptive analysis. The findings of this study show that the most dominant LO practice is the system and structure aspects of work, followed by staff development and performance and the lowest is the leadership aspect. The results of the overall study show that the level of LO practice in the schools studied is still at a weak level.

Keywords: Learning organization, school performance, primary school

1. Introduction

Education basically plays a crucial role in producing a better quality of life. To ensure the quality of the education system in Malaysia is always improved and able to produce the desired human capital, the Ministry of Education Malaysia (MOE) has introduced the Malaysian Education Blueprint (MEB) which took place from 2013-2025. This plan has sparked a transformation in the national education landscape. The transformation and change that took place is in line with the development of the industrial revolution 4.0 which is seen to give emphasis to the Internet of Thing (IoT) (Abas and Basri 2019). To ensure that all the goals outlined in the MEB are successfully fulfilled, school organizations need to change immediately in line with the current changes in order to produce quality human capital that can meet the challenges of the 21st century.

In order for a school organizations to remain relevant and competitive, school organizations need to inculcate a culture of learning in daily work practices to improve school quality (Spillane and Hopkins 2013). Along with changes based on information resources, school organizations are now not only required to become a teaching organization but need to immediately transform into a learning organization (Fedai, Gazi, and Aksal 2016). The practice of LO in a school organization is a practice that encourages fellow teachers to share and exchange information with each other and will enable the school to be a beneficial platform for the learning process to take place among teachers (Gouëdard et al. 2019).

The changes taking place in the educational landscape have required teachers as the primary human resources in school organizations to change the teaching practices (Erdem and Uçar 2013). Changes in the teaching and learning process to produce better performance can occur through the process of continuous learning and development implemented in the workplace (Lecat 2019). Teachers as the main human resource in schools need to constantly develop their professionalism and abilities to ensure that the role of teachers as important pillars in the student learning process remains relevant. If school organizations want to optimize and maintain learning practices among teachers to enhance teacher professionalism, school organizations need to immediately turn into a genuine LO (Opfer and Pedder 2011). Schools as a LO have a comprehensive support system to help develop teacher professionalism (James and McCormick 2009).

Various benefits that school organizations will gain when transformed into a LO. The practice of LO in school organizations enables school organizations to survive and continue to thrive despite being overwhelmed by turbulent environments as a LO has a structure that is adaptable and adaptive to dealing with changing environments (Ghadermarzi et al. 2020). Through the learning process that takes place in the organization, the knowledge of the members of the organization can be enhanced and contribute to the development of organizational productivity (Ghadermarzi et al. 2020). In addition, the practice of LO in the organization can also provide a good influence in the aspect of teacher teaching that results in improvement to students from both cognitive and behavioral aspects.

Transformation in the national education landscape has given a huge impact to school organizations as an organization responsible for producing human capital that can drive the country's progress in the future and fulfill all the country's dream of becoming a developed country. Transformation and change driven by the process of globalization and industrial revolution is a very clear indicator for a school organization to quickly transform into a genuine LO. The success of a school organization depends on the capability of the school organization to make it good at learning and transform into a LO (Mohd-zainal, Yusof, and Goodyer 2017).

Through the practice of LO in school organizations, schools are able to implement the best methods and measures to manage change, innovate and move forward (Fedai, Gazi, and Aksal 2016). In fact, LO practice is also seen as the most effective mechanism and has the highest competitive advantage in ensuring the survival of the organization (Daryani, Ardabili, and Amini 2014). Efforts to produce schools that have excellent performance need to be strengthened in three main aspects that are the pillars of school performance achievement, namely leadership, system and work structure and staff development and performance.

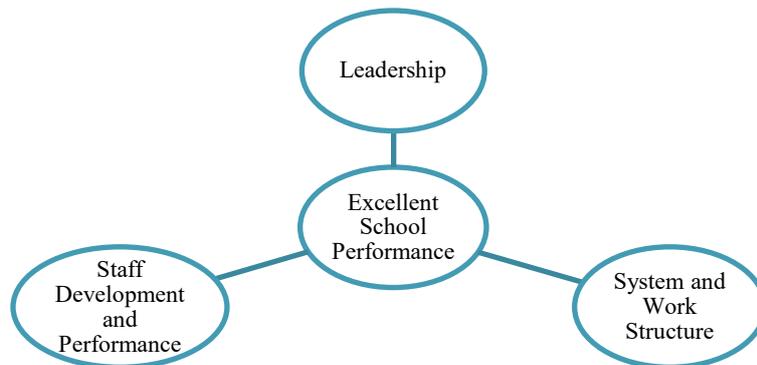


Fig. 1 - Three main aspects that are the pillars of school performance

The leadership aspect plays a very significant role in ensuring the achievement of outstanding school performance especially in developing innovation in members of education-based organizations such as schools (Karen Voolaid 2017; Lewis, Ricard, and Klijn 2018). School organization leaders need to promote a culture capable of improving school performance (Kearney and Gebert 2009). Learning culture in school organizations can help improve school performance. Therefore, school leaders need to contribute to the learning process in members of the organization that is able to help improve organizational performance (Southworth and Southworth 2015).

School leadership also needs to create an atmosphere that is conducive and able to support the learning process in the organization and produce positive change in the organization (Haiyan, Walker, and Xiaowei 2017; Robinson, Lloyd, and Rowe 2008). Leadership in the organization is also responsible for ensuring that effective communication exists in the organization in ensuring that the process of knowledge transfer can take place effectively in the organization (Gino et al. 2010). In addition, school organization leaders need to play a role in increasing motivation and striving to develop the potential of organizational members to meet the needs of the organization (Randel et al. 2018). Organizational leaders also need to know and identify appropriate methods and approaches to generate positive change among teachers to produce best teaching practices (Kaniuka 2012). School organization leaders should also strive to improve the skills and knowledge of school organization members.

However, the findings of previous studies show that principals who serve in schools in Malaysia tend to adopt a centralized leadership style (Boon and Hasan 2011). Furthermore, the implementation of teacher duties in schools is

usually only guided by the school management handbook and annual calendar that has been planned at the beginning of the year (Ghani et al. 2013). Emphasis on duties, discipline, strict procedures, and strict work rules as well as less space for human resources to be creative and innovate are often practiced in school organizations (Boon and Hasan 2011).

The second aspect that needs to be emphasized is the system and work structure. To produce a school organization that has an outstanding performance, school organizations need to make the transition from a strategy that is top-down to bottom-up (Doyle and Johnson 2019). Through LO practices in organizations, an 'organic' shared learning system will be practiced as opposed to bureaucratic practices that focus only on individual tendencies and competition (Bui and Baruch 2010). The practice of LO in a school organization also sees the system and structure of work that not only depends on the top management but also involves the resources and talents of all members of the organization in achieving organizational goals (Shin, Picken, and Dess 2017). In a LO, no member will be left to take responsibility alone because the practice of LO emphasizes the continuous learning process with the application of several important values namely cooperation, team learning and shared vision that occurs at the individual, team and organizational levels (Yang, B., Watkins, K. E., & Marsick 2004).

To ensure that the school organization transforms into a genuine LO, school organizations need to let go of some behaviors that do not cooperate and do not support the knowledge acquisition process instead apply new practices that include learning culture, continuous experimentation, network intimacy, information systems, reward systems, practices human resources and trust of leaders (Odor 2018). The practice of LO also fosters the view or assumption that failure is an opportunity for members of the organization to learn and improve the results and performance of the organization. LO practices also require members of the organization to explore and implement different strategies and initiatives to ensure that members of the organization are able to face the inevitable challenges and changes that need to be faced (Sowath Rana Alexandre Ardichvili Daiane Polesello 2016).

The last aspect that plays an important role in producing outstanding school performance is staff development and performance. The most important staff or human resource in a school organization is a teacher. Teachers are the pillars that play a very important role in student learning (Dahl 2019). Human resource management in schools, namely teachers, is a key pillar that can lead to improved school performance (Vekeman, Devos, and Tuytens 2015). Teachers not only play a role in delivering the content of the subject but also serve as a developer, strengthener and builder of student skills (Ahmad Mohd Noor Firdaus, Kamarul Azmi Jasmi 2016). Because of the great responsibility they bear, teachers today are urged to be 'highly knowledgeable workers' (Schleicher 2012). Teachers are also required to constantly improve their knowledge and eventually improve their profession (Prenger, Poortman, and Handelzalts 2019).

In fact, most organizations, researchers and practitioners in the field of education have sought to determine the factors that produce quality teachers (Donehower Paul, Bukaty, and Dieker 2020). This is because in a dynamic and non-static world it is very important for teachers as the main human resource in schools to be involved in the learning process and continuous development in the workplace (Lecat 2019). Learning among teachers in the workplace involves three main categories namely learning from others, learning from non-interpersonal sources and learning from oneself (Noe, Tews, and Marand 2013).

2. Literature Review

The concept of LO is a well-known concept in the field of organizational management and has been examined in various previous studies that clearly show that LO practices influence organizational performance which includes behaviour, cognitive, knowledge management as well as finance (Goh and Blake 2015). Due to the various successes achieved by the private sector as a result of knowledge development and promotion of innovation, organizations under the public sector such as schools are also motivated to turn into a genuine LO (Khan and Khan 2019). The application of LO practices allows organizations to change in line with the environmental landscape as long as continuous learning becomes the core of work in school organizations (Doyle and Johnson 2019). Members of the organization will try to find the best method to carry out the learning process and achieve compatibility with a constantly changing environment (Mirzaie Daryani and Zirak 2015).

Organizations that have the capacity to learn and become a knowledgeable organization are said to have a competitive advantage over other competitors (Karen Voolaid 2017). Competitive advantage will be possessed when school organizations are able to be more flexible and adapt more quickly to the changes taking place in the environmental landscape (Jokić et al. 2012). A school organization needs to build a learning culture within the organization and become a LO (Gil and Carrillo 2016). The increase in knowledge that occurs in the organization through the learning process will help increase the productivity of the organization and produce better performance (Ghadermarzi et al. 2020). In school organizations, the application of LO practices can improve organizational performance and innovation that ultimately enable organizations to achieve long-term goals (Odor 2018).

Although many benefits will be gained by school organizations when applying LO practices in daily work, but the concepts and practices of LO in organizations are mostly only studied and voiced among developed countries compared to developing countries such as Malaysia (Abenga 2018). In fact, according to the findings of previous scholars, there are only a few empirical studies involving schools in Southeast Asian countries (Retna and Tee 2006). The findings of previous studies also show that there are still many school organizations in Malaysia that have not yet implemented the practice of LO in school organizations (Sabariah Sharif, Aishah Tamby Omar, and Suhaiman Mondus 2013).

The concept of OP practice is also still considered new and poorly understood in Malaysia, especially at the organizational level of primary and secondary schools (Alzahrani, Hammersley-Fletcher, and Bright 2016). Although studies on LO have been developed and conducted for almost thirty years, only a few empirical data show LO practices among primary and secondary school teachers (Fullan 2011). Studies that focus on LO practices and organizational performance are still lacking and demand more studies to look at the level of LO practices and their relationship with school performance. Thus, this pilot study was conducted to see the level of implementation of LO in two primary schools in the district of Melaka Tengah. This study was also conducted to determine the reliability of the items contained in the Learning Organization Practices Profile (LOPP) instrument developed by O'Brien (1994). This pilot study was also conducted to see the suitability of the items found in the LOPP instrument to measure the level of implementation of LO practice in school organizations as this LOPP instrument is oriented to western countries and is often used in profit-based organizations such as business. In particular, the objective of this study is to measure the level of Learning Organization practices in two primary schools in the central Melaka district, Melaka.

2.1 Learning Organization

a) Learning Process in an Organization

Man-made organizations are an ecosystem that constantly interacts with the environment and is influenced by the rapidity of current developments. This is in line with the open system theory perspective that can explain the behavior of various organizations including schools. Schools are an open organization that has a more complex additional effect than a closed system (Wahidin 2013). Transformation and change in the education landscape is a new situation caused by the advancement of information and communication technology (ICT) in the management aspect of an organization. This transformation and change have made a great impact on the organization including school organization (Van Wart et al. 2017). This situation requires the organization to always be prepared to face challenges to maintain the continuity of the organization (Pedler and Burgoyne 2017).

Most researchers and organizational management experts emphasize the need for organizations to transform into a LO to cope with change and maintain organizational sustainability (Norliah Kudus, Safiah Sidek, Sufean Hussin 2011). In fact, the idea of school organization as a LO has long been discussed and described as an internal process that can contribute to the success of school organization (Harris and Jones 2018). The most important asset of an organization is the underlying human resources. The human resources that are in an organization need to constantly learn continuously to enable the organization not only to achieve the goals of the organization efficiently and effectively, but also to survive and grow despite the challenges of a rapidly changing environment (Marquardt 2002).

By practicing continuous learning, organizations are able to adapt and constantly change in line with economic, social, scientific, technological and environmental advances to remain sustainable (Firdaus 2016). This ultimately keeps the organization relevant and trusted by all stakeholders. Therefore, the practice of learning organization emphasizes on the learning output of human resources from the aspect of new knowledge and knowledge enhancement in order to ensure that this practice can be implemented successfully in an organization (Garvin, Edmondson, and Gino 2008).

b) Human Resources as an Asset of Knowledge

Among the important factors that influence the performance of the organization is the human resource attitude that underlies it to organizational change or more precisely the attitude in dealing with organizational change (Susanty, Miradipta, and Jie 2013). If the human resources in the organization have a positive attitude towards all changes in the educational landscape, then the school organization will be able to achieve the desired goals together (Eby et al. 2000). Members of the organization who have a positive attitude and acceptance of change in the organization will be a very valuable human resource to the organization (Thi and Hai 2019).

Organizational change is the transfer of an organization from existing practices to a much better practice in order to improve organizational performance (Fred C. Lunenburg 2010). Organizational change management can be considered as a systematic process in which the organization conceptualizes, implements and evaluates change efforts to obtain the desired results (Hassan 2018). Organizations practice change management is important to improve performance and productivity of an organization (Mellor 2018).

Human resources have always played a very important role in the organization especially in the ever-changing complex environment as it is today (Thi and Hai 2019). Various past studies have shown that the failure of organizational change initiatives can generally stem from the negative attitudes of organizational members towards those changes which include fear and uncertainty and ultimately cause stress, reduce confidence levels and lower organizational commitment levels (Elias 2009).

Thus, change management in the organization places emphasis on changes in the quality of thinking and behavior of organizational members that can be achieved through LO practices. This is because the practice of LO emphasizes on the existence of an organization that facilitates the learning process of all its members and produces change in its members consciously (Pedler and Burgoyne 2017).

c) Learning Organization Concept and Theory

The concept of LO is a concept that has been discussed for more than three decades. However, this concept is still considered new in the concept of management in Malaysia. This concept was originally introduced in business-based organizations, but in line with the current circulation, many researchers suggest that the concept of LO be applied in the management of education-based organizations such as schools (Fullan 2011). There are also other terms used to describe the concept of learning organization such as "Learning Company" (Pedler and Burgoyne 2017) and "Knowledge Creating Company" (Nonaka 1991).

LO is a practice that emphasizes the process of acquiring and developing a knowledge base. In addition, LO is also an organizational adaptation to environmental changes that occur as a result of globalization and advances in technology. According to researchers, LO is also a theory that emphasizes the improvement of knowledge of an organization through the learning of skills and knowledge to enable the organization to remain relevant and remain competitive despite being pressured by complex global competition.

This LO practice emphasizes on two important aspects, namely goals and procedures. Goals emphasize on the desired achievement or outcome, while the procedure refers to various methods such as forming a new way of thinking and being able to grow, developing aspirations and giving members the opportunity to learn continuously and collectively. In other words, this LO is described as an organization whose members learn continuously and change existing practices for the better to ensure the survival or survival of the organization. Thus, it can be concluded that LO refers to a paradigm shift or new perspective aimed at producing systematic organizational management, cognitive change and the unification of individual roles to teams within the organization.

3. Methodology

3.1 Research Design

This study uses a descriptive design and is conducted using a survey approach. Descriptive design of research refers to the method of using statistics to describe the characteristics of a group of samples (Boon and Hasan 2011). Quantitative data were obtained to measure the level of learning organization practice in two primary schools in the district of Melaka Tengah, Melaka. In this study, a questionnaire was used to obtain the data needed for this study. Questionnaires were selected in this study as this method is suitable for survey method because this method can measure attitudes, opinions or achievements with a large number of variables.

The conceptual framework of LO practice in this study is the result of the adaptation of the Learning Organization Practices Profile (LOPP) developed by O'Brien (1994). These instruments are more pragmatic and holistic and therefore suitable for use to measure the level of practice of learning organization in schools. This LOPP instrument has been widely used in studies involving LO in private organizations, factory and corporate management compared to education-based organizations. According to O'Brien (1994) there are twelve aspects that are the basic factors supporting the implementation of OP practices in an organization. In this study, the researcher has divided the LO practices into five levels namely very weak, weak, slightly weak, slightly good and good. This level of learning organization is an adaptive version which was originally designed by Shahrin in his research entitled *Universiti Teknologi Malaysia: Towards a Learning Organization* (Boon & Hasan, 2011).

3.2 Validity and Reliability

For ensuring that the instrument meets the objectives and is able to measure the level of implementation of the learning organization, this study has used a questionnaire that has been developed. This pilot study was conducted to ensure the reliability of the instrument used in this study. This pilot study was also implemented to ensure that the questions were appropriate and easily understood by the respondents.

3.3 Research Instrument

The questionnaire method is an option in the implementation of this study because it is an appropriate instrument to use in the survey study as this method is easy to get the cooperation of respondents (Jamilah Ahmad & Yusof Boon, 2011). The main purpose of the questionnaire used is to convey basic information and construction of the respondent profile and explain the issues being studied (Boon & Hasan, 2011). In this study, the researcher has divided the LO into five levels namely very weak, weak, slightly weak, a little good and good.

The questionnaire used in this study is based on a questionnaire that has been developed by O'Brien (1994) which is the Learning Organization Practices Profile (LOPP). However, some modifications and additions have been made to some items in this questionnaire to better suit the socio-cultural studies of the organization under study. In fact, the instruments used have been researched by researchers, linguists and field experts in order to maintain the validity of each item to coincide with the goals of the study. The interpretation of the mean range is made according to the scale used as below:

Table 1 - Interpretation of the mean range

Mean range	Interpretation
1.00 – 1.89	Very weak
1.90 – 2.69	Weak
2.70 – 3.49	A Little Weak
3.50 – 4.29	A little Good
4.30 – 5.00	Good

The use of a five-point scale has a high reliability compared to other types of scales. For this reason, the response scale used for this study questionnaire used a five-point type Likert scale of 1,2,3,4 and 5. Each score has the following meaning:

Table 2 - Five-point Likert scale

Score	Score Meaning
1	Strongly disagree
2	Disagree
3	Slightly disagree
4	Agree
5	Strongly Agree

The design of the questionnaire is as below:

Table 3 - Design of the questionnaire

Section	Items
A Demographics of Respondents (6 items)	Demographics of respondents. Covers gender, job grade, job type, number of years of service, level of education, name of school served.
Aspects: Leadership	
B1 (5 items)	Vision and strategy
B2 (5 items)	Executive practices
B3 (5 items)	Management Practices
B4 (5 items)	Organizational Climate
Aspects: System and Work Structure	
B5 (5 items)	Work Systems and Organizations
B6 (5 items)	Information Flow
B7 (5 items)	Individual and Group Practices
B8 (5 items)	Work Processes
Aspects: Staff Development and Performance	
B9 (5 items)	Performance Goals and Feedback
B10 (5 items)	Training and Education
B11 (5 items)	Rewards and Recognition
B12 (5 items)	Individual and Group Development

This pilot study was conducted because before a questionnaire is used in the actual study, each item contained in the questionnaire needs to be tested for reliability. Test results using Cronbach's Alpha method with a reliability value of less than 0.60 are considered weak, 0.61 to 0.79 are acceptable and values greater than 0.80 are considered high. The validity of the content and instrument construct did not arise in this study as the items in this questionnaire used questionnaires that had been used by other researchers.

3.4 Data Analysis

The data of this study were analyzed using Statistical Package for Social Science (SPSS) software 25. For data analysis, descriptive statistics are used to describe the percentage frequency, mean and arrangement of data in tabular form. The table below is a detail of the data analysis that has been collected from the questionnaire based on the objectives of the study.

Table 4 - Research objective and data analysis

Research Objective	Data Analysis
To measure the level of Learning Organization practices in two primary schools in the central Melaka district, Melaka.	Descriptive statistical analysis to describe the percentage frequency and the mean value of the mean

3.5 Research Findings

Descriptive Analysis of the Level of Learning Organization Practices in two primary schools in the central Melaka district, Melaka.

From the descriptive analysis obtained it can be concluded that the level of Learning Organization practice among primary school teachers in two primary schools in the district of Melaka Tengah, Melaka state is still at a weak level with an average of 2.67. Organizational Climate is the practice of the Learning Organization which is at the highest level of 3.02 and is at a slightly weak level. There are eight Learning Organization practices that are at a slightly weak level namely Executive Practices, Organizational Climate, Work Systems and Organizations, Information and Information Flow, Work Processes, Performance Goals and Feedback of Individual and Group Practices and Training and Education. While there are four Learning Organization practices that are at a weak level namely Vision and Strategy, Management Practices, Rewards and Recognition and Development of Individuals and Groups. Learning Organization Practices that are at the lowest level are Management Practices with a mean value of 1.87.

Table 5 - Level of learning organization practices in two primary schools in the central Melaka district, Melaka

No	Learning Organization Practices	Min	Standard deviation	Level of Practice
Aspects: Leadership				
1	Vision and strategy	2.42	0.98	Weak
2	Executive practices	2.78	0.69	A little weak
3	Management Practices	1.87	0.43	Weak
4	Organizational Climate	3.02	0.65	A little weak
	Mean	2.52		Weak
Aspects: System and Work Structure				
5	Work Systems and Organizations	2.70	0.53	A little weak
6	Information Flow	2.83	0.46	A little weak
7	Individual and Group Practices	2.82	0.39	A little weak
8	Work Processes	2.85	0.63	A little weak
	Mean	2.80		A little weak
Aspects: Staff Development and Performance				
9	Performance Goals and Feedback	2.78	0.49	A little weak
10	Training and Education	2.80	0.40	A little weak
11	Rewards and Recognition	2.57	0.81	Weak
12	Individual and Group Development	2.57	0.59	Weak
	Mean	2.68		Weak
Average		2.67		Weak

4. Discussion

4.1 Level of Learning Organization Practices

Based on the study data obtained, organizational climate recorded the highest learning organizational practices according to the respondents of the schools studied. Aspects contained in the organizational climate such as sharing opinions and thoughts among members of the organization, enjoyment of the task entrusted, cooperation between members of the organization, hospitality and caring among members of the organization become practices implemented in the schools studied. These practices are very important and should be implemented in school organizations as these practices greatly affect the success of the learning process that takes place in a school organization (Gil and Mataveli 2016). This is in line with the opinion of past scholars that the organizational climate aspect is an important foundation in the development of learning organization practices (Song and Kolb 2013). The climate applied in school organizations can also contribute to constraint factors as well as motivating factors to improve school performance and can be an effective catalyst to enable school organizations to change for the better (Karen Voolaid 2017).

In fact, the findings from previous studies also show that organizational climate has a significant influence on the level of job satisfaction and productivity of organizational members (Lilach Sagiv, Sharon Arieli, Jacob Goldenberg 2010). School as a learning organization places great emphasis on excellence and high ethical behavior, encourages

knowledge sharing and learning processes among members of the organization and each member of the organization has a high motivation and desire to contribute knowledge and talents in order to realize organizational goals (Shin, Picken, and Dess 2017). The climate in a learning organization should always cultivate a culture of learning that refers to the synergistic effects that result through the formation and nurturing of a set of interconnected environments and encourage learning as a professional way of working (Karen Voolaid 2017).

The practice of learning organization in school organizations is very demanding to build and develop relationships that are constructive and motivating consultations for the process of sharing skills and experience among members of the organization that will contribute to the existence of a genuine learning organization (Ghadermarzi et al. 2020). The climate of the school organization that is able to ensure the effectiveness of the school organization as a learning organization will unite learning and work continuously and systematically aimed at supporting the continuous improvement of individuals, groups and organizations (Odor 2018). Schools as a learning organization emphasizes that mistakes made by members of the organization are not considered a failure but rather seen as an opportunity to learn to improve the results and performance of the organization (Odor 2018). Opinions from scholars also state that the learning organization is an organization that has its own philosophy and resolution to create sustainable and lasting solutions and results (Khunsoonthornkit and Panjakajornsak 2018). In a learning organization, the practice of exchanging views and opinions among members of the organization is strongly encouraged to help improve and improve organizational performance.

Analysis of the data obtained through this pilot study shows that management practices recorded the lowest mean of only 1.87 and is at a weak level. Criteria contained in management practices include administrators encouraging self-development and continuous learning among members of the organization, administrators helping teachers combine and apply what they have learned, effective communication between administrators and teachers on teacher development and progress needs, administrators encourage processes to contribute ideas and administrators admit their own mistakes are seen to be at a very low level of practice and need to be improved to ensure the school succeeds in becoming a learning organization. To ensure that the school succeeds in becoming a learning organization, the role of the administrator is undeniable. School administrators need to be able to build and cultivate a learning culture among teachers in schools (Haiyan, Walker, and Xiaowei 2017). School administrators also need to create a conducive environment that is able to support the learning process in the organization and produce positive and lasting change in the organization (Robinson, Lloyd, and Rowe 2008). The line of administrators who lead the school are required to create an effective communication system between members of the organization to enable the process of knowledge transfer to other group members to take place effectively and efficiently (Gino et al. 2010). Administrators also need to motivate members of their organization to go beyond the possibilities in the daily work process (Sivanathan and Cynthia Fekken 2002).

The line of administrators who manage a school organization also need to know and identify appropriate methods and approaches to generate change among teachers in order to encourage teachers to produce best teaching practices (Kaniuka 2012). This is because the line of administrators need to fulfill the important trust in improving the skills and knowledge possessed by members of the organization. In addition, the administration should also always set the best example that they continue to learn continuously and always convey what they learn to other members of the school organization (Odor 2018). In fact, the line of administrators who drive school organizations also play the most significant role in fostering a school culture that supports and enables learning activities to be implemented in the members of the organization and ultimately (Klar and Brewer 2013). School administrators also play a very important role in increasing the motivation of members of the organization and are always a source of inspiration to the led members (Khan and Khan 2019).

In order for the school to succeed as a learning organization, the school organization needs to place emphasis on 12 practices in the learning organization according to the LOPP model developed by O'Brien (1994) which includes three main aspects namely leadership, systems and work processes as well as staff development and performance. All 12 learning organization practices are at a weak and relatively weak level so it is the responsibility of all members of the school organization to improve the application of learning organization practices in an effort to strengthen school performance. More attention should be given to four practices that have a lower mean value than the average mean value of vision and strategy, management practices, rewards and recognition as well as individual and group development. Strengthening in the application of these four practices of learning organization is very important in ensuring the effectiveness of the schools studied as a learning organization.

5. Conclusion

Changes and transformations in the educational landscape driven by the industrial revolution 4.0 and the process of globalization demand schools as the main organization in producing quality education to immediately transform into a genuine learning organization. In order to transform a school organization from a teaching organization into a learning organization that demands a learning process not only takes place among students, but also occurs among teachers and administrators is not an easy aspiration. Consolidation in 12 Learning Organization practices is crucial in ensuring the effectiveness of the school as a learning organization.

The findings of this study indicate that the level of learning organization practices in both schools studied is still at a weak level and needs to be given serious attention. All practices in learning organizations need to be applied to ensure

that school functions remain relevant and not outdated. Schools as a learning organization are also able to provide a competitive advantage to school organizations and ultimately help schools to boost school performance and excellence. Hence all school organizations need to be committed to immediately transforming into a learning organization as this practice enables school organizations to be more flexible and adaptive to the changes and transformations that need to be faced.

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