


# Organisasi Pembelajaran

- *Learning Organization* -



Materi Pengantar Diskusi untuk  
Pelatihan Kepemimpinan Nasional (PKN) Tingkat II  
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## Prolog

**“Ekspektasi hidup perusahaan-perusahaan di Eropa sekitar 12,5 tahun”**  
(De Geus, 1997).

TETAPI

Stora (perusahaan Swedia) telah berumur sekitar 800 tahun  
Sumitomo (perusahaan Jepang) telah berumur kira-kira 400 tahun  
Du Pont (perusahaan Amerika Serikat) kira-kira telah berumur 195 tahun  
Pilkington (perusahaan Inggris) kira-kira telah berumur 171 tahun.

**MEREKA ADALAH ORGANISASI PEMBELAJAR**

## Refleksi

- Apa yang Anda ketahui tentang LO? Atau, kata apa yang tepat untuk menunjukkan sebuah organisasi sebagai LO?
- Mengapa LO penting bagi organisasi publik?
- Menurut Anda, apakah organisasi Anda sudah termasuk dalam LO?



# Level Belajar

## How does learning occur?

Knowledge acquisition



Information Distribution  
Information Interpretation



Organizational Memory



## Levels of Learning

Individual Learning


Team/Group Learning

Organizational Learning

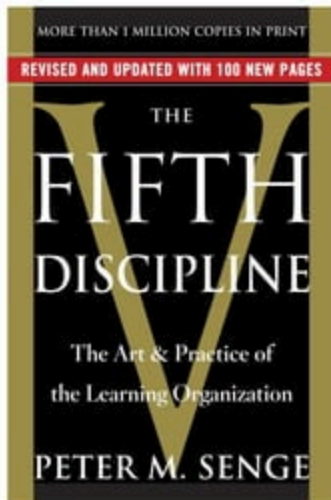
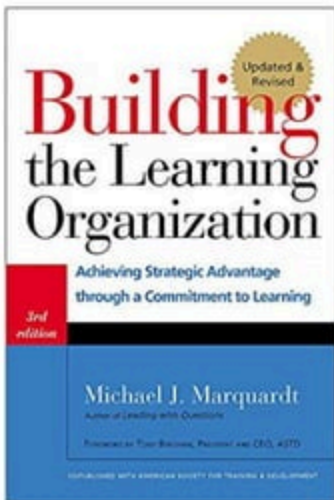
## How is knowledge embodied?


- Personal memory
- Personal experience
- Notes
- Individual capabilities
- Networks
- Reports
- Products
- Team-specific expertise
- Technologies
- Stories / Anecdotes
- Databases
- Procedures
- Processes
- Core competencies

*Mana yang lebih sering terjadi?*



## Textbook LO





## Apa itu LO?

*... organizations where:*

- people continually **expand** their capacity to create the results they truly desire,
- new and expansive patterns of thinking are **nurtured**,
- collective aspiration is set **free**, and
- people are continually learning to see the whole **together**.

(Peter Senge, 1990: 3)

Learning organizations are characterized by **total employee involvement** in a **process of collaboratively** conducted, collectively accountable change directed **towards shared values or principles**.

(Watkins and Marsick, 1992: 118)

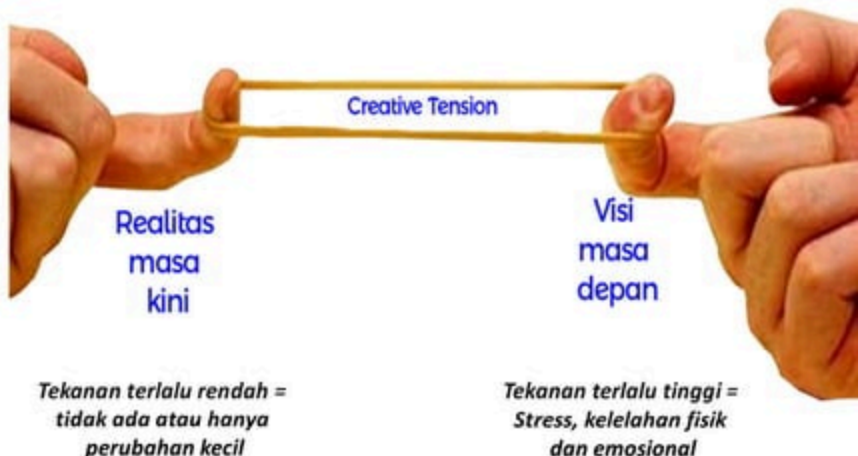
## 5 Disiplin LO






# Personal Mastery

- *Creative tension* adalah inti dari *personal mastery*.
- *Creative tension* terjadi ketika visi pribadi dibandingkan dengan kenyataan.
- Anggota organisasi harus mampu menciptakan dan memelihara *creative tension* dengan cara mengetahui apa yang dikehendaki (Visi) dan kenyataan yang ada (Realitas).







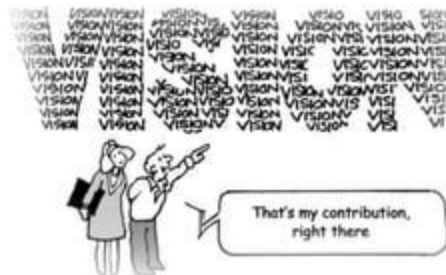
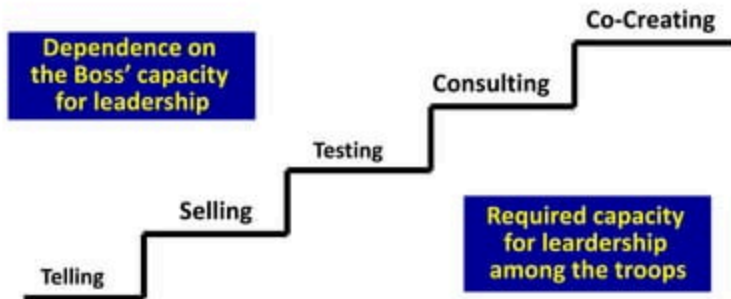
## Team Learning

- Esensinya adalah mewujudkan kecendekiaan kolektif (*collective intelligence*) dan keterpaduan (*alignment*).
- Prinsip yang digunakan adalah dengan mengedepankan dialog, dan menghindari sikap berdalih (*surfacing own defensiveness*).



# Shared Vision

- Esensinya adalah tujuan bersama (*commonality of purpose*) dan kemitraan (*partnership*).
- Perlu transformasi dari visi pribadi ke visi bersama dengan cara: *encouraging personal vision*, dan *communicating & asking for support*.
- Proses komunikasi dimulai dari *telling* hingga *co-creating*.

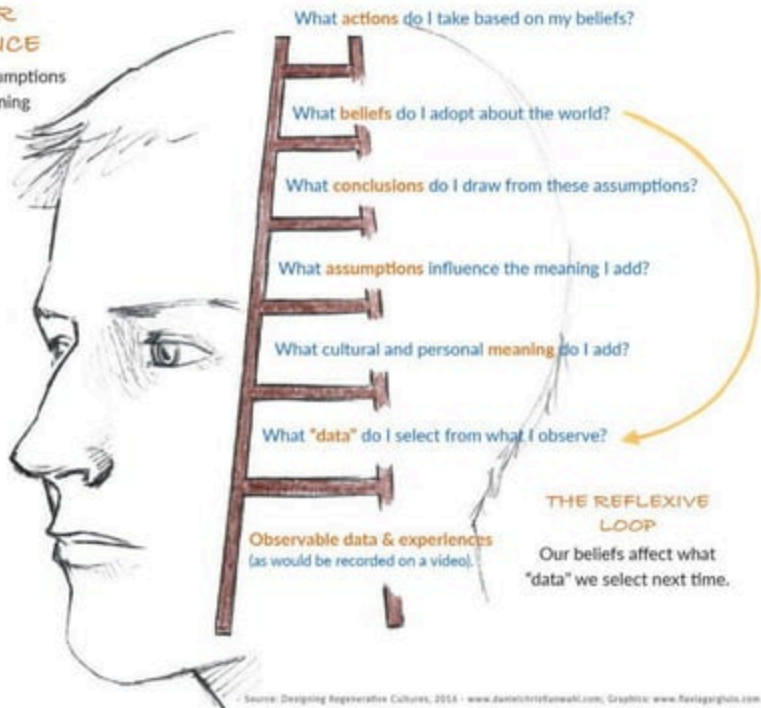


# Mental Model

## THE LADDER OF INFERENCE

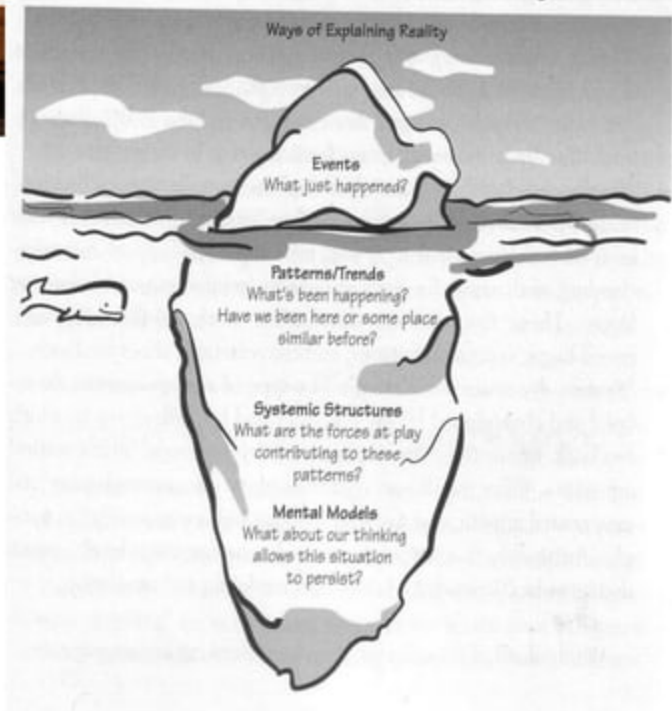
How our beliefs, assumptions and cultural conditioning affect what we see.

- Adalah citra, asumsi dan cerita-cerita yang ada dalam pikiran kita sendiri, pikiran orang lain, yang membentuk, menentukan dan mempengaruhi: penglihatan kita, sikap kita, dan perbuatan kita.
- Esensinya adalah love the truth dan openness.
- Salah satu metode yang digunakan adalah *ladder of inference*.



# Systems Thinking

- Esensinya adalah membangun *holism* (keterpaduan-keutuhan) dan *interconnectedness* (keterkaitan).
- Mengintegrasikan 4 Disiplin LO lainnya.
- Instrumen yang dapat digunakan a.l. Archetype.




# Systems Thinking

## metanoia

(n.) the journey of changing one's mind, heart, self, or way of life

### Shift of Mind

Dari MELIHAT HASIL	➡	Ke MELIHAT PROSES
Dari MELIHAT SEBAB-AKIBAT SECARA LURUS	➡	Ke MELIHAT SEBAB-AKIBAT SECARA MELINGKAR
Dari MELIHAT POHON	➡	Ke MELIHAT HUTAN
Dari CARA BERPIKIR SISTEMATIK	➡	Ke CARA BERPIKIR SISTEMIK
Dari MENAHAN PERUBAHAN atau KEMAJUAN	➡	Ke MEMBAWA PERUBAHAN atau KEMAJUAN



## Systems Archetypes

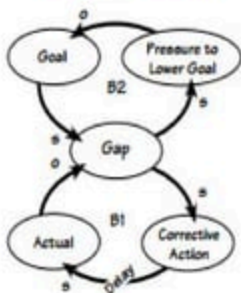
- Merupakan peta sebagai kunci untuk melihat seluruh permasalahan dan strukturnya
- Menyederhanakan isu yang rumit
- Memudahkan menentukan di mana dan apa ungkitan (*leverage*) untuk masalah tersebut



## SA 1: Drifting Goals

### ARCHETYPE

#### Drifting Goals



### DESCRIPTION

In a "Drifting Goals" archetype, a gap between the goal and current reality can be resolved by taking corrective action (B1) or lowering the goal (B2). The critical difference is that lowering the goal immediately closes the gap, whereas corrective actions usually take time. (See *Toolbox*, October 1990).

### GUIDELINES

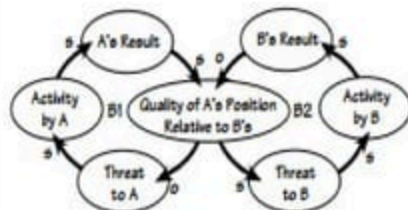
- Drifting performance figures are usually indicators that the "Drifting Goals" archetype is at work and that real corrective actions are not being taken.
- A critical aspect of avoiding a potential "Drifting Goals" scenario is to determine what drives the setting of the goals.
- Goals located outside the system will be less susceptible to drifting goals pressures.



## SA 2: Escalation

### ARCHETYPE

#### Escalation



### DESCRIPTION

In the "Escalation" archetype, one party (A) takes actions that are perceived by the other as a threat. The other party (B) responds in a similar manner, increasing the threat to A and resulting in more threatening actions by A. The reinforcing loop is traced out by following the outline of the figure-8 produced by the two balancing loops. (See *Toolbox*, November 1991.)

### GUIDELINES

To break and escalation structure, ask the following questions:

- What is the relative measure that pits one party against the other and can you change it?
- What are the significant delays in the system that may distort the true nature of the threat?
- What are the deep-rooted assumptions that lie beneath the actions taken in response to the threat?

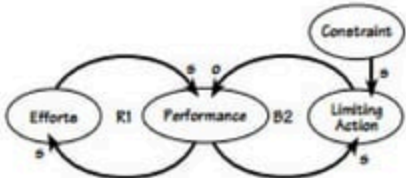
## SA 3: Fixes that Fail

ARCHETYPE	DESCRIPTION	GUIDELINES
<p><b>Fixes That Fail</b></p> <pre> graph TD     PS((Problem Symptom)) -- B1 --&gt; F((Fix))     F -- Delay --&gt; UC((Unintended Consequence))     UC -- R2 --&gt; PS     PS -- R1 --&gt; UC     </pre>	<p>In a “Fixes That Fail” situation, a problem symptom cries out for resolution. A solution is quickly implemented that alleviates the symptom (B1), but the unintended consequences of the “fix” exacerbate the problem (R1). Over time (right), the problem symptom returns to its previous level or becomes worse. (See <i>Toolbox</i>, November 1990).</p>	<ul style="list-style-type: none"> <li>• Breaking a “Fixes that Fail” cycle usually requires acknowledging that the fix is merely alleviating a symptom, and making a commitment to solve the real problem now.</li> <li>• A two-pronged attack of applying solution will help ensure that you don’t get caught in a perpetual cycle of solving yesterdays “solutions.”</li> </ul>

## SA 4: Growth & Underinvestment

ARCHETYPE	DESCRIPTION	GUIDELINES
<p><b>Growth and Underinvestment</b></p> <pre> graph TD     GE[Growth Effort] --&gt; R1((R1)) --&gt; D[Demand]     D --&gt; P[Performance]     P --&gt; C[Capacity]     C --&gt; I[Investment in Capacity]     I --&gt; C2[Perceived Need to Invest]     C2 --&gt; D     S[Performance Standard] --&gt; P     S --&gt; C2     </pre>	<p>In a "Growth and Underinvestment" archetype, growth approaches a limit that can be eliminated or pushed into the future if capacity investments are made. Instead, performance standards are lowered to justify underinvestment, leading to lower performance which further justifies underinvestment. (See <i>Toolbox</i>, June/July 1992.)</p>	<ul style="list-style-type: none"> <li>• Dig into the assumptions which drive capacity investment decisions. If past performance dominates as a consideration, try to balance that perspective with a fresh look at demand and the factors that drive its growth.</li> <li>• If there is potential for growth, build capacity in anticipation of future demand.</li> </ul>

## SA 5: Limits to Success

ARCHETYPE	DESCRIPTION	GUIDELINES
<p><b>Limits to Success</b></p>  <pre> graph LR     Efforts((Efforts)) -- s --&gt; R1  Performance((Performance))     Performance -- s --&gt; B2  LimitingAction((Limiting Action))     LimitingAction -- o --&gt; Performance     Constraint((Constraint)) -- o --&gt; LimitingAction     </pre>	<p>In a "Limits of Success" scenario, continued efforts initially lead to improved performance. Over time, however, the system encounters a limit which causes the performance to slow down or even decline (B1), even as efforts continue to rise. (See <i>Toolbox</i>, December 1990/January 1991).</p>	<ul style="list-style-type: none"> <li>• The archetype is most helpful when it is used well in advance of any problems, to see how the cumulative effects of continued success might lead to future problems.</li> <li>• Use the archetype to explore questions such as What kinds of pressures are building up in the organization as a result of the growth?</li> <li>• Look for ways to relieve pressures or remove limits before an organizational gasket blows.</li> </ul>

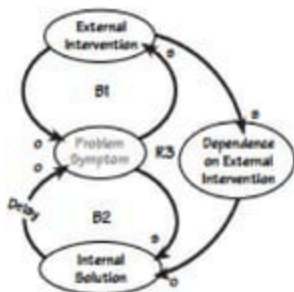
## SA 6: Shifting the Burden

### ARCHETYPE

### DESCRIPTION

### GUIDELINES

#### Shifting the Burden/Addiction



In a "Shifting the Burden," a problem is "solved" by applying a symptomatic solution (B1) which diverts attention away from more fundamental solutions (R1). (See *Toolbox*, September 1990). In an "Addiction" structure, a "Shifting the Burden" degrades into an addictive pattern in which the side-effect gets so entrenched that it overwhelms the original problem symptom. (See *Toolbox*, April 1992.)

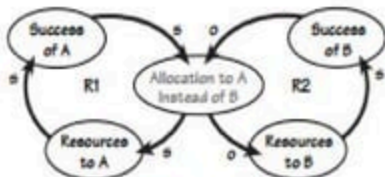
- Problem symptoms are usually easier than the other elements of the structure.
- If the side-effect has become the problem, you may be dealing with an "Addiction" structure.
- Whether a solution is "symptomatic" or "fundamental" often depends on one's perspective. Explore the problem from differing perspective in order to come to a more comprehensive understanding of what the fundamental solution may be.



## SA 7: Success to the Successful

### ARCHETYPE

#### Success to the Successful



### DESCRIPTION

In a "Success to the Successful" archetype, if one person or group (A) is given more resources, it has a higher likelihood of succeeding than B (assuming they are equally capable). The initial success justifies devoting more resources, its success diminishes, further justifying more resource allocations to A (R2). See *Toolbar*, March 1992.)

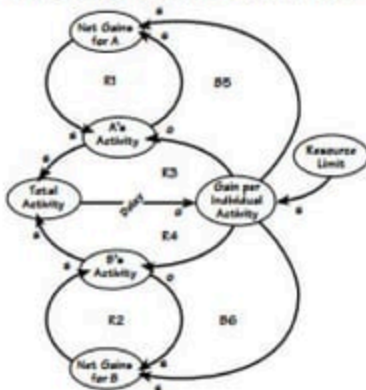
### GUIDELINES

- Look for reasons why the system was set up to create just one "winner."
- Chop off one half of the archetype by focusing efforts and resources on one group, rather than creating a "winner-take-all" competition.
- Find ways to make teams collaborators rather than competitors.
- Identify goals or objectives that define success at a level higher than the individual players A and B.

## Systems Archetypes 8:

### ARCHETYPE

#### Tragedy of the Commons



### DESCRIPTION

In "Tragedy of the Commons" structure, each person pursues actions which are individually beneficial (R1 and R2). If the amount of activity grows too large for the system to support, however, the "commons" becomes experiences diminishing benefits (B1 and B2). (See *Toolbox*, August 1991.)

### GUIDELINES

- Effective solutions for "Tragedy of the Commons" scenario never lie at the individual level.
- Ask questions such as: "What are the incentives for individuals to persist in their actions?" "Can the long-term collective loss be made more real and immediate to the individual actors?"
- Find ways to reconcile short-term cumulative consequences. A governing body that is chartered with the sustainability of the resources limit can help.





## Learning Disabilities (Ketidakmampuan Belajar)

- Saya adalah posisi (jabatan) saya (*I am my position*);
- Musuh ada diluar diri (*The enemy is out there*);
- Bayang-bayang kekuasaan (*The illusion of taking charge*);
- Keterikatan pada kejadian/peristiwa (*The fixation on events*);
- Perumpamaan kodok-rebus (*The parable of the boiled frog*);
- Khayalan belajar dari pengalaman (*The delusion of learning from experience*);
- Mitos Tim Manajemen (*The myth of the management team*).

Terima Kasih  
*Semoga Bermanfaat ...*

