



Practices of the Five Disciplines of Learning Organization in a Private Organization in Indonesia

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ABSTRACT

Objective – The aim of this paper is to provide evidence that the five disciplines of organizational learning proposed by Senge's (1990) proved to be the driving factor of learning in individual, team and organizational level.

Methodology/Technique – This qualitative study was conducted in a private company in Indonesia where improvement and innovation had always been the central issue and intentionally set the direction toward a learning organization. A total of thirty staffs and managers were purposely selected in order to get their experience of how learning in a workplace been practiced. Participants were interviewed using semi-structured questions and the data were analyzed using content analysis approach.

Findings – This study provides evidence on how the employees practice each of these disciplines in their daily work by showing some of the prominent quotations expressed by the participants. This study proved that the five disciplines of organizational learning definitely practiced by the employees in the organization and has functioned as essential toward the establishment of learning organization.

Novelty – This study proved to contribute to the body of knowledge, practitioner as well for future research and the recommendation which will be explained later.

Type of Paper: Empirical

Keywords: Learning Organization; Organizational Learning; Workplace Learning; The Five Discipline Of Learning Organization.

JEL Classification: D83, I20.

1. Introduction

The concept of learning organization has become increasingly trending among practitioner and researcher particularly after the publication of the book titled *The Fifth Discipline: The Art and Practice of The Learning Organization*, published by Peter M. Senge, in the 1990. After this publication many research, workshops, and websites focused their attention on the importance of learning as a core competencies to remain competitive in the increasingly tight competition. Some prominent scholars such as Watkins and Marsick (1993), Marquardt (1996), Pedler, Burgoyne and Boydell (1991), and Ortenblad (2007) have provided distinct contributions to the study of learning organization.

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