

# EFFECT OF LEADERSHIP STYLE, ORGANIZATIONAL CULTURE AND EMOTIONAL INTELLIGENCE TO LEARNING ORGANIZATION

*by* Farida Elmi

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## EFFECT OF LEADERSHIP STYLE, ORGANIZATIONAL CULTURE AND EMOTIONAL INTELLIGENCE TO LEARNING ORGANIZATION

**On the Human Resources Development Agency of Law  
and Human Rights, Ministry of Law and Human Rights**

Farida Elmi<sup>1</sup>, Antonius Setyadi<sup>2</sup>, Lita Regiana<sup>3</sup> and Hapzi Ali<sup>4</sup>

**Abstract:** Substitution leader that causes changes in leadership style, the presence of factors inhibiting the work culture of discipline and ability to adapt and percentage of employees who participate in training are problems that can hinder learning organization. This study aimed to examine the effect of leadership styles, organizational culture and emotional intelligence of the learning organization in the Human Resources Development Agency of Law and Human Rights, Ministry of Law and Human Rights. This study used quantitative methods. The population of this study, all the employees of Human Resources Development Agency of Law and Human Rights as many as 175 people. The sampling technique using probability sampling, with proportional random sampling, found a sample of 122 people, obtained by the formula Slovin. Data were analyzed using multiple regression analysis with SPSS version 22.0. The results showed that the leadership style, organizational culture and emotional intelligence partially and simultaneously have significant effect on learning organization. Transformational leadership style, learning culture and social skills have a more significant effect than the other dimensions to the dimensions of a learning organization. Transformational leaders, the formation of a culture of learning and the improvement of adaptability skills can promote the establishment of a learning organization.

**Keywords:** leadership style, organizational culture, emotional intelligence learning organization.

### 1. INTRODUCTION

Human Resource Development Agency (BPSDM) Law and Human Rights (HAM) is the first echelon unit in the Ministry of Justice and Human Rights has the task of

<sup>1</sup> Lecturer Postgraduate of Mercu Buana University, Jakarta Indonesia, E-mail: faridaelmi57@gmail.com

<sup>2</sup> Lecturer Postgraduate of Mercu Buana University, Jakarta Indonesia, E-mail: setyadiseti60@gmail.com

<sup>3</sup> Alumni Graduate of Mercu Buana University, Jakarta Indonesia

<sup>4</sup> Lecturer Postgraduate of Mercu Buana University, Jakarta Indonesia, E-mail: hapzi.ali@mercubuana.ac.id

developing human resources. BPSDM required to become an organization that continues to evolve to be able to provide training and development of employees. BPSDM as aegis campus needs to be an organization that provides academic and learning climate where each is in it felt really in a campus.

Eseloning leaders at all levels have an important role in creating a learning climate. Substitution leader in unit Echelon I BPSDM environment and human rights law is quite dynamic. BPSDM experienced a change of leadership at the level of High Leaders Associate five times within the last five years. The average term of office for the period 2010-2015 is 11 months which indicates a change of leader is quite fast in BPSDM Law and Human Rights. Change leaders also mean changes in leadership style. Leadership style of each person will be different, and will give also the difference in the application of policies and rules.

One of the activities in BPSDM which is the policy of the leadership is the apple morning and afternoon. Apples activities is one way to facilitate the provision of information and increased employee discipline starting from 2013. apple morning and afternoon activities as a means for leaders to provide guidance, announcements and motivation, appreciation, to employees. Based on the observations made by the author, of the required activities on the orders of the leadership and directly supervised have a high level of attendance. Leaders who come on time in the morning and afternoon apple encouraging employees to follow the apple on time anyway. Average absence for reasons of late / leave early and without explanation during 2014 amounted to 16.38% of the total absence in apples (with all kinds of reasons: illness, permits, foreign service, late and without explanation), which indicates that there is still quite a lot of employees who did not participate in the apple as a target of absence due to reasons late / leave early and no description is 0%.

Activity apple is one of the organization's efforts to establish a culture of discipline. Employees who follow Apple routinely be used to do the work according to a predetermined schedule. Employees also receive announcements, socialization of values, motivations and warnings from the leadership, which will form the values adhered together. Employees who are late and did not follow the apple without a description will hinder the process of internalizing the values of the organization and the establishment of a culture of discipline.

Employee participation in apples show an individual's ability to adapt to change. Employee absenteeism in apples for reasons of late or no information shows there are still employees who have not been able to adapt to change very well. Employees who attended the apple simply because it is ruled by a leader or fear of sanction demonstrate the ability of individuals that have not been optimal in realizing environmental change (self-awareness) and adjust to changes in policy rules adopted by the leadership. The individual's ability to learn and adapt to change refers to the concept of emotional intelligence.

BPSDM as campus renewal that has the task to manage the education and training need to cultivate the learning process, a process of individual master new knowledge

and impact on behavior change and development within the organization so that the organization becomes a learning organization. Education and training is one way for the organization's members learn to develop themselves, as well as the facilities of the management so that individuals can learn from fellow members of the organization. BPSDM as administering agency training efforts in increasing the number of graduates and the quality of education and training to achieve the purpose of the work plan of the organization and pushing become a learning organization.

In 2014, BPSDM began organizing a technology-based training with e-learning methods, as well as organizing training in the classroom. E-learning Training aims to speed up the waiting time or opportunity to follow employee training (training rate) from the previous 1:14 (1 employee takes 14 years to follow the training) to 1: 4 (one employee takes four years to follow the training) , Training e-learning is a breakthrough efforts are made to encourage BPSDM become a learning organization by providing greater opportunities for employees to follow the training.

Achievement number of alumni of the training participants (in class) has not reached the percentage of 100% of the target that had been planned in 2012 and 2013, which means there is no shortage of participants achieving the target. In 2014, the realization of the alumni of the training is 100%, but the number of output is only about one-third (1/3) of the total in 2012 or 2013. Therefore, new e-learning training program was organized in 2014, the target and the realization of e-learning participants only shown in 2014. the achievement of the number of participants of e-learning is lower when compared with the achievements of the number of training participants in the class. The average percentage of participants who passed the new e-learning training 69.13% of the target, indicating that there needs to be improvements to enhance performance also means the number of participants who increasingly pushed the organization into a learning organization.

Learning organization facilitating the learning and development of human resource capabilities in the organization. Therefore learning organization facilitates individuals in it to learn, it is one indicator that indicates an organization is a learning organization is an employee the opportunity to attend education and training. The number of employees who take part in education and training organized by BPSDM than the total number of employees in the same year from 2012 to 2014 was below 60%, indicating the participation of the employees took the training is not optimal, there are many other employees who do not follow the training. In 2014, the percentage of employees who follow the training of less than 50%. Flaws and problems that appear to be a challenge for BPSDM to continue to make improvements in meeting the human resource development Kemenkumham RI.

### **Research purposes**

- 1) To identify and analyze the effect of leadership style on learning organization in BPSDM Justice and Human Rights.

- 2) To investigate and analyze the influence of organizational culture on learning organization in BPSDM Justice and Human Rights.
- 3) To know and analyze the influence of emotional intelligence on the learning organization in BPSDM Justice and Human Rights.
- 4) To know and analyze the effect of simultaneous leadership styles, organizational culture and emotional intelligence of the learning organization in BPSDM Justice and Human Rights.

## 2 THEORITICAL REVIEW

Leadership is defined as the ability to influence a group toward the achievement of a vision or set goals (Robbins & Judge, 2015: 249). Greenberg (2011: 477) put forward as a leader among a group of individuals or organizations that have influence over the other. Leadership is the process by which an individual affects others towards certain groups. Kreitner and Kinicki (2014: 201) states that leadership is a process whereby an individual influences others to achieve the same goals. Leaders are individuals who help others achieve their goals, leadership is also seen as a means of achieving the target. Bass in Kristanti and Hatane (2014: 166) says that the style of leadership is a model of the interaction between two or more people in a group are reset situations, perceptions and expectations of the members. Leadership style can affect the performance of the organization (the slave, 2012: 96). Leadership style refers to efforts to influence a lot of people through communication to achieve the purpose, can be through giving instructions or orders. Leadership style can be defined as a process where there are individuals who affect other individuals or more to achieve the same goals and objectives. Burns in Mahseredjian *et al.* (2011: 270) suggests two types of leadership, namely:

### Transactional Leadership

A transactional leader with his followers through goal setting to explain the direction and tasks of the job, make an effort to understand the individual needs and help subordinates to build confidence so that they can complete the job successfully. Bass & Avolio in the slave, (2012: 98) revised model of transactional leadership style becomes contingent reward and management by exception.

- a) *Contingent reward. Leaders who have behavior using explanation, negotiation, agreement and rewards to his subordinates when the goal is reached.*
- b) *Management by Exception. Leaders who have behavioral oversee mistakes, concentrate on the errors and deviations from the standard tasks, and take immediate action if the breach of rules occurred.*

### Transformational Leadership

Transformational leadership is a leadership style that is more to the intellectual stimulus. Bass and Avolio in Mahseredjian *et al.* (2011: 270) states that transformational leadership Consider the organization as a system-wide harmonized labor.

Transformational leaders are leaders who inspire followers to transcend their own personal interests and the ability to have an influence in depth and outstanding against the followers (Robbins & Judge, 2015: 261). Bass in Mahseredjian *et al.* (2011: 270) says to measure transformational leadership, consisting of:

- a) Idealized influence. Leaders emphasize on moral and ethics in the decision he made, show a desire to sacrifice personal interest for the organization.
- b) Inspirational motivation. Leaders who use inspiration as a way to increase motivation, establish a clear vision and inspire the organization.
- c) Intellectual stimulation. Leader offers his followers to build creative ideas, encouraging followers to use his imagination and look at the problem from a different perspective.
- d) Individualized consideration. Leaders accompany the follower in developing strong ideas and spend time and effort to assist and train in order to be a productive worker.

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Culture in the organization is a differentiator, which differentiates between one organization to another organization. Robbins & Judge (2011: 554) states that organizational culture refers to a system that is shared is understood by members of the group that differentiates one organization to the other organization. Organizational culture is the assumption that is shared and accepted implicitly granted and held by a group that determines how it is perceived, conceived and reacts to diverse environments (Kreitner and Kinicki, 2014: 62). Cultural organizations share the values and beliefs that underlie the identity of a company / organization.

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Greenberg (2011: 511) states that organizational culture is a cognitive framework that includes attitudes, values, norms of behavior and expectations that are shared by members of the organization, defined as a set of basic assumptions that are shared by members of the organization. Gorman in Lukito and Elsy (2014: 112) states that organizational culture is a value system organizations that provide <sup>14</sup> for sharing information, reaching common agreement and act on its meaning. Daft (2013: 390) defines culture as a set of values, norms, beliefs and understanding shared among members of the organization and taught to new members as the correct way of thinking, feeling and acting. The definition <sup>53</sup> explains that the organization's culture consists of a system of values, norms, rules that are shared <sup>5</sup> by members of the organization and reach general agreement that became the basis for the organization's members.

Organizational culture is a key factor that can help organizations to achieve the goal. Cultural organizations can encourage the creation of a climate of <sup>5</sup> learning in an organization. Based on the understanding that has been described, <sup>2</sup> organizational culture can be defined as a set of basic assumptions which include attitudes, values, norms <sup>29</sup> behavior and expectations that are shared by members of the organization and be a collective agreement which determines the members of the organization to behave.

Danaeefard *et al.* (2012: 1926) illustrates the conceptual framework with the four dimensions of organizational culture, which is as follows:

- 1) Bureaucratic culture. Culture that has a characteristic inflexibility, rigid rules, centralized and has the style to lead the affirmative.
- 2) Competitive culture. Culture that has a characteristic of high flexibility, integration is low, the contractual relationship between karaywan, loyalty is low, the low cultural identity and aims at a quantitative goal.
- 3) participative culture. Participatory culture is characterized by low flexibility, high integration, loyal, personal commitment, cooperation, social acceptance is high, and the tendency to satiability.
- 4) Learning culture. A learning culture is characterized by constantly changing, expanding horizons, sensitive and responsive to external changes, complex environments, competitive advantage, lack of information about the environment, integrating information and environmental processes, service development, encourage innovation and creativity, organizational commitment.

Salovey and Mayer in Danaeefard *et al.* (2012: 1923) first introduced the concept of emotional intelligence as a social type of intelligence, separate from general intelligence. Salovey and Mayer in Labbaf *et al.* (2011: 537) states that emotional intelligence is defined ability to monitor the emotions themselves and others, to distinguish them and use the information to show the thoughts and actions of individuals. Based on these definitions, emotional intelligence is the ability to manage emotions that distinguishes the individual's ability demonstrated in social relationships.

Emotional intelligence as the ability to recognize the meaning of emotions and relationship and used to form and solve problems. Kreitner and Kinicki (2014: 141) argues that emotional intelligence is the ability to oneself and one's relationship with a mature and constructive manner. Understanding emotional intelligence includes a framework of cognitive and affective more constructive.

Emotional intelligence are seen as separate from the cognitive intelligence (as measured by IQ tests) and complete the academic intelligence (measured through academic performance). Bar-on in Danaeefard *et al.* (2012: 1923) describes emotional intelligence as the setting of non-cognitive abilities, competencies and skills that influence individuals to succeed consistently (conformity) with demand and environmental pressures. The definition expands the construct of emotional intelligence by combining some characteristics of personality (empathy, motivation, persistence, social skills and warmth).

Emotional intelligence is the ability to perceive, understand and implement the energy and emotional sensitivity actively as a source of energy, information, human relationships and influence. Emotional intelligence as a set of abilities (verbal and nonverbal) which allows one to create, recognize, mengeskpresikan, understand and

evaluate the emotions of self and others for the purpose of guiding, thoughts and actions that successfully aligned with demand and environmental pressures.

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Goleman in Danaeefard *et al.* (2012: 1923) explains that emotional intelligence refers to the capacity to recognize the feelings of myself and others, to motivate themselves and for managing emotions well in ourselves and in relationships. Goleman in Saeidipour *et al.* (2012: 2503) believe that emotional intelligence includes internal elements (self-concept, feelings of independence, self-actualization capacity and decision-making) and external (interpersonal relationships, empathy and feeling of responsibility). Emotional intelligence involves the ability of individuals to accept reality, be flexible and solve emotional problems. Goleman in Danaeefard *et al.* (2012: 1926) to develop emotional intelligence dimensions are used, as follows: (1) Self awareness, (2) Self-regulation, (3) Sympathy, (4) Social skills, (5) Self Stimulation.

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Garvin in Mahseredjian *et al.* (2011: 269) argues that the learning organization is an organization that has a strong capacity to achieve, utilize and share knowledge on an ongoing basis with the aim of achieving an organization's success. Organizations that are trained to share knowledge can turn into a more competent employees. Pimapunsi (2014: 7) states that the learning organization is subject to changes in the environment and affect the business conditions. Learning organization can be seen as the empowerment of individuals and groups of human resources so as to create knowledge, products and services through a network of innovative working both within and outside the organization (Mony, 2011: 94).

According to Senge in Mahseredjian *et al.* (2011: 269), learning organization or learning organization is:

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Organization where people continually expand Reviews their capacity to create the result they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning to sees the whole together.

Senge opinion it shows that the organization is where people continually expand the ability to realize what people really want. Watkins and Marsick in Pimanpunsi (2014: 8) defines a learning organization as something that capture, share and use knowledge to change the way an organization responds to changes. Marsick and Watkins in Lukito and Elsy (2014: 113) also explains that the learning organization is an organization that is constantly learning and the capacity to change. Based on such understanding, learning organization can be said to be closely related to the changes, which the organization has the capacity to adapt to change.

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Marquardt in Danaeefard *et al.* (2012: 1922) said that when speaking about the learning organization, the focus is on the nature of the organization and learn the tem, principles and characteristics of the organization that learns collectively. A learning organization is an organization that promotes and encourages the learning process of individuals and groups within the organization on an ongoing basis and can be identified by the ability to adapt to the external environment (Mbassana, 2014: 15).

Garvin in Danaeefard *et al.* (2012: 1922) defines a learning organization as an organization that has the ability to create, use and transfer of knowledge and can adapt to behavior that reflects the knowledge and vision. Chang in Emilisa (2012: 227) suggests learning organization is an organization where people are constantly expanding its capacity to create the results they truly desire, where patterns of thinking, where collective aspiration be free and where people constantly learn to learn how learn together or it can also be said learning organization is an organization where everyone is trying to identify and solve problems, expanding the experience in the organization, to develop and improve their skills. In this sense, the learning organization is an organization that learns together energetically and persistently transform themselves to collect, manage, and use that knowledge to better for the organization success. Based on the description of understanding learning organization, it can be concluded that the learning organization is an organization where members can expand its capacity and is continually learning is desirable in order to improve its capabilities in the face of change.

Senge in Emilisa (2012: 228) explains that the learning organization consists of several dimensions, namely:

- 1) Systematic thinking, the thinking pattern of the system is a conceptual framework, a chart of knowledge and tools that have been developed over more than 50 years.
- 2) Personal mastery, namely personal skills is a discipline in clarifying constantly and deepen one's personal vision, focus your energy or developing patience and seeing reality objectively.
- 3) Mental models, namely discipline working with mental models starts with changing mirror heart, learn to dig internal picture of a person on the world, bringing it to the surface and holding it carefully for a thorough examination.
- 4) Shared vision, which is the practice of building a shared vision involves the skills of digging picture of the future mutually shared that helps genuine commitment and participation rather than just compliance.
- 5) Team learning, a capacity building process to rectify a team to create the results really desired by the members of the organization.

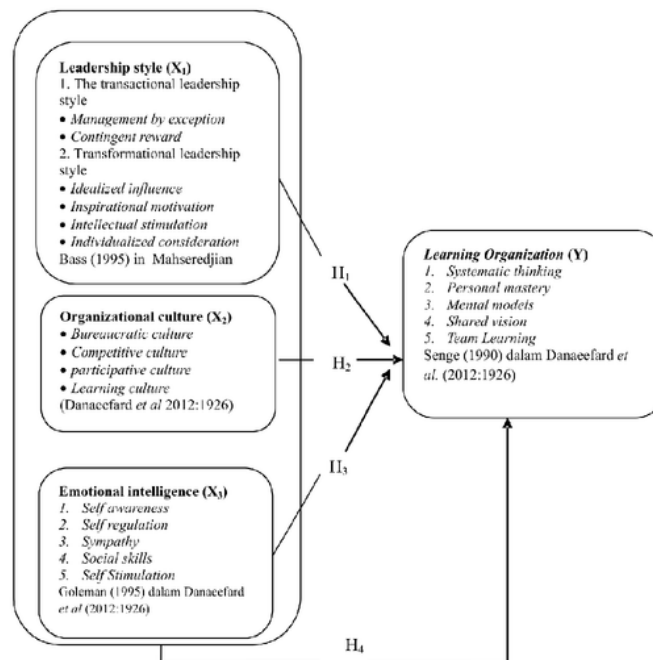
### Framework and Research Accomplished

Framework and hypotheses are well equipped with the previous research on leadership styles, organizational culture, emotional intelligence of the learning organization. Based on previous research results obtained positive and significant impact on the learning organization leadership style. Past research conducted by: Rijal *et al.* (2010), Hantoro (2010), Mahseredjian *et al.* (2011), the slave (2012), Emilisa (2012), Sopheak Lang (2013), Pimanpunsri (2014), Agnes Setiawan and Saarse Elsy (2014), Krista and Saarse (2015), as well as the Octavia and Devie (2015). Researchers estimate that there is a positive and significant impact on the learning organization leadership style. The

previous study used by researchers to find the positive and significant influence of organizational culture on learning organization, as previous studies of Rijal et al (2010), Danaeefard *et al.* (2012), Kurniasari Lukito and Elsy (2014). Results of research conducted by Hantoro (2010) states that organizational culture is not proven to have a significant effect on the operation of a learning organization. Research conducted by Emilisa (2012) also states that there is a negative influence of organizational culture towards learning organization. Researchers estimate that there are positive and significant influence of organizational culture on learning organization.

Past research on the influence of emotional intelligence learning organization stated that emotional intelligence is positive and significant impact on the learning organization. The previous study conducted by Labbaf *et al.* (2011), Saedidipour *et al.* (2012) and Danaeefard *et al.* (2012), Ghosh (2012). Researchers estimate that there is a positive and significant impact on the emotional intelligence learning organization. Corresponding previous studies found that the stated leadership style and organizational culture together have a positive and significant impact on the learning organization, namely research Hantoro (2010), Rijal (2010). Research from Danaeefard *et al.* (2012) states that there are significant organizational culture and emotional intelligence of the learning organization.

Making the frame of mind to get hypotheses, namely:



### Hypothesis

To achieve the above objectives, it formed some hypotheses of this study items, namely:

- 1) Style of leadership significantly significant effect on learning organization in BPSDM Law and Human Rights (H1).
- 2) Cultural organizations significant effect on learning organization in BPSDM Law and Human Rights (H2).
- 3) Emotional Intelligence significant effect on learning organization in BPSDM Law and Human Rights (H3).
- 4) Style of leadership, organizational culture and emotional intelligence simultaneously significant effect on learning organization in BPSDM Law and Human Rights (H4).

### 3. RESEARCH METHODS

Design Research, using quantitative research methods, Variable and Measurement independent variable (Independent) leadership style with dimensions of transactional and transformational organizational culture with the cultural dimensions of bureaucracy, participative culture, culture competitive, a culture of learning and emotional intelligence with the dimensions of self-awareness, self-regulation, sympathy and social skills against one (1) dependent variable (dependent) is a learning organization is based on the dimensions of systematic thinking, personal mastery, mental models, shared vision and team learning.

Data collection methods, primers obtained through questionnaires regarding individual characteristics include gender, employment, educational background, age, job title. Secondary data were obtained from the literature from the book written by experts and from international journals to find out the results of research sebelumnya. Populasi and Sampling Methods, the population of all employees BPSDM law and human rights are placed at the Centre for Development and the Secretariat and served as an administrator, supervisor and implementing a number of 175 people, the sampling technique in probability sampling with proportional random sampling technique and formula Slovin with fault tolerance limit of 5%, obtained a sample of 122 people. Measurement scale with 5-point Likert scale, from strongly agree, agree, neutral, disagree and strongly disagree. Test the validity of using the technique of correlation coefficient analysis Pearson Product-Moment. Reliability tests with Cronbach Alpha > 0.60 means reliable. Classical assumption test including normality test, linearity, heterocedastity and multicollinearity.

Data analysis methods, multiple linear regression analysis, with analysis coefficient of determination, a hypothetical test, test of significance Coefficient of Determination (R<sup>2</sup>) with F test and t test with a degree of accuracy of the testing and data analysis using the program SPSS version 22.0 and Inter-Dimensional Correlation Analysis.

#### 4. RESULTS AND DISCUSSION

Respondent characteristics, including: gender, age, education level, length of employment, job title, and employment status.

##### Results of Research Variables Description

Leadership style variable in this study, found that the majority of respondents agree with the leadership style variable that exists, with dimensions of transformational leadership style most approved variable of organizational culture in this study, found that the majority of respondents agree with the cultural variables existing organization with the dimensions of learning culture most widely approved. Emotional intelligence variables in this study, found that the majority of respondents agree with the emotional intelligence that is, with the highest percentage to agree is the dimension of social skills. Variables learning organization in this study, found that the majority of respondents agree with the variables existing learning organization.

**Validity and Reliability**, using analysis of product moment correlation, obtained  $r$  calculate all the variables >  $r$  table and count  $r$  positive (+), meaning the whole point statement valid all can be used, while the reliability test obtained leadership style variable = 0.863, organizational culture = 0.850, emotional intelligence and learning organization = 0.872 = 0.848 shows all the variables have a value of Cronbach's Alpha > 0.60, then the style of leadership, organizational culture, emotional intelligence and learning organization has a good reliability.

**Classical Assumption Test**, Test Normality wear Kolmogorov-Smirnov test, with  $\alpha = 0.05$  and number of samples ( $n$ ) = 122, the value of a significant level of greater than 0.05 means a sample of a population is acceptable and normal distribution, means 49 for normality fulfilled. Linearity test when  $F > 0.05$  means toward regression 48 dependent variables on the dependent variable linear, meaning the influence of leadership style to learning organization, organizational culture towards learning organization, emotional intelligence of the learning organization is the linear regression. Scatterplot heteroscedasticity test method, the results obtained homoskedastisitas pattern Scatterplot methods and means heteroscedasticity test is met. Multicollinearity test tolerance value obtained from the leadership style = 0.725, organizational culture and emotional intelligence = 0.708 = 0.808 while VIF has a value < 10, means indicates that there is no multicollinearity in this regression model.

**Results Hypothesis Testing**, Multiple regression analysis, this study obtained from the equation  $Y = 0.227 + 0.306X_1 + 0.536X_2 + 0.1X_3 + e$ , which means that multiple regression equation shows that the influence of leadership style, organizational culture and emotional intelligence of the learning organization is positive. If the leadership style variable increased with the assumption that organizational culture variable and fixed emotional intelligence, then the learning organization will also increase. If the increased organizational culture variables assuming leadership style and emotional intelligence fixed, then the learning organization will also increase. If the variable

emotional intelligence increases with variable assuming leadership style and organizational culture remains, the learning organization will also increase. Coefficient of determination ( $R^2$ ) obtained  $R^2 = 0.670$  means that the increase and decrease learning organization is determined by the influence of leadership styles, organizational culture and emotional intelligence jointly by 67% and the balance of 33% influenced by other variables outside the study.

**Test F**, in this study was obtained F count = 80.026 of  $\alpha = 0.05$  with Ftable on a significance level of 5%, ie  $F(3: 118) = 2.68$ . Therefore  $F_{hitung} > F_{tabel}$ , ie  $80.026 > 2.68$  and a significance of  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  accepted. it can be concluded that the style of leadership, organizational culture and emotional intelligence together (simultaneously) are considered important and significant effect in improving the learning organization. T test in this study obtained  $t = 2.356$  with a leadership style table = 1.980 ( $n-1, \alpha = 5\%$ ) and a significant value of 0.024, meaning  $t_{hitung} > t_{table}$  and  $\alpha < 0.05$ . For variable organizational culture, obtained  $t = 8.750$  and  $t_{table} = 1.980$  ( $n-1, \alpha = 5\%$ ) and a significant value of 0.000, meaning  $t_{hitung} > t_{table}$  and  $\alpha < 0.05$ . For variable emotional intelligence, obtained  $t = 5.362$  and  $t_{table} = 1.980$  ( $n-1, \alpha = 5\%$ ) and a significant value of 0.000, meaning  $t_{hitung} > t_{table}$  and  $\alpha < 0.05$ . It can be concluded that the style of leadership, organizational culture, emotional intelligence significantly influence the learning organization.

**Matrix Correlation Between Dimensions**, Pearson correlation matrix value of each variable, that variable style of leadership with the highest learning organization is X1.1-Y1.5 conjunction with a correlation of 0.532 and the significance level of 0.01, included in the category of relationship is with dimensions of transformational leadership style to the dimensions of team learning. In relation to the organizational culture of a learning organization, the value of the relationship is the highest-X2.1 Y1.4 with a correlation of 0.598 and included in the medium category. Dimensions of organizational culture that has the highest correlation when compared to the other dimension is the dimension of bureaucratic culture with a dimension of shared vision. Emotional intelligence relationship to the learning organization has the highest correlation to the relationship X3.4-Y1.2, which amounted to 0.507 and included in the category of relationship is, the dimension in question is on the social skills of emotional intelligence to the personal dimension mastery in learning organization. The correlation value is very low, which is between 0 to 0.199 occurred on correlation dimension of transactional leadership style with dimensions of systematic thinking, that is equal to 0.162. The correlation value is very low the other is on the dimensions of emotional intelligence, ie self regulation dimensions to the dimensions of learning team has a correlation of 0.148 and dimensions of sympathy with the dimensions of learning team that has a correlation of 0.171.

## DISCUSSION

### Effect of Leadership Style on Learning Organization

The style of leadership may encourage the creation of a learning organization. The influence of leadership style to learning organization which was particularly weak in

BPSDM law and human rights can be caused by rapid changes in leadership, which made leadership style changed dynamically. Changes in leadership styles affect the style of facilitating change and learning becomes a learning organization.

The results of this study prove that the leadership style affect the learning organization in BPSDM law and human rights. The results are consistent with previous research which claimed that the leadership style had an influence on learning organization. Previous research conducted by Emilisa (2012: 232) states that the leadership has positive influence on learning organization. Studies that support also comes from research conducted by Lianto and Devie (2015: 302), Pimapunsri (2014: 11) and slave (2012: 107) who found that transformational and transactional leadership positively affects learning organization. Research conducted by Sopheak Lang (2013: 114) also found that transformational and transactional leadership have influence on the dimensions of a learning organization. The results of this study also supports research Mahseredjian *et al.* (2011: 275) states that leadership style has no effect in improving the learning organization.

The results of the correlation matrix between dimensions in this study shows the dimensions of transformational leadership style has a stronger correlation to learning organization when compared to transactional leadership style. The results of this study support ongoing research Mahseredjian *et al.* (2011: 275), which found that transformational leaders have more influence in influencing organizational learning than do the transactional leader. Research conducted by Rijal (2010: 124) also states that transformational leadership is an important factor in the development of a learning organization. These results do not support the results Lang (2013: 114) states that transactional leaders play an important role in imparting learning organization rather than a transformational leader.

Figures correlation dimensions of transformational leadership style with the team learning the largest among the correlation between the dimensions of leadership style with a learning organization. A leader who can inspire and accompany subordinates rated affect the learning team. A transformational leader is more desirable in BPSDM Law and Human Rights to encourage the planting of a learning organization. Subordinates prefer a boss who can encourage subordinates to better facilitate self-development and learning, as well as set an example and example can inspire more than leaders who control, direct, and tend to use the threat. Senge in Rijal (2010: 120) identifies three important leadership role to build a learning organization, namely as a designer, as a teacher and as a visual aid. Transformational leadership style is considered more appropriate to build a learning organization as a transformational leader can provide influence, encourage intellectual, pay attention, and provide the motivation that inspires.

#### 4 Effect of Organizational Culture on Learning Organization

The influence of organizational culture on learning organization that is strong enough on Justice and Human Rights BPSDM can be caused that there is an organizational

culture that supports the creation of a learning organization. The values espoused the importance of learning enough to be understood by employees BPSDM Law and Human Rights. Employees have responded positively to the human resources development and training activities provided to improve competence.

The results of this study prove that organizational culture influence the learning organization in BPSDM law and human rights. The results of this study support previous research which states that organizational culture has an influence on learning organization, the research done by Rijal (2010: 124) states that the dimensions of organizational culture was significantly and positively associated with learning organization. These results also reinforce previous research conducted Lukito and Elsy (2014: 119), which concluded that there is a positive and significant influence of organizational culture on learning organization.

The research result is consistent with previous studies and also did not strengthen the research conducted by Hantoro (2010: 61) who obtained results that organizational culture is shown to have no effect on the operation disignifikan learning organization. The results also do not prove the results of research conducted by Emilisa (2012: 233) states that organizational culture has a negative effect on the learning organization as proved in this study organizational culture influence the learning organization indicating that the organization has an organizational culture that supports the implementation of learning organization.

Budaya belajar dapat memfasilitasi suatu organisasi untuk belajar karena jelas mengutamakan responsivitas terhadap perubahan, peningkatan inovasi, kreativitas dan pembelajaran serta dapat memperoleh informasi-informasi baru. Budaya birokrasi diperlukan untuk memperkuat *learning organization* terutama dalam meningkatkan dimensi *shared vision*. Budaya birokrasi lebih memberi arti dalam penanaman nilai-nilai dan visi organisasi. Dimensi yang juga memiliki korelasi yang cukup dengan *learning organization* adalah *participative culture*. Budaya partisipatif mengedepankan kerja tim dan integrasi yang tinggi pada masing-masing anggotanya sehingga juga dapat mendorong terciptanya *learning organization*.

Cultural organizations play an important role in influencing and mobilizing employees to be able to achieve the goal of an effective organization. The effectiveness of an organization also depends on the learning organization implemented in an organization. The results showed that organizational culture affects the learning organization so that an organization can be considered a success also influenced the culture of an organization that supports the realization of a learning organization. Bureaucratic organizational culture has an influence in dividing or spreading the vision and mission of the organization and can play an important role in increasing the dimensions of team learning. Bosses more in the nature as a director, which provides guidance to the work. Increased team learning can be encouraged through the bureaucracy because of the characteristics of civil servants are less flexible and tend to follow the orders of the leadership. Employees BPSDM law and human rights in

situations like flexible organization, can facilitate change and employee development, has a learning climate, but employees also need clear rules and procedures and generally applicable to all employees. These characteristics support for the creation of a learning organization

### Effect of Emotional Intelligence on Learning Organization

Emotional intelligence can encourage the creation of a learning organization. The influence of emotional intelligence on the learning organization is fairly low on Justice and Human Rights BPSDM can be caused by an employee understanding of the importance of the ability to understand the emotions of self and others is not optimal. The concept of emotional intelligence is not fully understood by employees BPSDM Law and Human Rights.

Research shows that emotional intelligence affect the learning organization in BPSDM law and human rights. The results are consistent with previous research which states that emotional intelligence has an influence on learning organization, in line with research conducted by abba<sup>46</sup> *et al.* (2011: 542), which states that emotional intelligence is important and has an impact on the dimensions of a learning organization. The results also corroborate previous studies conducted by Danaeefard *et al.* (2012: 1927), which states that emotional intelligence directly affect the learning organization, which means that an increase in emotional intelligence will improve the learning organization. Research on components of emotional intelligence and learning organization indicating a direct relationship between them.

The results showed that dimension<sup>30</sup> of social skills in emotional intelligence has a strong relationship with the dimensions of the learning organization. Dimensions social skills in emotional intelligence has a strong relationship with the personal dimension on a variable mastery learning organization. Dimensions sympathy has the lowest correlation with the dimensions of a learning organization when compared with the other dimensions of emotional intelligence. This indicates that in order to encourage the learning organization is needed social skills, which include the ability to influence, social relationships, commitment, conflict management, collaboration.

Emotional intelligence plays a significant role in assisting managers and employees to manage the dynamic changes in the environment. Based on the theoretical framework, with their emotional intelligence in organizations have a positive effect. Good staff management is needed to support the creation of a successful organization. One such capability is to have emotional intelligence, which means it can capture the heart and soul of the organization's members. Emotional intelligence means being able to understand the emotions of self and others, to feel what others feel and to motivate yourself to be able to survive and deal with failure, continue to learn to deal with change.

### **Effect of Leadership Style, Organizational Culture and Emotional Intelligence together against the Learning Organization**

The results obtained from testing the hypothesis shows that there is a positive effect simultaneously leadership styles, organizational culture and emotional intelligence of the learning organization. The higher the learning organization in BPSDM Justice and Human Rights. Conversely, if the lower leadership styles, organizational culture and emotional intelligence of the learning organization in BPSDM Justice and Human Rights will also be lower.

Donations influence of leadership style, organizational culture and emotional intelligence simultaneously towards learning organization included in the category is strong enough and has value greater than the effect of each variable X partially to learning organization. Organizational culture has a greater influence on the learning organization when compared to two other independent variables were examined in this study, namely leadership style and emotional intelligence. Increased organizational culture will lead to increased learning organization better.

The research proves that the style of leadership, organizational culture and emotional intelligence affect the learning organization in BPSDM law and human rights. The results are consistent with previous research which states that organizational culture and emotional intelligence have an influence on learning organization, in line with research conducted by Danaeefard *et al.* (2012: 1927), which states that emotional intelligence and organizational culture affects the learning organization, which means that an increase in the organization's culture and emotional intelligence will improve the learning organization. Another study examines the influence of leadership style and organizational culture towards learning organization suggests that there is a positive influence between the variables of leadership style to a learning organization (Lang, 2013: 114).

Mintzberg in Pimapunsri (2014: 11) states that in order to achieve the organization's success, an organization must continue to learn. Learning organization is subject to changes in the environment. Learning organization indicates that the organization is ready to cope with change. Learning organization has an important role in an organization to be able to support these organizations to grow and progress. An organization will progress if everyone involved in it constantly improve the quality of work, not only fixated on old habits, but always wanted to learn and trying to find the best way in line with the changing demands and complexity of existing competition.

The organization has a goal to Become a learning organization. The results of this study indicate that there are variables that Affect learning organization. Factors that influence an organization Achieve a learning organization is the role of leader for the creation of a culture that supports learning organization and the ability to manage emotions. The role of a leader is to Facilitate change and encourage members in the organization have the desire and Showed behaviors to continue to grow and learn. An organizational culture that supports implementation Becomes a learning

organization is a key factor in shaping the learning organization. Learning culture facilitates individuals to have the commitment, drive innovation into the direction of change, dynamically to change. Emotional intelligence support the creation of a learning organization through an individual's ability to understand the emotions of self and others so as to act, to socialize and absorb the positive things from colleagues or team work as a learning process.

## 5. CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

<sup>1</sup>  
From the research that has been done on the effect of leadership styles, organizational culture and emotional intelligence of the learning organization, it can be concluded as follows:

- 1) leadership style and significant positive effect on the learning organization in BPSDM law and human rights, meaning that if the leadership style better, then learning organization increases. Transformational leadership style is strongly correlated to the dimensions of learning team.
- 2) Cultural organizations and significant positive effect on the learning organization in BPSDM law and human rights, which means that if a strong organizational culture, the learning organization will also be strong. Dimensions bureaucratic culture most strongly associated with the dimensions of a shared vision.
- 3) Emotional intelligence positive and significant impact on the learning organization in BPSDM law and human rights, which means that if emotional intelligence is good, then the learning organization increases. Dimensions social skills most strongly associated with a personal dimension mastery.
- 4) style of leadership, organizational culture and emotional intelligence jointly significant effect on learning organization in BPSDM Justice and Human Rights. The influence of organizational culture is the most dominant factor to the increase in the achievement of learning organization compared to other variables, namely leadership style and emotional intelligence.

### Suggestion

Based on the conclusion and the results achieved in the study, the authors suggest the following:

- 1) Organizations can focus on the establishment of a culture of learning for organizational culture is a factor that contributed most in the embodiment of a learning organization. Establishment of a culture of learning through the provision of motivation to employees to continue learning, provision of training facilities to follow. Organizations can also push through a

bureaucratic culture to improve the achievement of a learning organization, especially in socializing the vision of the organization, enforcement of the provisions in general to employees.

- 2) Organizations can improve an individual's ability to adapt to the environment to participate in the training improve emotional intelligence as well as counseling for employees who have concerns or deficiencies in social skills.
- 3) The principal may apply transformational leadership style to encourage learning organization, namely by stressing the moral and ethical, establish a clear vision, develop creative ideas and assisting subordinates to achieve success.
- 4) For further research, because there are not explained by the variables examined in this study, it is advisable to do some research with other variables, such as self-efficacy, competence, personality type, working environment.

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