

EMPOWERMENT ON THE KNOWLEDGE AND LEARNING ORGANIZATION FOR COMMUNITY DEVELOPMENT

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Abstract- Empowerment is a process of individual development to achieve organizational goals. Empowerment can be done by increasing knowledge. Engagement is very important to the concept of empowerment. the community is invited to develop the potential together. Economics is the basis of people's lives. Economic empowerment is the empowerment of society to improve economic prosperity. Socially, the community needs to be empowered to improve the ability and knowledge of himself. The people of the village of Sibetan and Munduk Temu are villagers who share the same line of living. They work as farmers. Both societies have different characteristics. With methods of awareness, institutionalization and capturing, people have different responses and skills and knowledge. The village of Munduk Temu has a higher response compared to Sibetan village. This difference is caused by the characteristics of society that is socio-economic conditions, leadership, public awareness, and environment. Mental model, thinking system, share vision, personal mastery are success factor learning organization. Therefore, organizational learning needs to be done continuously.

Keyword: empowerment, mental model, thinking system, share vision, personal mastery, learning organization, knowledge

I. INTRODUCTION

Community economic empowerment has great potential and contribution to improve socio-economic condition of society (Martin and Taylor, 2012). The potential of a region should be utilized through community empowerment with the aim of improving the economy of the community. People have the opportunity to move forward when empowered. Communities have good organizational knowledge and learning when empowered (Bryan and Hofmann, 2007). This indicator is one of the indicators of human development (Andres Mejia, 2011; Bryan and Hofmann (2007) .An advanced country is a State that empowers its citizens.

Countries that have succeeded in development are the State using the model of community empowerment development (Bryan and Hofmann, 2007). Maximum resource management results can improve the financing capability of a region. Development can create jobs, industry development, empowerment capacity, organizational learning, knowledge

enhancement automatically. Therefore, the natural resources that exist in the region should be utilized (Bryan and Hofmann, 2007).

Indonesia is a country that has a wealth of natural resources with high potential. One product that is not owned by other regions and even other countries is SALAK SUGAR PASIR produced by the Bali Province, Sibetan village in Karangasem and Munduk Temu Tabanan. SALAK SUGAR PASIR is one that has the highest selling price of Rp. 20.0000 - Rp. 125,000 per kg. The problem that arises is the production that can't be harvested at any time.

Therefore it is necessary to do organizational learning with the aim of improving knowledge of SALAK GULA PASIR farmers because in this time is in the era of changes in the external environment of the organization takes place so fast. Thus, a resource is needed not only to support the survival of the community organization, but more than that, it must also be able to provide an opportunity for the organization to win the competition and provide a sustainable competitive advantage through organizational learning. (Mondy, 1993; Luthans, 2001; Harley, 2016).

Human resources as a resource that provides an opportunity for organizations and communities to have sustainable competitive advantage needs to develop themselves to enhance the potential capabilities of natural resources (Mondy, 1993; Luthans, 2001; Harley, 2016). Increased resource capacity is made to generate knowledge as the basis for the creation of new knowledge that is needed for the organization to develop its human and natural resources. Knowledgeable and learning human resources are their own strengths to deal with all the uncertainties posed by environmental change (Mondy, 1993; Luthans, 2001; King, 2009; Harley, 2016). Therefore, it is necessary to develop unique knowledge as a source of competitive advantage (Dixon, 1994; Cross and Baird, 2000; Davenport and Prusak, 2000; Earl, 2001).

Organizational learning (LO) is an organization always provides opportunities to its members always and willing to improve themselves to achieve individual success that brings the success of the organization. Through Learning, individuals can do everything that has never been done before. To create individuals who want to learn, the organization can provide an opportunity for employees to update knowledge. The

competencies of the workers can determine the progress of the organization which in turn will reflect the competence of the organization. To realize an organization that is able to learn and develop intangible resources are needed which is very important contribution of virtual resources. Virtual resources are sourced from worker knowledge, spiritual ability, intellectual ability, skill, and mind competence which if intangible assets are developed continuously, it will be the organizational pill in the building of Learning Organization so that it has competitive advantage. Established firms require innovation and those unable to innovate will face the fate of deterioration and decline (Nonaka, 1994; O'Dell and Greyson, 1998; Donald and Ackerman, 1997; Menon and Pfeffer, 2003; Ward and Aurum, 2004; Van de Ven, 2005; Oliver and Kndadi, 2006). Through organizational learning, Sibatana and Munduk Temu communities are expected to have advantages in facing the challenges of change.

This research is also expected to help the application of measurement of learning organization in the concept of change management theory in educational organization, measurement of learning organization in the concept of change management theory on education organization based on public opinion, village management, and group organization in society.

II. LITERATURE

Learning is the power of growth, and individual learning is also the resource of business growth. (Chang and Lee, 2007). Life is a process of growth, and the power of growth itself is by learning. By learning, one can develop himself in a better direction. The learning process itself will not stop because someone will continue to learn throughout his life. So it is with the organization.

The changing circumstances of the environment, forcing the organization to continue to fix itself and face the changes with all the capabilities that have been prepared. In other words, the organization indirectly also always experience the learning process.

Understanding Learning Organization

There are several definitions of learning organization, such as:

- Learning organizations include individual, group, and organizational learning by encouraging sustainable processes for organizational and individual learning (Chang and Lee, 2007).
- An organization that facilitates learning for all its members and continually alters itself (Pedler et al.'s, 1989 in Wikipedia).
- A purposeful activity directed at the acquisition and development of skills and knowledge and its application (Lundberg Dale, 2003 in Wikipedia).
- Organizations where people continually develop their capacity to create the results they really want, where new and developing thinking patterns are nurtured, where group aspirations are given freedom, and where people continually learn to learn something together (Senge, 1996).
- An organization that learns seriously and collectively, and continuously transforms itself better for gathering, managing, and using knowledge for organizational

success. Organizations empower people inside and outside organizations and outside organizations to learn as they work. Technology is used by organizations to optimize learning and productivity (Marquardt, 1996).

Principles in the Learning Organization

Peter Senge in his book *The Fifth Discipline: The Art and Practice of the Learning Organization* as has been adapted by some experts and researchers, reveals that there are 5 disciplines or principles in the Learning Organization, namely:

- a. **System Thinking:** System thinking is a way of thinking, and a language for describing and understanding, the forces and interpersonal relationships that shape a system's behavior. This discipline helps to see how to change the systems more effectively and how to act. The underlying system of each self-working system, forming the many behaviors of the working individual.
- b. **Personal Mastery:** Personal Mastery is the discipline of continuous clarification and the deepening of personal vision, from focusing energy, building patience and seeing reality objectively, learning to increase personal capacity to create desired results and create an organizational environment by encouraging all involved to develop oneself toward the desired goal and purpose.
- c. **Mental Models:** Mental Models is contemplating, continually clarifying and improving inner images of the world, and seeing how it shapes actions and decisions. Mental models affect the personal physique of how and why something happens in work, and what can be done about it.
- d. **Shared Vision:** Building Shared Vision is a process in which the original vision of the organization can be determined by the leader, and can also be determined through interaction between individuals within the organization, then translated to be a picture of everyone to discover the meaning, direction and reason for staying in the organization. Shared Vision is built from a personal vision.
- e. **Team Learning:** Changing the skills and skills of individual individuals to think together. Dimpiana is believed to be able to develop greater intelligence and ability than individuals. Dialogue among members in the team can develop the organization.

Discipline Personal Mastery, Mental Models, and System Thinking will help to productively examine and change the way individuals think. Discipline Shared Vision, System Thinking and Team Learning are specifically aimed at changing interpersonal interactions. Each discipline makes other practices more effective. This can be likened to a hand with all five of his fingers. But it is difficult to carry out all five disciplines simultaneously.

Briefly it can be stated that the most fundamental component of LO is system thinking. With the thinking system people will have the ability to see an event thoroughly. This system thinking will underlie the formation of mental models and encourage people to achieve personal mastery. Mental models and personal mastery together form the foundation of shared vision. Shared vision becomes the basis of team learning development. The process of developing system thinking, mental model, and personal mastery is

learning at the individual level. Then, shared vision and team learning is learning at the group level. Learning at the group level will work well if each member involved has a supportive system thinking. Learning at the group and individual level will be achieved when facilitated by effective bureaus and leadership that support learning.

III. METHOD

The main method in improving cooperatives is the economic and social improvement aspect using the SLA method (the sustainable livelihood approach) (Sumantra, 2016). Community empowerment with the Sustainable Livelihoods Approach (SLA) is basically an effort to involve the community to learn and move sustainably in a unique way. The SLA (Sustainable Livelihoods Approach) approach lies in 3 (three) stages of activity, namely (1) awareness stage, (2) participating / scaffolding stage, and (3) institutionalization stage. The SLA model is an empowerment model that can increase the active participation of members through continuous learning and empowerment, starting from the potential of cooperatives through the awareness, capitation, and institutionalization. The awareness stage is the initiation stage to awaken the community to be able to understand the potential and to self-evaluate the potential, and the effort that can be taken to overcome it, through intensive socialization and counseling, which is oriented to overcome the socio-economy to maximize the potential modern. This stage will be given training such as: 1) Accounting, 2) management, 3) modern farming.

The capturing stage is the stage of action to capture community in productive enterprises by providing investment assistance physical infrastructure, management and production management marketing with stakeholders, building / creating web sites, managing and raising cooperative business. The institutionalization stage is to encourage cooperatives to improve legal entities through the improvement of AD / ART and some other preconditions. In addition, connecting society to governance. To know the capability and mastery of the material about the aspect of development activities of business, the participants before and after activities will be evaluated. The evaluations include:

- a. Process Evaluation: This evaluation is conducted to find out how far the diffusion process of technological innovation has been done, as well as the involvement of the institution in supporting the activities of the participants. Evaluation is done by conducting interview / questionnaire to program participant (Pre-test).
- b. Evaluation of Results: This evaluation is conducted to determine: the level of productivity generated, the added value obtained from the use of new technology and institutional mechanisms and community participation in activities (Post-test).

IV. DISCUSSION

Change Relationship after empowerment

The relationship begins at the translation of Learning Organization which consists of 5 disciplines of Senge. These

disciplines are then each directed toward the organization's goal, from which this goal is directed toward the development of the Learning Organization's capabilities through the steps towards the Learning Organization. Once the company's capabilities are developed, results will be gained on individual experience that will enhance the organization's capabilities in important functions.

1. The relationship between Organizational Culture with Operation Learning Organization shows that organizational culture has a direct effect on organizational performance.
2. The Relationship between Leadership with Operation Learning Organization shows that the leadership role in learning organization is to facilitate other learning and development of learning organization requires a change and re-thinking of leadership to become designer, teacher, and servant of shared vision.
3. The Relationship between Individual Change and Operation Learning Organization shows that a person will strive to always develop themselves become more qualified as a personal mastery action that will affect the development of the organization. Personal skills become the main point of locus in Learning organization

Sibetan society has a higher individual orientation than the orientation of the organization. While the Munduk Temu community has a higher organizational orientation than the sibetan community. The cause is a system of coordination, leadership, culture, knowledge, expertise, and willingness to learn.

The more proactive leadership is that leadership that prioritizes the interests of the organization has an effect on the orientation of society. Leaders provide a broad opportunity for members to improve their skills and skills in performing their duties. Attention to members who have achievement to be given a decent award. Leaders in promoting the interests of the organization by motivating members to contribute to the organization.

Mental Model

The human response to the situation occurring in the environment is strongly influenced by the assumptions and habits that have been in effect. Within the organization, conclusions are also made about how things work within the organization. This is called the mental model, which can occur not only at the individual level but also groups and organizations. Mental models allow humans to work faster. However, in a constantly changing organization, this mental model sometimes does not work well and hampers the required adaptation. In learners' organizations, this mental model is discussed, reviewed, and revised at the individual, group, and organization level.

In the community has a farming group of more than 3 groups who are members of a group of women farmers. But not all groups of women farmers have a good mental so unable to respond to any rapid changes. The cause is many factors, such as the external and internal environment, leadership, technology, expertise, and knowledge. Therefore it is necessary to build a society that responds quickly to all changes.

The people of Munduk Temu village have a higher response power compared with the sibtan community when receiving the lesson. Sibtan society is already in a safe and comfortable zone in terms of economy and prosperity. While the Munduk Temu community is still in the developing zone so that more quickly accept the changes.

The implementation of a learner organization begins with capacity building for members in performing their duties. Members of the organization develop new skills and abilities to change what they can do and understand. Once the ability develops, new awareness and sensibility develops and new beliefs and assumptions will begin. Improving skills and abilities become the key to success of learning organizations (Djumair, 2011).

Organizational culture as the experience, history, beliefs and common norms that characterize the organization control the interaction of each member of the organization. The results showed that organizational culture has a direct effect on organizational performance. Increasing organizational culture to become stronger is necessary to create the high capabilities of the organization (Djumair, 2011).

Leadership as an effort to use influence to motivate people to achieve organizational goals. There is a considerable amount of previous research that has tried to find and formulate the relationship between leadership and learning organization, but we will discuss some of them. Senge (1990) revealed that the role of leadership in learning organization is to facilitate other learning. He formulated that the development of learning organization requires a change and re-thinking of leadership to become designers, teachers, and servants of shared vision.

Thinking System

Munduk Temu and Sibtan communities have different systems of thinking in dealing with situations. The cause is the characteristics and culture of different communities. The role played by a leader is a set of behaviors that are expected to appear in the work. Each role has a set of tasks, powers and responsibilities. Roles have a strong impact on behavior for several reasons, including the prestige aspect of the role, in addition to a sense of pride in both achievement and ability to overcome challenges. A relationship and interaction within an organization will be determined by the task and the role. Although some tasks are done in isolation, most tasks are done in relationships and interacting with others. While the task will determine who the role holder will play it. Thus, the various tasks and behaviors associated with the role will be determined by the pattern of relationships and interactions within the organization. That is, the new tasks and behaviors that are expected today will depend on the extent to which relationships have been woven and developed in the past, either by the previous role holder or by the role holder thereafter. From this continuity of role an organizational climate will be created, which in turn contributes to the formation of organizational culture. Trust and confidence in leadership are the most reliable predictors to ensure satisfaction of workers within an organization. Especially if it is supported by effective communication by a leader in three important factors, namely: first, help workers understand the overall business organization strategy. Second, it helps workers to understand how they can contribute to achieving the business organization's primary goals. Finally, sharing

information or knowledge with workers, especially about what the business organization is doing, and what the workers are doing themselves, in line with the strategy and goals of the business organization to be achieved.

In general, individual changes after LO implementation is quite good. Individual changes that are clearly visible are, when there is a willingness to conduct small discussions on the sidelines of working time, although not yet obtained core problem, but there is a strong desire to find and find the core problem. The description of work perspective, leadership, and work behavior in the group at this time is better than before being given LO training. They are able to behave consistently according to their values and beliefs, be able to take decisions, understand the risks to the decisions taken, and be proactive towards problem solving. However, the behavior of respondents in groups who treat others as individuals rather than as members of a group and still attach importance to individual interests sometimes still arises. Institutional changes post-LO implementation is also better although major changes do not occur in all core member institutions (Ayuningtias, 2008).

According to Herwin, personal expertise becomes the main point of locus in Learning organization. To achieve this, then there is no other best way for the apparatus in addition must be willing to learn to improve his personal skills. Increasing the capacity of the apparatus in the form of personal expertise through learning organization is strategic because, as Senge (1990), the apparatus has the opportunity to develop his attitude and ability continuously to find the concept of his identity.

Share Vision

Vision is a dream that a leader must share so people know what to do. Thus a fundamental change will take place. The fundamental change in the individual about his life's purpose, his values, and his life's mission are the key requirements of group and organizational change. In particular, this change in individual consciousness appears to result in the form of: (1) inner knowing, a supra form of consciousness manifested in creative imagination, institutional considerations, aesthetic feelings, and spiritual sensibilities; (2) intuition (deep intuition), which produces "authentic consciousness" and "unity" with the universe; (3) harmony with the whole. The impact of the above consciousness change is the creation of personal mastery at the individual level, the winning group at the group level, and the management of the self at the organizational level (Hendrawan, 2009).

Personal Mastery

Someone will try to always develop themselves to be more qualified as a personal mastery action. Personal mastery will affect the development of the organization, because by developing the personal mastery it has, then he will be able to develop the organization with personal mastery owned. If a person's personal mastery has developed, it will develop also one of the performance expected by the company that is organizational citizenship behavior. Organizational Citizenship Behavior is an individual's contribution to the organization with sincerity. Both traits, if united, will make the organization an effective and efficient organization because it combines a continuous development process and a

sense of help between members of the organization (Priska, 2013).

V. CONCLUSION AND SUGESSTIONS

Empowerment needs to be done on every line of society. People who want to learn are people who want to be empowered. through community learning can improve mental models, systems thinking, determining and implementing the vision of self and organization in society as well as the willingness to develop themselves and personality. A leader needs to lead people to learn. Society must learn to achieve this nation's goals as a whole without exception.

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