

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

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### ABSTRACT

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

**Keywords:** *learning organisation, school performance*



## INTRODUCTION

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

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

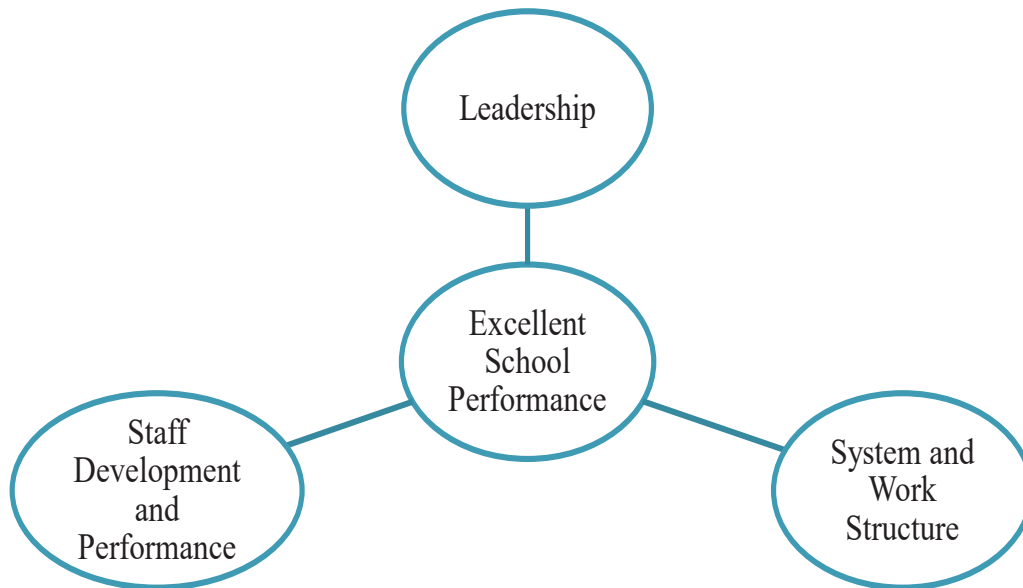
The changes taking place in the educational landscape have required teachers as the primary human resources in school organisations to change the teaching practices (Erdem & Uçar, 2013). Changes in the teaching and learning process to produce better performance can occur through continuous learning and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

Besides that, various benefits that school organisations will gain when they transformed into a LO. The practice of LO in school organisations' enables school organisations to survive and continue to thrive despite being overwhelmed by turbulent environments as a LO has a structure that is adaptable and adaptive to dealing with changing environments (Ghadermarzi *et al.*, 2020). Through the learning process in the organisation, the knowledge of the organisation's members can be enhanced and contribute to the development of organisational productivity (Ghadermarzi *et al.*, 2020). Besides that, the practice of LO in the organisation can also provide a good influence in the aspect of teaching of the teachers that results in an improvement to students from both cognitive and behavioural aspects.

## Research Background

The transformation in the national education landscape has impacted school organisations as an organisation responsible for producing human capital that can drive the country's progress and fulfil the country's dream of becoming a developed country. The transformation and change driven by globalisation and industrial revolution are a very clear indicator for a school organisation to transform into a genuine LO quickly. A school organisation's success depends on the capability of the school organisation to make it good at learning and transforming into a LO (Mohd-zainal *et al.*, 2017).

Through the practice of LO in school organisations, schools can implement the best methods and measures to manage change, innovate and to move forward (Fedai *et al.*, 2016). In fact, LO practice is also seen as the most effective mechanism and has the highest competitive advantage in ensuring the organisation's survival (Daryani & Ardabili, 2014). Efforts to produce schools that have excellent performance, need to be strengthened in three main aspects: the pillars of school performance achievement, namely leadership, system and work structure and staff development and performance.



**Figure 1: Three Main Aspects That are the Pillars of School Performance**

The leadership aspect plays a significant role in ensuring outstanding school performance, especially in developing innovation in members of education-based organisations including schools (Lewis *et al.*, 2018; Voolaid & Ehrlich, 2017). School organisation leaders need to promote a culture capable of improving school performance (Kearney & Gebert, 2009). Learning culture in school organisations can help improve school performance. Therefore, school leaders need to contribute to the learning process in the organisation that can help improve organisational performance (Southworth & Southworth, 2015).

School leadership also needs to create a conducive atmosphere and able to support the organisation's learning process and produce positive change in the organisation (Haiyan *et al.*, 2017; Robinson *et al.*, 2008). The leadership in the organisation is also responsible for ensuring that effective communication exists in the organisation in ensuring that the process of knowledge transfer can take place effectively in the organisation (Gino *et al.*, 2010). In addition, school organisation leaders need to play a role in increasing motivation and striving to develop the potential of organisational members in meeting the organisation's needs (Randel *et al.*, 2018). Organisational leaders also need to know and identify appropriate methods and approaches to generate positive change among teachers to

produce the best teaching practices (Kaniuka, 2012). School organisation leaders should also strive to improve the skills and knowledge of school organisation members.

However, findings from previous studies showed that principals who serve in schools in Malaysia tend to adopt a centralised leadership style (Boon & Hasan, 2011). Furthermore, the implementation of teacher duties in schools is usually guided solely by the school management handbook and annual calendar that has been planned at the beginning of the year (Ghani *et al.*, 2013). Thus, more emphasis on duties, discipline, strict procedures, and strict work rules are given and less space for human resources to be creative and innovate, are often practised in school organisations (Boon & Hasan, 2011)

The second aspect that needs to be emphasized is the system and work structure. To produce a school organisation with an outstanding performance, school organisations need to transition from a top-down strategy to a bottom-up (Doyle & Johnson, 2019). Through LO practices in organisations, an 'organic' shared learning system will be practiced instead of bureaucratic practices that focus only on individual tendencies and competition (Bui & Baruch, 2010). The practice of LO in a school organisation also oversees the system and structure of work that depends on the top management and involves the resources and talents of all members of the organisation in achieving organisational goals (Shin *et al.*, 2017). In the LO, no member will be left out in taking responsibility alone because the practice of LO emphasizes the continuous learning process with the application of several important values namely cooperation, team learning and shared vision that occurs at the individual, team and organisational levels (Yang, Watkins, & Marsick, 2004).

In order to ensure that the school organisation transforms into a genuine LO, school organisations need to let go of some behaviours that do not cooperate and do not support the knowledge acquisition process and instead must apply new practices that include learning culture, continuous experimentation, network intimacy, information systems, reward systems, practices human resources and trust of leaders (Odor, 2018). The practice of LO also fosters the view or assumption that failure is an opportunity for members of the organisation to learn and improve the organisation's results

and performance. LO practices also require the organisation members to explore and implement different strategies and initiatives to ensure that the organisation members can face the inevitable challenges and changes that need to be faced (Rana, Ardichvili & Polesello, 2016).

The last aspect that plays an important role in producing outstanding school performance is staff development and performance. The most important staff or human resource in a school organisation is a teacher. Teachers are the pillars that play a very important role in student learning (Dahl, 2019). Human resource management in schools, namely teachers, is a key pillar that can improve school performance (Vekeman *et al.*, 2015). Teachers play a role in delivering the content of the subject and serve as a developer, strengthener, and builder of student skills (Firdaus *et al.*, 2016). Because of the great responsibility they bear, teachers today are urged to be 'highly knowledgeable workers (Schleicher, 2012). Teachers are also required to constantly improve their knowledge and eventually improve their profession (Prenger *et al.*, 2019).

In fact, most organisations, researchers and practitioners in education have sought to determine the factors that produce quality teachers (Paul *et al.*, 2020). This is because, in a dynamic and non-static world, teachers in schools need to be involved in the learning process and continuous development in the workplace (Lecat, 2019). Thus, learning among teachers in the workplace involves three main categories: learning from others, learning from non-interpersonal sources and learning from oneself (Noe *et al.*, 2013).

## **Problem Statement**

The concept of LO is a well-known concept in the field of organisational management. It has been examined in various previous studies that clearly show that LO practices influence organisational performance which includes behaviour, cognitive, knowledge management, and finance (Goh & Blake, 2015). Due to the various successes achieved by the private sector due to knowledge development and promotion of innovation, organisations under the public sector such as schools are also motivated to turn into a genuine LO (Khan & Khan, 2019). The application of LO practices allows

organisations to change in line with the environmental landscape as long as continuous learning becomes the core of school organisations' work (Doyle & Johnson, 2019). Members of the organisation will try to find the best method in carrying out the learning process and achieve compatibility with a constantly changing environment (Daryani & Zirak, 2015).

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

Although many benefits will be gained by school organisations when applying LO practices in daily work, the concepts and practices of LO in organisations are mostly only studied and voiced among developed countries compared to developing countries such as Malaysia (Abenga, 2018). According to previous findings, there are only a few empirical studies involving schools in Southeast Asian countries (Retna & Tee, 2006). The findings of previous studies also show that there are still many school organisations in Malaysia that have not yet implemented LO in the school organisations (Sabariah Sharif *et al.*, 2013).

The concept of OP practice is still considered new and poorly understood in Malaysia, especially at the organisational level of primary and secondary schools (Alzahrani *et al.*, 2016). Although studies on LO have been developed and conducted for almost 30 years, only a few empirical data focused on LO practice among primary and secondary school teachers (Fullan, 2011). Studies that focus on LO practices and organisational performances are still lacking and demanding more studies to look at LO practices and their relationship with school performance. Thus, this pilot study was conducted to see the level of implementation of LO in two

primary schools in Melaka Tengah district. This study was also conducted to determine the reliability of the items contained in the Learning Organisation Practices Profile (LOPP), an instrument developed by O'Brien (1994). This pilot study was also conducted to see the suitability of the items found in the LOPP instrument to measure the implementation of LO practice in school organisations. This LOPP instrument is oriented to western countries and is often used in profit-based organisations such as business.

## **Research Objective**

In particular, the objective of this study is:

- a) To measure the learning organisation practices in two primary schools in the central Melaka district, Melaka.

## **LEARNING ORGANISATION**

### **Learning Process in an Organisation**

Man-made organisations are an ecosystem that constantly interacts with the environment and is influenced by current developments' rapidity. This is in line with the open system theory perspective that can explain various organisations' behaviour, including schools. Schools are an open organisation with a more complex additional effective than a closed system (Wahidin, 2013). Transformation and change in the education landscape is a new situation caused by the advancement of information and communication technology (ICT) in an organisation's management aspect. This transformation and change have greatly impacted the organisation, including school organisation (Van Wart *et al.*, 2017). This situation requires the organisation to always be prepared to face challenges to maintain its continuity (Pedler & Burgoyne, 2017).

Most researchers and organisational management experts emphasize the need for organisations to transform into the LO to cope with change and maintain organisational sustainability (Norliah Kudus, Safiah Sidek, Sufean Hussin, 2011). In fact, the idea of school organisation as the LO has long been discussed and described as an internal process that can



contribute to school organisation's success (Harris & Jones, 2018). The most important asset of an organisation is the underlying human resources. The human resources in an organisation need to constantly learn continuously to enable the organisation to achieve the organisation's goals efficiently and effectively and to survive and grow despite the challenges of a rapidly changing environment (Marquardt, 2002).

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

### **Human Resources as an Asset of Knowledge**

Among the important factors that influence the organisation's performance is the human resource attitude that associates with the organisational change or more precisely the attitude in dealing with the organisational change (Susanty *et al.*, 2013). If the human resources in the organisation have a positive attitude towards all educational landscape changes, the school organisation will be able to achieve the desired goals together (Eby *et al.*, 2000). Members of the organisation who have a positive attitude and acceptance of change in the organisation will be valuable human resources to the organisation (Thi & Hai, 2019).

Organisational change is transferring an organisation from existing practices to a much better practice to improve organisational performance (Lunenburg, 2010). Organisational change management can be considered as a systematic process in which the organisation conceptualises, implements and evaluates change efforts to obtain the desired results (Hassan, 2018). Besides that, organisations practice change management is important to improve an organisation's performance and productivity (Mellor, 2018).

Furthremore, human resources have always played a very important role in the organisation, especially in the ever-changing complex

environment as it is today (Thi & Hai, 2019). Various past studies have shown that organisational change initiatives' failure can generally stem from the negative attitudes of organisational members towards those changes that include fear and uncertainty and ultimately can cause stress, reduce confidence levels, and lower the organisational commitment levels (Elias, 2009).

Thus, change management in the organisation emphasizes changes in the quality of thinking and organisational members' behaviour that can be achieved through LO practices. This is because the practice of LO emphasizes an organisation that facilitates all its members' learning process and produces a change in its members consciously (Pedler & Burgoyne, 2017).

## **Learning Organisation Concept and Theory**

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

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

This LO practice emphasizes two important aspects, namely goals and procedures. Goals emphasize the desired achievement or outcome,

while the procedure refers to various methods such as forming a new way of thinking and growing, developing aspirations, and allowing members to learn continuously and collectively. In other words, LO is described as an organisation whose members learn continuously and change existing practices for the better to ensure the organisation's survival. Thus, it can be concluded that LO refers to a paradigm shift or new perspective to produce systematic organisational management, cognitive change and the unification of individual roles to teams within the organisation.

## **METHODOLOGY**

### **Research Design**

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

The conceptual framework of LO practice in this study is adopted from the Learning Organisation Practices Profile (LOPP) developed by O'Brien (1994). These instruments are more pragmatic and holistic and therefore, suitable to be used in measuring the practice of learning organisation in schools. This LOPP instrument has been widely used in studies involving LO in private organisations, factory and corporate management compared to education-based organisations. According to O'Brien (1994), there are twelve aspects support implementing OP practices in an organisation. In this study, the researcher divided the LO practices into five levels: very weak, weak, slightly weak, slightly good and good. This learning organisation level is an adaptive version initially designed by Shahrin in his research entitled *Universiti Teknologi Malaysia: Towards a Learning Organisation* (Boon & Hasan, 2011).

## Validity and Reliability

To ensure that the instrument meets the objectives and can measure the level of implementation of the learning organisation, this study used a questionnaire that has been previously developed. This pilot study was conducted to ensure the reliability of the instrument used in this study. This pilot study was also implemented to ensure that the respondents understood the questions easily and appropriately.

## Research Instrument

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

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

**Table 1: Interpretation of the Mean Range**

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

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

**Table 2: Five-point Likert Scale**

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

The design of the questionnaire is as below:

**Table 3: Design of the Questionnaire**

Section	Items
A Demographics of Respondents (six items)	Demographics of respondents. Covers gender, job grade, job type, number of years of service, level of education, name of school served.
Aspects: Leadership	
B1 (five items)	Vision and strategy
B2 (five items)	Executive practices
B3 (five items)	Management practices
B4 (five items)	Organisational climate
Aspects: System and Work Structure	
B5 (five items)	Work systems and organisations
B6 (five items)	Information flow
B7 (five items)	Individual and group practices
B8 (five items)	Work processes
Aspects: Staff Development and Performance	
B9 (five items)	Performance goals and feedback
B10 (five items)	Training and education
B11 (five items)	Rewards and recognition
B12 (five items)	Individual and group development

The pilot study was conducted beforehand in order to test its reliability. The test results using Cronbach's Alpha method with a reliability value of less than 0.60 are considered weak, 0.61 to 0.79 are acceptable and values greater than 0.80 are considered high. The validity of the content and instrument construct did not arise in this study as the items in this questionnaire were adapted from previous studies using the similar questionnaires.

## Data Analysis

This study's data were analysed using the Statistical Package for Social Science (SPSS) software 25. For data analysis, descriptive statistics describe the percentage frequency, mean and arrangement of data in tabular form. The table below is a detail breakdown of the data analysis collected from the questionnaire based on the study's objectives.

**Table 4: Research Objective and Data Analysis**

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

## RESEARCH FINDINGS

### **Descriptive Analysis of the Level of Learning Organisation Practices in Two Primary Schools in the Central Melaka district, Melaka**

From the descriptive analysis obtained, it can be concluded that the level of Learning Organisation practice among primary school teachers in the two primary schools in the district of Melaka Tengah, Melaka state is still at a weak level with an average of 2.67. Organisational Climate is at the highest level of 3.02 and the Learning Organisation practice, is at a slightly weak level. There are eight Learning Organisation practices at a slightly weak level: executive practices, organisational climate, work systems and organisations, information and information flow, work processes,

performance goals and feedback of individual and group practices and training and education. In contrast, four learning organisation practices are at a weak level, namely vision and strategy, management practices, rewards and recognition and development of individuals and groups. learning organisation practices that are at the lowest level is management practices with a mean value of 1.87.

**Table 5: Level of Learning Organisation Practices in Two Primary Schools in the Central Melaka District, Melaka**

No	Learning Organisation Practices	Min	Standard deviation	Level of Practice
Aspects: Leadership				
1	Vision and strategy	2.42	0.98	Weak
2	Executive practices	2.78	0.69	A little weak
3	Management practices	1.87	0.43	Weak
4	Organisational climate	3.02	0.65	A little weak
	Mean	2.52		Weak
Aspects: System and Work Structure				
5	Work systems and organisations	2.70	0.53	A little weak
6	Information flow	2.83	0.46	A little weak
7	Individual and group practices	2.82	0.39	A little weak
8	Work processes	2.85	0.63	A little weak
	Mean	2.80		A little weak
Aspects: Staff Development and Performance				
9	Performance goals and feedback	2.78	0.49	A little weak
10	Training and education	2.80	0.40	A little weak
11	Rewards and recognition	2.57	0.81	Weak
12	Individual and group development	2.57	0.59	Weak
	Mean	2.68		Weak
Average		2.67		Weak

## DISCUSSION

### Level of Learning Organisation Practices

Based on the findings, organisational climate recorded the highest learning organisational practice based on the two schools. The aspects in the organisational climate such as sharing opinions and thoughts among members of the organisation, enjoyment of the task entrusted, cooperation between members of the organisation, hospitality and caring among members of the organisation were practices implemented in these schools. These practices are very important and should be implemented in school organisations as these practices greatly affect the success of the learning process in a school organisation (Gil & Mataveli, 2016). This is in line with past scholars' opinion that the organisational climate aspect is an important foundation in the development of learning organisation practices (Song & Kolb, 2013). The climate applied in schools can also contribute to constraint factors and motivating factors to improve school performance and can be an effective catalyst to enable school organisations to change for the better (Voolaid & Ehrlich, 2017).

Besides that, the school as a learning organisation places great emphasis on excellence and high ethical behaviour, encourages knowledge sharing and learning processes among members of the organisation and each member of the organisation has high motivation and desire to contribute knowledge and talents to realise organisational goals (Shin, Picken, & Dess, 2017). The climate in a learning organisation should always cultivate a culture of learning that refers to the synergistic resulting from the formation and nurturing of interconnected environments and encourage learning as a professional way of working (Voolaid & Ehrlich, 2017).

The practice of learning organisation in schools is very demanding to build and develop constructive and motivating consultations for the process of sharing skills and experience among members of the organisation that will contribute to the existence of a genuine learning organisation (Ghadermarzi *et al.*, 2020). The school organisation's climate that is able to ensure the effectiveness of the school organisation as a learning organisation will unite learning and work continuously and systematically aimed at supporting the



continuous improvement of individuals, groups, and organisations (Odor, 2018). Schools as a learning organisation emphasise that mistakes made by members of the organisation are not considered a failure but rather seen as an opportunity to learn in improving the organisation's results and performance (Odor, 2018). Previous opinions from scholars also state that the learning organisation is an organisation that has its philosophy and resolution to create sustainable and lasting solutions and results (Khunsoonthornkit & Panjakajornsak, 2018). In a learning organisation, the practice of exchanging views and opinions among members of the organisation is strongly encouraged to help improve and improve organisational performance.

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

The line of administrators who manage a school organisation also needs to know and identify appropriate methods and approaches to generate change among teachers to encourage teachers to produce best teaching

practices (Kaniuka, 2012). This is because administrators need to fulfil the important trust in improving the organisation's skills and knowledge. In addition, the administration should also set the best example in a continuous manner so that they continue to learn continuously and always convey what they learn to other members of the school organisation (Odor, 2018). In fact, the line of administrators who drive school organisations also play the most significant role in fostering a school culture that supports and enables learning activities to be implemented in the organisation's members and ultimately (Klar & Brewer, 2013). School administrators also play a very important role in increasing the organisation's motivation and are always a source of inspiration to the other members (Khan & Khan, 2019).

For the school to succeed as a learning organisation, the school organisation needs to emphasize 12 practices in the learning organisation according to the LOPP model developed by O'Brien (1994), which includes three main aspects: leadership, systems and work processes as well as staff development and performance. However, based on the findings, all 12 learning organisation practices are at a weak and relatively weak level, so it is the responsibility of all school organisation members to improve learning organisation practices to strengthen school performance. More attention should be given to four practices that have a lower mean value than the average mean value of vision and strategy, management practices, rewards and recognition, and individual and group development. Furthermore, strengthening in applying these four practices of the learning organisation is very important in ensuring the schools' effectiveness studied as a learning organisation.

## **CONCLUSION**

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

This study's findings indicate that the level of learning organisation practices in both schools is still at a weak level and needs to be given serious attention. All learning organisations' practices need to be applied to ensure that school functions remain relevant and not outdated. Schools as a learning organisation can also provide a competitive advantage to school organisations and ultimately help schools to boost their performance and excellence. Hence all school organisations need to be committed to immediately transform into a learning organisation as this practice enables school organisations to be more flexible and adaptive to the changes and transformations that need to be faced in the world today.

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