

STRATEGIES FOR FACING ENVIRONMENTAL DYNAMICS IN THE INDUSTRIAL AGE 4.0 USING LEARNING ORGANIZATION

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ABSTRAK

Persaingan di era industri 4.0 atau era disruptif dewasa ini merupakan sebuah keniscayaan khususnya dalam dunia bisnis, sehingga wajib hukumnya perusahaan mempersiapkan sumber daya manusia yang berkualitas dan responsif terhadap perubahan, karena sangat dibutuhkan dalam mempertahankan eksistensi dan produktivitas perusahaan dalam menghadapi dinamika persaingan bisnis, yaitu sumber daya manusia yang memiliki conceptual skill, humans skill, technical skill dan melek teknologi. Banyak faktor yang dapat mendukung pengembangan organisasi dan sumber daya manusia, misalnya budaya organisasi yang kuat dan organisasi pembelajar. Implementasi learning organization dalam sebuah perusahaan tujuannya untuk mengembangkan kualitas pengembangan sumber daya manusia serta kualitas kinerja organisasi, karena dapat mempercepat proses learning organization dan meningkatkan kemampuannya untuk beradaptasi pada perubahan dan mengantisipasi perubahan dalam dinamika lingkungan bisnis pada masa depan. Pengembangan SDM berbasis knowledge memerlukan proses pembelajaran berbasis self-learning dan organizational learning. Keunggulan yang kompetitif yang diperoleh dengan pengembangan SDM yang dimiliki dan dilakukan perusahaan dapat dijadikan sumber kekuatan dalam menghadapi persaingan dan dinamika lingkungan bisnis di era industri 4.0 yang kompleks serta tidak mudah ditiru pesaing.

Kata kunci: Learning Organization, Sumber Daya Manusia, Era Industri 4.0

ABSTRACT

Competition in the industrial era 4.0 or today's distracting era is a necessity, especially in the business world. Thus, companies must prepare qualified and responsive human resources to change because they are needed in maintaining the existence and productivity of the company is facing the dynamics of business competition. Namely human resources who have conceptual skills, humans' skills, technical skills, and technological literacy. Many factors can support the development of organizations and human resources, for example, a strong organizational culture and learning organizations. The implementation of learning organization in a company aims to develop the quality of human resource development and the quality of organizational performance because it can accelerate the organizational learning process and increase its ability to adapt to change and anticipate changes in the dynamics of the business environment in the future. Knowledge-based HR development requires a learning process based on self-learning and organizational learning. The competitive advantage obtained by developing human resources owned and carried out by the company can be used as a source of strength in facing competition and the dynamics of the business environment in the industrial era 4.0 which is complex and not easily imitated by competitors.

Keywords: Learning Organization, Human Resources, Industrial Age 4.0

INTRODUCTION

Organization, like living things, is constantly undergoing change and development. Along with technological advances, the world is developing rapidly resulting in an increasingly tighter level of competition between organizations. To be able to survive and compete, an organization must make changes, adjusting organizational conditions by the latest developments. In making changes, an organization has challenges from both internal and external. From internal, for example, the quality and quantity of human resources, organizational goals, employee attitudes and behavior, level of knowledge, equipment changes, etc. Meanwhile, external challenges include changes in people's lifestyles, new regulations, advances in information and technology, entry of foreign cultures, globalization, etc. In business organizations, these challenges are a major factor in the success of the company,

To answer the challenges of business competition in the industrial era 4.0, every company should have unique and competitive strengths that are supported by the intellectual ability of the organization in developing knowledge through a sustainable learning process. Since the virality of learning organizations in the 1990s, learning organizations have been urgently needed by companies, especially in facing the dynamics of a very fast business environment. For company leaders and managers who understand the big impact of a learning organization, they need a detailed, clear foundation and practical steps to implement a learning organization in company management activities. The same perspective also explains that the basis and guidelines for companies to always be competitive, superior and competitive, one of which is how to develop, manage and empower human resources in the company (Pfeffer, 1996).

Pfeffer added that competitive and advanced companies achieved by increasing the human resources owned by the company can be the main key to compete and excel and are unique and cannot be imitated because, firstly, human resource management is not as transparent as managing other resources, for example system management. information. Both organizational cultures greatly influence HR development, because they will affect skills, competencies, and adaptation to existing systems. Competition is still not easily accepted

by organizational personnel because the environment, culture and human habits are not the same as their unsupportive personal systems.

This happens because the seniority factor or the order of the beans in the company is more dominant than the competence, achievement and individual skills factors so that the motivation to compete to achieve achievement and productivity is difficult to increase. In increasing the desire to compete, learning and motivation factors facilitated by the organization are important and influential. Therefore, company management must be objective and pay attention to the climate and work atmosphere and there must be feedback that makes personnel / individuals motivated to improve their capabilities in achieving quality and satisfying performance goals (Gibson, et.al., 1998). In addition, organizations are encouraged to provide training to employees based on the demands of the job, not understanding what doesn't need to be learned.

Activities aimed at encouraging the organization to ensure that its members are comprehensively trained and developed according to the needs of the organization. It is necessary to know that one of the factors of poor employee performance and declining competitiveness of the UK economy is that employers ignore learning. In addition, the impact of many people who have been unemployed for a long time has eroded their learning skills and abilities. Learning organization is a learning process that an organization provides to all its members continuously and repeatedly so that members of the organization can transform themselves better to achieve organizational goals (Dale, 2003).

Therefore, this study aims to identify the strategy of an organization or company with a learning organization in facing the challenges of the complex dynamics of the business environment in the industrial era 4.0 by improving and developing its human resources. So that companies can be competitive and competitive, as well as productive.

LITERATURE REVIEW

Learning Organization

In order for a company to continue to exist and survive in the face of a disruptive era, every company must be able to compete with other companies, either with small/local scale

companies or global/international scale companies. Not only competing/competing, but companies must also be responsive and anticipatory to the dynamics and changes that occur in the business/company, community, and global environment. Because based on various situations, conditions, and changes that are fast and competitive, the term learning organization appears to be a new vocabulary in management science.

So if we want to survive individually or as a company, or as a nation in the industrial era 4.0, we must present a tradition of learning organizations (Dale, 2003). The industrial era 4.0 demands companies with various efforts to look for guidelines or examples of successful companies. Learning organization is a concept that an organization is considered to be able to continuously and gradually carry out activities/processes of independent learning (self-learning) so that it has a speed of thinking, introspection and works optimally in anticipating the various changes it faces.

Furthermore, Swanson and Holton (2001) define a learning organization as an organization that learns together and is passionate and continuously transforms itself in the collection, management, development, and use of better knowledge and experiences for the success of the company. According to Dale (2003) states that organizational learning is an organizational activity aimed at habituation, training, and development of skills, knowledge and experience, and practice. Sandra Kerka (1995) conceptually reinforces the learning organization is to agree and understand that learning is important, sustainable, and effective, and every knowledge, experience, and incident is an opportunity to learn and be learned.

In organization, Peter Senge, emphasizes the importance of discussion, dialogue, and deliberation in every process of organizational tasks, especially by looking at the discipline of team learning (team learning). Because in the discussion, dialogue and deliberation are one of the characteristics of any formal and serious discussion where each individual in the organization opens himself up to each other, accepting each other's point of view as valuable consideration. to the content of the discussion and how to have an impact on the good of the organization. The goal is not to win individual opinion but the result of deliberation to reach a consensus. Team learning requires the capability and competence of group members to

draw assumptions and be transferred to a factual "thinking together" system.

Senge (1999) suggests the dimensions of organizational learning that are effective for organizational change in a way that organizations can develop, learn, be creative, innovate, and be based on experience and knowledge, namely, first is organizational System Thinking in this dimension emphasizing that all divisions within the organization always work in a team and work together to make maximum performance, effective and productive. Divisions can take the form of units, departments, units, or branches. The success of a company is greatly influenced by the capabilities of the individual companies in carrying out tasks in a collaborative and synergistic manner. The success in maintaining/building this synergistic relationship can be achieved if all division personnel understand each other's duties and understand the effects of the division's duties where he is assigned to other divisions.

The second dimension of organizational learning is Personal Mastery. Individuals and organizations must have the ability to continuously and patiently change their knowledge/experience/insight in order to be objective in seeing reality with a focus on the best things for the company and must also be strategic. Learning organization requires company members who have high competence and capability, in order to be responsive to the demands of change, especially changes in science and technology and paradigm shifts in the business environment from a paradigm based on physical strength to a paradigm based on knowledge.

The third dimension is Mental Models. Every individual in the company must think reflectively about the past and always improve his internal insight about the surrounding environment, and therefore be able to react and make the necessary decisions. The process of self-introspection of organizations and individuals by developing a self-image of the environment outside the organization and how to see how capabilities are in determining policies/decisions and actions.

The fourth is Shared Vision. Successful companies try and are able to unite individual organizations behavior.

RESEARCH METHOD

This research is a qualitative study by analyzing library sources related to organizational learning. Judging from the data analysis, this study uses a research library or content analysis to examine libraries related to research objectives.

This research was conducted on research results, library books, documents, and information contained on the internet. There is no population or sampling limitation in this study so that all information obtained is used as study material in order to achieve the objectives of this study. The data collection method in this study uses the main technique of documenting various information related to organizational change. The data collected in this study were analyzed qualitatively by taking into account the research objectives.

RESULTS AND DISCUSSION

Human Resources and Learning Organization

The main strategy to be able to compete in the industrial era 4.0 is that the implementation of organizational learning must be effective in accordance with the field of each person and the needs of the organization. There are several aspects of "learning" that are very influential on the organization to serve as guidelines. among them are the disparities between informal learning (organizational control is more dominant in its implementation) and informal learning activities (on the initiative of individual organizations) (Efimova & Swaak, 2002). The implementation of informal learning activities is carried out independently and flexibly, it should be noted that 70% of individuals do informal learning while carrying out work. In fact, one organization really gives freedom to carry out learning, especially the understanding of technology for its human resources in helping its company to compete in business (Calantone, et al., 2002).

Therefore, it is better to make individual learning decisions for employees. In fact, individual learning activities have an impact on the success of the company, but this makes it difficult for organizations to filter what employees actually get when doing individual learning, in contrast to formal and collective learning because it can be monitored or controlled by the organization (Gheradi et al., 1998). However, companies must make

decisions to invest in the learning of their employees, for example providing a training budget for learning outside their organization, investment decisions must be considered as capital and the company's strategy for the future is not a burden (Sveiby, 1990).

Learning organization is a strategy for how to develop, add, and manage knowledge and activities in their environment and strengthen culture, how to adapt, and how to manage organizations effectively and efficiently, namely utilizing the knowledge, skills, and experiences of each individual organization (Dodgson, 1993). According to Kharabsheh (2007), there is an influence between learning objectives, market needs goals, and knowledge on organizations in order to compete in the dynamics of the business environment. Learning organization can be described as a company where employees continuously expand their knowledge and skills to produce anything they want and its impact on the organization, which uses new and broad patterns of thinking, there is freedom in setting goals and people continue to learn how to learn together (Tompkins, 2005).

Learning Organization Levels an HR Development Strategy

Organizational members' perceptions of the phenomena and reality that occur are always dynamic in accordance with new information and knowledge obtained from their results in interacting with the internal and external environment (Probst & Buchel, 2013). This is the first level of organizational learning. In this process, stimulus and response activities are planned or defined and carry out learning activities such as adapting to changing the behavior of organizational personnel in achieving the stated goals. Cyert & March (1963) mentions these activities in terms of establishing new rules or norms, as well as the desire to make changes. It is behavioral and instrumental / advocates for change. The form of stimulus in this change is that there is a need for a separation between goals and results. Furthermore, deviation from old rules is corrected through adaptation activities and rearranging forms of behavior/actions that support the achievement of goals. The form of behavior/action that is old and not in accordance with the need for learning should be revised (Argyris & Schon, 2008). This type of organizational learning is commonly referred to as adaptive learning or single-loop learning.

Next, is the second level of the learning organization. At this stage, the process does not only focus on behavioral adaptation but also changes in the cognitive-based structural aspects of a deeper and broader study. The change that occurs at this level is the collaboration between the organization and its environment, this indicates that this stage is not just a simple adaptation process (Probst & Buchel, 2013). The second-level form or commonly known as reconstructive learning or double-loop learning includes confusion or questions about the rules and values of the organization that have not been replaced or have not changed, making priority decisions, or most importantly, and assessing the rules, which exists. For the internal evaluation system, the structure must be rearranged. The organization will continue to grow if there is a restructuring and changes to the behavior report.

Furthermore, the highest level. Bateson (2012) explains that at this level it is a learning activity, which includes everything or all phenomena that must be changed based on actions and experiences. Simply put, the learning process at this level is learning that includes adaptive and reconstructive-based learning (Argyris & Schon, 2008). The main point in learning activities is the development of knowledge/abilities towards learning; the subject of learning is learning itself. At this learning stage, changes can occur in the form of a comprehensive restructuring of the norms and behavior of individual organizations.

The phenomena and problems that arise in the organization can be used as a basis for revising the structure of experience and knowledge that is not in accordance with the needs, this can be called the process of eliminating and forgetting. Probst & Buchel (2013) states that this activity is a stage of failure of an organization at the micro-level because the structure of the past including its thoughts must be removed from the report in order to create opportunities for the creation of new structures. The process of eliminating allows new experiences and knowledge to emerge and be accepted, so that old structures can be revised and removed.

However, because success usually maintains old structures of knowledge and behavior, organizational personnel and leaders are too comfortable with comfort and safety zones rather than experiencing new environments and structures, as a result, there is

no support for change. The process of erasing the past is a process of changing cognitive aspects. This aspect can be erased if past phenomena do not produce new things, or times have changed (Argyris & Schon, 2008). An organization that has achieved success is difficult to make changes, the transition from erasing the past to accepting new things is usually difficult for organizational personnel to do.

Facilitating Learning Organization in Developing HR

The learning theory used to facilitate organizational learning is to use behavioristic learning theory, which is a theory proposed by Gage and Berliner (Liu, 2011) about changes in behavior as a result of experience. This flow emphasizes the formation of behavior that appears as a result of learning so that in this flow there is a stimulus and response. The implementation of this learning theory in a learning organization is a stimulus for a leader to his subordinates to continue learning based on experiences and knowledge which results in changes in behavior and ideas, as a result of which organizational goals will be achieved successfully.

The main focus of a learning organization lies in changing activities regarding the experience/knowledge of the organization, in this case, it is not explained which aspects or elements must be influenced to carry out learning. It is different from experience and knowledge management which shows a clear task framework to influence the knowledge base so that organizational learning can take place. The difference between learning organization and knowledge management is that learning organization is an active process and knowledge management is directive (Setyadin, 2010).

The characteristics of a learning organization include changes in the experience/knowledge base of the organization, the creation of a collective frame of reference, and the increase and development of knowledge in organizational competencies as activities to solve problems faced by the organization. Argyris & Schon (2008) explain that organizational learning has been understood from a descriptive perspective. When organizational learning takes the form of a descriptive aspect, management intervenes for change (Senge, 2011). Several theories and

research findings suggest that knowledge management has the goal of enhancing and developing interconnected interventions that can benefit from the opportunity to form a knowledge base.

Learning Organization, a Strategy for Facing the Industrial Age 4.0

Knowledge-based is a provision for organizations launched by learning organizations in facing competition and the dynamics of the business environment in the industrial era 4.0. Rapid changes and competitive business competition require specific strategies to deal with them, one of which is by presenting the role of learning organizations in managing the company. Therefore, a clear foundation, guidelines, steps, operational standards, and a clear foundation must be made by leaders, managers, or company executives in implementing organizational learning in management activities in their companies, so that organizational improvements and changes can be realized effectively and efficient (Cicmil & Kekale, 2016).

Miarso (2002) suggests that organizational learning can be used as the main strategy for organizational development and enhancing the actions and tasks of organizational personnel. Among them; First, competent and experienced personnel/employees/individuals are needed by companies that aim to improve a sustainable economy and long-term existence of the company, rather than collecting and focusing on employees who are large and cheap but not trained and educated, because it will become a burden to the company. The basis of a learning organization is that the organization makes changes to adapt to the environment in order to be competitive. Second, in the current era of disruption, organizational development that focuses on the internal environment of the organization must be reduced, what is needed is an adaptation to the external environment, but a comprehensive mastery of the organizational climate both internal and external is still needed, the most important thing is how the organization and its personnel have knowledge and knowledge. holistic experience.

The transformation of knowledge and experience carried out by organizational leaders to their subordinates is a form of learning organization implementation to prepare for

challenges and changes or dynamics of the business environment. To create knowledgeable organizational personnel or individuals who have capable capabilities and competencies, it is necessary to support the best, conducive and strategic organizational learning atmosphere. In addition to environmental support, the role and effective leadership support in developing, motivating, and guiding members can improve organizational and individual performance, so that it will have an impact on competitive organizational productivity in facing the dynamics of the business environment in the industrial era 4.0 (Reich, et.al., 2019).

It needs to be emphasized that learning organization is not only limited to training and learning, but learning organization can deliver individual expert organizations in substantial knowledge, skills, and attitudes at the highest level in carrying out their duties because there are reflections and improvements for more competitive organizational changes (Kabul, 2016). The stages of the organizational learning process are learning activities starting at the personal level, then at the group/unit/division level then compiled, developed, stored, and implemented in organizational systems and processes so that they become a strong organizational culture, so that every individual in the organization even though there is regeneration can immediately adapt and participate with a steady/consistent attitude that is owned by the organization.

To compete in the industrial era 4.0, companies must carry out innovations as a form of implementing organizational learning. Rastogi (1998) argues that knowledge is substantial in individual competence so that they can work better at the highest level. Organizations must design individuals in the organization as learning agents in creating knowledge resources, increasing innovation and organizational performance, which includes all individual companies. Walton (1999) argues that individuals in organizations are a determining factor in the development and change of organizations based on organizational philosophy because they design organizational processes and systems.

Garratt (1997) states that the system is a means to carry out the learning that is needed by individuals. Ideas are owned by every individual, but learning organization is conveyed throughout both individual, divisional and organizational levels by using a strategy

that can accommodate all divisions within the company and human resources. So system-based managerial activities focus on developing the company's knowledge resources. Rastogi (1998) feels that individuals who know must match the portion and workforce of knowledge.

For the success of a learning organization, it is necessary to recruit, motivate, and guide its personnel so that the organization continues to be sustainable so that the organization's human resources continue to be fulfilled. Crossan et al. (1999) added that in a learning organization it is necessary to connect management, strategic management, human resources, and management of information technology and systems, as a learning flow and process to run effectively. Jones and Hendry (1994) state that there is an effect of management system development, training, human resources with organizational performance, and competitiveness with environmental changes. Organizational leaders must evaluate activities, organizational policies, strategies, and organizational improvements in the implementation of organizational learning so that improvements can be made effectively and flexibly in a continuous learning process.

Learning organizations can be explained that workers in the organization always develop their capacities, are creative, create the results they want, which use new and broad, effective, and innovative thinking patterns according to their passions, so that organizational performance can continue to increase because of freedom in setting goals and continuing to learn with the team (Reich, et.al., 2019).

Barbara J.B (2003) mentions the characteristics of a learning organization as a learning company are; first, learning organization is an activity that cannot be separated from every employee's task, learning is the main task that must be done, not an additional burden; second, organizational learning is a process and stage, not an event; third, cohesiveness in the organization is the basis of all individual or divisional work relationships; fourth, every individual in the organization always develops in every process of organizational change; fifth, learning organization has creative characteristics, each individual builds an organization so that it continues to exist; sixth, learning organizations "learn" from themselves (experience and knowledge), therefore, organizational personnel

develop organizations regarding innovation, quality / quality, efficiency and sustainability; seventh is part of the organizational learning process, which is always something to be proud of and fun to learn. These characteristics can be seen in the following table.

Table 1. Characteristics of a Learning Capable Organization

Characteristics	Traditional Organizations	Learnable Organizations
Who Learns?	Managers/ Employees	All Managers/ employees
Who teaches?	Coach or resource person	Direct supervisor
Who is responsible?	Department of Education and Training	Every manager/ employee
Learning tools used?	Formal guidance / training plans	Courses, internships, study plans
When to study?	When needed	Throughout life, long term
Competencies learned?	Technical Required	Technical and managerial, human relations
Where to study?	Classrooms, work places	Anywhere
Time?	For now, as needed	For the future
Motivation?	Extrinsic and forced	Intrinsic and passionate

Sources: Barbara, B (2003)

Learning organization according to Robbins (2002) is needed for the management to increase the capacity and quality of the organization in a sustainable manner to adapt (individuals/organizations) and implement change. In fact, all organizations or companies are learning, either consciously or unconsciously, because that is the main requirement in strengthening the existence of the organization and being able to compete and compete in the dynamics of the business environment in the industrial era 4.0.

It is important to note that organizational learning becomes a solution for leaders/managers during the process/analysis of organizational and management policymaking, especially making unplanned or uncreative policies. In this case, learning organizations force leaders/managers/executives to always try to develop the competence of their personnel or organization, learning organization is one of the

factors as a means of creative thinking and maximizing its capacity and competence with the learning process (Jubaidah, 2010). With the organizational learning process in an organization, it means that managers can easily and flexibly make strategic decisions for the advancement of their organization.

Learning Organization Means Competing in the Business Environment in the Industrial Age 4.0

In the knowledge age of the industrial era 4.0, the source of the company's strength to compete no longer relies on the physical appearance or infrastructure of the company but is determined by skills and knowledge such as innovation, creativity, and individual experience in the organization. Drucker (1992) explains that the determining factor in developing competence/quality and improving personal welfare and work divisions within the company is to make employees deepen knowledge with organizational learning. In order to compete and be able to achieve organizational success, leaders are advised to modify company values and make it the main goal by developing and creating intellectual capital with knowledge management so that they can compete effectively in the dynamics of the business environment and science and technology-based competition in the industrial era 4.0. Monasco (1996) argues that knowledge management is a process strategy that explores experience and knowledge to develop competitive organizations.

In this distracting era, the management of experience and knowledge makes the learning organization important. Learning organization has the substance that the organization is able to create, gain and share experiences and knowledge, and change behavior to create new forms of knowledge and understanding. Argyris (1998) argues that in order for companies to become learning organizations, companies must be able to resolve doubts that organizational success is very influential on the learning process. Self-learning and organizational learning activities will influence and realize the achievement of knowledge workers which is very much needed in an industrial era 4.0 company that is full of competition and challenges.

Learning organization includes five important activities that describe the company's ability to improve and build human resources

based on knowledge, namely solving problems systematically, using organizational learning stages, introspecting on past experiences, learning from experiences and practices of parties outside the organization, and sharing knowledge and experiences effectively and efficiently through the organization (Garvin: 1998).

Every activity has various and different patterns of behavior and thoughts. By striving for processes and systems that support activities and link the operational activities of the organization, the achievement of a learning organization can be realized (Antonio, 2005).

In addition, to gain success in the learning process, learning organizations demand human resources who have global capabilities/competencies (managerial abilities, functional abilities, intellectual abilities, professional abilities, and behavioral abilities), but ethical, innovative, and creative human resources who have a basic knowledge and experience is the key to the success of a learning organization. Individuals in organizations do not only focus on being agents of change in the organizational development process, but employees must be responsive, learn, understand environmental changes in the industrial era 4.0 and increase experience/knowledge and skills in achieving organizations that can compete in the global arena.

CONCLUSIONS AND RECOMMENDATIONS

The industrial era 4.0 makes all companies have to compete with other companies. Therefore, for the company to continue to exist and survive, it must do a special strategy. Not only competing/competing, but companies must also be responsive and anticipatory to the dynamics and changes that occur in the business/company, community, and global environment. Because based on various situations, conditions, and rapid and competitive changes, the term learning organization has emerged as a solution in dealing with the dynamics of the business environment by developing the organization's human resources.

Learning organization is a concept that an organization is considered to be able to continuously and gradually carry out activities/processes of independent learning

(self-learning) so that it has a speed of thinking, introspection and works optimally in anticipating the various changes it faces. In addition, the main essence of organizational learning is the process of improvement and organizational experience carried out by all members of the organization based on past events and organizational strengths. The basis of organizational knowledge in the form of personnel and collective experiences can be used as the basis for the organization in completing its tasks and for carrying out organizational changes. After the change occurs, it can be used as a basis for solving and dealing with organizational problems.

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