

## Study Program Discipline as A Learning Organization in Maintaining Performance Due to The COVID-19 Pandemic

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**Abstract:** This study aims to determine the discipline of the Bachelor of Science Education Study Program Faculty of Teacher Training and Education Universitas Sebelas Maret (BESP FTTE UNS) as a learning organization in maintaining performance due to the COVID-19 pandemic. This research uses a post-positivism approach with qualitative methods. Data were collected through in-depth interviews with several informants. Based on the results of the discussion, it can be concluded that the BESP FTTE UNS maintains performance as a learning organization during the COVID-19 pandemic through five disciplines according to Peter Senge, namely: 1) System Thinking, maintaining the commitment of organizational members in maintaining the sustainability of the organizational work system through the leadership of the head of the study program; 2) Personal Mastery, providing opportunities for each member of the organization to participate in activities to improve their competence; 3) Mental Models, providing appeals, and the right decisions in dealing with the COVID-19 pandemic; 4) Shared Vision, having a shared vision and ultimate goal that is still realized in learning, research, and community service activities, even though they have to adapt to changes; and 5) Team Learning, maintaining the Research Group to keep running even though it has to adapt to limitations.

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## INTRODUCTION

The Corona Virus Disease 19 (COVID-19) pandemic that occurred two years ago caused changes in work patterns in every field. These changes are accompanied by a relatively rapid technological transformation. Technological transformation during the pandemic significantly impacted human activities (Zamani, 2022). The use of information technology in various fields of life has become inevitable. This affects changes in work patterns, service activities, and the readiness of human resources to deal with the changes that occur (Sudiantini et al., 2023). According to Miarso (2004), a shift in mindset and adaptive action is needed. This adaptive change is not only required by individuals but also by wider organizations that have specific goals. Organizations that are ready to adapt, compete, and survive these changes are called learning organizations (Prawiradilaga & Chaeruman, 2018).

Learning organization according to Senge (1990) is a place for individuals who continuously improve their capacity to create desired results. Ideally, in a learning organization, each individual can continue learning to develop their mindset towards novelty, freely express their opinions, and continue learning together. Senge (1990) also mentions, that there are five vital components to building a truly learning organization, namely an organization that continuously improves its ability to realize its aspirations, which is then referred to as "The Fifth Discipline", namely: 1) Systems Thinking; 2) Personal Mastery; 3) Mental Models; 4) Shared Vision; and 5) Team learning. Each of these components develops separately but still supports the success of the other components.

The COVID-19 pandemic has caused changes in work patterns/activities in learning organizations. One of them is the campus of Universitas Sebelas Maret (UNS), Surakarta. The UNS campus is one of the

learning organizations that continues to learn to improve individual and organizational capabilities in realizing the vision, mission, and common goals. According to Japar et al (2023), schools (and other educational institutions) can build themselves as learning organizations if there is an effort to create, search, with an open system, and transfer knowledge and modify their behavior based on new knowledge and insights that are carried out continuously and implement five organizational disciplines, namely: 1) have a system way of thinking; 2) self-mastery; 3) have a shared vision; 4) have a mental model; and 5) can do team learning. Based on this statement, the UNS campus built itself as a learning organization.

Based on observations made in the UNS campus environment, it was found that during COVID-19, Universitas Sebelas Maret restricted the implementation of campus activities that could cause crowds and replaced them with other methods according to the development of the situation. One of them is using information technology in learning, increasing data storage servers, and digitizing administration and services so that campus activities can be conducted online. This is done because, according to Khamis et al (2021), technology is the root of many challenges, so efforts are needed to increase the ease of access. The UNS campus is committed to continuing to learn to face changes to survive and continue to run in carrying out activities and minimizing the consequences of the pandemic.

The commitment to continue learning on the UNS campus is reflected in the central, faculty, and study program-level organizations. One of the study programs that survived the changes due to COVID-19 is the Bachelor of Science Education Study Program (BSESP), Faculty of Teacher Training and Education (FTTE), Universitas Sebelas Maret (UNS Higher education as an educational institution needs to apply the discipline of learning organizations so that any problems that arise can be faced so that organizational functions can continue to run (Ahsan et al., 2016).

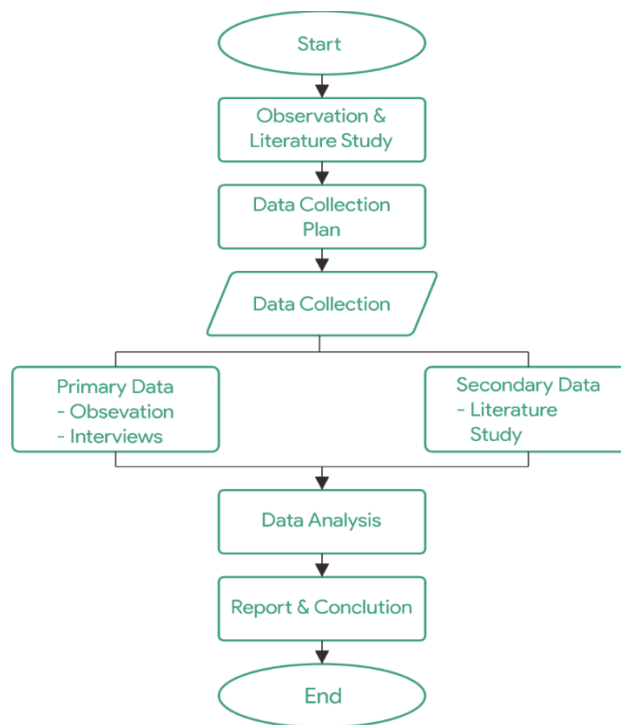
Based on interviews with the Head of the Study Program BSESP FTTE UNS, there are several strategies implemented to make this organization continue to run, survive, and develop despite the COVID-19 pandemic. Based on these problems, researchers want to know the strategy implemented by the BSESP FTTE UNS in maintaining performance as a learning organization during the COVID-19 pandemic and find out how the next strategy after the pandemic ends. The strategies and activities implemented by the study program will be reviewed and linked based on the five learning organization disciplines according to Peter Senge.

## **RESEARCH METHODS**

The research was conducted at the Bachelor of Science Education Study Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret (BSESP FTTE UNS), Surakarta. The research was conducted during August-December 2023. The informants interviewed were the head of the study program, lecturers, and students.

This research uses a post-positivism approach with qualitative methods. The research began with observation and a literature review to find problems. Then planning was carried out and continued with data collection. The data collected were the results of in-depth interviews with several informants, namely, the head of the study program, 5 lecturers, and 5 students, and then continued with observation. Secondary data is obtained through literature studies from books and published articles. The data obtained will be collected and then classified based on the theory used to make it easier for researchers to analyze (Sugiyono, 2020).

The theory associated with the data is the theory of 5 learning organizational disciplines by Peter Senge, which includes system thinking, personal mastery, mental models, shared vision, and team learning (Senge, 1990). The final stage is to make a report, discussion, and conclusion regarding the study program strategy to maintain performance as a learning organization based on Peter Senge's theory during the COVID-19 pandemic.



**Figure 1.** Research Flowchart

## RESULTS AND DISCUSSION

Based on in-depth interviews with several parties, namely the head of the study program, lecturers, and students, the results of the strategies and activities carried out during and after the COVID-19 pandemic were obtained, which embodied the study program as a learning organization discipline. Strategies in organizations facing a pandemic show how the organization can survive (Yulivan & Anriani, 2022). The strategy is reviewed based on five disciplines, according to Peter Senge. including:

### 1. Systems Thinking

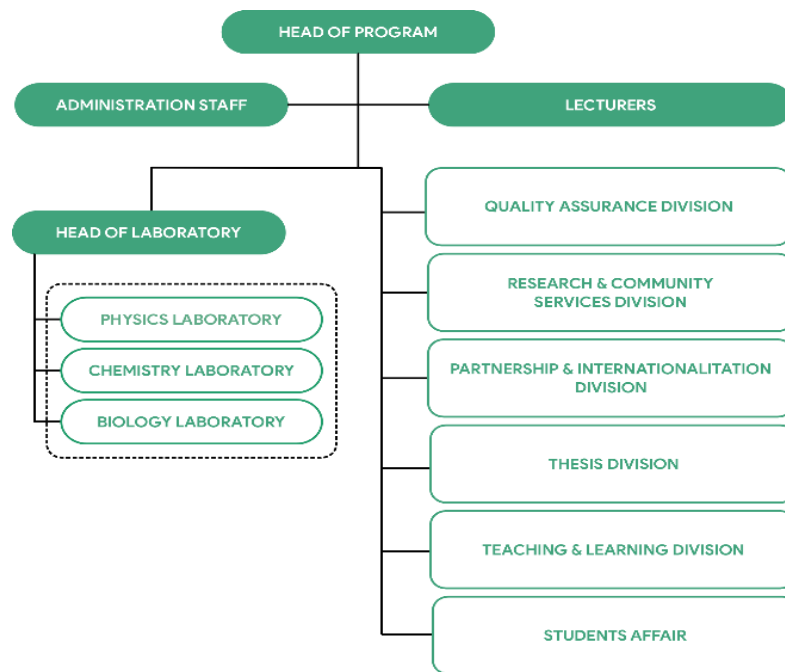
Every human endeavor is a system because it is always part of a fabric of interconnected actions or events, even if the relationships are not always apparent (Senge, 1990). Systems thinking is thinking that adheres to everything on components or subsystems that are unique and have their work procedures but work in synergy together to achieve goals (Prawiradilaga & Chaeruman, 2018).

In terms of organizational structure, based on Figure 2, the BSESP FTTE UNS has a head of the study program, head of the laboratory, administrative staff, and lecturers. Lecturers as members are divided into several divisions, namely the quality assurance division, research and community service division, cooperation and internationalization division, thesis division, learning division, and student affairs division. All these components work together in synergy and cooperation in the organizational system.

In the learning process, the BSESP FTTE UNS forms components of science clumps (science education, education, and pure science). Each clump coordinator is tasked with analyzing and updating the sub-CLO (Course Learning Outcomes) and increasing competencies that are adjusted to the demands of the curriculum. Then, there is the Quality Control Group of the study program, which has the task of maintaining and improving the quality of the study program in running the education system.

In learning organizations, the role of a leader is needed to run the organizational system. The role of the leader in the organization is seen to be able to produce short-term or long-term changes by conducting appropriate leadership schemes (Lord et al., 1999). Good action and communication with subordinates (organization members) is the most important thing for leaders to do when a

problem occurs, one of which is COVID-19 (Seale, 2022). The leader, in this case, is the head of the study program. She has a strategy for running the organizational system during the COVID-19 pandemic to keep running according to their respective wheels. The first thing to do is to condition the members of the organization. Understand the character of each person and ensure a new strategy so that individuals can work together by inter-group goals.



**Figure 2.** The Organizational Structure of BSESP FTTE UNS

The head of the study program utilizes online meetings (Zoom Meetings) and chat applications (WhatsApp) to communicate with members of the organization, where this online coordination is carried out flexibly according to conditions. In addition, she utilizes a digital platform by using file management applications (Google Drive, Google Docs, Google Sheets, etc.) that can be accessed online and collaboratively between members to streamline editing, storage, and distribution of data. Offline coordination is carried out with strict health permits and protocols when necessary.

This is done to maintain the commitment of organizational members so that the system continues to run. Keeping members focused and moving forward towards the vision and goals realized by learning, research, and community service activities using adaptive work patterns to adjust to the changes that occur.

The study program services students by changing service procedures to online. Starting from providing online learning, consulting academic guidance and thesis guidance through chat and online meetings, organizing online proposal and thesis seminars, student administration processes through email and information systems, updating the study program website, developing virtual laboratories, implementing digital signing, and others.

Student involvement is also carried out in running the organizational system. Students are involved in research and community service with lecturers whose results will also be used by students to complete their final project in the form of a thesis. This also trains students to go directly to the field to introduce existing educational problems and jointly find solutions.

Based on this, the study program as a learning organization has a System Thinking discipline. Having a systematic mindset when dealing with problems and finding solutions. Conditioning each component to stay awake in communication, commitment, and performance to maintain an ongoing work system. A significant benefit of systems thinking leadership is that it can drive the complexity inherent in an organization in a dynamic educational environment (Shaked & Schechter, 2020).

## 2. Mental Models

Everyone has a mental pattern of how he perceives the world around him and acts based on assumptions or generalizations from what he sees (Senge, 1990). In BSESP FTTE UNS, most of the human resources who work are young. With the COVID-19 pandemic, the mentality of its human resources is maintained so that the study program has no difficulty changing work patterns. However, senior human resources also need assistance due to changes from offline learning to online learning. The UNS campus provides support for online learning that must be implemented by all lecturers by providing training that is almost carried out every week until the lecturers are ready to implement online learning. The faculty and the study program also provide counseling on how to prepare and divide the proportion of online learning in the form of synchronous and asynchronous as outlined in the Semester Learning Plan.

The change of learning to online is certainly also felt by students. With the restrictions on physical contact implemented by the campus, online learning is needed to implement the education and learning process. To maintain students' mentality due to sudden changes in work patterns, the campus assists in the form of internet quotas so that students can easily carry out online learning.

The efforts made by campuses, faculties, and even study programs towards the changes due to the COVID-19 pandemic show that a learning organization that wants to survive and continue to develop in any situation needs a strong mental pattern to achieve a common ultimate goal. This follows the research of Luksiantoro, Purwanto, & Rostiani (2021), which showed that organizational awareness and social learning have a positive and significant relationship with leadership's ability to find and take advantage of opportunities. So, with COVID-19, COVID-19 does not weaken BSESP FTTE UNS and considers it an opportunity to develop new strategies for running the organization.

## 3. Shared Vision

A shared vision, according to Senge (1990), is not just a formulation of the desires of an organization and its members, but something that is a shared desire. BSESP FTTE UNS has a shared vision: "to become a study program to develop science education programs with an international reputation based on Indonesian cultural values." To realize this vision, three missions are carried out, namely: 1) Organizing education and teaching to form science education graduates with global insight without leaving cultural values; 2) Carrying out research on science and science education; and 3) Carrying out community service in the field of science and science education to implement its existence. To discuss how the discipline of shared vision in this organization, the discussion will focus on the first mission, namely the implementation of education and learning.

During the COVID-19 pandemic, the implementation of education and learning did not stop. The learning pattern is changed to online, which is divided into synchronous (face-to-face learning through online meeting applications - Zoom Meeting, Google Meet, etc.) and asynchronous (structured learning through the Learning Management System SPADA UNS), all of which have been facilitated by the campus from training to implementation. The study program plays a role in verifying the Semester Learning Plan made by lecturers to see if there is something inappropriate in the proportion of the number of synchronous and asynchronous meetings.

The online learning process in the study program went well, although it was difficult at first. Little by little, lecturers and students are getting used to the system. This has a positive impact on all parties to get used to and adapt to the use of information technology in learning. Following research Hung (2023), directed online learning will lead to online interactions, and this can make learning occur, knowledge gained, and social skills emerge. The performance of educators (teachers/lecturers) in facing a pandemic is determined by mastery of digital devices, digital competencies, digital management and administration, and others that can be obtained through the habitual use of digital technology (Tantowi et al., 2023).

Lecturers at UNS have been given training so that they begin to develop teaching materials digitally. In addition, students are also getting used to using digital platforms to learn, conduct research, and even work on projects online.

All of these efforts are well conveyed by the study program and socialized to all members of the organization (lecturers, administrators, students, etc.) to make the pattern of education and learning

continue, maintain its quality, and ultimately achieve the shared vision of the study program. COVID-19 provides meaningful learning for learning organizations such as study programs to continue to focus on looking forward and moving towards achieving goals despite having to overcome difficult obstacles.

#### 4. Personal Mastery

Personal mastery refers to the commitment of each individual in the organization to lifelong learning (Senge, 1990). According to Marty Jacobs in Prawiradilaga and Chaeruman (2018), a learning organization can naturally foster personal mastery if: 1) Invites and motivate members to get involved in organizational problems; 2) Provide opportunities for each member to solve problems; 3) Encourage members to discover and innovate; and 4) Become role models (as leaders) for their members.

The COVID-19 pandemic raises new problems in the world of education. As an organization engaged in education, a new competency improvement is needed that is solutive for each member (educator) to solve these problems. To realize this, the BSESP FTTE UNS provides opportunities for lecturers/educators to continue their studies to a higher level. Then, the study program provides opportunities to participate in online training through webinars to fulfill their knowledge in solving educational problems in the pandemic era. In addition, the study program also distributes funding for lecturers to take part in training to obtain a certificate of competence recognized by the National Professional Certification Agency.

Students also have the opportunity to improve their competence in implementing MBKM - *Merdeka Belajar Kampus Merdeka* (Emancipated Learning) through student exchange programs on campuses that have collaborated with study programs. Because learning throughout Indonesia is online, the implementation of student exchanges during the pandemic is carried out easily. Every student can easily join another campus and carry out learning activities there.

Based on this, it can be concluded that the BSESP FTTE UNS gets a new learning pattern in developing the competence of organizational members. According to Gaisina et al (2017), the key factor in increasing the productivity of an organization is to increase high self-organization, work discipline, and human resource management. That way, the study program as an organization needs to remain disciplined in conditioning its members to continue learning throughout life, even with adjustments due to the pandemic that occurred.

#### 5. Team Learning

Team learning begins with a dialog that allows the team to discover its identity. With this dialog, learning activities take place to understand the interaction patterns and roles of each team member (Senge, 1990). The discussion of team learning will be related to the second and third missions of the study program, namely research and community service.

Concerning research and community service, there is a Research Group (RG), which is a study group of lecturers based on the same research interests to carry out the learning process in the form of research and service to realize the vision of the study program. There is no change in the theme taken by RG in research. The significant change is the technical process of collecting research data in the field. Due to the limited physical contact between RG members and informants, research and community service are carried out in a limited mode. Activities that require direct meetings with parties related to research/community service, such as FGD (Focus Group Discussion), counseling, webinars, and others, are carried out online through online meeting applications. Data collection in surveys or questionnaires is carried out by distributing Google Form links. Google Drive is also used as a collaborative application for storing, editing, and disseminating data between its users. Online collaboration applications support an "always on" work culture and remove barriers for leaders and members in space and time (Omidi & Zotto, 2023). As for activities that require in-person physical meetings, they are conducted on a limited basis with permission and strict health protocols.

Based on these efforts, it can be concluded that the BSESP FTTE UNS continues to form study groups and carry out their functions well. The limitations caused by the COVID-19 pandemic did not stop the groups from continuing to learn in conducting research and community service. The study

groups can adapt and find new patterns in carrying out their duties to realize the vision of the study program.

This is the discipline of the study program as a learning organization that is applied to maintain its performance during the COVID-19 pandemic. The role of developing technology changes work patterns, and these changes have now become a new habit (Hodder, 2020). Although COVID-19 is a problem, it is an opportunity to learn something new.

Currently, the COVID-19 pandemic is over. However, several study program work patterns during the pandemic are still being implemented today because they are more effective in several aspects. This also shows that the COVID-19 pandemic positively impacted the BSESP FTTE UNS. These habits are:

1. Implementation of Online Learning

Although learning has now returned to the offline face-to-face mode, the habit of organizing online learning is still maintained. Online learning activities are carried out mainly simultaneously as students carry out Community Service Programs, School Internships, and Emancipated Learning, which forces students to be active in the field (not on campus). Online learning is implemented to allow students to focus on running the program they are taking without having to come to campus.

Online learning is also a solution for study programs in the distribution of lecture schedules and the use of limited classrooms. This mode makes the use of classrooms effective and provides a flexible schedule for lecturers to carry out learning (Firmansyah et al., 2021).

Organizing Seminars, Guest Lectures, Visiting Professors, Workshops, etc can now be done online. This is cost-effective because there is no need to pay for speakers' travel accommodation, building rental, consumption, etc. So that it can be used for other study program activities, even though it is carried out online, the essence of learning is still maintained.

2. Online Organization Coordination

The habit of holding study program meetings in the context of organizational coordination is more effective online because it can be held anytime, anywhere. It is proven that with this mode, all organization members attend the meeting. Although online coordination is effective, offline coordination is still carried out to patch things that cannot be conveyed online. This also maintains the social health of the organization by continuing to interact directly (Checa-Morales et al., 2022).

3. Online Thesis Guidance and Online Thesis Proposal Seminar

The habit of carrying out academic guidance and online thesis guidance has been maintained since the pandemic. This is still allowed according to the supervisor's and student guidance's agreement. With this mode, guidance is much more effective. Especially for the implementation of student thesis proposal seminars, it is still maintained online through Zoom Meetings. This is done because it is easier to carry out without borrowing space and infrastructure, as well as flexible in determining the schedule of supervisors who are quite busy. Through good technology integration, online thesis guidance will also run well (Nasution et al., 2018).

4. Utilization of Digital Platform

The habit of utilizing digital platforms in work activities is still maintained. The use of file management applications (Google Drive, Google Docs, Google Sheets, etc.) is considered very effective as it allows direct collaboration in editing, saving, and sharing files.

Utilization of UNS information system. The pandemic provides an opportunity for the UNS campus to strengthen the development of an online administrative information system for the UNS academic community. Now, almost all services at the UNS campus can be accessed online. The utilization of LMS (Learning Management System) is still done even in face-to-face offline learning. LMS is utilized to give and collect assignments, even giving quizzes for students.

Online meeting applications (Zoom Meeting, Google Meet, etc.) are very popular media for conducting online meetings. Apart from being used in learning, this application is also used in meetings related to research, community service, and even other important meetings. The utilization of digital platforms can be effective for organizations by improving efficiency, enhancing communication and collaboration, and providing access to valuable data and resources (Hartanto & Wahyuningtyas, 2023).

## 5. Concern for Health

The COVID-19 pandemic provides good habits in the form of concern for the health of oneself, others, and the environment. The habits of using masks, washing hands, keeping a distance when sick, organizing joint sports, and others are still visible and implemented. This follows research by Indhillah et al. (2023) that shows a positive relationship between COVID-19 and clean and healthy living behavior.

These are the new habits that emerged during the COVID-19 pandemic that the study program still maintains today. This is maintained because it positively impacts the work system's effectiveness in the organization.

The existence of the COVID-19 pandemic did not stop the BSESP FTTE UNS from continuing to carry out its duties. A barrier that comes is used as an object of learning to develop new strategies to solve the problems faced. This follows the research of Berkes (2009), which states that through a continuous learning process, new knowledge emerges as a solution to deal with problems on a larger scale, with the result that mature co-management will become adaptive co-management in time. Thus, the BSESP FTTE UNS has been given the picture of a disciplined learning organization.

## CONCLUSIONS

Based on the results of the discussion, it can be concluded that the BSESP FTTE UNS maintains its performance as a learning organization during the COVID-19 pandemic through five disciplines following Peter Senge's theory, namely:

1. Systems Thinking. The study program maintains the commitment of organizational members to maintaining the sustainability of the organizational work system through the leadership of the head of the study program.
2. Personal Mastery. The Study Program always provides opportunities for each organization member to participate in activities to improve their competence.
3. Mental Models. The Study Program provides appeals and makes the right decisions in dealing with the COVID-19 pandemic. Every decision is well received, thus maintaining the mentality of each member.
4. Shared Vision. The Study Program has a shared vision and ultimate goal that is still realized in learning, research, and community service activities, even though it must adapt to changes.
5. Team Learning. The Study Program tries to keep the Research Group (RG) running even though it has to adapt to the limitations during the COVID-19 pandemic.

The new habits that emerged during the COVID-19 pandemic are still maintained by the study program until now because they are considered more effective in their implementation, including:

1. Implementation of Online Learning
2. Online Organizational Coordination
3. Online Proposal Guidance and Seminar
4. Utilization Of Digital Platforms
5. Concern For Health

This research implies that the theory of 5 learning organization disciplines according to Peter Senge can provide the best picture of the discipline of the Study Program which is manifested in performance to survive big problems such as COVID-19.

This research is only limited to the environment of the BSESP FTTE UNS. However, the results of this study can be a reference for other learning organizations that want to know the strategies that can be used when facing similar problems.

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