

Leadership Behavior, Single and Double Loop Model toward Employee Performance at the Learning Distance Unit

Tita Rosita

Universitas Terbuka
Jakarta, Indonesia
tita@ecampus.ut.ac.id

Abstract—In an effort to optimize distance learning, it is required by the employees of the distance learning program unit to create the need for the education. In its development, the employee quantity aspect should be balanced with the demands of quality to achieve the superiority of the college. Increasing the capability of human re-sources in an organization can be done with organizational transformation to become a learning organization or learning organization. Furthermore, leadership is a very important aspect in realizing an effective organization. This study aims to determine how the behavior of leadership and learning models on employee performance. The research method applied is a quantitative approach, with a population of all academic and nonacademic staff in the Distance Learning Program Unit. The results of this study indicate that there is a positive and significant influence on leadership behavior on employee performance. Furthermore, there is a positive and significant influence on the organizational learning model on employee performance. The behavior of leaders and models of learning organizations together to the performance of employees. Thus the organizational learning model either single loop or double loop together with the leader's behavior has an effect on the performance of the employees of the Open University Distance Learning Program Unit.

Keywords—*distance learning; leadership behavior; organizational learning model*

I. INTRODUCTION

Distance education is an alternative for students to have an education that cannot be implemented by face-to-face education, such as limited resources and funds, acceleration of national development, and equity of education and information technology progress. Distance education maintains a culture to stay lifelong learning without being limited by distance. Based on the picture above, Java Island is the island with the largest number students of Open University Distance Learning Program Unit with 165,252 students or equal to 38.75%, followed by Sumatra by 28.49% with 121,506 students. While the number of students of Open University Distance Learning Program Unit at least on the island of Bali with the number of 4,311 students or equivalent to 1.01%.

This condition certainly provides an overview of the high educational needs and the opportunity for the Open University to organize education through distance learning programs.

Referring to the above conditions, it takes the personnel of the distance learning program unit to create the need for such education. In its development, the quantity aspect of employees should be balanced with the quality demand to achieve the superiority of college. The measure of the quality of higher education is seen from the quality of lecturers, academic prestige, the number and success of the graduates and the facilities available at the relevant universities [1].

In line with the above statement, the improvement of human resource capability in an organization can be done by transforming the organization into a learning organization or organization [2]. Learning organizations are organizations that continue to study seriously and collectively, and continue to transform themselves in order to better manage and better share their knowledge for the success of the organization.

Furthermore, leadership is a very important aspect in realizing an effective organization. Organizations today are required to continue to learn and transform themselves actively and reactively. Through this research will examine how the leadership and model of learning Organization plays a role in improving the performance of employees of distance learning program units in the open university environment.

In the context of the Open University Distance Learning Program Unit, the enhancement of employee capability is intended to ensure that employees understand their role of being a qualified person and able to work together to achieve quality education. The problems to be studied in this research are: how big influence of leadership behavior and organizational learning model to employees' performance of distance learning unit in Open University.

A. Leadership Behavioral Concept

According to Blicke, Frieder and Ferris leadership is translated into terms of traits, personal behavior, influence on others, patterns, interactions, cooperative relationships, positions of an administrative and persuasive position, and perceptions of others about the legitimacy of influence [3].

Furthermore, leadership is an activity to influence the behavior of others, or the art of affecting human behavior both individuals and groups [4]. As an addition, Timple stated that leadership is a process of social influence in which managers seek voluntary participation from subordinates in an effort to achieve organizational goals. With the leadership of a leader also describes the direction and goals to be achieved from an organization. So it can be said leadership is very influential for big names organization [5].

The broad definition of leadership includes the process of influencing in determining organizational goals, motivating follower behavior to achieve goals, influencing to improve groups and cultures [6]. Leadership is an activity to influence the behavior of others, or the art of influencing the behavior of others, or the art of affecting both individuals and groups [7]. Thus leadership is the process of influencing others to take steps or actions toward a common goal.

One of the reviews of leadership behaviors applied is leadership-oriented leadership behaviors and leadership-oriented behaviors of relationships between humans [8]. Leadership orientation can be called the dimension of leadership (leadership dimension). Behavior-oriented relationships between human beings are leadership that is more concerned with the behavior of leaders that lead to the relationship of mutual trust, mutual respect, and full warmth of relationship between the leader and his staff.

Based on the theory of leadership behavior, mentioned that leadership is an individual's behavior when conducting activities directed a group toward the achievement of goals.

In this case, the leader has a behavioral description:

- Behavior of a leader who tends to be subordinate to his/her character has a gentlemanly attitude, willing to consult, support, defend, listen, accept suggestions and think about the welfare of his subordinates and treat him on his level. In addition, there is also a tendency of leader behavior that is more concerned with organizational tasks.
- Subordinate-oriented and production-oriented leader-oriented leadership behaviors are characterized by an emphasis on superior ship – subordinates, personal attention of the leader to satisfying the needs of subordinates and accepting differences in subordinate personality, abilities and behaviors. While leader-oriented leadership behavior has a tendency of emphasis on the technical aspects of the job, prioritizing the implementation and completion of tasks and achievement of goals.

On the other hand, leader behavior according to the continuum leadership model is basically two that is oriented to the leader and subordinates. While based on the leadership graph model, the behavior of each leader can be measured through two dimensions of attention to the results/tasks and to subordinates/employment relationship.

B. Organizational Learning Model Concept

1) Understanding organizational learning model:

Organizational learning model is defined as a systematic procedure in organizing learning experiences to achieve learning objectives. Can also be interpreted an approach used in learning activities. So, in fact the organizational learning model has the same meaning as the approach, strategy or learning method. Nowadays, many Organizational Learning Models have been developed, from simple to complex rather complicated models because they require a lot of tools in their application.

Organizational learning model is a plan or a pattern used as a guide in planning learning in the classroom. Organizational learning model refers to the learning approaches to be used, including instructional objectives, stages in learning activities, learning environments, and classroom management [9].

Furthermore, learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain goals and serves as a guide for the designers of learning and teachers in planning teaching and learning activities.

Thus, the organizational learning model is a systematic set of procedures as a designer for teachers to achieve learning goals.

2) Organizational learning model single loop learning and double loop learning:

Argyris proposed the occurrence of single loop learning or SL and double loop learning (DL) in the process of organizational learning model. The notion of occurrence of SL and DL is described as loop occurs when matching and governing variations and the action. Double loop learning occurs when mismatches are corrected by the examination and altering governing variables and actions [10].

Visually, SL and DL are the models identified in the learning process described as follows figure 1:

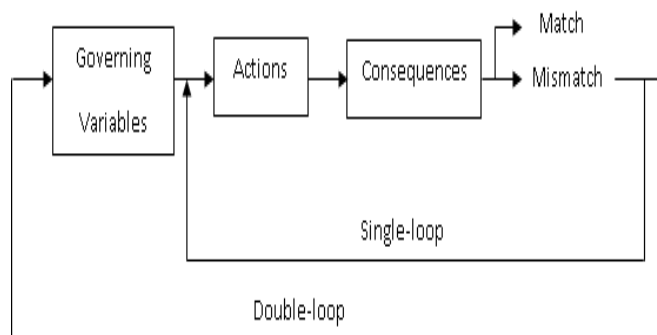


Fig. 1. Single-loop and double-loop learning [10].

3) Single loop learning: Single-Loop learning is learning that leads to improved organizational performance by finding and correcting errors based on a collection of norms and values, or a theory that applies. In this context, single-loop learning, is in accordance with routine, repetitive work, where the target is clear and has been determined for the purpose set in strategic planning.

Single-Loop learning is the direct determination of goals and objectives at a point where objectives are measurable and results-oriented; work (activities, programs, policies) leads to goals; and measure the results by comparing performance with planned performance (performance plan). The comparative process encourages managers to assess success or failure, examine the factors and performance processes that cause and how to improve / change them. In short, single-loop learning meets the organization to ensure the same better. Management history notes that single-loop learning has long been implicitly practiced within the organization, such as attention to incremental improvements to products, services, and technology, which often stem from past successes. Employees work following standard procedures, routine behavior, and avoiding the risk of differences of opinion, experimentation, and failure. Organizations make changes but on a narrow scale, because they are more fixed on the norms, values and assumptions that apply. Work procedures are accepted and worked out as they are and organizational members never question why they should adopt such a procedure. Working procedures are rare or never questioned, meaning that conceptually has been attached to the routine (habit).

4) *Double loop learning*: Double-loop learning is a learning that drives changes in theoretical-in-use values, such as assumptions and strategies. Assumptions and strategies change simultaneously with or as a consequence of change within the values. Double-Loop learning has a destructive aspect that always questions the norms, values and assumptions that apply. It is imperative that prevailing norms, strategies and targets need to be explored more deeply, re-questioned, and corrected to encourage high-performance organizations.

Double-Loop learning occurs when members of the organization test and correct basic assumptions that support their mission and core policy. Thus it becomes more relevant for organizational survival than just short-term efficiency. This lesson implies a desire to re-visit regular mission, goals, and organizational strategies.

C. Performance Basic Concept

Everyone in his life has a need to be fulfilled. By working most people can get what they need. The work output shown is the performance one has performed. Performance in most general perceptions is a picture of a person working and seeing how much he or she earns from it.

Individual performance is the result of individual attributes that determine the ability to do something. These attributes include a) Individual factors: consisting of abilities and skills, background and demographics, and psychological factors including perception, attitude, personality, learning and motivation; b) The working effect that makes up the mind to achieve something; c) Organizational support that provides an opportunity to do something. Organizational support includes resources, leadership, work environment, organizational structure, and jobs design. In addition, performance is the result of quality work and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him.

Furthermore, performance which is a foreign term for performance is an interaction between one's ability with motivation [11].

II. RESEARCH METHODOLOGY

In this research will be used Explanatory Survey Method which is limited to the definition of sample survey with the aim of testing the hypothesis that has been formulated. The study of statistics that is considered suitable in this study is causal by using Path Analysis. Operationalization of variables in this study can be seen in the following table 1:

TABLE I. RESEARCH VARIABLES OPERATIONALIZATION

Variable	Variable Concept	Indicator	Measurement
Leadership Behavior (X1)	Leadership behavior in seeking learning in the organization	Commitment	Level of leadership commitment to pursue organizational learning model
		Attitude	The level of democratic attitudes shown by the leadership
Organizational Learning Model (X2)	The learning loop that occurs within the organization	Single loop learning	Intensity of single-loop learning
		Double loop learning	The intensity of the double loop learning
Employee Performance (X3)	Performance of the Distance Learning Unit Staff within the Open University environment	Employee Work Quantity	Level quantity of employee work that can be measured from the work process, and conditions of work, the time used to carry out the work, the number of errors in the work, the number and service delivery.
		Employee Work Quality	Quality of work level: work accuracy, work ability, the ability to use the machine, the ability to evaluate.

Hypothesis testing in this study using Path Analysis and the relative influence of independent variable to dependent variable is expressed by path coefficient number, while the real effect is expressed by determinant coefficient number (Determinant Coefficient).

III. RESULTS AND DISCUSSION

Linearity test results can be seen that the variables X1 and Y has a significance value of 0.831 is greater than 0.05 (sig> 0.05), it shows that all research variables are linear. The results of linearity test in the table above can be seen that the variables X2 and Y have a significance value of 0.718 is greater than 0.05 (sig> 0.05), it shows that all research variables are linear.

From result of coefficient test known that constant value (a) equal to 6,071. The multiple linear regression equations are:

$$Y = 6,071 + 0,097 (X_1) + 0,1053 (X_2)$$

This equation can be interpreted that:

- (a) The negative value constant (+) means that if the variable X1 (Leader Behavior) and variable X2 (Organizational Learning Model) will result in an increase in Employee Performance (variable Y) that is (a) 6,071.
- $b_1 = 0,097$ means if X1 (Leader Behavior) is 1 point, Employee Performance will increase by 0.97 assuming X2 (Organizational Learning Model) is constant.
- $b_2 = 1.053$ means that if X2 (Organizational Learning Model) is 1 point, Employee Performance will increase by 1.053 assuming X1 (Leader Behavior) is constant.

From the table coefficient can be seen that t_{table} is 0.6775 (df-2). Thus, the value of $t_{count} \geq t_{table}$. This shows that Ho is rejected and Ha accepted. This means Leaders Behavior and Organizational Learning Model has a positive and significant impact on Employee Performance. Thus, the hypothesis proposed by the researcher is accepted.

Based on the results of statistical calculations show that there is a positive and significant influence on leadership behavior on employee performance. This proves that Ho is rejected and Ha accepted.

Behavior pattern is a model, the way a leader acts to influence subordinates, which is intended to achieve effective leadership. On the other hand, leader behavior according to the continuum leadership model is basically two that is oriented to the leader and subordinates. While based on the leadership graph model, the behavior of each leader can be measured through two dimensions of attention to the results/tasks and to subordinates/employment relationship. The tendency of leader behavior is essentially inseparable from the problem of function and leadership style [12].

Then based on the calculation of general trends, leaders in the Open University Distance Learning Program Unit always greeted whenever they meet the employees. This is in accordance with the behavior of a leader who tends to be subordinate and has a friendly attitude, willing to consult, support, defend, listen, accept suggestions and think about the welfare of his subordinates and treat him on his level.

However, Open University Distance Learning Program Unit leaders should pay more attention to personal employee career development, which is in line with subordinate-oriented leader behaviors characterized by an emphasis on superior ship-subordinate relationships, the leader's personal attention to

satisfying the needs of subordinates and accepting personality differences, and subordinate behavior.

Based on the results of statistical calculations indicate that there is a positive and significant influence on the model of organizational learning on employee performance. This proves that Ho is rejected and Ha accepted. Organizational learning model is defined as a systematic procedure in organizing learning experiences to achieve learning objectives. Can also be interpreted an approach used in learning activities. So, in fact the organizational learning model has the same meaning as the approach, strategy or learning method. Nowadays, many Organizational Learning Models have been developed, from simple to complex rather complicated models because they require a lot of tools in their application. Then based on the calculation of general trends, in carrying out routine work, employees are always guided by the work procedures that have been determined. In addition, employees always try to make corrections whenever there is a mistake in the implementation of the work. This is in accordance with the organizational learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve a particular goal.

Furthermore, based on the results of statistical calculations indicate that there is influence of leader behavior and model of learning organization together to the performance of employees. This proves that Ho is rejected and Ha accepted. Performance is the result of work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him. Furthermore, performance which is a foreign term for performance is an interaction between one's ability with motivation [11]. Then based on the calculation of general trends, employees are always physically ready in carrying out the task. In addition, employees have the ability to produce jobs in accordance with the terms of quality of work is good. This is then aligned with the term work performance as the work of an employee in a certain period compared with various possibilities, such as standards, targets, or certain criteria that have been determined previously and agreed upon beforehand. Thus leadership behaviors affect employee performance, as well as single and double loop organizational learning models also affect employee performance. Together leadership behaviors and organizational learning models also affect the performance of employees.

IV. CONCLUSION

The results of this study indicate that there is a positive and significant influence on leadership behavior on employee performance. Furthermore, there is a positive and significant influence on the organizational learning model on employee performance. The behavior of leaders and models of learning organizations together to the performance of employees. Thus the organizational learning model either single loop or double loop together with the leader's behavior has an effect on the performance of the employees of the Open University Distance Learning Program Unit.

REFERENCES

- [1] R.I. Miller, *The Assessment of College Performance*. California: Jossey and Bass, Inc. Publishers, 1980.
- [2] K.M Kapp, "Transforming Your Manufacturing Organization into a Learning Organization," in *Hospital Material Management Quarterly (HMM)*, vol, 20, no. 4, pp. 46-54, 1999.
- [3] G. Bickel, R.E. Frieder, and G.R. Ferris, *Political Science in The SAGE Handbook of Industrial, Work and Organizational Psychology: Personnel Psychology and Employee Performance*, 2018, pp. 299 – 319.
- [4] L.G. Bolman and T.E. Deal, *Reframing Organizations: Artistry, Choice, and Leadership*. New Jersey: Jossey-Bass, 2017.
- [5] D. Timple, *Managing Human Resources*. New Jersey : Pearson Education, Inc Upper Saddle River, 2000.
- [6] F.O. Walumbwa, C.A. Hartnell, and E. Misati, "Does ethical leadership enhance group learning behavior? Examining the mediating influence of group ethical conduct, justice climate, and peer justice" in *Journal of Business Research*, vol. 72, pp. 14 – 23, 2017.
- [7] M. Sousa, and D.V. Dierendonck, "Introducing a short measure of shared servant leadership impacting team performance through team behavioral integration" in *Frontiers in Psychology*, vol. 6, pp. 1 – 12, 2016.
- [8] H.K. Hoy and C.G. Miskel, *Educational administration: Theory, research, and practice* (8th ed.). Boston: McGraw-Hill, 2008.
- [9] L.B. Nilson, *Teaching at Its Best: A Research-based Resource for College Instructors*. New Jersey: Jossey-Bass, 2016.
- [10] C. Argyris, *On Learning Organization*. UK: Blackwell Published, 1999.
- [11] D. Shin and A.M. Konrad, "Causality between high-performance work systems and organizational performance in *Journal of Management*, vol. 43, no. 4, pp. 973 – 997, 2014.
- [12] E. Kimonen, R. Nevalainen, and L.T. Schoen, *Active Learning for Educational Change*. In: Kimonen E., Nevalainen R. (eds) *Reforming Teaching and Teacher Education*. SensePublishers, Rotterdam, 2017.