

The Role of Leaders in Encouraging Organisational Learning with Modelling System Thinking

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Implementation of organisational learning and designing learning organisations can be completed through five disciplines which include mental models, personal mastery, team learning, building shared vision and systems thinking. The role of leaders in the practice of discipline and leverage in learning can produce metanoia using the concept of organisational learning by Peter Senge. This study uses a mixed-method with method thinking systems and system dynamics. Systems thinking was applied to obtain the format of Causal Loop Diagram (CLD). Criminal Investigation Division is a public organisation, law enforcement and part of The Indonesian National Police. The police accommodates the principles of hierarchy, chain of command and mechanisms that apply to The Indonesian National Police organisations even though in practice they are flexible and organic. The Criminal Investigation Division of The Indonesian National Police accommodates the principles of hierarchy, chain of command and mechanisms that apply to Indonesian National Police organisations even though in practice they are flexible and organic because legally Criminal Investigation Division members as law enforcers have discretionary authority.

Key words: *Leaders, Organisational Learning, Modelling, System Thinking.*

Introduction

The quality of security is an important factor in determining national progress. Through good security, community life, nations and states can move towards achieving the desired level of welfare. The Indonesian National Police, which is a state security participant legally based on Law Number 2 of 2002 concerning The Indonesian National Police, is given the task of maintaining internal security. The task is realised through the implementation of the

main tasks, including: maintaining security and public order, law enforcement, and protecting the public.

The main task is carried out by the The Indonesian National Police which was formed nationally with the concept of a tiered organisation starting from the organisation at the central level, that is police Headquarters which were responsible for covering the entire territory of Indonesia to regional organisational level including the Regional Police (Polda) with the scope of assignment areas at the Provincial level, Resort Police at the Regency and City level and Sector Police at the District level. This organising offsets the organisational structure of the government. The concept of a tiered organisation from central to regional level is also followed by the concept of functional organisations, amongst others the functions of Intelligence, Investigation, Samapta Bhayangkara, Traffic and Community Development. Various functions assigned by the National Police have different tasks.

Marquardt (in (Rahardjo, 2007) identified eight important forces that exist in the environment that affect the work of the organisation:

“Globalisation and the global economy, Technology, Radical transformation of the work environment, increased customer influence, emergence of knowledge and learning as major organisational assets, changing roles and expectations of workers, workplace diversity and mobility, rapidly escalating change and chaos.”

In line with Marquardt's opinion above, Rahardjo quoted the opinion of Tafoya, an FBI expert on future problems that revealed the influence of the environment on police work. In his paper entitled “Change of Police Functions Towards The End of Century: Integration of the Social Network,” Tofaya asserted that global development faced by the police had been affected by various areas so that it was no longer enough to only be faced by traditional policing.

Some of the above opinions provide an understanding that changing work environments must respond to so that the organisation can work by following the workings of the environment. According to Kasim, in a dynamic and complex environment where various elements can change drastically and are interrelated, organisations that are not responsive to the environment will perish. Senge also offered the view that to be able to be responsive to environmental changes, organisations must learn, “*As the world becomes more interconnected and business becomes more complex and dynamic, work must become more “learningful.”*”

Organisational learning will erode deep problems that cause the organisation to be unaware of changes in the environment so that it is not responsive and subsequently ceases to exist.

This view is reinforced by De Geus by clarifying the learner's requirements: first; learning must be undertaken jointly by all members of the organisation: *“It is no longer sufficient to have one person learning for the organisation.”* Secondly, *learning is completed by not only waiting for direction from superiors and guidelines from the general strategic organisation, “It's just not possible any longer to figure it out from the top, and have everyone else following the orders of the “grand strategist.”* Thirdly, *organisational design supports joint learning, “Organisations that discover how to tap people's commitment and capacity to learn at all levels in an organisation.”*

Peter Senge called the organisation a learning organisation (Atmoko, 2011). In this learning organisation, there will be members who from time to time increase their capacity to create goals. The design of learning organisations determines their ability to learn how to live in a knowledge-intensive, complex and interdependent environment. The Criminal Investigation Division has a mechanistic design but its operations are flexible or organic. This organisation has the characteristics of the chain of command, hierarchy, rank, specialisation of task division. These characteristics do not make the Criminal Investigation Division move in a rigid and standard manner. Criminal Investigation Division's flexibility is highly demanded due to its law enforcement duties carried with the discretionary authority of the police requiring that members of the organisation can take initiatives and other actions that are responsible for facing the threat of crime and challenges in the form of complex and dynamic environments that affect the development, and variety of crime and requiring new and inventive ways to overcome them. Criminal Investigation Division is always learning to improve its ability to overcome crime. This statement is supported by the facts, data and analysis presented by the table below:

Table 1: Number and Settlement of Crimes by Criminal Investigation Police

No.	Year	Conventional Crime		Transnational Crime		Crime Implies Contingency		Crimes against State Assets	
		Amount	Done	Amount	Amount	Amount	Done	Amount	Done
1.	2009	256.587	136.491	14.914	12.555	7.532	4.647	6.062	4.487
2.	2010	263.320	128.233	14.194	12.856	6.632	5.530	6029	4.817
3.	2011	167.197	81.216	8.908	8.985	3.480	2.476	2.930	2.265
4.	2012	178.774	85.718	2.640	2.261	4.965	3.306	2.107	1.750
5.	2013	171.634	90.738	2.885	1.831	6.659	4.480	1.289	1.024

Source: The headquarters Indonesian National Police, 2014

Based on table 1, conventional crime has the highest number of incidents committed and handled by the Criminal Investigation Division while crime against state wealth is the lowest. For an average of 5 years (2009-2013) case resolution was above 70% (completion of transnational crime 80.4%, state wealth 78.74% and contingency implications 70.14%)

except conventional crime which was an average of 50.262%, therefore based on the number and settlement of cases it can be stated that the highest burden for the division of Criminal Investigation is conventional crime. Organisational learning can develop in learning organisations where everyone in the organisation is committed to learning to understand the environment and various aspects of the organisation to create the desired reality. Peter Senge conveyed that deep learning can occur by practising five disciplines, including mental models, personal mastery, team learning, building shared vision and systems thinking. He also stated that three role leaders support the five disciplines of learning organisations, including leader as designer, leader as servant and leader as teacher. The practice of the five disciplines through the role of the leader must continue to live and be mobilised within the organisation so that learning can take place in depth starting from achieving metanoia - a shift of mind in the form of open awareness and new sensitivity until new skills and abilities are obtained.

This also applies to public or non-profit organisations. The inability of public organisations to learn will result in poor services with low performance. The organisations which are the objects of this research are the Indonesian National Police institutions as public organisations with security service products organised through various forms of policing to create and maintain order and a sense of community security so that various social life activities are carried out to achieve a safe, orderly, comfortable and prosperous society. Research on public organisations, especially on police agencies using the foundation of theories and concepts of learning organisations is still very limited and needs to be developed. In this research, the Criminal Investigation Division of The Indonesian National Police will be examined based on the theories and concepts of Senge learning organisational thinking. The discussion will cover the discipline of learning organisations and the role of leaders in learning organisations that encourage metanoia learning.

Materials and Methods

Research Paradigm

This research was conducted with a mixed-methods approach, which is a blend of qualitative research that includes quantitative calculations as simulation estimates. The paradigm in combined research (mixed methods) is pragmatism as a paradigm that views the truth of the aspects of work and deconstructs paradigms that only rely on the meaning of the concepts of truth (Creswell, 1994).

The pragmatism paradigm is carried out by using systems thinking and utilising the basic theories and concepts of learning organisations to obtain the truth and so that researchers will also construct reality by following the results of the construction of the subject or individual ratios under study. The construction of subject ratios is completed by gathering data from

various developments of subjective meanings of individual experiences directed at certain objects (Neuman, 2013).

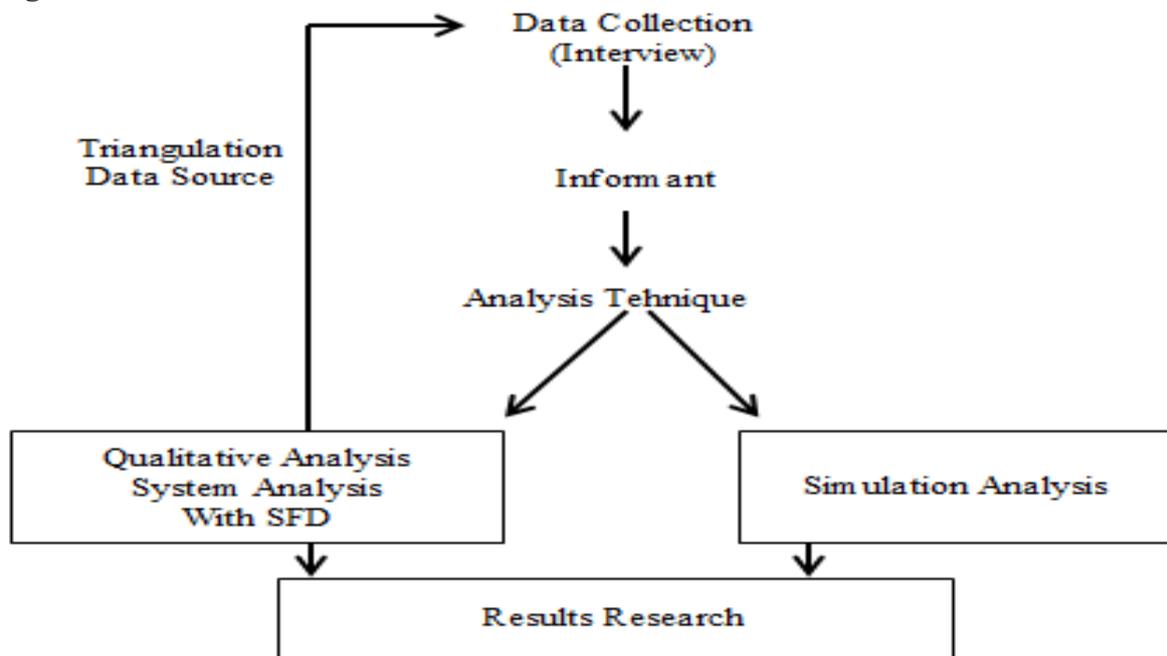
Methodology

This research will examine the practice of discipline and the role of the leader and find leverage in the learning system in the Criminal Investigation Division which significantly results in organisational learning, through the application of system dynamics preceded by systems thinking assisted by Powersim's computer software.

Research Framework

The implementation of this research is based on a design that is set out in the research framework as follows:

Figure 1. Research Framework



Based on the above framework, the research will be carried out through:

Interview Method

This method is intended to obtain a database of information that is available for each informant. The information database drawn is related to information and explanations about the operational variables or phenomena under study, including the interdependence of links

(variables) that are interdependent as a system for establishing the basis for CLD. Likewise, contrasting questions are based on verification analysis by structural questions.

Literary Studies

The literary study referred to is the collection of data also carried out through the collection of public documentation including newspapers, magazines, office reports, directives and written policies or private documentation from informants, personal documentation including personal notes and e-mail. Data collection is also supported by audio and visual recordings.

Data Analysis Technique

The results of the interviews were collected in the form of audio transcripts into written data and literary studies. The research has reviewed various empirical material that has been collected and relates it to the key themes in this study. This research step was taken to draw a picture of the presuppositions and meanings that support the cultural and social environment of the Criminal Investigation Division of The Indonesian National Police.

Empirical material in the form of data and facts is then selected, categorised and coded based on the data to be sought including the five disciplines and the role of the leader. The results of selection, categorisation and codification are recorded in a table and interpretations are made from the data. Interpretation is completed to obtain the variables in learning organisations. Interpretation is supported by a variety of theories and concepts about learning, organizations, leadership and various other topics related to the literature including consultation with relevant scientific experts.

Analysis Technique of Systems Thinking

According to Sterman, systems thinking is an approach that views the world as a complex system (Haines, 1998). With an all-round thinking system, approach complexity can be seen as holistic and interrelated. The complexity of metanoic learning is constructed based on certain variables obtained based on research regarding the practice of discipline and the role of the leader so that it can be formulated in a Causal Loop Diagram (CLD) of Criminal Investigation Metanoia learning. Analysis for formulating CLD is completed with a qualitative approach to obtain a link between the variables that make up the CLD.

Table 2: Recording Holistic and Interrelated Variable in Metanoic Learning

Fact	Cause	Meaning	Reference
1	2	3	4

Column 1 contains facts in the form of statement excerpts (interviews) and documentation supporting the causal relationship between variables stated in column 2 and given the meaning of the causal relationship in column 3. The meaning must be supported by references from both theoretical concepts and statements from expert judgment.

Based on the analysis of the relationship between variables, arranged loops and determining the types of loops, we obtain a model that shows the causal relationship between variables or a feedback structure (causal loop). The relationship between these variables is illustrated by an arrow from cause to effect. The relationship between two unidirectional variables is given a positive sign (+) which means that if the cause variable increases in quantity, the effect variable also increases and if the cause variable decreases the effect variable also decreases. The relationship between two opposite variables is given a negative sign (-) which means that if the cause variable goes up in quantity, the cause variable will go down and if the cause variable goes down then the effect variable will go up.

Relationships between variables are arranged into loops or feedback. There are two kinds of feedback, positive and negative. Positive feedback tends to reinforce anything in the system. Negative feedback tends to oppose change. The feedback relationship is arranged so that it becomes a Causal loop diagram or a causal diagram of metanoic learning for the Criminal Investigation Division. Verification of the findings of a causal relationship between variables, loop types and CLD is completed by confirmation through the focus group discussion (FGD) method and expert judgment (Kambiz E. Maani and Cavana, 2000).

Finding the formulation of CLD metanoic learning begins with the thinking cycle pattern. There are three main loops, including the first loop: the causal cycle between community expectations or ideal conditions that are expected to be achieved (organisational vision) and the actual conditions of Criminal Investigation. The relationship in this loop is a creative tension, the process of drawing current reality towards an increasingly professional vision of the organisation in carrying out its law enforcement duties.

The second loop is shown in the causal relationship between learning practices that influence organisational vision and the third loop which involves leadership as an element that allows the Learning Organisation to take place while creating creative tension. The magnitude of value indicated by the leadership variable will have an impact on ongoing organisational learning.

Results and Discussion

The Role of Leaders in the Practices of Five Disciplines in the Criminal Investigation Division

The research findings show that the practice of five disciplines is influenced by leaders. The following data obtained from informants' information related to the role of leaders in facing the complexity of the problems faced by the Criminal Investigation Division in law enforcement tasks. The informants' information shows how leaders play a role in the practice of systems thinking, including building awareness and understanding of the complexity of the reality encountered. The role of the leader enables members of the organisation to understand the complexity of the case based on several factors. According to the informants' statement, these factors are geographical or consist of the location of the crime (locus delicate), urgency or speed in resolution and the need for personnel to settle cases both in quantity as well as expertise and ability of personnel (quality) needed to handle crime.

Leaders also encourage the practice of team learning discipline to overcome complexity. The team was formed from several members of the organisation including other units to work together to solve problems or cases. Subsequently, the informants' information regarding the importance of leadership understanding the reality of the organisation and overcoming inherent problems.

The informants' description illustrates the role of the leader in the practice of mental models. The leader designs certain cases as priorities that must be dealt with. The leadership emphasis on priorities and urgency or speed in settling cases has led members of the Criminal Investigation Division to think that the case should receive special attention. Mental models of Criminal Investigation Division members actively prioritise steps and actions supported by available resources and capabilities to resolve the case immediately.

Organisational members who practice the systems thinking discipline are aware of the systemic impact of prioritisation, that is, the organisation's resource needs that must be met to realise certain targets within those priorities. Team learning practices inherent to members of the organisation encourage members to provide input and recommendations to leaders to share an understanding of reality (the need for organisational resources) and take action to create the desired reality.

Other findings were also obtained from informants about the role of leaders in the practice of learning discipline in the Criminal Investigation Police. The following information is related to the leader's task in managing work as a form of role in team learning discipline practices. The leadership displayed at the Criminal Investigation Division has provided room for growing disciplinary practices through the process of directing and influencing activities

related to the duties of its members. The role of the leader works effectively and efficiently because formal authority (power) possessed by the leader is related to his or her position. Members of the organisation understand this.

Further research on the role of leaders is limited to seeing leaders as servants, teachers and designers. Senge explored some data that shows active leadership styles. The informant to the personal staff of leadership at the Criminal Investigation Division expressed the opinion that experience in the assignment at the National Police organisation influenced some leaders.

Assignments affect one's character. This occurs as each assignment will enable learning by understanding the world and the reality they are facing (personal mastery). Learning will form mental models so that each person will be different in seeing something in detail. Mental models affect what a person does due to mental influences. Two people with different mental models can observe events and describe them differently because they look at different details. Mental models affect individuals in seeing and acting so that when it is applied in leadership it will affect one's style of leadership. Implementation of the role of a leader in Criminal Investigation took place as follows:

The Role of Leader as a Designer

The research findings show that organisational design has provided space for members of the organisation to conduct learning by applying the practices of learning discipline, for example, a case forum, an administrative bureaucracy to investigate the case and an expression bureaucracy. More specifically, the role of the designer carried out by Criminal Investigation Division leaders in understanding reality is completed by studying interrelationships in organisations between internal relations (within Criminal Investigation Division organisations), secondly, external relations (Criminal Investigation Division with other organisations) and thirdly the relationship between shared and personal vision.

The role of the designer carried out by the leader is also implemented by designing, establishing and analysing the course of institutions in the form of written norms and rules, ethics and principles that govern the operation of the system, creating harmonious, and orderly relationships which can adapt to their environment. This is carried out by issuing Standard Operating Procedures (SOP), National Police Regulations and various directives and guidelines so that the investigation management starts from planning, implementing and supervision the investigation. The role of the leader as a designer in Criminal Investigation Division has provided a systemic solution in solving the root of the problem including designing the system so that it works to maintain the organisation to realize a shared vision.

The Role of Leader as Servant

The role of the leader in the Criminal Investigation Division is shown in the form of understanding what is needed and felt by his or her subordinates to achieve organisation vision. The informant conveyed that as quoted above, the leader carried out the role of a designer as well as the servant directly interacting to understand the complaints and needs of members and trying to find a solution. Leaders as servants are also practised by understanding what factors determine and motivate members of the organisation to act and move optimally in realising a shared vision.

The leader as a steward at the Criminal Investigation Division conducts various considerations concerning the interests of his or her subordinates including establishing various policies and decisions that encourage members to do their best to realise a shared vision including providing space to practise learning disciplines.

The Role of Leader as Teacher

The Role of Leaders as Teachers provides education about the reality encountered, the systemic relationships between the elements that shape reality and teaches how to create the desired future reality. Leaders at the Criminal Investigation Division are aware of the influence of changing realities in the environment including the influence of the global environment on efforts to achieve a shared vision. Various methods were carried out, starting from participating in capacity and competency improvement programs provided by Criminal Investigation Division, conducting consultations with various experts and conducting comparative studies to examine the weaknesses and strengths of other organisations as input for improving the performance of the Criminal Investigation Division.

The informants' research findings examined the implementation of this comparative study by placing members of the Indonesian National Police who had served in the Corruption Eradication Commission on investigative tasks at the Criminal Investigation Division. The informant revealed the form of hard action from Building shared vision, including reward and punishment so that behaviour that supports the achievement of a shared vision can develop while inhibiting behaviour can be removed. Leaders at the Criminal Investigation Division utilise systems, performance analysis forums, discussion forums and dialogues during case titles, utilising investigation and bureaucratic administration, performance data collection and public complaints to learn the results of disciplinary and learning practices that are carried out to further serve as feedback and the basis for determining future plans including organisational design.

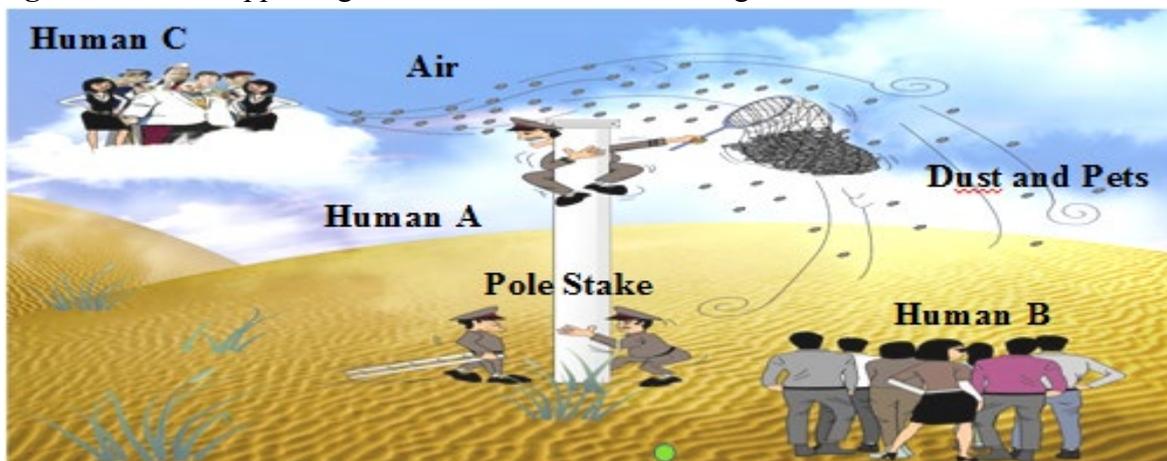
Relationship Structure, Types of Disciplinary Practices and Role of Leaders

Various types of disciplinary practices, the role of leaders and learning organisations as described above are actively associated to form three main elements including Group Existence, Professionalism and Moral Elements. These three elements are characteristic of the Criminal Investigation Division that enables the organisation to thrive. The environment in question includes changes and developments in counter-crime, the dynamics of people's lives in various aspects, increasingly complex science and technology including the demands and expectations of the community.

The community hopes (creative tension) that Criminal Investigation Division organisations live and move in groups as a team, carry out tasks and functions based on professional competence and abilities as law enforcers and guide moral rules and comply with norms. The norm in question are the rules come from the community. These norms form the basis of ideal values that determine the standard of good and evil deeds, thus the assessment is objective rather than based on the paradigm of in-group, hierarchical and ordinate priority models only.

The latter is related to the universal role of the police as guardians of social values. The elements or types of disciplinary practices, the role of leaders and learning organisations that make up the three elements supporting the continuity of the Criminal Investigation Division (groups, professionalism and morals), contain two properties, static and changeable. The first element is static because it rests on ideal values. These ideal values are a source of morals, rules and institutions that regulate people's lives and as a standard rule that must be followed so that society remains sustainable. The second element is not static because Criminal Investigation Division organisations as a power group are vulnerable to being influenced by certain forces in their environment:

Figure 2. Three Supporting Elements of Criminal Investigation



Information:

Human A: Changed elements or wind direction

Human B: Stakeholders or community receiving police services

Human C: A power that has an interest in law enforcement
Air: The environment where crime occurs

Dust and Pests : Crimes in the community

The interaction of Criminal Investigation Division organisations and their environment including elements that form the structure of cause and effect relationships. The elements are analogous in a certain form:

- a. Human group A on static poles: Wind direction elements in the Criminal Investigation organisation. The human being is described as holding and being above the stake holding the entire purifier. Piles are symbols of norms that are constant, must be upheld as work support. Nets illustrate policing instruments that work to combat the crime elements symbolised in dust particles that fly towards the community and endanger the community. Thus, the functionality of the policy is to hold the norm as firm as possible to protect the public from criminal elements.
- b. Human group B below is an illustration of the people who are stakeholders of the Criminal Investigation organisation. Standing on the earth which is a common ground, maintaining the existence of stability norms that underpin the performance of the police and the community itself as well as suppliers of human resources for the police, so that the community must be healthy and free from the elements of crime to be able to produce a healthy police force.
- c. Human group C above constitutes certain parties assumed in society, in a strategic position so that it has the power to influence the implementation of Criminal Investigation Division duties.
- d. Piles illustrate static norms and ideal values as a basic guideline governing the implementation of Criminal Investigation Division tasks so that it follows the right track to achieve the organisation's vision as expected by the community. Ideal values are sourced from the values of life in a society that governs to remain sustainable.
- e. The air is illustrated as situations and environmental conditions in which people live.
- f. Illustration of dust and pests is a symbol of crime that disturb people's lives.

Based on the analogy, the task of cleaning air is determined by the strength of Human A holding and supporting the erection of the pile. Firmness holds a static value supported by integrity and loyalty, while its ability to see dust and pests that spread in the air, both in front and those who will come and their movements in directing the nets capture and clean pests and dust that pollute the air sourced from competence and creativity. The existence of human A on the stake is influenced by the strength of the human being hugging the stake and the moving wind. The factor which can be controlled by Human A is its power to hug the stake.

The stronger the hugging and holding of the pile, the more ability there is to maintain its position to continue the task of cleaning the air and vice versa. The weakness of human A hugging and holding the pile will make human A loose from the stake following the direction of the wind and cannot be of any benefit to the community associated with the task of cleaning the air. In order for human A to hold more and more firmly to the stake, moving people under the pole to move up to the top of the pole with the same or even more qualifications (loyalty-integrity, creativity-competence) is the role of leadership which is the lever for formation of the metanoia alone.

The above analogy explains how learning in Criminal Investigation Division organisations takes place, in reality, it can be revealed that the main task of the Criminal Investigation Division of The National Indonesian Police is to carry out law enforcement which means eliminating and preventing crime from developing and disrupting people's lives. In carrying out the task, various learning disciplinary practices occur, while the role of the leader and leadership style produce a metanoic quality. More clearly, the structure of the causal relationship that occurs between the practice of discipline and the role of the leader and leadership style produces metanoia, such as integrity, loyalty, competence and creativity of law enforcement as the main factors that determine law enforcement.

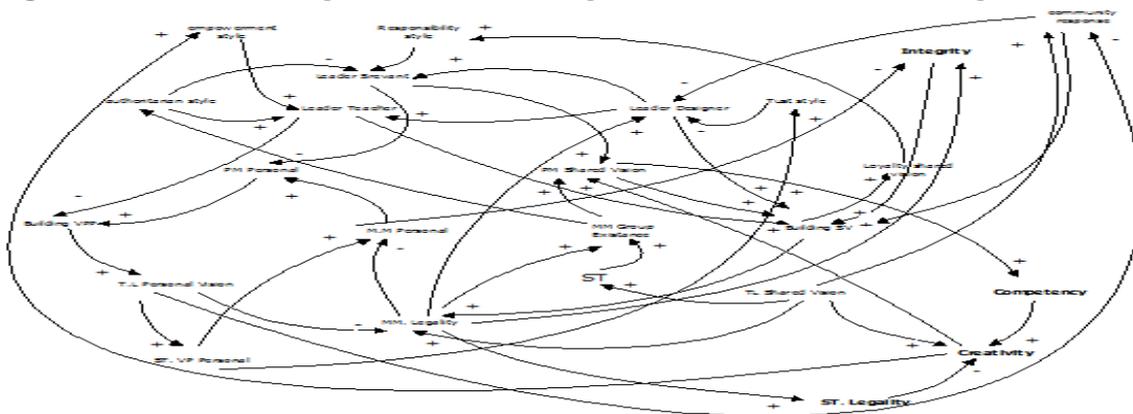
In its application in carrying out the task of loyalty, metanoia, competence and creativity are elements of the direction of the wind. Loyalty as a supporting element of group elements will be strongly associated with loyalty and obedience to leaders who have a dominant force in the group. Therefore the use of loyalty will depend on the leader. Likewise, competence and creativity as supporting elements of professionalism will greatly depend on the direction in which the group is moved (windward) by the leader. The ability and creativity that enable a person to master the implementation of enforcement tasks can be directed to a goal that benefits certain parties while the integrity of metanoia is static because the foundation is the ideal value that develops in the community.

Other static elements as explained in the above description are distributed to the group elements, professionalism and morals are analogous to a stake. These stakes are used by the Criminal Investigation Unit so that they can work to uphold the law according to the community's expectations. Criminal Investigation Division organisations also practice discipline and the role and style of the leader constitutes an element of wind direction. The direction of the wind that is not in the direction of the static element will enable the Criminal Investigation Division's tasks to be carried out easily.

Apart from static elements, Criminal Investigation Division organisations will not be able to carry out their duties to the maximum because their existence depends on the direction of the

wind so that the quality of law enforcement as expected by the community cannot be attained. Ineffective law enforcement will make the community environment unhealthy and produce an unhealthy community. However, when law enforcement is effective the social environment will be free from social ills so that it can produce a positive value system and can then keep the static elements in the Criminal Investigation organisation stand in good condition.

Figure 3. Structure of Organisational Learning Practices at Criminal Investigation Police



The above diagram illustrates that the elements of organisational learning consist of integrity, loyalty, competence and creativity.

a. Integrity

Two factors affect the mental models of legality and orientation of personal vision in organisational learning. The mental models of legality and integrity have a direct relationship, meaning that if mental models of legality increase, integrity will also increase. The internal picture sees that the world works is based on the legality or written norms that live in the organisation based on attitudes at the level of practice of a person or group of people. This attitude will conform or comply with written norms or legal rules that have been set by the organisation. Written norms are formulated by accommodating ideal values that exist in society as a basis for implementing attitudes and behaviours with high integrity. The orientation of mental models to personal vision and integrity have opposite relations if the former ntl models have high personal vision orientation, integrity goes down and vice versa.

On the other hand, a learning organisation with integrityinfluences the building of a shared vision. In practice, changes in integrity in a person or group will encourage the practice of upholding a shared vision in an organisation so that the integrity metanoia and building shared vision have a direct relationship pattern.

b. Organisational Learning Loyalty

The relationship between building shared vision and loyalty moves in the direction of higher (better) building of a shared vision, the higher the loyalty to the group (organisation). The quality of loyalty is owned by all members of the organisation, including members who have the role and position of the leader so that in the practice of leadership, loyalty will be related to leadership style, especially responsibility towards subordinates in the organisation. Loyalty to subordinates in the Criminal Investigation Division of The National Indonesian Police is practised in the form of taking responsibility for any risks related to the direction and orders given to subordinates. Loyalty is also practised in the form of a leader fulfilling various challenges faced by his or her subordinates in carrying out the task through appropriate actions.

c. Organisational Learning Competency

Individual learning encourages increased individual competence. Individual competence through group learning at the group level produces group competence which then creatively transforms individuals in the group. Therefore competence metanoia influences organisational learning creativity. High organisational learning competency will create high organisational learning creativity. Similarly, low competency metanoia correlates with low organisational learning creativity.

d. Organisational Learning Creativity

Organisational learning creativity is determined by organisational learning competence. It will further influence the personal mastery of a enable individuals to understand various realities that display a range of limitations. The quality of personal mastery for individuals who study in organisations will be even higher. The leader will have the awareness to provide space for members to be creative, independent and to apply their abilities optimally in dealing with various problems and difficulties in carrying out their tasks.

Organisational learning creativity is also influenced by team or group learning. Group members who study together and aim for the same goal allow organisational members to experience changes including their creativity. Organisational learning creativity is also determined by the legality of systems thinking. The relationship between these two elements is not in the same direction which means that if the legality of system thinking is high then the metanoia of creativity will be low, likewise, if the system of thinking of legality is low, the metanoia of creativity is high. This relationship occurs because creativity is often produced to overcome various obstacles that have not been regulated or if regulated, these rules make it difficult to achieve certain goals so that systemic thinking based on legality



suppresses the development of creativity which have not been regulated or violate the limits of legality.

Conclusion

The Criminal Investigation Division of the National Indonesian Police has practised the discipline of learning organisations in various ways. These practices lead to organisational learning in four aspects, including legality, integrity, competence and creativity. The main inhibiting factors for the achievement of learning organisations are building shared vision and personal mastery-oriented to personal vision. The Criminal Investigation Division of the National Indonesian Police has practised the discipline of learning organisations in various ways. . It accommodates the principles of hierarchy, chain of command and mechanisms that are applicable even though in practice they are flexible and organic because legally Criminal Investigation Division members as law enforcers have discretionary authority.

Apart from static elements, Criminal Investigation Division organisations will not be able to carry out their duties to their maximum effect because their existence depends on the direction of the wind so that the quality of law enforcement as expected by the community cannot be realised. Ineffective law enforcement will make the community environment unhealthy. . However, when law enforcement is effective, the social environment will be free from social ills so that the community can be healthy and have an effective ideal value system while keeping the static elements in the Criminal Investigation organisation in good standing.

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