
Editorial

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Fetty Poerwita Sary has been working as a Lecturer in Telkom University since 2008. She teaches English, Research Methodology, and Strategic Human Resources Management. Between 1996 and 2001, she took an undergraduate program in English language at University of Padjadjaran. She continued her post graduate program at Indonesia University of Education, majoring English Education. And the last, she finished her Doctoral degree in Educational Administration at the same university. As the educational practitioner and the Head of Management Program of Telkom University, she actively conducting various community services and doing research, becoming speaker in various scientific seminar in Indonesia and abroad, as well as actively writing for scientific journals.

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This special issue carry revised and substantially extended versions of selected papers presented at *4th International Seminar & Conference on Learning Organisation (ISCLLO)*, organised by Telkom University, Bandung, Indonesia, on 25–26 October, 2016.

The purpose of this special issue is to broaden discussions on the complexity of leading learning organisation, including its theory, knowledge process, and practice. At a conceptual level, learning organisation refers to a continuous process to encourage the creation of a leading organisation in coping with the demands of globalisation. In fact, technological advances have further triggered the complexity of processes in a learning organisation. The company should hence be prepared to formulate a proper strategy as a learning organisation in facing global challenges.

Therefore, we aim to enhance the depth of understanding of both academics and practitioners on the issue. Practically, a learning organisation refers to one that has been

facilitating the learning of all of its members, wherein people may continually expand their capacity to create any possible result they truly desire. New and expansive patterns of thinking are nurtured, where any collective aspiration is set free, and people may continually learn together to see complex problems in a holistic manner (Senge, 1994; Pedler et al., 1991). In addition, Watkins and Marsick (1992) have defined learning organisations as being characterised by total employee involvement in a process that is collaboratively conducted, covering any collectively accountable change directed towards shared values or principles. Garvin et al. (2008) have identified three main factors, the so-called the building blocks of a learning organisation, including a supportive learning environment, concrete learning processes as well as practices, and a leadership that reinforces learning. Founded on these building blocks, an effective learning organisation may then produce positive changes in behaviour. If there is no change in behaviour, then the actual learning process may potentially be stated as having not occurred (Sun and Scott, 2003). In establishing a learning organisation, managers may need to conduct several things, e.g., defining a strategy, redesigning organisational structure, and shaping organisational culture (Robbins and Judge, 2013). During the establishment, a learning organisation must be carefully treated to have a strong awareness for responding and aligning with any dynamic environmental changes (Santa, 2015).

Every learning organisation seems to be working on the assumption that “learning is valuable, continuous, and most effective when shared and that every experience is an opportunity to learn” (Kerka, 1995). Among others, SMEs have been recognised as being a sector for practicing a sustainable learning organisation. In fact however, SMEs face many challenges, causing their businesses to sink and that may later force them to ultimately decrease their productions. According to Anggadwita and Dhewanto (2016), many SMEs are experiencing insecure situations, in which it is necessary to perform continuous learning for the development and sustainability of their business activities. In particular, technological advances have been a critical factor in fostering any learning activity (Sianipar and Yudoko, 2014), by which those advances should be treated as the centre of systems and processes in any organisation (Bennett and O’Brien, 1994; Dahiyat, 2015; Dhewanto et al., 2015; Johnson, 2002; Santa, 2015; Sianipar and Yudoko, 2012). Innovation has long been posited as one of activities that may maintain the sustainable business growth of an organisation. Ramadani and Gerguri (2011) have stated that conducting organisational learning on innovation is a highly effective way for companies to achieve a competitive advantage in the market. Alamanda et al. (2015) also explained how learning organisations succeeded in developing a new value co-creation. Essentially, an integrated system in a learning organisation may fuse them into a coherent body of theories, knowledge processes, and practices. Roughly-speaking, the notion of a learning organisation arguably provides managers and others with a picture of how things may develop within an organisation. Thus, the connection may then support persistent collaboration, commitment, accessibility to knowledge and talents, and coherent organisational behaviour.

In this special issue were included six papers, as follow:

- ‘Knowledge management system model for learning organisations’, written by Amin and Mohamad
- ‘An exploratory study of informal learning and team performance in the pre-consulting phase’, written by Sibarani

- ‘Analysis of intellectual capital based on quantity, quality, and systematic assessment: a case study of seven industrial centres in Bandung, Indonesia’, written by Astuti et al.
- ‘Gap analysis of Zalora online application: Indonesian users’ perspectives’, written by Pradana and Novitasari
- ‘Maturity assessment of knowledge management at PT. Cellular Tbk.: a case study at a telecommunication operator in Indonesia’, written by Ghazali et al.
- ‘Purposing division strategy for pharmaceutical producer Dexa Medica in the demanding market’, written by Setiawati and Wahyono.

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