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## RURAL SCHOOL ORGANIZATIONAL LEARNING PATTERNS AND VARIATION

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**Abstract.** This paper derives from a depth study of the patterns and variations of school organizational learning (OL) application in rural schools in supporting their teachers' professional continuous learning (PL). By using total sampling, 172 out of 211 teachers from all primary and junior secondary schools were assigned to spend two days in the survey. Our research findings indicate that teachers and school leaders put high scores on values and practices of school organizational learning. The high values given by the teachers can be translated that they believe that practicing organizational learning is important in order to support and sustain their own professional learning an optimistic effort on improving school organizational learning. We suggest that the teachers' needs on improving their professional learning tend to be homogeneous. It could ease the process of improving school organizational learning which could accommodate and address typical challenges and need of teachers.

**Keywords:** school organizational learning; teachers' professional continuous learning; rural schools.

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### I. INTRODUCTION

In Indonesia, school has been designated as an institution that aims to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation (President of the Republic of Indonesia, 2021). This goal is very likely to be realized by the school considering that school is one of the most significant factors in influencing student achievement (Ell & Major, 2019; Liou & Carrinus, 2020; Scheerens, 2015; Sutanto, 2017; Yin et al., 2019). In this case, student achievement is often used as an indicator to measure the quality of education (Scheerens, 2015).

Nonetheless, schools are not automatically able to promote the quality of their graduates. Effective schools tend to be able to do so. Several effective school models have been developed (Perkins, 2008; Senge, 2012). These successful school models tend to apply learning at the school organization level. In this case, with all its components, schools not only teach students but the schools themselves must also learn. This "learning organization" model is a learning together, where all

components of the school learn continuously in expanding their capacity to pursue their common goal (Senge, 2012). Schools as institutional organizations are willing to always learn continuously, each component of the school organization, such as teachers, administrative staff, and principals can always detect each other's shortcomings or challenges to jointly improve them.

Transforming into a school of continuous learning is not easy. A commitment is needed by all school components to make fundamental changes to the activities that have been practiced so far. Each component of the school needs to reflect and explore itself for starting points to make fundamental changes on their professional routines in school. An organization's success is largely determined by the leadership style and organizational paradigm that is involve all stakeholders. This is in line with School Organizational Learning (OL) culture and a culture of effective leadership to support teacher professional learning in schools. The principal as an education leader has the task of guiding, directing and encouraging all school elements to work together to realize

school goals in improving its quality and supporting teachers' professional learning.

Adopting organizational learning (OL) might help school to improve its quality culture through sustainable learning at all levels of the organization. In this regard, conducting learning continuously is the heart of the organizational learning practices (Kızıloğlu, 2021; Norman et al., 2022; Salabi & Prasetyo, 2022). In the context of a school, an effectiveness tends to be measured from the pupils' achievement. The school effectiveness is influenced by a number of factors, one of which is the quality of teacher (Pedder et al., 2005). An effective teacher, who was characterized as conducting sustainable learning, tend to affect pupils' achievement more significantly. Nonetheless, a learning teacher should be supported and facilitated by schools, in order to make the learning sustained (Brown & Flood, 2020; Pedder & Opfer, 2012). In this regard, effective organization learning of school tend to be able to promote etchers professional learning, that it could be a learning culture in a school and tend to be able to be sustainable (Brown & Flood, 2020). As was suggested by researchers, a teacher with sustainable learning tend to affect pupils learning more significantly than those who adopt incidental learning.

To be able to transform into a learning school with an effective organizational learning, the school needs to make a great effort. In doing so, a school can begin by identifying the potential and challenges in schools. In this case, the school self-evaluation process could be a triggering point to begin the effort of the transformation (Hall & Noyes, 2009; Pedder et al., 2005). Through this school self-evaluation (SSE), schools can conduct critical evaluations related to school policies, leadership practices and teaching practices by teachers. With this initial identification, schools will find it easier to design strategic steps to improve their organization and hence the professional learning of teachers at school.

An effective evaluation is driven and trust, professional friendliness, and support. To reach such principle, in this research we employed teacher and school (Irwan & Putra, 2021; Pedder et al., 2005; Pedder & MacBeath, 2008; Pedder & Opfer, 2012). In this regard, on every statement in the questionnaire, the respondents were asked to respond twice, in relation to their values and the practices. The teachers' values indicated how important for them that school implement effective organizational learning in order to support their professional learning in school. Meanwhile, the practices indicate their perspective regarding how far the school have implemented organizational learning practices in the school. By using the values-practices of teachers and school leaders, we will be able to describe the pattern of the values and practices, and to identify the gap between the values and the practices. The gaps, in this respect, could be a sign of the existence of challenges which the school need to address in order to improve their effectiveness.

This study aims to describe the extent to which OL activities have been implemented in schools so as to support teachers' professional learning (PL), as well as what their values are like about the school's OL. To get an in-depth picture, this study also investigated variations in teacher

values and practices related to schoolwork by comparing teacher responses by teachers' length of teaching experience, length of teaching experience in current school, length of teaching experience in the current subject, subject taught, certification status, education level, leadership and responsibility level in school, gender, and school level (Elementary, junior or senior high school). Therefore, the results of this study illustrate the patterns and variations in the values and practices of related teachers in the schools involved in this research. In addition, the gap between teachers' values and practices regarding their schools' organizational learning (OL) could provide an overview for schools regarding the map of challenges they face in transforming and implementing the learning schools model or organizational learning.

A number of research related to this topic has been performed by previous researchers (Irwan & Putra, 2021; Pedder & Opfer, 2012). If compared with these previous researches, this research is distinguished since it focused more on teacher's perspective regarding the organizational learning practices in supporting teachers' professional learning in school. In addition, by using total sampling, the errors in data collection could be minimized, so that the data accuracy can be improved. Further, the variation analysis performed in this research could give the opportunity for this research to provide an in-depth description of the patterns and variations of school organizational learning (OL) application in rural schools in supporting their teachers' professional continuous learning (PL).

## II. METHODOLOGY

### A. Research Design

This study adopted quantitative approach in the form of rural teachers' self-evaluation survey (Creswell, 2012, 2014). Survey research was adopted due to its characteristics, which is able to accommodate large number of respondents, in order to describe tendency, pattern and dispersion of data.

### B. Research Participants

This research was conducted in Jelai Hulu District, a rural sub-district in Ketapang Regency, West Kalimantan, Indonesia. 172 out of 211 teachers from all primary and junior secondary schools were involved in the survey. In this sub-district, there were a total of 18 primary and secondary schools, both public and private. The total sampling technique, which aimed to involve the entire population in the data collection process, was used in considering the study participants.

### C. Data Collection

To collect the data, rural teachers' self-evaluation questionnaire was distributed to each school. Teachers were given two days to fill in the survey. The questionnaire, which was adapted from (Irwan & Putra, 2021), were using 4 Likert scale, and consisted of 37 organizational learning (OL) activities. The activities were originated from five factors

underlying OL in school (Irwan & Putra, 2021; Pedder & Opfer, 2012), namely (1) building social capital, (2) involving teachers in school policy development, critic and goals setting, (3) developing a sense of where we are going, (4) supporting, experimentation, collaboration and networking, and (5) valuing learning. Before being used, the questionnaire had been validated and piloted in order to ensure the validity and reliability of the questionnaire.

To respond each item of the questionnaire, the respondents were given two options: their values and practices. Their values represent their perspective regarding how important it is for their schools to implement these items in order to support teachers' professional learning (PL). While their responses regarding the practices indicated the intensity of the school practicing each OL activities in supporting their own PL. To improve the quality of data, we divided responses based on several teachers' characteristics, namely school level (Elementary, junior or senior high school), length of teaching experience, length of teaching experience in current school, length of teaching experience in the current subject, subject taught, certification status, education level, leadership and responsibility level, and gender.

#### D. Data analysis

To describe the patterns of schools' OL based on teachers' perspectives, descriptive statistics were employed, while to map the variations and consistence of the finding, the data across respondents were compared to each other by using correlational analysis

### III. RESULTS AND DISCUSSION

#### A. Results

Data analysis result revealed that the average values of teachers on the importance of organizational learning being practiced by school to support their professional learning (PL) in schools are at a high level (average value 2.9). Meanwhile, the score given by the teacher to OL practices at school is 2.6. Even though this figure is lower than that of the teachers' value, it is still in the high category. This score indicates that the teachers assessed overall activities that refer to organizational learning practices have been applied with frequent intensity in their schools. However, the gap between the average score of values and that of the practices indicated that there was still a gap between teachers' expectations and what school have practiced on implementing organizational learning in school. In more detailed teachers' values and practices on each activities or school organizational learning (OL) is described below.

1) *Building Social Capital*: Building Social Capital factor underlying school organizational learning (OL) in which a school support professional learning of teacher by building relationships and connections that occur between individuals or groups in everyday life at school. There are seven school activities included in this factor, as follows.

- Teachers discuss openly with colleagues what and how they are learning

- If teachers have a problem with their teaching, they usually turn to colleagues for help
- Teachers regularly collaborate to plan their teaching
- Teachers offer one another reassurance and support
- Teachers frequently use informal opportunities to discuss how children learn
- Teachers are helped to become more aware of professional standards

This factor reflects school initiatives to support discussion between individuals or groups and collaboration between teachers. The patterns of teachers' values and practices on each activity included in this factor and the gaps between the values and practices are presented through Figure 1.

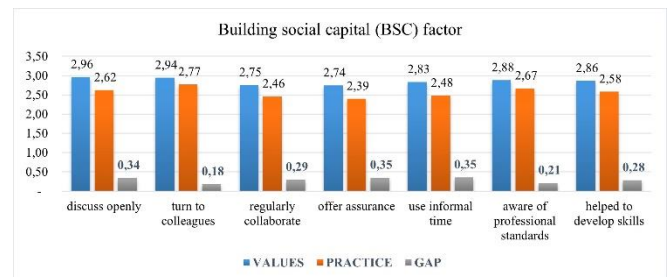


Fig. 1 Organizational learning patterns on Factor 1

As can be learnt from figure 1 above, teachers values and practices on school OL are between 2.51 to 5, which are categorized as high level. Those figures indicate teachers put high importance on each OL activity included in Building Social Capital factor (their values) and believed that schools had implemented all those activities frequently. Nonetheless, as can indicated by the gaps, there are still discrepancy between the values and the practices. In this regard, the values are higher than the values. It indicated that there are still unfulfilled expectation of teachers regarding how school implemented each activity on BSC factor.

2) *Involving Teachers in School Policy Development, Critiques and Goal Setting Factor*: This factor is a form of school commitment in involving teachers in every school decision-making process. In this case, schools provide sufficient opportunities for teachers and all stakeholders in schools to provide constructive criticism, suggestions and input to build school quality. In addition, this factor also provides space for teachers to evaluate school policies. The six PL activities included in this factor are as follows.

- Teachers are actively involved in evaluating school policy
- Opportunities are provided for teachers to critically evaluate school policy
- There are processes for involving all teachers in decision making
- Teachers' professional learning is used in formulation of school policy and goals
- Teachers' professional learning is used in formulation of school policy, even where this leads to a questioning of established rules, procedures and practices
- Teachers participate in important decision-making

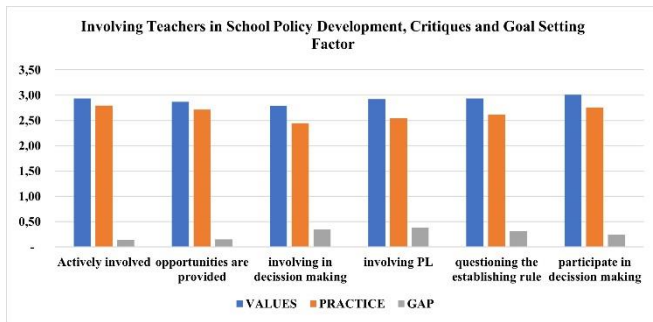


Fig. 2 Organizational learning patterns on Factor 2

As was the case in previous factor, in this factor, teachers' values-practice level in in high category. The mean scores indicated that teachers considered that all activities in this factor were important to be implemented by the school in supporting their own professional learning. Meanwhile, their practice scores showed the teachers judged their school to have implemented the activities frequently. However, there were still gaps between values and practices as well, where the values were higher that the practices.

3) *Developing a Sense of Where We are Going factor:* In this factor, school promote commitment among teachers toward the development of the schools. In addition school also discuss clearly about the school development plans and that the teachers eager to support the schools and understand well about where the school is going. There are six activities included in this factor, as follows.

- School leaders promote commitment among teachers to the whole school as well as to their subject department
- Teachers have a commitment to the whole school as well as to ir subject department
- Teachers see the school improvement plan as relevant and useful to learning and teaching
- Teachers development time is used effectively to realize school improvement priorities
- School leaders communicate a clear vision of where the school is going
- Teachers have a good working knowledge of school improvement plan



Fig. 3 Organizational learning patterns on Factor 3

Figures 3 above indicated that teachers put high importance on activities included on developing a sense of where we are going factor to be implemented by school in order to develop their own professional learning. In addition, the practices scores can be translated that the teachers considered that the school had practiced the activities frequently. However, as

was the case in previous discussed factors, there are still gaps between teachers' values and their practices. The values were still higher that the practices.

4) *Supporting Experimentation, Collaboration and Networking factor*

This factor put forward schools' initiative to support teachers' skill in experimenting on their teaching and learning, to develop collaboration with colleagues and other parties in developing their teaching and learning and to widen their relation and networking within and beyond the schools. There are four activities included in this factor, as follows.

- School provides teachers joint-planning time
- Teacher-initiated networking is an integral element of staff development
- School system encourage impact evaluation of professional development activities
- Formal training provides opportunities for teachers to develop professionally

The values and practices put by teaches on all OL activities included in this factor can be learnt from figure 4.

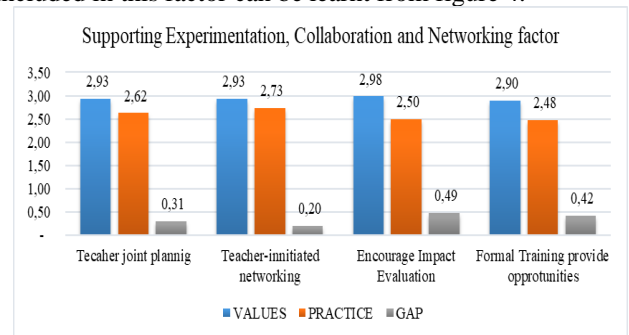


Fig. 4 Organizational learning patterns on Factor 4

As can be observed from Figure 4 above. All activities were given high score on values and practices. The highest gap score was identified on activity 3, school system encourage impact evaluation of professional development activities.

5) *Valuing Learning:* Valuing Learning is a culture developed in school in which learning is placed as a need to be conducted, not only for student but also for teachers. On the other words, not only students, but teachers also learn to develop their capacity in school. In this regard, the school is developed to be a learning community in which everybody enjoyed to learn continuously in the school. Moreover, as it is considered important, every achievement in learning would be appreciated and praised. Five OL activates included in this factor are as below

- Teachers believe that all pupils are capable of learning
- Pupils in this school enjoy learning
- Teachers as well as pupils learn in this school
- Pupil success is regularly celebrated
- Teachers use insight from their professional learning to feed into school's social policy development

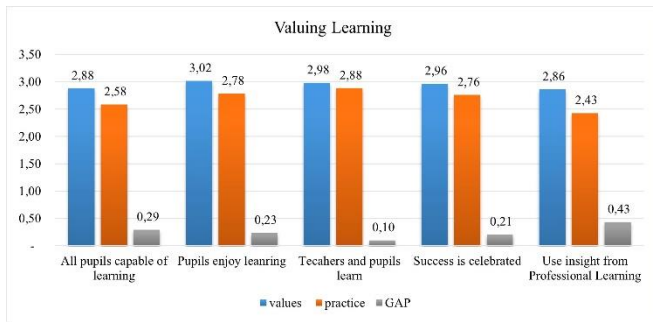


Fig. 5 Organizational learning patterns on Factor 5

As can be observed from figure 5 above, Valuing learning factors, based on teachers' perspective, have been implemented frequently and have been valued highly. The gaps were still existed between values and practices. The values are still higher than the practices.

### Variation of Teachers Values and Practices on School Organizational Learning

To be able to describe the organizational learning of rural school comprehensively, we analyze the variation of the teachers' responses regarding their values and practices on school organizational learning (OL). To do so, we used correlational analyses to compare teachers' responses by several teachers' characteristics, namely school level (Elementary, junior or senior high school), length of teaching experience, length of teaching experience in current school, length of teaching experience in the current subject, subject taught, certification status, education level, leadership and responsibility level, and gender. The finding of the analyses are presented below.

#### 1) School OL variation by school level; elementary school (ES) or junior high school (SHS)

As can be learnt from Table 1, there are a number of significant correlations found (P Value > 0.05). the correlation can be seen on teachers' responses on school OL practice on factors (1) Building Social Capital (0.002), (2) Involving Teachers in School Policy Development, Critic and Goals Setting (0.01), and (3) Valuing Learning (0,02).

TABLE I

ORGANIZATIONAL LEARNING VARIATION BY SCHOOL LEVEL

Organizational Learning Factors	Level of School Where Teacher Teaches		Between-Group Differences		Sig.
			ES	JHS	
Building Social Capital	Value	N	127	44	0.14
		SD	1.39	1.59	
		Mean	1.89	2.26	
		$\alpha$	0.29	0.15	
	Practice	N	128	44	0.002
Involving Teachers in School Policy Development,	Value	N	128	44	0.97
		SD	1.39	1.75	
		Mean	1.85	1.84	
		$\alpha$	0.54	0.35	
	Practice	N	128	44	0.01

Critic and Goals Setting	SD	1.34	1.41		
	Mean	1.60	2.20		
	$\alpha$	0.54	0.35		
Supporting, Experimentation, Collaboration and Networking	Value	N	128	44	0.60
		SD	0.12	0.15	
		Mean	0.19	0.2	
	Practice	N	128	44	0.50
		SD	1.86	0.13	
		Mean	0.37	0.18	
	$\alpha$	0.03	0.59		
Valuing learning	Value	N	128	44	0.091
		SD	0.14	0.15	
		Mean	0.17	0.22	
	Practice	N	128	43	0.02
		SD	0.13	0.13	
		Mean	0.15	0.2	
	$\alpha$	0.52	0.5		

On Building Social Capital factor, elementary school teachers gave lower score on school organizational learning practice than the junior high school teachers did, with the average score comparison of 2.45 by 2.87. Nonetheless, those figures were still categorized as high, which means that elementary dan junior high school teachers judged their school to have practiced Building Social Capital factor frequently in supporting their professional learning in school.

Almost similar trend also found on other two factors, namely Involving Teachers in School Policy Development, Critic and Goals Setting factor and Valuing Learning factors. However, the score given by both school group were in different level, where elementary school teachers put low score on school OL practices, while the elementary school teachers gave a high one. Involving Teachers in School Policy Development, Critic and Goals Setting factor was considered being practiced rarely in elementary school (mean = 1.60) and frequently in Junior High School (Mean = 2.20). in similar category, valuing learning factor had been practiced rarely in elementary school (mean=1.50) and frequently (2.10) in Junior high School.

2) School OL variation by teachers' length of being a teacher: To investigate teachers' responses variation based on their length of being a teacher, the length of teachers' teaching experience was divided into four ranges, less than 10 years, ten to twenty years, twenty to thirty years, and more than thirty years. To find the variation, analysis of variance (ANOVA) was used. The result of the test are recapped in table 2.

Different year of being a teacher seems correlate with values given to factors Building Social Capital, Involving Teachers in School Policy Development, Critic and Goals Setting, Supporting Experimentation, Collaboration and Networking, and Valuing Learning. On those factors the significant different score of teachers' values was significant (Sig. value < 0.05). Such figure indicates that, statistically, teachers across different length of teaching experience put different score on the importance of school implementing OL on those factors, in order to support teachers professional learning. To find out which teaching experience category

gave different values, post hoc tests were conducted. The result of the test revealed that on Building Social Capital factor, teachers with teaching experience of less than 10 years put different values with those having teaching experience of 10 to 20 years (Sig. 0.02) and 21 to 30 years (sig.=0.04).

On Involving Teachers in School Policy Development, Critic and Goals Setting factor, teachers' values differences was identified between those having teaching experience of 10 to 20 years with those having less than 10 years (sig. 0.008) and 20 to 30 years of teaching experience (sig. 0.02).

As also can be learnt from Table 2 above, the values differences were also identified on Supporting Experimentation, Collaboration and Networking factors (sig.0.01). Post hoc test revealed that teachers with teaching experience of less than 10 years put different values to those with teaching experience of 10 to 20 years (sig.= 0.004) and 20 to 30 years (sig.=0.042). Furthermore, on factor Valuing Learning the different values was identified between teachers teaching less than 10 years with those teaching 10 to 20 years (sig. 0.01), and between teachers teaching more than 30 years with those teaching 10 to 20 years (sig. = 0.008) and 20 to 30 years (sig. = 0.02).

those teaching 10 to 20 years recorded different practice scores to teacher teaching less than 10 years (sig.=0.005) and teaching 20 to 30 years (sig. = 0.002).

Teachers responses variation by employment status and subject taught: To find out the variation of teachers values and practices regarding schools organizational learning, correlational analysis were conducted on the responses by teachers' employment status and subject taught. Employment status was divided into three categories, civil servant teachers, government contracted teachers and school contracted teachers. Meanwhile, subject taught was also grouped into three groups, language teachers, science teachers and grade teachers. Overall, there were no significant correlation between those categories of teachers to their responses, except on some organizational learning factors. Correlational analysis conducted based on employment status identified significant correlation on Developing a Sense of where We are Going factor (sig.=0.02) and on Valuing Learning factor (sig.=0.01). Meanwhile, correlational analysis conducted by teachers' subject taught only identified significant correlation on Supporting, Experimentation, Collaboration and Networking (sig.=0.04). Such figures showed that, overall, teachers across different subject taught and employment status, statistically, had almost similar views when they came to see their schools' organizational learning practices.

In order to gain more comprehensive picture regarding the variation of teacher values and practices, their responses were also compared by a number of other variables, such as by teachers' certification status (certified or non-certified). Teacher certification is one of the government's mainstays to ensure the quality of education in schools. Those who are certified are deemed worthy of teaching and can earn additional income. With such pivotal program, it was considered important to find out whether there is a difference of values and practices of certified and uncertified teachers regarding their school organizational learning. In addition, a number of other variables were also considered, such as teachers' education level (senior high school, bachelor or magister), length of teaching in their current school, length of teaching their current subject taught, and by their gender. Teachers' responses across all those variables were compared to describe the variation of the teachers' responses. To do so, correlational analysis and analysis of variance (ANOVA) were conducted. The results o the analyses suggested that there was no correlation between those variables to teachers' responses. It can be translated that the teachers' values and practices regarding their school organizational learning to support their own professional learning at school, as was reported earlier, were statistically similar. In this regard, teachers across those variables considered their school had practiced OL activities frequently in school, and that doing so was important in supporting their professional learning at school.

TABLE II

ORGANIZATIONAL LEARNING VARIATION BY SCHOOL LEVEL LENGTH OF BEING A TEACHER

Organizational Learning Factors	Terms	Long Being A Teacher (years)				Sig.
		< 10	10 – 20	20- 30	>30	
Building Social Capital	Values	N 87	65	9	11	0.03
	SD	1.39	1.44	1.55	1.53	
	Practice	N 87	65	9	11	0.74
	SD	0.72	0.70	0.69	0.51	
Involving Teachers in School Policy Development, Critic and Goals Setting	Values	N 87	65	9	11	0.01
	SD	1.48	1.43	1.49	1.30	
	Practice	N 87	65	9	11	0.30
	SD	1.35	1.45	1.27	1.19	
Developing a Sense of Where We are Going	Values	N 87	65	9	11	0.55
	SD	1.55	1.53	1.28	1.74	
	Practice	N 87	65	9	11	0.001
	SD	1.42	1.33	1.14	1.48	
Supporting, Experimentation, Collaboration and Networking	Values	N 87	65	9	11	0.01
	SD	0.13	0.12	0.12	0.14	
	Practice	N 87	65	9	11	0.89
	SD	2.26	0.23	0.09	0.09	
Valuing Learning	Values	N 87	65	9	11	0.007
	SD	0.14	0.14	0.15	0.12	
	Practice	N 87	65	9	11	0.29
	SD	0.12	0.13	0.15	0.14	

Meanwhile, on Developing a Sense of Where We are Going factor, the differences were identified on teachers' practice score (sig. = 0.001). post hoc tests identified that

**B. Discussion**

1) *High Level of Values and practices on School Organizational learning; a promising perspective:* Organizational learning, as has been defined earlier on this

paper, refers to a school culture which emphasizes on sustainable learning on all levels of school administrators and involving all school stakeholders. If running well, organizational learning could promote and sustain teachers' professional learning as it places teachers as one of the pivotal roles in school development (Avidov-Ungar, 2016; Gairín Sallán et al., 2021). Sustained professional learning of teachers could lead to the improved pupils' learning (Cirocki & Farrel, 2019; Liou & Canrinus, 2020; Pedder et al., 2005). As was reported on finding section, teachers and school leaders had viewed that their respective schools had practiced organizational learning frequently (mean score = 2.9 out of 4). Such view illustrated teachers' and school leaders' optimism that their schools had been on the right track in providing adequate support and opportunities for their sustained professional learning. Considering that the schools participating in this research were in rural areas, this finding could be a new hope for all participating schools that out of their challenging effort on improving their school effectiveness, they have had an essential capital, namely an organized learning community through the school organizational learning.

Moreover, the high scores recorded by the teachers and school leaders on their school' organizational learning indicated the good match between the teachers professional learning needs and the supports that school has provided. The frequent level of organizational learning practices reported by the teachers and school leaders symbolizes that teacher have found that their professional learning in school have been well supported by their schools. This finding follows the trends of previous researches in this field (Irwan & Putra, 2021; Pedder & Opfer, 2012). Those researchers have also found that teachers tend to put high score on their school organizational learning.

2) *What do teachers' values mean for their schools' effectiveness?:* Along with collecting teachers' and school leaders' perspectives on the practice of their schools' organizational learning, the data regarding the teachers' values was also gathered. The values, in this respect, referred to the teachers' and school leaders' views regarding the importance of the schools to practice organizational learning in supporting their professional learning. As was reported on finding section above, overall, teachers and school leaders put high importance on this issue. It can be translated that teachers and put high expectation on their school to practice organizational learning in order to promote their own professional learning in school. The value scores also indicated a collective expectation of schools' stakeholders that their school need to practice the organizational learning, to improve their effectiveness by promoting teachers' professional learning.

Moreover, the values also imply the priority setting of teachers and school leaders regarding the sustainability of both professional and organizational learning in the schools. Every practice which was given high values, tend to be prioritized to be implemented, and vice versa. In this regard, the collective values of teachers and school leaders could be

a strategic capital for schools to support sustainable learning in their schools (Dudley et al., 2020; Rosen, 2017).

3) *Values-practice gaps identified, a starting point for school effectiveness improvement:* Despite the high value-practice scores recorded by teachers and school leaders, gaps are still identified on a number of school organizational learning activities. Overall, teachers' values tend to be higher than the practices. Such findings imply that there was still unfulfilled expectation of teachers in relation to their school organizational learning practices. For school improvement processes, the gaps could be initial signs to improve school effectiveness. The organizational learning activities in which the values-practices gaps are identified, are improvement points which school should pay more attention, in order to improve their effectiveness. If the gaps could be minimized, the school effectiveness could be improved (Baan et al., 2019).

4) *Low variation of teachers' values-practice means a high opportunity for school improvement:* In order to gain comprehensive data regarding teachers' and school leaders' values and practice on their school organizational learning, a number of correlational analyses were conducted to find out the variation of teachers' responses. In this regard, a number of variables were involved, such as teaching experience, school level, gender, and leadership responsibility levels. Data analysis indicated that there are no wide variety of teachers responses. In this regard, there was only a small number of these variables are correlated to teachers' values and practices, the rest are uncorrelated. The small variation in teacher values-practice indicates the small difference in teacher needs related to organizational learning practices that can support their professional learning. This will make it easier for schools to improve the quality of their organizational learning by accommodating all the needs and aspirations of teachers (Hanly & Heinz, 2022; Prenger et al., 2021, 2021).

#### IV. CONCLUSIONS

School organizational learning is characterized as a school conducting sustainable learning in all levels, in order to promote and facilitate teachers' professional learning in school. A comprehensive survey was conducted involving almost two hundred teachers and school leaders to investigate the level of values and practices of all participants on their schools' organizational learning. Data analysis indicated that teachers and school leaders put high scores on values and practices of school organizational learning. The high values given by the teachers can be translated that they believe that practicing organizational learning is important in order to support and sustain their own professional learning. By then, the quality of classroom learning could be promoted. Furthermore, the high practice level recorded by teachers indicated that teachers had viewed their school to have been practicing organizational learning practices in frequent level. Such findings indicated that the school, as seen from teachers' point of view, has been on the right way in supporting teachers' professional learning. This fact can be a sign for those concerning in improving school effectiveness. An effective

organizational learning practice could lead to school effectiveness improvement.

Further data analysis revealed a small variation on teachers' and school leaders' values and practices on their schools' organizational learning. The finding implies an optimistic effort on improving school organizational learning. The small variation means that the teachers' needs on improving their professional learning tend to be homogeneous. It could ease the process of improving school organizational learning which could accommodate and address typical challenges and need of teachers.

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