

LEARNING ORGANIZATION AS DRIVERS OF HUMAN RESOURCES 4.0 AT THE TECHNICAL UNIVERSITY OF MALAYSIA MELAKA (UTEM)

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ABSTRACT

The borderless and dynamic globalization environment has forced universities to operate in a more complex and competitive higher education landscape. Hence, it is important for universities to function as learning organizations to ensure their survival, be resilient and achieve sustainable growth especially in the era of Industry 4.0. This study, which used the case study method involving Malaysian public universities, intended to investigate the implementation of learning organization practices as main drivers. Data were collected by conducting interviews involving eight respondents from each university and were analysed qualitatively. The study sample comprised three categories of human resource personnel, namely executives, management staff and academic staff. Findings show that the universities had managed their three subsystems, namely leadership, work system and structure, as well as resilient performance and staff development, at different levels. Among the three subsystems, work system and structure were identified to be at the highest level, followed by leadership and finally, resilient performance and staff development. The seven learning organization practices which were information flow, organizational climate, individual/group development, individual/group practices, vision and mission staff achievement and feedback found to be main drivers among the human resources personnel. Conversely, five practices that were yet to become common learning organization practices were executive practices, work systems and organizations, training and education, management practices, as well as reward and recognition. Universities that function as learning organizations assume learning to be a catalyst for the development of resilient human resources. Therefore, the university is able to survive and sustain its dynamics in a competitive environment in a higher education system, especially in the era of Industry 4.0. This paper may have some direct implications towards the industrial 4.0 (IR4.0) movements in Human Resources in Malaysia which able to provide new insight into the exploration of the idea through the practice of learning organization.

Keywords: learning organisation, human resources, industry 4.0, implementation, university

1.0 INTRODUCTION

The human resources are overwhelmed by technological advances, and every day they are facing new sophisticated technological structures that impact their everyday lives. Industry 4.0 significantly influences the environment and a massive change in the labour market can be observed (Morrar, Arman & Mousa, 2017). As a natural result, many institutions are experiencing a massive transformation that will change they work (Rana & Sharma, 2019). Emerging human resource management practices in Industry 4.0. Strategic HR Review.). Today's essential skills will cease to be so in the future, and the workforce is expected to have new skills in IT, data analysis, etc. How it can be collected and analysed and used to make and develop the right decisions has become a competitive factor. Industry 4.0 (IR 4.0) should be used to successfully help the organisation's technical transitions meet sustainable growth targets. Using new technology as they apply to IR 4.0 seems to build a room for creativity that increases companies' competitiveness on human resources. Furthermore, the journey to Industry 4.0 is often an evolutionary one that 'virtualises' functions and processes at different times. The technology used must be flexible to optimise the trade-off between system performance, such as the load and operational perimeter that a system can manage and the associated costs. An unexpected effect seems to be traceable and acts like the gap due to the nature of new knowledge needed for its activities. This gap starts to stand out since it is inconsistent with the third industrial revolution's main activity. Although many scholars believe that Industry 4.0 will do more than hurt, it still draws people's attention to the fact that it appears to pose some potential negative challenges (Chams & García-Blandón, 2019). In a nutshell, industrial technology and work computerisation have dislocated a substantial

On the other side, though, the newest developments can contribute to the growth of new employment and new development fields. There is also a significant effect on environmental conservation (Mukhuty, Upadhyay & Rothwell, 2022). Strategic sustainable development of Industry 4.0 through the lens of social responsibility: The role of human resource practices. Business Strategy and the Environment. Through this study, it is clear that few existing studies have shown that the introduction of new emerging technology is an advancement that will help improve efficiency and increase quality human resources 4.0 competitiveness. Often analysts think these innovations have harmful consequences that can contribute to human resources on the development. The introduction of such new technologies in combination with environmental drivers Industrial Revolution (IR) 4.0 and according to observation will add several structural changes (challenges) to the efficiency of the development of human resource at Malaysian private companies. As many manufactures surround this organisation, they need at least better data organisations than their competitors

Changes in global trends provide a clear signal to an organization that it should prepare and adapt to the changes in order to sustain its competitiveness and achieve excellence. Generally, an organization's competitiveness is determined by its ability to meet the demands of clients and stakeholders. These demands are in the form of high-quality products and services, trust, as well as meeting technological, economic, political and social changes. Fulfilling these demands goes beyond meeting a client's expectations as it also predicts what clients will want in the future. In fact, universities are faced with issues of change that also affect their approach in a managed and organized manner (Bui and Baruch, 2010).

The country's need for high quality higher education has been expressed through the formulation of general and specific policies that are continuously updated from time to time. Demand for changes in a university's development comes under the auspices of the Ministry of Higher

Education (MHE) (Morshidi & Kaur, 2010). In fact, formulation of the National Higher Education Strategic Plan (PSPTN) is also a paradigm shift towards improving a university's development at national and international levels. This strategic plan was developed to improve the quality, competitiveness, creativity and innovation of higher education to meet current market demands in the face of global challenges. The ability to exploit all available resources, such as finance, time, technology and human resources, is necessary to ensure universities are able to produce above-par services and quality products (Mok, 2010b). Thus, if all these human resources activities and its workforce are organized and systematic, then a university can develop in a dynamic and exceptional manner. An organization's human resource can continue to learn to overcome various competitive pressures. Therefore, learning and continued learning is a responsive and imperative initiative that should be undertaken by an organization today (O'Brien, 1994). Organizations can also use adaptation mechanisms (acceptance) and bring about changes leading to a more productive work culture (Mok, 2010b).

Learning organizations have been seen as drivers of the success of human resources. It constantly develops the capacity to produce desired results, cultivate new and innovative patterns, create ambitious ideas and assist people to constantly learn together (Senge, 1990b). Universities play an important holistic role in empowering the culture of knowledge through the development of human capital. Strategists predict and react to macro and micro environmental influences because they also pose opportunities and challenges and strengths and risks to their companies, and form their willingness to evolve and or participate in strategic and or tactical initiatives. In the context of a university, its scientific community, comprising academics, administrators and support staff, should understand the university's vision and ambitions from a superior perspective. In fact, the university should possess highly skilled human capital that is always prepared and eager to explore new challenges and innovations as well as have a sustainable mindset driven towards developing a high-performance working experiences (Kraus et al., 2021). A learning organization is a new paradigm that requires constant adaptation to an ever-evolving environment in order to effectively achieve sustainable performance (Klein and Lishchinsky, 2016). This type of implementation aims to assist changes to the human resources element that will benefit the organization through the creation of work values and norms as well as adaptation to developmental and technological change.

There is a myriad of studies on the implementation of learning organizations with the majority focusing on profit-oriented organizations (Lawler and Sillitoe, 2013). However, research on organizational learning is still lacking. Hence, this study examined the extent to which a university's human resources manages a learning organization. In addition, each university has different human resource characteristics, such as universities that focus on the core technical aspect where most human resources activities are dominated by men. No specific study to date has investigated gender differences in learning organizations. In general, this study aimed to analyse the perception of human resources personnel (executives, management and academic staff) regarding the implementation of organizational learning in a university. In the ever-changing context of globalization, the implementation of learning organizations can generate change and provide strength for preserving a university's excellence in exploring and producing innovations.

The resilient aspect is absolutely necessary for developing and sustaining a university's human resources with the aim of properly managing the organization. Resilience actually focuses on interpersonal relationships in an organization parallel with the development of human resources aspects that view a prosperous individual as having a good relationship with surrounding co-workers (Luthar, Lyman, & Crossman, 2014). Therefore, due to its importance to the university and its staff itself, it is appropriate to analyse the implementation of a learning organization based on the human resources perspective (executive, management and academic staff) in the university.

2.0 LITERATURE REVIEW

According to Anealka (2018), the needs of IR4.0 are important to enable new opportunities in the university system. The innovative approach needs to be given in developing new ideas, change certain skills, and improve content to meet changing demands in IR4.0. Since higher learning institutions are anchor institutions for economic development, the human resources' involvement and forming partnerships with industries will be an essential part of success in higher education. In the future, the collaboration between industries and higher education institutions will be significant. Therefore, the responsibility for creating a high-quality education should collaboratively be shared among university students and the industries. To remain relevant and competitive, the university needs to advance in science and technology and offer education 4.0 relevant programs. Sustainable development in universities is vital to be achieved because at this level, human resources are being prepared to emerge with skills and incorporate knowledge on what they had gained and brought in the real context. To implement sustainable development, it became necessary to develop the ideas further in terms of defining what sustainability means and the relevance of educational development

Researchers and organizational management experts emphasize the need for organizations to transform into learning organizations in anticipation to changes and ensure organisational sustainability. An organisation's most valuable resource is its human capital, which learns and applies what is learned in the organization in a productive manner (Bui and Baruch, 2010; Hussein et al, 2014). Therefore, implementing a learning organization within an organization emphasizes on what its human resources personnel have learned in order to ensure that the learning organization is successful.

According to Lawler and Sillitoe (2013), only organizations that successfully manage and sustain their advantage will be able to overcome their potential competitors. The advantage of a learning organization is that it can empower the organization to outperform its competitors. Continuous improvement through learning is a catalyst for generating change that can lead to an organisation's excellence. Various issues that are on the agenda for preserving a learning organization have become the focus of discussions. Some of these issues are related to learning, organizational culture, leadership, organizational structure, development, performance and constraints. Therefore, one element that requires full attention when creating a learning organization is to instil a high calibre and skilful leadership team because leadership is the most important aspect of successful learning (Caldwell, 2012). The atmosphere and climate of an organisation's environment also play a role in creating a learning organization.

Although the learning organisation concept is easy to implement, it is not easy for an organization to become a learning organization. Schumacher (2015) supported this view and said that it is not easy for an organization to admit or call itself a learning organization. Various problems or constraints can impede the implementation of this concept and directly reduce the effectiveness of the learning process in the organization. Aspects of the organisation's system, structure and management are also barriers to the existence of learning organizations. This situation leads to an organizational environment that does not encourage learning activities, either in terms of knowledge or views.

Universities act as learning organizations due to the vibrant world of higher education, which is constantly evolving and improving (Singer and Smith, 2013). Organizations, including IHL, are also aware that the human workforce is a form of human resource that helps to generate, connect, drive and coordinate with other assets in the organization. Studies related to learning organizations have been conducted both, abroad and in the country. Some studies have discussed the concept and model of learning organizations (Bui & Baruch, 2010; Viacava & Pedrozo, 2010). These studies focus on different aspects, such as the implementation of learning organizations, human resources and learning organizations, learning styles, knowledge management, vision and learning

organizations, organizational climate, leadership and learning organizations and effects of organizational learning.

Lawler and Sillitoe (2013) stated that information sources should be productive and content-rich because it determines the level of quality and quantity of employees going through the learning process in an organization. This opinion was supported by Rennie and Morrison (2012), who stated that learning can help an individual to enrich his knowledge. Resources provide knowledge that can be shared and conveyed to organizational members. Organizations with advanced technology can help improve the efficiency of their information flow (O'Brien, 1994). A learning organization's work structure is evolving; undergoing work rotations in the form of self-directed and cross-functional teamwork. This aids in reducing bureaucratic red tape and complicated regulations or procedures. Burdensome bureaucratic and regulatory protocols will indirectly erode the staff's relationship with clients and slow down action related to the complaint-solving process.

The university's role as an educational institution can encourage members to improve their skills so that they are able to learn and grow. Employees are more flexible when they gain knowledge and are better able to move within the organization. Boundaries between units are reduced when staff share experiences, knowledge and skills, while creativity flourishes if staff are continually encouraged to take risks and explore new things. Even traditional communication boundaries can be dismantled if there is communication between units and among different levels of employees. Rigid hierarchies no longer exist and can no longer limit change.

Resilience in an individual refers to the ability to survive, overcome, and adapt in the face of adversities in life (Connor and Davidson, 2003). Ogińska-Bulik and Juczyński (2008) defined resilience as an individual's ability to adapt, be flexible, persevere in the pursuit of goals, possess high levels of tolerance to negative experiences, able to face adverse situations, open to new experiences and possess an optimistic attitude towards life. Characteristics of a resilient individual include the ability to manage stress, high levels of emotional stability, highly adaptable to change, have close interpersonal relationships and good self-control (Connor and Davidson, 2003). There are several factors that affect the resilience of an individual, namely gratitude (Listiyandini, 2016; Listiyandini, 2018), optimism (Frost, 2021), personality, social intelligence (Andriani & Listiyandini, 2017), and social support (Khabbaz, Behjati, & Naseri, 2012).

3.0 METHODOLOGY

This section explains the method used to conduct this study, examine learning organization practices in Malaysian public universities and collect data. The methodological aspects discussed include the scope of the study, context of the study, study sample, as well as the procedures involved in data collection and analysis.

3.1 Scope of the study

The conceptual framework for the learning organization practices in this study is an adaptation of O'Brien's model for Learning Organization Practices Profile (LOPP) (1994). According to O'Brien (1994), twelve aspects form the fundamental factors that support the implementation of the learning organization practices in universities. These twelve aspects are strategy and vision, executive practices, management practices, organizational climate, work structure, information flow, individual and group practices, work processes, achievement and feedback goals, training and education, rewards and recognition, as well as individual and group development. These twelve aspects were further sub-divided into three components, namely leadership, work systems and structures, as well as employee development and performance. These three components have been studied by researchers to determine their role in the implementation of learning organization

practices in universities. All these twelve aspects were studied through interviews. Findings of this study can help universities or any other institute of higher learning in their efforts to successfully create learning organizations.

This descriptive study has five general characteristics. First, the study sample is the human resource or university staff in the case study universities. Second, the samples were selected using the purposive sampling method because the study requires data from respondents who have 1 to 5 years of work experience in a university. Third, data focused on measuring the perception towards learning organization practices held by staff in the case study universities belonging to the three work groups, namely executives, management and academic staff. Fourth, data collection consisted of qualitative data in order to further confirm the validity of the findings.

3.2 Context of the Study

This study was conducted in collaboration with Universiti Rangkaian Teknikal Malaysia (MTUN), which is a network of four public universities in Malaysia that focuses on specific technical fields. The concept of establishing a case study involves a different and unique curriculum and learning experience, identified as a high-tech university that focuses on Problem and Action Centered Learning as well as creativity, emphasises on Experimental Learning and Practice as well as practice with Teaching Factory facilities focusing on application and practices. Respondents in this study consisted of academic and non-academic personnel working at the respective case study universities in Malaysia

3.3 Study Sample

Eight (8) respondents from each university were involved in the interview; two from the executive group and three each from the management and academic groups. The choice of respondents for the interview was limited to respondents who were working in the case study university for more than five years and presumably possess the required experience and knowledge. They were divided into three separate sub-groups as shown below.

Table 1: Sub-group of the interview samples

Sub-group of samples	Details
Executive	Seniors comprising academic staff in the case study university
Management	Officers involved in management and administration from the academic and non-academic group
Academic	Lecturers directly involved in teaching and learning

Based on the subgroups in the learning organization population, the number of respondents required in each group was calculated using the stratified sampling method.

3.4 Data Collection and Procedures

This study applied the interview method to collect data and the process lasted from January to March 2022. Selected respondents were given a set of questions prior to the interview session, which were

developed based on three main components in the implementation of learning organizations, namely leadership, work systems and structures as well as staff development and performance. The estimated time taken for each interview session was between 45 minutes to 1 hour 30 minutes. A digital voice recorder was used to record each interview session and the digital recordings were stored in a document 'folder'. The researcher took two months to transcribe *ad verbatim* the interview recording. Eight interview transcriptions were labeled, as shown in Table 12, for the purpose of identifying the source of the qualitative data and to avoid bias in the study.

Table 2: Labelling of interview data sources

Staff Group	Label
Executive	E1
	E2
Management	P1
	P2
	P3
Academic	A1
	A2
	A3

3.5 Data Analysis Procedure

The 'thematic analysis' method was used for analysing and interpreting data. The qualitative data analysis process comprised three stages, namely understanding the data from the respondent's perspective, classifying data into specific codes and themes (themes) and the three narratives based on certain themes, both arising from the data. During active reading, the researcher made memos by recording, questioning and relating the interview data to other data sources, reinterpreting the respondent's statements based on the researcher's understanding and identifying meaningful statements to convey in chapter five. The second stage involves the process of classifying and coding the data. The codes are based on the twelve aspects of implementing organizational practices proposed by O'Brien (1994). Additionally, new themes that emerged during the data analysis were also considered.

Table 3: Matrix codes and sub-codes for the interview

Code	Sub-code
Leadership	Vision and strategy
	Executive's practices
	Management practices
	Organisation climate
System and structure	Information channel
	Individual and group practices
	Work process
	Work System and organisation

Employee's Development and Performance	Mission performance and reaction Training and Education Rewards and Recognition Individual and Group Development
Support factor	University's direction Transformation of Higher Education Higher Education field Technological Progress and Globalisation of Employees
Limitation factor	Executive Practices Work and organisation system Training and Education Rewards and recognition Management practices
Learning in Working	Individual and Group Surrounding Organisations Spiritual development
Organisation's role in implementing a learning organisation	Solving the problems of innovative work Awards and rewards Leadership Changes and learning
Need for the Resilience Aspect When Restructuring Human Resources	Aspect of Resilience when learning Aspect of Resilience in Human Resources

In this stage, data were divided into specific themes and there were instances where the same data could have different codes. After the data were sub-divided into specific themes, the third stage began. At this stage, data are categorized according to each theme that is read several times in order to gain information on how the university conducts learning organization practices. Apart from obtaining data from interview transcripts, data were also generated from document analysis and surveys.

4.0 RESULTS AND DISCUSSIONS

This section aims to answer the fourth question, which is how learning organization practices are implemented by executives, management and academic work groups at the case study university. The implementation (learning organization practices) is based on feedback from employees regarding the implementation of the three main components of the learning organization (O'Brien, 1994), namely leadership, work system and structure as well as staff development and performance. Implementation of a learning organization in a case study university should be considered when initially introducing learning organization practices. External factors that encourage universities to function as learning organizations are also identified by analysing various documents from the university and the Ministry of Higher Education (MHE). The qualitative data analysis found five themes pertaining to the implementation of a learning organisation in the case study university, namely the need to implement organizational learning in case management, staff development and performance, leadership, work system and structure and the element of resilience when restructuring human resources.

4.1 Theme 1: Need for a Learning Organisation in the Case Study University

Globalization and current technological developments have been identified as some of the factors that drive organizational learning practices at the case study university. Trends in globalization and technological development have demanded changes in the global higher education landscape. E2 supports the university's need to function as a learning and stated that "*learning is an independent variable that functions as an agent of change and it is very important for the survival of the university's when facing future challenges*". This scenario has led to an awareness on the importance of learning in organizations that leads to empowering their employees. Globalization-induced changes have caused the MIE, as the regulator of public universities in Malaysia, to transform national higher education through the National Higher Education Strategic Plan (PSPTN) (KPT, 2007) as well as encourage the implementation of learning organizations in case study universities. As public universities, these case study universities are accountable for the national agenda and the implementation of PSPTN. The PSPTN's agenda was taken into account when formulating the university's strategic plan, which requires the use of human resources to initiate learning organization practices.

In terms of achievement, the Strategic Plan 2009-2010 has a shorter period compared to the previous Strategic Plan (2004-2015), whereby the former has an allotted achievement period of two years, while the latter has a 12-year achievement period. The 12-year and 2-year periods indicate the need for improving the university's objectives in order to meet growing environmental demands and the effects of globalization, as supported by respondent E1.

4.2 Theme 2: Employees' Performance and Growth

Various issues raised by respondents were related to the recognition of employees' work performance, which refers to the level of fairness exercised by the Head of Department in the form of SKT scores, an open mind, dialogue, flexibility and sincerity in performing tasks at the case study university. Apart from the training and education provided by the university, respondents stated that it is important to share work experience as a form of informal learning process. According to E1, "*employees gain competence when previous work experience at the workplace is adapted at the current place to the context of work. This is supported by the training received at the current workplace*". A1 stated that "*learning starts with sincere intentions*" and that he "*learned a lot from experience and sharing, sharing and caring, including through reading because learning is a continuous process*". E2 explained that the emphasis on spiritual development helps to solve the problem of too much focus on achieving CPD marks and relying on rewards for the work done.

4.3 Theme 3: Leadership

Leadership is one of the three main components in the implementation of a learning organization. The focus of this leadership component is on the fifth objective of the university's Strategic Plan, which is to empower effective leadership and administration. The importance of leadership in efforts to maintain a university's excellence is clearly mentioned in the University Strategic Plan 2009-2010, hence, the case study university needs to strengthen its leadership and governance. According to E2, communication between managers and human resources in the case study university should be improved and the spirit of cooperation enhanced in order to deal with organisational conflicts and the continued implementation of learning practices. Organizational climate refers to the atmosphere or environment existing in the whole organization, which results from actions and practices that occur routinely in the organization and is determined by the organization's members based on their perception of the organization. Among the characteristics of an organizational climate that promotes learning is a conducive employee-friendly environment, staff development encouraged by superiors and infrastructure facilities catering for the welfare of staff. Interviews with the executive team found

that the organizational climate provided a comfortable environment for employees. Respondents emphasized that employees were not afraid to share their thoughts and joy in performing their tasks. Interviews with the management and administrators obtained different views. Climate and environment play a big role in determining the success of a university organization because all entities that exist in the university organization are interdependent, have shared goals, are mobile, possess self-strengthening skills, share their experiences and are highly motivated.

4.4 Theme 4: Work System and Structure

Work systems and organizations include work systems and structures, information and information flow, individual practices in groups and work processes. Findings from the interviews indicate that practices involving the work system and organization form a complementary network system that helps to achieve excellence. University organizations need to 'enrich and empower' their work structures and systems to increase the element of balance and perfection in each and every activity carried out. The delivery of information and the information itself is not only based on the level of information technology but is dominated by face-to-face meetings. According to A2, this approach acts as a catalyst in the understanding of certain matters, questions and discussions or dialogues, which helps to strengthen the bond and build trust directly with the university's human resources. Findings also indicate that the individual or group enhancing process occurs with an 'open mind' concept, existence of a cross-expertise dialogue between different fields of study, either individually or based on a practice checklist, in order to enable tasks and responsibilities to be performed successfully at the case study university.

Moreover, according to P2, response to a problem is accelerated and becomes an individual or team effort in order to avoid any incident in the university. The work process at the university depends on the International Organization for Standardization (ISO) standards where annual monitoring is carried out by internal audits and external SIRIM audits. According to A1, ISO quality management system practices aimed at achieving zero errors by emphasizing on quality assurance in all products for optimal customer satisfaction have been practiced in the case study universities in the form of access to online documents, desk files, as well as teaching and learning. The challenge of implementing a learning organization in universities is due to the lack of reward and recognition of the human resources, which fails to provide any form of job satisfaction for the human resources. According to P2, his study found that respondents acknowledged the importance of rewards and recognition aimed at promoting improved human resource performance. Another challenge caused by the lack of reward and recognition of human resources is the failure to provide job satisfaction to the human resources. This problem is also closely related to the APC (Annual Performance Appraisal), where some respondents stated the need for administrators to pay due attention.

4.5 Theme 5: The Resilience Aspect Required for Restructuring Human Resources for the Implementation of Effective Learning

A resilient individual can help build learning aspects that help develop adaptive or coping strategies, create positive relationships with others and exhibit cognitive flexibility. This individual will be able to seek adaptive means to solve problems, maintain good social relationships, and possess cognitive flexibility when facing a problem. This situation can emerge through the ability to think positively and have a broader perspective about problems experienced in daily life (Roellyana & Listiyandini, 2016).

Tolerance of negative influences (resilience) is related to an individual's tendency to act positively, which is an expression of positive feelings and appreciation. This form of expression can manifest itself in direct action or positive desire. It refers to the individual's ability to be calm, think

carefully and stay focused when overcoming stress and facing pressures in life (Connor & Davidson, 2003).

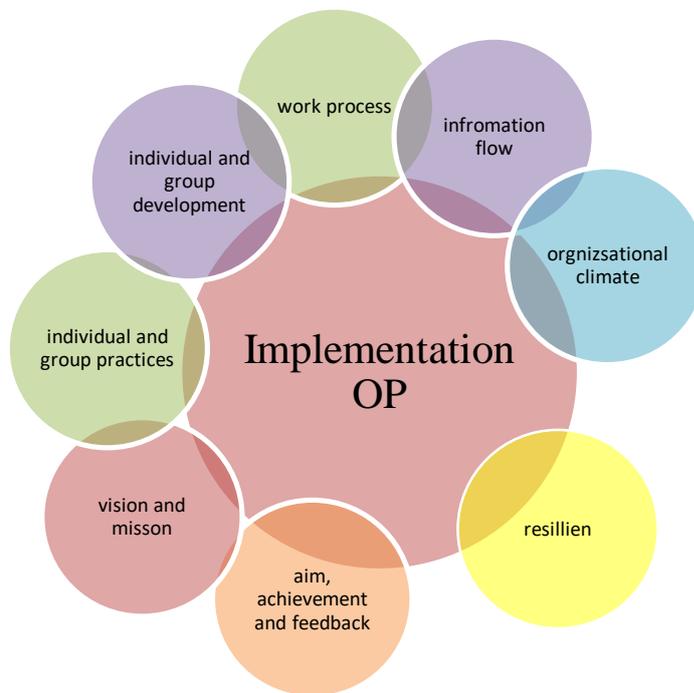


Diagram 1: Practices in the implementation of a learning organisation

Findings show that these seven practices have a higher mean value than the overall mean. The seven practices are vision and mission, organizational climate, information flow, work process, individual and group development, individual and group practices, as well as achievement goals and feedback. These practices are very influential, interact with each other, have been successfully implemented in learning organizations (case study university), and produce quality staff (university) ready to face internal and external changes. Making changes to an organization, especially an educational organization such as a university and high-performance organizations, is not an easy feat. It requires strategic planning, comprehensive implementation, committed and competent leadership and staff, as well as the support and willingness of university staff at all levels for change to materialise. This challenge also requires the openness and earnestness of university students who are willing to improve, increase their level of professionalism and possess the courage to make the paradigm shift especially in aligning with the Industry 4.0 needs.

5.0 CONCLUSION

The qualitative data analysis found three environmental factors that encourage universities to implement learning organizations. The three environmental factors are changes in the higher education landscape based on contemporary technological change and development, achieving the higher education strategic plan for transforming higher education in Malaysia and changes in human capital development that emphasizes on lifelong learning from a resilient aspect.

Implementation a learning organization in the case study university is comprehensively described based on findings from the qualitative data analysis involving interviews with eight respondents. The description focuses on three key components of staff development and

performance, organizational systems and structures, and leadership. There are some practical issues related to staff performance, such as staff development, and the university has organized various formal face-to-face training sessions at the university and department levels. Staff also have the opportunity to follow formal training programs organized by third parties. The training program includes aspects related to spirituality, self-identity, professionalism and resilience. Emphasis on staff development is consistent with the implementation of learning organizations where emphasis is placed on learning skills, creative problem solving and continuous learning.

Rewards received at the university level are very limited, with only certain staff receiving the Outstanding Service Award (APC) based on their SKT performance scores. The issue raised by respondents regarding the recognition of staff performance concerns the Head of Department's fairness and unbiased in awarding SKT marks, having an open mind, initiating dialogue, as well as encouraging flexibility and sincerity in performing tasks at the case study university. Leadership and leadership-related issues are vision-related strategies that are formulated and updated based on changes in global trends and guided by the Strategic Transformation of Higher Education Malaysia (2007) policy. However, collaboration between departments when formulating departmental strategies is limited due to time and commitment constraints. Various information channels, such as the Annual Vice-Chancellor's Message, Writer's Desk and Bulletins have been used to ensure that staff understand and cooperate to achieve the objectives and vision of the case study university. The management practices hierarchy and management according to the Key Performance Index (KPI) and Balanced Scorecard (BSC) are used to determine whether the strategic planning's objectives have been achieved.

There are several practices that should be scrutinised by the university, such as management practices that sometimes prevent it from admitting its own mistakes or errors, which is coupled with a work environment that cannot tolerate mistakes during work. Researchers believe that organizational learning practices can increase the ability, resilience and substance of education and training programs in the case study university. This study also suggested that universities strive to harmonize organizational systems that are characteristic of learning organizations. As a large organization, the case study university needs to adopt an organizational culture that focuses on continuous, resilient and sustainable improvement.

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