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### IS IT NECESSARY TO BE A LEARNING ORGANIZATION IN PRIVATE UNIVERSITIES?

#### Abstract

This research aims to identify how Knowledge Sharing level correlates with the implementation of Learning Organization in both Faculty and University Levels. Both types may help their Faculty Organization to improve their learning capacities and transform into organizations which are able to facilitate their students to develop learning culture in their self. This research expects to perform some interviews about the development of these organizations and their valuable knowledge. By doing so, each organization will continuously improve its quality. (Kotter, 1995; Davis, 2001), and it has become imperative to perform some investigations and prove the level of its development. (Kotter and Cohen, 1993, 1999, 2002). Despite agreement on the effectiveness of learning, there is no 100% clear about the correlation or impact of factors that influence learning and knowledge, whether such activities will develop into a learning organization or not. Thus, we need to distinguish between the learning organization for individuals and for management level, through these individuals, team, and organization as a whole, established on embedded within (Kotter, 2002).

The findings of this research evidence also the implementation of Learning Organization in Faculty level being significant and positive impact towards the implementation of Learning Organization in the next level. Learning Organization in Faculty level also affect management and practice organizations towards the level of Knowledge Sharing which has been either directly or indirectly integrated through organization commitment to the system. Learning Organization in Faculty level also contribute the knowledge about research, the level of knowledge that will be transferred can affect Knowledge Sharing which is a necessary through the organization commitment.

**Keywords:** Learning Organization, Knowledge Sharing, Organization, Universities, Higher Education, Private Universities

#### Introduction

In Indonesia higher education institutions are one of the components of national education which are allowed to conduct and develop higher education as a primary role in the country. And so with such role higher education institutions have a role in the country's development. These institutions are required to provide professional, practical, creative, positive, and transform a social development education institutions which are adaptive to any forms of changes and developments. This research is in accordance with what has been stated by Johnson (1992) and Powell et al (1997) is a great university will be successful about eight factors:

These options, direction, resources, business, highly educated staff with an expertise in the age of digitalization, serious participation, open structure, and only with these eight conditions but also with their regard as well as institutional orientation. The position of Indonesia Organization in the eyes of international level can be seen in the table of world university rankings compiled by Times Higher Education Supplement (THES), from the 2018 in Indonesia University top 100 is top 27 world university ranking of 1975. Some of world ranking table in 2012, when the form of top universities was based on the quality of teaching, learning process and quality of research, including the volume of research articles, published and scientific publications issued by

these respective universities during a year three times per year from 2012 to 2014 based on the ranking system constructed by universities. 72 Indonesian higher education institutions (public and private universities) are included in top 100 higher education institutions in the world. And so all while the higher education institutions that operate under the condition of Report of the All Higher Education Institutions (AHEI) and 100 top universities in South East Asia are universities and the number of which is 60. From this the total number of universities which operate under the condition of Report of AHEI.

It is considered as a well-qualified institution, which is able to produce high-quality research, academic, community service and socially responsible. (Kotter et al, 1992) or (Kotter, 1995). According to MacLachlan (1996), an organization must develop its capacity to change through learning activities in order to adapt and maintain the level of competitiveness in a ever-changing world.

Organizational learning is a continuous and systematic process of identifying, capturing, and transferring knowledge, and the methods by which such knowledge is used to develop best practices, by doing so, each organization will

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