

Learning Organization: Profile and Influence on Leadership Attitudes of Members of the Chemistry Education Department Student Association

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ABSTRACT

Student organizations as learning organizations are a place for students to learn and develop themselves to broaden their horizons and increase knowledge and students' personal integrity. The Chemistry Education Department Student Association is a learning organization that can improve leadership attitudes and character. However, only a few students want to be involved in this organization. Therefore, this study aimed to find out the profile of learning organization in internal campus student organizations, especially Chemistry Education and its influence on student leadership attitudes. The research method used is the survey method. This research was conducted from 15 September to 10 November 2022 at the Department of Chemistry Education. The sample of this research was 50 students who were members of the Chemistry Education. The data collection technique uses an online questionnaire instrument (google form). The data obtained were analyzed by descriptive quantitative. Based on the research data, it can be concluded that: 1) the profile of learning organization in internal campus student organizations is included in the very good category with an average score percentage of 82.9%; 2) the leadership attitude of HMPS member students is included in the good category with an average percentage score of 78.6%; and 3) there is a positive relationship between learning organization and student leadership attitudes. So it can be concluded that HMPS as a learning organization can influence student leadership attitudes.

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1. INTRODUCTION

The younger generation is an agent of change who has a big role in the change and progress of the nation in the future. The enthusiasm and critical attitude possessed by the younger generation is needed

to face challenges in the present and future eras (Desmawangga, 2013). Students are also men of ideas who are expected to be able to develop the idea power for future needs. Students are a group of young people who have a strategic role in the arena of national development (Fatwa, 2015). The role of students that is no less important is to create synergy between the government, practitioners, academics, and also the general public at large in addressing issues that are a challenge for this country. Students are considered revolutionaries who are expected to change for the better. Efforts to provide solutions for improving Indonesia in the fields of politics, law, defence, security, economics, social, culture, research and technology are carried out in a simple way but, in the future, are able to contribute greatly in every decision to solve the multi-dimensional problems and crises that are being faced the nation of Indonesia, namely by preparing the younger generation of Indonesia as leaders who are honest, just, firm, and intelligent in facing various national problems in the future. In carrying out this role, a learning organization is needed.

A learning organization is a place for people who continuously improve their capacity to create the expected results. Ideally, in a learning organization, each individual is able to develop a variety of new thoughts, freely express their aspirations, and how each individual continues to learn how to learn together (Senge, 1990). According to (Senge et al., 2010), learning organizations are divided into 5 disciplines: personal mastery, mental model, shared vision, systemic thinking and team learning. Personal mastery is a discipline that can support individuals to keep their goals stable and keep the flow of reality around them (Senge, 2012). Mental model discipline is an individual's skill in reflecting and examining self-perceptions and those around them to focus on developing self-awareness in attitude (Senge, 2012). Shared vision is a collective discipline that focuses on each individual in a group to have the same vision by creating strategies, principles and practical guidelines to make it happen (Senge, 2012). Team learning is any form of group interaction through special dialogue techniques and abilities to mobilize the energy and activity of a group in bringing out the potential for intelligence and great ability to fulfil common goals (Senge, 2012). Meanwhile, system thinking is a framework concept that helps individuals to see a holistic and systematic picture of an event (Senge, 2012). All components of this learning organization discipline must be fully integrated, internalized and manifested in the daily behavior of every member of the organization. One of the learning organization forums in higher education is student organizations.

Student organizations are intra-college organizations, and obtain legality from the higher education leadership (Director General of Research, Technology and Higher Education, 2022). Intra-campus student organizations are student organizations that have an official position on campus and receive funding for student activities from the campus (Director General of Research, Technology and Higher Education, 2022). Intra-campus student organizations are also a vehicle and means of student self-development towards broadening horizons and increasing intellectuality and personality integrity to achieve higher education goals (KepMen Dikbud RI No.155/U/1998). The implementation of student organization activities is based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. The law states that every student in an education unit has the right to receive educational services according to their interests, talents and reasoning. Furthermore, Law Number 12 of 2012 concerning Higher Education emphasizes that students have the right to receive educational services according to their potential and abilities in the areas of interest, talent, and reasoning. The development of students' interests, talents, and reasoning is carried out through curricular activities, co-curricular activities as activities to support the educational process, and extra-curricular activities as activities carried out through student organizations. Student organizations are for educational support facilities as well as a means of increasing self-potential or soft skills (Pasha, 2022).

The Department Student Association, also referred to as the departmental student executive body, is a student organisation comprised of individuals from the same study programme (Pasha, 2022). The study programme student association is an organised group that has a well-defined and structured social-community activity programme, which is supported by the relevant tertiary institution. This ensures that the association works together effectively with the university. Organisational activities can cultivate positive attributes, such as a sense of social and environmental responsibility, integrity, critical thinking,

creativity, accountability, and loyalty. These qualities enable organisations to actively contribute to addressing societal issues and ultimately enhance the quality of national leadership. Organisational activities provide students with training in the skills of planning, organising, implementing, and managing their actions (Hadiwijaya, 2015).

However, based on the results of observations and interviews, it is known that most chemistry education students still have low interest and motivation to join student organizations. This is because they are busy with college assignments organizational activities that are less interesting. They do not want to be burdened by organizational tasks. In addition, the lack of understanding and bad perception of student organizations also made his parents forbid him from joining student organizations.

One of the factors for the success and sustainability of an organization is the leadership factor. According to Robbins (1991), leadership is the ability to influence a group of members to work toward goals and objectives. Leadership is the ability to move, influence, motivate, invite, direct, advise, foster, guide, train, order, order, prohibit, and even punish with the intention that humans as part of the organization wants to work in order to achieve goals for themselves and the organization as a whole effective and efficient. Leadership can be seen as an instrument in an effort to influence and control a person or group of people to want to work together to achieve certain goals. In addition, leadership is needed in driving the activities of an organization. Therefore, an ideal leadership attitude and character is needed in oneself as an individual or an organisation member. The ideal leadership attitude, according to Sahadi (2020), has at least 8 attitudes, namely: intelligent, responsible, honest, trustworthy, initiative, consistent, fair and straightforward. In addition, a leader must have policies and concern for the common interest and be supported by a clean, sincere and sincere conscience.

Various previous studies have also suggested the role of student organizations in improving soft skills and supporting student work readiness (Jasak et al., 2020; Kurniawan, 2020). Student organizations play a role in building leadership character (Permady, 2021; Purba, 2017). Research conducted by Grahani (2019) states that there is an influence between student participation in organizations on the value of Self Regulated Learning.

Based on the explanation above, no researcher has examined how the profile of learning organization influences student leadership attitudes. Therefore, the researcher is interested in studying the profile of learning organization in the Chemistry Education Study Program Student Association and its influence on student leadership attitudes.

2. METHODS

The research method used is the survey method. The survey method is research by collecting information from a sample by asking through questionnaires or interviews to describe various aspects of a population (Fraenkel & Wallen, 1993) or to collect information on variables of concern to researchers (Mc Millan & Schumacher, 2001). This research was conducted from 15 September to 10 November 2022 at the Chemistry Education Study Program at UIN Syarif Hidayatullah Jakarta. The population of this study were all students of the Chemistry Education Study Program. The sample of this research was 50 students who joined the Chemistry Education Study Program Student Association (HMPS). The sampling technique used in this research is purposive sampling. Purposive Sampling is a sampling technique based on the characteristics or characteristics (goals) set by previous researchers (Dantes, 2012). Thus, the selected respondents were with the criteria of joining the Chemical Education Study Program Student Association.

The research procedure to find out the profile of learning organization and its influence on student leadership attitudes is carried out through 3 stages: the preparatory stage, the implementation stage and the final stage. In the preparatory stage, the formulation of the research problem, the determination of the research objectives, the determination of the population and sample, and the preparation of the instruments were carried out. Data was collected using an online questionnaire (google form) at the implementation stage. In the final stage, data analysis and conclusions were carried out.

The instrument used in this study was an online questionnaire (google form) which was compiled using a Likert scale of 35 items. The questionnaire was prepared using a scale of 1-4, namely: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The questionnaire is used to determine the learning organization profile and leadership attitude. The measured learning organisation profile indicators consist of 5 indicators: personal mastery, mental model, shared vision, team learning, and system thinking adapted from the fifth discipline in the concept of learning organization Senge (1990). Meanwhile, the attitude of leadership that is measured consists of 6 indicators, namely: intelligent, responsible, straightforward, initiative, consistent, and honest which was adapted from Sahadi (2020). The following is the questionnaire grid used

Table 1. Questionnaire Grid

Aspect	Indicator	No. Statement	Σ Statement
Learning Organization	1. Personal mastery	1, 2, 3	3
	2. Mental model	4, 5, 6	3
	3. Shared vision	7, 8, 9	3
	4. System thinking	10, 11, 12	3
	5. Team learning	13, 14, 15	3
Leadership Attitude	1. Smart	16, 17, 18	3
	2. Responsible	19, 20, 21	3
	3. Straightforward	22, 23, 24	3
	4. Initiative	25, 26, 27, 28	4
	5. Consistent	29, 30, 31	3
	6. Truthful	32, 33, 34, 35	4
Total			35

The data obtained is in the form of numerical data so the analytical data selected is descriptive and quantitative (Arikunto, 2013). Questionnaire data is interpreted into 5 categories, namely:

Table 1. Interpretation Score Category

Score (%)	Category
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
21 – 40	Less
0 – 20	Very Less

Before being used, the questionnaire instrument was validated by means of judgment validation by one validator. Furthermore, a relationship analysis test of learning organization with leadership attitudes was carried out using multiple linear regression tests with the help of SPSS version 26 software.

3. FINDINGS AND DISCUSSION

3.1 Result

The research data was obtained through a questionnaire given online via Google Form to 50 student members of the Chemistry Education Study Program Student Association (HMPS). The following is the research data.

3.1.1 Learning Organization Profile Data

The results of the recapitulation data of the organizational learning profile questionnaire of the Chemistry Education Study Program Student Association can be seen in Figure 1 below.

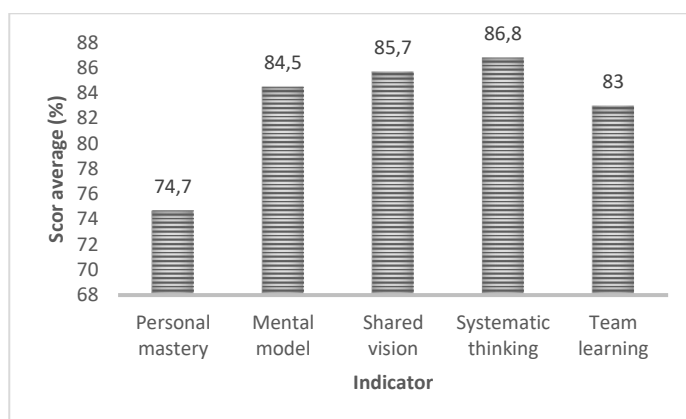


Figure 1. Graph of Chemistry Education Learning Organization Profile

Based on the graph, it can be seen that the highest average score was obtained on the system thinking indicator, which was 86.8% (very good category), and the lowest average score was obtained on the personal mastery indicator, which was 74.7% (good category). Of the five learning organization profile indicators of student organizations, an average score of 82.9 was obtained. This shows that the learning organization in the HMPS organization is included in the very good category.

3.1.2 Attitude of Student Leadership

Data from the recapitulation of aspects of student leadership attitudes of members of the Chemistry Education Study Program Student Association can be seen in the following graphic image.

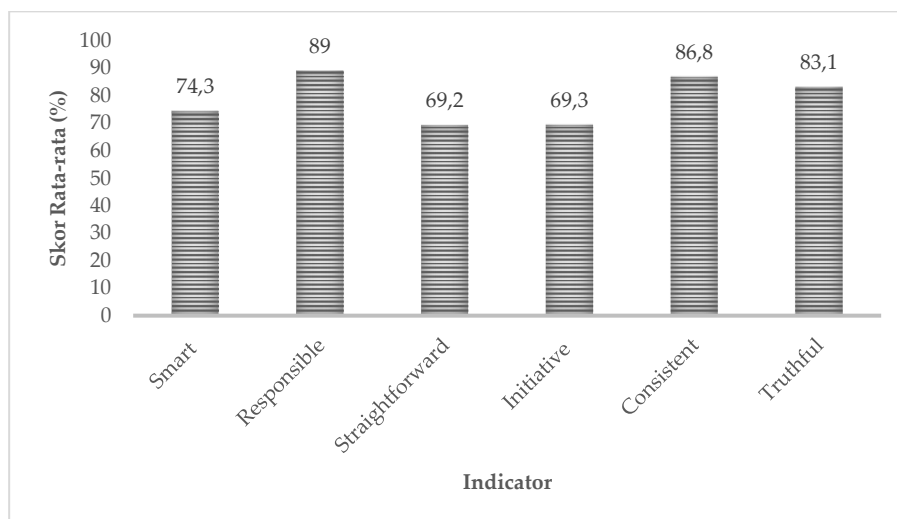


Figure 2. Graph of Student Leadership Attitudes

Based on the graph, it can be seen that the highest average score is obtained on the responsible indicator, which is equal to 89% (very good category) and the lowest average score is obtained on the straightforward indicator, which is equal to 69.2% (good category). Of the six indicators of ideal leadership attitudes, an average score of 78.6% is obtained. This shows that the leadership attitude of students who are members of the HMPS Chemistry Education organization is included in the good category.

3.1.3 Relationship between Learning Organization and Leadership Attitudes

After knowing the learning organization profiles and leadership attitudes of students who are the Education Student Association members, the researchers conducted a statistical test. This statistical test aims to find out how much the relationship and influence of the learning organization profile has on student leadership attitudes using multiple linear regression tests with the help of SPSS Version 26. Data from the regression test results can be seen in Table 3 below.

Table 3. ANOVA test results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	104.643	1	104.643	1.430	.238 ^b
	Residual	3439.847	47	73.188		
	Total	3544.490	48			
a. Dependent Variable: Learning organization						
b. Predictors: (Constant), Sikap kepemimpinan						

Based on the table above, it can be seen that the calculated F value is 1,430. The calculated F value is greater than the F table, so it can be concluded that there is a significant influence between learning organization simultaneously on student leadership attitudes and vice versa.

3.2 Discussion

This study has three objectives, namely: 1) to find out the profile of learning organization in internal campus student organizations, especially the Chemistry Education Study Program Student Association, 2) to find out the leadership attitude of students who are members of HMPS, and 3) to find out how the relationship between and the effect of learning organization on student leadership attitudes. The research data was taken using an online questionnaire (google form) which was given to 50 students who joined the HMPS Chemistry Education organization.

A learning organisation is a setting where individuals consistently enhance their ability to generate the desired outcomes. In an ideal learning organisation, every individual has the opportunity to cultivate diverse ideas, openly express their ambitions, and engage in collective learning (Senge, 1990). A student organisation is one of the learning organisations on campus. The learning organisation indicator assessed in this study pertains to The Fifth Discipline theory (Senge, 1990), encompassing personal mastery, mental models, shared vision, team learning, and systems thinking.

Personal mastery is one indicator that can support individuals to keep their goals stable and keep the flow of reality around them (Senge, 2012). Personal mastery refers to the special ability of a disciplined person who continuously clarifies and deepens his personal vision, energy and patience to develop his abilities (Marquardt, 2002). Based on the data in graph 1 it is known that the percentage of the average score obtained on the personal mastery indicator for students who are members of the Chemistry Education HMPS is 74.7% and is included in the good category (Arikunto, 2013). The personal mastery indicator is one of the indicators with a low average score. One of the reasons for the low achievement on this indicator is that students have not been able to define important things, which become the vision and mission of the organization and personnel and have not been able to analyze the reality that is happening around them so that the commitment and motivation for totality in joining the organization has not been maximized. This is in line with Fateh, Mustamil & Shahzad (2021) opinion, which states that personal mastery is closely related to increasing creative behavior through self-motivation. Bardach, Oczlon, Pietsching, and Lüftenegger (2020) also stated that the climate of learning

goals in the classroom and personal learning goals have a stronger impact than the structure of goals set by the organization.

Mental models are the skills of an individual in reflecting and analyzing self-perceptions and those around him to focus on developing self-awareness in behavior (Senge, 2012) and in understanding the environment and the process of making a decision (Marquardt, 2002). Based on the results of the questionnaire data, the percentage of the average value on this indicator is 84.5% and is included in the very good category. This shows that students are able to reflect on their beliefs in organizational behavior, are open, honest and able to make decisions quickly and accurately.

Based on the results of calculating, the percentage of the average value obtained on the shared vision indicator is 85.7%. This shows that the shared vision profile of students who are active in student organizations is in the very good category (Arikunto, 2013). This means that they are aware of the importance of vision in the organization and realize that the formulation of the vision of the organization must be understood by all members involved in an organization. Shared vision is the main driving force in an organization that binds every individual involved to have the same identity and goals (Marquardt, 2002; Boyatzis, Rochford & Taylor, 2015).

Graph 1 indicates that the team learning indicator has an average value of 83%. According to Arikunto (2013), the profile of team learning is classified as excellent. This is exemplified by the implementation of equitable treatment in the expression of viewpoints, the cultivation of ideas, and the collaborative resolution of problems (Koeslag-Kreunen, et al, 2018). The final indicator of a learning organisation is the indicator of systems thinking. According to the calculation data, the average acquisition value for this indicator is determined to be 86.6%. Among the five indicators used to quantify the learning organisation profile, this particular indicator exhibits the highest percentage of average scores. According to Arikunto (2013), the system thinking profile is classified as "very good". In the context of acting, individuals possess the ability to contemplate or anticipate the consequences that will ensue from a choice or behaviour. According to Senge (2012), system thinking is a necessary activity for all individuals in an organisation. It involves understanding the relationships between various factors and changes in order to effectively address the consequences of actions taken.

The learning organisation variable achieved an average value of 82.9% when considering the proportion of the average overall score. Participation in the HMPS organisation is associated with a high level of learning organisation profile among students (Arikunto, 2013). The only task remaining is to efficiently optimise its implementation in order to foster the growth of a superior and more agile organisation. The success of an organisation is mostly dependent on its capacity to transform itself into a learning organisation that encompasses all its members. Researchers not only analysed the characteristics of the learning organisation within the Chemistry Education HMPS organisation, but also investigated the leadership attitudes of all members participating in the Chemistry Education HMPS organisation. The leadership attitude assessed in this study comprises six indicators derived from Sahadi (2020), namely intelligent, responsible, straightforward, initiative, consistent, and honest indicators. The results of the leadership attitude questionnaire recapitulation reveal that the average percentage scores for the intelligent indicator, responsible indicator, straightforward indicator, initiative indicator, consistent indicator, and honest indicator are 74.3% (good category), 89% (very good category), 69.2% (good category), 69.3% (good category), 86.8% (very good category), and 83.1% (very good category), respectively.

Based on graph 2, it can be seen that the indicator that gets the highest average percentage score is the responsible indicator, which is equal to 89%. This shows that each member of the HMPS organization has a responsible nature and is included in the very good category. This means that each member can be responsible for himself and also for his members in an organization (Sahadi, 2020). Meanwhile, the indicator with the lowest average percentage score is a straightforward indicator, equal to 69.2% and included in the good category (Arikunto, 2013). This shows that students have not been able to communicate clearly, effectively and communicatively in conveying their ideas within the organization. Therefore, efforts are needed to improve this attitude in each individual. This is important

to do because an ideal leader must be straightforward, so that he will be able to explain his thoughts directly and not beat around the bush (Sahadi, 2020).

Overall, the average percentage of leadership attitude scores is 78.6%. This score shows that students who are active in the Chemistry Education HMPS organization have good leadership attitudes. This good leadership attitude is needed by students as their provision in carrying out real organizations after they graduate from college. After knowing the profiles of learning organization and the leadership attitudes of students who are members of HMPS Education, the researchers analyzed the relationship and influence of the learning organization profiles on student leadership attitudes using multiple linear regression tests with the help of SPSS Version 26. Based on the calculation results, it is known that the calculated F value is 1,430. The calculated F value is greater than the F table, so it can be concluded that there is a significant influence between learning organization simultaneously on student leadership attitudes and vice versa. HMPS is one of the internal campus student organizations that plays an important role in shaping student character values independently through activities implemented in the implementation of work programs. In the implementation of this activity, a process of transfer of leadership, good communication, independence, responsibility, tolerance, honesty, creativity, caring and cooperation occurs, which are useful as provisions when entering the world of work. This is in accordance with the results of Rohiyatun's research (2020), which states that the activities of study program student associations can form leadership characteristics such as Smart, Disciplined, Responsible, honest and true, willing to take risks, and innovative. Considering that student organizations have an important role in shaping student character values, Chemistry Education HMPS must be optimally managed as a vehicle for student self-development by optimizing resources that can support the development of student interests and talents as well as increased knowledge and skills.

4. CONCLUSION

Based on the research data and discussion, the following conclusions can be drawn: 1) The profile of the learning organisation within internal campus student organisations, specifically the Chemistry Education Study Programme Student Association (HMPS), falls within the very good category, with an average percentage score of 82.9%; 2) The leadership attitude of HMPS member students falls within the good category, with an average percentage score of 78.6%; and 3) There exists a positive correlation between learning organisation and student leadership attitudes. Therefore, it may be inferred that HMPS, functioning as a learning organisation, has the ability to shape the attitudes of students towards leadership.

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