

Is There a Possibility of Learning Organization to Improve the Professional Educator Performance? (Learning Organization in Higher Education)

Ifada Rahmayanti

Business Administration Department, Polytechnic LP3I Bandung

ifadha.rahmayanti@gmail.com

Abstract. *The problem in this research based on a phenomenon condition indicates of the professional educator performance of private polytechnic in West Java. Community service, is the part of professional educator performance. That phenomenon look at organizational learning variable and performance as individual level of organizational variable. This study includes some aim to obtain empirical evidence and find clarity and try to develop a theory of the phenomenon above. Among these are, to see how o Polytechnic as a learning organization influence the professional educator performance through work-life balance. And the last is measurement of how efficiently the existing of private polytechnic in West Java as a learning organization to improve their performance. Research design is studying the affect of learning organization on work-life balance, and impact of learning organization on performance of professional educator. Which took three place, on 14 educators who has undergraduate qualifications and minimum Asisten Ahli functional academic. The results shown that the views of the indicators of learning organization, private polytechnic leads to learning organization. Where a learning organization can affect the performance improvement of professional educators, indirectly through the work-life balance. From the results of calculations by distribution frequency seen that three private polytechnic in West Java can serve as benchmarks in running learning organization activities to improve performance.*

Keywords. *Community service; Learning organization; Educator performance; Work-life balance.*

I. INTRODUCTION

In the framework of the advancement of education in Indonesia, one of a polytechnic vocational education, directing the graduates to have a special skill. So that teachers are required to provide a practice-based teaching around 70% and only 30% theory. The pattern of the existing education carried out similar work patterns in the industrialized world, the hours of study for approximately eight hours. So it can be said that the vocational education pattern based on the link and match. Polytechnic in Indonesia, especially in West Java was established as part of the appreciation of the people of West Java to economic growth and participation in improving ability of people in the education field. Other than that, a part of the embodiment polytechnic education with vocational education. West Java is famous since antiquity as Parij Van Java. Where has the beauty of nature and weather conditions and temperature that makes the inhabitants feel at home

In the process of quality value-added formation for the community welfare, faculty, or called as educators is part of a human resources major. In line with this, the educators who work in vocational education course also required to produce a pattern of teaching in accordance with the industrial world. To align industrial desire to the teaching pattern in vocational education is rather difficult, because the industry itself is loaded with some of the mechanisms that differ from one industry to another industry. This will impact the teaching patterns and the existing curriculum in higher education. Desire of industry is very complex. Alignment of the education system with the pattern of the industrial world is a

impossible thing to achieve, because the industry is very diverse, in a dynamic and complex environment. We also live in a complex environment. As said by Gérard Fillion, dkk

: “Since few decades we are living in a world characterized by a more and more accelerated shift of change. Indeed, “our environments are more and more complex, more and more interdependent, more and more fleeting, more and more unstable, and more and more unforeseeable”(Gérard Fillion, Vivi Koffi, Jean-Pierre Boonto Ekionea,2015,p.73). This complexity will be parsed in this study through the application of learning organization, as one means to unravel the complexities that exist in the education world. As we know that teaching and learning are fundamental or essential. Jan Irvine and Amanda Cossham (2011) said that,”While the fundamentals of teaching and learning have not changed, delivery methods have altered both because of the possibilities offered by information and communication technologies and in response to the demands of a fast-changing world” (p.712). Therefore learning organization is important subject to learn. As said by Hong Bui dan Yehuda Baruch:”The concept of LP focuses on learning as a tool, a lever, and a philosophy for sustainable change and renovation in organizations in a fastchanging world”(Hong Bui and Yehuda Baruch,2010, p.208). Both of these experts have the same idea which is in this world that everything is rapidly changing. If individual of professional educator want to be successful, it must also make changes in their performance. The changes were done of course in accordance with the characteristics or traits inherent in the teaching force in order to explore their performance. Learning in organizations associated with balancing work life and teaching staff, indicated will have an impact on the success of the professional educator performance in private Polytechnic.

Alignment life with work as lecturer (professional educator) need the skills of its own. As said Moshood Ayinde Hassan,”If the university lecturers’ involvement in leadership and administrative work will make it difficult for them to move in their career and work-life balance is unattainable, the lifelong education needs to be explored”(Moshood Ayinde

Hassan,2015, p.433). Many things are done by the faculty so that it requires the initiative to collaborate nicely with the regulations of the underlying performance of educators. As educators, the measured performance indicator views of teaching and learning, devotion to the community and writing scientific papers. The indicators are adjusted to the identity of the teaching staff, which each have different faculty. "Lecturer identity" Refers to the complex personal understanding of the way in the which the world works including what it means to teach and learn in a professional degree program (Michael Henderson and Scott Bradey, 2008, p. 8). Here would be an indicator of the Service to the community as performance benchmarks lecturer at the Polytechnic. One indicator of work-life balance measured is the awareness of the strengths and weaknesses. However, it is not easy for individual faculty members to align personal life with work as a lecturer who must be accompanied by learning to the organization. Taranjit Rao, et al (2015, P.20), "Performance of institutions in higher education is greatly dependent on the performance of teachers". While the teaching force is an asset that institution should have good experience in balancing life and work. So that the teaching staff as individuals and institutions can be said to relate to in order to improve performance. "But the nature of academic work is never ending," (Aditi Aeran, 2015, p.57). Indeed Because many work to do as a faculty member.

Aditi Aeran further said that : Education sector is the ultimate cognitive work where the development and exchange of ideas are constantly brewing in people’s mind, the job offers an enormous amount of flexibility, other than giving lecturers and attending the occasional meeting. Academic whether male or female have to render their services for specific period of time as in traditional 9 to 5 jobs. On this surface this appears to be ideal job for achieving work/life balance (Aditi Aeran, 2015, p.57)

Dedication to the community as a benchmark the performance of lecturers in Indonesia, is believed to be a special skill that is based on the application of learning organization capability. Contributions expertise of teaching staff is one part in the implementation of community service. Besides community service is one of the standard reference quality excellence accreditation polytechnic institutions, and as a result of the implementation of the utilization of educational, research that is useful to the public.

II. REVIEW OF LITERATURE

A. Learning Organization in Polytechnic

Learning is process of deepest concern in something. The learning process by individual will be an asset for the company or organization to evolve the direction of growth (Rina Anindita, 201, p.22). Qualification of vocational directing lecturer staff to have skills as supports soft skills of the students. No doubt a lot of power procured by the practitioners of vocational education in transferring knowledge. This relates to community service activities, where the teaching force is required as a trainer or motivator. For practitioners, it is (learning) associated most closely with training (Alessia Contu, Hugh Willmott, 2003, p. 283).

Higher education institutional is a complex organization in managing the academic community consisting of students, lecturers and other education personnel. So it requires a deep understanding of the competency of the teaching force in the learning organization. Peter J.Smith and Eugene Sadler-Smith (2006) defined competence at the organizational level is to train and develop the workforce is a complex and companyspecific, and henc competitively unique, resource. Therefore, as part of the organization, teaching staff as individuals must learn something quickly and focus on the changes if the organization does not want to outdated. They must learn better and faster or they will die (Michael J. Marquardt, 2002, P.23).

Of course, organizational learning for each individual faculty requires competence and skills of its own. Studying the complex organization requires experience, not just a study of the applicable theory. Luca Iandoli and Giuseppe Zollo (2008,p.28) define that entering complexity means experiencing something new , placing yourself at the edge of habitual experience , in an area where personal experience does not yet have a social existence, where the collectivity is not able to sustain itself with words, concepts categories and adequate examples. Different statement said by William H. Starbuck and Bo Hedberg (2001, p.2) which research studies have found large errors and biases in people's perception both of their organizations' environemtns and of their organizations. In this case the seriousness needed to unravel the complexity to achieve the qualified/ good institution / polytechnic. The seriousness of the institution to have advanced to be offered to students as an end user and society as stakeholders, there will be good if it starts with an understanding of the meaning and function of the polytechnics establishment. Furthermore William H. Starbuck and Bo Hedberg said that other research suggests that people are ignorant about or misperveive their own organizations (2001, p. 3).

Educational institutions at the level polytechnic faculty have as a resource. Teaching staff (faculty members) likened the teacher if the world of elementary school, junior high and high school. As with teachers, professors are required as a leader in the management of community service. Furthermore Phillip C.Schlechty (2009, p.42) said : "Teachers are

viewed as leaders, designers or work for students, and guides to instruction”. So it can be said that there are actually learning organization can be a full and reliable program for an individual in the organization to learn about the organization. As teachers whose job is to transform science and technology, knowledge must be easily communicated through information technology. The role of transferring existing knowledge on the learning organization is needed. As said by Michael J.Marquardt (2002) that: Transferring knowledge between people or from databases to people infuses energy and vigor into the body of the organization. Knowledge transfer based on mechanical, electronic, and interpersonal movements of information diffuses knowledge quickly throughout the organization – before it becomes dared misinformation.

Learning organizations thrive on quality knowledge and communications. Therefore knowledge should be easily accessible whether received from people or through information technology. It should flow up as well as down throughout the organization. Encourage open discussion and cenversation througout the company (p.226)

Peter M.Senge on the book *The Fifth Discipline*, propound:“Learning” in this context does not mean acquiring more information, but expanding the ability to produce the results we truly want in life. It is lifelong generative learning. And learning organizations are not possible unless they have people at every level who practice it. (p.127)

So in this case the resource is people who play a role. At the organizational level vocational education level that private polytechnic, faculty was instrumental in his ability to produce a learning organization. Actually, the character of learning organization at vocational colleges with different levels. The difference lies in the level at which the focus of the learning organization. Organizational learning covers individual, grouping and organizational learning with the simultaneous proceeding effort for organizational and individual learning (Chang and Lee, 2007, p.156). From there lies the obstacle known to have learning organization committed to the institution of higher education organizations. As said by White and Wheatersby (2002, p.292-292) that the university as a learning organization obstacles to learning in terms of individual members of the organization is due to the characteristics of teaching staff, often already mearasa know so stop doing the learning.

B. Work-Life Balance In Polytechnic

Our teaching is more of a vocation,in the sense of calling, than simply a job (John W.Curtis,2004,p.21). Indeed, colleges that have strong workplaces support, consult with, and appreciate their employees (Carolyn Mooney, 2013,p.1). As a lecturer at the polytechnic in Indonesia, in accordance with the regulations of the Minister of Education, only permanent teaching staff who are required to work full time. Meanwhile, in Indonesia there is no permanent faculty. History stigma that some people want to work as lecturer have the time because that can be conditioned (flexible time hours). It turned out that in contrast with the underlying regulations..

Nevertheless , flexible working hours schemes are offered as work-life balance allowing employers to appear employeefriendly whilst meeting businees needs (Doris Ruth Eikhof, et all, 2007, p.327). Both those who study the workplace and those who work in it say that flexibility is the key to allowing employee to excel both at home and at work (Margaret Steen, 1998, p.105). Not meant for faculty members remain replace full-time work schedule became part-time. Because the policies that exist in every institution is different, although the reference to the underlying regulations. The policy is based on the regulations to be based on

the characteristics than related organizations. Since not all the rules / regulations that underlie policy in general can be used as the basis to establish resources that are geographically very different, especially geographically in West Java.

As lecturer, many of them take the work home, while the family wanted time together (Ifada, 2016, p.52). This is indicated because as lecturers need more time to organize their work, especially at polytechnics are required to do a lot of things. Faculty members are required to be more focused on skills for the field of teaching and reported in the form of faculty workload. Need for professional educators to realize the aspirations of professionalism (Robbins and Coulter, 2010, p.284). In order not to conflict between work and life, Kreitner and Kinicki (2014, p.157)) provides solutions that:

1. The balance of family work starts at home
2. The philosophy of a company that supports the family is more important than specific programs
3. Flexibility informal policy working hours and allow employees to work at home is very important to improve the balance of work / family
4. Spouses and supportive supervisor who can help.
5. Perform a proactive approach to dealing with conflict of work / family
6. Identify and address the sources of conflict of work / family

In this study revealed the learning organization that will be tested to improve the performance of the teaching force in the indicator community service through work-life balance. Could learning organization can improve the performance of community service directly, or learning organization can boost community service if through work-life balance? For the work-life balance can be seen in terms of individuals and organizations. It is at this point that WLB (work-life balance) programs will be seen as beneficial for all workers to Participate in, both from an individual and organizational perspective (Natalie Raiter, 2007, p.291). Different idea reveal that, "It was clear that the university, Although probably in many cases an ideal place to work because of the independence and autonomy, was far behind the private sector in terms of providing flexibility to faculty," (Jon Marcus, 2007 , 18). He considers that higher education is a good place to provide flexibility, but as revealed in the above discussion that higher education is precisely the place where a lot of work for teachers. In addition to education and teaching, research and development, as well as community service activities. That's all we need to divide a wellorganized, so that faculty can contribute perfectly on its activities. In this study respondents are not distinguished by gender. Both man and woman are having same capacity. Eventhough the problem is different between woman and man. The problem faced by women academics aren't really very different from what was once true in the private sector, says Claire Van Ummersen, Vice president of the Center for Effective Leadership at the American Council of Education (ACE) as said by Jon Marcus (2007 , p. 28).

C. Community Service In Polytechnic

As educators who are professionals in their fields of social life are required for high performance. Lecturers are professional educators and scientists with the main task: transorm, develop, and disseminate science, technology and arts throught education, research, and community service (Kuswandi, 2015, p.85). Field community service as part of the standard reference for the performance of the teaching force is experiencing rapid development. As said by Barry Checkoway (2000, p.24-28), "There is a new interest in community service on campus, and some educators are organizing a national movement to

promote it". At the level of university education valuable resources can be seen from the teaching force. Universities have valuable resources (for example, students, faculty, staff, classrooms, libraries, technology, research expertise) that become accessible to the community when partnerships address community needs (Robert G. Bringle and Julie A. Hatcher, 1996, p.221). But do not rule out the possibility of these resources are owned by the level of vocational education, which is examined in this article.

Dedication to the community is not only owned by S1 education level institutions (universities), but also the level of vocational education, the polytechnic. But actually community service are different forms depending rather than the institution itself. Therefore Community service activities can be defined differently depending on the institution (E. Wolverton Jr. and Robert K. Heiselt April, 2010, p.387).

Community service can be viewed in terms of the provision of the transformation of science to the public is both counseling and training involving the lecturer as a counselor / coach. Implementation of community service tasks as defined in this study conducted by faculty as part of their performance, can be paid or not depends on the relevant institutions. In some cases, community service equated with unpaid volunteers. But some experts say different things that in all cases, community service work is performed by volunteers who are not paid for reviews their time (Magno M. Quendangan and Jerico S. Laquesta, 2014, p. 99).

Performance of lecturer based on Tati Setiawati (2009,p.3) there are some characteristics:

1. It meets all the lectures on time
2. Provide assistance and guidance services to students at the scheduled time
3. Provide assistance and guidance services to students at the scheduled time
4. Renewal of the lecture material on a regular basis
5. Formulate and develop test materials
6. Discuss the test results with students as a positive feedback
7. Provide tuition effectively
8. Creating facilities for the implementation of classroom discussions, as well as student learning activities

However, in other research, Sri Trisnaningsih (2011, p.85) suggest about lecturer performance :

1. Development of institutional and scientific cadres
2. Designing policies and overall academic master plan
3. Designing wisdom in the overall master plan (academic and physical)
4. Holders of authority in his field of specialization
5. Planning and implementing the formation program / coaching cadre
6. Help the community by providing information and implementation of research results.

D. Learning Organization And Work-Life Balance

Integrating learning organization and work have been studied over several decades. As said by Appelbarun and Batt, 1994; Schumann, 1998 cited by Ellstrom, 2001, p.421 that in line with this increasing emphasis on learning at work, there has been a strong tendency in many countries to abandon traditional models of work organization Tayloristic in favor of allegedly more humanistic, flexible, and integrated work systems. Research on the relationship of organizational learning and work-life balance conducted by Juan-Gabriel

Cegarra-Navarro (2015) revealed that the Congenital learning process is positively associated with the WLB supporting culture. But not many studies that reveal the relationship of learning organization and work-life balance.

Research on Learning Organization and Work-life balance is to be studied and deepened. Because not many journals and studies that reveal both parallel relationship and a mutual relationship, or influence the direction, or the reciprocal influences.

E. Work-Life Balance And Community Service

Balancing between work and life is such a difficult, way to manage by the employee if they have many works to do in insitution. Especially for the professional educator. They have three kinds of lecturer performance: education and teaching, research and development, community service. Reviews These three kind of educator performance should organize by Reviews their self if they want to be a good score in faculty member workload (lecturer workload). Balancing work and life when doing performance is not as simple as clapping hands. To balance work and life need attention and effort especially in community service as faculty members. It means the interest of integrating work-life balance in employee performance maybe Affect the performance, include the physical of faculty members. "The increasing interest in wellbeing at work has emerged against the backdrop of the general decline in the nature of workplace ill health from the resulting physical, psychosocial and personal factors", said Nicole Renee Baptiste (2007, p.285). It means that the need for health will affect employee performance. "....., The perceptions of employees about WLB support Directly influence job performance" (Felicity Asiedu-Appiah, et al, 2015, p. 387). The expert opinion to prove that indeed there is a significant effect between WLB to performance. In this study examined the effect of WLB to faculty members performance, namely community service.

F. Learning Organization and Community Service

According to Tichy, et al (1997) said, "Community service initiatives enable individuals to Contribute Reviews their time and skills to help improve Reviews their local communities, with the goal of enhancing individuals' awareness of constituents in the broader community as well as enhancing self- awareness (Tichy, et all, 1997 in Caroline A.Bartel, et al, 2001, p.368). Learning organization may Affect the performance of a professional educator. But in the other studies mentioned on the relationship between learning and organizational performance organizaitional studied by Kim, 1993 in an article written by Manila S.Austin and Debra A.Haskins, 2008, p.108 says, "Early critiques highlighted the apparent Among practitioners and Academics disagreement about what organizational learning means and how to go about creating it ((Kim, 1993), in Manila S.Austin and Debra A. Haskins, 2008, p.108)).

G. Learning organization , Work-life balance and Community Service.

The relationship these three variables if dilogikakan will have a relationship. From several studies literature of the above can be concluded. But have not found any journals or research that discussed the relationships between the three, namely the Learning Organization Affect to community service through work-life balance.

III. OBJECTIVES OF THE STUDY

- To study the possibility affect of learning organization improve the profesional educator performance directly, or indirectly through the work-life balance
- To study the condition among learning organization, work-life balance and community services as a profesional educator at private polytechnic in West Java province

IV. RESEARCH METHODOLOGY

The respondents selected geographically by area / geographically. Taking a representative from each region / geographical area (Moch.Idohi, 2014, p.16). Observational studies conducted on both teaching force personnel remain or not remain in private polytechnic in West Java. The use of the questionnaire is possible to scale attitude. The scale of attitudes in this questionnaire is an ordinal scale.

A sample of 14 faculty members of different academic position as a Assistant Expert S2 with the highest education in Sukabumi and Bekasi district only. Structured questionnaire was used as an instrument to collect the primary data.

The analysis used to determine the condition of a learning organization, work-life balance and community service at a private polytechnic teachers in West Java using a subset of the statistics descriptive frequency distribution. estimator variables of this study extend to distribution of the questionnaire in order to obtain a score of answers based on the attitude scale above. The scale of attitudes in this penelitanian are presented in the following table:

Table 1. Variable rating categories

Question item	Weight rating				
	Strongly disagree	Disagree	Less agree	Agree	Strongly agree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

To give you an idea will then be made frekuensi distribution table that will be calculated scores for each respondent's answer to the question item, percentage, frequency, and category value. Formula to determine the category value range can use the formula:

$$I = \frac{\text{Highest score} - \text{Lower score}}{5}$$

(Source: Sugiyono, 2012)

In which the highest value is multiplied by the number of respondents weighting score centipede. While the lowest value is multiplied by the weighted number of respondents lowest score. The results of the above mentioned SSR assessment then created guidelines as shown in table 2 below:

Table 2. Research variables assessment criteria

COMPONENT	SCORE RANGE	PREDICATE
VARIABLE	20,00 – 35,99	BAD CONDITION
	36,00 – 51,99	LESS GOOD CONDITION
	52,00 – 67,90	SUFFICIENT CONDITION
	68,00 – 83,99	GOOD CONDITION
	84,00 – 100	VERY GOOD CONDITION

Source: Adoption from Umi Narimawati, if the data adjusted , 2016.

The division of questions tailored to the stages, ie there are three stages. Phase - 1 suggests the characteristic of respondent, Phase - 2 related to question studying the Affect of Learning organization to work-life balance, Phase - 3 related to question studying the Affect of work-life balance to community service, Phase - 4 related to question studying the Affect of learning organization to community service, Phase - 5 question related to studying the Affect of learning organization to community service through the work-life balance. Analyzing the data was used averages and frequency distribution.

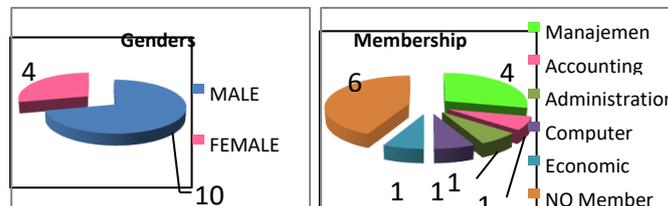


Figure 1. Characteristic Profile of Respondent Based on Academic Position and Highest Background Education

Pie chart revealed the characteristics of respondent. Amount of Asisten Ahli (AA) there were = 6 person , the amount of Lektor (L) were = 3 person, and the rest are NO Academic position (functional academic). Pie chart of Education revealed the amount of S1 (Bachelor degree) : 1 person, S2 (undergraduate) : 13 person.

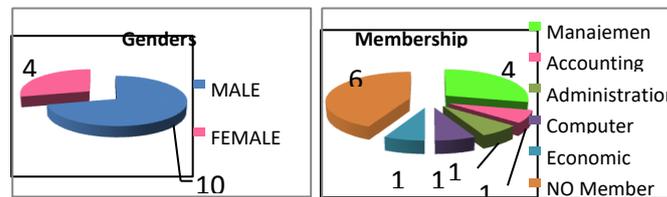


Figure 2. Characteristic profile of Respondent Based on Gender and Organisation Membership

From pie chart in figure-2 above revealed that there were only amount of 6 men and 2 women who has own membership fields are : 2 women have membership fields , computer and administration field of each person. There are 6 men have the membership , they are computer field, economic, management, and accounting fields.

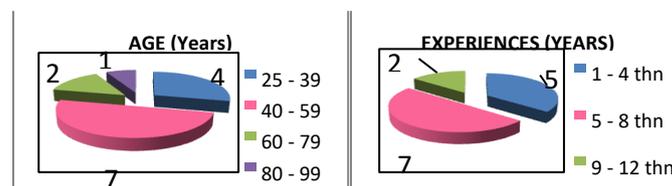


Figure – 3 . Characteristic Profile of Respondent Based on Age and The working experiences (years)

There are 4 people in 1 – 4 years experiences. Only 1 person already get an AA academic functional. There are 7 lecturers in 5-8 years experiences. There are 2 lecturers have an academic functional Lektor , 4 lecturers are AA, and 1 no academic functional. There are 2 lecturers in 9-12 years experiences. Each are AA and L. There are young lecturer in age 35 years old already get an akademik functional as Lektor. This is a good achievement for that person because the others are did not get the Lektor academic functional as Lektor yet when they were in 35 years old.

From the pie chart above made into a table , below :

Table 3. The Characteristic Profile of Respondents

AGE (Years)	Functional Academic	Experience (Years)	Educational background	PRIVATE / STATE University	Membership Field	Male	Female
32	L	10	S2	P	NO	V	
37	AA	9	S2	P	KOMPUTER		V
33	AA	5	S2	P	NO	V	
27	NO	1,5	S2	S	NO		V
54	AA	8	S2	P	EKONOMI	V	
35	AA	6	S2	P	MANAJEMEN	V	
28	NO	3	S2	P	NO	V	
60	L	6	S2	P	MANAJEMEN	V	
36	L	6	S2	P	KOMPUTER	V	
31	no	5	S2	P	ADMINISTRASI		V
39	no	2	S2	P	NO	V	
35	AA	3	S2	P	ACCOUNTING	V	
29	NO	3	S1	P	NO		V
44	AA	6	S2	S	MANAJEMEN	V	

Source : primary data processed

A. Affects Of Learning Organization On Worklife Balance

Table 4 . The questionnaire questions

Coding	Statement
X1	Assist and guide services to college student at the time scheduled
X2	Renew materials regularly
X3	Invites faculty member regularly (professional educator) to renew materials
X4	Preparing and developing teaching methods training to professional educator
X5	Create the facilities for implementation of class discussion, and student learning activities

Source : the primary data processed.

Table 5. Factors of Learning organization affects on Work-life balance

	1		2		3		4		5		JUMLAH		Total Score	Ideal Score
	f	%	f	%	f	%	f	%	f	%	f	%		
X1	0	0	0	0	1	7,147	50	6	42,86	14	100	61	70	
X2	0	0	1	7,14	1	7,147	50	5	35,71	14	100	58	70	
X3	0	0	1	7,14	2	14,34	28,577	50	14	100	59	70		
X4	1	7,14	3	21,4	4	28,64	28,572	14,29	14	100	45	70		
X5	0	0	1	7,14	2	14,36	42,865	35,71	14	100	57	70		
AMOUNT OF TOTAL SCORE												280		
PROSENTAGE												80%		

Source : the primary data processed

From the score above , revealed the amount of total score is 280 , the prosentage is 80%. The lowest score appears on coding X4 : preparing the developing teaching methods training to professional educator. The question given to respondents to assess the management of the call-management to provide training for professional educator in preparing and developing teaching methods. It means that the management did not give the

training which provide training in preparing and developing teaching methods to professional educator. The continuum line from the Table 5 , bellow :

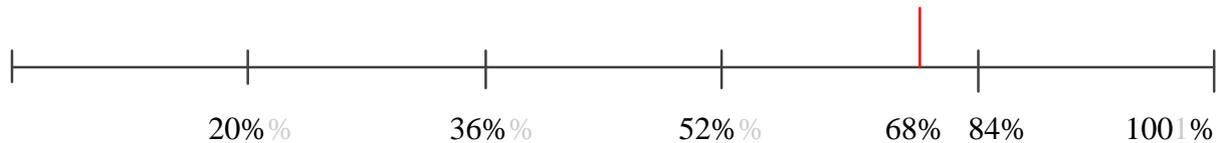


Figure – 4. The continuum line

From the figure and table above can be seen that the results of respondents perception achieve 80% from 100% score. It reflects good condition of respondent perception about the learning organization and work-life balance.

B. Affects Of Work-Life Balance On Community Service

Table 6. The Questionnaire questions

Coding	Statement
X6	Authority in helping people provide counseling and implementation of research results
X7	Training of design policies and overall academic master plan
X8	Granted of full rights as holders of authority in the rating assignment / exam students and student attendance control
X9	Listening before talk each other
X10	Planning and implementing programs of formation / cadres training

Source : the primary data processed

Table 7. Factors of Work-life balance affects on Community service

	1	2	3	4	5	JUMLAH	TOTAL SCORE	IDEAL SCORE					
X6	0	0	2	14,34	28,66	42,86	2	14,29	14	100	50	70	
X7	2	14,3	2	14,36	42,93	21,43	1	7,143	14	100	41	70	
X8	0	0	0	0	1	7,144	28,57	9	64,29	14	100	64	70
X9	1	7,14	0	0	6	42,93	21,43	4	28,57	14	100	51	70
X10	2	14,3	1	7,146	42,95	35,71	0	0	14	100	42	70	
JUMLAH SKOR TOTAL												248	
PROSENTASI												71%	

Source : The primary data processed

Results of the average data processed shown that the lowest score lies in code X7. The question is about wheter the professional educator were trained to design policies and overall academic master plan. It means that they did not trained to design policies and academic master plan. The Continuum Line bellow :



Figure – 5. The Continuum Line

V. FINDINGS

Temuan pada study ini sangat menarik. Karena dari beberapa gambar dan table di atas dapat dilihat dan dimaknai sebagai berikut : Tenaga pendidik dengan academic position Asisten Ahli menduduki prosentase terbanyak yakni 50% , dengan jumlah 7 orang dari total keseluruhan tenaga pendidik yang menjadi responden yaitu 14 orang. Untuk yang menduduki academic position Lektor with total 5 person it means 35,714 % from total the 14 person respondents. Profesional educator with academic position Lektor Kepala ,total 2 person. It is only about 14, 285% from total person who have the academic position. On the governance regulation , the person who wants to be a lecturer (faculty member) must have minimum Asisten Ahli academic position. That is the based standar from Ministry of Education.

Based on Education background. The facts are shown that only one person who get the S1 degree. The others are S2 and S3. It because the Governance make statement that all of the person who wants to be a lecturer must be graduate minimally from S2 background. It is very recommended that the person who wants to be a lecturer improve the education higher than before. In 2020 maybe all the lecturer (professional educator) must be graduated from PhD or Doctoral students.

Seen on the percentage that the educational background S1 is only 7,1428 % from total the 100% educational background. As the regulation which govern the professional educators must have degree S2, not S1. And the S2 educational background is on the score 78,571% from total 100%. It means that the educator professional realized if they want to continue to work as a lecturer / professional educator, so they have to obey the rule / Educational regulation. And the professional educator must have knowledge and skills higher than the students they lectured.

Only 28, 571 % are Female , and 71,428 % are Male. The condition of the institution make the applicants educator professional Male are more dominated than female. Male interesting lecture in polytechnic because of the courses spesificity. Spesificity of the educator professional background must be applicable. Such as typing with ten fingers or blind system, understand and expert in laboratorium of technique, two-wheeled vehicles, four-wheel vehicles, or any other uniqueness skilss , spesificity as a educator professional background. As a professional educator not only lecture but also finding a new product / service through the research. That's not easy because the faculty member should focus and spending much time to do the research or collect field data , observation , etc.

Table 3 shown that mostly the educator professional who has Membership organization are Men, the rest are women. Men are dominate the Functional academic, Educational background, and Membership organization field. Only a woman graduated from S1. The membership field on Management dominate the professional educator. From the academic position Lektor , also can be seen that the positions can be achieved when a person has worked for more than 5 years. However there are still educator professional who has academic position as a Asisten Ahli even though they had been working for more than 5 years. Table 3 showing that there are 4 person still having academic position Asisten Ahli in more than 5 years working experience. The behavior condition of each professional educator , maybe seniority and closeness affect of arrangement of the academic position in many private polytechnic. There are still 5 person who do not have the functional academic. They like take care of other activites than handling many portofolio as a functional academic requirements. The professional educator feel uninspired caring the portofolio, such as research including writing editing and finding some journals, writing a book, monograf, article, etc. It seems like many activities should be handled by one person.

VI. CONSLUSIONS AND SUGGESTIONS

As educators , it should continue to do the learning process. It means learning organization done by the individual level. Avoid the feeling “I know everything” or “Everything i know” , cycle of learning easily broke by that feeling. Organizational learning higher education / polytechnic type is different from other organization. In private polytechnic as a vocational educational level have a uniqueness type such as : leadership , team based, transferring knowledge, doing research , and responsibility to community.

Whereas work-life balance can be intepreted as a policy or strategy set as the employees' pattern. Implementing the worklife balance does not easy for every organization. There are rules , employee must abide by the rules. However, work-life balance becomes issues rapidly growing.. Treating the employee as possible to see in terms of a balance in terms of their health, social life, family , welfare, because the employee is an asset of the organization.

Responsibility as a professional educator embodied in part of community. Not easy being a professional educator due to its responsibility not only for the students but also for community. So it is possible applying a positive relationship among learning organization , work-life balance and community service. Learning organization affect community service indirectly through work-life balance. From the results of discussion above implying professional educator performance positively increase after learning organization affect the work-life balance. It concluded that learning organization process touches every aspect of life. If they can learn faster , they can balance between work and private life. If they can balance work and life , they can improve the performance.

References

- [1] Aeran, A., & Kumar, R. (2015). IMPACT ON LIFE OF WOMEN EMPLOYEES IN EDUCATION SECTOR. Indian Journal of Scientific Research, 6(1), 57-62. Retrieved from <http://search.proquest.com/docview/1791580315?accountid=48290>
- [2] Anindita, Rina, “Learning Organization as a strategy to improve the performance of the lecturers through work engagement and competency in Kopertis III Aceh”, 2016, Unpublished Dissertation.
- [3] Antonio, A. L., Astin, H. S., & Cress, C. M. (2000). Community service in higher education: A look at the nation's faculty. The Review of Higher Education, 23(4), 373-397
- [4] Asiedu-Appiah, Felicity, Aleem Mehmood, and Bylon A. Bamfo. "WORK-LIFE BALANCE PRACTICES, JOB PERFORMANCE AND TURNOVER INTENTIONS." International Journal of Arts &
- [5] Sciences, vol. 8, no. 4, 2015., pp. 379-404, <http://search.proquest.com/docview/1764368127?accountid=48290>
- [6] Bartel, C. A., Saavedra, R., & Linn, V. D. (2001). Design conditions for learning in community service contexts. Journal of Organizational
- [7] Behavior, 22(4), 367-385. Retrieved from <http://search.proquest.com/docview/224867101? 48290>
- [8] Baptiste, Nicole R. "Tightening the Link between Employee Wellbeing at Work and Performance." Management Decision, vol. 46, no. 2, 2008., pp. 284-309doi:<http://dx.doi.org/10.1108/00251740810854168>.
- [9] Bringle, Robert B., and Julie A. Hatcher. "Implementing Service Learning in Higher Education." The Journal of Higher Education, vol. 67, no. 2, 1996., pp. 221. <http://search.proquest.com/docview/205335474?accountid=48290>
- [10] Bui, H., & Baruch, Y. (2010). Creating learning organizations: A systems perspective. The Learning Organization, 17(3), 208-227. doi:<http://dx.doi.org/10.1108/09696471011034919>
- [11] Caproni, P. J., & Arias, M. E. (1997). Managerial skills training from a critical perspective. Journal of Management Education, 21(3), 292-308. Retrieved from <http://search.proquest.com/docview/195750828?accountid=48290>
- [12] Cegarra-navarro, J., Cegarra-leiva, D., Sánchez-vidal, M. E., & Kp Wensley, A. (2015). Congenital learning, organisational performance and work-life balance culture. Knowledge Management Research & Practice, 13(1), 105-114. doi:<http://dx.doi.org/10.1057/kmrp.2013.35>
- [13] Checkoway, Barry. "Public Service: Our New Mission." Academe, vol. 86, no. 4, 2000., pp. 24-28, <http://search.proquest.com/docview/232307807?accountid=48290>.

- [14] Chang and Lee. "A study on relationship among leadership, organisational culture, the operation of learning organisation and employee's job satisfaction". The Organisational Learning Vol. 14. No. 2, 2007, p.155-186.
- [15] Contu, A., & Willmott, H. (2003). Re-embedding situatedness: The importance of power relations in learning theory. *Organization Science*, 14(3), 283. <http://search.proquest.com/docview/213834514?accountid=48290>
- [16] Curtis, John W. "Balancing Work and Family for Faculty: Why it's Important." *Academe*, vol. 90, no. 6, 2004., pp. 21-23, <http://search.proquest.com/docview/232303684?accountid=48290>
- [17] Dararat, Suntaya, and Teera Taechamaneestit. "ORGANIZATION DEVELOPMENT TOWARD LEARNING ORGANIZATION IN A PRIVATE UNIVERSITY." *International Journal of Cyber Society and Education*, vol. 8, no. 1, 2015., pp. 19-29 <http://search.proquest.com/docview/1688467469?accountid=48290>
- [18] Eikhof, Doris R., Chris Warhurst, and Axel Haunschild. "Introduction: What Work? what Life? what Balance?" *Employee Relations*, vol. 29, no. 4, 2007., pp. 325-333
- [19] Ellstrom, P. (2001). Integrating learning and work: Problems and prospects. *Human Resource Development Quarterly*, 12(4), 421-435. Retrieved from <http://search.proquest.com/docview/234903957?accountid=48290>
- [20] Fillion, Gé, Vivi Koffi, and Jean-Pierre B. Ekionea. "PETER SENGE'S LEARNING ORGANIZATION: A CRITICAL VIEW AND THE ADDITION OF SOME NEW CONCEPTS TO ACTUALIZE THEORY AND PRACTICE." *Journal of Organizational Culture, Communication and Conflict*, vol. 19, no. 3, 2015., pp. 73-102, <http://search.proquest.com/docview/1768357068?accountid=48290>
- [21] Hassan, Moshood A. "WORK-LIFE BALANCE AND CAREER MOVEMENT OF NIGERIA UNIVERSITY LECTURERS: RECOURSE TO LIFELONG EDUCATION." *International Journal of Arts & Sciences*, vol. 8, no. 6, 2015., pp. 433-447, <http://search.proquest.com/docview/1764688429?accountid=48290>
- [22] Henderson, M., & Bradey, S. (2008). Shaping online teaching practices. *Campus - Wide Information Systems*, 25(2), 85-92.
- [23] Hill, E. J., Miller, B. C., Weiner, S. P., & Colihan, J. (1998). Influences of the virtual office on aspects of work and work/life balance. *Personnel Psychology*, 51(3), 667-683. Retrieved from <http://search.proquest.com/docview/220135005?accountid=48290>
- [24] Irvine, J., & Cossham, A. (2011). Flexible learning. *Library Review*, 60(8), 712-722. doi:<http://dx.doi.org/10.1108/00242531111166728>
- [25] Kreetner, Robert and Kinicki, Angelo. "Organizational Behavior". 2014. McGraw-Hill Educaton (Asia) and Salemba Empat.
- [26] Kuswandi, Noor, A., Sundjoto, & Purwanto. (2015). EFFECTS OF TRANSFORMATIONAL LEADERSHIP, PERSONAL VALUE, JOB SATISFACTION ON LECTURER PERFORMANCE. *Researchers World*, 6(2), 84-92. Retrieved from <http://search.proquest.com/docview/1676456638?accountid=48290>
- [27] Marcus, Jon. "Helping Academics have Families and Tenure Too." *Change*, vol. 39, no. 2, 2007., pp. 27-32. <http://search.proquest.com/docview/208075193?accountid=48290>
- [28] McCarthy, Anne M., and Mary L. Tucker. "Encouraging Community Service through Service Learning." *Journal of Management Education*, vol. 26, no. 6, 2002., pp. 629 <http://search.proquest.com/docview/195705631?accountid=48290>
- [29] Moch. Idohi, Anwar, Mpd, Dr, Prof. "Dasar-dasar statistika". Alfabeta, Bandung, 2014.
- [30] Mooney, Carolyn. "Leadership, Work-Life Balance Help make Great Colleges." *The Chronicle of Higher Education*, 2013., <http://search.proquest.com/docview/1415375148?accountid=48290>
- [31] Nyden, P., PhD. (2003). Academic incentives for faculty participation in community-based participatory research. *Journal of General Internal Medicine*, 18(7), 576-85. doi:<http://dx.doi.org/10.1046/j.1525-1497.2003.20350> Olajide, O., & Fabunmi, F. A. (2011). Lecturers' perception of the adequacy of resources and services of university of ado-ekiti library. *Library Philosophy and Practice*, 1-11. Retrieved from <http://search.proquest.com/docview/912482881?accountid=48290>
- [32] Patterson, Glenys. "The Learning University." *The Learning Organization*, vol. 6, no. 1, 1999., pp. 9-17 <http://search.proquest.com/docview/215660273?accountid=48290>.
- [33] Rahmayanti, Ifada, "Career planning as a strategy to increase performance through the work attitude and the work-life balance (a study at educator private poytechnic in west java)", Unpublished Dissertation. 2016.
- [34] Reiter, Natalie. "Work Life Balance: What DO You Mean? The Ethical Ideology Underpinning Appropriate Application". *The Journal Of Applied Behavioral Science*, Vol. 43. No.2, June, 2007, p.273-294,
- [35] Robbins, Stephen.P, and Mary Coulter , "Management" 10th Edition, 2010, Erlangga, Jakarta.

- [36] Quendangan, Magno M., and Jerico S. Laquesta. "NATIONAL SERVICE TRAINING PROGRAM COMMUNITY SERVICES." *Researchers World*, vol. 5, no. 3, 2014., pp. 98-108, <http://search.proquest.com/docview/1547695071?accountid=48290>
- [37] Rao, Taranjit, R. S. Arora, and A. K. Vashisht. "Quality of Work Life: A Study of Jammu University Teachers." *Journal of Strategic Human Resource Management*, vol. 2, no. 1, 2013., pp. 20-25, <http://search.proquest.com/docview/1478029788?accountid=48290>
- [38] Setiawati , Tati, "Pengaruh Kompetensi Kerja Terhadap Kinerja Dosen (Studi Kasus di FPTK UPI)". *Media Pendidikan, Gizi dan Kuliner*, 2009. Vol 1, No.1. Oktober.
- [39] Senthilkumar, K. G., S. Chandrakumaramangalam, and L. Manivannan. "An Empirical Study on Teaching Professionals' Work-Life Balance in Higher Learning Institutions with Special Reference to Namakkal District, Tamilnadu." *Bonfring International Journal of Industrial Engineering and Management Science*, vol. 2, no. 3, 2012., pp. 38-41.
- [40] Small, Adrian, and Paul Irvine. "Towards a Framework for Organizational Learning." *The Learning Organization*, vol. 13, no. 2, 2006., pp. 276-299 <http://search.proquest.com/docview/215658968?accountid=48290>
- [41] Swain, D. K., & Panda, K. C. (2009). Use of e-services by faculty members of business schools in a state of india: A study. *Collection Building*, 28(3), 108-116.
- [42] Steen, Margaret. "Balancing Work and Life." *InfoWorld*, vol. 20, no. 23, 1998., pp. 105-106, <http://search.proquest.com/docview/194328738?accountid=48290>
- [43] Starbuck, William H. and Hedberg, Bo, *How Organizations Learn from Success and Failure* (2001). *Handbook of Organizational Learning and Knowledge*; M. Dierkes, A. Berthoin Antal, J. Child, and I. Nonaka (eds.); Oxford University Press, 2001. Available at SSRN: <http://ssrn.com/abstract=2708267>
- [44] White and Wheathursby. "Can universities be a true learning organization?". *The Learning Organization*, 2005, Vol 16, No.3, p.254270.
- [45] Wolverson, Robert E., Jr, & Heiselt, A. K. (2010). US academic librarians and community service: A case study. *New Library World*, 111(9), 381-390.