

A Model for Improving Employee Performance Through Learning Organization and Job Satisfaction at the Regional Secretariat of Semarang Regency

Joko Sucipto¹⁾ & Asyhari²⁾

¹⁾Faculty of Economy, Universitas Islam Sultan Agung, Semarang, Indonesia, E-mail: joksucipto.std@unissula.ac.id

²⁾Faculty of Economy, Universitas Islam Sultan Agung, Semarang, Indonesia, E-mail: asyhari@unissula.ac.id

Abstract. *This role is essential for organizations to maintain long-term success while maintaining the ability to learn and adapt to change, thus making the organization better prepared to achieve excellence and improve overall organizational performance. This study examines the learning organization improvement model, human resource satisfaction, and performance. This research is quantitative, a research method based on the philosophy of positivism used to examine a specific sample population (Sugiyono, 2012). The purpose of this study is hypothesis testing, where hypothesis testing usually explains the nature of a particular relationship or finds differences between groups (independence) of two or more factors in a situation. In this study, data was collected using documentary data collection techniques, namely the use of data derived from existing documents. Based on the research that has been conducted, the following conclusions can be obtained: Learning organization has a positive and significant effect on job satisfaction, so the higher the learning organization, the higher the influence on job satisfaction of ASN of the Semarang Regency Regional Secretariat. Learning organization has a positive and significant effect on employee performance, so the higher the learning organization can influence employee performance at the ASN of the Semarang Regency Regional Secretariat.*

Keywords: *Essential; Influence; Organizations; Study.*

1. Introduction

According to Sembiring and Tanjung (2021), employee performance is defined as an employee's ability to perform a specific skill. Employee performance is crucial because it determines their ability to carry out the tasks assigned to them. Meanwhile, according to Tri Ratnasari and Hermawati (2022), employee performance is the work results achieved by an individual or group of individuals within an organization, within their respective authorities and responsibilities, in order to achieve the organization's goals legally, without violating the law, and in accordance with morals and ethics. Employee performance can be seen from work results in terms of quality, quantity, ability level, and timeliness.

One of the efforts organizations often make to improve employee performance is by meeting employee knowledge and skill needs to meet minimum job standards (Baig et al., 2021). Generally, education and training are the methods organizations take to achieve this. This contrasts with Baig's (2021) opinion, which states that improving knowledge and skills cannot solely rely on education and training. It must also be achieved by creating a learning organization environment that provides opportunities for every employee to continuously learn and share knowledge with others.

employees. This gives employees the opportunity to improve and update their knowledge and skills without having to leave their jobs. Employees can even gain knowledge and skills from fellow employees while working. The organization's role here is to create a learning organization that facilitates employee knowledge sharing and provides opportunities for learning (Firmansyah et al., 2022). This role is essential for organizations to maintain long-term success while maintaining the ability to learn and adapt to change, thus making the organization better prepared to achieve excellence and improve overall organizational performance (Acevedo & Diaz-Molina, 2022).

Job satisfaction is a feeling, assessment, or way a person behaves regarding the work they do (Santoso & Dewi, 2019). Job satisfaction refers to an individual's overall attitude toward their work (Supartha & Sintaasih, 2017). Setyadi (2021) states that job satisfaction is a reflection of a person's feelings about the situations and conditions surrounding their work. Furthermore, job satisfaction can be defined as a pleasant or unpleasant emotional state for employees regarding their work (Qomariah, 2020). Based on these four definitions, it can be concluded that job satisfaction is a feeling where employees feel their hopes or desires have been met. Job satisfaction can also be defined as a condition in which people psychologically feel a sense of alignment between expectations and reality. This means that the realization of expectations is achieved in accordance with their desires.

This aligns with the research findings of Pentury (2023) and Jannah & Hastuti (2023), which found that learning organizations have a positive and significant impact on organizational performance. Better learning organization practices further improve employee performance. However, research by Priyatno et al. (2020) found that learning organizations do not significantly impact employee performance. The discrepancies in these research findings indicate a research gap that requires further study.

2. Research Methods

This study examines the learning organization improvement model, human resource satisfaction, and performance. This research is quantitative, a research method based on the philosophy of positivism used to examine a specific sample population (Sugiyono, 2012). The purpose of this study is hypothesis testing, where hypothesis testing usually explains the nature of a particular relationship or finds differences between groups (independence) of two or more factors in a situation. In this study, data was collected using documentary data collection techniques, namely the use of data derived from existing documents. This was done

by searching and recording the necessary information in secondary data in the form of agency HR reports. This documentary method was carried out by collecting annual reports, HR reports, and other necessary data. Supporting data in this study was a literature study method from scientific journals and literature containing discussions related to this research. Data was obtained from the web in the form of annual reports, HR reports, and other necessary data.

3. Results and Discussion

3.1. Data Collection Description

The population in this study were ASN of the Semarang Regency Regional Secretariat who came from eight sections namely the General Section, Legal Section, Organization Section, Governance Section, Public Welfare Section, Goods/Services Procurement Section, Development Administration Section and Economic and Natural Resources Section. The questionnaire distribution process was carried out through Google Forms which were distributed online via WhatsApp which was carried out from January 12, 2026 - January 26, 2026, obtained 100 answers. The data was then verified and obtained data of 100 answers were used because they met the respondent criteria, namely ASN who worked in the Semarang Regency Regional Secretariat environment. Furthermore, 100 answers after verification had met the requirements as respondents, so the data used came from the answers of 100 respondents. The data were analyzed based on the results of the questionnaire distribution which were then processed using Smart PLS 4 Software. The description of the respondents can be explained as follows.

1) Respondent Overview

Based on the research that has been conducted, the data obtained on the characteristics of ASN of the Semarang Regency Regional Secretariat are presented as follows:

Table Respondent Characteristics

Characteristics	Frequency (N=100)	Percentage (%)
Gender		
Man	56	56.0
Woman	44	44.0
Age		
18-26 years old	7	7.0
26-35 years old	53	53.0
36-45 years old	28	28.0
>45 years	12	12.0
Education		
High School/Equivalent	18	18.0

D3	20	20.0
S1	59	59.0
S2	3	3.0

Source: Primary Data 2026

Based on the data in Table, it can be seen that the characteristics of the ASN of the Semarang Regency Regional Secretariat who became respondents were predominantly male, with 56 people (56%). Meanwhile, ASN of the Semarang Regency Regional Secretariat were female, with 44 people (44.0%). This indicates that the ASN of the Semarang Regency Regional Secretariat are predominantly male.

ASN of the Semarang Regency Regional Secretariat aged between 18-26 years were 7 people (7.0%), ASN aged between 26-35 years

as many as 53 people (53%), ASN aged between 36-45 years as many as 28 people (28.0%), and 12 (12.0%) ASN over 45 years old. This shows that the majority of ASN at the Semarang Regency Regional Secretariat are aged 26-35 years (53%). This indicates that the Semarang Regency Regional Secretariat has a relatively young and productive workforce. ASN at this age are generally at the peak of productivity, both physically and mentally. ASN tend to be more adaptable to new technologies and have high work enthusiasm. Young ASN often have fresh and innovative ideas that can help the organization continue to grow. The younger generation tends to be more receptive to change and adapt to a dynamic work environment. The age of 26-35 is also a crucial period in career development. ASN at this age are usually pursuing higher career levels and are motivated to continue learning and developing. ASN Secretariat Area Regency Semarang with level 18 people (18.0%) had a high school/equivalent education, 20 people (20%) had a D3 education, 59 people (59.0%) had a S1 education, and 18 people (18.0%) had a S2 education 3 people (3.0%). This indicates that the majority of ASN in the Semarang Regency Regional Secretariat have a bachelor's degree (59%). This indicates that the Regional Secretariat has qualified and competent ASN.

2) Descriptive Analysis of Variables

Descriptive analysis aims to determine respondents' responses to each question posed. In this case, descriptive analysis explains the responses of ASN to the questions posed for each variable, which includes learning organization, job satisfaction, and employee performance. To determine respondents' responses to each variable, in this study, they were grouped into one score category using a scale range with the following formula (Umar, 2012). The index number can summarize the degree of respondents' perception of the indicators of the variables in the study. The method for calculating the respondent's answer index can be done using the following formula:

The lowest assessment score is 1. The highest assessment score is 5.

Interval = (Maximum Value – Minimum Value) / (Number of Classes) = (5-1)/3 = 1.3

Thus the interval is explained as follows: $1.00 - 2.29 = \text{Low}$

$2.30 - 3.59 = \text{Moderate}$

$3.60 - 5.00 = \text{High}$

Hypothesis testing in this context aims to validate or refute the researcher's initial assumptions about the relationship between variables. This is a crucial step in quantitative research to ensure that the results obtained are not mere coincidence but reflect a real relationship in the population being studied.

1) Direct Effect Hypothesis Test (Path Coefficient)

To determine the structural relationship between latent variables, hypothesis testing must be performed on the path coefficients between the variables by comparing the p-value with alpha (0.05) or a t-statistic (>1.96). The p-value and t-statistic are obtained from the SmartPLS output using the bootstrapping method.

Table Path Coefficient (Direct Effect)

Hypothesis		Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Note:
H1	Learning Organization -> Employee Performance	0.337	0.333	0.086	3,906	0,000	Significant Positive
H2	Learning Organization -> Job Satisfaction	0.359	0.358	0.099	3,637	0,000	Significant Positive
H3	Job Satisfaction -> Employee Performance	0.275	0.277	0.092	2,975	0.003	Significant Positive

Based on the data presented in table above, it can be seen that the three hypotheses proposed in this study are explained as follows:

a. The Influence of Learning Organization on Job Satisfaction

Results of testing learning organization on job satisfaction the statistical T value obtained was $3.637 > \text{table } t \text{ value} = 1.96$ with a value The p-value is 0.000. This explanation can be interpreted as indicating a significant influence between learning organization and job satisfaction. Based on these results, it can be concluded that the test is able to prove the second hypothesis that learning organization has a positive and significant effect on job satisfaction, which is acceptable, so that increasing learning organization can improve job satisfaction among ASN of the Semarang Regency Regional Secretariat.

b. The Influence of Learning Organization on Employee Performance

The results of the learning organization test on employee performance obtained a statistical T value of $3.906 > t$ table value = 1.96 with a p value of 0.000. This explanation can be interpreted that there is a significant influence between learning organization and employee performance. With these results, it is concluded that the test is able to prove the fourth hypothesis that learning organization has a positive and significant effect on employee performance, which can be accepted, so that an increase in learning organization can improve employee performance in ASN of the Semarang Regency Regional Secretariat.

c. The Influence of Job Satisfaction on Employee Performance

The results of the job satisfaction test on employee performance obtained a statistical T value of $2.975 > t$ table value = 1.96 with a p value of 0.003. This explanation can be interpreted as meaning there is a significant influence between job satisfaction and employee performance. With these results, it can be concluded that the test is capable of proves the fifth hypothesis that job satisfaction has a positive and significant effect on employee performance, which can be accepted, so that increasing job satisfaction can improve employee performance at the ASN of the Semarang Regency Regional Secretariat.

2) Indirect Effect

After conducting the measurement model test, a structural model test was conducted. Hypothesis testing uses two criteria to determine whether the hypothesis is accepted or rejected. The first criterion is the t-statistic or critical value, where the hypothesis is accepted if the hypothesis has a critical value (T-Statistics) greater than the t-table (1.96), and the second criterion is a p-value < 0.05 .

Table Indirect Effect

Variable Relationship	Originalsample (O)	T-statistic	P Value	Conclusion
<i>Learning Organization- > Job Satisfaction- > Employee Performance</i>	0.099	2,132	0.033	Able to Mediate

Based on the data presented in the table above, it can be explained as follows:

a. The results of the parameter coefficient test between learning organization and employee performance mediated by job satisfaction show a coefficient value of 0.099 and a calculated t-value of 2.132 with a p-value of 0.033. At a significance level (α) = 0.05, the calculated t-value is greater than the t-table value ($2.132 > 1.96$) and the p-value is smaller than 0.05 ($0.033 < 0.05$). Because the p-value is smaller than 0.05, it can be concluded that learning organization has an effect on employee performance *performance* which is mediated by job satisfaction or in other words job satisfaction is a mediating variable between learning organization and employee performance.

3) Comparison of the Results of Direct and Indirect Influences

According to Haryono (2017), if the direct effect is greater than the indirect effect, it can be concluded that the mediating variable in this study is neither a mediating nor an intervening variable. The comparison of the results of the direct and indirect effects is as follows:

a. The regression coefficient of the direct influence of learning organization on employee performance is 0.337. This shows that the direct influence of learning organization on employee performance is greater than the indirect influence of learning organization on employee performance, mediated by job satisfaction. Therefore, it can be concluded that job satisfaction does not mediate the influence of learning organization on employee performance.

3.2. Discussion

1) The Influence of Learning Organization on Job Satisfaction

The test results show a significant influence between learning organization and job satisfaction. This means that a higher learning organization in an agency has a significant influence on job satisfaction. Therefore, the higher the learning organization, the lower the job satisfaction *organization* be the cause of the increase or decrease in job satisfaction in ASN of the Semarang Regency Regional Secretariat.

Organizational learning plays a crucial role in job satisfaction because it can boost employee motivation, which in turn leads to improved productivity and high job satisfaction. Conversely, a lack of organizational learning can lead to employee burnout, which can lower job satisfaction. Good, harmonious organizational learning will make employees happy to work and enable them to achieve organizational goals (Tirza & Prayekti, 2022).

Employees who are strongly committed to their work tend to be more engaged in the organization where they work. Employee job satisfaction can enhance their organizational learning within the agency, as organizational learning builds positive values toward employees' work and can impact job satisfaction. There are three main indicators of a learning organization: emotional well-being, identification, and employee involvement in the organization (Aulia and Setyaningrum, 2023).

The research findings are also supported by research by Aulia and Setyaningrum (2023), which demonstrated a positive and significant influence between organizational learning and job satisfaction. These findings also align with previous research that organizational learning is one of the most influential factors on job satisfaction.

individuals feel that the organization is a part of the organization and that the organization is very important for them, so that it can encourage the progress of an organization (Tirza & Prayekti, 2022).

2) The Influence of Learning Organization on Employee Performance

The test results show a significant influence between organizational learning and employee

performance. This means that a higher level of organizational learning in an agency significantly impacts employee performance. Therefore, the level of organizational learning contributes to the rise or fall of employee performance among civil servants at the Semarang Regency Regional Secretariat. Organizational learning within employees is related to emotional attachment and individual involvement in an organization. Individuals with strong organizational learning will continue working in the organization because they truly want to do so.

Employees who have organizational learning can help achieve organizational goals to improve the quality and quantity of the company. Organizational learning can meet employees' basic psychological needs and provide positive emotions. Employees who have high organizational learning tend to be more psychologically prosperous than employees who have less learning. Employee organizational learning is said to be high when employees feel a high level of conformity with the values established by the company.

Organizational OCB is also important for employees within an organization because it offers many benefits. Organizations with employees with high OCB can produce employees who are affectively committed and high-achieving, which can benefit both the organization and the employees themselves (Ardi, 2023).

3) The Influence of Job Satisfaction on Employee Performance

The test results show a significant influence between job satisfaction and employee performance. This means that higher job satisfaction in an agency significantly impacts employee performance. Therefore, high or low job satisfaction is a factor in the increase or decrease in employee performance among civil servants at the Semarang Regency Secretariat. Job satisfaction reflects the pleasant or unpleasant emotional state experienced in relation to one's work. High job satisfaction can foster positive and pleasant attitudes in employees, which in turn encourages better employee performance (Kristanto and Tajib, 2023).

Job satisfaction can influence the extent to which employees are willing to contribute more to their work (Umam & Setiawan, 2019). Employees will feel more satisfied if their work is appreciated, as reflected in the reward policies established by each company. Job satisfaction plays a crucial role in employee performance and impacts the company, so employees must be taken seriously and provided with a reward system to ensure their satisfaction and improved performance can advance the company. This is because human resources are valuable assets and difficult to retain, so organizations must pay attention to employee job satisfaction (Badrianto and Astuti, 2023).

The results of this study support research by Sunarto and Ellesia (2022) which proves that job satisfaction has a significant effect on employee performance. Alrazehi et al. (2021) proves that job satisfaction is an important factor influencing organizational performance. Majid et al. (2021) found that job satisfaction has a positive and significant effect on employee

performance. Katebi (2022) proved a moderate, positive, and significant relationship between job performance and job satisfaction. Mustofa (2021) found that employee job satisfaction has a positive and significant effect on employee performance. Research findings from Alsafadi and Altahat (2021) show the importance of job satisfaction in achieving human resource performance goals. The results of research by Suhartono et al. (2023) show that there is a positive direct effect of job satisfaction and job performance. Hasibuan et al. (2024) found that job satisfaction has a positive and significant effect on employee performance. Perkasa et al. (2023) found that job satisfaction has a positive impact on employee performance.

4) The Influence of Learning Organization on Employee Performance Mediated by Job Satisfaction

The results of the study show that learning organization has an effect on employee performance which is mediated by job satisfaction or in other words, job satisfaction is a mediating variable between learning *organization* with employee performance. Employees who have altruistic tendencies tend to be more satisfied with their jobs, and this job satisfaction can, in turn, improve employee performance.

The relationship between a learning organization and employee performance is not only direct but also through job satisfaction. In other words, a learning organization can increase job satisfaction, which in turn drives improved employee performance. Therefore, job satisfaction acts as a mediator in this relationship. Affective commitment has a strong indirect effect on employee performance through job satisfaction. Employees with strong organizational learning are more satisfied with their jobs, which ultimately improves their performance. Therefore, affective commitment is essential for maintaining employee performance.

Safa'Atturrizky (2024) found that employees who expressed a desire to remain with the company tended to feel satisfied with their jobs and demonstrated superior work performance. This finding is supported by research by Sudrajat & Hartono (2022), which showed that organizational learning variables significantly and positively influenced performance through job satisfaction. Similar findings were also presented in research by Wahyudi et al. (2022), where organizational learning variables significantly and positively influenced performance through job satisfaction.

4. Conclusion

Based on the research that has been conducted, the following conclusions can be obtained: *Learning organization* has a positive and significant effect on job satisfaction, so the higher the learning organization, the higher the influence on job satisfaction of ASN of the Semarang Regency Regional Secretariat. *Learning organization* has a positive and significant effect on employee performance, so the higher the learning organization can influence employee performance at the ASN of the Semarang Regency Regional Secretariat. *Job satisfaction* has a

positive and significant effect on employee performance, so the higher the job satisfaction, the higher the influence on employee performance at the ASN of the Semarang Regency Regional Secretariat.

5. References

- Acevedo, J., & Diaz-Molina, I. (2022). Learning organizations in emerging economies: the effect of knowledge management on innovative culture in Chilean companies. *The Learning Organization*. <https://doi.org/10.1108/tlo-01-2021-0009>
- Baig, S. A., Iqbal, S., Abrar, M., Baig, I. A., Amjad, F., Zia-ur-Rehman, M., & Awan, M.
- U. (2021). Impact of leadership styles on employees' performance with moderating role of positive psychological capital. *Total Quality Management and Business Excellence*, 32(9–10), 1085–1105. <https://doi.org/10.1080/14783363.2019.1665011>
- Firmansyah, A., Chen, M. H., Junaedi, I. W. R., Arwani, M., & Kistyanto, A. (2022). The Role of Transformational Leadership and Knowledge Management and Learning Organization on Vocational Schools Performance During Digital Era. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.895341>
- Jannah, R., & Hastuti, D. (2023, October). PENGARUH KNOWLEDGE MANAGEMENT AND LEARNING ORGANIZATION TERHADAP KINERJA KARYAWAN MONA PLAZA HOTEL PEKANBARU. In *Prosiding Seminar Nasional Ekonomi, Bisnis & Akuntansi* (Vol. 3, pp. 1208-1215).
- Khan, A. J., Bashir, F., Nasim, I., & Ahmad, R. (2021). Understanding affective, normative & continuance commitment through the lens of training & development. *IRASD Journal of Management*, 3(2), 105-113
- Novia Tri Ratnasari, Survival, & Adya Hermawati. (2022). Pengaruh Lingkungan Kerja Dan Kompensasi Terhadap Kinerja Karyawan (Studi Kasus of PT. Virama Karya (Persero) Cabang Jawa Timur). *Conference on Economic and Business Innovation (CEBI)*, 2(1), 1860–1870. Retrieved from <https://jurnal.widyagama.ac.id/index.php/cebi/article/view/69>
- Pentury, G. M. (2023). Knowledge Sharing Memediasi Pengaruh Modal Sosial Dan Learning Organization Terhadap Kinerja Karyawan PT. Telkom Ambon. *Management Studies and Entrepreneurship Journal (MSEJ)*, 4(3), 2694- 2706.
- Priyatno, P. N., Adolfini, A., & Dotulong, L. O. (2020). Pengaruh kepemimpinan, komunikasi dan learning organization terhadap kinerja pegawai di Dinas Perindustrian dan Perdagangan Provinsi Sulawesi Utara. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 8(1).

- Qomariah, N. (2020). Manajemen Sumber Daya Manusia (Teori, Aplikasi dan Studi Empiris). CV. Pustaka Abadi. <https://www.researchgate.net/publication/356291163>
- Santoso, A., & Dewi, I. G. A. M. (2019). Pengaruh Efikasi Diri, Motivasi Kerja, Lingkungan Kerja Terhadap Kepuasan Kerja Karyawan Pt. Sukanda Djaya Denpasar. E-Jurnal Manajemen Universitas Udayana, 8(11), 6488. <https://doi.org/10.24843/ejmunud.2019.v08.i11.p06>
- Sembiring, M., Jufrizen, & Tanjung, H. (2021). Efek Mediasi Kepuasan Kerja pada Pengaruh Motivasi Dan Kemampuan Kerja Terhadap Kinerja Pegawai. MANEGGIO : Jurnal Ilmiah Magister Manajemen Vol. 4 No.1, 131-144.
- Setyadi, D. (2021). Manajemen Sumber Daya Manusia Dan Penelitian Ilmiah.
- Sunny, K. G., & Yajurvedi, N. (2022). Enhancing The Efficacy of Organisational Competitive Advantage Through Employee Empowerment. Journal of Positive School Psychology, 6(3), 5457-5465.
- Supartha, W. G., & Sintaasih, D. K. (2017). Pengantar Perilaku Organisasi (Jesus et al., 2020
- Buch, A. (2020). People and practices in organizational learning. Forskning og forandring, 3(1), 70-88.
- Yuan, A., & Chayanuvat, A. (2021). A study on the difference between organizational learning and learning organization. International Journal of Arts and Social Science, 4(4), 77-81.
- Setyowati, W., & Miftah, M. (2022). Peran Budaya Organisasi Memediasi Kepemimpinan Transformasional Terhadap Organizational Learning Pegawai BKD Kabupaten Tegal. ADI Bisnis Digital Interdisiplin Jurnal, 3(2), 129-139.
- Atmaja, S. (2022). FAKTOR-FAKTOR YANG MEMPENGARUHI KEPUASAN KERJA DAN KINERJA KARYAWAN. Jurnal Manajemen Dan Bisnis, 4(01), 116-131. <https://doi.org/10.47080/jmb.v4i01.1910>
- Rose, R. C., Kumar, N., & Pak, O. G. (2018). The effect of organizational learning on organizational commitment, job satisfaction and work performance. Journal of Applied Business Research, 25(6), 55–66. <https://doi.org/10.19030/jabr.v25i6.995>
- Watkins, K.E. and Marsick, V. . (2003). Making learning count! Diagnosing the learning culture in organizations. Advances in Developing Human Resources, 5(2), 132–151.
- Hendri, M. I. (2019). The mediation effect of job satisfaction and organizational commitment on the organizational learning effect of the employee performance. International Journal of Productivity and Performance Management, 68(7), 1208– 1234. <https://doi.org/10.1108/IJPPM-05-2018-0174>

- Marquardt, M. (1996). *Building the Learning Organization*. McGraw-Hill.
- Ng, T. W. H., Butts, M, Vandenberg, R. J, DeJoy, D. M, dan Wilson, M. G. (2006). Effects of management communication, opportunity for learning, and work schedule flexibility on organizational commitment. *Journal of Vocational Behavior*, 68(3), 474–489.
- Akbar, A., Musadieg, M. Al, Mukzam, M. D., & Administrasi, F. I. (2017). (Studi pada karyawan PT PELINDO Surabaya). *Jurnal Administrasi Bisnis (JAB)*, 47(2).
- Kartika, I., Motivasi, P., Produktivitas, T., Mahesa, D., Edi, E., Kerja, P. S., Analisis, T. S., Motivasi, P., Yuwono, A., Sumber, M., Manusia, D., Aksara, B., Tunjungsari, P., Stres, P., Terhadap, K., Kerja, K., Sancoko, R., Behavior, O., Prentice, P., ... Group,
- K. P. (2013). *Daftar pustaka*. 2013–2014.
- Kartika, Y. dwiki, Rizani, D. A., Nofpritasari, & Sibuea, R. T. (2019). Pengaruh Kepuasan Kerja dan stress Kerja Terhadap Kinerja Karyawan di Perusahaan Umum Badan Urusan Logistik (Perum Bulog) Divre SUMUT. *Jurnal Mutiara Manajemen*, 4(1).
- Pangat, A. P. O. (2013). Analisis Pengaruh Job Insecurity Terhadap Kepuasan Kerja Terhadap Kinerja Karyawan Outsourcing PT Upaya Kelola Profitama. *Ekonomi Dan Bisnis*, 2, 64–71.
- Wasiati, H. (2018). Pengaruh Reward, Punishment Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening. *Upajiwa: Jurnal Online Ekonomi, Bisnis Dan Manajemen Daulat Rakyat*, 2(1), 44–57.
- Gibson, J., Ivancevich, J.M. & James, H. (1997). *Organizations* (8th ed.). Bumi Aksara. Gibson, J. L. et al. (1997). *Organisasi dan Manajemen*. Jakarta; Penerbit Erlangga. Erlangga
- Luthans, F. (2017). *Perilaku Organisasi*. Andi.
- Sudeva, I. G. A. O., & Rasmini, N. K. (2021). Gaya Kepemimpinan Situasional, Budaya Organisasi, Tingkat Pendidikan, Motivasi dan Kinerja Karyawan. *E-Jurnal Akuntansi*, 31(11), 2827. <https://doi.org/10.24843/eja.2021.v31.i11.p12>
- Huseini, N. El, & Satrya, A. (2014). Faktor-faktor yang Memengaruhi Intensi Karyawan Magang Menjadi Karyawan Tetap Factors Predicting Intern ' s Intention to Become Regular Employees.
- Senge, P. (2006). *The Fifth Dicipline: The Art and Practice of Learning Organization* (revised edition). New York: Double D.
- Mashar, A. (2021). *Learning Organization pada Madrasah Aliyah Negeri Kabupaten Tulungagung Provinsi Jawa Timur*. Universitas Islam Negeri Raden Intan Lampung.
- Amalia, J. K. (2019). *Pengaruh Manajemen Perubahan Dan Organisasi Pembelajaran Terhadap*

Kinerja Karyawan Divisi Human Capital Pt. Sucofindo Kantor Pusat. Skripsi Sarjana Ekonomi Universitas Islam Negeri Syarif Hidayatullah Jakarta, 86.

Anggriawan, E., & Rusilowati, U. (2014). Pengaruh Organisasi Pembelajaran (Learning Organization) Terhadap Kinerja Karyawan (Pada PT. Bank Central Asia, Tbk., Area Kantor Cabang Utama Taman Dutamas). *Jurnal Ilmiah Prodi Manajemen Universitas Pamulang*, 2(1), 43–63.

Darmanto, R. F., & Ariyanti, A. (2021). Pengaruh Organisasi Pembelajaran, Dukungan Sosial, dan Motivasi Kerja terhadap Kinerja Karyawan PT Bank Mandiri Cabang Bekasi. *Jurnal Pengembangan Wiraswasta*, 23(2), 149. <https://doi.org/10.33370/jpw.v23i2.527>

Harimu, Y. E., Pio, R. J., & Tumbel, T. M. (2021). Pengaruh Knowledge Management dan Learning Organization Terhadap Kinerja Karyawan PT. Hasjrat Abadi Manado. *Productivity*, 2(1). <https://ejournal.unsrat.ac.id/index.php/productivity/article/view/32586>

Sutrisno, E. (2016). *Manajemen Sumber Daya Manusia*. Cetakan ke-8. (8th ed.). Kencana Prenada Media Group.