

Improving the Performance of Personnel at the Criminal Investigation Agency of the Indonesian National Police (Polri) Based on Organizational Learning

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Abstract. *This study is an explanatory research with an associative approach aimed at examining the relationships and effects among police organizational learning, personnel capability, and police personnel performance. The population consists of all personnel of the Directorate of Certain Criminal Acts of the Criminal Investigation Agency of the Indonesian National Police, totaling 290 personnel. The sample size was determined using the Slovin formula with a 5 percent margin of error, resulting in 102 respondents. The sampling technique employed was non-probability sampling using a convenience sampling approach based on accessibility of respondents as well as time and cost efficiency considerations. The data used in this study consists of primary and secondary data. Primary data were collected through closed-ended questionnaires distributed to respondents using a five-point interval scale ranging from strongly disagree to strongly agree. Data analysis was conducted using the Structural Equation Modeling approach based on Partial Least Squares. The results indicate that organizational learning has a positive and significant effect on personnel capability. Organizational learning also has a positive and significant effect on personnel performance. In addition, personnel capability has a positive and significant effect on police personnel performance. These findings suggest that stronger organizational learning practices within the police institution enhance personnel capability, which in turn improves personnel performance in carrying out law enforcement duties, public service, and the maintenance of security and public order. The study implies that strengthening an organizational learning culture and improving individual capability are key factors in promoting professional, responsive, and adaptive police personnel performance in responding to dynamic operational challenges.*

Keywords: *Capabilities; Learning; Organizational; Performance.*

1. Introduction

In an era of globalization and increasingly fierce competition, organizations are required to continuously adapt and evolve to achieve competitive advantage. One effective way to achieve this is through organizational learning and human resource (HR) capability

development.(Argote and Miron-Spektor 2011; Fiol, Lyles, and A 1985). Organizational learning enables organizations to continuously develop new knowledge and capabilities that can change behavior and improve overall organizational performance.(Hutchins 2020).

Organizational learning is the process of acquiring, distributing, interpreting, and storing information that is important to the organization.(Bratianu 2015)This process includes knowledge acquisition, information distribution, information interpretation, and organizational memory. According to(Örtenblad 2001)The phenomenon of organizational learning involves organizational values, information processing behavior, and organizational actions through constructs such as commitment to learning, shared vision, openness, information creation, information dissemination, and program dynamism. Effective organizational learning can help organizations continually self-evaluate and experiment for better change.(Sprinkle and Urick 2018).

(Potnuru, Sahoo, and Parle 2021)put forward the interesting concept that organizational learning is a process of processing information that can change behavior. Organizational learning identifies four constructs related to organizational learning: knowledge acquisition (the process of obtaining information), information distribution (the dissemination of information), information interpretation (the deepening of understanding of information), and organizational memory (the storage and subsequent use of information).(Huber 1991).Sinkula et al (1997)added six phenomena in organizational learning: organizational values, information processing behavior, and organizational action by developing the constructs of commitment to learning, shared vision, openness, information creation, information dissemination, and program dynamism.

Organizational learning always demands change towards improvement through self-evaluation and continuous experimentation.(Klaus North 2018). Police personnel who engage in organizational learning will become police personnel who are adept at creating, retrieving, and transferring knowledge and modifying their behavior to reflect new knowledge and experiences. Research by(Brix 2019; Lin, Gan, and Wei 2022; Saha et al. 2020)found a positive relationship between intense learning processes and the creation of sustainable competitive advantage in performance.

Previous research on the role of organizational learning on performance still leaves behind controversial results that are interesting to study. According to(Hendri 2019), learning organizations do not have a significant impact on employee performance. However,(Hassani et al. 2022)stated that learning organizations influence employee performance.Click or tap here to enter text.

Human resource capability is the process of applying knowledge, skills and experience to implement strategies set by the organization.(Hindle, Gibson, and David 2010)This capability is very important in determining how effectively HR can contribute to organizational goals.(Nurla et al. 2021). Study by(Anastasya Sinambela 2021)shows that human resource

capabilities have a significant impact on organizational performance. High capabilities enable organizations to be more efficient and effective in achieving their goals.

2. Research Methods

The type of research used in this study is explanatory research, which is associative in nature, aiming to determine the relationship between two or more variables (Sugiyono, 2012). This study aims to explain hypothesis testing with the intention of confirming or strengthening the hypothesis, with the hope that this will ultimately strengthen the theory used as a basis. In this case, it is to test the influence of Police organizational learning; police personnel capabilities and the performance of police personnel. The data sources in this study include primary and secondary data. Primary data is data obtained directly from the object (Widodo, 2017). The study's primary data includes: Police organizational learning; police personnel capabilities and the performance of police personnel. Secondary data is data obtained from other parties. This data includes performance data, number of personnel, and other data related to this research.

3. Results and Discussion

3.1. Respondent Description

This section presents a statistical overview of the respondents' conditions. This respondent description provides some brief information about the conditions of the respondents studied. The research was conducted by distributing research questionnaires from October 12 to 21, 2026, to 102 HR personnel of the Directorate of Criminal Investigation of the Indonesian National Police. The results of the distribution of the research questionnaires obtained 102 questionnaires that were completely completed and could be processed. The description of the respondents in this case can be presented according to the following respondent characteristics:

1) Gender

The description of the characteristics of the respondents involved in this study can be presented according to gender factors as follows.

Table Respondent Characteristics Data by Gender

Gender	Frequency	Percentage
Man	86	84.3
Woman	16	15.7
Total	102	100.0

Source: Data processing results, 2026.

Table shows that the composition of respondents by gender indicates a predominance of male personnel, with 86 (84.3%), while female personnel numbered 16 (15.7%). This male predominance reflects the operational characteristics of certain criminal units (Tipidter), which often require high mobility and intensive fieldwork. Theoretically, the existing gender

balance still allows for diverse perspectives in investigations, but the male predominance indicates that tactical roles in the field remain the mainstay of this organization's performance.

2) Age

The description of the characteristics of the respondents involved in this study can be presented according to age level factors as follows.

Table Respondent Characteristics Data by Age

Age	Frequency	Percentage
25 - 30 years	29	28.4
31 - 40 years old	35	34.3
41 - 50 years old	21	20.6
51 - 60 years	17	16.7
Total	102	100.0

Source: Data processing results, 2026.

The data displayed in Table shows that the age group, most respondents were in the range of 31-40 years as many as 35 (34.3%), followed by 18-30 years old as many as 29 (28.4%), 41-50 years old as many as 21 (20.6%), and respondents over 50 years as many as 17 (16.7%). The majority of personnel are in the productive age category (31-40 years), which is a phase of professional maturity. At this age, personnel generally have an ideal combination of physical energy and emotional stability, which has a very positive impact on improving personnel performance in handling complex legal cases that require high accuracy.

3) Last education

The description of the characteristics of the respondents involved in this study can be presented according to the last education factor as follows.

Table Respondent Characteristics Data According to Last Education

Education	Frequency	Percentage
High School/Vocational School	38	37.3
Diploma	9	8.8
Bachelor	48	47.1
Postgraduate	7	6.9
Total	102	100.0

Source: Data processing results, 2026.

Judging from their most recent educational level, the data shows that the personnel's educational level is quite high, with Bachelor's (S1) graduates dominating at 48 (47.1%). Respondents with a high school/vocational school background numbered 38 (37.3%), Diploma (9) and Postgraduate (7) at 6.9%. The high concentration of Bachelor's and Postgraduate education levels (a total of approximately 54%) indicates that Tipidter personnel possess strong cognitive capacity and theoretical foundations. This high level of

education is a strategic asset that directly supports personnel's capabilities in conducting legal analysis and scientific evidence, which will ultimately boost agency performance.

4) Years of service

The description of the characteristics of the respondents involved in this study can be presented according to the length of service factor as follows.

Table Respondent Characteristics Data According to Length of Service

Years of service	Frequency	Percentage
0 - 3 years	18	17.6
>3 - 6 years	28	27.5
>6 - 9 years	37	36.3
> 9 years	19	18.6
Total	102	100.0

Source: Primary Data Processing Results, 2026.

The characteristics of length of service show a fairly even distribution, with the largest group having experience >6 - 9 years as many as 37 (36.3%). Next, length of service >3 - 6 years as many as 28 (27.5%), >9 years as many as 19 (18.6%), and 0 - 3 years as many as 18 (17.6%). The fact that the majority of personnel have served for more than 6 years indicates a competent level of maturity of experience (tacit knowledge). Personnel with such length of service have usually passed the adaptation phase and are in the expert phase, so they are more effective in implementing Standard Operating Procedures (SOPs) and more resilient to dynamic task challenges.

The research data was obtained from questionnaires, which included respondents' responses to the variables in this study. Information regarding respondents' tendencies in responding to the indicators used to measure the research variables can be obtained through descriptive analysis. The data was explained by assigning a weighted assessment to each statement in the questionnaire.

Respondents' assessments in the questionnaire were given on a Likert scale of 1-5, namely: Strongly Agree (SS) with a score of 5, Agree (S) with a score of 4, Quite Agree (CS) with a score of 3, Disagree (TS) with a score of 2, and Strongly Disagree (STS) with a score of 1. Furthermore, from this scale, the data will be grouped into three categories. To determine the scoring criteria for each group, it can be calculated as follows: (Sugiyono, 2017):

Highest score = 5

Lowest score = 1

Range = Highest score – lowest score = 5 - 1 = 4

Class interval = Range / number of categories = 4/3 = 1.33

Structural Equation Modeling – Partial Least Squares(SEM-PLS) was used in processing the data in this study. In the PLS analysis, Hair, et al.(2021)explains the fundamental evaluation conducted, namely the evaluation of the measurement model (outer model) with the aim of determining the validity and reliability of the indicators that measure latent variables. Validity criteria are measured using convergent and discriminant validity, while construct reliability criteria are measured using composite reliability, Average Variance Extracted (AVE), and Cronbach Alpha.

The convergent validity evaluation for each latent variable can be presented in the outer loading section, which describes the indicator's strength in explaining the latent variable. The results of the convergent validity test can be presented as follows:

1) Convergent Validity Evaluation Organizational learning (X1)

The measurement of the organizational learning variable in this study is a reflection of three indicators. The factor loading value of each variable indicatorOrganizational learningshows the evaluation of the outer model measurement model. The following shows the outer loading magnitude for the Organizational Learning construct.

Table Estimation Results of Variable Indicator Factor Loading ValuesOrganizational learning(X1)

Code	Indicator	Outer loadings	T statistics	P values	Information
X11	Learn from experience	0.942	42,201	0.000	Valid
X12	Learn from others	0.964	85,432	0.000	Valid
X13	Learn from new things	0.959	80,535	0.000	Valid

The data presentation above shows all variable indicators.Organizational learning(X1) has a factor loading value in the range of 0.942 – 0.964. Because the loading value is above 0.700, and the t-statistic value is > 1.96 and the p-value is < 0.05, it can be stated that the variableOrganizational learning(X1) can be explained well or convergently and can be called valid by the indicatorLearn from experience, Learn from others and Learn from new things.

2) Evaluation of Convergent Validity of Personnel Capability Variables

The measurement of the personnel capability variable in this study is a reflection of four indicators..The factor loading value of each indicator of the Personnel Capability variable shows the evaluation of the outer model measurement model. The following shows the magnitude of the outer loading for the Personnel Capability construct.

Table Estimation Results of Loading Values of Personnel Capability Variable Indicator Factors (Y1)

Code	Indicator	Outer loadings	T statistics	P values	Information
Y11	Ability to communicate well,	0.834	26,684	0.000	Valid
Y12	Adaptation to various dynamic situations,	0.850	29,322	0.000	Valid
Y13	Situation detection and analysis	0.856	29,414	0.000	Valid

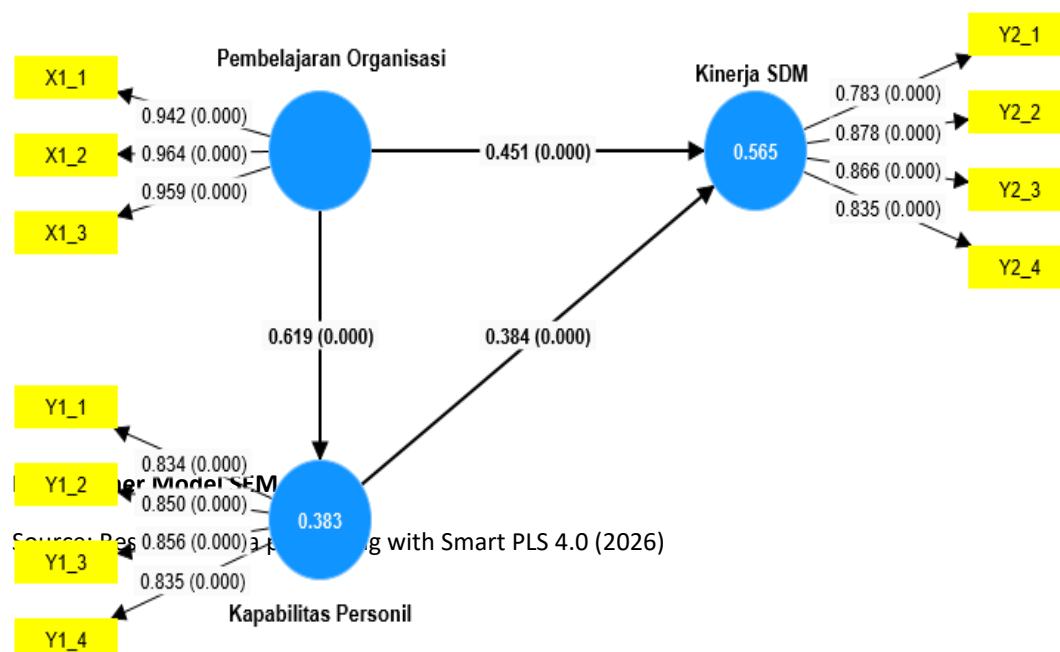
	capabilities,				
Y14	Mastery of information technology	0.835	19,465	0.000	Valid

The data presented above shows that all indicators of the Personnel Capability variable (Y1) have a factor loading value in the range of 0.834 – 0.856. Because the loading value is above 0.700, and the t-statistic value is > 1.96 and the p-value is < 0.05, it can be stated that the Personnel Capability variable (Y1) can be explained well or can be called convergently valid by the indicators of the Ability to communicate well, Adaptation to various dynamic situations, Ability to detect and analyze situations, Mastery of information technology.

3) Evaluation of Convergent Validity of Personnel Performance Variables

Variables Personnel performance in this study it was measured from reflection four indicators. Evaluation of the measurement model (outer model) is identified from the factor loading values of each variable indicator. Personnel performance The following shows the loading value for the variable Personnel performance.

Evaluation of the PLS-SEM Structural Model as explained by Hair, et al. (2021) used to assess the strength of the relationship between constructs through mark path coefficient, t-statistics, and p-values to test the hypothesis. In this case, data processing was performed using SmartPLS v4.1.0 software. The results of this data processing are shown in the following image:



1) Direct Influence Analysis

Research hypothesis testing was conducted to determine whether the hypothesis was accepted or not. The testing procedure was carried out by comparing the calculated t-test with the t-table, assuming that the calculated t-test is greater than the t-table. The t-table value for a 5% significance level is 1.96. The following table shows the results of the test of influence between variables using Partial Least Squares analysis.

Table Path Coefficients Direct Influence

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Personnel Capability -> Personnel Performance	0.384	0.384	0.108	3,555	0.000
Organizational Learning -> Personnel Capabilities	0.619	0.620	0.075	8,285	0.000
Organizational Learning -> Personnel Performance	0.451	0.451	0.102	4,408	0.000

Source: Results of data processing with Smart PLS 4.1.0 (2026)

Based on the results of the data processing presented above, the testing for each research hypothesis can be explained further, namely:

1) Hypothesis Testing 1

H1: Organizational learning has a significant effect on personnel capabilities.

Based on the test results, the original sample estimate value of the influence of organizational learning on personnel capabilities was 0.619. This value indicates that organizational learning has a positive influence on personnel capabilities. The t-test value of 8.285 > t table 1.96 and the significance value of p (0.000) < 0.05, so it is proven that there is a positive and significant influence of organizational learning on personnel capabilities. Thus, the first hypothesis stating that "Organizational learning has a significant influence on personnel capabilities" can be accepted.

2) Hypothesis Testing 2:

H2: Organizational learning has a significant effect on personnel performance.

In testing hypothesis 2, the original sample estimate value of the influence of organizational learning on personnel performance was 0.451. This value indicates that organizational learning has a positive effect on personnel performance. This result is also supported by the t-test value obtained of 4.408 > t table 1.96 and the significance value of p (0.000) < 0.05, so it can be said that there is a positive and significant influence of organizational learning on personnel performance. Thus, the second hypothesis which states that "Organizational learning has a significant effect on personnel performance" can be accepted.

3) Hypothesis Testing 3

H3: Personnel capabilities have a significant effect on personnel performance.

The results of the hypothesis testing show that the original sample estimate value of the influence of personnel capability on personnel performance is 0.384, which means that personnel capability has a positive effect on personnel performance. These results are supported by the t-test value of $3.555 > t_{table} 1.96$ and the significance value of $p (0.000) < 0.05$, so it can be said that personnel capability has a positive and significant effect on personnel performance. Thus, the third hypothesis which states that "personnel capability has a significant effect on personnel performance" can be accepted.

A summary of the results of the hypothesis testing in this study is presented in full in table.

Table Summary of Hypothesis Test Results

	Hypothesis	t value	p-value	Conclusion
H1	Organizational learning has a significant impact on personnel capabilities.	8,285	0.000	Accepted
H2	Organizational learning has a significant impact on personnel performance.	4,408	0.000	Accepted
H3	Personnel capabilities have a significant impact on personnel performance.	3,555	0.000	Accepted

Note: The hypothesis is accepted if $t > 1.96$ and $p \text{ value} < 0.05$

Source: Results of data processing with Smart PLS 4.1.0 (2026)

2) Analysis of the Indirect Effect of Organizational Learning on Personnel Performance through the Mediation of Personnel Capability

In this case, the indirect effect test was conducted to determine the influence of the Organizational Learning variable on the Personnel Performance variable indirectly through the intervening variable, namely the Personnel Capability variable. This influence is depicted in the following path diagram:

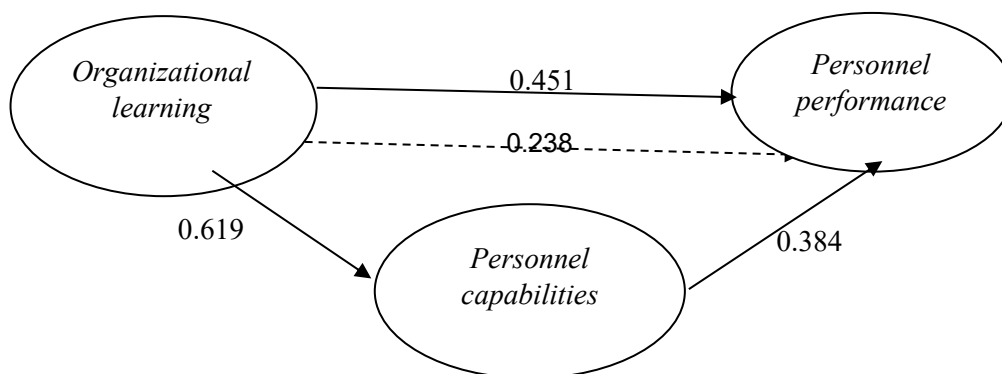
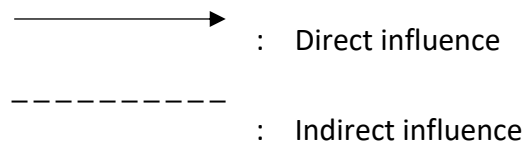


Figure Path Coefficient of the Influence of Organizational Learning on Personnel Performance through Personnel Capabilities

Information :



The results of the indirect influence test from the calculation results with smartPLS can be presented in the following table.

Table Indirect Effect Test Results

			Original sample	T statistics	P values	Information
Organizational learning	->		0.238	3,306	0.000	Significant
Personnel capabilities	->					
Personnel performance						

Source: Results of data processing with Smart PLS 4.1.0 (2026)

The test results show that the coefficient value of the mediating path influence of organizational learning on personnel performance through personnel capability is 0.238. This value indicates a positive influence of organizational learning on personnel performance through increased personnel capability. This influence is strengthened by the t-test value of $3,306 > t_{table} 1.96$ and a significance value of $p (0.000) < 0.05$, so it can be concluded that the mediation effect is significant. This means that personnel capability plays a significant role as a mediator that bridges organizational learning to personnel performance. Thus, organizational learning has a positive effect on the performance of Polri personnel through increased personnel capability.

These findings emphasize that performance improvement efforts are not simply about providing regulations or supporting technology; they must be accompanied by strengthening organizational learning systems that can sustainably develop personnel capabilities. The practical implication is that leaders need to encourage a culture of learning, reflection, and knowledge sharing as a primary strategy for enhancing personnel capabilities, which ultimately has a direct impact on the overall performance of the police institution.

3.2. Discussion

1) The influence of learning on personnel capabilities.

Hypothesis testing shows that organizational learning has a positive and significant influence on personnel capabilities. In line with the results of this study, (Refuse 2023) found that organizational learning has a significant influence in strengthening technical and non-technical capabilities.

Organizational learning in this study it was measured from the reflection of three indicators namely indicators Learning from experience, learning from others, and learning from new things. These three indicators have been proven to increase performance. *Personnel capabilities* Which in this study it was measured from four indicators namely the ability to communicate well, adapt to various dynamic situations, ability to detect and analyze situations, mastery of information technology.

The analysis results show that for the organizational learning variable, the indicator with the highest outer loading value is learning from others. For personnel capabilities, the indicator with the highest outer loading value is the ability to detect and analyze situations. The correlation between these highest loading values indicates that the stronger the practice of learning through interaction, observation, and knowledge exchange with others, the greater the ability of personnel to detect, understand, and analyze the situations they face. This means that the social learning process within the organization plays a crucial role in shaping individuals' analytical acumen and situational awareness, as the experiences and insights gained from colleagues, superiors, and the work environment can enrich perspectives and accelerate informed decision-making.

On the other hand, for the organizational learning variable, the indicator with the lowest outer loading value is learning from experience. Meanwhile, for the personnel capability variable, the indicator with the lowest outer loading value is the ability to communicate well. The relationship between these two indicators with the lowest loading values indicates that increased learning derived from experience still contributes to personnel's communication skills, although its strength is relatively smaller compared to other indicators. This means that individual work experience has not been fully optimized as a source of reflective learning to improve communication quality. This condition suggests the need to strengthen experiential learning mechanisms, such as performance evaluations, reflective discussions, and sharing best practices, so that personnel's experience can be processed into more structured knowledge and have a direct impact on improving interpersonal communication skills in the workplace.

2) The influence of organizational learning on personnel performance.

Organizational learning has been shown to have a positive and significant impact on personnel performance. Previous research shows that, (Hassani et al. 2022) emphasized that learning organizations have a direct impact on employee performance.

Organizational learning in this study it was measured from the reflection of three indicators namely indicators Learning from experience, learning from others, and learning from new things. These three indicators have been proven to increase performance. *Personnel performance* in this study it was measured from the reflection of four indicators namely indicators *Effectiveness of case handling, Speed of response to incidents, Level of public satisfaction, Professionalism and integrity in carrying out duties.*

The organizational learning variable with the highest outer loading value is the indicator of learning from others. Conversely, the personnel performance variable shows the highest outer loading value in the indicator of speed of response to incidents. The relationship between these two indicators indicates that the stronger the personnel's ability to learn from colleagues, superiors, and existing best practices within the organization, the faster they will be in responding to each incident. This demonstrates that the process of social learning, sharing experiences, and knowledge transfer between personnel plays a crucial role in shaping operational readiness, agility, and the ability to make quick decisions in the field. Thus, organizations that foster a culture of mutual learning and collaboration will be able to improve personnel response performance more effectively and adaptively to dynamic situations.

Meanwhile, the organizational learning variable with the lowest outer loading value was the learning from experience indicator, while the personnel performance variable with the lowest outer loading value was the case handling effectiveness indicator. Although both were at the lowest values, the correlation still showed that the better the personnel's ability to reflect on and learn from previous work experiences, the greater the effectiveness in handling the cases faced. This means that the process of evaluating experience, learning from mistakes, and reflecting on work practices that have been carried out still contributes to improving the quality of case resolution. This emphasizes the importance of experiential learning mechanisms such as post-event evaluations, learning discussions, and documentation of work practices so that personnel are able to continuously improve case handling strategies and produce more effective performance in the future.

3) The influence of personnel capabilities on personnel performance.

Personnel capabilities have been shown to have a positive and significant impact on personnel performance. Previous research has shown that organizational learning improves internal capabilities and performance. (Chen and Zheng 2022).

Organizational learning in this study it was measured from the reflection of three indicators namely indicators Learning from experience, learning from others, and learning from new things. These three indicators have been proven to increase performance. Personnel performance in this study it was measured from the reflection of four indicators namely indicators *Effectiveness of case handling*, *Speed of response to incidents*, *Level of public satisfaction*, *Professionalism and integrity in carrying out duties*.

The organizational learning variable shows that the indicator with the highest outer loading value is learning from others, while the highest indicator in the personnel performance variable is speed of response to incidents. The relationship between these two indicators with high loading values indicates that the stronger the culture of learning from colleagues, superiors, and other units through knowledge sharing, discussion, and observation of best practices, the greater the ability of personnel to respond to incidents quickly and appropriately. This means that collaborative and open learning processes can accelerate the

transfer of experience and important information in the field, so that personnel are more responsive in making decisions and acting. Thus, organizations that encourage social learning and the exchange of experiences between personnel will have better response readiness in facing various operational situations.

Meanwhile, for the organizational learning variable, the indicator with the lowest outer loading value was learning from experience, and for the personnel performance variable, the lowest indicator was case handling effectiveness. This correlation indicates that improving the ability to reflect on and evaluate work experiences, both successes and failures, still contributes to increased case handling effectiveness, although its effect is not as strong as other indicators. This means that the experiential learning process still needs to be strengthened through evaluation mechanisms, feedback, and documentation of learning so that past experiences can be processed into systematic and applicable knowledge. If the organization is able to optimize the process of reflection and learning from experience, personnel will be more skilled in analyzing situations, determining appropriate handling steps, and improving the quality of case resolution more effectively.

4. Conclusion

The research findings indicate that organizational learning and personnel capabilities are key interrelated factors in improving police personnel performance. The stronger the organizational learning culture and the higher the personnel capabilities, the more optimal the performance achieved in supporting law enforcement, maintaining public security and order, and providing public services. Therefore, police institutions need to continuously strengthen their organizational learning systems, develop competencies, and continuously improve personnel capabilities to achieve professional, responsive, and adaptive performance in response to the dynamics of their duties and the challenges they face.

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