

Research Article,

Implementation of The Senge's Fifth Discipline: Strategy to Anticipate Change *)

MM. Tri Susetyaning.Mildawani

Perbanas Institute

Email Address: mildawani@perbanas.id

Abstract:

The vision of ABFII Perbanas was launched on 23 October 2007 and as a sign of the merger of two institutions, namely STIE and STIMIK Perbanas into one.

The institute's vision to become a leading institute in Asia in the field of banking and informatics emphasizes the emphasis on the mission of educating students based on integrity and knowledge as well as developing intellectual capabilities based on research in related fields. Achieving the vision and mission of the institution will be linked to the application of The Fifth Discipline theory, a theory developed by Peter Senge and friends, covering systems thinking, personal mastery, mental models, shared vision, and team learning. This paper will elaborate on the application of this theory and its possible application in ABFII Perbanas.

Preliminary:

In order to achieve increasingly tighter global competition, since 23 October 2007 two institutions, STIMIK Perbanas, were merged into one, and the Asian Banking Finance Informatics Institute of Perbanas (ABFII Perbanas) was born. Marking the merger of the two institutions, the vision of ABFII Perbanas was launched, namely to be the best institute in developing financial-banking and informatics industry in Asia with international acknowledgment (www.perbanasinstitute.ac.id).

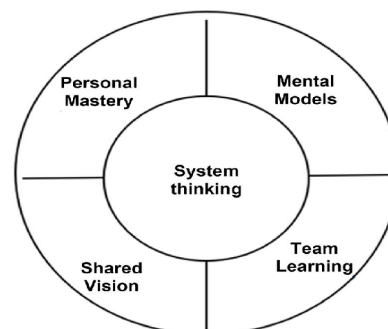
The dynamics that occur in this organization are at the same time a concrete form that change is a continuous step that must be taken by this institution to be able to survive and at the same time renew itself in line with changes in values that occur at the global level. One of the missions launched to achieve the vision is to educate students with integrity and knowledge in financial banking and industry informatics. In addition, there is also a commitment to develop intellectual capabilities with research in the financial banking and informatics industry as part of a competitive spirit

This confirms that individual empowerment as a major component in an organization or institution

is an inevitable part. Individuals or human resources play an important role in guarding the continuity of change and the dynamics of the institution (Budihardjo, 2007).

The Essence of the Learner's Spirit:

One of the keys to success in achieving the vision of the institution (ABFI) is to be a learner, which means that it is continually reforming in line with changes in global organizations that are fast and dynamic. This means that individuals or human resources are inevitably required to be able to play a key role in determining harmonious change. The essence of the learner's spirit can be described by Peter M. Senge et al. (1994) briefly as follows:

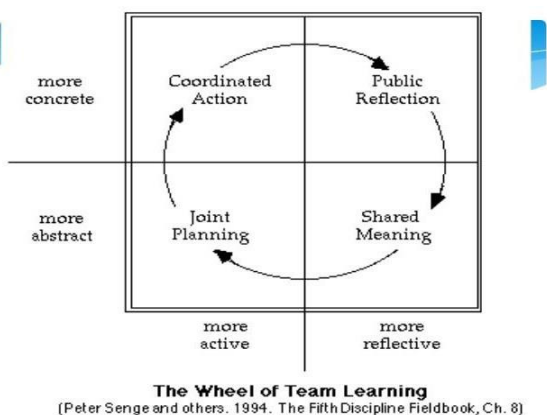


In summary, it can be said that the essence of the

learner is when there is a change in perspective, a new paradigm, which is based on changes in the formation of new skills and capabilities, accompanied by the emergence of a level of awareness and sensitivity. These emerging skills, capabilities, sensibilities, and levels of awareness accompany the 'birth' of new attitudes and beliefs. When individuals begin to view the world around them in a different way from before in a more positive way, it is believed that there has been a learning process that underlies a fundamental paradigm shift. This change in perspective is a continuous cycle and becomes the basis of the learner's spirit. It needs to be realized that individuals are also part of a group or group, so that the changes that occur at the individual level cannot be separated from the changes that occur at the group level. In other words, the essence of this change or spirit of learning occurs at the individual level as well as at the group or organizational level.

The Basics of the Learner Spirit:

Individuals, human resources in an organization are the main assets that cannot be ruled out. The importance of the role of the individual has a consequence that individual strength as the main resource in an organization becomes the basis of strength in a group and organization (Indarwahyanti, 2007). In the spirit of being individual learners, individuals experience a cycle called "the wheel of learning" in which the individual will experience a period between action and reflection, as well as experiences between activity and repose (Senge, 1994). For more details, the cycle can be described as follows:



Reflecting is a situation where the individual will become an observer for himself, especially in terms of the process of thinking (thinking) and feeling (feeling). At the level of connecting, the individual will experience a process in which ideas

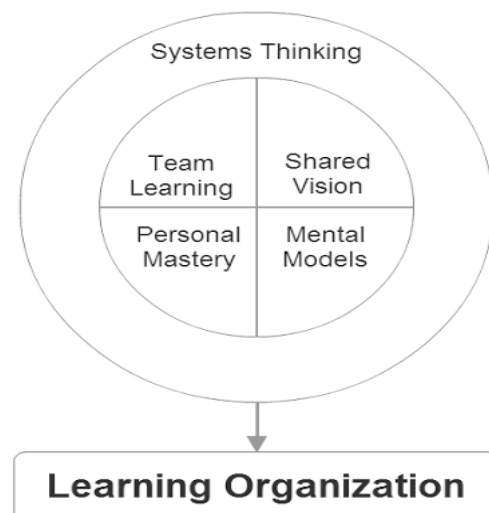
and possibilities for taking action are elaborated and modified into new forms. In other words, the individual is in a position where he sees the opportunity for a connection between actions that can be manifested in the form of behavior that can be applied in the environment in which he is. In the deciding stage, the individual will establish a pattern to become the basis for his actions. At this stage, the individual (will) be able to show the basics of his actions which then underlie one's ability to complete a job or assignment. This is what happened in the doing stage. In the end, the individual will be seen from his ability to complete the tasks assigned to him.

Application of the Fifth Discipline:

Senge stated that to become individual learners, five conditions are needed, namely systems thinking, personal mastery, mental models, shared vision, and team learning.

Systems thinking. The application of systems of thinking in several cases, states that generally some people will see cause and effect as a cycle that builds a system. Systems of thinking can simply be perceived as a whole element that together affects each of these elements and manifests itself in a specific purpose. Charlotte Roberts (in Senge, 1994) says in a more concise language, that what is expected to happen, that is what someone does. The actions of each individual are based on the methods or systems of thinking that are formed in each person. Furthermore, it can be said that the ability to think systematically is more due to a structure in thinking, the use of language because it involves a person's ability to convey messages.

Fifth Discipline (Peter Senge)



Someone, in this case is a seller, will provide services to buyers with behavior patterns that are based on the way of thinking, effort, and even predetermined targets. The structure or systematics of thinking is very obvious and can be felt in their behavior.

Personal mastery:

Personal mastery is someone's expertise. Furthermore, personal mastery can be developed by practicing dialogue with oneself. This habit is at the same time to train the ability to see an event and then understand what the background of the event is. Next, think about ways or methods of dealing with these events or dealing with these conditions. In the personal mastery stage, a motivation will be born that can serve as a guide or direction in behavior so that later a path or habit of acting or behaving will be born. It is undeniable that in order to reach the level of personal mastery, skills are needed to realize personal vision.

It was inconceivable that someone would be able to manifest his behavior, if the person does not develop structures and ways of thinking that are derived from their personal vision. This personal vision will guide someone to move in a structured and systematic manner based on the flow that they already understand.

Mental models:

Mental models as the third condition in Senge's theory can be interpreted as assumptions, descriptions, or stories about everything one finds, whether about oneself, other people, institutions, or every aspect or part of this world (Senge et al., 1994, p. . 235). These mental models are the basis for determining how a person sees the world around him. It is impossible for a person to be able to face the complexities of life's challenges without the mental models that guide him. Furthermore, one way of constructing mental models is by doing reflective exercises, carefully questioning everything that is experienced in life's events.

Reflective questions can be expressed in a manner personal and can be done too by developing questions (make an inquiry). The types of questions that can be asked are questions related to work, life in the office or organization, the leadership style faced, or about knowledge to carry out basic actions or behavior.

Shared vision:

Shared vision is the next discipline that is part of the spirit as a learner. As emphasized by Fuad Hassan, an individual is basically someone who

has a need to interact with individuals or other people (2005). In his thesis, Hassan stated clearly that individuals will feel meaningful when they have interpersonal relationships (interpersonal relations) with other individuals. When a person already has a vision (personal vision) and is also able to form mental models, according to Hassan it becomes useless if he is unable to share with other individuals according to their nature as a social being.

When the vision is shared with other parties, each party needs to be aware of the binding togetherness, namely, the organizational vision. It is not possible to happen when a personal vision conflicts with an organizational vision. And it is fitting that personal content go hand in hand with the vision of the organization. The shared vision can be built through sharing with questions about the reputation that should be achieved, what kind of contribution should be given to institutions, what services or products should be produced, what missions can be developed, including some discussions about forms of cooperation between employees like what will be built, and how an employee or as a team is able to handle situations and conditions of good and bad.

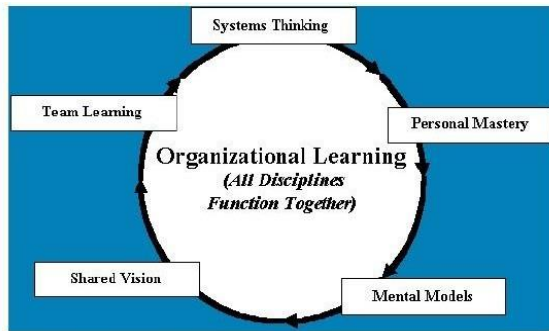
Could it be that individuals as individuals or as part of a team can contribute to the sharing questions mentioned above. Whether we realize it or not, a shared organization condition will be developed, if at that time each individual with a personal vision is able to build relationships with other individuals with their personal visions, and build a shared organization.

Team Learning:

The need to build a shared organization is the basis for the formation of team learning or team learning. One strategy that can be done is by practicing two-way communication forms continuously. Communication, discussion, and dialogue need to be carried out with a full sense, involving art, and interaction skills based on the spirit of togetherness, openness, and involvement (participation of all parties who are part of an organization or institution). This interaction will be able to materialize if it is accompanied by a spirit of trust, to build mutual trust.

And, to build the spirit of team learning, it will be necessary to have parties who are able to take on the role of a team facilitator. This is in line with the basic concept of forming a community that has changed from freezing to defreezing phase (Robbins, 2001). The patterns of sharing carried out by means of "skillful discussion" can be

described as follows:



Gambar 1. Fifth Discipline dalam Organizational Learning
Sumber: Senge, 1990

Workplace Design:

Basically, the individual is the main component in an organization. Based on Abraham Maslow's theory of the Hierarchy Needs, humans have tiered needs starting with basic needs (clothing, food, and shelter) to the top needs in the pyramid of needs, namely self-actualization, the need to self-actualize. And these needs will be met if the basic needs, namely the needs for clothing, food and shelter have been met. When individuals arrive at the need to carry out a shared vision, a forum and opportunity is needed to realize the need for sharing that vision. Thus, the organization as another major component in the organization must be able to facilitate opportunities for vision sharing to occur. According to Shultz &

The design of the workplace at the same time can be seen as the physical and non-physical environment needed for a learning organization to occur. Workplace design and individual needs in optimizing productivity are two interacting parties.

In its application, individuals with a personal vision, groups with team learning, and the existence of a shared organization will be able to interact with each other and contribute to achieving the institution's vision and mission. Workplace design can be concrete in the physical environment of the organization, such as location, work space,

table layout and work equipment; and includes the non-physical environment of the organization, such as workspace wall color, lighting, work environment noise or noise, work atmosphere, the relationship between workers (horizontal and vertical), and work climate

Closing:

ABFII Perbanas as an institution should be able and willing to apply the theory of the Fifth Discipline from Peter Senge et al, given the availability of human resources consisting of

reliable and selected individuals, learning teams, and organizations that have been tested for decades (this year is the anniversary that to forty years). The long journey and long-spanning experience have become the basis for achieving a common vision and mission, both personal and institutional visions. Another requirement is the availability of qualified facilitators who are able to oversee the application of theory in situations based on openness and togetherness in the spirit of a shared vision that has been carefully internalized. Hopefully.

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