

The Organizational Learning Implementation to Improve Accreditation Performance at the Gayungan Health Center, Surabaya, Indonesia

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Abstract

This study aims were to determine the application of organizational learning to improve accreditation performance. Descriptive research method with a cross-sectional approach. The population in this study was all employees of Gayungan Health Center with a purposive sampling technique consisting of 13 respondents. Based on the survey results using a questionnaire on the Gayungan Health Center accreditation team; it was found that 75% of respondents stated the organizational learning capability and organizational learning process were in a good category. The implementation of organizational learning in Gayungan Health Center where employees were directed to continually learn through every activity create innovations in problem-solving and form good teamwork were proven could improve accreditation performance. On the last re-accreditation, Gayungan Health Center got the best accreditation status.

Keywords: *performance, accreditation, organizational learning, performance improvement*

Introduction

Gayungan Health Center as one of the health service organizations providing services directly to the community must be able to provide the best quality and acceptable health services. Through Regulation of Minister of Health No. 46, 2015, the Ministry of Health sets accreditation standards for Gayungan Health Center aimed at improving the quality of services, patient safety, as well as increasing protection for human resources in health, society, and the environment^{1,2}. Besides, the Gayungan Health Center works as an institution to improve performance in providing individual health services and/or public health. With accreditation, Gayungan Health Center may encourage organizations to improve their performance and is expected to meet

the requirements as intended for the implementation of accreditation^{3,4}. This effort needs to be done to improve Gayungan Health Center access which is still low. Previous research still found disparities between urban-rural, socioeconomic, and between regions⁵⁻⁷.

According to Ilyas, performance is the work of personnel both quality and quantity in an organization. Performance is the result of individual and group work. Performance results are not limited to individuals who hold functional or structural positions, but also to all members of the organization⁸. To improve performance, the Gayungan Health Center must develop organizational learning both for individuals in the organization and for the organization itself. The results showed organizational learning could lead to an increase in public and team learning in an organization, as well as increase organizational activities, improve individual and group behavior and eventually rise efficiency, effectiveness, and productivity⁹.

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Organizational learning is the capability to develop thinking and productivity through commitments purposely to make continuous improvements in the organization¹⁰. Organizational Learning is the deliberate use of learning processes at the individual, group, and system levels to transform the organization in a sustainable manner, which leads to increasing stakeholder satisfaction¹¹. Organizational learning is the process of finding mistakes and problems, then completing and fixing them. Organizational learning is a process occurred by applying science and improving performance over time. The benefits of organizational learning are improving organizational performance, especially for the long-term empowering human resources, increasing creativity and innovation, and accelerating the process of organizational change towards organizational learning^{12,13}.

The main purpose of organizational learning is to improve the quality and quantity of performance, which allows companies to develop and increase the number of sales, find support, create, retain, and grow new customers. Organizational learning can enhance strategic capabilities and enable companies to strengthen competitive advantage and advance performance. The concept of organizational learning is so essential to foster the long-term performance of an organization^{14,15}. The knowledge accumulated through organizational learning produces a basis for knowledge at a higher level associated with high performances at the organizational level¹⁶. The relationship between Organizational Learning and organizational performance is complex, but using a good management system, it may produce better performance.

This study aimed to find out how the implementation of organizational learning in Gayungan Health Center, as an accredited health service provider in 2015. Moreover, this study also looked for the organization's efforts in improving the accreditation status of the Gayungan

Health Center, so it could achieve a better level of accreditation by applying organizational learning to all members of the organization.

Materials and Methods

This study was a descriptive quantitative research with a cross-sectional approach. The research variable was organizational learning capability consisted of dimensions of experimentation, risk-taking, interaction with the external environment, participative decision-making, and organizational learning process. The organizational learning process consisted of the dimensions of knowledge acquisition, information distribution, information interpretation, and organizational memory. The study used surveys and questionnaire methods. Organizational Learning Capability utilized a standardized questionnaire developed by Chiva¹⁷. The variable Organizational Learning Process was measured with a questionnaire developed by the researcher. The researcher firstly modified the theoretical basis as presented in Huber's study¹⁸.

The populations in this study were employees of Accredited Gayungan Health Center in Surabaya. The sampling was performed using a purposive sampling method in each accreditation-working group consisting of one head of Gayungan Health Center, 3 heads of working groups, and 12 team members.

Findings

Table 1 displays the characteristics of respondents by gender, age group, education level, and work tenure. Based on gender, it appears to be dominated by women. Based on the age group, it was dominated by respondents who entered the age group of 36-50 years. Table 1 informs that almost all respondents had an undergraduate education. Based on work tenure, respondents are dominated by respondents who have work tenures > 10 years.

Table 1. Overview of Respondents by Gender, Age Group, Education Level, and Work Tenure

Variables	n	%
Gender		
Male	1	7
Female	14	93
Age Group		
20 – 35	5	7
36 – 50	9	60
>50	1	33
Education level		
Diploma	4	27
Undergraduate	10	67
Postgraduate	1	7
Work tenure		
<5 years	4	27
5 – 10 years	5	33
> 10 years	6	40

Figure 1 shows organization learning capability at Surabaya Gayungan Health Center indicates 100% of respondents stated that the conditions of experimentation, interaction with the external environment, and participatory decision making are in a good category. In the risk-taking dimension, there are still 13% of respondents declared the risk-taking condition is sufficient.

The research study shows emphasize organizational learning-capability influences innovation and organizational performance. Organizational learning capability plays an essential role especially in the process of optimizing innovation in improving organizational performance¹⁹. Another study conducted by Khadra Dahou proves that knowledge management using the knowledge conversion process significantly alters the development of organizational learning capability²⁰.

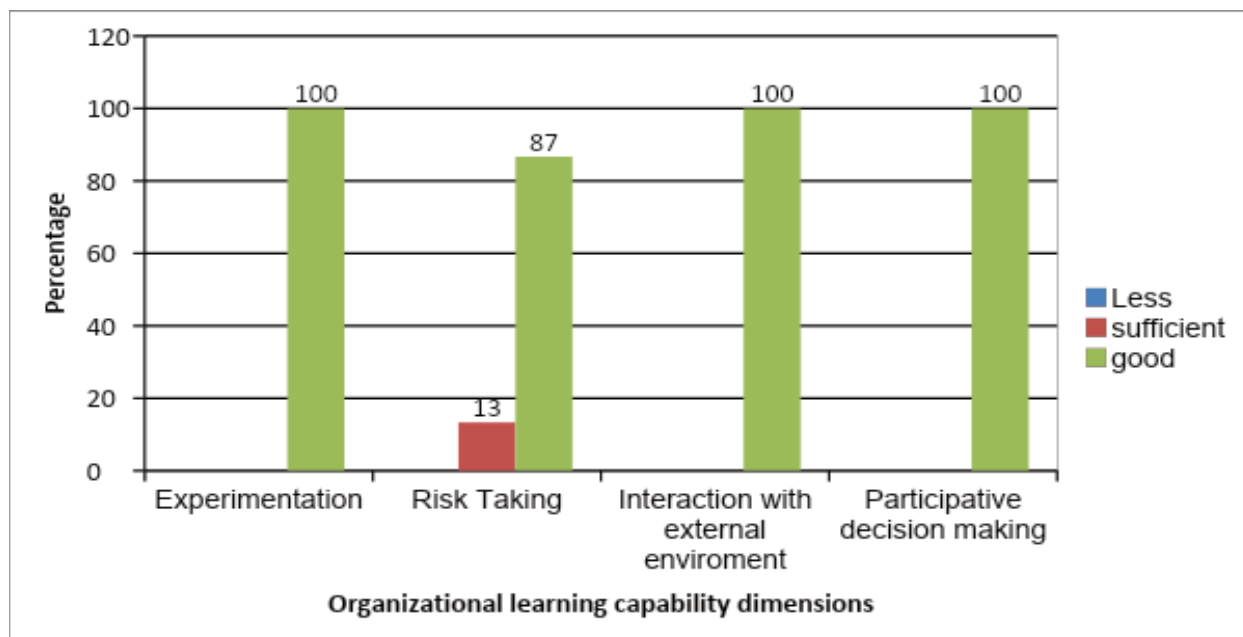


Figure 1. Overview of organizational learning capability at Gayungan Health Center in 2019

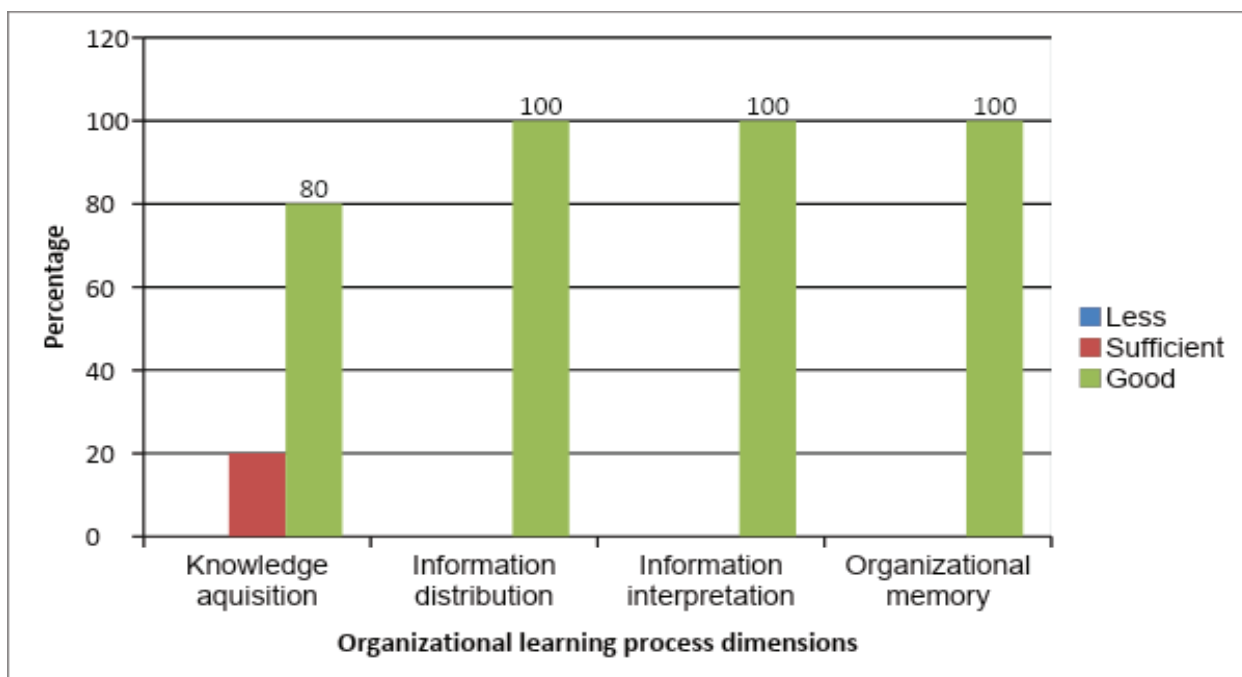


Figure 2. Overview of the organizational learning process in Public Health Office X in 2019

The figure above indicates the condition of the organizational learning process in Gayungan Health Center as a whole has been going well. From each dimension measured, 100% of respondents stated the condition of the organizational learning process was good, while the dimension of knowledge acquisition, 80% of respondents stated well; another 20% said the organizational learning process condition was still in

the fair category. The survey results above showed, in general, the condition of the organizational learning process at Gayungan Health Center was good.

According to research conducted by Shien Ping Huang, the better the learning process of an organization, the greater the amount of knowledge gained²¹. Zheng et al, explain knowledge management plays an important role in cultural relations, structure, and organizational

strategy with organizational commitment²². Other research on the organizational learning process describes organizational learning processes (information acquisition, information dissemination, shared interpretation, declarative memory, and procedural memory) that have a positive effect on organizational performance²³.

In organizational learning, leaders must create an environment that supports all members of the organization as learners, teachers, and leaders to improve the progress of what they choose; they do that to develop the ability of employees^{10,24}. A previous study revealed that there is a positive relationship between organizational learning capability elements and organizational performance^{25,26}.

To build awareness of learning, organizations must focus on four important things. Leaders must strive for organizational learning and foster a culture of continuous improvement that prioritizes organizational learning. Besides, organizations must define learning structures that determine the people responsible for acquiring, filtering, applying, and sharing knowledge and the organization must design intuitive knowledge processes aligned with work procedures^{27,28}.

Conclusions

Based on the results the implementation of organizational learning in both capability and process was included in both categories. This condition shows that in the implementation of accreditation, all officers have been involved in the process of preparing the re-accreditation assessment. Improvements shall be made by the Gayungan Health Center starting from the results of learning for the application of daily tasks as well as from the input of the accreditation assessment team and companion accreditation from the Health Service.

From the implementation of organizational learning, it is expected that Gayungan Health Center can continue to improve organizational performance in the next accreditation assessment. Implementation of organizational learning is expected not only in the aspect of accreditation but also in every program run by the Gayungan Health Center, to increase productivity and overall performance of the Gayungan Health Center.

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