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Business Excellence and Innovation Management: A 2025 Vision to Sustain Economic Development in the Era of Pandemic

#### **Editor**

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# 360 Degree Learning Agility: A Novelty Concept to Increase Knowledge Creation Based on Islamic Values & Followership in Learning Organization

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#### **Abstract**

Today, the study about organizational learning is linked to a leadership style that dominantly centered on a formal leader. It is unrelated to the current dynamic industry, which must be dynamic and flexible, which cannot only rely on its formal leader. All employees must be active, learning-oriented followers. In the organizational learning context, the quality of an interactional relationship, initiative, and learning agility of all individuals play an important role in the knowledge creation process. The role of an active follower is not only to support the learning process and knowledge creation on the organizational level but also to support leadership effectiveness. The followership concept oriented to learning is not only developing individuals but also collaborating and supporting organizational transformation, which its study is still limited. The basis of social exchange refers to the Social Exchange Theory, which puts forward exchanges based on reciprocal interests. The spirit of mutual learning and sharing in learning activities should be based on spiritual values. Therefore, this paper discusses the novelty concept of 360 Degree Learning Agility which was developed based on the synthesis of leadership theory and learning theory by incorporating Islamic values. This concept is expected to enrich the study of leadership effectiveness in creating knowledge in learning organizations. The author offers several propositions and conceptual models that need to be tested for validity in future research based on the literature review.

**Keywords:** leadership, followership, learning agility, knowledge creation.

#### Introduction

Organizations must agilely adapt and respond effectively through policies, systems, and processes in this disruptive era. It is easier to perform by learning organization which facilitates their learning process for all members; thus, it is more flexible and maintains their competitive advantage. One of the focuses is to create a learning climate and self-development opportunities for all organization members (Pedler et al., 2005). Therefore, a learning organization requires a leadership style that could empower the employees amid the changes and grow a learning culture that supports organizational performance development (Xie, 2020).

Several studies linked learning organizations with appropriate leadership styles (Xie, 2020; Vargas, 2015; Bucic et al., 2010). However, the traditional leadership approach that centered on formal leaders is ineffective. An individual who is master in specific knowledge and critical or vital importance for his organization could have a leadership role. However, the study of leadership is dominantly centered on the formal leader, for instance, a study of traditional and contemporary leadership styles and an effective leadership style. Subordinates are positioned as active followers who must obey and follow the leader. It is unrelated to the current dynamic industry, which should be flexible and dynamic and not rely on formal leaders. All employees should be active follower learning-oriented.

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In the future, learning organization needs leadership at every organization level. Every organization member should be learning-oriented to support performance development in this disruptive and economic knowledge era. Bass (2020) stated that the informational revolution replaced the basis of leadership, which was based on the position but became the knowledge base. This puts all knowledgeable employees in the role of a leader or supports the effectiveness of existing leadership in the organization. To become organizational knowledge, it is important to have the ability and awareness of the individual owner to share the knowledge with other organization members. It is not only sharing the knowledge but also how the undertaken learning process can improve the quality of learning for other different individuals (from many levels/employer-subordinate-coworkers). This phenomenon showed an urgency of 360 agility learning concept development as a novelty offered in this article.

Creating a learning climate and a sharing knowledge culture requires policy support in human resource management. Policies are directed to motivate, improve abilities, and provide opportunities for all individuals to learn from each other. The interaction between these individuals should not be based on the motive of material interests or benefits or simply because they follow the direction of the leadership and the organization's policies. The spirit of mutual learning and sharing in learning activities should be based on transcendental values to have spiritual/worship values. However, based on the literature review, a learning behavior concept has not been found based on social exchange with Islamic values. It underlies the urgency of the emergence of new concepts which are expected to support knowledge management mainly to the Islamic shariah-based organization that relies on the knowledge worker.

Based on the previous explanation, it can be concluded that some reasons underlying the 360 degrees of learning agility concept are as follow; First, the learning climate of a learning organization will be more effective if it is supported by followers' independence, who is learning-oriented. Meanwhile, the dominant study used a leadership approach centered on the formal role of the leader. Second, learning is not just the development of individual competencies. Still, it is necessary to positively impact collaborative learning in various directions and levels in the learning process. Third, employees' acquisition and creation of new knowledge should focus on supporting the organization's needs to adapt to current challenges. Fourth, the concept of sharing knowledge so far refers to the Social Exchange Theory, which puts forward material interests and transactional motives, which are not in accordance with the Islamic perspective.

#### **Literature Review**

### Leadership Theory and Organizational Learning Theory

The development of leadership theory begins with traditional leadership in the form of traits, skills, styles, early contingency, LMX, and transformational/transactional leadership theories. Some of the current issues related to leadership theory are the exploration of change, culture, gender, followers, strategic leadership, distributed leadership, and ethics (Howieson, 2019). Leadership affects not only individual followers but also teams/groups, departments, and the entire organization. In this era, more active leadership is needed to face globalization and complexity, current landscape conditions, strategic discontinuities, imbalances, changing competition, innovation, and knowledge sharing (Turner & Baker, 2018).

Organizational learning is seen as a metaphor that fits the two concepts of learning and organization and is an organizational exploration related to knowledge, experience, skills, and expertise (Gherardi, 2001). Organizational learning theory aligns with individual learning models based on cognitive and social psychology. Researchers agree that an organization learns through individual learning of its members' (Fauske & Raybould, 2005). Individuals are agents of learning in organizations and individual learning must be consistent with organizational goals. Individuals can always learn, but the task of learning organizations is to ensure that each individual is willing to learn in order to meet organizational goals (Hsu & Lamb, 2020).

Leadership has evolved from multiple perspectives. Contemporary leadership styles complement the previously popular leadership styles. The perspective has also begun to shift, originally centered on the leader and then increasingly oriented towards his followers. To support organizational transformation, today's leaders are expected to pay more attention to the needs of followers to learn and develop, as several studies showed that contemporary leadership can support organizational learning.

In the context of learning, knowledge creation would be effective if it was supported by an interaction between individuals, so that knowledge transfer and knowledge movement occur from the individual, group, and organizational levels. Knowledge itself is the individual's property, acquired, created, and attached to the individual owner. The more valuable knowledge possessed by employees, the greater the potential to support the achievement of organizational goals. The concept of active followership is oriented to learning that is not only for individual development but also collaborative and supports the organization's performance, which its study is still limited. The author offers the concept of 360 Degree Learning Agility, where the employees as learners do not just develop individual competencies but in the collaborative learning process have a positive impact on the learning of other organizational members at any level (superiors, subordinates, colleagues). The

knowledge explored is important and needed by the organization to adapt and respond to current challenges. Such individual capabilities are expected to positively impact the individual level and in groups and organizations.

#### 360 Degree Learning Agility Concept Development

360 Degree Learning Agility is derived from leadership theory, followership, and learning theory. There are phenomena of cooperation, mutual aid behavior, formation and acceptance of norms, and reciprocal actions in the organizational context. The greater the diversity of exchange relationships between employees, the lower the feeling of obligation to reciprocate coworkers' actions and identification with the group or organization. Communication problems can reduce group cohesion, and low personal attractiveness impacts organizational outcomes through the level of desire to maintain membership in the organization (Ofek & Sarvary, 2001). This means that the study of interpersonal relationships is not sufficiently discussed at the individual level. Still, it is important to examine the relationship level where there is a two-way interaction between receiver and sender in knowledge exchange activities.

The quality of exchange relationships among individuals in the organization will support the effectiveness of the interactive learning process. This shows that learning agility will impact and benefit other individuals as well. When all individuals in the organization undergo such learning and collaboration, a beneficial exchange of resources will enhance the knowledge creation process more effectively.

Collaborative learning and action need a supportive environment. One of them is made from management policies, for example, policies in performance appraisal practices that effectively motivate individuals to learn and interact with one another. HRM (Human Resource Management) practices such as training can lead individuals to learn collectively and encourage interpersonal collaboration (Wikaningrum et al., 2019). Even Andreeva and Kianto (2012), Collins and Smith (2006), and Lin and Kuo (2007) stated that HRM practice is one of the facilitators of learning due to its role in encouraging employee behavior and positive attitudes towards learning. In responding to the challenges of competition, the HR management system must increase the agility and flexibility of individuals within the organization (Chuang et al., 2013). Bass (2000) also stated the same thing, which HR management needs to develop flexibility within the company.

Knowledge management in an organization in a competitive and dynamic era focuses not only on knowledge management practices. The support of its human resources is also important, which are competent and agile (Davis, 2017) to support speed and efficiency in acquiring and transferring knowledge (Wikaningrum, 2020). This is in line with Senge's statement that the only sustainable competitive advantage in an organization is learning HR (Human Resource) faster than others and changing the organization to adapt to changes in the existing environment (Wikaningrum, 2020). This element of speed and flexibility is important to note because the value of knowledge itself tends to change rapidly, so companies need to accelerate innovation, creativity, and learning (Wikaningrum et al., 2019).

Several theoretical and empirical evidence showed that to support effective knowledge management, it is necessary HR management practices (Youndt et al., 1996; Kennedy & Beyerlein, 2005; Elkin et el., 2011; Kluge et al., 2001; Cabrera & Cabrera, 2005). One of them is a policy in HR management practices (Brewer & Brewer, 2010) that can encourage a positive attitude and a culture of sharing knowledge. In line with the statement of Monteiro and Pais (2014), HR management systems were recognized as a potential approach for organizations to encourage effective knowledge behavior and develop the depth and content of their knowledge stocks. Likewise, the results of research by Nonaka and Takeuchi (1995) found that HRM strategies had a significant positive impact on organizational learning and knowledge management capabilities. HRM practices themselves do not all directly affect knowledge acquisition. Therefore, von Krogh (1998) uses an ability-motivation-opportunity approach, suggesting that an HRM system for knowledge-intensive work should include HRM practices that enhance all three.

Learning organizations today and in the future will require leadership at all levels of the organization. All leaders from top to bottom levels and employees must be learning-oriented to improve organizational performance in the current era of disruption and the knowledge economy. Even Bass (2000) asserts that the information revolution has shifted the basis of leadership from position-based to knowledge-based. This places all knowledgeable employees capable of acting as leaders or supporting the effectiveness of existing leadership in the organization. As Davis (2017) stated, improving organizational performance requires both leadership and followership skills. A learning organization that is dominated and dependent on knowledge workers should no longer adhere to the paradigm of "leaders actively direct, subordinates passively only obey". Subordinates must be empowered to become effective followers who have the same qualities as the leader but perform different roles. For example, self-management, loyalty, commitment, concern for co-workers, goal orientation, initiative and expertise, and other positive characteristics.

In the context of learning, if self-management becomes a capability not only at the individual level but also at the group and organizational level, it can improve organizational outcomes. Encouragement from their immediate superiors is required to encourage employees to become learners who impact other organizational members, focus on the knowledge needed by their organization, and prioritize moral aspects based on Islamic values. In this case, it is a leader whose behavior focuses on

subordinates. It has characteristics that can empower and instill moral values. Such a leadership style will be more effectively applied in a learning organization. As Xie (2020) stated, learning organizations need a leadership type that can empower employees amid changing conditions and encourage a learning culture that aligns with the organization's vision towards better performance. It is a contemporary form of leadership that Greenleaf conceptualizes as servant leadership.

Islam as Ad-Din is a complete/comprehensive way. Islam guides all aspects of human life based on the oneness of God. Islam is faith and belief in Allah SWT as the creator of the universe (Ali & Al-Owaihan, 2008). The whole activity of thinking, soul, spirit, feeling, attitude, and behavior implements human obedience to Allah SWT. Islamic values (Islamic values) are standards, measures, and principles created by Allah the Almighty and serve as a reference for assessing, evaluating, making decisions whether something is good or bad, right or wrong (Ali, 2000), including in compiling policies in human resource management. The thirteen Islamic values according to Wahab (2012) are: 1) Competence; 2) Responsibility (mas`uliyah); 3) Gratitude (syukur); 4) virtue (ihsan); 5) Perfection (itqan); 6) Self-discipline (riyada nafs); 7) Work hard (mujahadah); 8) Taqwa; 9) Self-correction (muhasabah al-nafs); 10) Consultative-cooperative (shurata`awun); 11) Competition-cooperation (tanafus ta`awun); 12) Patience and perseverance (sabr mujahadah) and 13) Trustworthy Consultative (amanah-shura). Thus, it can be concluded that Islamic values support collaborative learning practices.

Based on the description in the previous paragraph, the following proposition can be formulated as follows:

Proposition 1 : HRM based on knowledge and Islamic values will produce collaborative individual learning behaviors, impactful for self-development and other individuals, and is oriented towards acquiring knowledge that

is important for organizational transformation.

Proposition 2 : Servant leadership will increase individual collaborative learning behaviors, impactful for both self-

development and other individuals, and is oriented towards acquiring knowledge that is important for organizational transformation.

Proposition 3 : Collaborative individual learning behavior oriented to acquiring knowledge for organizational transformation will improve the knowledge creation process.

#### **Research Direction**

This article offers a conceptual model for validating the 360 Degree Learning Agility concept. The formulation of the model was based on searching secondary data from international journals and reference books on theories and concepts related to leadership, learning, and social exchange from an Islamic perspective. Likewise, it is necessary to design a more detailed measurement scale based on these theories and concepts. The proposed model described the relationship between servant leadership, 360 Degree Learning Agility, and knowledge creation.

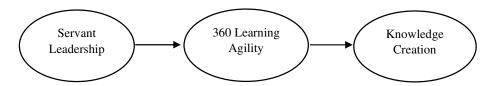


Fig 1. Proposed Empirical Model

The empirical model should be tested in a spiritual organization setting that relies on knowledge workers, which requires continuous self-development. For example, research subjects are lecturers in the higher education industry and knowledge workers in the banking industry. Both industries are engaged in dynamic services. Their human capital must be agile to learn to support the organization's ability to respond to the challenges of change in the industry.

#### Conclusion

360 Degree Learning Agility offers an interactional, agile, follower-centered, oriented to creating important knowledge for organizations based on spiritual values. The initiative and independence of learning from all individuals in an organization become a strength for learning organizations in the current era and the future. This is supported by the increasingly open access to information and knowledge that allows each individual to have knowledge power. The role of the leader is more directed at supporting the formalization and codification of new knowledge into organizational knowledge. With the concept of novelty based on spiritual values, it is hoped that learning behavior is based on the congregation's spirit to carry out self-development in a sustainable manner jointly. Finally, as proposed in this article, measurement scale design and empirical testing need to be carried out in industrial settings.

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