



Organizational Transformation of Regional Secretariats through a Learning Organization Approach: A Systematic Review from an Educational Management Perspective

Parizal¹, Rizky Firnanda^{2*}, Tukini Rahmawati³

^{1,3} Universitas Merangin, Jambi, Indonesia

² Universitas Islam Indonesia, Yogyakarta, Indonesia

Corresponding e-mail : firmandarizky88@gmail.com

ARTICLE INFO	ABSTRACT
Keywords: Educational Management; Learning Organization; Organizational Transformation; Public Governance; Regional Secretariat;	Public sector organizations require continuous transformation to respond to technological advances, bureaucratic complexity, and increasing demands for effective public services. This study aims to analyze the transformation of Regional Secretariats through a learning organization approach from an educational management perspective. This study employed a Systematic Literature Review (SLR) by searching the literature through Google Scholar, Scopus, and other relevant academic databases. Following the identification, screening, eligibility, and inclusion stages based on predetermined criteria, 10 studies were selected for the final synthesis. The findings reveal that learning organization principles support organizational transformation through four key dimensions: human resource development, learning culture strengthening, knowledge management, and adaptive capacity improvement. From an educational management perspective, these principles contribute to the development of sustainable learning systems through effective planning, implementation, supervision, and evaluation. The study implies that integrating learning organization concepts with educational management practices can strengthen the capacity, innovation, and adaptability of Regional Secretariats in achieving more responsive and sustainable public governance
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INTRODUCTION

Global environmental changes, technological advancement, and increasing public demands for quality services require public sector organizations to undertake continuous transformation. This transformation involves not only structural changes but also the development of organizational culture, human resource capacity, and adaptive management systems. As a key supporting element of regional government administration, the Regional Secretariat plays an important role in policy coordination and governance implementation. Therefore, strengthening its institutional capacity is essential to achieving effective, efficient, transparent, and accountable governance (Tshishonga 2021).

Merangin Regency, as one of the regions in Jambi Province, also faces various challenges in public administration, particularly regarding improving public service quality, developing civil servant competencies, and adapting to changes in national policies and technological developments. These challenges require government organizations that are not only capable of performing administrative functions but also possess the ability to engage in continuous learning. Organizations with strong learning capabilities are better able to adapt to environmental changes, develop innovations, and improve organizational performance sustainably (Valdés, y Alpera, and Cerdá Suárez 2021).

One of the widely adopted approaches in modern organizational development is the concept of a learning organization. This concept was comprehensively introduced by Harder & Schumann (2025) who emphasize that a learning organization continuously expands the capacity of its members to achieve desired outcomes through collective learning and knowledge development. In the public sector, this approach has become increasingly relevant because government organizations are required to respond to environmental changes quickly and effectively (Hoai, Duy, and Cassells 2023). Gulo & Gustomo (2025) explain that learning organizations are characterized by their ability to create environments that support learning, knowledge development, and experience transfer among organizational members. These capabilities are particularly important in government bureaucracies, which frequently encounter complex problems and continuously increasing demands for public services.

From an educational management perspective, learning is a process that is systematically planned and managed to achieve organizational goals. Educational management is not only applied in formal educational institutions but can also serve as an approach for organizational development through the functions of planning, organizing, implementation, supervision, and evaluation (Alvarenga et al. 2020). State that organizational success is strongly influenced by management capabilities in managing learning processes and human resource development Nölting et al. (2020).

Studies on learning organizations have been conducted across various fields. Fan (2020) demonstrated that organizational learning capability has a positive influence on innovation and organizational performance. Similarly, Ocampo Cantillo & Lazaro (2024) found that a strong learning culture improves organizational effectiveness and encourages sustainable transformation. In the public sector, Liljeblad et al. (2024) revealed that organizational learning plays an important role in supporting bureaucratic reform and improving public service quality. Furthermore, Shahidi Hamedani et al. (2024) emphasize the importance of knowledge management as an essential component of organizational learning processes in generating innovation and institutional excellence.

Nevertheless, previous studies have mainly focused on business organizations, private companies, and educational institutions, while research integrating learning organization and educational management perspectives in Regional Secretariats remains limited. Therefore, this study aims to analyze the transformation of the Merangin Regency Regional Secretariat through a learning organization approach using a literature review method. This study contributes a conceptual framework for strengthening institutional capacity, human resource development, and adaptive governance in regional government organizations.

METHOD

This study employed a qualitative approach using a Systematic Literature Review (SLR) to analyze the transformation of Regional Secretariats through a learning organization approach from an educational management perspective. The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure a transparent, systematic, and reproducible literature selection process (Ali 2021)

The methodological quality of eligible studies was assessed using four criteria: (1) relevance to the research objectives, (2) methodological clarity, (3) publication quality, and (4) completeness of findings. Each criterion was scored on a scale of 1–4, and only studies obtaining a minimum score of 3 were included in the final synthesis.

The main instrument used in this study was a document analysis sheet designed to identify, categorize, and synthesize relevant information from selected literature sources. The analysis focused on learning organization, human resource development, knowledge management, organizational transformation, and educational management functions, including planning, organizing, implementation, supervision, and evaluation (Ambarura 2025).

The literature selection consisted of four stages: identification, screening, eligibility, and inclusion. Based on the predetermined inclusion and exclusion criteria, 10 studies were selected for the final synthesis. Although only ten studies were included, they adequately represented the principal themes of learning organization, educational management, organizational transformation,

and public governance. Data saturation was achieved because no substantially new concepts emerged during the final eligibility assessment. The inclusion criteria comprised: (1) studies discussing learning organization, organizational transformation, educational management, or public sector development; (2) peer-reviewed journal articles, academic books, and credible institutional reports; and (3) publications relevant to organizational learning and government institutions. Exclusion criteria included duplicate publications, studies unrelated to the research objectives, non-academic sources, and articles with inaccessible full texts. The literature selection process is presented in Figure 1.

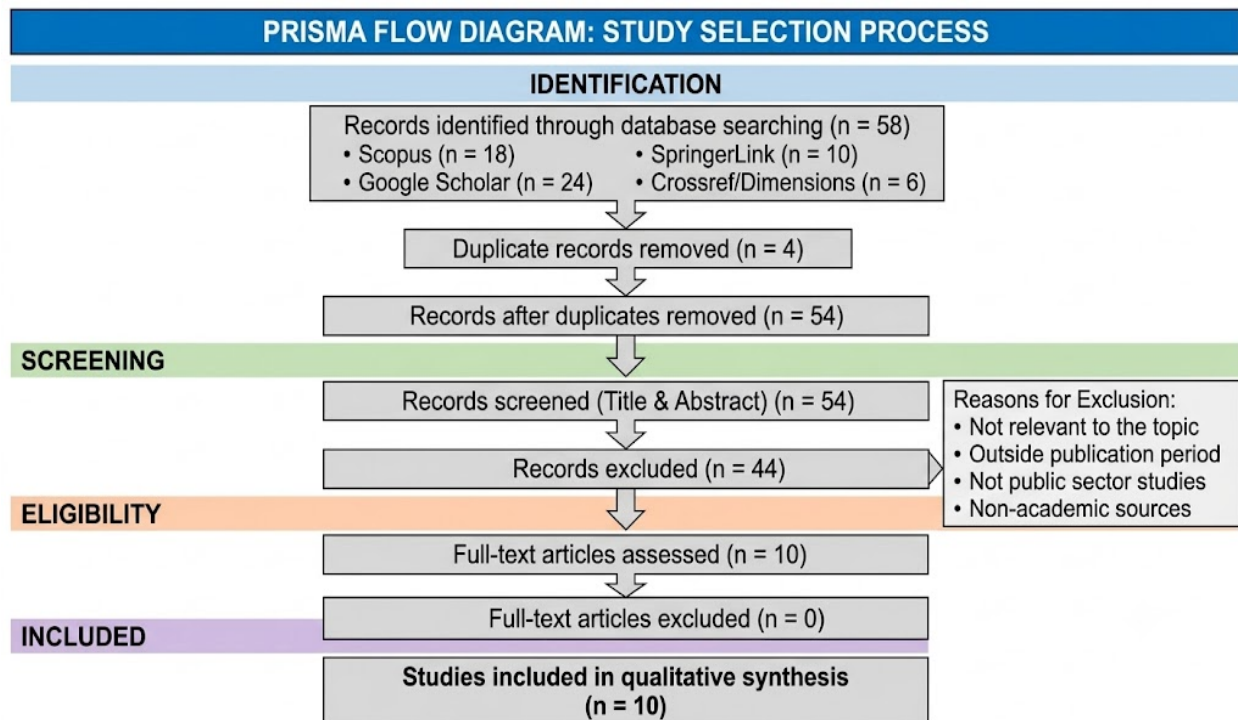


Figure 1. PRISMA Flow Diagram of Study Selection Process

Finally, the selected studies were analyzed using qualitative content analysis through data reduction, thematic categorization, interpretation, and synthesis. This analytical process enabled the identification of recurring patterns, relationships, and research gaps concerning learning organization principles and educational management in supporting the transformation of Regional Secretariats.

RESULTS

Literature Selection Results

The literature identification and selection process was conducted using the Systematic Literature Review (SLR) approach following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The search aimed to identify studies relevant to learning organization, educational management, Regional Secretariat transformation, and public sector governance. Literature searches were conducted through Scopus, Google Scholar, Crossref, Dimensions, and SpringerLink using predefined Boolean search strings containing the keywords learning organization, organizational learning, educational management, regional secretariat, public sector transformation, and governance.

The initial search identified 58 records from the selected databases. After duplicate identification and removal, the remaining records were screened based on their titles and abstracts. Studies that were not relevant to the research objectives, fell outside the publication period, lacked methodological clarity, or were not published in academic sources were excluded. The remaining articles underwent a full-text eligibility assessment. Based on the predetermined inclusion and

exclusion criteria, 10 studies met all eligibility requirements and were included in the final qualitative synthesis. The complete literature selection process is presented in Figure 2.

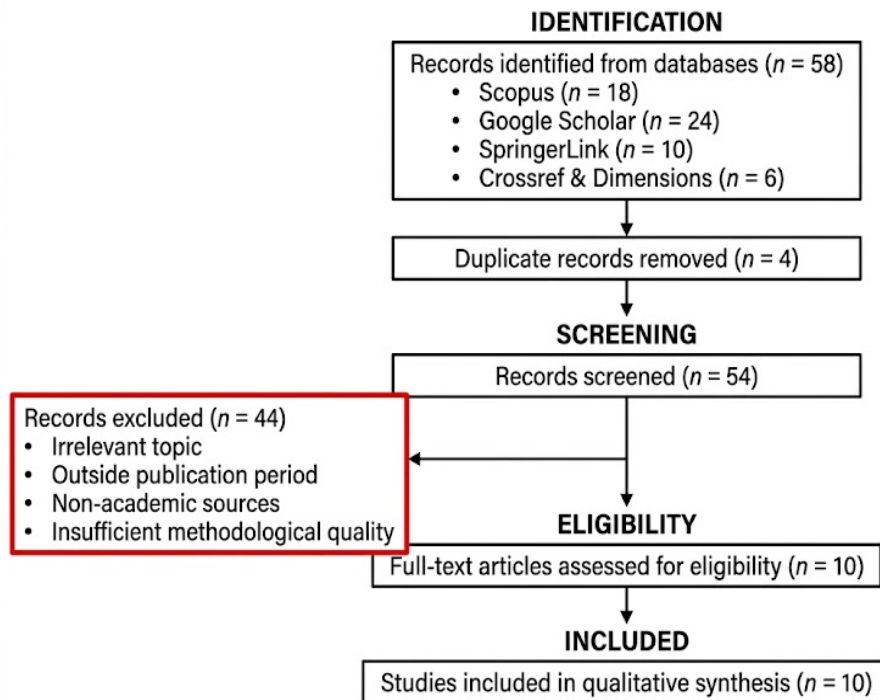


Figure 2. Flow Diagram of Study Selection Process

The flow diagram illustrates the systematic selection process from identification to inclusion. The screening process ensured that only studies directly addressing learning organization, educational management, organizational transformation, and public sector governance were retained for synthesis. This systematic procedure improved the transparency, reproducibility, and methodological rigor of the review.

Table 1. Literature Synthesis Matrix

No	Author & Year	Research Focus	Method	Main Findings
1	Dörner & Rundel (2021)	Learning organization development	Literature study	Learning organization supports continuous learning and organizational capacity development.
2	Chughtai et al. (2024)	Learning culture and organizational performance	Empirical study	Supportive learning environments encourage knowledge development and innovation.
3	Tinjan (2024)	Learning organization disciplines	Conceptual study	Personal mastery, mental models, shared vision, team learning, and systems thinking strengthen organizational learning.
4	Kareem et al. (2024)	Organizational learning process	Empirical study	Individual, team, and organizational learning improve institutional capacity.
5	Hrnjić et al. (2024)	Educational management functions	Literature study	Planning, organizing, implementation, supervision, and evaluation support sustainable learning systems.
6	Homberg et al. (2019)	Bureaucratic reform and learning culture	Empirical study	Organizational learning supports public sector transformation.

No	Author & Year	Research Focus	Method	Main Findings
7	Edelmann & Millard (2022)	Knowledge management	Conceptual study	Knowledge management improves organizational decision-making and innovation.
8	Hartati et al. (2020)	Digital transformation	Literature study	Technology supports organizational adaptation and innovation.
9	Hasbi et al. (2025)	Organizational learning and innovation	Empirical study	Learning capability contributes to organizational innovation.
10	Sirait et al. (2026)	Learning capability and performance	Empirical study	Organizational learning capability strengthens institutional performance.

Following the PRISMA selection process, the ten included studies represented empirical, conceptual, and literature review approaches, providing complementary perspectives on learning organization and educational management. Although the studies were conducted in different institutional contexts, several common themes consistently emerged.

Competency development was the most frequently discussed dimension, followed by learning culture, knowledge management, and organizational learning processes. Most studies agreed that continuous learning, leadership support, and knowledge-sharing mechanisms play essential roles in strengthening organizational adaptability, innovation, and institutional performance. Conversely, relatively few studies explicitly examined evaluation systems and governance mechanisms within Regional Secretariats, indicating that these aspects remain underexplored in the existing literature.

Overall, the synthesis demonstrates that learning organization principles have been widely recognized as important drivers of organizational transformation. However, the integration of these principles with educational management functions in Regional Secretariat institutions remains limited, thereby providing a clear rationale for the present review.

Synthesis of Learning Organization Concepts

The synthesis of the selected studies indicates that the concept of a learning organization is consistently associated with continuous learning, competency development, knowledge management, collaboration, and organizational adaptability. Although the reviewed studies were conducted in different institutional contexts, they converge on the view that sustainable organizational transformation depends on the organization's ability to continuously generate, share, and apply knowledge. These findings suggest that learning organizations are not merely organizational models but strategic approaches that enhance institutional capacity, innovation, and long-term performance.

The analysis further identified five major dimensions of learning organizations that consistently emerged across the reviewed literature: competency development, learning culture, knowledge management, collaborative learning, and adaptive capacity. These dimensions demonstrate that organizational learning extends beyond individual knowledge acquisition and develops through collective interaction, shared experiences, and continuous organizational improvement. The synthesis of these dimensions is presented in Table 2.

Table 2. Synthesis of Learning Organization Aspects

No	Learning Organization Aspects	Literature Sources	Synthesis Findings
1	Competency Development	Dörner & Rundel (2021); Tinjan (2024)	Learning organizations encourage continuous improvement of employee competencies through personal mastery and individual learning processes.
2	Learning Culture	Chughtai et al. (2024); Casalino et al. (2021)	A supportive learning culture enables reflection, knowledge exchange, innovation,

No	Learning Organization Aspects	Literature Sources	Synthesis Findings
3	Knowledge Management	Edelmann & Millard (2022); Ligawa et al. (2024)	and organizational improvement. Knowledge management transforms individual experience and information into organizational knowledge that can be utilized collectively.
4	Collaborative Learning	Tinjan (2024); Mergel et al. (2023)	Team learning strengthens cooperation, communication, and collective problem-solving within organizations.
5	Adaptive Capacity and Innovation	North & Kumta (2018); Nawaz et al. (2025)	Organizations with strong learning capabilities are more adaptive and capable of developing innovation in response to environmental changes.

The synthesis demonstrates that these five dimensions are interdependent rather than independent organizational components. Competency development emerged as the most consistently emphasize dimension across the reviewed studies, indicating that continuous professional learning constitutes the primary foundation for organizational transformation. Likewise, a supportive learning culture facilitates knowledge sharing and collaborative learning, enabling organizations to convert individual expertise into collective organizational capability. Knowledge management functions as the mechanism for preserving institutional knowledge and supporting evidence-based decision-making, while collaborative learning strengthens teamwork and organizational cohesion. Although adaptive capacity was discussed less extensively than the other dimensions, the reviewed studies consistently associated it with organizational innovation and responsiveness to policy, technological, and environmental changes.

Overall, the findings suggest that successful learning organizations are developed through the integration of competency development, learning culture, knowledge management, collaborative learning, and adaptive capacity. Rather than functioning as isolated initiatives, these dimensions collectively strengthen organizational resilience, improve institutional performance, and provide a strategic foundation for the transformation of Regional Secretariats from an educational management perspective.

Synthesis of Educational Management Perspective

The synthesis of the selected studies indicates that educational management provides a systematic framework for implementing learning organization principles within public sector institutions. Rather than functioning solely as an administrative process, educational management facilitates organizational learning through structured planning, coordination, implementation, supervision, and continuous evaluation. The reviewed studies consistently demonstrate that these managerial functions contribute to competency development, organizational adaptability, and institutional performance improvement.

The analysis further reveals that educational management principles are applicable beyond formal educational institutions. Within Regional Secretariats, educational management supports strategic human resource development by identifying competency needs, organizing collaborative learning structures, implementing professional development activities, monitoring organizational learning processes, and evaluating institutional performance. These integrated managerial functions enable organizations to institutionalize continuous learning and respond more effectively to governance challenges. The synthesis of these functions is presented in Table 3.

Table 3. Synthesis of Educational Management Perspective

No	Educational Management	Literature Sources	Synthesis Findings
1	Planning	Phakamach et al. (2023).	Planning enables organizations to identify competency needs and design appropriate learning and development programs.

No	Educational Management	Literature Sources	Synthesis Findings
2	Organizing	Sierra-Huedo et al. (2023).	Organizational structures that support collaboration and communication facilitate knowledge exchange and collective learning.
3	Implementation	Tłuściak-Deliowska (2025).	Learning activities such as training, mentoring, coaching, and professional development improve employee capacity.
4	Supervision	Rupčić (2020).	Supervision provides feedback and ensures that learning processes are implemented according to organizational objectives.
5	Evaluation	Alharbi (2021).	Evaluation helps organizations measure learning effectiveness and improve future development programs.
6	Learning-Oriented Leadership	Khotimah et al. (2024).	Leadership support strengthens learning culture, innovation, and organizational transformation.

The synthesis indicates that the educational management functions are interrelated rather than sequential managerial activities. Planning establishes organizational learning priorities, organizing creates collaborative structures that facilitate knowledge exchange, implementation translates learning plans into professional development activities, supervision ensures consistency and accountability, and evaluation provides feedback for continuous organizational improvement. Across the reviewed studies, planning and implementation emerged as the most consistently emphasize functions, reflecting the importance of structured competency development in organizational transformation. By contrast, supervision and evaluation received comparatively less attention, suggesting that these functions remain underdeveloped in the existing literature.

Overall, the findings demonstrate that educational management provides the operational foundation for institutionalizing learning organization principles within Regional Secretariats. Through the integration of planning, organizing, implementation, supervision, evaluation, and learning-oriented leadership, organizations can strengthen employee competencies, improve organizational adaptability, promote innovation, and enhance the quality of public services.

Conceptual Framework of Learning Organization-Based Transformation

Based on the synthesis of the selected studies, the transformation of Regional Secretariats can be understood as a dynamic process driven by the integration of learning organization principles and educational management functions. The reviewed literature consistently demonstrates that sustainable organizational transformation depends not only on structural reform but also on continuous learning, competency development, effective knowledge management, collaborative learning, and adaptive organizational capacity. These elements collectively enable public organizations to respond more effectively to policy changes, technological developments, and increasing public service demands.

The synthesis further indicates that the five core dimensions of learning organizations competency development, learning culture, knowledge management, collaborative learning, and adaptive capacity—operate as an integrated system rather than independent organizational practices. Competency development strengthens individual capabilities, while a supportive learning culture encourages knowledge sharing and innovation. Knowledge management institutionalizes organizational learning by transforming individual experiences into collective organizational knowledge, whereas collaborative learning enhances teamwork, communication, and collective problem-solving. Adaptive capacity enables organizations to respond proactively to internal and external environmental changes, thereby strengthening organizational resilience and long-term sustainability.

From the perspective of educational management, the functions of planning, organizing, implementation, supervision, and evaluation provide the operational mechanisms for institutionalizing learning organization principles. Planning identifies competency priorities and learning objectives, organizing establishes collaborative structures and allocates organizational

resources, implementation facilitates continuous professional development, supervision ensures that learning activities remain aligned with organizational goals, and evaluation provides systematic feedback for continuous organizational improvement. These managerial functions transform learning organization principles into practical strategies that can be implemented within public sector institutions.

The integration of learning organization principles and educational management functions suggests that organizational transformation within Regional Secretariats should extend beyond administrative restructuring. Instead, transformation should focus on establishing sustainable learning systems that continuously develop employee competencies, strengthen leadership commitment, promote knowledge-sharing practices, and encourage innovation throughout the organization. Such an integrated approach enables Regional Secretariats to improve organizational adaptability, accountability, institutional performance, and the quality of public services.

In the context of the Merangin Regency Regional Secretariat, the proposed conceptual framework provides practical guidance for strengthening institutional learning through competency mapping, structured professional development programs, mentoring systems, knowledge-sharing forums, digital knowledge repositories, and periodic performance evaluations. These strategies are expected to enhance organizational responsiveness, improve interdepartmental collaboration, strengthen evidence-based decision-making, and support sustainable bureaucratic reform in regional government institutions.

Overall, the synthesis demonstrates that learning organization principles and educational management functions are mutually reinforcing in developing adaptive, innovative, and sustainable Regional Secretariats. This conceptual framework also represents the main contribution of the present review by integrating two complementary perspectives into a comprehensive model for strengthening organizational transformation in local government institutions.

DISCUSSION

The Concept of Learning Organization in Public Sector Organizational Transformation

Public sector organizations are increasingly required to transform due to technological development, policy changes, and rising expectations for better public services. This transformation requires organizations to move beyond traditional bureaucratic structures toward adaptive, knowledge-based, and innovative systems. In this context, the learning organization approach provides a strategic framework for strengthening organizational capacity through continuous learning, knowledge development, and employee competency improvement (Antonovici 2020).

The concept of a learning organization was widely introduced by Dörner & Rundel, (2021) who defined it as an organization that continuously develops the capacity of its members to achieve desired outcomes through collective learning processes. According to Chughtai et al., (2024), a learning organization is an organization capable of creating, acquiring, transferring, and utilizing knowledge effectively to improve organizational performance sustainably. Therefore, learning becomes an essential component of organizational development strategies.

Learning organizations are characterized by supportive learning environments, systematic learning processes, and leadership that encourages knowledge development and innovation (Chughtai et al., 2024). Tinjan, (2024) explains that learning organization principles emphasize continuous competency development, knowledge sharing, and collective learning. In the public sector, these principles are important for overcoming bureaucratic rigidity and developing more adaptive organizations (Latorcai, Strausz, and Csedő 2025).

The principles of learning organization also include shared vision, team learning, and systems thinking. Shared vision strengthens collective commitment by aligning organizational members toward common goals, while team learning encourages collaboration and knowledge exchange to generate more effective solution (Mergel et al. 2023). Furthermore, systems thinking emphasize the importance of understanding organizations as interconnected systems, enabling institutions to identify problems comprehensively and develop sustainable solutions (Alsharari 2020).

In the public sector, the implementation of learning organizations is closely associated with bureaucratic reform efforts. Bureaucratic reform aims not only to improve organizational

structures but also to develop work cultures that support innovation, learning, and improved public service quality. Homberg et al., (2019) emphasize that successful bureaucratic reform depends on organizational capacity development and environments that encourage continuous learning. In addition, knowledge management serves as an important component by transforming individual experiences and expertise into collective organizational knowledge that supports decision-making and service effectiveness (Edelmann & Millard, 2022).

Previous studies indicate that learning organizations contribute to innovation, adaptability, and organizational performance. North & Kumta, (2018) and Nawaz et al., (2025) found that organizational learning capability improves innovation and the ability to respond to change. Similarly, Casalino et al., (2021) and Tangi et al., (2023) highlight that strong learning cultures supported by effective management systems encourage sustainable transformation. Therefore, learning organization principles provide an important foundation for strengthening the capacity, adaptability, and governance quality of the Regional Secretariat.

Although previous studies consistently emphasize the positive contribution of learning organizations to organizational performance, most of them focus on private companies, educational institutions, or general public organizations. Limited attention has been given to Regional Secretariats, particularly regarding how learning organization principles can be integrated into local government administration. In addition, several studies place greater emphasis on technological innovation, whereas others highlight organizational culture and leadership as the primary drivers of transformation. These differences indicate that organizational transformation should be understood as a multidimensional process requiring the integration of human resources, organizational culture, leadership, and knowledge management. Therefore, this study extends previous literature by synthesizing these dimensions within the context of the Merangin Regency Regional Secretariat.

Educational Management Perspective in Developing Learning Organizations

Educational management provides a framework for managing learning processes through planning, organizing, implementation, supervision, and evaluation to achieve organizational goals effectively. Although commonly applied in educational institutions, its principles are also relevant for developing learning organizations in public sector institutions because both emphasize continuous human resource development and organizational learning (Papazoglou and Koutouzis 2022). From this perspective, learning becomes a strategic process for improving competencies, organizational culture, and adaptive capacity (Rahman et al., 2022).

The relationship between educational management and learning organizations lies in their shared focus on systematic learning development. Salabi et al., (2023) explain that learning organizations are built through continuous learning processes, while educational management provides mechanisms for managing these processes.

Furthermore, organizing and implementation functions support the creation of collaborative structures and continuous learning activities. Sierra-Huedo et al., (2023) highlight that learning-oriented organizations require flexible structures that encourage participation and knowledge exchange. Through training, mentoring, and professional development programs, organizations can improve employee competencies and adaptability (Tłuściak-Deliowska, 2025). Meanwhile, supervision and evaluation ensure that learning processes remain aligned with organizational objectives through feedback, reflection, and continuous improvement (Rupčić, 2020).

The development of learning organizations also requires supportive leadership and effective knowledge management. Leaders play an important role in creating learning cultures, encouraging innovation, and strengthening organizational capacity (Khotimah et al., 2024). In addition, knowledge management enables organizations to transform individual experiences into collective knowledge through documentation, sharing, and innovation processes (Kosonen & Ikonen, 2022). These processes improve decision-making quality and support sustainable organizational transformation.

Previous studies confirm that organizations with strong learning cultures tend to demonstrate higher effectiveness, innovation, and performance (Tian & Huber, 2021). Therefore, the educational management perspective provides an important foundation for developing learning

organizations in the Regional Secretariat. Through systematic management of learning processes, the institution can strengthen employee competencies, build adaptive work cultures, and improve governance capacity in responding to modern public sector challenges.

Previous studies have generally examined educational management within formal educational institutions, while its application in public sector organizations remains relatively limited. This study demonstrates that educational management functions can also provide a practical framework for strengthening organizational learning within Regional Secretariats. The findings suggest that planning, organizing, implementation, supervision, and evaluation should be integrated into employee development programs to establish sustainable learning systems capable of supporting organizational transformation.

Transformation of the Merangin Regency Regional Secretariat

Organizational transformation in the public sector involves not only structural changes but also changes in work culture, bureaucratic mindset, management systems, and public service mechanisms. As an institution that supports regional government administration, the Regional Secretariat has a strategic role in coordinating policies and improving governance quality. Therefore, transformation of the Regional Secretariat is needed to respond to the challenges of modern public administration (Fatriani and Bafadhal 2020). In the context of Merangin Regency, technological development, policy dynamics, and increasing public expectations require government organizations to develop adaptive and continuously learning capacities (Nurkhamdi, Redjo, and Yuningsih 2025).

The concept of a learning organization emphasize the importance of continuous learning in improving both individual and organizational capacities. According to Made et al., (2025), explain that learning organizations are capable of creating, acquiring, and transferring knowledge to improve organizational performance. For the Regional Secretariat, this approach can be implemented through employee competency development, strengthening learning culture, improving collaboration, and systematic knowledge management.

Human resource development is a fundamental aspect of organizational transformation because civil servants determine the quality of government administration. Continuous learning programs through training, mentoring, and professional development are needed to create adaptive and innovative employees. Hm & Senjaya, (2021), emphasize that organizations with effective learning systems are better able to develop employee capacity and respond to environmental changes. In addition, a strong learning culture encourages reflection, knowledge sharing, and innovation among organizational members (Djafar, 2023).

Another important element of transformation is knowledge management and digital capacity development. Organizational knowledge needs to be documented, shared, and utilized collectively to support decision-making and improve institutional effectiveness (Ligawa et al., 2024). Furthermore, the use of information technology can strengthen organizational learning through digital administration, online training, and information systems development.

Hartati et al., (2020), highlight that technology has become an important instrument in supporting organizational transformation and innovation. From an educational management perspective, the transformation of the Regional Secretariat requires systematic management of learning processes through planning, organizing, implementation, supervision, and evaluation. These functions ensure that organizational learning is aligned with institutional goals and implemented sustainably (Samad, Tahir, and Igirisa 2023). Previous studies also show that learning capability contributes to innovation, adaptability, and organizational performance (Syukri, 2025). Therefore, implementing a learning organization approach can strengthen the capacity of the Merangin Regency Regional Secretariat to become a more adaptive, innovative, and responsive public institution.

From a practical perspective, the findings imply that the Merangin Regency Regional Secretariat should strengthen institutional learning through structured employee competency development programs, regular knowledge-sharing forums, mentoring systems, digital knowledge management platforms, and periodic organizational performance evaluations. These initiatives can support evidence-based decision-making, improve interdepartmental coordination, and enhance

the quality of public services. Consequently, learning organization principles can be translated into concrete organizational practices rather than remaining conceptual recommendations.

Integration of Learning Organization and Educational Management in Strengthening Governance

Strengthening governance has become one of the important agendas in bureaucratic reform in Indonesia. Good governance requires effectiveness, efficiency, transparency, accountability, participation, and responsiveness in the implementation of government administration. To achieve these principles, public sector organizations require competent human resources, adaptive management systems, and organizational cultures that support learning and innovation. In this context, the integration of learning organization concepts and educational management provides a strategic approach for strengthening the capacity of government organizations in addressing various challenges of change (Jemain et al. 2025).

The concept of a learning organization emphasize the importance of continuous learning as the foundation for organizational development. Kareem et al., (2024) explain that a learning organization is an organization capable of improving the capacity of its members through integrated individual learning, team learning, and organizational learning processes. Meanwhile, educational management provides a systematic framework for managing learning processes through the functions of planning, organizing, implementation, supervision, and evaluation (Hrnjić, Ivaniš, and Sutović 2024). Therefore, both concepts have a complementary relationship in efforts to improve the quality of governance.

Furthermore, the integration of these two concepts is reflected in the processes of supervision and evaluation. In educational management, supervision is conducted to ensure that all programs operate according to predetermined objectives. Supervision does not only function as a control mechanism but also serves as a learning tool through the provision of constructive feedback. Novita & Sukmanasa, (2023) explain that effective evaluation enables organizations to identify strengths, weaknesses, opportunities, and challenges. In learning organizations, evaluation results become sources of knowledge for continuously improving organizational performance.

Furthermore, the integration of learning organization and educational management contributes to strengthening innovation in governance. Innovation is not only related to the use of technology but also includes improvements in work procedures, enhancement of service quality, and development of more effective policies. Hasbi et al., (2025) found that organizational learning capability has a positive relationship with organizational innovation. Organizations capable of managing learning effectively are more likely to generate new ideas and implement changes that provide benefits to society.

In the context of the Merangin Regency Regional Secretariat, these findings imply that institutional transformation should prioritize the establishment of continuous professional development programs, digital knowledge repositories, cross-unit collaboration mechanisms, leadership development initiatives, and systematic performance evaluation systems. Implementing these strategies is expected to strengthen organizational adaptability, improve policy coordination, and enhance public service quality. Consequently, the integration of learning organization principles and educational management provides a practical roadmap for achieving more adaptive, innovative, accountable, and sustainable regional governance.

CONCLUSIONS

This study concludes that the transformation of Regional Secretariats can be strengthened through the integration of learning organization principles and educational management functions. The literature synthesis indicates that continuous learning, competency development, knowledge management, learning culture, and systematic management processes contribute to improving organizational adaptability, innovation, and governance quality. Theoretically, this study enriches the literature by integrating learning organization and educational management perspectives into a framework for understanding public sector transformation.

Practically, the findings suggest that the Merangin Regency Regional Secretariat should prioritize continuous employee development, knowledge-sharing practices, digital knowledge management, and learning-oriented leadership to enhance organizational performance and public service quality. This study is limited to a Systematic Literature Review and does not include empirical evidence from the Regional Secretariat. Therefore, future research is recommended to conduct field-based studies to validate and further develop the proposed conceptual framework in regional government institutions.

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