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# Creation Capacity and Dispersion Capacity the Role of Opportunity to Learn in Knowledge Creation Performance

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## Abstract

*This article aimed to investigate the opportunity to learn into the capacity of creation (team orientation and learning) and the capacity of dissemination (memory and system orientation). The capacity of creation and dispersion can each increase practice and exploitation in the creation of knowledge. We use survey questionnaires to collect data from 145 members of IKAPI in Central Java. In this research, creation capacity and dispersion capacity are expected to increase knowledge creation performance. Providing opportunities for learning that is expected to be able to increase the creation capacity and dispersion capacity and potentially affect the increase in knowledge creation performance. This article provides information on the importance of providing opportunities to learn in developing and managing creation capacity and dispersion capacity that support the practice of exploration and exploitation and develop knowledge creation performance. In improving organizational competence it is important to provide learning opportunities as large as human resources so that they are able to provide accessibility to the exchange and creation of knowledge.*

**Keywords:** Opportunity to learn, Creation Capacity, Dispersion Capacity, knowledge creation performance.

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## I. INTRODUCTION

Organizational Learning is a dynamic process for creating new knowledge and transferring it to where it is needed and used, resulting in the creation of new knowledge for later transfer and use. Knowledge creation, transfer, and retention can largely be considered social processes involving communication, interaction, collaboration, and discourse among organization members. Organizational Learning is related to the concept of knowledge management (KM), which is also mainly related to the ability of organizations to create and transfer knowledge. However, knowledge management tends to emphasize the static knowledge stock possessed by an organization and the characteristics of that knowledge organization, rather than the dynamic process by which knowledge is developed by the organization.

Organizational Learning is an organization that has an increased capacity to learn and transform. The four main versions describing the definition of Organizational Learning are learning at work, climate for learning, organizational learning and learning structure. Learning at work implies that the organization has re-directed its way of dealing with development so that employees learn at work and in close contact with the work (i.e., as long as the work task is done) rather than taking formal courses, away from work. In this case, the Organizational Learning aspect comes in the form of an organization that organizes learning to take place in the workplace. Climate for learning implies that organizations offer tools and opportunities to learn to individuals and groups within them[6],[7]. Employees are encouraged to experiment, and "failure" is considered a learning opportunity. Time to reflect on experiments and the results of these during business hours is generously offered. The learning structure here is that the organization facilitates and, to some extent, regulates learning[5].

Organizational Learning is what individuals learn, as agents for organizations, stored outside a single individual in the form of organizational memory. The organization's memory is constantly updated and serves as the basis for performing further work and learning tasks[ 8]. Organizational Learning when associated with differentiation networks created through the learning process still leaves some contradictions in previous research studies. When organizational learning becomes an organizational routine because the individual contains the content (fraught) of problems then organizational learning becomes a guide in behaving then organizational learning that occurs in the long term will lead the individual to competence traps [9]. Inductive learning comes from the experience of individuals, it will be different results if applied to different organizational situations [10]. So many researchers are concerned that if learning happens for a long time, there will be waste, financial spending, boredom, and stagnation[ 9].

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Two forms of organizational learning are exploration learning and exploitation learning. Exploration involves developing new knowledge or replacing existing content in an organization's memory. Exploitation refers to incremental learning that focuses on diffusion, refinement, and reuse of existing knowledge. March's article states that exploration (search, variety, risk-taking, experimentation, gaming, flexibility, discovery, innovation) and exploitation (refinement, choice, production, efficiency, selection, implementation, and execution) have changed over time. Literature shows that the learning abilities required for successful exploration differ from those necessary for exploitation[13],[14].

Dispersion capacity (memory and system orientation) will be directly associated with exploitation and creation capacity (team orientation and learning). The dual combination of creative capacity and deployment can be central to managing innovation challenges. The deployment capacity of the proposed creation as a mode of managing exploration and exploitation[ 9]. Organizations that encourage learning will encourage communication and sharing of tacit knowledge, routines, and past experiences for exploration (long-term) or exploitation (short-term) practices.

Creative deployment capacity helps identify, classify, allocate, and utilize human capital, devote learning efforts, allocate incentives and budgets, and develop the routines and management systems necessary for exploration and exploitation ([15]. Classifying learning orientation based on creation-dispersion capacity helps identify ways to allocate appropriate learning resources to improve exploration and exploitation practices and ultimately the company's performance. But the lack of learning opportunities for employees (opportunity for learning) often raises problems in the learning process in organizational learning. The lack of opportunity for learning is due to seniority not on the equalization of learning opportunities, but rather given to those who have a position. So often the process of transfer of knowledge stops without being shared with other human resources.

IKAPI members play a key role in determining the fate of knowledge created and shared in books to be printed and disseminated. Different learning activities will result in different types of knowledge sets. IKAPI members are still insensitive to how the ownership of different knowledge in terms of content, complexity, will be very potential if it can be integrated properly so as to grow the creation of new knowledge as a result of bundling existing knowledge. This is important to note because the variety of knowledge in IKAPI varies greatly, contributing differently to complementing and expanding the IKAPI knowledge base. The ability to influence the creation of knowledge and the use of knowledge that has been possessed will be very helpful in improving the capabilities of IKAPI members.

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This research aims to examine how providing a good opportunity to learn can improve exploration learning and exploitation learning that ultimately impacts knowledge creation performance.

## II. LITERATURE REVIEW

### 1. *Knowledge creation performance*

Knowledge creation has the highest weighting associated with performance, represented by several financial factors, including share price, price-to-income ratio, and research and development expenditures (R&D), which translates from management performance [2]. The index for evaluating knowledge creation performance includes five aspects:

- 1) product or service creation performance measures the technical performance of the development of new products or services, such as effectiveness and adaptability.
- 2) manufacturing or service process creation performance, (Manufacturing process or CP service process) relates to the process of a program, service, and product, including cost, quality, delivery due date, flexibility, and innovation.
- 3) management creation performance, researching the effect on the organization through the implementation of managerial processes, plans, flexibility, integration, communication, coordination, and employee cohesion.
- 4) Strategy creation performance focuses on positioning new products or services, new uses, and redistribution of value activities to improve competitiveness.
- 5) Organization creation performance handles the creation of behaviors that measure capabilities and experience, such as coordination with international sales, improvement and service, international brand formation, and international distribution planning and management.

Knowledge creation depends on the process of generating new knowledge through the accumulation and integration of existing knowledge to achieve goals such as the development of new products or services, improved management, and improvement of manufacturing processes. The creation of knowledge is a multidimensional problem that has developed its own process characteristics. Basically, the knowledge that the organization has is the result of the process of personal knowledge collaboration. This study only adopted three indexes of knowledge creation performance developed [2] namely product or service, manufacturing or service process, and management.

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## 2. *Opportunity to Learn (Kesempatan Belajar)*

Opportunity to Learn is a program where human resources have opportunities for the development of personality, skills, competencies and changes are displayed in the form of improving the quality and quantity of behavior such as improving skills, knowledge, attitudes, habits, understanding, skills, thinking power, and other abilities [ 5]. The opportunity to Learn construct is based on how organizations provide specific settings in facilitating the development of individuals to learn over time. Opportunity to Learn is influenced by students, the nature of assignments, and the tools used in the learning process. Opportunity to Learn indicators according to [22] are formal training and development programs, informal sharing groups, and job rotations.

Opportunity to Learn is required for successful exploration different from that required for exploitation. Opportunity to Learn supports the needs of organizations to improve exploration and exploitation learning.

H1 : *Opportunity to Learn* meningkat maka akan meningkatkan learning *Creation capacity*.

H2 : *Opportunity to Learn* meningkat maka akan meningkatkan learning *Creation capacity*.

*Opportunity to Learn emphasizes the culture of learning and improves outcomes in the form of new knowledge. [24] states that building successful learning relationships between organizations and individuals requires long-term investment, understanding and adaptation on the part of both parties at several levels of the organization. Opportunity to Learn facilitates knowledge sharing, creation, and integration by aligning attitudes and how they work.*

H3 : *Opportunity to Learn* meningkat maka akan meningkatkan learning *knowledge creation performance*.

## 3. *Creation capacity*

Creation capacity is defined as a combination of team orientation and learning orientation that represents the investigation and production of new knowledge to be utilized for new products or processes, using individuals and teams and their knowledge as production tools. Creation capacity represents the search and production of new knowledge to be utilized for new products or processes, using individuals and teams and their knowledge as production tools. Creation capacity includes people (team orientation) and provides infrastructure support for learning (learning orientation) to improve the tools, people, and processes needed for exploration[ 9]. Creation capacity aligns with the practice of exploration, exploring, experimenting, and discovering ([11] enhanced by proper development and active management of learning resources that emphasize team orientation and orientation learning.

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Creation capacity is the result of the organization's team orientation and learning orientation. Creation capacity is operationalized by taking products from the average team orientation and learning orientation scale. The four items used to measure Creation capacity are: explore, experiment, and discover [11]. These two learning orientations work together to develop the capacity of creation and to improve exploration practices.

H4 : *Creation capacity* meningkat maka akan meningkatkan learning *knowledge creation performance*.

#### 4. *Dispersion capacity*

Dispersion capacity is a combination of system orientation and memory orientation, representing the organization's ability to distribute knowledge and skills learned throughout the organization and to store knowledge for future access, expansion, and refinement. Dispersion capacity represents an organization's ability to distribute knowledge and skills learned throughout the organization, thereby improving future access, extensions, and improvements. Dispersion capacity consists of system orientation and memory orientation [9]. Learning behaviors that develop organizational dispersion capacity make organizations more reliable and efficient (exploitation) through knowledge improvement, memory orientation, and understanding various environmental inputs (system orientation). Dispersion capacity encourages and strengthens knowledge recycling, sharing, application, replication and refinement necessary for exploitation practices. Dispersion capacity is measured using refinement of knowledge, knowledge sharing (memory orientation), and understanding the multiple inputs of an environment (system orientation)[9].

*Dispersion capacity* mendorong *knowledge recycling, sharing, application, replication* dan *refinement* yang memungkinkan *knowledge creation*.

H5 : *Dispersion capacity* meningkat maka akan meningkatkan learning *knowledge creation performance*.

### III. MEASUREMENTS

This study only adopted three indexes of knowledge creation performance developed[2]. namely product or service, manufacturing or service process, and management. The Opportunity to Learn indicators used in this study are those developed by [22] are formal training and development programs, informal sharing groups, and job rotations. Creation capacity indicators are: explore, experiment, and discover [11]. Dispersion capacity is

measured using indicator refinement of knowledge, knowledge sharing (memory orientation), and understanding the multiple inputs of an environment (system orientation) [9].

#### IV. METHODS

This research is an explanatory quantitative research that examines the causality relationship between variable knowledge creation performance, Opportunity to Learn, Creation capacity and Dispersion capacity. The study used nominal data from a likert scale of 1 to 5 to measure questionnaires shared with respondents. The population is all members of IKAPI in Central Java as many as 175 members. Determination of respondents using purposive sampling techniques, namely IKAPI members who are still actively counted as many as 145 members of IKAPI in Central Java. The data obtained is processed using SEM PLS statistics analysis tool.

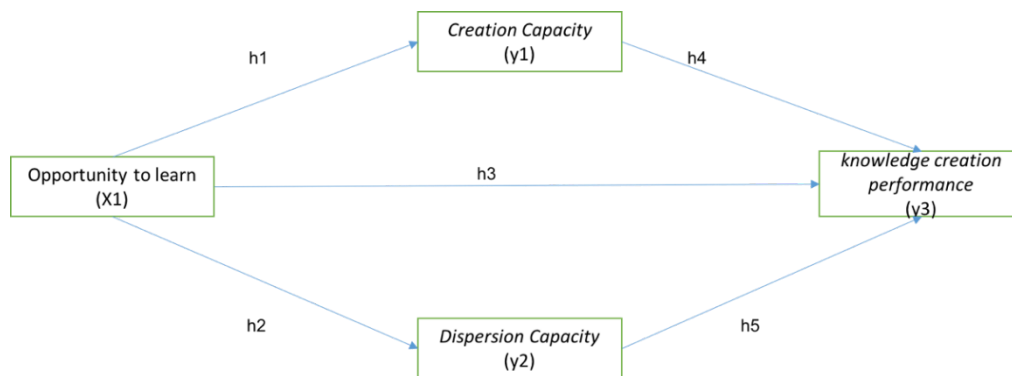


Fig 1. Empirical model of research.

#### V. CONCLUSION

In this study, creation capacity and dispersion capacity are expected to increase knowledge creation performance. The provision of appropriate opportunity to learn is expected to increase creation capacity and dispersion capacity and potentially affect the increase of knowledge creation performance.

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## VII. IMPLICATION

This article provides information on the importance of providing opportunity to learn in developing and managing creation capacity and dispersion capacity that supports exploration and exploitation practices and develops knowledge creation performance. In improving the competence of the organization is important to provide learning opportunities as large as the amount of human resources so as to provide accessibility to the exchange and creation of knowledge

## VIII. RESEARCH LIMITATION

The results showed the opportunity to learn potential in developing and managing creation capacity and dispersion capacity that supports exploration and exploitation practices and develops knowledge creation performance but has not been supported by statistics data or supporting field evidence. Further studies are expected to provide practitioners with an understanding to increase the level of knowledge creation to improve IKAPI's competitive position by displaying statistical analysis data that supports the findings in order to be more generalized.

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