



## Learning Organization in Implementation New Public Services at Palu Local Government, Indonesia

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**ABSTRACT:-** This study aimed to investigate the new dimensions of learning organization and its influences of learning organization on public service motivation, organizational learning, organizational citizenship behavior, and service performance in new public service implementation at Palu Local Government. The collection of data through questionnaires took samples of 221 respondents. Its Sampling technique was conducted by using multifarious or sampling combined with combination of purposive sampling and stratified sampling (proportionate stratified random sampling). Data were then analysed by using structural equation modeling partial least square. The results revealed that: (1).Friendship and sincerity were the new dimensions of learning organization variables. (2).Learning organization's positive and significant effects on public service motivation, organizational commitment, organizational citizenship behavior, and service performance were supported; (3).Public service motivation's significant and positive effect on service performance were also realised; (4).There was organizational commitment's positive and significant effect on service performance; (5).The results also confirmed the organizational citizenship behavior's positive and significant effect on service performance in implementation of new public services at Palu Local Government.

**Keywords:** - Learning organization, public service motivation, organizational commitment, organizational citizenship behavior, service performance, new public services.

### I. INTRODUCTION

Bureaucracy as public services in performing its function starts from the administration to the public. Orientation to the public by considering a variety of different needs and demands. Hence, New Public Services (NPS) was born as the development of new public management perspective and old public administration. Denhardt and Denhardt (2007) described that the NPS was more geared towards democracy, pride, and citizen than the market, competition, and customers as the private sector. The point of public service was not only to deliver services but also to distribute democracy.

Distribution of democracy through public services is strongly influenced by the perfection of the apparatus. Environmental changes so fast and demands the ability of employees to capture the phenomenon, analyze the impact on the organization, and prepare adaptive and generative actions to counter these conditions (Senge, 1990). It can be done, if an organization becomes a learning organization. Learning organization made possible, if an organization constantly learns not only adaptively but also generatively, receive new input, and utilize that knowledge into value added. Therefore, the role of the organization is not merely an administrative rather it leads to the development of potential employees to be creative and innovative.

The role of the organization is not only the administrative function but also to employee development. It is the foundation of thinking when Gilley and Maycunich (2000) proposed an alternative strategy as an evolution of the traditional organization towards a learning organization, and eventually become a developmental organization. Developmental organization is seen as a reinvention of a learning organization. It is determined by two important dimensions: 1) stressing on the growth and development of human resources, and 2) its impact on the renewal organization and preparedness to face competitiveness or transformation. Referring to the two dimensional and then compare with the phenomenon on the location of the research, it can be stated Palu Local Government is at the level of a learning organization.

Learning organization and reinvention through developmental organization, if implemented in an integrated manner could provide substantial benefits to organization and employees (Gilley and Maycunich, 2000). Great benefits were reflected in the ability of the organization to anticipate and adapt to the changes (generative) both external environment and internal environment dynamic (Senge,1990). The results of empirical research conducted by Farrell (1999), Marsick and Watkins (2003), Yang et al (2004), Ho (2008), Song (2008), Shieh et al (2009), Song et al (2009), Jamali et al (2009), Tseng (2010), Mohammad et al (2012), Koupahi et al (2013), and Hussein et al (2014) showed a positive effect of the learning organization on the performance. Senge (1990) developed five dimensions of it, while Marsick and Watkins (2003), and Yang et al (2004) seven dimensions. Referring to them and cultural differentiations (Hofstede, 1984), this research developed learning organization variable into nine dimensions.

Rainey and Steinbauer (1999) developed a theoretical framework of an effective government organization. The proposed model is an effective government organization that has a high motivation among members include public service motivation, mission motivation, and task motivation. Model Rainey and Steinbauer (1999) builds upon research results Crewson (1997) concluded that there were differences in the motivation of employees work in the public sector and the private sector. This fact makes it clear that there must be a difference in the effort to increase employees motivation in the public sector and the private sector. Leaders of public sector organizations shall not directly adopt the motivational theory that mostly assessed the private sector.

Several studies had been conducted to test the Public Service Motivation (PSM). However, the majority of these studies attempted to see the difference in work motivation between the public and private sectors (Crewson, 1997, Houston, 2000) and examined the dimensions of the public service motivation (Perry, 1996, Brewer et al, 2000). Results of empirical studies showed an association of PSM on performance (Perry and Wise, 1990, Rainey and Steinbauer, 1999, Kim 2005, Perry and Hondeghem 2008, Petrovsky, 2009, and Perry et al, 2010). Syamsir (2014) conducted research on PSM in Indonesia, the results indicated that the civil servants in Indonesia lacked public service motivation than the civil servants in developed countries. Despite the results that research had shortcomings because it basically can not be generalized due to the object of study only in the local of Padang, West Sumatera Province.

In addition to the public service motivation, other factors also affected the performance of employees is the organizational citizenship behavior (Podsakoff, 1997, Jahangir et al, 2004, and Kim, 2005). Organizational Citizenship Behavior (OCB) was the behavior of an employee exceeds a predetermined task. OCB in the public sector was thus expected to improve the performance of public sector organizations.

Another thing that contributed to the performance is organizational commitment. Theoretical studies stated that employees who were committed will be less involved in the resignation, even if they were not satisfied because employees had a sense of loyalty and attachment to the organization. Employee were more willing to make sacrifices to the organization, if committed (Robbins and Judge, 2015), Ostroff (1992), Riketa and Landerer (2002), Meyer et al (2002), Kim (2005), Ashill et al (2008), Ritz (2009) and Trang et al (2013).

Based on empirical and theoretical studies, the research tested the new dimensions of the learning organization and the influences of learning organization on public service motivation, organizational commitment, organizational citizenship behavior, and service performance in implementation new public services at Palu Local Government, Central Sulawesi Province, Indonesia.

## **II. LITERATURE REVIEW**

### **2.1. Public Service Motivation**

Public Service Motivation (PSM) were introduced by Perry and Wise (1990). Both explained PSM as an individual predisposition to respond unique motives base in institutions and public organizations. This could be interpreted as a motivation to put the interests of others, provide social services, help others even if it took self sacrifice. PSM theory is based on the idea that there are people who were interested and motivated to work in the public sector. Perry and Wise (1990) proposals were 1) the higher the PSM, the more likely will they be the members in public sector organizations. 2).PSM positively related to individual performance in public sector organizations, and 3). Public sector organizations that had members with high PSM would reduce the reliance on the use of incentives. This is useful for managing organizational performance effectively.

Perry and Wise (1990) compared the motivation of employees in the private and public sectors. Employees who work in the public sector is more focused on values of the intrinsic reward and benefits of the job while serving the public interest. Crewson (1997) concluded that the sense to help others and be the one to provide public benefits were shown by the employees of the public sector than the private sector. While private sector employees dominantly the aspect of promotion and continuity of work.

## **2.2. Organizational Commitment**

Organizational Commitment (OC) was the degree to which employees believe the organization through his contributions and cares about their prosperity (Robbins and Judge, 2015). Luthans (2011) defined organizational commitment as a gesture reflecting employee loyalty which employees express concern to the organization and continuous improvement. Organizational commitment was defined as a strong desire to remain a member of the organization, willingness to do the best, and believe and accept the values and goals of the organization (Steers, 1977, Mowday et al, 1982, Becker et al, 1995). Meyer and Allen (1984) outlined the organizational commitment is the degree of individual identification of the organization and the desire to continue the active participation in the organization. Active participation is directly related to the performance of the organization.

Forms of organizational commitment covers a number of objects that were targeted to employees in the organization. Barney and Griffin (1992) outlined the organizational commitment in three forms, that is : 1). Commitment to a career that emphasized individual career development within the organization or the number of career-oriented individual activity, 2). Commitment to work that emphasized the aspects of work, and 3). Commitment to the organization that emphasized the overall organization.

Organizational commitment is a binding linkage of individuals with the organization (Mathieu and Zajac, 1990) so that people felt the ownership of the organization. Forms of organizational commitment are thought to have a strong relationship with the manager's performance is affective commitment (Mathieu and Zajac, 1990, Randall, 1990). Affective commitment shown by 1). a strong belief against the acceptance of the goals and values of the organization, and 2). the desire to carry out efforts by both, considered to be useful for the benefit of the organization (Porter et al, 1974; Angle and Perry, 1985) ,

Meyer and Allen (1991) stated that organizational commitment was multidimensional, including: (1). Affective commitment, is an emotional attachment to employees, identification, and involvement in the organization. (2). Continuance commitment, a commitment based on losses related to the discharge of an employee of the organization. (3). Normative commitment, feeling obliged to remain in the organization because it is consistent with the norms, such action is the right thing to do.

## **2.3. Organizational Citizenship Behavior**

Successful organizations owned employees who wanted to do more of their work responsibilities and would provide the organizational performance above expectations. Thus, the organization wanted and needed the employees whom were eager to do works other than those listed in the job description. Organizational Citizenship Behavior (OCB) as a discretionary individual behavior, indirectly or implicitly, was recognized by the formal reward system, and the overall push passage of the organization effectively (Organ, 1997). The rationale for the emergence of OCB was inseparable from the phenomenon known as the good citizen. A good citizen is someone who helped his neighbor, voted, participated in community activities. In other words, she is a person who was not required to take action, but contributes to the welfare of the community. Nielsen and Sundstrom (2003) conducted empirical research to examine the influence of OCB and dependency task on the work team performance. The results showed that OCB was positively correlated to the work teams performance.

## **2.4. Learning Organization**

The embryo of a learning organization originated from the idea Argyris and Schon (1978). Argyris and Schon started research on organizational learning. Since then, many posts were born discuss organizational learning. This phenomenon was further categorized into two different sub-areas: 1). The process of learning (organizational learning) and, 2). Formal organizational structure (learning organization) (Ortenblad, 2002). Learning was a fundamental process that was relevant to many aspects of organizational behavior; furthermore, a relatively permanent change in behavior that occurs as a result of experience. Learning according to Argyris (1994) was a circle of activity in which a person found a problem (discovery), tried to find a solution it (invention), produced or implemented that solution (production), and evaluated the results of which drove him on to new problems (evaluation). It could be defined as the process of finding errors and fix them. These activities were referred to as learning cycle (single loop learning and double loop learning).

Senge (1990) provided a basis development of learning organization. Learning organization was a place where people continuously expanded their capacity to create the results, to maintain broad-minded, there is a collective freedom to aspire and people were constantly learning to learn. It was the ability of an organization to continue to make the learning process (self learning) so that the organization has the speed of thought and action in response to a variety of changes that appear.

Garvin (2000) defined organizational learning as organization skills to create, acquire, interpret, transfer and sharing of knowledge by modifying its behavior to describe the knowledge and insight. Furthermore, Marsick and Watkins (2003) described the learning organization is an ongoing learning process and transform independently through the strategic process by integrating with the work thus increasing the

organization's capacity to innovate and develop. Organizational learning could also be described as an organizational behavior that demonstrated a commitment to learning and continuous improvement. Organizational learning was a type of activity in the learning organization (Ortenblad, 2002).

## **2.5. Service Performance**

Service performance (Servperf) was the result of a comparison between the perceptions of customers expectations with actual performance of services (Gronroos, 2001). Parasuraman et al (1988) stated the quality of service is defined as difference between reality with customer expectations for the services they receive. Quality of service according to Kotler (1997) was an organizational ability to provide services with higher quality than competitors consistently. The point was to meet and exceed customer expectations of service quality targets.

Customer expectations are formed from past experience, through word of mouth communication, and the information received from promotional activities of the service organization. Thus, it is natural that the customer will determine the choice of a service based on the information and compare the quality of service perceived by the quality of service expected. Implications occur as the perceived service quality met or better than the quality of service expected, then they will continue to use these services. Conversely, if the quality of service perceived was below the quality of service expected, they would not be interested anymore to buy such services and thus leave (Zethaml et al, 1996).

## **2.6. Research Hypothesis:**

Research hypothesis as follows:

1. Learning organization has significant and positive effect on organizational commitment.
  - 1.1. Friendship as a new dimension of learning organization.
  - 1.2. Sincerity as a new dimension of learning organization.
2. Learning organization had positive and significant effect on organizational citizenship behavior.
3. Learning organization positive and significant effect on public service motivation.
4. Learning organization positive and significant effect on service performance.
5. Organizational commitment positive and significant effect on service performance.
6. Organizational citizenship behavior had positive and significant impact on service performance.
7. Public service motivation would increase service performance significantly.

## **II. RESEARCH METHODS**

This research is classified as causal research. Causal research is research that aims to prove a causal link or relationship to influence and be influenced from independent variables to dependent variables (Istijanto, 2005).

### **3.1 Data Collection Methods and Analysis Methods**

Population in the study is the public servant at Palu Local Government, Central Sulawesi Province, Indonesia. Sampling method used is multifarious sampling or sampling combined. Multifarious sampling is a combination or mix of both probability sampling techniques and nonprobability (Bungin, 2005). Data collection employed combination of purposive sampling and stratified sampling (proportionate stratified random sampling).

Determination of the sample using the formula developed by Krejcie and Morgan (1970) is as follows:

$$\text{Sample} = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

Remarks :

$X^2$  = Chi Square table value (Confidence Level 0,10 = 2.71, 0.05= 3.841, 0.01= 6.64, 0.001 = 10.83)

N = Population

P = Proportion of the population (assumed to be 0.50)

d = Degree of accuracy (Level of precision)

Samples were 225. Questionnaires that qualified and were worth continuing to data processing were 221. It was testing using Structural Equation Modeling Partial Least Square (PLS SEM) through SmartPLS software, for examine validity and reliability of instruments using SPSS software.

### **3.2 Instrument Measurement**

Measurement variables are follows: (1) measurement of learning organization referred to the study of Marsick and Watkins (2003) using the seven dimensions includes continuous learning, dialogue and inquiry, collaboration, embedded systems, empowerment, connection systems, strategic leadership. Sincerity and

friendship were proposed as novelty dimensions in the study. The additions were based on different cultural dimensions of previously locus research (Hofstede, 1984). (2). Public service motivation research referred to Perry dimensions (1996) such as: the attraction to policy making, commitment to the public interest/civic duty, compassion, and self sacrifice. (3). Organizational commitment was based on Meyer and Allen (1991) including affective commitment, continuance commitment, and normative commitment. (4). Measurement of organizational citizenship behavior research were based on Organ's (1997) altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, and (5). Service performance in a new public services approach (Denhardt and Denhardt, 2007) referred to the work of Carlson and Schwarz (1995) that explored eight service measurement indicators, namely convenience, security, reliability, personal attention, problem solving approach, fairness, fiscal responsibility, and citizen influence.

### 3.2.1 Validity Test

Validity of the instrument was tested using simple correlation techniques of product moment Pearson. If the value of  $r > 0.30$ , then the statement declared valid item (Sugiyono, 2009). The test results showed sixty five items valid, ten items invalid and thus removed.

### 3.2.2 Reliability Test

In addition to be valid, an instrument has to also be reliable. Reliable instrument when the results are consistent, so the instrument can be used safely because it works both at the time and different conditions (Cooper and Emory, 1996). Minimum limit used to assess the level of reliability was  $> 0.60$  (Hair et al., 2009). Overall the study revealed instruments are reliable (Table 1).

**Table 1 Reliability Test**

Variable	Reliability Coefficients	Remarks
Learning Organization (X)	0,859	Reliable
Public Service Motivation (Y <sub>1</sub> )	0,695	Reliable
Organizational Commitmen (Y <sub>2</sub> )	0,852	Reliable
Organizational Citizenship Behavior (Y <sub>3</sub> )	0,773	Reliable
Service Performance (Y <sub>4</sub> )	0,853	Reliable

Source : Data Processed, SPSS Output

## IV. RESEARCH RESULT

This analysis was based on the research hypothesis, while the steps were as follows:

### 4.1. Outer Model Evaluation

#### 4.1.1 .Reflective Indicator

SEM-PLS requires testing the validity and reliability of the variables, as testing the goodness of fit to the outer models. Three measurements were then used:

#### (1). Convergent Validity

Convergent validity requires appropriate indicators to measure the variables in questions. Measurements of outer convergent validity of the model is to see the value of outer loading each variable. If the value of outer loading  $> 0.5$ , then the indicators are declared valid convergent (Latan and Ghazali, 2012). Convergent validity of the test results in a valid overall reflective indicator to measure three variables studied. In addition to seeing outer loading, convergent validity can also be inferred through value Average Variance Extracted (AVE). The test results demonstrated the AVE value of organizational commitment variable to be 0.69, the AVE value of the public service motivation variable was 0.55, and the value of AVE the organizational citizenship behavior variable was 0.67. Referring rule of thumb the AVE value  $> 0.50$ , it could be concluded that all variables valid converge.

#### (2). Discriminant Validity

Discriminant validity test means that a precise indicator as measured variables only, not other variables. Discriminant validity testing method is the method of root mean square Average Variance Extracted (AVE) as compared to the correlation between the latent variables. If the root of AVE is greater than the correlation between latent variables, resulting in all valid discriminants.

(3). Composite Reliability

Composite reliability is employed as the measurement of variables' reliability. Variables was declared reliable when the composite reliability exceeded values > 0.7. Results of testing the composite reliability of the overall showed the value of each variable > 0.7, so that all indicators were reliable to measure each variable.

**4.1.2. Formative Indicator**

Test for variables with formative indicators:

(1). Weight Significantly

The validity of the variable indicators is evaluated based on the substantive content through the significance of weight. Significance is determined by the value of the t-statistic > 1.96 (Latan and Ghazali, 2012). Significance weight is then obtained through resampling procedure with bootstrapping. Overall indicator variables LO included the latest indicators that were sincerity and friendship as a significant and Service performance variable were declared significant (Figure 1).

(2). Multicollinearity

Another thing to note is variable formative indicator, that is multicollinearity test. Multicollinearity test is conducted to look at the value of Variance Inflation Factor (VIF) and the value of tolerance. The recommended values are VIF <5 and tolerance values > 0.20. The calculation results concluded learning organization and service performance did not have multicollinearity.

**4.2 Structural Model (Inner Model)**

Testing goodness of fit model in PLS can be seen from the value of predictive-relevance ( $Q^2$ ) point. The calculation results showed that the predictive relevance value is 0.82 or 82%. It was concluded that the model was very good and substantial. This value is very high to have a relevant predictive value or feasible to use.

Hair and Ringle (2011) categorized the feasibility of the model as follows: 1). If the value of  $Q^2 > 0.75$ , then the resulting model is good (substantial), 2). If the value of  $Q^2$  between 0.5 to 0.75, then the resulting model is moderate, while, 3). If the value of  $Q^2$  below 0.5, the resulting model is poor.

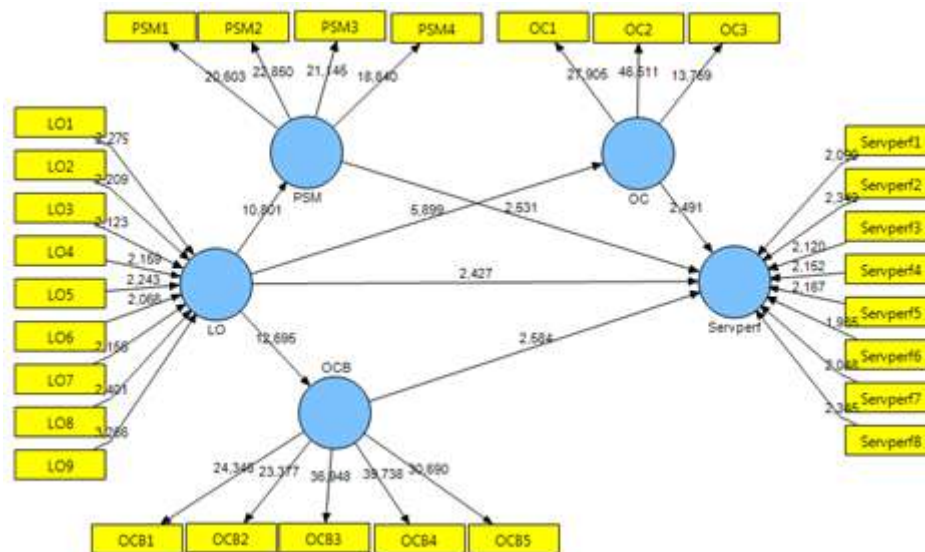
Path coefficients were acquired after resampling through SEM PLS bootstrapping. Significance path coefficient can be seen from the t-statistic values > 1.96. Results of path coefficients (Table 2):

**Table 2 Path Coefficient and Hypothesis Testing**

Variable		Path Coefficients	Standart Error	T-Statistics	Explanation
Exogenous	Endogenous				
<b>Learning Organization</b>	Organizational Commitment	0,41	0,07	5,90	Significant
<b>Learning Organization</b>	Organizational Citizenship Behavior	0,59	0,05	12,69	Significant
<b>Learning Organization</b>	Public Service Motivation	0,59	0,06	10,80	Significant
<b>Learning Organization</b>	Service Performance	0,24	0,10	2,43	Significant
<b>Organizational Commitment</b>	Service Performance	0,19	0,08	2,49	Significant
<b>Organizational Citizenship Behavior</b>	Service Performance	0,24	0,09	2,58	Significant
<b>Public Service Motivation</b>	Service Performance	0,21	0,08	2,53	Significant

**Source : Data Processed, SEM PLS Output**

Infographics of path coefficient after resampling through bootstrapping results were expressed below (Figure 1):



**Figure 1. Inner Model SEM PLS Bootstrapping Tracks**

## V. DISCUSSION

### 5.1. Learning Organization Influence on the Organizational Commitment

The test results showed that the positive effect the learning organization on organizational commitment. Based on analysis PLS SEM showed the path coefficient of 0.41 with a value of t-statistic  $5.90 > 1.96$ . Thus, the first hypothesis was acceptable because it had been proven empirically. The interpretation of the research findings indicated that LO significantly effected to PSM in service units of Palu Local Government. These results proved the implementation of the LO in Palu Local Government had been applied properly in order to increase organizational commitment of employees. As it is a gesture reflecting employee loyalty to the organization and ongoing process in which members of the organization express the close attention and progress of the organization on an ongoing basis (Luthans, 2011).

Commitment essence emphasized how relationships work unit raised employee attitudes could be viewed as a sense of connectedness to the philosophy and work units. Thus, she would uphold and wholeheartedly promised a duty applied consistently as it has been set.

The findings of this study reinforce the research of Farrel (1999). The results showed the learning orientation positively increased organizational commitment, corps spirit, and organizational innovation. They were in line with research conducted by Joo and Lim (2009), Dirani (2009) and Hsu (2009). This finding was also consistent with the results of research Tseng (2010), Joo (2010), Yaghoubi et al (2010), and Trang et al (2013) who studied the learning organization and organizational commitment. The results showed positive effect of learning organization on organizational commitment.

#### 5.1.1. Friendship as a New dimension of the Learning Organization

An intriguing finding of this study confirmed new dimension as a forming variable LO. Result of outer weight friendship is 0,29 by t-statistic was  $3.26 > 1.96$ . This suggests the hypothesis 1.1 was acceptable. These findings, hence, supported the development of Marsick and Watkins (2003) and Yang et al (2004) on the dimensions of learning organization. One of the goals of the research was to test the questionnaire dimensions and learning organization. Results of research suggests that the seven dimensions The Dimensions of the Learning Organization Questionnaire (DLOQ), that is 1).Continuous learning, 2).Inquiry and dialogue, 3).Team learning, 4). Empowerment, 5) .Embedded system, 6). System connection, and 7).Strategic leadership were overall valid and reliable to construct the variables (DLOQ).

The Depictions of collective cultural domination in Indonesia instead of individualism became one of the conclusions of the research Hofstede (1984). Friendship in this research worked as a proxy of the collective culture. Forming new friendships as an indicator of a learning organization was defined as a culture in the organization of mutual compassion, mutual respect, mutual support, remind each other, and eliminates the bulkhead between two or more social entities.

#### 5.1.2. Sincerity as a New dimension of the Learning Organization

The research confirmed a new dimension as forming variable LO that was sincerity. This finding could be another development of the seven dimensions of LO built by Marsick and Watkins (2003) and Yang et al (2004). Outer weight 0,24 and t-statistic was  $2.40 > 1.96$ . This suggests the hypothesis 1.2 was acceptable.

Sincerity was interpreted as a willingness to see and recognize the shortcomings so employees were willing to improve the learning (cognition, behavior, and social). Essentially sincerity meant a willingness to share what is known without any coercion or desire in disguise.

### **5.2. Learning Organization Influence on Organizational Citizenship Behavior**

Measurement results showed a positive and significant effect of LO on OCB. Based on PLS SEM analysis showed the path coefficient of 0.59 with t-statistic value of  $12.69 > 1.96$ . Thus, the second hypothesis was acceptable because it had been proven empirically.

Interpretation of the findings of this study indicated that there are significant effect of LO on OCB at service units of Palu Local Government. These results proved the implementation of the LO in Palu Local Government has been applied properly in order to increase OCB public servant.

The study findings reinforced the study of Somech and Zahavy (2004), and Lathalavanya and Thenmozhi (2011) which states LO positively and significantly impacted OCB.

### **5.3. Learning Organization Influence on Public Service Motivation**

The results of measurement demonstrated the path coefficient of 0.59 with t-statistic value  $10.80 > 1.96$ . It was then concluded that the effect of LO on PSM was significant. Thus, the third hypothesis is empirically supported. The interpretation of the research findings indicated that there was significant LO relation to PSM in service units of Palu Local Government. These results proved the implementation of the LO in Palu Local Government had been applied properly in order to improve PSM public servant.

This finding was consistent with Pool (2000) conclusion that the learning organization had positive influence on employee motivation. Research findings also reinforces previous studies (Pandey and Stazyk, 2008), using regression analysis. The results showed there is a positive and significant impact learning organization to public service motivation.

### **5.4. Learning Organization Influence on Service Performance**

SEM PLS analysis showed the path coefficient of 0.24 with value of t-statistic of  $2.42 > 1.96$ . Thus, the fourth hypothesis was also accepted empirically. Interpretation of the findings of this study indicated that there was a positive effect of LO on service performance in Palu Local Government. These results proved the learning organization could improve the performance of services at Palu Local Government. The results supported the research conducted by Marsick and Watkins (2003), Song (2008), Ho (2008), Shieh et al (2009).

Mohammad et al (2012) in his regression analysis and correlation analysis indicated a learning organization culture had positive influence on the quality of internal services as well as Wetherington and Daniels (2013) and Pantovakis and Bouranta (2013) in order to test the effect of a learning organization dimension to the performance. Results showed depicted effect of LO dimensions to operating performance, achievement of the mission, and performance of knowledge.

Koupahi et al (2013) also examined the relationship of learning and organizational performance. The aims of their research were to investigate the influence of the level of learning and organizational performance. The results showed the dimensions of individual learning positively and significantly impacted levels of learning. Structural learning also increased the levels of learning. A positive and significant relation of levels of learning on organizational performance was discovered too.

The results reinforced Hussein et al (2014), the effect of learning organization on organizational performance and innovation organization, he concluded the results as the effect of LO on organizational performance and organizational innovation.

### **5.5. Organizational Commitment Impact on Service Performance**

The research results concluded that organizational commitment had positive influence of organizational commitment on the service performance at Palu Local Government. Based on PLS SEM analysis resulted in the path coefficient of 0.19 with a value of t-statistic of  $2.49 > 1.96$ . Thus, the fifth hypothesis was acceptable empirically. The interpretation of the research findings indicated that there were significant organizational commitment to the performance of services in Palu Local Government. These results proved the commitment of the organization was able to improve the performance of services at Palu Local Government.

Results of this study confirmed the research of Shore and Martin (1989), Ostroff (1992), Young et al (1998), and Riketa and Landerer (2002). Furthermore, Meyer et al (2002) who studied the antecedents, correlation, and the implications of organizational commitment aimed to determine the effect of affective commitment, continuous commitment, and normative commitment to the organization as well as the influence of the three-component model of commitment (Meyer and Allen, 1991). Results of the study illustrated affective commitment and normative commitment as positive influence on the job behavior (performance, OCB, presence), otherwise negatively affected the continuance commitment on the job behavior (performance, OCB, presence).



Kim (2005) examined the individual level factors on the performance of government organizations in order to determine the factors that affect the performance of individual public organizations. Job satisfaction results showed positive and significant impact on organizational performance; furthermore, organizational commitment effect on organizational performance was also reported. PSM positive and significant impact on organizational performance and OCB positive and significant impact on organizational performance were the findings. His research was consistent with Ashill et al (2008), Ritz (2009), and Trang et al (2013).

#### **5.6. The Effect Organizational Citizenship Behavior on Service Performance**

The test resulted in positive effect of OCB on Servqual at Palu Local Government. Based on PLS SEM analysis described the path coefficient of 0.24 with a value of t-statistic of  $2.58 > 1.96$ . Thus, the sixth hypothesis was accepted empirically. Interpretation of the findings of this study indicated that there were significant organizational citizenship behavior on the service performance at Palu Local Government. These results proved the organizational citizenship behavior as one of the catalysators of service performance at Palu Local Government.

The results supported the studies of Podsakoff (1997), Jahangir et al (2004) and Kim (2005), which examined the level of individual and public organization performance as determinants of individual factors that affect the performance of public organizations. Job satisfaction results showed positive and significant impact on organizational performance. Organizational commitment also increased significant and positive effect on organizational performance. PSM positive and significant impact on organizational performance and OCB positive and significant impact on organizational performance were also realised.

#### **5.7. Public Service Motivation Influence on Service Performance**

The research results showed PSM positive influence on the performance of services in Palu Local Government. PLS SEM analysis resulted in the path coefficient of 0.21 with a value of t-statistic of  $2.53 > 1.96$ . Thus, the seventh hypothesis is acceptable. Interpretation of the findings of this study indicated that there were significant effect of public service motivation on service performance at Palu Local Government. These results proved the public service motivation as one of the drivers of service performance at Palu Local Government.

Service performance was defined as the extent to which the difference between reality, customer expectations and services they receive (Parasuraman et al, 1988). Customer expectations could form from past experience, word of mouth communication, and the information received from promotional activities of the service organization. Thus, it was only natural that the customers would determine the choice of a service based on the information and compare the quality of service perceived by the quality of service expected. The results were consistent with the research conclusions of Brewer and Selden (2000), Alonso and Lewis (2001), Kim (2005), Ritz (2009), Petrovsky (2009), as well as Paarlberg and Lavigna (2010).

## **VI. CONCLUSION**

Based on the results of data analysis and discussion, theoretical and empirical studies as well as the originality of the results this study concluded as follows:

- (1) The study findings proved that sincerity and friendship as new dimensions of learning organization variable. Results proved the development from seven dimensions to nine dimensions of learning organization.
- (2) The role of learning organization, public service motivation, organizational citizenship behavior was proven to improve service performance in new public services perspective at Palu Local Government.
- (3) Learning organization positive effect on public service motivation, organizational citizenship behavior, and organizational commitment.

#### **Research Implications**

- (1) The empirical research had enriched the research design that allows for causal analysis of the determinants of service performance in the perspective of new public services and the consequences of learning organization in the Local Governments. Sincerity and friendship had new dimensions to the formations of learning organization, enriching theoretical study of learning organization.
- (2) The findings obtained in the study could be used as a public services consideration of Local Governments in Indonesia, especially with regard to the application of a learning organization. The results also might contribute to the development of organizational behavior literature in Indonesia and the world. Moreover, it would provide the addition and encourage research in the field of organizational behavior in future time.

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