# Learning Organization in the Digital Age: According to the Faculty Members' Perception of Nanhai Dance College of Haikou University of Economics

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## Abstract

The objectives of this research were 1) to study learning organization in the digital age according to the faculty members' perception of Nanhai Dance College of Haikou University of Economics (HUE) and 2) to compare the perception of faculty members of Nanhai Dance College of HUE about learning organization in the digital age based on gender, age, education level, and working experience. The samples consisted of 66 faculty members selected by simple random sampling. The research instrument was a 5-rating scale questionnaire with a validity (IOC values) between 0.67 to 1.00, and a reliability value of 0.95. The data were statistically analyzed by using percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) learning organization in the digital age, according to the faculty members' perception of Nanhai Dance College of HUE, was at the highest level in overall and all aspects. The highest average was team learning, followed by shared vision, mental models, systems thinking, and personal mastery and 2) to compare the learning organization in the digital age according to the faculty members' perception of Nanhai Dance College of HUE, classified by gender, age, education level, and working experience, were not different in total and all aspects.

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## Introduction

At present, the world has definitively entered the digital age, and Information Technology (IT) has profoundly penetrated all areas of education. As a critical component of the education system, universities must proactively adapt to this trend by integrating IT into teaching and learning processes to enhance the student experience. Leveraging networks and the internet allows faculty members to utilize diverse resources and teaching tools, thereby providing students with a wider variety of learning materials and pedagogical methods. The organization needs to manage the environment to support the members learning. To keep abreast of these changes and ensure your organization is flexible and adaptable, you need to foster and encourage a learning culture within your organization. Providing the biggest asset to members with training, development, and career pathways could also result in a happier, more productive workplace and save financial resources spent on managing turnover. Therefore, all organizations need to develop into a learning organization. Learning organization is a strategic commitment to capture and share learning in the organization for the benefit of individuals, teams, and the organization. Gill and Carrillo (2016) said, the learning organization was considered an ideal organizational model in which learning was developed, behavior was improved, and an atmosphere conducive to learning is created and Lingling (2021) said that the theory of learning organization is very important for the development of college teachers, which requires teachers to renew their ideas and establish the concept of lifelong learning. Teachers should realize that continuous learning and improving professional quality guarantee their professional status. Only by constantly learning, grasping modern educational concepts, updating knowledge structure, enriching knowledge reserve, and adjusting professional structure can college teachers realize their continuous creation and transcendence. In the digital, the digital revolution has brought about significant changes in various aspects of our lives, including education. With the proliferation of

digital technologies and the internet, education has become more accessible and convenient than ever before. Mantick (2019) said that education in the digital age teaching and learning requires instructors to rethink the traditional classroom model. While some educators worry that the digital-age learning culture will result in the obsolescence of in-person teachers, the opposite is true. Instead, teachers take on a new, more flexible role of classroom facilitator. As Jiang (2023) said that digital course teaching has ushered in a new trend in school dance education, facilitating the seamless integration of digital technology and dance education while maximizing access to high-quality online and offline resources. To create effective digital dance curricula, teachers must enhance the use of digital tools in teaching while cultivating a team of highly skilled, innovative grassroots teachers. The same as Ma and Guo (2019) said that dance education should conform to the development of the times, optimize the teaching mode of dance education, open the consciousness of innovation, and form a multi-channel teaching mode.

### The statement of the problem

Against the background of teaching in the digital age, Nanhai Dance College of Haikou University of Economics hopes faculty members to strengthen the use of digital tools in teaching organizations, encourage faculty members to continue learning, release their creative potential, and constantly improve faculty members' teaching design ability, classroom management, and information technology proficiency.

Nanhai Dance College of Haikou University of Economics was established on December 19, 2022. The school currently has 800 students and 80 faculty members. The faculty members are composed of faculty members of different genders, ages, education levels, and working experiences, of which 20% are between the ages of 36 and 45; Teachers aged 25-35 accounted for 80%.

The important problem issues are: (Nanhai Dance College, 2023)

1) Most of the faculty members of Nanhai Dance College are very young. Some faculty members lack teaching experience.

2) Faculty members' self-study mode is relatively simple; the concept of continuous learning and faculty member-development consciousness are not strong.

3) The speed of faculty members' members-learning and faculty members' members-improvement is relatively slow.

4) In addition, at the University, there was training of faculty members every year, but faculty members' training is a relatively theoretical learning, with less targeted practical guidance, and practical operation.

Furthermore, these issues indicate that the long-term effectiveness of the faculty may not keep pace with the college's rapid development. Therefore, faculty members must be clearly aware that learning is a continuous process and must establish the habit of lifelong learning and self-transcendence.

As stated, the problems happened in Nanhai University in the circumstances of the digital age, with the rapid development of information technology, it is only through continuous learning and improving faculty members self-competence in their work that faculty members can constantly adapt and respond to changing needs. To ensure the continuous development of the teaching level and education quality of Nanhai Dance College, it is necessary to improve faculty members' cognition of learning organization, transform the teaching team of Nanhai Dance College into an institution with the characteristics of a learning organization, and ensure that all teachers and students can continue to improve themselves. Davis and Lopic (2016) said the learning organization has a special significance in schools because the educational environment becomes a place of training and innovation where the learning process takes place, leading to significant changes in the organization. In addition, liaison offices are seen as creating, acquiring and transforming knowledge.

One favorite Learning organization concept is Peter Senge's theory.

According to Lunenburg and Ornstein (2022) and Peter Sange (2006) stated that the learning organization have 5 principles: 1. Team learning, 2. Shared Vision, 3. Mental model, 4. Personal Mastery and 5. Systems thinking. Senge (2006) introduced a theory of learning organizations that has made significant contributions to the

performance of organizations. According to this theory, "a place where people are constantly expanding their abilities to create the results they truly desire, a place where new and expansive modes of thinking are nurtured, a place where collective aspirations are released, where people are constantly learning together". It has five principles (1. Team learning, 2. Shared Vision, 3. Mental model, 4. Personal Mastery, and 5. Systems thinking), which together play a significant role in promoting a learning environment at the organizational level.

This paper studies learning organization in the digital age according to faculty members' perception of Nanhai Dance College in HUE. The research result can help faculty members encourage them to continue learning, release their creative potential, and constantly improve their teaching design ability, classroom management, and information technology proficiency. Also, can all members in the university learn to adapt to the digital century by learning organizational methods.

## Research Objectives

1. To study learning organization in the digital age according to the perception of faculty members in Nanhai Dance College of Haikou University of Economics.

2. To compare the perception of faculty members of Nanhai Dance College of Haikou University of Economics about learning organization in the digital age based on gender, age, education level, and working experience.

### Research Hypothesis

The faculty members' perception of Nanhai Dance College of Haikou University of Economics on the learning organization in the digital age, classified by different gender, age, education leve, and working experience, is different.

### Conceptual Framework

The researchers defined a conceptual framework for the study. Learning organization theory concepts using Senge's (2006).
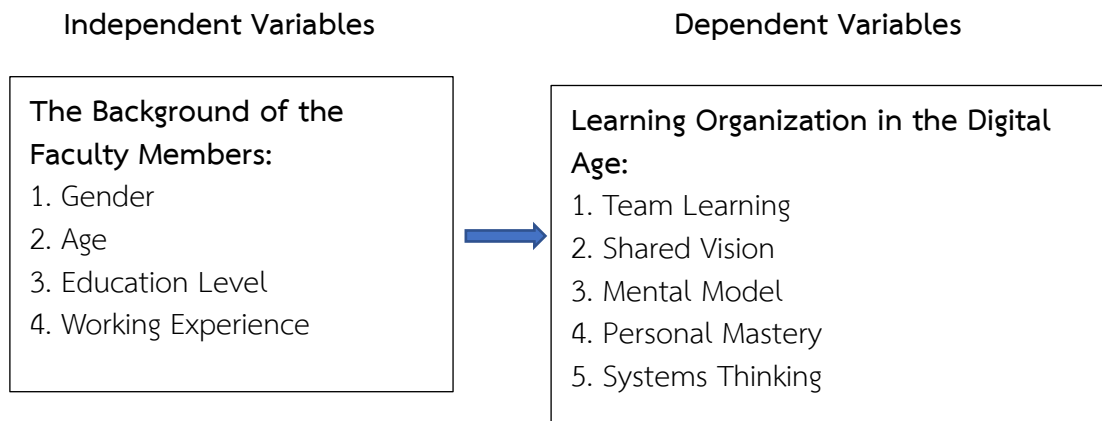
**Independent Variables**

**Dependent Variables**

The Background of the Faculty Members:
1. Gender
2. Age
3. Education Level
4. Working Experience

Learning Organization in the Digital Age:
1. Team Learning
2. Shared Vision
3. Mental Model
4. Personal Mastery
5. Systems Thinking

**Figure 1** Conceptual Framework

**Research Methodology**

This research was used a quantitative approach. The researcher used WeChat questionnaires to investigate the faculty members perception of Nanhai Dance College of learning organizations in the digital age. Through data analysis, faculty members cognition of learning organization can be improved, and the teaching team of Nanhai Dance College will be transformed into an institution with learning organization characteristics.

The research population, namely 80 faculty members of Nanhai Dance College in HUE. A total of 66 faculty members were selected from the samples selected by simple random sampling. The sample size group was 66 (Krejcie & Morgan, 1970 as cited in Petchroj, Angsuchot, & Chamnirasart, 2019).

The research instrument for collecting data was a questionnaire, which was checked by three experts for its IOC value at 0.67-1.00, and reliability by Cronbach's alpha coefficient at .95. The interview form included a concluding question about faculty members perception of learning organization.

**Data Analysis**

**1. As for data analysis, the researcher used percentages, means, and standard deviation, t-test, one-way ANOVA, LSD, and content analysis** (Petchroj, Angsuchot, & Chamnirasart, 2019).

**Table 1** Mean and standard deviation of the Learning Organization in the Digital Age according to the faculty members' perception of the Nanhai Dance College of Haikou University of Economics

(n=66)

| Aspect | Faculty Members' Perception of Learning Organization | $\bar{X}$ | SD | Level | Rank |
|--------|------------------------------------------------------|-----------|-----|---------|------|
| 1 | Team learning | 4.57 | .34 | Highest | 1 |
| 2 | Shared Vision | 4.56 | .27 | Highest | 2 |
| 3 | Mental Models | 4.55 | .37 | Highest | 3 |
| 4 | Personal Mastery | 4.52 | .32 | Highest | 5 |
| 5 | Systems thinking | 4.53 | .28 | Highest | 4 |
| | Total | 4.54 | .25 | Highest | |

From Table 1, it was found that the total was the highest level ($\bar{X}$=4.54 SD=.25). The highest mean of the aspect was team learning at the highest level ($\bar{X}$=4.57 SD=.34), followed by shared vision, mental models, systems thinking, and personal mastery. The mean and standard deviation in each aspect were shown in Table 2-6.

**Table 2** Mean and standard deviation according to the aspect of team learning

(n=66)

| Item | Team learning | $\overline{\mathbf{X}}$ | SD | Level | Rank |
|------|---------------|------|-----|-------|------|
| 1 | Your learning ability can be improved through team learning. | 4.44 | .75 | High | 8 |
| 2 | Team learning helps you develop your professional ability. | 4.55 | .61 | Highest | 6 |
| 3 | You can build a learning environment. | 4.64 | .55 | Highest | 2 |
| 4 | Your abilities can promote team learning. | 4.56 | .56 | Highest | 4 |
| 5 | Team learning stimulates your energy. | 4.67 | .48 | Highest | 1 |
| 6 | Communicating with the team can improve your learning ability. | 4.53 | .53 | Highest | 7 |
| 7 | You can create a good learning atmosphere to enhance the team members. | 4.55 | .59 | Highest | 5 |
| 8 | Team learning can promote your personal development. | 4.61 | .53 | Highest | 3 |
| | **Total** | **4.57** | **.34** | **Highest** | |

From Table 2, it showed that team learning was at the highest level in total and for every item ($\overline{\mathbf{X}}$=4.54 SD=.34). The item with the highest average value was 'Team learning stimulates energy' ($\overline{\mathbf{X}}$=4.67 SD=.48), followed by 'Building a learning environment' and 'Team learning can promote personal development'. Abilities can promote team learning, which in turn helps develop professional abilities. Communicating with the team can also improve learning abilities. When learning ability can be improved through team learning, the average was the lowest and the highest.

**Table 3** Mean and standard deviation of shared vision

(n=66)

| Item | Shared Vision | $\bar{\mathbf{X}}$ | SD | Level | Rank |
|------|---------------|------|-----|-------|------|
| 1 | You shared the goal vision actively. | 4.50 | .64 | Highest | 7 |
| 2 | You can encourage each other to achieve common vision. | 4.55 | .53 | Highest | 4 |
| 3 | You can build a common vision to enhance team cohesion. | 4.64 | .48 | Highest | 2 |
| 4 | You can negotiate a common vision of organization. | 4.59 | .50 | Highest | 3 |
| 5 | A shared vision allows you to improve your cohesion. | 4.73 | .45 | Highest | 1 |
| 6 | Building a shared vision allows you to achieve your goals better. | 4.50 | .59 | Highest | 6 |
| 7 | Shared vision can change your mental model. | 4.52 | .53 | Highest | 5 |
| 8 | Shared vision can change your behavior. | 4.49 | .56 | High | 8 |
| | Total | 4.56 | .27 | Highest | |

From Table 3, it showed the shared vision was in total and every item the highest level of learning organization in the digital age according to the faculty members' perception of Nanhai Dance College of Haikou University of Economics. ($\bar{\mathbf{X}}$=4.56 SD=.27). The highest mean was that a shared vision allows you to improve your cohesion ($\bar{\mathbf{X}}$= 4.73 SD=.45), followed by building a common vision to enhance team cohesion and negotiating a common vision of organization, encouraging each other to achieve the common vision, building a shared vision allows you to achieve your goals better. Shared vision can change your mental model, shared the goal vision. When shared vision can change your behavior was the lowest average and the highest level.

**Table 4** Mean and standard deviation of mental models

(n=66)

| Item | Mental Models | $\bar{\mathbf{X}}$ | SD | Level | Rank |
|------|---------------|------|-----|-------|------|
| 1 | You can effectively coordinate skills through psychological patterns. | 4.56 | .59 | Highest | 3 |
| 2 | You can improve your communication effectively. | 4.59 | .52 | Highest | 1 |
| 3 | You can use your mental model to improve your self-reflection and learning skills. | 4.52 | .61 | Highest | 4 |
| 4 | Your learning skills can improve. | 4.58 | .58 | Highest | 2 |
| 5 | You can deal with problems effectively through a mental model. | 4.49 | .65 | High | 5 |
| | **Total** | **4.55** | **.37** | **Highest** | |

From Table 4, it showed that mental models were in total items at the highest level ($\bar{\mathbf{X}}$=4.55 SD=.37). The item with the highest average value was improving your communication effectively ($\bar{\mathbf{X}}$=4.59 SD=.52), followed by our learning skills can improve, effectively coordinate skills through psychological patterns, learning skills can improve dealing with problems effectively through mental models was the lowest average and high level.

**Table 5** Mean and standard deviation according to personal proficiency

(n=66)

| Item | Personal Mastery | $\overline{\mathbf{X}}$ | SD | Level | Rank |
|---|---|---|---|---|---|
| 1 | You can constantly expand horizons at work. | 4.55 | .53 | Highest | 2 |
| 2 | You can constantly develop patience at work. | 4.50 | .59 | Highest | 3 |
| 3 | You can keep focusing on energy all the time at work. | 4.49 | .56 | High | 5 |
| 4 | You can constantly improve your knowledge and skills at work. | 4.47 | .61 | High | 6 |
| 5 | Your own learning and professional development are key to changing personal proficiency. | 4.61 | .52 | Highest | 1 |
| 6 | You can continue to improve self-management awareness. | 4.49 | .56 | High | 4 |
| | Total | 4.52 | .29 | Highest | |

From Table 5, It showed that personal proficiency was at the highest level ($\overline{\mathbf{X}}$=4.52 SD=.29). The item with the highest average value was that own learning and professional development are key to changing ($\overline{\mathbf{X}}$=4.61 SD=.52), followed by constantly expanding horizons at work, constantly developing patience at work, continue to improve self-management awareness, and constantly focusing on energy at all times at work. Constants improve knowledge and skills at work were the lowest average and highest level.

**Table 6** Mean and standard deviation according to systems thinking

(n=66)

| Item | Systems Thinking | $\bar{\mathbf{X}}$ | SD | Level | Rank |
|------|------------------|------|-----|-------|------|
| 1 | You can think systematically. | 4.39 | .60 | High | 8 |
| 2 | Can help you understand things simply. | 4.60 | .53 | Highest | 3 |
| 3 | You can use systems thinking to see the connection between different things. | 4.53 | .53 | Highest | 5 |
| 4 | Systems thinking can improve collaboration with your team members. | 4.62 | .55 | Highest | 1 |
| 5 | You can optimize the decision-making process through systems thinking. | 4.58 | .56 | Highest | 4 |
| 6 | You can improve problem-solving ability through systematic thinking. | 4.49 | .66 | High | 6 |
| 7 | Systems thinking can promote the ability to innovate. | 4.41 | .53 | High | 7 |
| 8 | You can improve performance and creativity through systems thinking. | 4.61 | .60 | Highest | 2 |
| | **Total** | **4.53** | **.28** | **Highest** | |

From Table 6, It showed that systems thinking was at the highest level ($\bar{\mathbf{X}}$=4.53 SD=.28). The items with the highest average value showed that systems thinking can improve collaboration with team members ($\bar{\mathbf{X}}$=4.62 SD=.55), followed by improving performance and creativity through system thinking, helping understand things simply, optimizing the decision-making process through system thinking, using system thinking to see the connection between different things, improving problem-solving ability through systematic thinking and system thinking can promote the ability to innovate. The ability to think systematically was the lowest average and the highest level.

**Table 7** Comparison of the Faculty members classified by gender

(n=66)

| Aspect | Perception of Learning Organization | Gender | | | | t | p-value |
| | | Male | | Female | | | |
| | | $\overline{\mathbf{X}}$ | SD | $\overline{\mathbf{X}}$ | SD | | |
| 1 | Team Learning | 4.63 | .25 | 4.52 | .38 | 1.14 | .26 |
| 2 | Shared Vision | 4.58 | .23 | 4.56 | .30 | .35 | .73 |
| 3 | Mental Models | 4.55 | .32 | 4.54 | .40 | .15 | .88 |
| 4 | Personal Mastery | 4.54 | .32 | 4.50 | .32 | .47 | .64 |
| 5 | Systems Thinking | 4.53 | .29 | 4.52 | .28 | .16 | .87 |
| | Total | 4.57 | .21 | 4.53 | .28 | .57 | .57 |

From Table 7, it was found that the perception of learning of males and females was not different.

**Table 8** Comparison of the Faculty members classified by age

(n=66)

| Aspect | Perception of Learning Organization | New age | | | | t | p-value |
| | | 22- 30 years old | | 31- 40 years old and over that | | | |
| | | $\overline{\mathbf{X}}$ | SD | $\overline{\mathbf{X}}$ | SD | | |
| 1 | Team learning | 4.54 | .36 | 4.64 | .28 | -1.55 | .13 |
| 2 | Shared vision | 4.55 | .26 | 4.58 | .29 | -.75 | .46 |
| 3 | Mental Models | 4.52 | .38 | 4.61 | .34 | -1.14 | .26 |
| 4 | Personal Mastery | 4.49 | .31 | 4.58 | .35 | -1.00 | .32 |

**Table 8** (Con.)

| Aspect | Perception of Learning Organization | New age | | | | t | p-value |
|---|---|---|---|---|---|---|---|
| | | 22- 30 years old | | 31- 40 years old and over that | | | |
| | | $\overline{\mathbf{x}}$ | SD | $\overline{\mathbf{x}}$ | SD | | |
| 5 | Systems thinking | 4.54 | .28 | 4.51 | .30 | .26 | .79 |
| | Total | 4.53 | .26 | 4.58 | .25 | 1.10 | .28 |

From Table 8, it was found that the opinions of learning organization in the digital age, according to the faculty members' perception of the Nanhai Dance College of Haikou University of Economics, were classified by age, were not different.

**Table 9** Comparison of the deviation of the faculty members classified by education level

(n=66)

| Aspect | Perception of Learning Organization | Education level | | | | t | p-value |
|---|---|---|---|---|---|---|---|
| | | Bachelor's degree | | Master's degree and over | | | |
| | | $\overline{\mathbf{x}}$ | SD | $\overline{\mathbf{x}}$ | SD | | |
| 1 | Team Learning | 4.61 | .24 | 4.51 | .42 | 1.26 | .21 |
| 2 | Shared Vision | 4.58 | .23 | 4.54 | .31 | .65 | .52 |
| 3 | Mental Models | 4.57 | .31 | 4.52 | .43 | .52 | .61 |
| 4 | Personal Mastery | 4.53 | .31 | 4.49 | .33 | .47 | .64 |
| 5 | Systems Thinking | 4.54 | .28 | 4.51 | .30 | .35 | .73 |
| | Total | 4.57 | .21 | 4.51 | .30 | .82 | .42 |

From table 9, it was found that the opinions of learning organization in the digital age, according to the faculty members' perception of Nanhai Dance College of Haikou University of Economics, classified by education level, were not different.

**Table 10** Mean and standard deviation of perception of learning organization the faculty members classified by working experience

(n=66)

| Aspect | Perception of Learning Organization | Working experience | | | | | | t | p-value |
|---|---|---|---|---|---|---|---|---|---|
| | | 1- 5 years | | 6 - 10 years | | More than 10 years | | | |
| | | $\bar{x}$ | SD | $\bar{x}$ | SD | $\bar{x}$ | SD | | |
| 1 | Team Learning | 4.55 | .34 | 4.57 | .38 | 4.63 | .22 | .21 | .81 |
| 2 | Shared Vision | 4.53 | .29 | 4.58 | .26 | 4.63 | .23 | .55 | .58 |
| 3 | Mental Models | 4.51 | .40 | 4.56 | .37 | 4.64 | .21 | .50 | .61 |
| 4 | Personal Mastery | 4.49 | .30 | 4.48 | .38 | 4.67 | .22 | .50 | .61 |
| 5 | Systems Thinking | 4.48 | .29 | 4.54 | .29 | 4.65 | .21 | 1.41 | .25 |
| | Total | 4.51 | .27 | 4.55 | .27 | 4.64 | .14 | 1.41 | .25 |

From table 10, analysis of variance of the opinions of learning organization in the digital age according to the faculty members' perception of Nanhai Dance College of Haikou University of Economics, classified by working experience. The highest mean was 6-10 years, followed by more than 10 years and 1-5 years. Analysis of One-way analysis of variance of adjustment in the perception of learning organization according to the Faculty members' working experience. The opinions of Faculty members' Perception of Learning Organization classified by working experience were not different.

**Results**

The major results of the study were concluded as follows:

1. The results of this research revealed that there were to learning organization in the digital age, according to the Faculty members' Perception of Nanhai Dance College of Haikou University of Economics in total was highest, with which, the highest aspect was

team learning. followed by Shared vision, Mental Models, Systems thinking and Personal Mastery. The information in each aspect is as follows:

1.1 The aspect of Team learning in total was highest. The highest item was team learning stimulate your energy, Followed by building learning environment, team learning can promote your personal development, your abilities can promote team learning, team learning help develop professional ability and creating a good learning atmosphere to enhance the team member, creating a good learning atmosphere to enhance the team member, communicating with the team can improve your learning ability, while the lowest item was learning ability can be improved from team learning.

1.2 The aspect of Shared vision in total was highest. The highest item was a shared vision allows you to improve your cohesion, followed by building a common vision to enhance team cohesion, negotiate common vision of organization, encouraging each other to achieve common vision, shared vision can change your mental model, building a shared vision allows you to achieve goals better and shared the goal vision actively, while the lowest item was shared vision can change your behavior.

1.3 The aspect of Mental models in total was highest, with the highest item was improving your communication effectively. Followed by learning skills can improve, effectively coordinate skills through psychological patterns and using a mental model to improve your self-reflection and learning skills. While the lowest item was dealing with problems effectively through a mental model.

1.4 The aspect of Systems thinking in total was highest, with the highest item being that systems thinking can improve collaboration with your team members. Followed by improving performance and creativity through system thinking, helping you understand things simply, optimizing the decision-making process through system thinking, using system thinking to see the connection between different things, improving problem-solving ability through systematic thinking, system thinking can promote the ability to innovate. While the lowest item was the ability to think systematically.

1.5 The aspect of Personal proficiency in total was highest, with learning and professional development are the key to changing personal proficiency. Followed

by constantly expanding horizons at work, constantly developing patience at work, constantly focusing on energy all the time at work, continuing to improve self-management awareness. While the lowest item was the constant improvement of knowledge and skills at work.

2. The comparison of faculty members' perception of learning organization opinions uses a t-test found that faculty members' perceptions were not different among those classified by gender, age, and education level. The opinions of faculty members' perception of learning organization opinions use One-way ANOVA found that there was no difference classified by working experience.

**Discussion**

1. The research results showed that the highest aspect of perception of learning organization to the faculty members of Nanhai Dance College was team learning. Because it might be that teachers can share teaching resources and exchange teaching experience, which can produce significant synergies. Each member of the team can learn from the successes and experiences of others and work together to solve problems encountered in teaching. This kind of collaborative work can not only reduce the burden of teachers and improve work efficiency, but also promote mutual understanding and cooperation between team members and enhance the cohesion of the team. According the research by Zhang (2015) shows that through team learning, the wisdom of the team can be integrated into the personalized concept, so as to constantly adapt to the work needs under the new situation. I can share other people's work skills and effective methods, but also can show personal understanding and unique ideas, accept the inspiration of others, and the team learning process can promote personal growth.

2. Faculty members of Nanhai Dance College's opinions on the shared vision

In the aspect of shared vision the highest mean was shared vision, which allow foe improved cohesion, because it might be that, according to Nanhai Dance College faculty members' perception, a common vision is the common desire of the

teacher team members and the goal of striving together. Related to "Research on the professional development of young teachers in colleges and universities under the theory of learning organization" (Hu, 2017). Individual effort alone is not sufficient to achieve this vision. Teams can learn from each other, cooperate, share, and solve problems. In conclusion, building a common vision has profound implications for the team and faculty, improving team cohesion, enhancing teamwork, motivating members, and promoting professional development that can help the team better achieve its goals.

3. Faculty members of Nanhai Dance College's opinions on mental models

In the aspect of mental models, the highest level was improving your communication effectively, because it might be that effective communication can ensure the accurate transmission of information, reduce misunderstanding and conflicts, and improve work efficiency. When building a learning organization, effective communication can promote understanding and trust between faculty members and can also help the college to reveal and resolve misunderstandings and conflicts caused by differences in psychological models among members. According to the research by Hu (2017), with the development of society, the majority of young teachers should carefully examine themselves, actively change the deep-rooted ideas in the brain, learn to look at the future development with new thinking and new vision; know themselves, understand themselves, re-examine themselves, find their shortcomings in teaching work, communication and so on, and then according to their future development goals really change from the heart, active learning, improve personal ability.

4. Faculty members of the Nanhai Dance College's opinions on personal proficiency

In the aspect of personal proficiency, the highest level identified was personal mastery, learning and professional development are key factors influencing this personal proficiency, which may reflect the perception of Nanhai Dance College faculty members. This finding aligns with the research by Chen, Zhang, Qin, and Xu (2022), titled "Analysis of teachers' self-education path in intelligent education". They posit that self-transcendence is the highest realm and ultimate goal for teachers

engaging in self-education. This self-transcendence primarily involves teachers, through continuous learning, reflection, change, and innovation, clarifying their self-cognition, enhancing self-learning, improving self-regulation, and conducting self-reflection. Ultimately, this process leads to the improvement and transcendence of their own teaching ability, professional level, and educational sentiments. By achieving this, teachers perceive the value and meaning of the profession itself and their individual contribution, consequently generating greater drive and motivation for their educational and teaching practice and personal professional development.

5. Faculty members of Nanhai Dance College's opinions on systems thinking

In the aspect of systems thinking, the highest level of system thinking can improve collaboration with your team members, because it might be that, according to Nanhai Dance College faculty members' perception. By thinking about the causal cycle of the system, we can clearly understand our own problems. If we clear our thinking, we can better solve problems and improve ourselves. According to the research by Liu (2015) shows, systems thinking can help people greatly simplify the understanding of things. By learning systems thinking, people can realize the connections between things that used to seem completely different. To understand things and analyze problems from the perspective of systems thinking. The previously bewildering and elusive complex picture of the mind can become orderly, concise, and clear in an instant.

The comparison of opinions on Perception of Learning Organization in the Faculty members is no different, because Nanhai Dance Academy has only been established for two years, for a very short time, the teachers are relatively young, the working experience is not rich enough, and they share the same views on the learning organization.

## Recommendation

According to the research results, the following suggestions are put forward for the learning organization in the digital age, according to the faculty members'

Perception of Nanhai Dance College of Haikou University of Economics:

1. Use spare time to participate in various education training courses, learning exchange meetings and seminars, promote communication and cooperation among teachers, discuss teaching problems and share teaching experience understand the latest teaching methods and skills, and apply them to their own teaching practice.

2. Participate in various training and learning activities to expand faculty members' professional knowledge and skills. Practice breaking down the questions into smaller parts and understanding their interrelationships.

3. Encourage teachers to raise problems and problem-solving procedures in experiments, cultivate their professional application ability, and promote critical thinking and self-learning ability.

4. Teachers can participate in the formulation of clear goals to ensure that teachers have a clear understanding of the goals, can discuss with the team members, and share their expectations and visions for the future of the team.

5. Teachers actively participate in teaching plan discussion, teaching experience sharing and other activities to promote mutual learning and communication to improve the cohesion and cooperation efficiency of the teachers' team. Constantly improve self-professional level.

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