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Implementation of the Knowledge Management (KM) Model in Increasing Student Body in Private Universities

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Abstract

The Knowledge Management concept is a method that will be used in research and allows an organization to manage its knowledge as an asset. In order to improve organizational performance, especially in the field of Higher Education (PT) services, various efforts are needed to channel correct and appropriate knowledge to PT managers, so that the implementation of activities can run as expected. This research uses a descriptive research method that systematically describes the facts, objects and subjects studied accurately. Knowledge is one form of achieving PT excellence, if the value of the knowledge created can be implemented by the PT. The idea to implement a knowledge management (KM) system model is to carry out a real reaction in the optimization efforts of Private PTs in increasing the student body at Satya Negara Indonesia University (USNI), which in fact is experiencing a degradation of prospective students. So that the implementation of Knowledge Management can run as expected, USNI needs to apply the general characteristics of its academics to the KM model by (a) Providing knowledge; (b) Carrying out academic activities; (c) carry out the Tri Dharma of Higher Education; and (d) Development of academic culture. This research aims to provide knowledge information in the form of a knowledge management model that must be implemented and carried out by USNI through changing mindsets through general characteristics in the development of lecturers as USNI resources in an effort to gradually increase the student body which ultimately results in superior learning products and education.

Keywords: *Knowledge Management, Model, Higher Education, Student Body, USNI, Mindset*

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1. Introduction

The level of general secondary education in Indonesia after formal education is higher education institutions. Education in Indonesia by the government has been pursued through legislation in Indonesia as stated in the National Education System Law No. 20 of 2003 [1], government regulations and other legal products including the requirement for accreditation by the National Accreditation Body for higher education.

The existence of the Satya Negara Indonesia University (USNI), which was founded 35 years ago, has contributed to education and has undergone many changes in its education system following government regulations and the latest technological developments. This impact can be seen not only because the rules and regulations have been implemented clearly and firmly through the government, but USNI's responsibility as one of the well-known universities in Jakarta has become a measuring tool for increasing its academic capacity and also producing graduates who are able to fill the job market. available so that it can convince the wider community in choosing to study at USNI.

Currently USNI has a student body problem which has experienced a very significant decline even though all the elements that support increasing the student body at USNI have been carried out by the relevant units in accordance with appropriate provisions and regulations as outlined above, but there is still no visible progress in increasing the number. student body that will enter USNI, so thinking and breakthroughs are needed in the form of using the concept as a method in the form of a model that can provide hope for achieving USNI's goals in obtaining a student body.

Therefore, there is a need for a solution by planning efforts to utilize a model that is based on the concept of Knowledge Management (KM) within the USNI organization which will provide a lot of value for USNI in improving the quality and processes within it so that the hope of advancing USNI will be in line with increasing lecturer development and student improvement. Body. An input that will be processed from raw input, namely resources in KM management at USNI where there is influence from instrumental input in the form of infrastructure, human resources and the internal environment, while from environmental input in the form of accreditation (SPME) and also external environment. There is an idea to be able to implement the tri dharma concept of higher education by lecturers and apply KM methods and USNI asset innovation. Apart from that, there are demands for changes that must be made by USNI, such as making maximum use of information technology, improving lecturer education and services from BAK, BUK and Libraries in order to store KM properly in carrying out KM implementation activities and academic culture whose existence needs to be reviewed. In this way, USNI will certainly be able to produce output in the form of increasing the expected student body and ultimately be able to provide superior learning and education products.

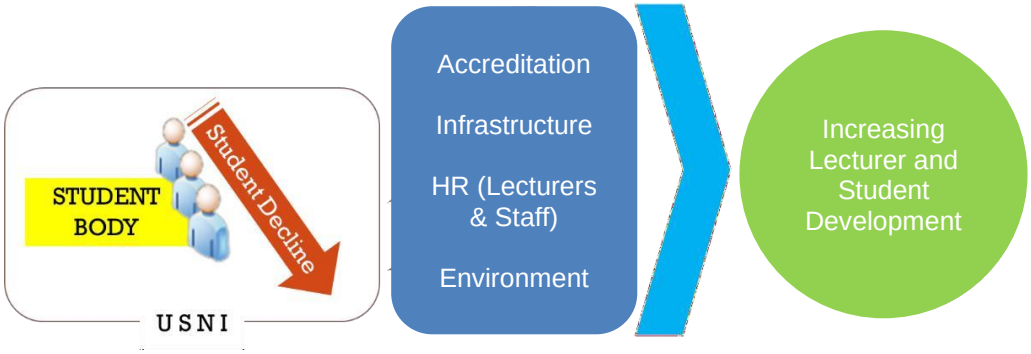

Figure 1. USNI's Condition Regarding the Student Body

Figure 1 shows the current condition of USNI regarding the number of student bodies which has decreased in an effort to increase the development of lecturers and student bodies. In Figure 1 you can see an illustration of supporting elements such as USNI having carried out accreditation well, having adequate facilities, human resources with Masters and Doctoral degrees and a strategic and comfortable environment, all of which has been carried out by USNI correctly in accordance with the provisions and regulations. is in the National Education System Law No.20 of 2003 [1]. Theoretically, USNI should be able to maintain or increase the interest of the student body who will enter USNI, but in reality, the condition of student admissions at USNI is still experiencing a decline. Therefore, it is hoped that this research will provide the opposite results and benefits, namely being able to improve the student body in particular and also improving and changing the mindset of lecturers.

From the four previous studies for the last five years, it shows that there is a fairly clear gap in this research, namely that in previous studies, on average, they did not discuss the student body but only discussed existing concepts and performance, the acquisition of knowledge from universities and the final results of previous research. and also does not discuss the final results of the research in the form of a model Implementation of Knowledge Management on Employee Performance at the Yogyakarta Financial Training Center which only discusses employee performance as measured by the method used. is in knowledge management [2]. Implementation of Knowledge Management in Private Universities in Garut Regency, which only discusses four main factors, namely: acquisition of knowledge, storage of knowledge, distribution of knowledge (distribution of knowledge), and use of knowledge (use of knowledge) to lecturers [3]. The formation of knowledge and information channels to manage knowledge (knowledge management) to share knowledge (knowledge sharing) and translate knowledge for the academic community outside and within Gadjah Mada University [4]. Implementation of Knowledge Management at the STMIK Royal Kisaran Campus discusses mechanisms for collecting, storing and disseminating knowledge efficiently, as well as increasing collaboration and knowledge accessibility among staff and students [5].

2. Research Method

In general, higher education organizations cannot be separated from their responsibility in implementing the Tri Dharma of Higher Education, so this is a similarity between private universities in Indonesia. Because of this, Satya Negara Indonesia University (USNI) has implemented its management organization to be able to run it well and correctly with the hope that USNI's performance can improve in a sustainable manner [6]. In order to be able to implement knowledge management (KM), you must first know what elements are used to organize Knowledge Management (KM). Publications by the Ministry of Finance, Directorate General of Treasury, South Sumatra Province Regional Office via kemenkeu.go.id report that there are three main factors in knowledge management, namely people, process, and technology [7], [8]. In its management, USNI has focused on 3 (three) main component groups consisting of: process, content and resources, all of which influence the organization, organizational culture, assessment system, work ethic and leadership, all of which management must be integrated and refer to the vision, mission and USNI objectives (figure 3: USNI management) [9]. Figure 2 shows the process that USNI has gone through.

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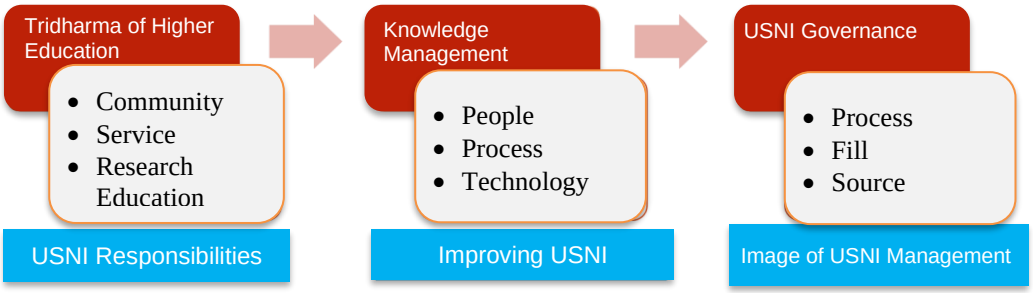

Figure 2. The Process that USNI has gone Thmanaging Intellectual Property Rights.

The illustration seen in Figure 2 is a process that has been carried out by USNI as a private university whose lecturers have carried out the Tri Dharma of Higher Education. The next step, lecturers have also improved performance through three main knowledge management factors, namely people, process and technology [10] and finally shows the management that has been carried out by USNI which is implemented in its organizational structure and management system in detail which includes processes, content and The source is in Figure 3.

In order to achieve proper and better performance, USNI has developed and implemented the right strategy by increasing capabilities that make other private universities at its level competitive, such as increasing academic resources and programs, developing and managing Intellectual Property Rights (IPR) [11], [12].

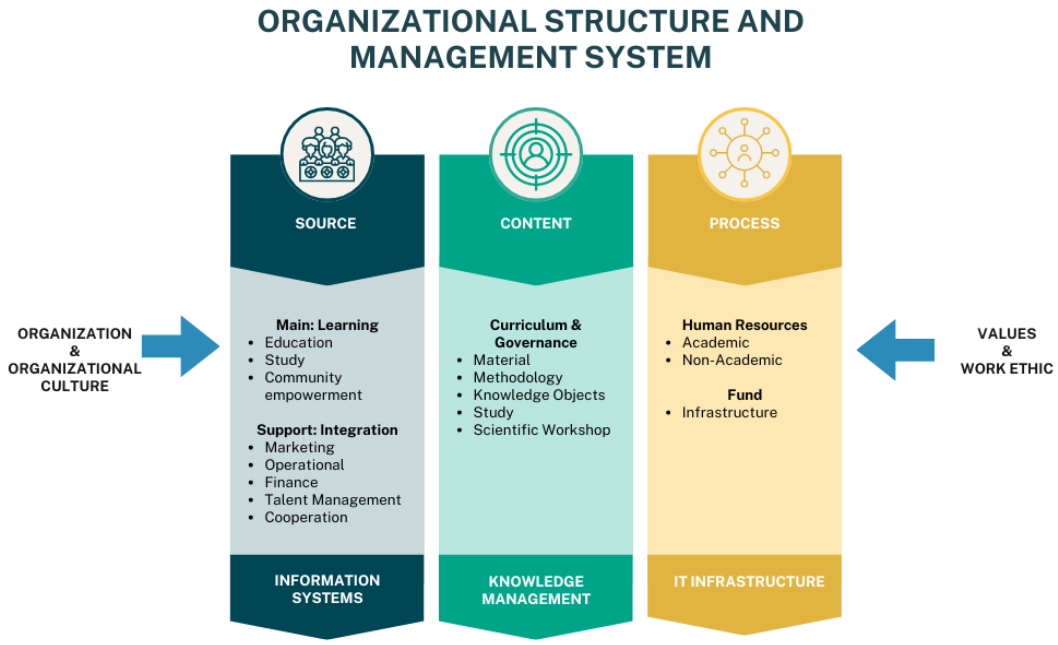

Figure 3. Management of USNI (Combination of Several Experts)

Figure 3 is taken from the opinions of several experts and combined with the USNI situation which can be concluded that Knowledge Management is a structured and systematic effort to develop and use existing knowledge to assist the decision making process to improve organizational performance. Activities in knowledge management include efforts to acquire, store, process and retrieve, use and disseminate, as well as evaluate and refine knowledge as

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an organization's intellectual assets [13]. This illustration is a detail of the three elements of activities in the organizational structure and management system carried out by USNI which consist of the Process element which is the information system, the Content element which is Knowledge Management and the Resource element which is IT infrastructure (information technology) [14]. In Knowledge Management activities it is explained that People are the most significant main element in the knowledge management process compared to other elements. People act as producers of knowledge and act as disseminators of knowledge, so this aspect must be carefully considered because without a driver the knowledge management process will not run optimally. The process is related to capturing knowledge, namely taking knowledge values into a medium to then be conveyed to other individuals so that they can be used again. This element will facilitate knowledge creation and knowledge transfer. Technology can be said to be an enabler for how knowledge management [15].

2.1. Knowledge Management

Knowledge Management (KM) as planning, collecting and organizing, leading and controlling data and information that has been combined with various forms of thinking and analysis from various competent sources [15]. Thus, the main basis of KM according to Akbar is to promote organizations or educational institutions to "know what they know". With regard to the management of intellectual assets through knowledge management as stated in the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 14 of 2011 concerning Guidelines for Implementing Knowledge Management Programs [16]. Implementation of knowledge management is intended to improve the organization's ability to manage its intellectual assets in the form of existing knowledge and experience[17]. The main objective is to utilize existing assets to achieve better organizational performance so that it can accelerate the achievement of the goals of implementing bureaucratic reform, especially in implementing bureaucratic reform for higher education institutions in order to improve USNI's performance, quality and competitiveness [18].

As KM is implemented, USNI's main capital is to try to reduce its focus on tangible assets such as money, buildings and land but is starting to integrate it into intangible assets such as brand recognition, customer and loyalty patents which take the form of creativity and innovation based on knowledge[19]. Considering that the process of innovation relies on knowledge, so that knowledge capacity is positioned in subjectivity which underlies the values and assumptions that form the basis of the process, KM and Human Resources (HR) have become important elements in USNI's business. In this way, the better the knowledge received by USNI's human resources (academic and non-academic), it will be easier to create much more useful knowledge, including increasing knowledge for students [20]. Figure 4 Process fundamentals of KM and HR that USNI must pay attention to.

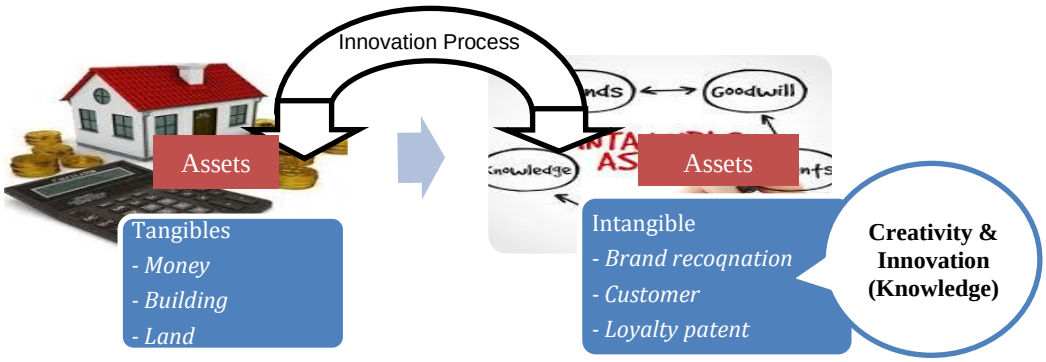

Figure 4. Process Fundamentals of KM and HR

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Figure 4 is an innovation process that not only looks at tangible assets in the form of money, buildings and land, but also looks at intangible assets in the form of brand recognition, customer and loyalty patents, namely by combining these two assets into an innovation process because intangible assets are a form of creativity and innovation (knowledge) that must be possessed by HR.

2.2. Knowledge Management And USNI's Advantages

A learning organization (resource) is an organization where each member continuously improves and expands their abilities to create the desired results [21]. In order to compete with other institutions, USNI developed capital called the creative era, namely organizational capital consisting of physical and virtual capital (human capital). Where for physical capital, USNI already has buildings, land, laboratories and others which are recorded in accounting. Meanwhile, virtual capital has been felt by the academic community, although it has not been maximized [22].

Intellectual capital is a concept that can provide new knowledge-based resources and describes intangible assets which, if used optimally, enable companies to carry out strategies effectively and efficientl [23]. In order to understand the elements of intellectual capital in relation to intellectual capital management policies, it is hoped that it will be able to produce a foundation for institutions to be able to provide added value [24], [25]. Furthermore, intellectual capital is also capital combined from human, customer and process factors, which shows the reliability of competitors for a company or educational institution [26]. Next, it can be stated that USNI's virtual capital is based on workers' knowledge (human capital), which is the basis for creating reliability in carrying out activities with technological support which tends to continue to develop in the future, one of which is by improving the education of permanent lecturers within the USNI [27]. Currently, USNI has many lecturers who have certification and are currently pursuing doctoral studies or have completed doctoral degrees, which means that USNI is heading towards better development and use of human capital [28]. In this way, improving lecturer education at USNI will be able to provide selling value so that it will increase the student body at USNI. Figure 6 shows the opinions of experts Carter and Scarbrough and Roos regarding knowledge management based on resources from the technological side which includes IoT and websites as well as applications combined from the educational side which includes certification and doctoral educational background of lecturers [29], [30]. The combination of these two sides becomes organizational (intellectual) capital and organizational capital that will exist at USNI in improving the student body, the illustration of which is described by the researcher.

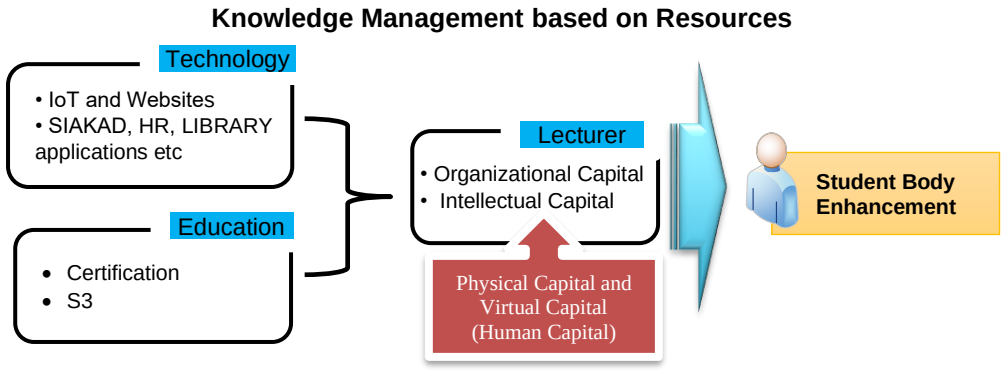

Figure 5. Illustration based on Resources for Increasing the Student Body

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3. Findings

The review of institutions or private higher education towards knowledge apart from being an element that forms sustainable competitive reliability (advantage), knowledge can also be in the form of value created by private universities to be provided to consumers. Therefore, the description of knowledge at USNI means extracting knowledge both internally and externally, as well as as human resources or as an output of the KM development process carried out by USNI itself. Considering that the position of knowledge consists of 2 (two), namely the first of Explicit Knowledge and the second of Tacit Knowledge. In her explanation, Jillinda J. Kidwell stated that the second form of knowledge in higher education is as shown in Figure 6.

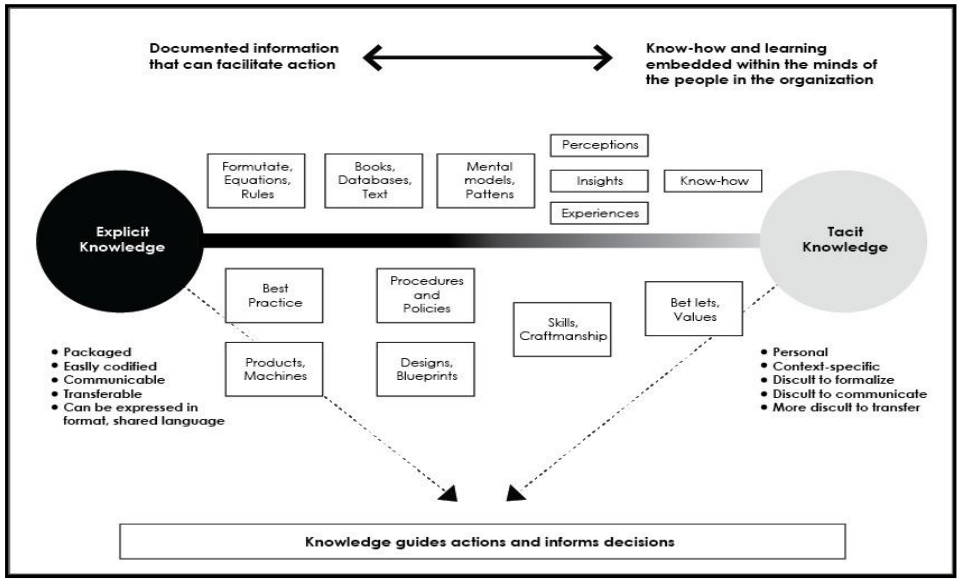

Figure 6. Illustration of Jillinda J. Kidwell's Opinion about Explicit and Tacit Knowledge

Figure 6 explains that explicit information refers to data or information stored in the form of documents, notes or databases that can be accessed by members of the organization, while tacit information refers to the knowledge possessed by individuals in the organization, which includes understanding , their skills, experience and intuition. In this way, the knowledge obtained from explicit and tacit will guide activities and inform decisions needed by universities so that it will provide added value in the form of sustainable competitive advantages for USNI in competing with other private institutions. Explicit interrelationships are also illustrated which have 5 elements that complement each other, interact with each other and support each other in forming organizational knowledge and facilitate learning and innovation with tacit which also have 5 elements such as linkages in knowledge, knowledge conversion processes and dependency in learning and innovation. .

Knowledge Management is a quite important component in a business environment where there is competition, cannot be guaranteed and will experience change, where Knowledge Management is a process of accessing experience, knowledge and expertise as well as providing new skills, which is possible also makes work performance motivating including creating value for users. The implementation of knowledge storage at USNI has been carried out by providing a place for printed documents (archives) in supporting units in the form of the General and Financial Bureau (BUK) and the Academic Administration Bureau (BAK) as well as the USNI Library UPT to digital forms such as final assignments (thesis and thesis), results from research as well as lecturers' scientific publications, including the results of operational activities in other academic services by BUK and BAK, where accessing documents uses an on-line

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application in collaboration with the USNI Library Technical Implementation Unit (UPT) [27]. Of course, this makes it very easy for students, lecturers and the entire academic community to utilize this technology in an effort to increase knowledge. Figure 8 shows the knowledge storage area for lecturers and the academic community which is divided into two groups, namely non-academic and academic. Where non-academics are stored in BUK and BAK while academics are stored in the UPT Library which is called knowledge storage. This storage will be forwarded to cloud computing (internet) at USNI which will have an impact on increasing knowledge in KM implementation.

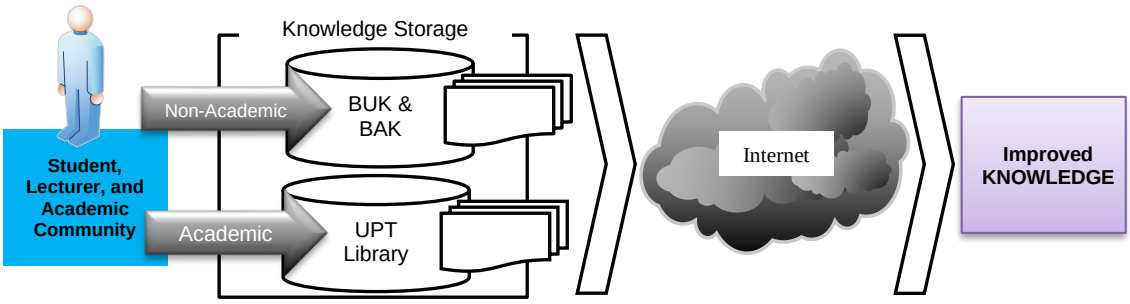

Figure 7. Knowledge Storage Area

In the future, of course, USNI hopes that with its storage location and easy access through the technology available at USNI, USNI will need to develop its organization to promote knowledge creation, knowledge utilization and knowledge sharing. with various efforts that can be carried out, starting from providing motivation to incentive programs for human resources because USNI should be aware that managing the assets it currently owns is of the same high value as other tangible assets to the maximum. In this way, the development of all subject products can be improved through the use of KM models such as decision making so that it is impossible to experience the same (repeated) errors. This will certainly be felt by USNI students as they pursue their future, so that information about knowledge that is well implemented by lecturers in the USNI environment will be heard outside USNI as a very positive picture of USNI's internal quality for prospective students who will enter USNI.

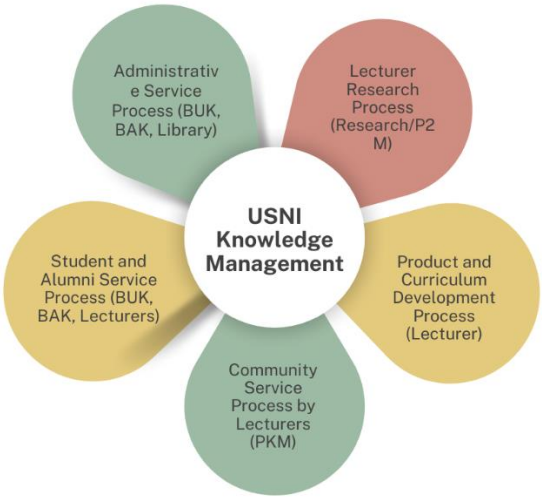

Figure 8. There are Five Main Processes for USNI in Utilizing KM Related to Storage

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Figure 8 shows each service process carried out at USNI which consists of the Tri Dharma of Higher Education, the student and alumni service process by Lecturers, BAK and BUK, the administrative service process by BAK, BUK and Library, the product and curriculum development process by lecturers as well as the lecturer's research process through Community Service (P2M), the storage process of which is shown in Figure 8.

3.1 New Role of Educators (Lecturers)

USNI leaders should be aware that the biggest threat to implementation is how to create a work pattern that is able to use the KM model to realize competitive reliability (advantage), especially through superior learning and educational products. The general characteristics of academics at USNI are (a) Providing knowledge, but only a few develop knowledge; (b) Academic activities are nothing more than a periodic repetition process; (c) There are three main functions of the academy which are understood as the Tri Dharma of Higher Education, but lecturers have not focused on the benefits of KM; and (d) USNI's dependence on academics is quite high, but this has not yet led to the development of a complete academic culture. Figure 10 shows an overview of the general characteristics of USNI academics who need (it is proposed) to realize KM through the four characteristics of the mindset outlined in KM in order to improve the USNI student body and produce superior learning and educational products.

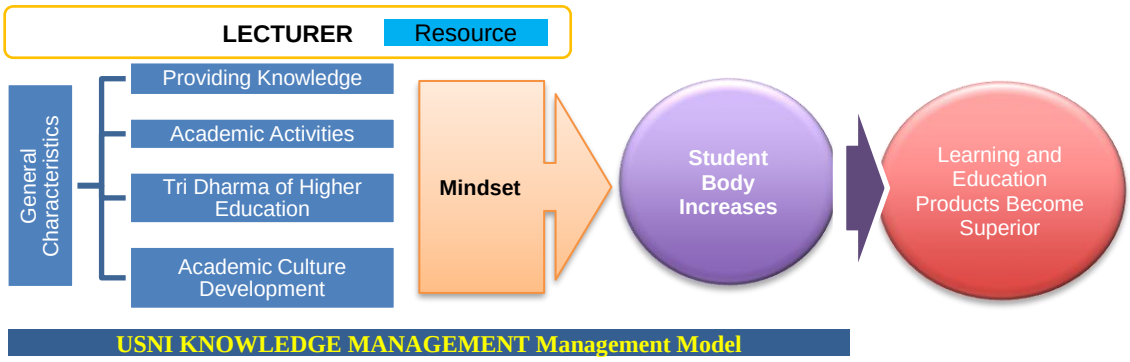

Figure 9. Proposed Embodiment of the KM Management Model at USNI to Increase the Student Body and Obtain Superior Learning and Educational Products

Up to now, the processing of teaching materials, the arrangement of courses and the creation of a quality curriculum is still a complicated problem at USNI. The implementation of academic activities is solely an administrative activity, repetitive work (a series of instructions), curriculum results as well as teaching materials make study programs (prodi) increasingly separate from one another with study programs at USNI, and among the same study programs as those at other private universities. Likewise, only a few lecturers develop their knowledge by conducting research, community service, seminars and workshops. Meanwhile, the implementation of the Tri Dharma of Higher Education at USNI does not yet fully involve the process of creating and managing new knowledge. Likewise with education and teaching, where the use of best practices in knowledge management has not been able to improve the quality of teaching, which means that KM has not been fully utilized. While USNI's dependence is quite high on academics, but has not yet led to the development of a complete academic culture, it can hinder a collaborative culture between staff and students, the role of students in forming a dynamic and inclusive academic culture can be neglected, and can hinder the development of a culture that values creativity and innovation from various parties within the university. So by creating a KM management model, USNI needs to immediately resolve this problem quickly. By

utilizing the proposed KM model according to Figure 9, it is hoped that the ability of lecturers as resources in private universities will be encouraged to become human capital that allows recognition of the quality of lecturers, not just based on priority over time, but based on how far a lecturer is. will be part of the use of KM through the mindset that exists in the general characteristics of a lecturer at his/her university. The role of USNI lecturers will indirectly be able to have a significant influence on the quality of student output as desired human resources in the future so that it will have an impact on improving the student body because it will produce superior learning and educational products.

4. Conclusion

USNI as a higher education institution which incidentally is at the middle level is certainly not automatically able to implement KM perfectly, well and quickly. Of course, this is related to the characteristics of academics within the USNI as well as the need for the leadership at USNI to understand the importance of KM. Whether we realize it or not, KM is very useful in improving the quality of implementation of the five main processes described above.

By improving the quality of human resources through the mindset contained in the general characteristics of lecturers, USNI will gain significant benefits, especially for improving performance and the ability to compete at the same institutional level. In this way, the quality of USNI will gradually experience continuous improvement. To be able to implement KM at USNI, a mindset transformation is needed, especially in developing the general characteristics of lecturers in the USNI environment who need new tasks as the main role of KM so that it will have a gradual impact on increasing the student body at USNI as well as producing superiority in products. learning and education at USNI in facing its competitors at fellow private universities.

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