Effectiveness of knowledge culture-based organization management for education institutions

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Abstract. Knowledge management develops as an important and strategic part in managing HR in educational institutions. The rapid changes in all fields of life, due to the effects of globalization and the development of highly accelerated information technology. This condition clearly results in the need for new ways of addressing everything that happens to survive. The emphasis on the increasing importance of the quality of human resources (HR) is one of the responses in addressing these changes. In this connection the role of science becomes more prominent, because only with knowledge all changes that occur can be addressed appropriately. This means that education plays an important role in preparing quality and competitive human resources. Recognizing increasingly severe competition, it is necessary to change the cultural paradigm from the one originally relied on resource-based to knowledge-based which relies on the analysis of the field of science. To be able to manage their knowledge management well. Then an organization must be able to understand the history of the development of knowledge management culture with both individuals, groups or organizations must be able to survive in an era full of uncertainty (chaos and complexity). Learning organizations that contain individual learners who are supported by a strong infrastructure ranging from procurement of information to structured knowledge in a digital library, are then socialized to produce new values in the organization. Where new values change the perspective of each element of the organization to develop in a better direction.

1. Introduction
Knowledge has become something very decisive, therefore its acquisition and utilization need to be managed properly in the context of improving organizational performance. This step is seen as something very strategic in the face of global competition, so that its achievement will be a disaster for the development of resources as a whole, therefore we need a method that can integrate that knowledge within the framework of human resource development in organizations. This is where the term knowledge management (KM) develops as an important and strategic part of HR management in educational institutions. Knowledge is indeed the property of an individual, but can be utilized by the organization while providing autonomy to the individual's development. In other word, KM was applying process in systematic approach toward capture, structure, management throughout organization in order to work more faster and maximum target. [1]

In this context, knowledge management becomes very important, because with proper management it can be a formidable competitive force that is very needed in today's global development. The
following will be stated the meaning of knowledge management by using the main reference book written by Christina Evans entitled Managing for Knowledge, HR Strategic Role [2]. Willingness to learn for each individual so that new ideas, innovations and knowledge emerge, which are the main commodities in Knowledge Management. As a system KM needs a systematic knowledge management initiative so that it can effectively and efficiently.[3]

The essential thing in knowledge management is the formation of a conducive learning environment, so that workers are motivated to continue learning, utilize information or knowledge provided by the institution, and develop their individual knowledge and ultimately want to share the new knowledge they obtain to become organizational knowledge, or with other words, knowledge management focus so that humans in it are productive to develop knowledge and want to share their knowledge. The development of information technology has increased the productivity of knowledge discovery (simplifying the process of knowledge management) and accelerating the process of implementation, so that the organization to institutionalize and distribute cultural knowledge originating from individual organizational members according to their needs and development.

Thus the problem is: (1) how to manage a Data, Information and culture Knowledge (knowledge culture) related to organizational culture; (2) what are the types of knowledge in organizational culture management (3) how is the development of knowledge culture management related to information and knowledge; (4) the extent of the importance of the Framework knowledge in the management system of knowledge culture; (5) How can the value management system synergize through knowledge management classification in building a knowledge management system in the world of education. Therefore organizational culture is not static, because a more mature organizational culture will be better able to adapt to changes in its environment. To be able to survive the changing environment and the knowledge paradigm of an organization must be able to develop itself into an intelligent cultural organization (organizations that are able to synergize knowledge, awareness and skills and balance of behavior). With the cultural intelligence that is owned, the organization will be able to build excellence that can increase its competitiveness.

The Knowledge Management Culture Strategy objectives include: (1) Some Knowledge Management applies a systematic approach to finding, understanding and using knowledge to create a value; (2) Knowledge Management increases the ability of management institutions to study an environment into the academic process by using new tools and technology[4] ; (3) Improve the performance of a person or organization by organizing and providing current and future sources of knowledge; (4) Increase responsiveness and innovation, Produce competitive advantage and excellent performance; Demonstrate the intelligence of an organization to increase competitiveness; Add value to services and products from an organization; Win customer satisfaction, so the organization still exists. (5) Efforts to educate all staff in an organization by sharing knowledge, efforts to inherit a wealth of knowledge to the next generation, streamline and streamline funds, labor, other resources, efforts to build a lifelong learning community (life long learning society); The objectives of the application include: (1) Making knowledge related to development available in explicit form; (2) Achieve a faster development cycle; (3) Facilitating and managing organizational innovation and learning; (4) Leverage the expertise of people throughout the organization; (5) Increasing network connectivity between internal and external individuals; (6) Manage the environment and enable staff to understand relevant concepts and rules regarding their work; (7) Managing intellectual capital and intellectual assets in the workplace.

Adapting from several opinions regarding Knowledge Management, it can be stated that some of the benefits of knowledge management in Educational Institutions include: (1) Increasing responsiveness, namely a faster development cycle; (2) Facilitating and managing school innovations; (3) Enhancing educator's expertise and insight; (4) Educating all staff by sharing; (5) Managing intellectual capital and intellectual assets and capital to develop current and future knowledge; (7) Produce competitive advantages and excellent performance through updating knowledge and demonstrating the intelligence of an institution to increase competitiveness, increase the quality of service values, win customer satisfaction; (8) Efforts to inherit the wealth of knowledge of school
managers to the next manager, streamline and streamline funds, energy, and other resources; (9) Efforts to build a life long learning society Make knowledge related to development available in explicit forms, and manage the environment and enable staff to understand relevant concepts and rules regarding the professionalism of their work.

2. Method
There are several approaches, technic and tools to be used knowledge management in organisation.[5]. Methodology in this study is qualitative which explore knowledge management in education institution. The data taken in Maarif Hasyim Latif University (UMAHA) and Islam Nusantara University (UNINUS) through interview and survey. Therefore the data devided into two parts there are primer data and secunder data.

3. Results and Discussions
Building a Management System for a culture-based organizational knowledge strategy in Institutions Education. Data is interpreted as numbers or letters without a specific context (context dependent); information is a set of data that has a certain correlation and understanding context; while knowledge is a collection of information that patterns can understand and their implications can create their own context.

Then knowledge management is the management of knowledge of an organization to create value and culture that produces excellence or excellent performance. In "knowledge development" can be associated with information technology applications that function to collect and share information in technological terms such as Open Source, Open Standards, Open Protocols and Open Knowledge. Data Conceptual Development into Knowledge Management can be described as follows [3]:

![Figure 1. Conceptual development of data into knowledge](image)

In the chart, that data is the smallest conceptual unit that forms the basis for information and moves in harmony with the context and understanding to become knowledge so that the highest level becomes wisdom or wisdom. The development of knowledge management in its foundation starts from conceptual understanding of data, information, and knowledge. This is intended to explain that all three are in each organization, but have different meanings and large uses[6].

In the context of management of an organization, this knowledge can be divided into two categories, namely tacit knowledge (tacit knowledge) and explicit knowledge (explicit knowledge).
Tacit knowledge is knowledge found in a person, in the form of certain skills, skills, or insights, which are accumulated through a process of learning, interaction, and experience. This tacit knowledge is difficult to formalize, record, or articulate because it includes subjective insights, intuition, and conjectures. The explicit knowledge is knowledge contained in various things in the organization, such as facilities, products, processes, services, and systems. This type of knowledge represents a form of accumulation of stored organization travel so that it can be accessed, read, and studied at any time. Explicit knowledge is generally codified and stored in documents, databases, websites, e-mails, organizational records, textbooks, curricula, activity reports, and so on[6]. Both types of knowledge are the result of interactions or innovations that allow an organization to respond to a situation or answer the challenges at hand.

A knowledge can only be meaningful and beneficial to the organization, if it can be created (created), distributed or shared (shared), and managed and used (managed). The main challenge for organizations related to this generally is how they can share or disseminate knowledge held by someone to others (tacit knowledge). Therefore, in the management of knowledge, expertise and skills possessed by certain individuals it must be disseminated and managed to other individuals so that each line of work of the organization is able to work with similar skills and skills. This is also one of the important goals of implementing knowledge management in other educational institutions.

Based on that, then in building a knowledge culture management in an organization, including educational institutions, there are three main practices as a strategic formula, namely: (1) the practice of knowledge creation through the process of knowledge conversion (creation or acquisition of knowledge); (2) dissemination of knowledge (sharing of knowledge); and (3) management or utilization of knowledge (managing and using knowledge) for the long-term interests of the organization)[5]. Knowledge creation in an organization can basically be done through a process of conversion between tacit knowledge and explicit knowledge ("... knowledge is created through conversion between tacit and explicit knowledge."). Knowledge creation through the conversion process can be done through four conversion models, namely:

- **Socialization** (socialization), namely the conversion model from tacit knowledge to other tacit knowledge (from tacit knowledge to tacit knowledge). This conversion can be done between one individual to another individual, or to individual groups, through a process that is not verbal or written documentation.

- **Combination** (combination), namely conversion from explicit knowledge to explicit knowledge (from explicit knowledge to explicit knowledge). This conversion is done by combining forms of explicit knowledge into knowledge that is more complex and comprehensive can be done through the process of social interaction using language (a result of social interaction through language).

- **Externalization**, namely the conversion of tacit knowledge to explicit knowledge (from tacit knowledge to explicit knowledge). This externalization refers to the process of articulation and coding of tacit knowledge to then be converted into explicit knowledge. In the process, the success of this conversion depends on the use of metaphors, models, or analogies.

- **Internalization** (internalization), namely the conversion model from explicit knowledge to tacit knowledge (from explicit knowledge to tacit knowledge). This conversion is done by transforming explicit knowledge into tacit knowledge through the learning process. and practice (learning by doing). The conversion models above are also referred to as the SECI (Socialization, Externalization, Combination, Internalization) model. The use of the SECI model from Nonaka in the school context can be seen in the following chart[7]. KM is very close with innovation, because KM is very dynamic and innovation has become basic of every organisation. [8]
The dissemination of knowledge (sharing of knowledge) and the use or management of knowledge (using and managing knowledge) in this chart, the knowledge conversion process contained in SECI takes place continuous development of knowledge modalities in schools as a form of organization with its own management. The practice of disseminating this knowledge for example is found in how educators provide knowledge in the teaching and learning process or how knowledge is discussed and socialized in the context of social interaction in the educational environment. The knowledge conversion process can also be applied more practically in the context of learning, as can be seen in Chart 3.

The application of the SECI model in the context of learning practices as can be seen in chart 3, can vary depending on the needs and cultural context of the institution concerned. The same model can also be applied to the cycle of other activities contained in education. The practice of sharing knowledge is important so that all functional and structural elements or lines in other institutions or organizations can have 'knowledge' with a level that is balanced with each other. While in the third practice, namely the use and management of knowledge in more meaningful ways (using knowledge in understanding ways), this is generally done by basing on the goals of the learning process and the values of knowledge itself. Knowledge management itself refers to the overall process of the knowledge conversion model as the foundation of knowledge management found in schools or other organizational forms.

The use has begun to be recorded from the practice of disseminating knowledge contained in the teaching-learning process, or in making decisions and selecting practical actions. Likewise, other practices contained in the management of an organization will not actually be separated from knowledge needs.

4. Conclusion

The Culture Strategy in Knowledge Management (KM) has always been an interesting and inexhaustible issue developed because the challenges continue to develop without stopping, including the level of information quality, knowledge validity, supporting technology effectiveness, system capacity, ease of access and contribution. Management Strategy The development of knowledge of an institution in this case in Education is expected to be able to manage the various information needed and provide strategic and useful advice for institutional management. These services will play a major role in improving the quality of the education process. This form of information system can be a system that can collect and share data, for example analysis of differentiation between students, profile records, program information, data needed for report management, and so on. This is based on the fact that education carried out in the sense of transfer of knowledge will not be sufficient to deal with the...
speed of change, therefore students must be fostered to become people who are always learning so that they can continue to be adaptive and anticipative of change, which can benefit their lives.

5. Reference

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