

# Quality of Transformation of Knowledge as Part of Knowledge Management System

(Research in Private University in Jakarta)

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**Abstract.** The main activity in education is the transfer of knowledge from educators with learners and among learners themselves. The knowledge can be in the form of explicit or implicit. On the other hand, the implementation of Knowledge Management conducted in almost all business and social activities, including in the field of education. This study aimed to get an idea of the condition of the implementation of the transformation of knowledge and develop knowledge management model of private university in Jakarta. Data were analyzed using descriptive tool “Radar”.

**Keywords:** Knowledge transformation · Model KM

## 1 Introduction

Indonesian public and governmental awareness of the importance of higher education continues to rise, it can be seen from the increase in the number of graduates and an increase in the percentage of educated labor. This awareness course is very good because it will increase productivity and ultimately improve competitiveness.

In the era of knowledge-based economy, competitiveness associated with increased knowledge that is intangible, such as brand recognition, patents, customer loyalty, etc., which is a manifestation of creativity and innovation which is based on knowledge, which is the outcome and be the primary responsibility of the college.

On the other hand, the development of Knowledge Management was rapid and implementation is done in nearly every business and social activities, including in the field of education.

Knowledge Management is the organization’s activities in managing knowledge as an asset, the distribution effort is needed right knowledge to the right people and in a short time, so they can interact, share knowledge, and apply it in their daily work in order to improve organizational performance.

## 2 Literature Review

Knowledge Management works to increase the organization’s ability to learn from their environment and incorporate knowledge within an organization to create, collect,

preserve and disseminate knowledge of the organization. Information technology plays an important role in knowledge management as a business process aimed at enabling that aim to create, store, preserve and disseminate knowledge (Loudon, 2002). Meanwhile, according to Debowski (2006), knowledge has two dimensions, explicit knowledge and tacit knowledge [1]. Explicit knowledge is knowledge that can be or has been codified in the form of documents or other tangible form so it can be easily transferred and distributed using various media. While Tacit knowledge is the knowledge that dwell in the human mind in the form of intuition, judgment, skills, values, and belief is very difficult formalized and shared with others.

Key activities that support successful implementation of knowledge management is the transformation of knowledge goes. Nonaka and Takeuchi (1995) proposed four modes of knowledge transfer with SECI model, that Socialization, externalization, Combination, and Internalization [2].

In the study of higher education, knowledge in addition to the elements forming a sustainable competitive advantage, knowledge is also the value created by the college to be delivered to consumers. (Rowley, 2000). Thus, the concept of knowledge in higher education is extracting knowledge internally and externally, both as a resource as well as the output of the process of developing knowledge management which is run by the university. Davenport (1998) divides the implementation of knowledge management in four main processes, namely (1) provides a place to store knowledge, (2) improving access to knowledge, (3) promote environmental knowledge and (4) manage knowledge as an asset [3].

In the process of creating a store of knowledge, universities need to provide a printed or electronic document, such as thesis, dissertation, research and publications, and the results of operations of other academic services. For ease of storage and retrieval, the presence of information and communication technology (ICT) is necessary. The last part is to manage knowledge as an asset, meaning that knowledge can be assigned the same value even higher than the asset value of a building, facilities, and other tangible assets.



Fig. 1. Main process of universities utilizing KM

According Jillinda J. Kidwell, Knowledge Management in college used in 5 main processes, namely (1) the product development process and curriculum, (2) poses research, (3) the process of administrative services, (4) the process of student services and alumni, (5) in the service process community (Fig. 1) below [4].

Forms of Tacit Knowledge and Explicit Knowledge Higher education by Jillinda J. Kidwell described as follows (Fig. 2).

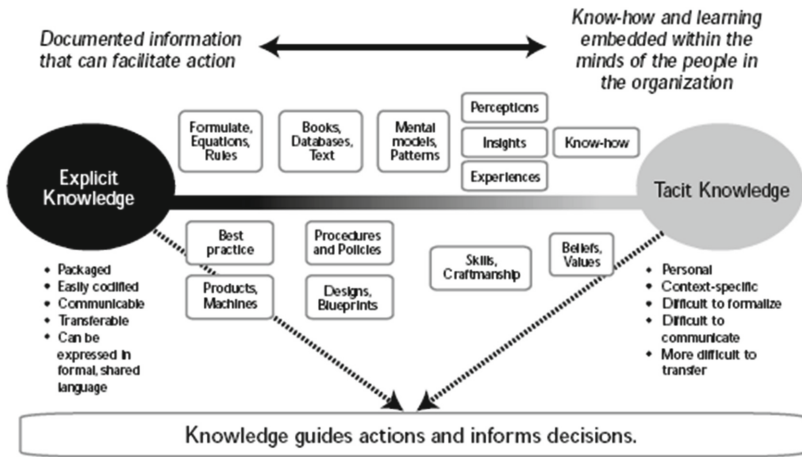


Fig. 2. Tacit and explicit knowledge

### 3 Methods

#### 3.1 Samples

The population in this study were 21 private universities in Jakarta accredited institution, with respondents are 5 permanent lecturers or as much as 105 per university professor. Selected University accredited institution with the consideration that the accredited university has already been implementing knowledge management.

#### 3.2 Samples

Data were collected through questionnaires and focus group discussion. The questionnaire aims to examine the use of knowledge management and conditions of any kind of transformation of knowledge in college.

FGD made to the leadership of the university in order to obtain confirmation of KM implementation in higher education, particularly for knowledge transformation activities and KM models.

### 3.3 Analysis

The data obtained were analyzed descriptively by using the tool Radar and gap Analysis.

## 4 Result

### 4.1 The Conditions of Implementation of the Transformation of Knowledge Private University in Jakarta

Implementation of the transformation of knowledge is measured by parameters:

(a). The direction and policy of the use of KM, (b). Implementation of the transformation of knowledge, (c). Benefits to transform knowledge, and (d). Award after transforming knowledge. The direction and policy of the use of KM see the clarity of the policy issued by the university to use KM. Clarity of procedures for the use of KM in Jakarta Private Universities is essential to good performance. Implementation of the transformation of knowledge Private Universities in Jakarta is very important but the condition is not good. This means that the transformation of knowledge are important but private universities in Jakarta have not run well. Knowledge transformation activities is beneficial, but the result of the transformation of knowledge is not used in full. Award after transforming knowledge in Private Universities Jakarta is very important but the condition is not good.

The following figure shows the utilization of Private Universities Knowledge Management in Jakarta (Fig. 3).

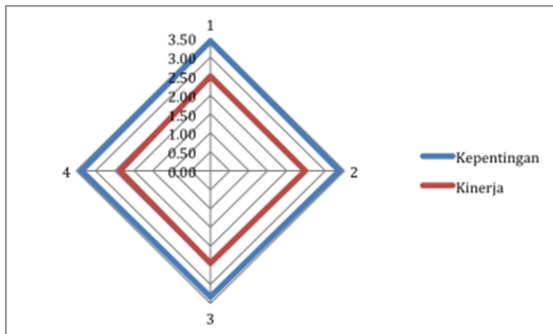


Fig. 3. KM user in private universities in Jakarta

### 4.2 Condition Knowledge Transformation Socialization

Regularly Private University in Jakarta has conducted seminars and workshops in academic associated with the development of the duties as a lecturer, training related to the development duties as a lecturer, invited external expert in accordance with the development of the duties as a lecturer, involving lecturers and the external experts in the development program of lecturers, providing a meeting place for the lecturers social interaction and exchange of knowledge and encourage social activities and others who

made a lecturer in off-campus, such as outbound, social service, etc. so that the sharing of experiences in order to be able to create tacit knowledge has been going well.

#### **4.3 Condition Knowledge Transformation Externalization**

Private University in Jakarta documenting ideas / experiences lecturer in learning, in research and publication, in community service activities, documenting the sequence of activities lecturer in SOPs, and documenting the competence of lecturers in accordance with science and expertise of lecturers, so that the process of articulating tacit knowledge in the form of explicit knowledge is already well underway.

#### **4.4 Condition Knowledge Transformation Combination**

Private University in Jakarta classify data / information into a file, database, and reports are easy to understand, using the knowledge they have to develop programs, procedures, and other activities associated with the lecturers, utilizing the knowledge they have to communicate with professors, and use the knowledge that developed a lecturer for the development of programs, procedures, and academic decision making. Thus the process of systematization concepts into a knowledge system by combining different bodies of explicit knowledge is well documented.

#### **4.5 Condition Knowledge Transformation Internalization**

Regularly Private University in Jakarta have already explained all the rules and procedures for faculty to be able to perform tasks tri dharma college, encourage lecturers to access all sources of knowledge are developed, providing a means of (media) to be used by lecturers in accessing the knowledge that exist, and encourages lecturers to improve their knowledge through further studies education. Thus the process of conversion of explicit knowledge into tacit knowledge that is closely related to learning by doing (internalization) has been running well.

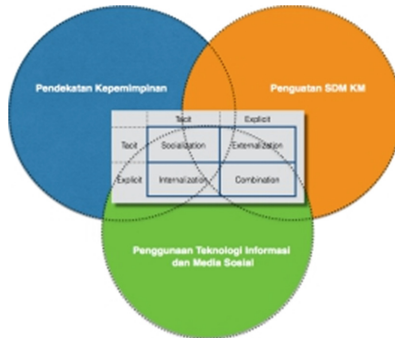
#### **4.6 Knowledge Management Model in DKI Jakarta Private Universities**

The results of the research model developed consists of four main sections, namely (1) Leadership Approach, (2) Strengthening human resources, (3) Strengthening Process Transformation, and (4) Use of Information Technology and Social Media, as shown in Fig. 4 below.

Leadership approach is needed so that improvements and changes to the direction and policies in the implementation of KM Private Universities and Private Universities Leaders support in the implementation of KM and KM use in decision making.

Strengthening the process is carried out in accordance with the KM process itself, i.e. starting from activity (1) Creating Knowledge, (2) Saving Knowledge, (3) Divide (sharing) Knowledge, (4) Using the Knowledge, and (5) Enriching Knowledge.

Step strengthening knowledge transformation performed on each type of transformation (SECI) so it can run better. The use of information technology and social media is done to get a knowledge management system that is easier to use safely, support user mobility, and changing user behavior in the use of knowledge management.



**Fig. 4.** KM model in private universities

Approach onto the proposed model, university leaders agree and support with the model, with some emphasis that: (1). Leadership should not be to eliminate the characteristics of academic autonomy possessed by the faculty and study program. It is they who should take the initiative to establish a system of academic KM. (2). KM become an important part of human resource development, so any kind of training followed by faculty and staff include material KM. (3). On strengthening the transformation of knowledge, activity was focused more on the establishment of explicit knowledge, so in addition there is a new culture (sharing knowledge) there is also a knowledge that can be managed more easily. (4). On the use of ICT and social media, support for investing in procurement, to be aware of the use of social media.

## 5 Conclusion

The condition of each type of transformation of knowledge that includes the sharing of experiences and thereby creating tacit knowledge (socialization), the process of articulating tacit knowledge in the form of explicit knowledge (externalization), the process of systematizing concepts into a knowledge system by combining different bodies of explicit knowledge (combination) and the process of converting explicit knowledge into tacit knowledge and is closely related to learning by doing (Internalization) occurring in Jakarta Private Universities is already well underway.

Model Knowledge Management in accordance with the conditions in Jakarta Private Universities is a model that was developed on 4 main sections, namely (1) Leadership Approach, (2) Strengthening human resources, (3) Strengthening Process Transformation, and (4) Use of Information Technology and Social Media.

This research is mainly focusing on Private Universities in Jakarta. For wider usage of this research on worldwide universities shall require a further research to develop.

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