KNOWLEDGE MANAGEMENT MODEL IN THE ACHIEVEMENT OF EFFECTIVENESS OF THE ORGANIZATION OF PRIVATE HIGHER EDUCATION IN MALAN

by Tanto Gatot Sumarsono

KNOWLEDGE MANAGEMENT MODEL IN THE ACHIEVEMENT OF EFFECTIVENESS OF THE ORGANIZATION OF PRIVATE HIGHER EDUCATION IN MALANG

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Abstract: Development of a model of knowledge management in private universities in Malang made to support the organization's effectiveness in its implementation in the organization of private colleges. Mainly it concerned with organizational support that determines the role of knowledge sharing and Leadership achieving organizational learning. In the next stages of research focuses on the behavior that was instrumental in creating knowledge sharing that will show concrete steps in creating an academic atmosphere in this private college environment. The questionnaire as a means of collecting data on the number of components aimed at private universities in Malang, where as many as 100 people as respondents. Using the Focus Group Discussion (FGD) will be shown how the role of faculty, staff and students in the environment to demonstrate organizational learning in its working groups and the organization as a whole and how positive behaviors in learning and cooperation. Contributions to transform organizational support and Leadership role in knowledge sharing which then produces organizational learning and ultimately the effectiveness of the organization.

Keywords: *Organizational Support, Leadership role, Knowledge sharing, Organizational Learning, Organizational Effectiveness*

INTRODUCTION

The effectiveness of an organization is an indicator of success in achieving organizational goals College. On the financial aspects of a business organization be the main objective, while in the non-profit organizations, such as universities, aspects of organizational effectiveness which it is intended. Indicators of organizational effectiveness Private Higher Education (PTS) consists of four elements, namely: production, satisfaction, adapt, and survival. To achieve the required organizational effectiveness PTS good organizational culture, the implementation of quality assurance of accurate and effective external promotion. (Arifin, 2012)

The competitive ability of the organization, including PTS, is determined by the quantity and quality of available resources and how these resources are used. One of the resources that determine the success of an institution of higher learning is a lecturer. Lecturer is

the agent doing the transfer of knowledge to students. The success of the campus is determined by the accumulation of the performance of each individual faculty. In addition to academic ability, faculty performance is largely determined by its commitment to carry out their duties and responsibilities as well as possible.

Effective governance that is in conformity with the goals, objectives and organizational culture will contribute to the success of the university. Leaders should "commit" to the implementation of the vision to realize their missions. Thus the success of the organization is not determined solely by the leader, is not determined only by governance (good governance) were good, but are determined by various factors such as leadership, maturity sub-ordinate, teamwork, enterprise and skills (Hempel Report 1998 in Shattock, 2003).

In managing the College, Rector / Chairmanis responsible to the Foundation. Challenges to the management review of aspects of this hierarchy is the harmonious relationship between the Foundation with the Rector / Chairman. There is a tendency to discrepancy in this connection in accordance with the Agency theory (Coase, 1937 in Shattock, 2003), because there is the difference in interest between the Foundation with the Rector, mainly because of the separation between management and finance. Alignment relations with leaders of Higher Education Foundation can be done by applying good governance is good, because failure to establish a good relationship will result in the cost (agency cost) is high.

Different interests will lead to high agency cost to be borne by all stake holders. Human resources is also an internal challenge. Structural College business in general is a lecturer who also teach, an expert in the field of study, but in general do not have managerial skills. Sustainable management activities require a permanent workforce, but for remuneration as a lecturer less competitive compared to other professions because of limited funds, it is generally not much hiring College lecturers remained the only work in the Higher Education. In addition, from the lecturers themselves, many professors who do not want to be tied full and became a lecturer at various universities. These conditions pose a problem to obtain employment of high quality lecturers.

Challenges of institutional structures is also great, because it must be able to anticipate any changes. Strategic planning is poured into a plan of action to be implemented, is a series of uninterrupted work, ranging from curriculum evaluation, planning academic activities, preparation of infrastructure and administrative support activities. Officials in the structure must be able to work in teams using the latest information technology equipment, managerial ability and have a willingness to cooperate and provide good service. The organizational structure should be established in accordance with the needs of the achievement of organizational effectiveness.

Things that need attention are the free trade agreement (including education steeper), both regionally and globally. The year 2010 is the deadline for the implementation of AFTA, means in the Foreign University (PTA) will be able to operate independently in Indonesia. Generally challenge universities to achieve good performance is very heavy due to various factors above. Specialized in competition with the PTA, the challenge is even greater for the general public personality more appreciated overseas products. To overcome all the challenges mentioned above, needs to continue to be improved by applying GUG (which includes also contains quality assurance), which corresponds to the objectives, goals and culture College.

Special Purpose: 1. Develop models of knowledge management to achieve organizational effectiveness at private colleges.2. To test the effectiveness of knowledge management models in order to realize the effectiveness of organizations in the private universities

Application of knowledge will add value to the organization in decision-making for a competitive step. Knowledge accumulated in an organization will be able to be used in the search for solutions to the problems facing the organization. Besides knowledge accumulated within an organization can also be used to create new ideas or modify existing ideas within an organization.

In the knowledge-oriented approach focuses on the absorption and transfer of knowledge within the organization. When organizations do not have a culture of knowledge sharing that information-oriented approach can be used to initiate the implementation of knowledge management in the organization. For organizations that already have a culture of knowledge sharing knowledge oriented approach appropriate for use because it has awakened the activity of organizations that support knowledge management.

Implementation of knowledge management is done to improve the competence and capability of the organization. Knowledge management facilitates the accumulation of knowledge at the individual level into knowledge at the organizational level.

Understanding Knowledge Management

Malhotra (2003) president and founding chairman of Brinnt Institute states that "knowledge is the potential for action based upon the data, information, insights, intuition and experience". Which means that knowledge is the potential for action based on the data, information, insight, intuition and experience.
Nonaka (1988) states: proposes the human behavior is the key to succes of failure of knowledge management (KM) strategies, as KM involves an emphasis on climate in the workplace, the promotion of learning and the sharing of skills and knowledge.

According to Laudon and Laudon (2002), knowledge management works to increase the organization's ability to learn from their environment and incorporate knowledge into business processes. Knowledge Management is a set of processes that are developed in an organization to create, collect, preserve and disseminate knowledge of the organization.

According to Honeycutt, (2000) Knowledge management is a discipline that treats intellectual capital assets under management. Knowledge management systems provide the right information to the right people at the right time. Knowledge management change experience and information into results. Personal Knowledge

According to Berkeley (1957: 23) of human knowledge begins when people get an idea of where the impression comes from feeling and mind working system, or in other words the idea was formed with the help of memory and imagination to add, share, express true feelings.

According to Bahm (1995: 199) research on the nature of knowledge immediately reconcile the difference between the knower and the known, or often interpreted in terms of subject and object, or ingredients of subjective and objective experience. The experience obtained by each employee would vary based on the circumstances that cannot be predicted. Definition experience drawn from the English dictionary is the process of gaining knowledge or skills over a period of time through seeing and doing things rather than throughstudying.

Davenport and Prusak in Martin (2010: 2) defines personal knowledge is a fluid mix of framed experience, values, contextual information and expert insight that Provides a framework for evaluating and incorporating new experiences and information. "Broadly speaking, means a combination of experience , values - values, contextual information, and insight that provides a framework for evaluating and incorporating knowledge of experience - experience and new information.

Knowledge Management and Organizational Learning

Dalkir (2005: 3) defines Knowledge Management (KM) as the deliberate and systematic coordination within the organization, technology, process and organizational structure in order to add value through reuse and innovation. This coordination is achieved through the creation, sharing, applying knowledge and lessons learned and best practices in organizational memory in order to encourage the Organization Learning (OL).

According to Sun & Scot (2003), the Organization Learning (OL) is a learning process that is used in the organization. This process produces something useful for the future with the changing conditions cognitively.

Table. 1
Research Knowledge Management and Organizational Effectiveness

Trim	Teresa	Theriou	Pradana	Yang	The Proposition
Knowledge management capabilities have a significant impact on organizational effectiveness	Learning Organization is a system of knowledge management infrastructure, and if dikombonasikan can create added value	Organizational learning knowledge management can influence either directly or indirectly through knowledge integrasion	Knowledge management can affect organizational learning, but can not directly affect the effectiveness oranisasi	Individuals within the organization behave for learning and sharing, along their leaderships role in KS, OL and organizational effectiveness	Organizational Support and Leadership Role through Knowledge Sharing and Organisational learning can achieve organizational effectiveness

Broadly speaking there are two stages of research, as described on this line of thinking, namely: Implementation and Refinement of models of knowledge management, by developing Organizational Support and Leadership role through Knowledge sharing and Organizational Learning to achieve organizational effectiveness of private colleges.

METHOD

There are three methods were used, namely: (1) Question structured (questionnaire) (2) Focus Group Discussion (FGD) and (3) Secondary data collection.

The data used to answer the first objective is the primary data comprising, organizational support, leadership roles, knowledge sharing, learning organization and organizational effectiveness.Respondents in this study comprised of faculty, staff, students, who are the object of research by stratified random sampling system.

The study took place at a private university in the city of Malang,they are Muhammadiyah University, Merdeka University and the Islamic University of Malang. Respondents were 100 students.

Data analysis

Data were analyzed using the Focus Group Discussion (FGD) of Lecturer, Academic staff and students in academic activities involving faculty and students in the application of knowledge management models. FGD preparatory activities will start by making a list of questions and logistics activities. On the appointed day FGDs were conducted at the target

location with the number of participants 5-10 people for 2 hours. The results in the form of the minutes of the meeting and voice recordings will be analyzed and made a report.

The next development is the application of knowledge management models in private universities in Malang to determine the effectiveness of the organization in the implementation in private colleges. Mainly related to the results of research stating that organizational support and Leadership role determines the occurrence of knowledge sharing and organizational learning. In the next stages of research focuses on the behavior that was instrumental in creating a knowledge sharing and organizational learning that would indicate concrete steps in creating an environment Organizational Effectiveness in this private university. The use of FGD developed to obtain more precise models of Organization Effectiveness of using models created from the model search results in Phase I as follows:
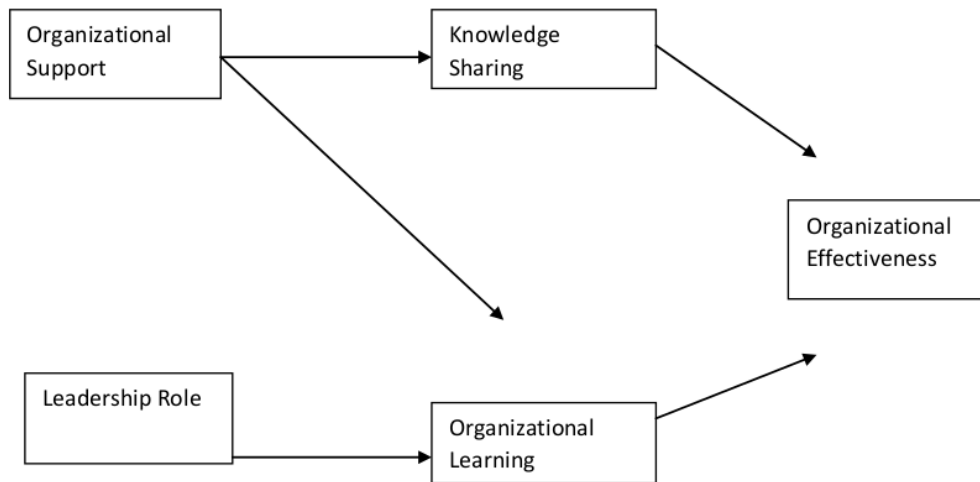
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┌──────────────────┐              ┌──────────────────┐
│ Organizational   │─────────────▶│ Knowledge        │
│ Support          │              │ Sharing          │
└──────────────────┘              └──────────────────┘
         │                                   │
         │                                   ▼
         │                        ┌──────────────────┐
         │                        │ Organizational   │
         │                        │ Effectiveness    │
         │                        └──────────────────┘
         ▼                                   ▲
┌──────────────────┐    ┌──────────────────┐ │
│ Leadership Role  │───▶│ Organizational   │─┘
│                  │    │ Learning         │
└──────────────────┘    └──────────────────┘
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Figure 1. Knowledge Management Model Colleges

Furthermore, to determine the perception of organizational support, knowledge sharing, leadership roles, and organization learning to organizational effectiveness. By describing the variables, indicators and statements are measured using the Likert Scale as follows: Strongly Disagree (STS), Disagree (TS), Agree (S) and Strongly Agree (SS). The final step is the analysis of quantitative data that is used to describe the perception of research subjects.

Table 2.
Variables and Indicators

No.	Variable	Indicator
1.	Organizational Support	Support in addressing the issues and ideas
		Support Concern for welfare
		Organizational Choice and understand the work environment
2.	Knowledge Sharing	Gather knowledge
		Set the knowledge
		Communicating knowledge
3.	Leadership Role	The role as a liaison
		Role as observers
		The role as a disseminator of information and negotiation
4.	Organizational Learning	Acquisition of knowledge
		Distribute knowledge
		Creation and utilization of knowledge
5.	Organizational effectiveness	Flexibility
		Productivity
		Satisfaction

FINDINGS AND DISCUSSION

The result obtained from the implementation of the FGD is students' perceptions of faculty, staff and students of various forms of service according to the PTS in Malang on:

1. Application of Knowledge Management

Respondents argue that Knowledge Management can be applied, although in a limited scope .
(1)

Knowledge sharing between lecturers through discussions have been carried out in the framework of cooperation in the scientific worktogether. (2)

Knowledge sharing between faculty and students usually done in scientific activities through discussion forums and research activities and community service that involves students, and the involvement of students in scientific activities of the faculty can create academic atmosphere more closely. (3)

Table 3
Respondents Answers about Organizational Support

No.	Variable	Indicator	Average	Category
1	Organizational Support	1. Support Concern for the welfare	3.4	Moderate
		2. Support in addressing the issues and ideas	3.7	Good
		3.Organization Award and understand the work environment	4.5	Good

Organizational Support shown on the indicator of concern for welfare support has an average value of 3.4 this represents a level management considers a variety of courses that students need the facility, although there are complaints completeness of facilities available. Besides, support to students when facing problems and appreciate the ideas of the average value of 3.7, it indicates relatively better than the first indicator. Where the service provided academic staff and administrative staff work well. The third indicator is the appreciation of the organization in an environment of 4.5 indicates a good learning environment, a good academic atmosphere and the communication-oriented approach nurtured well.

Support from organizations that are focused to make personal which in this case is a lecturer in interacting with students and organizations should be supported good knowledge. Condition increasingly fierce competition led to the need for a paradigm shift from a resource-based competitiveness into knowledge base competitiveness. Support he implementation of knowledge management in the concern for the well-being in the PTS on the implementation of knowledge management by firstly increasing the well-being is the foundation of organizational effectiveness.

2. Organizational Support Knowledge sharing environment supports PTS

PTS as many organizations where knowledge is created and used continuously and sustainably, so it needs the support of the organization in communicating and documenting knowledge, also need the ability to manage academic information system owned

PTS organizations encouraging faculty to explore their awareness knowledge needed by sharing through a book review, prototyping and facilitate the intensive discussions in the form of Focus Group Discussion (FGD). (4)

Gather, organize and communicate knowledge to improve the quality of work and decision-making ability. solving problems efficiently and competencies that will benefit the organization. (5)

Table 4
Respondents Answers About Knowledge Sharing

No.	Variable	Indicator	Average	Category
2.	Knowledge Sharing	1. Ability to gather knowledge	4.4	Good
		2. Set of Knowledge	3.7	Good
		3. Communicating knowledge	3.7	Good

Of the indicators of the for 4.4 shows that the lecturer as the party that is the source of knowledge always prepare materials with course work, mastery of the material based on the current issues, the use of media and learning technologies, diversity measurements of learning outcomes, providing feedback on the learning process and their suitability test materials and tasks with the aim of subjects.

Knowledge Set of Indicators, where the average was 3.7 demonstrate their ability to explain the topic properly, give relevant examples of concepts taught, their utilization of research results to improve the quality of the lectures. Where the utilization of research results, not all lecturers to apply, it is because not all professors moved conduct research activities.

Of the indicators communicate knowledge with a mean value of 3.7 is supported on clarity in communicating the material in class, familiar with the students who attend classes, the ability to accept criticism and advice, is just in the students and their ability to use communications technology, while the ability to turn on an air of class and ease of associating environment associates, employees and students is relatively lower. It is related to the duties of lecturers so much so that the process for sharing beyond the academic environment is limited.

Table 5.
descriptive Statistic

	N	Minimum	Maximum	Mean	N Std. deviation
X1 (Organization Support)	90	2.3	4.7	3,640	.5423
X2 (Leadership Role)	90	1.3	4.8	3,601	.6698
X3 (Knowledge Sharing)	90	2.8	4.7	3,841	.5930
X4 (Organizational Learning)	90	2.0	4.7	3,750	.5397
Y (Organizatiol Effectiveness)	90	2.7	4.6	3,691	.4859
Valid N (listwise) 90					

Of the total of 100 respondents were distributed questionnaires were returned a total of 90 people, the results of descriptive analysis shows that the average value of the largest is the Knowledge Sharing in the amount of 3,841 and this value indicates either category. Furthermore it is said that the Knowledge Sharing becomes critical sections where lecturers PTS has been sharing knowledge with other faculty and students.

There is a tendency of the frequency distribution obtained higher grades than 4.0 it also demonstrates the strength of Knowledge Sharing run by lecturers as a force to support the effectiveness of the organization

3. Organizational Support Organizational Learning environment supports PTS

PTS organizations encourage their learning organizations to develop to become more effective in the ministry. (6)

PTS organizations encourage their faculty development opportunities to the level of higher education and their academic staff the opportunity to attend training related to the development of IT technology. (7)

Indicators Support concern for the welfare of 3.4 which includes the provision of a wide range of facilities for learning activities, it is already showing the process to understand the needs learn. So means indirectly a part of the Learning Organization.
Indicators support in the face with a mean of 3.7 means that the organization provides support to students who are facing problems of academic administration, can be facilitated by academic staff good service, which in this case has not yet reached the optimal conditions.

Indicators of lack of respect in the academic organization of 4.5 also shows that elements of the communication-oriented approach and ability to create new ideas with a high value. This shows the Learning Organization to run well.
Organizational Learning can also be sustainable. It is shown by their program to send lecturers and academic staff to develop themselves through further study and training for staff especially on the IT field.

4. Organizational Learning Leadership Role in Environmental support PTS

Roles support organizational learning, where the chief PTS has a role as an agent to utilize its human resources for evolving appropriate and responsive to the changing demands of the competition in the same field. (8)

Demands Changes in organizational leadership force PTS to exploit existing knowledge on each of its human resources and merge into organizational knowledge, with the aim to achieve excellence and competitiveness optimal. (9)

Table 6
Respondents Answers about Leadership Role

No.	Variable	Indicator	Average	Category
3.	Leadership Role	1. The role as a liaison	4.3	Good
		2. Role as observers	3.7	Good
		3. The role as a disseminator of information and negotiation	3.3	Moderate

Leading indicators as a liaison with a mean of 4.3 is the highest value which is based on the presence of supporting facilities to communicate with the leadership provided, communications with both leaders and their means of communication using online media.

Leading indicators as observers with the average of 3.7 shows the leadership role in monitoring the activities, evaluation and support staff in monitoring the activities that have not been optimal.

Indicator leadership as a disseminator of information to the average 3.3 also shows the category of being, so that the necessary concrete steps to ease the burden of leadership to spread the information.

Table 7
Respondents Answers about Organizational Learning

No.	Variable	Indicator	Average	Category
4.	Organizational Learning	1. Acquisition of knowledge	3.7	Good
		2. Distribute knowledge	3.8	Good
		3. Creation and utilization of knowledge	4.5.	Good

Indicators of knowledge acquisition with the average of 3.7 indicates the development of science activities in the college, the college co-operation in the development of science and the management of knowledge stored in the data center college. It's just for the management of knowledge stored in the data center has not been optimal college.

Indicators distributing knowledge to the average 3.8 shows the process of transfer of knowledge widely through seminars, article creation, through internet sites and exchange programs have been implemented, while the frequency is still relatively small. But the

involvement of students in research activities and community service leads to the distribution of knowledge from lecturer to the students to become more effective.

Indicators creation and utilization of knowledge with the average of 4.5 indicating the role of lecturers in applying knowledge and got a great welcome from the students as activities that generate creativity in their respective fields.

5. Knowledge sharing environment PTS supports organizational effectiveness.
Lecturer most have the perception that the sharing of knowledge (knowledge sharing) are important in the PTS and knowledge storage organizations must be supported so that retrieval of knowledge becomes easier and structured. (10)

6. Organizational Support Organizational effectiveness in supporting the environment PTS
Storage model that is easy and structured knowledge supported by the media and the means developed organization. (11)

Table 8
Respondents Answers about Organizational Effectiveness

No.	Variable	Indicator	Average	Category
5.	Organizational	1. Flexibility	4.0	Good
	Effectiveness	2. Productivity	3.9	Good
		3. Satisfaction	3.5.	Good

Indicators flexibility with a mean value of 4.0 indicates a wide range of flexible adjustment in order to achieve the goal of a college, understand the views of other organizations, adapt to changing circumstances. This explains the existence of flexibility in organizations which have been established, making it easier in the face of a situation that continues to grow.

Indicators of productivity with a mean of 3.9 this shows that productivity in college is good, it can be shown by the results of PTS graduates experiencing great development of the quantity and the better in terms of quality. Satisfaction indicators show the numbers are relatively small compared to other indicators, it shows that satisfaction with regard to facilities and infrastructure and experience to get service in the academic field still needs to be improved.

FINDINGS AND DISCUSSION
Based on the data above can be obtained FGD following conclusions:
1. Organizational Support
Support from organizations that are focused to make personal which in this case is a lecturer in interacting with students and organizations should be supported good knowledge. PTS organizations encouraging faculty to explore their awareness knowledge needed by sharing through a book review, prototyping and facilitate the intensive discussions in the form of Focus Group Discussion (FGD).
PTS organizations encourage their faculty development opportunities to the level of higher education and their academic staff the opportunity to attend training related to the development of IT technology
2.Leadership Role
Leadership as a liaison with a mean of 4.3 is the highest value which is based on the presence of supporting facilities to communicate with the leadership provided, communications with both leaders and their means of communication using online media.

Roles support organizational learning, where the chief PTS has a role as an agent to utilize its human resources for evolving appropriate and responsive to the changing demands of the competition in the same field.

Demands Changes in organizational leadership force PTS to exploit existing knowledge on each of its human resources and merge into organizational knowledge, with the aim to achieve excellence and competitiveness optimal.

3.Knowledge Sharing

The ability to gather knowledge for 4.4 shows that the lecturer as the party that is the source of knowledge always prepare materials with course work, mastery of the material based on the current issues, the use of media and learning technologies, diversity measurements of learning outcomes, providing feedback on the learning process and their suitability test materials and tasks with the aim of subjects.

Knowledge sharing with the average of 3841 showed good category. Furthermore it is said that the Knowledge Sharing becomes critical sections where lecturers PTS has been sharing knowledge with other faculty and students.

4. Learning Organization

The creation and utilization of knowledge with the average of 4.5 indicating the role of lecturers in applying knowledge and got a great welcome from the students as activities that generate creativity in their respective fields.

Demands Changes in organizational leadership force PTS to exploit existing knowledge on each of its human resources and merge into organizational knowledge, with the aim to achieve excellence and competitiveness optimal.

5. Organizational Effectiveness

Storage model that is easy and structured knowledge supported by the media and the means developed organization.

PTS organizations encourage their faculty development opportunities to the level of higher education and their academic staff the opportunity to attend training related to the development of IT technology

Flexibility to an average value of 4.0 indicates a wide range of flexible adjustment in order to achieve the goal of a college, understand the views of other organizations, adapt to changing circumstances. This explains the existence of flexibility in organizations which have been established, making it easier in the face of a situation that continues to grow.

CONCLUSION AND SUGGESTIONS

The conclusions that can be drawn from this study are:

1. As an educational organization PTS in Malang has encouraged the formation of Knowledge Sharing good with the implementation of various activities that involve scientific development sesame faculty and students.
2. Roles support organizational learning, where the chief PTS has a role as an agent to utilize its human resources for evolving appropriate and responsive to the changing demands of the competition in the same field.
3. Knowledge sharing conducted by PTS lecturers at Malang city has a very big role for the growth of Organizational Learning in exploiting the knowledge that exist in every human resources and incorporate it into organizational knowledge, with the aim to achieve excellence and competitiveness optimal.
4. The implementation of Knowledge Sharing in PTS Malang has a higher contribution creation of Organizational Effectiveness.

5. Knowledge Management Model is composed of linkages between Organizational Support, Leadership Role, Knowledge Sharing and Organizational Learning Organizational Effectiveness create increasingly provide the trust of the students and the community in general.

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