

Impact of Knowledge Management on Career Development: A Study among Lecturer of Private College

by Rahmi Widyanti

Submission date: 12-Mar-2020 09:13AM (UTC-0500)

Submission ID: 1274311960

File name: full_paper_abs-251_5085435371_edit1.doc (160.5K)

Word count: 3309

Character count: 20052

Impact of Knowledge Management on Career Development: A Study among Lecturer of Private College

R. Widyanti and B. Basuki

Universitas Islam Kalimantan MAB Banjarmasin

ABSTRACT: The Aim this study analyzed the Impact of Knowledge Management on Career Development among lecturers in Private College.

Great changes have taken place in Career Development through Knowledge Management.

This study aims to test the relationship between knowledge management and career development of lecturer Private College in Kotis Region XI Kalimantan Indonesia. Data were collected from lecturer civil servant, 103 questionnaires were collected and analyzed using statistical techniques Partial Least Square (PLS). Some the open questions presented to explain career development programs which a lecturer needed. This study concludes by measuring the impact of Knowledge Management as very important for lecturer to develop career in effective way.

Keywords: Knowledge Management, Career Development, Lecturers.

INTRODUCTION

Human resources have an important role in the progress of a nation. Moreover, facing the era of industry fourth generation Indonesia must be ready to face it. In this era of science and technology change rapidly so it must be anticipated in producing human resources.

In addition, global economic and business changes are so fast, unpredictable, surprising, and complex, leading to conflicts within the organization (Bahaudin, 2001). In such an environment of change, innovative networks and global economic knowledge movements add momentum, enabling companies and organizations to realize that, the competition and methods of information-based enterprise management in the previous century have fundamentally changed toward knowledge-based, where strategic collaboration is important mindset (Leibold et al., 2005). Organizations or companies are required to have the ability to detect the tendency of environmental change and able to take decisions quickly.

Private Universities is one of the organizations in producing quality human resources. Qualifications for private universities in South Kalimantan based on university accreditation rankings are mostly qualified B accreditation ie 11 universities, and as many as 2 qualified colleges C accreditation (web: kopertis11.net)

This is closely related to the qualification of education level and lecturer functional level. Because according to Bergquist and Philip in Miarso (2006) that the development of lecturers is a core part of the development of the institute which includes personal development, professional development, organizational development, facility development, and career development of lecturers. Evident from career development data of lecturers at private higher education in South Kalimantan not yet have a professor. Some of the challenges that have emerged in universities in

this disruption era, among them the extinction of science due to the emergence of various artificial intelligence, the entry of the era of abundance of science, the application of nanotechnologies into another threat to science and humanity. The development in digital technology with artificial intelligence (AI) that converts data into information has made people easily and inexpensively obtain it.

This change affects the workings of the college as one of the sources of these conveniences, including changes in learning and teaching procedures. Likewise the career development of lecturers has been done with the online system through PAK online higher education. Knowledge management resources are closely related to human resources (HR). The strength of the company/organization lies in the knowledge or knowledge of each HR (Totanan, 2004). HR is the only element in the organization that has inherent strength in it self to create value (Setyanto, 2004). Thus, strategic planning can effectively achieve organizational performance is

Differences (gaps) of the results of the study is possible because it uses different measurements and different test equipment as well. In this research will fill the gap by using career development variables by adding indicators: organizational needs, and qualifications (Hedge et al., 2006; Lecturer Law, 2005).

Based on theoretical phenomenon, the empirical phenomenon and the difference of findings from previous research, the research question posed is: Does knowledge management affect the career development of lecturers.

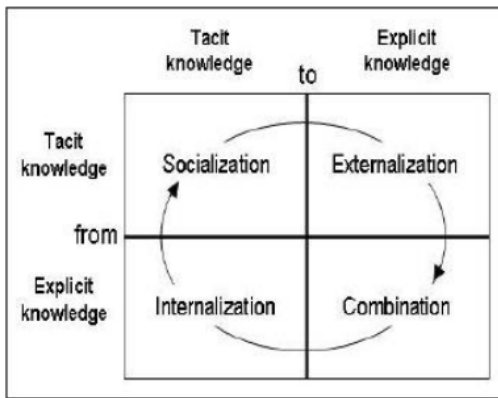
The aim of this research is to test and empirically examine the influence of Knowledge Management on career development of private college lecturers in South Kalimantan

LITERATURE REVIEW

• *Knowledge Management*

According to Alavi and Leidner [2001], data is a representation of raw figures and facts. Once the data is processed systematically, structures organized or given, turn into information. When individuals have such information to their brains and apply to take action or make decisions then it will be considered as knowledge (Rao, 2003). Knowledge management is the creation, extraction, transformation and storage of the correct knowledge and information to design better policies, modify actions and deliver results [Horwitch and Armacost, 2002].

Knowledge Management (KM) was initially defined as a process of applying a systematic approach to capture, structure, management, and disseminate knowledge across organizations in order to work faster, reuse best practices, and reduce costly reworking of projects for [Nonaka and Takeuchi, 1995; Pasternack and Viscio, 1998; Pfeiffer and Sutton, 1999; Ruggle and Holtshouse, 1999]. Knowledge management solutions have proven to be most successful in the capture, storage, and dissemination of explicitly-provided knowledge - especially lessons learned and best practices. [Kimiz Dalkir]. It needs an effective continuous knowledge conversion process. According to Nonaka and Takeuchi having four different modes of knowledge conversion have been postulated (fig. 1):



Externalization (tacit to explicit) is the process in which tacit knowledge is articulated into explicit knowledge.

- 5 • **Combination** (explicit to explicit) is the process of organizing, systematized and refining the available explicit knowledge to produce new explicit knowledge.
- **Internalization** (explicit to tacit) is the process of converting explicit knowledge into tacit knowledge. Knowledge has become an important asset to be stored within the organization, protected by a secure mechanism and propagated through the organization (Awad, 2004). But when trying to capture and preserve important knowledge to consider type of targeted knowledge (Corral, 2005). Explicit knowledge is easy to identify, prioritize, capture, and share, but codifying knowledge tacit is a challenge. It is difficult to identify, prioritize and capture, but can be done through IT applications in the form of email, groupware, social networking websites and related technologies that can disseminate tacit knowledge.

- *Career development*

Career development during the graduation period is one of the prerequisites of producing graduate engineers employed (Hall, 2005).

Career development is defined as a lifelong process, whereby an individual defines and refines a job role. These include individual awareness, skills, attitudes, talents, and abilities, especially as they change and develop during experience education. This process helps students to explore diverse employment opportunities, learning the reality in the workplace, and identifying both the technical skills and the individual qualities they must succeed (Hall, 2005). Individuals typically experience four career stages: exploration, establishment, maintenance, and disengagement [6]. Noe (2006) in his studies defines management careers as: "career exploration, career development goals, and implementation of career strategy" Gary, 2010.

The career development program is basically an integration of individual career planning and organizational career management activities comprised of individuals, elements of leadership and organization (Igrabia et al., 1991, Hall, 1995, Hedge et al., 2006; Iskandar, 2007)

- *Operational Variable Definition*

1. Knowledge Management (X_1)

The Knowledge Management (X) variables referred to in this research are the capability / ability of lecturers to acquire, store / document (storing), disseminate / share, and use / application, knowledge related to opportunities and the external environmental challenges facing the lecturer and the knowledge of the internal resources (strength or weakness) of the lecturer.

This variable is measured from 4 indicators, namely: Knowledge acquisition (X1.1), Knowledge sharing (X1.2), Knowledge storing (X1.3); and Knowledge application (X1.4)

2. Career Development (Y₁)

Career development is an important organizational effort in design and implementation, to achieve a balance between individual career needs and job skills required by the organization. The factors that make up an organizational career development program according to this study are: (1). Organizational needs (2). The role of superior and / or leader in developing career of lecturer, (3). Qualification 4). Organizational reward system.

RESEARCH METHODOLOGY

This research is explanatory research with the causality approach, this research who want to seek explanation in the form of cause and impact relationship (cause-effect) among some concept or several variables or several strategies developed in the management. Totally population is 162 lecurers civil servant, but sample as respondent in this research are 103 people be used as criteria as become a lecturers at more 5 (five) year

RESULT AND DISCUSSION

- *Knowledge Management (X)*

Knowledge management illustrates the capability / ability of lecturers to acquire, share, document (storing), and utilize (application), knowledge related to opportunities and external environmental challenges faced by lecturers and knowledge of internal resources (strength or weakness). This variable is measured from 4 indicators, namely: Knowledge acquisition (X1), Knowledge sharing (X2), Knowledge storing (X3) and Knowledge application (X4). In general, the overview of the results of this research variables can be seen in Table 2 below.

Table 2
Knowledge Management Description Variable (X)

Indicator	Perception Proporsion Responden (%)					Avarage
	Very bad	bad	fair	Good	Better	
<i>Knowledge acquisition (X1)</i>	0	10,53	55,26	34,21	0	3,75
<i>Knowledge sharing (X2)</i>	0	7,89	73,68	18,42	0	3,60
<i>Knowledge storing (X3)</i>	0	11,53	55,26	34,21	0	3,70
<i>Knowledge application (X4)</i>	0	5,26	47,37	47,37	0	3,91
<i>Knowledge Management (X)</i>						3,74

Source : Data primer, process, 2018

Based on the information presented in Table 2, it indicates that knowledge management is working well enough for private college lecturers, as the overall perception of respondents is concentrated on good and good value with an overall average score of 3.74. It describes

organizational knowledge about the opportunities and challenges of the external environment and knowledge of internal resources (strengths or weaknesses) are adequately managed.

- *Career Development*

Table 3
Career Development Description Variable (Y)

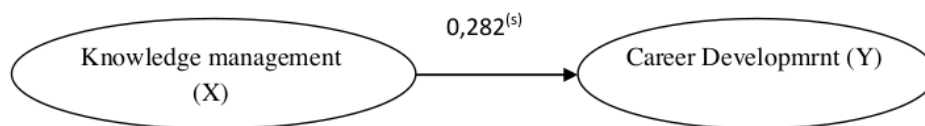
Indicator	Perception Proporsion Responden (%)					Avara ge
	Very bad	bad	fair	Good	Better	
<i>Organizational need</i> (Y1)	0	0	65,0	34,21	30,0	4,25
<i>The role of superior</i> (Y2)	0	1,7	51,7	18,42	30,0	4,10
<i>Qualification</i> (Y3)	0	0	55,26	34,21	48,3	4,43
<i>System reward</i> (Y4)	0	0	47,37	47,37	36,7	4,33
<i>Career Development</i> (Y)						4,28

Source : Data Primer process (2018)

Based on the information presented in Table 3, it indicates that career development is working well enough for private college lecturers, as the overall perception of respondents is concentrated on good and good value with an overall average score of 4.43. It describes career development about the qualification and ability of the personal or individual are adequately managed.

- *Impact of Knowledge Management on Career Development*

Knowledge management positively affects career development programs, with a path coefficient of 0.279. This means that the better Knowledge management the better the Career Development lecturer dpk private universities. Conversely the less good knowledge management impact on the less well also Career Development lecturers (fig. 2)



The findings of this study reinforce the theory of Nonaka and Takeuchi (1995) which states that Knowledge Management (KM) as a process of applying a systematic approach to capture, structure, management, and disseminate knowledge throughout the organization in order to work faster, use best practices, expensive reworking for the project [Nonaka and Takeuchi, 1995; Pasternack and Viscio, 1998; Pfeiffer and Sutton, 1999; Ruggle and Holtshouse, 1999]. Knowledge management solutions have proven most successful in further capture, storage, and dissemination of explicitly given knowledge, particularly the more efficient and efficient

learning process [Kimiz Dalkir]. Thus⁷ lecturers can work on other obligations related to Tridharma Higher Education, effective Knowledge Management is required in the process of continuous knowledge conversion.

- *Discussion*

Knowledge management is measured from four indicators, namely: Knowledge acquisition, Knowledge sharing, Knowledge storing, and Knowledge application.⁴

Based on the value of outer loading it appears that knowledge acquisition is the most important indicator of knowledge management. This shows that conceptually the ability of lecturers to gain knowledge is the most important aspect for the application of good knowledge management. Knowledge gained from various sources, both internal and external, includes tacit (unspoken) and explicit knowledge. The knowledge is derived from information on the development of socio-economic conditions of society and population development, publication of various print and electronic media, and through careful observation of the development of science. Knowledge from external sources such as knowledge of reference sources, college students, knowledge of educational experts / consultants and knowledge gained through cooperation / partnership with relevant external institutions, are also of great importance. Meanwhile, for knowledge from internal sources, obtained from the knowledge of college leaders and employees, by carefully identifying internal resources and college routines.

In practice, some colleges (10.53%) are still poor in knowledge acquisition. These results illustrate that knowledge of external and internal college conditions, whether tacit or explicit, has not been explored. Based on the results of this study, it appears that the lecturers are more perceptive of the use of knowledge (knowledge application) as the most important aspect reflects the knowledge management. This indicates that the college leadership, more emphasis on the ease, accuracy and effectiveness of the use of knowledge about opportunities, challenges, strengths and weaknesses in implementing tridharma, as a reflection of the application of knowledge management.

These results prove that, conceptually, knowledge acquisition is the most important aspect. Therefore, for lecturers in private colleges in order to have the right knowledge or appropriate for the development of his career, should start from the effort to get the correct knowledge and appropriate as necessary. Whether or not the quality of knowledge that will be the basis of decision-making or other uses depends heavily on the accuracy of the acquired knowledge, be it explicit or tacit knowledge, which can be obtained from internal or external sources.

Sharing / sharing knowledge between managers, between leaders and employees or between units / sections in private colleges, either through formal or informal meetings can be done effectively. This includes sharing knowledge with management consultants or on line using an intranet that may already be available in all areas of the private college. Furthermore, knowledge will be accessible again easily and quickly by storing it neatly and securely in the storage media. By doing so knowledge can be used easily, timely and effectively for lecturer career development.

Organizations should pursue individual career planning and development tailored to their career needs (Igrabia, Greenhaus & Parasuraman, 1991; Chen et al., 2004). As the widening gap between career development programs designed by organizations with individual career needs will be lower levels of commitment to the organization (Nachbaggeur & Ridle, 2002; Hedge et al., 2006)

The qualification indicator was adopted from the findings of Hedge et al., 2006 in the form of propositions and did not perform empirical testing found the result of positive and significant influence in Career Development. This is in accordance with PPRI No. 37 of 2009 on Lecturers

that lecturers are required to have academic qualifications, competence, Certificate of Educator, physically and mentally healthy, and meet other required qualifications (Chapter II article 2).

Associated with the respondent's answer qualification is the strongest indicator in forming Career Development variable from result of average answer to item of question of indicator of qualification. It shows that respondents consider that lecturers have high education, try to improve their learning system by evaluating themselves and students at the end of each semester and the need to create professionalism in learning process for lecturers, and to improve research quality by cooperating with other parties. This is shown from the result of the average score of items indicator question is 4.08. This indicates that the tendency of respondents to agree that lecturers are professional educators and scientists who are considered superior than students. A professional in the field of lecturers' knowledge will be tied to professional ethics and academic ethics, so that lecturer qualification can be seen from the practice of teaching ethics. In accordance with the opinion Sigit (2003) the higher the education of a person then the moral will be better.

This explanation provides an understanding that lecturer always committed positively to the work and institution, then the institution in this case at higher education should always improve and improve the career development program lecturer dpk. The career development of lecturers known as the profession development of lecturers (Miarso, 2006) points to a broad effort in improving learning and performance in universities. Citing the opinion of Bergquist and Philips (Miarso, 2006) that the development of lecturers includes the development of facilities, career development as part of organizational development, and welfare development as an important part of personal development. Improving and improving the career development of lecturers can be done through improving placement systems, improving human resources skills, and providing facilities and infrastructure in implementing Tridharma college activities. In addition, based on respondents' answers to open questions, lecturer dpk wanted the opportunity to obtain training such as research methodology, data analysis and the opportunity to obtain higher education.

CONCLUSION

Based on the discussion of research results, it can be concluded as follows:

Implementation of good knowledge management can improve the accuracy of strategic planning. These results indicate that the implementation of knowledge acquisition, knowledge sharing, knowledge storing and knowledge application is proven to improve the organization's ability to identify opportunities, challenges, strengths and weaknesses, so that the formulation, implementation and evaluation of strategies can be carried out appropriately.

Knowledge management can also improve the ability of lecturers in planning their career development. This indicates that the private college personnel who are actively involved as lecturer partners can improve the accuracy of online loan formulation, implementation and evaluation of credit proposal (PAK).

References

- Atwood, Christee Gabour. 2009. *Knowledge Management Basics*. Alexandria, Virginia, ASTD Press.
- Awad, Elias M. & Hasan M. Ghaziri. 2004. *Knowledge Management*. International Edition. New Jersey, Pearson Education Inc.
- Corral, Sheila. 2009. Knowledge Management: Are We in the Knowledge Management Business?. <http://www.google.com>, Download Mei 2009

- Fontaine, Michael and Eric Lesser. 2009. *Managing Organizational Knowledge* IBM Institute for Knowledge-Based Organizations. <http://www.google.com>, Download, 25 Juli 2009.
- Fuller, Steve. 2002. *Knowledge Management Foundation*. Boston. Butterworth Heinemann.
- Hall T Douglas and Chandler Dawne., 2005, Psychological success: When the career is a calling, *Journal of Organizational Behavior*. 26, 155–176 Published online in Wiley InterScience
- Hall, D. T., & Mirvis, P. H. (1995). Careers as lifelong learning. In A. Howard (Ed.), *The changing nature of work* (pp. 323–361). San Francisco: Jossey-Bass.
- Hedge W. Jerry, Walter C. Borman , Mark J. Bourne, 2006, Designing a system for career development and advancement in the U.S. Navy, *Human Resource Management Review* 16, pp. 340–355, Elsevier Inc.
- Igrabia, Magid, Greenhaus H.Jeffrey, & Parasuraman Saroj, 1991, Career Orientations of MIS Employees: An Empirical Analysis, *Journal of MIS Quarterly*, Vol. 15, No.2, pp. 151-169, JSTOR, University of Minnesota, USA
- Iskandar, 2007, *Pengaruh Jangka Karir dan Sistem Pengembangan Karir terhadap Kepuasan Kerja dan Kinerja PNS pada Pemkab. Kartanegara*, Disertasi, Unair, Surabaya.
- Miarso, Yusufhadi, 2006, *Menyemai Benih Teknologi Pendidikan*, Pemutakhiran Bagian 5 Bab 4 , Kencana, Jakarta.
- Nachbagger, G.M. Andreas and Riedl Gabriella, 2002, Effect of Concepts of career plateaus on performance, work satisfaction and commitment, *International Journal of manpower* Vol.8 No.23, pp. 716-731, Emerald Group.
- Noe, Hollenbeck, Gerhart, Wright, 2006, *Human Resource Management : Gaining a Competitive Advantage*, Third Edition, USA.
- Nonaka, Ikujiro. 2006. Creating Sustainable Competitive Advantage through Knowledge-Based Management. <http://www.google.com>, download, September 2009.
- , 2009, *Peraturan Pemerintah Republik Indonesia No. 37, Tahun 2009 Tentang Dosen*, Lembaran Negara Republik Indonesia Tahun 2009 Nomor 76.
- , 2009, *Penjelasan Atas Peraturan Pemerintah Republik Indonesia Nomor 37 Tahun 2009 Tentang Dosen*, Lembaran Negara Republik Indonesia Tahun 2009 Nomor 5007.
- Rao R. Nemani, “the role of computer technology in knowledge Acquisition”, *Journal of Knowledge Management Practice*, Vol. 11, No. 3, 2003.
- Gary Cairns (2010), “Concept of Prioritization and Capture of Tacit Knowledge”, [Online] Available: http://www.iaea.org/inisnkm/nkm/documents/trieste2010/16_Capture%20&%20Priori.
- Renukadevi S., “A study on Projective technique Based System for Career Development in Information Technology”., 2000.
- Sigit, Soehardi, 2002, *Esensi Perilaku Organisasional*, BPFE – UST, Yogyakarta.
- W.L., “Industrial Salesperson Development, A career stage prospective”, *Journal of marketing* 48, pp. 41-52.
- Yu Jianli, Qu Bo, “The Development of Career Management in the Knowledge-based Economy Era”,

Impact of Knowledge Management on Career Development: A Study among Lecturer of Private College

ORIGINALITY REPORT

14%

SIMILARITY INDEX

12%

INTERNET SOURCES

8%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Tias Business School Student Paper	2%
2	indianresearchjournals.com Internet Source	2%
3	Submitted to Intercollege Student Paper	1%
4	docobook.com Internet Source	1%
5	Paolo Ciccarese, Ezio Caffi, Silvana Quaglini, Mario Stefanelli. "Architectures and tools for innovative Health Information Systems: The Guide Project", International Journal of Medical Informatics, 2005 Publication	1%
6	epdf.tips Internet Source	1%
7	Rofiaty Rofiaty. "The relational model of entrepreneurship and knowledge management	1%

toward innovation, strategy implementation and improving Islamic boarding school performance", Journal of Modelling in Management, 2019

Publication

8

Varekan Keishing, S. Renukadevi. "A Review of Knowledge Management Based Career Exploration System in Engineering Education", International Journal of Modern Education and Computer Science, 2016

Publication

1%

9

Submitted to Laureate Higher Education Group

Student Paper

1%

10

www.tlainc.com

Internet Source

1%

11

Sophia Tri Satyawati, I. Putu Widyanto, Suemy. "Improving the professionalism of post-certification teacher through academic supervision in vocational schools", AIP Publishing, 2017

Publication

1%

12

garuda.ristekdikti.go.id

Internet Source

1%

13

commonrepo.um.edu.my

Internet Source

1%

14

Submitted to CVC Nigeria Consortium

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography On