The University's Knowledge Management Strategy Towards a World-Class University

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ABSTRACT. Knowledge management in higher education institutions' activities in managing knowledge as an asset, where various strategies have the right distribution of knowledge to the right people and quickly so that they can interact with each other, share knowledge and apply it in everyday life. This research uses a qualitative method with a Library study approach. This study's result is that knowledge management as a strategy to increase competitiveness towards the world-class University in universities can be done through a culture of knowledge creation, knowledge sharing, and knowledge utilization.

Keywords: *Knowledge, Management, Strategy.*

1. INTRODUCTION

Higher Education is a unique institution where there are tasks that it performs in terms of education, research, and community service, or as we know, the Tri Dharma of Higher Education. Along with the development of the world both scientifically and technologically very rapidly, universities face a big challenge to be able to be responsive and responsible for long-term sustainability in the institution and *society* outside the institution. The step of responsive and responsible universities is *to* create *a competitive advantage* for universities to compete with other universities.

Every higher education is essentially an institution whose routine activities are for students, parents, lecturers, employees, and the community of graduate users. Higher education's competitiveness tends to decrease, thus threatening the superiority of the position and sustainability of the college concerned. Realizing the intense competition of globalization, there needs to be a paradigm change of higher education that rests on the analysis of certain scientific fields. Education and knowledge sharing among college managers become important in improving the human ability to think logically that will produce a form of innovation. So innovation is a process of ideas through research and development that will produce prototypes.

Knowledge management is an institution's activity in managing knowledge as an asset, wherein various strategies there is the distribution of the right knowledge to the right people and in a fast time, so that they can interact with each other, share knowledge and apply it in daily work for the improvement of the institution's performance.

While itself world-class University is a predicate given to universities in the world that are considered worthy of holding it, the criteria that indicate that a college is entitled to bear it has no clear standard. However, many try to define it by mentioning the features that must be attached to universities in general, such as a) Globally competitive academic programs (research, internationally accredited professional programs, etc.); b) "interesting" human talents; c) World-class infrastructure (for teaching, learning, and research); d) Financial strength; e) Environment that can encourage and stimulate intellectuality (governance, second curriculum).

2. METHOD

The research method (Wahyudin Darmalaksana, 2020) is used qualitative type through library study (Bryman, 2017) with content analysis approach (Cohen, 2011). This research is a qualitative type through library study. The research stage is carried out by collecting library resources, both primary and secondary. This study conducted a data classification based on the research formula (Wahyudi Darmalaksana, 2020).

3. DISCUSSION

3.1 Knowledge Management System

Human knowledge begins from the moment the human knows the information, then the information obtained is then passed on to others. Then, the knowledge and information move dynamically in various ways, depending on how the institution views it.

The information always fills all aspects of life, ranging from individuals, families, social to the scope of groups and institutions. University as an institution, information is one of the main types of resources. Knowledge as intellectual capital has a huge influence in determining progress. Seeing the role that is so important to a, then all knowledge that has to be managed well can play an optimal role.

Davenport and Prusak (1998) provide methods of converting information into knowledge through activities starting with the letters C: comparison, consequences, connections, and conversation. (The understanding of knowledge, according to Davenport and Prusak, is 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. It originates and is applied in the minds of knowers. In organizations, it often becomes embedded in documents or repositories and organizational routines, processes, practices, and norms). Davenport and Prusak say that knowledge is a fluid mix of framed experiences, values, contextual information, and expert insights that provide a framework for evaluating and combining new experiences and information. It comes from and is applied in one's mind. In institutions, it is often embedded in documents or repositories and routines, processes, practices, and norms.

Therefore, it is necessary to build dissemination of information and experience from existing human resources to increase each university activity actor's knowledge. On the other hand, Setyardi (2002) has another view of *knowledge*. They become three types, namely:

3.1.1 Tacit knowledge

Information will become *tacit knowledge* when processed by one's mind. *This* type of knowledge usually has not been codified or compiled in written form. T*his knowledge* includes intuition, *cognitive knowledge.* Tacit *knowledge is* like intuition, and views are usually very difficult to codify. Usually, this knowledge is accumulated through daily experience in the implementation of a job. This type of knowledge will become *explicit knowledge* when communicated to other parties in the right format (written, graphics, and so on).

3.1.2. Explicit Knowledge

The knowledge that has been codified or explicit kan. So it has usually been represented in a written and structured form. This type of knowledge is easier to record, manage and utilize and transfer to other parties.

3.1.3. Shared Knowledge

Shared Knowledge is one of the stages in Knowledge Management, where the process of exchanging knowledge occurs. Shared Knowledge gives people the opportunity to share their knowledge, techniques, experiences, and ideas with others. The process of knowledge creation is a spiral process that is the interaction between tacit and explicit knowledge. There are four steps of knowledge creation.

Socialization includes tacit knowledge-sharing activities between individuals. The term socialization is used because tacit knowledge is disseminated through joint activities – such as staying together, spending time together – not through writing or verbal instruction. Thus, in certain cases, tacit knowledge can only be disseminated if one feels free to become a larger person who has tacit knowledge than others.

Externalization requires the presentation of *tacit* knowledge into a more general form so that others can understand it. At this stage of externalization, individuals are committed to a group and become one with that group. In practice, externalization is supported by two key factors—first, the articulation of *tacit* knowledge – i.e., conversion from *implicit* to *explicit* – as in dialogue. Second, translate tacit knowledge from experts into understandable forms, e.g., documents, manuals, and so on.

The combination includes converting *explicit* knowledge into a more complex form of *explicit* knowledge set. In practice, the combination phase depends on the following three processes:

a. First, the capture and integration of new *explicit* knowledge include collecting external data from inside or outside the institution then combine.
b. Second, dissemination of explicit knowledge through presentations or discussions.
c. Third, explicit knowledge processing is easier to be reused, e.g., into newsletters, research journals, etc.

Internalization of new knowledge is the conversion of explicit knowledge into tacit

knowledge. Individuals must identify knowledge relevant to their needs within the organization's

knowledge. In practice, internalization can be done in two dimensions.

Application of explicit knowledge in direct action and practice. Examples through training workshops.

Knowledge management is implemented in a knowledge management system. According to Dilip Bhatt (2000), in applying KMS, it has components interconnected with each other, namely Human, Process, and Technology.

3.2 Knowledge Management and Competitive Advantage

Implementation of Knowledge Management in business (Carter and Scarbrough, 2001; Clarke, 2001) pointed out that the development of Knowledge Management is an important variable in implementing resource-based competitive advantage development. Organizations that can grow and develop require capital. In this creative economic era, two types of organizational capital are known: physical capital and virtual capital (human capital). Physical capital is the wealth of companies listed in accounting, usually in machinery, equipment, buildings, land, and other physical wealth. While the organization's virtual capital is intangible and immeasurable, it isn't easy to record in accounting, but can be felt the existence and contribution to the organization's development.

In Roos's opinion (1996), the organization's virtual capital is intellectual capital, which is capital that is not visible in real terms but provides a huge added value for stakeholders, intellectual capital as an invisible asset that is a combination of human factors, processes, and customers, which provides a competitive advantage for a company. So it can be said that the organization's virtual capital is sourced from the knowledge of workers (human capital), which becomes a source to create excellence in running a business or using technology that tends to continue to develop in the future. The future organization is an organization that is innovative, adaptive, and responsive to the changes that occur. To survive and win in the competition, it is necessary for human resources that can function as human capital. Human capital is the knowledge, skills, and abilities of a person that can be used to produce professional services. Human capital can be understood as a capital that is closely related to humans' existence in the organization. Universities that rely heavily on the availability and quality of human resources must develop and use human capital well.

In the study of higher education, knowledge, and being a constituent element of sustainable competitive advantage, knowledge is also a value created by universities to be conveyed to consumers (Rowley, 2000). Thus, the perspective of knowledge in universities contains the understanding of extracting knowledge internally and externally, both as a resource and as an output of the college itself's knowledge management development process. Considering the categories of knowledge are divided into two, namely Tacit Knowledge and Explicit Knowledge, Jillinda J. Kidwell explains the shape of both in college as shown below.

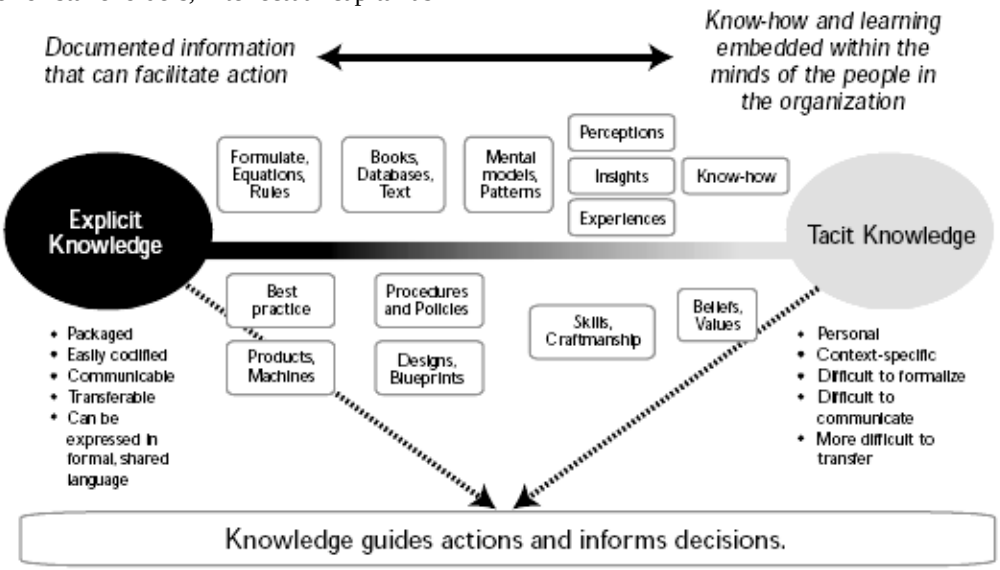

Fig. Jillinda J. Kidwell explains the shape of both in college

Davenport (1998) divides the implementation of knowledge management into four main processes: providing a place to store knowledge, improve access to knowledge, advance the knowledge environment, and manage knowledge as an asset. In creating a place to store knowledge, universities need to provide a place of printed

or electronic documents such as thesis, thesis, dissertation, research results and publications, the results of other academic service operational activities. Access needs to be improved by using Information and Communication Technology (ICT) to facilitate storage and retrieval. Nowadays, many technologies are easy and cheap, so there is no reason for colleges not to do so. The challenge today is establishing a culture of using and utilizing information technology to the maximum extent possible.

Once there is a place of storage and ease of access. Universities need to develop organizations that encourage creating a culture of knowledge *creation, knowledge sharing,* and *knowledge utilization. V*arious efforts can be made, ranging from motivation to incentives. The last part is managing *knowledge* as an asset, meaning that *knowledge* can be given the same high value even more than the asset value of a building, facilities, and other tangible *assets.* Universities will look at teaching materials products developed through the utilization of *knowledge management* as a valuable asset. Utilizing *Knowledge Management* as the basis for decision-making will improve the quality of the decision itself so that the college does not repeat the same mistakes from the past.

4. CONCLUSION

Universities as educational institutions are not automatically able to implement Knowledge Management. There is related to the characteristics of academics in universities and the incomprehension of college leaders on the importance of Knowledge Management. Knowledge Management in universities is very useful to improve the quality of implementation of 5 main processes, namely the process of product development and curriculum, research process, administrative service process, student and alumni service process, and service process in the community. With improved quality, universities get great benefits, especially to improve their performance and competitive ability. To implement Knowledge Management in universities, mindset changes are required, especially in the development of lecturers who require a change in the new role as the main actors of Knowledge Management.

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