Community Based Disaster Alert Village Innovation in Tanjung Jaya Village, Kecamatan Panimbang, Pandeglang District, Banten Province

Hadi Supratikta, Umi Rusilowati, Dayat Hidayat

Departement of Management Universitas Pamulang Jalan Surya Kencana No. 1, Tangerang Selatan (15417) Indonesia

ABSTRACT. Community based disaster alert village is a village whose inhabitants have the readiness of resources and the ability as well as the willingness to prevent and overcome disaster problems and emergency situations independently. The research method uses qualitative case study-based data sources, namely: documents, archival records, interviews, observations, participant observation and physical devices. The research objective is to explain knowledge managementbased village innovation in the development of activities to share and absorb knowledge of disasters based on learning (learning organization) in disaster village communities. The results of the analysis show the Disaster Alert Village Innovation in Tanjung Jaya Village, Panimbang District, Pandeglang Regency, implementing community-based disaster village innovations which include: Knowledge management processes based on disasters have occurred in communities residing in disaster-prepared villages. The process of sharing and absorbing knowledge can occur starting from educational activities provided by innovation guides. The environmental conditions of the community in the disaster village have received transformation of disaster knowledge from meeting forums, and this condition will increase awareness of the danger of a sudden disaster. Innovations in disaster-hit villages are obtained from the knowledge management process which is indicated to be in the high category. In realizing the desired learning organization, it is necessary to have a clear division of tasks between officials of the relevant agencies and exemplary figures from officials of related institutions. In addition, it is necessary to build Village Innovations to cultivate a climate of innovation through the collaboration of academics, business, government, community and media at the grassroots by utilizing local potential, in mutual cooperation.

Keywords: Based Disaster, Alert Village, Innovation.

1. INTRODUCTION

With so many areas experiencing natural disasters lately, it is time for a breakthrough in the form of disaster anticipation innovation carried out at the community level which is institutionalized in the village administration in community-based disaster preparedness villages. The basis for community-based disaster anticipation changes the change from a conventional government-based approach to a contemporary approach, which is based on knowledge-based intellectual capital assets, such as creativity, innovation, and strategic capabilities that must go forward. According to Azhar, Affandi (2009: 1) that this paradigm shift has given birth to community-based knowledge management to anticipate earthquakes which is considered more appropriate as an important resource that will resolve disasters at any time, every individual is ready to carry it out.

In general, the readiness of human resources at the village level is still quite far behind. The 2018 United Nation Development Program (UNDP) report that provided a Human Development Index of 0.682 only placed Indonesia in 112th place out of 175 countries. In 2016 it was ranked 102nd out of 162 countries studied, in 2017 it was down to 110th out of 173 countries studied and in 2008 was ranked 108th. Likewise, disaster preparedness in Indonesia has experienced unpreparedness to save. himself from every catastrophic event.

In a situation like this, it will be felt the importance of the expertise possessed by human resources in exploiting the various threats of disasters that will occur suddenly and are difficult to predict. For example, India, China and the Philippines have reaped results and utilized digital phenomena for disaster early warning, information technology as information monitoring of potential disasters, knowledge Information and Communication technology (ICT) has become the main disaster preparedness factor which may arise based on existing natural phenomena.

Knowledge provided to village communities will be more effective and efficient because individuals in village communities will be better prepared to face various threats of communitybased disaster events by transforming knowledge management in the field of disaster and its anticipation based on village communities needs to be applied. so that the knowledge obtained by the entities in the organization is accommodated appropriately and can be useful later when a disaster occurs, because of the potential for disaster in the Tanjung Lesung Beach area, which is one of the beaches in West Java which is quite well known among Banten and Jakarta residents, it will but it has a high potential for disasters either caused by Mount Kerakatau or caused by tectonic plates which have an impact on a thunami in addition to a tourist boat accident which is recreation on Tanjung Lesung Beach which is famous for its n white sand combined with trees that grow on the beach is a beautiful panorama that can be enjoyed to refresh the minds of tourists, in essence the surrounding community needs to be empowered to anticipate disasters.

For the application of knowledge management about disasters in a disaster-prepared village-based community, the first component that must be considered is skills and education and informal training. From several studies that have been carried out, one of the obstacles faced in empowering the community in early anticipation of overcoming a disaster that can come at any time is the low quality of community human resources. One of the reasons that disaster-prone areas in Indonesia are more or less saved every time a disaster occurs, in addition to the lack of early warning technology infrastructure for disasters, it is also due to the low development and mastery of knowledge and technology in the community in overcoming disasters and the lack of early detection tools for disasters.

Other problems and constraints regarding the structuring of institutions that handle disasters can be so more useful. Senge (1999) states that the long-term goals of an organization include disasterrelated institutions where the only resource to be able to anticipate disasters is having the ability to learn more quickly in the field of disaster than without any effort. Thus a disaster village becomes a learning organization in the field of disaster management because things that are required to be able to anticipate any sudden disaster can implement the education that has been given appropriately. In simple terms, the difference between the notion of organizational learning and organizational learning can be defined as follows, a learning organization is a stage after the organization learning process in the organization. For this reason, in developing a disaster-prepared village, it is necessary to have knowledge management in finding various breakthroughs supported by technological advances in early warning before a disaster occurred.

Based on the explanation above, the researcher believes it is very important to conduct research with the title "community-based disaster preparedness village innovation in Tanjung Jaya Village, Panimbang District, Pandeglang Regency, Banten Province.

From the background in this research, several research questions can be formulated to be answered through this research, namely:

- 1). How is the knowledge management process in developing community-based disaster preparedness and knowledge sharing activities.
- How is the support or role of science and technology in anticipating every disaster that will occur through early warning of disasters which is transformed into knowledge disaster alerts, which are Disaster Preparedness Village Innovations.
- How is the knowledge management process in developing activities for sharing and absorbing learning organization-based disaster preparedness knowledge in disaster prepared communities and villages.

2. LITERATURE REVIEW

The literature review starts from the foundation of the General Theory (Grand Theory), in the form of Management Science of Disaster which is related to Middle Range Theory which consists of Human Resource Management and Organization Behavior. Middle Range Theory is the main science of application theory (Applied Theory), namely Knowledge Management (Knowledge Management), Learning Organization (Learning Organization) and leads to user satisfaction of research results and researcher satisfaction.

The good relationship between grand theory and middle theory, middle theory and applied theory is depicted in Figure 2.1, as follows:





FIGURE 1. The Foundation of the Overall Theory

2.1 Disaster of Management

Many definitions are given for the term disaster of management. Some of them provide understanding, including:

1). R. Terry

Management as the Parent of Disaster Management Science is a typical process consisting of disaster analysis which is followed up by planning, organizing, mobilizing and controlling actions to determine and achieve targets that have experienced a disaster through the utilization of disaster management resources and other sources.

2). James F. Stoner

Disaster Management is the process of Disaster Analysis starting with disaster management planning, organizing SAR teams and using other organizational resources in order to deal with disasters.

3). Harold Koontz and Cyril O'donnel

Disaster management is an effort to prevent and rescue certain disasters through integrated activities with disaster observation and analysis as well as prevention, mitigation, early warning preparedness, emergency response, disaster rehabilitation and reconstruction (Law 24/2007). Thus the disaster management manager coordinates a number of SAR activities which include planning, organizing, mobilizing and controlling.

Thus, the term management disaster refers to a process of coordinating and integrating activities for prevention, mitigation, early warning

preparedness, emergency response, rehabilitation and reconstruction of disasters in order to be effective and effective through other people. This process describes ongoing disaster management functions or the main activity of prevention before a disaster is carried out by the disaster management manager. These functions are commonly referred to as prevention and prevention plans, organizing, managing and controlling disaster management.

2.2 Knowledge Management

Learning in an era of knowledge like today is very different from learning in the past. Nowadays we are required to learn both individually and collectively quickly, easily and happily regardless of time and place. This encourages the development of the concept of a learning organization that unites learning and work processes

Knowledge management as a whole from the process of developing or developing knowledge, the process of storing knowledge and the process of sharing knowledge and the process of implementing knowledge in order to exploit the organization's explicit and knowledge assets, in order to achieve a competitive advantage. Nonaka & Takecuchi (1995), Timo Kucza (2001), Regina Yu (2002), Zhou & Fink (2003).

Researchers state that having a competitive advantage is always sustainable, namely, that there is only one thing that makes a company able to have a competitive advantage (competing), namely when the company is managed with known



knowledge and how this known knowledge can quickly be used to see something. new ones (Prusak, 2001: 1002- 1007)

Berger and Luckmann in Huysman and Wit, quoted by Andrawina (2009: 36), describe the three phases or events that went through during institutionalization, namely: externalization, objectification, and internalization. Knowledge externalization refers to the process of exchanging knowledge between individuals. Knowledge objectification refers to the process of realizing the use of individual knowledge in socializing, then what is meant by internalization is an organizational process into individual knowledge. In addition to these three processes, the various processes that shape innovation and institutionalization, or reshape knowledge, are described through the organizational knowledge sharing cycle can be seen in Figure 2.3 below:

2.3 Framework of Mind

This form of knowledge sharing deals with individual and group learning processes. Learning at the organizational level only takes place when other parties treat knowledge collectively as organizational knowledge, that is, knowledge that is received and used collectively.



Source: Huysman and Wit in Andrawina (2009: 3) FIGURE 2. The Organizational Internal Learning and Knowledge Sharing Cycle

Andrawina (2009: 37) states that there are three types of knowledge-sharing activities contained in the knowledge-sharing cycle as follows:

1). Withdrawal of knowledge (retrieval knowledge).

It is an activity of sharing knowledge from organizations to individuals, aiming to attract existing organizational knowledge. During knowledge withdrawal, individuals learn from the organization. These types of knowledge are shown in Figure 2.3 with arrows pointing from organizational knowledge to individual knowledge. 2). Knowledge exchange (knowledge exchange)

It is an activity of sharing knowledge from other individuals, aimed at exchanging existing individual knowledge. During this process, individuals learn from other individuals. The exchange of knowledge is depicted in Figure 2.3 with arrows that connect individuals and shared knowledge.

3). Knowledge creation.

It is an activity of sharing knowledge among individuals aimed at generating new knowledge. Knowledge creation in the case of internal learning results from a new combination of individual knowledge, shared knowledge or existing organizational knowledge. This internal innovation process in Figure 2.3 is shown in the center of the figure with arrows flowing from the three sources of knowledge.

2.4 The study propositions in this research are:

- a. The process of knowledge management in developing knowledge sharing and absorbing activities in R & D institutions can increase the ability to innovate.
- b. Information technology has a big role in supporting the knowledge management process in the development of knowledge sharing and absorption activities.
- c. Knowledge Management in the development



of sharing and absorbing knowledge plays a role in the formation of learning organizations in R&D institutions.

d. Learning organization can increase user satisfaction of research results.

3. METHODS

To answer the appropriate problems in this study, qualitative analysis of the research data is more in accordance with the following considerations:

- a. Qualitative analysis is more adaptive and it is more appropriate to find more complex problems.
- b. Qualitative analysis is more sensitive and flexible.
- c. The use of qualitative analysis allows a relationship between respondents and researchers. Researchers are involved in problems that are the object of their research. Researchers in any condition must remain objective in processing data from respondents.

The forms and methods used in the qualitative approach are: case studies, focus group discussions (expert jugment), and historical ethnography. Yin (1999: 4) states that a case study research can be divided into three types, namely: studies on 1) explanatory, 2) exploratory and 3) descriptive. This research is more interested in using descriptive. In this study only conducting a single case study is a critical test for technology-based knowledge management theory in the context of a learning organization. The research proposition provides direction in identifying and obtaining relevant information to support this research, meaning that the research proposition limits this research from information that is not in this research that the researcher might be able to collect.

3.1 Types and Sources of Data

In research, data is a matter of good concern, not all data must be collected, but only data relevant to the research will be collected. There are six types of evidence sources that can be used in a case study, namely: documents, recordings, interviews, direct observation, participant observation and physical devices. Using these six sources requires different methodological skills and procedures. Furthermore, according to Yin (1999) in studying data, there are several main principles that must be considered, namely: Using many, not just one, sources of evidence; create a case study database; maintain a chain of evidence.

3.2 Analysis Technique

A case study refers to an explanatory study, so the analysis technique also leads to an explanation, in which a lot of analysis and explanation will be carried out as well as the data obtained during the research. Different perspectives from each point of view on the application of information technologybased knowledge management in the context of a learning organization can be seen from the point of view of officials from related institutions and related parties and ultimately the best solution can be obtained; and finally conducting an evidence chain, analyzing the relationship between the data collected in the case studies.

3.3 Triangulation

This credibility tester is defined as checking data from various sources in various ways and times. Thus, triangluation consists of: sources, techniques, data and time. Source triangulation is done by checking the data obtained from several sources. The data obtained from these sources were described, categorized, and finally agreed (member check) to get a conclusion. Technique triangluation is done by checking data on the same source with different techniques. Time triangulation is related to the effectiveness of time. The data collected using interview techniques in the morning at the time of the resource person and not many problems will provide valid data so that it is more credible.

4. **RESULT AND DISCUSSION**

4.1 Overview of Disaster Preparedness Village

4.1.1 Human Resources Condition.

The quantity and quality of human resources (HR) for Community-Based Disaster Preparedness is a community-based disaster risk determinant that applies it according to the culture of the community as a response to disaster events that cause damage to homes. This activity is aimed at increasing the capacity of the community in reducing catastrophic disasters, catastrophic disasters, catastrophic disasters, and disasters through mitigation, preparedness, emergency action and rehabilitation and reconstruction.

The activity of strengthening the Disaster Preparedness Village is an effort to encourage the internalization process in the village community. A process that invites the public to realize that disaster management efforts start from their own strength without having to wait for outside help, either the government or the business world. With a strong sense of togetherness between members of the community, it can manifest the spirit of mutual cooperation at every point of disaster. This is a great asset to be able to create a Disaster Preparedness Village that is resilient in facing disasters. Resilient in the sense of being able to adapt, able to anticipate, and quickly recover from disasters.

4.1.2 Disaster Alert Village Conditions

Indonesian government research institutes exist in every Ministry and non-ministerial and one of them is in the Ministry of Village These Resilient Disaster Preparedness Village are (a) synchronizing village-based Disaster Risk Reduction development with the concept of Disaster Resilient Village based on the Regulation of the Head of the National Disaster Management Agency Number 1 of 2012 concerning Guidelines for the Formation of Disaster Resilient Villages / Kelurahan; (b) minimizing the basis for community organizing for disaster internalization into people's lives; Optimizing the risk of natural disasters for social and cultural disasters in the community of Pandeglang district; (c) protecting people living in hazard-prone areas from the impacts of disasters; (d) increasing vulnerability and society, especially vulnerable groups, in managing resources in the context of disaster risk reduction; (e) increasing the capacity of community institutions in resource management and maintenance of local wisdom for disaster culture; (f) increase government capacity in providing technical and resource support for disasters; and (g) increasing cooperation between stakeholders disaster management, in the government of Pandeglang Regency, the private non-governmental sector, universities, organizations (NGOs), community organizations (Ormas) and other concerned groups.

4.2 Open Interview (Open Interview)

In this case study, interviews were conducted with several key informants (Key Informants). The descriptions of key informants taken in this study are based on 4 (four) categories of Disaster Alert Village Communities, Universities, and Private.

4.3 Research Limitations

In conducting this research case study, it is inseparable from (there is) something that happened during the data investigation process, which limits this result. With the following descriptions and explanations it is hoped that it can open up opportunities for the next researchers who will carry out research relevant to

this research, here are the schools that occurred during the case study research.

4.4 Analyzing Case Study Data

4.4.1 trategy in Data Analysis

In case study research, there are 4 (four) data analysis technique strategies that are often used, namely: pattern modeling, explanation building, time series analysis, and logic model programs. The four analysis techniques can be used in a single case study strategy or multiple case study. The pattern matching used is related to 4 (four) propositions, namely:

Proposition 1: The process of knowledge management in the development of knowledgesharing and absorbing activities in Disaster Alert Village Communities that can increase the ability to innovate.

Proposition 2: Information technology has a major role in supporting the knowledge management process in the development of activities of Village Communities who can share and absorb knowledge. Proposition 3: Knowledge management in the development of activities of Village Communities who are able to share and absorb knowledge has a role in forming a learning organization.

4.4.2 Some of the Assumptions Used

In conducting the analysis and discussion in this study, using several assumptions, namely: 1. The data in the research to be analyzed and discussed are data obtained from observations, questionnaires, and interviews and FGDs. In determining key information and respondents who are competent in providing a true picture by taking into account the Knowledge with relationship Management (knowledge management), Learning Organization Information (learning organization), and Technology and the level of satisfaction. 2. This research discusses case studies on Information Technology-Based Knowledge Management in the context of a learning organization.

4.4.3 Data analysis technique

The description of the calculation of test data, categorizing, tabulating or combining evidence for tax in the initial research proposition:

- a. Based on theoretical propositions.
- b. Develop a description of the case

4.5 Propositions

4.5.1 The process of knowledge management in disaster-prepared village communities that can increase the ability to innovate.

The process of knowledge management in disaster-prepared village communities begins with the condition of the community's knowledge which is shown from the aspect of the level of education and the level of the researcher's position and experience in conducting research. From the results of interviews with key informants, it can be seen that the condition of the community in the disasterprepared village in Tanjung Jaya Village, Panimbang District, Pandeglang Regency, has a relatively low understanding of disaster.

The results of the research used as a mapping can be said to be a pre-case study with informants who revealed that in general, the majority answered that the process of disaster-based knowledge management education can improve their ability to deal with natural disasters. Based on the results of descriptive analysis, the majority of informants stated that in general disaster management education will help the community to save themselves and the surrounding environment with a high to very high category of citizen safety if there is disaster management education.

The results of the description of the conditions regarding disaster-based knowledge management from discussion with key informants, the answer has the same opinion, namely that it shows conformity to the perception of disaster-based knowledge management processes in implementing disaster-prepared village innovations.

The condition of human resources in the disaster village community is currently starting to pay attention to the impact of Mount Kerakatau which resulted in the Tsunami Disaster on Anyer Beach, especially in the locus village, namely Tanjung Jaya Village, Panimbang District, Pandeglang Regency.

The concept of sharing between the community regarding disaster-based knowledge management is very effective with the formation of an education team to anticipate disasters so that it eliminates free riders, in addition to increasing the number of meetings to equalize the capacity and competence of mentors in transforming disaster-based knowledge management.

The attitude of sharing knowledge is very good, where mentors or innovation leaders currently have a lot of knowledge sharing activities by providing the knowledge they have including ideas, expertise and conceptual information to people in disaster-prepared villages as sources and innovation guides. The environmental conditions of the community in the disaster-prepared village have regular meetings where the frequency of meetings is held by sharing knowledge. With a high frequency, it can produce various innovations resulting from activities carried out by the innovation community, where recommendations for each problem are submitted to technical agencies to be used as material for policy formulations.

The results of the informants' answers determined can be known to support perceptions of the knowledge management process in implementing disaster preparedness village innovations. With the increasing frequency of meeting forums in disaster-affected communities and outside disaster-prepared villages or other parties, the more it can provide understanding of disaster-based knowledge management from several answered discussions showing a high category, but has a tendency to distribute ideas and ideas outside the alert village disasters shown with low criteria, except at formal meetings, reluctance to distribute ideas or ideas will be small if outside the disaster prepared village there is a network with villages that are in the disaster prepared village

The condition of human resources in the disaster village community is currently starting to pay attention to the impact of Mount Kerakatau which resulted in the Tsunami Disaster on Anyer Beach, especially in the locus village, namely Tanjung Jaya Village, Panimbang District, Pandeglang Regency. The concept of sharing between the community regarding disaster-based knowledge management is very effective with the formation of an education team to anticipate disasters so that it eliminates free riders, in addition to increasing the number of meetings to equalize the capacity and competence of mentors in transforming disaster-based knowledge management.

The attitude of sharing knowledge is very good, where mentors or innovation leaders currently have a lot of knowledge sharing activities by providing the knowledge they have including ideas, expertise and conceptual information to people in disaster-prepared villages as sources and innovation guides. The environmental conditions of the community in the disaster-prepared village have regular meetings where the frequency of meetings is held by sharing knowledge. With a high frequency, it can produce various innovations resulting from activities carried out by the innovation community, where recommendations for each problem are submitted to technical agencies to be used as material for policy formulations.

The results of the informants' answers determined can be known to support perceptions of the knowledge management process in implementing disaster preparedness village innovations. With the increasing frequency of meeting forums in disaster-affected communities and outside disaster-prepared villages or other parties, the more it can provide understanding of disaster-based knowledge management from several answered discussions showing a high category, but has a tendency to distribute ideas and ideas outside the alert village disasters shown with low criteria, except at formal meetings, reluctance to distribute ideas or ideas will be small if outside the disaster prepared village there is a network with villages that are in the disaster prepared village.

4.5.2 Information technology has a big role in supporting the disaster-based knowledge management process.

The condition of the availability of information technology facilities and infrastructure in certain places for early warning of disasters through means and inscriptions placed at 10 km in the middle of the sea to detect earthquakes or tsunamis which are equipped with internet channels or partly to build intranets.

With the availability of this facility, if there is an earthquake disaster coming 2 hours before, there is already an early warning to the community and the community in a disaster prepared village can get knowledge from the online disaster early warning procession which is connected to the mobile phone number of the community who really need early warning information about this disaster, so even though the available computers are still limited, with many warning facilities connected to cellphones, they have high effectiveness. The condition is indicated by a high category value for obtaining various sources of data and information on line connected to a mobile number. On the other hand, the use of technological advances in storing data and information has not been widely used by people in disaster-alert villages, which are indicated by a moderate category value.

The use of technological advances in communicating between or among people in disaster preparedness villages shows a moderate category, this can be proven that there is still a large amount of direct communication used by people in disaster-prepared villages, with regular meetings, such as regular meetings with innovation assistance teams and others. meeting. The answers of informants regarding Information Technology infrastructure which have a major role in the disaster-based knowledge management process are also shown by answers to questionnaires from key informants who have been assigned.

4.5.3 Knowledge management has a pivotal role to shape learning organization

An indication of the success of the learning organization process is the wider and more intensive the process of absorbing knowledge for the innovation coaches, so that the innovation coaches can innovate to improve their performance. In forming a learning organization, support for innovation assistance through facilitating the interaction of innovation and structural tutors and exemplary innovation will have an impact on the ability to absorb knowledge into the medium category, however officials of related institutions expect innovation tutors to share knowledge shown in a high category.

The learning process can be said to be a routine activity that must be carried out in the village as a disaster. Coordination among innovation leaders is very necessary, as is coordination with officials from related agencies, and what should not be left out is coordination and cooperation with users or related technical units. Cooperation within the team as well as outside the team is also very crucial to produce good mentoring.

Teamwork and mutual trust in each other's abilities and mutual assistance in carrying out research activities are expected so that there is knowledge sharing within the team concerned. This condition will strengthen and increase selfconfidence or in other words, the innovation assistant must have high self-confidence, if the innovation coach does not have self-confidence, how can he be trusted in providing recommendations.

In order for the innovation tutors' ability to carry out knowledge-sharing activities to increase or to be able to develop, transfer, integrate and use knowledge effectively and efficiently, and carry it out in research activities. R & D institutions need to provide a stimulus so that innovation assistants are active in sharing their knowledge. In other words, in implementing a learning organization or organizational learning it is necessary to implement an award program. The process of sharing and absorbing this knowledge will shape a culture of listening by participating in various meeting activities (seminars, workshops, workshops), and a culture of reading various libraries obtained from the internet and libraries, and finally the culture of speaking in various meetings which is prioritized as resource persons or experts .



It is time for knowledge management in R & D institutions to be handled by a special unit so that a learning organization is formed through the innovation coordinator and sub- coordinator as well as the support of officials from related agencies. Thus the knowledge management process will accelerate the learning organization. Knowledge management supports the formation of a learning organization in this R&D institution.

5. CONCLUSIONS AND FURTHER RESEARCH

Based on the results of research on Disaster Alert Village Innovation in Tanjung Jaya Village, Panimbang District, Pandeglang Regency, the following conclusions can be drawn:

- A. Description of the perception of the knowledge management process in communities in disaster preparedness villages can implement community-based disaster preparedness village innovations which include:
 - a. Disaster-based knowledge management processes have occurred in communities living in disaster- prepared villages. The process of sharing and absorbing knowledge can occur starting from educational activities provided by innovation guides.
 - b. The environmental conditions of people in disaster-prepared villages have received disaster knowledge transformation from meeting forums, and this condition will increase awareness of the danger of a sudden disaster. Innovations in disasterprepared villages obtained from the knowledge management process are indicated to be in the high category
 - c. Government R & D institutions have implemented knowledge management in increasing the competence of innovation assistants in providing benefits to society and in improving policies.
- B. Description of Perception Information Technology has a big role in supporting the process of knowledge management (knowledge management);
 - 5.1 The use of advances in information technology has not been fully utilized, even though there is a lack of computers that meet the specified specifications, because current technological advances are connected to the Android and IOS systems on mobile phones so that innovation

assistants can easily share knowledge with people in disaster-prepared villages. This is in accordance with the discussion with informants to obtain explicit knowledge, always using internet facilities and infrastructure connected to Android in the high category.

- 5.2 Internet network facilities that are connected to Android are already available, but it needs to be followed by facilitation from innovation guides in opening Android devices in the mobile play store. For this reason, many innovation assistants seek to share in supporting the process of absorbing knowledge.
- C. Description of the perception of the transformation of disaster-based knowledge management (knowledge management). The role of the pamong innovation is very strategic to form a learning organization;
 - The process of sharing and absorbing knowledge is more realized with the existence of innovation assistants who require teamwork and trust in each other's abilities and help each other in carrying out the transformation of disaster management knowledge. This process will encourage learning organizations to improve the competence of innovation assistants which requires a culture of listening (attending seminars, workshops, seminars, workshops), reading a lot via the internet or library, talking a lot as active participants and as a resource. To further support learning organizations, it is necessary to have a special institution that deals with knowledge management.
 - b. With the sharing process as one of the characteristics of an innovation coach that reflects a learning organization, especially in separating the authority of the innovation guardian from the authorities of the relevant agency officials. Relevant agency officials must be concerned about supporting innovation pamong that has grown and developed well.
 - c. Policies to build an innovative tutor mentality that must always learn according to their duties and functions. To realize the synergy of the mindset starting from education in transforming the anticipation of disasters so that the disaster education process is felt for its benefits by the



community in disaster-prepared villages who are accompanied by innovation advisors in solving various disaster simulations provided

6. SUGGESTION

Based on the results of research on Disaster Alert Village Innovation in Tanjung Jaya Village, Panimbang District, Pandeglang Regency, the following suggestions can be drawn:

- 1. In order to develop knowledge management, it is necessary to have a special unit that can handle obstacles in the knowledge management process, namely:
 - a. there is a need for a strategy to increase the interest in becoming an innovation guardian through the socialization of the added value of being an innovation guardian;
 - b. increase equity and increase knowledge, to cultivate attitudes and interest in sharing knowledge in implementing disaster preparedness education;
 - c. To maintain disaster preparedness-based knowledge management, it is necessary to have a concept in increasing the quantity of innovation assistants accompanied by an increase in the quality of innovation assistants through various educational channels and formal or informal training.
 - d. the form or structure of the innovation pamong institution needs to be refined with a concept characterized by a functional institution; (organic structure).
 - e. In order to accelerate the knowledge management process, in the formation of an innovation guardian, it is necessary to pay attention to the composition of education, and the experiences and insights they have.
- 2. In utilizing the development of information technology, it is necessary to add a disaster early warning network according to the required specifications because information technology is a necessity and a learning tool in the form of effective online-based training and intranet building is needed.
- 3. In realizing a learning organization, there is no need for a clear division of tasks between innovation agencies and the role models of related agencies. In addition, it is necessary to build Village Innovations to cultivate a climate of innovation through collaboration of academics, business, government, community and media at the grassroots.

REFERENCES

- Absah Y, 2008. Pembelajaran Organisasi, Strategi Membangun Kekuatan Perguruan Tinggi, <u>http://repository.usu.ac.id</u>, Jurnal manajemen Bisnisvol 1 Jan 2006, disadur 14 Januari 2011
- Affandi [2] A. 2009. Peran Knowledge Management Dalam Menciptakan Keunggulan Bersaing (Sustainable Berkelanjutan Competitive Advantage) Pada Institusi Pendidikan Tinggi. Orasi IlmiahJabatan Guru Besar Fakultas Ekonomi Universitas Pasudan Andrawina L, 2009. Hubungan Antara Kemampuan Berbagi Pengetahuan, Kapasitas Penyerapan Pengetahuan dan Kemampuan Berinovasi, Disertasi, Institut Teknologi Bandung (ITB).
- [3] Apripradono, HW. 2008. Pemanfaatan Pengembangan Sistem Informasi berbasis Manajemen Pengetahuan untuk Membentuk Sharing Culture Di STIE IEU Surabaya <u>http://directory.</u> umm.ac.id/SIP/ jurnal - Heru - 02 (2008).pdf
- [4] ArifinY 2011. Implikasi Kepemimpinan Transformasional dan Manajemen Pengetahuan Terhadap Kinerja Pelayanan E-Government Pemerintah Daerah Melalui Manajemen Perubahan. Disertasi Universitas Padjadjaran.
- [5] Arismunandar, 2009. Perilaku Organisasi Sebagai Pendekatan Antar disiplin Dalam Manajemen Pendidikan. Pidato Pengukuhan Guru Besar Dalam bidang Manajemen Pendidikan Pada Fakultas Ilmu Pendidikan Disampaikan pada Sidang Senat Terbuka Universitas Negeri Makassar Pada Tanggal 17 Februari 2009.
- [6] Aulawi H, 2010. Analisis Hubungan Antara Knowledge Enablers, Perilaku Berbagi Pengetahuan dan Kemampuan Berinovasi, Disertasi, Institut Teknolgi Bandung (ITB).
- [7] Barney, JB., (1996): The resources-based theory of firm, Organization Science, 7
- [8] Benu YM, 2006. Studi Mengenai Learning Organization di Fakultas Psikologi Universitas Airlangga Surabaya, Program Magister Manajemen Pascasarjana Universitas Airlangga.
- [9] Bessant,J. (2003) High Involvement Innovation : Building and Sustaining Competitive Advantage through Continous Change, John Wiley, Chichester.
- [10] Brink,P.V.D. (2003): Social,Organizational,and Tecnological



Conditionthat Enable Knowledge Sharing, Disertasi Program Doktor, DeLft Universityof Tecnology, Delft, The Netherlands.

- [11] Bungin,B. (2010) : Penelitian Kualitatif, untuk Komunikasi Ekonomi, Kebijakan Publik dan Ilmu sosial lainnya, penerbit Kencana Predanaedia Group
- [12] Campos,J. (1999): An Exchange on Definitions of Innovation from Innovative Management Network, <u>http://www.innovation.cc/</u> discussionpapers/definition.htm, diunduh pada 5 juni 2011.
- [13] Chaudhry, A.S. (2005) Knowledge Sharing Practice in Asia Institution: A Multicultural Perspective from Singapore, World Library an Information Congress : 71th IFLA General Conference and Council "Libraries-A voyage of discovery, 14-18 August 2005, Oslo, Norway
- [14] Chua, A. (2004) Knowledge Management System Architecture: A Bridge between KM Consultants and Tecnologists, International Jurnal of Information Managemnt, Vol 24, 87-98
- [15] Cohen, W.M dan Levinthal, D.A. (1989): Innovation and Learning: The Faces of R&D.Economic Journal, 99.(1990). Absorptive Capacity: A new Perspective on Learning and Innovation, Administrative Science Quarterly. 128-152.
- [16] Dalt, RL. 2010 New Era Of Management (Era Baru Manajemen) Penerbit Salemba Empat.
- [17] Elita,F.M. 2005. Kajian Tentang Manajemen Pengatahuan, http: //pustaka.unpad.ac.id, disadur 6 – 12 – 2010.
- [18] Erlita MF, 2005. Kajian Tentang Manajemen Pengetahuan, <u>http://pustaka.unpad.ac.id</u> disadur 6 Desember 2010
- [19] Garvin, D.A. (2000). Learning in Action : A Guide to Putting theLearning Organization to Work, Boston: Harvard Business School Press.
- [20] Herkema,S. (2003). A-Complex Adaptive Perspective on Learning within Inovation Projects. The Learning Organization, vol 10, no.6, 340-346
- [21] Hansen, S., dan Avital, M. (2005): Share and Share a Like: The Social and Technological Influences on Knowledge Sharing Behavior, <u>http://sprouts.case.edu/2005/050101.pdf</u>. diunduh pada 18 Februari 2011.
- [22] Hendriks, P.(1999) : Why Share Knowledge? The Influence of ICT on the Motivation for

Knowledge Sharing. Knowledge and Process Management, 6(2), 91-100

- [23] Hoed, B. H. Diskusi Kelompok Terfokus. Fakultas Sastra Universitas Indonesia. Jakarta.1995.
- [24] Hooff, V.D. dan Weenen, F>L. (2004) : Committed to Share : Commitment and CMC Use as Antecendents of Knowledge Sharing, Knowledge and Management, 11, 13-
- [25] Honeycutt, Jerry. 2000. Knowledge Management Strategies: Strategi Manajemen Pengetahuan. Jakarta: PT. Alex Media Komputindo.
- [26] Jackson, S E., Schuler, R,S., & Werner, S., (2009) Managing Human Resources. Cengage Learning Asia Pte Ltd, 10 th ed
- [27] James, AF Stoner and Freeman R. Edward. 2002. Manajemen, Singapore. Simon and Sebuster.
- [28] Jones,G. Dan Terry, M. (1988). Information Technology and TheNew Accounting. Mc Graw-Hill Book Company, UK.
- [29] Kankhalli, A, Tan, B.C.Y dan Wie, K.K, 2005, Contributing Knowledge to Electronic Knowledge Repositories : An Empirical Investigation, MIS Quaterly 29(1), 113-143
- [30] Kim, D.H. (1993): The Link between Individual and Organizational Learning, Sloan Management Review.
- [31] Kim, S. dan Lee, H. (2006). The Impact of Organizational Context and Information Tecnology on Employee Knowledge SharingCapabilities. Public Administration Review, 66(3),370-385.
- [32] Kompas, 27 Okt 2011, Kesejahteraan Imuan, Tak Ada Rencana Naikan Gaji Peneliti. Krueger, Richard A. Focus Group A Practical Guide for Applied Research. SAGE Publication, Inc. Newbury Park, California. 1998.
- [33] Kucza, Timo., (2001) Knowledge Management Process Model Expo Technical Research of Finland, VTT publication 455
- [34] Levitt,B. dan March,J.G. (1988). Organizational Learning: Annual Review of Sociology 14, 319-340.
- [35] Litosseliti, L. Using Focus Group in Research. Continuum London. 2003.
- [36] Mangkunegara, Anwar Prabu. 2005. Perilaku Organisasidan Budaya Organisasi, Refika Aditama, Bandung.
- [37] McFarlan, F.W 1990. The 1990's : The Information Systems. Prentice –Hall
- [38] McInerney, Claire. Knowledge Management



and the dynamic nature of knowledge. Journal of the American Society for Information Science and Technology. Vol. 53, Issue 12 (Oktober 2002) Hal: 1009 – 1018. 2002.

- [39] Nonaka,I., Takeuchi,H. (1995) : The Knowledge-creatingCompany, New York: Oxford University Press.
- [40] Pennings, J.M Barkema, H., Dauma, S. (1994). Organizational Learning and Deversification. Academy of Management Journal, 37(3), 608-640
- [41] Prusak, L., (2001) : Where did Knowledge Management ComeFrom? IBM System Journal, 40, 1002 – 1007.
- [42] Rangkuti, Freddy, 2004, Analisis SWOT Teknik Membedah Kasus Bisnis, PT. Gramedia Pustaka Utama, Jakarta.
- [43] Reinout, E.D. V, Hooff,B.V.D., dan Ridder, J.A.D. (2006). Explaining Knowledge Sharing: The Role of Team Communication Styles, Job Satisfaction, and Performance Beliefs, *Communication Research 33(2)*, 115-135.
- [44] Rockart, J.M., 1988. The Line Takes the Leadership IS Management in a Wired Society, Sloan Management Review.
- [45] Rossetti, D.K and DeZoort,F.A. 1989. Organizational adaptation to Technology Innovation. SAM Advanced Managment Journal.
- [46] Satari D, Komariah A, 2010. *Metodologi Penelitian Kualitatif*, Alfabeta, Bandung.
- [47] Satriya,E. 2003. Tantangan dan Prospek Program Pendidikan Diploma di Era New Economy. Makalah disampaikan dalam Workshop Kerangka penjenjangan Kompetensi SDM dan Kebutuhan Tenaga Kerja di Industri. P4D Bandung.
- [48] Sedarmayanti (2009) Manajemen Sumberdaya Manusia, edisi 3, PT Refila Aditama. Bandung
- [49] Seminar, Kudang, B, 2010 Model Platform Teknologi Informasi untuk E-Forum Riset, Fateta IPB.
- [50] Senge, Peter M, 1990. *The Fifth Dicipline, the Art and Practice of the Learning Organization,* Bantam, Doubleday Dell Publishing Group Inc.
- [51] Setiarso B, (2003-2007). Penerapan Knowledge Management di Organisasi,
- [52] http://kimwayang.blogspot.com, disadur 17 Januari 2011.
- [53] Setiarso B., Subagyo, H., Suryati, Y (2008) Study Analisis dan Perancangan Organisasi

Berbasis Knowledge Managemant, Bidang Pengembangan Sistem Dokumentasi dan Informasi PDII-LIPI.

- [54] Stephen P. Robbins, (2005). Perilaku
 Organisasi Konsep, Konsentrasi dan Aplikasi,
 Terjemahan Handyana Pujaatmaka, Jakarta,
 Prenhallindo
- [55] Suadi, Arif. 1993. Implikasi Perkembangan Teknologi Terhadap Pengajaran Akuntansi Managemen. Jurnal Akuntansi dan Managemen. Edisi Oktober.
- [56] Sudibyo, Placidius. 1992. Integrasi Teknologi Informasi Pada Kurikulum Jurusan. Akuntansi. Jurnal Akuntansi dan Manajemen. Edisi Oktober.
- [57] Sudjana.1992: *Metode Statistika*, Bandung, PenerbitTarsito.
- [58] Sugiono. 2010.*Metode Penelitian Kuantitatif, Kualitatifdan R & D,* Alfabeta, Bandung.
- [59] Sundjojo D. 2006. Study Mengenai Learning Organization, Perilaku dan Kinerja Anggota organisasi, Serta Kepuasan Pelanggan <u>http://www.slideshare.net</u>/Daniel Doni/learning organization disadur 21 Maret 2011
- [60] Sutrisno E, 2010. Manajemen Sumber Daya manusia, Kencana Prenada Media Group, Jakarta.
- [61] Szulanski, G. (1996). Exploring internal stickiness: Impediment to the transfer of best practice within the firm. StrategyManagement Journal, 17, 27-43.
- [62] Tiwana. Amrit. *The Knowledge Management Tollkit.* Prentice Hall PTR. Upper Saddle River, NJ 07458. 2000.
- [63] Widayana, Lendy., (2005) Knowledge Management Meningkatkan Daya Saing Bisnis, Cetakan Pertama, Bayumedia Publihsing, Malang.
- [64] Wilkinson, Joseph. W dan Cerullo MJ. (1997); AccountingInformation System: Concept and Applications. John Wiley and Son, Inc. <u>http://www.plnkc.or.id/download/attach KM-</u> <u>PLN.ppt.</u> Download pada 12 -01-2011
- [65] Wong, KY (2005) Critical Success Factors For Implementing K M in small and Medium Enterprices, Industrial management and Data System. Vol 105. No 3 (261- 279).
- [66] Yin, Robert K, 2003.Studi Kasus (DesaindanMetode) Edisi Revisi (terjemahan), Jakarta, PT. Raja Grasindo Persada.
- [67] Yu, Regina., (2002) *Knowledge Management an Intoduction.*, Hongkong Knowledge Management Society.
- [68] Zhou, A,Z, & Fink, D, (2003) *Intellectual capital web.* Journal of Intellectual Capital.