Accelerated Achievement of Organization Effectiveness of Private Higher Education Through Knowledge Sharing and Organizational Learning.

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Abstract: The development of knowledge management model in private universities in Malang is done to support the effectiveness of organizational implementation. Organizational support becomes the determinant of knowledge sharing and Leadership role in achieving organizational learning. This study focuses on behavior that is very important in creating knowledge sharing. This shows concrete steps in creating an academic atmosphere in a private college environment.

Questionnaire as a data collection tool is aimed at a number of components of private universities in Malang. There are a total of 100 people as respondents. With Focus Group Discussion (FGD) shows how the role of lecturers, staff and students in their environment to create organizational learning in working groups and organizations as a whole. Furthermore, FGD also shows how positive behavior in learning process and cooperation is formed.

The contribution of organizational support transformation and Leadership role to knowledge sharing result not only organizational learning but also organizational effectiveness.

Keywords: Organizational support, Leadership role, Knowledge sharing, Organizational learning, Organizational Effectiveness.

Introduction

Organizational effectiveness is an indicator of success rate in achieving the goals of higher education organizations. In business organizations, the financial aspect becomes the main objective, whereas in non-profit organizations, such as universities, the aspects of organizational effectiveness are the objectives. The organizational effectiveness indicator of Private Higher Education (PHE) consists of four elements, namely: production, satisfaction, adaptability, and survival. To achieve the effectiveness of PHE organization is needed good organizational culture, implementation of accurate quality assurance and effective external promotion. (Arifin, 2012). The competitiveness of the organization, including the PHE, is largely determined by the quantity and quality of resources, and the way in which it is used. One of the resources that determines the success of a college institution is a lecturer. The lecturer is an agent that transfers knowledge to students. The success of the campus is determined by the accumulated performance of each individual lecturer. In addition to academic ability, the lecturer performance is determined by his commitment to carry out his duties and responsibilities as well as possible.

The effective governance which is compatible with the goals, objectives and culture of the organization will contribute to the success of Higher Education. Leaders must "commit" to the realization of the vision with the mission it carries. Thus, organizational success is not determined solely by the leader nor by good governance, but by some factors such as leadership, subordinate maturity, teamwork, enterprise and expertise (Hempel Report 1998 in Shattock, 2003).

In managing Higher Education, the Rector / Chairman is responsible to the Foundation. The challenge to management in terms of this hierarchy is the harmonious relationship between the Foundation and the Rector / Chairperson. There is a trend of discrepancy in this connection in accordance with agency theory (Coase, 1937 in Shattock, 2003). The different interest between Foundation and Rector is mainly due to the separation between management and finance. The harmonization of foundation relationship with the university leaders can be done by applying good governance. As a matter of fact, the failure in establishing good relationship between the foundation and the university leader will result to the high cost (agency cost).
1.2. Research Problem

The knowledge applications will add value to the organization in making decisions for a competitive move. The knowledge that accumulates in an organization will be able to be used in finding solutions to the problems facing the organization. In addition, accumulated knowledge in an organization can also be used to create new ideas and modify the ideas that exist within an organization.

The knowledge-oriented approach focuses on the absorption and transfer of knowledge within the organization. When an organization does not have a knowledge sharing culture then an information-oriented approach can be used to initiate the implementation of knowledge management in the organization. In addition, for the organizations that already have a knowledge-sharing culture, then the knowledge-oriented approach is appropriately used. It has built organizational activities which 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.

1.3. Research Objective

The research objective is to analyze the linkage of knowledge management model in relation to the organization effectiveness through learning organization and knowledge sharing at the Private Higher Educations (PHE) at Malang, East Java, Indonesia.

1.4. Significance of the Study

The output of this study will be important for Private Higher Educations (PHE), particularly in order to accelerate achievement of Organization Effectiveness of Private Higher Education in Malang, East Java, Indonesia.

2. Literature Review

2.1. Theoretical Foundation

2.1.1. Understanding Knowledge Management

Malhotra (2003) president and founding chairman of Brinn Institute states that “knowledge is the potential for action based upon data, information, insights, intuition and experience”. This means that knowledge is the potential for action based on data, information, insight, intuition and experience.

Nonaka (1988) states: the proposes of the human behavior is the key to success of knowledge management (KM) strategies, as KM involves an emphasis on climate in workplace, the promotion of learning and the sharing of skills and knowledge.

According to Laudon and Laudon (2002), knowledge management has a function to enhance an organization’s ability to learn from its environment and incorporate knowledge into business processes. Knowledge Management is a set of processes developed within an organization to create, collect, maintain and disseminate the organization's knowledge.

According to Honeycutt, (2000) Knowledge management is a discipline that treats intellectual capital as a managed asset. Knowledge management systems provide precise information to the right people at the right time. Knowledge management transforms experience and information into results.

2.1.2. Knowledge Sharing

According to Berkeley (1957: 23) the human knowledge begins when people get an idea where the impression arises from the feelings and work systems of the mind. In other words, the idea is formed with the help of memory and imagination that adds, shares, expresses true feelings.

According to Bahn (1995: 199) the research on the nature of knowledge instantly brings together differences between knower and known, or it is often defined in terms of subject and object, or ingredient subjective and objective in experience. The experience gained by each employee is certainly different based on unpredictable situations and conditions. The definition of experience taken from the English dictionary is the process of gaining knowledge or skill over a period of time through seeing and doing things rather than through studying.

Davenport and Prusak in Martin (2010: 2) define personal knowledge is a fluid mix of framed experience, values, contextual information and expert insights that provide a framework for evaluating and incorporating new experiences and information. This means that knowledge is potential for actions based on data, information, insights, intuition and experience. Broadly speaking, it means a mix of experience, values, contextual information, and broad insights that provide a knowledge framework for evaluating and incorporating new experiences and information.

2.1.3. Organizational Learning

Dalkir (2005: 3) defines Knowledge Management (KM) as a deliberate and systematic coordination within organizations, technologies, processes and organizational structures in order to add value through reuse and innovation. This coordination is achieved through the creation, sharing, applying of knowledge and lessons and best practices in
organizational memory in order to encourage Organization Learning (OL). According to Sun & Scot (2003) Organization Learning (OL) is a learning process used in the organization. This process produces something useful for the future with cognitive changes in conditions.

3. Research Methodology
3.1 Research Design
There are three methods used, namely: (1) Focus Group Discussion (FGD) (2) Structured Questions (questionnaires) and (3) Secondary data collection. The data used to answer the first goal is the primary data, namely, organizational support, leadership roles, knowledge sharing, organization learning and organizational effectiveness.

3.2. Sampling Technique
The respondents in this research consisted of lecturers, staff, students, who are on the object of research with stratified random sampling system. This research took place at private universities in Malang City (University of Muhammadyah, Islamic University of Malang and University of Merdeka Malang). The total respondents are as many as 100 people.

4. Data Analysis
4.1. Focus Group Discussion Analysis
The data analysis techniques use Focus Group Discussion (FGD) from lecturers, academic staff and the students in academic activities that involve the lecturers and students in the application of knowledge management model. The preparation of FGD activities is by creating a list of questions and logistics activities. On the appointed day, the FGD was held at the target location with the number of participants from 5 to 10 people for 2 hours. The results of the meeting in the form of minutes and sound recordings will be analyzed and made as a report.

The next development is the application of knowledge management model in private universities in Malang in order to know the effectiveness in its organizational implementation. Particularly, it is related to the results of research which state that the organizational support and the leadership role determine the occurrence of knowledge sharing and organizational learning. In the next stage of the research focuses more on the behavior that plays a role in creating knowledge sharing and organizational learning. This will show concrete steps in creating the effectiveness of the organizations in the private university environment. The results obtained from the FGD implementation of the students’ perceptions toward the lecturers, staffs and various forms of services at the Private Higher Educations (PHE) in Malang are as follows:

1. Implementation of Knowledge Management
The respondents argue that Knowledge Management can be applied even if it is still within limited scope. (1)

The knowledge sharing among lecturers through discussion has been done in order to cooperate in scholarship.(2)

The knowledge sharing between lecturers and students is usually done in scientific activities through discussion forums, research activities and community services which involve the students. This can create a closer academic atmosphere. (3)

The PHE organization encourages the awareness of the lecturers to explore the required knowledge by sharing through book review, prototype and facilitate intensive discussion group in the form of Forum Group Discussion (FGD). (4)

The PHE organizations encourage organizational learning to develop themselves more effectively in service. (5)

The PHE organization encourages opportunities for higher lecturers’ development, and the opportunity of academic staff to attend training related to IT technology development. (6)

The role of Leadership as an agent to utilize human resources in supporting organizational learning should evolve according to the demands of change and responsiveness to competition in the same field. (7)

The claims of change compel the leadership of the PHE organization to exploit existing knowledge on each of its human resources and incorporate it into organizational knowledge, with the aim of achieving the excellence and optimal competitiveness. (8)

Lecturers mostly have the perception that knowledge sharing is important in the PHE, that is why the storage of knowledge must be supported by the organization so that the recovery of knowledge becomes easier and more structured.(9)

Easy and structured knowledge storage models are supported with media and tools developed by the organization. (10)

The knowledge sharing between lecturers and students is usually done in scientific activities through discussion forums, research activities and
community services which involve the students. This can create a closer academic atmosphere.

4.2. Descriptive Analysis

Furthermore, this study was conducted to determine the perception of organizational support, knowledge sharing, leadership roles, and organization learning on organizational effectiveness. Variables, indicators and statements measured using the Likert Scale are described as follows: Strongly Disagree (STS), Disagree (TS), Agree (S) and Strongly Agree (SS). The last step is the quantitative data analysis used to describe the perception of research subjects.

<table>
<thead>
<tr>
<th>No</th>
<th>Variables</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Organizational Support</td>
<td>• Welfare awareness support&lt;br&gt;• Support in troubleshooting and ideas&lt;br&gt;• Award the Organization and understanding the work environment</td>
</tr>
<tr>
<td>2.</td>
<td>Knowledge Sharing</td>
<td>• Gathering knowledge&lt;br&gt;• Setting knowledge&lt;br&gt;• Communicating knowledge</td>
</tr>
<tr>
<td>3.</td>
<td>Leadership Role</td>
<td>• Role as a liaison&lt;br&gt;• Role as a monitor&lt;br&gt;• Role as a disseminator of information and negotiation</td>
</tr>
<tr>
<td>4.</td>
<td>Organizational Learning</td>
<td>• Knowledge acquisition&lt;br&gt;• Distribute knowledge&lt;br&gt;• Creation and utilization of knowledge</td>
</tr>
<tr>
<td>5.</td>
<td>Organizational effectiveness</td>
<td>• Flexibility&lt;br&gt;• Productivity&lt;br&gt;• Satisfaction</td>
</tr>
</tbody>
</table>

### Table 1

#### Variables and Indicators

<table>
<thead>
<tr>
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<th>Indicators</th>
</tr>
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<tbody>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>Average</strong>&lt;br&gt;3.4 <strong>Good</strong> 3.7 <strong>Good</strong> 4.5 <strong>Good</strong></td>
</tr>
</tbody>
</table>

1. **Organizational support**

The organizational support as indicated by the indicator of awareness support for welfare has an average value of 3.4. This illustrates that the management of the study program level concerns to the various facilities required by the students. As a matter of fact, there are still some complaints about the completeness of the available facilities. Besides, the support for students in facing with problems and the appreciation of the idea has an average value of 3.7. This shows relatively better than the first indicator although the services provided by academic staff and administrative staff went well. From the third indicator shows the existence of organization awards in the environment of 4.5. This indicates the existence of a good learning environment, good academic atmosphere and the existence of communication-oriented approach is well built. Good knowledge support from the organization is needed for lecturers in interacting with students and organizations. Tighter competition conditions cause the need for changing the paradigm from the resource-based competitiveness to the knowledge base competitiveness. The support to the
implementation of knowledge management on awareness of welfare in the Private Higher Education becomes the foundation of organizational effectiveness.

2. The Role of the Organizational Support in the knowledge sharing within the PHE.

From the frequency distribution there is a tendency to get a value higher than 4.0. It also shows the strong Knowledge Sharing run by lecturers as a force that supports the effectiveness of the organization.

3. Role of Organizational Support in Organizational Learning in PHE.

The indicators of support awareness of the welfare of 3.4 which covers the provision of various facilities for learning activities indicate a process to understand the needs of learning tools. This indirectly shows a part of Organization Learning. The indicator of support of 3.7 means that the good academic staff services in the organization has not reached optimal condition in supporting the students’ academic administration problems. An indicator of the organization’s award in the academic environment of 4.5 also shows that the elements of communication-oriented approach and the ability to create new ideas have high value. This shows that the Learning Organization can run well. Organizational learning can also show a continuous program to send lecturers and academic staff to develop themselves through advanced study and training for staff especially in IT.

4. The Role of Leadership Role in Organizational Learning in the PHE Environment.

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Indicator</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Leadership Role</td>
<td>1.Role as a liaison</td>
<td>4.3</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Leadership Role</td>
<td>2.Role as a monitor</td>
<td>3.7</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Leadership Role</td>
<td>3.Role as a disseminator of information and negotiation</td>
<td>3.3</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Leadership indicator as a liaison with average of 4.3 is the highest value. This happens because of the support facilities to communicate by using online media. Indicator of the leader as a monitor with an average of 3.7 indicates the role of the leader in monitoring and evaluating the activities and support of staff in monitoring activities not yet optimal. Leadership indicators as information disseminators with a mean of 3.3 also indicate medium category, so it needs concrete steps from the leadership to facilitate the dissemination of information.
Table 5
Organizational Learning

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Indicator</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Organizational Learning</td>
<td>Knowledge acquisition</td>
<td>3.7</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distribute knowledge</td>
<td>3.8</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creation and utilization of knowledge</td>
<td>4.5</td>
<td>Good</td>
</tr>
</tbody>
</table>

Indicators of knowledge acquisition with a mean of 3.7 indicate the existence of science development activities in universities, the cooperation of universities in the development of knowledge and the existence of knowledge management stored in the college data center. However, knowledge management stored in college data centers is not optimal yet.

Indicators distributing knowledge with a mean of 3.8 indicates a broad process of knowledge transfer through seminars, article making, through internet sites and exchange programs already implemented although the frequency is still relatively small. The student involvement in research activities and community service causes the distribution of knowledge from the lecturers to the students to be more effective.

Indicator of creation and utilization of knowledge with a mean of 4.5 indicates the role of lecturers in applying the knowledge received a great response from the students as activities that produce creativity in their respective fields.

5. Knowledge sharing supports Organizational effectiveness in PHE.

Lecturers mostly have the perception that knowledge sharing is important in the PTS, that is why the storage of knowledge must be supported by the organization so that the recovery of knowledge becomes easier and more structured.

Table 5
Organizational Effectiveness

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Indicator</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Organizational effectiveness</td>
<td>Flexibility</td>
<td>4.0</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Productivity</td>
<td>3.9</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Satisfaction</td>
<td>3.5</td>
<td>Good</td>
</tr>
</tbody>
</table>

A flexibility indicator with a mean score of 4.0 indicates the flexible adjustments to achieve college goals, understanding of other organizational outlooks, and adaptation to changing circumstances. This explains the flexibility in a well-established organization may make it easier to cope with an evolving situation.

The productivity indicator with the average of 3.9 shows that the productivity in university is good. This can be shown by the result of the better in terms of quality and development from the quantity of the graduations. The satisfaction indicator shows a relatively smaller number than other indicators. This shows that the satisfaction related to learning facilities and infrastructure and experience in obtaining services in the academic field still needs to be improved.

5. CONCLUSION & RECOMMENDATION

5.1. Conclusion

The demand for change forces the leadership of the PHE organization to exploit existing knowledge in every human resource and incorporate it into organizational knowledge, with the aim of achieving excellence and optimal competitiveness. The ability to collect knowledge of 4.4 indicates that the lecturer as the source of knowledge always prepare the lecture material well. Furthermore, the mastery of the material by the lecturer based on the latest issues, the use of media and learning technology, the diversity of ways of measuring the learning outcomes is already going well. The knowledge sharing becomes an important part where university lecturers have shared knowledge with other lecturers and students.

The knowledge sharing conducted by lecturers in PHE Malang city has a very big role for the growth of organizational learning in exploiting knowledge on every human resource and combining it into organizational knowledge. The goal is to achieve optimum excellence and competitiveness. By the implementation of knowledge sharing in PHE Malang City has a high contribution to the creation of organizational effectiveness. The demands for change compel the leadership of a private organization to exploit existing knowledge on each of its human resources and incorporate it
into organizational knowledge, with the aim of achieving excellence and optimal competitiveness. The easy and structured knowledge storage models are supported with media and tools developed by the organization.

5.2 Recommendation

The PHE organizations encourage opportunities for higher education lecturers to develop, and the opportunity of academic staff to attend training related to the development of IT technology. The flexible adjustments to achieve college goals by understanding the views of other organizations and adapting to changing situations. This explains the flexibility in a well-established organization so that it makes easier to cope with an evolving situation.

5.3. Limitations and Future Direction

Due to this research was conducted in Malang, Indonesia, the findings can be only applied in this country. However, it can be also applied in other countries by modification.

6. ACKNOWLEDGEMENT

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