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# The influence of knowledge management implementation toward the quality of high schools

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## Abstract

The purpose of this study is to analyze the influence of knowledge management implementation toward the quality of high schools. This study was conducted among five high schools under an education foundation. The analysis models used in the study were correlation analysis and t-test. The respondents were used as the profession references are 86 teachers. The result of the study shows that knowledge management implementation has a positive and significant influence toward the quality of high schools.

**Keywords:** Knowledge management, Education quality, High schools

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## **1. Introduction**

Strategic steps undertaken by the educational institutions for development of intelligence and social welfare are mainly directed to create the quality of education excellence. For such institutions, quality improvement is the main agenda because it is considered as an important measure of productivity and prosperity (Ghaffari et al., 2012). One approach that can be used in improving the quality of education is through the implementation of knowledge management. Knowledge management can potentially create a collaborative educational environment and develop knowledge based environment in the institution (Stukalina, 2010). Knowledge management offers approaches to exploit intellectual capital, which is considered to be one of the most important strategic resources and plays a key role in getting competitive advantage (Bures and Cech, 2004). Educational organizations must obtain the ability to create the knowledge affectively through the increase of competence among individuals in order to build intellectual capital and consequently transform the intellectual capital into monetary capital through the development of science. This reinforces the need for education paradigm that emphasizes the placement of knowledge as a key success factor for organizations. Knowledge always has a sense of power: the power to endure, power to adapt, and courage to withstand the harsh environment. Knowledge is power but effective use of this power is possible only by managing it properly through the effective knowledge management practices (Mikulecky and Lodhi, 2009).

This research is based on a framework derived from various studies, which shows that the implementation of knowledge management is a driving factor in improving the quality of the institution. It is aimed to discuss the influence of knowledge management implementation among high schools in Garut District, West Java Province, Indonesia.

## **2. Literature review**

Umiarso and Zazin (2011) stated that the success of improving the quality of education is considered as a commitment and hope for the entire institution. This is consistent with the evolving and increasing demands among the societies for improving the quality of educational services. Education providers must optimize the educational system and its working program so as to maximize the productivity of students. Excellent organizations have the ability to formulate strategies for exploiting profit opportunities by maximizing return on investment. Barnardin (1993) cited two main principles associated with these competitive advantages namely 'customer value' and 'maintaining uniqueness'. The notion of the former is clear; however the latter describes the extent to which a business achieves competitive advantage.

One theoretical advantage of powerful organization is the resource-based view (RBV). Barney (1991) has used the resource-based view to discuss the relationship between organizational resources and a sustainable competitive advantage. Organizational resources could have a sustainable competitive advantage subject to having four attributes, including value, rareness, immutability, and non-substitutable. According to Ali (2011), a quality education is the education that can meet the expectations or wishes of the customer which can fall into two categories; internal customer, and external customers. Internal customers comprise the instructors

and educational staff of the institution and other employees (e.g. faculty members in a college), whereas the external customers fall in three groups, including primary customers, secondary customers, and tertiary customers; (a) primary customers or first users are the students, (b) secondary customers are stakeholders such as parents, donors, and the government, (c) tertiary customers include markets, companies, or people who use graduated.

Overall, knowledge management is believed to be effective in increasing the organization's long term success. The attempts to measure intellectual capital and to assess knowledge management effectively can help organization to identify the existing knowledge and modify their knowledge strategy.

### 3. Methodology

Methodology used in this research is quantitative model analysis by using statistical methods such as correlation coefficient and t-test. The respondents of the study are teachers and the sampling technique is stratified random sampling with 68 people according to Slovin technique. The research was carried out among five high schools which are under an education foundation in Garut District, Indonesia. Table 1 shows the variable operation for the research.

### 4. Result and discussion

According to the result of calculation by using Microsoft Excel software, the influence of organizational cultural variable toward knowledge management implementation is shown on Table 2.

The result indicates a coefficient value of 0.5429, which is positive and shows that knowledge management implementation, has a positive influence toward education quality. On the other side, it's identified that  $t_{count} > t_{table}$  ( $6.9762 > 1.6683$ ), so  $H_0$  is denied, or on the other word, it can be stated that there is sufficient evidence to state that knowledge management implementation has a significant and positive influence toward education quality. Each value increment on knowledge management implementation will increase education quality variable value.

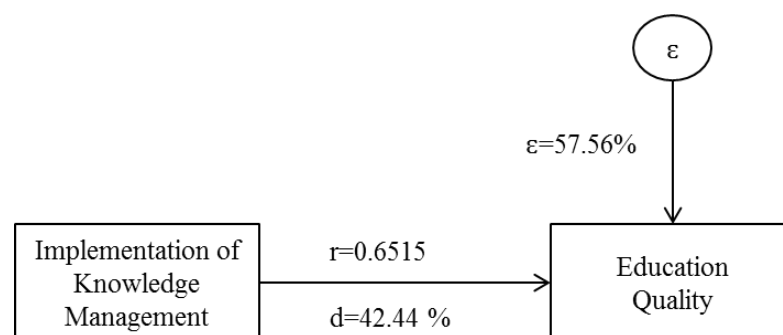


Figure 1. The influence of knowledge management implementation toward education quality

Table 1. Research variable operationalization

<b>Variable</b>	<b>Dimension</b>	<b>Indicator</b>
<b>Knowledge management implementation (Munir, 2008)</b>	1. Knowledge acquisition	a. Training plan b. Overseas joint c. Knowledge developing facility
	2. Distribution of various knowledge	a. Training result presentation b. Information openness c. Apprentice to senior
	3. Knowledge development and utilization	a. Experimental opportunity b. Training result implementation c. Functional cross team
	4. Knowledge maintenance and storing	a. Training result documentation b. Activity documents c. Regulation and document handling procedure
<b>Educational institution quality (Hadis and Nurhayati, 2010)</b>	1. Content standard	a. The draft curriculum b. Implementation of curriculum
	2. Standard process	a. Process of teaching and learning activities b. Syllabus development and learning plan preparation c. Evaluation of teaching and learning activities
	3. Graduates competency	a. Ability to think b. Knowledge of the latest scientific developments c. Development of behavior
	4. Teachers and personnel standards	a. Academic qualifications b. Competence of conformity c. Ability to work d. Good behavior
	5.	a. Safe and convenient location b. Ratio of availability of space c. Availability of laboratory support d. Availability of public facilities
	6. Management standard	a. Vision, mission and goal of the institute b. Guidelines for organizations c. Stakeholders involvement
	7. Financing standard	a. Financing capabilities b. Financial accountability
	8. Assessment of education standard	a. Academic assessment instruments b. Academic assessment reporting

Table 2. The influence of knowledge management implementation toward education quality

No	Item	Value
1	Correlation coefficient (r)	0,6515
2	Determinant factor (d)	0,4244
3	Epsilon ( $\epsilon$ )	0,5756
4	$t_{count}$	6,9762
5	$t_{table}$	1.6683
6	Influence level of knowledge management implementation toward the quality of high school	significant

The results also shows that determinant factor is equal to 0.4244; which is a positive value, meaning that knowledge management implementation is able to explain education quality variable with 42.44%, meanwhile, the rest of 57.56% can be explained by another variables that is not involved in model. The correlation of variable structure is illustrated in Figure 1.

Referring to the hypotheses test, the education quality was influenced significantly and positively by knowledge management implementation. Other results from this research, shows that in the institutions which have knowledge acquisition activity the confidence of human resources are higher. The researcher believes these conditions will have positive impact on improving the quality of education in the educational institutions.

On the other hand, it can be seen that the learning process becomes very important in the implementation of knowledge management, because this is expected to emerge through a process of ideas, innovation, and new knowledge, which became a major commodity that is processed in knowledge management. To that end, organizations need to encourage and facilitate the learning process for educators to ensure individuals collaborate and perform in an optimal sharing of knowledge. School administrators must complete the organizational environment and the characters to the formation of a learning organization, as well as provide solutions to overcome barriers to learning faced by the organization.

In order to improve the quality of education, there is a need to involve the education within the civilizing process in which the educators must have ability to build and develop the potential and creativity of students. It is necessary to achieve a paradigm shift in the educational process, from the teaching paradigm to a learning paradigm. The paradigm of teaching that focuses on the role of educators in knowledge sharing process must change to the paradigm of learning, that give more role to students in order to develop their potentials and creativity.

## 5. Conclusion

The study showed that human resources, cultural organization and technology utilization simultaneously and partially have a significant influence toward knowledge management implementation of formal education

courses. The result principally recommends that the learning process has potential to become very important in the implementation of knowledge management. Therefore, organizations need to encourage and facilitate the learning process for educators to ensure that individuals optimally collaborate and perform in knowledge.

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