

EPISTEMOLOGICAL ANALYSIS OF KNOWLEDGE MANAGEMENT IMPLEMENTATION IN LEARNING AT IAIN KEDIRI

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Abstract: Knowledge is one of the important assets owned by universities. The core business of higher education is the development of knowledge, so of course knowledge assets are very important to be developed by universities. Knowledge occupies an important position because it can stimulate innovations in the activities of the Tridharma of Higher Education. Knowledge management needs to be done so that the knowledge possessed by each individual in the organization can be managed properly. This study examines the implementation of knowledge management in the field of learning at IAIN Kediri, then conducts an epistemological analysis. The approach used is a qualitative approach. This research was conducted at the State Islamic Institute (IAIN) Kediri, Indonesia. The sources of data for this research are leaders, both at the rectorate, faculty, and unit levels, and lecturers. The data collection method is the method of documentation, questionnaires, and in-depth interviews and observations. The results of this study indicate that the management of learning at IAIN Kediri has applied the principles of knowledge management. The institution has made efforts to realize knowledge creation and knowledge sharing among lecturers in improving learning performance. Both of these things continue to be pursued although there are still some obstacles. However, there are still several obstacles and challenges that must be resolved in developing a culture of knowledge creation and knowledge sharing, developing facilities and human resources in the IT sector for the field of learning, and improving the online learning document storage system.

Keywords: Epistemology, Higher Education, Knowledge Management.

Introduction

Universities have the main task of disseminating, developing and discovering knowledge. Knowledge development cannot be separated from higher education activities, because it is the core business of higher education. It would be ironic if the activities in higher education, be it the activities of lecturers, administrative staff, or leaders, are only limited to carrying out routines as contained in work procedures, and ignoring the amount of knowledge that actually surrounds them.

In Act No. 12 of 2012 Article 4 paragraph c it is stated that Higher Education functions to develop Science and Technology by paying attention to and applying the values of Humanities. Thus, based on article 4, it is clear that universities are tasked with developing knowledge, which is endeavored to be innovative, responsive, creative, skilled, competitive, and cooperative through the implementation of the Tridharma.¹

Knowledge is one of the important assets, part of the assets owned by universities. In general, there are two types of assets in universities, namely tangible assets and intangible assets. For tangible/tangible asset resources, such as: students, lecturers, education staff, funds, facilities and infrastructure, and for intangible resources such as vision and mission, curriculum, knowledge, attitude, creativity, values, and culture.² Because the core business of higher education is knowledge development, then of course this knowledge asset becomes very important to be developed by universities.

Knowledge occupies an important position because it can stimulate innovations in tridharma activities (education, research and community service) in universities (PT). In carrying out the activities in the tridharma, it is not enough for PTs to just run as routines, business as usual, because that will lead to stagnation, lack of innovation, which in the end PT will be left behind. In its management, it is necessary to pay attention to the knowledge contained in the stakeholders, to be utilized in the management of the tri dharma. If this is done, the manager and the academic community will get a lot of knowledge and input from stakeholders so that it is certain that the management will have sufficient information for decision making.

Stakeholders consisting of lecturers, students, education staff, graduate users, and related parties, have diverse knowledge, due to their various educational backgrounds, training, activities, and geography. Some of them may have a pesantren education background, general education, or both. There may also be farmers, traders, politicians, and so on. It is also possible that geographically there are those who come from rural areas or

¹ Act of Republic Indonesia No. 12 of 2012 about Higher Education

² Badan Akreditasi Nasional Perguruan Tinggi Jakarta, *Panduan Penyusunan LED APS* (Jakarta: Badan Akreditasi Nasional Perguruan Tinggi Jakarta, 2019), 2–3.

also from urban areas. Based on different backgrounds, the knowledge they bring to campus must also be very diverse. If their knowledge can be explored and utilized properly, universities will have a wealth of knowledge.

In recent years, it is often discussed about local wisdom, local values. In the management of higher education, the development of knowledge needs to explore and develop local wisdom. Communities, where universities grow and develop, have knowledge that has been passed down from generation to generation which is used for their regularity and addressing or solving their problems.

Knowledge management is important so that the knowledge possessed by each individual in the organization can be managed properly. There are several reasons why knowledge management should be strengthened in higher education organizations. First, in developing universities, there are still many documents that are not yet available, or many policies that have not been well documented, so that sometimes there is a discontinuity between the current policy and the previous policy. Policies or decisions made sometimes do not pay attention to what happened in the past because of the lack of documentation. This results in sometimes decisions being incidental, sporadic, not comprehensive.

Second, now generally universities follow the educational paradigm centered on the subject/actors of education. In the learning process, learning is student-centered. In this paradigm, the lecturer is nothing more than a facilitator who is able to make students learn, facilitate so that students can access knowledge, understand and develop it. Lecturers are not the only source of learning, but only part of student learning resources, in addition to libraries, and others. Thus knowledge management becomes important so that students can learn well, and are able to access information easily.

Third, in the context of the industrial revolution 4.0, universities must be able to adapt in order to respond to the challenges of change and the needs of their customers. The 21st century, for example, society needs a workforce that is knowledgeable, creative and innovative and has a network.³ There are several challenges that must be answered by organizations that want to win in the competition, namely: collaboration, innovation, adaptation, mastery of technology and markets and the management of intellectual assets. These challenges have prompted the emergence of the need for knowledge management (KM) implementation.⁴

³ Laura Márquez-Ramos and Estefanía Mourelle, "On the Relationship between Society and Higher Education: What Path Should We Take?," *Distance Education* 39, no. 1 (January 2, 2018): 19–36, <https://doi.org/10.1080/01587919.2018.1436401>.

⁴ Agus Mulyanto, "Implementasi Knowledge Management Untuk Meningkatkan Kinerja Perguruan Tinggi," 2008, 72.

Based on the description above, it seems urgent that universities, including Islamic religious universities, can implement knowledge management optimally and effectively. This research is intended to examine the implementation of knowledge management in universities in the research location, then analyze the problem solving steps encountered in its implementation, then attempt to formulate an effective framework for the implementation of knowledge management. It is hoped that the results of this study can be used for quality improvement in the implementation of knowledge management, especially at Islamic religious colleges.

The purpose of this article is to reveal the implementation of knowledge management in the field of learning at IAIN Kediri. In addition, the challenges, problems or obstacles faced, and their solutions were also discussed as complements. The approach used in this study is a qualitative approach. This research was conducted at the State Islamic Institute (IAIN) Kediri, East Java. The data sources of this research can be divided into two levels. The first is the leadership, both at the rectorate, faculty, and unit levels. Second, lecturers who actively organize lectures. The sampling technique in this study is a purposive sampling, the sample is determined intentionally by the researcher. The data collection methods in this study were the method of documentation, questionnaires, and in-depth interviews and observations.

Knowledge Management Concepts in Learning in Higher Education

Levinson defines knowledge management as strategies, processes, and procedures that enable institutions to gain added value from their intellectual assets and knowledge. A KM system is a set of enabling structures, policies, processes and technologies to support an organization's KM efforts. KM does not deal with technology, KM systems are seen more as a strategy in management information systems.⁵ Meanwhile, Laal stated that knowledge management is a systematic and detailed process or activity in order to create, store, and jointly use the knowledge needed by the organization. KM is the purpose and relation of knowledge that can be expressed through formal and systematic language with words, numbers, formulas, and other forms.⁶

⁵ Jeff Hemsley and Robert M. Mason, "Knowledge and Knowledge Management in the Social Media Age," *Journal of Organizational Computing and Electronic Commerce* 23, no. 1-2 (January 1, 2013): 140, <https://doi.org/10.1080/10919392.2013.748614>.

⁶ Henderi and Khabib Mustofa, "Framework Knowledge Management Untuk Perguruan Tinggi" (Konferensi Nasional Sistem Informasi, STMIK Dipanegara Makasar, 2014).

Knowledge is obtained from the process of social interaction with other people and the environment.⁷ Knowledge has an important role in organizations. Knowledge management plays an important role in supporting organizational culture and the use of information technology in conducting knowledge transfer as an integral part of knowledge sharing.⁸

Knowledge Management is needed because knowledge is not static, but grows and develops dynamically. In explaining the process of knowledge creation, Ikujiro Nonaka made a formulation known as SECI, namely Socialization – Externalization – Combination – Internalization. This concept is also known as the Knowledge Spiral. The concept is that in the cycle of life, knowledge undergoes a process that can be described as a spiral.⁹

According to Polanyi, as well as Nonaka, knowledge can be divided into two, namely tacit knowledge (knowledge that is still stored in individuals) and explicit knowledge (knowledge that has been articulated or expressed). Tacit knowledge is still implicit and personal to each person, so that other people cannot access it easily. In contrast to explicit knowledge, then others can access it because it has been disclosed.¹⁰

Knowledge creation starts from the socialization process. In this process, knowledge is created through direct experience. Then, tacit knowledge is articulated into explicit knowledge through an externalization process. Tacit knowledge is articulated through dialogue and reflection. Tacit knowledge is converted into explicit so that it can be shared with others, in the form of concepts, images, and written documents, so that it can become the basis for new knowledge. During the process of externalization, individuals use their discursive awareness and try to rationalize and articulate the world that surrounds them. At this level, dialogue is an effective method for articulating their tacit knowledge with others. Through dialogue between individuals, contradictions between tacit knowledge and structure, or

⁷ Ikujiro Nonaka and Ryoko Toyama, "The Knowledge-Creating Theory Revisited: Knowledge Creation as a Synthesizing Process," in *The Essentials of Knowledge Management*, ed. John S. Edwards (New York: Palgrave Macmillan, 2015), 2–10.

⁸ Omar Dani Sopandi and Udin Syaefuddin Sa'ud, "IMPLEMENTASI KNOWLEDGE MANAGEMENT PADA PERGURUAN TINGGI," *Jurnal Administrasi Pendidikan* 23, no. 2 (2016), <https://doi.org/10.17509/jap.v23i2.5629>.

⁹ Nonaka and Toyama, "The Knowledge-Creating Theory Revisited: Knowledge Creation as a Synthesizing Process."

¹⁰ Bärbel Tress, Gunther Tress, and Gary Fry, "Defining Concepts and the Process of Knowledge Production in Integrative Research," in *From Landscape Research to Landscape Planning: Aspects of Integration, Education and Application*, ed. Bärbel Tress et al. (Dordrecht: Springer Science & Business Media, 2005), 13–26.

contradictions between individual tacit knowledge can be made explicit and synthesized.¹¹

Explicit knowledge is collected from inside or outside the organization and then combined, edited, or processed to form more complex and systematic explicit knowledge through a combination process. The new explicit knowledge is then disseminated among members of the organization. The use of communication-computerized networks and databases can facilitate this pattern of knowledge conversion.¹² According to Giddens, in doing our daily work we use two levels of consciousness, namely: practical consciousness and discursive consciousness. Discursive consciousness enables us to rationalize our actions so that we are also able to relate our actions to concepts/theories. Practical consciousness is related to actions that are not (influenced) by theoretical understanding. In this context, tacit knowledge is produced by practical consciousness while explicit knowledge is produced by discursive consciousness.¹³ However, both tacit and explicit knowledge run dialectically between the two.¹⁴

The SECI process helps to understand that tacit and explicit knowledge operate dialectically because of the contrast between routine and theory. This is because externalizing experiences in different contexts creates a contrast between internal and external knowledge. If the interactions or dialectics that occur are always contradictory, then the process of creating knowledge occurs in a never-ending chain (spiral).¹⁵

There are four general characteristics of academics in higher education. First, pass on knowledge, but only a few develop knowledge. Second, academic activities are nothing more than repetition from time to time. Third, there are 3 main functions of academics called the Tri Dharma of Higher Education, but not many are oriented to the use of Knowledge Management. And fourth, the dependence of universities is very high on academics, but does not focus on developing the actual academic culture. Knowledge Management must be able to be used to solve these problems.¹⁶

Higher education has three main dharmas, namely education, research, and community service. These three dharmas can stand alone but also cannot be left separately. The three are closely related. Education should be utilized or directed to strengthening in the field of research. Teaching

¹¹ Nonaka and Toyama, "The Knowledge-Creating Theory Revisited: Knowledge Creation as a Synthesizing Process."

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid. See also Eric M Straw, "Knowledge Management and Polanyi," *Unpublished Paper* 20 (2016).

¹⁶ Harjanto Prabowo, "Knowledge Management Di Perguruan Tinggi," *Binus Business Review* 1, no. 2 (November 30, 2010): 407-15, <https://doi.org/10.21512/bbr.v1i2.1087>.

theory and methodology must help carry out research activities properly. Education must also have an impact. Education should not be done in the classroom alone. The teaching of science must result in the practice of that knowledge in social life. Science must be devoted to social change in society.

In the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards (SNPT) Article 2 it is stated that the National Education Standards, Research National Standards, and National Community Service Standards as referred to in paragraph (1) are an integral part in the implementation of the Tridharma of Higher Education. Thus it can be understood that the three dharmas cannot be separated.

In accordance with the university dharma, Knowledge Management in universities (according to Jillinda J. Kidwell) can be used in five (5) main processes, namely product and curriculum development processes; research process; administrative service process; student and alumni service processes; and community service processes. In each of these processes, Knowledge Management provides benefits to improve the quality of the process and its results.¹⁷ Of the five aspects, which are directly related to the lecture process are the product and curriculum development process, the administrative service process, and the student service process. Although the research process and the service process to the community should also be linked to lectures.

In relation to education/learning, in the General Provisions at the 2015 SNPT, learning is defined as a process of student interaction with lecturers and learning resources in a learning environment. In article 12 (2) related to the planning of the learning process it is stated that: Semester learning plans (RPS) or other terms as referred to in paragraph (1) are determined and developed by lecturers independently or together in a group of expertise in a field of science and/or technology in the study program. Meanwhile, referring to Article 13 (1) it is stated that: "The implementation of the learning process as referred to in Article 10 paragraph (2) letter c takes place in the form of interaction between lecturers, students, and learning resources in a certain learning environment."

Universities must be able to adapt to the development and needs of the community in the learning process. Universities must be able to adapt services according to the needs of their customers. Libraries must keep pace with changes in knowledge management, from relying on physical references

¹⁷ Ibid. Michel Mitri, "A Knowledge Management Framework for Curriculum Assessment," *Journal of Computer Information Systems* 43, no. 4 (September 1, 2003): 15–24, <https://doi.org/10.1080/08874417.2003.11647529>.

to digital ones. Breivik (Dean of the University Library, San José State University) and Gee emphasize that libraries are often seen in their traditional role of providing books, journals, or loans between libraries. According to both, most faculty members are happy if the library provides the journals they want (preferably now in electronic format).¹⁸

In an era when, perhaps optimistically, libraries have moved from the 'heart of the university' to the 'virtual soul of the university', the role and nature of libraries has changed from “as a physical storage and cataloging of library materials” to “a condition in which the physical building of the library is lacking. relevant to many researchers”. For students of the MP3 generation, the library is more of an information facility and one-stop social hub with (more and more) materials available electronically.¹⁹

Utilization of Tacit Knowledge to become Explicit Knowledge and Knowledge Sharing at IAIN Kediri

Universities seek to develop a culture of knowledge creation and knowledge sharing in several ways.²⁰ Universities continue to strive to develop knowledge management, make policies that support the implementation of knowledge management, improve IT facilities, add/utilize human resources, conduct evaluations, etc. However, the efforts made are still not maximal, but they are welcome to the development of technology and information, especially with the conditions of the Covid-19 pandemic. In addition, at this time at IAIN Kediri it is still a transition period, meaning that everything was directly centered on the head of STAIN Kediri, but now it has started to be handled by each faculty.²¹

Higher education efforts to place knowledge as an asset include distributing the expertise of each lecturer according to their field of expertise so that it is useful for the community, for example delegating psychologists to hold psychological tests in collaboration with agencies or schools around the city/district of Kediri. For now, it is still at the level of internally managing higher education human resources, lecturers must have self-confidence in mastering their field of expertise. Although there are already some lecturers who carry out their roles/functions outside the institution,

¹⁸ Colin Steele, “University Libraries vs the Internet: Breivik, Patricia S, and Gee, E Gordon Higher Education in the Internet Age: Libraries Creating a Strategic Edge. ACE/Praeger Series on Higher Education. Westport, CT: American Council on Education/Praeger, 2006. 322p A\$75.00 Hard Cover ISBN 027598140 (Available from DA Information Services),” *The Australian Library Journal* 56, no. 2 (May 1, 2007): 180–81, <https://doi.org/10.1080/00049670.2007.10722397>.

¹⁹Ibid.

²⁰ HAS, Rectorat of IAIN Kediri, September 23, 2020.

²¹ Ibid.

they are still carried out personally by each lecturer and have not been structured by universities.

Lecturers who teach at IAIN Kediri are alumni from a number of universities and have diverse educational backgrounds. Along with the addition of study programs, the lecturers who teach are also increasingly diverse in their knowledge. This makes the knowledge possessed by the institution also richer. In realizing quality lectures, the curriculum aspect is the first to be considered. Faculties and study programs develop their curriculum and periodically revise it every 4 (four) years. The last curriculum was developed in 2016 and then revised again in 2020.²²

In curriculum revision activities, study program lecturers are invited to meetings to convey their views. Each lecturer present was asked to provide an opinion on the vision and mission of the study program as well as the courses that should exist or should not exist. Furthermore, there is a discussion about the vision and mission and profile of graduates, competencies and course presentations.²³

The results of the discussions from the lecturers of each study program were then conveyed to all lecturers to be discussed again. (A study program lecturer is a lecturer who has close knowledge of the study program, although he can also teach in other study programs. A certain study program lecturer also discusses the curriculum in other study programs). In general, the preparation of the RPS is still done independently or in informal discussions with colleagues. The scientific cluster of lecturers that was formed has not been running well, so the forum to discuss RPS cannot be carried out intensively.

RPS can be divided based on the lecturer, and also based on the name of the same course taught in other study programs, or in one study program in parallel classes. For the name of the same course, ideally there is a similarity in the CPL and the study materials in the RPS. However, some RPS for the same course have not been discussed optimally with fellow lecturers who teach the same course. It still happens in "one or two" RPS for the same subject, there is no common theme of discussion. Even though the learning competencies have referred to the same learning objectives.²⁴ In this context, knowledge sharing among (some) lecturers of subjects that have similarities has not been going well. The lecturer meetings that have been held have not

²² Observation of report documents for the preparation of the Ushuluddin Faculty curriculum and Da'wah IAIN Kediri.

²³ Observation of report documents for the preparation of the Ushuluddin Faculty curriculum and Da'wah IAIN Kediri.

²⁴ Observations at the RPS of the Faculty of Ushuluddin and Da'wah IAIN Kediri.

yet discussed in detail and comprehensively the RPS-RPS for the same subject.

Knowledge Sharing in the Field of Learning at IAIN Kediri

To express their respective knowledge, faculties and study programs have facilitated meetings. The meetings held consisted of several meetings, including the first semester meeting for preparation of lectures, study program lecturer meetings, and incidental meetings. The meeting that specifically discusses the evaluation of lectures has not been held but is still combined with the lecture preparation meeting.²⁵ In the meeting each lecturer is given the opportunity to express his knowledge about good learning, and so on. The lecturer's opinion is then responded to by the chairman of the meeting and recorded in the minutes of the meeting. The minutes of this meeting need to be followed up properly, so that the knowledge conveyed by the lecturer can run in a sustainable manner.²⁶

Besides meetings, workshops are also conducted in order to absorb and develop the knowledge of lecturers. The workshop also invites outside experts to enrich the knowledge of lecturers and administrators. In this workshop, lecturers are also given the opportunity to express their knowledge. They can convey their experience of learning systems in colleges or other institutions that they know. These experiences can be used as comparison material by managers or lecturers and other education personnel.

Besides meeting forums, in this era of social media, lecturers generally convey their experiences through study programs, faculties or institutes. In responding to an issue that develops in the institution, the lecturers usually convey directly through the wa group. Therefore, at any time lecturers can express their opinions or experiences to respond to emerging issues, there is no need to wait for them to be formally conveyed through the bureaucratic hierarchy, for example through the head of study program to the vice dean, then to the dean. The views or comments in this wa group are immediately read by all group members who are lecturers and staff at the faculty.²⁷ The use of social media (wa groups, and others) is used to share knowledge, institutional policies, and other information. Lecturers are already able to use social media for the learning process and have made improvisations, although there are many obstacles and need improvement, but during a pandemic like this for the time being this is enough.²⁸

²⁵ Observation of meeting documents at the Faculty of Ushuluddin and Da'wah IAIN Kediri.

²⁶ HIAM, Faculty of Economics and Islamic Business IAIN Kediri, August 11, 2020.

²⁷ WhatsApp group observation at the Faculty of Ushuluddin and Da'wah. MH, Faculty of Sharia IAIN Kediri, August 12, 2020.

²⁸ MU, Faculty of Tarbiyah IAIN Kediri, September 18, 2020.

Actually, messages through this wa group facility are conveyed relatively quickly to managers, all lecturers and staff, but it seems that there are still some weaknesses in using this facility, including responses that are not necessarily (directly) given by the relevant stakeholders (because this media is virtual which allows the stakeholders do not meet face to face, on the other hand the views or responses or comments submitted in this wa group have not yet recorded or recorded minutes to draw conclusions. The knowledge conveyed through the wa group media is not stored properly, so this knowledge is not This knowledge is only shared with group members who follow it and may be easily forgotten at another time. Therefore, ideally, important knowledge related to the development of institutions that are shared in this group can be noted by the manager and can be accessed again if needed. In the event that a meeting is held via group wa, view or u Knowledge of participants is usually well summarized.

Another problem is that many group members are inactive or unwilling to share their experiences (eg around lectures). This is the same as what happens in meetings or workshops. Some of the lecturers' meeting participants prefer to passively participate in the meeting and do not convey their knowledge or experience. Not all lecturers express their opinions in meeting forums, workshops or experience/knowledge sharing forums. Some lecturers do not appear to be actively responding to issues/information/problems that arise regarding learning in whats app groups.²⁹

Based on survey data on respondents, in terms of sharing knowledge, not all respondents admitted that they actively share knowledge or convey their opinions to colleagues or leaders. A total of 37% admitted that they often or actively express opinions or experiences related to learning to be shared with other lecturers or colleagues. As many as 59.3% admitted that they only occasionally share experiences or express their opinions regarding learning. Meanwhile, 3.7% said that they had never submitted comments or experiences related to learning.³⁰ From these data, generally lecturers have conveyed their knowledge or experience for the purpose of improvement around learning at the institution where they teach.

The results of lecturers' research are required to be published in journals or uploaded in the repository. Likewise, the results of student thesis research must also be uploaded in the repository. Lecturers and students are encouraged to use the results of research and service as teaching materials in lectures. Good learning must take advantage of the results of research and

²⁹ HIAM, Faculty of Economics and Islamic Business IAIN Kediri.

³⁰ The results of the recapitulation of the Learning Questionnaire, September 24, 2020.

dedication. Lecturer and student research should be used to enrich teaching materials or references in lectures. However, so far there is no obligation for lecturers to use the results of this research and service in lectures. This is still just a suggestion. In general, lecturers and students have been encouraged to enrich lecturers' teaching materials and student paper references with research results, both from the research results of the academic community themselves and the results of research from other institutions that have been published in journals, repositories or others.

In this case, the use of research and service results is still not widely used in learning. The use of knowledge from research results and the dedication of lecturers for learning already exists, but the percentage is still small. The Tarbiyah faculty, for example, has started to make a research roadmap or research roadmap based on scientific clusters, so that the research results can be used as a source of learning on campus.³¹ Some of the lecturers' research results are not related or have nothing to do with the teaching materials. This is also because some of the lecturers teach new courses that have not been taught so far. Therefore, the improvement of the lesson plans and teaching materials must continue to be carried out. Ideally, each lecturer has teaching materials that can be uploaded in the repository.³²

Means of Storage, Dissemination and Internalization of Knowledge at IAIN Kediri

Higher education knowledge is stored in printed and non-printed (virtual) forms. Learning quality documents in the form of printed books are stored in the Office of the Quality Assurance Institute (LPM), in the rectorate academic office and in the faculty academic office. Virtual documents are stored on the institutional web, LP2M web and faculty web. The documents referred to include: learning quality documents which include academic manuals, curriculum, practicum guidelines, lecture SOPs, lecture implementation documents consisting of lesson plans, teaching materials, lecture journals, and lecture scores. For RPS and teaching materials, not all courses have them.

In the field of learning, IAIN Kediri already has many documents, including: academic guidelines, guidelines for writing scientific papers, curriculum documents (curriculum structure and list of courses, as well as lesson plans), practicum guidelines, teaching materials/lecture materials, learning SOPs, results evaluation of learning/final grades of courses, and others. Academic manuals have regulated the learning process from planning,

³¹ MU, Faculty of Tarbiyah IAIN Kediri.

³² HIAM, Faculty of Economics and Islamic Business IAIN Kediri.

implementation to evaluation/assessment, and others. Learning at IAIN Kediri is carried out based on these guidebooks.³³

These documents are available in hard copy and soft files. For hard copies, the documents are stored in the academic office of the faculty. "Documents related to learning and others are already in the faculty."³⁴ Not all of these documents can be accessed on the faculty website, because not all of these documents have been uploaded on the website. All curriculum documents have not been uploaded to the website. Some study programs have uploaded their vision and mission and list of courses on their respective faculties' websites, but some have not yet uploaded them. (Although students can find out the list of course mappings through the academic manual. This manual has been uploaded to the website). Student study planning documents (KRS) and assessment of learning outcomes have been uploaded to SIAKAD which is based on a wide network, so students can access them anywhere.³⁵

The socialization of lecture documents has been carried out since the first time students enter, namely through the PBAK event. At this event, guidelines related to lectures were presented. In particular, the Head of Study Program conveys the curriculum and learning system in the study program.³⁶ IAIN Kediri library has several facilities that can be used by users so that they feel at home reading/studying in the library room and easy access to the reference collections in it. These facilities include: internet room, public collections that can be borrowed, reference collections, digital collections stored in a special unit (thesis, theses, dissertations, repositories, online books, and others).³⁷

With the development of technology, currently many printed collections have been converted into digital form. Among the converted collections are hadith, commentary, sirah, fiqh, encyclopedias, dictionaries, etc. Through virtual library services, the IAIN Kediri library tries to make it easier for the academic community to find information on these subjects. Currently, there are 20 computers available to support this service. Virlib programs have been installed on each computer, including: the Qur'an program, the mausu'ah hadith program, the maktabah waqfiyah, the maktabah syamilah, Arabic language learning software, and others.³⁸

³³ Observation of learning documents at IAIN Kediri.

³⁴ MU, Faculty of Tarbiyah IAIN Kediri.

³⁵ Observations on the faculty web at IAIN Kediri on April 8, 2020.

³⁶ 2019 PBAK Committee Event Schedule Document.

³⁷ KM, IAIN Kediri Library, August 5, 2020.

³⁸ Ibid.

Efforts are being taken to make it easier for students and lecturers to access literature offline and online, by conducting outreach to the IAIN Kediri academic community and making borrowing and accessing guidelines in the form of videos that are published through the IAIN Kediri library web (www.library.iainkediri.ac.id), fb, ig. In terms of using virtual resources, many students have access, especially online thesis, while lecturers still rarely access it.³⁹

The IAIN Kediri repository is one of the media to store and share the knowledge of the IAIN Kediri academic community. Repository is an online-based service that publishes scientific works produced by the IAIN Kediri Academic Community. Published works can be in the form of theses, dissertations, books, journals, research reports, teaching materials and so on, and the system uses e-prints. The works of lecturers published in any place can be linked through this repository. This can make it easier for students and lecturers who want to explore the work of the IAIN Kediri academic community.

Prior to the COVID-19 pandemic, learning was generally still conducted offline. However, after the pandemic, since March 16, 2020 learning has started to be carried out offline. In offline learning in the Even 2019/2020 period, generally lecturers still use wa as a learning medium, and few use other applications, such as google classroom, zoom meetings, google meetings, and others. This shows that since the onset of the pandemic, digital-based learning management has increased.

In the Odd semester 2020/2021 IAIN learning has been prepared online. The Chancellor has issued a decision on online learning guidelines, Decree of the Chancellor of IAIN Kediri, Number 368 of 2020. TIPD has also developed an online learning system whose address is elearning.iainkediri.ac.id. (This application has actually been piloted in the Even Semester 2019/2020, but at that time not many lecturers were using it). Lecturers are expected to use this application in carrying out lectures in the 2020/2021 Odd semester. This application is not yet mandatory considering that it is still in the application development stage, it is also still being socialized to lecturers and students.⁴⁰

³⁹ Ibid.

⁴⁰ The online platform that can be used in learning is the Learning Management System (LMS) IAIN Kediri (<http://elearning.iainkediri.ac.id>) and/or other platforms that are in accordance with the characteristics of the course study materials. Using platforms other than LMS IAIN Kediri, lecturers are required to fill out reports on the implementation of online learning by uploading evidence of learning on the respective faculty's web on the E-SERVICE menu, the ONLINE JOURNAL sub-menu every time they study. See the Decree of the Chancellor of IAIN Kediri Number: 368 of 2020 concerning Guidelines for Organizing Learning in the IAIN Kediri network during the Covid-19 pandemic.

Lecturers are given training to use this application on a practice-based basis. IAIN Kediri provides training to lecturers before using this application considering that not all lecturers are able to use this application by learning through tutorials. The tutorial has been made by the TIPD Team, but for the overall use of the menu in the e-learning application, there is no direct tutorial that explains all of the menus. The tutorial is indeed made in stages more to respond to questions from lecturers and students. Apart from that, many lecturers feel that generally the application for online lectures has not been able to facilitate the interaction space between lecturers and students properly. Online lectures are no better than offline lectures. There is a downside to online lectures when compared to offline lectures, which can directly interact and communicate with students. Learning is not only a transfer of knowledge/cognitive, but also there is another side that is more important, namely affective and psychomotor.⁴¹

The enthusiasm of lecturers and students towards the use of e-learning applications (LMS IAIN Kediri) is quite good at the beginning of this even semester. In the use of e-learning, generally lecturers have used e-learning, although there are those who use e-learning only for some courses. Only about 20 percent have not used e-learning.iainkediri.ac.id.⁴² Likewise, many students have also signed up for these e-learning classes. Besides the advantages offered by this LMS, in its use there are still some obstacles, including the result of the lack of server power when compared to the number of users, and the limited ability of a small number of lecturers and students in running the LMS.

Analysis of Knowledge Management Implementation in Learning at IAIN Kediri Epistemological Perspective

Knowledge Management is an activity related to epistemology. Epistemology is the study of the origin, structure-scope, method and validity of knowledge. Epistemology examines how knowledge is produced; what the knowledge discusses; and whether the knowledge is valid or not. Meanwhile, Knowledge Management, as Laal, M., is a systematic and detailed process or activity in order to create, store, and jointly use the knowledge needed by the organization.⁴³ Knowledge Management is the activity of organizing the knowledge of individuals in an organization so that they can be understood together and can be utilized by other individuals.

If epistemology discusses the source, process of occurrence, and validity of knowledge, then Knowledge Management discusses the process of

⁴¹ MU, Faculty of Tarbiyah IAIN Kediri.

⁴² The results of the recapitulation of the Learning Questionnaire, September 24, 2020.

⁴³ Henderi and Mustofa, "Framework Knowledge Management Untuk Perguruan Tinggi."

knowledge that develops from tacit knowledge to explicit knowledge. Knowledge Management discusses the development of knowledge that follows the SECI cycle, Socialization, Externalization, Combination, and Internalization. In this cycle, it is explained how the process of one's knowledge is generated, then disclosed, then combined with the knowledge of other individuals, then internalized the knowledge resulting from the combination. So Knowledge Management discusses how to manage individual knowledge so that individual knowledge can develop properly and can be utilized by the organization.

An understanding of epistemology is also important to understand and explain Knowledge Management well. The SECI process needs to be carried out with epistemological awareness, namely awareness about the origin of knowledge, the structure and scope of knowledge, the process of knowledge occurrence and the validity of knowledge. Thus, the understanding of Knowledge Management and its implementation will be carried out with full awareness of the knowledge itself. Knowledge Management managers who understand and truly have an awareness of epistemology will be able to apply Knowledge Management with full awareness of the nature and importance of knowledge from individuals in the organization. Knowledge Management activities should be carried out with epistemological awareness so that the implementation of Knowledge Management is not just a routine/formality but can run meaningfully, critically and innovatively.

There are many paradigms in the social sciences. Egon G. Try to divide the paradigm into four paradigms, namely; (1) positivism paradigm; (2) post-positivism paradigm; (3) constructivism; (4) critical theory. Meanwhile, Poloma has divided it into 3 paradigms: 1. Social Facts Paradigm (Durheimian); Social Definition Paradigm (Weberian) and Behaviorism Paradigm (Skinnerian). Meanwhile, Habermas divides into 3 paradigms: (1) Positivism; (2) Interpretative/ Humanistic; (3) Critical. In the classical sociological perspective, the positivist paradigm is often linked by Emile Durkheim, the interpretative paradigm by Max Weber and the critical paradigm by Karl Marx.⁴⁴

From the above division, there are some fundamental differences in assumptions about knowledge for positivism and non-positivism, as explained by Anas Saidi. First, the positivists who inherit the Aristotelian tradition assume that reality is objective and can only be known through sensory experience. For realism "the world we know exists apart from our

⁴⁴ Anas Saidi, "PEMBAGIAN EPISTEMOLOGI HABERMAS DAN IMPLIKASINYA TERHADAP METODOLOGI PENELITIAN SOSIAL-BUDAYA," *Jurnal Masyarakat & Budaya* 17, no. 2 (2015).

knowledge of it". On the other hand, for the ideographic (subjective) reality is the result of the construction of various subjective interests. Second, essentially in (social) science there is a pattern that can be traced to cause and effect and the course of change is linear. Hence it is predictable. On the other hand, for the subjectivists, there is no standardized regularity in deterministic causation. Third, the truth of social reality can only be called objective, if it can be verified through empirical verification. But for the subjectiveists, truth is not just a fact, but is more related to value (meaning). Meaning cannot be reduced through verification or falsification, but by understanding (tafsir).⁴⁵

Positivism requires that something is scientific if it is separated from human subjectivity. For Polanyi, the most important thing is how one can have knowledge. Therefore, understanding the factors that give rise to knowledge is more important than just verifying knowledge through positivism measurement. Polanyi believes that in humans there are knowledges that cannot always be measured or verified. From one's self tacit knowledge that forms the basis for explicit knowledge.⁴⁶

Knowledge management is based on the assumption that everyone has knowledge, only sometimes that knowledge has not been disclosed. The views of each person are not necessarily the same, because each of them can construct their own knowledge. Knowledge has a subjective dimension. This is of course different from positivism which views that knowledge must be free from human subjectivity. Knowledge management views the importance of individual subjective knowledge but then strives for that subjective knowledge to become objective knowledge. Knowledge management views that knowledge has subjective and objective dimensions.

From Egon G. Coba's division, knowledge management, which tends to value individual knowledge, is closer to the influence of the constructivism paradigm, or even the critical paradigm. Constructivism holds that scientific knowledge is constructed by the scientific community. According to constructivists, the world (empirical reality) is independent of human thought, but knowledge and the world are always constructed by humans. Constructivism is different from the philosophy of objectivism, positivism. For constructivists, there is no single methodology, but it is important that a variety of methods can be used.⁴⁷

⁴⁵ Ibid.

⁴⁶ Bambang Qomaruzzaman, *Knowledge Management Untuk Kampus Merdeka* (Bandung: Pustaka Aura Semesta, 2021), <http://digilib.uinsgd.ac.id/44979/>.

⁴⁷ "Constructivism (Philosophy of Science)," in *Wikipedia*, March 2, 2022, [https://en.wikipedia.org/w/index.php?title=Constructivism_\(philosophy_of_science\)&oldid=1074902112](https://en.wikipedia.org/w/index.php?title=Constructivism_(philosophy_of_science)&oldid=1074902112).

According to constructivism, an individual produces his own knowledge, building knowledge in the process of solving problems. The meaning of learning now. According to Von Glassersfeld knowledge as a process is a product of knowing. Constructivist theorists believe that knowledge is a reflection of the objective world. In the constructivist approach, the building of individual knowledge is very concerned. Knowledge possessed by a person cannot be separated from his socio-cultural. Therefore, knowledge is relative, temporary, and dependent on experience. Epistemologically, according to Dewey, knowledge is never a representation of reality. The relationship between knowledge and reality is the result of social-individual experience. While Piaget stated that the development of one's knowledge through a process of adaptation. Adaptation is the process of assimilation and accommodation. Assimilation is when children bring new knowledge into their "schema", whereas accommodation is when children have to change their schema to "accommodate" new information or knowledge..⁴⁸

In the perspective of the Sociology of Knowledge, one of which was developed by Peter L. Berger that knowledge is constructed by humans through the dialectic between subject and object (reality). Berger in the theory of social construction of reality, explains the dialectic between knowledge and social reality. This dialectic moves dynamically through three moments, namely externalization, objectification and internalization. Berger's thinking about social change cannot be separated from two main concepts in the sociology of knowledge, namely "knowledge" and "reality."⁴⁹ This shows that there is an interrelated relationship between knowledge as a subjective reality and reality as an objective reality. On the one hand, objective reality is highly dependent on human knowledge. Meanwhile, on the other hand, human knowledge is highly dependent on objective reality.⁵⁰ In this sense, one's knowledge cannot be separated from the reality or context that surrounds it. Humans have hidden tacit knowledge in a person but that tacit knowledge is generated from the interaction or dialectic of that person with his environment, colleagues at work or with the reality he faces. Knowledge

⁴⁸ Emel Ültanır, "AN EPISTEMOLOGICAL GLANCE AT THE CONSTRUCTIVIST APPROACH: CONSTRUCTIVIST LEARNING IN DEWEY, PIAGET, AND MONTESSORI," *International Journal of Instruction* 5, no. 2 (2012): 195–212.

⁴⁹ Peter L. Berger and Thomas Luckmann, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge* (New York: Open Road Media, 2011), 13.

⁵⁰ Peter L. Berger, *Invitation to Sociology: A Humanistic Perspective* (New York: Open Road Media, 2011), 81–141. See also Moh Asror Yusuf and Ahmad Taufiq, "The Dynamic Views of Kais in Response to the Government Regulations for the Development of Pesantren," *QIJIS (Qudus International Journal of Islamic Studies)* 8, no. 1 (June 22, 2020): 1–32, <https://doi.org/10.21043/qijis.v8i1.6716>.

always runs dialectically between the subject who knows and the object he experiences.

In the "SECI" Knowledge Management cycle, it can be understood the development of subjective knowledge to objective knowledge. The Knowledge Management cycle that starts from the disclosure of tacit knowledge is an acknowledgment of the subjective knowledge contained in each individual. Knowledge Management realizes that each individual may have a different awareness from other individuals, and as a result each individual may have different knowledge (understanding) from other individuals. At this level, Knowledge Management values respect for each individual's subjective knowledge.

At the next stage in the Knowledge Management cycle there is the objectification of the subjective knowledge. The externalization and combination stages are activities to objectify the subjective knowledge of each individual. This stage is the process of tacit disclosure (which is subjective) to then have a dialogue with other individual knowledge so as to produce objective knowledge.

Knowledge Management recognizes the existence of subjective knowledge as well as objective knowledge. Subjective knowledge can add new knowledge beyond what has been generally understood or applicable in an organization. Appreciation of subjective knowledge will enable many innovations. This subjective knowledge must be disclosed, tested, dialogued and combined with subjective knowledge or other realities so that knowledge can be understood and implemented objectively. Thus, subjectivity is important but must also be followed by objectivity so that it can be understood together.

Thus, in knowledge management, it is necessary to be well aware that each subject has knowledge that may differ from one person to another, as well as space, time, and processes that occur in the system (learning) will affect the subject's knowledge. The dialectic of knowledge that occurs between one subject and another may run with different intensities, and may produce different quantities and qualities. In the context of the dynamics of knowledge, the leader's task is to facilitate, provide a good and conducive space and time so that each subject in learning can interact well with other objects/subjects so that they can construct knowledge optimally.

The views of the leaders at IAIN Kediri, both at the rectorate and at the faculty, are in line with constructivism. They view that each lecturer can have different knowledge, due to differences in experience and educational background. Therefore, discussion forums and meetings always pay attention to emerging knowledge. However, in practical implementation, not all of the knowledge from the lecturer is used for decision making. Because of that,

then some perceptions arise that their opinions are ignored or in making decisions they ignore the knowledge that emerges.

Furthermore, knowledge production is very important because the knowledge produced is intended, among other things, for problem solving, not only for problem analysis but also for designing solutions. In this context, a transdisciplinary approach is needed. At this level, the knowledge produced is based on an analysis of the reality of existing implementations, not just the results of theoretical analysis. Therefore, tacit and explicit knowledge simultaneously need attention. In the production of knowledge (knowledge production) requires qualitative analyzes. Many paradigms can be used as an approach, whether interpretive paradigm or postmodernism paradigm. In this case, multiple paradigms can be used.⁵¹

Hal ini dapat dipahami karena ketika dosen atau mahasiswa mengusulkan suatu pandangan, (dan mungkin antara satu pandangan dengan pandangan yang lainnya berbeda), pada saat yang sama para pengambil keputusan juga mengkonstruksi pengetahuannya sehingga terkadang terjadi perbedaan (tidak ada kesamaan yang persis) antara pendapat yang diusulkan dengan kebijakan yang ditetapkan. Namun demikian, agar kesenjangan antara pengetahuan yang dihasilkan (pengetahuan yang diusulkan oleh para dosen atau peneliti) tidak terlalu berbeda dengan pengetahuan yang diterapkan (berdasarkan kebijakan) maka perlu adanya pengetahuan mediasi.

Levin (2004) identifies communities that interact in the knowledge continuum and whose interaction yield challenges that must be addressed by an appropriate knowledge based policy and practice. These communities are researchers, policy makers and practitioners. An appropriate knowledge policy therefore must have three dimensions arising from these: Knowledge creation; Knowledge mediation; Knowledge application.⁵² The main business of higher education is to study and develop knowledge. Knowledge is a business that is managed every day in higher education. Higher education has three main tasks (tri dharma) namely education, research and service. In these three dharmas knowledge plays an important role.

Previously, only the dharma of education and research were directly related to knowledge management, but in its development, service is also intended to develop knowledge. Devotion is not just physical exertion, but also intellectual ability. This is because community service is carried out by the college community, so service is not just about exerting physical strength

⁵¹ Joan Ernst Van Aken, "Management Research as a Design Science: Articulating the Research Products of Mode 2 Knowledge Production in Management," *British Journal of Management* 16, no. 1 (2005): 19–36, <https://doi.org/10.1111/j.1467-8551.2005.00437.x>.

⁵² Charles M. Ogbodo, Sunday I. Efang, and Usen G. Ikpe, "Knowledge Production in Higher Education: Policies and Practices in Nigeria," *International Education Studies* 6, no. 12 (2013): 9–14.

to change lives. After all, in fact physical strength alone is not able to make changes properly. Because then there is an understanding that service must also involve knowledge. Because of that, research-based service emerged. In the PTKIN environment in general, especially in the location of the object of this research, research-based service is developed in the form of participatory action research.

IAIN Kediri realizes the importance of knowledge management in the "tri dharma" activities of higher education. Awareness about the importance of knowledge management is necessary because knowledge management is a necessity, both to improve the performance of institutions, to improve quality, to then increase the satisfaction and trust of stakeholders, or also to meet the demands of external accreditation.

Knowledge is a very valuable institutional asset. Higher education institutions have two types of assets, namely tangible assets such as land, buildings, money, and intangible assets, such as brand recognition, patents, customer loyalty. Knowledge is an intangible asset that is no less valuable than tangible assets. As above, because the main business of higher education is knowledge. The application of Knowledge Management requires that knowledge is an important asset. The application of Knowledge Management means that the main capital of the organization is no longer focused on tangible assets but is also strengthened by its intangible assets, namely creativity and innovation that is sourced from knowledge. The innovation process relies a lot on knowledge, because basically knowledge represents a field that is much deeper than just data, information, and conventional logic.⁵³

Knowledge management is very necessary so that the knowledge treasures possessed by stakeholders, especially the academic community, can be utilized properly in carrying out the tri dharma. This is because it is based on the belief that every academic community has knowledge (tacit knowledge) which is very valuable if it is shared and developed in the process at the university. The diverse backgrounds and experiences of lecturers, education staff and students are the wealth of higher education institutions that must be put to good use.

Knowledge management is needed so that tacit and explicit knowledge from stakeholders can be managed properly. Tacit knowledge possessed by human resources (leaders, lecturers and students) cannot be known by others if this knowledge is not expressed into explicit knowledge. Tacit knowledge is still stored within a person; implicit and personal, because it cannot be known or used by others. Knowledge management is expected

⁵³ Prabowo, "Knowledge Management Di Perguruan Tinggi."

to be able to facilitate human resources to express their tacit knowledge into explicit knowledge so that they can be used as knowledge or institutional assets. Disclosure of tacit knowledge is not easy, especially if the existing human resources are not accustomed to expressing their knowledge either orally or in writing. Therefore, the efforts of institutions to facilitate existing human resources to express tacit knowledge are very important. Knowledge management is a necessity for a university. The universities that are the objects of this research have a very good awareness of the importance of knowledge management. The learning managers from the rectorate level to the faculty have a good awareness and commitment that each lecturer and student has a certain amount of knowledge and it must be managed properly so that this knowledge becomes a valuable asset for the institution that can be utilized by all stakeholders and the community in general.

Conclusion

Learning management at IAIN Kediri has applied the principles of knowledge management. The institution has made efforts to realize knowledge creation and knowledge sharing among lecturers in improving learning performance. Both of these things continue to be pursued even though there are still some obstacles. The implementation of knowledge management in learning is still experiencing several challenges. These challenges include developing a culture of knowledge creation and knowledge sharing, developing facilities and human resources in the IT sector for the field of learning, improving the Learning Document Storage System, and improving coordination between units related to learning management. Awareness that knowledge is an important asset in universities and their human resources, as well as awareness that knowledge is always developing dynamically are important capitals for the realization of good knowledge management. Epistemological awareness is important for the implementation of knowledge management, especially at the university level.

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