

# The Reality of Knowledge Management in Islamic Higher Education

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## **Abstract**

*Knowledge Management (KM) is an approach to understand how the known processes are on created, used and shared to enhance academic productivity. This study aims to determine the system of implementation of KM in Islamic higher education, having the work unit status of non-tax state revenue (Penerimaan Negara Bukan Pajak/PNBP) and public service agency (Badan Layanan Umum/BLU) and applying remuneration. This study utilizes a qualitative method with the phenomenological approach. Data collection take through observation, in-depth interviews, document analysis, and focus group discussions. The implementation of KM is with the result of academic knowledge from research products and research schemes of educational staffs, saving knowledge storage on the database through electronic and printed forms, and the knowledge taking a distribution on through printed and electronic forms which are referencing lecture notes and oral sources such as scientific consortium and lecturing. The successful implementation of KM requires supported from stakeholder policies in educational institutions. The research findings present an overview of the implementation design of KM that can be used as a platform by scholars and stakeholders in educational institutions to increase knowledge productivity.*

**Keywords:** Knowledge Management, Production, Storage, Distribution

## **Abstrak**

*Pengelolaan pengetahuan merupakan pendekatan untuk memahami bagaimana proses pengetahuan diciptakan, digunakan, dan dibagikan untuk meningkatkan produktifitas akademik. Penelitian ini bertujuan untuk mengetahui sistem implementasi manajemen pengetahuan di Perguruan Tinggi Keagamaan Islam yang berstatus satuan kerja PNBP dan BLU yang baru menerapkan remunerasi. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan pendekatan fenomenologis. Pengumpulan data dilakukan melalui observasi, wawancara mendalam, analisis dokumentasi dan focused group*

*discussion. Penelitian ini menunjukkan bahwa implementasi manajemen pengetahuan meliputi: Pertama, produksi pengetahuan bersumber pada hasil penelitian tenaga pendidikan dan tenaga kependidikan dengan berbagai skema penelitian. Kedua, penyimpanan pengetahuan dalam bentuk cetak dan elektronik. Ketiga, distribusi pengetahuan melalui cetak, elektronik, referensi perkuliahan dan lisan seperti konsorsium keilmuan dan perkuliahan. Implementasi manajemen pengetahuan akan terwujud apabila didukung oleh kebijakan pemangku jabatan di lembaga pendidikan. Temuan penelitian memberikan gambaran tentang desain implementasi manajemen pengetahuan sehingga dapat dijadikan pijakan oleh para pelaku pengetahuan serta para pemangku kebijakan di lembaga pendidikan dalam rangka meningkatkan produktifitas pengetahuan.*

**Kata Kunci:** *Manajemen Pengetahuan, Produksi, Penyimpanan, Distribusi*

## **Introduction**

Islamic higher education as an institution has diverse human resources such as educational policymakers, teachers, educational staffs (librarians, archivists, laboratory staffs), and cleaning service employees. The diverse human resources put into a social entity. The entity has a scope that can be identified and controlled consciously in one consistent direction.

The individual output of Islamic higher education is expected to have the quality of knowledge and skills, scientific products and services for various societies, both religious and non-religious activities. The output needs input and process from Islamic higher education in the form of behavior, knowledge, and skills, which takes part in stakeholders officially.

Educational institutions need a commitment that is educating, and learning requires organizational conditions that can synergize their knowledge and integrate into the process of education and learning in schools. The commitment means that educational institutions need to be a learning organization. The formation of a learning organization requires Knowledge Management (KM) in every available human resource.

Higher education institutions have the potential to implement KM practices to improve operational effectiveness, competitiveness, and quality. In the era of privatization of higher education, Islamic education institutions must increase standards and qualities and add values in the service sector to ensure satisfaction of various motives of university stakeholders. Based on the

previous explanation, research on KM takes place at the Islamic higher educations.<sup>1</sup>

Implementing KM requires facilities such as libraries, electronic teaching materials, telecommunications networks, and management information systems that provide data on student profiles. KM Facilities also requires significant changes in the culture and value of the organization, organizational structure and reward system.<sup>2</sup> The results of this study are similar to the research conducted by Ali Murfi and Fitriyani (2017) at Binus University Jakarta which states that managing internet-based KM can develop BINUSmaya v.5.0. The KM is used to facilitate communication, collaboration, discussion, and knowledge sharing between student-student, student-lecturer, and lecturer-lecturer in various internal publication media.<sup>3</sup>

The research conducted by Yusoff, Mahmood, and Jaafar (2012) show that “there is no significant relationship both KM implementation and KM enablers. However, the enablers are who have significant differences between KM enablers and members of higher education related to the variable academic qualifications, gender, and job designation”.<sup>4</sup>

The practice of KM at higher education institutions has not been formative and unable to stand independently without strong support from top management. There is a need to create formative standards of KM

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<sup>1</sup> Manoj K. Sharma and Manpreet Kaur, “Knowledge Management in Higher Education Institutions,” *IRA-International Journal of Management & Social Sciences (ISSN 2455-2267)* 4, no. 3 (September 28, 2016): 554, doi:10.21013/jmss.v4.n3.p4.

<sup>2</sup> Jennifer Rowley, “Is Higher Education Ready for Knowledge Management?,” *International Journal of Educational Management* 14, no. 7 (December 11, 2000): 325-33, doi:10.1108/09513540010378978.

<sup>3</sup> Ali Murfi and Fitriyani, “Technological Approach in Implementation of Knowledge Management in Indonesia Higher Educational Institution,” in *Proceedings of International Conference on Education, Psychology, and Learning (Sapporo Japan, 2017)*, 114.

<sup>4</sup> Mohamad Yusrizal Mohamed Yusoff, Ahmad Kamil Mahmood, and Jafreezal Jaafar, “A Study of Knowledge Management Process and Knowledge Management Enabler in A Malaysian Community College,” *Journal of KM Practice* 13, no. 1 (2012).

practices in higher education institutions to rearrange systematic practices in infrastructure and strategic activities of the institutions.<sup>5</sup>

Based on the research and the studies object, the research questions are 2 points urgent. There is a question on how is the reality of knowledge flow at the level of Islamic higher education, having the work unit status of non-tax state revenue (Penerimaan Negara Bukan Pajak/PNBP) and public service agency (Badan Layanan Umum/BLU) and applying remuneration? The Second Question is how the system of implementation of KM at the level of Islamic higher education, having the work unit status of non-tax state revenue (Penerimaan Negara Bukan Pajak/PNBP) and public service agency (Badan Layanan Umum/BLU) and applying remuneration? The two Question study uses a phenomenological approach with qualitative research. The Question takes the approach relates to existing topics. According to Bogdan and Biklen (1982), the phenomenological approach in research seeks to understand the meaning of events and the mutual influence of events with humans in certain situations.<sup>6</sup>

The research takes in two Islamic higher educations. There are The Institut Agama Islam Negeri Purwokerto (IAIN Purwokerto, State Institute for Islamic Studies Purwokerto) that has the work unit status of non-tax state revenue (Penerimaan Negara Bukan Pajak/PNBP), and Universitas Islam Negeri (UIN) Walisongo (Walisongo State Islamic University) that has the work unit status of public service agency (Badan Layanan Umum/BLU) and applies remuneration. The two institutions of Islamic higher education were used as the object of research because the researchers want to know whether there were policies that measured the performance of lecturers in three primary responsibilities of the universities: education, research and community service (Tridarma Perguruan Tinggi) which had an impact on the calculation of performance benefits.

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<sup>5</sup> Muhamadul Bakirhj Yaakub and Ahmad F Yousif, "Knowledge Management Practices in Malaysian Higher Learning Institutions: A Review on Selected Cases," *International Journal of Education and Research* 2, no. 1 (2014), www.ijern.com.

<sup>6</sup> Robert. Bogdan and Sari Knopp. Biklen, *Qualitative Research for Education: An Introduction to Theories and Methods* (Pearson A & B, 2007).

## Knowledge Management: Theory and Practice in Higher Education

Cheng (2014) defines Knowledge Management (KM) as “a systematic and integrative process of coordinating the organization-wide activities to retrieve, use, share, create and store knowledge, actionable information and expertise of individuals and groups in pursuit of organizational goals.”<sup>7</sup>

Organizations need to manage their members' knowledge at every level with five objectives. There are Knowing the strength and placement of human resources, Reusing knowledge from experience with no failure process, Accelerating the process of creating new knowledge from existing knowledge, Maintaining the movement of the organization to remain stable despite the flow of human resources, and Assisting entities in making collective information and experience to facilitate individual workers.<sup>8</sup>

To apply KM in higher education institutions needs to pay attention to fundamental factors that can influence. Two factors that contribute to the KM model for improving the quality of school performance in Malaysia are the strategy and culture of the school. 10 other factors such as mission and vision, school strategy, school culture, intellectual capital, learning organizations, leadership management, team and community work learning, knowledge sharing, new knowledge generation, and digital progress have a significant relationship with the understanding of KM at different levels.<sup>9</sup>

Supports of information technology facilities could produce a strong contribution to the KM. Research conducted by Mamta Bhusry, Jayanthi Ranjan, and Raj Nagar (2012) discovered that the intervention of information technology-based KM at the higher education institution proves that the interventions become a techno-management tool to advance performance in the fields of teaching and learning, research and administration. This

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<sup>7</sup> Eric C. K. Cheng, *Knowledge Management for School Education*, SpringerBriefs in Education (Singapore: Springer Singapore, 2015), 13, doi:10.1007/978-981-287-233-3.

<sup>8</sup> Yaying Mary Chou Yeh, “The Implementation Of Knowledge Management System In Taiwans Higher Education,” *Journal of College Teaching & Learning (TLC)* 2, no. 9 (January 27, 2011): 35-39, doi:10.19030/tlc.v2i9.1861.

<sup>9</sup> Rahmad Sukor Ab. Samad et al., “Understanding the Implementation of Knowledge Management in High-Performance Schools in Malaysia,” *SAGE Open* 4, no. 4 (December 18, 2014): 3-4, doi:10.1177/2158244014561206.

intervention model allows higher education institutions to proactively respond to the needs of stakeholders and obtain capabilities that can improve capacity in planning and developing institutions.<sup>10</sup> Information technology facilities in higher education have good advantages to open new alternatives and play an important role in answering the challenges related to sharing, exchanging and disseminating knowledge and technology in higher education, especially in the past decade.<sup>11</sup>

KM in Higher education uses for following key resources employ. There are Employees (academic and administrative staff), University materials (lecture notes, programs, policies), and Information and Communication Technology (ICT) infrastructure. The user of global technology does for developing a resource increase KM. The existence of ICT is significant in implementing KM. Research conducted by Zahra Haji Anzehaie and Nasser Bai (2013) explains “the importance of IT (Information Technology) as one of the factors affecting KM in Tehran’s Physical Education Faculties underlined’ With on the statement Infrastructure technology essential services for improving KM done.”<sup>12</sup>

However, technology support in KM is not always needed or even optimal in every situation. For example, if the problem found in the educational field requires an expert with the extensive knowledge of the area, an expert knowledge worker or knowledge analyst might be the best choice. Although technology supporting KM uses successfully for various organizations, extensive investment in technology that applies in medium to large size company’s user. Organic approaches are generally more practical for small to medium organizations.<sup>13</sup> In another study, the benefits of KM are

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<sup>10</sup> Mamta Bhusry et al., “Implementing Knowledge Management in Higher Educational Institutions in India: A Conceptual Framework,” *Liceo Journal of Higher Education Research* 7, no. 1 (December 30, 2011): 79, doi:10.7828/ljher.v7i1.21.

<sup>11</sup> Ulka J Toro Milind Joshi Associate Professor and Bharati Vidyapeeth, “A Review of Literature on Knowledge Management Using ICT in Higher Education,” *International Journal of Computer Technology and Applications* 4, no. 1 (2013): 62, www.ijcta.com.

<sup>12</sup> Zahra Haji Anzehaie and Nasser Bai, “The Role of Information Technology in Successful Knowledge Management (Case Study: Tehran’s Physical Education College),” *Pelagia Research Library Advances in Applied Science Research*, no. 4 (2013): 197–200, www.pelagiaresearchlibrary.com.

<sup>13</sup> Bryan P. Bergeron, *Essentials of Knowledge Management* (J. Wiley, 2003), 112, <https://www.amazon.com/Essentials-Knowledge-Management-Book-41>

low cost for managing university that argument says from “...knowledge management promises to lead to better decision-making capabilities, improve academic services, and reduce costs.<sup>14</sup>

## **The Reality of Knowledge Flow in Islamic Higher Education**

Knowledge flow at the two Islamic higher education institutions, the State Institute for Islamic Studies Purwokerto (IAIN Purwokerto) and Walisongo State Islamic University, begins with the production of knowledge derived from research conducted by lecturers and educational staffs. Research on each institution has various types and funding schemes. The research is stored in two categories, printed and electronic forms that are authorized by the university rector through a policy of storing scientific works. Moreover, the storage of knowledge is by printed forms, publishing journals. The publication of this journal is backed up with online channels through the Open Journal System (OJS).

The function of the OJS is not merely storage, but it is also a tool for the distribution of knowledge. The distribution is possible to run well with citation the global journal institutions. The indexation of a national institution is Sinta, and International indexation is DOAJ and Scopus. Storage and distribution also through institutional websites, library websites, and repositories. IAIN Purwokerto distributes through face to face, oral presentations, such as through the knowledge consortium activities. IAIN Purwokerto also specifically provides one publishing journal to facilitate the work of students and alumni.

This study finds that the success of KM implementation depends on policies, budgets, people, processes, and technology. The different research conducted by Ramin, Taib (2013) which shows that three main factors influencing the implementation of KM in University. There is an

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ebook/dp/B000PY4HW8/ref=sr\_1\_1?s=books&ie=UTF8&qid=1545101059&sr=1-1&keywords=Bryan+Bergeron%2C+Essentials+of+Knowledge+Management.

<sup>14</sup> Jill Kidwell, Karen Vander Linde, and Sandy Johnson, “Applying Corporate Knowledge Management Practices in Higher Education,” 2000, <https://er.educause.edu/articles/2000/1/applying-corporate-knowledge-management-practices-in-higher-education>.

organization, human resource, and technology.<sup>15</sup> The research conducted by Savitri, Sahiraliani, and Yakhusna (2013) also shows that analyzing interactions between people, processes, and technology is a critical factor in managing knowledge in organizations. This study finds that an inadequate systematic approach to KM processes and the absence of learning and cultural sharing are the main reasons why all the higher education institutions studied in this study had not succeeded in implementing KM.<sup>16</sup> The different points in the two studies are in policies, budgets, and processes.

The findings of this study indicate that the role of policymakers in making regulations makes KM work well. The study shows similarities with the research conducted by Yaakub, Othman, and Yousifis (2014) which explains that the practice of KM in higher education institutions has not become formative and unable to be independent without strong support from top management. Therefore, there is a need to create formative standards on the practice of KM in higher education institutions to reorganize systematic practices in the infrastructure and strategic activities of these institutions.<sup>17</sup>

### **System Implementation of Knowledge Management in Islamic Higher Education**

Knowledge can correctly manage if there is a management system that includes production, storage and distribution processes supported by technology, finance, research schemes, research budgets, journals, journal budgets, OJS, repositories, web, and internet service budgets. The design of the KM implementation system is formed based on the process of production,

<sup>15</sup> Nazatul Aisha Md Ramin et al., "Knowledge Management Implementation in a Government Research Institute in Selangor, Malaysia" (International Business Information Management Association, IBIMA, January 1, 2013), <https://uitm.pure.elsevier.com/en/publications/knowledge-management-implementation-in-a-government-research-inst>.

<sup>16</sup> Firly Savitri, Dienni Sahiraliani, and Rizqi Yakhusna, "Knowledge Management Implementation Within The Higher Education Institutions In Bandung, Indonesia's City Of Education," *South East Asia Journal of Contemporary Business, Economics and Law* 2: 61–62, accessed December 18, 2018, <http://seajbel.com/wp-content/uploads/2014/07/Knowledge-Management-Implementation-Within-The-Higher-Education-Institutions-In-Bandung-Indonesia's-City-Of-Education-Firly-Savitri-Dienni-Sahiraliani-Rizqi-Yakhusna.pdf>.

<sup>17</sup> Yaakub and Yousif, "Knowledge Management Practices in Malaysian Higher Learning Institutions: A Review on Selected Cases."



storage, and distribution of knowledge. Knowledge takes for research (various schemes and budgets in research). The number of knowledge produced must be comparable to the number of human resources (HR), including in higher education. HR in higher education include educators (lectures), education staffs (official positions and general functional positions), and students. Knowledge production is in the form of research and personal experiences.

The knowledge database is in two categories that put printed and electronic form. University has Printed categories that are journals and books to study programs and the number of HR project. The electronic category is through OJS, repositories, and websites. The electronic category has a function not only as a tool for storing knowledge but as a knowledge distribution tool. Database and distribution tools do not work comprehensively without supported by internet service policies and budgets.

Higher education institutions can encourage KM systems through policies. This policy does through a rector's decree. The rector makes a policy that applies to all lecturers in publishing their research work on the official web of higher education. The policy takes by IAIN Puwokerto with the publish project by lecturers in research collaboration with libraries and journal staffs. The policy on publishing research put in the IAIN Purwokerto's research guide. The policies for research publications play in the Purwokerto IAIN decree number 118 of 2016, which is about the publication of academic, scientific work on the official website of the IAIN Purwokerto library.

Walisongo State Islamic University facilitated the improvement of lecturers' skills in research, especially lecturers graduating from universities in Egypt and Arabic. The higher education institution teaches them to produce research proposals and accept all research proposals from the lecturers submitted. They then receive feedbacks for improvements to their research proposals with the aim that they continue to be passionate about research. The higher education institution requires lecturers to include their scientific work or journals in lecture references and requires students to use journals and research results of their lecturer as a reference for students' studies or research. The policy to publish journals or scientific works from Walisongo State Islamic University is to be the academic guidebook for guiding research and publication. Article 105 on page 75 of the policy relates to student thesis is which online done.

There is no repository management or special team to manage repositories in Islamic higher education because the management is carried out directly by the institutional library. Therefore, library employees must publish the research work of the university community. Proceeding results of Islamic higher education have an online publication, but there are in the form of printed documents in the library. This higher education institution, IAIN Purwokerto provides printed journals in the library in full and requires the academic community to store scientific work. The institution issued a rector's decree number 071 A, 2016 concerning policies to deviate research for the university community. The policy has significant impacts on increasing students to access journals and research results online. However, the number of students accessing printed journals in the IAIN Purwokerto library dropped.

The following figure is the flow of knowledge management in Islamic higher education:

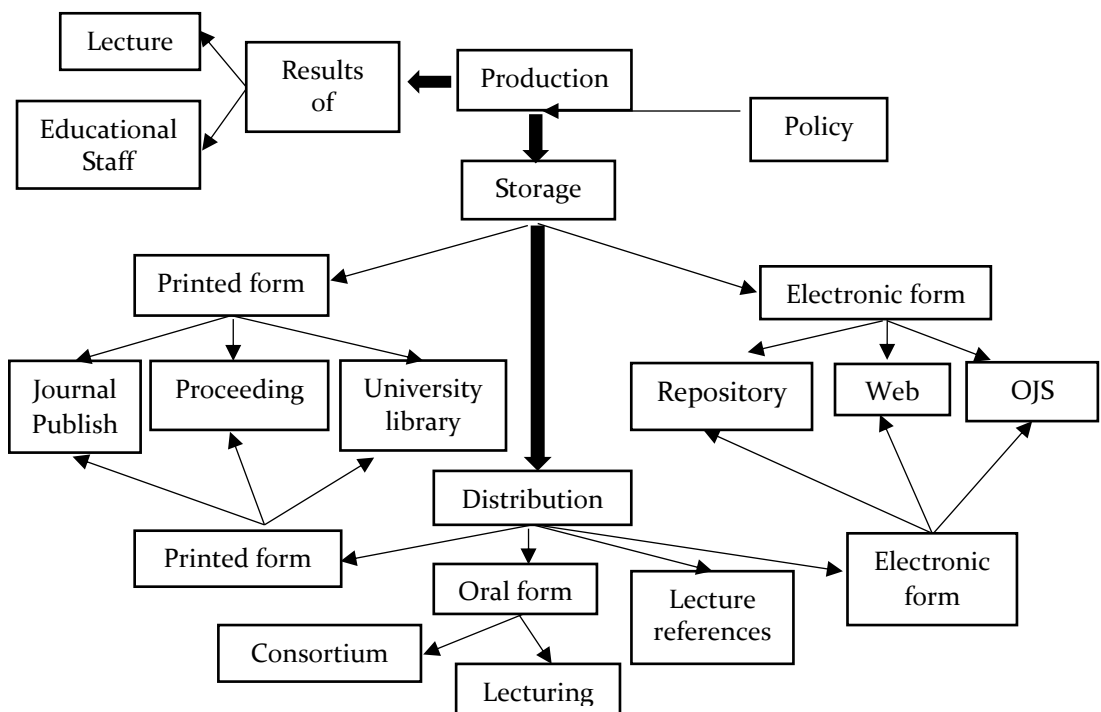


Figure 1. Knowledge Management Flow

## Conclusion

The reality of knowledge flow in Islamic higher education show in the implementation of Tridarma university, which includes education, research and community services. Knowledge production database has supported by journal distribution. The journal which is owned by Islamic higher education is all through an online system. Institutional policies become the main steps in knowledge management flow. Knowledge management flow indicators see from the development of journal reputation in each higher education. Consistent and organized research publications are part of the reality of knowledge management flow. The reality show from the reputation indexed by journals and massive internet visits. Higher education institutions developed uses research by rating management increased effective production. The increase KM sees from the source's university facility on the internet, website, and repository subscriptions. The design of knowledge management implementation can be considered from the knowledge production flow: research by lecturers and education staffs. The research was stored through journals in the library and at the OJS. Knowledge distribution is through the web and repository. The design of knowledge management implementation is through the knowledge production process, knowledge storage, and knowledge distribution.

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