Human Resources Approach for Optimization of Knowledge Management Implementation: A Case Study at Binus University

Nora Saiva Jannana
Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia
e-mail: nora.jannana@uin-suka.ac.id

Heru Sulistya
Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia
e-mail: heru.sulistya@uin-suka.ac.id

Muhammad Qowim
Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia
e-mail: muhammad.qowim@uin-suka.ac.id

Ali Murfi
Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia
e-mail: 18731008@student.uin-malang.ac.id

Abstract

Professional human resources view knowledge management as a guarantor of knowledge owned, acquired, and developed together with other people in the organization so that personal knowledge can become organizational knowledge that can contribute to organizational performance. This study aims to analyze the optimization of the implementation of knowledge management at Bina Nusantara University to approach human resources. This approach is carried out to gain commitment and at the same time increase the competence of human resources in using knowledge management. This study uses a qualitative research method with the type of case study. The research results at Bina Nusantara University show that the resource approach focuses on empowering stakeholders, managing perceptions, developing individual competencies and commitments, and appreciating all achievements. This human resource approach is grouped into students, alumni, and parents. Second, industry, business people, and the community. Third, faculty members, and fourth, staff. This research contributes to a

deep understanding of the human resource approach for optimizing knowledge management in higher education.

Keywords: *Human Resources, Knowledge Management, Binus University's Graduate Students, Binus Advisory Council, Faculty Member.*

Abstrak

Sumber daya manusia profesional memandang manajemen pengetahuan sebagai penjamin pengetahuan yang dimiliki, diperoleh, dan dikembangkan bersama dengan orang lain dalam organisasi, sehingga pengetahuan individu dapat menjadi pengetahuan organisasi yang dapat memberi kontribusi bagi kinerja organisasi. Penelitian ini bertujuan untuk menganalisis optimalisasi implementasi knowledge management di Bina Nusantara University pada upaya pendekatan sumber daya manusia, pendekatan ini dilakukan untuk mendapatkan komitmen dan sekaligus meningkatkan kompetensi sumber daya manusia dalam menggunakan manajemen pengetahuan. Penelitian ini menggunakan metode penelitian kualitatif dengan jenis studi kasus. Hasil penelitian di Bina Nusantara University menunjukkan bahwa pendekatan sumberdaya difokuskan pada pemberdayaan stakeholder, pengelolaan persepsi, pembangunan kompetensi dan komitmen individu, dan menghargai semua pencapaian. Pendekatan sumber daya manusia ini dikelompokkan menjadi empat, yaitu pertama, mahasiswa, alumni dan orang tua. Kedua, industri, pelaku bisnis, dan komunitas. Ketiga, faculty member, dan keempat, staff. Penelitian ini memberikan kontribusi pemahaman yang mendalam tentang pendekatan sumber daya manusia untuk optimalisasi manajemen pengetahuan di perguruan tinggi.

Kata Kunci: *Sumber Daya Manusia, Manajemen Pengetahuan, Binus University's Graduate Students, Binus Advisory Council, Faculty Member.*

Introduction

Today, the new paradigm of higher education has undergone a significant change. One of these changes is marked by permitting higher education institutions from other countries to organize higher education in the Negara Kesatuan Republik Indonesia by following the terms and conditions (see, Article 90 of Law 12/2012). We can see this condition from two sides, namely, first, the positive side as a competitive advantage that will strengthen and improve the quality of Indonesian universities. Second, the negative side, that is, if the regulations are not made strictly, carefully, and carefully, it will lead to the privatization of higher education and cause educational discrimination between the economically established and the weak economy,

besides that it will also cause Indonesian private universities to be unable to operate. Optimally or even stop.

In order to ensure that Indonesian universities can achieve competitive and sustainable advantages in knowledge, character, and systems, the effectiveness of individuals, teams, and work units is an essential requirement. Knowledge utilization is the primary key in realizing this effectiveness, which encourages the need to implement knowledge management. The implementation of knowledge management is strongly influenced and determined by human capital as an intangible asset attached to human resources.

In the context of knowledge management, professional human resources (HR) views knowledge management as a guarantor of knowledge that is owned, acquired, and developed together with other people in the organization so that personal knowledge can become organizational knowledge that can contribute to organizational (college) performance. Thus, HR management has a vital role in encouraging organizational change and development (universities) centered on knowledge by forming an organizational culture that supports development and knowledge sharing. [1] Specifically, HR can add value by developing knowledge awareness programs, either separate or integrating them with existing organizational development programs.

An organization needs a new strategy from time to time because external changes require every organization to think about new efforts. Today, the world has shifted from an industrial economy to a knowledge economy where knowledge is the most critical and strategic resource, and learning is the most critical and strategic capability for organizations. According to Zuhal(2010)[2] , a knowledge-based economy is a system that has characteristics; a) based on intellectual assets, not physical assets or places, b) competitive advantage will make the organization able to learn and innovate, c) the workforce must be able to think critically, and d) mastery of technology will make the organization

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[1]   Uhar Suharsaputra, *Manajemen Pendidikan Perguruan Tinggi* (Bandung: Refika Aditama, 2015), 191–93.

[2]   Zuhal, *Knowledge & Innovation: Platform Kekuatan Daya Saing* (Jakarta: Gramedia Pustaka Utama, 2010).

able to manage knowledge (knowledge management), and its workforce can continue to learn.

As a higher education institution that organizes Tri Dharma, universities have a stronger imperative to make knowledge or knowledge their primary business (core business). With this in mind, universities as organizations engaged in transferring, transforming, and translating knowledge will be more robust and develop faster if knowledge management is carried out correctly, planned, organized, implemented, and becomes a culture in higher education. Then the capacity and capability of universities in facing competition and rapid changes will continue to increase to achieve competitive and sustainable advantages. Creating and disseminating knowledge must be an essential factor to increase competitiveness.[3]

However, few universities in Indonesia utilize knowledge assets by implementing knowledge management into the system and university culture. The results of a study conducted by Nikolaus Salo with the title "Knowledge Management in Education in Indonesia: An Overview" also show that many educational institutions in Indonesia have not implemented knowledge management as a strategic vision, mission, or as a comprehensive goal.[4] One of the reasons is the limited media in accessing knowledge management information and entering into knowledge sources. The organizations that have implemented knowledge management in Indonesia are as presented in table 1.

Table 1. Knowledge-Based Organizations in 2016 by Alphabet

Knowledge-Based Organization			
1	Adira Dinamika Multi Finance	6	Rekayasa Industri
2	Binus University	7	Tigaraksa Satria
3	FIF Group	8	Tower Bersama Group

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[3] Kimiz Dalkir, *Knowledge Management in Theory and Practice* (MIT Press Cambridge: Routledge, 2013).

[4] N Salo Science, "Knowledge Management in Education in Indonesia: An Overview," *Global Journal of Human Social,* 2011, http://www.new-indonesia.org/beranda/images/upload/dok/tatakelola/Knowledge_Management_in_Education_in_Indonesia.pdf.

4	Pembangkit Jawa Bali	9	United Tractors
5	Petrokimia Gresik		

Sources: Dunamis Organization Services

Binus University, United Tractor, and Rekayasa Industri in 2016 were selected to come forward to represent Indonesia in the Asian Most Admired Knowledge Enterprise (MAKE) Award. This award is the most prestigious event in knowledge management (KM). These three organizations received the highest aggregate score compared to other winners of the MAKE Award, so they were entitled to direct tickets to become finalists at the Asian level. At the Financial Hall, Graha CIMB Niaga Building, Jakarta, 14 September 2016, nine organizations were awarded the Indonesian Most Admired Knowledge Award organized by Dunamis Organizational Alignment in collaboration with Teleos England. Since the MAKE Award was held in Indonesia, the participants' enthusiasm has continued to grow and can be a barometer of developing knowledge management in Indonesia. So, this year, in addition to the leading award, five organizations were also selected to receive special recognition awards or show improvement in knowledge management, namely:

Tabel 2. Knowledge-Based Organizations in 2016 Received the Special Recognition Award

	Knowledge-Based Organization "Special Recognition"
1	Binus University
2	Pupuk Kaltim
3	Tower Bersama Group
4	Pembangkit Jawa Bali
5	Dompet Dhuafa

Sources: Dunamis Organization Services

Based on tables 1 and 2, it is clear that only one university has implemented knowledge management, namely Bina Nusantara University. Binus University, together with two other companies, namely United Tractor and Rekayasa Industri in 2016, were selected to come forward to represent Indonesia in the Asian MAKE Award. Binus University also took first place in the "special recognition" award in improving knowledge management. This

fact shows that universities can become the leading sector to mobilize and implement knowledge management in an organization. However, on the other hand, it supports the results of research from Nikolaus Salo (2011) that it turns out that many educational institutions, significantly higher education in Indonesia, have not implemented knowledge management as a strategic vision, mission, culture, or as a comprehensive goal.[5] It realizes the importance of implementing knowledge management in policymaking, services, and organizational culture. Government through Kemenpan RB has issued a policy, namely Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 14 Tahun 2011 tentang Pedoman Pelaksanaan Program Manajemen Pengetahuan. Applying these policies is certainly not only in government agencies but also in higher education institutions.

The successes and achievements achieved by Bina Nusantara University can be a stimulus and help other universities to implement knowledge management or build knowledge-centered institutions. As a professional organization that plays a role in the development of science, universities have a unique function that is very important for developing civilization and the quality of life of the nation's people. The role and position of knowledge today has become the dominant factor in determining the direction of human life in carrying out the role of life and life in society. Without the consistency to continue developing science, higher education will lose its meaning because the birth and development of higher education are based on advancing science and its benefits for life.

Binus University in realizing the implementation of knowledge management is one of them by forming a unit or division, namely the Knowledge Management and Innovation Division, which was established in August 2013 with the next mission (http://binus.ac.id):

1. To lead the development, implementation, and maintenance of the Binus University Knowledge Management System.
2. To lead the formation of "enterprise knowledge" and "academic knowledge" integrated with the Knowledge Management System and Catur Dharma university.

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[5] By Nikolaus Salo, M Ed, and Nikolaus Salo, "Knowledge Management in Education in Indonesia: An Overview," *Global Journal of Human Social Science* 11, no. 1 (2011): 31–44.

3. Fostering enthusiasm and cultural innovation at Binus University to produce valuable and useful products or solutions.
4. To carry out innovative studies and activities to enhance the capabilities of Binus University and take advantage of the products and research members of the faculty.
5. To help universities and other work units to achieve high performance on the related index for Knowledge Management and innovation.

Implementing knowledge management both in the business sector and in educational institutions cannot be separated from the role of human resources (people, processes, and technologies), as stated by Kimiz Dalkir.[6]:

> "Knowledge management is the deliberate and systematic coordination of an organization's people, technology, processes, and organizational structure to add value through reuse and innovation."

Similarly, stated Petrides & Nguyen[7] that knowledge management strategies and practices are related to the functions of people, processes, and technologies.

> "...implementing knowledge management strategies and practices requires these educational institutions to examine the larger context of information sharing within the organizations, precisely how their people, processes, and technology function".

Findings from previous research conducted by Mamta Bhusry and Jayanthi Ranjan[8] show that implementing knowledge management in universities is needed because knowledge management combines organizational parts into a single unit between process, people, and technology. Implementation of knowledge management in higher education institutions needs information technology-based knowledge management

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[6] Kimiz Dalkir, *Knowledge Management Theory and Practice* (Cambridge: The MIT Press, 2017), doi:10.1002/asi.24062.

[7] Lisa Petrides and Lilly Nguyen, "Knowledge Management Trends: Challenges and Opportunities for Educational Institutions," in *Knowledge Management and Higher Education: A Critical Analysis*, ed. Amy Scott Metcalfe' (USA: Information Science Publishing, 2006), 22.

[8] Mamta Bhusry and Jayanthi Ranjan, "Enhancing the Teaching-Learning Process: A Knowledge Management Approach," *International Journal of Educational Management* 26, no. 3 (March 2012): 313–29, doi:10.1108/09513541211213372.

interventions used as technical management tools to improve performance in vital areas of education and teaching, services, and administration.

Many research and initiative programs have been carried out in Indonesian universities to improve knowledge management. There is an awareness of the importance of knowledge management in universities. Existing research and initiatives focus on two things or one of these two things, namely, the first, the use of knowledge management technology. Second, focus on human resource management to build a new discipline and culture.

Based on the background and significance of the implementation of knowledge management in universities, this research is focused on analyzing the optimization of the implementation of knowledge management at Bina Nusantara University in the human resource approach. This research is fundamental to describe the concept of implementing knowledge management to achieve a competitive and sustainable advantage that will strengthen and improve the quality of higher education and encourage organizational change and development (universities) centered on knowledge.[9]

This research uses a qualitative method with a case study to obtain an in-depth and comprehensive understanding of a phenomenon experienced by the research subjects, for example, behavior, perception, motivation, action, etc. holistically and by way of description in the form of words and language in a particular context that is natural.[10] This method was chosen because the phenomenon under study is a case that requires an in-depth qualitative descriptive study.[11] According to Yin (2013), the case study approach can be defined as an empirical inquiry activity that investigates phenomena in real-life contexts when the boundaries between phenomena and contexts are not visible, and multiple sources of evidence are utilized. The case study approach explores the why or how phenomenon questions.[12]

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[9] Ali Murfi, "Implementasi Knowledge Management Pada Perguruan Tinggi (Studi Kasus Di Universitas Gadjah Mada)" (Universitas Gadjah Mada, 2018), http://etd.repository.ugm.ac.id/penelitian/detail/164008.
[10] J Moleong Lexy, *Metode Penelitian Kualitatif* (Bandung: Rosda Karya, 2002).
[11] Ibid.
[12] Robert K. Yin, *Studi Kasus: Desain Dan Metode* (Jakarta: Raja Grafindo Persada, 2013).

Theoretical Background

As an initial understanding of knowledge, conceptually, knowledge, according to experts and experts, is formulated with various formulations, according to the point of view of each expert concerned. Knowledge is information combined with experience, context, interpretation, reflection, and perspective [13] and has a higher level, namely insight, and meaning—understanding or meaning of knowledge related to beliefs and knowledge that already exists.[14] In short, knowledge is information that has been interpreted and evaluated. It is in line with Nonaka et al.[15] , who argues that knowledge is dynamic-knowledge is related to the human mind. Therefore, knowledge is generated through a process of thought, interpretation, and initiation carried out by someone who has received data and information.[16]

There are several definitions of knowledge management from various perspectives: business, cognitive science, and processor technology. Each perspective will be explained further.

The Viewpoint of Business

Knowledge management is a business activity that is based on the main aspects, namely as follows "Managing the knowledge component is business activities is a real concern that is directed at strategies, policies, and practices at all levels in the organization and makes a direct relationship between the intellectual assets of the organization, both explicit (documented) and implicit (practical) and positive business results."[17]

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[13] Thomas Davenport, David De Long, and Michael Beers, "Successful Knowledge Management Projects," *Sloan Management Review* 39, no. 2 (1998): 43–57, https://www.researchgate.net/publication/200772784_Successful_Knowledge_Management _Projects.

[14] Donald Hislop, *Knowledge Management in Organizations: A Critical Introduction*, 3rd editio (Oxford: Oxford University Press, 2013), https://www.amazon.com/Knowledge-Management-Organizations-Critical-Introduction/dp/0199691932.

[15] Ikujiro Nonaka, Ryoko Toyama, and Toru Hirata, "Managing Flow A Process Theory of the Knowledge-Based Firm," n.d.

[16] René Jorna and Jan Waalkens, "Innovation: The Organisational, Human and Knowledge Dimension," 2017, 15–27, https://www.researchgate.net/publication/329693114_Innovation_The_Organisational_Hu man_and_Knowledge_Dimension.

[17] Rebecca O Barclay and Philip C Murray, "What Is Knowledge Management," *Knowledge Praxis* 19, no. 1 (1997): 1–10.

The Viewpoint of Cognitive or Science

Our insights, understandings, and know-how practices are the primary resources that enable us to use them intelligently. Knowledge can also be transferred into other forms (such as books, technology, practice, and traditions) in all types of organizations and society in general. This process results in an accumulated experience that will increase effectiveness if appropriately used. Knowledge is one of the main factors that cause a person or individual, organization, and society to behave intelligently.[18]

The Viewpoint of Processor Technology

Knowledge management is a concept that focuses on the existence of information that is converted into knowledge that can be applied and is available in various forms that anyone can use.[19] Knowledge management is a process [20] where companies create and use their institutional or collective sources of information. Likewise, Nonaka and Takeuchi [21] define knowledge management as applying a systematic approach to capturing, structuring, managing, and disseminating knowledge throughout the organization to increase work speed, reusing best practices, and reducing cost inefficiencies, for example, by standardizing project tasks.

Another definition of knowledge management proposed by Dalkir [22] includes the perspectives of knowledge capture, knowledge storage, and intellectual asset valuation. The definition is as follows.

> "Knowledge management is the deliberate, systematic coordination of organizational members, technology, processes, and organizational structures to add value through reuse and innovation. This coordination is achieved by

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[18] Karl M Wiig, *Knowledge Management Foundations: Thinking About Thinking - How People and Organizations Represent, Create and Use Knowledge* (Arlington, Tex: Schema Pr, 1994), https://www.amazon.com/Knowledge-Management-Foundations-Organizations-Represent/dp/0963892509.

[19] N. Indarti and D. Dyahjatmayanti, *Manajemen Pengetahuan: Teori Dan Praktik* (Yogyakarta: Gadjah Mada University Press, 2014).

[20] Emin Civi, "Knowledge Management as a Competitive Asset: A Review," *Marketing Intelligence & Planning* 18, no. 4 (August 1, 2000): 166–74, doi:10.1108/02634500010333280.

[21] I. Nonaka and H. Takeuchi, *The Knowledge Creating Company: How Japanese Companies Create the Dynamic of Innovation* (New York: Oxford University Press, 1995).

[22] Dalkir, *Knowledge Management in Theory and Practice.*

creating, sharing, and applying knowledge by delivering valuable lessons and best practices into the corporate knowledge memory to encourage continuous organizational learning".

Knowledge Management in Higher Education

Understanding the concepts and practices of knowledge management in higher education is very interesting and, at the same time, full of challenges. According to their duties and responsibilities as educational and scientific development institutions, the general public considers universities to have carried out knowledge management well and run well. However, this assumption is not entirely true. It can even be the subject of an exciting and lengthy discussion.

Knowledge as an educational product is manifested in curriculum and content, research results and publications, scientific development, and graduate competence. Meanwhile, the knowledge obtained from the implementation of educational services is in the form of tacit and explicit knowledge about fostering students, lecturers, administrative and financial services, and other managerial activities. This second group is the same as knowledge in non-educational organizations, such as business, social, and government.

Many research and initiative programs have been carried out in Indonesian universities to improve knowledge management. There is an awareness of the importance of knowledge management in universities. Existing research and initiatives focus on two things or one of these two things, namely, the first, the use of knowledge management technology. Second, focus on human resource management to build a new discipline and culture. Higher education is an educational institution that relies heavily on human resources (lecturers, students, staff), and universities in principle empower human resources to become more qualified, have better behavior, and be able to produce practical knowledge.

One of the strategic approaches in applying knowledge management in higher education is the human resource approach. This approach is carried out with several primary considerations, including (1) one of the components of knowledge management is human resources, (2) higher education is an educational institution that relies heavily on human resources (lecturers,

students, staff), and (3) In principle, higher education institutions empower human resources to be of higher quality, have better behavior, and be able to produce practical knowledge.

The human resource approach in higher education knowledge management is carried out to gain commitment and at the same time increase the ability (competence) of HR in using knowledge management. The steps taken are (1) focusing on empowering stakeholders, (2) managing perceptions, (3) building individual competencies and commitments, and (4) appreciating every achievement. [23]

Human Resources Approach for Optimization of Knowledge Management Implementation at Binus University

In implementing knowledge management in universities, apart from the technology and process approach, the human resource approach is critical and decisive because universities are educational institutions that rely heavily on human resources (lecturers, students, staff). The human resource approach focuses on empowering stakeholders, managing perceptions, developing individual competencies and commitments, and appreciating every achievement.

Based on in-depth interviews (rector) and analysis of the white paper " Knowledge @University: Strategi Implementasi Manajemen Pengetahuan Di Perguruan Tinggi". At Bina Nusantara University, this human resource approach is then grouped into four, namely first, students, alumni, and parents. Second, industry, business people, and the community. Third, faculty members, and fourth, staff.

Students, Alumni, and Parents

Bonus University develops students by establishing Binus University's Graduate Students through freshman and enrichment program activities for new students, student management skills training, teaching for Indonesia in the form of community service activities, scholarship programs for mentors or Binusian Ambassadors, entrepreneur courses as many as six credits and

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[23]   H. Prabowo, *Knowledge @University: Strategi Implementasi Manajemen Pengetahuan Di Perguruan Tinggi* (Jakarta: Binus Media & Publishing, 2015).

embedded in other courses, the 3+1 program where students study 3 years on campus and one year in industry/startup/community development/research, career development, internship, and placement. Regular communication with students, alumni, and parents is carried out to process perceptions and gain customer knowledge—awards for all achievements through the Appreciation Day event, held every year.

Industry, Business, and Community

The Binus Advisory Council (BAC) is a board consisting of very distinguished people from various backgrounds who were selected from their very high interest and dedication in the world of education. The primary role of this board is to provide strategic advice to foundation and university leaders. Various knowledge-sharing activities include CEO Speaks, CFO Forum, CMO Chat, Studium Generale, Meet and Greet with ICT Leader, Power Lecturer Series, and Book Review.

Faculty Member

Binus University develops an integrated Faculty Member (FM) and Academic Grade System. A faculty member's career at Binusian Level is based on their structural position, and a system based on Academic Grade is developed. The purpose of FM Academic Integration and Academic Grade is to design an academic grading system for all types of FM, respect and recognize FM fairly and competitively, prepare a framework, and improve the mechanism for recruitment, development, evaluation of FM.

Staff

The career system at Binus University and staff development get serious attention. Binus values, known by the acronym SPIRIT (Strive or Excellence, Perseverance, Integrity, Respect, Innovation, Teamwork) since the beginning of the employee recruitment process, are used as one of the first "filters" to see whether a person's values are in line with the values of a person or not. Binus value. Human Capital, together with Binus Corporate Learning and Development, reformulated one of the main factors that will become one of the focuses of monitoring and developing Binusian to be effective in carrying out its work, namely Binus Core Competencies covering Business Acumen, Operation Excellence, People Development, Innovation, Service Excellence.

Conclusion

The human resource approach in higher education knowledge management is carried out to gain commitment and at the same time increase the ability (competence) of HR in using knowledge management. The steps taken are (1) focusing on empowering stakeholders, (2) managing perceptions. (3) build competence and individual commitment, and (4) appreciate every achievement. At Bina Nusantara University, this human resource approach is then grouped into four, namely first, students, alumni, and parents. Second, industry, business people, and the community. Third, faculty members, and fourth, staff.

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