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Utilization Of Openkm In The Context Of Iterative Process Automation

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Abstract

This study aims to implement a management management system in a vocational high school in Pandeglang. The literature used as the basis for research is knowledge management, personal knowledge management. The research approach used is an action research approach, because the researcher wants to show changes before and before implementing the action. The results of this study indicate the benefits of using OpenKM in schools that are the object of research.

Keywords: Implementation, Knowledge, Management, Personal, School, Middle, Vocational, Open Source

Abstrak

Penelitian ini bertujuan untuk menerapkan sistem pengelolaan manajemen pengetahuan di suatu sekolah menengah kejuruan yang ada di Pandeglang. Pustaka yang digunakan sebagai dasar penelitian adalah manajemen pengetahuan, personal knowledge management. Pendekatan penelitian yang digunakan adalah pendekatan action research, karena peneliti ingin menunjukkan perubahan perilaku sebelum dan sesudah diterapkan sebuah tindakan. Hasil penelitian ini menunjukkan adanya manfaat dari penggunaan OpenKM di sekolah yang dijadikan objek penelitian.

Kata kunci: penerapan, *knowledge*, management, personal, sekolah, menengah, kejuruan, *open source*

INTRODUCTION

Knowledge management includes efforts to collect, extract, share, create, and manage information in such a way that organizations can use it effectively which can ultimately lead to better decision making and positive transformation. Following an efficient process for managing knowledge in an organization is very important.

In its development, knowledge management according to Akhavan et al (2006) is an interesting topic. Jafri et al (2009) tried to describe knowledge management as an effort to manage intellectual capital owned in the organization. Talking about the organization, Cheng (2015) reveals the importance of the organization to accumulate existing knowledge, to create a strategic advantage compared to other organizations.

Schools consist of components of teachers and students who have interaction (Herlinda, Mutia and Atikah, 2017). In the study of Herlinda et al. (2017), three things are proposed, namely 1) the design and implementation of a Knowledge Management System that functions as a knowledge management center for the Curriculum issued in 2013, and 2) helping teachers find information that can be used as learning materials.

KM may be used to enhance school achievement. Zhao (2010) demonstrates how schools may use KM to effectively manage and utilize physical and intangible school knowledge assets, particularly professional knowledge, experience, and teacher skills. The need for fresh study on KM in schools has been expressed recently in many papers (Chu, Wang, Zhou & Yuen, 2009; Ge et al., 2006; Wang & Jia, 2005, Zhao, 2010).

In the implementation of knowledge management in schools, it involves teachers and students, through teaching and learning interactions. If it is associated with educators, the school expects to encourage educators to understand the subject matter and learning models in order to increase students' learning motivation.

Every teacher in a school is unique in managing knowledge related to the teaching and learning process. Hsiao and Huang (2019) call knowledge management by individuals known as personal knowledge management or PKM. The importance of Personal Knowledge Management (PKM) has come to the attention of many experts who have an interest in the scope of KM (Chatti, 2012). PKM in schools managed by teachers will actually help individuals, both teachers and students, in terms of knowledge creation, management, and application. However, it must be acknowledged that the teacher's efforts to help students with their PKM are not always in line with managing personal knowledge efficiently. Management of personal knowledge, on the other hand, is a difficult task, because the time required to sort through the personal knowledge will be very much compared to the time required to obtain the data. Experiences like this are very visible, especially in distance learning that runs during the current pandemic.

In addition to the above discussion, on the other hand, there are actually many solutions to overcome the problem of knowledge management, but the problem is that there are no standards that are referred to by educational institutions to manage knowledge in schools, especially those from individuals, both teachers and students. at school.

The phrase knowledge management dates from the 1990s. This word has many meanings. Consider the function and nature of knowledge from a philosophical perspective. "The nature of knowledge, how it is produced and developed, represented and organized, and how it is accessible and utilized" are some of the concerns that drive companies to adopt knowledge management practices (Todd & Southon, 2000). They describe knowledge

management as "a systematic and organizationally defined process for collecting, organizing, and disseminating workers' tacit and explicit knowledge so that others may use it to be more successful and productive in their work" (Alavi et al. 1999).

To accomplish the organization's goals, knowledge management is a strategic direction for the organization's members to follow. Notably absent from the authors' list are workers who are engaged in the knowledge management process. They define knowledge management as a methodical process, yet this implies an active rather than passive approach to the process. Tacit and explicit knowledge are managed in educational settings.

Organizational performance may be improved by bringing forth tacit knowledge. Every organization has tacit knowledge (Nonaka & Takeuchi, 1995). Explicit knowledge is represented through programs, papers, libraries, plans, research reports, books, and computer data (Rusanow, 2007). For educational institutions to stay competitive, knowledge management must be integrated.

Knowledge management is the systematic collection, use, storage, and dissemination of knowledge. By defining knowledge management as the explicit and systematic administration of important knowledge and associated activities, Skyrme (2003) defines it as follows:

Communication of tacit and explicit information amongst workers is known as Knowledge Management. A common language inside the organization (education) and the educational community is suggested in this article as a means of understanding and building new knowledge. To manage knowledge in a sustainable way, leaders in educational institutions are vital. 2) Process of Knowledge Management Knowledge management as a method of identifying and comprehending activities, programs, skills, and projects. Knowledge management is active, dynamic, productive, and creative (Zack, 2002). The dynamic element necessitates a deliberate approach.

Organizational learning requires knowledge management. A method for learning and internalization of knowledge is knowledge management (McInerney, 2002). Thus, knowledge management is not just a theoretical idea, but also a tool for teaching and learning. In educational institutions, knowledge management may help others utilize tacit knowledge for decision-making and policy-making purposes (Nonaka & Takeuchi, 1995). Knowledge management may help change education from an educational standpoint. According to Wikipedia, "knowledge management" is "the process of integrating human creativity and experience into the information resources utilized by an organization to accomplish its goals" (Todd & Southon, 2000). Knowledge management thus includes knowledge interaction activities, particularly in education.

METHOD

This research uses an action research approach, and brings together qualitative and quantitative at the time of its implementation. Qualitative research designs were used because of their need for rich data that could facilitate the theoretical generation of categories that could not be obtained satisfactorily from existing data (Locke, 2001). In particular, due to the exploratory nature of this study and the authors' interest in identifying the main subjects, events, activities and influences that influence the successful adoption of knowledge management in a company, they chose a basic theory data interpretation style, mixed with a case study design. The population in this study were students and teachers at one of vocational school located in Banten, and it is

mandatory that school selected has B accreditation.

RESULTS AND DISCUSSION

To develop and execute effective knowledge management systems, many companies recognize the significance of knowledge management. Some of the key variables that indicate how effective the KM program are retrieved in this article by studying and analyzing six big businesses (actual case studies). The results of this research may be viewed as a framework (figure1). Incorporating real-world case studies into this framework demonstrates the building elements for effective knowledge uptake in organizations. It has three major layers. A knowledge management system's inner layer covers key ideas. It includes knowledge architecture, knowledge strategy, information exchange, storage, and identification. Knowledge architecture as a systems integrator has been shown. It also connects other important variables. An organization's knowledge architecture is prepared by balancing several variables and focusing on KM.

One of the most common uses of a document management system is to minimize paperwork. Most can monitor several users' versions and changes (history tracking). Computer applications underpin digital document management. This word is related to the idea of a CMS. As part of an organization's content management system (ECM), it is frequently connected to digital asset management, document imaging and workflow systems. It includes knowledge architecture, knowledge strategy, information exchange, storage, and identification. Knowledge architecture as a systems integrator has been shown. It also connects other important variables.

To create an appropriate knowledge architecture for companies, it focuses on KM using a methodical approach. The knowledge approach is also important at this tier. Strategy demonstrates how to accomplish objectives. Without strategy, it's impossible to evaluate what's changed and how it affects KM.

Determining whether or not a plan has to be revised in the future requires a long-term approach. A comprehensive and accurate alignment of knowledge efforts and strategies with the organization's plan is required for effective knowledge management system implementation. Adopting KM successfully requires knowledge identification as well.
Once the information has been captured and identified, it must be kept. Expert networks, knowledge committees, and communities of practice may all help to promote information-sharing. These things are regarded as important knowledge exchange tools. Several elements are required for success at the middle layer. To put it another way, these characteristics may help guarantee and facilitate the organization's knowledge management system success.

Business process reengineering, piloting, organizational structure, and training programs are among them. Some factors are more universal than others in the outermost layer. The organization's systems must have these components to succeed (not only for KM systems). Organizational culture, openness, CEO support, and trust.

There are many ways in which educational institutions may use knowledge management to serve their missions. With KM, educational institutions may better retain students and graduates, expand new program offerings, and analyze the cost-effective use of marketing, technology, and other strategies to meet more enrollment.

KM helps stakeholders understand the environment in which the company operates, collaborate and share what they know and learn, and successfully question, negotiate, and learn from others. Globally, businesses

are adopting methods and technology to better manage knowledge. These organizational KM ideas, tools, and methods may be used in education.

A new area in education, knowledge management (KM) The KM community includes universities, schools, and education specialists. Several colleges and universities throughout the nation have won funding to adopt knowledge management techniques.
The results of the trial at the school that became the object of the study showed that the subjects who were the teachers involved in the study had hopes for the implementation of OpenKM in the school where they worked. What is interesting is that prior to the implementation of OpenKM in the targeted schools, teachers had the assumption that all information, documents they had were things that did not need to be stored and were useful for future purposes. One example is a letter of assignment, which can be used for filing ranks. Then, about the exam questions, the teachers felt that this was not very important at first, but after being included in OpenKM, the teachers found it useful to be used as a database of exam questions that could be used in the following year.

CONCLUSION AND SUGGESTION

The conclusion of this study shows that the use of OpenKM in vocational schools was found to be useful by the teachers involved. Suggestions for further research is to see the extent of retention of teachers using OpenKM and the actual use of OpenKM for the academic benefit of teachers.

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