

POSITIVE IMPACT OF IMPLEMENTING KNOWLEDGE MANAGEMENT ON LECTURER PERFORMANCE DURING THE COVID-19 PANDEMIC

Ronnie Togar Mulia Sirait ¹⁾, Maretta Ginting ²⁾

Pascasarjana Manajemen Universitas Sari Mutiara Indonesia, Medan, Indonesia ^{1,2)}

Corresponding Author:

ronnie.sirait@gmail.com ¹⁾, gintingmaretta11@gmail.com ²⁾

Abstract

The COVID-19 pandemic has prompted higher education institutions to adapt swiftly to remote teaching environments, highlighting the importance of knowledge management in sustaining lecturer performance. This study investigates the positive impact of implementing knowledge management on lecturer performance during the pandemic. Through qualitative research methods, including in-depth interviews and observations, eight lecturers from various disciplines were interviewed to gather insights. The findings reveal that knowledge management plays a crucial role in enhancing lecturer effectiveness by facilitating strategic planning, talent prioritization, and the integration of technological advancements. Furthermore, knowledge management fosters collaboration, knowledge sharing, and continuous improvement among lecturers, contributing to the resilience and proficiency of higher education institutions amidst the pandemic. Recommendations are made for institutions to fully utilize knowledge management strategies to enhance lecturer performance and maintain competitiveness in the higher education landscape. Further research is suggested to explore the effectiveness of knowledge management in different types of universities and to raise awareness of its significance in achieving institutional success.

Keywords: Knowledge Management; Lecturer Performance; Covid-19 Pandemic

INTRODUCTION

Dynamics, like COVID-19, appear out of the blue. The pandemic, which struck in early 2020, drastically altered life's routine, even in higher education institutions. The prudent course of action in situations such as these is to adapt (Walther 2020). This means that in order to propose pertinent work models and sustain performance, institutions make the most of knowledge management. The purpose of this study is to demonstrate how the application of knowledge management can help sustain lecturer performance during the pandemic (Alqahtani & Rajkhan, 2020). In an attempt to obtain a comprehensive understanding of the phenomenon under investigation, a qualitative technique was developed to address this goal (Hennink, Hutter, and Bailey 2020).

Based on criteria that have been established by purposive approaches, the unit of analysis is chosen, and the research findings are then discussed using descriptive analysis. The research's findings can offer a broad overview or, to some extent, assist higher education institutions' administration in adjusting to the pandemic scenario (Guoyan et al., 2023). This is particularly true when it comes to preserving lecturers' ability to deliver instruction. It has been demonstrated that knowledge management promotes the development of an online education delivery system based on technology in order to prevent a drop in the caliber of lecturers in the field. Similar to this, knowledge management kickstarts the emergence of a system-oriented adaptive work paradigm in the domains of research and services.

This indicates that despite the numerous limitations imposed by the Covid-19 epidemic, learning, research, and service activities pertaining to the Tri Dharma of Higher Education continue to proceed normally with the application of knowledge management (Azizaha et al., 2020). This scenario, of course, demonstrates the enormous advantages knowledge management offers to the continued existence and effectiveness of educators and educational institutions.

History:

Received : 25 November 2023
Revised : 10 Januari 2024
Accepted : 21 Juni 2024
Published : 27 Juni 2024

Publisher: LPPM Universitas Darma Agung

Licensed: This work is licensed under

[Attribution-NonCommercial-No](https://creativecommons.org/licenses/by-nc-nd/4.0/)

[Derivatives 4.0 International \(CC BY-NC-ND 4.0\)](https://creativecommons.org/licenses/by-nc-nd/4.0/)



Globally, the Covid-19 pandemic has turned into a "cancer" for human existence. Ever since the World Health Organization (WHO) classified it as a "pandemic" after it first appeared in early 2020, all nations have imposed restrictions on certain types of activities. This approach consequently interferes with many facets of life, including social, educational, and economic ones. It follows logically that every member of society, whether they be institutions or individuals, must adapt, especially for institutes of higher learning. In light of the aforementioned requirements, appropriate action must be taken, including searching for substitutes that permit institutional operations to go on, one of which is the use of internet techniques (Novitasari et al., 2020).

All higher education institutions have implemented emergency remote online teaching during the COVID-19 pandemic. This is a method that uses web conferencing tools like Zoom and Microsoft Teams to deliver online courses that would otherwise be delivered in-person using a variety of teaching strategies that integrate digital technology into the campus (Munastiwi & Puryono, 2021). The transition of campus events from in-person to virtual highlights the need of education, communication, and digital competency in preparing the academic community as a whole for the digital age. Universities switched from in-person, face-to-face instruction on campus to an online or entirely remote format during the COVID-19 epidemic.

This action was taken to meet the demands of the circumstances, preserve the university's survival, and maintain the caliber of professors. Aside from the aforementioned situations, it is appropriate that all colleges shift toward technology and information in the digital or modern era. The characteristics of the digital age have prompted all industries to use technology for adaptation, and the Covid-19 epidemic is only one of many elements contributing to this. Universities must, however, carefully choose the best course of action during the process to compete in a highly competitive market (Tamsah et al., 2021). Higher education must grow its human resources (HR) in addition to its physical infrastructure and equipment in order to increase the effectiveness of its programs.

If human resources are not managed effectively, the goal of higher education will be thrown off. Aside from that, the rise of new universities has made competition amongst universities fiercer. As a result, it is wise to maximize HR's potential and function. Universities rely heavily on human resources, particularly instructors (Christian et al., 2020). Taking into account their participation in every aspect of institutional life, lecturers are the originators of management expertise. Data indicates that a lack of competence to manage, empower, and maximize the potential of current human resources is the main reason why many organizations fail, rather than a lack of funding or infrastructure.

According to the justification given, it is critical that colleges use knowledge management as a foundation for implementing their job. Effectiveness and efficiency will result from this, and this will affect outreach, evaluation, SOP and policy determination, training programs, rotations, and other things (Limniou et al., 2021). Naturally, all of these characteristics can facilitate work completion and speed up the process, leading to better outcomes. This way, regardless of the circumstances—including the Covid-19 pandemic—lecturers' performance is preserved. Knowledge management actually assists leaders in higher education in developing digital academic administration service systems, digital documentation systems, digital information systems, and online learning systems throughout the pandemic.

Knowledge management facilitates the restoration of systems, expedites processes, reduces bureaucracy, and promotes task implementation at a faster pace. As a result, in spite of the epidemic, higher education initiatives that uphold the Tri Dharma—education, research, and community service—continue to function in accordance with laws and norms. Consequently, the performance of the institution is sustained. Knowledge management in higher education functions effectively when it helps

lecturers comprehend their specific responsibilities. Here, we may also observe how instructors reduce mistakes that happen in their line of work.

One noteworthy observation regarding the use of knowledge management during the pandemic is that organizations and all current workforces are more equipped to handle shifts from offline to online work models in the domains of research, education, and services. To ensure that there are no major roadblocks to the online work system, knowledge management pushes management to create situation-appropriate technical policies and motivates all stakeholders to acquire new systems. Thus, the term "knowledge management" describes the complete use of data and information, both explicit and implicit.

This means that, in the end, knowledge management necessitates viewing human resources as implementers in order to protect the technological interests of institutions with limited resources by ensuring that they are prepared to create and adhere to new systems. Universities must therefore determine whether infrastructure and technology capabilities directly improve student success in higher education. Leaders in knowledge management can serve as examples of how to participate in coaching, planning, and communication. Management can demonstrate a strong level of dedication through taking the initiative and actively participating in order to make sure that all human resources understand what quality means to the firm.

When senior management invests time in high-quality initiatives, it shows leadership and motivates others to follow suit. The degree to which higher education generates, disseminates, and makes use of knowledge resources across functional boundaries is known as the knowledge management process (Iglesias-Pradas et al., 2021). It takes the view that innovative knowledge generation, information dissemination when required, knowledge storage for the future, knowledge application in the field, and knowledge integration throughout the entire company are organizational flows that are crucial to knowledge management. This research's primary objective is to ascertain what exists. Analyzing knowledge management techniques to enhance lecturer performance is the aim, to respond to the question above.

METHOD

This phenomenon requires scientific investigation, and this study establishes qualitative research as a scientific foundation. The true rationale for this choice, however, is the significance of the research goal to be met, which is to use in-depth interviews with the unit of analysis designated as informants to paint a picture of knowledge management applied to the study object (Prayuda, Juliana, et al., 2023). The performance of lecturers in the fields of education, research, and knowledge management-based services is covered by the range of issues posed. The set of questions is created in a methodical and current manner to enable informants to disclose the true circumstances.

The research object is specially chosen based on the following characteristics, with the research area being Kopertis IV North Sumatera Province: One of the following: 1) a university that offers higher education; 2) housed under LLDIKTI 4 North Sumatera Province; 3) the university used an online learning system during the pandemic (2020–2021); 4) the university implemented online academic services during the pandemic (2020–2021); 5) the university implemented a technology system to support research and service; and 6) the university implemented an online administration system during the pandemic (2020–2021).

The unit of analysis—informants—was chosen using the purposive sampling technique as the theoretical foundation (Prayuda et al., 2022). Samples that served as data sources were chosen according to a number of factors, such as: Ten years of minimum work experience; 2) Hold a minimum functional position of lecturer; 3) Have a doctorate; 4) Engage in activities both inside and outside the university; 5) Recognize the

work culture of the institution;6) Not a structural official; and 8) Be in the role of an institutional development team, at least in terms of study program.

Based correspondents with the following qualities were found to be suitable as information sources based on the previously mentioned criteria:

RESULT AND DISCUSSION

The information can be summed up as follows based on the outcomes of structured interviews conducted with eight lecturers:

- a. Informant 1 teaches at a private university's engineering department: Informant 1 claims that staff are constantly encouraged by the leadership. They have a briefing with leaders from every section once a month.
- b. Informant 2 teaches at a private university's economics department: Reporter 2 has eight years of experience. He believes that higher education already uses knowledge management. Higher education must adopt a knowledge management strategy that aligns with internal competitive strategies. The chosen approach should generate value for both customers and higher education profits, with a particular emphasis on lecturers' ability to give value, differentiation, and speed. Knowledge-based and resource-based perspectives have been the foundation of research on knowledge management strategies and strategic concerns. The six knowledge management strategies are: knowledge management as a company strategy; knowledge transfer and best practices; customer-focused knowledge; personal responsibility for knowledge; innovation and knowledge production; and collaboration for new knowledge. According to informant 2, the way in which knowledge management is strategically implemented in universities is through the daily provision of guidance and support to lecturers, as these individuals are in close contact with students. According to informant number two, he saw the lecturer every two weeks. Many of them react to each meeting and attempt to satisfy pre-established performance goals.
- c. Informant 3 works as a lecturer at a private university's education faculty: Informant 3 states that when a management plan is used in higher education, it prioritizes talents, positions candidates for suitable jobs, and considers educational background. Knowledge management is essential to corporate culture. Among the latest to adopt programs and practices for knowledge management, educational institutions advise academics to enhance their capacity to assist both internal and external stakeholders. Universities' efforts to increase their roles in regional involvement are evidence that effective knowledge management can also improve their capacity to participate in regional economic development. According to informant number three, the processes of socialization, externalization, combination, and internalization have all been carried out. where a weekly team discussion is held to enhance instructor performance. According to informant number three, they carried out each knowledge management procedure initially in order to comprehend each client's unique characteristics. Attend weekly meetings on higher education and inquire about current accomplishments. Informant 3 claims that although knowledge management procedures are already being used in higher education, they are not currently being properly directed.
- d. Informant 4 lectures law at a private institution: Informant #4 has been employed for a decade. Informant 4 claims that knowledge management is extremely commonplace and already exists. Universities typically have a significant economic impact on the towns in which they are located since they are sources of employment, technological expertise, and human resource development for both individuals and corporations. Universities and communities can gain from seeing knowledge as a developmental factor since it creates competitive advantages for the region. Rare, precious, and hard to replicate human capital might actually be the main source of long-term sustainable competitive advantage. Perhaps the most

important mandate for higher education is to develop human resources within universities and to prepare students for organizational learning situations in external environments. Implementing knowledge management involves teaching students to be devoted to the lecturer's own work and to share their expertise. According to Informant 4, every Knowledge Management implementation plan was executed with excellence, maximizing its potential to assist higher education. The fourth informant added that everything was going well with the four points of higher education: socialization, externalization, combination, and internalization.

- e. Informant 5 teaches at a private university's economics department: Informant No. 5 has 11 years of experience. Universities already control knowledge management, but higher education knowledge is not flawless, claims informant 5. While there is no denying that knowledge management is a popular topic, the majority of the literature also suggests that there is evidence of the negative effects of implementing or embracing knowledge management in higher education. However, it is widely acknowledged that we live in a knowledge-based world and that businesses who are able to recognize, evaluate, produce, and enhance their knowledge assets will be the ones that thrive in this environment. According to Informant 5, academics are the main focus of knowledge management in the strategy's implementation. In fact, informant 5 claims that product knowledge and knowledge training are nonexistent in institutions, with the exception of current catalogs. Thus, informant number five claims that the higher education procedure is not particularly straightforward nor ideal. Universities have implemented each current process, however informant 5 claims that they are not yet highly concentrated. According to informant number five, knowledge management is crucial for the smooth operation of higher education.
- f. Informant 6 works as a lecturer at a private university's education faculty: Informant 6 states that when it comes to the lectures they have completed, the strategic application of knowledge management is always carried out, beginning with socialization and continuing via externalization, combination, and internalization. Concepts of knowledge management for roles, procedures, systems, and structures in higher education, with an eye on creating a future agenda. It is vital to acknowledge that universities engage in a substantial amount of knowledge management activities and to build upon this rather than introducing new ideas. It is insufficient to engage in a number of unrelated knowledge-based tasks. In a knowledge-based society, universities and the people who work there must acknowledge and adapt to their evolving role. In order for universities to continue playing a significant role in society and, more widely, in the global market for higher education, they must actively and clearly control the processes that result in the creation of their knowledge assets. Additionally, according to informant number six, combination and internalization were always carried out and externalization had been handled successfully in higher education. Additionally, informant 6 states that you need to be aware of the four key strategic points for knowledge management implementation.
- g. Informant 7 teaches in a private university's engineering department: Informant 7 claims that knowledge management is already in place at the college. According to Informant 7, in order to perform a job, one needs to be trained and possess the necessary knowledge. Universities shouldn't just be another task or agenda item for upper management; instead, they should welcome all employees and students. The complete integration of managerial knowledge will require an evolutionary process to reach this degree of ownership. Four types of knowledge management—creation and upkeep of knowledge repositories, expanding access to knowledge, enhancing the knowledge environment, and knowledge

assessment—serve as a lens through which to view higher education institutions in order to evaluate the challenges they face in integrating knowledge management. Informant 7 states that strategic knowledge management implementation is necessary since it can facilitate our ability to perform our jobs effectively. Every strategic application of knowledge management for these four items, wherein a conference is held every three months to assess each item's performance

- h. Informant 8 teaches at a private university's education faculty: Knowledge management is already present in higher education, claims Informant 8. According to Informant 8, the best way to apply knowledge management is to exchange experiences and clarify how to present yourself as a collector—a tactful, not aggressive, posture. All four of these knowledge management techniques are crucial, but socializing is particularly crucial for enhancing performance and enabling leaders to identify problems and develop solutions in the field. to fulfill every goal that has been set. Public administration issues such as: When specific information or abilities are required but staff members lack them—can be resolved through knowledge management. when someone with the necessary experience is needed to solve a problem, but they are not there. While it is ineffective to match positions with certain, objective abilities, it is ineffective to match people (i.e., their abilities) and jobs. When a company chooses to put in place a staff training policy, but the knowledge gaps that the policy is intended to fill are not well understood or recorded.

The purpose of this study is to ascertain how the knowledge management process is applied in higher education. To determine how successfully an organization is doing its business, knowledge management is crucial. Any firm that wants to maintain a competitive edge in today's highly competitive market must have knowledge management as a valuable tool.

Planning the steps necessary for educational organizations involves using a knowledge management strategy that aims to encourage behavior (Prayuda, Ginting, et al., 2023). To do this, stakeholders must be made aware of the strategies and goals of the knowledge management program, and incentives or rewards must be offered in order to encourage the desired behavior. Promote networking: Facilitate the exchange of knowledge among faculty members by offering chances for cross-organizational collaboration and utilizing social media platforms. Gather information and maintain information flow via knowledge management channels. Make sure to regularly record, examine, and organize this knowledge before making it searchable and retrievable. Examine and Make Active. It is crucial to carefully assess fresh information to guarantee correctness (Salam et al., 2021). Next, examine the information to search for connections, patterns, or trends that may reveal new information.

To facilitate tagging, templating, and cataloging, as well as to make the collected knowledge more searchable, it must be defined. Distribute: Knowledge that has been captured is useless if prospective consumers are unaware of its existence. Make plans to notify consumers via email, newsletters, websites, or social networks—the channels they use most frequently—about new or updated information and where to find it. Put Demand-Based Knowledge Management into Practice: Creating a demand for knowledge is one of the most effective ways to manage knowledge. Urge people to search, submit inquiries, and ask questions. Knowledge may be captured more effectively and the necessary content can be found in this method. Enhance Using Technology: Raise the bar for knowledge management tactics. Think about the ways in which artificial intelligence (AI) and cognitive computing can improve human capacities for perception, analysis, judgment, processing, and reaction to people and circumstances.

The procedure is associated with the act of encoding knowledge values into a medium and subsequently disseminating them to other people for future use. Technology is the third facet of internal tools that keep people and processes operating as they should, so knowledge management enables every task to be completed successfully and with a purpose. According to informants 1, 2, 4, and 6, knowledge management is crucial and needs to be adopted in universities since without it, academic operations would function properly. Any human resource and IT management that seeks to improve higher education institutions must be a part of this knowledge management in order for them to compete in the marketplace. The opinions or responses of informants 3,5, 7, and 8 are same and state that using knowledge management increases their knowledge and facilitates their work. Because they attempt to apply knowledge management to each professor by sharing their individual experiences, in addition to learning about it. Higher education's knowledge management method is crucial since it may make universities function more smoothly.

According to all informants (1, 2, 3, 5, 6, 7, 8), the continued use of work tools by universities results in a less concentrated process in higher education. systems put in place without making use of pre-existing frameworks. Thus, according to informants 1 through 8, the process's execution was subpar each time knowledge sharing in higher education was done monthly with the leadership to identify any challenges that arose in the field. According to informants 1, 2, 3, 5, 6, 7, and 8, every knowledge management procedure conducted through research is crucial, and they hope that higher education will be able to implement it in line with the current framework as well. In order for every process to function properly, higher education also uses technology in its work processes. For this reason, the knowledge management process is not implemented in higher education in the most effective way (Peña et al., 2021).

CONCLUSION

It is evident from all of the aforementioned responses that knowledge management improves lecturer effectiveness. Furthermore, staff members said that knowledge management is crucial and should always be used in the workplace since it may support the advancement of higher education. The performance of lecturers in higher education is measured by four primary factors: internalization, combination, externalization, and socialization. Universities will function well and improve over time under the beneficial influence of these four variables. Because all interviewees generally reported that knowledge management had a positive effect on lecturer performance, the use of the knowledge management approach improves lecturer performance.

Institutions should apply knowledge management to the fullest extent possible, according to a number of suggestions made by this research. This is because knowledge management is crucial to university operations and will not make institutions less competitive. It is recommended that researchers carry out in-depth studies on the effectiveness of knowledge management in higher education, focusing on regional universities as well as those using alternative research methods. This will help to better understand knowledge management and raise awareness of its significance, as higher education views knowledge management as a critical component of success.

REFERENCES

- Alqahtani, A. Y., & Rajkhan, A. A. (2020). E-learning critical success factors during the covid-19 pandemic: A comprehensive analysis of e-learning managerial perspectives. In *Education sciences*. mdpi.com. <https://www.mdpi.com/2227-7102/10/9/216>
- Azizaha, Y. N., Rijalb, M. K., Romainurc, U. N. R., & ... (2020). Transformational or transactional leadership style: Which affects work satisfaction and performance of Islamic university lecturers during COVID-19 pandemic. In *Systematic Reviews in*

- academia.edu.
<https://www.academia.edu/download/89605999/transformational-or-transactional-leadership-style-which-affects-work-satisfaction-and-performance-of-islamic-university.pdf>
- Christian, M., Purwanto, E., & Wibowo, S. (2020). Technostress creators on teaching performance of private universities in Jakarta during Covid-19 pandemic. In *Technology Reports of Kansai* academia.edu.
<https://www.academia.edu/download/64028209/TRKUVol62No06%2322020.pdf>
- Guoyan, S., Khaskheli, A., Raza, S. A., & ... (2023). Teachers' self-efficacy, mental well-being and continuance commitment of using learning management system during COVID-19 pandemic: a comparative study of *Interactive Learning*
<https://doi.org/10.1080/10494820.2021.1978503>
- Hennink, Monique, Inge Hutter, and Ajay Bailey. 2020. *Qualitative Research Methods*. Sage.
- ILimniou, M., Varga-Atkins, T., Hands, C., & Elshamaa, M. (2021). Learning, student digital capabilities and academic performance over the COVID-19 pandemic. In *Education Sciences*. mdpi.com. <https://www.mdpi.com/2227-7102/11/7/361>
- Munastiwi, E., & Puryono, S. (2021). Unprepared management decreases education performance in kindergartens during Covid-19 pandemic. In *Heliyon*. cell.com.
[https://www.cell.com/heliyon/pdf/S2405-8440\(21\)01241-X.pdf](https://www.cell.com/heliyon/pdf/S2405-8440(21)01241-X.pdf)
- Novitasari, D., Yuwono, T., Cahyono, Y., & ... (2020). Effect of hard skills, soft skills, organizational learning and innovation capability on indonesian teachers' performance during Covid-19 pandemic. In *Solid State* researchgate.net.
https://www.researchgate.net/profile/Masduki-Asbari/publication/348927663_Effect_of_Hard_Skills_Soft_Skills_Organizational_Learning_and_Innovation_Capability_on_Indonesian_Teachers'_Performance_during_Covid-19_Pandemic/links/60175a85a6fdcc071ba913c3/Effec
- Peña, K. L., Bustos-Navarrete, C., & ... (2021). ... about online education and its relationship with characteristics of university entrance and students' academic performance during the COVID-19 pandemic. In *Frontiers in* frontiersin.org.
<https://doi.org/10.3389/fpsyg.2021.642391>
- Prayuda, M. S., Ginting, F. Y. A., & ... (2023). THE The Effect of Extensive Reading Strategy on Students' Reading Comprehension at Smp Dharma Wanita In The Academic Year Of 2023/2024. *Journal of English*
<https://www.ejournal.unma.ac.id/index.php/jell/article/view/6581>
- Prayuda, M. S., Juliana, J., Ambarwati, N. F., & ... (2023). Students' Writing Error in Parts of Speech: A Case Study of EFL Students. *Jurnal Educatio FKIP*
<https://www.ejournal.unma.ac.id/index.php/educatio/article/view/4419>
- Prayuda, M. S., Silalahi, T. S. M., & ... (2022). Translation of Thematic Structure of Descriptive Text from Indonesian into English. ... *Bahasa Indonesia Dan*
<http://ejournal.ust.ac.id/index.php/PENDISTRA/article/view/2365>
- Salam, R., Rahmawati, S., Novita, N., & ... (2021). Management of technology in the higher education sector in Aceh adoption and measurement during the pandemic COVID-19. *Sinkron: Jurnal Dan*
<http://jurnal.polgan.ac.id/index.php/sinkron/article/view/11276>
- Tamsah, H., Ilyas, J. B., & Yusriadi, Y. (2021). Create teaching creativity through training management, effectiveness training, and teacher quality in the covid-19 pandemic. *Journal of Ethnic and Cultural Studies*. <https://www.jstor.org/stable/48710093>
- Walther, Cornelia C. 2020. *Development and Connection in the Time of COVID-19: Corona's Call for Conscious Choices*. Springer.