

# **MANAJEMEN PERGURUAN TINGGI MENUJU KELAS DUNIA**

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## PRAKATA

Perguruan tinggi memegang peranan penting dalam pembangunan dan kemajuan suatu bangsa, Perguruan tinggi telah melahirkan kaum terdidik dan intelektual yang menata bangsa menuju arah yang lebih baik. Sebuah bangsa yang maju adalah bangsa yang memiliki sumber daya manusia yang berkualitas dan berdaya saing sehingga mampu menghasilkan ilmu pengetahuan, teknologi dan seni. Di Indonesia perguruan tinggi memiliki tiga kewajiban yang dikenal dengan Tridharma perguruan tinggi yaitu pendidikan dan pembelajaran, penelitian dan pengembangan serta pengabdian dan pelayanan kepada masyarakat.

Perguruan tinggi dalam mengemban tugas pokok Tridharma perguruan tinggi memerlukan penataan secara komprehensif terhadap kelembagaan dan manajemen pengelolaan. Manajemen perguruan tinggi sangat berperan dalam menjamin keberlangsungan kegiatan akademik dan non akademik di perguruan tinggi.

Setiap perguruan tinggi yang ingin menuju perguruan tinggi kelas dunia (WCU) membutuhkan pengembangan budaya organisasi yang memperlihatkan ciri: memiliki visi-misi, strategi, tujuan yang berorientasi WCU disebarkan, ditanamkan, dan rasa kepemilikan yang kuat dari warga kampus, serta menjadi tantangan bersama untuk diatasi. Kemunculan visi-misi ke arah WCU dan upaya mewujudkannya amat tergantung dari kebijakan pimpinan dan strategi yang dijalankan. Pengembangan perguruan tinggi menuju universitas kelas dunia memerlukan pola kepemimpinan yang mampu memadukan berbagai perspektif.

**Penulis**

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# BAB I. PENGANTAR



## 1.1 Hakikat Perguruan Tinggi

Perguruan tinggi memegang peranan penting dalam pembangunan dan kemajuan suatu bangsa, Perguruan tinggi telah melahirkan kaum terdidik dan intelektual yang menata bangsa menuju arah yang lebih baik. Sebuah bangsa yang maju adalah bangsa yang memiliki sumber daya manusia yang berkualitas dan berdaya saing sehingga mampu menghasilkan ilmu pengetahuan, teknologi dan seni. Di Indonesia perguruan tinggi memiliki tiga kewajiban yang dikenal dengan Tridharma perguruan tinggi yaitu pendidikan dan pembelajaran, penelitian dan pengembangan serta pengabdian dan pelayanan kepada masyarakat.

Perguruan tinggi dalam mengemban tugas pokok Tridharma perguruan tinggi memerlukan penataan secara komprehensif terhadap kelembagaan dan manajemen pengelolaan. Manajemen perguruan tinggi sangat berperan dalam menjamin keberlangsungan kegiatan akademik dan non akademik di perguruan tinggi.

## 1.2 Kriteria Perguruan Tinggi Kelas Dunia

Setiap perguruan tinggi yang ingin menuju perguruan tinggi kelas dunia (WCU) membutuhkan pengembangan budaya organisasi yang memperlihatkan ciri: memiliki visi-misi, strategi, tujuan yang berorientasi WCU disebarkan, ditanamkan, dan rasa kepemilikan yang kuat dari warga kampus, serta menjadi tantangan bersama untuk diatasi. Kemunculan visi-misi ke arah WCU dan upaya mewujudkannya amat tergantung dari kebijakan pimpinan dan strategi yang dijalankan. Pengembangan perguruan tinggi menuju universitas kelas dunia memerlukan pola kepemimpinan yang mampu memadukan berbagai perspektif, antara lain: pemilihan visi-misi ke depan, kemampuan bertindak sebagai agen perubahan (*agent of change*), demokratis dan transparan, keterbukaan dalam pengambilan kebijakan/keputusan serta menerima pendapat/kritik, kemampuan memotivasi orang lain, dan pembinaan hubungan sosial di dalam dan di luar organisasi.

Tenaga pendidik dan kependidikan di lembaga pendidikan tinggi merupakan komponen tenaga yang tidak hanya mencakup pendidik/pengajar saja, melainkan keseluruhan yang berpartisipasi dalam pendidikan. Meski demikian upaya menuju WCU amat bertumpu pada keberadaan tenaga pendidik/dosen yang dimiliki oleh Perguruan Tinggi. Kualifikasi tenaga dosen yang dimiliki dan memenuhi persyaratan yang ditentukan, menjadi dasar bagi perguruan tinggi untuk meraih predikat sebagai perguruan tinggi kelas dunia. Situasi kehidupan yang kian mendunia (globalisasi), menuntut adanya interaksi perguruan tinggi dengan komunitas internasional. Keadaan ini membutuhkan adanya perubahan penyelenggaraan pendidikan tinggi oleh perguruan tinggi untuk menghasilkan lulusan yang memiliki kompetensi sesuai dengan tuntutan perkembangan ilmu, teknologi dan seni, dunia kerja, profesi, dan pengembangan kepribadian dengan ciri khas kebudayaannya masing-masing.

Salah satu tantangan dan tuntutan perubahan yang perlukan dilakukan oleh perguruan tinggi adalah penggunaan kurikulum



yang lebih antisipatif dan responsif terhadap perkembangan lingkungan strategis global, mempertimbangkan kebutuhan masyarakat dan pengembangan ilmu pengetahuan, teknologi, budaya, dan seni; terintegrasi dan efisien, serta dikembangkan secara terus-menerus; mempertajam kepekaan sosial, serta menumbuhkan suasana akademik yang kondusif dan nyaman. Sarana pendidikan adalah segala sesuatu yang dapat digunakan dalam penyelenggaraan proses akademik sebagai alat teknis mencapai maksud, tujuan, dan sasaran pendidikan yang bersifat *mobile* (dapat dipindah-pindahkan), antara lain seperti komputer, peralatan dan perlengkapan pembelajaran di dalam ruang kuliah, laboratorium, kantor, dan lingkungan akademik lainnya. Prasarana pendidikan adalah sumber daya penunjang dalam pelaksanaan Tridharma perguruan tinggi yang pada umumnya bersifat tidak bergerak atau tidak dapat dipindah pindahkan, antara lain bangunan, lahan percobaan, dan fasilitas lainnya. Keterpenuhan pendukung pembelajaran mencakup juga kecukupan koleksi buku perpustakaan, aksesibilitas dan kemudahan akses *e-library* untuk setiap bahan pustaka yang meliputi buku teks, jurnal internasional, jurnal nasional terakreditasi, dan prosiding. Segenap hal itu merupakan salah satu persyaratan yang perlu dimiliki oleh perguruan tinggi untuk menuju perguruan tinggi kelas dunia yakni ketersediaan, kelengkapan, dan kemampuan memanfaatkan sarana-prasarana pembelajaran untuk keperluan akademis, non akademis, maupun administratif penunjang pembelajaran.

Perguruan tinggi berkelas dunia memerlukan penguatan bahasa asing bagi warga kampus dalam kegiatan pembelajaran dan lainnya. Perguruan tinggi baru akan menjadi penyelenggara pendidikan tinggi berkualitas global, apabila memenuhi persyaratan (1) adanya kebijakan mengenai penguatan penguasaan bahasa asing; (2) pengadaan sarana-prasarana pembelajaran dalam mendukung penguatan penguasaan bahasa asing; (3) persyaratan dan kewajiban yang harus dijalankan warga kampus (terutama dosen dan mahasiswa) terkait dengan penguatan penguasaan bahasa

asing; (4) kelengkapan koleksi perpustakaan dengan literatur asing yang *up to date*; dan (5) pengembangan *networking* pustaka berbasis teknologi informasi dan bahasa asing, *e-jurnal*, *e-book*, daya dukung bahan pustaka online data-base dan audiovisual berbahasa asing, serta layanan multimedia. Tindakan antisipatif dan responsif terhadap perubahan, sangat memerlukan perencanaan anggaran pendidikan yang mantap serta pengalokasian dana yang tepat sasaran, penggunaannya yang efektif, sampai dengan pengawasan dan pertanggungjawaban sesuai ketentuan yang berlaku. Atas dasar itu, komitmen suatu perguruan tinggi menuju perubahan ke arah WCU dapat ditinjau dari ada atau tidaknya kegiatan pengembangan pengelolaan keuangan yang mendukung keinginan tersebut. Perguruan tinggi kelas dunia harus mencerminkan kemampuan untuk membina dan mengembangkan jalinan hubungan kerja sama dengan berbagai pihak di luar organisasi, berskala lokal, nasional, maupun internasional. Kemampuan perguruan tinggi dalam membina dan mengembangkan jalinan hubungan kerja sama akan terwujud, apabila terdapat: (1) kebijakan perguruan tinggi terhadap pengembangan hubungan kerja sama; (2) strategi perguruan tinggi dalam mengembangkan hubungan kerja sama dengan pihak di luar insititusi/lembaga; (3) bentuk/jenis jalinan hubungan kerja sama; dan (4) sasaran kemitraan. Komitmen perguruan tinggi menuju WCU harus ditunjukkan melalui kemampuan melakukan penelitian unggulan dan ketersediaan indeks rujukan dalam institusi/lembaganya.

Oleh karena itu perguruan tinggi haruslah mewujudkan bentuk/jenis penelitian unggulan yang telah, sedang, dan akan dilakukan oleh PT, baik melalui lembaga penelitian yang dimiliki maupun dilakukan oleh dosen secara individual/ kelompok, alokasi dan sumber anggaran penelitian, kerja sama dengan pihak lain terkait dengan kegiatan penelitian unggulan, dan lain-lainnya. Sehubungan dengan indeks rujukan mengacu pada upaya pendistribusian hasil penelitian, penerbitan jurnal ilmiah berskala nasional, publikasi karya ilmiah di jurnal internasional, penerbitan

literatur ilmiah, dan lain sejenisnya.

Akreditasi internasional merupakan salah satu syarat harus dicapai oleh perguruan tinggi untuk menjadi perguruan tinggi kelas dunia atau *world class university*. Akreditasi internasional merupakan sebuah pengakuan terhadap perguruan tinggi yang memiliki desain dan kemampuan menghasilkan lulusan berdaya saing tinggi secara internasional. Perguruan tinggi kelas dunia atau *World Class University* mampu mendorong mahasiswa untuk bersaing dalam ranah global. Mereka dipersiapkan secara matang untuk menghadapi itu (Masyarakat Ekonomi ASEAN atau MEA), untuk mencapai akreditasi internasional, perguruan tinggi harus dapat memenuhi berbagai kriteria yang telah ditetapkan sesuai standar internasional. Quacquarelli Symonds (QS), lembaga riset yang bergerak di bidang pendidikan tinggi dalam rilisnya pada 2010 menyebutkan bahwa ada sejumlah kriteria inti harus dipenuhi perguruan tinggi di antaranya:

### **1. Kualitas Penelitian**

Indikator kualitas penelitian untuk mencapai akreditasi internasional ini juga berisikan penilaian kualitas dari dalam negeri, produktivitas penelitian perguruan tinggi berdasarkan jumlah jurnal nasional dan internasional, kutipan yang digunakan oleh akademisi lain dalam penelitian, serta penghargaan yang sering diterima oleh perguruan tinggi.

### **2. Lulusan Kerja**

Indikator lulusan kerja ini lebih fokus terhadap kekuatan akademik, kemampuan lulusan untuk bekerja secara efektif dalam tim multikultural, kemampuan lulusan dalam mempresentasikan, dan untuk mengelola karyawan dan proyek. Indikator ini dilihat dari survei terhadap pengusaha, tingkat kerja lulusan, serta tingkat dukungan layanan karier.

### **3. Kualitas Pembelajaran**

Peran utama perguruan tinggi adalah memberikan pemikiran terbaik di masa depan, menginspirasi generasi mendatang

mengenai potensi riset akademik. Indikator ini lebih berfokus kepada penilaian kualitas pembelajaran lokal, kolasi umpan balik mahasiswa, dan survei mahasiswa secara nasional di perguruan tinggi dan rasionya di setiap fakultas.

#### 4. **Infrastruktur**

Infrastruktur perguruan tinggi merupakan sebuah indikator yang membuat mahasiswa mengetahui apa yang akan dilakukannya ketika berkuliah di perguruan tinggi tersebut.

### 1.3 Strategi Menuju Perguruan Tinggi Kelas Dunia

Untuk mencapai perguruan tinggi dengan karakteristik perguruan tinggi kelas dunia atau *World Class University* setidaknya ada tiga prakondisi penting yang harus disiapkan oleh perguruan tinggi. Ketiga prakondisi tersebut yakni: akumulasi sumber daya manusia yang kompeten, kondisi akademik yang potensial untuk mengembangkan proses pembelajaran dan kapasitas riset, serta tata kelola yang memungkinkan bangkitnya visi strategis, inovasi, fleksibilitas, dan memungkinkan institusi untuk mengambil keputusan dan mengelola sumber daya tanpa dibatasi oleh birokratisasi perguruan tinggi maupun birokratisasi akademik.

Untuk menyiapkan sumber daya manusia yang kompeten dan berkualifikasi internasional, perguruan tinggi perlu menyiapkan mahasiswa, staf pengajar, peneliti, dan tenaga administrasi yang kompeten. Karena itu pola rekrutmen yang selektif dan kompetitif harus dilakukan untuk membuka peluang seluas mungkin bagi calon mahasiswa dan calon pengajar yang kompeten untuk masuk keperguruan tinggi.

Konsep perguruan tinggi kelas dunia terkait erat dengan konsep *research university* karena keduanya berfokus pada peningkatan daya perguruan tinggi melalui pengembangan riset-riset berkualitas. Namun, tidak mudah untuk menjadi sebuah universitas riset karena diperlukan anggaran yang besar untuk riset.

Keterbatasan dana ini akan sangat berpengaruh terhadap kemampuan perguruan tinggi untuk meningkatkan kualitas sumber

daya manusianya, termasuk untuk melaksanakan program-program riset, pendidikan lanjut bagi dosen-dosennya, bahkan menyediakan insentif untuk pengembangan kualitas pembelajaran. Hal tersebut tergantung pada sumber dana dari luar (baik pemerintah maupun lembaga donor) juga tidak selamanya dapat dilakukan.

Hal yang terpenting lagi untuk mengatasi masalah dana ini adalah peningkatan pemahaman, persepsi, dan kesadaran sivitas akademika tentang betapa pentingnya meraih dan menjaga citra bagi perguruan tinggi sebagai sebuah industri jasa. Oleh karena itu membangun citra merupakan sebuah investasi untuk masa depan.

Strategi lain yang dilakukan perguruan tinggi kelas dunia atau *world class university* (WCU) adalah meningkatkan performa kinerja dalam setiap butir penilaian dari lembaga akreditasi. Perlu dibangun komitmen dan kesamaan visi serta persepsi, dimulai dari unsur pimpinan sebagai teladan, terus menetes ke level terbawah, dan yang tak boleh dilupakan adalah membentuk *Task Force* yang khusus bertugas merencanakan langkah kerja untuk mempersiapkan diri melengkapi persyaratan yang diperlukan," Salah satu strategi yang harus dibenahi perguruan tinggi adalah masalah birokrasi. Strategi sebelum jadi WCU adalah membenahi masalah birokrasi. Dari dosen-dosennya sendiri juga kalau bisa membuat suatu kegiatan yang merangsang mahasiswanya lebih aktif. Dengan belajar lebih aktif, mahasiswanya bisa lebih kritis nantinya.

Tata kelola perguruan tinggi tidak sekedar membahas soal struktur dalam organisasi perguruan tinggi, tapi juga soal kepemimpinan dan perbaikan pelemagaan nilai-nilai keunggulan sebagai panduan dalam melaksanakan program kerja menuju perguruan tinggi kelas dunia. Perguruan tinggi kelas dunia bisa dicapai melalui peningkatan kualitas produk-produk perguruan tinggi, berupa hasil-hasil riset, dan inovasi yang bermuara pada paten, lisensi, dan hak cipta. Untuk menghasilkan produk riset yang baik, perlu pembelajaran berbasis riset, jadi ada proses siklus antara

riset, pembelajaran, dan kembali ke riset. Proses ini mengharuskan pembelajaran berbasis riset, dan sebaliknya hasil pembelajaran menjadi bahan masukan atau *feedback* bagi riset lanjutan atau bahkan riset baru yang pada gilirannya nanti akan memperkaya kualitas pembelajaran.

## BAB II. PENGETAHUAN SEBAGAI KUNCI KEMAKMURAN



### 2.1 Arti Penting Pengetahuan

*"The 1998/99 World Development Report: Knowledge for Development (World Bank 1999a) proposed an analytical framework emphasizing the complementary role of four key strategic dimensions to guide countries in the transition to a knowledge-based economy: an appropriate economic and institutional regime, a strong human capital base, a dynamic information.*

## What are Universities For?

### 2.2 Arti Penting Pendidikan

#### The Power of Education

*"The Human mind makes possible all other development achievements, from health advances and agricultural innovation to infrastructure construction and private sector growth. For developing countries to reap these benefits fully – both by learning from stock of global ideas and through innovation – they need to unleash the potential of the human mind. And there is no better tool for doing so than education."*  
(World Bank, 2011 : 1)



A Good Education can also provide other benefits, and the OECD (2011: 193) Stated:

*"Adults with higher levels of educational attainment are generally more likely than those with lower levels of attainment to exhibit greater satisfaction with life, stronger civic engagement (i.e vote, volunteer, express political interest and show interpersonal trust) and better perceived health."*



## **Education and Productivity**

*Adam Smith (1776/1904: I.I.I-I.I.3) stated: "[Productivity] must in every nation be regulated by two different circumstances; first by the skill, dexterity, and Judgment with which its labour is generally applied; and, secondly, by the proportion between the number of those who are employed in useful labour, and that of those who are not so employed...*

*Fourthly, of the acquired and useful abilities of all the inhabitants or member of the society. The acquisition of such talents, by the maintenance of the acquirer during his education, study, or apprenticeship, always costs a real expense, which is a capital fixed and realized, as it were, in his person. Those talents, as they make a part of this fortune, so do they likewise that of the society to which he belongs. The improved dexterity of a workman may be considered in the same light as a machine or instrument of trade which facilitates and abridges labour, and which, though it costs a certain expense, repays that expense with a profit."*

## **Human Capital**

*The first use of the term, 'human capital' was by the economist Pigou (1928: 30) , who stated, "A country may augment the real resources available for its government by turning its boys and girls on to immediately productive work instead of leaving them to their normal period of school time and training. This corresponds to the device of refraining from repairs and renewals of material capital; for the human capital of the country can only be kept intact if successive generations are trained up to take the place of their predecessors at a like level of educated capacity."*

*US War Department's Committee on Education and Special Training, "National strength may be increased without limit by education that builds men. A nation of strong men may multiple its strength many fold by organization of its*

*manpower into an effective team driving to achieve a common goal. Education and organization are thus the tools with which America must shape her destiny.” (Dooley, 1945: xii).*

### **Marshall Plan**

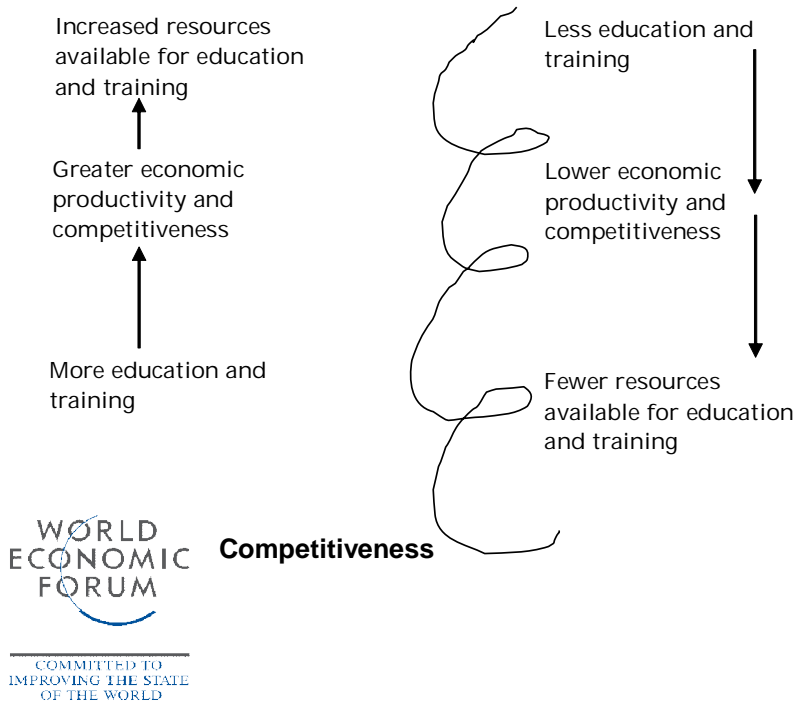
*The concept of capacity building grew out of the Marshall Plan, which successfully supported the rebuilding of Europe following the devastation caused by the Second World War. This intervention thus avoided the reparation and settlement mistakes that arose at the end of the First World War and that contributed to subsequent economic hardship and ultimately to the Second World War. The basic principles of the Marshall Plan were the transfer of capital and knowhow, and these were considered sufficient to encourage rapid economic development; However, subsequent application of these principles elsewhere often proved less successful.*

### **Investing in Human Capital**

*“The connection between knowledge and human capital is easily understood if one realized that capital is formed by investment, that investment in human resources is designed to increase their capacity (to produce, to earn, to enjoy life etc.) and that improvements of capacity, as a rule, result from the acquisition of ‘knowing what’ or of ‘knowing how’. ”*

Fritz Machlup (1984: 8)

## The Education, training and development economic spiral



*The World Economic Forum (WEF, 2010: 4) has synthesized many of the factors that influence competitiveness into 12 pillars;*

1. *Institutions: the role of public and also private institutions and their levels of efficiency, honesty, transparency etc.*
2. *Infrastructure; transportation and communications systems significantly impact on the functioning of the economy.*
3. *Macroeconomic environment: a stable macroeconomic environment in which governments manage their economies.*
4. *Health and primary education: without a healthy workforce a country is unable to be fully competitive. In addition, the quantity and quality of basic education is important.*
5. *Higher Education and training.*

## Competitiveness

1. *Goods' market efficiency: economies need to have healthy competitions encompassing the correct mix of goods and services.*
2. *Labour market efficiency: flexible and efficient labour markets enable workers to move easily from one part of the economy to another.*
3. *Financial Market Development: the financial sector needs to function well and be properly regulated to allow business and state investment.*
4. *Technological readiness: economies need to have the ability to swiftly responds to the potential of new technologies.*
5. *Market size: economies of scale can be exploited where there are large markets.*
6. *Business sophistication: the quality of the operations and the interconnected nature of businesses helps improve productivity.*
7. *Innovation; research and development are needed to support innovation and to enable productive growth.*

## Education, Education, Education



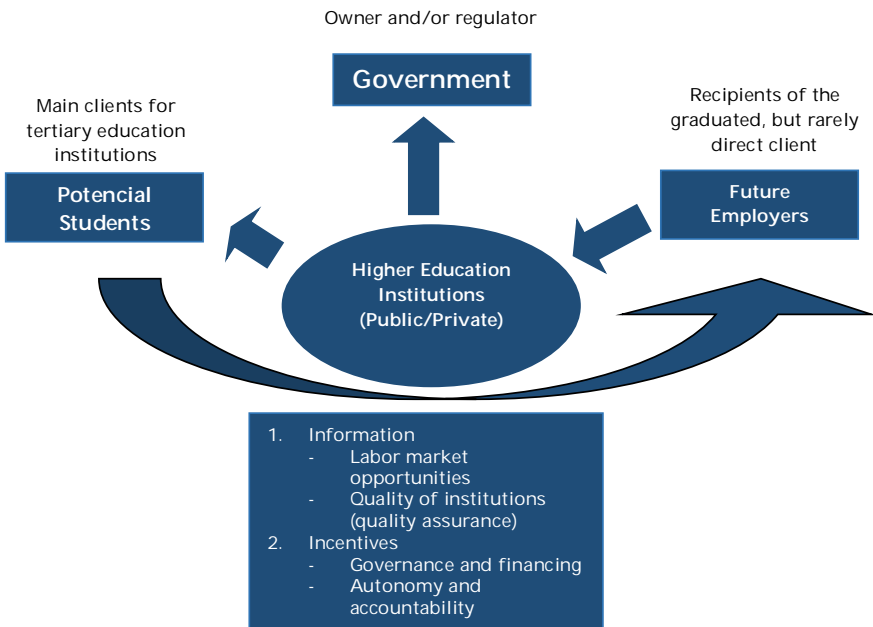
*"In global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just pathway to opportunity – it is a pre-requisite.*

*The countries that out-teach us today will out-compete us tomorrow." (President Barack Obama, 24 February 2009)*

*"We are living through a period of extraordinary change. The stunning rise of*

*the middle-income countries, led by China, India, and Brazil, has intensified the desire of many nations to increase their competitiveness by building more highly skilled workforces. Technological advances are changing job profiles and skills while offering possibilities for accelerated learning. Persistently high levels of unemployment, especially among youth, have highlighted the failure of education systems to prepare young people with the right skills for the job market and have fuelled calls for greater opportunity and accountability.” (World Bank, 2011: v)*

### Indonesia’ Higher Education System



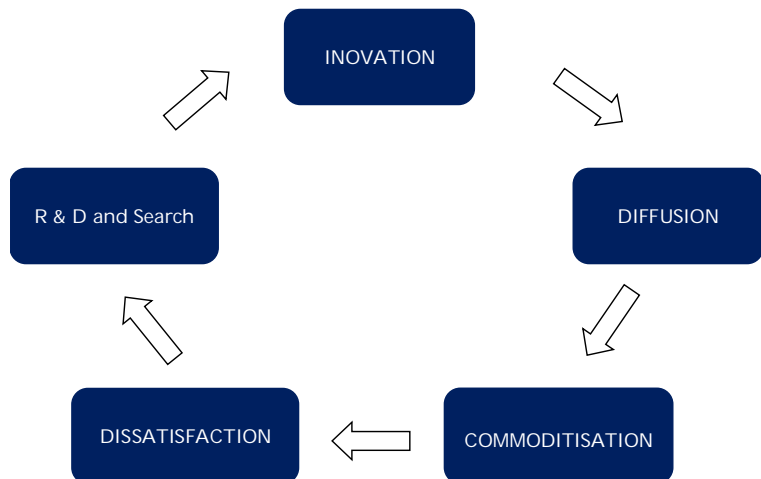
**Frame 1:** *A framework of accountability of higher education institution*



## BAB III. MANAJEMEN PENGETAHUAN

### 3.1 Definisi dan Tujuan

*“But mere knowledge is not power; it is only possibility. Action is power; and its highest manifestation is when it is directed by knowledge” (Francis Bacon, 1561-1626).*

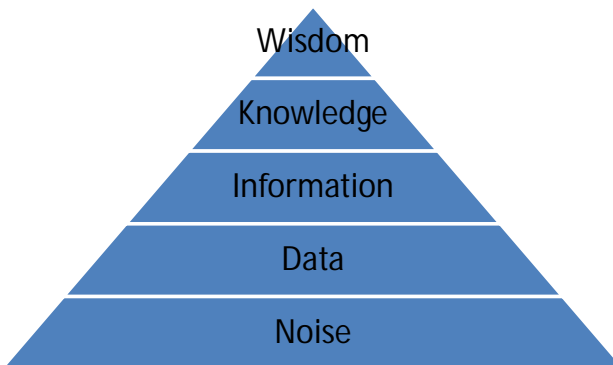


Menurut Kluge (2001) Pengetahuan memiliki sifat:

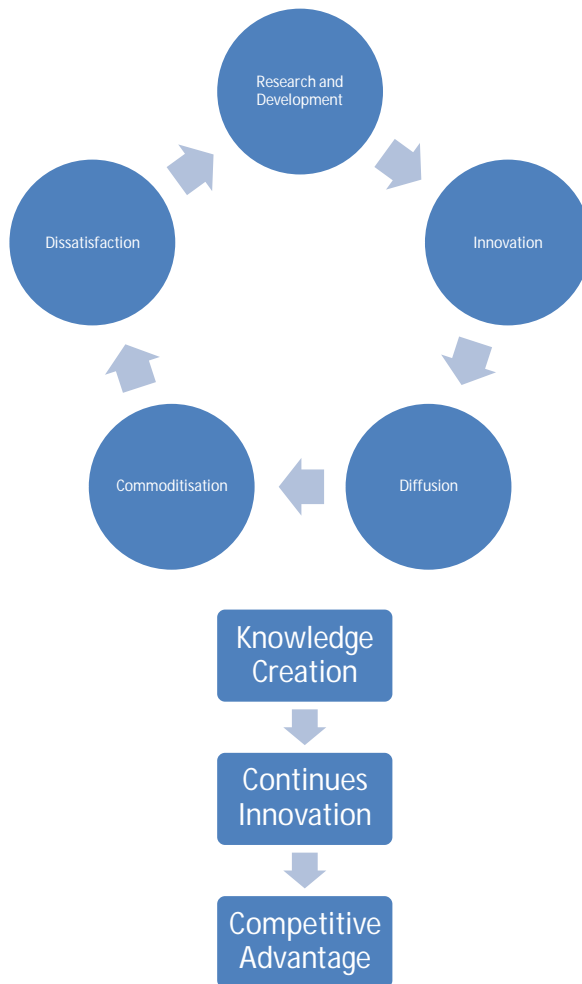
- *Subjective*
- *Transferable*
- *Embedded*
- *Self-reinforcing*
- *Perishable*
- *Spontaneous*

*“the focus of knowledge management is to harness and control the organisation’s expertise to preserve it and to put it to use in best possible ways”.* Wiig (1990)

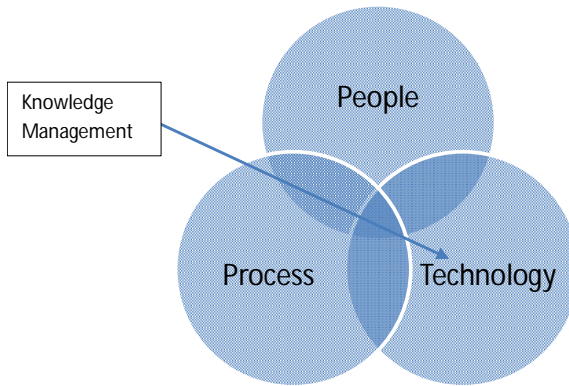
### 3.2 Teori Dasar







*Knowledge Management leading to Competitive Advantage: "Only tacit knowledge, whether alone or in conjunction with explicit knowledge, can give a firm a sustainable competitive advantage. Such knowledge is always associated with people, whereas explicit knowledge is generally capable of being stored, processed, and communicated using technologies"*  
 Burton-Jones (2001)



### 3.3 Perlindungan Pengetahuan

#### 3.3.1 Perlindung Internal

- a. Perjanjian Kerja
- b. Insentif
- c. Desain Kerja
- d. Perlindungan Pengetahuan Inti
- e. Resep rahasia
- f. *Complex knowledge*
- g. *Tacit Knowledge*

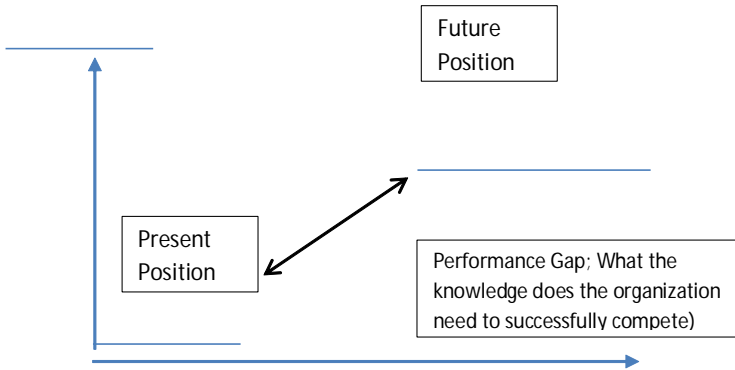
#### 3.3.2 Perlindungan Eksternal

- a. Hak Cipta
- b. Paten
- c. Perjanjian Hukum
- d. Standar Teknis

*Intellectuals capitals as Intangible assets, Dark matters of organizational success. Bagi perguruan tinggi, semakin banyak kekayaan intelektual, maka potensi pertumbuhan ekonomi akan semakin baik.*

### 3.4 Manajemen Pengetahuan dan Sistem Informasi

*The preoccupation with technology and information-led data warehousing can often overshadow the role of humans, their communication and behavior (Scarborough and Swan, 2001).*



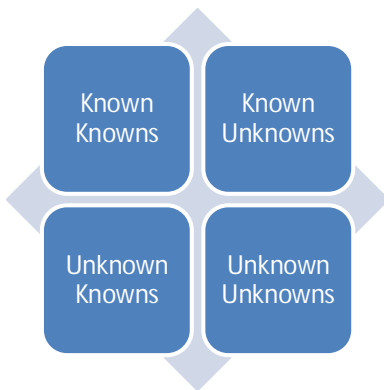
*Facilitating Knowledge transfer*

- a. *To or from individual*
- b. *To or from groups*
- c. *To or from organisation*

#### **Value of Networks:**

*The value of networks increases exponentially in proportion to the square of the number of nodes in the network.*

*Mapping boundaries of knowledge:*



### **3.5 Implementasi Manajemen Pengetahuan di Perguruan Tinggi**

Fase Implementasi:

1. *Knowledge chaotic*
2. *Knowledge aware*
3. *Knowledge enabled*
4. *Knowledge managed*
5. *Knowledge centric*

#### **A. Metode**

1. Connecting people
2. Exchanging best practices
3. Relying on management commitment
4. Mobilising employees
5. Designing a content structure
6. Energising support

#### **B. *Data as the new oil (data harvesting in organization)***

#### **C. *Facilitating Informal learning and knowledge transfer (coffe time, rilex situation)***

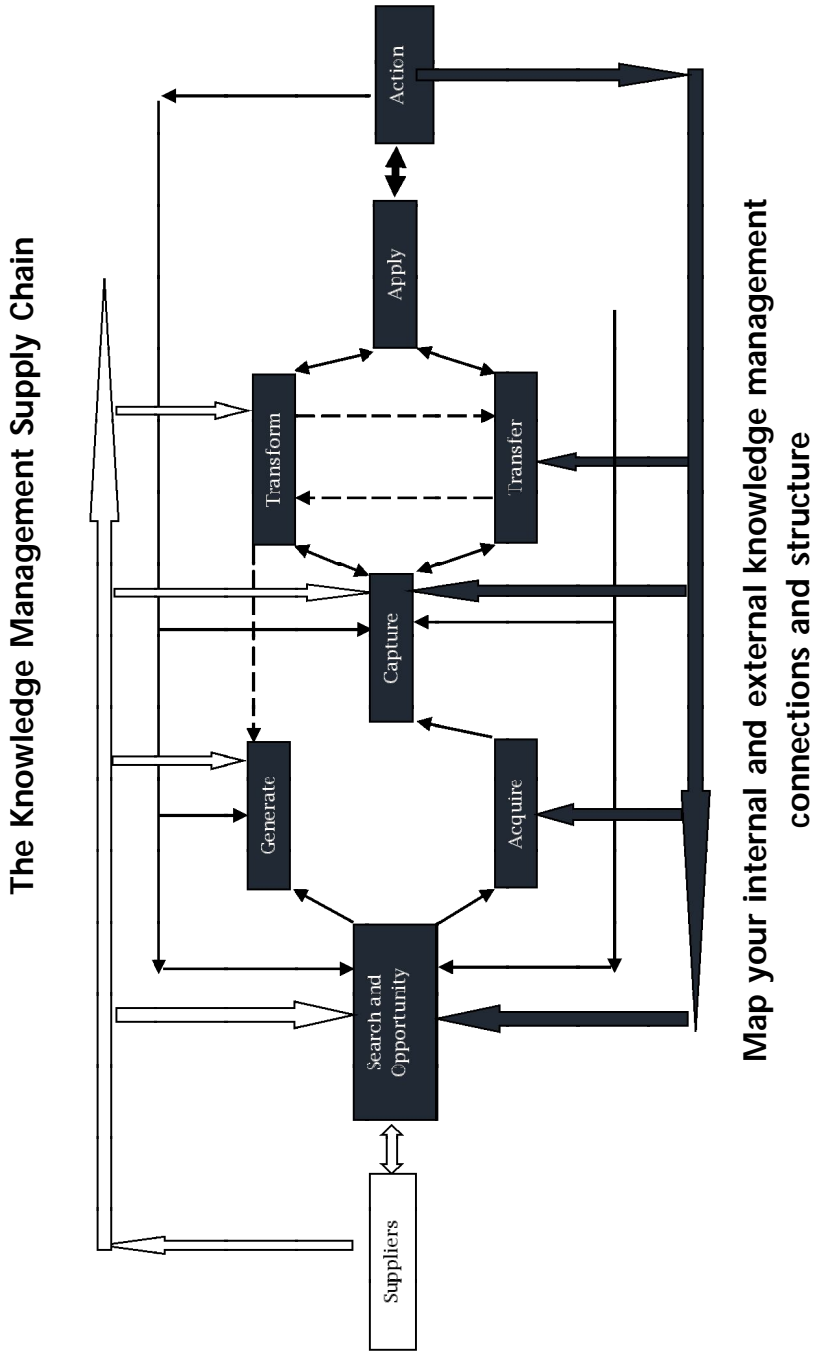
#### **D. Dosen/Peneliti sebagai *knowledge worker***

1. Target
  2. *Responsibility*
  3. *Provide education and training*
  4. *Locate they are most suited*
  5. *Reward and recognition*
- (Peter Drucker)

#### **E. Mengembangkan *Knowledge Management System***

1. *Knowledge databases and repositories*
2. *Knowledge routemaps and directories*
3. *Knowledge network*

F. **Organisational memory: Succession Planning** (pergantian posisi, mulai dari *top position* sampai *low position*)



### **Knowledge Management is Not New**

- 1959 Peter Drucker, *'Landmarks of Tomorrow' – The Knowledge Worker*
- 1967 Michael Polanyi, *Tacit and explicit Knowledge*
- 1989 Karl Eric Sveiby, *The Invisible Balance Sheet*
- 1990 Karl Wig, *Knowledge Management.*

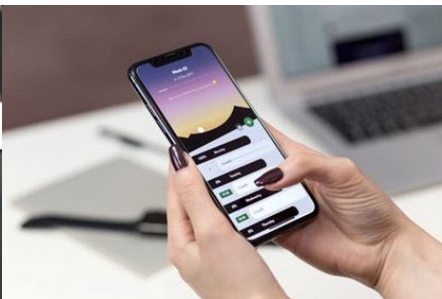
### **Knowledge Management and Information Technology**

*"Advanced data processing technology isn't necessary to create an information-based organization, of course... the British built such an organization in India when 'information technology' mean the quill pen, and bare-foot runners were the 'telecommunication' systems."* Drucker (1998: 3)

*The preoccupation with technology and information-led data warehousing can often overshadow the role of humans, their communication and behavior.* (Scarborough and Swan 2001)

### **Knowledge Management is not new**

*Tablet computing courtesy of **ashurbanipal** some information management system haven't changed in 3.200 years. Tools have evolved. Human consumption has not*

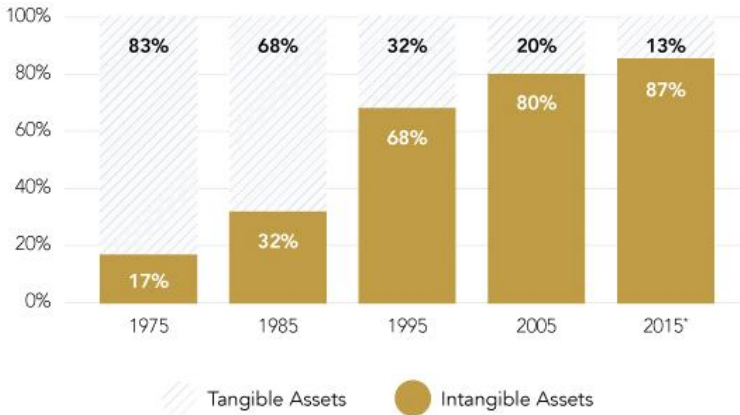




### **Dark Matter**

*Since the 1970s the proportion of tangible assets to intangible assets in the s&p 500 companies has reversed. This often the secret source of organizational success.*

#### **COMPONENTS of S&P 500 MARKET VALUE**



SOURCE: OCEAN TOMO, LLC

<http://www.oceantomo.com/2015/03/04/2015-intangible-asset-market-value-study/>

### **Identifying Intangible Assets**

*“If HP Knew what HP knows,  
it could be three times as profitable.”*  
Lew Platt, former CEO of Hewlett Packard

### **European Union and Competition**

*Lisbon Declaration: By 2010 the EU will be “the most competitive and dynamic knowledge based economy in the world, capable of sustaining economic growth with more and better jobs and greater social cohesion.”*



### **Definitions**

*"But mere knowledge is not power, it is only possibility. Action is power, and its highest manifestation is when it is directed by knowledge."*

Francis Bacon (1561-1626) Religious Meditations

*"The focus of knowledge management is to harness and control the organisation's expertise to preserve it and to put it to use in the best possible ways."*

Wig, (1990)

### **Knowledge is Different**

*Knowledge is different from other factors of production. It is:*

- *Subjective*
- *Transferable*
- *Embedded*
- *Self-reinforcing*
- *Perishable*
- *Spontaneous*

(Kluge et al (2001) )

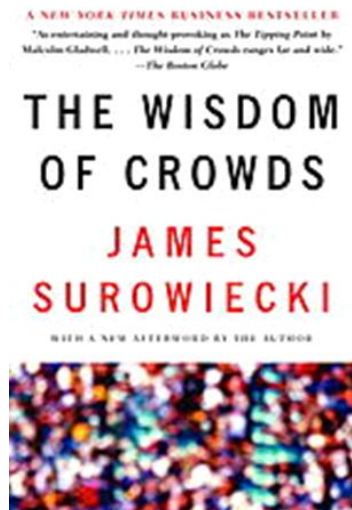
### **The Wisdom of Crowds**

*Frances Galton discovered a crowd could estimate the weight of an ox  
crowdsource – crowd and outsource*

*Crowds are not always wise – the house price bubble!*

*To be successful requires four main requirements:*

- *Diversity of opinion*
- *Independence – people are not influenced by others*



- *Decentralisation – people can specialize and draw on local knowledge*
- *Aggregation – Private judgements are turned into collective judgements*

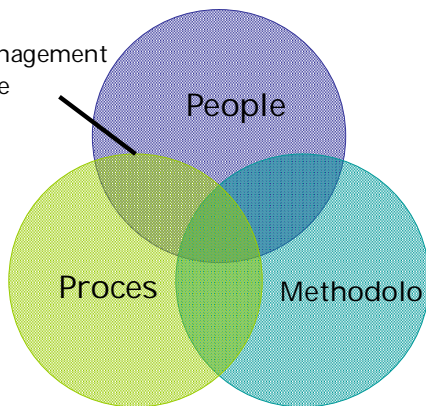
### Search Engine



*Google's mission is "to organize the world's information and make it universally accessible and useful."*

### KM is a Combination

Knowledge management  
The zone where  
content is king



**Competitive Advantage**

*“Only tacit knowledge, whether alone or in conjunction with explicit knowledge, can give a firm a sustainable competitive advantage. Such knowledge is always associated with people, whereas explicit knowledge is generally capable of being stored, processed, and communicated using (widely available) technologies.”*

Burton-Jones (2001: 31)

**Explicit and Tacit Knowledge**

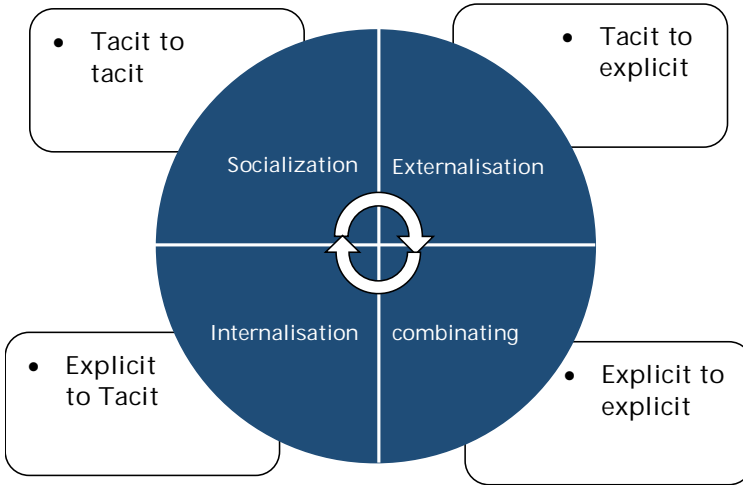
<b>Tacit</b>	<b>Explicit</b>
Personal	Codified
Private	Shared
Exists in people’s minds	Available to everyone
Hard to formalize	systematic
Difficult to communicate	formal
Generated through experience	Articulated and communicable
Acquired on the job	Captured
Specific to particular contexts	
Can develop through social learning and socialization processes	

**Know How and Competitive Advantage**



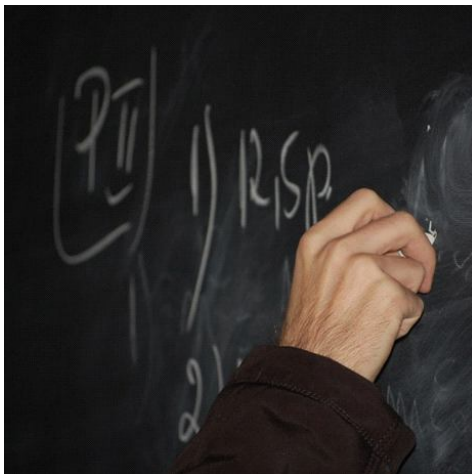
## The Knowledge Creating Company

(Nonaka & Takeuchi 1995)



**Protecting Knowledge**

## Intellectual Property



*With digital convergence it is becoming more and more difficult to protect intellectual property – e.g software, music, books etc. Many industries are struggling to protect the sources of their income and long term future.*

**Internal Protection of Knowledge**

- *Employees signing non-disclosure agreements*
- *Incentives to discourage employees from changing company*
- *Job design in which employees only contribute to part of the process*
- *Product and process can be designed to prevent core knowledge from being accessed*
- *Secret recipes*
- *Complex knowledge*
- *Tacit knowledge*

**External Protection of Knowledge**

- *Copyright*
- *Trade Marks*
- *Patents*
- *International Non-Proprietary Names or Generic Names for Pharmaceutical ingredients*
- *Legal contracts with customer/suppliers, non-disclosure agreement etc*
- *Protected Denomination of Origin e.g Chamgne*
- *Techniacl standards e.g ISO standards*
- *Time to market*

## Knowledge Management Tools

### Strategic Knowledge Gap Analysis

*What knowledge must the organization have to be unique and superior to others?*

*How does this compare with the knowledge (particularly embedded tacit knowledge) it actually has?*

*What needs to be done to eliminate any gaps? For example, the organization could establish an enabling context to encourage individuals to share their tacit knowledge with others in order to create new knowledge.*

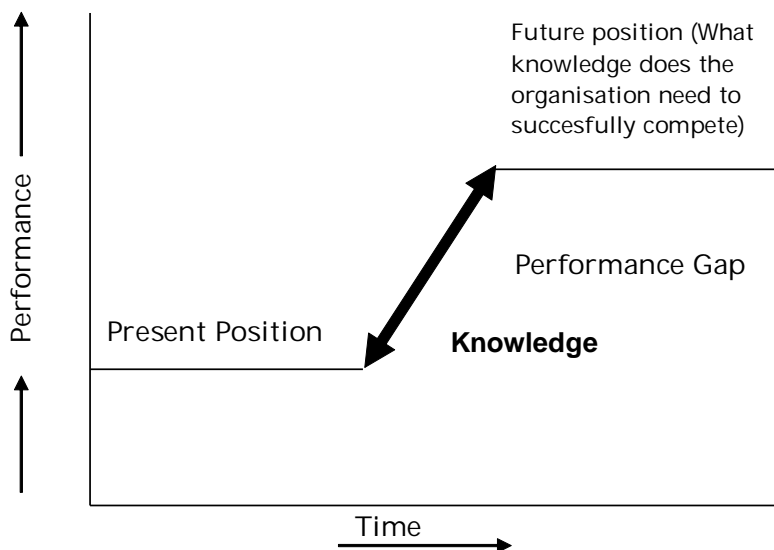
*What explicit knowledge appears to be available to rivals but not the organization? How can the organization acquire it?*

*Does the organization have an excess of knowledge in comparison with its knowledge need?*

*How does the organization leverage its knowledge to its benefit?*

(Sharkie 2003: 31)

### Gap Analysis



### Knowledge Transfer

There are three main levels of knowledge transfer:

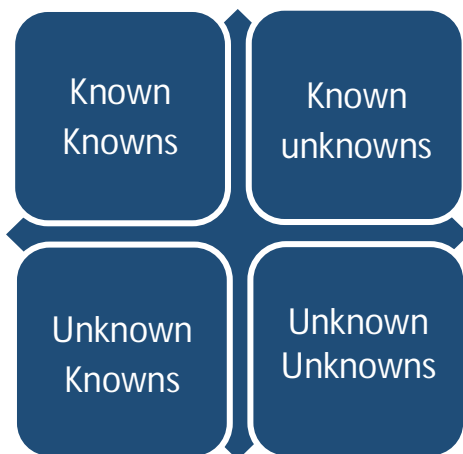
- To or from the individual
- To or from groups
- To or from the organization

*Mechanisms for transfer include: written reports, oral presentations, site visits, tours, job rotation, education and training programs, coaching and mentoring, conferences, business plans, cross-functional teams rather than functional teams, databases, intranets, job descriptions, work manuals, meetings, communities of practice, matrix working etc. Knowledge Currency Units can be awarded to those who share knowledge.*

### Networks

*Robert Metcalf's principle of networks the value of a network increases exponentially in proportion of the square of the number of nodes in the network. Yet, as the number of points in the network increases there is also the potential for the reverse to happen as it becomes too large and unwieldy thereby inhibiting the transfer of knowledge.*

### Boundaries of Knowledge



*“There are known knowns. These are things we know that we know. There are known unknowns. That is to say, there are things that we know we don’t know. But there are also unknown unknowns. There are things we don’t know we don’t know.”*

**Donald Rumsfeld**

## **Communication**

*Communities of practice develop a shared identity and a base of common knowledge. To develop a community of practice Siemens identified a number of roles:*

- *An initiator*
  - *Sponsor*
  - *Moderator / manager*
  - *Members*
  - *Support*
  - *External knowledge carriers.*
  - *Communities of Interest*
  - *Communities of Practice*
  - *Communities of Commitment*
- (Collinson & Parcell, 2001: 127)**

## **Sharing Best Practice**

*In Siemens six factors were identified for the sharing of the best practice:*

*Connecting people: developing employee networks among best-practice owners.*

*Exchanging best practice – through ICT the person described the problem, its solution, the process of solution, critical success factors, the costs involved and the results.*

*Relying on management commitment.*

*Mobilising employees: incentives, rewards and recognitions.*

*Designing a content structure, drawing a best-practice landscape.*

*Energising support: facilitators and 'best-practices office'.*

**(Gibbert and Krause 2000)**



### **Peer Assist**

*"A peer assist is meeting or workshop where people are invited from other teams to share their experience, insights and knowledge with a team who have requested some help."*

**(Collinson and Parcel 2001: 58)**

1. *Clarify the purpose*
2. *Check whether someone has already solved the problem.*
3. *Identify a facilitator.*
4. *Consider the timing and schedule a date.*
5. *Select a diverse group of participants..*
6. *Get clear on the desired deliverables and how you might achieve them.*
7. *Plan time for socializing*
8. *Spend some time setting the environment,*
9. *Divide the time available into four parts, start with sharing information and context.*
10. *Encourage the visitors to ask what they need to know.*
11. *Analyse what you heard.*
12. *Present the feedback, consider what each has learned, and who else might benefit. Agree actions and report progress.*

### **Informal Learning and Transfer**

*In general, people are more likely to share with people local to them making it better to network regionally than globally. Proximity increase the chances of interaction between employees which in turn increases the opportunities to share information. Chance encounters around the water cooler, or at coffee or lunch breaks raises the number of opportunities for information to be shared and new knowledge to be created.*

## **KM Activities List**

### **Knowledge Workers**

*Set targets for knowledge workers.*

*Give responsibility for achieving targets their way.*

*Provide education and training.*

*Locate knowledge workers where they are most suited.*

*Have rewards and recognition which have meaning.*

**Peter Drucker.**

### **After Action Review**

*What was supposed to happen?*

*What actually happened?*

*Why were there differences?*

*What did we learn?*

*"There are times when you think, "We don't have time to do this"  
Then you do it and you think, 'we don't have time not to do it!'"*

1. Hold the AAR immediately.
2. Create the right elimate.
3. Appoint a facilitator
4. What was supposed to happen?
5. What actually happened?
6. Now compare the plan with reality.
7. Recording an AAR.

(Collinson and Parcell 2001: 78)

## **The Knowing-Doing Gap**

1996 - 1700 business books published in the USA

## Robotics and Artificial Intelligence

### Rules for Introducing Knowledge Management

*There is no one best method.*

*Begin with an overall picture.*

*A KM strategy is designed to achieve organizational goals & objectives.*

*Choose a name that is understandable – KM is not very clear! Run a pilot.*

*Build a support team*

*Evangelise*

### Knowledge Management Systems

*In essence, the implementation of knowledge management systems typically falls into the following broad areas;*

#### **Knowledge databases and repositories** (Explicit Knowledge)

*– storing information and documents that can be shared and re-used e.g. client presentations, customer data, marketing materials, minutes of meetings, policy document, price lists, product specifications, project proposals, research reports, training packs etc.*

#### **Knowledge route maps and directories** (Tacit and explicit knowledge)

*– pointing to and identifying people, document collections and datasets that can be consulted e.g. “yellow pages” “expert locators” containing CV’s competency profiles, research interests, and knowledge maps.*

#### **Knowledge Networks** (tacit knowledge)

*– Providing opportunities for face-to-face contact and electronic interaction e.g. established chat facilities/talk rooms, e-learning discussion forums, learning groups, holding best practice sessions. Knowledge brokers, multifunctional project teams etc.*

## Organisation's KM Journey

Stage	Name	Characteristic
1	Knowledge chaotic	Unaware of concepts
2	Knowledge aware	Awareness of KM need Some KM Processes Technology in place Sharing information an issue
3	Knowledge enabled	Benefits of KM Clear Standards adopted Issues relating to culture and technology
4	Knowledge managed	Integrated frameworks Benefits case realized Issues in previous stages overcome
5	Knowledge centric	KM part of mission Knowledge value recognized in market capitalization KM integrated into culture

### KM Standards

Kalleher, D. and Levene, S. (2001) *Pass 2001: Knowledge Management: A guide to good practice*, BSI, London.

CEN (2004) *European Guide to Good Practice in Knowledge Management: Part 1: Knowledge Management Framework*.

Standards Australia (2005), *Knowledge Management – a Guide. AS 5037 – 2005*, Standards Australia, Sydney, 2<sup>nd</sup> Edn.

Israeli Standard S1 25006: 2011 *Knowledge Management Systems – proposed as an **ISO Knowledge Management System***.

### Awareness, Findability, Information and, Knowledge

*Peter Morville: "Awareness and findability come before information and Knowledge in the dictionary and on the web."*

*i.e. we need to be aware of something in order to search for it. Tom Burke.*

*(\*It is July 20<sup>th</sup> 1969 and you are 'Buzz' Aldrin, Neil Armstrong is piloting the lunar module to surface of the moon. With 600 feet to go, and with communication to Houston intermittent, an alarm goes off.*

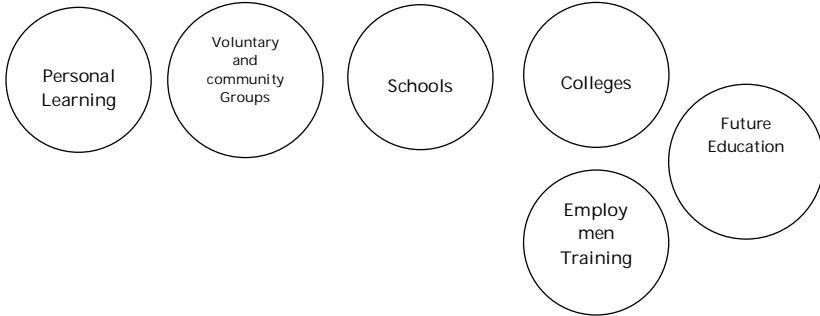
*You have a manual 5 inches thick but not the time to leaf through it to find out whether the alarm means abort or you are safe to continue. You communicate to Houston "Alarm 1202" within 23 seconds Houston responds "Go flight" and the rest is history. There's no point in providing information to people in a format which means that when they need it, they can't find it in time!*

Ada sudut pandang yang baik tentang biaya kuliah di perguruan tinggi. Bahwasanya biaya tersebut sebenarnya adalah tabungan dan bukan beban. Disebut tabungan karena kelak setelah siswa menjadi mahasiswa dan akhirnya menjadi sarjana kelak diharapkan bisa mendapat pendapatan yang cukup yang pada akhirnya bisa memberi atau menjamin kebutuhan materi orang tua dan keluarganya. Jadi kelak "tabungan" ini akan bermanfaat bagi orang tua meskipun memang mungkin tidak dalam waktu dekat (perlu waktu beberapa tahun).

Ini mirip dengan kisah dua penebang kayu. Seandainya ada dua penebang kayu, yang satu sibuk menebang terus menerus, sedangkan yang satunya menajamkan kampaknya terlebih dahulu sebelum menebang, maka yang manakah yang akan bisa lebih produktif dan bisa menebang lebih banyak? kenyataan menunjukkan, meskipun harus meluangkan dan mengorbankan waktu, kesempatan, biaya dan tenaga untuk menajamkan kampaknya, tetapi kelak penebang kayu ini akan jauh lebih produktif karena dengan kampak yang tajam ia bisa menebang lebih banyak dan lebih berhasil dari pada yang tidak menajamkan kampaknya.

## What systematic knowledge Management strategies Does Universitas Sultan Ageng Tirtayasa Use?

*Some sources of national human capital Development*



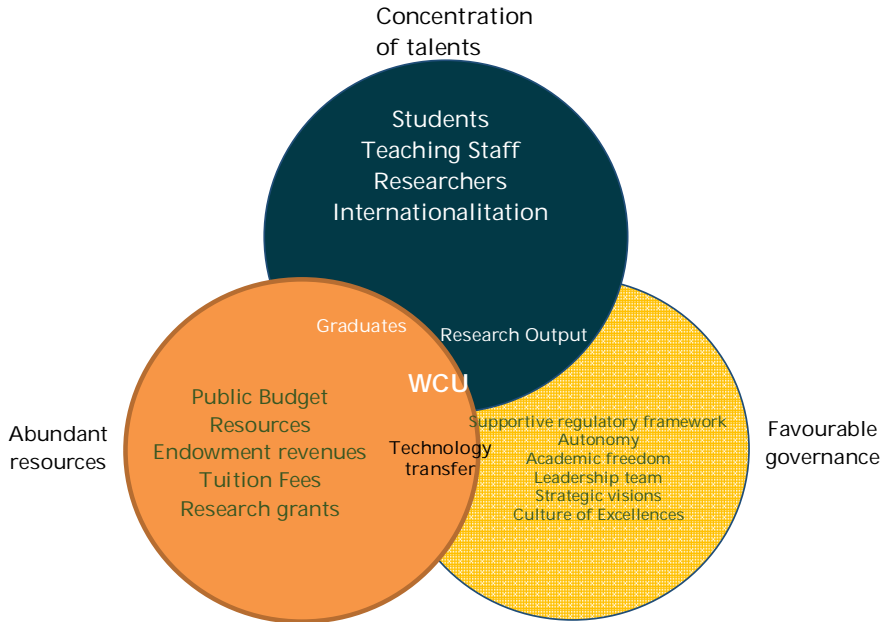
*World Bank (2014: 4) Indonesia's Higher Education System: How responsive Is it to the labor Market?. Policy Brief 89222.*

### Universities Research Productivity



*"We don't measure it [research university productivity]; we judge it." (Collini, 2012: 122)*

## Characteristics of a World-Class University: Alignment of Key Factors



Salmi, J. (2009: 8). *The challenge of Establishing World-Class Universities*. Washington DC. World Bank Publications.





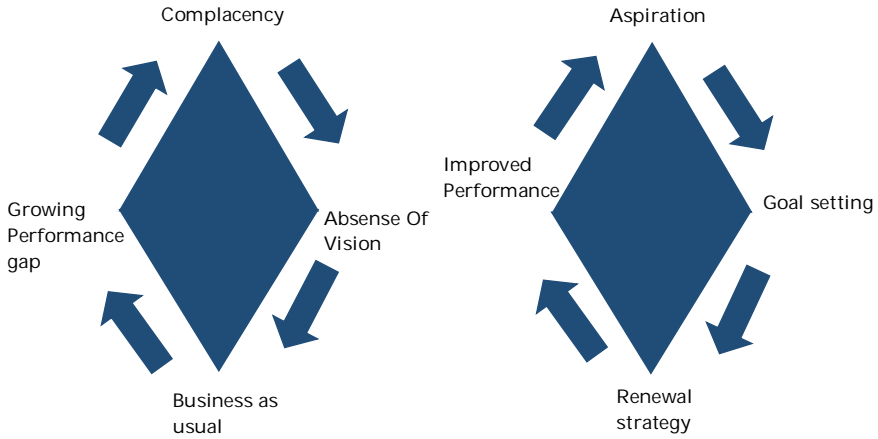
## **BAB IV. MISI DAN KEARIFAN LOKAL PERGURUAN TINGGI KELAS DUNIA**

### **4.1 Universitas Kelas Dunia A World-Class University**

"The establishment of a world-class university requires, above all, strong leadership, a bold vision of the institution's mission and goals, and a clearly articulated strategic plan to translate the vision into concrete targets and programs. Universities that aspire to better results engage in an objective assessment of their strengths and areas for improvement, set new stretch goals, and design and implement a renewal plan that can lead to improved performance. By contrast, many institutions are complacent in their outlook, lack an ambitious vision of a better future, and continue to operate as they have in the past, ending up with a growing performance gap compared with that of their national or international competitors."

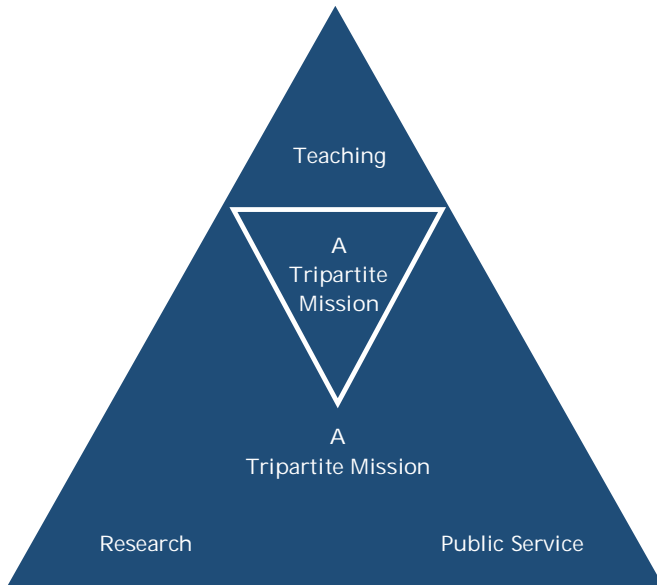
Salmi, J. (2009: 9-10). *The Challenge of Establishing World-Class Universities*. Washington, DC. World Bank Publications.

### The Stagnation and Change Diamonds



Salmi, J. (2009: 9-10). *The Challenge of Establishing World-Class Universities*. Washington, DC. World Bank Publications.

### The Tripartite Mission of a University

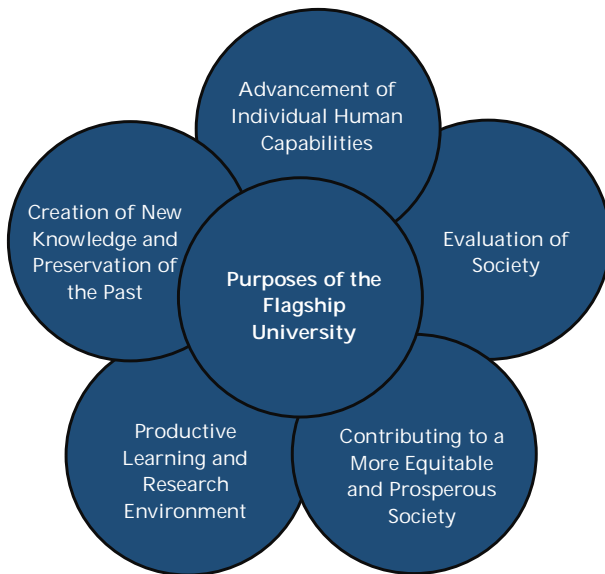


*“Teaching and research in areas such as agriculture and engineering, along with programs providing outreach and educational services to farmers and local businesses, helped fuel economic development and socioeconomic mobility. This “Tripartite mission” of teaching, research, and public service (broadly defined) remains an ingrained component of America’s public universities.”*

Douglas, J. A. (Ed.) (2016). *The New Flagship University. Changing the paradigm from global ranking to national relevancy.* Springer.

## 4.2 Universitas dengan Misi Tertentu

### The New Flagship University



### Becoming a Flagship University

“What is the path of becoming a New Flagship University or, for those campuses that already see themselves as having such a status, for expanding on the model?”

*The logical sequential route is from regional/national engagement, then to global influence. There probably is no shortcut. Hence, one might postulate that a WCU (World Class University), Defined largely by data on research productivity, does not make a Flagship. (Douglass, 2016: 5)*

### **The New Flagship Model**

*“It is important to note that the New Flagship Model is not a rejection of global rankings of universities. Ranking products are here to stay, with good and bad consequences. They are a useful international benchmark for ministries and universities, and for student who seek a means to unpack the growing market of higher education providers. The Problem is, to reiterate, they represent a very narrow band of what it means to be a leading university within a region, within a nation, and in turn globally. Strategic initiatives by national governments, and by university leaders, are getting lost in the weeds of rankings and the rhetoric of World Class. My hope is that that New Flagship model provides a path for some universities to explain and seek a revised institutional identity, to help them build a stronger internal culture of self-improvement and, ultimately, a greater contribution to the economic development and socioeconomic mobility rates that all societies seek. But for that to happen, some groups of institutions will need to embrace some version of the model on their own terms and articulate it clearly.” (Douglass, 2016: 7)*

**THE EXPERIENCE ECONOMY**

**Traditional Universities**

*“Historically, higher education has avoided competitive disruption. One reason for this past immunity is the power of prestige in the higher education marketplace, where the quality of the product is hard to measure. In the absence of comparable measures of what universities produce for their students, the well-respected institutions have a natural advantage. A related stabilizing force is the barrier to disruptive innovation created by the accreditation process, which in the past made conformance to tradition the price of entry to the industry. Now, though, both accrediting bodies and state and federal governments are more focused on learning outcomes. With the steady improvement of low-cost online learning”*

Christensen, C. and Eyring, H.J (nd p. 49) *The Innovative University: Changing the DNA of Higher education*, Forum for the future of Education

**Traditional University Trait**

<b>Traditional University Trait</b>	<b>Online University Copied?</b>
Face-to-face Instruction	No
Long summer recess	No
Shared faculty for undergraduate and graduate programs	No
Comprehensive specialization, departmentalization, and faculty self-governance	No
Private fundraising	No
Competitive athletics	No
Curricular distribution requirements and concentration (majors)	Focused offering
Academic honors	No
Up-or-out tenure, with faculty rank and salary distinction	No
Admissions selectivity	No
Externally funded research	No

## The New Globalization of Higher Education

1. *"Maturing era for mass higher education systems in most developed nations.*
  2. *Higher education increasingly viewed as private good*
  3. *Growing international adoption and convergence of higher education practices and models-higher education as an extension of globalization.*
  4. *Growing international and supranational market for undergraduate students and institutional prestige*
  5. *Eroding institutional autonomy – growing accountability measures.*
  6. *Government as adversary with the higher education community.*
  7. *Possible international accreditation and quality review*
  8. *Changing pedagogy-growing technological adoption.*
  9. *Declining government subsidiastion-rising student fees, growing diversity of funding sources/privatization*
  10. *Growing for-profit sector*
  11. *Established scientific community*
  12. *Global knowledge sharing and communications."*
- (Collini, 2012: 15)

## Challenge Facing Universities - MOOCS



## Challenges Facing Universities – Commercial Provisions



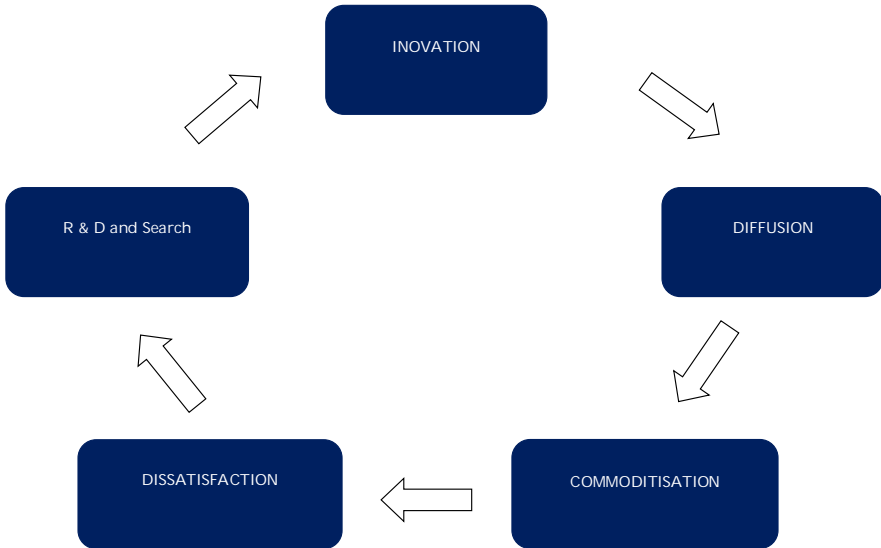
*“Why should university students get out of the bed in a morning (or afternoon!) to attend classes when they can access online teaching and learning resources from the world’s best universities which are delivered by famous academics, scientists, business people etc.?” (Wilson, 2016)*

### The Internet



*“The internet is the greatest force of commoditization ever known to man, for both goods and services. It eliminates much of the human element in traditional buying and selling. Its capability for friction-free transactions enables instant price comparisons across myriad sources. And its ability to quickly execute these transactions allows customers to benefit from time as well as cost savings. In today’s world of time-starved consumers and speed-obsessed businesses, the Internet increasingly turns transactions for goods and services into a virtual commodity pit.” Pine and Gilmore ( 1999: 11)*

## Creative Destruction: The Innovative Cycle



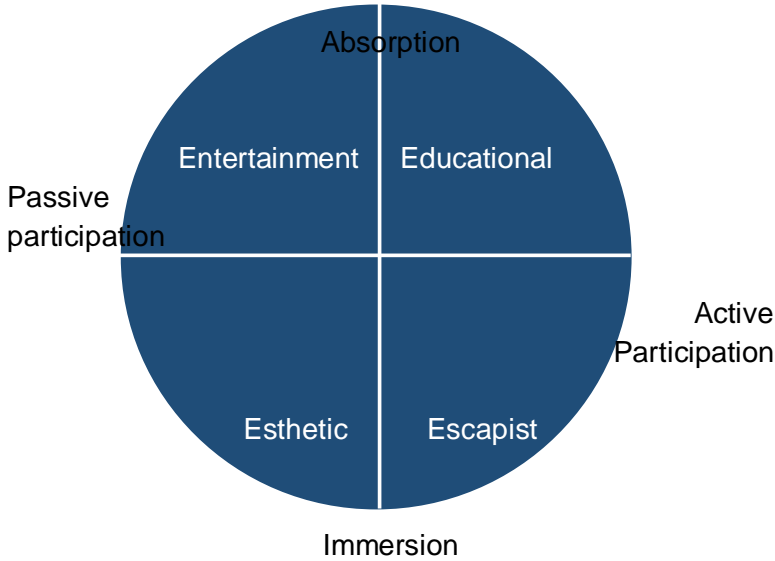
### Harvard – Innovation

*“Leaders of universities will do well to remember what Eliot, Lowell, and Conant knew. Harvard’s strength doesn’t derive merely from its world-leading reputation and endowment, or even from its extraordinary gifted faculty. It certainly isn’t a product of clinging to tradition. Harvard’s most persistent tradition, according to Lowell, is the tradition of change.”*

**Christensen and Eyring p.53**

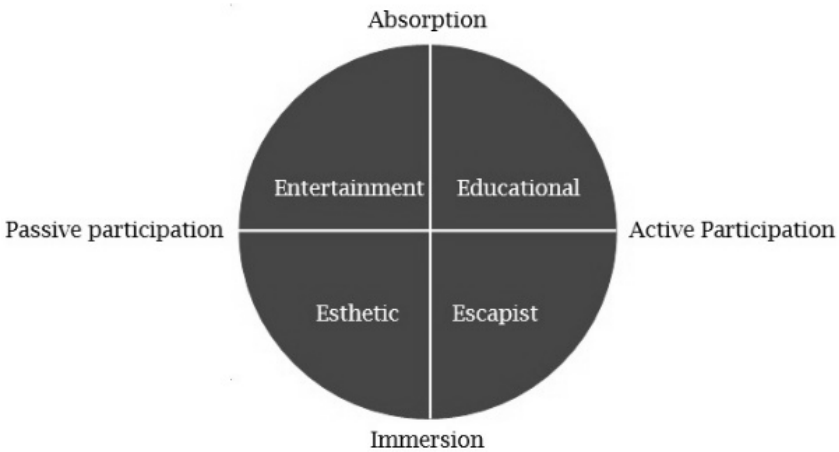


### The Experience Realms



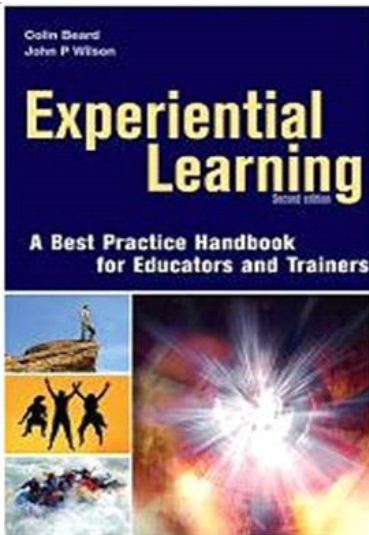
*"An experience may engage guests on any number of dimensions", these are "two of the most important."* (Pine and Gilmore, 199: 30). **What other dimensions might be considered?**

### Edutainment?



*“As with entertainment experiences, with education experiences the guest (or student, if you prefer) absorbs the events unfolding before him. Unlike entertainment, however, education involves the active participation of the individual. To truly inform a person and increase his knowledge and/or skills, educational events must actively engage the mind (for intellectual education) and/or the body (for physical training). Pine and Gilmore (1999: 32)*

### Exploring and Applying Experiential Learning



John P. Wilson

*“..Wow! Mind-blowing stuff. It’s going to be some time before I stop enthusing about this book.”*  
**Personnel Today**

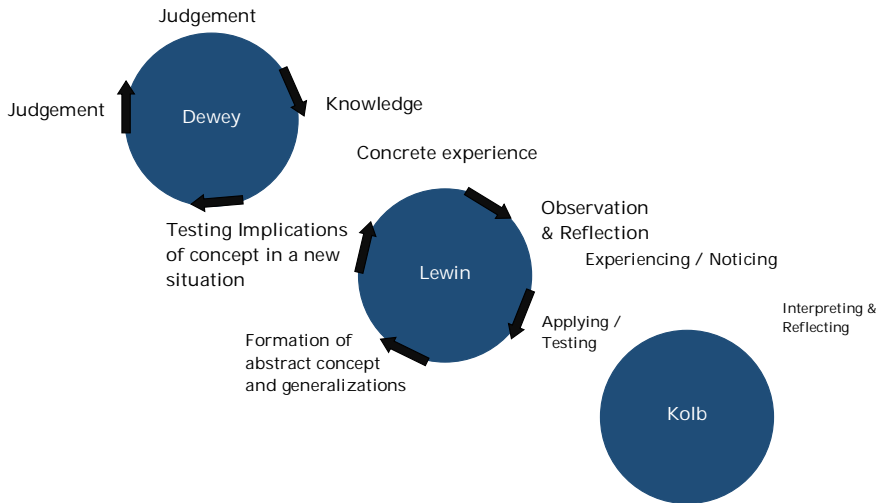
*Think about school and write down the first three things you remember.*



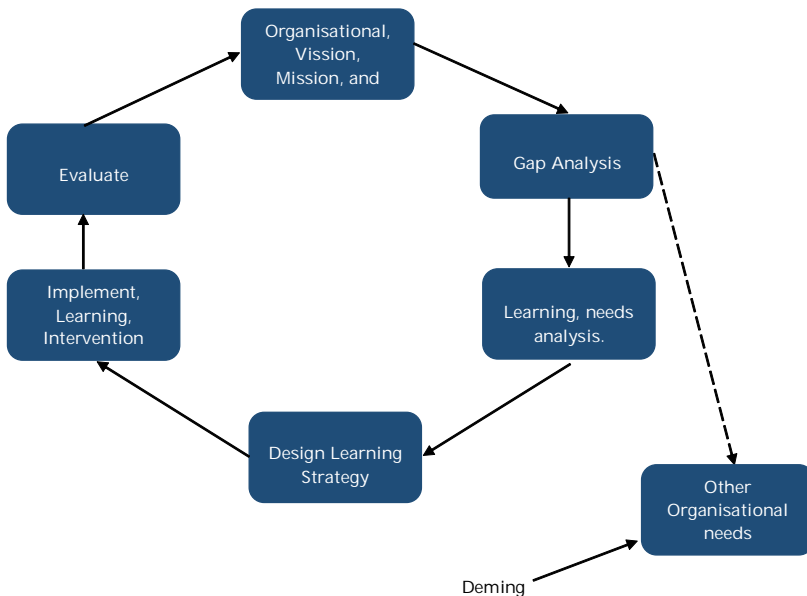
## Learning

*“Learning is the process whereby knowledge is created through the transformation of experience.”*

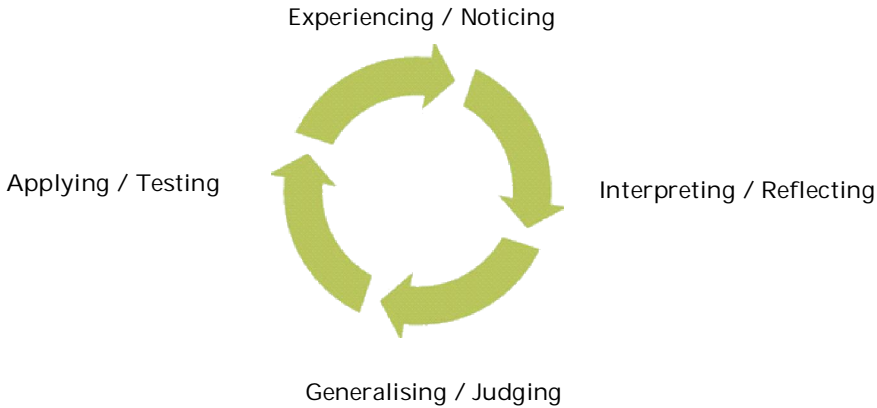
Kolb, David A. (1984: 38) *Experiential Learning*, Prentice Hall, Englewood Cliffs, NJ



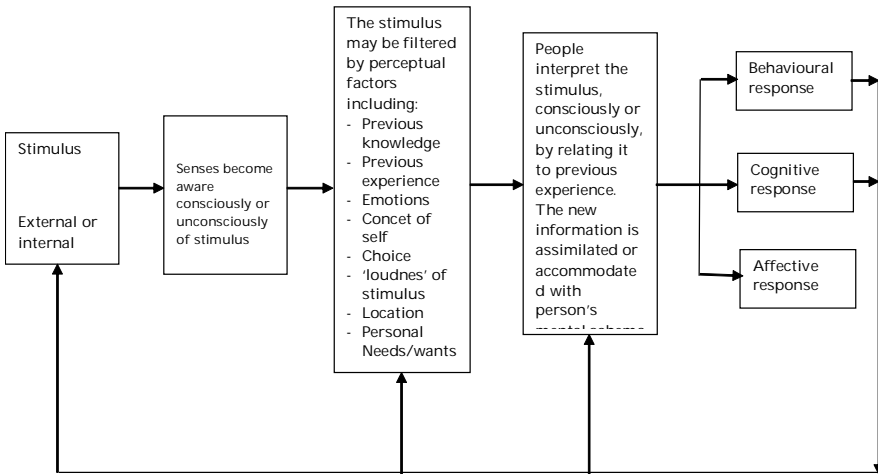
## The Strategic Learning Cycle



## Kolb's Experiential Learning Cycle



## The Process of Perception and Experiential Learning



## Mass-customization

*Definition: "Producing goods and services to meet individual customer's needs with near mass production efficiency."*

Tseng, M.M., 7 Jiao, J (2001: 685). Handbook of Industrial Engineering, Technology and Operation Management.

*Mass-customization of Education*

<http://www.irrodl.org/index.php/irrodl/article/view/view/1704/2834>

*Mass Customization of Education by an Institution of HE: What Can We Learn from Industry?*

[http://www.huffingtonpost.com/vala-afshar/disrupting-higher-educati\\_b\\_11341146.html](http://www.huffingtonpost.com/vala-afshar/disrupting-higher-educati_b_11341146.html)  
"We realized that MOOCs are a tactic, not a strategy And one tool in the toolbox is not a solution to the problems that we are facing. We took a hard look at the problem space across campuses with focus on the future of education. We realized that the problem space is meeting the demands of the student population that is learning – a lifelong population of learners. How do we move to a new era of learning economy for lifelong learners?" said Dr. Stein.

**MINI Combination**



*More than 2.5m Minis have been made since production began at Plant Oxford in 2001.*

*There are more than 300 different interior trim option, and more than 300 different exterior options, allowing for 15,000,000,000,000,000 diferent combinations of MINI. It is therefore highly unlikely for Plant Oxford to ever MINIs exactly the same."*

### **Teacher-Centred to Learner-Centred**

*"The industrial approach to education, [made] teachers the actors and student the passive recipients. In contrast, the emerging new model [of business-led education] takes the market perspective by making students the active players. The active focus will shift from the provider to the user, from educat-ors (teachers) to learn-ors (students), and the educationg act will reside increasingly in the active learner, rather that the teacher-manager. In the new learning marketplace, customers, employees, and the students are all active learners, or even more accurately, interactive learners."*

Davis, S. (2011) *Monster Under the Bed: How Business is Mastering the Opportunity of Knowledge for profit*, New York, Simon and Schuster.

### **Co-Production of the Learning Experience**

*At an 'ancient' Scottish university. "The students complained a lot – poor teaching, absent academics, out-of-date facilities. But they insisted they had a wonderful "experience". However, the gave themselves, not corporate customer-care. That, I suspect, is a common view – and one that may reflect what universities should should really be about, students building their own "experiences" within the welcoming embrace of their institutions."* Scott (2014)

## Transformation



*"Experiences are not the final economic offering. Companies can escape the commoditization trap by the same route as all other offerings can take: customization. When you customize an experience to make it just right for and individual – providing exactly what he or she needs right now, you cannot help changing that individual. When you customize an experience, you automatically turn it into a transformation, which companies create on top of experiences (you've heard the phrase 'a life-transforming experience'). Just out-of-shape person, the emotionally troubled person, the young managers, the hospital patient, and the struggling company all really desired." Pine and Gilmore (1999: 165).*

## The Student / Graduate is the Product



*"Welcome to the commoditization of experiences, best exemplified by the increasingly voiced phrase. 'Been there, done that.'" Pine and Gilmore (1999: 165)*

*“But what are people really after as they enter in to all these pursuits? Experiences, yes. But there is more than that: we want to transform ourselves, to become different. While experiences are less transient than services, the individual partaking in the experiences often wants something more lasting than a memory, something beyond what any good, service, or experience alone can offer. The person who buys a membership in a fitness center is not paying for the pain but for an ongoing exercise regimen that will increase his or her physical well-being... People head for business school because they want to affect their professional and financial well-being.” Pine and Gilmore (1999: 164)*

**Economic Distinctions**

Economic Offering	Commodities	Goods	Servuces	Experiences	Transformation
Economy	Agrarian	Industrial	Service	Experience	Transofrmation
Economic Function	Extract	Make	Deliver	Stage	Guide
Nature of offering	Fungible	Tangible	Intangible	Memorable	Effectual
Key attribute	Natural	Standardised	Customized	Personal	Individual
Method of supply	Stored in bulk	Inventoried after production	Delivered on demand	Revealed over a duration	Stustained thorough time
Seller	Trader	Manufacturer	Provider	Stager	Elicitor
Buyer	Market	User	Client	Guest	Aspirant
Factors of Demand	Characteristic	Features	Benefits	Sensation	Traits

**Categories of Innovative Learning 1**

- *“Learner-centered approach;*
- *Specific structure and organization of the course and its content for consistent, “whole” student experience.*
- *Effective content presentation in various formats and modalities,*
- *Immediate application of knowledge in authentic situations in the class and real life, and gaining pratical outcomes of the course.*
- *Iterative process of knowledge construction and skill development (Serddyukov and Ryan, 2008);*



- *Situated learning (Lave and Wenger, 1991) that uses real-life situation as the basis of learning activities and, especially, in developing professional competence;*
- *Continuous active communication, collaboration, and cooperation among students in various small- and big-group activities."*

Serdyukov, P. (2017) "Innovation in education: what works. What doesn't, and what to do about it?" *Journal of Research in Innovative Teaching & Learning*, Vol. 10/Issues: 1. pp 4-33.

### **Categories of Innovative Learning 2**

- *"High level of intrinsic motivation developed and constantly supported through emotional involvement of each student in team work and learning process;*
- *Instructor's suggestive, supportive, and efficient teaching style incorporating incessant involvement with the class; Immediate, objective, and stimulating feedback, continuous student support;*
- *Systemic use of ET in classroom and homework both for content acquisition and skill development, for communication and collaboration, and for maintaining student's high level of cognitive, physical, and emotional state;*
- *Application of suggestive techniques, such as relaxation, ritual structure of classroom activities, positive environment, emotional involvement, and music; and*
- *Combination of intensive work and total relaxation."*

Serdyukov, P. (2017) "Innovation in education: what works. What doesn't, and what to do about it?" *Journal of Research in Innovative Teaching & Learning*, Vol. 10/Issues: 1. pp 4-33.

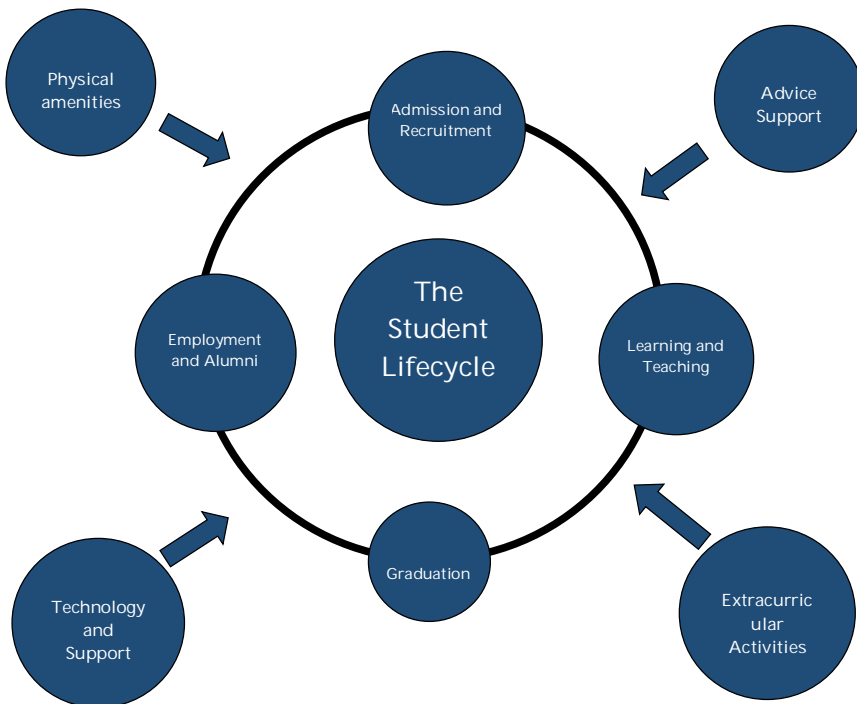
## University Student Experience



*"We will design a new Penn undergraduate experience. It will involve not only curriculum, but new types of housing, student services, and mentoring, to create a seamless experience between the classroom and the residence, from the playing field to the laboratory. I am committed to having this in place for students entering Penn in the fall of 1997. That class the class of 2001 – will be our first class to have an entirely new experience – the Penn Education of the Twenty – First Century"*

Judith Rodin, Seventh President of University of Pennsylvania

## Student Lifecycle



## **Improving the Student Experience**

### **The six stages of the model are:**

1. *First contact and Admissions*
2. *Pre-arrival*
3. *Arrival and Orientation*
4. *Induction to Study*
5. *Reorientation and Reinduction*
6. *Outduction*

### **The five themes in the model are:**

1. *Curriculum and Assessment*
2. *Pedagogy*
3. *Support*
4. *Finance*
5. *Employment*



## **BAB V. PEMBELAJARAN SEPANJANG HAYAT**

### **5.1 Pengertian**

Pekerjaan yang dikategorikan sebagai Profesi berorientasi pada pelayanan dan mengharuskan secara kontinyu memperbaharui pengetahuan dan ketrampilannya agar dapat meningkatkan efektivitas kinerjanya. Pengetahuan dan keterampilan yang diharuskan dimiliki oleh seorang profesional tidak mungkin didapatkan dalam sekali waktu dan dalam semua hal, melainkan mereka harus memperbaharuinya secara terus menerus.

Menurut Ramaiah dan Moorthy, *continuing education* didefinisikan sebagai penyediaan peluang dan kesempatan bagi seseorang untuk melanjutkan pembelajaran atau pendidikannya. *Continuing education* tergantung pada keterampilan literasi seseorang, dan juga penyediaan sumber-sumber serta peluang belajar lanjut. *Continuing education* dapat menggunakan prosedur pendidikan nonformal, tetapi tidak sama persis. Sistem nonformal adalah suatu alternatif yang disediakan untuk membantu orang dewasa/masyarakat yang sangat

kekurangan pendidikan (*educationally-deprived adult*) dalam rangka mencapai standar yang sama dengan sektor formal. Continuing education merupakan penyediaan pendidikan seumur hidup untuk mempertinggi nilai standar kehidupan dan melengkapi pengetahuan seseorang agar sesuai dengan tantangan mata pencaharian/pekerjaan yang ditekuninya.

Istilah yang sering digunakan untuk menyatakan pelatihan nonformal adalah pendidikan orang dewasa (*adult education*), pendidikan berkelanjutan (*continuing education*), pendidikan lanjut (*further education*), pendidikan seumur hidup (*lifelong education*), pendidikan kejuruan (*vocational education*), pelatihan perusahaan (*industrial training*), dan pendidikan buruh (*labour education*). Meskipun demikian, istilah yang paling populer di antara istilah-istilah di atas adalah *continuing education* dan *lifelong learning*.

Sementara Knowles dan Clevins mendefinisikan *continuing education* ke dalam tiga kelompok, yaitu 1) definisi ditinjau dari klasifikasi, 2) definisi dilihat dari analisis struktur, dan 3) definisi dilihat dari analisis operasi.

Definisi ditinjau dari klasifikasi harus dimulai dari perbedaan antara pendidikan dan nonpendidikan, dan orang dewasa dengan orang yang bukan dewasa. Keputusan apakah termasuk dalam pendidikan atau bukan tergantung pada kebutuhan-kebutuhan individu seorang pelajar.

Meskipun demikian, definisi "adult" dalam konteks pendidikan orang dewasa adalah lebih dari standar, yaitu seseorang yang terputus atau belum selesai dalam pendidikan formal, dan sekarang mencoba untuk melibatkan kembali dalam proses pendidikan. Definisi ditinjau dari analisis stuktur dibagi ke dalam lima bagian, yaitu leadership, goals, processes, agencies, dan clientle. Leadership berangkat dari tiga sumber utama, yaitu program pascasarjana, organisasi pemerintah, dan asosiasi profesi. Goals dibagi ke dalam empat klasifikasi utama yaitu 1) kompetensi pekerjaan, kompetensi kejuruan dan kompetensi profesional, 2)

kompetensi kehidupan individu dan keluarga, 3) tanggung jawab sosial dan warganegara, 4) pemenuhan diri. Proses dibagi menjadi tiga topik yaitu metode, teknik dan media. Metode adalah cara yang ditata atau diorganisasi oleh seseorang untuk menciptakan aktivitas pendidikan. Teknik adalah hubungan antara hubungan antara pembelajar/siswa dengan tugas belajar. Adapun media adalah sumber-sumber yang digunakan dalam proses pembelajaran agar metode dan teknik dapat dijalankan dengan baik. Ditinjau dari analisis operasi lebih berhubungan dengan metode yang digunakan dalam proses pendidikan. Di samping itu juga membicarakan hubungan antara agen-agen penyelenggara pendidikan.

## 5.2 Karakteristik

*Continuing education* mempunyai beberapa karakteristik dalam hubungannya dengan profesi lainnya. Knox mengidentifikasi enam karakteristik dari *continuing education*, yaitu 1) berpusat pada tingkat pengetahuan tinggi dan kompetensi yang diperlukan dalam menjaga dan meningkatkan posisi seseorang di tempat kerjanya, 2) kompleksitas pengetahuan profesi, 3) tingkatan verbal yang dapat memfasilitasi seseorang dengan pendidikan kampus, 4) permintaan oleh peserta dalam program pendidikan profesi berkelanjutan untuk memperoleh keunggulan dalam hal isi, personil, dan metode yang disatukan dalam program tersebut, 5) persaingan yang menyita waktu seseorang di tempat kerja, dan 6) kemampuan peserta dan asosiasi, lembaga dan institusi untuk membayar biaya program pendidikan yang tinggi. Steig menyatakan bahwa *continuing education* pada dekade pertengahan dan terakhir ini telah menjadi topik hangat, jangan dikatakan sebagai masalah kecil. Setiap orang ingin bergabung dengan kelompok yang terbanyak, baik di organisasi, asosiasi, perpustakaan, sekolah-sekolah perpustakaan, administrator, dan pustakawan praktisi.

### 5.3 Tujuan

Segala sesuatu yang dilaksanakan perlu tujuan yang jelas. Tanpa adanya tujuan, tentu apa yang dilaksanakan tidak dapat memperoleh hasil yang memuaskan karena tidak adanya arah dan pedoman. Jika seseorang ingin memperoleh kesuksesan dalam hidupnya di masyarakat, maka dia harus merasa nyaman dalam masyarakatnya. Corrall dan Brewerton mengatakan "*developing your personal capacity to perform effectively at work and in other areas of your life is vital if you wish to survive and thrive in a rapidly changing and highly competitive environment*" Itu merupakan tujuan akhir dari continuing education. Secara lebih rinci, tujuan continuing education adalah: 1) mengembangkan keterampilan berkomunikasi, 2) mengembangkan fleksibilitas dalam menghadapi perubahan, 3) meningkatkan hubungan kemanusiaan, 4) memfasilitasi berpartisipasi dalam berbagai kegiatan, 5) membantu perkembangan seseorang. Adapun tujuan dasarnya adalah membantu peran seseorang lebih efektif dalam masyarakat dan lingkungannya. Adapun menurut Stone, *continuing education* mencakup peluang-peluang belajar bagi seseorang dalam profesinya dengan tujuan 1) memelihara orang tersebut agar dapat mengikuti konsep-konsep, pengetahuan, dan keterampilan baru baik dalam bidang keilmuan maupun yang berhubungan dan relevan dengan keilmuan tersebut, 2) memperbaharui pendidikan dasar mereka, 3) menyegarkan pikiran seseorang agar selalu berada dalam jalur karirnya dengan menyediakan peluang untuk memperluas pekerjaan yang ditekuni dalam profesinya, 4) membantu seseorang untuk menguasai konsep-konsep baru sesuai dengan tuntutan profesinya agar dapat berperan dalam masyarakat atau komunikasinya. Tujuan-tujuan di atas perlu dijabarkan lebih detail lagi pada saat penyelenggaraan *continuing education*, baik tujuan yang berarah kognitif, afektif maupun psikomotor/skill. Hal itu karena tugas dan tanggung jawab dalam melayani penggunaannya tidak hanya dituntut mempunyai keluasan dan cakrawala pengetahuan saja, tetapi juga sikap yang baik,



penuh empati, rasa tanggung jawab, kehandalan, dan daya tanggap sangat diperlukan. Dari uraian di *atas continuing education* bertujuan meningkatkan, mengembangkan, serta memberdayakan sumber daya manusia untuk menjadi sumber daya manusia yang unggul, kompeten dan profesional.

#### **5.4. Program yang Ditawarkan**

Terdapat beberapa program yang dapat ditawarkan dalam *continuing education* antara lain :

1. Pendidikan, pelatihan dan sertifikasi profesi
2. Pendidikan dan pelatihan berbasis teknologi informasi, bioteknologi, energi alternatif, lingkungan dan inventarisasi sumber daya alam
3. Pendidikan dan pelatihan *tax center*
4. Pelatihan yang bersifat aktual, yang dapat memberikan kontribusi langsung terhadap permasalahan yang dihadapi bangsa
5. Pendidikan dan pelatihan lanjut usia (*adult education*)
6. Pendidikan dan pelatihan yang berorientasi terapan
7. Pengembangan pendidikan yang bersifat nonreguler yang dapat diakreditasi sebagai pendidikan formal
8. Program Pendidikan berkelanjutan Administrasi Pemerintahan Desa
9. Program Pendidikan berkelanjutan akuntansi dan keuangan daerah
10. Program pendidikan berkelanjutan ketatusahaan sekolah

