

The Influence of Knowledge Management and Learning Organizations on High School Employee Performance

Denok Sunarsi¹, Umi Rusilowati², Suwanto³, Azhar Affandi⁴, Haedar Akib⁵

¹Management, Universitas Pamulang, Indonesia
Email: denoksunarsi@unpam.ac.id

²Management, Universitas Pamulang, Indonesia
Email: dosen00061@unpam.ac.id

³Management, Universitas Pamulang, Indonesia
Email: dosen01813@unpam.ac.id

⁴Management Science, Universitas Pasundan, Indonesia
Email: azhar.affandi.dim@unpas.ac.id

⁵Administration Science and Law, Universitas Negeri Makassar, Indonesia
Email: haedarakib@unm.ac.id

(Received: 12-09-2021; Reviewed: 15-11-2021; Accepted: 25-11-2021;
Available online: 20-12-2021; Published: 22-12-2021)



This is an open access article distributed under the Creative Commons Attribution License CC-BY-NC-4.0 ©2021 by author (<https://creativecommons.org/licenses/by-nc/4.0/>).

Abstract. This study aims to determine whether knowledge management and learning organization affect employee performance at high school in Tangerang. Research data were collected from questionnaires filled out by 180 respondents and the method used is the method quantitative research using structural equation modeling (SEM) analysis with the statistical tool SmartPLS 3.0. The results showed that knowledge management has a positive and significant effect on employee performance. In addition, learning organization has a positive and significant effect on employee performance. This research recommends companies continue to pay attention to the application of knowledge management and learning organizations so that can run effectively to improve the performance of high school employees in Tangerang.

Keywords: Knowledge Management, Learning Organizations, High School Employee Performance

INTRODUCTION:

In the era of knowledge and technology, every organization will face increasing uncertainty as a consequence of rapid changes in the business and technology environment, so to survive and have a competitive advantage, every organization has to adapt and transform into a Learning Organization (LO), namely: itself as an organization that can learn or build an organization into an organization that continues to learn (LO) by providing opportunities for members of the organization to learn and develop themselves. Every organization or company will face the consequences of changes

in the business environment, be able to adapt and transform into a learning organization so that its business can survive. According to Branin et al. (2003); Gloet et al. (2004) The company as an organization that has members, the members of the organization must have the ability to be creative and innovate. Creativity and innovation are indicators of the success of an organization and always appear in every member who wants to continuously learn (individual learning). To make individuals learn is to provide the widest opportunity for employees to increase knowledge. According to Abu-Naser et al. (2016), the competition that workers have will determine the progress of the

organization which ultimately reflects the competence of the organization. According to Gill (2009); Johannessen et al. (1999); Leung et al. (2015); Marques et al. (2006) To realize an organization that can learn and develop, intangible resources are needed whose contribution is very important, namely, virtual resources, sourced from workers' knowledge, spiritual abilities, intellectual abilities, skills, competencies, and thoughts, which if intangible assets This continuous development will become the pillar of the organization in building a learning organization so that it has a competitive advantage and plays a role in increasing added value for stakeholders.

Schools as organizations that aim to develop students' self-potential through the learning process are certainly closely related to learning organizations and even become very important things (Gill 2009; Johannessen et al. 1999). Because learning organizations are very concerned with knowledge management, schools should organize knowledge management so that the potential of their students can be developed optimally and is beneficial for students, society, nation, and state, so that the quality of schools can be recognized by the community. Learning organizations by implementing knowledge management will have the potential to be able to bring progress to school organizations. According to Gill (2009); Johannessen et al. (1999); Leung et al. (2015); Marques et al. (2006) The application of knowledge management in schools needs to be done as a complement and integration of school-based management which is currently still separate in each component of school management. The existence of knowledge management, information, and knowledge obtained from each school component management can be collected, shared, and utilized by all individual schools. If schools can implement knowledge management, it will encourage the emergence of a culture of knowledge sharing and learning habits that involve all personnel in the school, both the principal himself, teachers, and students. The existence of this culture will increase each other's knowledge which will then become the knowledge of others and even the organization so that all parties become more competent. The more competent all parties ultimately make the quality of the school increased.

Employee performance is the result of work in terms of quality and quantity achieved

by an employee in carrying out his duties by the responsibilities given to him in (Dekoulou, 2015) the According to Tian et al. (2009)) Business competition faced today is increasingly complex, competitive conditions are more aggressive and developments Information technology that is getting faster requires faster business steps. The development of technology, especially information technology makes educated and skilled workers are becoming increasingly valuable. With regard to the external factors of a company, then Knowledge management in a company is becoming increasingly important. Ellinger (2002); Sahaya, N. (2012); Dekoulou (2015) Knowledge Management is a framework for designing a goal and organizational structure and processes so that the results can be achieved used by an organization to create a new value that it can offer to its customers and communities. Besides knowledge management, there is also a learning organization which is an important part to improve employee performance. Focused learning organizations in "learning" need to encourage both adaptive and generative learning.

Companies need to adopt a learning organization paradigm (learning organization) because this paradigm not only encourages companies to make adjustments to the environment, but also to "learning" continuously for the sake of creating new and value-added products or services, so that they are always ahead of competing companies (Mulej et al. 2016; Pillania et al. 2008; Purwanto et al. 2020). their respective obstacles. According to Tian et al. (2009); Dekoulou (2015) shows that the barriers to knowledge management include: corporate culture, employees lack a sense of belonging, information technology, organizational structure, non-standard management processes, and top management commitment.

The research objectives are: (1) To determine the effect of knowledge management on employee performance in high school Manado; (2) To determine the effect of a learning organization on the performance of the employees of Hasjrat Abadi High School Manado; (3) To find out the influence of knowledge management and learning organization on the performance of high school employees.

That to achieve goals efficiently and effectively and to survive, grow, and develop,

then as living beings, organizations need to improve themselves through learning (Sahaya, N. 2012; Dekoulou, 2015). No matter how strong and large, an organization will not be able to survive and develop and will become extinct if it does not adjust itself in harmony with economic, social, scientific, technological, and environmental development and progress. The death of such an organization is like the extinction of the dinosaurs, ancient giant animals, which were unable to adapt to changes and developments in their environment. To survive, develop, and be able to compete and collaborate with other organizations, organizations need to learn.

So far, organizational learning activities carried out in schools are still limited to individual learning which does not reinforce school culture (Tian et al. 2009; Theocharis et al. 2016). Individual learning activities have not been able to influence group learning and organizational learning, so they have not been able to improve the learning process in schools. This seems to not affect improving the quality of the learning process and school performance. Therefore, schools need to understand the concept of learning organization and its implementation strategy through organizational learning in schools. With this understanding, schools can improve the capability of the Giri Guru for organizational learning for all school members. This of course can improve the learning process of teachers in schools so that it has an impact on improving teacher performance in schools. This strategy will make the school a model of the learning organization.

The current era of globalization, schools must be able to change continuously and creatively while looking for new ideas and opportunities by doing learning within the institution so that it becomes a learning organization (Tian et al. 2009; Theocharis et al. 2016; Ellinger, 2002; Sahaya, N. 2012; Dekoulou, 2015). The concept of learning organization was made popular in the early 1990s by Peter Senge in his book *The fifth discipline*. This concept informs that an organization can survive and be successful if the organization becomes a learning organization. A learning organization is an organization in which each member continuously improves their ability to create the results they want, new expansive mindsets are grown, shared aspirations are developed freely, and members

are continually learning how the organization develops learning together. same.

Knowledge management is a discipline that is very important to transfer knowledge, skills and work behavior that effective. In an era of uncertainty and rapid technological development, it is very necessary for company leaders understand knowledge management in order to be able to manage the company and make the best use of human resources. Knowledge management is a competitive advantage that should be prioritized. Therefore, the effort to understand and practice it becomes This is an important step that must be taken by every individual and organization. The following is the definition of knowledge management according to experts: According to Sahaya, N. (2012); Dekoulou (2015) knowledge management combines human factors, processes, technology based on culture, in strengthening the fact that performance and learning processes develop in a sustainable manner (sustainable growth). According to Theocharis et al. (2016); Ellinger (2002) Knowledge management is the effective application of technology to the minds or brains of employees. The indicators taken are Self-transcending knowledge (STK), Tacit and Implicit knowledge, Explicit knowledge.

Knowledge management includes several structured activities that enhance an organization's capacity to acquire, share, and use knowledge in ways that enhance survival and success (Tian et al. 2009; Theocharis et al. 2016. According to Marques et al. 2006). Defines knowledge management as a set of processes for creating and sharing knowledge throughout the organization. From these two opinions, it can be concluded that in knowledge management there is a process or activity to obtain/create, share, and use knowledge to optimize the achievement of the organization's mission and goals so that the survival and success of the organization can be improved. Knowledge is not just information. Information is data that has been processed or reorganized into a meaningful form, while knowledge is information that is further filtered based on facts, truths, beliefs, judgments, experiences and expertise of the recipient (Gill, 2009; Johannessen et al. 1999; Leung et al. 2015; Marques et al. 2006).

Knowledge management, organiza-tional learning, and organizational learning emphasize relatively the same thing, namely learning and innovation. A learning organization is a group of

people who have purposefully coordinated goals and are "experts" in learning organizational learning. According to Tian et al. (2009); Theocharis et al. (2016) learning organization as a group of people who constantly pushing their capacity to create what they want to create. According to Ellinger (2002); Sahaya, N. (2012); Dekoulou (2015)) learning organizations place more emphasis on external threats as a reason for learning needs to be done. Learning organizations must be able to respond to internal and external demands. The indicators taken are learning adaptive and generative learning. Adaptive learning focuses on the learning process to achieve goals effectively and efficiently without questioning why the product must be shaped like that and made of certain materials. Both adaptive and generative learning are not enough to make a company successful if it is not followed by a stakeholder approach supported by a management system that encourages creative/innovative ideas to be followed up concretely. While generative learning is a process that aims at creation, therefore it focuses on creativity and re-questions something basic such as company policies, rules, or routine procedures.

Asserts that a Learning Organization is an organization that prioritizes learning (Gill, 2009; Johannessen et al. 1999). Ideally every employee has a commitment to continuously improve themselves through learning. According to Gill (2009) who says that a "learning organization" is an organization that facilitates the learning of all its members who continuously transform themselves and a learning company is not an organization that participates in a lot of training (training).

The need for individual skill development is embedded in the concept and is part of the need for organizational learning. Organizational learning is a pillar to produce intellectual capital, namely capital that is able to provide added value for the company. Intellectual capital comes from the knowledge of workers which can be a source of creating competitive advantage. Organizational learning as a forum to build groups of people who have diverse competencies and are able to carry out cooperation so that they are able to share visions, share knowledge to be synergized and transformed into the intellectual capital of the organization.

Performance is the result obtained by an organization, whether the organization is profit

oriented and non-profit oriented generated over a period of time. According to Rezaei et al. (2016); Stoffle, C. J. (1996)) says performance is the result of work that has a strong relationship with the strategic objectives of the organization, customer satisfaction and economic contribution.

Stated that performance is the result of a process carried out by humans (Purwanto et al. 2021; Rasula et al. 2012). Employee performance indicators, namely Performance improvement, Compensation adjustment, Placement decision, Training and development needs, Career planning and development, Staffing process deficiencies, Informational inaccuracies and job-design errors, Equal employment opportunity, External challenges, Feedback.

METHOD

This research uses quantitative research, with a correlation coefficient analysis approach to measure the relationship between variables and multiple regression to determine the level of influence between variables. The independent variables in this study are Knowledge Management and Learning Organization, while the dependent variable is Employee Performance). The research data was collected from questionnaires filled out by 180 respondents and the method used was a quantitative research method using structural equation modeling (SEM) analysis with the SmartPLS 3.0 statistical tool. The data collection technique used is a questionnaire and a variable measurement scale using a Likert scale.

The hypotheses proposed in this study: (1) knowledge management has an effect on employee performance; (2) learning organization has an effect on employee performance; (3) Knowledge management and learning organization have an effect on employee performance.

RESULT AND DISCUSSION

The results of Discriminant and Convergent Validity using SmartPLS 3.0 software are as follows

Table 1. Discriminant and Convergent Validity Result

Variables	Crobanch Apha	Composite Reliability
Knowledge Management	0.898	0.935
Learning Organization	0.933	0.948
Performance	0.978	0.982

Based on Table 1, it shows that the Composite Reliability (CR) value is between 0.933 to 0.982, all of which are above 0.8, meaning that all constructs formed have good consistency as research models. The results of Average Variance Extracted (AVE) using SmartPLS 3.0 software are as follows

Tabel 2. Average Variance Extracted (AVE)

Variables	AVE
Knowledge Management	0.828
Learning Organization	0.784
Performance	0.916

The value of Average Variance Extracted (AVE) where all of them are valued above 0.5, with a range from 0.754 to 0.985, so it can be concluded that the research model in this study has good validity. The results of the R-Square adjusted test using SmartPLS 3.0 software are as follows

Table 3. R-Square adjusted

Variables	R-square adjusted
Performance	0.504

Based on Table 3, it can be explained that the R square value for performance is 0.504 which means that 50.4% % of knowledge management and learning organization variables contribute to performance of 50.4% while the remaining 49.6% is influenced by other variables.

Table 4. Hypotheses Testing

Hypotheses	P - Value	Result
Knowledge Management-> Performance	0.000	Significant
Learning organization-> Performance	0.000	Significant

The Effect of Knowledge Management on Performance.

Based on the results of the analysis of the influence of innovative behavior on employee performance, a significance value of 0.000 0.05 was obtained, which means Ho is rejected and H1 is accepted. These results mean that the Knowledge Management variable has a significant effect on Performance

The effect of learning organization on performance.

Based on the results of the analysis of the influence of innovative behavior on employee performance, a significance value of 0.000 0.05 was obtained, which means Ho is rejected and H1 is accepted. These results mean that learning organization variables have a significant effect on Performance

Based on the results of partial hypothesis testing for knowledge management, it has been proven that the alternative hypothesis is accepted, namely knowledge management has a positive and significant effect on the performance of high school employees. The results of this study show that if there is an increase in knowledge management, then employee performance will also increase.

The results of this study are in line with the proposed by According to Abu-Naser et al. (2016); Adhikari et al. (2010) that organizational and business competition is tight, the role of KM as a means of the emergence of innovation is becoming increasingly important. This is because by giving birth to creative ideas and innovations, it proves that KM is influential in improving employee performance. With the KM program, well-qualified employees with high abilities and skills innovation will appear, according to the criteria set by the company. The results of this study are in line with the research According to Adhikari et al. (2010); Branin et al. (2003); Gloet et al. (2004) knowledge management has a significant effect on employee performance. Based on the results of partial hypothesis testing for learning

organizations, it was found that the alternative hypothesis was accepted, where learning organization has a positive and significant effect on the performance of high school employees. This is in line with what was stated by Abu-Naser et al. (2016); Adhikari et al. (2010) learning organizations have a culture that places knowledge sharing and learning activities as essential, because it aims at: support learning, it demands effective knowledge management.

This of course will affect performance employees because by sharing knowledge and learning can increase knowledge employees so that employees will grow and develop in thinking skills to innovate. According to Gill (2009); Johannessen et al. (1999); Leung et al. (2015); Marques et al. (2006) Learning organization in high school as a whole is good, this can be seen by the existence of organizational goals which is good for sharing knowledge and learning between employees and employees as well as leaders and other employees. Learning organization is needed by a company in supporting employee performance to realize company goals. Thus it can be seen from some of the results of the tests carried out in this study, that the existence of a learning organization will have a positive influence in improving employee performance in high school

From the research above, the results obtained that knowledge management significantly and learning organization simultaneously have an effect on employee performance, as evidenced in the $F_{count} > F_{table}$ test. This means that in together with knowledge management and learning organization is an important factor and high schools need to pay attention to employees so that they can improve employee performance.

This is also in line with what was stated by Marques et al. (2006) that knowledge management is a systematic activity or structured to improve organizational capabilities (if in an organizational context, because can also occur in the context of groups or individuals) through the knowledge management process both tacit and explicit, among others, related to activities of acquisition, transfer, storage and retrieval of knowledge to support the creation of knowledge as basis for generating innovation, thus supporting the achievement of overall organizational performance optimal. proper compensation will provide stimulation and motivate employees to provide the best performance and produce optimal work

productivity. So if knowledge management and learning organization run actively and effectively simultaneously by employees, the resulting performance will be more effective and increase.

According to Tian et al. (2009); Theocharis et al. (2016) stated that the impact of the use of data and information through knowledge management in the education system can enable schools to evolve from bureaucratic forging during the industrial era to a knowledge education ecology that is ready to compete in a global community-based information network. Within the framework of school ecology, knowledge management must examine the large amounts of data they collect, how to turn data into meaningful information, and how information becomes knowledge to sustain educational decision-making thinking.

In line with the above thought, Sahaya, N. (2012); Dekoulou (2015) states that an organization can still exist if the organization can always adapt to the demands of its environment. The adaptation process is essentially a learning process that must be carried out by the organization to always be able to produce better performance and added value to its products (goods or services).

The application of Knowledge Management will facilitate (perhaps it can be said to force) members of the organization to always continue the learning process in their lives. The importance of knowledge management can also be seen from the shifting theory of economic development, namely from conventional theory that relies on physical capital (factories and production equipment) to contemporary theory that relies on human capital (human capital / intellectual capital), known as the knowledge based economy. From this shift, education occupies the most important position in an effort to increase productivity, because education produces workers who have adequate competence, knowledge, and skills, as well as creativity.

Such workers are also known as workers who have adequate capabilities. According to Ellinger (2002); Sahaya, N. (2012); Dekoulou (2015) challenges in building capabilities, among others: changing the way of thinking and behaving, designing experiences that support self-discovery, previous experiences are a form of learning. Therefore, to create education that is able to build and create human/labor capabilities, knowledge management is needed

in the world of education, including schools. According to Tian et al. (2009); Theocharis et al. (2016); Ellinger (2002); Sahaya, N. (2012); Dekoulou (2015) there are three main reasons why adopting knowledge management in education (schools), namely: First, being able to use the expertise of experienced teachers and share them with others, especially new teachers.

Thus best practices can be obtained and shared among teachers. Second, it can increase effectiveness in relation to school teaching and learning performance. This provides a work plan and gives teachers competitive intelligence. For Education, an important competitive factor is to achieve outcomes and improve student learning outcomes, and Third, knowledge management supports the development of a knowledge community in schools and puts a learning organizational culture in place. This will improve learning as well as legally manage the school's intellectual property.

CONCLUSION AND SUGGEST

Based on the results of the discussion, it is concluded that knowledge management has a positive and significant effect on performance employees in high schools learning organization has a positive and significant effect on employee performance in high schools, knowledge management and learning organization simultaneously has a significant effect on employee performance. These results prove that with the knowledge management and learning organization can help improve employee performance in high school.

This research still needs to be developed as further research by conducting comparative research through the application of a learning organization model that is different from the existing models, with the hope that the results of a study of the learning organization model will result in consistency of findings with the model that has been applied in this study.

REFERENCES

- Abu-Naser, S. S., Al Shobaki, M. J., & Abu Amuna, Y. M. (2016). Knowledge Management Maturity in Universities and its Impact on Performance Excellence" Comparative study".
- Adhikari, D. R. (2010). Knowledge management in academic institutions. *International Journal of Educational Management*.
- Branin, J. J. (2003). Knowledge management in academic libraries: building the knowledge bank at the Ohio State University. *Journal of library administration*, 39(4), 41-56.
- Dekoulou, P., & Trivellas, P. (2015). Measuring the impact of learning organization on job satisfaction and individual performance in Greek advertising sector. *Procedia-Social and Behavioral Sciences*, 175, 367-375.
- Ellinger, A. D., Ellinger, A. E., Yang, B., & Howton, S. W. (2002). The relationship between the learning organization concept and firms' financial performance: An empirical assessment. *Human resource development quarterly*, 13(1), 5-22.
- Gloet, M., & Terziovski, M. (2004). Exploring the relationship between knowledge management practices and innovation performance. *Journal of manufacturing technology management*.
- Gill, A. (2009). Knowledge management initiatives at a small university. *International Journal of Educational Management*.
- Johannessen, J. A., Olsen, B., & Olaisen, J. (1999). Aspects of innovation theory based on knowledge-management. *International journal of information management*, 19(2), 121-139.
- Leung, N. K., Shamsub, H., Tsang, N., & Au, B. (2015). Improving the learning experience of tertiary students in a lecture hall: the implementation of a knowledge management methodology in an offshore campus of an Australian university. *International Journal of Innovation and Learning*, 17(4), 409-424.
- Marques, D. P., & Simón, F. J. G. (2006). The effect of knowledge management practices on firm performance. *Journal of knowledge management*.
- Mulej, M., & Potočan, V. (2016, September). Plenary Lecture: Knowledge Management

- or Knowledge-Cum-Values-Management?. In 2016 ENTRENOVA Conference Proceedings.
- Pillania, R. K. (2008). Strategic issues in knowledge management in small and medium enterprises. *Knowledge management research & practice*, 6(4), 334-338.
- Purwanto, A., Asbari, M., Santoso, T. I., Paramarta, V., & Sunarsi, D. (2020). Social and Management Research Quantitative Analysis for Medium Sample: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. *Jurnal Ilmiah Ilmu Administrasi Publik*, 10(2), 518-532.
- Purwanto, A., Asbari, M., Santoso, T. I., & Haque, M. G. (2019). Marketing Research Quantitative Analysis for Large Sample: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. *Jurnal Ilmiah Ilmu Administrasi Publik*, 9(2), 355-372.
- Purwanto, A., Asbari, M., & Santoso, T. I. (2021). Education Management Research Data Analysis: Comparison of Results between Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS For Small Samples. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2), 382-399.
- Rasula, J., Vuksic, V. B., & Stemberger, M. I. (2012). The impact of knowledge management on organisational performance. *Economic and Business Review for Central and South-Eastern Europe*, 14(2), 147.
- Rezaei, H., Karimi, B., & Hosseini, S. J. (2016). Effect of cloud computing systems in terms of service quality of knowledge management systems. *Lecture Notes on Software Engineering*, 4(1), 73.
- Sahaya, N. (2012). A learning organization as a mediator of leadership style and firms' financial performance. *International Journal of Business and Management*, 7(14), 96.
- Stoffle, C. J. (1996). The emergence of education and knowledge management as major functions of the digital library. *Follett Lecture Series*, University of Wales Cardiff, 13.
- Tian, J., Nakamori, Y., & Wierzbicki, A. P. (2009). Knowledge management and knowledge creation in academia: a study based on surveys in a Japanese research university. *Journal of Knowledge Management*.
- Theocharis, S. A., & Tsihrintzis, G. A. (2016). Knowledge management systems in the public sector: Critical issues. *Lecture Notes on Software Engineering*, 4(1), 59.