KNOWLEDGE MANAGEMENT IN COLLEGE

(Case Study of Application of Knowledge Management Tools at UIN SGD Bandung)

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Abstract

The development of science and technology has brought about an era where science and intellectual assets are the main modalities to face global competition. This fact makes the management of an organization must be able to apply good knowledge management practices. The demand for the application of knowledge management is even greater in higher education institutions as institutions that have a lot of contact with academic activities and the development of scientific studies. One of the higher education institutions currently trying to implement this is UIN Sunan Gunung Djati Bandung. This study seeks to explore and analyze how UIN SGD Bandung carries out management practices and various activities in it, especially in the framework of managing its intellectual assets as an important step in implementing such knowledge management. More specifically, this study uses a qualitative approach with a descriptive-holistic method and this case study analysis attempts to analyze the use of supporting tools for knowledge management practices at UIN SGD Bandung. This study in its analysis found that there were many shortcomings, both essentially and conceptually, in the practice of implementing knowledge management carried out by the management of UIN SGD Bandung. Some tools that support knowledge management practices, such as technology infrastructure, collaboration tools, taxonomies, have also not been implemented properly. However, the cycle of activities related to the knowledge conversion process,

Keywords: Science, Management, Knowledge Management Tools, Intellectual Assets, Technology Infrastructure, Organizations.

INTRODUCTION

The 21st century is basically the knowledge era. Everyone in this century is required to be able to learn and improve their intellectual capacity in order to compete and get success. The same applies to organizations or companies. All organizations, regardless of form, have an obligation to understand the importance of science as the most valuable capital in the development and sustainability of the organization concerned. Therefore, the concept of knowledge management is one of the concepts that must be applied in an organization. Knowledge is the basis for development and innovation. Knowledge is the modality that allows an organization to survive despite changes in management or ownership(Nonaka & Takeuchi, 1995).

All organizations, regardless of form, have an obligation to understand the importance of science as the most valuable capital in the development and sustainability of the organization concerned. Therefore, the concept of knowledge management is one of the

concepts that must be applied in an organization. Knowledge is the basis for development and innovation. Knowledge is the modality that allows an organization to survive despite changes in management or ownership(Groff & Jones, 2012; Uriarte Jr., 2008). An organization that has applied the concept of knowledge management in its management practice, will not depend on its performance on personal capabilities. His creativity will not decrease even if left by his employees. Innovation continues despite the loss of personnel with above average abilities. Knowledge management makes the intellectual capital owned by the organization well institutionalized and can be accessed whenever the organization's management needs it. Knowledge management makes the line of work in management more effective and efficient, because they can learn and make certain standards from previous work data(Nonaka & Konno, 1998; Omerzel et al., 2011).

This demand for knowledge management applies to all types of organizations, not only companies with a business and profit orientation, but also public organizations such as educational institutions. In the context of educational institutions, especially universities, these demands are getting bigger because higher education is the locus for the development of science and scientific research.Anand & Singh (2011)in this case it explains that pUniversities are not only required to have institutional management that is more oriented to the management of all intellectual modalities, but is also expected to be able to provide a good example in terms of knowledge management for other organizations.This is mainly due to the competitive demands faced by universities are no different from other forms of business organization. In the context of Indonesia, the number of universities that continues to increase every year is evidence of the reality of this competition. The addition of higher education institutions in Indonesia basically, on the one hand, provides quite a lot and variety of choices for the community. But on the other hand, the quantitative increase in higher education institutions from year to year has clearly given rise to a sharper level of competition between universities. Therefore, the managers of the universities concerned must have good PT management.

The problem then is that many universities in Indonesia are not ready to face the competition. Some existing universities, especially Islamic-based universities, instead of surviving and achieving, they must be threatened with bankruptcy due to lack of needed resources. Instead of successfully carrying out its tridharma mission, universities seem to be preoccupied with funding issues. This is then added to the classic problems that exist, such as the gap in the quality of education between universities which is quite sharp, limited teaching staff, graduates who are not ready to compete, and others. These problems essentially stem from the unpreparedness of the higher education management concerned in running the organization and facing the existing challenges. Conditions like this are even seen in many, especially Islamic-based universities. These Islamic-based universities generally do not have good management practices, and in particular have not carried out knowledge management in order to systematically empower their intellectual assets.(Omerzel et al., 2011). These problems essentially stem from the unpreparedness of the higher education management concerned in running the organization and facing the existing challenges. Conditions like this are even seen in many, especially Islamic-based universities. The existing phenomenon shows that it is rare for Islamic-based

universities to have achievements or become superior universities. The university ranking survey conducted either the webometrics version or the 4ICU (4 International Colleges & Universities) for example, noted that none of the Islamic-based universities in Indonesia were ranked in the top 10 best universities based on the criteria and educational standards compiled, such as can be seen in the following table:

Table 1: List of the Top 10 Best Universities in Indonesia 2014-2015

No.	Webometrics Survey	Survey 4ICU
\	List of the Top 10 Best Universities in Indonesia 2014-2015	
1.	Gadjah Mada University	Bandung Institute of Technology
2.	University of Indonesia	Gadjah Mada University
3.	Bandung Institute of Technology	University of Indonesia
4.	Brawijaya University	Brawijaya University
5.	Bogor Agricultural Institute	sebelas Maret University
6.	sebelas Maret University	Airlangga University
7.	Diponegoro University	Indonesian education university
8.	Airlangga University	gunadarma University
9.	Indonesian education university	Diponegoro University
10.	Padjadjaran University	Bogor Agricultural Institute

(Source:http://www.4icu.org/id/andhttp://www.webometrics.info)

Conditions like this show that Islamic universities are often difficult to compete with public universities. In addition, the ranking carried out by either 4ICU or Webometrics is generally based on an assessment of the level of accessibility, attendance, impact, openness of the website as an information space for the university concerned and the amount of scientific research that can be accessed by the public. This means that the assessment carried out is closely related to the ability of universities to manage data, information, and especially the knowledge they have. In other words, the ranking of superior universities is based more on how knowledge management practices are carried out by universities. The higher the ranking of excellence of a university, the better the pattern of knowledge management that is practiced. Regarding the rarity of Islamic universities that are included in the category of superior universities, it shows that knowledge management has not been practiced well in the relevant universities. In private Islamic universities which are still in the form of high schools or institutes, this is quite understandable. However, at Islamic universities that have been transformed into universities, especially state universities, they should be able to improve their rankings to be better than before. then it shows that knowledge management has not been practiced well in the concerned university. In private Islamic universities which are still in the form of high schools or institutes, this is quite understandable. However, at Islamic universities that have been transformed into universities, especially state universities, they should be able to improve their rankings to be better than before. then it shows that knowledge management has not been practiced well in the concerned university. In private Islamic universities which are still in the form of high schools or institutes, this is quite understandable. However, at Islamic universities that have been transformed into universities, especially state universities, they should be able to improve their rankings to

be better than before.

One of the Islamic-based universities currently trying to apply knowledge management to its institutional and educational management practices is the State Islamic University of Sunan Gunung Djati (UIN SGD) Bandung. Based on the initial data collected by researchers, the current management has started to implement this practice, especially by using various knowledge management tools, such as taxonomy or knowledge mapping, information portals, technology infrastructure development for easy access to information. and communication, to document management at the Faculty and Study Program levels. However, there are some things that are indeed noteworthy for the use of these knowledge management support tools in particular, and knowledge management practices at UIN SGD in general. This study is the author's way of analyzing the readiness of the UIN SGD management in implementing knowledge management in their institutions, by focusing on the following three issues: (1) how are the concepts and practices of knowledge management in Islamic universities; (2) how to apply knowledge management tools in Islamic universities, especially at UIN Sunan Gunung Djati Bandung; and (3) what is the impact of the application of knowledge management tools on the existence of Islamic universities, especially UIN Sunan Gunung Djati Bandung. (1) how are the concepts and practices of knowledge management in Islamic universities; (2) how to apply knowledge management tools in Islamic universities, especially at UIN Sunan Gunung Djati Bandung; and (3) what is the impact of the application of knowledge management tools on the existence of Islamic universities, especially UIN Sunan Gunung Djati Bandung. (1) how are the concepts and practices of knowledge management in Islamic universities; (2) how to apply knowledge management tools in Islamic universities, especially at UIN Sunan Gunung Djati Bandung; and (3) what is the impact of the application of knowledge management tools on the existence of Islamic universities, especially UIN Sunan Gunung Djati Bandung.

The objectives of this study are to find out, examine, analyze, and understand in depth about: (1) the concepts and practices of knowledge management in Islamic universities; (2) the application of knowledge management tools in Islamic universities, especially at UIN Sunan Gunung Djati Bandung; and (3) the impact of the application of knowledge management tools on the existence of Islamic universities, especially UIN Sunan Gunung Djati Bandung.

RESEARCH METHODS

Research on knowledge management in universities, case studies on the application of knowledge management in Islamic-based universities, namely UIN Sunan Gunung Djati Bandung was carried out using qualitative approaches and methods so that researchers could describe descriptively and understand holistically how the efforts of UIN Sunan Gunung Djati Bandung in implementing knowledge management in their institutions. The qualitative approach was chosen because the researcher wanted to obtain a complete and holistic picture of the phenomenon under study. In addition, in this qualitative approach there are always practical reasons based on moral considerations; not only

scientific reason which is more based on causal determinism(Snape & Spencer, 2003). This research was conducted from May to July 2018.

Sources of data used in this study include all data sources commonly used in qualitative research, which include documents, recordings, archives, interviews, direct observations, participant observation and physical devices such as videos and pictures. While the data used in the study consisted of two types, namely: (1) primary data; and (2) secondary data. Primary data include data on the practice and construction of knowledge management in Islamic universities, especially the State Islamic University (UIN) Sunan Gunung Djati Bandung, data on the influence and relationship between management practices and the application of knowledge management concepts. inside it, as well as data on how human resource management practices are carried out by UIN Sunan Gunung Djati Bandung from a case study perspective. While secondary data are supporting data that can assist researchers in getting a complete picture and understanding and analysis of the phenomenon under study(Creswell, 2014; Flick, 2009).

In this study, data collection will be done selectively; Not all data must be collected, but only data relevant to this research will be collected. As mentioned earlier, the data sources used as references for this study include verbal data sources, observational data sources, and mediation data sources; from it the collection methods that will be used by researchers in this study are (1) documentation; (2) observation; and (3) interview(Flick, 2009).

RESULTS AND DISCUSSION

In the context of management at UIN SGD Bandung, usually in the management of a higher education institution, there are various forms of management functions that are carried out. The management functions include the functions of planning, directing, monitoring and controlling, leadership, manpower management, to evaluation or performance appraisal. These functions are carried out by various divisions and work structures ranging from the leadership, human resources and organizational departments, finance, public relations, to special divisions related to institutional quality assurance and education as well as research and community service.

The planning function, for example, can be seen in how UIN SGD formulates the vision, mission, goals, and work targets that it wants to achieve within a certain period of time. This function in practice involves all elements and departments that have been divided structurally and functionally related to the implementation of higher education at UIN SGD Bandung itself. In the context of higher education institutions, this planning function is not only focused on how the institution concerned can achieve certain economic values, but more than that, namely how it can fulfill its obligations as a public institution, especially those related to the fulfillment of the tridharma of higher education, namely education and teaching. , research, and community service.

Other functions, such as directing, controlling, placement of human resources and organizational workforce (staffing), to leadership, will be closely related to the

implementation of the first function of management, namely planning. Whatever is being done is basically how the institution concerned can stay within the corridor of work and activities that have set goals, time, and human resources for implementing it.

Management practices at UIN SGD Bandung are generally carried out on a top-down basis. All elements and work divisions that are responsible for the management of the institution and the administration of education, will carry out their duties and functions in accordance with the directions or orders obtained from the top management and/or the leadership of the educational institution concerned. In this case, the Chancellor, which consists of the Chancellor, the Vice Chancellors, as well as various divisions of the upper management organization, is the party most responsible for various policies, decisions, to the formulation of the concepts of strategic activities that will be carried out by the implementers under them, namely managers of Faculties and Study Programs, Administration, to students.

Although functionally institutionally, almost all parts of the higher education organization of UIN SGD Bandung are mostly top-down, but in practice, it does not rule out innovation and creativity from various elements which also aim to develop institutional values as a form of accountability to the stakeholders of the educational institution itself, namely the community at large and the overlying institution, namely the Ministry of Religion through the Directorate of Islamic Higher Education (Ditpertais).

In addition, these management functions can also be found in smaller units of higher education institutions, namely the Faculties and Study Programs (Departments), as the spearhead of implementing policies from the upper management. Faculties and Study Programs in this case generally carry out management functions related to the implementation of higher education programs within the policy and planning framework that has been formulated from the rectorate. However, in carrying out this management function, the management of the Faculty and Study Programs does not have special divisions such as the rectorate, mainly because it is more directed to deal with issues directly related to teaching and learning practices (lectures), research, and other matters. other academic matters.

Management practices in the context of universities, thus have differences with business organizations such as companies, in terms of the foundation and achievement of the desired value. If the company's orientation is economic profit from business, then at higher education institutions such as UIN SGD Bandung, what is to be achieved is value added by increasing the quality of the graduates it produces. This difference in orientation makes higher education institutions unable to fully focus on purely economic considerations, but more than that, namely how to maximize their khittah as an institution for disseminating knowledge and education.

The management environment of higher education institutions such as UIN SGD Bandung also has significant differences with other business organizations. In educational institutions there is authorization and bureaucracy; that every activity carried out must obtain certain permits or legalities and standard procedures. Sources of funding

and authority in this case are obtained from the existing authorities. Units within the organization cannot simply seek funding sources outside the existing authority. There are procedures for implementing and financing activities that have been regulated from various levels of authority, ranging from the government, institutions under it, the management of educational institutions, to the activity implementing unit. The process of value creation in public organizations, not based on the laws of market supply and demand,

Observative and documentary studies conducted by researchers on the application of knowledge management in UIN SGD Bandung itself produced several important findings related, in particular how UIN SGD Bandung sorts and uses its knowledge management tools, as well as how the implementation of knowledge management is at every level of the organization concerned. it has.

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First,The various practices contained in the general definition of knowledge management have mostly been carried out by various elements implementing activities and management policies of UIN SGD, especially in this case the lecturers or teaching staff and students. These practices are the identification of knowledge, the creation and acquisition of knowledge, the distribution and dissemination of knowledge, as well as the implementation of knowledge in various levels required. The knowledge identification process itself is represented by various management activities related to the sorting of fillers for structural posts in the interest of developing the quality of education, in which case management will obtain the required data about the skill level of personnel, to later be stored and applied to different posts with the same level of skill requirement. The process of creating and acquiring knowledge itself is represented by various activities related to teaching and educational practices, scientific discussions, research, and all activities related to the intellectual development of lecturers and students. The process of distributing and disseminating knowledge is carried out through teaching and learning practices, lecturer forums and meetings, training of employees and organizational workforce, to opening access to research results to especially all elements of the institution, both functional and structural. While the implementation of knowledge is more directed at how the results of scientific studies, scientific discussions, and research conducted can be recorded.

Although the practices needed in the context of knowledge management at higher education institutions have not been fully implemented, as will be discussed later in the analysis of the findings of this study, what has been done by many elements of the institution, especially lecturers or teaching staff at UIN SGD Bandung , has shown a certain degree of general application of knowledge management.

Second,The techniques and strategies for applying knowledge management found at the university of UIN SGD Bandung, have basically been carried out, especially by practicing classical patterns of teaching and learning strategies, applying general techniques and strategies from the explicit knowledge management process by means of study documentation and materials. learning materials or lectures and materials for enrichment of institutional governance, as well as classical techniques and strategies related to the process of managing tacit knowledge, especially by enriching the treasures of skills and expertise of teaching staff through quality development programs and personal training.

Third,The process of converting tacit knowledge into explicit knowledge as one of the important steps of knowledge management has also more or less been applied in the classical formula at UIN SGD Bandung. The formula here is intended as activities that have not been fully focused on the conversion process, but have had the impact of knowledge conversion, such as providing discussion forums and scientific studies between lecturers, assigning scientific works to individuals who are considered to have skills and expertise in the field. certain fields to be later documented and become explicit intellectual assets of the institution, or through the practice of daily communication between elements of the institution related to certain discourses or institutional themes and higher education in general. This conversion process

Fourth,the use of various knowledge management tools, such as document management, organizational or institutional portals, knowledge maps and skill management, information databases and learned materials, collaboration tools, to practical communities, has also begun, although on a certain scale from the necessity of its use, the management UIN SGD Bandung has not been able to fully achieve this. In the context of document management, for example, the existing management of paper work or various institutional documentation and activities in it is still limited to administrative purposes only. It has not touched the level of using knowledge management tools in the context of the need for knowledge conversion itself. Other notes on, for example, institutional portal performance, UIN SGD Bandung's management pattern in terms of mapping knowledge and institutional intellectual assets, managing information databases, collaboration tools and enriching practical communities can also be found later in the analysis of the researchers' findings. However, in general, these knowledge management tools have been found and running, although they have not been maximized as desired.

Various limitations related to two important aspects of knowledge management, namely knowledge mapping and human resource management, are also the main problems why the practice of implementing knowledge management at UIN SGD Bandung still seems to be running in place. What UIN SGD Bandung does in the observations of researchers is still limited to carrying out normative institutional functionality, especially how to organize higher education by still prioritizing old strategies related to teaching and learning patterns, student assistance, institutional application management, and so on.

The results of interviews conducted by researchers about the use of knowledge management tools at UIN SGD Bandung, resulted in the following findings:

First,related to document management carried out by the management of UIN SGD, the management of UIN SGD Bandung in this case appoints personnel who are selected through certain recruitment methods as bureaucratic rules and institutional authorities connected to the central government. In this context, institutional management is more directed as the main administrative function of the Administration division, as well as a side administrative function of each other work division. In other words, the management of UIN SGD generally requires each division to have its own administrative management, especially with regard to archive and document storage in accordance with the division's responsibilities. However, for general administration, especially those related to the main purpose of the existence of the UIN SGD Bandung institution,

Second,UIN SGD Bandung currently has an information portal that can be accessed by the wider community through a special website, namely www.uinsgd.ac.id. This site functions not only as a provider of information about institutions and the various educational services they offer, but also as a communicative medium to disseminate various forms of knowledge and scientific studies to the wider community as stakeholders in higher education. In addition, through this site, the public can find out about the historicity, achievements, and recent developments of UIN SGD Bandung as a reference and accountability for the educational practices it carries out. Regarding this interest, The management of UIN SGD Bandung itself has formed a special division tasked with managing the site as well as various other issues related to information and communication technology devices, namely the Computer Center (Puskom) division. This division is responsible for managing and fixing various affairs related to the latest information and communication technology used by the management of UIN SGD, not only in the educational practice it organizes, but also in the management practice to interact with the wider community through online media.

Third,related to the ways and efforts of the management of UIN SGD Bandung in mapping intellectual assets and especially, the tacit knowledge possessed by its members, the management of UIN SGD Bandung in this case has carried out a persuasive identification of personnel, both from the teaching staff (lecturers), employees, to students who are considered to have expertise and skills or mastery of certain scientific fields. Those who are identified as having the expertise or mastery will be recorded for later in some contexts of scientific activities given the task and trust to develop their expertise in the form of making scientific papers, becoming resource persons for panel discussions, or given teaching materials or lectures in accordance with the field. the expertise of each personnel. This taxonomy, although it has not been fully implemented because it often collides with the complexity of lecturing and institutional activities, it is a way for UIN SGD management to maintain its intellectual assets, to then at a later stage be used as a basis for spreading similar skills to other personnel. The knowledge mapping process carried out by the management of UIN SGD Bandung, in this case, is not only the identification of personnel expertise, but also how the expertise that is still stored in each individual can be disseminated and become an institution's asset in the future. Therefore, in some ways, although not completely as expected,

Fourth,So far, the management of UIN SGD Bandung has built information and communication technology facilities in each division locality that is connected to other divisions. In the Faculty unit, the management of UIN SGD has also built a computer technology network that connects one Department or Study Program with other Departments or Study Programs within allied scientific faculties. This intranet network, although not yet fully functioned optimally as a communication and interaction tool or information database, mainly because it often encounters technical problems in its operation, it has shown a good effort from the management of UIN SGD Bandung to build connectivity between one division and another. between one work unit and another, as well as between upper management and the implementing parties below it. The problem that is often encountered in the barriers to information and communication from the management of this network is due to limited resources, both material and personnel in its management. The Computer Center as a division that is specifically tasked with handling these devices often does not have the resources needed to build a better intranet network or build a special server that houses the needs of locality of information deviation (database) needed by the smallest implementing unit of the organization, namely teaching staff and Study Programs who protect their duties and obligations related to existing educational practices and lectures. Because of that, Lecture materials or the results of research and writings carried out by teaching staff or students often cannot be properly documented in the database. Insufficient technical equipment, incapable personnel in charge and fixing all requests for technical revisions, and lack of understanding of technology from the activity implementing unit are the main reasons why one of these knowledge management tools has not run optimally.

Fifth,related to collaboration tools as one of the important tools of the practice of implementing knowledge management, the management of UIN SGD Bandung in this case has made several efforts to form work units that combine several expert personnel and new workers to solve a problem, or limited to the need for cooperation training between existing institutional elements. Teamwork is also often done, either by combining teaching staff with other teaching staff with different skills to obtain intrapersonal alternatives, between teaching staff and employees to complete a certain institutional task, between teaching staff and students to complete a particular academic or research task, and so forth. All these things are done by the management of UIN SGD Bandung in order to get used to a spirit of cooperation and effective communication between each member of the institution, starting from the management, teaching staff or lecturers, employees and day workers, to students. Several other activities are also carried out by involving community groups or certain communities, in order to build a network of mutualistic cooperation between the management of UIN SGD Bandung and the wider community and across fields.

Sixth,related to the location of existing activities, UIN SGD Bandung in this case is still centered on one activity location, namely the campus located on Jl. AH. Nasution No. 105, Cipadung, Cibiru, Bandung. However, several other campuses have affiliations with UIN SGD Bandung as an educational institution that is considered to be a center for enrichment and assistance for teaching staff in various locations far from the main

campus. In this context, UIN SGD does not yet have facilities in the form of interactive virtual devices that connect the central management of UIN SGD in Bandung with the community as education stakeholders in the region, or personnel who are deliberately deployed in the context of community service carried out by UIN SGD Bandung. Community service itself is still limited to field practice enrichment,(Anand & Singh, 2011; Groff & Jones, 2012; Uriarte Jr., 2008).

Variousexisting research findings, resulting in some notes from researchers as follows:

First,taxonomic practices carried out by UIN SGD management are generally not carried out with structured actions involving certain divisions for mapping. The management tends to passively listen to aspirations from below about the development of individual values recorded in academic activities. Those who are considered to have expertise or mastery of certain scientific fields are those who appear more frequently in scientific study forums, or those who produce many written works published in certain media. This is of course different from what is expected by knowledge management itself; that management must be actively involved in tracking intellectual assets owned by the institution, especially those recorded in the form of tacit knowledge of lecturers, employees, or students. The process of taxonomy or knowledge mapping itself will only be of value if it is recorded systematically, and gets follow-up on these records.

Second,what is done by the management of UIN SGD Bandung regarding the selection and application of techniques and strategies for implementing knowledge management is more focused on classical strategies in the form of training and formulation of programs for developing skills and quality of lecturers or employees, which are also not fully scheduled or scheduled systematically and periodically. Whereas what should be done by the management of UIN SGD Bandung regarding the sorting and application of knowledge management techniques and strategies is to implement knowledge management techniques and strategies which theoretically have developed rapidly in contemporary management studies. Some of these techniques and strategies, for example, are adapted to the main elements of knowledge management such as the use of brainstorming techniques for taxonomy and knowledge mapping purposes,

Third,various patterns of knowledge conversion which are the main agenda of knowledge management, such as socialization, externalization, combination, and internalization, should be carried out more systematically and included in the higher education management planning organized by UIN SGD itself.

Fourth,the use of various knowledge management support tools, some of which, such as document management, information portals, taxonomies, information and communication technology infrastructure, and collaboration tools cannot be realized without professional and serious management and development actions from the management of UIN SGD Bandung itself(Bukowitz & Williams, 1999; Liebowitz, 1999; Omerzel et al., 2011).

The impact of the application of the various knowledge management tools for the management, lecturers, employees and students are as follows:

First, implementation of policies by management related to the implementation of knowledge management programs, such as programs related to the conversion of knowledge in its various forms (socialization, externalization, combination, and internalization), intensification of activities related to the mapping of intellectual assets, scientific studies and research, developing the expertise of personnel and institutional members, to the development of better institutional and educational infrastructure, have had a significant impact on changing the way management and employees work as well as their view of the UIN SGD institution itself. Campus development and provision of better infrastructure related to learning tools, technology, communication, and others have brought a new working climate for the management that makes them more enthusiastic and motivated to work better in accordance with the new campus conditions. The existence of top management policies and instructions to do things that are part of the application of knowledge management, such as the formation of teamwork, assignments based on expertise, procurement of training programs, also more or less make employees and management have more competencies needed for development purposes. UIN SGD Bandung in the future.

Second,the practice of implementing knowledge management, although it has not been thoroughly and clearly socialized to all elements of the organization, especially lecturers and students, the programs launched have brought many benefits to the development of academic activities at UIN SGD itself. The intensification of research programs for lecturers, for example, makes lecturers more motivated to improve the quality of their knowledge and expertise so that they can play an active role in the program. The same thing can also be found in management's efforts to build facilities and infrastructure related to the application of knowledge management, such as the provision of academic programs that increase the scientific spirit and appreciation for knowledge and intellect.

CONCLUSION

The study of knowledge management, which focuses on the study of knowledge management tools at the State Islamic University of Sunan Gunung Djati (UIN SGD) Bandung, in its analysis produces the following conclusions: First, the knowledge management practices found at UIN SGD Bandung still have no conception. clear application and standardized and systematic format. What is done by the management of UIN SGD Bandung regarding the practice of knowledge management relies more on academic activities which have become the locus of activities of the higher education institution itself. Second, various tools to support the application of knowledge management in an organization or institution, such as at UIN SGD Bandung, namely: document management, institutional or organizational information portals, technology infrastructure, mapping of intellectual and knowledge assets, collaboration tools, as well as community of practice, have not been used optimally in line with the needs of knowledge management implementation programs. Third, the use of various kinds of knowledge management supporting tools, as well as the practice of implementing knowledge management at UIN SGD Bandung itself, have generally had a positive impact on the management, employees, teaching staff or lecturers, and students. This impact is

represented by a change in their view of the appreciation of intellect and knowledge, a more developed work spirit, and the development of better skills and abilities. has not been used optimally in line with the needs of knowledge management implementation programs. Third, the use of various kinds of knowledge management supporting tools, as well as the practice of implementing knowledge management at UIN SGD Bandung itself, have generally had a positive impact on the management, employees, teaching staff or lecturers, and students. This impact is represented by a change in their view of the appreciation of intellect and knowledge, a more developed work spirit, and the development of better skills and abilities. has not been used optimally in line with the needs of knowledge management implementation programs. Third, the use of various kinds of knowledge management supporting tools, as well as the practice of implementing knowledge management at UIN SGD Bandung itself, have generally had a positive impact on the management, employees, teaching staff or lecturers, and students. This impact is represented by a change in their view of the appreciation of intellect and knowledge, a more developed work spirit, and the development of better skills and abilities. In general, it has had a positive impact on the management, employees, teaching staff or lecturers, as well as students. This impact is represented by a change in their view of the appreciation of intellect and knowledge, a more developed work spirit, and the development of better skills and abilities. In general, it has had a positive impact on the management, employees, teaching staff or lecturers, as well as students. This impact is represented by a change in their view of the appreciation of intellect and knowledge, a more developed work spirit, and the development of better skills and abilities.

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