

Original Article

Knowledge Management in The Digital Era in Higher Education Institutions

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ABSTRACT

Higher education institutions as educated human beings play a role in the development of science through the tridharma of higher education. Despite the great potential offered by digital technology, there are several issues that must be addressed before the technology can be effectively utilised to disseminate knowledge. These issues include gaining access to adequate technological infrastructure, adequate digital skills among the academic community, as well as creating policies that support the safe and ethical use and management of digital information. Digitalisation has provided many benefits for knowledge management. However, there is one thing that is a challenge for all sectors not only for educational institutions in the digital era, namely, data security and authenticity. The challenges that arise require appropriate solutions so that appropriate strategies are needed to answer these challenges. It is critical for higher education institutions to take a proactive and sustainable approach to utilising digital technology capabilities.

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Introduction

Higher education institutions as educated human beings play a role in the development of science through the tridharma of higher education. The Tri Dharma of higher education as already known consists of education carried out by the teaching and learning process, research, and community service. This tri dharma must be carried out by the university community. As an implementer of the tri dharma, the higher education institution or campus has carried out its role as a disseminator, implements and is a place for the process of acquiring knowledge. The Tri Dharma of higher education will be carried out properly and optimally if the management of knowledge has been carried out effectively, including the process of collecting, storing, and organising knowledge.

In today's digital era, the process of managing knowledge is increasingly facilitated by the development of existing technology so that knowledge management will be more effective. (Ibrahim & Shaalan, 2023) and expand the reach. This condition is characterised by easier access to global resources, namely with digital technology allowing academicians from anywhere to access libraries, scientific journals and other scientific research from all parts of the world. This will certainly enrich and facilitate the learning and research process carried out. (Yigzaw et al., 2019). With this easier access, it also allows faster dissemination of research results. The results of research will also be more quickly known by the public so that the spread of knowledge will also be faster.

In addition to easier access to digital technology, it also enables greater collaboration. (de Bem Machado et al., 2022).. Collaboration can be done with researchers or students from other parts of the world. It is hoped that this condition will trigger or motivate the academic community to create innovations. (Wadi & Khalf, 2021) that benefit all of life.

Digitisation will also enable more informed decisions to be made in the management of higher education institutions. Through the utilisation of well-structured knowledge, it is possible for the management of higher education institutions to formulate more focused strategic choices. This is based on data and perspectives obtained from knowledge management.

Another benefit felt by the academic community with this digitisation is to improve the quality of learning (Effendi & Wahidy, n.d.). Technology allows teachers to provide real-time feedback to students and improve the learning process. Teachers can also adjust students' learning needs quickly and relevantly. In addition, tools and applications based on artificial intelligence and analytical data also allow higher education institutions to see how students learn and customise course materials to meet individual needs. This enhances the learning experience by providing more relevant and supportive resources for each student.

Despite the great potential offered by digital technology, there are several issues that must be addressed (Subroto et al., 2023) before the technology can be effectively utilised to disseminate knowledge. Some of these issues include gaining access to adequate technological infrastructure, adequate digital skills among the academic community, as well as creating policies that support the safe and ethical use and management of digital information.

It is critical for higher education institutions to take a proactive and sustainable approach to utilising digital technology capabilities to disseminate knowledge. These strategies include building adequate technology infrastructure, providing training and digital skills development to employees and students, and creating policies that support open access, academic integrity, and data security.

Challenges of Knowledge Dissemination in the Digital Age

As mentioned in the introduction above, digitalisation has provided many benefits for knowledge management. (Zuana & Sopiah, 2022).. Nonetheless, there are also major obstacles faced. Advances in information technology, exemplified by artificial intelligence (AI) and the evolution of social media, have changed the methods used to acquire, produce and distribute knowledge. These changes in methods have ultimately led to new challenges in the process of knowledge acquisition, implementation and dissemination.

Some of the challenges faced include the loss of student learning independence. Learning independence here means that students can actively and responsibly organise and manage their own learning. The lack of learning independence in students is an effect of the dependence of passive consumption patterns of information obtained from artificial intelligence rather than taking an active role in knowledge formation.

The next challenge faced is the widespread influence of capitalist ideology that emphasises the importance of efficiency to achieve profits alone, which in turn will override critical thinking in students. In addition, to achieve maximum profit, the focus of development will be the more profitable disciplines. This condition will eventually affect the curriculum and institutional goals of scientific development.

Digitalisation has also changed the relationship between lecturers and students. (Abidin & Wandu, 2023).Lecturers are no longer the centre of information for students in the process of knowledge acquisition but lecturers change their role to become facilitators. For this reason, lecturers must change and develop learning methods that are more interactive, collaborative, and student-centred. Lecturers must also be able to utilise digital technology effectively to enhance the learning process, but not completely replace direct interaction. Lecturers must also have better pedagogical skills to design learning activities that encourage active engagement and student independence.

Another challenge is the change in learning methods. Higher education institutions must change their learning approaches to adapt to technological advances.(Altınay et al., 2019). Learning methods must also adjust from passive knowledge acquisition to active engagement, thus encouraging students' direct involvement in the knowledge formation process. Problem-based learning or project-based learning can also be applied to stimulate active participation among students. Learning activities can also be carried out with dialogue, presentations, and student collaboration is increasingly becoming important. To ensure that the concepts and ideas written by the students are original, some campuses can establish an exam pattern with interview methods and direct discussions with students. In addition, campuses can also implement lecture activities that do not involve computers to ensure that all works whether they are ideas or ideas of students are truly authentic.

In addition to the challenges mentioned above, there is one thing that is a challenge for all sectors not only for educational institutions in the digital era, namely data security and authenticity. In the realm of digital technology, information and data can be replicated, retrieved, and distributed easily and without authorisation. As a result, it increases acts of plagiarism and copyright infringement. In addition, easy access to abundant information can potentially lead to students relying on less credible resources. Digital technology also allows for the manipulation of data or information, whether intentional or not. Such actions can lead to uncertainty regarding the authenticity and appropriateness of data used in scientific research, evaluation, or strategic determinations.

Strategies for Facing Challenges

The challenges that arise require appropriate solutions so that appropriate strategies are needed to answer these challenges. Strategies that can be carried out by higher education institutions include implementing meaningful education, namely understanding in-depth concepts related to science associated with the daily life that students encounter. With this situation, it is expected that they can play an active role and be actively involved in the knowledge acquisition process. With the active role of students, it is hoped that they will be able to solve the problems faced by applying the knowledge they have gained as well as to develop their knowledge so that learning independence is formed and innovations arise along with dynamic environmental changes.

Another strategy is to develop a curriculum that is integrated with digital technology. Higher education institutions must create a curriculum that is integrated with digital technology. This curriculum should blend knowledge-based learning with knowledge gained through technology. This ensures that the knowledge gained through technology can be effectively applied in real life.

Higher education institutions can also utilise Integrated Digital Platforms to address the challenges. Higher education institutions can utilise integrated digital platforms that enable collaboration and easy access between members of the institution. Such platforms can help disseminate knowledge, recollect scattered knowledge and facilitate collaboration.

Another strategy is to instil self-awareness in the academic community to safeguard the security and privacy of their data. This can be done by paying attention to the digital footprint of each individual and performing two-factor authorisation, which is an additional authorization in addition to the password.

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