TESIS

ANALISIS KESIAPAN SEKOLAH TINGGI ENERGI DAN MINERAL DALAM MENGIMPLEMENTASIKAN MANAJEMEN PENGETAHUAN MENGGUNAKAN *PLS-SEM*

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DOSEN PEMBIMBING
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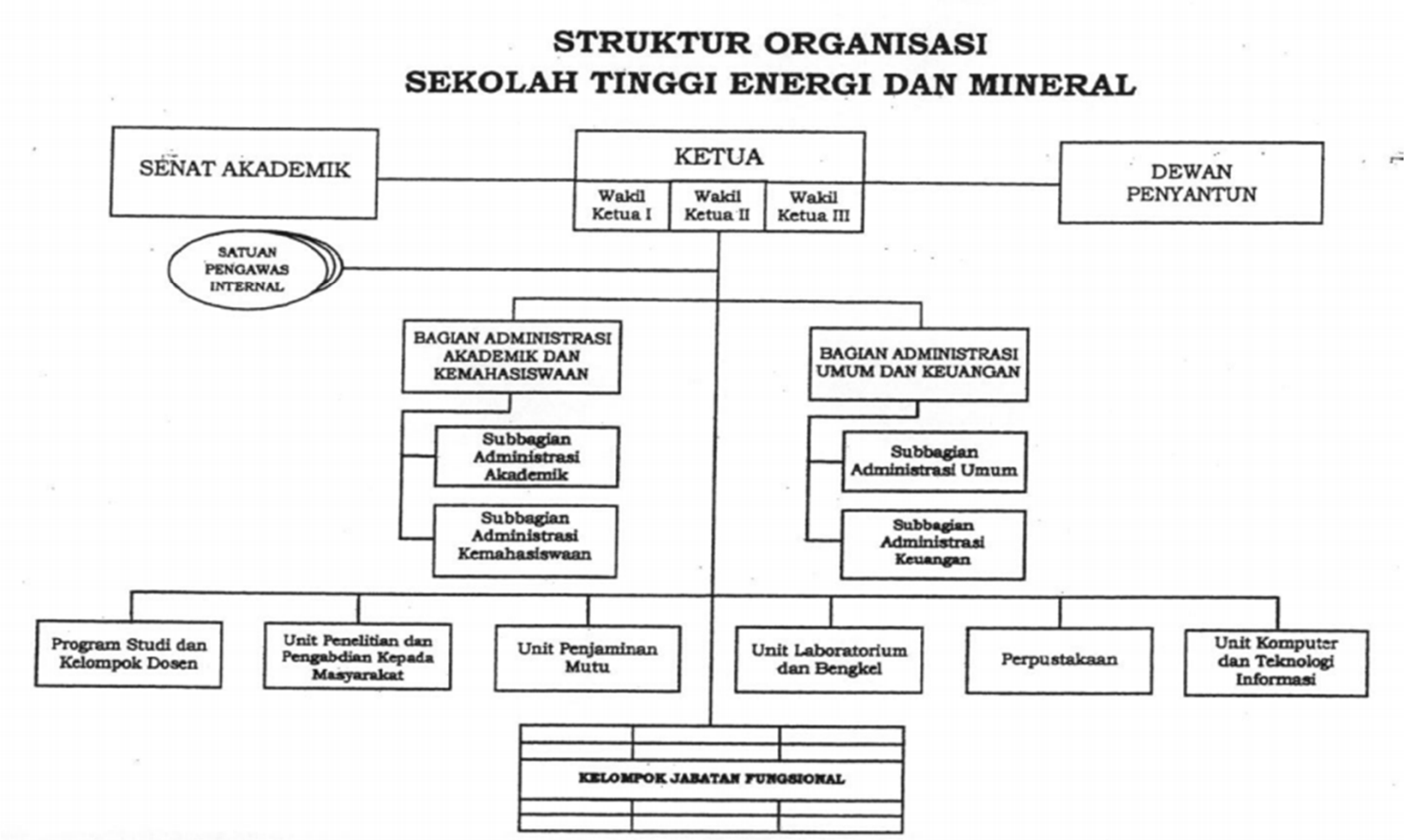
BAB 1. PENDAHULUAN

Latar Belakang

- Dengan menggunakan manajemen pengetahuan, maka suatu institusi pendidikan dapat ikut berkompetisi dan juga dapat meningkatkan kualitas, inovasi dan fungsionalitasnya (Psarras (2006) dalam Eftekharzade et al (2011))
- Penerapan manajemen pengetahuan dapat mencegah hilangnya pengetahuan yang dimiliki organisasi (Barclay, et.al. (2004) dalam Uriarte (2008)), yang antara lain disebabkan oleh proses pemberhentian kerja pegawai dan perubahan arah strategi organisasi.
- Hasil penilaian mandiri manajemen pengetahuan di STEM

BAB 1. PENDAHULUAN



Sumber : Peraturan Menteri Energi dan Sumber Daya Mineral Republik Indonesia Nomor 29 Tahun 2014 Tanggal 16 Oktober 2014 Tentang Organisasi dan Tata Kerja Sekolah Tinggi Energi dan Mineral

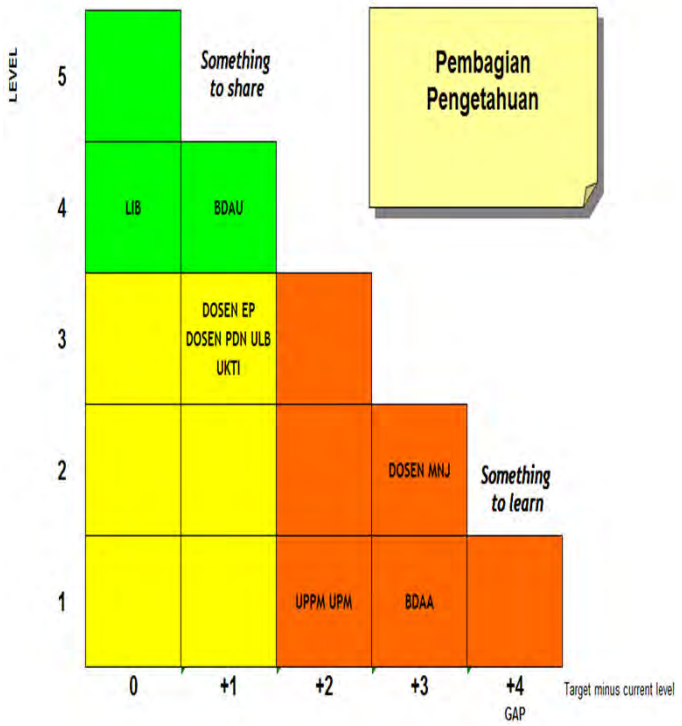
BAB 1. PENDAHULUAN

Matriks Hasil Penilaian Mandiri Manajemen Pengetahuan di STEM

	DOSEN EP		DOSEN MNJ		DOSEN PDN		BDAA		BDAU		UPPM		UPM		ULB		LIB		UKTI	
C=*Current (kondisi saat ini)*, T=Target	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T
Penciptaan atau penangkapan pengetahuan	3	4	3	4	1	4	1	4	4	5	3	4	2	4	3	4	1	1	3	5
Dokumentasi dan penyimpanan pengetahuan	3	4	3	5	2	4	1	4	4	5	2	3	2	3	3	4	3	3	3	4
Penilaian Pengetahuan	3	4	3	4	3	4	1	4	3	5	2	5	3	5	3	4	4	5	2	4
Penspesifikasian pengetahuan yang dibutuhkan	2	4	3	4	3	4	1	4	3	5	2	4	1	4	4	5	5	5	3	4
Pembagian Pengetahuan	3	4	2	5	3	4	1	4	4	5	1	3	1	3	3	4	4	4	3	4
Pengintegrasian Pengetahuan	2	4	2	5	3	5	1	4	4	5	1	4	2	4	3	4	4	4	2	3

BAB 1. PENDAHULUAN

C	T-C	Posisi									
5	0										
4	0									LIB	
4	1					BDAU					
3	0										
3	1	DOSEN EP		DOSEN PDN					ULB		UKTI
3	2										
2	0										
2	1										
2	2										
2	3		DOSEN MNJ								
1	0										
1	1										
1	2						UPPM	UPM			
1	3				BDAA						
1	4										



BAB 1. PENDAHULUAN

Latar Belakang

- Banyak teori yang menyebutkan sebagian dari faktor utama penghalang keberhasilan inisiasi manajemen pengetahuan kekurangsiapan individu dalam berubah, sehingga dibutuhkan integrasi antara faktor mikro (individu) dengan faktor makro (organisasi) untuk melengkapi pemahaman terhadap faktor-faktor yang mempengaruhi implementasi manajemen pengetahuan (Samara, 2013)

BAB 1. PENDAHULUAN

Perumusan Masalah

- menganalisis kesiapan Sekolah Tinggi Energi dan Mineral dalam mengimplementasikan manajemen pengetahuan, berdasarkan faktor-faktor yang mempengaruhinya dari sisi individu maupun organisasi

Tujuan Penelitian

- Mengetahui faktor-faktor individu apa saja yang berpengaruh dalam implementasi manajemen pengetahuan pada institusi STEM, dan seberapa besar pengaruhnya;
- Mengetahui faktor-faktor organisasi apa saja yang berpengaruh dalam implementasi manajemen pengetahuan pada institusi STEM, dan seberapa besar pengaruhnya;

BAB 1. PENDAHULUAN

Kontribusi Penelitian

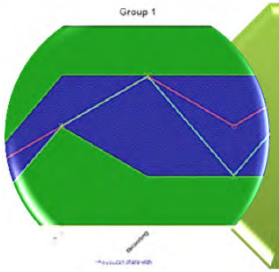
- Teoritis :
  - pemahaman lebih mendalam
  - pengembangan ilmu
- Praktis :
  - wacana baru
  - pengetahuan baru

Batasan Penelitian

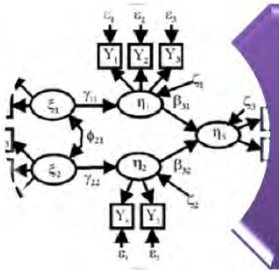
- Objek penelitian
- Hanya menggunakan kuesioner
- Data berdasarkan persepsi responden

BAB 2. KAJIAN PUSTAKA DAN DASAR TEORI

Manajemen Pengetahuan



Penilaian Mandiri Manajemen Pengetahuan



Structural Equation Modeling

BAB 2. KAJIAN PUSTAKA DAN DASAR TEORI

- **Manajemen Pengetahuan**

– Definisi :

- ✓ Bergeron (2003)
  - Kemampuan
- ✓ Firestone dan McElroy (2005)
  - Proses
- ✓ Dalkir (2005)
  - Koordinasi

– Proses Manajemen Pengetahuan :

BAB 2. KAJIAN PUSTAKA DAN DASAR TEORI

- **Penilaian Mandiri Manajemen Pengetahuan**

Masing-masing bagian/unit menilai proses manajemen pengetahuan yang terdapat dalam bagian/unitnya masing-masing, untuk penilaian saat ini dan target mendatang

Merekapitulasi hasil penilaian seluruh bagian/unit ke dalam satu tabel

Memvisualisasikan penilaian ke dalam *river diagram* dan *stair diagram*

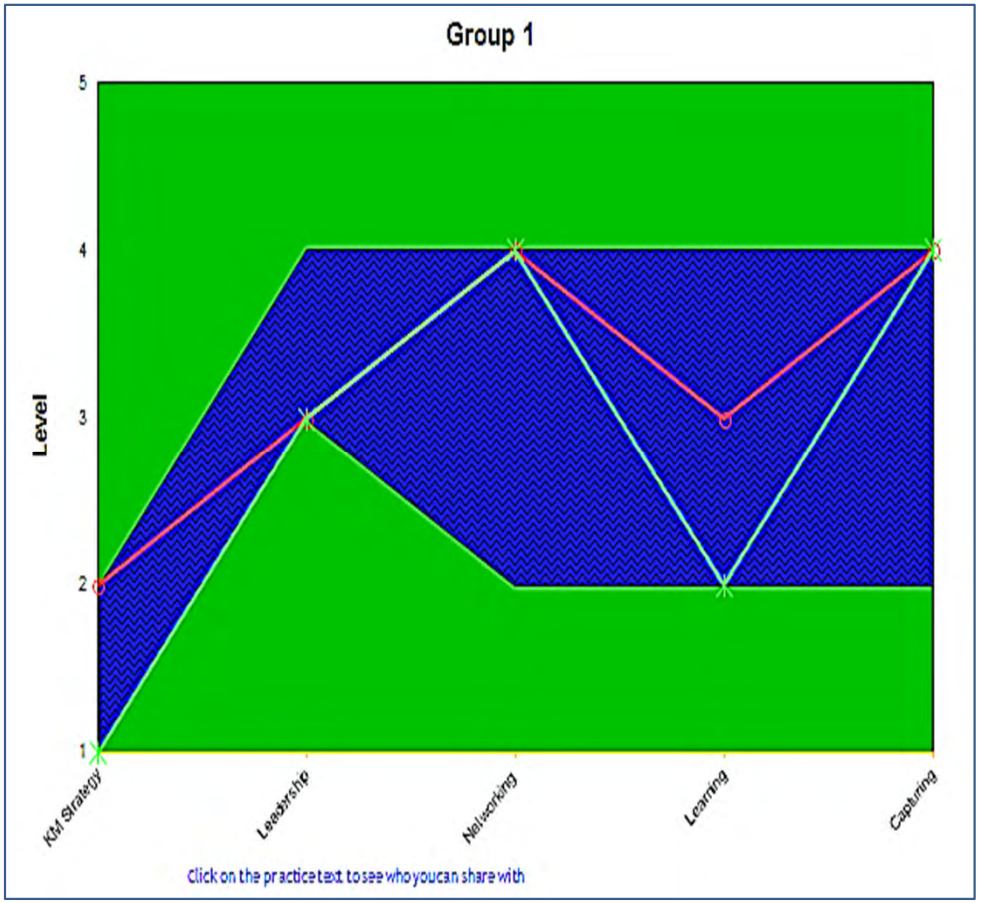
BAB 2. KAJIAN PUSTAKA DAN DASAR TEORI

	Level 1 (Awareness)	Level 2 (React)	Level 3 (Act)	Level 4 (Consistently apply)	Level 5 (The way we work)
Taking a strategic approach	A few people express that know-how is important to the organization. Isolated people with a passion for KM begin to talk and share how difficult it is.	Most people say sharing know-how is important to the organization's success. People are using some tools to help with learning and sharing.	There is no framework or articulated KM strategy. Some job descriptions include knowledge capture, sharing and cascading. People are using a number of tools to help with learning and sharing.	Discussions ongoing about organization's Intellectual assets. A KM strategy exists but is not yet linked to business results. A clear framework and set of tools for learning is widely communicated and understood.	Clearly identified intellectual assets. KM strategy is embedded in the business strategy. Framework and tools enable learning before, during and after.
Leadership and support	KM viewed as a management fad. Leaders are sceptical as to the benefits. Leaders think networking leads to lack of accountability. "Knowledge is power"	Some managers give people the time to share and learn, but there is little visible support from the top.	KM is viewed as the responsibility of a specialist team. Some leaders talk the talk, but don't always walk the walk!	KM is everyone's responsibility; a few jobs are dedicated to managing knowledge. "Knowledge sharing is power." Leaders set expectations by "asking the right questions", and rewarding the right behaviours.	Leaders recognize the link between KM and performance The right attitudes exist to share and use others' know-how. Leaders reinforce the right behaviour and act as role models.
Networking and communities	Knowledge hoarders seem to get rewarded.	Ad hoc networking to help individuals who know each other.	People are networking to get results. Networks are created.	Networks are organized around business needs. Networks have clear terms of reference. Systems and technology are in place and are well used.	Clearly defined roles and responsibilities. Networks have a clear purpose, some have clear deliverables others develop capability in the organization.
Building a learning organization	People are conscious of the need to learn from what they do but rarely get the time. There need to be more incentives to consider learning as a priority.	People capture what they learn for others to access. In practice few do access it. It happens on a ad-hoc basis and it is rarely shared beyond the team.	Activities such as learning events and brown bag lunches are in place for sharing and re-applying knowledge.	The organizational process supports continuous learning and peer-to-peer learning is a way of working.	Departments/divisions and peer groups review and validate learning to improve and revise existing processes.
Capturing and re-applying knowledge	Some individuals take the time to capture their lessons in any number of cupboards and databases. They are rarely refreshed, few contribute, even fewer search.	Teams capture lessons learned after a project. Teams look for knowledge before starting a project. Access to lots of knowledge, though not summarized.	Networks take responsibility for the knowledge, collect their subjects' knowledge in one place in a common format. Searching before doing is encouraged. Little or no distilling and condensing.	Just-in-time-knowledge is current and easily accessible. One individual distils, condenses and updates it, though many contribute. That individual acts as the owner.	Knowledge is easy to get to, easy to retrieve. Relevant knowledge is pushed to you. It is constantly refreshed and distilled. Networks act as guardians of the knowledge.
Innovation	People are bound by procedures and hierarchy. Innovation happens when people find a supportive environment and when good solution exists.	Within the confines of bureaucracy, space to innovate leads to piloting and innovative approaches.	Successful innovations are upscaled and replicated in headquarters and field. New knowledge is generated and acted upon.	Innovation priorities are decided by organizational priorities and strategies. Good ideas get implemented.	Innovation and knowledge sharing are core competencies and a trademark of OHCHR.
Measuring the value	People have faith that sharing knowledge can add value but are not evaluated for learning and sharing knowledge.	There are some initial knowledge indicators. Knowledge sharing evidence is based on anecdotes.	Institutional qualitative and quantitative indicators are devised, but not used. Evaluations provide some measures and evidence for knowledge sharing.	Individuals and organizations design, measure and add continuously to improve and add value.	OHCHR's knowledge is recognized and valued by external partners. Effective use of knowledge is acknowledged as a central driver for designing and implementing key organizational processes such as policies and projects.

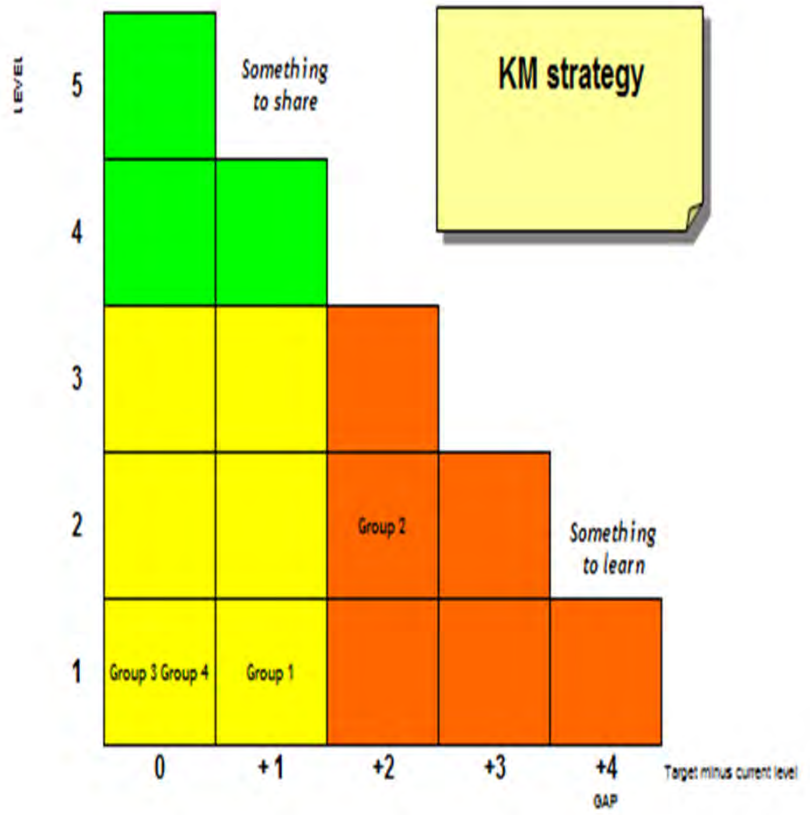
Sumber : *Knowledge Sharing Online Toolkit* OHCHR (www.slitoolkit.ohchr.org)

BAB 2. KAJIAN PUSTAKA DAN DASAR TEORI

- River Diagram



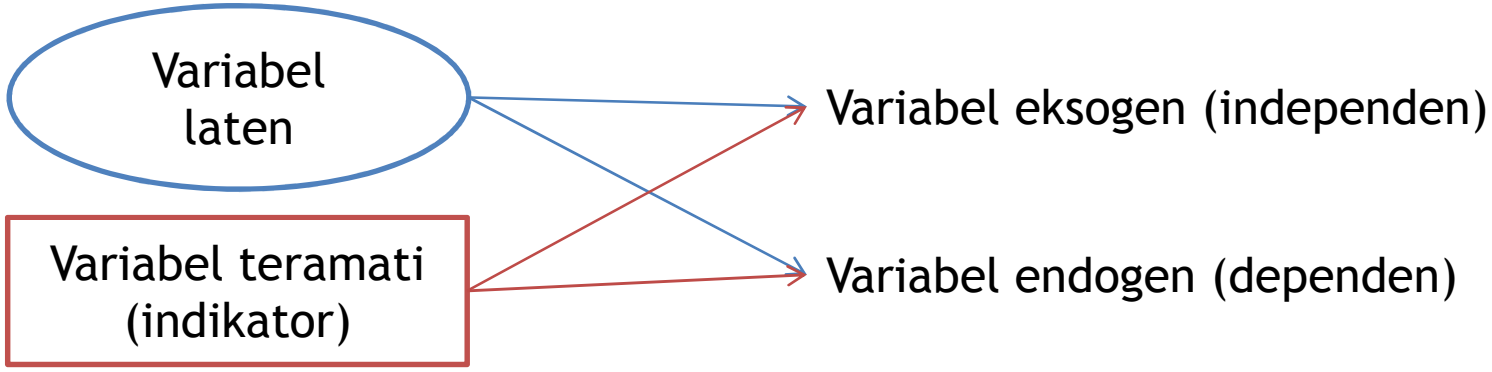
- Stair Diagram



Sumber : *Knowledge Sharing Online Toolkit* OHCHR (www.slitoolkit.ohchr.org)

BAB 2. KAJIAN PUSTAKA DAN DASAR TEORI

- **Structural Equation Modeling**



Sumber : Schumacker, et al (2010) dan Kline (2011)

Model persamaan:

$$\eta = \beta\eta + \Gamma\xi + \zeta$$

Di mana,

Beta (β) = matriks bobot regresi yang menghubungkan antar variabel endogen (η)

Gamma (Γ) = matriks bobot regresi yang menghubungkan variabel eksogen (ξ) dengan variabel endogen (η)

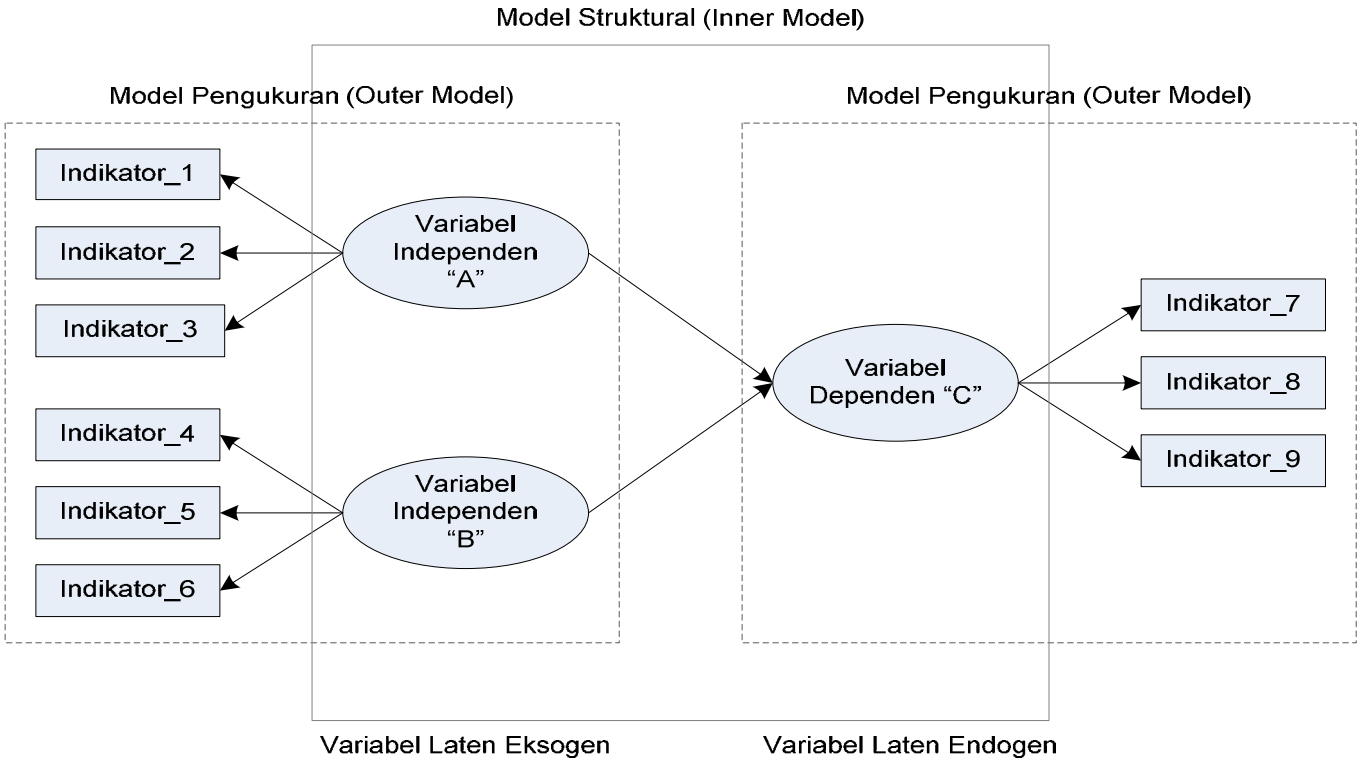
Zeta (ζ) = vektor dari residual variabel laten endogen

Sumber : *Maruyama (1998)*

BAB 2. KAJIAN PUSTAKA DAN DASAR TEORI

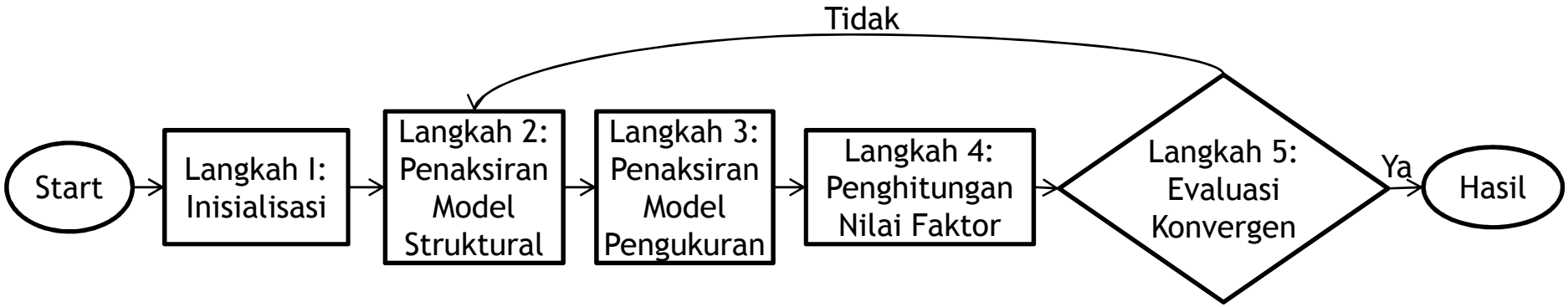
Pendekatan *Partial Least Square*

- Ukuran sampel relatif kecil;
- Data tidak terdistribusi normal;

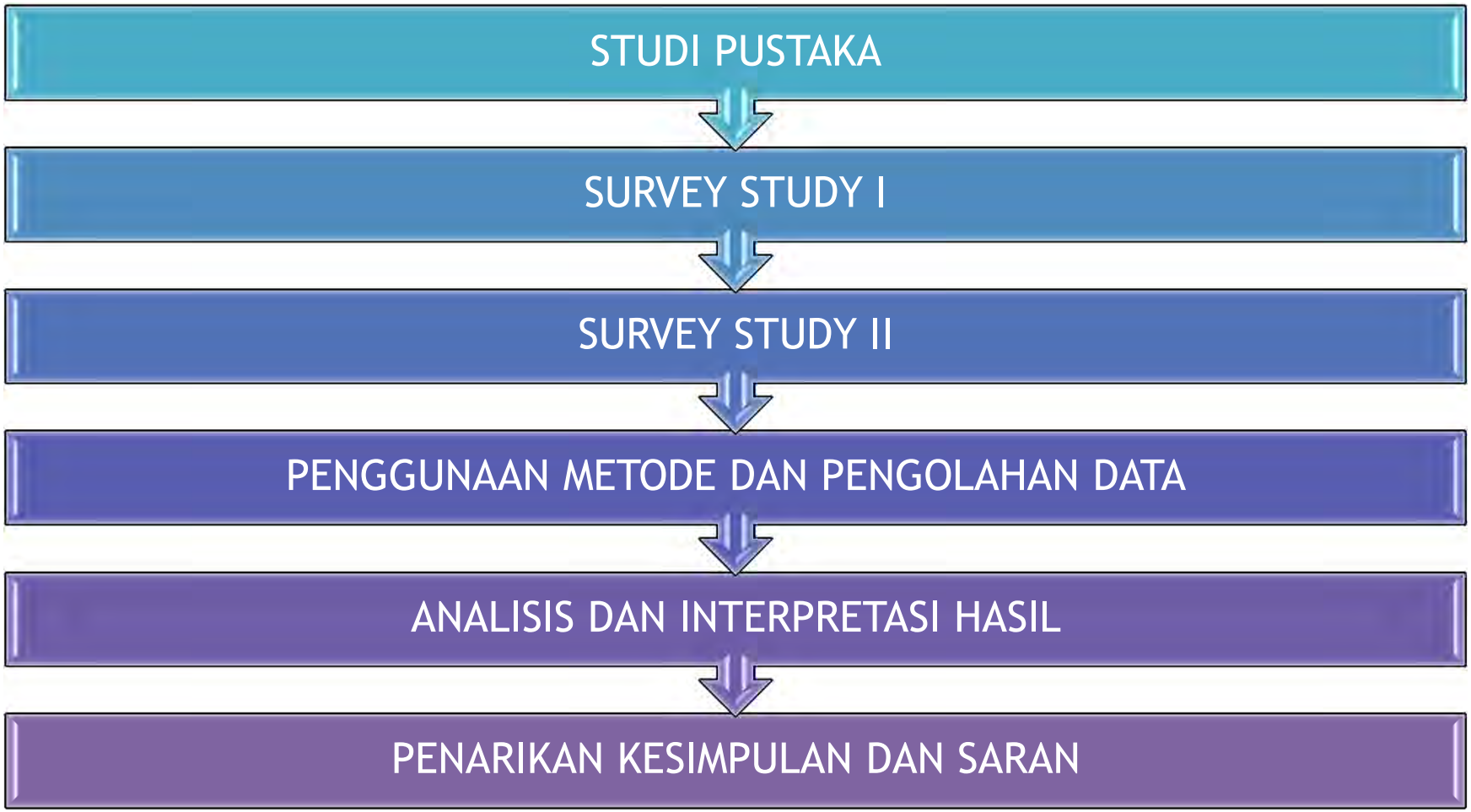


BAB 2. KAJIAN PUSTAKA DAN DASAR TEORI

Algortima PLS-SEM (Wold, 1982, dan Lohmöller, 1982 dalam Monecke dam Leisch, 2012) :



BAB 3. METODE PENELITIAN



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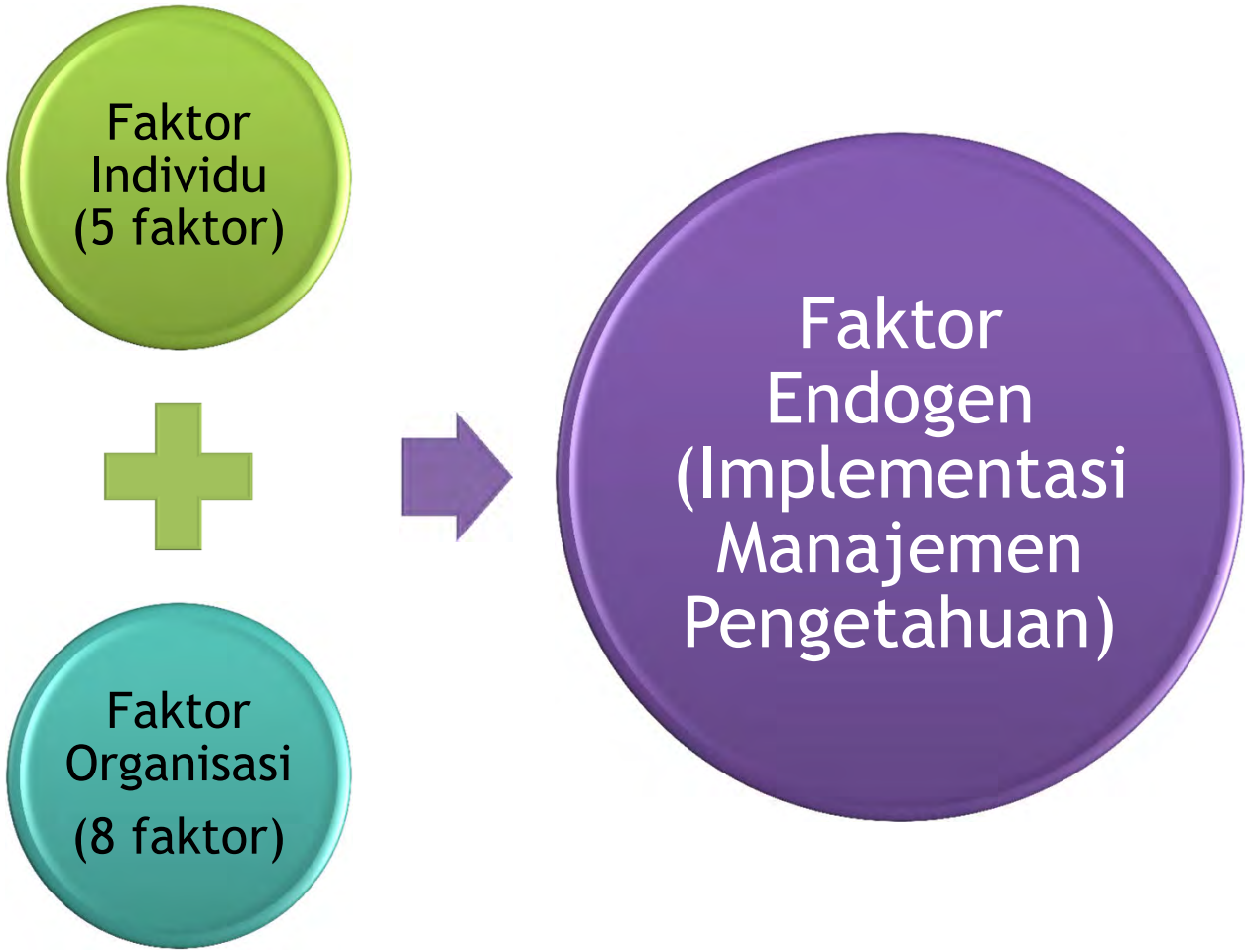
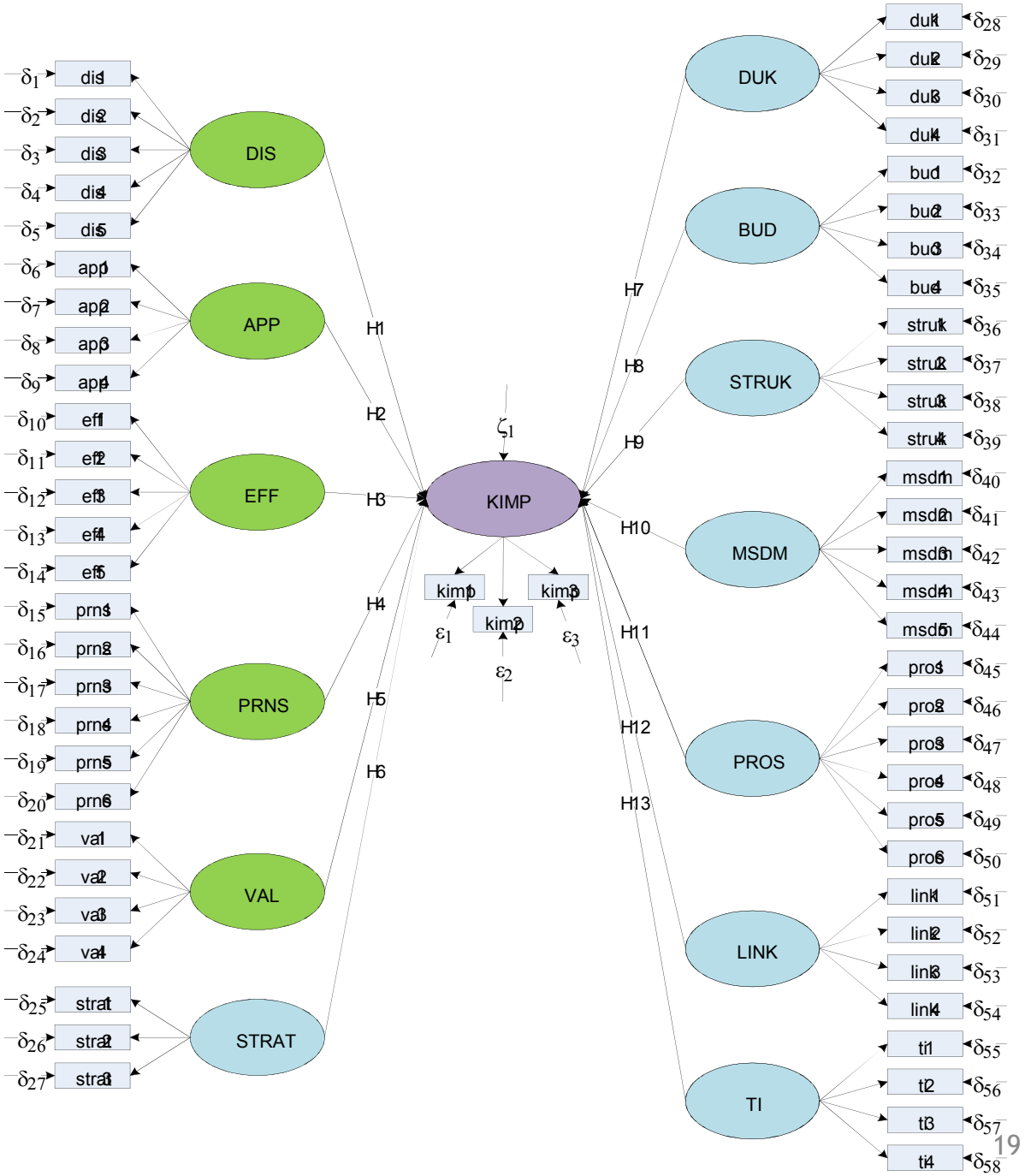


Model Konseptual :



Hipotesis Penelitian:

Hipotesis 1 : DIS berpengaruh terhadap KIMP

Hipotesis 2 : APP berpengaruh terhadap KIMP

Hipotesis 3 : EFF berpengaruh terhadap KIMP

Hipotesis 4 : PRNS berpengaruh terhadap KIMP

Hipotesis 5 : VAL berpengaruh terhadap KIMP

Hipotesis 6 : STRAT berpengaruh terhadap KIMP

Hipotesis 7 : DUK berpengaruh terhadap KIMP

Hipotesis 8 : BUD berpengaruh terhadap KIMP

Hipotesis 9 : STRUK berpengaruh terhadap KIMP

Hipotesis 10 : MSDM berpengaruh terhadap KIMP

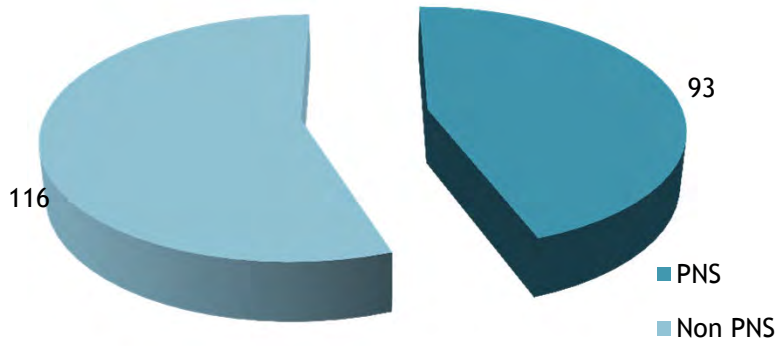
Hipotesis 11 : PROS berpengaruh terhadap KIMP

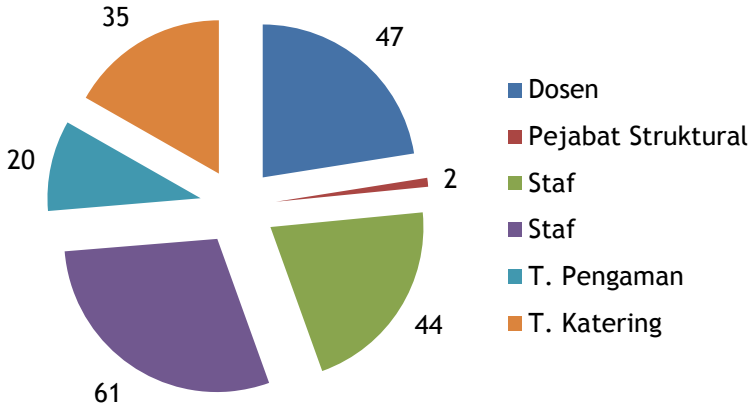
Hipotesis 12 : LINK berpengaruh terhadap KIMP

Hipotesis 13 : TI berpengaruh terhadap KIMP

PENGOLAHAN DATA DAN ANALISIS

Deskripsi Demografis Pegawai STEM





A. Evaluasi Outer Model

Tabel Nilai Composite Reliability Kondisi Akhir

DIS	APP	EFF	PRNS	VAL	STRAT	DUK	BUD	STRUK	MSDM	PROS	LINK	TI	KIMP
0.851	0.862	0.853	0.859	0.809	0.855	0.837	0.826	0.823	1	0.883	0.901	0.921	0.946

Reliabilitas kekonsistenan internal: nilai reliabilitas komposit minimal 0.7

Tabel Nilai AVE

DIS	APP	EFF	PRNS	VAL	STRAT	DUK	BUD	STRUK	MSDM	PROS	LINK	TI	KIMP
0.588	0.677	0.66	0.671	0.586	0.664	0.631	0.703	0.699	1	0.655	0.754	0.796	0.897

Validitas konvergen: (1) nilai AVE (average variance extracted) minimal 0.5; (2) loading indikator lebih besar dari 0.7;

Validitas diskriminan: (1) akar kuadrat AVE untuk setiap variabel laten lebih besar dari pada korelasi antar variabel laten; (2) loading indikator ke konstruk yang diukur lebih besar daripada ke konstruk lain (cross-loading lebih rendah)

Tabel Nilai *Combined Loading and Cross-Loading* Kondisi Akhir

	DIS	APP	EFF	PRNS	VAL	STRAT	DUK	BUD	STRUK	MSDM	PROS	LINK	TI	KIMP	Type (a	SE	P value
dis2	0.754	-0.303	-0.17	0.017	0.02	0.151	-0.091	-0.056	0.104	0.059	-0.156	0.014	0.095	0.201	Reflect	0.089	<0.001
dis3	0.796	-0.116	-0.167	0.032	0.264	0.127	-0.318	-0.001	-0.13	0.063	-0.013	0.126	0.172	-0.056	Reflect	0.088	<0.001
dis4	0.781	0.145	-0.215	0.046	-0.198	-0.101	0.185	0.01	0.052	-0.184	0.112	-0.204	-0.105	0.055	Reflect	0.089	<0.001
dis5	0.736	0.283	0.583	-0.1	-0.096	-0.186	0.241	0.048	-0.022	0.067	0.055	0.065	-0.173	-0.204	Reflect	0.09	<0.001
app1	0.135	0.804	-0.034	-0.039	-0.151	-0.003	-0.063	0.08	-0.25	-0.026	0.051	-0.028	0.139	0.105	Reflect	0.088	<0.001
app2	-0.038	0.805	0.101	0.094	0.029	0.045	-0.083	-0.198	0.567	-0.117	-0.134	-0.084	-0.108	-0.001	Reflect	0.088	<0.001
app3	-0.091	0.858	-0.063	-0.051	0.114	-0.039	0.137	0.112	-0.298	0.134	0.078	0.105	-0.029	-0.098	Reflect	0.087	<0.001
eff1	0.068	-0.275	0.822	-0.123	-0.036	0.196	-0.245	-0.425	0.442	-0.066	-0.025	-0.215	0.196	0.174	Reflect	0.088	<0.001
eff2	-0.444	-0.004	0.803	0.228	0.134	-0.013	0.006	0.386	-0.43	0	-0.03	0.154	-0.025	0.028	Reflect	0.088	<0.001
eff5	0.37	0.283	0.812	-0.1	-0.096	-0.186	0.241	0.048	-0.022	0.067	0.055	0.065	-0.173	-0.204	Reflect	0.088	<0.001
prns3	0.181	0.065	-0.37	0.788	0.184	-0.424	-0.078	-0.003	0.123	0.037	-0.006	0.171	-0.073	-0.064	Reflect	0.088	<0.001
prns5	-0.105	0.034	0.016	0.84	0.217	0.148	0.125	-0.284	0.195	0.076	0.039	-0.193	-0.016	0.08	Reflect	0.087	<0.001
prns6	-0.066	-0.096	0.336	0.827	-0.396	0.254	-0.053	0.29	-0.316	-0.112	-0.034	0.033	0.086	-0.02	Reflect	0.087	<0.001
val2	-0.145	0.205	-0.087	-0.094	0.805	-0.298	0.25	-0.229	0.326	0.111	0.179	-0.182	-0.24	-0.079	Reflect	0.088	<0.001
val3	-0.04	-0.4	0.308	-0.088	0.723	0.484	-0.478	-0.284	0.336	0.017	-0.291	-0.184	0.225	0.549	Reflect	0.09	<0.001
val4	0.19	0.162	-0.199	0.182	0.766	-0.143	0.189	0.509	-0.659	-0.132	0.086	0.365	0.04	-0.436	Reflect	0.089	<0.001
strat1	-0.243	0.292	-0.079	0.265	0.185	0.745	-0.256	0.278	0.232	-0.04	-0.255	-0.106	-0.08	-0.001	Reflect	0.09	<0.001
strat2	-0.074	-0.159	0.065	-0.201	0.11	0.856	0.194	-0.319	0.324	-0.066	0.129	0.045	-0.205	0.101	Reflect	0.087	<0.001
strat3	0.292	-0.097	0.003	-0.03	-0.277	0.839	0.029	0.079	-0.537	0.103	0.095	0.048	0.28	-0.102	Reflect	0.087	<0.001
duk1	-0.048	-0.279	-0.082	0.168	0.173	0.313	0.749	-0.357	-0.174	0.148	0.005	0.031	-0.033	0.266	Reflect	0.089	<0.001
duk2	-0.122	-0.012	0.197	-0.063	-0.034	0.19	0.829	0.487	-0.338	0.025	-0.257	0.065	0.16	-0.181	Reflect	0.087	<0.001
duk4	0.171	0.272	-0.127	-0.091	-0.126	-0.487	0.805	-0.169	0.51	-0.163	0.26	-0.096	-0.134	-0.061	Reflect	0.088	<0.001
bud2	0.107	0.198	-0.266	-0.026	0.123	0.027	-0.071	0.838	-0.273	0.276	0.249	0.039	-0.082	-0.021	Reflect	0.087	<0.001
bud4	-0.107	-0.198	0.266	0.026	-0.123	-0.027	0.071	0.838	0.273	-0.276	-0.249	-0.039	0.082	0.021	Reflect	0.087	<0.001
struk2	-0.027	0.133	-0.028	-0.066	0.257	0.079	-0.034	-0.368	0.836	0.004	0.194	0.132	-0.098	-0.114	Reflect	0.087	<0.001
struk3	0.027	-0.133	0.028	0.066	-0.257	-0.079	0.034	0.368	0.836	-0.004	-0.194	-0.132	0.098	0.114	Reflect	0.087	<0.001
msdm2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	Reflect	0.083	<0.001
msdm4	0	0	0	0	0	0	0	0	0	1	0	0	0	0	Reflect	0.083	<0.001
pros2	0.014	-0.029	0.056	0.05	0.001	0.003	0.054	-0.169	0.262	0.164	0.873	-0.054	-0.059	0.162	Reflect	0.086	<0.001
pros3	-0.004	0.301	0.03	-0.13	-0.295	-0.104	-0.035	0.379	-0.377	-0.013	0.827	0.036	-0.081	-0.256	Reflect	0.087	<0.001
pros4	0.057	-0.355	-0.208	-0.036	0.424	0.109	0.038	0.103	-0.222	-0.031	0.757	-0.102	0.354	-0.058	Reflect	0.089	<0.001
pros6	-0.066	0.058	0.108	0.118	-0.101	0.001	-0.061	-0.316	0.325	-0.141	0.774	0.122	-0.193	0.147	Reflect	0.089	<0.001
link1	-0.307	0.042	0.122	-0.006	-0.034	-0.091	0.044	0.391	-0.146	0.118	-0.026	0.808	-0.227	0.296	Reflect	0.088	<0.001
link2	0.25	-0.083	0.06	0.014	-0.098	0.203	-0.147	-0.137	-0.013	0.057	-0.145	0.85	0.288	-0.164	Reflect	0.087	<0.001
link3	0.038	0.039	-0.159	-0.007	0.118	-0.106	0.095	-0.212	0.137	-0.152	0.153	0.941	-0.065	-0.106	Reflect	0.084	<0.001
ti1	-0.02	-0.031	0.029	0.229	-0.048	-0.142	-0.171	-0.065	0.013	0.016	0.128	-0.039	0.89	0.085	Reflect	0.086	<0.001
ti2	-0.119	-0.005	-0.162	-0.096	0.127	-0.023	0.046	-0.02	0.129	-0.044	0.193	0.014	0.909	0.081	Reflect	0.085	<0.001
ti3	0.144	0.037	0.138	-0.133	-0.084	0.168	0.127	0.087	-0.147	0.029	-0.33	0.025	0.878	-0.17	Reflect	0.086	<0.001
kimp1	0.008	0.099	-0.084	-0.034	0.074	0.031	-0.133	0.145	-0.046	0.005	-0.01	0.015	0.051	0.947	Reflect	0.084	<0.001

Tabel Perbandingan Akar Kuadrat AVE dan Korelasi Antar Variabel Laten Kondisi Akhir

	DIS	APP	EFF	PRNS	VAL	STRAT	DUK	BUD	STRUK	MSDM	PROS	LINK	TI	KIMP
DIS	0.767	0.473	0.657	0.249	0.652	0.256	0.13	0.151	0.09	0.061	0.198	0.064	-0.068	0.412
APP	0.473	0.823	0.596	0.406	0.551	0.299	0.221	-0.029	-0.099	-0.047	0.198	-0.087	0.024	0.44
EFF	0.657	0.596	0.812	0.388	0.702	0.204	0.106	0.053	-0.023	0.146	0.218	-0.048	-0.058	0.304
PRNS	0.249	0.406	0.388	0.819	0.341	0.418	0.325	0.085	0.219	0.263	0.395	0.051	0.246	0.113
VAL	0.652	0.551	0.702	0.341	0.766	0.325	0.121	0.119	0.018	0.178	0.221	-0.079	-0.11	0.35
STRAT	0.256	0.299	0.204	0.418	0.325	0.815	0.377	0.322	0.398	0.252	0.592	0.227	0.198	0.113
DUK	0.13	0.221	0.106	0.325	0.121	0.377	0.795	0.459	0.552	0.183	0.391	0.253	0.464	0.323
BUD	0.151	-0.029	0.053	0.085	0.119	0.322	0.459	0.838	0.737	0.256	0.457	0.195	0.467	0.19
STRUK	0.09	-0.099	-0.023	0.219	0.018	0.398	0.552	0.737	0.836	0.35	0.467	0.425	0.566	0.068
MSDM	0.061	-0.047	0.146	0.263	0.178	0.252	0.183	0.256	0.35	1	0.295	-0.082	0.267	-0.208
PROS	0.198	0.198	0.218	0.395	0.221	0.592	0.391	0.457	0.467	0.295	0.809	0.236	0.402	0.277
LINK	0.064	-0.087	-0.048	0.051	-0.079	0.227	0.253	0.195	0.425	-0.082	0.236	0.868	0.118	0.164
TI	-0.068	0.024	-0.058	0.246	-0.11	0.198	0.464	0.467	0.566	0.267	0.402	0.118	0.892	0.056
KIMP	0.412	0.44	0.304	0.113	0.35	0.113	0.323	0.19	0.068	-0.208	0.277	0.164	0.056	0.947

Outer Model → Reliable ☑
Outer Model → Valid ☑

A. Evaluasi Inner Model

- Evaluasi terhadap koefisien determinasi, R^2, yaitu 0.419
- Evaluasi terhadap relevansi prediktif model struktural: Q^2 = 0.57

Tabel Koefisien Jalur dan Nilai P, serta Ukuran Efek

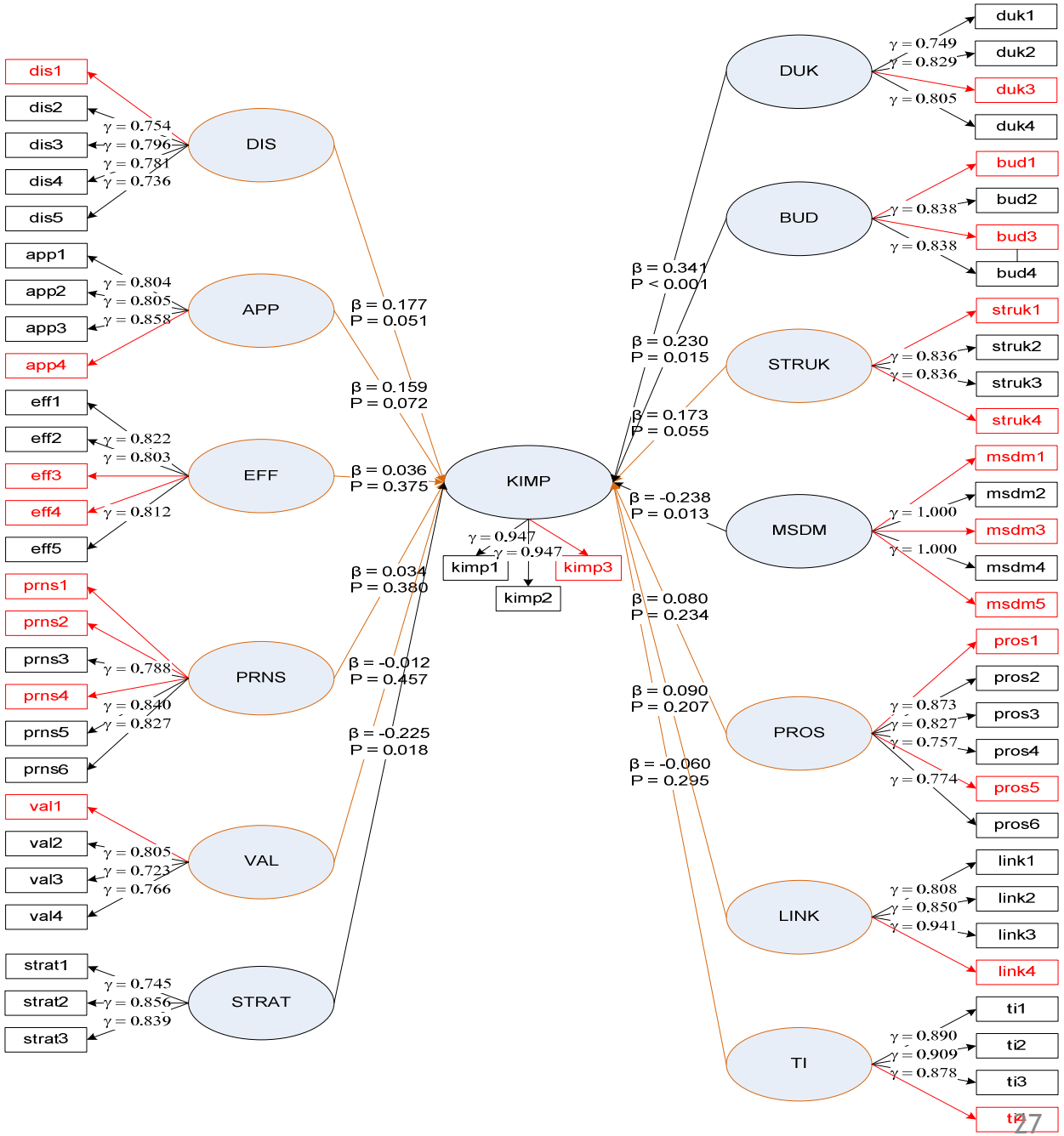
	DIS	APP	EFF	PRNS	VAL	STRAT	DUK	BUD	STRUK	MSDM	PROS	LINK	TI
Koef. Jalur	0.177	0.159	0.036	0.034	-0.012	-0.225	0.341	0.23	0.173	-0.238	0.08	0.09	-0.06
Nilai P	0.051	0.072	0.375	0.38	0.457	0.018	<0.001	0.015	0.055	0.013	0.234	0.207	0.295
Effect size (f^2)	0.074	0.07	0.011	0.005	0.004	0.099	0.186	0.055	0.036	0.054	0.029	0.02	0.017

Hasil Uji Hipotesis

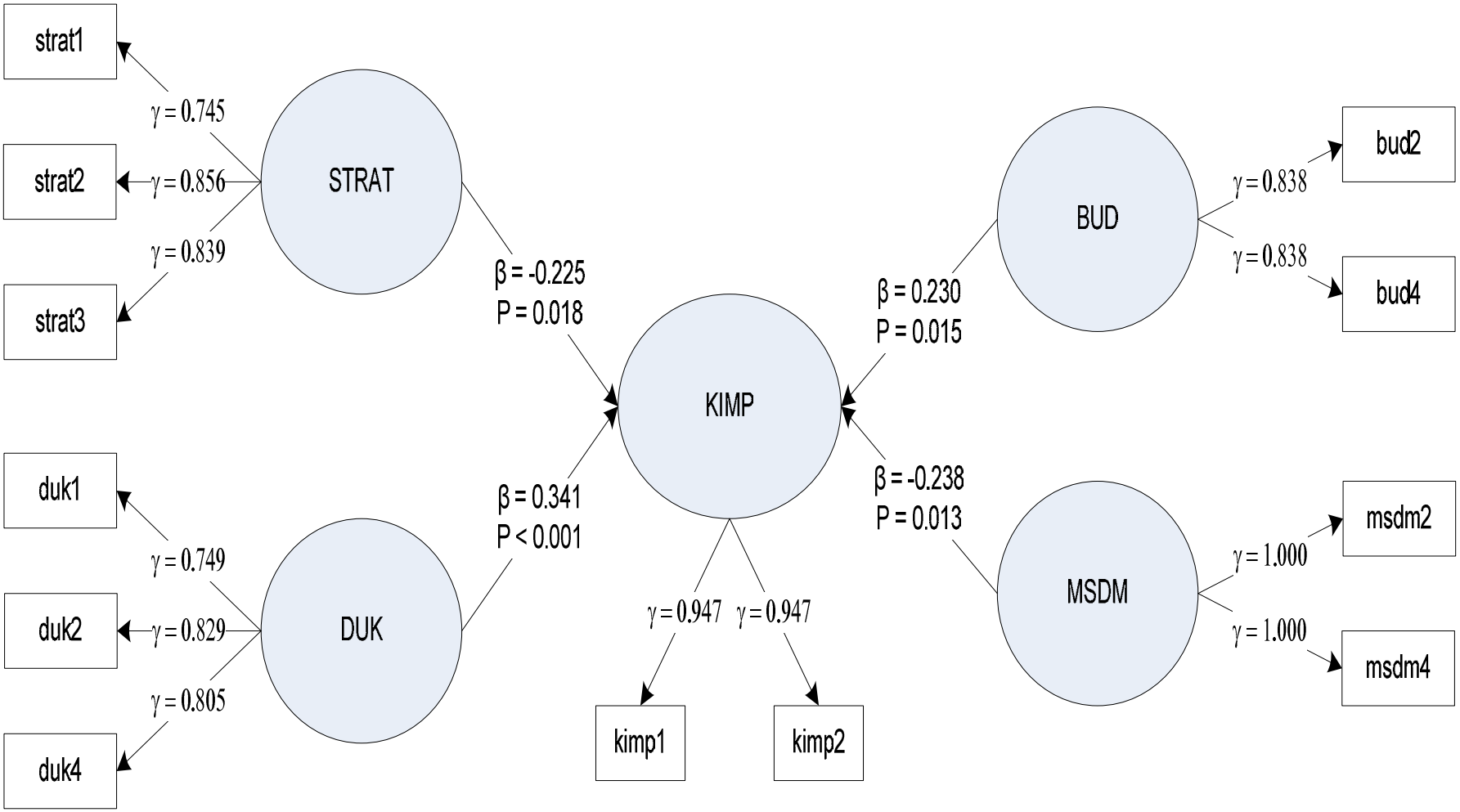
Tabel Hasil Uji Hipotesis

Hipotesis	Hubungan	Path Coefficient	Nilai P	Signifikansi	Keterangan
H1	DIS terhadap KIMP	0.177	0.051	Tidak signifikan	H1 ditolak
H2	APP terhadap KIMP	0.159	0.072	Tidak signifikan	H2 ditolak
H3	EFF terhadap KIMP	0.036	0.375	Tidak signifikan	H3 ditolak
H4	PRNS terhadap KIMP	0.034	0.380	Tidak signifikan	H4 ditolak
H5	VAL terhadap KIMP	-0.012	0.457	Tidak signifikan	H5 ditolak
H6	STRAT terhadap KIMP	-0.225	0.018	Signifikan	H6 diterima
H7	DUK terhadap KIMP	0.341	<0.001	Signifikan	H7 diterima
H8	BUD terhadap KIMP	0.230	0.015	Signifikan	H8 diterima
H9	STRUK terhadap KIMP	0.173	0.055	Tidak signifikan	H9 ditolak
H10	MSDM terhadap KIMP	-0.238	0.013	Signifikan	H10 diterima
H11	PROS terhadap KIMP	0.080	0.234	Tidak signifikan	H11 ditolak
H12	LINK terhadap KIMP	0.090	0.207	Tidak signifikan	H12 ditolak
H13	TI terhadap KIMP	-0.060	0.295	Tidak signifikan	H13 ditolak

Model Sesuai Hasil Perhitungan dan Uji Hipotesis :



Model Hasil Analisis :



KESIMPULAN DAN SARAN

- Pada faktor individu, belum ada yang secara signifikan mempengaruhi kesiapan implementasi manajemen pengetahuan di STEM. Namun faktor *discrepancy* dapat dipertimbangkan karena nilai p berada sedikit di atas α = 0.05;
- Pada faktor organisasi, yang secara signifikan mempengaruhi kesiapan implementasi manajemen pengetahuan di STEM adalah strategi organisasi, dukungan pimpinan, budaya organisasi, dan manajemen sumber daya manusia;
- Terkait faktor strategi organisasi dan manajemen sumber daya manusia, maka perlu diadakan sosialisasi tentang strategi organisasi dan manajemen pengetahuan, serta pelatihan-pelatihan terkait proses manajemen pengetahuan;
- Kelebihan dan kekurangan yang ditunjukkan dalam model hasil perhitungan dan analisis penelitian ini dapat dimanfaatkan sebagai acuan untuk melakukan pengembangan model konseptual pada penelitian selanjutnya.

TERIMA KASIH