

The Influence of Organizational Memory, Knowledge Recovery, Knowledge Visualization and Knowledge Transfer on Improving the Career of Lecturer at Private Universities in The Region of West Java and Banten

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ABSTRACT

The research aims to determine the influence of organizational memory, knowledge recovery, knowledge visualization and knowledge transfer on improving the careers of lecturers at private universities in the West Java and Banten regions. This research uses a type of quantitative research with a survey approach with the method used is purposive sampling, with a sample of 211 lecturers. The data analysis technique for this research uses PLS software version 3.0 (Partial Least Square) with the research results showing that (1) organizational memory has a significant negative effect on improving lecturers' careers with a t statistic value of 2,000 > t table 1.652 and a P-value of 0.046 < 0.05, with a relationship of 5.9% (2) knowledge recovery has a positive and significant effect on improving lecturers' careers with a t statistical value of 5.113 > t table 1.652 and a P-value of 0.000 < 0.05, and a relationship value of 43.8 % (3) knowledge visualization has a positive and significant effect on improving Dodsens' career with a t statistical value of 6.236 > t table 1.652 and a P-value of 0.000 < 0.05, with a relationship value of 49.9% (4) Knowledge transfer has a significant positive effect on lecturer career improvement with a t statistic value of 6.236 > t table 1.652 and a P-Value of 0.026 < 0.005, and with a relationship value of 12.6%..

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1. Introduction

Private Higher Education Institutions in the West Java and Banten regions are private higher education institutions under the auspices of the Higher Education Service Institute (LLDIKTI) Region IV. To improve the quality of higher education, lecturers or educators are one of the factors in enhancing the quality of private higher education. In the career advancement of lecturers, the career ladder within the higher education environment is important for academics. This position signifies the tasks, responsibilities, authority, and rights of a lecturer in a higher education unit [1].

Building a career or working as a lecturer at a higher education institution is one of the options among various types of jobs. According to Law Number 14 of 2005 concerning Teachers and Lecturers, in its implementation, the academic position of a lecturer is based on specific expertise and is independent. Categories and functional levels include skills and expertise that shape their careers, characterized by characteristics, education, and experience [2]. Alongside the development of science and technology, the demand for educational quality is increasing, making the academic

lecturer position even more important in meeting the needs of quality and competitive education in the future.

To meet the campus's needs in building knowledge management support, the importance of knowledge management is increasing. Knowledge management is essential because a higher education institution needs to create a competitive advantage in an era that increasingly requires management capabilities to leverage organizational resources and capabilities to position its products and services to users.

There are several factors that affect knowledge management, one of which is organizational memory. This knowledge and experience can take the form of behaviors, promises, past events, goals, or assumptions. Its benefits are generally recognized because it allows a structured and centralized approach to scattered knowledge. Additionally, it promotes the preservation of knowledge, retrieval, sharing, and utilization [3].

Organizational memory functions as the "storage" of knowledge and the acquisition of knowledge for the future. Organizational memory provides mechanisms that capture and store lessons for later use, facilitating the retrieval of lessons when needed [3].

Another factor affecting knowledge management is Knowledge Retrieval, which refers to the process of retrieving or recovering knowledge that may have been lost, forgotten, or stored within the organization. This is an essential aspect of knowledge management that ensures that existing knowledge remains accessible and usable when needed (Bogorogoza, 2023).

In addition to organizational memory and knowledge retrieval, other dimensions or factors influencing knowledge management are knowledge visualization and knowledge transfer. In the knowledge visualization process, visual representations are designed to communicate potentially complex experiences, insights, and knowledge [4].

Knowledge sharing (knowledge transfer) is one of the methods used to provide opportunities for every organization, institution, or company to share knowledge. It encompasses technical aspects, experiences, and ideas that individuals possess with those in need of specific knowledge (Fakhriza, 2016).

In this research, it is hoped that it can become one of the solutions for private higher education institutions in the West Java and Banten regions to enhance the careers of lecturers through the dimension of knowledge management. Therefore, the researcher is interested in conducting research entitled "The Influence of Organizational Memory, Knowledge Retrieval, Knowledge Visualization, and Knowledge Transfer on the Career Advancement of Lecturers at Private Higher Education Institutions in the West Java and Banten Regions."

The Research Problem Statement in this study consists of four key questions that need to be answered. First, does Organizational Memory influence the Career Advancement of Lecturers in Private Higher Education Institutions in the West Java and Banten Region? Second, does Knowledge Retrieval play a role in enhancing the career of lecturers in Private Higher Education Institutions in the West Java and Banten Region? Third, does Knowledge Visualization contribute to the career advancement of lecturers in Private Higher Education Institutions in the West Java and Banten Region? And finally, does Knowledge Transfer have a significant impact on the Career Advancement of Lecturers in Private Higher Education Institutions in the West Java and Banten Region? Through this research, we aim to gain a better understanding of the influence of each of these factors on the career of lecturers in the context of private higher education institutions in that region.

2. Method

This research adopts a quantitative approach with the primary objective of analyzing the influence of Organizational Memory, Knowledge Retrieval, Knowledge Visualization, and Knowledge Transfer on the career advancement of lecturers within private higher education institutions situated in the West Java and Banten regions. The data collection methodology employed for this research is based on a survey approach, while the subsequent data analysis relies on Structural Equation Modeling (SEM). The research's target population and sample selection

involve lecturers located within the West Java and Banten regions, and the sampling technique utilized is known as Purposive Sampling.

In terms of population and sample, the total population encompasses 446 lecturers hailing from private higher education institutions in the West Java and Banten regions. To determine the sample size, researchers have applied the Slovin Population Formula, leading to a final sample size of 211 lecturers.

Regarding data sources, the study distinguishes between primary data and secondary data. Primary data represents information gathered directly from initial observations and recordings, whereas secondary data is indirectly obtained from secondary sources. Primary data collection hinges on the distribution of questionnaires to the chosen respondents.

The data analysis technique deployed in this research is the Partial Least Square (PLS) version 3.0, which is a variance-based Structural Equation Modeling (SEM) that simultaneously assesses both measurement and structural models. The analysis procedure encompasses several key components. Firstly, the measurement model, or outer model, is evaluated to ascertain convergent validity and discriminant validity, ultimately determining the reliability and validity of the research instrument. Convergent validity is established by examining the correlations between component scores or item scores and construct scores. Additionally, the Composite Reliability should exceed the threshold of 0.6.

Secondly, the structural model, or inner model, is utilized to predict causal relationships among latent variables. The model's fit is assessed using R² values for dependent variables.

Finally, hypothesis testing is carried out, encompassing parameters such as β , γ , and λ . The resampling bootstrap method, developed by Geisser & Stone, is utilized for hypothesis testing, with decision-making criteria involving the comparison of t statistics with t-table values and p-values against a significance level of 0.05.

In sum, this research strives to offer a comprehensive understanding of how Organizational Memory, Knowledge Retrieval, Knowledge Visualization, and Knowledge Transfer collectively impact the career advancement of lecturers within the specific context of private higher education institutions located in the West Java and Banten regions

3. Results and Discussion

3.1. Outer Model Analysis

Testing the measurement model (outer model) is used to determine the specifications of the relationship between latent variables and their manifest variables. This test includes convergent validity, discriminant validity and reliability.

1) Convergent Validity

According to [5, p. 25] a correlation can be said to meet convergent validity if it has a loading value of > 0.7 . The output shows that the loading factor provides a value above the recommended value, namely 0.7. However, at the research scale development stage, a loading of 0.60 is still acceptable. So that the indicators used in this research have met convergent validity. The structural model in this research is shown in the following figure:

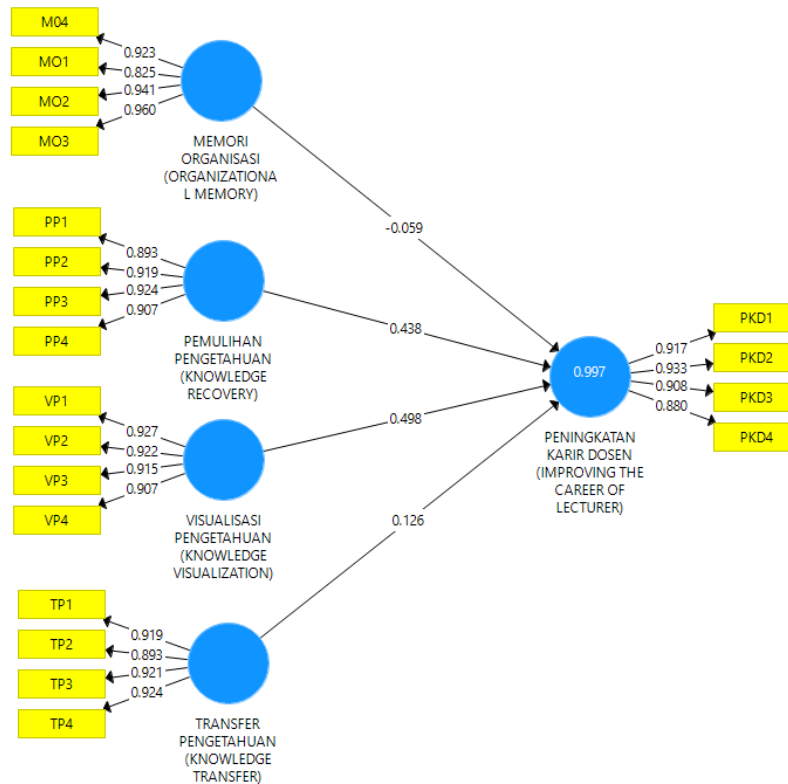


Fig. 1.Outer Model, Algorithm Testing

Table 1. Outer Loading

	Organizational Memory	Knowledge Recovery	Knowledge Visualization (Knowledge Visualization)	Knowledge Transfer (Knowledge Transfer)	Enhancing Lecturer Careers (Improving The Career Of Lecturer)
MO1	0.825				
MO2	0.941				
MO3	0.96				
MO4	0.923				
PKD1					0.917
PKD2					0.933
PKD3					0.908
PKD4					0.88
PP1		0.893			
PP2		0.919			
PP3		0.924			
PP4		0.907			
TP1				0.919	
TP2				0.893	
TP3				0.921	
TP4				0.924	
VP1			0.927		
VP2			0.922		
VP3			0.915		
VP4			0.907		

^a. Source: Smart PLS Program Output. 3.0, 2023

Based on the data in table 1, it can be seen that the lowest outer loading value in the outer model test results of this research is 0.825 which is in the MO1 indicator. Referring to the previously determined outer loading limit, namely 0.7, these results show that the model meets the assumption of convergent validity because the lowest outer loading value is $0.825 > 0.7$.

3.2. Construct Validity and Reliability

Table 2. Construct Validity and Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
ORGANIZATIONAL MEMORY	0.933	0.934	0.953	0.835
KNOWLEDGE RECOVERY	0.931	0.932	0.951	0.83
KNOWLEDGE VISUALIZATION	0.938	0.938	0.955	0.842
KNOWLEDGE TRANSFER	0.935	0.935	0.953	0.836
IMPROVING THE CAREER OF LECTURER	0.93	0.931	0.95	0.828

^b. Source: Smart PLS Program Output. 3.0, 2023

The data in Table 2 above shows that the lowest AVE value of the 5 variables is 0.828 for the lecturer career improvement variable. These results indicate that the three research variables have met the assumptions *discriminant validity* because the lowest AVE value obtained is more than 0.5. Meanwhile, in the Cronbach alpha and composite reliability results, it is known that the lowest value is 0.930 which is owned by the lecturer career advancement variable. Thus, these results also prove that all variables meet the construct reliability assumptions because the lowest Cronbach alpha and composite reliability values are > 0.7 .

3.3. Inner Model Testing

After testing the outer model, it is necessary to evaluate the final structural equation model (*inner model*). The inner model test for this research was carried out by looking at the path coefficient and R square values as follows:

Table 3. R Square

	R Square	R Square Adjusted
IMPROVING THE CAREER OF LECTURER	0.997	0.997

^c. Source: Smart PLS Program Output. 3.0, data processed by the author in 2023

Based on table 3 above, it shows that the value R Square for the lecturer career advancement variable it is 0.997. This gain explains that the percentage of lecturer career advancement is 99.7%. This means that the organizational memory variable, knowledge recovery variable, knowledge visualization and knowledge transfer variable have an influence on lecturer career advancement by 99.7% and the remaining 0.3% is influenced by other variables,

Table 4. Inner Model test results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
ORGANIZATIONAL MEMORY -> IMPROVING THE CAREER OF LECTURER	-0.059	-0.056	0.029	2,000	0.046
KNOWLEDGE RECOVERY -> IMPROVING THE CAREER OF LECTURER	0.438	0.43	0.086	5,113	0,000
KNOWLEDGE VISUALIZATION -> IMPROVING THE CAREER OF LECTURER	0.498	0.506	0.08	6,236	0,000
KNOWLEDGE TRANSFER -> IMPROVING THE CAREER OF LECTURER	0.126	0.123	0.056	2,233	0.026

^d. Source: Smart PLS Program Output. 3.0, data processed by the author in 2023

Based on table 4 above, the results of the evaluation of the structural equation model of the relationship between variables are partially explained by the values *path coefficient* can be described as follows:

1. Path coefficient Hypothesis 1, namely organizational memory on lecturer career advancement, was obtained at -0.059. This value shows that there is an influence of -5.9% (0.059 x 100%).

This result also means that the organizational memory provided can actually reduce the career advancement of lecturers.

2. The path coefficient value in hypothesis 2 was obtained at 0.438. This value shows that knowledge recovery has an influence of 43.8% ($0.438 \times 100\%$) on improving lecturers' careers. This result also means that the higher the knowledge recovery, the higher the lecturer's career will be.
3. The path coefficient value in hypothesis 3 was obtained at 0.498. This value shows that knowledge visualization has an influence of 49.8% ($0.498 \times 100\%$) on improving lecturers' careers. This result also means that the higher the visualization of the knowledge you have, the higher the career advancement of lecturers will be.
4. The path coefficient value in hypothesis 4 was obtained at 0.126. This value shows that knowledge transfer has an influence of 12.6% ($0.126 \times 100\%$) on improving lecturers' careers. This result also means that the higher the knowledge transfer provided, the higher the lecturer's career will be.

3.4. Hypothesis Testing

This research has 3 hypotheses as research questions that have been formulated and need to be tested for truth. Hypothesis testing in this study uses the t test, namely by comparing the statistical t value obtained from the bootstrapping test with the critical limit of the t table value of 1.652 at a significance level of 5% (0.05). The results of this research hypothesis test are presented as follows:

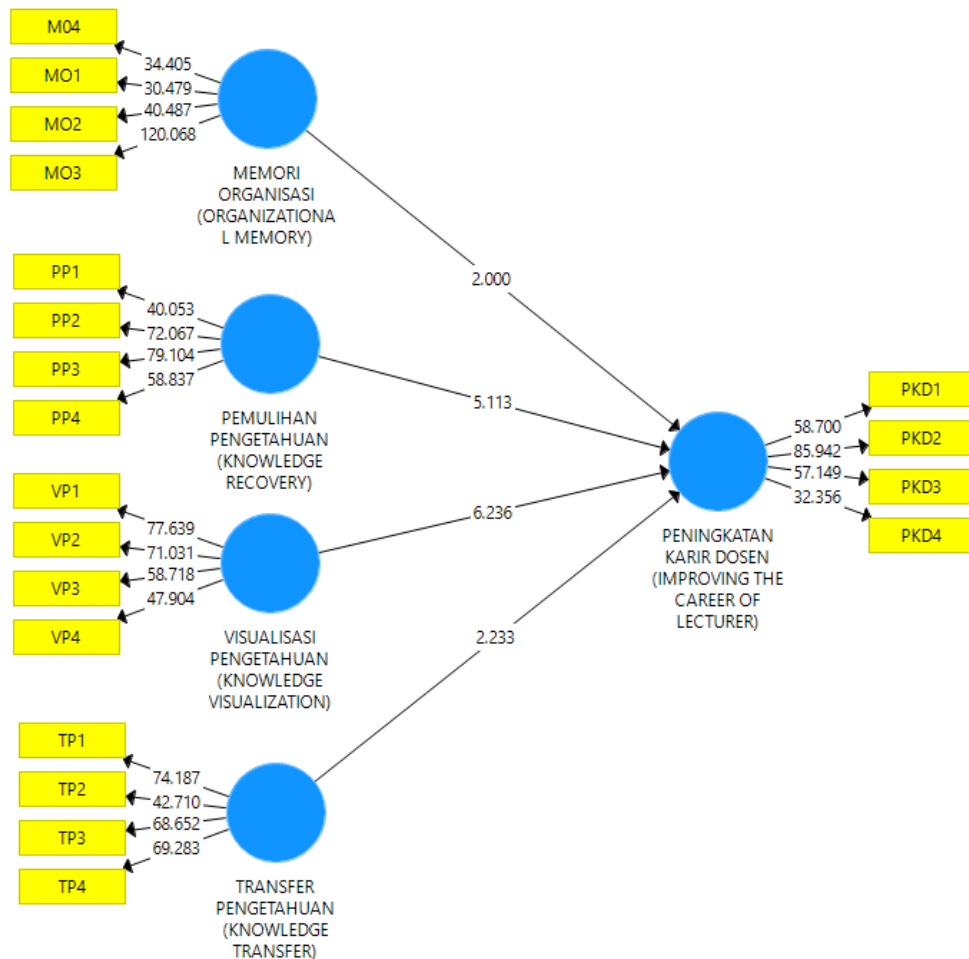


Fig. 2. Inner Model, Bootstrapping Testing

^e Source: Data processed by the Author, 2023

Table 5. Direct Effect Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Note
ORGANIZATIONAL MEMORY -> IMPROVING THE CAREER OF LECTURER	-0.059	-0.056	0.029	2,000	0.046	Accepted
KNOWLEDGE RECOVERY -> IMPROVING THE CAREER OF LECTURER	0.438	0.43	0.086	5,113	0,000	Accepted
KNOWLEDGE VISUALIZATION -> IMPROVING THE CAREER OF LECTURER	0.498	0.506	0.08	6,236	0,000	Accepted
KNOWLEDGE TRANSFER -> IMPROVING THE CAREER OF LECTURER	0.126	0.123	0.056	2,233	0.026	Accepted

^f Source: Smart PLS Program Output. 3.0, data processed by the author in 2023

Based on the PLS output (bootstrapping test) presented in Table 5, it can be explained that:

1. Hypothesis 1: From the original sample value of -0.059, the t statistic value is 2.000 and the P-value is 0.046. These results prove that organizational memory has a negative effect on improving lecturers' careers with a relationship value of -5.9% (0.059 x 100%). The t statistic value of 2,000 > t table 1.652 and P-value 0.046 < 0.05 prove that hypothesis 1 in this study is acceptable.
2. Hypothesis 2: From the original sample value of 0.438, the t statistic value is 0.5113 > 1.652 and the P-value is 0.000. These results prove that Knowledge Recovery has a positive and significant effect on improving lecturers' careers with a relationship value of 43.8% (0.438 x 100%). The t statistic value of 5.113 > t table 1.652 and P-value of 0.000 < 0.05 proves that hypothesis 2 in this study is accepted.
3. Hypothesis 3: From the original sample value of 0.498, the t statistic value is 6.236 > 1.652 and the P-value is 0.000. These results prove that knowledge visualization has a positive and significant effect on improving lecturers' careers with a relationship value of 49.9% (0.498 x 100%). The t statistic value of 6.236 > t table 1.652 and P-value of 0.000 < 0.05 proves that hypothesis 3 in this study is accepted.
4. Hypothesis 4: From the original sample value of 0.126, the t statistic value is 2.233 > 1.652 and the P-value is 0.026. These results prove that knowledge transfer has a positive and significant effect on improving lecturers' careers with a relationship value of 12.6% (0.126 x 100%). The t statistic value of 2.233 > t table 1.652 and P-value of 0.026 < 0.05 proves that hypothesis 4 in this study is accepted.

4. Conclusion

In conclusion, the research findings have shed light on several significant aspects related to the career advancement of lecturers in private universities in the West Java and Banten regions. Firstly, it was observed that organizational memory, while a valuable resource, had a somewhat unexpected negative impact on career progression. This suggests that a more critical assessment of how organizational memory is managed and utilized is needed to align it with career growth objectives.

Conversely, knowledge retrieval emerged as a positive and influential factor in lecturers' career development. This highlights the importance of effective knowledge retrieval mechanisms within educational institutions to support faculty members' professional advancement.

Additionally, knowledge visualization was found to be positively correlated with career progression, indicating the significance of presenting knowledge in accessible and visual formats. Finally, knowledge transfer, an integral part of knowledge management, was revealed to have a significant positive effect on lecturers' career growth, emphasizing the importance of sharing and disseminating knowledge among peers.

In light of these conclusions, several suggestions can be made. Firstly, educators should consider implementing knowledge management practices that encompass organizational memory, knowledge

retrieval, knowledge visualization, and knowledge transfer. These four indicators should serve as mediums for storing, sharing, and discussing knowledge in the field of information systems, ultimately contributing to career development.

Moreover, lecturers and teachers should actively engage in knowledge management activities, focusing on these indicators as a means to continuously and sustainably enhance their careers. This proactive approach can potentially accelerate advancements in their functional positions and foster a culture of knowledge sharing within academic institutions.

In sum, these recommendations aim to foster an environment where lecturers in private universities in the West Java and Banten regions can leverage knowledge management practices to enhance their career prospects and contribute to the growth and excellence of their institutions, particularly within the field of information system.

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