

INTELLECTUAL CAPITAL AS THE IMPLICATIONS OF ORGANIZATIONAL LEARNING AND KNOWLEDGE MANAGEMENT PROCESS

Koernia Purwihartuti 

Lecturer, Bandung State Polytechnic, Indonesia

k_purwihartuti@yahoo.com

Ernie Tisnawati Sule

Lecturer, University of Padjadjaran, Indonesia

Hilmiana

Lecturer, University of Padjadjaran, Indonesia

Wa Ode Zusnita

Lecturer, University of Padjadjaran, Indonesia

Abstract

The aim of this research is to measure, analyze and develop a model of intellectual capital as the implications of organizational learning and knowledge management. The method used is sequential quantitative method which is a merger between quantitative and qualitative methods. Research done first quantitative survey method and then carried out qualitative research with deep interview to clarify the quantitative research. The questionnaire used for the variable of organizational learning, knowledge management processes and intellectual capital are valid and reliable. It can be seen from the value of composite reliability for organizational learning, knowledge management processes and intellectual capital already > 0.7. Rated loading factor for each dimension is already > 0.5 indicating that the indicators and dimensions are valid. Rated average value extracted (AVE) for each dimension above 0.5, it shows that the construct dimensions for each variable is already good. The sampling technique used is total sampling of 114 Studies Program at the Polytechnic in West Java, represented by the Chairman of the

Program. 102 questionnaires collected approximately 89.47%. The analytical method used is a confirmatory factor analysis. The results of the factor analysis is processed to seek partial least square with the help Smartpls 3.2. The analysis showed that organizational learning positive effect on intellectual capital through knowledge management. Knowledge management is a positive influence on human capital, organizational capital and relationships capital. Study concluded that intellectual capital will increase if improved organizational learning through knowledge management.

Keywords: Organizational learning, knowledge management, intellectual capital, human capital, organizational capital, relationships capital

INTRODUCTION

The global competition is happening in the world today removes the boundaries of a country to use the human resources (HR) in operating the company. The condition can be an opportunity for every country in addressing unemployment in the country but it can also be a threat because job opportunities that exist in a country filled by external human resources that are considered more competent to work.

Competent human resources and the competitiveness created by the university through academic study program as the executor. The Study Program is a unit of education and learning activities that have a specific curriculum and learning methods in a kind of academic education, professional education and / or vocational education. Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have contributed in religious spiritual, self-control, personality, intelligence, character, and skills needed him, society, nation and state (Law of the Republic of Indonesia number 20, 2003).

Study programs supposedly able to manage all of its resources in the form of qualified graduates. Resources Program in the form of tangible assets such as infrastructure and intangible assets, or often referred to as intellectual capital in the form of a curriculum of courses that correspond to user needs, competitive human resources, procedures and organizational structure.

Studies related to organizational learning have been started by Senge (1995). Research related to organizational learning and knowledge management processes is growing very rapidly even be an interesting topic to be researched in various sectors. The study is still rare in education sector, given the knowledge management is very important but still rarely performed by the

college (Shirimlah, 2013). That phenomenon occurs also at the Polytechnic study programs in Indonesia. The evidence show that the phenomenon occurs about intellectual capital, organizational learning and knowledge management process.

LITERATURE REVIEW

Organizational Learning

Research on organizational learning has been done by previous researchers. Marquard (2011) explains that organizational learning and knowledge management subsystem is part of the five learning organization in addition to the transformation of the organization, technology and human resources (HR). There are many definitions of organizational learning as described in Table 1.

Table 1. Definition of Organizational Learning

No	Author	Definition of Organizational Learning
1.	Wang and Yang (2014)	Organizational learning is the process of generating and applying new knowledge that is continuously renewing organizational behavior through interaction between people
2-	Robey in Hsiu (2008)	Organizational learning refers to the capacity or processes within an enterprise that allows the acquisition, access and revision of organizational memory, with the way it provides direction for the organization's actions.
3.	Senge in Nafei (2014)	Organizational learning as a process of continuous testing of experience and transform that experience into knowledge that is available to the entire organization and relevant to their mission
4.	Lefter, Constantin and Andrea (2008)	Associated with the organizational learning process and improve the behavior of individual capabilities so organizations can more effectively respond to their environment.
5.	Jo Rhodes and Peter Lok (2008)	Organizational learning is a dynamic process that occurs over time at all levels covering four processes, namely; intuition, interpretation, integration and institutionalization of knowledge. It creates a tension between assimilation of new knowledge (where ideas and actions flowed from individuals to groups and organizations) and use what they have learned. Organizational learning requires valid information, transparency, and accountability-oriented issues.
6.	Dixon and Hubr in Yu-Lin, Wang; Ellinger, Andrea D (2011)	Organizational learning is the collection, distribution, integration, creation of information and knowledge among members of the organization
7.	The construct definition of organizational learning	Organizational learning is the process of increasing the capacity and capability of the organization through the exchange of valid information and transparency that serve to provide direction and action organization

The opinion of experts that examined, then there are different perspectives in defining organizational learning Jo and Peter Rhodes lock (2008); Wang and Chang (2014); Dixon and Hubr in Yu-Lin, Wang, Ellinger, Andrea (2011) viewed from the perspective of organizational learning process of the collection acquisition, distribution, integration, creation new information and knowledge, utilization and improvement of organizational memory, whereas Senge in Nafei (2014); Wang and Yang (2014), Lefter, Constantin and Andrea (2008) looked at from the perspective of organizational learning culture. This study examines organizational learning from the perspective of learning the same culture with the opinion of the Senge in Nafei (2014); Lefter, Constantin and Andrea (2008) says that aspects of organizational learning shows that the process of transformation of experience into new knowledge for the purpose of improving the behavior and capabilities of individuals in accordance with the organization's mission. The study results opinion of experts showed that construct definition of organizational learning is the process of increasing the capacity and capability of the organization through the exchange of valid information and transparent that serves to determine a course of action the organization in the future. Various dimensions of organizational learning are presented in the table 2.

Table 2. Dimensions of Organizational Learning

No	Author	Dimensions of Organizational Learning
1.	Jo Rhodes and Peter Lok (2008)	Learning intention (the learning intensity), shared values (share value), absorption capacity (absorption capacity), and integration capability (capability of integration).
2.	Salim and Sulaiman (2011)	Commitment to learning, shared vision, openness of thought, and knowledge sharing within the organization.
3.	Sony and Naik (2012)	Acquisition (collection), sharing (sharing knowledge) and Storage (storage of knowledge).
4.	Tohidi, Seyed and Mandegary (2012)	Managerial commitment and empowerment, experimentation, risk taking, interaction with the outside environment, openness, knowledge transfer and integration.
5.	Yu-Lin, Wang; Ellinger, Andrea D (2011)	The collection of information, distribution of information, interpretation and organizational memory
6.	Constructs dimensions of organizational learning	Commitment to learning, shared values, openness of thought, knowledge sharing.

Experts opinion above that studied there are several dimensions of organizational learning that includes; commitment to learning, shared vision, openness of thought and knowledge sharing within the organization (Jo Rhodes and PeterLok, 2008; Salim and Sulaiman, 2011; Tohidi, Seyed and Mandegary, 2012) using the same approach that approaches learning culture.

Knowledge management Process

Nonaka dan Takkeuchi (1995) research knowledge management from knowledge management perspective in socialization, externalization, internalization, and combination.. Nonaka investigate about how tacit and explicit knowledge created. Other research looks knowledge management from Other studies look at the management of knowledge of how to manage people, processes and technology in order to become an organization that can manage knowledge well (Dapenport and Prusak, 2005). This study focuses on the knowledge management process. Explanation of the definitions and dimensions of knowledge management process is described in Table 3 and 4.

Table 3. Comparison of Knowledge Management Process Definition

According to the experts, and this study

No	Author	Concept Definition Knowledge Management
1.	Ahmed and Ahsan (2014)	Knowledge management is a major strategic resource in the 21st century and have been many companies that have initiated and apply it. Knowledge and information within an organization flows from various sources in various ways.
2.	Robin in Herbert (2012)	Knowledge management is the process of organizing, distributing knowledge at the right time and in the whole organization. Management and research initially focused on the development of the technology infrastructure needed to facilitate the process of acquiring, distributing and applying information and knowledge within the organization without organizational constraints.
3.	Rajesh et al (2011)	Knowledge management is the process of planning, organizing, motivating, and controlling people, processes, and systems in an organization to include elements associated with an asset knowledge to improve and streamline the work continuously.
4.	Seleim and Khaliel (2011)	Knowledge management is a system or framework that integrates people, processes, and technology to achieve results continuously to improve performance through learning.
5.	Gorel ckand Tainoutawy-Mons (2005); Wang (2011)	Knowledge management is a system or framework that integrates people, processes, and technology to achieve sustainable results from increased performance through learning.
6.	Kulkami (2013)	Knowledge management is a discipline that enables individuals, teams and institutions to jointly create, share, and apply knowledge to achieve goals better. Knowledge management is a set of processes that develop the creation, dissemination and use of knowledge in one form or another
7.	Sharimlah, Siong and Kuan (2013)	Knowledge management is defined as the deliberate and systematic try to plan and implement practical knowledge in colleges supported by the determination of strategic knowledge management. Practice knowledge consists of a series of processes where academic knowledge is generated, captured,

		stored, shared, and published. Implementation of this practice is supported by a series of key strategy such as strategy and leadership, organizational culture, IT, and performance measurement
8.	The construct definition of knowledge management	Knowledge management is a process of planning, organizing, distribution and utilization by integrating people, processes and technology to achieve the desired results of the organization.

Table 3....

Dimensions knowledge management Process seen in the table 4.

Table 4. Comparison of Knowledge Management Process Dimensions
According to the experts, and this study

No	Author	The concept of Knowledge Management Dimensions
1.	Zivanjinovic and Stanimirov (2009).	The definition of knowledge objectives, identification of knowledge (analysis and description of knowledge within the company), gathering knowledge (of customers, suppliers, competitors, and business contacts), the development of knowledge (the direction of the creation, skills and new products, process improvements and ideas more good, knowledge distribution (exchange and dissemination of knowledge of individuals, groups and organizations), the use of knowledge (a productive use for the benefit of the organization), knowledge retention (selection, storage and updating of information, documents and experience) as well as the measurement and assessment of knowledge.
2.	Chun Meng and Chia (2011)	Socialization, internalization, externalization and combination.
3.	Seleim and Khalil (2011)	Knowledge acquisition, knowledge creation, knowledge documentation, knowledge transfer and application of knowledge.
4.	Ferraresi, Quandt and Frega (2012)	(1) Creation and capture of knowledge that will be applied to achieve organizational goals; (2) Transfer of knowledge in the form; sharing, conversion, organization and dissemination of knowledge; (3) Application of knowledge to create value for the company and customers.
5.	Ahmed and Ahsan (2014)	The creation, use, maintenance and organization of knowledge.
6.	Constructs dimensions of knowledge management	knowledge needs identification, collection of knowledge, knowledge storage, knowledge transfer, evaluation and knowledge reengineering.

Intellectual capital

Research on the intellectual capital has now become an interesting topic to study, given the intellectual capital more determine the success of an organization rather than tangible assets. The definition of intellectual capital has been put forward by experts. The definition of intellectual capital can be seen in table 5.

Table 5. Comparison of Definition of Intellectual Capital According to the Experts and Research's

No	Author	The definition of the concept of Intellectual Capital
1.	Malone in Datta (2014)	Intellectual capital as knowledge that can be converted into value. Management has increased the productivity of knowledge workers in the knowledge economy 21.Era century, today 20% of business resources constitute 80% of tangible assets and intangible assets.
2.	Choudhury (2010)	Intellectual capital as the economic value of the three categories in intangible assets which include human capital, organizational capital and social capital.
3.	Kommenic and Pojrajcic (2012)	The intellectual capital of the company not only knowledge but also human capital, organizational and relational capital.
4.	Williams cited Bambang Purnomosidhi 2001 (2006)	Intellectual capital is the information and knowledge that is applied in the work to create value.
5.	Wang and Chang (2005)	The elements of intellectual capital include; human capital, process capital, customer capital and innovation capital.
6.	The construct definition of intellectual capital	Intellectual capital is human capital, organizational capital and relationship capital which is applied Program to create value

The dimensions of intellectual capital can be seen in the table 6 below.

Table 6. Comparison of Intellectual Capital Dimensions According to the experts, and this study

No	Author	Dimension concept of Intellectual Capital
1.	Edvinsson (2013)	Human capital, structural capital and physical capital
2.	Kommenic and Pakrajcic (2012)	Human capital and structural capital
3.	Choudory (2010)	Human capital, organizational capital and social capital
4.	Wang and Chang (2005)	Human capital, process capital, customer capital and innovation capital
5.	Rajabzadeh and Sadeh (2012)	Human capital and structural capital
6.	The construct of intellectual capital dimensions	Human capital, organizational capital, relationship capital

Research hypotheses

Based on review of literature hypotheses of this research are;

Hypothesis 1: Organizational learning effect to knowledge management process

Hypothesis 2: Organizational learning effect to intellectual capital

Hypothesis 3: Knowledge management process effect to intellectual capital

Hypothesis 4: Organizational learning effect to intellectual capital through of knowledge management process

RESEARCH METHOD

The method used is sequential quantitative method which is a merger between quantitative and qualitative methods. Research done first quantitative survey method and then carried out qualitative research with deep interview to clarify the quantitative research.

The questionnaire used for the variable of organizational learning, knowledge management processes and intellectual capital was designed by our own based on construct as a result of the analysis and synthesis of the concept of research variable has been conducted by experts about The questionnaire modified by phenomenon on Study Program at Polytechnic in West Java. There are valid and reliable. It can be seen from the value of composite reliability for organizational learning, knowledge management processes and intellectual capital already > 0.7. Rated loading factor for each dimension is already > 0.5 indicating that the indicators and dimensions are valid. Rated average value extracted (AVE) for each dimension above 0.5, it shows that the construct dimensions for each variable is already good.

The sampling technique used is total sampling of 114 Studies Program at the Polytechnic in West Java, represented by the Chairman of the Program. 102 questionnaires collected approximately 89.47%. The analytical method used is a confirmatory factor analysis. The results of the factor analysis is processed to seek partial least square with the help Smartpls 3.2.

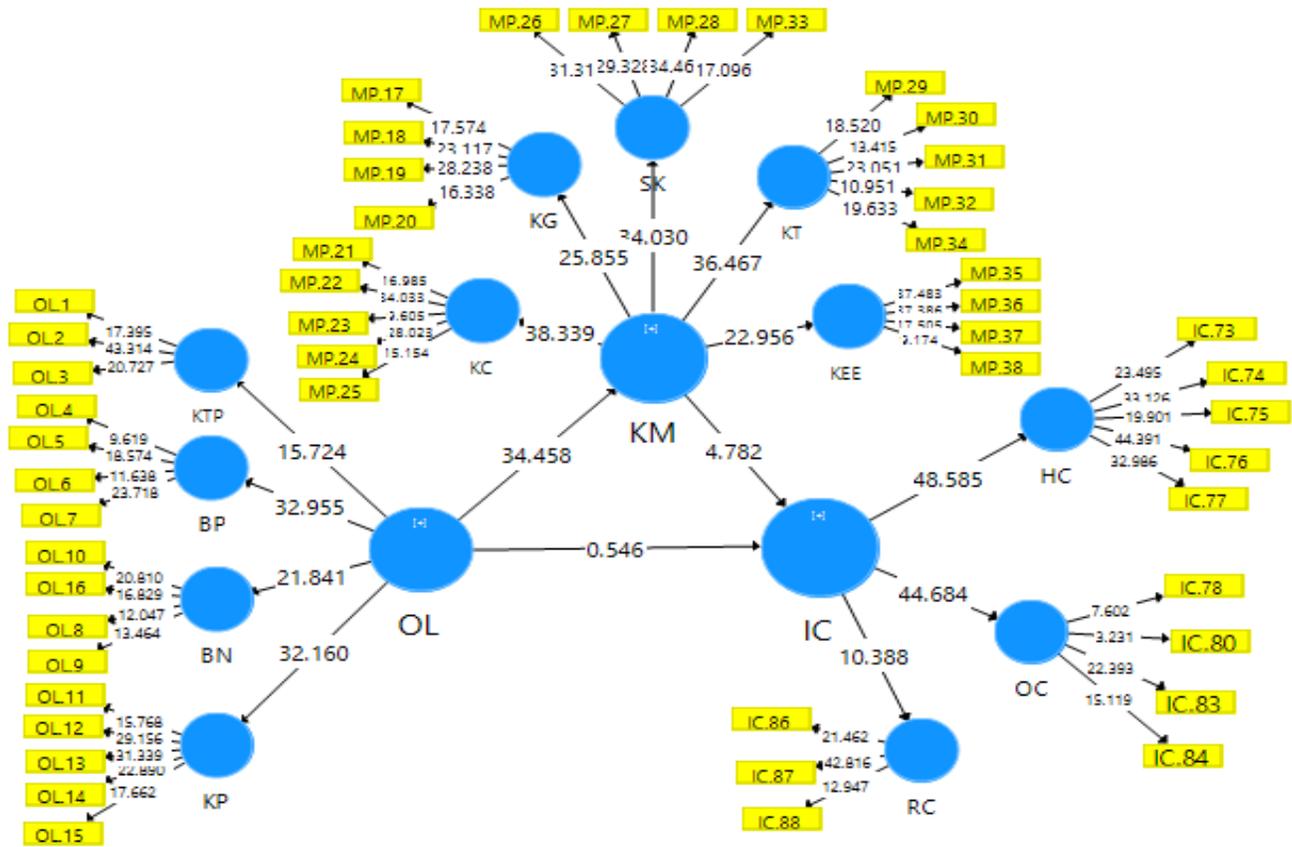
ANALYSIS AND DISCUSSION OF RESULTS

The results of the research with confirmatory factor analysis and partial least square using smartpls 3.2 were obtained (See Figure 1).

Goodness of fit of the model can be seen from the $Q^2 = 1 - (1 - R_1^2)(1 - R_2^2)$ is $Q^2 = 1 - (1 - 0,752)(1 - 0,488) = 0.873$.

Q^2 value close to 1 means that the model fits the data. Figure 1 shows that organizational learning positive effect on intellectual capital through knowledge management process. All dimensions are used for organizational learning include; commitment to learning; knowledge sharing, share value, openness of thought valid because t value for each dimension in the path coefficients organizational learning over 1.66 t table (one tail with alpha 0, 05). Similarly to the knowledge management process dimensions are measured using the identification of the need knowledge, knowledge collection, knowledge storage, knowledge transfer, evaluation and engineering knowledge. Intellectual capital is measured using the dimensions of human capital, organizational capital and capital relationships.

Figure 1. Model of intellectual capital as the implications of Organizational Learning and Knowledge Management Process



The influence of organizational learning on intellectual capital through knowledge management process can be seen in Table 4.

Table 4. The influence of organizational learning on Intellectual Capital Directly or through the process of knowledge management

variable	Coefficient of Line	Direct Impact	Indirect Impact	Effect of Total	P Values	T Statistics
OL -> IC	0,074	0.005476	-	-	0,293	0.546
OL -> KMP	0.867	0.751689	-	-	0,000	34.458
KMP-> IC	0.633	0.400689	-	-	0,000	4.782
OL-> KMP -> IC	-	-	0.548811	0.5543	0,000	10.179

The table explains that organizational learning does not significantly effect to the intellectual capital directly. Organizational learning positive effect on intellectual capital through knowledge management process. This study is not consistent with research Dunford et al (2010) that

organizational learning positive and significant effect on intellectual capital. Similarly, the results of research Viorel Leter, Constantin Bob, Andrea SĂ £ seanu (2008) which explains that organizational learning effect to intellectual capital. Opinion is the same with the results of research Salim and Sulaiman (2011) which explains that learning orientation positive effect on innovation, shared vision, openness of thought, and share knowledge in the study program a direct effect on innovation orientation. Tohidi, Seyed and Mandegary (2012) explains that the capabilities of organizational learning has a positive effect on innovation. Seleim and Khalil (2011) which explains that there are three patterns of relationships; the first pattern is the application of knowledge effects human capital, organizational capital and capital relationships, patterns of the second is the effect of intellectual capital on the process of knowledge management human capital effect the acquisition and transfer of knowledge and patterns of the third effect of the process of knowledge management and intellectual capital (between the documentation of knowledge and organizational models, the transfer of knowledge and relational capital).

The effectiveness of the implementation of organizational learning depends on (1) management commitment to learning as measured by the study group in study program, the availability of intranet technology for learning, the availability of a special time for learning; (2) share the values measured by the awareness of the teaching staff and education staff to learn, a fellow lecturer motivate each other to learn, culture conducive learning; (3) the disclosure of thinking as measured by studying the complaint graduates user, conduct research on user needs graduates, results research form the basis of determining curriculum, evaluation of each service provided; (4) share value in activities related to the policy of mandatory education lecturers and staff for training according to their competencies certified expertise.

Based on the interview show that the implementation of organizational learning in the Polytechnic is not currently running according to the recommended concept. Based on interviews with several lecturers of public and private Polytechnic obtained information that the study group has not been well-organized Lecturer still a learning undertaken by individuals who have trouble against a particular matter, even still infrequently did. Meetings held regularly by the study program or department is still limited to discuss matters relating to the implementation or not towards development policy dissemination of material or knowledge. This causes the organizational learning process has not been able to gain knowledge tacit and explicit knowledge of the individual into the group or study program. The results showed that almost all the lecturers have been educated magister of studies and many have attended training competency enhancement training but the results have not been associated with increased competency study program because after the training, the study program does not absorb the

knowledge possessed by each individual becomes knowledge study program. Implementation of continuous competency training should increase cooperation with the organizers of the training so they can earn the chance to be a competency test and facilitate the distribution of graduates because it deals also with professional associations. Reality on the ground shows that the study program at the Polytechnic that became a test of competence is still about 5% (Field observations, 2016).

Enforcement of competency-based curriculum that occur at this time demanding study program in order to map out the needs of users into the competencies required by graduates to be easily absorbed by the user, the mapping is the basis for mapping competencies required of lecturers to be taken into consideration in the development of lecturers and academic staff. Reality on the ground shows that the mapping of training needs for each study program has not been done in detail, there is even a tendency to do masse and some are still in early stages of an individual. Mapping of training needs should have originated from the need competency study programs translated into human resource needs and associated mapping by mapping the appropriate competency requirements of each HR career plans and individual study program (interviews with experts, 2014).

E-learning programs that facilitate organizational learning process is still in the planning process, especially at the Polytechnic of the country because it requires technology, processes and adequate human resources for the implementation of e-learning (Interview with experts, 2016). Limited time availability of teachers Polytechnic especially a country that is currently suing their e-learning for both lecturers and students so that the implementation of a curriculum that requires hours to learning the practice can be done well, in addition to lecturers can conduct research and community service.

Application management process existing knowledge Study Program Polytechnic public and private in West Java is merely identifying knowledge needs, gathering knowledge and discussion of knowledge related to curriculum development, dissemination of research and community service so it will not affect the improvement of human capital, capital Program and capital relationships. Organizational learning does not significantly influence the intellectual capital as learning undertaken new Lecturer group performed for the purpose of determining the assignment of teachers, coordinating examination, coordination plans lectures, and socialization research and community service. Organizational learning activities can not increase the competence of individuals, groups and Study Program. Similarly, the increased collaboration and process efficiency.

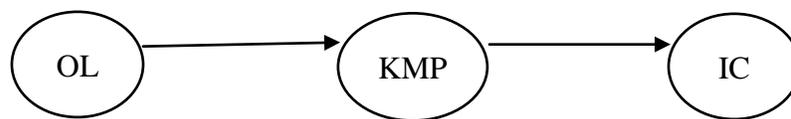
Meanwhile, according to experts (2016) as the knowledge manager at 2006-2008 one of the state in Indonesia explained that a study program will be able to manage knowledge well

when organizational learning programs become part of the vision elaborated further into the mission, goals and objectives. The translation was developed into a competence describing the knowledge, skills, innovativeness, creativity HR and Program to be formed, discussed with intense, and evaluated with existing competency. The evaluation results will be material to arrest further knowledge.

The results of the meeting has been recorded and stored properly despite more use of non-electronic media but disseminated through mailing lists, e-mail individual of staff education. Similarly, for the storage of teaching materials. Since it is stored in a specific place and can not be controlled remotely, the lecturer who needs often experience difficulty in obtaining teaching materials needed. Teaching materials should be stored in the electronic media so readily available wherever and whenever needed. It became a big reason why organizational learning effect is not significant either directly to the intellectual capital as well as through the knowledge management process and not in line with previous researchers.

Based on the analysis of the hypothesis, then the model for intellectual capital as the implications of organizational learning and knowledge management are as follows;

Figure 2. Final accepted Model



Notes:

OL : Organizational Learning

KMP : Knowledge management process

IC : Intellectual capital

CONCLUSION AND SUGGESTIONS

Based on the results of the analysis, it can be concluded that: (1) The organizational learning, effect intellectual capital through knowledge management process. (2) Knowledge management processes effect the human capital, organizational capital and capital relationships. Intellectual capital increase can be done by outlining the vision, mission and goals of the organization into the determination of competence of organizations, groups and individuals. These competencies as learning material for the determination of what is required and organizational learning method most appropriate to achieve it. This study involves only the head of the study program as

respondents, to study further recommended that study programs involving all stakeholders such as lecturers, students, users, parents of students and educational staff. Further studies with larger research locations to see the consistency of the results of research

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