

# **Memicu Produktivitas Kegiatan Penelitian di Fakultas X Universitas Y melalui Interval Knowledge Management**

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## **Abstrak**

Fakultas X Universitas Y menetapkan "Menjadi Kiblat Riset Asia" sebagai visinya mulai periode administrasi 2008. Pimpinan Fakultas telah memulai intervensi untuk meningkatkan produktivitas kegiatan penelitian, namun belum semua kelompok penelitian yang berhasil terbentuk menunjukkan produktivitas yang diharapkan. Fakultas X perlu menemukan cara untuk memicu kegiatan penelitian untuk mencapai visinya. Menggunakan model system-learning link Marquardt gejala-gejala dalam Fakultas diklasifikasikan ke dalam lima subsistem (Pembelajaran, Organisasi, Manusia, Pengetahuan, dan Teknologi). Intervensi yang dimulai dari masalah koordinasi komunikasi informasi dan pengetahuan penelitian (subsistem organisasi) yang berbasis teknologi informasi (subsistem teknologi) diharapkan dapat mengatasi masalah kompetensi dan motivasi (subsistem pengetahuan) pada Pengajar dan Mahasiswa (subsistem manusia). Sebuah skema jalur komunikasi direkomendasikan. Sebuah intervensi knowledge sharing mengkombinasikan model Organizational Knowledge Creation Nonaka dan Knowledge Strategy Issue Sveiby diimplementasikan menggunakan skema jalur komunikasi tersebut. Model Basic Organizational Behavior Robbins dan Judge digunakan untuk melihat dampak intervensi pada tingkat organisasi, kelompok, dan individu. .... Faculty X of Universitas Y had established "The Research hub of Asia" to be its vision effective since its 2008 administration. The Faculty Dean had launched an intervention program to push up research productivity, but not all the research groups founded have shown expected performances. Faculty X needs to find ways to trigger research productivity to reach its vision. Using Marquardt's system-link learning model, Faculty's problematic symptoms are classified into five-subsystem slots (Learning, Organization, People, Knowledge, and Technology). An IT-based communication management and knowledge sharing intervention are expected to fix academic staff and students' issue of competence and motivation. A new communication scheme is recommended. A knowledge sharing intervention based on Nonaka and Takeuchi's Spiral of Organizational Knowledge-Creation and Sveiby's Knowledge Strategy Issue is designed and to be implemented within that communication scheme. Robbins and Judge's Basic Organizational Behavior model is utilized to overview the impact the intervention had on organization, group, and individual level.