Edcomtech: Jurnal Kajian Teknologi Pendidikan
Vol 11, No 1, April 2026, pp. 128-142
https://doi.org/10.17977/um039v11i12026p128-142
pISSN: 2548-9879 (print) eISSN: 2599-2139 (online)
http://journal-fip.um.ac.id/index.php/edcomtech

The Application of Knowledge Management in Realising a Learning Organization in Training Institutions

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Article Info

Article history:
Received 08-04-2026
Revised 25-04-2026
Accepted 27-04-2026
Published 30-04-2026

How to cite: Riadli, M., & Rahmawati, T. (2026). The Application of Knowledge Management in Realising a Learning Organization in Training Institutions. *Edcomtech: Jurnal Kajian Teknologi Pendidikan, 11*(1), 128–142. https://doi.org/10.17977/um039v11i12026p128-142

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi manajemen pengetahuan serta perannya dalam mewujudkan organisasi pembelajar di lembaga pelatihan. Penelitian menggunakan pendekatan campuran (mixed-methods) dengan desain concurrent embedded, di mana data kualitatif menjadi sumber utama dan data kuantitatif sebagai pendukung. Data dikumpulkan dari pimpinan lembaga, pengelola manajemen pengetahuan, dan karyawan melalui wawancara, observasi, studi dokumen, serta kuesioner. Hasil penelitian menunjukkan bahwa manajemen pengetahuan diterapkan melalui tahapan yang sistematis, meliputi identifikasi, akuisisi, penyimpanan, pemanfaatan, dan evaluasi pengetahuan. Efektivitas implementasinya dipengaruhi oleh faktor kunci seperti kualitas sumber daya manusia, budaya organisasi, dan dukungan sistem informasi. Selain itu, keberadaan forum pembelajaran, sistem pembelajaran yang terintegrasi, serta pemanfaatan teknologi digital mencerminkan karakteristik organisasi pembelajar di lembaga pelatihan. Analisis kuantitatif menunjukkan bahwa manajemen pengetahuan berpengaruh positif dan signifikan terhadap pengembangan organisasi pembelajar. Penelitian ini berkontribusi dalam pengembangan kajian teknologi pendidikan dengan menunjukkan peran manajemen pengetahuan berbasis teknologi dalam mendukung pembelajaran organisasi. Temuan ini juga memberikan implikasi praktis bagi lembaga pelatihan dalam merancang strategi manajemen pengetahuan yang lebih efektif untuk meningkatkan kinerja dan keberlanjutan organisasi.

Kata Kunci: *Manajemen Pengetahuan; Organisasi Belajar; Lembaga Pelatihan.*

Abstract

This study aims to analyse the implementation of knowledge management and its role in fostering learning organisations within training institutions. A mixed-methods approach with a concurrent embedded design was employed, in which qualitative data served as the primary source and quantitative data as supporting evidence. Data were collected from institutional leaders, knowledge management administrators, and staff through interviews, observations, document analysis, and questionnaires. The findings indicate that knowledge management is implemented through systematic stages, including the

identification, acquisition, storage, utilisation, and evaluation of knowledge. The effectiveness of its implementation is influenced by key factors such as human resources, organisational culture, and information systems. In addition, the presence of structured learning forums, integrated learning systems, and the use of digital technologies reflect the characteristics of a learning organisation within the institutions. Quantitative analysis further reveals that knowledge management has a positive and significant effect on the development of a learning organisation. This study contributes to the field of educational technology by demonstrating how knowledge management practices can support organisational learning through technology-enabled systems. The findings provide practical implications for training institutions in designing more effective knowledge management strategies to enhance organisational performance and sustainability.

Keywords: *Knowledge Management; Learning Organization; Training Institutions.*

INTRODUCTION

The Innovation Department plays a strategic role in ensuring organisational sustainability amid increasing business competition. Innovation enables organisations to adapt, remain competitive, and optimise overall performance. In this context, the concept of a learning organisation has become central, as it emphasises continuous learning as a source of competitive advantage. As highlighted by Sunarta (2021), an organisation's competitiveness is closely linked to its capacity and willingness to continuously learn and evolve. This perspective is further supported by Hasibuan & Indrawijaya (2023) and Migdadi (2021), which demonstrate that learning organisations significantly influence both innovation capacity and employee performance.

From a theoretical standpoint, Senge (1994) identifies "team learning" as a core dimension of a learning organisation, underscoring the importance of collaborative knowledge development. One of the key mechanisms to foster team learning is through knowledge sharing, which constitutes a fundamental component of knowledge management. Consequently, knowledge management is not merely a supporting system but a critical foundation for the development of a learning organisation. Empirical evidence from Rosyidi et al. (2025) reinforces this argument, showing that knowledge management has a positive and significant effect on the establishment of learning organisations. Furthermore, Mogea (2023) emphasises that knowledge management contributes to organisational effectiveness and long term development. In practice, knowledge management involves several interconnected processes, including knowledge creation, storage, dissemination, and application (Obeso et al., 2020).

Beyond its theoretical relevance, knowledge management provides substantial practical benefits. It enhances individuals' problem solving and decision making abilities, strengthens collaboration, supports innovation, and ensures the preservation of organisational knowledge. Moreover, it enables organisations to remain competitive and improve performance outcomes (Idrees et al., 2023). Previous quantitative studies Rosyidi et al. (2025) consistently confirm that knowledge management has a positive and significant impact on employee performance. However, despite these advantages, the implementation of knowledge management remains challenging. Idrees et al. (2023) identifies several critical

barriers, including low levels of trust among employees, inadequate technological support, limited understanding of knowledge management concepts, lack of skilled human resources, and organisational cultures that do not fully support knowledge sharing practices.

Although the relationship between knowledge management and learning organisations has been widely discussed, existing studies tend to focus predominantly on corporate or industrial settings, with limited attention given to educational and training institutions. This indicates a significant research gap, particularly in understanding how knowledge management practices are implemented within training institutions, which inherently function as centres of knowledge creation and dissemination. Furthermore, prior research often emphasises explicit knowledge processes, while the management of tacit knowledge embedded in individual experiences and competencies remains underexplored. This gap is critical, as tacit knowledge plays a vital role in shaping organisational learning and innovation.

In the context of educational technology, this study offers a novel contribution by integrating knowledge management practices with the development of learning organisations in training institutions. Specifically, this research seeks to bridge the gap between theoretical frameworks of knowledge management and their practical application in technology supported learning environments. By doing so, the study not only expands the scope of knowledge management research beyond traditional organisational settings but also strengthens its relevance within the field of educational technology, particularly in relation to digital knowledge sharing, knowledge codification, and technology enabled collaboration.

Therefore, this study aims to analyse strategies for implementing knowledge management in training institutions, examine the conditions required to establish a learning organisation, identify factors influencing the implementation of knowledge management, develop a conceptual model for implementing knowledge management to support the realisation of a learning organisation, and analyse the impact of knowledge management implementation on the development of learning organisations within training institutions. The findings of this study are expected to contribute theoretically by enriching the discourse on knowledge management and learning organisation within educational technology, and practically by providing a model that can be adopted by training institutions to enhance organisational learning and performance.

METHOD

This study employs a mixed-methods approach using a concurrent embedded design, in which qualitative and quantitative data are collected simultaneously with unequal emphasis. The qualitative strand serves as the primary approach to explore in depth the processes, contexts, and meanings of knowledge management implementation, while the quantitative strand complements the analysis by examining relationships between variables and strengthening the empirical evidence.

The research was conducted in two major government training institutions: the Centre for Human Resource Development of the Food and Drug Supervisory Agency (BPOM) and the Directorate of Technical and Functional Learning of the State Administration Agency (LAN). These institutions were selected due to their strategic roles in knowledge development and organisational learning within the public sector. The data sources comprised three key groups: institutional leaders, knowledge management administrators, and staff members. For the qualitative strand, participants were selected using purposive sampling based on their roles, expertise, and involvement in knowledge management practices. For the quantitative strand,

simple random sampling was employed to ensure representativeness and minimise sampling bias.

Data collection techniques were designed to ensure methodological rigour and triangulation. Qualitative data were gathered through in-depth semi-structured interviews, non-participant observation, and document analysis. Interviews captured detailed insights into strategies, challenges, and organisational dynamics related to knowledge management implementation and the development of a learning organisation. Observations enabled direct examination of actual practices, interactions, and the use of knowledge management systems within institutional settings. Document analysis involved reviewing strategic plans, internal policies, knowledge management guidelines, and digital platform interfaces to understand the formal and structural aspects of knowledge management.

Quantitative data were collected using a structured questionnaire developed based on validated constructs of knowledge management and learning organisation. The instrument was tested for validity and reliability, including construct validity through factor analysis and internal consistency using Cronbach's alpha, to ensure measurement robustness. The questionnaire measured knowledge management as the independent variable and learning organisation as the dependent variable.

To ensure analytical rigour, qualitative data were analysed using the interactive model proposed by Miles et al. (2014), which includes data condensation, data display, and conclusion drawing or verification. Thematic analysis was also applied to systematically identify patterns, categories, and relationships across the data. To enhance credibility and trustworthiness, techniques such as data triangulation, member checking, and audit trails were employed.

Meanwhile, quantitative data were analysed using inferential statistical techniques. Prior to hypothesis testing, classical assumption tests including normality, linearity, and homoscedasticity were conducted to ensure the suitability of the regression model. The main analysis used simple linear regression with SPSS to examine the effect of knowledge management on the development of a learning organisation. Additional analyses, including Pearson's correlation coefficient and the coefficient of determination (R^2), were conducted to assess the strength and contribution of the relationship between variables.

Finally, the integration of qualitative and quantitative findings was conducted at the interpretation stage through a triangulation approach. Qualitative findings were used to explain and contextualise quantitative results, providing a more comprehensive and evidence-based understanding of how and why knowledge management influences the realisation of a learning organisation. This integrative analysis ensures that the conclusions are supported not only by statistical evidence but also by in-depth contextual insights.

RESULTS

Implementation of Knowledge Management in Training Institutions

The implementation of knowledge management at the BPOM Human Resources Development Centre and the LAN Directorate of Technical and Functional Learning demonstrates a structured and relatively systematic process, albeit with notable variations in quality assurance strategies. Based on qualitative thematic analysis of interview, observation, and document data, four major stages of knowledge management were consistently identified across both institutions: knowledge identification, knowledge acquisition, knowledge storage, and knowledge utilisation, followed by evaluation. At the initial stage, both institutions actively identify knowledge needs by aligning organisational competency frameworks with

training demands. Interview data from institutional leaders indicate that this process is primarily driven by strategic planning documents and competency gap analyses. However, differences in analytical depth are evident. At BPOM, knowledge identification is more formally documented and closely linked to performance indicators, whereas at LAN it tends to be more flexible and practice-oriented.

A key distinction emerges in the quality assurance mechanisms adopted by each institution. At BPOM, knowledge verification is conducted after the collection process through expert validation and systematic content review. In contrast, LAN applies a preventive approach by establishing knowledge criteria and standards prior to the collection stage. These approaches reflect two contrasting models of quality control, namely corrective validation and preventive standardisation. Analytically, both models present distinct implications. BPOM's approach strengthens content validity through iterative evaluation, while LAN's model enhances efficiency by minimising the inclusion of irrelevant or low-quality knowledge from the outset.

The subsequent stages of knowledge management, including knowledge storage, utilisation, and evaluation, demonstrate a high degree of similarity across both institutions. Each has adopted digital knowledge management systems that function as centralised repositories. Observational findings indicate that these systems are actively utilised by staff, although the intensity of use varies across units. This pattern is supported by quantitative results, which reveal a moderate to strong perception of system accessibility and usefulness among staff, with a mean score greater than 3.5 on a five-point scale.

Further analysis indicates that the effectiveness of knowledge management implementation is influenced by several critical factors. Thematic coding of qualitative data highlights the central role of leadership commitment and staff engagement. These findings are reinforced by quantitative analysis, which demonstrates a positive correlation between perceived managerial support and knowledge sharing practices. Additionally, organisational culture and technological infrastructure function as key enabling factors. Nevertheless, variations in staff participation levels suggest that knowledge management practices have not yet been fully institutionalised across the organisations.

The Condition of Learning Organisation in Training Institutions

The findings indicate that both institutions exhibit key characteristics of a learning organisation, although with varying levels of maturity. This conclusion is not solely based on descriptive indicators but is supported by the integration of qualitative insights and quantitative measurements. From a qualitative perspective, the existence of structured learning forums, such as functional discussion groups and communities of practice, reflects the presence of team learning mechanisms. Interview data suggest that these forums facilitate not only knowledge exchange but also collaborative problem-solving. However, their effectiveness depends heavily on the consistency of participation and facilitation quality.

In terms of learning systems and strategies, both institutions have established formal competency development frameworks that incorporate self-directed learning, classroom training, and digital learning platforms. Document analysis confirms that these systems are aligned with organisational goals. Quantitatively, regression analysis shows that knowledge management has a statistically significant effect on the development of a learning organisation ($p < 0.05$), indicating that improvements in knowledge management practices are associated with stronger learning organisation characteristics.

The utilisation of information technology further strengthens the learning organisation framework. Both institutions have integrated e-learning systems into their training processes and implemented knowledge management systems to support knowledge sharing. Observational data reveal that these systems are interconnected, enabling data integration across functions. At BPOM, this integration extends beyond data to include process integration, covering the full cycle of competency development—from planning and implementation to evaluation. This more advanced integration suggests a higher level of organisational learning maturity compared to LAN.

Despite these strengths, the analysis also identifies several limitations. Quantitative results show that while knowledge management significantly influences the learning organisation, the coefficient of determination (R^2) indicates that other factors also contribute substantially. This suggests that knowledge management alone is not sufficient to fully explain the development of a learning organisation. Qualitative findings further reveal challenges related to inconsistent knowledge-sharing practices and varying levels of digital literacy among staff.

The Impact of Knowledge Management on the Realisation of a Learning Organisation in a Training Institution

Data collection was carried out via a survey comprising 75 respondents who were employees at the BPOM Human Resources Development Centre and the LAN Directorate of Technical and Functional Learning. Following data processing and analysis using SPSS, the following results were obtained:

Table 1. Regression Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13,752.594	1	13,752.594	146.321	.000[b]
	Residual	6,861.193	73	93,989		
	Total	20,613.787	74			

a. Dependent Variable: LO
b. Predictors: (Constant), KM

Based on the data, it is evident that the significance value is 0.000 < 0.05, which means that the implementation of knowledge management has a positive influence on the implementation of a learning organisation within government training institutions. The level of influence is quite good, with a coefficient of determination of 0.667, meaning that the influence of the implementation of knowledge management on the realisation of a learning organisation is 66.7%; this was obtained from the R-squared value in the SPSS analysis results as follows:

Table 2. Model Summary Results

Model	**R**	**R**	**Adjusted R-Square**	**Standard Error of the Estimate**
1	.817[a]	.667	.663	9.695

DISCUSSION

This study aims to analyse strategies for implementing knowledge management, identify factors influencing its implementation, examine the development of a learning organisation, formulate a knowledge management model to support its realisation, and assess its impact within training institutions. A more detailed discussion is presented in the following sections.

Strategies for Implementing Knowledge Management in Training Institutions

In order to optimise the implementation of *knowledge management,* training institutions employ various strategies, namely:

Strengthening the Planning Function

Knowledge management is a branch of management science and is therefore closely related to fundamental management functions. According to George R. Terry, these functions consist of planning, organising, actuating, and controlling. Among these, planning serves as the initial and most critical stage, as it provides the foundation for subsequent knowledge management processes.

In the implementation of knowledge management, planning involves the preparation of essential instruments such as policies, regulations, and operational guidelines, which serve as standards for implementation. It also includes the development of knowledge management infrastructure, particularly information systems that support internal and external organisational services. This is consistent with the view of Maier & Remus (2007), who emphasises that information systems play a vital role in facilitating the sharing and accessibility of knowledge within organisations.

Another important aspect of planning is the accurate identification of knowledge needs and knowledge sources. This process ensures that knowledge management initiatives are aligned with organisational goals, particularly in supporting staff competency development. Serenko et al. (2016) state that the first stage of knowledge management is knowledge identification, which involves recognising knowledge needs and identifying relevant knowledge sources. Similarly, McElroy (2000) refers to this stage as knowledge production, which includes activities related to formulating knowledge claims and acquiring knowledge.

Based on this discussion, it can be concluded that effective planning in knowledge management requires both the preparation of appropriate organisational instruments and a systematic process for identifying relevant knowledge and its sources. These elements form a strong foundation for the effective implementation of subsequent knowledge management stages.

Knowledge Curation and Quality Control

High-quality knowledge is a crucial factor in the implementation of knowledge management, as it determines both its usefulness and its sustainability within an organisation. Research findings indicate that the verification or curation of knowledge is an essential strategy to ensure that the knowledge being managed is accurate, relevant, and up to date.

This finding is consistent with the views of Maier & Remus (2007) and Dalkir (2005), who argue that knowledge management begins with the acquisition of high-quality information. In the Meyer and Zack model, input quality is considered a key prerequisite

for ensuring that subsequent stages, such as storage, distribution, and utilisation, can be effectively carried out.

This perspective is further supported by Davenport & Prusak (1998), who emphasise that valuable knowledge depends not only on the quantity of information but also on its validity and contextual relevance. Without proper validation, knowledge management risks leading to information overload, which can hinder organisational decision-making.

Furthermore, Nonaka & Takeuchi (2018) highlight the importance of transforming high-quality knowledge through interactions between tacit and explicit knowledge. In this context, curation functions as a quality control mechanism to ensure that the knowledge being disseminated reflects best practices and validated experience.

The Role of Employees as the Foundation of Knowledge Management

Employees play a strategic role in knowledge management, particularly as sources of knowledge. Therefore, organisations need to ensure active employee engagement in knowledge-related activities. This aligns with the SECI model proposed by Nonaka & Takeuchi (2018), which explains the transformation of tacit knowledge into explicit knowledge and vice versa.

Employees' work experiences generate new knowledge, which can then be externalised into documents or multimedia formats, making it accessible to others within the organisation. In addition, employees are also responsible for accessing and utilising knowledge, which is a crucial stage in the knowledge management process.

This perspective is supported by Kelly & Earley (2009), which distinguishes between personal knowledge and organisational knowledge. Therefore, fostering employee awareness and participation is essential for ensuring the effectiveness of knowledge management practices. Research findings also indicate that building a strong learning culture is a key factor in supporting knowledge sharing and utilisation.

Knowledge Repository and Technology Utilisation

The use of knowledge repositories supported by information technology is a key strategy in knowledge management implementation. Knowledge must be stored systematically to ensure long-term accessibility and usability.

Strategies such as knowledge categorisation are essential to facilitate easier access for employees. Categorisation allows users to quickly locate relevant information, thereby improving efficiency in knowledge utilisation. This is consistent with the views of McElroy (2000), as well as Sutrisna (2014), who emphasise the importance of knowledge organisation and classification.

The role of information technology is further highlighted by Davenport & Prusak (1998), who identify technology as a key enabler in storing, organising, and distributing knowledge.

Moreover, Alavi & Leidner (2001) state that digital repositories allow knowledge to be accessed without limitations of time and space. Similarly, Tiwana (2000) conceptualises knowledge repositories as organisational memory that ensures the sustainability of organisational knowledge.

Evaluation as a Sustainability Mechanism

Evaluation is a crucial component in ensuring the sustainability of knowledge management implementation. It functions not only as an assessment tool but also as a basis for continuous improvement and future planning.

According to Kelly & Earley (2009), organisations have a responsibility to evaluate knowledge processes. Such evaluation should include not only employee performance but also the quality and impact of knowledge on organisational outcomes.

Research findings indicate that the implementation of these strategies has produced positive results, as reflected in survey data showing that the majority of respondents perceive knowledge management implementation as successful.

Learning Organisation in Training Institutions

The concept of a learning organisation within training institutions can be understood through several key indicators, as discussed in the following section.

Learning Forums

One of the key indicators of a learning organisation is the existence of learning forums within the organisation. According to Senge (1994), team learning represents a core discipline of a learning organisation, emphasising the importance of collective dialogue and knowledge exchange.

The findings of this study indicate that discussion forums among employees have been established and are actively implemented. These forums function as platforms for sharing experiences, discussing problems, and generating new knowledge collaboratively. When such forums operate effectively, they contribute to the development of a learning culture at the grassroots level within the organisation.

This is consistent with the perspective of Garvin et al. (2008), who argue that a supportive learning environment is a fundamental characteristic of a learning organisation. Through continuous interaction and knowledge exchange, organisations are better equipped to adapt to challenges and improve their performance.

Learning Systems and Strategies

The implementation of a learning organisation requires structured learning systems and well-defined strategies. According to Marquardt (2002), a learning organisation integrates key organisational elements such as vision, culture, strategy, and structure.

Research findings indicate that training institutions have developed learning strategies aimed at enhancing employee competencies. These strategies are implemented through structured training programmes, competency development initiatives, and continuous learning activities.

Furthermore, learning systems are designed to address the specific competency needs of employees, ensuring that they are able to perform their roles effectively. This aligns with the view of Garvin et al. (2008), who emphasise that systematic learning processes and concrete learning practices are essential indicators of a learning organisation.

Learning Technology

Learning technology plays a crucial role in supporting the implementation of a learning organisation. In the context of training institutions, technology is used not only for delivering training programmes but also for supporting knowledge management processes.

The findings show that both institutions have utilised various learning technologies to enhance employee capacity and improve training effectiveness. These include digital learning platforms, online training systems, and blended learning approaches.

According to Marquardt (2002), technology is one of the key subsystems of a learning organisation, as it enables organisations to manage knowledge and facilitate continuous learning. The use of technology allows learning to take place beyond traditional classroom settings, making it more flexible and accessible.

System Integration

System integration is another important indicator of a learning organisation. An integrated system enables employees to access various learning resources and knowledge platforms through a single interface, thereby supporting continuous learning.

This is consistent with the view of Maier & Remus (2007), who emphasises the importance of integrating data and knowledge systems to facilitate knowledge access and utilisation.

Research findings indicate that the institutions have implemented both functional and data integration. Functional integration involves combining various processes within the competency development cycle into a single system, while data integration connects different knowledge platforms. This integration enhances accessibility and supports the development of a learning culture within the organisation.

Overall, these findings suggest that the training institutions studied have implemented key elements of a learning organisation. However, there is still room for further development and improvement to strengthen the sustainability of these practices.

Factors Influencing Knowledge Management Implementation

The implementation of knowledge management is influenced by several key factors, including human resources, organisational culture, and information technology.

Human resources play a central role in determining the success of knowledge management, as employees and leaders are directly involved in knowledge creation, sharing, and utilisation. Motivation and awareness are particularly important in encouraging active participation in knowledge management activities. This is consistent with the findings of Meylasari & Qamari (2017), who identify motivation to share knowledge as a dominant influencing factor.

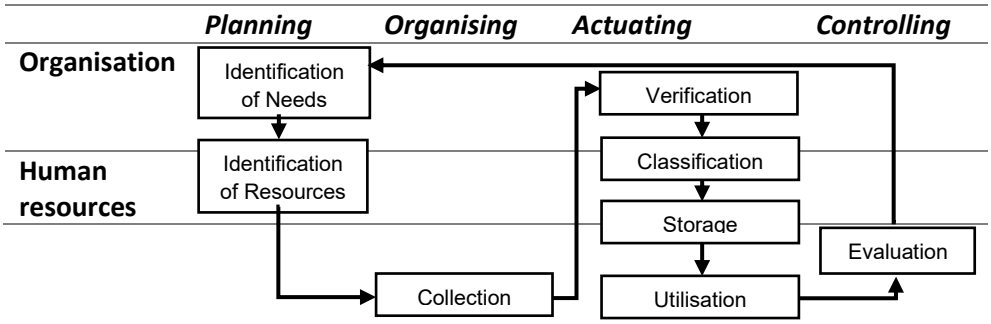
Leadership also plays a critical role in shaping organisational vision, strategy, and culture. According to Marquardt (2002), leadership is an integral component of organisational subsystems. Effective leadership can foster a positive organisational culture and encourage employees to actively engage in knowledge management practices. Conversely, weak leadership can hinder the implementation of knowledge management.

In addition, information technology serves as an enabling factor that facilitates knowledge sharing and accessibility. The findings indicate that the use of knowledge management systems supports the implementation of knowledge management by allowing employees to access and share knowledge efficiently. This is consistent with the findings of Sutrisna (2018), which highlight the role of technology in supporting knowledge sharing.

Knowledge Management Patterns in Developing a Learning Organisation

Based on the research findings and discussion, the implementation of knowledge management in developing a learning organisation can be conceptualised as a structured and cyclical pattern. This pattern integrates core management functions with key elements of knowledge management, as illustrated in Table 3.

Table 3. Knowledge Management Patterns in Creating a Learning Organisation



This formulation of the pattern is derived from an analysis of the research findings, which reveal a more dynamic and integrative model compared to previous studies that tend to conceptualise knowledge management as a linear process beginning with knowledge creation and ending with utilisation. In contrast, the model presented in this study, as illustrated in Table 3, demonstrates that knowledge management begins with the planning stage, particularly through the identification of knowledge needs and resources, and continues through a series of interconnected processes, including collection, verification, classification, storage, and utilisation.

A key contribution of this model lies in the inclusion of evaluation as a continuous controlling mechanism that feeds back into the planning stage. This creates a cyclical and iterative process, where each stage informs and improves subsequent activities. In addition, the model highlights the interaction between organisational structures and human resources, indicating that knowledge management is not only a procedural system but also a socio-organisational process that relies on active participation and alignment between individuals and organisational mechanisms.

The Impact of Knowledge Management on the Realisation of a Learning Organisation

Knowledge management is a fundamental component in the development of a learning organisation. It is also recognised as one of the key indicators in the implementation of a corporate university system, as stipulated in State Administration Agency Regulation No. 6 of 2023 on the Integrated Competency Development Learning System.

This finding is consistent with the perspective of Marquardt (2002), who emphasises that knowledge is a core element of a learning organisation. An organisation can only become a learning organisation if it is capable of effectively managing and utilising its knowledge resources.

Furthermore, the findings align with the SECI model proposed by Nonaka & Takeuchi (2018), which describes knowledge transformation through four stages: socialisation, externalisation, combination, and internalisation. This model illustrates how knowledge is continuously created, shared, and internalised within an organisation, forming a dynamic learning cycle.

In this context, knowledge management can be understood as a continuous learning process that supports the development of a learning culture within the organisation. The integration of knowledge management practices into organisational processes enables employees to learn from experience, share insights, and apply knowledge in their daily tasks.

Empirical findings from this study demonstrate that the implementation of knowledge management has a positive and significant impact on the development of a learning organisation within training institutions, particularly in the BPOM Human Resources Development Centre and the LAN Directorate of Technical and Functional Learning. The coefficient of determination (R^2) value of 0.667 indicates that knowledge management contributes 66.7% to the realisation of a learning organisation, reflecting a strong level of influence.

These findings have both theoretical and practical implications. From a theoretical perspective, this study contributes to the enrichment of knowledge management and learning organisation literature, particularly in the context of training institutions. The proposed knowledge management pattern offers a more integrative and cyclical perspective, which may serve as a foundation for future theoretical development.

From a practical perspective, the findings provide valuable insights for organisational leaders and policymakers. The identified model can be used as a reference for evaluating and improving knowledge management implementation. In addition, it offers guidance for developing strategies that support organisational learning and performance improvement.

For other training institutions, these findings may serve as a benchmark or reference in designing and implementing knowledge management systems aimed at fostering a sustainable learning organisation.

CONCLUSION

Based on the results and discussion presented, it can be concluded that strategies for implementing knowledge management include strengthening planning functions, curation as a means of ensuring knowledge quality, optimising the role of employees, improving knowledge storage to facilitate access, and conducting evaluation to ensure sustainability. The key factors influencing the implementation of knowledge management are human resources, organisational culture, and information systems. Among these, human resources play a central role, both at the individual level as employees and at the organisational level as knowledge management managers.

Furthermore, the relationship between the implementation of knowledge management and the development of a learning organisation demonstrates a positive and significant influence within training institutions. The learning organisation within these institutions is already functioning effectively, as evidenced by several indicators, including the presence of structured learning strategies, the availability of learning forums, and the utilisation of learning technologies.

In addition, the findings reveal a pattern of knowledge management implementation aimed at establishing a learning organisation within training institutions. This pattern is structured according to management functions, namely planning, which involves identifying

knowledge needs and sources; organising, which involves knowledge collection; actuating, which includes verification, classification, storage, and utilisation of knowledge; and controlling, which involves knowledge evaluation. These stages form a continuous and cyclical process that supports organisational learning.

This study has several limitations. It was conducted in only two institutions, namely the BPOM Human Resources Development Centre and the LAN Directorate of Technical and Functional Learning; therefore, the findings cannot yet be generalised to all training institutions. Future research is needed to examine the implementation of knowledge management in different institutional contexts. Furthermore, the knowledge management model proposed in this study requires further validation, for example through experimental research, to test its effectiveness and applicability in broader settings.

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