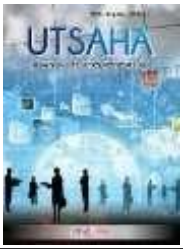

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The Effect of Knowledge Management and Training Programs on Lecturer Innovativeness at Vocational Private Universities in Bogor

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ABSTRACT

Lecturer innovativeness is one of the most important parts of educational innovation process, and assist the achievement of educational goals. Currently, lecturers' innovativeness needs to be improved, especially for vocational lecturers to initiate or improve a product, process, or service. The purpose of this research is to identify the effect of knowledge management and training programs on lecturers' innovativeness. This research was conducted lecturer of Vocational Universities in Bogor. The sample of this research was 100 lecturers from 6 Vocational Universities, and the sample determination used a proportional random sampling method to obtain representative data. This research uses SEM-Smart PLS data analysis techniques in quantitative research types. The results of this research found that knowledge management affects innovativeness with p-values of 0.000<0.05 and positive t-statistics values with $t_{count} > t_{table}$ (7.013>1.96), and training programs affect innovativeness with p-values of 0.000 < 0.05 and positive t-statistics value with $t_{count} > t_{table}$ (4.420>1.96). From the research result, it shows that knowledge management is directly predicted to increase innovativeness through application efforts and training programs is directly predicted to increase the innovativeness through the role of professional instructors.

Keywords: *Innovativeness, Knowledge Management, Training Programs*

INTRODUCTION

Along with the development of science and technology, the educational world improved itself in teaching and learning. Therefore, it is necessary to assist developing human resources qualities. One of the methods is educational innovation in adapting to the changes of global competition and industrial revolution 4.0; that vocational education should be able to prepare qualified and innovative students and lecturers. Innovation in the education world is an essential thing to do in adjusting the demands for educated and trained lecturers in the industrial revolution 4.0 era. According to Robbin (2018), the innovation is a new idea applied to initiate or improve products, processes, and services. Meanwhile, Uhl-Bien (2016) defines innovation as the process of creating new ideas and putting these ideas into practice as a process and product.

The government and related institutions that are concerned with education have realized the importance of educational innovation and the innovation of vocational lecturers. A lecturer with innovativeness during teaching and learning will show his skills and creativity. Lecturers should be able to manage their knowledge generously and improve their skills/expertise in their fields to create innovativeness. The existence of an innovative attitude will strengthen the professional ability of educators, and specifies the ultimate goal of an innovation process, are thoughts, attitudes, and behavioral changes. According to Parulian (2013), the attempt to improve the learning quality is by providing quality teaching materials. According to Enadarlita (2019), innovativeness is the ability of an innovator to introduce ideas, ways, tools, or other new things and to be able to realize new creative and useful ideas in order to provide added value. Meanwhile, according to Wahardi (2016), innovativeness is the activity of someone who has new ideas and turns them into useful applications that used in processes and systems to bring benefits. One significant issue that lecturers frequently encounter in learning activities is choosing or determining appropriate and innovative teaching materials. This happens because there is a lack of quality teaching materials in universities that are in accordance with the curriculum or syllabus and how to deliver non-innovative teaching materials to students.

Knowledge management is an individual activity in managing knowledge as an asset in assisting lecturers to be innovative in transferring science and technology to their students either in the form of hard skills or soft skills. According to Yuejun, (2019) knowledge management aims to build a mechanism for the organization's employees in sharing knowledge to improve the ability of collective innovation and creation for further integration. Kiran (2013), defines it as a process of transforming information and intellectual assets into a lasting value with several indicators, such as knowledge acquisition, where knowledge is obtained by the organization both internally and externally by empowering resources to detect and acquire knowledge both tacit and explicit knowledge, knowledge storage that knowledge is stored and

documented systematically for the benefit of the organization in the future, knowledge dissemination, where knowledge that has been obtained and stored is disseminated effectively through traditionally and technology way.

Therefore, it can be synthesized that knowledge management is an individual activity in planning, organizing, controlling people, processes, and systems within the organization to ensure that all relevant knowledge assets are developed and utilized effectively and innovatively with several indicators, such as acquisition from Knowledge sources, storage and documentation of knowledge file, sharing knowledge, the application of knowledge in work, and the evaluation of knowledge usefulness and its relevance.

Moreover, related to the results of previous research from Siagian (2019), there is a positive effect of knowledge management on innovation with R2 = 0.4 p-value < 0.05, means that knowledge management has a significant positive effect on innovation. The results of research from Nawab (2015), shows the effective positive results that knowledge management affects the level of innovation with R = 0.63 R.Sq = 0.40. Then, the results of research from Noviyanti (2015), shows that knowledge management significantly affects innovation. This shows that human resource capabilities are positively related to knowledge management capabilities that turn into an innovation. The knowledge management variable affects innovation with a path coefficient of 0.5556 with a t-statistic value of 8.5465.

Hanifah (2017) explains that education and training is a process of company activities to improve employee mastery of various skills and techniques in conducting specific, detailed and routine work as well as to improve and increase knowledge, abilities, attitudes and personality traits with the indicators of material required, the methods used, and the instructor's ability. According to Yusuf (2015), training programs are part of education and are specific, means that they are related to practical and immediate work. The increased expertise from training program result will help lecturers to develop their innovativeness. According to Suwatno (2013), training programs are planned to improve performance at individual, group, and organizational levels. The performance improvement can be measured through knowledge, attitudes and social behavior of the employees themselves as in online learning systems, which is e-learning learning systems and one of the innovative learning methods, which is blended learning. According to Alshuwairekh (2016), the definition of training program is a series of implemented activities for current purposes that focused on training and developing the potential of individuals and organizations in improving their capabilities.

According to Sofyandi (2013), training program is an effort to improve employees' knowledge and abilities in conducting their work to become more effectively and efficiently. According to Widodo (2015), a training program is a series of individual activities that systematically improving the skills and knowledge for they able to perform their work professionally in their fields. Priansa (2020) stated that training program is a planned effort to change and develop

knowledge, skills, and attitudes based on business needs with several indicators, such as the goals and objectives, professional trainers, training materials based on training objectives, training methods based on participants' abilities, and trainee personnel that meet the specified requirements.

Therefore, it can be synthesized that a training program is an organizational activity to improve the ability or mastery of individuals in various skills and techniques for conducting certain work with several indicators, such as objectives, adequate or professional trainers, the participants based on the requirements, the materials based on its objectives, training method based on participants' abilities, facilities and media equipments, and benefit of training result. In accordance with the results of previous research according to Sari (2022), found the significant effect of training methodology on innovative work behavior with the results of the hypothesis test t count of 5.359 and p-value of 0.000.

This research aims to analyze the effect of knowledge management and the effect of training programs on innovativeness. The sample determination using the proportional random sampling to obtain representative data. This research uses SEM-Smart PLS data analysis techniques in quantitative research. This research is expected to provide valuable results for lecturers as a reference for further research and additional knowledge in developing the concepts of knowledge management, training program, and innovativeness as well as reference material for private vocational universities in Bogor, to implement activities that support the development of knowledge management and training program to create the innovative lecturers.

RESEARCH METHODOLOGY

This quantitative research obtains data in form of numbers to produce information with the analysis method using descriptive verification statistics followed by inferential analysis to test the hypothesis. The positivist philosophy-based quantitative method is a research technique used to analyse particular populations or samples (Persulessy et al., 2022). The objects of this research are knowledge management on innovativeness and training programs on innovativeness. The population in this research were 196 permanent lecturers who taught at private vocational universities in Bogor. In addition, the target population is the number of permanent lecturers who teach, with available positions of lecturers and expert assistants totaling 133 people.

In this research, the sampling method used is probability sampling method, with a proportional cluster sampling technique for each university based on the functional position of lecturer and expert assistant to determine the number of samples used in Slovin formula with an error margin of 5% or 0.05. The number of samples was obtained proportionally, then the data collection was conducted by simple random sampling by distributing the questionnaire to permanent lecturers.

Thus, the number of samples in this research are 100 permanent lecturers from a total population of 133 lecturers.

Data collection methods are determined based on data sources, which is primary data and secondary data through literature research approaches and field research after the instrument calibration is conducted to test the questionnaire instrument by validity and reliability tests. The verification data analysis technique used to test the hypothesis is the variance-based SEM method. The data processing uses the Smart Partial Least Square (Smart-PLS) version 3.2.8 software program.

RESULT AND DISCUSSION

Analysis of Research Results Using SEM

SEM analysis forms two types of models which are measurement models and structural models. The measurement model aims to describe how well each indicator can use as a latent variable measurement instrument by testing the validity and reliability of the indicators of the research variables. The structural model is one where the goodness of fit for the inner model may be demonstrated by examining the impact of each exogenous latent variable on the endogenous latent variable.

Factor Analysis of Knowledge Management Variables (MP)

Knowledge management variables consist of five indicators, including Acquisitions (AC), Storing (ST), Sharing (SH), Application (AP), and Evaluation (EV). Based on the results of factor analysis of variables using SEM method, it is known that the amount of contribution (loading factor) of each indicator has a significant contribution to knowledge management because its t-value > t-count 1.96 (actual level 5%).

The results of this research indicate that most of SLF values of each item have met the requirements, then it can be said that most of the indicators on knowledge management variable are valid and have a good contribution. The value of most SLF items supports this because they have SLF > 0.50 and t-value ≥ 1.96 (5% actual level), which means that these indicators are significant and have a considerable contribution to latent variable. The knowledge management variable has good construct reliability with respective CR and VE values of 94.2% and 35.6%, which means that the items forming the knowledge management variable in indicator/sub-variable have a considerable contribution.

Factor Analysis of Training Program Variables (PP)

Training programs variable consists of seven indicators, including Objectives (TJ), Instructors (IN), Participants (PE), Materials (MA), Methods (ME), Facilities (FA), and Evaluation (EVL). Based on the results of factor analysis of variables using the SEM method, it is known that the amount of contribution (loading factor)

of each indicator has a significant contribution to training programs, because the t-value > t-count 1.96 (5% real level).

The results of this research show that most of SLF values of each item have met the requirements, valid and have a good contribution. The value of most SLF items supports this because they have SLF > 0.50 and t-value ≥ 1.96 (5% actual level), which means that these indicators are significant and have a considerable contribution to latent variable. Training programs variable has good construct reliability with the respective CR and VE values of 98% and 62.1% meeting the standard, which means that the items forming training programs variable in the indicator/sub-variable have a significant contribution.

Factor Analysis of Innovativeness Variable (KI)

The innovativeness variable consists of three indicators, including Product (PR), Process (PO), and Service (LY). Based on the results of factor analysis of variables using SEM method, it is known that the contribution (loading factor) of each indicator has a significant contribution to innovativeness because the t-value > t-count 1.96 (5% actual level).

This research's results indicate that most of SLF values of each item have met the requirements, valid and have a good contribution. The value of most SLF items supports this because they have SLF > 0.50 and t-value ≥ 1.96 (5% real level), which means that these indicators are significant and have a considerable contribution to the latent variable. The Innovativeness variable has good construct reliability with the respective CR and VE values of 95.8% and 42.8% meeting the standard, which means that the items forming the innovativeness variable in indicator/sub-variable have a considerable contribution.

Analysis of Research Results Using Smart-PLS

Building a structural model is the first step in data analysis, after which the measurement model's validity and reliability are assessed (outer model), and the significance of the relationship between the variables is assessed (inner model).

Structural Model Evaluation (Outer Model)

The results validity and reliability test are described in Outer Model as follows:

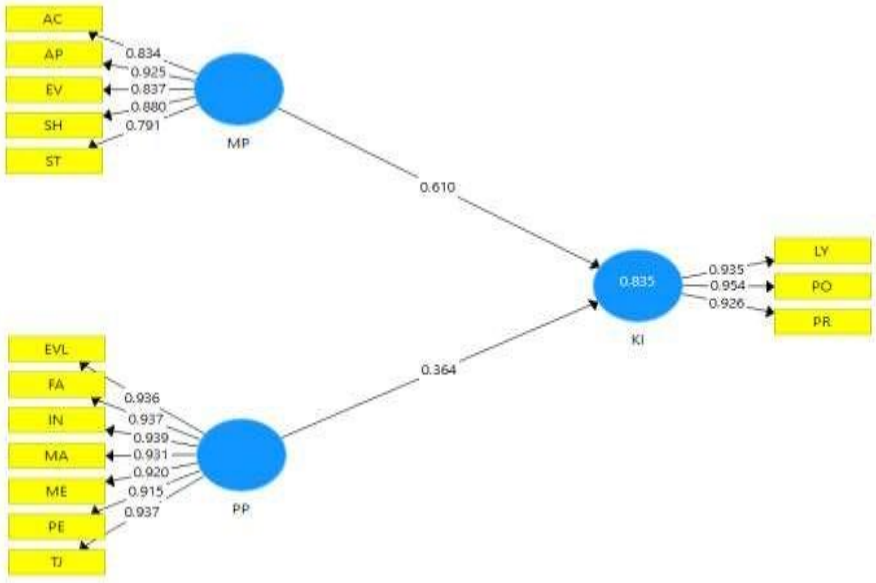

Figure 1. Output Standardized Solution
Source: Data processed by researchers using SEM 1st order model variables

Description:

AC: Acquisitions
ST: Storing
AP: Application
SH: Sharing
EV: Evaluating
ME: Method
FA: Facility
MA: Materials
EVL: Evaluation
TJ: Goals
IN: Instructor
PE: Participants
PR: Products
PO: Process
LY: Service

Outer Loading Test

The original sample output estimation of all indicators has an outer loading value of more than 0.7, it is declared good data and can be used. This test indicates that each variable can be explained by its indicators and meets the requirements of convergent validity.

Table 1. Convergent Validity

Outer Loading

Mean, STDEV, T-Values, P-Values | Keyakinan Interval | Keyakinan Interval Bias-Dikoreksi | Sampel

	Sampel Asli (O)	Rata-rata Sampel (M)	Standar Deviasi (STDEV)	T Statistik (|O/STDEV|)	P Values
AC <- MP	0.834	0.834	0.032	26.282	0.000
AP <- MP	0.925	0.926	0.015	60.544	0.000
EV <- MP	0.837	0.835	0.035	23.944	0.000
EVL <- PP	0.936	0.934	0.022	42.514	0.000
FA <- PP	0.937	0.936	0.017	56.763	0.000
IN <- PP	0.939	0.937	0.019	48.696	0.000
LY <- KI	0.935	0.934	0.015	63.055	0.000
MA <- PP	0.931	0.929	0.022	41.986	0.000
ME <- PP	0.920	0.916	0.027	34.353	0.000
PE <- PP	0.915	0.913	0.025	36.945	0.000
PO <- KI	0.954	0.955	0.014	70.562	0.000
PR <- KI	0.926	0.925	0.015	62.960	0.000
SH <- MP	0.880	0.878	0.027	32.761	0.000
ST <- MP	0.791	0.786	0.050	15.667	0.000
TI <- PP	0.937	0.935	0.020	47.468	0.000

Source: Ouput SmartPLS, 2022

Table 2. Discriminant Validity

Kriteria Fornell-Larcker | Cross Loadings | Rasio Heterotrait-Monotrait (HTM

	KI	MP	PP
KI	0.938		
MP	0.880	0.855	
PP	0.817	0.741	0.931

Source: Ouput SmartPLS, 2022

Based on the data presented in table 2 above, it can be seen that each indicator in the research variable has the most significant cross-loading value on the variable, and it can be stated that the indicators used in this research have good discriminant validity in compiling their respective variables.

Reliability Test

Table 3. Validity and Reliability

Matriks	Cronbach's Alpha	rho_A	Reliabilitas Komposit	Rata-rata Varians Diekstrak (AVE)
KI	0.932	0.932	0.957	0.881
MP	0.907	0.910	0.931	0.730
PP	0.974	0.975	0.978	0.866

Source: Ouput SmartPLS, 2022

Based on the data in table 3 above, it is known that Composite Reliability value is above > 0.7, the Average Variant Extracted value is above > 0.5 and Cronbach alpha value is above > 0.7. Thus, it can be stated that the three variables MP, PP, and KI have high composite reliability, valid discriminant validity, and met the Cronbach alpha value requirements, it can be concluded that all variables have a high level of reliability. The data is reliability and meets the requirements to use as the variable in this research.

Structural Model Evaluation (Inner Model)

The following is a picture of the measurement model evaluation results (inner model) based on ath coefficient test, goodness of fit test, and hypothesis testing.

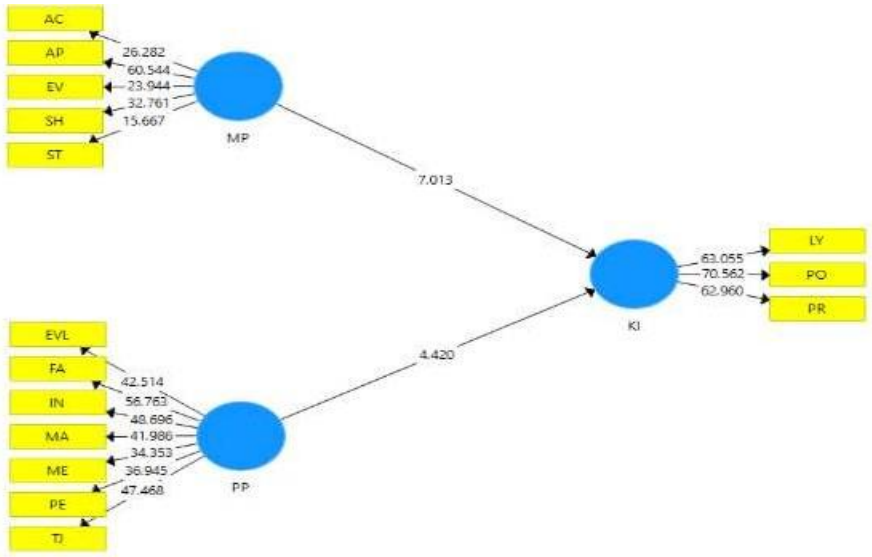

Figure 2. Output t-value

Source: Data processed by researchers using SEM 1st order model all

Description:

AC: Acquisitions
ST: Storing
AP: Application
SH: Sharing
EV: Evaluating
ME: Methode
FA: Facility
MA: Materials
EVL: Evalution
TJ: Goals
IN: Instructor
PE: Participants
PR: Products
PO: Process
LY: Service

Model Testing

During the structural model evaluation stage (inner model), the goodness of the model is tested by focusing on the R-square value (R2) and Goodness of Fit (GoF), or the goodness of the model and its estimation. Next, the Bootstrapping Test for testing hypotheses will be performed while focusing on the significance of the relationship between the variables (direct and indirect effects).

Table 4. R-Square and Fit Model

Matriks | R Square | Adjusted R Square

	R Square	Adjusted R Square
KI	0.835	0.831

Ringkasan Fit | rms Theta

	Model Saturated	Model Estimasi
SRMR	0.060	0.060
d_ULS	0.430	0.430
d_G	0.372	0.372
Chi-Square	158.474	158.474
NFI	0.899	0.899

Source: Ouput SmartPLS, 2022

Based on table 4 above, the R-Square value of the innovativeness variable (KI) is 0.835. This value explains that the strength of the knowledge management (MP) and training programme (PP) variables is strong in predicting Innovativeness (KI), which is 83.5%. The SRMR value is 0.06 < 0.10, and the NFI value is 0.899 < 0.9, so this research is a marginal fit.

Model Hypothesis Test

The following are the results of hypothesis testing obtained in this research through inner model test:

Table 5. Path Coefficient

Mean, STDEV, T-Values, P-Values | Keyakinan Interval | Keyakinan Interval Bias-Dikoreksi | Sampel

	Sampel Asli (O)	Rata-rata Sampel (M)	Standar Deviasi (STDEV)	T Statistik (| O/STDEV |)	P Values
MP -> KI	0.610	0.602	0.087	7.013	0.000
PP -> KI	0.364	0.374	0.082	4.420	0.000

Source: Ouput SmartPLS, 2022

Based on table 5 above, it can be seen that the two hypotheses in this research can be accepted because each effect shown has a p-value < 0.05 and T. Statistics > 1.96. It can be stated that exogenous to endogenous variables have a significant positive effect, which is knowledge management on innovativeness and training programs on innovativeness and it can be seen that between exogenous and endogenous variables have a positive direct effect.

Statistical Hypothesis Test

The Effect of Knowledge Management on Innovativeness

Based on the first hypothesis (H_1) to determine the effect of knowledge management on innovativeness, the statistical hypothesis is as follows:

H_0: $\gamma_1 \leq 0$ There is no positive effect of knowledge management on Innovativeness
H_1: $\gamma_1 > 0$ There is a positive effect of knowledge management on innovativeness

The first hypothesis (H_1) describes that knowledge management positively affects innovativeness because the t-count result is 7.013 and p-value is 0.000, then H_1 is accepted and H_0 is rejected. The structural equation of the influence of these variables is as follows:

$\eta_1 = 0{,}155\ \xi_1 + \zeta_1$; Error Var = 1,409 7,013; $R^2 = 0{,}846$

Description:
ξ_1: Knowledge Management
η_1: Innovativeness
ζ_1: Other effects outside the model

The coefficient sign of model test results for γ_1 is positive at 0,155. This means that knowledge management positively influences innovativeness, indicating that each knowledge management activity can increase innovativeness by 0.155 units. The coefficient of determination $R^2 = 0.846$ shows that the

contribution of knowledge management to innovativeness is 84.6%, and the remaining 15.4% is contributed by others variables outside this research. From the results of hypothesis testing, it is known that the p-values that form the effect of knowledge management on innovativeness are 0.000 < 0.05 coupled with a positive t-statistics value of 7.013, it is stated that knowledge management can have a positive and significant effect on innovativeness.

In accordance with the research by Mardani (2018), which states that knowledge management has a direct impact on innovation. The results obtained in this research show significant positive results that knowledge management affects the level of innovation. The results of research by Nawab (2015) also support the results of this research which state that the ability to acquire knowledge has a positive effect on innovation. The results in this research show significant positive results that knowledge management affects the level of innovation by R = 0.63 R. Sq = 0.40. Thus, knowledge management plays a direct role in innovativeness, it means that the more knowledge management increases, the more innovative the lecturers will be. Knowledge management is predicted to have a positive effect on innovativeness.

The Effect of Training Program on Innovativeness

Based on the second hypothesis (h_2) in this research to determine the effect of training programs on innovativeness, the following statistical hypothesis is as follows:

H_0: $\gamma_2 \leq 0$ There is no positive effect of training programs on innovativeness
H_1: $\gamma_2 > 0$ There is a positive effect of training programs on innovativeness

The second hypothesis (H_2) describes training programs has a positive effect on innovativeness because the t-count result is 4.420 and the p-value is 0.000. Hence, the conclusion is to accept H_1, and reject H_0. The structural equation of the influence of these variables is as follows:

$\eta 1 = 0{,}052\ \xi_1 + \zeta_1$; Error Var= 0,695 4,420 R^2= 0,948

Description:
ξ_1: Training Program
$\eta 1$: Innovativeness
$\zeta 1$: Other effects outside the model

The sign of the coefficient of the model test results for γ_2 is positive at 0,052, means the training programs have a positive influence on innovativeness, this indicates that each activity of training programs can increase innovativeness by 0.052 units. According to the results of hypothesis testing, it is known that p-values that make up the effect of training program on innovativeness are 0.000 < 0.05 coupled with a positive t-statistics value of 4.420. It is stated that training program

have a positive and significant effect on innovativeness. The coefficient of determination R^2 = 0.948 shows that the contribution of training programs to innovativeness is 94.8%, and the remaining 5.2% is contributed by other variables outside this research.

Previous research conducted by Kristiawan (2018) in a book on Educational Innovation explained that participating in various training program will encourage innovative behavior and create innovativeness through a process. Thus, training programs play a direct role ininnovativeness. Based on the results of this research, it can be stated that the more training programs increases, the more innovative the lecturers will be. Therefore, in this research, training programs are predicted to affect innovativeness positively.

The Effect of Knowledge Management on Innovativeness

Based on first hypothesis, which states that there is a positive and significant effect of knowledge management on innovativeness. Based on the analysis that the most dominant indicator of knowledge management is the application (AP), with a loading factor value of 0.925 while the lowest indicator is storing (ST) with a loading factor value of 0.791, and the most dominant indicator of innovativeness is process (PO) with a loading factor of 0.954. The lowest value is product (PR) with a loading factor value of 0.926, means that dominant indicators such as application and innovation processes need to be improved in practicum or laboratory learning activities to assist in the process of innovativeness and related to indicators that are still low such as storing knowledge and innovation products need to be considered and improved by increasing efforts in knowledge management and creating new ideas in work, compiling new or constantly revised RPS and syllabus, preparing relevant materials, updating learning products, arranging textbooks according to the field taught and the use of media and IT tools in learning.

The Effect of Training Program on Innovativeness

Based on second hypothesis testing which states that there is a positive and significant effect of training programs on innovativeness. Based on research result, the most dominant indicator of training programs is the instructor (IN), with a loading factor value of 0.939, and the lowest value is the participant (PE) with a loading factor value of 0.915. While, the most dominant indicator of innovativeness variable is the process (PO) with a loading factor of 0.954 and the lowest value is Product (PR) with a loading factor value of 0.926, means that dominant indicators such as instructors and innovation processes need to be improved professionally along with the collaboration with business world and industry in implementing better innovation processes in assisting the innovative approach. The low indicators called training participants and innovation products need to be improved in developing the participant qualifications who meet training requirements and new strategies in producing new products, as well as enhancing practical skills by

attending various specific training program to create an innovative activity by creating new ideas, product updates and IT media use.

CONCLUSION

The results of this research found that knowledge management affects innovativeness with p-values of 0.000 < 0.05 and positive t-statistics values with $t_{count} > t_{table}$ (7.013 > 1.96), and training program affects innovativeness with p-values of 0.000 < 0.05 and positive t-statistics values with tcount > t_{table} (4.420 > 1.96). It can be concluded that there is a direct and significant effect of knowledge management on innovativeness, so it is predicted that strengthening knowledge management can increase the innovativeness. Furthermore, there is a direct and significant effect of training programs on innovativeness, so it is predicted that strengthening training programs can increase innovativeness.

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