Knowledge Management and Organizational Learning In Organizational Development

Tini Mogea
Universitas Negeri Manado

Correspondence author: tinimogea@unima.ac.id

Abstract*. Globalization has required humans to be constantly adaptable and competitive. Similarly, organizations must be more adaptable, resilient, able to change direction quickly, and capable of managing globally competitive human resources (HR). The availability of competitive and qualified human resources, as well as science and technology, is critical as an organizational asset for developing and competing in the globalization era. Successful organizations consistently generate new knowledge and are able to disseminate it throughout their organization while quickly adapting it to information technology and their products and services. Knowledge Management evolves as an important and strategic component of the organization in order to create value, improve organizational effectiveness and productivity, and boost organizational competitiveness.*

Keywords*: Knowledge Management, Organizational learning, Organization..*

Abstrak*. Globalisasi telah menuntut manusia untuk selalu beradaptasi dan kompetitif. Demikian pula, organisasi harus lebih mudah beradaptasi, tangguh, mampu mengubah arah dengan cepat, dan mampu mengelola sumber daya manusia (SDM) yang berdaya saing global. Ketersediaan sumber daya manusia yang berdaya saing dan berkualitas, serta ilmu pengetahuan dan teknologi, sangat penting sebagai aset organisasi untuk berkembang dan bersaing di era globalisasi. Organisasi yang sukses secara konsisten menghasilkan pengetahuan baru dan mampu menyebarluaskannya ke seluruh organisasi mereka sambil dengan cepat menyesuaikannya dengan teknologi informasi serta produk dan layanan mereka. Manajemen Pengetahuan berkembang sebagai komponen penting dan strategis organisasi untuk menciptakan nilai, meningkatkan efektivitas dan produktivitas organisasi, dan meningkatkan daya saing organisasi.*

Kata kunci: Manajemen Pengetahuan, Pembelajaran Organisasi, Organisasi..

INTRODUCTION

The globalization that is sweeping the world today is marked by various innovations marked by the rapid development of science and technology. This has a big impact with the changes that are so fast in various aspects of life, both individually and in groups or organizations. Globalization has demanded that humans always be ready to face change

and competition. The same thing also requires organizations to be more adaptable and resilient, able to change directions quickly, and able to manage globally competitive human resources (HR). The existence of competitive and qualified human resources, science, and technology is very important as an organizational tool to develop and compete in the era of globalization.

According to Bartholomew (2008:18), intangible assets (intangible assets) such as knowledge, patents, and brands are the largest component of organizational value. The knowledge contained in the organization is a form of intangible asset that is no less valuable than other intangible assets; it is even the most valuable intangible asset element because the human factor is actually a determining factor (driver) for other intangible assets (Devie and Joshua, 2006).

Seeing the differences that are so important for an organization or organization, all knowledge as a form of intangible assets owned by the organization must be managed properly so that this knowledge can play an optimal role for the organization. Organizational forms and capabilities in managing knowledge greatly affect the quality of knowledge produced and will also affect the quality of the relationship or integration between its components. In this connection, the learning process becomes important in increasing knowledge capacity as part of efforts to improve organizational performance through its integration with organizational processes. Successful organizations are those that consistently create new knowledge, are able to distribute it throughout their organization, and quickly adapt it into information technology and their products and services. Knowledge has become something that is very decisive because it is burned, and its utilization needs to be managed properly in the context of improving organizational performance. This condition has clearly resulted in the need for new ways of responding to all that is happening in order to survive and be able to compete. This is where knowledge management develops as an important part and strategy in organizations to create value, increase organizational effectiveness and productivity, and gain a competitive advantage. In a very fast-changing environment, knowledge will experience obsolescence and therefore needs to be continuously updated through the learning process. Knowledge management is important in the learning process of an organization. The knowledge possessed must be able to provide progress for the organization itself. In order for the organization to survive, it is required that everyone in the organization share

knowledge. Effective knowledge management requires a multidimensional perspective, that is, a combination of people, technology, and processes. For this reason, strong management is needed so that this knowledge is rooted in every individual in the organization and does not just disappear with the support of an infrastructure for disseminating information within the organization. This should ensure that an organization is able to develop skills based on its needs in order to adapt to a changing and more competitive environment.

Apart from knowledge management, one of the most important things that an organization must do is increase its capacity to learn. In organizational learning, not all organizations can learn quickly enough to survive. Therefore, organizations must be able to adapt to global changes that occur and always be responsive in facing the ever-evolving world competition. Organizational learning is a concept in a dynamic organization as an organizational development strategy. According to Norashikin and Noormal (2006), organizational learning helps increase organizational advantage that is competitive and responsive to change, which then triggers interest in developing organizations that promote and encourage learning. This opinion is also reinforced by Senge's (2006) assertion that organizational learning is a place where people continue to expand their abilities and continuously learn to get the results they really want and a place to find new patterns and think broadly.

Realizing that there is increasingly tough competition, a paradigm shift is needed from relying on resource-based to knowledge-based approaches, accompanied by an increase in human resource capabilities so that the implementation of knowledge management and organizational learning becomes

ANALYSIS AND DISCUSSION

Knowledge in Organizations

Knowledge is a person's understanding that he gets from information. Knowledge does not lie in information, but in a person. Because of that person's experience, the information that was previously available was then developed and continued to be updated until it finally formed into a source of knowledge. This knowledge and

information moves dynamically through the organization in a variety of ways, depending on how the organization views and values that knowledge. Knowledge for the organization is intellectual capital that can be differentiated according to the type of knowledge a person has. Organization is something that we always encounter in this life. An organization is a container for a group of people who work together rationally and systematically in a guided or controlled way to achieve certain goals by utilizing the resources in it. An organization consists of various individuals as human resources with different levels of knowledge. There are individuals who have excellent knowledge, expertise, or performance compared to other individuals in the organization.Judging from its type, knowledge is divided into 2 types, namely tacit knowledge and explicit knowledge.

• Tacit knowledge

Stored in the human mind and difficult to formulate (e.g., one's expertise). Tacit knowledge is very personal in nature and difficult to formulate, so it is difficult to communicate and disseminate to others. Tacit knowledge is stored in individual experiences and intangible factors, such as personal beliefs, perspectives, and value systems. Tacit knowledge is difficult to articulate in formal language. Its content includes personal insight, intuition, and gut feelings. Tacit knowledge is a form of knowledge that is still stored in the human mind. For example, ideas, perceptions, ways of thinking, insights, skills, and so on. Before being communicated, tacit knowledge must be transformed into words, models, or numbers that can be understood.

• Explicit knowledge

Explicit knowledge, or what is called formal knowledge," can be conveyed through language, expressed in words and numbers, and distributed in the form of data, formulas, specifications, and manuals. So that it can be said that explicit knowledge is a form of knowledge that has been documented or formalized, easily stored, reproduced, disseminated, and studied. For example, manuals, books, reports, documents, letters, electronic files, etc.

In a community, in order for acceleration to occur in the domain of discussing knowledge itself, usually tacit knowledge will be transformed into explicit knowledge. This can be done through writing, reports, and so on. Indeed, not all tacit knowledge can

be converted into explicit knowledge.In the next stage, so that it can be utilized by community, or so that peer-review can be carried out for improvement, the knowledge itself will be transformed into a form of shared knowledge that can be used jointly by community members. This is done, for example, through media publications.Organizations no longer just need a database but also a good knowledge base. A new knowledge base can be formed when the organization knows what resources it has, what can be utilized, and how to do it. Every organization implements knowledge management in a different way. Each has unique knowledge assets and challenges within their own organization. Each has a process and can measure success in different ways. In achieving organizational goals, it is necessary to have human resources who have knowledge, ideas, skills, and experience to be able to form superior human resources who are important assets for the organization. The four elements mentioned above are things that will not run out or just disappear. In contrast to the financial elements that will run out if not managed properly by using these four elements. Willingness to learn, ask, try, find ideas or opinions, and grow our self-confidence. So, the four elements are basically interconnected with one another, and the point is to increase information. Supported by quality human resources (knowledge, idea, experience, and skill) and appropriate technology coupled with a good culture, productivity and competence will be achieved so as to create a good organization that can win the competition.Based on the definition of knowledge, knowledge is very important for the following reasons: First, knowledge is an institutional asset, which determines the type of workforce, information, skills, and organizational structure needed. Second, the company's knowledge and experience are sustainable resources with competitive advantages compared to its flagship products and the most advanced technology. Third, knowledge and experience are able to create, communicate, and apply knowledge on all matters related to the organization's goals. An overview of the scope of knowledge management and organizational learning activities in organizations can be briefly explained in the following activities:

1) Build a knowledge repository,

2) Improving access to knowledge

3) Improving the knowledge environment; and

4) managing knowledge as organizational wealth (assets).

Knowledge Management in Organizations

Changes as a result of globalization and the power of organizational competition have led to a gap between the demands of change and competition and the power possessed by the organization. Organizations must be able to demonstrate a faster adaptive capacity to changes in environmental demands, a continuous desire to innovate, and the ability to make the right decisions to drive the organization. Organizations that do not manage their knowledge properly so that knowledge transfer does not occur.Knowledge management in general is a new set of organizational practices with great relevance in the knowledge economy. Knowledge management agrees on a set of processes and practices designed to optimize the use of knowledge. In other words, to improve allocative efficiency in the field of knowledge production, distribution, and use (Talisayon, S. (2013), The implementation of knowledge management in organizations is inseparable from the role of human resources, people, processes, and technologies (Dalkir, K. (2005).

Knowledge management is related to increasing organizational effectiveness. Concentration on knowledge management is done because knowledge management is believed to be able to contribute to organizational development. So in organizations, knowledge management can be an effort to increase knowledge that is useful for organizational ization.Thus, the implementation of knowledge management within the organization is expected to improve the quality and competitiveness of the organization. In the context of knowledge management implementation, human resources (people) are not a system, but organizations can empower human resources to share and manage knowledge, as stated by Petrides and Nodine (2003,p.11) that people, not systems, manage knowledge. But Organizations can promote policies and practices that help people share and manage knowledge.Knowledge management activities can be classified into several types, namely:1) Collect and reuse structured knowledge. Knowledge is often stored in several parts of the output produced by the organization, such as product designs, activity proposals, reports, implemented and documented procedures, and software codes, all of which can be reused to reduce time. and the resources needed to recreate it.2) Collect and share lessons learned from practices. This type of activity gathers knowledge derived from experience, which must be interpreted and adopted by the user in a new context.3) Identify sources and expert networks. This activity aims to make expertise more visible

and accessible for every employee. In this case, it is to create a connection facility between people who know knowledge and people who need knowledge.4) Create a structure and map the knowledge needed to improve performance. These activities have an impact on processes such as new product development or business process redesign by making the knowledge required at various stages more explicit or open.5) Measuring and managing the economic value of knowledge Many organizations have structured intellectual assets, such as patents, copyrights, software licenses, and customer databases. Knowing all these assets allows the organization to generate revenue and manage costs.6) Compile and disseminate knowledge from external sources. Rapid and uncertain environmental changes have increased the importance and seriousness of business intelligence systems. In this activity, the organization tries to collect all reports from outside that are related to the organization. In this activity, Editors and analysts are needed to compile and provide context for the information obtained.The application of knowledge management will have an impact on the organization's business processes.

1) Time and cost savings With well-structured sources of knowledge, it will be easy for organizations to use this knowledge in other contexts, so they will be able to save time and money.

2) Increased knowledge assets Sources of knowledge will make it easy for every employee to use it, so that the process of utilizing knowledge in the organizational environment will increase, which in turn will encourage the process of creativity and innovation to be wider and each employee can improve his competence.

3) Adaptability. Organizations will be able to easily adapt to changes in the business environment that occur.

4) Increased productivity Existing knowledge can be reused for processes or products to be developed, so that the productivity of the organization will increase.

Management of Knowledge Management is intended for organizations to always be creative, innovative, and efficient. Thus, having high competitiveness for the long term In this way, the organization will be able to develop strategies more quickly and act to respond to any changes and dynamics that occur within and outside the organization.

Organizations can continue to increase their business value according to their core competencies. Because knowledge in an organization always develops from time to time.

Organizational Learning in Organizations

According to Peter Senge (1996: 1–2), the success of an organization is largely determined by its ability to develop its institution into a learning organization. The essence of a learning organization is learning. Only organizations that are willing to develop their institutions into learning organizations and are willing to learn and improve themselves continuously will progress and continue to develop. On the other hand, an organization that does not develop into a learning organization will not develop, and the school will even become extinct. Organizational learning is a process to develop the organization. This is supported by a study conducted by Marshal and Smith (200: 37), which concluded that there is a relationship between organizational learning and organizational performance in a subtle way and identified several barriers to learning and sharing knowledge through its business units and organizations. According to Fields (1994:4), organizations can generate themselves by improving behavior through learning and using new knowledge. Learning is something that must be done if the organization wants to progress, so the organization must carry out organizational learning.According to Marquardt (1999:19), organizational learning is a skill and process of building and using knowledge within the organization. Meanwhile, Schermerhorn, Hunt, and Osborn (2000:5) define organizational learning as a process for acquiring knowledge and using information to successfully change an organizational situation. In other parts, it is also said more clearly that organizational learning is the process of acquiring knowledge, channeling information, translating information, and storing information in organizations (Schermerhorn, Hunt, and Osborn, 2000: 253). According to McShane and Glinow (2000:61), this organizational learning activity consists of three aspects:

(1) acquisition of knowledge,

(2) sharing of knowledge, and

(3) use of knowledge.

So far, organizational learning activities carried out by organizations are still considered not optimal. Especially in educational organizations, namely schools, Organizational learning implemented in schools is still limited to individual learning,

which does not reinforce school culture. Individual learning activities have not been able to influence group learning and organizational learning, so they have not been able to improve the learning process in schools. This does not seem to have an effect on improving the quality of the learning process or school performance. Therefore, schools need to understand the concept of organizational learning and its implementation strategy through organizational learning in schools. With this understanding, schools can improve the organizational learning capabilities of all members of their schools. This, of course, can improve the teacher's learning process in schools, so that it has an impact on improving teacher performance in schools. This strategy will make the school a model of a learning organization. In the current era of globalization, schools must be able to change continuously and creatively when looking for new ideas and opportunities by conducting learning within their institutions so that they become learning organizations. learning and achieve further organizational success.

This organizational learning is a process to successfully change the state of the organization. Therefore, organizational learning is carried out in the form of structured activities that increase the ability of organizations to acquire, share, and use knowledge within the organization with the aim of modifying HR behavior in an effort to improve organizational performance. Organizational learning in an organization shows an increase in intellectual ability and organizational productivity that is obtained through commitment and opportunities for continuous improvement throughout the organization. Organizational learning as an intervention tool in developing organizations to be superior and able to compete

CONCLUSIONS

Globalization has demanded that humans always be ready to face change and competition. The same thing also requires organizations to be more adaptable, have resilience, be able to make changes in direction quickly, and be able to manage the organization. In achieving organizational goals, it is necessary to have human resources who have knowledge, ideas, skills, and experience (experience) to be able to form superior human resources who are important assets for the organization. This condition has clearly resulted in the need for new ways of responding to all that is happening in

order to survive and be able to compete.From here, knowledge management and organizational learning developed as an important and strategic part of the organization to create value, increase organizational effectiveness and productivity, and provide an organizational competitive advantage. In a rapidly changing environment, knowledge will become obsolete; therefore, it needs to be continuously updated through the learning process. Knowledge management and organizational learning are important in the learning process of an organization because not all organizations can learn quickly enough to survive. Therefore, organizations must be able to implement knowledge management and organizational learning in order to develop superior and competitive organizations.

REFERENCE

Abdi, K., & Senin, A. A. (2015). The Impact of Knowledge Management on Organizational Innovation: An Em- pirical Study. Asian Social Science, 11(23), 153.

Aldi, B. E. (2005). Menjadikan Manajemen Pengetahuan sebagai Keunggulan Kompetitif Perusahaan Melalui Strategi Berbasis Pengetahuan. Studi Manajemen Dan Organisasi, 2(1), 58–67.

Aydin, Bulent, Adnan Ceylan. (2009). Does Organizational Learning Capacity Impact on Organizational Effec- tiveness? Research Analysis of the Metal Industry. Development and Learning in Organizations. v.23 n.3 p.21-23

Bartholomew, David. (2008). Building on Knowledge, Blackwell, Ltd. Oxford

Bennet, Alex, David Bennet. (2003). The Partnership Be- tween Organizational Learning and Knowledge Man- agement. NASA Ames Research Center. p.1-15

Bohlander, George., and Snell, Scott. (2014). Managing Hu- man Resources, 16th ed: South Western-Cengage Learning

Dalkir, K. (2005). Knowledge Management In Theory and Practice. USA Linacre House, Jordan Hill, Oxford OX2 8DP, UK Elsevier Butterworth–Heinemann 30 Corporate Drive, Suite 400, Burlington, MA 01803.

Fields, Joseph C. 1994. Total Quality fo schools , a Guide for Implementation. Wiscounsin: ASQC Quality Press

Goh, Swee C. (2003). Improving Organizational Learning Capability: Lesson from Two Case Studies. The Learning Organization. v.10 n.4 p.216-227

Hendrawan, A. (2018). Improving Team Performance With Organizational Learning And Knowledge Sharing. Borneo International Conference on Education and Social Sciences, 10 September 2018, 1(1), 1–12.

Heilbert Armando Mapaly, Salaki Reynaldo Joshua and Salvius Paulus Lengkong. (2023). Digital Congregation News Android-Based in The Christian Evangelical Church in Minahasa. Journal of Engineering, Electrical and Informatics, Vol.3, 1.

Henry Valentino Florensius Kainde, Salaki Reynaldo Joshua and Yuri Vanli Akay. (2022). Design and Development of Scuba Diving Learning Application Mobile-Based. Jurnal Teknik Elektro dan Komputer, Vol. 11, 3.

Jennex, Murray E. (2007). Knowledge Management in Mod- ern Organizations, Idea Group Publishing. San Diego

Mark Easterby-Smith And Marjorie a. Lyles. 2011. Hand- book of organizational Learning and knowledge Management. A John Wiley and Sons, Ltd, Publica- tion

Marquardt, Michael J. 1999. Building The Learning Organ- ization. NewYork: McGraw-Hill

Marshal, Joe dan Simon Smith. 2009. Learning Organisa- tions and Organisational Learning: What have we learned, Organisational Learning. United Kingdom: Management Service

Mogea, T. and Salaki R. J. (2022). Discrimination Against Mulatto as Reflected in Faulkner's Light in August. 2022. LITERACY:International Journals of Social, Education and Humaniora.

Mogea, T. and Salaki R. J. (2022). Dignity as Seen In Tennessee Williams' A Streetcar Named Desire. Jurnal Pendidikan dan Sastra (JUPENSI), Vol.2, Issue 3, pp.85-96.

Ni W. D. A, Tini M., Tirza K. (2022). Using Voice Recorder to Improve Students' Speaking Skill at SMP Negeri 3 Tondano. JoTELL: Journal of Teaching English, Linguistics, and Literature, Vol.1, Isssue 12, pp.1342-1351.

Nonaka,I at.al (2008) Managing Flow A Process Theory of theKnowledge-Based Firm. PALGRAVE MACMIL- LAN Houndmills, Basingstoke, Hampshire RG21 6XS and 175

Reynaldo J. S. (2017). Analysis and Design of Service Oriented Architecture Based in Public Senior High School Academic Information System. 5th International Conference on Electrical, Electronics and Information Engineering (ICEEIE), IEEE. Pp. 180-186.

Reynaldo J. S., Clief R. K. (2015). Design Mobile Learning (M-Learning) Android on The Introduction of Animal and Plant Material for Elementary School. Proceedings The Annual Meeting of Mathematics and Natural Sciences Forum of Indonesian Institutes of Teacher Training and Education Personnel (MatricesFor IITTEP). pp. 638- 643.

Reynaldo J. S., Clief R. K, Risca M. and Feldy T. (2015). Decision Support Systems Major Selection Vocational High School in Using Fuzzy Logic Android- Based. International Conference on Electrical Engineering, Informatics, and Its Education.

Reynaldo J. S. and Kalai A. R. (2018). Agile analytics: Applying in the development of data warehouse for business intelligence system in higher education. World Conference on Information Systems and Technologies, Springer, Cham. Pp.1038-1048.

Reynaldo J. S., Tini M. and Elisabeth Z.O. (2015). Design Mobile Learning (M-LEARNING) Android English For Young Learners. International Conference on Electrical Engineering, Informatics, and Its Education 2015. pp. C-31-33.

Reynaldo J. S. and Tini M. (2019). Reliability Management: Setting-upCloud Server in Higher Education. International Journal of Innovative Technology and Exploring Engineering (IJITEE).Vol.9, Issue 1. Pp.654-661.

Rival, Veithzal. 2010. Management Source Power Man For Company: From Theory to Practice : Jakarta: PT. King of Grafindo Persada.

Salaki R. J. and Tini M. (2019.) Work System Framework: Analisis Inmagic Presto dan Zendesk. CogITo Smart Journal. Vol.5, Issue 2, pp.266-279.

Salaki Reynaldo Joshua, Seungheon Shin, Je-Hoon Lee, Seong Kun Kim. (2023). Health to Eat: A Smart Plate with Food Recognition, Classification, and Weight Measurement for Type 2 Diabetic Mellitus Patients' Nutrition Control. Sensors, Multidisciplinary Digital Publishing Institute (MDPI), Vl. 23, Issue 3, pp.1-18.

Salaki Reynaldo Joshua, Wasim Abbas, Je-Hoon Lee. (2022). M-Healthcare Model: An Architecture for a Type 2 Diabetes Mellitus Mobile Application. Applied Sciences, Multidisciplinary Digital Publishing Institute (MDPI), Vl. 13, Issue 1, pp.1-16.

Salaki Reynaldo Joshua, Wasim Abbas, Je-Hoon Lee, Seong Kun Kim. (2023). Trust Components: An Analysis in The Development of Type 2 Diabetic Mellitus Mobile Application. Applied Sciences, Multidisciplinary Digital Publishing Institute (MDPI), Vl. 13, Issue 3, pp.1-20.

Salaki Reynaldo Joshua, Heilbert Armando Mapaly and Kenneth Yosua Palilingan. 2023. Web-Based Financial Information System in The Christian Evangelical Church in Minahasa. Journal of Engineering, Electrical and Informatics, Vol.3, 1.

Salo, N. (2011) Knowledge Management in Education in In- donesia: An Overview. Global Journal of Human So- cial Science. Volume 11 Issue 1 Version 1.0 February 2011. Type:Double Blind Peer Reviewed Interna- tional Research Journal. Publisher: Global Journals Inc. (USA). ISSN:0975- 587X.

Scarlet R., Tini M., Imelda L. (2022). African-American Women's Power in Margot Lee Shetterly Hidden Figures. JoTELL: Journal of Teaching English, Linguistics, and Literature. Vol.1, Issue 12, pp.1416-1428

Schermerhorn Jr., John R., James G. Hunt, dan Richard N. Osborn. 2003. Organizational Behavior, Eighth Edi- tion. New York: John Wiley.

Senge, Peter. 1990. The Fifth Discipline: The Art and Prac- tice of The Learning Organization. NewYork: Dou- bleday Currency

Tini M. (2023). Colonialism as Reflected in Forster's A Passage to India. CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan. Vol.3, Issue 2.pp.1-19

Tini M. (2023). Cross-Cultural Communication Barriers in Organizations. CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan. Vol.3, Issue 2. Pp.20-32

Tini M. (2023). Suffering as Reflected in Charles Dickens' Oliver Twist. CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan. Vol.3, Issue 2. Pp.34-57

Tini M. (2023). The Importance of Human Resources Training to Improve Organizational

Performance. CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan. Vol.3, Issue 2. Pp.58-72.

Tini M. (2023). Revenge as Seen in Mary Shelley's Frankenstein; or, The Modern Prometheus. CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan. Vol.3, Issue 2. Pp.73-93..

Tini M. (2023). Improving Students' Ability In Reading Narrative Text By Using Reading Aloud And Question And Answer Technique At Smp Negeri 1 Langowan. Jurnal Pendidikan dan Sastra (JUPENSI), Vol.3, Issue 1, pp.103-117.

Tini M. (2023). Improving Students's Reading Comprehension Through Group Discussion Technique. Jurnal Pendidikan dan Sastra (JUPENSI), Vol.3, Issue 1, pp.91-102.

Tini M. (2023). Struggle Of Oliver In Dickens' Oliver Twist. Jurnal Pendidikan dan Sastra (JUPENSI), Vol.3, Issue 1, pp.76-90.

Tini M. (2023). External And Internal Conflict As Revealed In Ernest Hemingway's The Old Man And The Sea. Jurnal Pendidikan dan Sastra (JUPENSI), Vol.3, Issue 1, pp.63-75.

Tini M. (2023). Improving Students' Speaking Ability Through Role Play and Picture and Picture at SMP Negeri 1 Ratahan. Jurnal Pendidikan dan Sastra (JUPENSI), Vol.3, Issue 1, pp.1-13.

Tini M. (2023). Prosperity as Reflected in Fitzgerald's The Great Gatsby. Jurnal Pendidikan dan Sastra (JUPENSI), Vol.3, Issue 1, pp.14-31.

Tini M. (2023). Pride and Dignity of Adolphus Simpson as Revealed In Poe's The Spectacles. Jurnal Pendidikan dan Sastra (JUPENSI), Vol.3, Issue 1, pp.32-44.

Tini M. (2023). The Struggle of Afro American Women as Revealed in Walker's The Color Purple. Student Scientific Creativity Journal, Vol.1, Issue 1, pp.162-186.

Tini M. (2019). Educational Supervision: Theories and Practices. K-Media Publisher.

Tini M. (2019). The Effectiveness of Question and Answer Technique in Teaching Reading Comprehension at SMP Negeri 3 Ratahan. Journal of Educational Method and Technology. pp.9-18. 5.

Tini. M. (2023). Students' Ability in Identifying Referential Relation in Reading Text. Student Research Journal 1 (2), 260-277

Tini M. (2023). Southern Pride as Reflected in Tennessee Williams' The Glass Menagerie. Student Scientific Creativity Journal 1 (2), 112-136

Tini M. (2023). Lord of the Flies Love and Hatred as in Shakespeare's Romeo and Juliet. Student Scientific Creativity Journal 1 (2), 88-111

Tini M. (2023). Developing Students' Speaking Ability through Snowball Throwing Technique. Journal of Creative Student Research 1 (2), 152-170

Tini M. (2023). Applying Snowball Throwing Technique in Improving Students' Reading Comprehension at SMP Negeri 2 Tompaso. Student Scientific Creativity Journal 1 (2), 51-65

Tini M. (2023). Character of Ralph as Seen in William Golding's Lord of the Flies. Journal of Creative Student Research 1 (2), 171-188

Tini M. (2019). Enhancing Students' Speaking Ability Through Small Group Discussion Technique to the Firts Year Students of SMA Negeri 1 Ratahan. Journal of Educational Method and Technology. Vol.2, No.3. pp.41-54.

Tini M. (2018). Friendship as Seen in Wiliiam Shakespeare's the Two Gentlemen of Verona. Jurnal Bahasa dan Sastra. Vol.1, Issue 1.

Tini Mogea. (2018). Friendship in White's Charlotte Web. E-Journal UNIMA. Vol. 5, Issue 1.Tini M. 2020. Organizational Behavior: Structure an Culture. K-Media Publisher.

Tini M. Salaki R. J. (2022). Improving Students' Vocabulary Through Display Table Game. Jurnal Pendidikan dan Sastra Inggris (JUPENSI) 2 (3), 172-184

Tini M. (2022). Students' Critical Thinking Ability in English Teaching and Learning. Jurnal Pendidikan dan Sastra Inggris (JUPENSI) 2 (3), 157-171

Tini M. (2021). Research on English Language Teaching. Insan Cendekia Mandiri.

Tini M. (2018). The Influence of Calculative Commitment Toward Lecturers Work Productivity at Faculty of Language Arts State University of Manado. The 5th International Conference Proceeding.

Tini M. (1997). Transcendental Influences on Whitman's Perception of Science and Technology as Reflected in His Passage to India. Universitas Gadjah Mada.

Tini M., Ceisy N. W., Jennifer N. F. R., Jane G. C. T. (2019). Curriculum and Lesson Planning: Outpacing Learning Process through Evaluation on English Textbook in Senior High School. English Education Department, Universitas Muhamadiyah Makassar Indonesia.

Tini M. and Elisabeth Z. O. (2022). Applying Small Group Discussion to Enhance Students'speaking Abilityat Sma N 1 Poigar. Jurnal Pendidikan dan Sastra Inggris. Vol.2, Issue 2. pp. 101-107.

Tini M, Elisabeth Z. O. (2022). Pembelajaran Bahasa Inggris Berbasis Mobile Bagi Wanita Kaum Ibu GMIM Bukit Zaitun Sea Mitra. SAFARI: Jurnal Pengabdian Masyarakat Indonesia, Vol.2, Issue 3, pp.114-122.

Tini M. and Salaki R. J. (2020). Agile Analytics: Adoption Framework for Business Intelligence in Higher Education. Journal of Theoretical and Applied Information Technology. Vol.97, Issue 7. PP. 1032-1042.

Tini M. and Salaki R. J. (2022). Improving Students' Vocabulary through Make a Match Technique and Number Head Together (A Classroom Action Research at SMP Negeri 2 Langowan). LITERACY : International Scientific Journals Of Social, Education and Humaniora, Volume 1, Issue 2, pp.1-20

Tini M. and Reynaldo J. S. (2016). Trend of ICT in Teaching and Learning. Proceeding: International Social Sciences Academic Conference (ISSAC 2016).

Tini M. and Salaki R. J. (2022). The Spirit of Democracy as Seen In Walt Whitman's I Hear America Singing. Jurnal Pendidikan dan Sastra Inggris (JUPENSI), Vol.2, Issue 3, pp.55-65

Tini M. and Reynaldo J. S. (2016). Online Learning as a Paradigm of Learning in Higher Education. International Conference Proceeding. Issue 1. 9.

Trivellas P., Akrivouli Z., Tsifora W. & Tsoutsa P. 2015. The Impact of Knowledge Sharing Culture on Job Satisfaction in Accounting Firms: The Mediating Effect of General Competencies. Procedia Economics and Finance. Vol. 19. 238-247.

Tjakraatmadja, J.H., & Lantu, D.C., 2006. Knowledge Man- agement Dalam Konteks Organisasi Pembelajar. Sekolah Bisnis dan Manajemen, Institut Teknologi Bandung.

Widayana, Lendy, 2005. Knowledge Management Mening- katkan daya saing bisnis. Bayumedia Publishing, Malang, Februari 2005.