

Collaborative knowledge creation pada organisasi politeknik negeri jakarta menuju daya saing organisasi (riset tindakan berbasis soft systems methodology) = The collaborative knowledge creation in state polytechnic of jakarta for increasing organization competitiveness action research based on soft systems methodology

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Abstrak

Politeknik Negeri Jakarta (PNJ) dalam menghadapi tantangan globalisasi dan perkembangan teknologi informasi telah merespon melalui proses penyelenggaraan Tri Dharma Perguruan Tinggi dengan visi PNJ menjadi politeknik berkelas dunia pada tahun 2029. Faktanya, PNJ melakukan inovasi melalui kurikulum berbasis KKNI dan kebutuhan industri, penelitian berorientasi pada HAKI dan paten, pengabdian berbasis pada pemberdayaan masyarakat serta penyelenggaraan pendidikan inklusi untuk siswa berkebutuhan khusus. Collaborative knowledge creation (CKC) yang terjadi dalam organisasi digunakan dalam menjawab “the right knowledge” untuk “the right people” pada “the right time”. Merujuk pada Alvarez (2012) penerapan CKC di dalam organisasi merupakan syarat agar bertahan di dalam persaingan global. Sedangkan Du Chatenier et.al., (2009) menggambarkan empat tahapan implementasi CKC, yaitu : (1) externalizing and sharing, (2) interpreting and analyzing, (3) negotiating and revising dan (4) combining and creating. Tujuan penelitian ini adalah untuk menganalisis proses pembelajaran yang partisipatif berdasarkan budaya di dalam kerangka suatu sistem terbuka yang rumit dan kompleks berbentuk human activity systems (HAS) pada organisasi Politeknik melalui konsep CKC dengan pendekatan dual imperative systems yang menggunakan soft systems methodology (SSM) serta meminjam PNJ sebagai laboratorium untuk kepentingan research interest dan problem solving. Dalam research interest, SSM hanya dilakukan sampai tahap keenam dan penerapan CKC di PNJ memiliki karakteristik yang sama dengan ciri dan keunggulan Politeknik sebagai pendidikan tinggi vokasi.

Hasil penelitian menunjukkan bahwa keseluruhan empat tahapan dalam CKC (externalizing and sharing, interpreting and analyzing, negotiating and revising, dan combining and creating) digunakan dalam proses penyusunan dan pengembangan model pendidikan tinggi vokasi dan mendukung peningkatan kualitas pelaksanaan Tri Dharma PT. Penelitian ini melibatkan aktor yang berwenang dan berkompeten, dimulai dari tingkat individu, kelompok, organisasi dan antar organisasi Politeknik. Penerapan setiap tahapan CKC dalam proses penyusunan dan pengembangan model pendidikan tinggi vokasi memerlukan kontribusi peran dari setiap individu (Direktur, Pudir, Kajur, KPS, Kepala Unit dan dosen), kelompok (Pimpinan PNJ, Pimpinan Jurusan, Pimpinan Unit), organisasi (PNJ) dan antar organisasi (Forum Direktur Politeknik, wakil dari Dikti, dunia industri serta asosiasi profesi). PNJ memainkan peran penting melalui penyempurnaan kelembagaan yang didukung kebijakan pemerintah, meningkatkan kualitas lulusan dan mutu pembelajaran, memperkuat daya inovasi, kerja sama dengan dunia industri, pemerintah dan institusi lainnya.

.....In facing the challenges of globalization and information technology, State Polytechnic of Jakarta (PNJ) has responded by implementation of the Tri Dharma of Higher Education with PNJ vision become a world-class polytechnic in 2029. In fact, PNJ innovation is done through standard curriculum needs of the industry, the number of research oriented, intellectual property rights and patents, devotion based on community

development and the implementation of inclusive education for students with special needs. Collaborative knowledge creation (CKC) is happening in the organization used to answer "the right knowledge" to "the right people" at "the right time". Referring to Alvarez (2012) application of the CKC in the organization is a requirement in order to survive in the global competition. While Du Chaternier et al, (2009) describes four stages of implementation CKC: (1) externalizing and sharing, (2) analyzing and interpreting, (3) negotiating and revising, and (4) combining and creating.

The purpose of this study is aimed to analyze the learning process in a participatory of CKC and based culture within the framework of an open complicated and complex form of human activity systems (HAS) at the Polytechnic organization with dual imperative systems approach that use soft systems methodology (SSM) and borrow PNJ as a laboratory for the benefit of research interests and problem solving. In the research of interest, SSM only done until the sixth stage and the application of the CKC in PNJ has the same characteristics with the characteristics and advantages of the Polytechnic as higher vocational education. The results showed that all four stages in CKC (externalizing and sharing, analyzing and interpreting, negotiating and revising, and combining and creating) used in the formulation and development of higher vocational education models and support the implementation of quality improvement "Tri Dharma" of higher education. Research involving actors and competent authorities, starting from the level of the individual, group, organizational and inter-organizational Polytechnic. CKC application of each stage in the process of drafting and development of higher vocational education model requires the contribution of each individual role (Director, Vice Director , Head of Department, Head of Unit and Lecturer), group (Director and Vice Director, Head of Department, Head of Unit), organization (PNJ) and inter organizational (Polytechnic Director 's Forum, representatives of Higher Education: Ministry of Education and Culture, industries and professional associations). In the face of globalization and helping to improve the nation's competitiveness, PNJ have an important role through institutional improvements and supported by government policies, improve the quality of the graduates, the quality of learning and teaching process, strengthen innovation and do collaboration with industries, government and other institutions.