Optimizing Knowledge Management Practices for Intellectual Capital Development at Universitas Islam Nusantara

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Abstract: This study aims to evaluate knowledge management practices in an Islam-based higher education environment, focusing on the utilization of intellectual capital at Universitas Islam Nusantara Bandung. In the context of the digital era and global competition, higher education institutions' ability to effectively manage knowledge is a key factor in improving academic quality and institutional competitiveness. This research uses a qualitative approach with a case study method and data collection techniques through in-depth interviews, participatory observation, and institutional documentation. The results showed that knowledge management practices at Uninus covered the processes of knowledge identification, creation, dissemination, and implementation, although implementation was still partial and conventional. The strategies implemented include the documentation of explicit knowledge and capacity building of human resources in managing tacit knowledge. The conversion of tacit knowledge into an explicit form is done through scientific forums and expertise-based assignments but is not yet fully structured. Evaluation of the supporting tools indicates that some elements, such as document management, digital portals, expertise taxonomy, and ICT infrastructure, are available but not yet optimally integrated. These findings suggest that the effectiveness of knowledge management is highly dependent on the synergy between institutional strategy, technological readiness, and organizational culture. Thus, this study suggests the importance of a holistic approach and strengthening institutional policies to maximize the potential of knowledge management in developing intellectual capital in Islamic higher education.

Keywords: knowledge management, intellectual capital, Islamic higher education.

Introduction

The 21st century is a century of knowledge. In this century, everyone is required to learn and increase their intellectual capacity to compete and succeed (Anwar and Umam, 2020). The same applies to organizations and companies. All organizations, regardless of their form, have an obligation to understand the importance of knowledge as the most valuable capital in the development and sustainability of the organization concerned (Hanan et al., 2023). Therefore, the concept of knowledge management is one of the concepts that must be applied in an organization. Knowledge forms the basis of development and innovation. Knowledge is the modality that makes an organization survive despite changes in management or ownership (Poespowadojo & Seran, 2016).

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In the world of higher education, which is increasingly integrated with the global sphere, the emergence of knowledge management as the key to institutional transformation places intellectual capital as an invaluable strategic asset (Iacoviello et al., 2019; Musa, 2020). Universities, especially those focusing on Islamic education, such as Universitas Islam Nusantara, face complex dynamics, where the need for innovation and adjustment to changing times requires the adoption of structured and sustainable knowledge management practices (Suparwadi et al., 2024). Efforts to improve the quality of education and intellectual output have become a major focus in the face of increasingly fierce global competition.

Recent research findings indicate that increased implementation of knowledge management systems increases innovation and organizational effectiveness in various domains, including the higher education sector (Payal et al., 2019; Suparwadi et al., 2024). Empirical data from recent studies highlight a positive correlation between the implementation of an effective knowledge management system and improved intellectual capital performance in the university environment (Salehi et al., 2021). Some scholars suggest that this phenomenon is not a mere coincidence, but the result of the integration of managerial and strategic processes that have a significant impact on the quality of learning and research (Hassan et al., 2023). Therefore, strong arguments are needed to support the importance of adopting integrated knowledge management strategies in higher education institutions, especially in the context of developing intellectual capital.

The literature related to knowledge management and intellectual capital has put forward diverse perspectives and in-depth approaches, emphasizing the importance of synergy between formal and informal knowledge in academic environments. Several studies have revealed that the integration of effective knowledge management systems is highly correlated with improved intellectual capital performance in higher education institutions (Janik et al., 2023). Chen et al. (2023) implied that the evolution of knowledge networks in a university context requires a dynamic approach capable of responding to external and internal changes. In line with these studies, the literature also highlights the important role of information technology as an enabler in comprehensive knowledge management and a catalyst for innovation (Zahedi & Khanachah, 2020).

A literature review indicates that successful knowledge management practices, measured by their contribution to the formation of intellectual capital, can be a strategic foundation for improving institutional performance. Through various theoretical models, researchers such as Iacoviello et al. (2019) have proposed a conceptual framework that combines structural, cultural, and technological factors in the utilization of intellectual capital. In addition, research conducted by Suparwadi et al. emphasized that organizational innovation and sustainability are highly dependent on an institution's capacity to manage and actualize available knowledge. Therefore, a comprehensive understanding of the literature is essential for building an adaptive and proactive knowledge management strategy in the context of higher education (Rahayu & Setiawan, 2023; Salehi et al., 2021).

This journal article is positioned at the intersection of knowledge management theory and proven intellectual capital development practices in global academia. Through an in-depth evaluation of the literature, this study seeks to fill this knowledge gap by offering a new understanding of the interaction between the knowledge base, innovation, and

transformational strategies in higher education (Chen et al., 2023; Zahedi & Khanachah, 2020). Previous research has widely discussed the measurement dimensions of intellectual capital in various industries; however, studies that specifically examine the context of higher education, especially within an Islamic framework, are rare (Rahayu & Setiawan, 2023; Musa, 2020). Thus, an integrative and creative approach to placing this research amid the dynamics of the existing literature is a significant contribution to the development of theory and practice in this field (Suparwadi et al., 2024; Salehi et al., 2021).

This article aims to present a theoretical and empirical synthesis of the evaluation of knowledge management practices in higher education, focusing on the case of intellectual capital utilization at Universitas Islam Nusantara. By linking recent findings, this study seeks to criticize and expand the boundaries of existing theories while offering a new framework for higher education institutions to achieve competitive advantage. An initial literature review revealed a significant research gap between traditional knowledge management models and the dynamic needs of modern higher education institutions (Iacoviello et al., 2019). This is where the added value of this research lies, as it offers an approach that adapts knowledge management theory to meet the specific needs of emerging Islamic universities.

The research gap also lies in the lack of integration between the managerial and operational aspects of promoting knowledge-based innovation in higher education (Salehi et al., 2021). Many studies have examined the impact of knowledge management on organizational innovation. However, aspects of measuring and utilizing intellectual capital, specifically in educational institutions, remain limited. The study conducted by Suparwadi et al. (2024) suggests that synergies between practitioners and academics must be built through an integrated research approach to bridge this gap. This study seeks to offer a strategic solution to this gap through an in-depth analysis of knowledge management practices at Universitas Islam Nusantara. Furthermore, the research gap also arises from the methodological limitations that have been used in previous studies, where qualitative and quantitative approaches do not comprehensively incorporate all dimensions of intellectual capital (Iacoviello et al., 2019; Janik et al., 2023). This lack of holistic analysis hinders an in-depth understanding of the relationship between knowledge management and value creation through intellectual capital in academia.

One Islamic-based higher education institution that is trying to integrate knowledge management into its institutional practices and education system is Universitas Islam Nusantara, Bandung. Based on preliminary data obtained by researchers, management has begun to implement various forms of knowledge management practices, especially using several supporting tools such as knowledge mapping, information portals, technological infrastructure development to support access to information and communication, and document management at the Faculty and Study Program levels. However, some technical and conceptual aspects of the use of these tools still require further evaluation to ensure their effectiveness in supporting knowledge management systems. Therefore, this study aims to analyze Uninus' managerial readiness to implement knowledge management, focusing on three main aspects: (1) conceptual understanding and practice of knowledge management in Islamic higher education; (2) strategies and patterns of knowledge management implementation in Uninus Bandung; and (3) evaluation of supporting tools and impacts of knowledge management implementation in the institution.

Literature Review

Literature studies related to the concept and practice of knowledge management in Islamic universities show that the utilization of intellectual capital in universities is highly dependent on adaptive and innovative knowledge management systems (Janik et al., 2023). An analysis conducted by Levina et al. (2019) highlights a significant transformation in the way universities build and develop intellectual capital through various knowledge-enablement approaches. These approaches integrate digital technology, organizational culture, and strategic policies that mutually reinforce each other to strengthen institutional capacity. The literature review also highlights the importance of measuring intellectual capital as a tool for evaluating university performance (Hassan et al., 2023; Iacoviello et al., 2019). Findings obtained through empirical studies indicate that stakeholder satisfaction, research output, and resource management efficiency are the main measures of successful knowledge management.

A literature review of knowledge management implementation practices and strategies shows that social and cultural aspects play an important role in building sustainable intellectual capital in higher education environments. Qassas and Areiqat (2020) emphasized that intellectual capital development is not only a technical phenomenon but is also rooted in social interactions, organizational culture, and the role of leaders in facilitating knowledge transfer. This approach integrates a holistic perspective that emphasizes the importance of interpersonal and collaborative dimensions in supporting academic innovation and creativity. In the literature review, emphasis was also placed on the role of networking and strategic partnerships between universities and various external parties as key drivers of knowledge management (Janik et al., 2023). This is important because collaboration between academia, practitioners, and industry has been shown to enhance innovative performance and shared value creation through intellectual capital.

The literature review related to the evaluation of supporting tools and the impact of implementing knowledge management provides an understanding of the importance of implementing information technology and digital systems as enablers in managing intellectual capital in higher education. The study conducted by Janik et al. (2023)) emphasized that information technology can accelerate the process of knowledge acquisition, storage, and dissemination, which has a direct impact on operational efficiency and academic performance. The implementation of an integrated digital system also supports the creation of an innovation ecosystem that can increase collaboration between units within the institution, thereby maximizing the utilization of knowledge resources (Payal et al., 2019).

Methods

This study used a qualitative research design to explore and holistically evaluate the implementation of knowledge management practices at Universitas Islam Nusantara, an Islamic higher-education institution. A qualitative approach is considered the most appropriate for capturing the complex and context-dependent dynamics of knowledge management in an academic environment, especially where intellectual capital is managed as a strategic and cultural asset (Spencer, 2003). This research was conducted over four months, from August to November 2024, and aimed to provide a comprehensive and

descriptive understanding of how knowledge management is operationalized at different organizational levels in the university.

This study utilized a variety of data sources commonly used in qualitative research, including institutional documents, records, archives, interviews, direct observation, participant observation, and physical artifacts such as pictures and video recordings. The data were classified into two categories: primary and secondary. The primary data consisted of information directly related to the implementation and construction of knowledge management practices in Uninus, including the influence of human resource management on knowledge processes. This was examined through the lens of a case study approach, with a particular focus on how intellectual capital is identified, developed, and mobilized within university structures. Secondary data supported the contextualization and validation of the primary findings, allowing for a more complete interpretation of the institutional knowledge ecosystem. Data collection was selective to maintain relevance and alignment with the research objectives (Creswell, 2014; Flick, 2009). The main methods used in this research include documentation, observation, and semi-structured interviews, which correspond to the verbal sources, observation, and mediation outlined in the qualitative research protocol.

Results and Discussions

Managerial Structure and Implementation of Management Functions at Uninus

In the context of management in Uninus Bandung, as is common in the management of higher education institutions, various management functions are carried out. These management functions include planning, directing, supervision and control, leadership, workforce management, and performance evaluation or assessment. These functions are carried out by various divisions and work structures, ranging from leadership, human resources, and organizational departments, finance, and public relations, to special divisions related to institutional and educational quality assurance and research and community service.

For example, the planning function can be seen in how Uninus formulates its vision, mission, goals, and objectives to be achieved within a certain period of time. In practice, this function involves all elements and departments that have been structurally and functionally divided in relation to the implementation of higher education in Uninus Bandung itself. In the context of higher education institutions, this planning function is not only concerned with how the institution can achieve a certain economic value, but also with how it can fulfil its obligations as a public institution, especially those related to the fulfilment of the tridarma of higher education, namely, education and teaching, research, and community service.

Other functions, such as *directing*, *controlling*, *staffing*, and *leadership*, are closely related to the implementation of the first management function, which is planning. Whatever is done is how the institution concerned can remain in the corridor of work and activities that have been determined by the objectives, time, and human resources of the implementer.

Management practices in Uninus Bandung are generally implemented in a *top-down* manner. All elements and divisions responsible for the management of the institution and the implementation of education perform their duties and functions in accordance with the directions or commands obtained from the *top management* and/or leadership of the educational institution concerned. In this case, the rectorate consisting of the Chancellor, Assistant Chancellors, and various divisions of the top management organization is the party

most responsible for various policies, decisions, and the formulation of strategic activity concepts that will be carried out by the implementers below, namely the managers of the Faculties and Study Programs, Administration, and students.

In addition, these management functions can also be found in smaller units of higher education institutions, namely, the Faculty and Study Program (Department), as the spearhead of implementing policies from upper management. Faculties and Study Programs generally perform more management functions related to the implementation of higher education programs within the framework of policies and plans formulated by the rectorate. However, in carrying out this management function, the management of the Faculties and Study Programs does not have special divisions like the rectorate, mainly because they are more directed to deal with issues directly related to teaching and learning practices (lectures), research, and other academic matters.

Uninus implemented a managerial model that emphasizes the importance of active participation at every level of the hierarchy, as emphasized in the literature on shared governance (Atashzadeh-Shoorideh et al., 2019). Initial observations show that leadership in Uninus Bandung prioritizes transparency, accountability, and collaboration, which are indicators of successful management in the higher education sector. This study refers to the responsibility center management model proposed by Rigby et al. (2021), which emphasizes the role of managerial units as accountability centers. Thus, the main focus of the analysis is how the managerial structure supports strategic and operational decision making through inter-departmental synergies.

This observation shows that there is a systematic division of roles among leaders, deans, and program heads at Uninus Bandung, where each unit carries out structured and complementary managerial functions. The implementation of this system is supported by a consistent strategic vision and the establishment of clear standard operating procedures in each unit, allowing for the integration of managerial functions (Tyagi, 2021). The implementation of management functions, from strategic planning to performance evaluation, is carried out systematically by utilizing models that have proven effective in higher education environments. This approach is in line with research that emphasizes the importance of involving all levels of management in decision-making to improve operational effectiveness (Atashzadeh-Shoorideh et al., 2019). Therefore, the managerial structure of Uninus Bandung reflects a blend of traditional values and modern innovations relevant to the challenges of higher education in the digital age.

Research results on the managerial structure aspect show that the implementation of management functions at Uninus Bandung directly improves operational effectiveness and institutional performance. The implementation of an information technology-based monitoring and evaluation system has simplified the reporting and decision-making processes, resulting in faster responses to internal and external challenges. This proven effective managerial structure also enhances the synergy between academic and non-academic units, which supports the comprehensive achievement of the institution's vision and mission (Haryono et al., 2019). Observational data have revealed significant improvements in resource management and interdepartmental collaboration, reflecting a balance between the technical and cultural aspects of management. These findings provide a basis for reforming managerial structures to maintain competitive advantage in higher education.

The implementation of management functions at Uninus Bandung was also tested

through an in-depth field study in which each unit strictly implemented standard operating procedures (Iqbal et al., 2019).The results and discussion of the managerial structure and implementation of management functions in Uninus Bandung show that a systematic and integrative approach has resulted in improved institutional performance (Iacoviello et al., 2019). The implementation of a modern management model supported by technology and HR commitment provides a solid foundation for achieving the university's strategic targets. The results of quantitative and qualitative data tiling revealed a positive relationship between managerial efficiency, improved academic output, and operational performance. The synergy between various managerial units is further strengthened through effective internal collaboration, thus encouraging innovation and competitiveness at the national level (Haryono et al., 2019). Thus, an adaptive and technology-based managerial structure is the main foundation for supporting Uninus Bandung's vision and mission.

Knowledge Management Practices and Implementation Strategies

The results of an observational and documentary study conducted on the implementation of knowledge management at Universitas Islam Nusantara (Uninus) Bandung revealed several key findings regarding the way this institution sorts out, uses, and implements knowledge management at various levels of its organization.

First, most policy implementation elements, especially lecturers and students, have implemented core KM practices in knowledge management. These practices include knowledge identification, creation, acquisition, distribution, dissemination, and implementation. The knowledge identification process is reflected in competency-mapping activities and the placement of personnel in structural positions that match their skills. Knowledge creation and acquisition are demonstrated through learning activities, academic discussions, and research that supports the improvement of the intellectual capacity of the academic community. Knowledge dissemination is carried out through teaching forums, lecturer meetings, employee training, and by providing access to research. Meanwhile, the implementation process is seen in efforts to record the results of the study and the delivery of the material to students, which is ultimately intended to be applied in community life as part of the institution's contribution to external stakeholders. The findings show that, although not yet fully optimized, Uninus has implemented some basic principles of knowledge management in the context of Islam-based higher education.

Second, techniques and strategies for implementing knowledge management in Uninus Bandung have been implemented through conventional approaches, mainly by adopting classical patterns in the learning process and knowledge management. These strategies include the systematic documentation of learning materials, academic studies, and institutional information that are part of explicit knowledge. In addition, tacit knowledge management strategies have been implemented through the capacity building of lecturers and teaching staff, such as professional development training, quality coaching, and experience-based skill-building activities. However, this approach has not been fully developed in an integrated manner within the framework of modern and adaptive knowledge management systems.

Third, the practice of converting tacit knowledge into explicit knowledge in Uninus Bandung has also begun to be implemented, although it is still in the form of activities that have not been strategically focused on a formal conversion process. Activities such as scientific forums among lecturers, assignment of papers based on individual expertise, and

thematic discussions in the academic environment have contributed to the formation of explicit knowledge assets that can be utilized institutionally. However, these processes are still informal and have not adopted systematic strategies, as are generally applied in organizations with established knowledge management. Thus, despite these important initiatives, the knowledge conversion process in Uninus still requires institutional strengthening to be more effective and sustainable.

Fourth, the use of various knowledge management tools, such as document management, organizational or institutional portals, knowledge maps and skills management, databases of information and materials studied, collaboration tools, and communities of practice, have also begun to be implemented, although on a certain scale of necessity, the management of Uninus Bandung has not been able to fully achieve this. In the context of document management, for example, the existing management of *paperwork* or various institutional documentation and activities is still limited to administrative purposes. The level of use of knowledge management tools in the context of knowledge conversion has not yet been reached. Other notes on the performance of the institutional portal, Uninus Bandung's management pattern in terms of mapping the institution's knowledge and intellectual assets, information database management, collaboration tools, and the enrichment of communities of practice, can also be found later in the analysis of the research findings. In general, however, these knowledge management tools have been found to be up and running, although they are not as optimized as desired.

The results and discussion of the research highlight that the implementation of knowledge management in Uninus was designed to actively address various internal challenges, such as cultural resistance, limited technological infrastructure, and varied HR skills. Strategic efforts are made to enhance employee development programs aligned with efforts to improve management information systems. By implementing human resource management practices that emphasize improving employee capabilities and motivation, the institution has succeeded in creating an environment that supports innovation and knowledge collaboration. Several studies have indicated a positive relationship between knowledge-based HRM practices and increased intellectual capital, underlining the importance of the interaction between knowledge management strategies and HR development (Sokolov & Zavyalova, 2020).

Furthermore, the implementation of the knowledge strategy at Uninus includes a continuous evaluation of the knowledge management process, with the aim of adjusting policies and procedures in the face of higher education market dynamics. This evaluation process includes measuring the effectiveness of the knowledge management system through key performance indicators, including knowledge transfer effectiveness, internal collaboration, and stakeholder satisfaction. Thus, iterative and adaptive knowledge management implementation strategies successfully build organizational resilience in the face of external challenges while fostering sustainable innovation at the university level (Al-Tit et al., 2022; Brătianu, 2020). These findings have practical implications for policymakers in higher education in formulating transformational policies that can enhance the utilization of intellectual capital as a strategic asset for organizational sustainability.

Evaluation of Supporting Tools and Impact of Knowledge Management Implementation

Various limitations related to two important aspects of knowledge management, namely

knowledge mapping and human resource management, are also the main problems why the practice of implementing knowledge management in Uninus Bandung still seems stagnant. What Uninus Bandung does in the researchers' observations is still limited to carrying out normative institutional functionality, especially how to organize higher education by prioritizing old strategies related to teaching and learning patterns, student assistance, management of institutional applications, etc..

The results of the interviews conducted by researchers on the use of knowledge management tools in Uninus Bandung resulted in the following findings:

First, regarding document management carried out by Uninus, Uninus Bandung's management appointed personnel selected through certain recruitment methods in accordance with bureaucratic rules and institutional authorities connected to the central government. In this context, institutional management is mostly directed as the main administrative function of the Administration Division, as well as the side administrative function of every other working division. In other words, Uninus' management generally requires each division to have its own administrative governance, especially regarding the storage of archives and documents in accordance with the division's responsibilities. However, for general administration, especially those related to the main purpose of Uninus Bandung's existence, namely as an educational institution that provides lecture services, the management of documentation and archives of activities or institutional information is the responsibility of the Administration Department, which is directly related to the Faculties and Study Programs as the spearhead of implementing the activity plans that have been carried out by the upper management.

Second, Uninus Bandung currently has an information portal that can be accessed by the wider community through a special website, www.uinsgd.ac.id. This site functions not only as a provider of information about the institution and the various educational services it offers, but also as a communicative medium to disseminate various forms of knowledge and scientific studies to the wider community of higher education *stakeholders.* In addition, through this site, the public can also discover the history, achievements, and latest developments of Uninus Bandung as a reference and accountability for its educational practices. For this purpose, the management of Uninus Bandung established a special division in charge of managing the website, as well as various other issues related to information and communication technology devices, namely, the Computer Center Division. This division is responsible for managing and fixing various matters related to the latest information and communication technology used by Uninus management, not only in its educational practices but also in its management practices, to interact with the wider community through online media.

Third, regarding the ways and efforts of Uninus Bandung management in mapping intellectual assets, and especially tacit knowledge owned by its members, Uninus Bandung management in this case has identified personnel persuasively, both from among teaching staff (lecturers), employees, and students who are considered to have expertise and skills or mastery in certain scientific fields. Those who are identified as having such expertise or mastery will be recorded, and then in some contexts of scientific activities, are given the task and trust to develop their expertise in the form of making scientific papers, becoming resource persons for panel discussions, or being given teaching or lecture materials in accordance with the expertise of each personnel. This taxonomy, although not fully maximized owing to the complexity of lectures and institutional activities, is a way for

Uninus management to maintain its intellectual assets so that, at a later stage, it can be used as a basis for spreading similar expertise to other personnel. The knowledge mapping process carried out by the management of Uninus Bandung, in this case, is not only the identification of personnel expertise, but also how the expertise that is still stored in everyone can be spread and become an asset of the institution in the future. Therefore, in some cases, although it does not fully work as expected, there are always new intellectual figures born by Uninus Bandung because of the taxonomy and dissemination of knowledge from one generation to the next.

Fourth, Uninus Bandung's management has built information and communication technology facilities in each division's locality that are connected to other divisions. In the Faculty unit, the management of Uninus has also built a computer technology network that connects one Department or Study Program with other Departments or Study Programs in the Faculty. This intranet network, although not yet fully utilized as a communication and interaction tool or information database, mainly because of technical problems in its functioning, has shown a good effort from the management of Uninus Bandung to build a connection between one division and another, between one work unit and another, and between upper management and the executors below. The problem that is often encountered in the delay of information and communication from the management of this network is the limited resources, both material and personnel, in its management. The Computer Center, as the division in charge of specifically handling these devices, often does not have the resources needed to build a better intranet network or a special server that houses the needs of the locality of information deviation (database) needed by the smallest implementing unit of the organization, namely the teaching staff and the Study Program that oversees their duties and obligations related to educational practices and existing lectures. Therefore, lecture materials or the results of research and papers conducted by teaching staff or students often cannot be properly documented in databases. Inadequate technical equipment, responsible personnel who cannot fulfil and fix all requests for technical revisions, and a lack of understanding of technology from the implementing unit are the main reasons why one of these knowledge management tools does not run optimally.

Fifth, related to collaboration tools as one of the important tools for implementing knowledge management, the management of Uninus Bandung has made several efforts to form work units that combine several expert personnel and new personnel to solve a problem or are limited to the need for training cooperation between existing institutional elements. Teamwork is often formed by combining teaching staff with other teaching staff with different expertise to obtain an intrapersonal alternative, between teaching staff and employees to complete a certain institutional task, between teaching staff and students to complete a certain academic or research task, and so on. All of these things are done by the management of Uninus Bandung to familiarize a spirit of cooperation and effective communication between each member of the institution, starting from the management, teaching staff or lecturers, employees, and daily workers, to students. Several other activities are also carried out by involving certain community groups or communities to build a network of mutualistic cooperation between the management of Uninus Bandung and the community in large and across fields.

Sixth, regarding the location of activities, Uninus Bandung is still centered on one location, the campus located on Jl. Soekarna-Hatta No. 530 Bandung. However, several other campuses are affiliated with Uninus Bandung as educational institutions that are

considered centers of enrichment and teaching assistance in various locations far from the main campus. In this context, Uninus does not yet have a tool in the form of an interactive virtual device that connects Uninus' central management in Bandung with the community as educational stakeholders in the regions or personnel who are deliberately deployed in the context of the community service carried out by Uninus Bandung. Until now, community service itself has been limited to the enrichment of field practice by deploying final-year students to engage and organize activities that are connected and cooperate with the community in real terms, or by deploying personnel who are considered to have certain expertise to spread knowledge in the community through Islamic preaching as an integral part of the mission and educational values of Islamic educational institutions, especially Uninus Bandung (Anand & Singh, 2011; Groff & Jones, 2012; Uriarte Jr., 2008).

The impact of the application of various knowledge management tools on management, lecturers, employees, and students is as follows.

First, the implementation of policies by the management related to the implementation of knowledge management programs, such as programs related to knowledge conversion in its various forms (socialization, externalization, combination, and internalization), intensification of activities related to the mapping of intellectual assets, scientific studies and research, development of expertise of personnel and members of the institution, and the construction of better institutional and educational infrastructure, have brought significant impacts on the changes in the way the management and employees work and their views on the Uninus institution itself. The construction of the campus and the provision of better infrastructure related to learning tools, technology, communication, and others have brought a new working climate for the management that makes them more energized and motivated to work better in accordance with the new campus conditions. Upper management's policies and instructions to do things that are part of the implementation of knowledge management, such as the formation of teamwork, assignment based on expertise, and provision of training programs, have also made employees and management more competent for the development of Uninus Bandung in the future.

Second, although the practice of implementing knowledge management has not been socialized thoroughly and clearly to all elements of the organization, especially the lecturers and students, the programmes launched have brought many benefits to the development of academic activities in Uninus itself. For example, the intensification of research programs for lecturers has made lecturers more motivated them to improve the quality of their knowledge and expertise to play an active role in the program. The same can also be found in management's efforts to build facilities and infrastructure related to the implementation of knowledge management, such as the provision of academic programs that increase the spirit of scholarship and respect for knowledge and intellectuality, or in how the management of Uninus Bandung provides and improves learning and education infrastructure and databases for information services for lecturers and students.

Conclusions

This study revealed three main findings regarding knowledge management practices at Universitas Islam and Nusantara Bandung. First, the implementation of strategic KM processes positively influences the identification, creation, and dissemination of knowledge, contributing to the strengthening of intellectual capital, especially among academic staff and students. Second, organizational culture, characterized by hierarchical yet participative leadership and collaborative engagement, has played an important role in facilitating

informal knowledge sharing and improving cross-functional communication. Third, although Uninus has adopted various technological tools, such as document management systems, knowledge mapping, and digital portals, these systems are still underdeveloped and not consistently implemented.

The study also shows that the conceptual framework and methodology used are effective in addressing the research problem, which is the limited integration of knowledge management and intellectual capital utilization in Islamic higher education. . However, this study has some limitations, mainly uneven digital literacy among staff, limited IT infrastructure, and the absence of a fully institutionalized knowledge management policy. Therefore, future research should consider a longitudinal design to evaluate the sustainability of KM interventions and include the perspectives of a wider range of stakeholders, especially students and external partners, to fully capture the impact of KM on institutional innovation and competitiveness.

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