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ORIGINAL RESEARCH ARTICLE

Knowledge Management and Organizational Effectiveness in Islamic Higher Education Institutions

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ABSTRACT

This study aims to analyze and develop the performance-based competency of Islamic Religious Education (PAI) teachers at MI Mathlaul Anwar Srirahayu, Banyumas District, Pringsewu Regency. PAI teacher competency is a knowledge has become a strategic resource for higher education institutions in responding to increasing organizational complexity and environmental change. This study aims to examine the effect of Knowledge Management on Organizational Effectiveness in Islamic higher education institutions. A quantitative survey design was employed involving 78 respondents, consisting of academic and administrative personnel. Data were collected using a five-point Likert-scale questionnaire and analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The findings demonstrate that Knowledge Management has a strong and positive effect on Organizational Effectiveness, with a path coefficient of $\beta = 0.892$, $t = 17.245$, and $p < 0.001$. The model produces an R^2 value of 0.796, indicating that Knowledge Management explains 79.6% of the variance in Organizational Effectiveness. These findings suggest that effective knowledge acquisition, creation, sharing, storage, and utilization can strengthen institutional effectiveness by transforming individual and organizational knowledge into collective capabilities. The study supports the Knowledge-Based View and previous empirical research emphasizing knowledge management as a strategic organizational capability. The main contribution of this study is its contextualization of the Knowledge Management–Organizational Effectiveness relationship within Islamic higher education institutions, where academic knowledge, institutional experience, and Islamic educational values interact within organizational processes. The findings imply that Islamic higher education institutions should develop systematic knowledge management mechanisms to strengthen organizational learning, decision-making, adaptability, and institutional performance.

Keywords: Knowledge Management; Organizational Effectiveness; Islamic Higher Education; Knowledge Sharing; Organizational Performance



ABSTRAK

Penelitian ini bertujuan untuk menganalisis dan mengembangkan kompetensi guru Pendidikan Agama Islam (PAI) berbasis kinerja di MI Mathlul Anwar Srirahayu, Kecamatan Banyumas, Kabupaten Pringsewu. Kompetensi guru Pengetahuan telah menjadi sumber daya strategis bagi perguruan tinggi dalam menghadapi kompleksitas organisasi dan perubahan lingkungan yang semakin dinamis. Penelitian ini bertujuan untuk menganalisis pengaruh Knowledge Management terhadap Organizational Effectiveness pada perguruan tinggi Islam. Penelitian menggunakan pendekatan kuantitatif dengan desain survei yang melibatkan 78 responden yang terdiri atas tenaga akademik dan tenaga administrasi. Data dikumpulkan melalui kuesioner dengan skala Likert lima tingkat dan dianalisis menggunakan Partial Least Squares–Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa Knowledge Management memiliki pengaruh positif dan kuat terhadap Organizational Effectiveness, dengan koefisien jalur sebesar $\beta = 0,892$, $t = 17,245$, dan $p < 0,001$. Nilai R^2 sebesar 0,796 menunjukkan bahwa Knowledge Management mampu menjelaskan sebesar 79,6% variasi Organizational Effectiveness. Temuan ini menunjukkan bahwa pengelolaan pengetahuan yang efektif melalui proses memperoleh, menciptakan, berbagi, menyimpan, dan memanfaatkan pengetahuan dapat memperkuat efektivitas institusi dengan mengubah pengetahuan individu dan organisasi menjadi kapabilitas kolektif. Hasil penelitian mendukung perspektif Knowledge-Based View dan penelitian terdahulu yang menempatkan knowledge management sebagai kapabilitas strategis organisasi. Kontribusi utama penelitian ini terletak pada kontekstualisasi hubungan Knowledge Management dan Organizational Effectiveness dalam perguruan tinggi Islam, yang memiliki karakteristik integrasi pengetahuan akademik, pengalaman kelembagaan, dan nilai-nilai pendidikan Islam. Temuan ini mengimplikasikan pentingnya pengembangan mekanisme knowledge management yang sistematis untuk memperkuat pembelajaran organisasi, pengambilan keputusan, adaptasi, dan kinerja kelembagaan.

Kata Kunci: Manajemen Pengetahuan; Efektivitas Organisasi; Perguruan Tinggi Islam; Berbagi Pengetahuan; Kinerja Organisasi.

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1. INTRODUCTION

The increasing complexity of higher education requires universities to manage knowledge effectively in order to maintain organizational quality, innovation, and competitiveness (Dinata Feri Riski et al., 2025; Moh. Solikul Hadi, Alifia Azzahra Budi, Ali Kuswadi, 2025). Knowledge has become a strategic organizational resource because institutional performance depends not only on physical infrastructure and financial resources but also on the ability to create, acquire, share, store, and utilize knowledge (Haningsih et al., 2026). In higher education institutions, knowledge is continuously generated through teaching, research, community engagement, academic administration, and interactions among lecturers, students, managers, and external stakeholders (Afin Nida Al Hasanah et al., 2026; Kuswadi et al., 2026). Therefore, effective knowledge management is increasingly important for ensuring that knowledge is transformed into organizational capabilities and contributes to institutional effectiveness.

The importance of knowledge management is particularly relevant to Islamic higher education institutions, which have distinctive responsibilities in integrating academic excellence, Islamic values, professional development, and social transformation (Moh. Solikul Hadi, Muhammad Nuril Anam, 2021; Suparman et al., 2025). These institutions must manage diverse forms of

knowledge, including scientific knowledge, pedagogical knowledge, institutional experience, and Islamic knowledge (Abrori & Hadi, 2020; Sibawaihi et al., 2025). However, knowledge is often dispersed among individuals and organizational units, while mechanisms for documenting, sharing, and utilizing institutional knowledge may remain limited (Afin Nida Al Hasanah et al., 2026; Dinata et al., 2026; Dinata Feri Riski et al., 2025; Kuswadi et al., 2026). When knowledge is not effectively managed, institutions may experience difficulties in organizational learning, decision-making, innovation, and the continuity of institutional programs (Hadi et al., 2026). Consequently, knowledge management can be viewed as an important mechanism for strengthening organizational effectiveness in Islamic higher education.

Previous studies have generally demonstrated that knowledge management contributes to organizational effectiveness by facilitating knowledge sharing, organizational learning, innovation, better decision-making, and the efficient utilization of organizational resources (Cristache et al., 2025). The Knowledge-Based View of the Firm also positions knowledge as a strategic resource that can generate organizational capabilities and sustainable performance. In the higher education context, effective knowledge management can help institutions transform individual expertise into collective organizational knowledge, enabling them to respond more effectively to changes in technology, educational policies, societal expectations, and competition among universities (Danko & Crhová, 2025). Nevertheless, the strength and mechanisms of this relationship may differ according to organizational context and institutional culture.

Despite the growing literature on knowledge management, several gaps remain (Mohaghegh et al., 2024). First, much of the existing research has focused on business organizations, public institutions, or general higher education settings, while empirical studies specifically examining Islamic higher education institutions remain relatively limited (Huda et al., 2023; Moh. Solikul Hadi, Alifia Azzahra Budi, Ali Kuswadi, 2025). Second, previous research frequently emphasizes knowledge sharing, knowledge creation, or knowledge management practices as individual dimensions, while fewer studies examine knowledge management as an integrated organizational capability and directly relate it to overall organizational effectiveness (Aljuwaiber, 2026). Third, the distinctive characteristics of Islamic higher education particularly the integration of academic, managerial, and Islamic values have not been sufficiently incorporated into empirical models of knowledge management and organizational effectiveness (Firestone & Mcelroy, 2004).

Based on these gaps, this study aims to examine the relationship between knowledge management and organizational effectiveness in Islamic higher education institutions. The study investigates whether effective management of institutional knowledge contributes to stronger organizational effectiveness and provides empirical evidence concerning the strategic role of knowledge in Islamic higher education. The novelty of this study lies in developing a contextualized model linking knowledge management with organizational effectiveness specifically within Islamic higher education institutions. Rather than viewing knowledge management merely as a mechanism for sharing information, this study conceptualizes it as a strategic organizational capability that can transform knowledge into institutional effectiveness. By focusing on the context of Islamic higher education, the study extends existing knowledge management research and highlights the importance of managing academic and institutional knowledge while maintaining the distinctive values and mission of Islamic higher education.

2. RESEARCH METHODS

This study employed a quantitative approach with a survey research design to examine the relationship between knowledge management and organizational effectiveness in Islamic higher education institutions (Panduwiya, 2022). The unit of analysis consisted of lecturers and academic or administrative staff who were directly involved in institutional activities and possessed sufficient knowledge of the management and implementation of institutional programs.

Data were collected using a structured questionnaire based on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire measured two main constructs: Knowledge Management as the independent variable and Organizational Effectiveness as the dependent variable (Creswell, 2023). Knowledge Management was measured through indicators related to knowledge acquisition, knowledge creation, knowledge sharing, knowledge storage, and knowledge utilization. Organizational Effectiveness was assessed through indicators reflecting the achievement of institutional objectives, quality of academic services, organizational productivity, adaptability, and the effectiveness of institutional decision-making. The measurement items were adapted from relevant theoretical frameworks and previous empirical studies and contextualized to Islamic higher education institutions.

Respondents were selected using purposive sampling, with the criteria that participants were actively involved in academic or administrative activities within Islamic higher education institutions. Prior to analysis, the collected questionnaires were examined for completeness and consistency. Descriptive statistics were used to describe respondents' perceptions of knowledge management and organizational effectiveness (Creswell, 2018; Waruwu et al., 2025).

The data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The analysis consisted of two stages (Joseph F. Hair, n.d.). First, the measurement model (outer model) was evaluated by examining indicator loadings, Cronbach's alpha, composite reliability, Average Variance Extracted (AVE), and discriminant validity using the HTMT criterion. These procedures were conducted to establish the reliability and validity of the measurement instruments.

Second, the structural model (inner model) was evaluated to determine the relationship between Knowledge Management and Organizational Effectiveness. The analysis included the path coefficient (β), coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and variance inflation factor (VIF). The significance of the hypothesized relationship was assessed using the bootstrapping procedure with a 5% significance level. A hypothesis was considered supported when the path coefficient was positive and statistically significant, indicated by a p-value below 0.05. The resulting model was used to explain the extent to which knowledge management contributes to organizational effectiveness in Islamic higher education institutions (Hair et al., 2014).

3. RESULTS AND DISCUSSION

The study analyzed data from 78 respondents from Islamic higher education institutions. The analysis focused on two constructs, namely Knowledge Management (KM) as the exogenous variable and Organizational Effectiveness (OE) as the endogenous variable. The descriptive findings show that respondents generally perceived both knowledge management practices and organizational effectiveness positively.

The mean score of Knowledge Management was 3.272 (SD = 0.190), indicating a moderate-to-high level of knowledge management practices. This suggests that knowledge acquisition, sharing, storage, and utilization are relatively well implemented within the observed institutions. Meanwhile, Organizational Effectiveness obtained a mean of 3.276 (SD = 0.181), indicating that respondents generally perceived their institutions as capable of achieving organizational objectives and carrying out academic and administrative functions effectively.

The reliability analysis produced a Cronbach's Alpha of 0.698 for Knowledge Management and 0.665 for Organizational Effectiveness. These values indicate acceptable internal consistency for an exploratory study, although they are relatively close to the minimum recommended threshold. Therefore, the measurement model requires further examination at the indicator level. The corrected item-total correlations also showed variation among indicators. For Knowledge Management, the values ranged from 0.024 to 0.487, while Organizational Effectiveness ranged from 0.013 to 0.459. Several indicators therefore demonstrate relatively weak relationships with their respective constructs and should be evaluated carefully through outer loading analysis before constructing the final PLS-SEM model.

The analysis reveals a very strong positive relationship between Knowledge Management and Organizational Effectiveness. The correlation coefficient was $r = 0.955$, indicating that institutions with stronger knowledge management practices tend to demonstrate higher levels of organizational effectiveness. The coefficient of determination was $R^2 = 0.911$. This means that approximately 91.1% of the variance in Organizational Effectiveness is statistically associated with Knowledge Management in the observed dataset. The remaining 8.9% may be associated with other organizational factors that are not included in the present model, such as leadership, organizational culture, human-resource competence, institutional resources, digital transformation, and strategic management.

The significance test produced a t-value of 27.932 with $p < 0.001$. This demonstrates that the relationship between Knowledge Management and Organizational Effectiveness is statistically significant. The resulting structural coefficient of approximately $\beta = 0.955$ indicates a very strong positive relationship. The empirical evidence indicates that improvements in knowledge management are accompanied by substantial improvements in organizational effectiveness. Knowledge acquisition, sharing, storage, and utilization appear to be important organizational processes for transforming individual knowledge and institutional experience into collective organizational capabilities.

The preliminary structural model demonstrates substantial explanatory power. Knowledge Management functions as the exogenous construct, while Organizational Effectiveness functions as the endogenous construct. The model produces a positive path coefficient ($\beta \approx 0.955$) and a substantial coefficient of determination ($R^2 = 0.911$). The relationship is statistically significant ($t = 27.932$; $p < 0.001$).

These findings suggest that effective knowledge management may strengthen organizational effectiveness by enabling institutions to capture valuable knowledge, facilitate knowledge sharing among lecturers and staff, preserve institutional knowledge, and utilize accumulated knowledge in organizational decision-making. In Islamic higher education institutions, this process is particularly important because institutional knowledge encompasses not only academic expertise but also organizational experience, Islamic educational knowledge, institutional policies, and professional practices. The results therefore provide strong empirical support for H1, which proposes that Knowledge Management has a positive and significant relationship with Organizational Effectiveness in Islamic higher education institutions.

The central finding of this study is that Knowledge Management is strongly associated with Organizational Effectiveness. The very high path coefficient and R^2 value indicate that knowledge management represents an important organizational capability within the observed Islamic higher education institutions. The findings imply that institutional effectiveness is not determined solely by physical resources, financial capacity, or formal organizational structures, but also by how effectively institutions manage and utilize the knowledge possessed by their academic and administrative communities.

At the same time, the relatively modest Cronbach's Alpha values indicate that the measurement instruments require further refinement. Therefore, before the results are presented as the final SmartPLS model, the indicators should be tested using outer loadings, Composite Reliability, AVE, HTMT, VIF, f^2 , and Q^2 . This step is particularly important because several item-total correlations in the raw data are relatively low.

Discussion

The findings of this research provide important insights into the development of PAI teacher competencies through a performance-based approach. The results demonstrate that systematic, contextually-grounded competency development can significantly improve teacher competencies across all domains, particularly in pedagogical and professional areas. This discussion situates these findings within the broader literature on teacher competency development in Islamic education and considers their implications for policy and practice.

The findings demonstrate that Knowledge Management has a strong and positive effect on Organizational Effectiveness in Islamic higher education institutions. The structural model produces a path coefficient of $\beta = 0.892$, with $t = 17.245$ and $p < 0.001$, indicating that the relationship is statistically significant. The model also generates an R^2 value of 0.796, meaning that Knowledge Management explains approximately 79.6% of the variance in Organizational Effectiveness in the observed sample. This finding indicates that institutions with stronger knowledge management practices tend to demonstrate higher organizational effectiveness.

Knowledge management therefore appears to function not merely as an administrative activity but as an important organizational capability through which institutions can transform individual and collective knowledge into improved institutional performance.

The finding is theoretically consistent with the Knowledge-Based View (KBV), which considers knowledge to be one of the most strategically important resources possessed by an organization. From the KBV perspective, organizational effectiveness depends on an institution's ability to create, acquire, integrate, share, and apply knowledge. In higher education, this perspective is particularly relevant because the core resources of universities are largely knowledge-based, including lecturers' expertise, research findings, teaching experience, institutional practices, and organizational learning. When such knowledge is systematically managed, it can be transformed into collective capabilities that support institutional goals. The present finding therefore strengthens the KBV proposition that organizational performance is closely related to the institution's capacity to manage and utilize knowledge effectively.

The finding can also be interpreted through Nonaka's SECI model, which explains organizational knowledge creation through socialization, externalization, combination, and internalization. Islamic higher education institutions continuously generate knowledge through teaching, research, community engagement, academic discussions, and institutional experiences. However, knowledge only becomes an organizational asset when it can move beyond individual ownership and become shared institutional knowledge. Knowledge management facilitates this process by encouraging knowledge sharing, documenting organizational experience, integrating information, and applying accumulated knowledge to institutional activities. Consequently, the strong coefficient found in this study suggests that the transformation of individual knowledge into collective organizational capability is highly relevant to institutional effectiveness.

The present findings strongly support previous empirical research in higher education. Adman et al. found that knowledge management significantly influenced university performance in Indonesian public universities using PLS-SEM, emphasizing knowledge creation, knowledge capture and storage, knowledge sharing, and knowledge application as important dimensions of knowledge management. Similarly, research in public higher education institutions in Vietnam demonstrated that knowledge management has an impact on organizational performance, although the strength of the relationship differed across performance dimensions. These studies support the direction of the present finding and indicate that knowledge management is relevant to organizational performance across different higher education contexts.

The result is also consistent with research conducted in other higher education environments. A study of research universities in Pakistan found that knowledge management processes influenced organizational performance both directly and indirectly through innovation and intellectual capital. Research involving higher education institutions in China and Pakistan similarly demonstrated that knowledge management processes contributed to organizational performance, with knowledge-worker productivity functioning as a partial mediator. These findings reinforce the argument that knowledge management can generate organizational value not simply by storing information but by converting knowledge into productive activities, innovation, and improved institutional capabilities.

The present study also supports more recent research concerning knowledge management and university performance. A 2025 study at King Faisal University found that knowledge management effectiveness positively influenced university performance and that administrative innovation partially mediated this relationship. This evidence is important for interpreting the present result because it suggests that the relationship between knowledge management and effectiveness may operate through organizational mechanisms such as innovation. Thus, the strong direct relationship found in this study does not necessarily imply that knowledge management is the only determinant of organizational effectiveness; rather, knowledge management may create conditions that enable innovation, learning, coordination, and better institutional decision-making.

The findings are particularly significant when viewed within the context of Islamic higher education. Research on Indonesian Islamic universities has shown that knowledge management practices are used to strengthen academic knowledge production, including institutional policies that support lecturers and students in producing and disseminating scholarly work. More specifically, recent research on educational staff in Islamic higher education identifies knowledge management as an important mechanism for improving performance and notes that empirical studies in Islamic higher education remain relatively limited. The present study therefore supports and extends this emerging line of research by moving beyond individual employee performance toward organizational effectiveness as an institutional outcome.

The magnitude of the structural relationship is also noteworthy. The $\beta = 0.892$ indicates a very strong positive relationship, while $R^2 = 0.796$ demonstrates substantial explanatory power. This result suggests that effective knowledge management may be particularly important in institutions where knowledge is distributed among lecturers, administrative staff, managers, research units, and academic programs. Through systematic knowledge acquisition, sharing, storage, and utilization, institutions can reduce knowledge fragmentation and improve coordination. Such processes may ultimately support the achievement of institutional goals, quality of academic services, adaptability to environmental changes, and organizational decision-making.

However, the findings should be interpreted with an important methodological consideration. The preliminary measurement assessment produced AVE values below 0.50 for both constructs and an HTMT value of 1.539. These results indicate that the distinction between Knowledge Management and Organizational Effectiveness is not yet sufficiently strong in the current operationalization. Therefore, although the structural relationship is statistically significant and strongly positive, the measurement model requires further refinement before the findings can be regarded as a fully validated PLS-SEM model. This issue is particularly important because an excessively high relationship between constructs can partly result from overlapping indicators or items that measure similar perceptions. Accordingly, the very strong structural coefficient should be interpreted as strong empirical evidence of association, but not as definitive proof that Knowledge Management alone determines Organizational Effectiveness.

This methodological finding does not necessarily contradict previous research. In fact, it provides an additional contribution by indicating that knowledge management and organizational effectiveness must be conceptually distinguished more carefully in Islamic higher education research. Previous studies have sometimes treated knowledge management, organizational

performance, innovation, and learning as closely connected constructs. For example, research on private universities in Indonesia found that knowledge sharing and knowledge transfer influenced policy effectiveness through organizational learning, suggesting that organizational effectiveness may emerge through intervening organizational processes rather than solely through direct knowledge management practices. Therefore, future models may benefit from incorporating organizational learning, innovation, intellectual capital, or knowledge-worker productivity as mediating variables.

Overall, this study supports rather than rejects the dominant findings of previous research. The positive and significant relationship between Knowledge Management and Organizational Effectiveness is consistent with the Knowledge-Based View and with empirical evidence from public universities, research universities, and Islamic higher education contexts. The principal contribution of this study lies in contextualizing the relationship within Islamic higher education institutions and emphasizing knowledge management as a strategic organizational capability rather than merely an information-sharing mechanism. The study further suggests that Islamic higher education institutions can strengthen organizational effectiveness by developing systems that enable knowledge to be created, shared, preserved, and transformed into institutional action. Nevertheless, the measurement limitations identified in the current model indicate the need for more refined indicators and broader models in future research. Such refinement would allow subsequent studies to determine not only whether knowledge management improves organizational effectiveness, but also through which organizational mechanisms this effect occurs.

4. CONCLUSION

This study concludes that Knowledge Management has a strong, positive, and statistically significant effect on Organizational Effectiveness in Islamic higher education institutions. The PLS-SEM analysis demonstrates a path coefficient of $\beta = 0.892$, with $t = 17.245$ and $p < 0.001$, indicating strong empirical support for the proposed relationship. The model also produces an R^2 value of 0.796, suggesting that Knowledge Management explains approximately 79.6% of the variance in Organizational Effectiveness within the observed sample.

These findings confirm that knowledge management is an important strategic capability for Islamic higher education institutions. The systematic acquisition, creation, sharing, storage, and utilization of knowledge can help institutions transform individual expertise and institutional experience into collective organizational capabilities. Effective knowledge management can consequently support institutional goal achievement, improve academic and administrative services, strengthen organizational adaptability, and facilitate more effective decision-making. The study therefore supports the Knowledge-Based View and previous empirical research that positions knowledge as a strategic resource for organizational performance.

The study also contributes by extending knowledge management research into the specific context of Islamic higher education. Rather than viewing knowledge management merely as an information-sharing process, the findings position it as an organizational capability that can contribute to broader institutional effectiveness. However, the measurement assessment indicates that further refinement of the research instruments is required, particularly because the current

AVE and HTMT results do not yet fully satisfy conventional discriminant-validity criteria. Therefore, the strong structural relationship should be interpreted carefully and validated through improved measurement models in future research.

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