

## Influence of Knowledge Management on Organizational Performance at SD N Dasan Bengkel Lombok

Yang Yang<sup>1\*</sup>, Santi Nuruly<sup>2</sup>

<sup>1</sup>Master of Management, Faculty of Economic, University of Mataram

<sup>2</sup>Management Study Program, Faculty of Economic, University of Mataram

**Corresponding Author:** Yang Yang

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### ABSTRACT

The quality of management highly influences the implementation of a particular educational institution, which further determines the success of its goals and outcomes. This research aims to investigate the influences of knowledge management on organizational performance at SDN Dasan Bengkel Lombok. A descriptive qualitative research method was employed, partial observation, interviews, and document analysis were used to collect the data from ten participants, including one principal and nine teachers. This study adopted Miles and Huberman's data analysis techniques commenced with data reduction, data display, and verification to analyze the data. The triangulation technique was employed to examine the validity of the data from the three data collection methods. The results demonstrated that knowledge management influences the performance of SDN Dasan Bengkel Lombok school organization, particularly in the aspects of decision-making, innovation in organization, teachers' abilities as members of the school organization, and students' learning outcomes. All the elements are spelt out in the other part of this study. The researcher recommends principals possess knowledge management skills for their school organization.

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## INTRODUCTION

The government of Indonesia pays serious attention to developing Indonesia's education quality by designing appropriate curricula for Indonesian schools (Winoto, 2022). Each school is given a target to improve the quality of student learning outcomes. In achieving the goal, the school organization should be carefully managed to foster the smooth implementation of the school program. Some of the school's primary elements for advancing the school programs include principals, subordinate teachers, and other school staff (Rutherford, 2006). Besides, organizational performance is crucial since it determines the success of schools' programs. The intended outcome signifies an effort to synchronize the school's performance culture with its performance strategy (Bowen et al., 2006). Hence, one essential thing that influences organizational performance is knowledge management.

Knowledge management is analyzing, extracting, and maintaining knowledge within an organization to achieve predetermined goals. Principals with knowledge management skills must continually and iteratively enhance organizational frameworks to foresee prospective opportunities and challenges (Malhotra, 1998). Porbosari and Sitnawati (2017) believe that knowledge management enables principals to create and share knowledge throughout an organization to optimize the achievement of missions and objectives. Likewise, knowledge management can also be defined as a process that involves identifying, obtaining, sharing, and sustaining critical knowledge in an organization (Uriarte, 2008). In this case, Lewaherilla et al. (2021) argue that maximizing management competence is a crucial measure to provide an optimum result for the organization due to successfully capturing, disseminating, and applying school programs. In essence, knowledge management is the process of creating, using effectively, and maintaining knowledge in an organization to achieve the organization's goals.

A further advantage of knowledge management is that it significantly helps the school stakeholders organize programs. One of these is to increase organizational performance and effectiveness. According to Mwagona and Kinyua (2023), one of the significances of managerial performance is to evaluate progress toward predetermined school objectives. In this matter, knowledge management may help organizations make and implement the best decisions more effectively. It also allows the school principals to acquire information for monitoring external occurrences for the organization's executives. Effective management implementation can boost organizational productivity and efficiency. Concerning this matter, Chu et al. (2011) spell out that Knowledge Management can enhance the quality of individual's contributions to their organizations by facilitating their understanding of the organizational context, promoting accountability, encouraging collaboration and knowledge sharing, and fostering practical challenge, negotiation, and learning from peers. Organization members possess the capacity to learn, enabling the appropriate integration of new knowledge into activities and ensuring its accessibility when required. Therefore, Knowledge Management can serve as a strategy for educational institutions to enhance competitive performance (Zwain, 2019).

Furthermore, generating innovation to facilitate the achievement of educational institutions' goals is a crucial indicator of organizational effectiveness (Serdyukov, 2017). It is a fundamental element that can be utilized to improve teachers' capacity and foster students' academic achievements. Optimizing collaboration between school principals and teachers should be highly considered to enhance the effectiveness of school organization programs (Fatimah et al., 2023). Hence, the roles of teachers are not only teaching in the classroom but also helping the principal and staff to manage and organize the schools (Hasriani et al., 2023). Likewise, the essence is that each element of schools can create a mutual understanding that benefits them in the school's program implementation and establishes efficiency in working. This collaboration can thoroughly maximize and improve school organizational performance. In addition, principals and teachers can enhance their capacity in management to avoid and mitigate organizational errors, such as repeating problems or failing to forecast obvious issues (Habibie, 2019).

Nonetheless, knowledge management has yet to be optimally implemented despite being extremely important. Schools encounter various challenges in organizing their school management, which negatively impacts school program implementation and organizational performance. First, losing essential information can be problematic due to less knowledge management (Nakash & Bouhnik, 2022). School organization members should know that data and information are crucial to maintaining and updating the school's sustainability and development. In this case, the role of a school principal is essential to controlling and providing feedback for the teachers and staff to reduce the potential data bias or loss, which is detrimental to the schools (Riani & Ain, 2022).

Secondly, the lack of management knowledge can burden the teachers in their jobs (Ab. Wahab et al., 2024). As school leaders and managers, principals are responsible for organizing and giving teachers primary jobs that are not potentially redundant and overwhelming. Principals with good knowledge management must understand that the number of jobs given to the teachers cannot determine the effectiveness of the organizational performance (Nuryanti et al., 2021). Instead, the teachers should be provided with compatible and affordable workloads based on their capacity, considering maximum time and effort. In addition, to foster the success of organizational programs, teachers must also be provided with work relevant to their pedagogical competence (Saleh et al., 2023).

The two challenges are primarily affected by the ineffective decision-making of the principals in organizing their schools because of management knowledge deficiencies. Therefore, concerning the background, the current study needs to touch on the empirical aspects of the influence of knowledge management on school organizations by raising a research question about the impact of knowledge management on organizational performance at SDN Dasan Bengkel Lombok. The aim is to determine to what extent knowledge management influences organizational performance at SDN Dasan Bengkel Lombok.

## LITERATURE REVIEW

### *Knowledge Management*

Knowledge management has been widely used to support organization units from various fields. Knowledge is the product of knowing, which occurs after people experience perceiving a specific item (Lewaherilla, 2021). Meanwhile, management coordinates individuals' efforts to attain goals and objectives through the optimal and efficient utilization of resources (Kaehler & Grundei, 2023). Similarly, Lewaherilla (2021) defined management as planning, coordinating, and utilizing organizational resources to fulfil established organizational goals. Thus, the simple meaning of knowledge management can be argued to be the preparation of plans and the arrangement of existing knowledge within an organization.

Several experts define knowledge management from various perspectives. According to Girard (2015), knowledge management is an intentional approach to providing the correct knowledge to the right people at the right time and enabling individuals to share and put information into action in ways that aim to improve organizational performance. It can also be described as necessary knowledge to maximize the organizational programs to run more smoothly and effectively. Therefore, knowledge management assists the school organization units in analyzing, organizing, and utilizing existing knowledge to improve organizational performance and achieve educational goals (Fernandez & Sabherwal, 2015). There are some benefits that knowledge management can influence the organizations performance such as the good in innovation and creativity, improve the professionalism, and good in decision making (Darudiato & Suryadi, 2013).

First is the innovation and creativity. In the education institution context, the principal as the key role in improving the organization performance encourage to have good knowledge in management. It is to ensure the innovation and creativity of the institution. According to Ahmad (2024). the retention of existing knowledge management should be ensured by preserving the capabilities of organizational components, specifically teachers and staff. Darudiato and Suryadi (2013) assert that knowledge management must be regarded as the intellect of an organization's human resources, facilitating methodical initiatives to achieve educational objectives. The capacity of school elements must be optimized through training focused on knowledge management development. Consequently, school members can enhance their competencies to facilitate the progression of school organizational initiatives. Knowledge management can also address several issues by implementing effective management inside the organization, ensuring that organizational components are accountable for improved educational results (Alavi & Leidner, 1999).

The second advantage of knowledge management is that it aids the company in competitive endeavours. Darudiato and Suryadi (2013) argue that knowledge management uniquely contributes to developing and retaining core competencies. This knowledge can be employed to enable firms to surpass their competition. In this case, schools will benefit from knowledge management to attract prospective enrollment students (Djangone & El-Gayar, 2021). Parents

who know the quality of school management tend to select the best school for their children. Indeed, they understand that schools providing good management can foster better educational outcomes by providing appropriate programs during the teaching and learning period (Hénard & Roseveare, 2012). Indeed, no organization is devoid of prospective or actual challenges and possibilities; thus, it is evident that organizations can gain by adopting procedures that facilitate both problem identification and resolution by their members. The vertical axis of the study model differentiates between organizational behaviours that promote problem-solving and those that enable problem recognition (Gray, 2000).

The third advantage of knowledge management is that organizational units can effectively address any challenges. In this scenario, issues will be resolved more swiftly if knowledge management is cultivated, disseminated, and conveyed to all personnel inside the organization. Hence, knowledge management is an effective strategy to address any issues that may arise during school programs. Fourth, it supports identifying the approach that the organization will adopt. Knowledge management can help decide organizational strategy by using existing knowledge optimally. This knowledge can be evaluated to determine the necessary and appropriate methods for increasing the organization's revenue (Muturi, 2021). Lastly, knowledge management is evidenced to improve organizational performance with the knowledge that the organization is well managed by implementing knowledge management. This knowledge can be used efficiently to accomplish performance and boost member cooperation. As a result, it can help the organization achieve its aims by uniting the management strategies to achieve organizational performance. This further aims to determine and address its difficulties and how activities occur within the organization (Darudiato & Suryadi, 2013).

### *Organizational Performance*

Organizational performance is an indicator for assessing the degree to which an organization attains its objectives. Numerous specialists possess varying viewpoints about the definition of organizational performance. Matrood (2021) defines organizational performance as achieving or surpassing an organization's objectives, which can be assessed by financial, market, and innovation indicators. Ewrierhurma et al. (2020) contend that organizational performance comprises a collection of financial and non-financial indicators used to assess the degree to which an organization has achieved its objectives and aims. It may be deduced that measuring an organization's efficiency and effectiveness is contingent upon the quality of its performance.

The performance of an organization may differ from that of others due to many influencing factors. One of these is referred to as human resources management. This element can impact organizational success and is frequently assessed by attaining the organization's objectives. The extent to which an organization may achieve its objectives is predominantly contingent upon the individuals accountable. Mabai and Hove (2020) state that proficient human

resource management is essential for achieving strategic goals. Similarly, organizational assets impact organizational performance, especially regarding the effectiveness and efficiency of program implementation (Carmeli & Tishler, 2004). Insufficient assets may impede an organization's advancement toward its strategic objectives. Asset management entails the provision of resources and expertise for the acquisition, maintenance, and disposal of physical assets within an organization.

The effectiveness of an organization is also affected by the principal's leadership style. The capacity of a leader to encourage innovation and creativity while also challenging the value systems of subordinates is fundamental for enhancing organizational performance (Mabai & Hove, 2020). Indeed, in this situation, school administrators would do well to bolster leadership by improving knowledge management, which affects organizational performance. Developing strategies and plans relies on knowledge, which the organization should preserve and disseminate to its members. In this way, team members may work together to make solid strategies, increasing the likelihood of accomplishing organizational goals and guaranteeing their success (Hattori & Yamada, 2023).

## **METHODOLOGY**

### ***Research Design***

This research emphasizes a descriptive qualitative research design usually used to examine social phenomena. Creswell (2009) states that research that focuses on people's subjective interpretations of societal issues is known as qualitative research. This design is skewed toward a specific social phenomenon, which necessitates the creation of questions and methods within the context of the participants, the inductive generation of overarching themes from details through data analysis, and the interpretation of the relevance of the results. This research was conducted to determine what influence knowledge management has on organizational performance at SDN Dasan Bengkel Lombok.

### ***Population and Sample***

A population is a collection of individuals sharing standard features. Abdullah (2015) defines a population as a collection of units possessing characteristics that are subject to investigation. This study focuses on the principals and teachers of SDN Dasan Bengkel Lombok. The sampling approach employed was saturation, encompassing the total population of 10 individuals, comprising nine instructors and one principal. Abdullah (2021) states that a sample is a portion of the population characterized by specific qualities or conditions for examination.

### ***Data Analysis***

Data analysis examines and derives conclusions from interviews, surveys, observations, or documents. Creswell (2009) asserts that data analysis comprises the procedures researchers use to interpret the collected data, whether visual or textual. The Miles and Huberman model is employed in this

study to assess data derived from observations, interviews, and document analysis. Hardani (2020) states that the Miles and Huberman approach encompasses data reduction, display, verification, and conclusion. Data condensation or reduction entails selecting, centralizing, simplifying, abstracting, and changing data derived from interview transcripts, documents, and similar sources (Fiantika, 2022). Data presentation is a systematic and concise compilation of information from which conclusions and actions can be derived. Drawing conclusions and verification is the process of analyzing and interpreting data. Data collected from observation, interviews, and documentation is organized and presented in tabular format before being concluded and verified to define the truth of the data.

## RESULT AND DISCUSSION

The researcher examines the school principal's strategies in implementing the knowledge management approach to support organizational performance. Based on the data analysis, knowledge management's influences on organizational performance at SDN Dasan Bengkel Lombok are classified into four primary aspects, which include innovation in the organization, teachers' abilities as members of the school organization, decision-making in the organization, and students' learning outcomes. The following paragraphs further display a more specific discussion of each aspect.

### *Innovation in Organization*

Innovation is essential for the performance of school organizations, as it enables members such as principals, teachers, and staff to improve school programs. Knowledge acquisition is utilized in the primary management of SDN Dasan Bengkel Lombok to foster innovation within the school's organizational program. Concerning the school principal's response, the researcher found that the strategies for knowledge discovery, as a way to produce innovation at the school, involved the utilization of Platform Merdeka Belajar (PMM), the Internet, and evaluative meetings. The school principal performed evaluations more successfully by establishing teamwork, which allowed all members to identify issues within the school organization. These measures are crucial in acquiring innovation and organizational knowledge to improve the quality of school management. In this fact, the roles of all school elements can be optimally utilized to enhance organizational performance. A more specific response from the school principal, Mr. Suparman, is demonstrated below.

*"One method of acquiring knowledge in my leadership is encouraging teachers to engage in PMM." PMM offers innovative solutions that apply to educational settings. Additionally, school members can acquire knowledge through the Internet, as I have supplied multiple computers and Wi-Fi for Internet access. Ultimately, during an evaluative meeting, we identified issues within the school and collaboratively sought remedies. The solution involves acquiring knowledge and innovation from the evaluation meeting" (SP, interview findings, 18 October 2024).*

Moreover, creating innovation and knowledge discovery as a knowledge management product undeniably impacts organizational performance, affecting organizational agility. Conducting knowledge management through innovation and knowledge discovery will enhance the agility of educational institutions, enabling teachers to engage in continuous learning and professional development in their roles (Abuanzeh et al., 2022). The provision of laptops and other educational technologies allows teachers to gather information and knowledge from academic websites and store them in designated files. Subsequently, they can use the knowledge to devise and implement more engaging teaching and learning activities (Supermane et al., 2018). In this regard, Mr. Hamid, in an interview, stated the following response:

*"As a sports teacher, I can learn about sports education through PMM and the Internet. Thus, I carry out my duties as a teacher every day. Let's look at organizational performance, of course. Innovating and discovering knowledge in the form of PMM and the Internet will make organizations more agile because the members can be more professional daily in carrying out their duties. Therefore, organizational mistakes or shortcomings will be increasingly covered up" (AH, interview results. 18 October 2024).*

Another influence of innovation as a part of discovering knowledge on organizational performance is being responsive in making decisions. An evaluation meeting is one activity used to learn the knowledge process at SDN Dasan Bengkel Lombok. This evaluation meeting will train everyone in the school organization to think when responding and finding solutions to a problem. Occasionally, evaluation meetings will improve organizational performance regarding and discuss the innovations in specific programs (Kauffeld & Lehmann-Willenbrock, 2012). Besides, through evaluation, the teachers can convey their ideas and deliver comments regarding implementing organizational performance. In this matter, Mr. Misbah, in an interview, stated: "In my opinion, if the evaluation meeting is one of the media for innovating and discovering knowledge processes, one of the good influences received by the organization is increasing teachers' skill in making decisions due to teachers are trained in deciding and finding solutions for a variety of problems " (MH, interview results, 19 October 2024).

Essentially, discovering knowledge processes will undeniably increase innovation in organizational performance. Learning through PMM or the Internet undoubtedly enhances the teachers' knowledge. As a result, various modifications occur in the student learning process and other things such as the assessment process, student data processing, etc. Therefore, numerous innovations are created in the overall organizational performance. During her interview, Mrs Novi contended that PMM and the Internet enabled instructors to acquire knowledge to catalyze alterations in their professional practices. She believes that rising innovation positively impacts organizational success in the future (NA, interview results, 21 October 2024).

In addition, the innovation process, as carried out at SDN Dasan Bengkel Lombok by holding PMM where teachers learn, can allow teachers to design various interesting learning processes. PMM incorporates many examples, such as teaching videos from other teachers using various fun methods. It can be



adopted by teachers and applied in their teaching process; thus, students enjoy learning and immediately comprehend the material. Mrs. Hernawati, in her interview, asserted that the impact of the knowledge acquisition process on organizational performance is enhancing teachers' instructional methodologies. Educators could learn at PMM how to create engaging and accessible learning experiences for students (HW, interview results, 18 October 2024).

### *Teachers' Abilities as Members of the School Organization*

Besides innovation in an organization, knowledge management has influenced the teachers' ability as members of the school organization. It is the process where the teachers are trained and given opportunities to explore their competence to maximize their jobs by utilizing technology. According to the interview with the school principal, the training programs would begin by equipping teachers with tools for easier access to information, such as Dapodik, typically managed by the operator. Education report cards obtained through Dapodik are flexibly accessible to all teachers for obtaining information regarding the overall school score and the school profile's website (SP, interview results, 18 October 2024). Dapodik, school reports, and the school website are facilities of SDN Dasan Bengkel Lombok's principal's primary manifestation for training the teachers to escalate their capacity and ease their tasks.

The process of teachers' training programs has significantly impacted organizational effectiveness (Stephen, 2022). One aspect of enhancing teachers' knowledge management through technology that facilitates educational development is education reports (Deeley, 2018). In this context, teachers could promptly assess the efficacy of their prior performance to identify issues and devise solutions. This is the locus of innovations in organizational performance. In an interview with Mrs. Siti, she asserted that escalating teachers' competence involves providing resources to facilitate access to information, including school assessments. In her view, a significant influence on future organizational performance would be driven by innovation, as the evaluations enabled teachers to identify deficiencies and develop new solutions to address the issues (SR, interview results, 19 October 2024).

Besides, the influence of knowledge management can also help teachers prepare appropriate methods for students; thus, desired results can be created. This finding correlates with an investigation by Binti Harun and H. (2024), stating that teachers' teaching methods can impact students' learning outcomes, particularly when appropriate to the students' learning needs. This follows Mrs Nining's assertion in her interview that knowledge acquisition positively impacted student learning results, as teachers could grade their students holistically, including factors such as gender, age, and parental income. This enables them to identify appropriate materials and procedures (NS, interview findings, 21 October 2024). It can be inferred that the knowledge acquisition process by providing teachers with training can influence their competence in teaching, subsequently impacting the students' learning outcomes.

Decision-Making in Organization

The third influence of knowledge management on organizational performance is in the aspect of making decisions. Decision-making significantly influences school organizations, determining the failure or success of program implementation and goal achievement. It is a method of disseminating knowledge pertinent to the duties performed by organizational members. Therefore, effective decision-making will positively impact the school and otherwise (Khong et al., 2023). Likewise, information dissemination is also conducted at the SDN Dasan Bengkel Lombok via training initiatives, including seminars and technical guidance. In this matter, Mr. Suparman, as the principal of SDN Dasan Bengkel Lombok, indicated that a knowledge-sharing method was implemented through teacher training, which encompasses different modalities, including the development of instructional materials, pedagogical techniques, and assessment execution, among others" (SP, interview findings, 18 October 2024). This program would result in appropriate decision-making not only by the school principal but also by the teachers.

Decision-making has numerous influences on organizational performance, including facilitating the school organization in optimally accomplishing the agreed vision. To achieve a vision, teachers must go through the missions that have been formulated together. Teachers require appropriate expertise to carry out their assigned responsibilities. In this case, SDN Dasan Bengkel Lombok's principal decided to help the teachers carry out each duty properly and correctly by providing compatible training; thus, the vision can be accomplished. In her interview, Mrs. Dian stated that the organization's performance would be improved further with the training because it helps members of the organization to complete their tasks. If all organization members, like teachers, are given training regarding their job desks, the organization's performance will automatically improve. Hence, organizational goals can be accomplished immediately, the results of the organization's work will be better, and the vision and mission of the organization can be achieved based on the initial objectives (DM, interview results, 18 October 2024).

Furthermore, making the most effective decisions regarding organizational strategies can also aid teachers in addressing organizational challenges. In this case, teachers more readily surmount classroom challenges if provided with training or insights. This is derived from Mr. Novi's assertion during his interview that the impact of decision-making on organizational performance facilitates problem-solving for teachers. As an illustration, teachers who cannot create an enjoyable learning environment in the classroom can convey the issues in the meeting conducted by the school principal to decide the most appropriate solution. Following instruction on creating an engaging learning process, the teachers can construct it as pleasurable as possible, fostering student interest in learning (NA, interview findings, 21 October 2024). In addition, making effective decisions can further positively impact organizational tasks that are conducted orderly (Khong et al., 2023). Given every member of an organization comprehends their roles and possesses the required skills to fulfil them, all planned activities will be executed in alignment with the organization's objectives.

Similarly, at the school, all teachers should comprehend the primary responsibilities and plans established by the school organization to achieve effective execution, leading to achieving the goals. During Mr. Misbah's interview, he expressed that training and discussions enhance the organization's performance, allowing for the effective implementation of school programs and making goals more attainable. Indeed, the training and discussions help teachers better understand how to fulfil their respective tasks, ensuring that all teachers complete their assignments and that the organization's plans are executed (MH, interview results, 19 October 2024). Therefore, making appropriate decisions to implement knowledge management significantly impacts organizational performance, facilitating achieving the vision and mission, enabling immediate problem resolution, and ensuring consistent organizational performance.

### *Students' Learning Outcomes*

Knowledge management is essential for improving organizational performance, significantly affecting students' learning results (Umaroh et al., 2023). Through proficient knowledge management, educational institutions may enhance resource utilization, refine processes, and guarantee that essential information is available to all personnel. This cultivates a cooperative atmosphere where teachers and principals exchange exemplary practices, innovate pedagogical approaches, and implement data-informed decisions. An effectively executed knowledge management system fosters ongoing learning and professional advancement among teachers, enhancing teaching quality (Jindal et al., 2024). Enhancing organizational efficiency and staff competency leads to improved quality of education provided to students, thereby positively influencing their academic performance and overall learning experience. Consequently, knowledge management fortifies organisational skills and acts as a catalyst for improving student achievement (Ogan & Godsplan, 2021).

The principal serves as a school organization's leader, guaranteeing that teachers and students possess the resources and support to accomplish their objectives effectively. By comprehending the distinct requirements of the school community, the principal can cultivate a conducive atmosphere that promotes pedagogical excellence and student involvement (Lijun & Te, 2024). This entails supplying contemporary educational resources and technologies and fostering professional development for teachers to improve their teaching competencies. A principal attentively considers teachers' concerns, fosters collaboration, and sets explicit objectives corresponding to the school's mission (Baron, 2013). By prioritizing the welfare and development of educators and students, the principal guarantees the seamless operation of the educational process, resulting in enhanced academic achievement and a flourishing school culture.

Furthermore, creating the most encouraging classroom environments that improve the efficacy of teaching and learning activities is mainly the responsibility of the teachers. Teachers serve as transmitters of knowledge and as architects of an atmosphere fostering safety, motivation, and student engagement (Le et al., 2023). They can develop a classroom environment that

encourages active engagement and critical analysis by cultivating positive relationships, establishing clear expectations, and employing inclusive pedagogical practices. The emotional and psychological environment educators create can profoundly influence students' propensity to take chances, inquire, and collaborate with their peers. Furthermore, by recognizing students' varied requirements and modifying their instructional approaches accordingly, educators may guarantee that each student is included and enabled to thrive. A well-managed classroom atmosphere is essential for optimal learning, allowing the children to excel intellectually and socially (Sherub & Gyeltshen, 2022).

Additionally, the utilization of media by school leaders significantly enhances student engagement, a crucial determinant of excellent learning outcomes (Lottering, 2017). When principals emphasize access to varied instructional media, such as interactive digital tools, multimedia resources, and technology-enhanced learning platforms, they foster a dynamic and stimulating learning environment. These resources enhance course engagement and interactivity while accommodating diverse learning styles, facilitating a more adequate comprehension of complex concepts for pupils. Integrating media into instruction enables educators to engage students' interests, promote active involvement, and cultivate effective instruction (Akram et al., 2022). Moreover, heightened student engagement correlates with enhanced concentration, motivation, and information retention (Allehaidan & Wan Zainon, 2024). The strategic utilization of media resources, endorsed by the school administration, directly enhances the educational experience and improves overall academic performance

## CONCLUSIONS AND RECOMMENDATIONS

Knowledge management refers to analyzing, organizing, and utilizing existing knowledge to improve organizational performance. This study found four primary influences of knowledge management on school organizational performance at SDN Dasan Bengkel Lombok. The influences included the aspects of innovation in the organization, teachers' abilities as members of school organization, decision making, and students' learning outcomes. The role of principals is inevitably essential, considering the swift flow of the school organization by collaborating with the related stakeholders. Concerning the four aspects, the principal conducts programs such as knowledge sharing, teacher training, collaborative meetings, and organizing more well-managed school objectives and goals to boost the effectiveness of school management, which later promotes organizational performance.

School principals should prioritize investment in digital training programs by providing digital literacy and data management training centred on tools such as PMM, Dapodik, and other technology platforms for the teachers. Principals can also collaborate with teachers when issuing decision-making for organizational growth. Meanwhile, teachers can join training to increase their teaching quality, subsequently fostering students' learning outcomes. They can also participate in ongoing professional development, particularly those centred around utilizing digital tools such as PMM and

Dapodik. This will assist them in using these platforms to arrange data, access resources, and improve lesson planning. In addition, teachers are encouraged to contribute ideas, share successful teaching strategies, and collaborate with colleagues during scheduled meetings or workshops.

### ADVANCED RESEARCH

Investigate the specific mechanisms through which knowledge sharing, teacher training, and collaborative meetings contribute to organizational performance. For example, conduct longitudinal studies to measure changes in teacher competencies and student outcomes over time.

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