The Influence of Knowledge Management Towards Motivation Teaching in Boarding Schools

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Info Articles	Abstract
	_____ Boarding schools is an educational institution in the formation of character students who have pretty strong sosio-historis roots, thus making it able to occupy a central role in the world of education in Indonesia. There are at least three boarding school principal function: first, the transmission of Islamic Science; Secondly, observance of Islamic tradition; and third, the coaching candidates the leader of the people. Knowledge management and motivation of teachers/kiyai is the most important pillar in boarding schools. This research is intended to explore and analyze the factors of knowledge management and its effects in the motivation of teaching in Modern Islamic boarding schools "Assalaam" Surakarta. Referring to the issue of research and hypotheses are developed, the source of data for this research is the primary data obtained from the teacher, head of boarding schools through the questionnaire, interview and Focus Group Discussion (FGD), and secondary data obtained from the conditions and the profile of boarding schools. This type of research is causal. Data processing using Structural Equation Models (SEM) PLS Version 2.0. Based on research results that found that the motivation of teaching can be shaped or influenced significantly by knowledge management in particular Islamic knowledge management.

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INTRODUCTION

There are two dimensions of the role of the boarding schools, namely as a subculture and educational interaction Center. Boarding schools as a subculture, according to Wahid (1999), formed by the elements: (1) pattern of independent boarding schools leadership not co-opted by the State; (2) general reference books that are always used from different centuries; and (3) value system used is part of the wider community. It is called the center of educative interactions, since boarding schools was born as a manifestation of the willingness of the two meetings: the spirit of the people who want studied (Naat) as a provision of his life with the integrity of person (kiyai) who want to apply their knowledge and experience to the people. For boarding schools, these changes have been implies an expansion of the original function, simply place the teaching-learning of Islam became the center of a multifunctional activities including learning financial and economic problems of the people. The expansion of these functions push the middle class to the top of society to send their children in boarding schools.

Almost all boarding schools develop systems, even public schools madrasahs (Santoso, 1989). Boarding schools as educational institutions, from the standpoint of the education administration must be able to reflect on the important traits of education, namely: (1) contains the value and give consideration values; (2) there are oriented to the improvement of human life; and (3) influenced by the environmental education community where it is located (Sukmadinata, 1997). Nowack (2004) conclude that leadership creates the dynamic vision of the organization that can provide the impetus for creative and new innovations. Leadership can inspire awe, to have a sense of pride and loyalty to the members of the organization so that they can be motivated to do more than it expected. At the level of institutions, successful implementation of the renewing of educational programs demanding he does three things. First, strengthen institutions and organizational structure of the school, including developing the ability of personnel in managing

innovation. Second, increase the ability of teachers. Third, developing implementing and commitment of all parties in renewal programs (Vespoor, in Achmady, 1995). In landscape management to convene it, pull the two interests that put boarding schools on strategic issues such as financing structure that the more complex, the diversity of the socio-economic background of students, and competency Professional produce educators in boarding schools. Institutional management education and boarding schools basically cannot be released from the issue of renewal and change. From the perspective of organizing the education and leadership kiyai in boarding schools, meaning the tendency implies a number of important aspects that need to be developed by boarding schools in responding to the challenge. The aspects in question is: (1) human resources as planners, implementers, evaluators and the direction for the follow-up program developed by boarding schools; (2) organizational culture as a value system that can guarantee quality of performance institutions boarding schools; and (3) life skill as a representation of the success rate of boarding schools in developing a vision and mission through the establishment of skilled personnel to answer the demands and the needs of future students. In that context, kiyai leadership will also be expanded from "traditional capacity" as the main resource owners and religious studies at boarding schools, became the driving force of innovative thinking for the enhancement of educational services in boarding schools let alone If the intended boarding schools are boarding schools.

Issue and very risky if the main religious knowledge resource on boarding schools not performed risk management or knowledge management classification. Similarly, in which knowledge management need to know the implications for the performance of a nanny or teacher in boarding schools. Nowack (2004) conclude that leadership creates the dynamic vision of the organization that can provide the impetus for creative and new innovations. From the results of previous research researchers could develop a profile of the boarding schools in leadership motivation by the role's "kekyaian" within the context of Modern Surakarta Islamic

boarding schools coordinated as caregivers, educational and institutional role model in motivating, developing traditions of the academic organizational climate or boarding schools, which feels less interesting researched by scientists, but in the context of boarding schools as educational institutions, This tradition is quite challenging for some reason examined. First, the boarding schools as a noble academic institute that not only developing aspects of Islamic Knowledge Management course, but as a center of Islamic motivation; Second, the boarding schools as a noble institute must change yourself in a more visionary and innovative in all aspects, so that it is able to develop its mission in addressing the social society in particular boarding community through the Center of Islamic Organization Culture/Islamic Boarding.

There are several models of the knowledge management process describes the relationships between key science management process. Among them were described by Davenport and Prusak (2003) and three stages of model generate, codify/coordinate-, transfer) and Ward and Aurum (2004) through 7 stages ' create, acquire, identify, adapt, organize, matter, and apply (King, 2009). Nonaka's model (1994) that the initiation of management science include the creation or possession of science by the organization. Creation science including developing new science or replace content with science. Four things related with creation science Nonaka refers to the four modes of socialization of knowledge creation (convert knowledge "tacit knowledge" through social interaction and sharing of experiences), knowledge (creating combination "tacit knowledge" with a new merge, categorize, and synthesis of existing explicit knowledge), externalisasi (convert "tacit knowledge" to the new explicit knowledge) and internalization of knowledge (creating "tacit" knowledge of new explicit). Illustration of four this mode is apprenticeships, reports the surve literature, lessons learned repositories and learning through individual and group discussions by Choudhury

(2000) referred to as the "suratic process" (King, 2009). At the stage of "acqiusition", King (2009) explains some of the process to have a science of external sources such as searching the internet (Menon and Pfeffer, 2003), search (to select the source to use) (King and Lekse, 2006) and grafting. Add individual who wants knowledge are in your organization (Huber, 1991). While on stage "refinement" in the picture suggest that science is "tacit knowledge" or implicit, knowledge must be made explisit, codified, organized into the appropriate format and evaluated based on a set of criteria for put in the memory format in your organization. Thus, explicit knowledge need only to formatted, evaluation and selected. Included in this stage is to include the activities ' culling ' i.e. identify examples of meaning within the framework of the collection; organizing the IE identifies the themes up-to-date and associate the individual with knowledge of his friend and ' distilling ' i.e. create a synopsis or a bunch of bullet points (McDonald and Ackerman, 1997). More King (2009) describes the organization that memory includes storage of knowledge into the minds of the participant organizations, that are stored on an electronic device, which has been owned and held by a group or team and that has been pervasive in business processes, products and services and its relationship with customers, partners and suppliers (Cross and Baird, 2000).

Based on the model of process management science Nonaka (1994) and then King (2009) making the flow chart that process management science followed by organizational processes will be able to improve results (intermediate outcomes) with the existence of organizational behavior improvement, discussion between management and employees, the repair of the product, service, process, relationships with customers, suppliers and partners, ultimately can improve the performance of the Organization in the form of improvements to productivity, sales, profit and even return on investment.

Science management process consists of the following chart:

Science   *Organizational process*   *Intermediate Outcomes*

Knowledge:

-creation

-acquisition

-refinement

Improved:

-innovation

-individual learning

-collective

Improved:

-organizational behaviors

-discussions

-products

-services

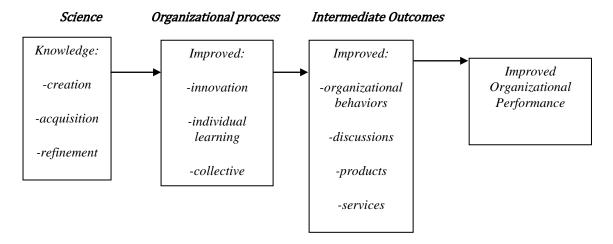*Improved Organizational Performance*

Figure 1 Management of knowledge in organizations (King, 2009)

From the above image we can take a lesson that in order to achieve a good organizational performance required the existence of an adequate science through good science "tacit knowledge" that the implicit or, especially, explicit knowledge, which already embodied in the employment guidelines, systems and procedures of operation, organizational culture guidelines as well as the science to all levels of management and employees so they can apply them in in order to achieve the objectives of the Organization either material or spiritual, earthly and ukhrowi, business and social. In General, there was some research done researchers researching on the influence of learning/knowledge to leadership and performance, good performance, the performance of learning, as well as the performance of the organization. Roland Yeo (2003) ever do research about the "Linking organisational learning to organisational performance and success: the Singapore case studies". Such research can be obtained from the conclusion that: a) found the facts bring there is a time factor related to learning (learning). Then suggested, that ' learning ' should have prepared the Organization for the future rather than just to meet the needs of the moment; b) factors which affect the activities of the "learning organization" an effort significantly, include two factors i.e., b. 1) ' strategic ' position the company based on the company's vision and mission, b. 2) ' effective leadership ' in providing direction obviously to achieve the goals of the organization. Subsequent findings are related to

the issue of the relationship between learning and the Organization's performance and the results of his findings is that non-tangible performance outcomes such as employee attitude, motivation and commitment are essential cognitive and behavioral evidence of organisational learning. This can mean that performance results are intangible such as employee attitude, motivation and commitment is important evidence about cognitive and behavioral rather than organizational learning.

Motivation can further be described as acts of the forces that in a person that causes stimulation of the direction and the goal of the effort, (Dr. Green and Butkus and Abbas Zaidi, in 2011). Then, Khan (2010) defines employee motivation as the total involvement of an employee in his work which was carried out with full dedication, devotion, happiness, joy, and voluntarily. (Khan, 2010). Work motivation is defined as something that creates the urge or morale or morale boosters. Ibrahim Bafadal (Sarbini, 2004:21) quotes the Hoy and Miskel (1987) and Sergiovanni (1987) stated that the motivation of working teachers is the willingness of teachers to exercise his duties were added by Wiles (1955) that the height of the low motivation to teach teacher's work strongly influenced the performansinya in completing his duties.

Teaching motivation is motivation which led to teacher/uztadz interested in teaching as his needs are met. The leadership of the boarding schools who realize that the essence of leadership

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lies in a clear relationship between the leader and his understanding of leadership as activities to influence others to achieve the goals of the group will increase the motivation of working teachers behaved in his school. The statement quoted Bafadal Wiles (Sarbini, 2004:21) identifies teachers ' needs 8, namely: (1) secure and decent life, (2) kondiri work, (3) a sense of identification, (4) treatment of an honest and reasonable, (5) a sense of being able to, (6) recognition and, (7) took part in the policy making of the school, and (8) the opportunity to develop self respect. As for the method of teaching is effective for learning is learning that provides the opportunity of doing the activity itself. According to John Dewey with "learning by doing". The mode of learning experience is as follows: we learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we say, and 90% of what we say and do. This indicates if the teachers teaching with lectures, then learners remember only 20% because just listening. Conversely, if the teacher asked the students to do something and report it, then they will be given as much as 90%.

In view of Islam's work to earn a living, according to the words of the Prophet peace be upon him. Allah loves a servant and skilled work (professional or expert). Whoever went to great lengths to make a living for his family then he is similar to a mujahid in Allah Azza they are harming. (Narrated By Ahmad). In another Hadith mentioned that Seeking sustenance that halal is mandatory after a fulfilled the obligatory prayers (such as prayer, fasting, etc.). (Narrated by Al-Tabaraani and Ath-Al-Bayhaqi) mentioned the word mandatory means Islamic work motivation is as worship, then a teacher sued continues to improve knowledge and skills in order to work in quality. The motivation of teaching in modern Islamic boarding schools is also a form of appreciation and the mandate or responsibilities.

METHODS

Review of aspects of nature studies, then research it is a test of the hypothesis, because it determines the independence of the variables examined. This type of investigation from the research is causal, because correlation will prove causal relations due to the association between the variables. While the review of the level of intervention to investigators, then the research was conducted in a natural work environment of the Organization, without the intervention of researchers and keep working in the current normal business as usual. Seen from the aspect of the situation, then study this study is included in the field experiment, namely the study carried out using the natural environment, where the objects still do its activities normally. The unit of analysis is the individual nature of the research, namely employees of Modern Islamic boarding schools Assalam in Surakarta. This research includes time series and cross-sectional (one shot), because it took a few years of data have been implemented as well as a one time interview as well as FGD with employees.

Based on the goal, Kuncoro, (2009), this research is included in the Group of applied research (applied research). In applied research, concerns the application of theory on to solve the problem. Applied research can be divided into three types, namely (1) the evaluation research; (2) research and development; and (3) Research action.

The analysis of the data used in this study consists of a descriptive analysis and Structural Equation Modeling (SEM). Statistical analysis was applied to analyze the characteristics of the sample are obtained when carried out a survey of primary data collection. SEM was used to test the research model and causal relations estimates by using a combination of statistical data and the causal assumptions result. SEM analysis of other advantages is its ability to analyze a model with several independent variables and the dependent variable as well as add moderating nor interventing into the model are completed in a couple of regression equations (Latan, 2012). Solimun (2003) in Kuncoro (2009) also stated that the election of SEM SEM pros is an integrated approach between concept and construction of the data analysis. Researchers can conduct testing models (the structure of relationships between variables) from theoretical justification existing

nor new relations development structures so that the new model is obtained.

RESULTS AND DISCUSSIOS

The hypothesis that will discuss about the influence of motivation toward Knowledge Management teaching at the seminary, is as follows:

H_0: there was no influence of knowledge management towards motivation teaching in boarding school.

H_a: there is an influence of knowledge management towards motivation teaching in boarding school.

Table 1 Hypothesis test results

Hipotesa	*p-value*	beta	results
Knowledge Management - Teaching Motivation	0.000	0.232	Ho: rejected Ha: accepted

Take a look at tabel1 then noted that the magnitude of p is 0.000 so that the p value less than 0.05 alpha value. Thus, it can be concluded that there is a significant influence of the application of Knowledge Management towards the motivation of teaching the teachers at boarding school. The value of b in table 1 are of this value where 0.232 showed that the influence of the knowledge management toward the motivation of teaching in religious schools is a positive influence. However, this value also stated that such influence is included in a very weak influence. Knowledge Management or knowledge management is a form of collection and knowledge from a variety of sources both in boarding school as well as from outside the boarding school that aims so that the knowledge can be optimally useful against achievement of the objectives of the boarding school.

To be able to collect that information, there are various ways that can be gained such knowledge. In this study it is divided into three dimensions, namely, the individual's knowledge, the knowledge of the group outside of boarding school, and knowledge from inside the boarding school. Each source of knowledge that will have a big influence on the different knowledge management for it below is the result of the measurement.

Table 2 Influence of dimension of Knowledge management

Dimensi	beta
Individual learning	0.900
Learning Group	0.918
Learning in Office	0.724

Based on the above table 2 it can be seen that the most influential is the knowledge from outside of the boarding school, this is possible because knowledge from outside the boarding is a form that is difficult to be obtained and It can be very important as it could have been the case with regard to knowledge of the boarding school rivals, or partners and also the customer, where the knowledge of these things will cost very expensive. In this research, knowledge management can influence motivation towards the significance of work.

In the motivation of teaching there is a desire to share knowledge, share experiences in life as well as being a good example or example for the students of boarding schools itself. So the existence of boarding school as an institution that not only educate people in religion but also in general science, life and living also can be reached so that the position of the boarding school as a form of educational institution the oldest ever in indonesia. The motivation of teaching of uztadz will be an important factor in the success of boarding school.

The following table describes the dimension of motivations for uztadz teaching on Modern Islamic boarding schools (MIBS) Assalaam.

Table 3 The influence of Motivational dimensions of teaching uztadz

Teaching motivation	beta
Quality of work	0.991
The responsibility of the	0.968
Awards	0.990

Based on table 3 to see that influence that can motivate teachers is through quality work and awards they receive. This is a reasonable and simple things because in accordance with the theories of management in respect of the basic needs of everyone. At present there are three dimensional variables used to measure this knowledge management variables that comprise the dimension between the other individual learning is as follows;

Table 4 Description of The Dimensions of The Individual Learning

Pembelajaran individu	Min	Max	Mean	Std Dev
Read the Quran	2	5	4,08	0,76
Read the Hadith	1	5	3,35	0,85
Study of Fiqh	1	5	3,23	0,82
Read the Books of Sharia	1	5	3,05	0,94
Studying the Aqeedah	1	5	3,54	0,85
Learn the Science of Worship	2	5	3,76	0,80
Study the History & Economic	1	5	3,32	0,84
Learn Morals	1	5	3,69	0,85
Learn the Islamic Leadership	2	5	3,55	0,88

Based on the above table it can be seen that the average overall dimensions of learning this individual has an average range above 3.5 but below 4 showed that in general the level of individual learning teachers in religious schools is still below good. Then it can be said it is still not reaching the expected conditions. Based on table 4 above can also be seen that the highest value is at reading Quran. This is very good because the Qur'an is one of the book's instructions, which contain a lot of useful knowledge and wisdom in life. The next highest value is learning in science worship independently, although it is the second highest but learning about the science of worship is also quite msih less with an average rating of under 4.

The second is the lowest value for the study of the science of Fiqh independently. This should not be happening because as a teacher in boarding schools understanding of Fiqh is important, because al on jurisprudence there are studies concerning the laws of Islam are very important. The next lowest first niali is the study of Sharia, by looking at the lowest point it is very noticeable that basically understanding teachers about the importance of Islamic law in everyday life is very less. Overall then individual learning on teaching in these boarding schools is very less.

As for the dimensions of learning groups can be seen in table 5 as follows;

Table 5 description of the learning group

Learning Group	Min	Max	Mean	Std Dev
Discusses science education including Economics Finance Discuss Leadership Science	1	5	3,48	0,89
Discusses the Science of Prayer	1	5	3,10	0,94
Discuss the Leadership of the Apostles	1	5	3,25	0,93
Discuss the Concept of Educational Companions	1	5	3,21	0,89
Study outside of boarding schools	1	5	3,09	0,95
Follow lectures outside of the boarding schools	1	5	3,30	1,05
Discussion of Educational Curriculum	1	5	2,74	1,18
Learning Group	1	5	3,19	1,08

The next dimension a variable knowledge management is the study of groups. In table 5 above, seen that in General group learning as knowledge management implemented in boarding schools are also still lacking. Be seen that the highest points occur in the learning activities of groups that engage in educational activities. Like scientific discussions about Islamic education and also involvement in investigations outside of the boarding school.

For the lowest value seen in table 5 is on speaking engagements outside of the boarding school. Although it seems less important but still dig science outside of boarding school is the very thing that need to be able to expand insight and also views on the development of understanding religion outside the boarding school to be able to avoid the appearance of the narrow view that can culminate in fanaticism. The next weakest condition are scientific discussions about leadership, it is still very less so need to be improved. The level of the standard deviation in table 5 are not too high in this case showed that the difference in perceptions in this case teachers are also not too varied.

Table 6 Description the learning in Office

Study at boarding school	Min	Max	Mean	Std Dev
Following the discussion in the boarding schools	1	5	3,29	1,11
Actively involved in the discussion	1	5	3,13	1,20
Have the remain discussion groups in Islamic sciences	1	5	3,33	1,20
There are Islamic discussion program	1	5	3,28	1,18
The leadership of the lodge gave a lecture seven minutes	1	5	3,06	1,20
The leadership of the Lodge provides a means of discussion of Islam	1	5	2,88	1,23
The leadership of the lodge provided an opportunity examine Islam widely including issues of economy and finance	1	5	3,19	1,28
Islamic leader gives the opportunity to become group leaders hajj	1	5	1,99	1,28

Based on table 6 above then it is the same as learning individuals and groups also occur in learning in boarding schools. Seen that in general the average level of each condition was low or below 4. The highest values seen in the condition in which occurs the formation of discussion groups between teachers at boarding schools. But the weakest conditions thus looks at the availability of boarding schools to support learning in boarding schools as it provides the means to carry out discussion groups and encourage every teacher to develop by following the training of the Hajj. On the value standard deviation standard deviation levels that look at this dimension is very high in this case showed that the level of perception of teachers still vary widely on this issue. In General, variable knowledge management which is represented by the three dimensions in the research is still lacking, it is still necessary to undergo many improvements and fixes.

The next variable that will be discussed is the motivational variable teaching on this variable there are also three dimensions i.e, dimensions of responsibility and quality of work.

Table 7 Description of awards

Awards	Min	Max	Mean	Std Dev
The pride of teaching in boarding schools	2	5	4,51	0,63
Satisfied in teaching in boarding schools	2	5	4,41	0,60
Awarded contribution to teaching in the hut	2	5	4,42	0,57
Concern for teachers	2	5	4,52	0,58
Awards in achieving targets	1	5	3,81	1,01
Thank you from the leadership	1	5	3,76	1,14
Good judgment	1	5	3,94	0,95
Happy over the award has been accepted	1	5	4,34	0,79

Based on table 7 above seen that in general the level of awards received by teachers at boarding schools is already good. Average rating from table 7 above is already reaching 4 showed that the award was already good. The highest value is visible on the level of awareness of the boarding school toward teachers also value average high level of pride is also seen teachers as a teacher in boarding schools.

The lowest value in the table 7 looks at the direction of boarding schools to thank against the teachers. The average value of this condition is the lowest. A thank you or praise-praise other direct is a form of motivational impetus that is very effective when carried out in a manner, time and the right conditions so that the lack of these things will lower the level of awards of the teachers against the leadership of the boarding schools which can leads to a decrease in morale.

Table 8. Description dimensions of responsibility

The responsibility of the	Min	max	mean	Std Dev
Responsible in teaching	1	5	4,50	0,70
Teachers have enough knowledge to be given	3	5	4,42	0,56
The teacher initiative in teaching activities	1	5	4,24	0,69
Target charged in teaching appropriate	1	5	4,16	0,82

Based on table 8 above it can be seen that teachers in General already have a responsibility and an attitude of responsibility. It show with the average value of any condition that is very high in the top 4 show that the level of perception of teachers about this responsibility is already good. The highest value was in the perception of responsibility concerning the primary responsibility in a job that is teaching. While the lowest value is at the level of fulfilment of targets which have been assigned responsibility by the boarding schools. The level of standard deviation on this dimension is quite low indicates that this is the same approach among teachers.

Table 9 Description of quality of work

Quality of work	Min	Max	Mean	Std Dev
Teachers are experiencing growth in teaching	1	5	4,55	0,66
Teaching activities increase the obedience to God	3	5	4,51	0,57
Mengalamai teaching skills development and skills for teaching	3	5	4,44	0,62
Teachers add to the knowledge in the field of science	3	5	4,80	0,66
A variation of the teaching task	3	5	4,44	0,62
Progression as a teacher	1	5	4,41	0,73
Existing teaching programs challenged teachers	3	5	4,41	0,67
The existence of the opportunity in developing new knowledge	1	5	4,48	0,71

Quality of work is the last dimension on this variable. In table 9 are seen that in general the average quality of the work of teachers is already good. This looks at the average rate value above 4. The highest value appears on the conditions under which teaching will add to knowledge, science and their obedience to God Almighty. While the lowest value found on the development programs conducted school and learning the less challenging for teachers, even though the challenge in teaching it is necessary to encourage the intention to continue to develop and move forward.

CONCLUSION

Based on the research results obtained in the above conclusions as follows:
1. Knowledge management can influence motivation towards the significance of work.
2. In general the variables of motivation teaching in boarding schools has been good as for

Suggestions as follows:
1. Boarding schools also need to pay attention to the material science and technology-based learning, as an increase in competitiveness and relevance in the field of education include Risk Management and in particular the economic and financial subjects.
2. The study of Islamic Knowledge Management in Indonesia is still very limited, it is characterized by weak libraries in pesantren is an indication of weak Islamic library Knowledge Management at the Institute of Islamic education Indonesia so the reference Journal of its kind to be used as a reference for research is limited.
3. the next researchers are expected to develop another variable, dimensions and indicators another independent variable in this study for requested his opinion to the competent respondents with variable Ilmu-Pengetahuan motivation teach for uztadz or uztadzah that educates financial and economic problems.

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