

# First Knowledge Management as a Line Learning Approach Through Humanistic Multimedia

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## ABSTRACT

LMS online learning managers must be able to maintain management must initiate changes in knowledge management. Subject managers need to upgrade and position themselves to construct so that it has a positive influence on their institutions through content with knowledge management. There needs to be a knowledge management model in the University LMS so that learning is more effective and able to help managers make strategic decisions. Humanistic intelligence is the main key learning that allows one to combine technology from various sources, media, materials, learning methods that can significantly improve the learning experience of learners. Learning must provide a useful heutagogy for managers and developer lecturers who must develop innovation.

**Keywords:** knowledge management, humanistic intelligence, heutagogy

## 1. INTRODUCTION

Subject Managers and Lecturers have different roles in the University Learning Management System (LMS). The main difference between a manager and a manager is that a manager must be responsive to context and direction from officials in the University environment while a lecturer who teaches a subject uses his influence to proactively make changes to be innovative (Praherdhiono et al., 2018). LMS University managers have kept Sipejar responsive to responding to changing institutional realities when they choose when to adopt new technologies / resources requested by others and when to initiate change themselves.

The University LMS manager has completed the difficult task of maintaining simultaneous oversight of opportunities to address short-term learning transaction problems while also being aware of emerging long-term trends. The online learning manager at the University monitors the success and failure of the learning system in SIPEJAR continuously. Issues will arise in setting performance targets by extending technology goals based on snapshots of the current state. Because the manager’s vision for the future has been limited by how it is hindered by current conditions.

This condition can cause one to just keep imagining how to make steady improvements in performance metrics and the occasional system upgrade needed just to disrupt the current state quo (Allen, 2007). For example, if a manager is required to create a matrix on the RPS which the RPS can be in the form of an infographic, then

the manager adds the possibility of uploading the RPS not only in SIAKAD but also in SIPEJAR. As a rule, it is still permissible, but there is a possibility that it may be tried to be included. The change is a certainty, although in online-based learning management requires careful management (Chen et al., 2019; David & David, 2019; Johnson, 2015).

The management of online learning at the University needs to pay special attention to SIPEJAR. To avoid the prospect of an unsettling conflict of interest (between the expectations of the leadership and the real conditions in the field) and, of course, the need to prepare a more strategic and useful vision of the future, the University’s online learning managers must cultivate a perspective that is not limited to current conditions but still thinks about opportunities in the future by several Learning Management Systems that have been researched and must undergo management changes (Lee et al., 2019; Ramos, 2019). Technically it is necessary to develop a complete matrix to avoid what we call Tyranny from the context at the University (here) and developments in 2020 (Now) as shown in Figure 1.

	Here	There
Now	Operations	Collegial Consultation
Then	Strategic Planning	Distant Vision

Figure 1 Contextual Vision Quadrant (Cavanagh & Thompson, 2018)

It is important to pay sufficient attention to the here and there (i.e., the global context and the estimation of what is happening as a trend) to avoid too localized perspectives from leaders, managers, and lecturers. LMS University managers should pay attention to every quadrant in this matrix (here / now; there / now; here / then; there / then because this quadrant has several values in helping online learning managers to be effective in increasing innovations that may be disruptive. A brief comment on the here / now quadrant values, we will note the opportunity to get perspective from other quadrants and the value of doing so.

## **2. ENHANCEMENT OF HUMANISTIC INTELLIGENCE THROUGH TECHNOLOGY**

Humanity is a measure of humanistic intelligence. Humanistic intelligence in various studies has differences with students' academic competencies. Several studies that explain that the humanistic capabilities of learners are integral and integrated into the realm of knowledge, academic skills attitudes. So that the ability of learners is detailed and fully constructed so that students in addition to mastering their competencies are also able to apply them to solve problems and become needs in real life. (Adi et al., 2019). The ability of learners will be able to cover weaknesses in competencies that may no longer be following their needs in real life. The humanistic capabilities of students need to be continuously developed because humanistic intelligence will be able to direct students to be able to choose, determine and use technology to find the right learning resources, not make technology a new problem.

The pandemic era is filled with the shock and helplessness of learners to use their intelligence to solve learning and learning problems (Olagbaju et al., 2020). However, some students have a more humane attitude, namely that they consider learning and learning activities during and after the pandemic to be holiday activities. Independent humanistic intelligence with the support of technology should help students see conditions from a more favorable, pleasant, and happy perspective, which is indispensable as a learner's capability. Humanistic intelligence is no longer jargon, but it is urgent to choose technology during and after the Covid-19 pandemic.

However, the choice of technology has many consequences. The competence of learners at various levels of pathways, types, and levels of education to recognize new technology is no longer in doubt, however, the choice of technology will deal with changing learning and learning needs. Many people think they have failed even though it is only a matter of the humanistic capability of the use of technology that has not yet grown. The use and choice of technology have consequences in the form of changes in behavior or new cultures that will be felt by users. Technology that carries

the theory of learning media in educational technology is colored with digital technology, full of creative potential, but has the potential for abuse and even "abuse" (Goodboy et al., 2018; Padrón et al., 2018). During the shock period both during and after the pandemic, there were several facts experienced by students, namely 1) the presence of technology in learning did not always benefit the majority of students and 2) the use of technology was able to improve learning (Mayer et al., 2018). In humanist terms, there is no guarantee that learning will work well only with digital learning sources. Students who are active in social media technology do not necessarily increase their digital literacy. So that the choice of technology is the key to the success of learning and learning.

Humanistic intelligence is an asset in designing, making, and utilizing technology and not the other way around. The ability of learners, which is the key, is needed in the performance of the humanistic intelligence of students as individuals and as part of a group. Content Management System (CMS), Learning Management System (LMS), Social Media, Correspondent Technology are available options. Student performance which is an integral part of learner psychology will become the foundation for students to choose the appropriate technology.

As a case, students and students are individuals and social groups affected by the corona pandemic. Various social problems to individual psychology have become references in determining policies during and after the pandemic era (Leach, 2020; Li et al., 2020; Qiu et al., 2020). All countries affected by the pandemic are making efforts in the form of studies and implementation of policies during a pandemic solely to see the impact that is felt humanistic ally. Various studies and research have shown that emergency results in various mental shocks for each affected individual as part of the challenge of humanistic strengthening (Dong & Bouey, 2020; Greenberg et al., 2020; Liu et al., 2020).

Technology applied in learning requires humanistic considerations as the initial performance of learners and learners. This is because in general, the performance of students and learners in an emergency setting shows an unstable psychological condition. So that humanistic intelligence needs to be strengthened first before designing, developing, and utilizing technology which is expected to not create problems for students and learners during and after the Covid-19 pandemic.

## **3. NEW ERA NORMAL INTERACTIVE BOARD**

Padlet is a powerful application that can be run online with a free label. Padlet technology can be illustrated as an interactive whiteboard which is best illustrated as an online whiteboard (Kompasiana.com, 2018). In general, *padlet* have various advantages because they can be used

by learners and learners to send messages like a blackboard on the same web page (Praherdhiono et al., 2020). Messages sent by learners and learners can contain links, videos, images, and document files. The next advantage is that interactive web pages or boards can be set up for messages that are private or can be published to the public. You can accommodate individual pages and have privacy settings for each message.

Padlet applications are tools to facilitate collaboration that help enhance the learning experience of social interaction. Learning in the 21st century must be flexible so that it can be accessed by learners online (Praherdhiono et al., 2019). The specificity of the *padlet* application located on a personal wall can be brought up by simply registering an account without any other conditions (Figure 2). As the owner of the wall, the learner can moderate all student notes before they appear and the privacy settings can be adjusted at any time. Students do not need to register if only to use Padlet as the sender of the message. The features provided also include facilities that learners have, such as setting up notifications to receive an email every time a student sends an assignment or certain review material to the learner's wall.

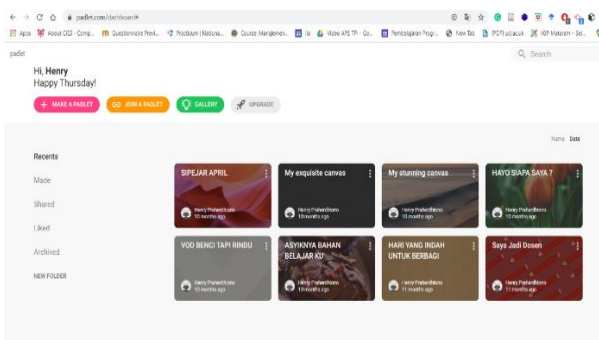


Figure 2 Discussion Padlet Platform

Padlet as artistic technology provides convenience. Padlet is a device that can be applied to various platforms (Praherdhiono, et al., 2020). Because it works on all internet-enabled devices, including PCs, laptops, tablets, smartphones. This means that it can work easily and be able to take advantage of a variety of devices. Another convenience is that there is no need to download or install anymore so that anyone who has internet access can use it directly.

Text messages that can be created on Padlet can be exported into several forms of documents such as PDFs, spreadsheets, or even embedded into blogs, websites, or other pages. The convenience offered is not limited to that. Even *padlet* can be used for typing, recording voice, adding hyperlinks, adding photos, adding documents. So that the *padlet* can be said to be an application with very high flexibility. Padlet devices make it possible to store learning objects. The convenience that is favored is that making *padlets* starting from creating a *padlet* account is very easy because *padlet* membership becomes

automatic if you already have a Google account and/or with Facebook.

#### 4. OPEN AND MASSIVE TECHNOLOGY

Educational Technology as part of the State University of Malang has carried out online learning through the Moodle platform in the form of an LMS (Figure 3) and the last 5 years the Educational Technology of Malang State University has also implemented open and massive learning on its website: <https://teknologipendidikan.org/> (Figure 3). In particular, all educational institutions will strive to build online-based learning applications.

Designing, developing, and utilizing applications is an effort by higher education institutions to provide content, online, to learners digitally both during a pandemic and on a world scale (Bralić and Divjak, 2018). Online learning can be carried out openly and massively. So that it can connect thousands of learners from various locations, backgrounds, and cultures on topics and personal interests. Online-based learning that can connect students online is nothing new. Learning and learning require applications that connect learning resources with learners (Alahmari and Kyei-Blankson, 2018). However, the MOOC nuance has extended online learning to a large scale around the world, presenting new opportunities as well as new challenges.

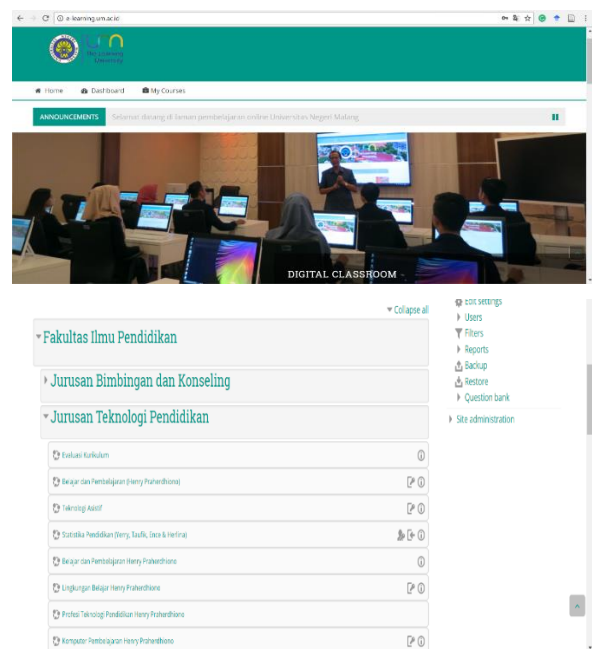


Figure 3 Moodle Learning Management System Platform

Web development is the most effective learning tool as a form of learning services for departments or study programs at the State University of Malang. The research begins with how to foster effective online learning with a smaller number of students in the department or study program at the State University of Malang. (Praherdhiono, 2014). At a broader level of learning, research on effective web-based learning services has

also been carried out. Various approaches have been applied to find the optimal approach to encourage the success of MOOC learning in departments or study programs at the State University of Malang, State University of Malang. MOOC's Educational Technology has enrolled a large number of students from various backgrounds. MOOC also uses technology diversification as a technology that is applied to distance learning, even though it is small, traditional, and adapted to various things. For example, while learning to use MOOC is still limited to certain passwords that are shared specifically with the students studied. Besides, with various levels of knowledge and expertise, as well as the range of viewpoints of MOOC learners, MOOC content is adapted to learning at the course level. But in a broad sense, MOOC is used to meet all the needs of learners.

## 5. CONCLUSION

There has been little fundamental change concerning how we approach teaching and learning in educational institutions in the new normal era. We all realize that there is increasing dissatisfaction between education providers, students, learners, and society with the quality of the learning experience. Despite the incessant advances in learning technology in society (Internet, pocket-sized computers, wireless web, cell phones, and satellite radio, television, games, and simulations), technological innovation in educational institutions is largely limited to administration and research. Significant humanistic learning innovations in teaching and learning are limited to addressing access and convenience issues.

However, for all these reasons, and also because of the success of massive and open designs, there is a convergence of interests (intuitive appeal), needs (educational demands), and opportunities (potential of communication technology) concerning massive and open technology. The reality of engaging learners in a time and place enables the educational ideals of an engaged community of inquiry. Massive and open technology design removes barriers to creating and maintaining a humanistic inquiry community in educational institutions.

Massive and open technology nothing new. What is new is the recognition of its potential to help redesign the learning experience in ways that increase the value of learning in educational institutions. Massive and open technology can overcome the ideals and core values of learning in educational institutions in terms of creating and maintaining communities of inquiry. The challenge faced by the new normal era educational institutions is how to combine approaches and characteristics of learning that are more distance-oriented.

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