

Knowledge Transfer as a Change Agent Strategy in Community Empowerment

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Abstract

Knowledge transfer is a strategy that can be used by change agents in empowering communities. Agents of change are empowering actors who play a role in carrying out planned changes in society. The knowledge transfer process carried out by change agents is inseparable from the obstacles that hinder the process of achieving empowerment goals. The obstacles faced are related to the public's trust in agents of change, differences in culture and language, methods and techniques for transferring knowledge, and the process of transferring knowledge through the SECI model (Socialization, Externalisation, Combination, and Internalization). For this reason, change agents need to understand strategies that can be implemented to deal with these obstacles.

Keywords: Knowledge Transfer; Strategy; Agent of Change; Community Empowerment.

INTRODUCTION

Community empowerment is a form of planned social change. According to (Avelino et al., 2019) empowerment is related to the process in which empowerment agents have the capacity to mobilize resources to realize goals. This empowerment process involves change agents who gain (1) access to resources and (2) the capacity and willingness to mobilize resources to achieve their goals. In general, resources are defined as people, assets, materials or capital, including human, mental, monetary, artifactual, and natural resources (Avelino & Rotmans, 2009).

In the implementation of empowerment, an empowering agent who is capable of making changes is required. Agents who want changes in society are called change agents. Agents of change are individuals, groups, or institutions that have the task of influencing the targets/targets of change, whether individuals, groups, or

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communities so that they make decisions in accordance with the direction they want, therefore change agents play a role in assisting the implementation of planned innovations in community empowerment (Rogers, 1995). Agents of change consist of individuals who are reliable, professional, credible, and accountable, who have quality competencies, and have the ability to play a role more than just changing people's behavior thus they can gradually take part in increasing the empowerment, independence and maturity of society at all levels, so that in turn creates a society that is prosperous, independent, empowered, peaceful and just. For this reason, agents of change in planning for community change need to carry out various innovative strategies and methods of empowerment. Innovation is the ability or process to realize, combine, or finalize a knowledge/idea, which is then adjusted to get new value in services or programs by applying creativity with the intent that it can solve problems and provide opportunities to improve or enrich life ((Rogers, 1995); (Luecke, 2003); (Susanto, 2010)).

The community empowerment strategy according to Ife (Ife, 2013) is carried out through an educational process in various aspects that are broad enough to raise public awareness. In the process of community education, there is a process of knowledge transfer as an effort to equip the community with knowledge and skills in order to increase their strength. The process of transferring knowledge is a process of mutual exchange between the source of knowledge and the recipient of knowledge, which is influenced by the characteristics of everyone involved. The process of transferring knowledge is not a mechanical process, but an interactive process and is inherent in every capability possessed by both information sources and recipients of information, and related to social relations between the two ((Szulanski, 1996); (Trevinyo-Rodríguez & Tàpies, 2006)).

LITERATURE REVIEW

Andragogy Theory

Community empowerment is carried out by following three basic principles, namely knowledge, action, and awareness. Knowledge contains the ability that can provide power access to empowered subjects. This knowledge and power are accompanied by actions that involve two or more actors who are positioned in the power mechanism to form other, larger actions. The awareness factor also greatly affects the success or failure of an empowerment activity because awareness will determine the appropriate empowerment concept to address the gaps that occur in the subject. Knowledge, action, and awareness are obtained through a process called learning. Learning is a whole series of activities or activities that are carried out

consciously by a person and result in changes in said individual in the form of additional knowledge or skills based on their senses and experience (Reason & Bradbury, 2001).

Community empowerment is a process of adult education. Among adult education experts, both in Europe and in America and Asia, a theory has developed regarding how to teach adults. This theory is known as andragogy. Knowles in 1968 introduced art and science in helping students (adults) to learn which is called andragogy. The theory of andragogy is one of the most widely accepted theories of adult education and forms the basis for a general understanding of the concept of andragogy. Knowles stated that if the learning community is 17 years old, applying the principles of andragogy in their learning activities has become a feasibility ((Loeng, 2018); (Raymer, 2021)).

Adult learning procedures according to Knowles are as follows: (a) creating an atmosphere conducive to learning through cooperation in planning learning programs, (b) finding learning needs, (c) formulating objectives and suitable material to meet learning needs, (d) designing learning patterns in a number of learning experiences for students, (e) carrying out learning activities using appropriate learning methods, techniques and tools and (f) assessing learning activities and diagnosing learning needs for further learning activities. The essence of andragogy theory is the technology of self-involvement (ego) of students. This means that the key to success in the learning process of students lies in their involvement in the learning process. This means that learning can be equated with knowing something (learning how to know), learning to solve problems (learning how to solve problems), and learning for the advancement of life (learning how to be) which includes learning how to do, learning how to think together. Adult learning (andragogy) places more emphasis on empowering human resources by guiding and helping adults to find knowledge, skills, and attitudes in order to solve the life problems they face ((Knowles, 1979); (Sudjana, 2004); (Malik, 2008); (Syamsi, 2010)).

Social Learning Theory

Social learning theory was introduced by Albert Bandura, emphasizing the cognitive components of thinking, understanding and evaluation. According to Bandura, social learning theory is often referred to as a bridge between behavioristic and cognitive theory because it includes attention, memory, and motivation (Bandura, 1977). Social learning theory explains that human behavior has a continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Most human behavior is learned observationally through modeling, that is, from observing other people. Then the results serve as a guide to action. Bandura's concept places humans as self-regulating individuals, influencing behavior by regulating the

environment, creating cognitive support, and providing consequences for their own behavior.

Social Learning Theory is based on the following three concepts: First, Reciprocal determinism. An approach that explains human behavior in the form of continuous reciprocal interactions, between cognition, behavior, and the environment. A person will determine or influence his behavior by controlling the environment, but that person is also controlled by the environmental forces; Second, Beyond reinforcement. If each unit of complex social response had to be disaggregated and reconstructed one by one, then the person might not have learned anything at all. Reinforcement is important in determining whether a behavior will continue or not, but it is not the only thing that shapes behavior. People can learn to do things simply by observing and then repeating what they see; Third, Self-regulation. Traditional learning theory is often hindered by one's displeasure or inability to explain cognitive processes. Bandura's concept places humans as individuals who can regulate themselves and influence behavior by regulating the environment, creating cognitive support, and providing consequences for their own behavior.

Social learning according to Bandura must be carried out by applying the following basic principles: 1) most of what is learned by humans occurs through imitation and presentation of examples of behavior (modeling); 2) a learner will change his own behavior through witnessing the way a person or group of people reacts (response to) a certain stimulus; 3) students can learn new responses by observing the behavior of examples from other people, for example, teachers or their parents; 4) the social learning theory approach to the process of social and moral development of students emphasizes the need for habituation to respond (conditioning) and imitation.

Agent of Change

The agent of change is one of the Human Resources (HR) which is named according to the mission it carries, which is to make a meaningful change for a group of people or society. (Sudjana, 2004) said that the development of human resources in the future through education must be adapted to changes in society, namely from an agrarian society to an industrial society, then increasing to an information society. From a social work perspective, Barker in (Segal et al., 1919) defines change agents as social workers or other professional assistance providers, or a group of assistance providers whose aim is to facilitate improvement. According to (Rogers, 1995), jobs that fit the definition of agents of change can come from various backgrounds, both education, experience, authority, and professions, such as social workers, teachers, consultants, community health workers, agricultural extension agents, and community development workers and many others. Thus, a change agent is an individual or a

team that works together to influence the community or other clients both internally and externally to make a change in society as expected.

A reliable and qualified change agent is a person who has a high ability in positioning the community as the subject of change, has high competence in technical aspects, as well as entrepreneurial competence which becomes the business of the target group community. From a psychological perspective, agents of change are required to be able to learn to develop and have empathy and high concern for others, especially those living and faring less fortunate in society. With the competence and capabilities of the change agent, the change agent is able to carry out the following steps in community empowerment: (1) arousing the community's need for change by raising awareness of the need for change; (2) strengthening the relationship of exchanging information by fostering confidence in the client's abilities, trusting each other and also showing empathy to the problems and needs of the community; (3) diagnose the problems encountered in order to determine various alternatives if they do not meet the client's needs; (4) fostering the client's willingness to change by motivating and attracting attention so that the client appears willing to change or opens himself up to accept innovation; (5) Putting will into action by using community leaders to activate the activities of other groups; (6) maintaining stable acceptance of innovations by strengthening clients who have implemented innovations; and (7) end the dependency relationship ((Rogers, 1995); (Susanto, 2010)).

Knowledge Transfer Theory

A review of the empowerment literature shows that knowledge transfer has an important and influential role in empowerment. Knowledge is a mixture of experiences, values, contextual information, expert views and underlying institutions that provide an environment and framework for evaluating and incorporating new experiences with information. Knowledge is formed as a result of social interaction between one individual and another. Knowledge is divided into two, namely: 1) Tacit Knowledge is knowledge in the form of know-how, experience, skills, and understanding, as well as practical instructions (rules of thumb) that are in the minds of knowledgeable people such as experts, both individuals, and society. The more tacit that knowledge is, the more valuable; and 2) explicit knowledge, namely knowledge that has been codified in a tangible form that is easy to change into a formal form and systematic language so that it is easier to transfer. Both types of knowledge can be converted through four types of conversion processes called the SECI Model, namely: S: Socialization; E: Externalization; C: Combination; I: Internalization ((Nonaka & Takeuchi, 1995); (Spender, 1996); (Ghorbanizadeh & Khaleghinia, 2009); (Davenport & Prusak, 1998).

(Nonaka & Takeuchi, 1995), explain that knowledge is a dynamic thing and can change form between Tacit and Explicit. They propose the SECI model in knowledge transfer which consists of 1) Socialization: Transfer of knowledge from one individual to another in the form of tacit knowledge. It is stated that Socialization emerges from the activity of "sharing and creating tacit knowledge through direct experience"; 2) Externalization: Transformation of knowledge from the Tacit form to the Explicit form. With externalization, the tacit knowledge that exists within the individual is removed and formulated into other media that can be easily learned by other individuals; 3) Combination: Organizing a collection of explicit knowledge into a more systematic form of media, through the process of adding new knowledge, combining and categorizing the knowledge that has been collected; 4) Internalization: Transformation of knowledge from an explicit form to a tacit form. For example, the learning process is then followed by 'learning by doing' which gradually forms new knowledge within the individual. According to Nonaka and Hirakata, the biggest obstacle in the transfer of knowledge is the existence of an inhibiting culture called friction as presented in the following table:

Table 1. Obstacles to the Knowledge Transfer Process and How to Overcome Them

Opposition	Possible Way Out
Lack of trust	Building relationships and trust through a face-to-face meeting
Differences in culture, language, references	Creating a common understanding through education, discussions, publications, groups, job rotation
Lack of time and place of meeting; narrow ideas about productive work	Timing and knowledge transfer: week, talk room, conference report
Award status for knowledge owners	Evaluate performance and provide incentives based on how much is shared
Lack of absorbing capacity of the receiver	Educating employees to be more flexible; providing time to learn, paying for the openness of ideas
The belief that knowledge is the privilege of certain groups	Encourage a non-hierarchical approach to knowledge; the quality of the idea is more important than the status of the source
Intolerant of mistakes or needing help	Accept and value creative mistakes and collaborations; don't lose status because you don't know everything

Source: Davenport & Prusak (2000)

Knowledge transfer basically includes two actions, referred to as transmission (sending or giving knowledge to potential recipients) and absorption by a person or group. Even though the process of transmitting and absorbing knowledge takes place, it will have no value if the new knowledge absorbed is not directed at changing new behavior. Therefore, the purpose of knowledge transfer is not merely

to transmit and absorb knowledge from one party to another, but rather to increase the ability of the community to do something.

Problem Definition

Transfer of knowledge contains two actions, namely transmission (sending) and absorption. If knowledge is not absorbed, then knowledge transfer has not occurred. So the transfer of knowledge will occur when the process of transmitting and absorbing knowledge takes place but will have no value if the new knowledge absorbed is not directed to changes in a new behavior. Therefore, the purpose of knowledge transfer is not merely to transmit and absorb knowledge from one party to another, but rather to increase awareness and the ability of the target of change to do something better in empowering himself. To create an optimal knowledge transfer process, the value to be achieved from the process must be able to direct changes in behavior or the development of new ideas that lead to new forms of behavior.

Departing from the obstacles to the knowledge transfer process proposed by (Davenport & Prusak, 1998), the problem definition of change agents in community empowerment through knowledge transfer is:

1. What is the change agent's knowledge transfer strategy in building the trust of the change recipient community
2. How is the change agent's knowledge transfer strategy overcoming differences in culture, language, and references with the change recipient community
3. How does the change agent's knowledge transfer strategy overcome the lack of capacity to absorb the change recipient community
4. How is the knowledge transfer strategy of socialization, externalization, combination, and internalization of change agent models in community empowerment

METHOD

Researchers use exploratory research methodology to explore matters and concepts involving the concept of change agent knowledge transfer. This paper was prepared by studying and analyzing secondary data sources: literary books, journals, websites, magazines, and encyclopedias.

RESULTS AND DISCUSSION

Change Agent Knowledge Transfer Strategy in Building Public Trust

The transfer of knowledge in community empowerment is inseparable from the system of public trust in change agents as empowerment actors. Building trust in the community is the main key to empowering because trust is a very important element as a glue for the continuation of cooperation in society. Building public trust is generally not easy to do, so it requires appropriate strategies and socialization methods. The thicker the mutual trust, the stronger the cooperation that is built between individuals. To see whether a form of belief is successful or not can be seen from community participation in activities ((Fukuyama, 2002); (Vipriyanti, 2007); (Utami, 2020)). Referring to the theory of andragogy, Knowles explains that adult learning procedures begin by creating an atmosphere that is conducive to learning through cooperation in planning learning programs. A conducive atmosphere is formed when trust is built between agents of change and the community as the target of empowerment (Knowles, 1979).

Efforts to build community trust by agents of change can be carried out through involvement in various community activities (community involvement). Community involvement (according to (K. R. Stamm et al., 1997); (K. R. Stamm & Fortini-Campbell, 1983), (K. Stamm & Weis, 1986)) in (Rothenbuhler, 2009) is measured by answers to four questions: how often does one follow local news, how often does one hang out with other people who knows what's happening locally, how often someone has ideas to improve local conditions, and how often someone is working to bring about change in the community. proposed a hierarchical structure indicating the level of involvement: First, attending; Second, orient; Third, connecting; and Fourth manipulating. In the process of involvement with the community, communication is built between change agents and the community. Among the most important functions of communication is building the construction and maintenance of meaningful relationships between change agents and the community and the social environment in which they live. ((K. R. Stamm & Fortini-Campbell, 1983), (Rothenbuhler, 2009)).

Steps to build trust quickly from the elements of credibility, reliability, intimacy, and self-orientation by showing that the job has been completed; coming up with ideas to show activeness and reactivity to problems; always telling the truth; ability to carry out tasks; on time; listening with empathy; showing appreciation for others; create a sharing situation. The strategy used by change agents to build trust is by cultivating honesty, discipline, responsibility, and being able to maintain trust. The strategy to maintain trust in cooperative relations is also carried out by mutually maintaining the trust that has been given. In an effort to build and maintain trust, active participation is needed from the parties involved in community empowerment so that

the existence of trust can strengthen the cooperative relationship that exists. ((Green & Howe, 2011); (Nurhayati, 2018)).

Change Agent Knowledge Transfer Strategies Overcoming Differences in Cultures, Languages, and References

Society has a diversity of cultures, languages, and references which is called a multicultural society. Social processes in modern multicultural society require a better conceptual understanding of the mechanism of the impact of cultural events on social welfare. In this condition, change agents need to have the capability to communicate between cultures and have knowledge about the comparison of cultural patterns, as well as cross-cultural communication. Effective intercultural and cross-cultural communication processes and practices are largely determined by the level of knowledge of change agents about types, degrees, and functions, even the meaning of differences between cultures. The higher the level of one's socio-cultural knowledge about different variants of cultural patterns, the greater the opportunity to be able to communicate between cultures. Conversely, the lower the level of knowledge about different variants of cultural patterns, the smaller the opportunities for intercultural communication (Ridwan, 2015).

In dealing with differences in culture, language, and community references, especially in absorbing new knowledge, it is necessary to act as an agent of change in addressing these differences. (Bent-Goodley, 2015) defines art as a human skill as a form of expression. Likewise, the opinion of The Liang Gie in (Dewantara, 2011) classifies art as follows, (1) Art as ability, (2) Art as human activity, (3) Art as a skill (4) Art as the creation of things beautiful thing. Based on this opinion, art has an important role in establishing relationships between humans. Especially when the agents of change are in various environmental conditions, so adaptation and adjustments are needed to that diversity. Especially in communicating and establishing relationships with community groups that are the target of change. Knowles with his theory of andragogy suggests that the key to success in the learning process of students lies in their involvement in the learning process.

The learning process needs to be carried out by considering local wisdom, such as: (1) the language used; (2) the place and time of learning, and (3) appropriate learning approaches and techniques. Language has a central role in the intellectual, social, and emotional development of students and is a support for success in learning all areas of knowledge, so change agents are required to have language skills by considering language that students can understand. Furthermore, determining the place and time of learning also needs to be adjusted to the readiness of the community, change agents need to make an agreement in determining the place and time of activities

so that they do not interfere with their daily activities. In this case, the change agent must be able to appreciate and manage time efficiently and productively, as well as influence other people to do the same. Furthermore, with regard to learning approaches and techniques, it is necessary to take into account the experience of the community in overcoming their problems. The learning model is carried out by involving the community from the start of program planning or prioritizing issues and problems encountered in the field to implementation. Evaluation of learning also needs to be carried out so that an overview is obtained that the knowledge transferred benefits or does not benefit the community ((Amanah & Farmayanti, 2014); (Didiet Widiowati et al., 2021)).

Knowledge Transfer Strategy for Change Agents Addressing Lack of Absorptive Capacity from Communities

Human power is an effort or method that is flexible, not static, and can change through the learning process. In the learning process, sometimes students experience limitations in absorbing the knowledge that is transferred to them, but this can be overcome because humans have abilities that are flexible and can be shaped or changed. For this reason, change agents can increase the capacity of the community so that they have the ability to receive and absorb the knowledge that is transferred to them. Capacity building is a process to increase the ability of individuals, groups, organizations, communities or society to strengthen the ability to adapt so that they can be responsive to existing changes (Morison in (Soeprapto, n.d.)).

Transfer of knowledge to increase community capacity can be carried out by change agents by implementing the following aspects: (1) sharpening (shaping) the ways of change agents in the communication process, not emotional and not provoked by the emotions of other people; (2) speak the truth, be consistent, use simple and honest words; (3) able to listen well and patiently; (4) appreciate and respect the thoughts and feelings of other people, and be able to distance oneself from the tendency to sharply criticize the weaknesses and shortcomings of other people; (5) Being able to praise and appreciate the behavior of other people, even their weaknesses and shortcomings, so that they feel valued (Gilley et al., 2002).

Knowledge Transfer Strategy Model of Socialization, Externalization, Combination, and Internalization of Change Agents in Community Empowerment

Bandura's Learning's social theory places humans as individuals who can regulate themselves and influence behavior by regulating the environment, creating cognitive support, and providing consequences for their own behavior. Referring to this theory, the knowledge transfer process can be carried out by developing a strategy in the

implementation process. The SECI model (S: Socialization; E: Eksternalization; C: Combination; I: Internalization) offered by Lkujiro Nonaka and Hirakata Takeuvchi in 1995 can be a choice of change agents in transferring knowledge. The SECI model is one of the models that is widely used by organizations in conducting knowledge management, in this case, the SECI model is adopted in the community empowerment process, according to (Ife, 2013)'s thinking which explains that community empowerment strategies are carried out through an educational process in various aspects that are broad enough to raise public awareness and change behavior.

The application of the SECI model refers to the connectionism behavioristic learning theory from (Thorndike, 1911) explaining that learning is a change in behavior obtained through experience. Someone engages in certain behaviors because they have learned them, through previous experiences. The behavioristic theory associated with learning is the process of interaction between stimulus (which is in the form of thoughts, feelings, or movements) and responses (which are also in the form of thoughts, feelings, and movements). It is clear that changes in behavior may take the form of something non-concrete (tacit knowledge) or concrete (explicit knowledge). Agents of change through the SECI model carry out the knowledge conversion process between tacit knowledge and explicit knowledge. Both types of knowledge can be converted through four types of knowledge conversion processes as follows:

1. Socialization: socialization is a process of changing knowledge through sharing experiences. The socialization process divides the giver's tacit knowledge into the recipient's tacit knowledge. The knowledge that will be given to the recipient is carried out with an approach or adaptation where spending time together, and living in the same environment, means that someone who will gain knowledge follows the activities carried out by the source. Recipients of knowledge learn their skills not by spoken words or written textbooks but by observing, imitating, and practicing the works of knowledge givers (resource persons).
2. Externalization: the process of converting tacit knowledge to become explicit for the recipient, existing knowledge is shared with others so that it becomes new knowledge for the recipient. In this case, there are materials submitted by sources. Externalization is supported by two key factors. First, the articulation of tacit knowledge involves techniques that enable a person to express his own ideas or images either through deductive/inductive analysis or through the use of figurative language. The second factor involves translating expert tacit knowledge into easy-to-understand media
3. Combination: the process of changing explicit knowledge into more complete and systematic knowledge. The tacit knowledge that

has been conveyed by the source is documented either in handwritten or typed form as a medium for remembering the material that has been conveyed. Existing explicit knowledge is combined, edited or processed into new knowledge. Existing explicit knowledge is disseminated to members of the organization. In practice, the combination relies on three processes. First, explicit knowledge is gathered from within or outside the organization and then aggregated. Second, new explicit knowledge is disseminated among members of the organization through presentations or meetings. Third, explicit knowledge is edited or processed within the organization to make it more useful

4. Internalization: the process of applying explicit knowledge as individual tacit knowledge. Explicit knowledge that has been documented is translated to become tacit knowledge of the recipient. In internalization activities, explicit knowledge is applied to tacit knowledge, such as "learning by doing", meaning learning what has been taught directly through documented knowledge. In practice, internalization relies on two dimensions. First, explicit knowledge must be embodied in action and practice. Second, explicit knowledge can be realized through simulations or experiments to trigger learning

CONCLUSION

Knowledge is the combination of experiences, values, contextual information, expert thinking and foundational institutions that provide people with an environment and framework for evaluating and incorporating new experiences with information. Knowledge transfer is a method in knowledge management that is used to share knowledge, experience, ideas or ideas that are owned by other people in a community, organization or company. The community empowerment process is carried out by transferring knowledge according to the needs or problems faced by the community. On the other hand, knowledge transfer can also help people understand and utilize existing resources in their environment to deal with problems that are felt by the community.

Agents of change as actors of empowerment can use knowledge transfer to design planned changes in society. There are several obstacles that are usually faced by change agents such as lack of trust, differences in culture, language, references, lack of meeting time and place, etc. For this reason, social workers need to establish appropriate strategies to overcome these obstacles and carry out the process of transferring knowledge through the application of the SECI Model.

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