Sharing Knowledge in Private College in Indonesia

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ABSTRACT

The objectives of this research are to analyze and to reveal any study on sharing knowledge at private colleges in Indonesia. The design/methodology/approach of this research used descriptive qualitative, it is used to find out conceptual models of sharing knowledge at private colleges in Indonesia. The findings based on empirical research are revealed that activities of sharing knowledge at private university in Indonesia have not been effective. Like activities of publishing scientific articles, presenting scientific articles, sharing experiences in seminar/conference, and taking part in conference, those activities are not implemented. Moreover, workshops and seminars on scientific writings are not held. The head of colleges does not do mentoring. Several private colleges in Indonesia have not utilize technology for sharing knowledge, doing discussion among lecturers, and helping one another in exchanging information about research and publishing scientific articles. The samples are 275 lecturers of several private colleges in west java. The results of this research have useful impacts to the head of college and lectures in increasing the effectiveness of sharing knowledge. The genuine/ value of this research gives beneficial contribution since the research about sharing knowledge at private colleges is rarely done.

Introduction

Knowledge is everything that individuals know both abstractly and concretely. Davenport and Prusak (1998) reveal that knowledge is different from data or information. Knowledge is neither data nor information, but is interrelated. Data is a set of facts that have certain characteristics about an event, usually in the form of records or transactions. Furthermore, information is the result of meaningful data processing that is useful and useful in decision making. Meanwhile, knowledge is the application of data and information.

According to Davenport (1998), Knowledge is often related not only to documents or places where valuables are stored, but also to routines, processes, practices and norms.

Raub et al. (2000) said that knowledge is something dynamic and can develop, so that knowledge if shared will grow and develop. Ming and Jesica (2008) argue that knowledge is an important asset for individuals and organizations to succeed in an increasingly competitive environment. Meanwhile, according to Wang and Noe (2010) knowledge is information that has been processed by individuals first, including: including ideas, expertise facts and assessments that are very important for organizational progress.

In a more complete sense, the meaning of knowledge is stated by Von Krogh (2000) as follows:
- Knowledge is justification based on trust. Knowledge creation is not only a compilation of facts, but a unique process because it involves feelings and belief systems.
- Knowledge can be in the form of explicit, which can be written, formulated in the form of sentences, or expressed in images and implicit, namely knowledge related to feelings, skills and forms of body language, personal perception, experience, practical instructions and intuition.
- Effective creation of knowledge depends on the context that enables the creation of knowledge, can be dynamic, relational, based on human action and depending on the context.
- Knowledge creation includes five main steps, namely sharing implicit knowledge; creating concepts; justifies the concept; building prototypes; carry out knowledge dissemination at various functions and levels in the organization.

Polanyi was the first scientist to categorize knowledge into two, *tacit* and *explicit knowledge.* The same thing was stated by Nonaka (2004). The two forms of knowledge are different. *Tacit knowledge* is very personal and is still in the minds of individuals, usually born from experience, is intuitive, creates self-confidence, is supported by the values and beliefs inherent in individuals and groups. Meanwhile, *explicit knowledge is* very rational, methodological, modeling, positive and empirical, usually in the form of documents or other forms that are easily distributed through various media.

Of the two forms of *knowledge*, which is believed to be able to direct an organization to achieve competitive advantage is *tacit knowledge* because it is very personal so it will be difficult to imitate, but to be more optimal the two forms of knowledge must have an interaction between the two. The interaction between *tacit* and *explicit knowledge* is an integration of an interaction of thought flow, intuition, imagination, symbols embodied in a product that can be described, elaborated through a rational logical thinking process to all employees related to products and services, so that products / services that are truly innovative and competitive.

Nonaka and Takeuchi (2004) state that the interaction of *tacit* and *explicit knowledge* is a conversion process consisting of the SECI model (*Socialization, Externalization, Combination, Internalization)*. The conversion process can be interpreted as follows:
1. Socialization, namely the conversion of knowledge from *tacit to tacit knowledge*, can be done by sharing, interaction and direct experience
2. Externalization, namely the process of converting knowledge from *tacit knowledge* to *explicit knowledge*, can be done with dialogue and reflection
3. Combination, namely the process of knowledge conversion from *explicit knowledge* to new *explicit knowledge* is done by systemizing and applying information systems.
4. Internalization is the process of converting knowledge from *explicit knowledge* to *tacit knowledge,* namely learning and knowledge

acquisition by organizational members from existing *explicit knowledge* through their own experiences.

The most important thing in knowledge management is how to support individuals in the organization to share the knowledge they know, so that the organizational ability factor can support employees to share knowledge is very important. This is due to employees that through sharing knowledge can spread to be implemented and developed. On the other hand, by sharing knowledge, individuals in the organization will be stimulated to think critically and creatively. So that to support knowledge sharing within the organization, the organization must first be able to identify what the organization needs to support knowledge sharing.

Davenport and Prusak (1998) stated that knowledge sharing is used in another term, namely *knowledge transfer.* According to him, the word transfer describes the level of effectiveness of better knowledge distribution since the term transfer consists of two actions, namely transmission (transmission) of knowledge to the recipient and absorption of knowledge by the recipient. According to this definition, by providing *knowledge* on a portal that can be accessed by all members of the organization, it cannot be called knowledge transfer, because it is not necessarily needed, understood and utilized by those who access that knowledge. Knowledge can be an important asset that an organization has that can improve the progress of the organization itself. Therefore, the knowledge possessed by the organization must be managed as well as possible because it can be used as a powerful weapon to help increase organizational competitiveness. Jelena Rasula (2012) also states that performance improvement is influenced by the knowledge sharing factor among organizational members. Meanwhile, according to Ming and Jesica (2008) knowledge sharing is a natural activity of academic institutions, regarding how many seminars, conferences and publications by academics far exceed other professions, indicating the desire of academics to share knowledge. However, Ming and Jesica revealed that in academic institutions there is often "accumulation of knowledge". In line with the opinion of Ming and Jesica (2008), See and Majit (2013) also

revealed that, sharing knowledge will help universities to strengthen research and teaching activities. Despite the importance of sharing knowledge, many academics still hoard their existing knowledge.

Similar conditions occur in several universities in Indonesia, especially in private universities in West Java. Therefore, research on sharing knowledge in Indonesian universities must be carried out immediately, so that the competitiveness of organizations or companies can increase. Research Objectives: This study aims to produce a study of knowledge sharing in universities in Indonesia.

Literature Review

Sharing involves the activity of transferring or disseminating knowledge from a person, or another organization. Knowledge sharing involves two or more people, where someone who has more knowledge has the desire to share knowledge with others. Nock and Kim (2002) revealed that the biggest difficulty of knowledge management is changing knowledge sharing behavior. Sharing knowledge is not easy because there is a tendency to hoard knowledge for personal gain. Sharing knowledge is a process of self-development and organizational development, leading to a better direction.

Teams also play an important role in sharing knowledge. Organizations spread knowledge by placing new members on the team who can bring experiences from the team's past successes. The other strategy is the *communities of practice*. This informal group consists of people who live, breathe and like special knowledge. *Communities of practice* are informal groups of people associated with their mutual interest in specific knowledge. Rewards systems have the potential to reduce problems. Grotenhius and Weggeman (2002) state that knowledge sharing is a mechanism for organizations to develop existing knowledge in the organization, besides sharing knowledge is one of the mechanisms used to stimulate knowledge creation, protect knowledge and facilitate knowledge sharing. Knowledge sharing itself is one of the mechanisms used to facilitate knowledge sharing in order to run successfully.

According to Srivasta, Bartol and Lock (2006) sharing knowledge is very important because it is the key that enables codification and storage of the knowledge that has been obtained, so that it can be developed over time. In order for this knowledge to be developed into a competitive advantage, it must be shared so that it can be improved. Meanwhile, Adenan et al. (2013) states that knowledge sharing is a process of exchanging and obtaining the necessary knowledge through both formal and informal methods. However, Ivancevich (2014) only argues that sharing knowledge is an important aspect of competing. Meanwhile, Mc Shane (2015) adds that knowledge sharing involves the dissemination of knowledge to others in the organization. For example, with intranet computers and digital repositories, knowledge sharing occurs through structured and informal communication, as well as various forms of learning.

Based on several literature reviews, text books and journals sharing knowledge, namely activities to transfer, develop, stimulate creation, protect and facilitate the dissemination of information, ideas, suggestions and expertise in an organization both formally and informally.

Factors Affect Knowledge Sharing

According to Ni Luh (2014) knowledge sharing factors can be grouped into three groups, namely:
a.   Organizational Factors
Organizational factors are factors that do not come from private individuals. This can be caused by the environment or other individuals to stimulate knowledge sharing attitudes. Incentive systems, organizational culture and management systems are classified as external factors.
b.   Individual Factors
Individual factors are factors that derive from consideration of individual drivers. It means that it comes from within a person. Examples of internal factors are beliefs, perceptions, expectations, attitudes and feelings.
c.   Technical factors Technical
Factors relate to knowledge management technology, such as software and hardware used in sharing activities.

Dimensions Knowledge sharing in higher education according to Bartol and Srivastava (2002) is as follows:

1. Activity
Activity sharing of knowledge on higher education institutions to exchange / sharing of knowledge among the faculty, staff, students, community or organization. These activities include:
- Publishing Books, Journals, other academic materials
- Sharing articles in books, journals or magazines
- Sharing experiences in seminars, workshops
- Attending / participating in Web / Video / conferences

2. Technology
Technology can be used to communicate and collaborate also allows individuals to do search and access new information. Among them are through:
- Email
- Internet
- Mobile Technology
- University Portal
- Intranet
- File / document management
- information online sources
- online message boards
- digital repositories (DR), CD-ROM
- multimedia technology
- learning object repositories
- video / web, conference
- learning management systems,
- short messaging services (SMS)
- blog
- online chat
- Community of Practice
- Audio and video messages

3. Motivator
Is a driving force for the learning process among lecturers, helping each other, and exchanging information? Among them:
- To learn from each other
- To help others
- As an exchange or feedback
- Self-satisfaction

The further revealed by Nor Ashmiza (2010), the dimensions of sharing knowledge in higher education through organizations, people and technology as followed:

1. Organization
Organization as a shelter for members and has a great impact on knowledge sharing among members of the organization. Organizational sharing through:
- Research Center Research
- Workshop Research
- Budget
- Paper series Work
- Seminar Research
- Mentoring System
- Publication University research
- Annual Review
- Lecturer Inauguration
- Intellectual Property Support
- Research Conference Research
- Forum Research
- Incentives
- Scientific meeting
- Workload System

3. People
Knowledge sharing is considered as a relationship or social interaction between people. people, because people can be motivators, role models, and inspirations.
- Research-Leader as a role model
- Research-Leader as mentor
- Research-Leader as inspiration
- Formal & informal interactions with other colleagues

4. Technology
The availability refers to the technological infrastructure provided at the university to support knowledge sharing activities. Information technology helps to be able to retrieve and store knowledge in individuals or groups, which allows this knowledge to be shared with other divisions in the organization or partners.
- University Website
- Email
- Research Database
- Data analysis software
- Online research repository

In line with some of the opinions of experts regarding the dimensions of knowledge sharing according to Mohaddeseh (2013) are as follows:

1. Human: The most important human factor is "motivation, positive attitude, belief, skill or ability and commitment of the staff.
2. Organizational Communication and social relations, team or work group, organizational structure, organizational culture, group or organization's identity, support manager and long-term commitment of Information Technology: a supporting role and to facilitate the sharing of knowledge.

Methodology

This research use approach descriptive which aims to produce a study on Knowledge Sharing in Indonesian Universities. The unit of analysis in this research is permanent lecturers at private universities in West Java. Samples were taken of 275 respondents from 780 populations. Data testing was carried out with the average test. Knowledge sharing is an activity of transferring, developing, stimulating creation, protecting and facilitating the dissemination of information, ideas, advice and expertise at the university both formally and informally, the extent to which the university provides encouragement, assistance when needed, appreciation for contributions, care for needs social-emotional, welfare, relationships and feelings of mutual help between lecturers and leaders. Descriptive analysis of respondents' responded to the dimensions through statement items of knowledge sharing variables with the dimensions of activity, organization, technology, and motivators.

Results and Discussion

Based on the results of data processing on sharing activities carried out at private universities in West Java, it is in sufficient criteria. The publication of scientific articles in journals is not carried out regularly. It can spur lecturers to produce articles that can be published in local journals owned by respective universities or faculties. Lecturers at some private universities in West Java are also less involved in national and international seminars / conferences. Lecturers who have attended seminars / conferences do not

share their experiences, even though it can be an inspiration and motivation for others to participate in seminars or conferences. Sharing scientific articles is also less common, even though these articles may be needed by other lecturers as literature. Based on the results of interviews, to publish articles in journals regularly is still constrained by the resources owned by the university to manage the journal. Lack of lecturer participation in the conference also collided with the daily activities of the lecturers and the lack of enthusiasm possessed by the lecturers, in addition to the limited funds available. Lack of sharing of articles and experiences is still related to the lack of intensity of lecturer interaction. The organizational dimension is at the sufficient criteria. Thus, some private universities in West Java do not hold workshops for lecturers related to research and writing scientific articles. The university only assigns lecturers to participate in scientific article writing workshops held by Kopertis and Dikti. Mentoring for lecturers' research and support for IPR registration are in poor criteria. This reflects that the university does not pay much attention to lecturers' research activities. Likewise, IPR registration activities for lecturers' scientific works are still very low.

Based on the results of the interview, it was revealed that some private universities in West Java never held workshops for lecturers related to research and writing scientific articles. The new university is limited to assigning lecturers to take part in scientific article writing workshops held by Kopertis and Dikti which are free of charge. The level of concern for IPR registration is still lacking, incentives for lecturer research, lecturer research forums are almost never conducted. Meanwhile, according to Nor Ashmiza (2010), organization (university) serves as a shelter for its members (lecturers) and has a big impact on the effectiveness of knowledge sharing among organizational members. It is important for universities to organize research workshops for lecturers, hold research seminars, conduct mentoring systems, research publications, support intellectual property, organize conferences, research forums, provide research incentives, conduct scientific meetings and workload systems The technological dimension is sufficient. In the item of website ownership, the university is included in the high criteria, meaning that all

private universities in West Java already have a website / website. However, based on the results of observations on several private university websites, they have not *updated the* information regularly. So that, the latest information related to teaching education activities, research, community service, information on organizing national and international seminars, which can be accessed by the academic community and the general public, is not published. Likewise, the information that is shared with lecturers via email / mailing list is in sufficient criteria. This shows that in some private universities in West Java information is not shared with lecturers, meeting invitations are only in the form of physical invitations, whereas using email / information mailing lists / invitations can be received quickly by lecturers. Whereas, as stated by Bartol and Srivastava (2002) that technology can be used to communicate and collaborate, it also allows individuals (lecturers) to conduct searches. and access new information.

In some private universities in West Java the results of research that have been carried out by lecturers, as well as research involving students, are only stored in the library, not stored in the research data base. Software for analyzing data that lecturers can use to support their research activities are also not owned by some private universities in West Java. Not all private universities in West Java have repositories of research results from lecturers or those involving students. In fact, if the research results are stored in a repository, they can be cited by lecturers / students, which can increase the citation index.

The results of the interview revealed that all private universities in West Java already have websites / websites, but some private university websites do not *update* information regularly. Information related to scientific activities or meetings is not immediately shared with lecturers via email, but still uses hardcopy. The lecturers' researches are not stored in the research database, making it difficult to find research files if needed. There is no online research repository available for citation by students, lecturers or other researchers. This is still limited availability of equipment, maintenance personnel and operators owned by several private universities in West Java.

In fact, according to Nor Ashmiza (2010), information technology that is owned and utilized by universities can assist universities in retrieving and storing knowledge in individuals or groups that allow this knowledge to be shared within the university's internal environment and for other institutions.

The motivator dimension is in the sufficient criteria. This indicates that some lecturers at private universities in West Java do not conduct scientific discussions not intensively. This is because most lecturers come to campus only during teaching schedules, or at meetings. However, it is no time for sharing among fellow lecturers. Activities helping each other among the lecturers if there are any who experience difficulties, among others: interpretation of data processing results, analysis data, exchange of information related to national / international seminars / conferences or scientific publication activities both in accredited national journals and reputable international journals are not implemented effectively. This is as expressed by Ming and Jesica that in academic institutions there is often "accumulation of knowledge". Yet according to Bartol and Srivastava (2002) motivators are the driving force for the learning process among lecturers, helping each other, and exchanging information and feedback. Likewise, according to Mohaddeseh (2013), the most important human factors are motivation, positive attitude, trust, skills or abilities and commitment. Osama (2014) states that knowledge sharing is a key element of the knowledge management process in a university environment. The low level of knowledge sharing can be worrisome as universities are seen as knowledge-intensive organizations, which can impact research outcomes and teaching activities. Knowledge sharing at some private universities in West Java is less effective. The activities of publishing scientific articles, sharing scientific articles, sharing experiences in seminars / conferences, participation in conferences are not implemented. Scientific work writing workshops and seminars are not held. The leadership does not conduct mentoring on lecturers' research and scientific publications. Less concerned with the registration of Intellectual Property Rights, unavailability of research incentives, besides that scientific forums are not organized effectively. Some private

universities in West Java do not use technology to share knowledge, such as university sites that are not regularly updated, current information is not regularly sent via email to lecturers, research database is not available, does not have data analysis software, does not have a research repository on line. The discussion activities among the lecturers were not carried out, nor did they help each other and exchange information in conducting research and scientific publications.

Conclusion

University should hold workshops on writing scientific articles hold research seminars, mentoring lecturers 'research, support related IPR registration for lecturers' research results. Providing research incentives, the university always organizes research forums. Lecturers are expected to intensively carry out scientific discussions, help each other with research and scientific publications, exchange information and experiences related to national and international seminars and scientific publications in reputable journals.

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