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Title

Knowledge Sharing Practices in EFL Classroom
at Higher Education in Indonesia

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Abstract

This study aims at exploring the knowledge sharing practices in English as a Foreign Language (EFL) classroom at university level in Indonesia. To explore knowledge sharing practices in the EFL classroom, the author conducted research on this topic at undergraduate and postgraduate programs at the State University of Makassar in Indonesia in 2015/2016 academic year. There were sixty five students from English Literature Study Program and Graduate Program Universitas Negeri Makassar as subjects of this study. The subjects of the study were chosen purposively and the instrument was close and open ended questionnaire in which the subjects were asked to write down their perceptions about the knowledge sharing practices in EFL classroom at higher education and the subjects were asked to respond the questionare. This study has sought to explore knowledge management practice as the most intriguing issue in the industry and needs to be implemented in educational domain. The pedagogical implication of this study is to encourage teachers, lecturers, educational practitioners, educationists, and policy makers in education to implement the knowledge sharing in the classroom and they hopefully will conduct the study on the same topic in knowledge management process. For further studies, we will focus on knowledge acquisition, knowledge creation, knowledge utilization, and knowledge storage.

Introduction

Education is future investment and the governments who place education as their first priority will achieve prosperity. Good condition of a nation depends on how the government pays attention on the quality of education. The quality of eduation in many aspects is also determined by a wide variety of aspects. One of the very important aspects is the teacher at a schools and the lecturer at tertiary levels.

Weda (2016) argues that the most intriguing element is the role of the faculty members (lecturers) at higher education to employ good method in transferring knowledge to students. This is because lecturers take very vital role in enhancing students' knowledge. Weda (2016) further explains that, higher education in Indonesia is very much hope to adopt the learning management as implemented by the industrial company. In the international context today, various management practices have been employed by large industries in order to achieve their goals. Those management practices are management strategic, knowledge management, knowledge leadership, and strategic planning under the umbrella of learning organization.

As a learning organization, university needs to adopt knowledge management practices at teaching-learning processes in the classroom setting. The knowledge management (KM) has a wide variety of tasks, namely knowledge creation, knowledge sharing, knowledge utilization, and knowledge documentation. Knowledge management enables individuals, teams and entire organizations to collectively and systematically create, share and apply knowledge to achieve their strategic and operational objectives (North, Klaus and Kumta, Gita, 2014) as cited in Weda (2016). One of the most important parts of KM is knowledge sharing. Therefore, the objective of this study is to explore the knowledge sharing practices in the EFL classroom at higher education in Indonesia.

Review of Literature

Knowledge management (KM) may simply be defined as doing what is needed to get the most out of knowledge resources (Fernandez and Sabherwal, 2010). They (2010) therefore argue that KM is viewed as an increasingly important discipline that promotes the creation, sharing, and leveraging of the corporation's knowledge.

KM involves systematic approaches to find, understand, and use knowledge to achieve organizational objectives (Moffett and Walker, 2015). Moffett and Walker (2015) therefore add that KM is based on the idea that an organization's most valuable resource is the knowledge of its people, the essence of KM is 'getting the right information to the right people at the right time.'

LEE, Chi-Lung, *et al* (2010) propose procedures of the knowledge management process model for schools, which include knowledge generation and acquisition, knowledge sharing, and the SECI model: externalization of knowledge, internalization of knowledge, socialization of knowledge, and combination of knowledge.

With regard to the relationship of people, when knowledge creation depends on information being shared between and among people, it is very availability depends on communication, interpretation, and meaning (Nasiripour, 2012).

Methodology

Participant

To explore knowledge management practices in the EFL classroom, the author conducted research on this topic at undergraduate and graduate programs at State University of Makassar in Indonesia. There were eighty English learners as participants of this research. There were two classes or sixty students from English Literature Study Program, Faculty of Languages and Literature, State University of Makassar, and one class or twenty students from Teaching English as a Foreign Language (TEFL) Study Program of Graduate Program, State University of Makassar in 2015/2016 academic year as revealed in table 2.

Table 2. Participants' Information

Program	Major	Semester	N	Gender
Undergraduate Program	English Literature	2nd	50	10 males, 40 females
Graduate Program	TEFL	3rd	15	5 males, 10 females

Instrument

The instrument of this research is questionnaire consisting of Likert scale and showing 23 5-point Likert type questions about knowledge sharing practices in EFL classroom. All Likert scales were scored from 5 (strongly agree), 4 (agree), 3 (Neither agree nor disagree), 2 (disagree), 1 (strongly disagree). The second instrument is the questionnaire consisting of open questions in which the subjects are asked to write down their perceptions towards the knowledge sharing practices in the EFL classroom at the Faculty of Languages and Literature and Graduate Program Universitas Negeri Makassar.

Procedure and Analysis

The questionnaire items were written in Indonesian. This means to give opportunity to students or participants responding the questions easily and comprehensively, especially for the open questionnaire. The data obtained from the questionnaire is then tabulated and analyzed using IBM Statistical Package for Social Sciences (SPSS) Statistics Version 20 to see descriptive statistics. Additional information obtained through open questionnaire is coded and analyzed to find out the knowledge sharing practices in EFL classroom at higher education.

Results and Discussion

Results on Students' Perception

Table 1. *Students' Perception on the Knowledge Sharing (N= 66)*

Code	Knowledge Management Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
KSP-1	In learning English in EFL classroom, knowledge sharing exists among students in the classroom.	4.3333	.70892	0	1.5	9.1	43.9	45.5
KSP-2	In learning English in EFL classroom, knowledge sharing exists from students to	3.7576	.84235	0	6.1	31.8	42.4	19.7

	community outside the university.							
KSP-3	In learning English in EFL classroom, knowledge sharing exists from other organizations or communities to students at the university.	3.8030	.84525	0	6.1	28.8	43.9	21.2
KSP-4	In learning English in EFL classroom, knowledge sharing exists from students as individuals to other students in the classroom.	4.0152	.86811	0	7.6	13.6	48.5	30.3
KSP-5	In learning English in EFL classroom, knowledge sharing exists from class learning to students as individuals.	4.0909	.71742	0	1.5	16.7	53.0	28.8
KSP-6	In learning English in EFL classroom, knowledge sharing exists from other people or organizations outside the university.	3.8333	.77625	0	3.0	30.3	47.0	19.7
KSP-7	In learning English in	4.0455	.73237	0	1.5	19.7	51.5	27.3

	EFL classroom, knowledge sharing exists from outside the classroom.							
KSP-8	In learning English in EFL classroom, knowledge sharing exists from classroom to other organizations or people outside the university.	3.6364	.77730	0	6.1	36.4	45.5	12.1
KSP-9	In learning English in EFL classroom, knowledge sharing exists from among students as learners.	4.5152	.58815	0	0	4.5	39.4	56.1

As revealed in table 1 above and chart 1 below, the highest mean score is Knowledge Sharing Practices (KSP-9): "In learning English in EFL classroom, knowledge sharing exists from among students as learners." The second mean score is KSP-1: "In learning English in EFL classroom, knowledge sharing exists among students in the classroom." The third mean score is KSP-5: "In learning English in EFL classroom, knowledge sharing exists from class learning to students as individuals." The forth means score is KSP-7: "In learning English in EFL classroom, knowledge sharing exists from outside the classroom."
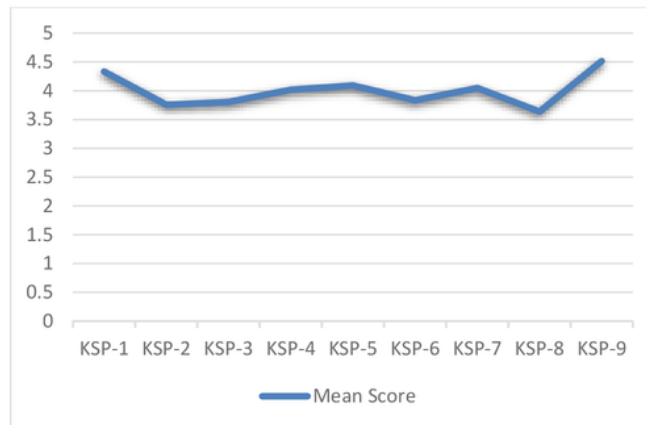
Chart 1. *Mean Score of Knowledge Sharing Practice (KSP)*

The question as revealed in the questionnaire "Is there any knowledge sharing in your classroom?," there were 58 or 89.2% of the students said "yes" and 7 or 10.8% said "no." This information reveals that the knowledge sharing practices have been implemented by classroom members (students and teacher) as stated in chart 2.
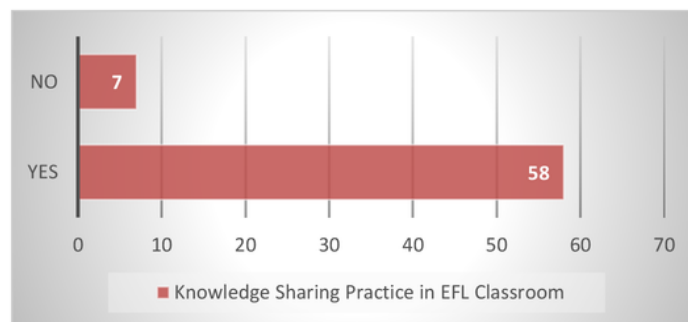

Chart 2. *Knowledge Sharing Practice in EFL Classroom*

Generally, the analysis has shown the following, which reveals the students' perception on knowledge sharing in the EFL classroom, either between students and teacher or students and students. Regarding students who gave reasons toward the types of knowledge sharing in the classroom, there were 28 (43.07%) students gave reasons that the knowldege sharing practices in the classroom setting was "discussion."

Excerpt (1) "Knowledge sharing in the classroom emerged when the lecturer gave explanation and when the discussion took place in the classroom."

Excerpt (2) "Knowledge sharing in form of discussion in which the students were involved in the discussion as place for exchanging ideas to others."

Excerpt (3) "Knowledge sharing emerged when we maintained classroom discussion. Not only from lecturer to students, but also from students to students."

Excerpt (4) "We always share knowledge in the discussion in the classroom setting."

Excerpt (5) "For example discussion, forming group to complete the task and sharing knowledge in doing individual task."

Excerpt (6) "After receiving knowledge in the classroom, my friends and I then discussed the materials that had been explained by the lecturer."

From these reasons, it can be identified that the students notably responded that discussion in a wide variety of forms in the classroom illustrate that if we would like to nurture students' knowledge sharing, discussion will be the first priority to implement. This is because the students can share with others about the subject materials.

As previously stated in the Procedures of the Knowledge Management Process Model for Schools through a KMS, the documented knowledge is announced and shared. An environment that allows the "internalization and socialization" of inter-member discussions and observations is provided. In order to provide the school with the necessary correct knowledge, the senior knowledge managers determine what knowledge is to be shared, and these documents are only shared after being approved by the knowledge management team (LEE, Chi-Lung, et al., 2010). Obviously, the term sharing and discussion are illustrated as two sides of coins which intertwined each other. There is no one side without the existense of the other.

The second priority was the question and answer session in which the members of the classroom can share knowledge. The students who gave reasons toward the knowledge sharing practice in the classroom through question and answer session were 9 or 13.85% students. The following excerpts illustrate the students' reasons.

Excerpt (7) "Through question and answer session or sharing knowledge with lecturer or friends."

Excerpt (8) "Question and answer between lecturer and students, or between students and students."

Excerpt (9) " There is question and answer session for friends who present their paper and they therefore answer the questions."

Excerpt (10) "Question and answer between lecturer – students in the classroom, and from students to students."

Excerpt (11) "Sharing between lecturer and students, which usually takes place in question and answer."

Excerpt (12) "Knowledge sharing when the question and answer process exists in the classroom in which the students ask the lecturer or the students ask their friends who presented the material. In this activity, knowledge sharing emerged about the responses from the audiences.

Excerpt (13) "If there are some students do not understand the material and they ask other students to explain again."

Some students gave responses that the knowledge sharing practices in the classroom setting were conducted when the lecturer presents the material in front of the classroom. There were 4 or 6.15% students said that the knowledge sharing emerged in the classroom through subject presentation by the lecturer as revealed in the following excerpts.

Excerpt (14) "Whe the lecturer presents the material subject."

Excerpt (15) "Knowledge sharing based on the existing data or facts, through explanation or material presentation in the classroom."

Excerpt (16) "Classroom presentation by the lecturer or between students and students."

Excerpt (17) "Knowledge sharing from lecturer or teacher to learners or knowledge sharing among students and via internet."

Traditionally, the teacher is a facilitator in the classroom, so that he or she should be competent in transfering knowledge to his or her students. The teacher needs to employ good teaching strategies in order to lead his or her students to understand what he or she explains.

Since the material presentation places the third rank of students' responses toward students' perception on the knowledge sharing practices in the classroom setting, the teacher should have good competence (knowledge, skill, and attitude). This is because the teacher becomes very vital role model in the classroom.

Some other reasons of knowledge sharing practices in the classroom based on the students' perseption are presented below:

Excerpt (18) "Sharing knowledge among students in doing the tasks."

Excerpt (19) "Knowledge sharing emerged through interaction between teacher and students or among students in the classroom."

Excerpt (20) "The way of understanding the material in the classroom by each student is different and this causes various knowledge. If there is different opinion, the students exchange their thought with explanation according to the theory."

Excerpt (21) "Knowledge sharing between lecturer and students. So we can know something which we do not know and we can maintain mutual understanding and understanding each other."

Excerpt (22) "Clearly, knowledge sharing through other students' opinion."

Excerpt (23) "Knowledge sharing from the lecturer and the students."

Excerpt (24) "Mutually knowledge sharing by offering opinion."

Excerpt (25) "Knowledge sharing practices when student explain his experience and other students listen to the explanation."

Excerpt (26) "Knowledge sharing in the learning teaching processes, from teacher, book, browsing internet, and among students.

Based on the students' perception in open and close questionnaire, the results on table 1 and the results on qualitative data analysis, as previously stated, indicate that the knowledge sharing in the classroom exists through interaction between teacher and students, and students and students through discussion, material presentation from the lecturer, and question and answer session after presentation, either presentation from the lecturer or presentation from the students through group discussion.

Conclusion

The objective of the study has been to provide an analysis of students' perception of knowledge sharing in the EFL classroom at higher education. In particular, the data obtained from the students support the following conclusions.

The study reveals that there were 58 or 89.2% of the students said "yes" and 7 or 10.8% said "no," towards the question "Is the knowledge sharing employed in your classroom?. If the student's answer "yes," it is followed by the following question "How is the knowledge sharing employed in the classroom setting?. The answers of this question are varied. Most students

responded that the knowledge sharing in the classroom setting was 'discussion' in various discussion activities, followed by question and answer session, material presentation from the lecturer, and other knowledge sharing activities done by the students as members of the classroom.

As one of the very vital parts of knowledge management, knowledge sharing needs to be employed through discussion based on intriguing topics or issues in the society. This knowledge sharing provides opportunity to all students to be involved in the classroom activity in order to nurture their motivation and learning outcome. Therefore, the pedagogical implication of this study is that the students' knowledge sharing is the most intriguing issue to develop in the classroom, so that the lecturer, teacher, educational practitioner, and educational policy maker need to employ knowledge sharing in the curriculum, syllabus, and teaching-learning process in the classroom.

Other researchers are recommended to conduct further investigation on the same topics in different locus or focus on knowledge acquisition, knowledge creation, knowledge utilization, and knowledge storage.

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