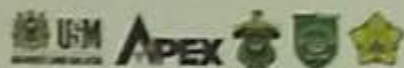


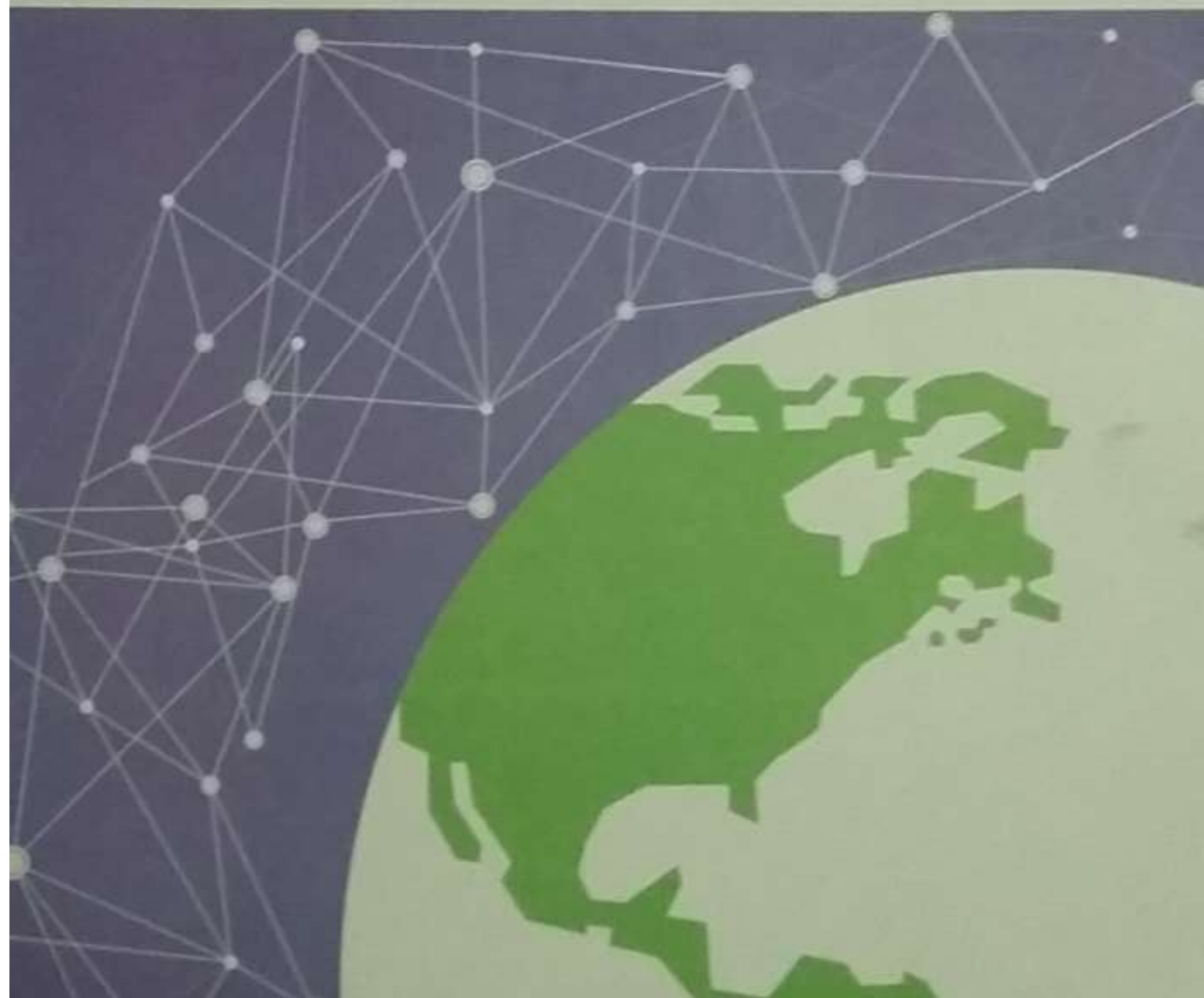
*Earthing Knowledge,
Strengthening
Connectivity*

Faculty of Social and Political Science
Hasanuddin University
Makassar, Indonesia



Proceeding of **CMR2016**

INTERNATIONAL CONFERENCE ON
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KNOWLEDGE MANAGEMENT IN PRACTICE: A CASE STUDY AT EFL CLASSROOM AT SECONDARY SCHOOL IN MAKASSAR INDONESIA

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ABSTRACT

Currently, there are lots of large organizations and industries achieve their objectives because those organizations are successful to employ knowledge management (KM). This best practice can be employed in the educational domain in Indonesia, from elementary schools to tertiary level. In educational practices in the classroom setting, there is no study focusing particularly on this intriguing issue in Indonesia today. Therefore this study tries to explore the practices of knowledge management in the English as a foreign language (EFL) classroom at secondary schools in Makassar, Indonesia. There were fifty students from two secondary schools in Makassar participated in this study as respondents. Those secondary schools are: SMP Negeri 36 and SMA Negeri 7 Makassar. In this study, I administered open – ended questionnaire consisting of Likert scale and showing 23 5-point Likert type statements about knowledge management in practice in EFL classroom. The data obtained from the questionnaire were analyzed using IBM Statistical Package for Social Sciences (SPSS) Statistics version 20 to see descriptive statistics (mean, standard deviation, skewness, kurtosis, min and max score, and percentage). The study results demonstrate that the majority of KM types, among others are: knowledge acquisition, knowledge creation, knowledge sharing, knowledge utilization, and knowledge storage have been practiced in the EFL classroom at secondary schools in Makassar, Indonesia. Only some items in each KM practice should be improved based on the students' perception.

Keywords: Knowledge management, secondary school, EFL, Indonesia

1. INTRODUCTION

One of the objectives of the teaching – learning process in the classroom is students' learning outcomes. Learning outcome is influenced by many factors. One of intriguing factors is knowledge management. On the one hand, the students have knowledge from a wide variety of sources, but on the other hand they cannot manage the knowledge well. As a result, the students fail to achieve learning objective.

Recently, knowledge management (KM) has received lots of attention in scholarly as well as in educational practitioners, especially in management and strategic management and in professional services industries as well as in business and nonprofit organizations of all large organization sectors. Due to the large demand for concepts and theories to support a systematic intervention into the way an organization handles knowledge, the field has attracted researchers from different disciplines and has absorbed a wide range of research questions and approaches to

solve these questions. This part is devoted to give an overview of the roots of knowledge management, the historical development of the literature and practice in some of its predecessors, especially organizational learning and organizational memory approaches (Global, n.d.).

In business organization today, knowledge management (KM) is very important issue and hot topic of discussion in some events, ranging from classroom discussion to national and international conferences in the management issues (North & Kumta, 2014). This topic needs to be employed in solving lots of business problems, either dealing with their internal environment or external environment. As best practices in the large organizations and business companies, there are some writers focus their studies on KM at higher education but very little of them focus on the KM practices in the classroom.

With globalization, many companies realize that sustaining competitive advantage or competitive excellence requires tapping the full creative potential and knowledge of all members of the organization or industry. The business environment is transforming from that which was largely dominated by physical resources to one dominated by knowledge, tacit or explicit (North & Kumta, 2014). Therefore, it is increasingly being acknowledged that Knowledge Management (KM) can bring about the much needed innovation, creativity, and improved business performance in organizations, either profit or nonprofit organization (Uden, Herrera, Pérez, & Rodríguez, 2012).

Knowledge is most intriguing issue in all organization and industry level and it becomes the heart of much of today's global economy, business, competition, and managing knowledge is become very vital to companies' success and growth (Kluge et al. 200: 4) in (Hislop, 2005).

Knowledge management (KM) enables individuals, teams and entire organizations to collectively and systematically create, share, apply (use), and store knowledge to achieve their strategic and operational objectives. Knowledge management contributes to increasing the efficiency and effectiveness of operations of all organizations on the one hand and to innovate and change the quality standard of competition on the other. The aim of knowledge oriented management is to generate knowledge from information and convert this knowledge into a sustainable competitive advantage or excellence that can be measured as success in the business or industry (North & Kumta, 2014). In view of this, (North & Kumta, 2014) argue that knowledge management is comprised of the following tasks and purposes:

- Acquiring knowledge: Ensuring that the information and knowledge necessary for business development and business processes is available.
- Creating knowledge: Ensuring that the knowledge is developed in the most suitable place inside or outside the company and that it leads to innovation.
- Sharing and using knowledge: Ensuring dissemination, learning and optimum use of knowledge.
- Learning: Ensuring that the organization and each of its employees is able to learn and to reflect as well as apply what is learned.
- Protecting knowledge. Knowledge is an asset and its value needs to be protected by keeping it updated through contributions from people.

Knowledge management (KM) may simply be defined as doing what is needed to get the most out of knowledge resources in a wide array of organizations. Although KM can be applied to individuals, it has recently attracted the attention of organizations in learning organization (LO) in which individuals and organizations learn continuously. KM is viewed as an increasingly

important discipline that promotes the creation, sharing, utilization, documentation, and leveraging of the corporation's knowledge (Becerra-Fernandez & Rajiv Sabherwal, 2010).

Let us now consider this simple definition in some detail by providing a few elaborations. First, it is important to stress that this definition can be applied at the individual as well as organizational levels. Depending on the level, knowledge resources might be those resources that are relevant to the decisions, goals, and strategies of an individual or an organization. The "organization" may be a corporation, a firm, a field office of a firm, a department within a corporation or firm, and so forth. Moreover, the term knowledge resources refers not only to the knowledge currently possessed by the individual or the organization but also to the knowledge that can potentially be obtained (at some cost, if necessary) from other individuals or organizations. Second, "get the most" reflects the impacts of knowledge management on the goal achievement of the individual or the organization (Becerra-Fernandez & Sabherwal, 2015). One of the hardest challenges of knowledge management is that of convincing and making people to share their knowledge to other individuals in the organization (Uden et al., 2012).

What is knowledge acquisition?

Knowledge acquisition is a basic way to acquire knowledge from other individuals in the organizations. The knowledge can be acquired through reading various textbooks and other printed and online materials. The knowledge is also acquired through a wide array of conferences or seminars.

What is knowledge creation?

From a mainstream perspective, therefore, learning and knowledge creation are basically a process of transmission between individuals in which data is converted into information through the medium of knowledge, which may be explicit or tacit. The transmission of knowledge between people is a process of conversion between tacit and explicit forms based on mimicry in tacit-tacit transfers, group dialogue and discussion in metaphorical and analogical language in tacit-explicit transfers in a wide range of activities, formalization and codification in explicit-explicit transfers, and internalization in explicit- tacit transfers. Knowledge is understood to move in this way through the interplay of individual and group/organizational/social levels (Stacey, 2001).

What is knowledge sharing?

Knowledge sharing is very vital in the improvement of organization performance. All individuals need to share their knowledge to others. This is because, if individual as a member of organization who has unique knowledge should be shared to others. If he or she as an individual who has good competence in one thing, and he or she is absent in one day, other individual can employ the knowledge he or she from the competent individual to handle or solve the problem that the individuals in organization meet.

What is knowledge utilization?

Knowledge utilization is very important to achieve the goals of organization as setting before by the stakeholders of the organization. Each individual in organization needs to use his or her knowledge or potential to achieve the targets or goals. Knowledge utilization is the implementation of tacit and explicit knowledge to handle the problems that the individual meets in the organization.

2. RESEARCH QUESTIONS

The grand questions of this study is to what extent of the knowledge management (KM) practices in the EFL Classroom at secondary schools? and the sub-questions of the study are as follows:

- a. To what extent of the knowledge acquisition practices in the EFL classroom at secondary schools?,
- b. To what extent of the knowledge creation practices in the EFL classroom at secondary schools?,
- c. To what extent of the knowledge sharing practices in the EFL classroom at secondary schools?,
- d. To what extent of the knowledge utilization practices in the EFL classroom at secondary schools?, and
- e. To what extent of the knowledge documentation practices in the EFL classroom at secondary schools?.

3. METHODOLOGY

a) Types and Participants of the Study

This study applied survey research at secondary schools (senior high school and junior high school) in Makassar. The survey research is often conducted to assess perception of respondent in the specific or global scope (Basri & Patak, 2015). It is also widespread used by a variety of groups to find out the characteristics of respondents on certain topic or issue (Basri & Patak, 2015). I therefore employed this survey research to explore students' responses on the implementation of knowledge management in the EFL classroom at secondary schools in Makassar. Those secondary schools are SMP Negeri 36 and SMA Negeri 7 Kecamatan Biringkanaya, Sudiang Makassar. There were 50 students participated in this study as respondents. There were 20 (40%) students from junior high school and 30 (60%) students from senior high school. There were 14 (28%) men and 36 (72%) women. Their sex and educational background are stated in chart 1 and chart 2.

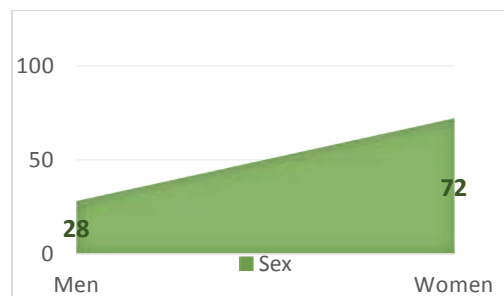


Chart 1. Sex of Students

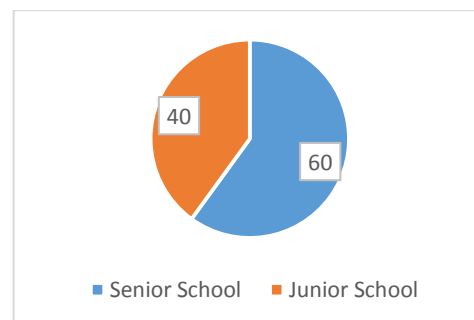


Chart 2. Educational Background of Students

b) Procedure

In this study, I employed close and open ended questionnaire in which the participants can freely choose the choices reveal 23 5-point Likert type statements about knowledge management in practice in EFL classroom at secondary schools.

c) Data Analysis

The data in this study were analyzed using statistical package for social sciences (SPSS) to see the means, standard deviation, min and maximum score, skewness, kurtosis, and percentage of students' perception on KM practices (KMPs) in the EFL classroom at secondary schools in Makassar, Indonesia.

4. RESULT AND DISCUSSION

Table 1 shows the descriptive statistics results for each item (item no. 1 – item no. 23). From the results, we can see that most of the means were higher than 3.00. This analysis based on the students' perception towards questionnaire items in the study. This study revealed that in the first factor related to students' perception on knowledge management practices (KMPs): Knowledge creation in EFL classroom at secondary schools. The items 'In learning English in the classroom setting, classroom practices adopt benchmarking from other people, other classrooms, or other universities. This result shows that the knowledge management practices in terms of knowledge creation, for the first factor was high. On the other hand, the means of item no. 2 – no. 6 show that the results were lower than 4.000. This means that factor 2 to factor 6 of knowledge creation were low and it needs to be improved.

Table 2 reveals the mean differences of the students' perception on KMPs, especially for knowledge sharing/transfer. The results of the study indicate that all factors in knowledge sharing/transfer are below 4.00. This means that the knowledge sharing or transfer among students in the EFL classroom setting at secondary schools was low and it needs to be improved.

Table 3 shows the results of the questionnaire items related to students' perception on the KMPs, especially for knowledge use. The mean differences of the students' perception of KMPs are lower than 4.00. This symbolizes that the KMPs, especially for knowledge use/utilization was low and it needs to be improved in the classroom setting using a wide variety of activities.

As presented in table 4, that the means show that almost all factors of KMPs, especially for knowledge storage or documentation were lower than 4.00. There is only one factor which has mean above 4.00. This evidently illustrates that the practices of knowledge management, especially for factors in knowledge storage (documentation) was low and it needs improvement.

The overall results revealed that the top ten items (KMPs) that have been employed in the EFL classroom at secondary schools in Makassar, Indonesia were: (KMP-1): In learning English in the EFL classroom, classroom practices adopt benchmarking from other people, other classrooms, or other universities, (KMP-20): Learning material documentation (storage) in EFL classroom has met students' need, (KMP-4): Watching television, video, film, listening to music, and using various audio equipment, (KMP-18): Various skills, listening, speaking, reading, and writing, have been employed in the classroom discussion, (KMP-5): Learning from other students who have better knowledge and skill in English, (KMP-2): Attending a variety of seminars, conferences, and other academic activities, (KMP-16): Knowledge of language component: structure, vocabulary, and pronunciation obtained from English classroom has been employed in the classroom, (KMP-3): Reading a variety of printed materials, e.g., newspaper, textbooks, e-mail, and journals, (KMP-6): Learning together with other students from other universities and participating in extracurricular activity in English learning activities, and (KMP-2): Attending seminars, conference, and other academic activities.

Table 1. Students' Perception on the Knowledge Management Practices: Knowledge Acquisition (N= 50)

Code	KM Practices	M	SD	Skewness	Kurtosis	Min	Max	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
KMP-1	In learning English in the classroom setting, classroom practices adopt benchmarking from other people, other classrooms, or other universities.	4.0000	1.10657	-1.318	1.423	1.00	5.00	6.0	4.0	12.0	40.0	38.0
KMP-2	Attending seminars, conference, and other academic activities.	3.7800	.84007	.013	-.824	2.00	5.00	0	4.0	36.0	38.0	22.0
KMP-3	Reading a variety of printed materials, e.g., newspaper, textbooks, e-mail, and journals.	3.7000	1.32865	-.886	-.272	1.00	5.00	12.0	6.0	16.0	32.0	34.0
KMP-4	Watching television, video, film, and listening to music using various audio equipment.	3.8800	1.06215	-1.029	.711	1.00	5.00	4.0	8.0	14.0	44.0	30.0
KMP-5	Learning from other students who have better knowledge and skill qualification in English.	3.8200	1.00387	-.379	-.913	2.00	5.00	0	12.0	24.0	34.0	30.0
KMP-6	Learning together with other students from other universities and participating in	3.6800	1.25259	-.655	-.675	1.00	5.00	6.0	16.0	14.0	32.0	32.0

extracurricular
activity in English
learning activities.

Table 2. Students' Perception on the Knowledge Management Practices: Knowledge Sharing/Transfer (N= 50)

Code	Knowledge Management Practices	M	SD	Skewness	Kurtosis	Min	Max	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
KMP-7	In learning English in EFL classroom, knowledge transfer exists among students in the classroom.	3.5800	1.34149	-.812	-.435	1.00	5.00	14.0	6.0	16.0	36.0	28.0
KMP-8	In learning English in EFL classroom, knowledge transfer/sharing exists from students to community outside the university.	3.3800	1.25990	-.515	-.610	1.00	5.00	12.0	10.0	26.0	32.0	20.0
KMP-9	In learning English in EFL classroom, knowledge transfer/sharing exists from other organizations or communities to students at the university.	3.5200	1.31304	-.778	-.418	1.00	5.00	14.0	6.0	18.0	38.0	24.0
KMP-10	In learning English in EFL classroom, knowledge transfer/sharing exists from students as individuals to other students in the	3.3800	1.17612	-.640	-.375	1.00	5.00	10.0	12.0	22.0	42.0	14.0

	classroom.												
KMP-11	In learning English in EFL classroom, knowledge transfer/sharing exists from class learning to students as individuals.	3.5400	1.18166	-1.104	.359	1.00	5.00	12.0	6.0	12.0	56.0	14.0	
KMP-12	In learning English in EFL classroom, knowledge transfer/sharing exists from other people or organizations outside the university.	3.6000	1.22890	-.550	-.716	1.00	5.00	6.0	16.0	18.0	32.0	28.0	
KMP-13	In learning English in EFL classroom, knowledge transfer/sharing exists from outside the classroom.	3.1800	1.11922	-.280	-.307	1.00	5.00	10.0	12.0	40.0	26.0	12.0	
KMP-14	In learning English in EFL classroom, knowledge transfer/sharing exists from classroom to other organizations or people outside the university.	3.0000	1.08797	-.396	-.657	1.00	5.00	12.0	18.0	32.0	34.0	4.0	
KMP-15	In learning English in EFL classroom, knowledge transfer/sharing exists	3.2600	1.22574	-.523	-.760	1.00	5.00	12.0	16.0	18.0	42.0	12.0	

from among students
as learners.

Table 3. Students' Perception on the Knowledge Management Practices: Knowledge Utilization (N= 50)

Code	Knowledge Management Practices	M	SD	Skewness	Kurtosis	Min	Max	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP-16	Knowledge of language component: structure, vocabulary, and pronunciation obtained from English classroom has been used in the classroom.	3.7600	.95959	-.934	1.241	1.00	5.00	4.0	4.0	24.0	48.0	20.0
DTP-17	Knowledge of language component: structure, vocabulary, and pronunciation obtained from English classroom has been used in social life outside the classroom setting.	3.4400	1.03332	-.758	.622	1.00	5.00	8.0	4.0	36.0	40.0	12.0
DTP-18	Various skills, listening, speaking, reading, and writing, learnt in the classroom setting have been employed in the classroom discussion.	3.8800	1.04276	-.876	.611	1.00	5.00	4.0	4.0	24.0	36.0	32.0

DTP-19	Various skills, listening, speaking, reading, and writing, learnt in the classroom setting have been employed in daily activities.	3.6400	.80204	-.479	1.262	1.00	5.00	2.0	2.0	38.0	46.0	12.0
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Table 4. Students' Perception on the Knowledge Management Practices: Knowledge Storage/Documentation (N= 50)

Code	Knowledge Management Practices	M	SD	Skewness	Kurtosis	Min	Max	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
KMP-20	Learning material documentation (storage) in EFL classroom has been done for students' need. .	3.9000	1.03510	-.713	-.079	1.00	5.00	2.0	8.0	22.0	34.0	34.0
KMP-21	. Learning material documentation (storage) in EFL classroom has been done for other students' need, either in the classroom or other students from other classrooms.	3.5000	1.11117	-.372	-.662	1.00	5.00	4.0	16.0	26.0	34.0	20.0
KMP-22	Material obtained from teaching and learning process in the classroom is noted in	4.0600	.91272	-.625	-.484	2.00	5.00	0	6.0	20.0	36.0	38.0

	note book well.											
KMP-23	Material obtained from in the classroom is documented in the laptop/computer or other electronic media. .	3.5200	1.09246	-.787	.335	1.00	5.00	8.0	6.0	28.0	42.0	16.0

5. CONCLUSION

The study therefore concludes that the knowledge management practices (KMPs) in EFL classroom at secondary schools in Makassar Indonesia are:

The knowledge creation practices (KCPs) is low and it needs improvement in all factors. The knowledge sharing/transfer is low and it also needs improvement in all factors. The knowledge utilization is also low and it needs improvement in its implementation, and the knowledge storage/documentation is low and it needs improvement in all factors.

Finally, the pedagogical implication of this study is that the teachers at secondary school levels, either in junior high school or senior high school in Indonesia should employ knowledge management, in a wide variety of knowledge factors, among others are knowledge creation, knowledge acquisition, knowledge sharing, knowledge utilization, and knowledge documentation in other the students can be creative and competent in in the learning – teaching process in the classroom setting. The teachers at schools, faculty members at universities, educational practitioners at educational policy maker levels need to socialize the importance of knowledge management (KM) in the classroom setting (EFL classroom) and educational domain in particular.

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