Knowledge Sharing Among Staffs for Elderly and People with Disabilities Service at National Library of The Republic of Indonesia

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This study discusses the knowledge sharing activities among the library staffs for Elderly and Disability Service at National Library in Indonesia. The aim of this research is to obtain an overview of knowledge sharing activities conducted by the library staffs for Elderly and Disability Service using seven aspects of knowledge sharing. The research approach used is qualitative with case study method. The data collection method includes observation, interview, and document analysis. The results of the study indicate that there are no substantial differences in some aspects of knowledge sharing between the library staffs who do not have special needs and the library staffs with disabilities. It can also be seen that the library staffs for people with disabilities tend to have more knowledge to share. This is because the knowledge they have is in accordance with the target of the users.
Keywords: Knowledge sharing; Library staff; National Library of Indonesia

Introduction

Social inclusion in the library sector began to be discussed in 1999 through the document Libraries for All: Social Inclusion in Public Libraries Policy Guidance for Local Authorities in England October 1999. This document describes the notion of social inclusion-based libraries, namely proactive libraries that can help individuals and society to develop skills and self-confidence and help improve social networks. Libraries also support communities, adults, and families to study in the library.

Based on this consideration, the National Library of the Republic of Indonesia (hereinafter abbreviated as PERPUSNAS - referring to the Decree of Head of PERPUSNAS No. 03/2001) began to activate the function of libraries based on social inclusion for the community welfare to build a knowledgeable community ecosystem. One of the concrete movements carried out by PERPUSNAS is to provide employment opportunities for persons with disabilities. PERPUSNAS realizes that the existence of a librarian with disability is important in knowing the needs of persons with disabilities while accessing literacy services. PERPUSNAS employs three library staffs with disabilities to serve visitors in the Elderly and Disability Service, which is located at the seventh floor of the PERPUSNAS building.

Within this service, there are other librarians who do not have special needs, while there are two librarians with disabilities. The difference in knowledge between library staffs with disabilities and the other library staffs becomes a challenge in this service. While serving the users, they need to match their knowledge so that there is no sense of interdependence with the library staffs who have more knowledge. Therefore, it is necessary to share knowledge to balance the knowledge of library staffs in this service.

Research on knowledge sharing was previously carried out by Dea Alifa Destriani in 2016 entitled "Implementation of Knowledge Sharing in the Library and Knowledge Center (LKC) of Bina Nusantara University International". The research discusses the factors that influence knowledge sharing carried out by librarians at LKC BINUS International, namely the nature of knowledge, work culture, staff attitudes, opportunities to share, and motivation to share. Research on knowledge sharing among library staff was also studied by Margaret Burnette in 2017 entitled "Tacit Knowledge Sharing Among Library Colleagues: A Pilot Study". This study examines the nature of tacit knowledge sharing among library staff by focusing on the characteristics of tacit knowledge and contextual factors such as organizational culture and mentor-mentee relationships.

In this study, the researcher aims to see an overview of the knowledge sharing process by choosing the library staffs working at the PERPUSNAS Elderly and Disability Service the research subjects. It is because three of the seven library staffs are persons with disabilities. There are differences in knowledge between library staffs with disabilities and normal library staffs, so knowledge sharing is necessary to balance knowledge among them.

Review of Literature

Knowledge Sharing

Knowledge sharing is defined as a reciprocal process in which individuals exchange tacit and explicit knowledge and jointly create new knowledge. After creating new knowledge and organizing it, the next step is to share that knowledge. According to Paulin (2012), knowledge sharing is an exchange of knowledge between two individuals who act as communicator of knowledge and recipient who absorbs this knowledge. The two individuals who act as communicator and recipient of knowledge involve two knowledge-sharing behaviors, namely knowledge donating and knowledge collecting. Knowledge donating is the behavior of a person communicating their intellectual capital and abilities to others, while knowledge collecting is the behavior of someone who consults with friends or colleagues to get their intellectual capital (Hoof and Ridder, 2004).

Raskov in Memah et al. (2017) stated that knowledge sharing occurs between individuals in a community, in which individuals interact and share knowledge with other individuals either through virtual or face-to-face spaces, forum groups and similar medium. Knowledge sharing within an organization can be done both formally and informally. This is supported by Yusuf (2012) who states that knowledge sharing is not always done in the form of formal activities in an organization. Knowledge sharing can be done casually during lunch, before going to work in the morning, and in the afternoon when finishing work.

Meanwhile, according to Tobing (2007), knowledge sharing is the essence of successful knowledge management because through knowledge sharing there is a process of adding the knowledge possessed by organizations and individuals. Basically, knowledge consists of two types, namely tacit knowledge and explicit knowledge. Tacit knowledge is knowledge that is still in someone's mind and is very difficult to formulate or communicate to others, while explicit knowledge is knowledge that can be codified or has been stored in the form of documents and other storage media.

Seven Aspects of Knowledge Sharing

The success of knowledge sharing can be assessed from several aspects that can be studied deeper. In a study entitled "Knowledge-Sharing Patterns Undergraduate Student in Singapore" in 2007, Yuen and Majid examined knowledge-sharing activities in seven aspects, as follows.
a. General perception of knowledge sharing
b. Source selection
c. Frequency of knowledge sharing
d. The type of information and knowledge that is shared
e. Selection of channels for knowledge sharing
f. Inhibiting factors in knowledge sharing
g. Motivation to share knowledge

Bock (2002) suggests that general perceptions or attitudes towards knowledge sharing are one of the dimensions of knowledge sharing behavior. Bock also explained that the general perception of knowledge sharing is the degree of a person's positive feelings about knowledge sharing. This attitude towards knowledge sharing is formed from trust and refers to the degree of an individual's assessment of knowledge sharing behavior with others in the organization, wether they perceive it as good or bad.

The aspect of selecting sources referred by Yuen and Majid is the selection of sources as a reference in supporting one's work. These sources consist of various types, such as sources from the internet, books from the library, consultation with colleagues, and consultation with experts or mentors.

The aspect of frequency of knowledge sharing means the frequency of knowledge sharing when someone is doing work, someone is in their spare time, and when someone is in a formal or informal discussion room.

Meanwhile, the aspect of the type of information and knowledge is the type of information shared such as URL links, modules from seminars and trainings, as well as opinions and answers to improve the understanding of others.

The aspects of the channel or media chosen in knowledge sharing are face-to-face, online chat, email, and telephone. Wei et al. (2012) explained that knowledge sharing through human or face-to-face communication still exists or is ongoing and is relevant, and technology in this case is only a link. Almehmadi, Hepworth, and Maynard (2014) describe knowledge sharing strategies including the means and media used to share knowledge. Knowledge sharing can be done orally or in writing. If there are no distance barriers, generally both parties share knowledge through face-to-face communication without the help of technology. However, if there is a distance between the two parties, knowledge sharing is carried out with the

help of technology such as telephone, Skype, and line applications. Apart from verbal, both parties who have distance and time constraints can also share knowledge through writing with the help of technology. When sharing knowledge through writing, a person can act as the main source of knowledge (as a writer) or only as a successor or disseminator of knowledge to other recipients of knowledge.

Riege (2005) divides the barriers to knowledge sharing into three, namely individual barriers, organizational barriers, and technological barriers. At the individual level, the right distribution of knowledge from the right person to the right person at the right time is one of the greatest challenges in knowledge sharing. One of the obstacles at the individual level is communication skills. The ability of employees to share knowledge is highly dependent on their communication skills. In addition, there is often a fear among employees that knowledge sharing can weaken their position in the company. Basically, employees often only share knowledge voluntarily, when they consider it important to their job, when they feel compelled to share and learn and when they want to support certain colleagues.

At the organizational level, the obstacle that occurs is the absence of adequate infrastructure to support knowledge sharing programs. According to Riege (2005) adequate infrastructure and resources to facilitate knowledge sharing practices are the basis of a successful knowledge management program. Top management must also create an environment in which people want to share what they know and make use of what others know. The role of supporting upper management is fundamental to creating a culture of knowledge sharing.

According to Ballentine et al (2012), there are several factors that cause a person to be motivated to achieve goals. These factors are broadly divided into two factors namely monetary factors such as salaries, bonuses, incentives given to individuals as well as non-monetary factors such as status, appreciation, and knowledge.

Methodology

This research uses a qualitative approach with a case study method. Qualitative research aims to obtain a complete picture of something according to the human perspective being studied. Qualitative research deals with ideas, perceptions, opinions, or beliefs of the people studied, all of which cannot be measured by numbers (Sulistyo-Basuki, 2010). Data collection used is through direct observation, interviews, and document analysis. The type of interview chosen was an unstructured interview with a list of questions asked related to general perceptions of knowledge sharing and aspects of knowledge sharing referring to the theory of Yuen and Majid (2007). Meanwhile, the document analysis is in the form of meeting minutes, visitor data, annual reports, as well as conversations on WhatsApp media related to knowledge sharing activities on PERPUSNAS Elderly and Disability Service.

There were six informants selected in this study using purposive sampling which is the selection of samples made by the researcher based on the criteria determined by the researcher (Sulistyo-Basuki, 2010). The criteria for informants include wether they have worked at PERPUSNAS for or more than 1 year, have participated in knowledge sharing activities, have basic knowledge about disabilities, and have served users with disabilities.

The data analysis stage is the process of systematically searching for and compiling data obtained from the observation and interview stages. In this study, data analysis was carried out in several stages, namely triangulation, interpretation and drawing conclusions.

Table 1. Informants Data

No.	Name	Position	Duration of Work	Highest Degree
1.	Indi	Head of Elderly and Disability Service, from October 2018 till present	13 years	Master's in Library and Information Sciences
2.	Dhani	Head of Elderly and Disability Service, from January to September 2017	25 years	Master's in Management
3.	Fandi	Library Staff	1 year	Bachelor's in Tarbiyah Islamic Education
4.	Wangi	Library Staff	3 years	Bachelor's in Economics
5.	Dede	Librarian	1 year	Bachelor's in Library and Information Sciences
6.	Leni	Librarian	1 year	Bachelor's in Special Education

Analysis

Structurally, PERPUSNAS Elderly and Disability Service is under the General Collection Service Division, which is an echelon IV unit. The Elderly and Disability Service initially had four library staff members who came from different work units. The new library staffs were brought together into a team in 2017 to coincide with the inauguration of the new PERPUSNAS building on Jalan Merdeka Selatan. It had only been a year, and they were still adapting to their new environment and co-workers, so there were no regular and scheduled knowledge sharing activities for this service itself. These three new library staffs provide significant changes, one of which is the creation of a WhatsApp group to make it easier to communicate and share knowledge and information.

The process of knowledge sharing among library staffs at the PERPUSNAS Elderly and Disability Service is seen through seven aspects of knowledge sharing, namely general perception of knowledge sharing, source selection, frequency of knowledge sharing, types of shared information and knowledge, selection of channels for knowledge sharing, inhibiting factors in knowledge sharing, and motivation to share knowledge. As stated by Tobing (2007), the results of knowledge sharing will increase the competence of each PERPUSNAS Elderly and Disability Service library staff in serving visitors.

General Perception of Knowledge Sharing

Bock (2002) suggests that general perceptions or attitudes towards knowledge sharing are one of the dimensions of knowledge sharing behavior. The general perception of library staff towards knowledge sharing is seen from their understanding of knowledge sharing and their opinions wether knowledge sharing is important.

Based on the results of the interviews, the library staffs of the Elderly and Disability Service have a positive view of knowledge sharing activities. They believe knowledge sharing is an important activity and has positive benefits in developing personal competence. The library staffs for the Elderly and Disability Service of PERPUSNAS know their respective capacities. In the sense that they know each other's strengths and weaknesses. It can be used as material for sharing as well as evaluation material for each library staff in increasing their competence while serving the visitors.

Leni, one of the library staff who has recently joined the PERPUSNAS Elderly and Disability Service, has an understanding of the importance of knowledge sharing. She believes that knowledge sharing will not cause her to feel tired alone. By sharing knowledge with other library staffs, it will add value to the knowledge itself and can be used to improve performance in achieving the library's vision and mission. In addition, there is an understanding that knowledge sharing is important as a process that will have an impact on creating new knowledge. This is in accordance with the statement of Tobing (2007) that the results of knowledge sharing will increase new knowledge that can develop the competency of library staffs in improving library services.

Selection of Sources

Yuen and Majid (2007) state that there are 3 sources of knowledge sharing, namely the internet, books, and colleagues. Based on research at the PERPUSNAS Elderly and Disability Service, the selection of sources for the library staffs to increase their knowledge include the following:

a.   Internet

The library staffs of the PERPUSNAS Elderly and Disability Service reveal that the selection of sources is not only a reference in supporting work but also a medium to increase their respective knowledge. Almost all library staffs choose the internet as their preferred source of information. Internet sources or often referred to as online sources are materials that can be found on the internet or online. This material can be in the form of online newspapers, magazines, or television websites such as CNN, journals, web pages, forums, and review blogs (Keskenidou et al., 2014)

The internet sources that the library staffs look for are usually articles or journals. To search for some journals, the library staffs have specific websites as reference, mostly websites belonging to national libraries or university libraries. Apart from depending on the journals subscribed to by the library, the library staffs also make use of electronic journals subscribed by the Ministry of Research, Technology and Higher Education.

Before directly accessing to the journal provider's website, the library staffs will search for the information they are looking for using a search engine. All of them use Google as a search engine. It is undeniable as Google is indeed a general search engine, and people are very familiar to it. The purpose of the library staffs to search for information using a search engine is so that they know the latest information before specifically looking for it on the journal provider web.

While carrying out the work using a computer, one of the library staff with visual impairments installs a screen reader application that functions to interpret all visual displays which are then converted into audio form. With the installed application, ordinary computers have been turned into talking computers and can be used by blind people. The talking computer helps blind people search for information on the internet. When a blind person wants to find information on the internet, they will point the pointer or mouse by pressing 'H', the aim is to hover the mouse pointer over the head of the title or link heading. When the headers of the titles are selected, the computer will read the titles. Then when they get the appropriate title, they can press the enter key and the desired article will be opened immediately. Blind people do not need to bother reading the article because the computer will read the entire article. They just stay quietly listening and absorbing the information that is being read.

b.   Book

Books are equally important according to the library staffs. Moreover, as the library **staffs** who work at PERPUSNAS, they can easily find and get the books they need. Most books that the library staffs use as a source of information come from the library because sometimes the price of books that are not affordable prevent them from buying books. In this era of technological advancement, books are still one of the favorite references because books have been the main source of knowledge and information for a long time. Books provide in-depth information on a topic and are reliable sources.

However, printed books have weaknesses regarding current information. Every book always has a new volume related to the development of knowledge, but sometimes the library has not yet provided the books with the latest volume. This often makes it difficult to get the newest knowledge and makes the library staffs choose electronic journals as a source of information related to the latest information. In addition, one of the library staffs said that they greatly depend on the existence of international journals to increase knowledge about disabilities. Until now, there are a very few books on knowledge of disabilities, both books written by Indonesian and international authors. Thus, while seeking knowledge about disabilities, they must still rely on electronic journals. The library staffs are dissapointed because books are more comfortable to read.

c.   Peers

Apart from internet sources and books from the library, the library staffs at the PERPUSNAS Elderly and Disability Service held discussions and consultations with one another to increase knowledge. This is consistent with the findings on the positive perceptions of library staffs that "sharing is complementary". The Head of Collection often holds discussions with the library staffs with disabilities to get information that fits in their users need.

There are some library staffs who often share knowledge with colleagues of different professions or the library staffs in other services. This is in accordance with the theory stated by Yuen and Majid (2007) that

knowledge sharing can be done with colleagues, both colleagues at work and colleagues with different professions or educational backgrounds. One of those library staffs is Fandi as he often has discussions with his friends who have jobs as lecturers or teachers. Usually, he will discuss the latest technology for the visually impaired people that can be applied to the elderly and people with disabilities service. Fandi will discuss the results with other library staffs, one of whom is Indi as the head of the collection. Indi will often give a positive response to Fandi's inputs. However, before discussing with Indi, Fandi would usually do research regarding the information he got from his friend. If the information is valid and in accordance with service needs, then he will discuss it with Indi.

Apart from Fandi, another library staff, Leni, can tell storytelling in English which is being needed by the Children's Services, so she often has discussions and chats with the library staffs at Children's Services about the storytelling. Leni wants her knowledge to be owned by the Children's Services library staffs so they would not continue to rely on her. It is because there will be some circumstances in which Leni cannot help the Child Services because she is busy with her main job at Elderly and Disability Service.

As fellow library staffs with visual impairments, Fandi and Wangi tend to rarely discuss due to differences in interests and knowledge. Their knowledge of braille and people with disabilities is more often shared during discussions with other library staffs. In addition, Fandi and Wangi's personalities are both shy, so they rarely communicate and discuss. The place of work is also influential. Fandi, who works in the back, tends to rarely interact with other library staffs, who mostly work at the circulation desk in the front. The library staffs must come to Fandi directly at his place of work or take advantage of the break time in the pantry to hold discussions.

In addition, the existence of training and debriefing activities is an important source of knowledge and must be held by organizations. Several library staffs had attended training and education on how to serve blind users when they started working in this service. The training and education were held by the Indonesian Braille Literacy Center (BLBI) of the Abiyoso Foundation at the PERPUSNAS building in 2017. From this training, the library staffs gained knowledge about how to read and write braille as well as how to treat blind people from how to guide to how to communicate. The knowledge they get is then applied in serving the blind users in this service.

The library staffs for the Elderly and Disabilities Service agree that the sources of information are the internet, books, and colleagues/peers. While searching for information on the internet, they always choose valid information sources so that the knowledge and information obtained is correct, not misleading, and in accordance with existing standards. Knowledge sharing is not limited to fellow colleagues in the service, but also with colleagues in other services or with colleagues of different professions. The training and education provided by the organization is also an important source of knowledge. However, until now, this training has only been held once when they started working in this service.

Frequency of Knowledge Sharing

The process of knowledge sharing at the PERPUSNAS Elderly and Disability Service is often conducted informally, in the morning before opening hours, while keeping joint circulation, or while having lunch. This supports the theory of Yusuf (2012) which states that knowledge sharing can be done casually during lunch, before going to work in the morning, and in the afternoon when finishing work. Because it is informal, there are no special provisions in knowledge sharing such as schedules, locations, and topics of discussion. The language used during informal discussions is also everyday language. This is to prevent boredom among the library staffs during the discussion.

The atmosphere felt during the discussion in an informal manner is light and relaxed. The existence of informal discussions can also familiarize library staff. This is consistent with what Ipe said (cited in Sohail & Daud, 2009) that informal discussions are used to interact with other people and help someone develop respect and friendship. These things can affect their behavior in the process of knowledge sharing.

In addition, knowledge sharing was also carried out when starting to work in this service after training and education. One of the trainings that has been attended, namely the training held by the Indonesian Braille Literacy Center (BLBI) Abiyoso Foundation at the PERPUSNAS building in 2017. Knowledge sharing is also carried out when there is free time when doing work.

After adding new librarians, in the morning before opening hours, a briefing is held to pray together, ask about well-beings, evaluate, and share a little information. This is a realization of the input from a new librarian who has worked at a bank. The library staff realized that the culture of morning gathering would increase the intimacy among the library staffs. That gathering is also used by the library staffs to share

knowledge casually. However, the briefing has not been carried out regularly. Briefing is only conducted when there is a visit or need to discuss important matters with all library staffs.

Knowledge sharing is also done when there is free time when doing work. Wangi points out that lately, when she has free time, she will teach new librarians about braille, starting from how to write braille letters and how to read them, as well as teach basic knowledge about serving readers. Dede and Leni also confirm Wangi's statement. They often ask to be taught about braille to increase their knowledge in serving users. Dede and Leni also often ask Fandi to share basic knowledge about technology used by blind people.

Types of Information and Shared Knowledge

The shared information and knowledge in the Elderly and Disability Service can be in the form of various types, according to the activities carried out. The type of knowledge shared by Elderly and Disability Service library staffs is tacit knowledge. Tacit knowledge is knowledge located in every person's mind or brain and is attached to that individual. This knowledge is obtained through experience and work whether it is knowledge obtained from experts, individuals, groups / communities, or from their own experiences.

Every library staff has different knowledge. The library staff in disability service has knowledge of braille and technology for the visually impaired person. Other library staffs have knowledge of libraries, competence in serving and treating persons with disabilities. Most knowledge of the library staffs comes from their respective education, except for Fandi who is one of the library staffs with a visual disability. Fandi has a background in Tarbiyah Islamic Religious Education which is not related to technology and information supporting the blind at all. Fandi said that initially he was not interested in knowledge about technology at all. However, due to the demands of scientific work, he had to learn about technology and become accustomed to it.

Ideas, opinions, and inputs are included in the type of tacit knowledge. According to the Head of Collection, knowledge sharing activities in this service are mostly in the form of input or opinion because this service is still new, and there are many things to improve services for elderly and users with disabilities. The Head of Collection always tries to accommodate input from each library staff related to improving services or the welfare of the staff. More inputs and opinions are expressed by the library staffs with disability. By directly asking persons with disabilities, their real needs will be known because only persons with disabilities know what they need. If not asked, it is likely that their needs will not be met, and this service would fail to provide excellent service.

As one of the library staffs with disability, Fandi really likes to be asked to talk about the needs of people with disabilities. He feels appreciated for being directly involved in improving services that can meet the needs of persons with disabilities. In addition, Fandi feels he could provide new knowledge about competence in serving disabled users. This is in accordance with one of PERPUSNAS missions namely to create competent and professional library staffs. A person who is competent and professional does not have to come from a relevant school according to his job. In this case, within the library science, the provision of knowledge about library is considered sufficient as a guide. The knowledge that is already owned should be realized and implemented.

In addition to basic knowledge of library science, the library staffs must involve the targets to obtain information in accordance with the needs of the target users. In this Elderly and Disability Service, the targets of the librarians are the elderly and people with disabilities in accordance with the name of the service. Fandi said that what persons with disabilities want, especially the blind, are respect and responsiveness. A visually impaired person will feel happy and appreciated when asked about his/her needs. This point has been felt by Fandi who is always invited to discuss by Indi and Dhani. Fandi also hopes that not only the library staffs with disability but also users with disability are invited to discus.

Wangi also argued that organizations serving people with disabilities need to include people with disabilities as their human resources. This can make it easier for organizations to identify and meet the appropriate needs of people with disabilities. In this service, Wangi and Fandi have more skills and knowledge about how to serve people with disabilities such as braille and information technology for the visually impaired people. When the organization has not been able to provide training and provision regarding these skills and knowledge, Wangi and Fandi as part of the organization can easily share this knowledge with their fellow colleagues. However, the formal training and debriefing provided by the organization are still needed.

Dede as a physically disabled library staff often provides knowledge about the competence to serve users with disabilities. He provides the knowledge he gets from personal experience and the theories he reads.

Indi is very pleased with the new library staffs being able to add basic knowledge about competencies in serving different users with disabilities.

Leni, as the new library staff, is also active in providing input to improve service quality. The knowledge about disabilities that Leni got from formal education leads her to share the accessibility of persons with disabilities in the collection room. Leni often performs simulations to test whether the accessibility in this collection space is appropriate or not. If not, she will immediately discuss the matter with Indi.

Thus, the type of knowledge shared by the Elderly and Disability Services library staffs is tacit knowledge. The type of shared information and knowledge varies because the knowledge of each library staff is different. Basic knowledge and skills in serving users with disabilities are a type of information that is often shared by the library staff with disabilities to other library staff.

Channels or Media to Share Knowledge

Knowledge sharing can be done face-to-face or using a medium. Knowledge sharing carried out by the library staff of the PERPUSNAS Elderly and Disability Service is more often done face-to-face. They also use telecommunications media, social networks, such as WhatsApp, as well as electronic mail or email. However, library staffs are more comfortable sharing knowledge directly than through other media.

The Elderly and Disability Service PERPUSNAS uses the WhatsApp group as an informal medium to share knowledge. This is in accordance with the opinion of Raskov (cited in Memah, et al., 2017) which explains that knowledge sharing occurs between individuals in a community, in which individuals interact and share knowledge with other individuals either through virtual or face-to-face spaces, forum groups, and similar medium. The information shared in the WhatsApp group varies, such as information on visits from communities or other agencies, activities, and the latest information related to libraries, as well as information related to the implementation of tasks.

PERPUSNAS has provided PERPUSNAS intranet for librarians to interact online. However, according to Indi and Dhani, the intranet is not functioning properly. Intranet is only used by the librarians to check each other's attendance. To share knowledge with the library staffs in the services, the intranet cannot be used because the PERPUSNAS intranet is provided only for civil servants. Thus, some library staffs do not have access to the intranet.

Thus, the library staffs for the Elderly and Disability Services share knowledge through face-to-face or with the help of other media, namely WhatsApp groups. The media selection is based on the ease, effectiveness, and access for library staff in communicating and coordinating in doing work.

Inhibiting Factors in Knowledge Sharing

Riege (2005) divides the barriers to knowledge sharing into three, namely individual barriers, organizational barriers, and technological barriers. The PERPUSNAS Elderly and Disability Service library staffs seem close even though they have only worked together for one year and came from different work units.

Trust is not formed instantly but is a process that takes time. When there is a structural change in an organizational environment which affects personnel changes, then trust must be rebuilt from scratch. The process of building trust among the library staffs, wether it is trust in the newly implemented system or trust in colleagues, certainly requires a difficult process. This is in accordance with the situation in the Elderly and Disability Service. The new environment and co-workers show that their trust is still in the process of being formed. However, for the heads of the collections of the present and previous periods, they already put great trust in their co-workers. Therefore, they have a sense of willingness to dig up information from other library staffs.

There is lack of initiative from the library staffs to share knowledge voluntarily. The library staff will be happy to share if asked or asked in advance. This has been expressed several times by the library staffs with disability. They still hesitate to ask questions and share knowledge with other colleagues. The view of others towards them is one of the reasons for this feeling of embarrassment. They fear that if they start first, they will be seen as more knowledgeable and competent than the rest of the library staffs.

In addition, organizations must support and encourage their employees to share and create new knowledge (Tobing, 2007). Based on the results of observations and interviews, one of the obstacles to organizational factors is the lack of attention from PERPUSNAS to the culture of knowledge sharing. This can be seen from the absence of policies that encourage or accustom members to share knowledge. The absence of

a regular schedule of knowledge sharing activities such as sharing sessions is evidence of a lack of attention to the culture of knowledge sharing. Creating a regular schedule for knowledge-sharing activities is the start of making a culture of knowledge sharing works.

Motivations in Sharing Knowledge

When someone shares their knowledge with others, of course it is based on various motivations. Almehmadi, Hepworth, and Maynard (2014) explain that motivation can come from within, or it can come from outside the knowledge sharing. There is a growing awareness within the library staffs of the PERPUSNAS Elderly and Disability Service of the importance of information and sharing it with others. This is related to their duties as the library staffs who manage information.

Motivation to share knowledge within the library staffs of PERPUSNAS Elderly and Disability Service is related to the findings on the positive perceptions of the library staff that "sharing is complementary". The library staffs seem to have an intrinsic motivation to share knowledge. Intrinsic motivation is motivation that is driven by an interest from within yourself or a feeling of being comfortable and enjoying helping others without any encouragement or expecting rewards from external parties (Razmerita et al, 2016). This can be seen from the willingness of several library staffs to gather knowledge from their colleagues. They see that everyone has different knowledge so that they can complement each other by sharing knowledge.

Wangi, as a library staff who has knowledge of braille, also has the motivation to share her knowledge with others. However, she must be asked or asked in advance to share. She still feels bad about taking the initiative to share her knowledge. The same thing is said by Fandi.

As discussed in the aspect of general perception in knowledge sharing, Wangi understands that her position as an outsourcing staff makes her unable to ensure that she will work at PERPUSNAS in the future. Therefore, it is important to share knowledge to increase the team knowledge which will greatly improve the quality of library services and the achievement of organizational goals.

The work environment can build motivation for the library staffs with disabilities to share knowledge. In this service, library staffs with disabilities have confidence and pride in their knowledge. The knowledge they have is very useful and in accordance with what is needed in providing services for users with disabilities. By sharing knowledge, there is an increase in the knowledge of the library staffs with disabilities.

Leni said she shares her knowledge for his emotional satisfaction. She believes her knowledge will not diminish if she shares it. Often, this knowledge will increase because of new knowledge that is shared by other library staffs. She also hopes that the knowledge she shares can be of benefit someday. According to her, an award is a bonus because an expression of gratitude is enough. Awards are not always in the form of money and property. Sometimes, congratulations, gratitude, and praise can be something valuable to someone.

The motivation to share knowledge also needs to be encouraged by the organization. Motivation from the organization is included in the category of motivation that comes from outside the knowledge sharing. According to Shabrina and Silvianita (2015), to increase knowledge sharing activities within an organization, the organization also needs to provide knowledge sharing opportunities to its employees by providing special time, providing a forum, including training programs or workshops. PERPUSNAS has provided a forum in the form of online media for the library staffs to share knowledge, namely the intranet. However, its use does not work optimally and according to its function. The library staffs at the Elderly and Disability Service acknowledge the ineffectiveness of online media for knowledge sharing. Moreover, the intranet can only be used by the library staffs who are civil servants, so that knowledge sharing activities cannot reach the library staffs who are not civil servants.

The existence of giving appreciation or appreciation can be a separate impetus for knowledge sharing because they feel appreciated. The factor of closeness to the recipient of information or knowledge is also one of the motivations that comes from outside the knowledge sharing.

Conclusion

The knowledge sharing carried out by the library staffs of the Elderly and Disabilities Service has only lasted for one year. The implementation is carried out through two means, namely face-to-face and through WhatsApp media. The type of shared knowledge so far is only tacit knowledge. Explicit knowledge is barely found due to the absence of regular meetings and the lack of experience of the library staffs to attend training, seminars, and education.

There is no difference in the knowledge sharing process in terms of general perception of knowledge sharing, the frequency of knowledge sharing, and the selection of channels for sharing knowledge between the

library staffs who do not have special needs and the library staffs with disabilities. However, in the selection of sources and the types of shared information and knowledge, the library staff with disabilities tend to have more knowledge to share. This is because the knowledge they have is in accordance with the target audience being served.

The impact of the knowledge sharing process in Elderly and Disability Service has not been seen because the library staffs with disabilities and normal library staffs have different knowledge. This creates a sense of dependence on the library staff with disabilities who have more knowledge.

The obstacles encountered in the process of knowledge sharing among the library staffs are the lack of initiative from the staffs and the lack of attention from PERPUSNAS to the culture of knowledge sharing. This can be seen from the absence of policies that encourage or familiarize members to share knowledge.

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