Spring 3-2-2022

Knowledge Management Model for Library in Indonesia (Study Case : Sunan Ampel State Islamic University of Surabaya)

Ilham M.Said
UIN Sunan Ampel of Surabaya, ilham@uinsby.ac.id

Merlin Apriliyanti
UIN Sunan Ampel of Surabaya

Knowledge Management Model for Library in Indonesia
(Study Case : Sunan Ampel State Islamic University of Surabaya)

Ilham M.Kom[1] , Merlin Apriliyanti[2]
[1,2]Information System Study Program Faculty of Science and Technology, Sunan Ampel State Islamic University Surabaya, East Java, Indonesia
ilham@uinsby.ac.id

ABSTRACT

The knowledge management is playing an increasingly important role in organizations across various industries. Through knowledge management, an organization seeks to acquire or create potentially useful knowledge and make it available to its members so that it can be used at the right time and in the right place to have a positive impact on the organization's activities. The library of the State Islamic University of Sunan Ampel Surabaya has not optimally managed the existing knowledge. Knowledge management at the library of the State Islamic University of Sunan Ampel Surabaya is still limited to explicit knowledge such as textbooks, journals, e-books, e-journals, theses and theses, although there is still a lot of explicit and implicit knowledge that can be managed in a way that is beneficial to the academic community. . and organization. The purpose of this study is to propose a knowledge management model in the library of the State Islamic University of Sunan Ampel Surabaya. The study was conducted using SWOT analysis to obtain a KM model from the Library of the State Islamic University of Sunan Ampel Surabaya. The results of the study have proposed a model of the knowledge management process at the State Islamic University of Sunan Ampel Surabaya, namely the creation of knowledge, acquisition of knowledge, knowledge storage, knowledge sharing, and knowledge sharing. knowledge application.

Keywords: Knowledge Management, Model, Library and University

PRELIMINARY

Knowledge is an intangible, important and valuable resource in an organization (James, 2004), as well as a source of support for creating competitive advantage, namely the ability to outperform other competitors in other organizations (Aerts, Dooms, & Haezendonck, 2017); (Nakauchi, Washburn and Klein, 2017). Organizations are now starting to shift their focus from tangible assets such as plant and equipment to intangible assets such as knowledge, technology, and innovation (Obeidat, Hashem, Alansari, Tarhini and AlSalti, 2016). Tangible assets are no longer considered the basis of competitive advantage. The combination of tangible and intangible resources that are managed properly through the implementation of strategies will create a sustainable competitive advantage (Mahdi, Nassar and Almsafir, 2018). Knowledge is a combination of experience, values, contextual information and expertise (Anantatmula & Kanungo, 2010). Knowledge is an organizational asset that affects the effective use of all organizational resources. Knowledge is the only resource that is not diminished by sharing. By using and sharing knowledge with every member of the organization, this knowledge will grow and increase and be useful for the progress of the organization and individuals within the organization. Knowledge management is starting to play an increasingly important role in organizations across various industries. Through knowledge management, organizations seek to acquire and create useful knowledge and make it available to its members.

Knowledge that is available at the right time and in the right place can be used usefully and effectively by all members of the organization, thereby positively influencing organizational performance. Through knowledge management, data can be transformed into information and knowledge, and wisdom can help organizations make better decisions and improve the achievement of organizational goals. The application of knowledge management in organizations is very useful in improving service to customers, increasing productivity, helping organizations make more informed decisions, increasing efficiency and effectiveness of processes and work methods, while saving time and money. Knowledge management is a process that begins with knowledge creation, storage, dissemination, and finally, how this knowledge is used.

The University library is a library organized by the higher education forum whose services are intended for the academic community of the university concerned. Libraries need to put concrete donations for the universities that shelter them. This is important to do to support its users, to feel satisfaction based on the services provided, which then has an impact on meeting the needs of user coverage related to improving their scientific abilities. The success of a university library is one of them measured in the library's ability to utilize coverage and knowledge to meet the needs of the academic community. One of the origins of the creation and storage of knowledge in a university is a library.

The library is the heart of higher education which functions to channel the origin of the coverage that is managed and owned so that it can be used by the entire academic community. In this digital era, there is a change in how citizens get coverage & knowledge. The services provided at the library must keep up with these changes, as a result implementing Knowledge Management as a must. Knowledge Management in university libraries will encourage knowledge collection & dissemination of knowledge, promote the output of scientific works of the academic community, & protect intellectual property. Application of Knowledge Management in university libraries so that tacit & explicit knowledge is stored as a result, if needed, the individual as well as the organization can be utilized. Knowledge Management is a repository for university library institutions to support teaching, learning and research.

Knowledge management in higher education is a need to find the intellectual power available to be shared with the academic community. Knowledge is obtained from existing knowledge or past experience to create new knowledge. Knowledge management in university libraries is important for improving services through the creation, organization and storage of knowledge, and supporting a culture of knowledge sharing and use of intellectual property. Knowledge management in university libraries is critical to promoting innovation, communication and quality of service. The role and benefits of knowledge management are not only about library performance, but also about increasing productivity and organizational performance. However, there is a lack of implementation understanding and lack of clarity on the issue of knowledge management (KM) in academic libraries. Only 34 Indian university libraries implement knowledge management in their libraries (Rao, 2016). A study on knowledge management in Romanian university libraries shows that there is a keen awareness of the importance of implementing knowledge management in libraries, but its implementation has not been effective (Madge, 2017). This also happened in the library of the Sunan Ampel State Islamic University, Surabaya.

Knowledge management in the library of the State Islamic University of Sunan Ampel Surabaya is still limited to explicit knowledge, namely textbooks, journals, e-books, e-journals, theses and theses, although there is still a lot of explicit and implicit knowledge that can be managed in the library of the State Islamic University of Sunan Ampel Surabaya. ways that benefit the academic community and institutions. The knowledge management process enables the University library to play an effective role in the learning, teaching, research and improvement of individual and organizational performance. Given the importance of knowledge management in an organization, especially for universities, the purpose of this study is to propose a knowledge management model that can be applied to university libraries. The purpose of this study is the existence of a knowledge management model proposed at the library of the State Islamic University of Sunan Ampel Surabaya.

LITERATURE REVIEW

Knowledge management is the process of how the organization generates wealth from the intellectual side or knowledge base assets, which are things of value without physical dimensions attached to people, or derived from the processes, systems and culture associated with the organization, brand, individual knowledge, intellectual property rights, licenses and organizational knowledge (databases, understanding of processes organizations and relationships). This process is accomplished through creation, sharing, and apply knowledge as well as through valuable lessons and best practice in corporate memory in order to encourage organizations to continue to learn. Prosperity can be obtained if the organization can use knowledge to create more effective and efficient processes. In addition, the company able to use knowledge to create value or benefit for consumers by encouraging unique product development innovations (Djohar, 2000). On the other hand, the definition of KM According to Dalkir (2011:4), KM is a systematic coordination within an organization that manages human resources, technology, processes and organizational structure in order to increase value through reuse and innovation.

This coordination can be achieved through creating, share and apply knowledge using experience and actions that have been taken by the company for the continuity of organizational learning. Organizational knowledge is a combination of individual knowledge and group knowledge managed to be the advantage of the organization. Organizational incompetence in managing knowledge can result in organizational failure to innovate sustainable. Knowledge management involvement stems from barriers individual knowledge creation and organizational barriers associated with corporate paradigm. The knowledge management framework involves human resources, information and technology. Important factors related to human resources include: others are knowing exactly what the community is interested in, identifying knowledge that is important for human resources and Types

There are two application of knowledge management, namely Tacit knowledge Basically, Tacit knowledge is personal, developed through experiences that are difficult to formulate and communicate(Carrillo et al., 2004). Based on the understanding, then Tacit knowledge categorized as personal knowledge or in other words knowledge obtained from individuals (individuals). The experience gained by each employees, of course, vary based on situations and conditions that are not predictable.

Tacit knowledge is not expressed in written form, but rather something that is in the minds of people who work in a company organization. According to Polanyi (1966) tacit knowledge is generally described as: 1. Understanding and application of the subconscious mind 2. It's hard to pronounce. 3. Develop from direct events and experiences. 4. Sharing knowledge through

conversation (story-telling). Based on its understanding, tacit knowledge is categorized as: as personal knowledge or in other words, knowledge that obtained from individuals (individuals).

Explicit Knowledge is formal and systematic which is easy to communicated and shared (Carrillo et al., 2004). Application of Explicit This knowledge is easier because the knowledge obtained is in the form of documented writings or statements, so that each employee can study it independently. Explicit Knowledge in This research is a job procedure and technology. Job procedures are responsibilities or duties of a formal nature or official orders or ways do things. Based on Anshori's statement as the party who sparked knowledge management, one of the concrete forms of Explicit Knowledge is Standard Operation Procedure. Standard Operation Basic implementation procedures or procedures are made to maintain quality and work results, where tasks will be easier to do and guests will be familiar with the existing service system. Technology is one of the main elements contained in knowledge management, known as a media that facilitates

Explicit Knowledge dissemination. One of the most up-to-date technologies currently used by many companies for the deployment process knowledge is an intranet, where it is based on the need to access knowledge and collaborate, communicate and share knowledge "online". Implementation of knowledge management or knowledge management will have a positive influence on the company's business processes both directly or indirectly, some of the benefits of knowledge management or management knowledge for companies, among others: 1. Time and cost savings. With a source of knowledge that well structured, then the company will be easy to use that knowledge to other contexts, so the company will can save time and cost. 2. Increasing knowledge assets. Sources of knowledge will provide convenience for every employee to use it, so that the process of utilizing knowledge in the corporate environment will increase, which ultimately the process of creativity and innovation will be pushed more broadly and every employee can improve their competence. 3. Adaptability. Companies will be able to easily adapt with the changing business environment. 4. Increased productivity. Existing knowledge can be used rework for the process or product to be developed, so that the productivity of the company will increase.

Basically all libraries are institutions that have cooperation process, namely providing information services to users. However, in its development, each type of library has its own characteristics certain definitions and criteria that distinguish it from other libraries. University libraries are one type of many types of libraries that have been categorized. The definition of a university library according to Sulistyo Basuki (1991: 51) is a library located in a university, its subordinate agencies, as well as institutions affiliated with universities, with the main objective of help universities achieve their goals, namely the Tri Dharma University (education, research and community service).

In addition, according to Noerhayati (1987: 1), the university library is a work unit that is an integral part of a parent institution which together others but in a different role, tasked with helping universities the person concerned carries out his Tri Dharma. In line with the above statement, Syihabuddin Qalyubi (2007: 10), states that the university library is a unit technical implementer (UPT) of higher education together with other units participate in implementing the Tri Dharma of Higher Education by choosing, collect, process, maintain, and serve information resources to its parent institutions in particular and the academic community in general. From some of the opinions above, it can be concluded that the library University is a library located at a university which serves to provide and disseminate information to help The University has achieved its goal, namely the Tri Dharma of Higher Education (education, research, and community service).

RESEARCH METHODS

Bogdan and Taylor in (Moleong, 2000) define qualitative method as a research process that produces descriptive data in the form of written or spoken words that can be observed. According to them, this approach addresses the background of the individual as a whole. Thus, in this case it is not allowed to isolate individuals or organizations in variables or assumptions, which must be considered as part of the assumptions. This research uses a qualitative approach with the type of case study. Case study is a method that provides an in-depth and complete explanation of an aspect, be it an organization, group, program, social situation or individual. Case studies try to examine as much data as possible about the topic under study (Yin, 2012). In this study, the researcher uses descriptive case studies, with the aim of providing insight into case studies that explain research concepts, through collecting detailed and in-depth data relating to various or many sources of information. information (interviews, observations or literature review).), and report cases as descriptions. Data collection in this qualitative research was done through observation and interviews.

Observations have been made by observing the website of the library of the State Islamic University of Sunan Ampel Surabaya, namely the Kandaga and Ulims websites. Kandaga website is a website containing the repository of Sunan Ampel University Surabaya, while Ulims is an online or returned information meeting system provided by Sunan Ampel State Islamic University Library. In both locations, information sources have not been found to be tacit, and not all knowledge knowledge in training, seminars, seminars and outreach is stored, even when knowledge and information are important in knowledge management. Observations were also made by visiting the Faculty library and the Central Library, the results obtained from all workshops, seminars, and trainings were not stored and managed by the library. The providers of information for this research are the Executive Director of the Director of Natural Resources and Academic Libraries, the Coordinator of the Central Library of the State Islamic University of Sunan Ampel Surabaya, the Coordinator of Scientific Media and Archive Organizations and the Coordinator of the Library Sub-Coordinator. The informants interviewed were four prominent decision makers and were directly involved in the development and progress of the Sunan Ampel State Islamic University Library, Surabaya. The time and place of the research was carried out from Januari to June 2021 at the Sunan Ampel State Islamic University Library, Surabaya.

RESULTS AND DISCUSSION

The concept of Knowledge Management in the library as a method of knowledge management that consists of multiple information requires a change from conventional management to modern management. University libraries with conventional functions to collect, process, disseminate, store and utilize information to provide services to their users now need to improve the services provided to users by becoming a learning organization that improves the process of knowledge management and innovation. The skills of librarians need to be continuously upgraded through increasing new skills and knowledge to support these changes. According to Foo (2002), university librarians as knowledge managers need to play an active role in finding innovative solutions to the latest issues.

In managing the library library in universities, the university library has the aim of collecting and disseminating information to support the goals of educational institutions, research and community service. With these various functions, the university library is indispensable for

research, teaching and learning. In providing services, university libraries have the main objective of providing various sources of information, both printed and digital. With these crucial roles, university libraries indirectly carry out their duties as institutions that carry out Knowledge Management.

The term Knowledge Management became popular in the business world in the 20th century. The business world was the first to recognize the importance of knowledge in the era of the global economy. In the world of economy, knowledge plays an important role for success and win the competition. The application of Knowledge Management has been spread evenly in various fields of government and private organizations, namely the field of research and development, universities and information management centers or libraries

Knowledge is a combination of information, experience and insight (Empson, 1999 in Alhazmi, 2010), along with potential skills, competencies, aspirations, intuition, commitment and motivation that can bring benefits to individuals or organizations (Bello, 2018). Knowledge derived from data is considered information when it is placed in a specific context to help make decisions or take action. According to Davenport, Thomas and Prusak (1998) define knowledge as a mixture of experiences, values and information in diverse contexts. In an organization, knowledge is not only found in documents or repository, but also in organizational habits, processes, practices, and standards. There are two types of knowledge, tacit knowledge and explicit knowledge. Explicit knowledge can be collected in documents, whereas tacit knowledge derived from personal knowledge and experience is difficult to define (Davenport, Jarvenpaa, & Beers, 1996; De Panjang & Fahey, 2000; Grant, 1996; Nonaka, 1994; Sunassee & Sewry, 2002). Varun & Thomas, 2000 in Alhazmi, 2010).

As early as 1965, Peter Drucker (1993) suggested that "Knowledge" would replace land, labour, capital machinery and others to become the main source of production. In 1991, Ikujiro Nonaka (1991) proposed the concept of Tacit and Explicit knowledge. With the birth of knowledge the knowledge-based economy has been realized as a new determinant of competitive advantage. Organizational knowledge is recognized as a significant source of competitive advantage worldwide in the business world. Managing knowledge is an important activity that is the basis for the success of the new economy. Undoubtedly, Knowledge Management has become the most important phenomenon for most of the world's economies in recent decades. Types of Knowledge in Knowledge Management

Explicit knowledge is systematic, formal, and documented knowledge that allows it to be disseminated, shared and communicated clearly. Knowledge is clearly expressed and recorded in the form of words, codes, mathematical numbers, and scientific procedures. It can be found on the internet, in books, documents, e-mails and other sources, both verbally and visually (Polanyi, 1997 in Alhazmi, 2010). On the other hand, tacit knowledge is not easily expressed, captured, recorded, formalized and articulated, is personal, is stored in the individual's mind and develops through social interactions. The challenge for organizations is how to identify elements of tacit knowledge so that it can be taken and expressed explicitly. According to (Yusup, 2012) implicit and explicit knowledge cannot be separated, complement each other, interact in the environment of human relations and is called a knowledge transformation process. Knowledge Management

According to Galagan, the knowledge management process includes acquiring new knowledge; access to knowledge from outside sources; store knowledge in documents, databases and software; use knowledge, in processes, products or services; transfer existing knowledge into the organization; use accessible knowledge in decision making; facilitate the development of knowledge through culture and encourage sharing; and knowledge management assessment

(Galagan, 1997 in Sirorei & Fombad, 2019). Seleim and Khalil classify knowledge management processes as: knowledge generation, knowledge transfer, knowledge organization, and knowledge application (Seleim and Khalil, 2007 in Sirorei & Fombad, 2019).

According to (Ceptureanu, Ceptureanu, Olaru, & Popescu, 2018), (Gonzalez & Martins, 2017) the knowledge management process is knowledge creation, knowledge storage, knowledge sharing, and knowledge application. IFLA provides an operational definition of knowledge management by calling it the process of creating (creating or capturing), storing (preserving and managing), and sharing (collaborating and communicating), applying and reusing (transforming) organizational knowledge to achieve its goals. goals and objectives (IFLA, 2015).

Knowledge management can be understood as an activity to manage the knowledge or abilities of a person, group or organization (Yusup, 2012). Knowledge management can be explained as systematic steps to manage knowledge in an organization to create value and increase competitive advantage (Tjakraatmadja, J.H., Rachman & Kristinawati, 2015). Davenport et al., stated that there are four goals of knowledge management, namely: (1) creating a knowledge repository, which is achieved by retrieving tacit knowledge stored in documents and then storing them in archives so that documents can be easily accessed. . This activity aims to capture individual knowledge. (2) Improving access to knowledge, this goal is achieved by providing or facilitating the transfer of knowledge between individuals to create a knowledge sharing process. (3) Expansion of the knowledge environment, which is achieved by providing an environment in which knowledge can be created, shared and used effectively. The provision of this environment is closely related to the perception and organizational culture of knowledge. (4) Managing knowledge as an asset, this goal is achieved by including intellectual property assets in corporate reporting (Davenport et al., 1998).

According to Amrit Tiwana, corporate knowledge management is carried out to create business value and create a sustainable competitive advantage. Knowledge management optimizes the process of creating, communicating, and applying all the knowledge needed to achieve business goals (Lumbantobing, 2011). Knowledge management component. Knowledge management has three components, namely people, processes and technology. The relationship of each element is reciprocal with the other two. For example, people design and operate the process, while the process will determine the role of people in implementing the process and the knowledge needed to run the process. The implementation of knowledge management involves three components, namely (1) people. Basically, knowledge resides in the human mind in the form of tacit knowledge. People play an important role in achieving knowledge management as a source of knowledge. Apart from being a source of knowledge, humans are also actors in the processes that exist in knowledge management.

The availability of competent people supports the successful implementation of KM. People skills to be developed and ensure that every member of the organization is aware of their roles and responsibilities in knowledge management; (2) Process. A clear process will facilitate the creation and transfer of knowledge; (3) Technology. The rapid development of information technology (IT) makes it one of the catalysts for the realization of knowledge management today. The development of IT has led to more and more process automation. The development of application-based internet technology makes this technology the main basis for developing KM tools. Technology helps to drive the implementation of knowledge management processes within an organization, where technology can support faster implementation of knowledge management through better dissemination of knowledge. The main objective is to help disseminate knowledge through the internet/intranet, so that the knowledge possessed by the company and its employees can be spread and become a collective asset of the company. Technology will facilitate collaboration and

communication of KM processes to store, capture, and facilitate the use of knowledge. Knowledge Management at the Sunan Ampel State Islamic University Library, Surabaya.

Higher education has a rich source of knowledge, where knowledge is created and used continuously. Universities must organize and manage the knowledge they have. Management by Knowledge Management (KM) will always be a powerful tool to increase the productivity of the academic community. If KM is operated within the university as a continuum, then knowledge can be properly collected, recorded, created and stored for future use. The stored knowledge can be used to make decisions and develop strategies to advance the university. With KM, knowledge can not only be used by individuals but knowledge can be disseminated and applied by the entire academic community. The amount of knowledge stored in libraries generally requires knowledge management because educational institutions currently need to provide quality information, make effective decisions, improve operational efficiency and improve performance, such as increasing the role of libraries as sources of information. at a university.

Sunan Ampel State Islamic University Surabaya has managed its knowledge, one of which is through the library. The vision and mission of the University Library is to support teaching, research, and community service by collecting and disseminating resources. The management of library resources at the State Islamic University of Sunan Ampel Surabaya always prioritizes clear knowledge. The Library of the State Islamic University of Sunan Ampel Surabaya handles science more clearly, for example text books, printed journals, e-books, e-journals, theses, theses, and theses. However, there is still a lot of explicit knowledge that has not been managed by the library of the State Islamic University of Sunan Ampel Surabaya, such as the results of research reports by professors. Meanwhile, tacit knowledge is still not managed properly by the library.

Tacit knowledge that is still hidden, still in the form of thoughts and ideas, if managed properly, will bring great benefits to individuals and organizations. Knowledge becomes a strategic resource which, when managed properly, encourages innovation, plays a role in decision making and improves organizational performance. Knowledge management can be done with knowledge management. KM can improve an organization's ability to learn to achieve its goals. The number of sources of information and knowledge at the State Islamic University of Sunan Ampel Surabaya must be managed properly so that existing knowledge is not easily lost. Knowledge sharing activities have been carried out as informal activities and are often not well documented. This knowledge management requires a system known as a knowledge management system.

In addition to the existence of a knowledge management system in academic libraries, human resources are a major factor in the knowledge management process. No matter how good the existing system, if the organization does not have human resources who have knowledge management knowledge, a good system will not be useful. Librarians are expected to realize the importance of knowledge assets in an organization, how to manage this knowledge and use these assets for maximum user satisfaction. Before defining the knowledge management model, the author uses a SWOT analysis to determine the strengths, weaknesses, opportunities and threats of the State Islamic University Library of Sunan Ampel Surabaya. SWOT analysis is a strategic planning method used to assess the strengths, weaknesses, opportunities, and threats of a project or business venture. According to Rangkuti, SWOT analysis is a systematic identification of various factors to form a service strategy. This analysis is based on logic that can maximize opportunities by minimizing weaknesses and threats (Rangkuti, 2015).

Based on the results of the SWOT analysis, there are 4 (four) possible priorities for the proposed alternative strategy, namely:

(1) SO (Strengths and Opportunities) strategy, is a strategy that optimizes strengths to take advantage of opportunities, namely: creating a repository of explicit and implicit knowledge of the academic community. There is a leadership policy to create a KM archive in the library of the State Islamic University of Sunan Ampel Surabaya. The role of leaders and organizational policies will influence the support and commitment to implementing knowledge management in the organization. The entire academic community has a wealth of potential knowledge, with the application of knowledge management, the Library of the State Islamic University of Sunan Ampel Surabaya captures and manages both tacit and explicit knowledge.

(2) WO (Weaknesses and Opportunities) strategy, is a strategy to minimize weaknesses to take advantage of opportunities, namely: increasing the capacity of human resources in the library of the State Islamic University of Sunan Ampel Surabaya and preparing to use them. select and manage tacit knowledge that is already stored in the KM information system. Librarians can do better by conveying knowledge based on user needs with the help of technology to capture implicit and explicit knowledge generated by the academic community. The application of knowledge management is not only the responsibility of the librarian but also the shared responsibility of leaders, educators and students.

(3) ST strategy (Strength and Threat), is a strategy to use strength to overcome threats, namely: increasing the availability of computing resources, implicitly implementing policies to transfer and storing knowledge in KM information systems and increasing awareness of knowledge-sharing culture Important factors in knowledge sharing is the trust and commitment of the organization. Knowledge sharing can work well if trust in the academic community is well established because the knowledge owner likes to share his knowledge with the people he trusts. Mutual trust is the cultural foundation for sharing knowledge. The university community must be assured that their ideas and contributions to the institution, regardless of quality, will be appreciated and not ridiculed or criticized. According to Tobing, trust is created through informal interactions and associations between employees and cannot be built immediately (Tobing, 2007).

(4) WT (Weaknesses and Threats) strategy, namely a strategy to minimize weaknesses and avoid threats, namely: documentation of teacher research results managed by library technology that can be utilized by the community, especially the existence of a 'Repository. Institutional policy requires that the results of training courses, seminars, and workshops involving educators and students be kept on file. The results of discussions between educators and students are also stored in the repository. Libraries can serve as a forum for discussion between educators, students, or educators and students. It is the duty and obligation of the library to be able to provide sources of information that support the Trilogy of Higher Education. The resources provided are collections that support the achievement of academic and research goals for the academic community. After knowing the knowledge management implementation strategy, the State Islamic University Library of Sunan Ampel Surabaya compiled the steps of the KM process to obtain a KM model that was suitable for the situation and condition of the State Islamic University Library of Sunan Ampel Surabaya. In this study, a knowledge management proposal at the State Islamic University of Sunan Ampel Surabaya Library examines five main knowledge processes (Mertins, Heisig, & Vorbeck, 2013); (Ranjbarfard, Aghdasi, LópezSáez, & Emilio Navas López, 2014); (González & Bello, 2002); (Sirorei & Fombad, 2019), namely: knowledge creation, knowledge acquisition, knowledge storage, knowledge sharing and knowledge application (translated knowledge).

Knowledge creation involves the creation or discovery of new knowledge in various ways, including through research and development, innovation or learning, while others see it as complementary to other knowledge acquisition. Knowledge discovery and creation is the process

of identifying knowledge, especially tacit knowledge (Ceptureanu et al., 2018). Knowledge loss due to teachers, retired researchers, inaccessible classes and workshops, and inefficient processes. Therefore, universities need to capture and absorb knowledge to prevent knowledge loss and create institutional memory. In this way, the university will gain competitive advantage, improve institutional performance and for efficient and effective decision-making Knowledge discovery and creation includes the discovery and collection of knowledge, new knowledge both implicitly and explicitly. Knowledge creation involves the entire academic community.

Knowledge discovery and creation is achieved through face-to-face and virtual communication. Training, seminars and workshops are a form of knowledge generation. Educators and students attend trainings, seminars, workshops and talks to improve and acquire new knowledge and skills. The State Islamic University Library of Sunan Ampel Surabaya is developing a written policy that will help identify SOPs for the University community to share knowledge. All training, seminars, workshops and seminars attended by the academic community must be stored in the KM archive. The department of development and processing welcomes explicit and implicit knowledge from the academic community. Knowledge generation from discussions in social media groups and virtual discussions is carried out by the State Islamic University of Sunan Ampel Surabaya by developing policies, encouraging and disseminating information and knowledge. system. The Information Technology and System Branch Team creates and submits a KM information system application so that the university community can download knowledge from virtual discussions

After acquiring knowledge, the new knowledge acquired is coded and recorded to facilitate retrieval. Knowledge Acquisition or knowledge acquisition is the process of collecting tacit knowledge and explicit knowledge starting from the individual and integrating the organizational level as well as identification and absorption of information and external knowledge sources including knowledge absorption, knowledge organization, knowledge transformation, and creative processes (Gonzalez & Martins, 2017). According to Schwartz & Brasethvi, knowledge acquisition is related to collecting knowledge from members of the organization or other sources and storing knowledge in institutional memory (Schwartz & Brasethvi, 2000 in Aming`a, 2015). A knowledge acquisition process in an organization aims at acquiring knowledge from internal and external sources. This knowledge is then developed to increase the competitive advantage of the organization. The knowledge gained both tacit and explicit knowledge should add value to the organization.

Organizing knowledge relates to activities such as document description, indexing, and classification that are carried out in libraries. The processing division records, encodes, and classifies knowledge to facilitate information retrieval. The best way to define the organization of knowledge is a system based on a user-oriented approach. Determination of how the knowledge organization system is made to facilitate users in retrieving information, and is user-friendly (Hjørland, 2008). Knowledge organization is concerned with the activities of classifying, mapping, indexing, and classifying knowledge to navigate, store, and retrieve knowledge (Botha A&R, 2008). Knowledge organization aims to ensure that knowledge can be defined, retrieved, understood by users, and facilitates the rediscovery of knowledge and information.

Organizations must develop a knowledge base in which they store their knowledge (Aming`a, 2015). According to Ceptureanu et al., knowledge retention involves the selective storage of existing knowledge, acquired and created in the appropriate knowledge repository as a result of the accumulation of knowledge assets, knowledge over time (Ceptureanu et al., 2018). Technology is applied in the development of knowledge management systems to emphasize the importance of

integrating existing knowledge and information. The knowledge retention phase refers to the institutional memory formation process in which knowledge is formally stored. Information technology (IT) was the main tool in this period, providing three applications: coding and sharing knowledge, creating knowledge business directories, and creating knowledge networks (González & Martins, 2017). Knowledge content should be stored in a structured manner that allows for effective use and sharing.

University libraries use this technology by creating institutional KM repositories. Currently, the library warehouse of the State Islamic University of Sunan Ampel Surabaya is limited to explicit knowledge. Librarians must be able to organize the knowledge to be taken and stored in the archives of the institution. Knowledge stored in institutional repositories is one way in which higher education is promoted by supporting learning, education and research. In addition, tacit knowledge has been collected and becomes explicit knowledge which is selected and processed by the processor. The processor is responsible for selecting, classifying and validating the knowledge entered into the KM information system. Here this department must be filled by people who have broad knowledge and skills, so that later the knowledge disseminated will be beneficial for the growth of the body's department. Information Systems and Technology Branch of the State Islamic University of Sunan Ampel Surabaya as a division serving information system infrastructure service providers and software that manages and creates knowledge management systems to store and disseminate knowledge gained from knowledge management.

Knowledge sharing involves the distribution of existing knowledge within the organization, both at the organizational and individual levels (Ceptureanu et al., 2018). Knowledge sharing refers to the process of sharing information from various sources and ultimately can encourage the creation of new knowledge, insights and information. Knowledge sharing, if carried out continuously within the organization, will gradually have an impact on organizational improvement and development. Library knowledge can be disseminated through various knowledge assets such as library information systems and library websites. Knowledge that has been stored in the institutional warehouse is disseminated through the library information system, where the academic community can access the institutional repository in accordance with institutional policies and regulations. Furthermore, knowledge sharing is reused in the academic field, seminars, workshops and research to publications. In addition, libraries should foster a culture of knowledge sharing by providing regular training on how to find information and how to access information in institutional repositories.

Knowledge translation involves the creation and use of knowledge to support decisions, initiate action, solve problems, and use knowledge as a whole (Ceptureanu et al. associates, 2018). According to Zack, the use of knowledge is related to an individual's ability to find, access, and use information and knowledge stored in the formal and informal memory systems of the organization. Knowledge use focuses on (1) how knowledge is used; (2) discuss the dynamic capacity of organizations to rebuild organizational skills in the learning process; (3) the process of capturing and changing knowledge in organizations (Zack, 1999 in Gonzalez & Martins, 2017). The knowledge stored in the institutional repository is reused by the academic community of the State Islamic University of Sunan Ampel Surabaya to solve problems, make decisions that are beneficial for learning, research, and community service. With the acquisition of new knowledge and information obtained from explicit and implicit knowledge, higher education requires superior, innovative and effective human resources. The use of knowledge is the key to integrating other forms of tacit knowledge. The transformation of explicit knowledge into tacit knowledge is carried out through various training methods, such as: simulation, active learning, experience, and others..

University libraries are faced with active users, learning systems that demand up-to-date information and handling various sources of information from various cross-scientific fields make university libraries must be strong in their knowledge management applications. Knowledge Management is knowledge in its application that requires skills. Therefore, it is important for University librarians to update their skills on an ongoing basis. Currently, the university library does not only function as a manager and information dissemination but also as a producer of information, as a producer of information, human resources are the main things that must be prepared by the university library in charge of composing a collection of information into new information that can be used for the development of knowledge, for It is important that the librarian profession in higher education has a specialization according to their respective fields of expertise so that they can focus on grouping similar information that will be used by academics to develop knowledge.

CONCLUSION

The strategy for implementing knowledge management recommended at the library of the State Islamic University of Sunan Ampel Surabaya is the existence of a leadership policy that aims to create a KM repository and requires the university community to archive meeting results. improve IT readiness. , improve library capacity, human resource skills and cultural awareness of knowledge sharing. The proposed model for the knowledge management process at the Sunan Ampel State Islamic University Library in Surabaya is knowledge creation, knowledge acquisition, knowledge storage, knowledge sharing and knowledge translation.

Knowledge management in university libraries includes knowledge management about library operations, knowledge related to users, knowledge about library collections and knowledge about library facilities and technology used. The university library is a place where knowledge management is applied to improve operational efficiency and perform knowledge management in order to support organizational performance in providing the best service to users. However, the application of Knowledge Management requires a process and evaluation, its success is highly dependent on the organizational culture, for this reason it also requires a holistic and multidisciplinary approach to improve the knowledge management process so that librarians can play a central role as leading players in knowledge management. University libraries need to focus on developing dynamic capabilities (upgrade skills) of their resources, to maintain their competitive advantage in order to remain relevant in the longer term. Implementation of Knowledge Management is more than just a project, successful implementation of knowledge management requires foresight and planning.

REFERENCES

A.A. Maidabino, A.N. Zainab, "*Collection security management at university libraries: assessment of its implementation status*," Malaysian Journal of Library & Information Science, Vol.16, no.1, April 2011, hal .16.

Agnes and Triana. 2016. The Effect of Organizational Communication on Knowledge Sharing and Employee Performance (Study on Employees at Gajah Mada Graha Hotel Malang). Malang : Universitas Brawijaya.

Aerts, G., Dooms, M., & Haezendonck, E. (2017). Knowledge Transfers And Project-Based Learning In Large Scale Infrastructure Development Projects: An Exploratory And Comparative Ex-Post Analysis. International Journal of Project Management, 35(3), 224–240.

Alhazmi, F. A. (2010). Knowledge Management Issue: A Case Study Of The Department Of Educational Administration At A Saudi University, 25(1), 49–60.

Aming'a, N. N. (2015). Knowledge Capture and Acquisition Mechanisms at Kisii University. Interdisciplinary Journal of Information, Knowledge, and Management, 10, 105–116.

Anantatmula, V., & Kanungo, S. (2010). Modeling Enablers For Successful KM Implementation. Journal of Knowledge Management, 14(1), 100–113.

Arif, Syamsul. Library Management Management. Taken from http: Syamsyul arif.web.ugm.ac.id. Retrieved 5 December 2010.

Arina Idzna Mardillah and Kusdi Raharjo. 2017. The Effect of Knowledge Sharing on Individual Competence and Employee Performance. Journal of Business Administration (JAB) Vol.46 No.2

Aziz, Ahmad. 2009. Literacy Learning. Taken from http://www.imadiklus.com. Retrieved November 8, 2009.

Bafadal. 2005. School Library Management. Jakarta: Earth Literacy.

Bello, A. A. (2018). Knowledge Management in Academic Libraries: Trends, Issues and Challenges. World Journal of Research and Review (WJRR), 6(2), 20–25. Retrieved from www.wjrr.org

Botha A, K. D., & R, S. (2008). Coping with Continuous Change in the Business Environment, Knowledge Management and Knowledge Management Technology. London: Chandice Publishing Ltd.

Ceptureanu, S. I., Ceptureanu, E. G., Olaru, M., & Popescu, D. I. (2018). An Exploratory Study on Knowledge Management Process Barriers in The Oil Industry. Energies, 11(8), 1–16. https://doi.org/10.3390/en11081977

Davenport, Thomas, H., & Prusak., L. (1998). Working Knowledge : How Organizations Manage What They Know. Boston: Harvard Business School Press.

Doiron. 2002. An Administrator's Guide to Collection Development. School Libraries in Canada. Ontario: 2002. Vol. 21, Issue 4; pg. 18, 4 pgs

Darmono. 2004. Management and Administration of School Libraries. 2nd printing. Jakarta: Gramedia Widiasarana Indonesia.

Darmono. 2007. "Development of School Libraries as Resources Study". School Library Journal. Year 1. Number 1 April 2007 ISSN 1978-9548. Pgs. 1-10

González, M. A., & Bello, L. (2002). The Construct "Lifestyle" in Market Segmentation. European Journal of Marketing. 36 (1/2) Pp: 51-85.

Gonzalez, R. V. D., & Martins, M. F. (2017). Knowledge Management Process: aTheoretical Conceptual Research. Gestão & Produção, 24(2), 248–265. https://doi.org/10.1590/0104-530x0893-15

Hjørland, B. (2008). What is Knowledge Organization (KO)? Knowledge Organization, 35(2–3), 86–101. https://doi.org/10.5771/0943-7444-2008-2-3-86

IFLA. (2015). About The Knowledge Management Section. Retrieved from Retrieved on 18th August from %0Awww.ifla.orgJames, P. (2004). Strategic Management Meets Knowledge Management: A Literature Review And Theoretical Framework. In In Proceedings of the 5th act KM Conference. Canberra.

Lumbantobing, P. (2011). Community Based Knowledge Sharing Management. Bandung: Knowledge Management Society.

Madge, O. . (2017). Current Stage Of Application Of The Knowledge Management Process In Romanian Academic Libraries. The 13th International Scientific Conference ELearning and Software for Education, Bucharest, Romania, April 27–28, 2017, Pp. 83–88.

Mahdi, O. R., Nassar, I. A., & Almsafir, M. K. (2018). Knowledge Management Processes and Sustainable Competitive Advantage: An Empirical Examination in Private Universities. Journal of Business Research, 94, 320–334. https://doi.org/10.1016/j.jbusres.2018.02.013

Mertins, K., Heisig, P., & Vorbeck, J. (2013). Knowledge Management: Concepts And Best Practices. Springer Science & Business Media: Berlin, Germany, 2003; pp. 15–24. 70.

Moleong, L. (2000). Qualitative Research Methodology. Bandung: Rosdakarya Youth.

Nakauchi, M., Washburn, M., & Klein, K. (2017). Differences Between Inter-And Intra-Group Dynamics In Knowledge Transfer Processes. Management Decisions, 55(4), 766–782. Retrieved from https://doi.org/10.1108/MD-08-2016-0537

Obeidat, B. Y., Hashem, L., Alansari, Tarhini, A., & Al-Salti, Z. (2016). The Effect Of Knowledge Management Uses On Total Quality Management Practices: A Theoretical Perspective. Journal of Management and Strategy, 7(4), 18–29.

Rangkuti, F. (2015). SWOT Analysis: Dissecting Business Case Techniques. Jakarta: Gramedia.

Ranjbarfard, M., Aghdasi, M., López-Sáez, P., & Emilio Navas López, J. T. (2014). The Barriers Of Knowled Generation, Storage, Distribution And Application That Impede Learning In Sand Petroleum Companies. Journal of Knowledge Management. 2014, 18, 494–522.

Rao, S. . (2016). Use Of Knowledge Management Tools And Techniques In Academic Libraries In India: A Study',. SRELS Journal of Information Management 53(5), 1–8.

Sirorei, E. C., & Fombad, M. C. (2019). Knowledge Management Processes at St Paul's University Library in Kenya. SA Journal of Information Management, 21(1), 1–9. https://doi.org/10.4102/sajim.v21i1.946

Tjakraatmadja, J.H., Rachman, H., & Kristinawati, D. (2015). Personal Knowledge Management. Bandung: Bandung Institute of Technology.

Tobing, P. L. (2007). Knowledge Management Concepts, Architecture, and Implementation. Yogyakarta: Graha Ilmu.

Yin, R. (2012). Case Study: Design and Methods. Jakarta: Rajagrafindo Persada.

Yusuf, P. M. (2012). Information, Communication, Education, and Library Knowledge Management Perspective. Jakarta: Rajawali Press.

Young, Ron. 2011. Implemented Knowledge Management "APO Framework" at BEL Electronics, Ghaziabhad.