Knowledge Management Behaviourin Service Sector

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Abstract

The rapid changes in the world have affected all working sectors. The changes have also spread to the service sector that relies its activities on knowledge resources to renew and strengthen human capital in organization. One of the service sector is the education sector. Consequently, the education sector must focus on various ideas that can facilitate the occurrence of knowledge in the organization in order to achieve competitive advantage.This research aims to find out the condition of knowledge management behaviour of private school educators in South Tangerang. The descriptive method and correlational surveys are used in this research.The research result has shown that educators, at private schools in South Tangerang, tend to partially implementing knowledge management behaviour, partially implementing knowledge creation, partially implementing knowledge sharing, but fully implementing knowledge updating, all results are significantly at α <0.05.

1. Introduction

Knowledge has become a key factor for achieving competitive advantage. It has become more important since mid-1990. Nowadays, in a knowledge-based society, knowledge is a prime resource in achieving organization's sustainable competitive advantage.

The rapid changes in the world have affected the working sectors. The changes have also spread to the service sector. It is already known that the service sector relies its activities on knowledge resources. Knowledge is a powerful source to renew and strengthen human capital in organization. One of the service sectors affected is the education sector. Consequently, the education sector must focus on various ideas that can facilitate the occurrence of knowledge in the organization in order to achieve sustainable competitive advantage.

Education governance is a complex system because it involves many fields both internally and externally. The complexity is started from the input, the process, the output and eventually to the outcome of education itself. The role of educators is important so that the educational organization can run harmoniously start from the process of identifying, selecting, organizing, disseminating important information, and delivering personalexperiences as a part of organizational knowledge. The most common concept about identifying, selecting, organizing, and disseminating important information is known as knowledge management. Since knowledge management is closely connected to people's activities so it can also be explained as knowledge management behaviour. Moreover, this knowledge management behaviour can encourage school's learning organizations which can lead to further

organizational learning to support knowledge creationin order to improve organization's abilities to achieve sustainability.

South Tangerang is a new city district that has education zones for various schools including private schools. The problem is what about the condition of the knowledge management behavior of private school educators in South Tangerang? The results of this study are expected to explain further about the importance of conducting a knowledge management behavior especially tacit knowledge management.

2. Literature Review

Learning and Development is one of the main functions of Human Resource Management. According to Crawshaw,*et al*[1], learning and development provides the mechanism for knowledge creation and exchange. It also drives organizational change and renewal in order to support the attainment of strategic organizational objectives. Nowadays, the focus of learning and development in organizations is on individual learning because individuals in organizations are the source of knowledge.

Knowledge management is a form of learning and development that can bring organizations to achieve competitive advantage since knowledge management is closely associated with human capital management and organizational learning. Referring to the close relationship between knowledge management, human capital management and organizational learning, it is important to understand and develop knowledge management especially knowledge managementbehaviour to improve the quality of human capital in the organization.

Human capital is a new form of human resources management. The concept of human capital was coined by Schultz in 1961. Individuals in organization consist of knowledges, skills and abilities, it is called as a human capital. Individuals generate, retain, and use knowledge, skill and abilities to create intellectual capital. The individual's intellectual capital is enhanced by exchanging them through the interaction among organization's members. It is called as a social capital. The exchange of knowledge generates the institutionalized knowledge possessed by organization. It is called as an organizational capital.

Based on the explanation above, it can be emphasized that individual learning is the starting point of knowledge management because organizations consist of individuals as the source of knowledge.

The tight association between knowledge management and human capital management will create organizational learning. Therefore,the focus of learning and development in organizations is actually on individual learning. Crawshaw,*et.al.* mention individual learning as self-directed learning. According to Crawshaw,*et.al.*the self-directed learning highlights individuals' responsibility for their own learning. Furthermore, a self-directed learning is closely related to a lifelong learning which can be defined as the on-going acquisition of knowledges and skills through study and experiences during the tenure and anindividual's career path. Each individual in the organization can be called a knowledge worker because the tenure and working experiences have enriched their repertoire of knowledges (Pasher and Ronen)[2].

Knowledge,semantically, can be interpreted as an understanding (English and Baker)[3]. The definition of knowledge in the context of management was developed by Nonaka and Takeuchi in their popular book, *The Knowledge-Creating Company*, which says that knowledge is created through social interactions between individuals and organizations, so that knowledge is a dynamic and humanistic process (Geisler and Wickramasinghe)[4]. In addition, knowledge can also be interpreted as an understanding of the concepts, ideas, theories, procedures, practices and know-how or expertise. (Armstrong &Taylor)[5].

Knowledge Management is an inter-human activity related to acquiring, exchanging and spreading knowledges. Based on this explanation, it can be said that knowledge management is more related to inter-human processes than merely technological processes because knowledge management is related to

an intellectual capital, social capital, organizational capital including an organizational learning (Armstrong & Taylor).Futhermore, knowledge management is a continuous activity in creating, sharing, gaining knowledge. This process must be refreshed continuously in order to achieve sustainable competitive advantage (Pasher and Ronen)[6]. Referring knowledge management as an inter-human activity, it can be concluded that knowledge management activitiy is the same as knowledge management behavior (Robbins and Judge[7]; Greenberg and Baron[8]).

The knowledge management behavior of individuals in the organization is the most supporting factor to achieve organizational effectiveness especially in a knowledge-based organization (Jackson, *et. al.*)[9]. In order tosurvive ina knowledge-based competition, knowledge-based behaviours are required, namely acquiring knowledge, creating/building knowledge, sharing knowledge, applying knowledge, updating knowledge, and maintaining knowledge (Jackson, *et.al.*; Pulakos, *et.al.*)[10]. Knowledge-based behavior can be grouped into three dimensions of behavior, namely building knowledge, sharing knowledge and maintaining knowledge (Pulakos,*et.al.*).

The theoretical study about knowledge management behavior is carried out by Hsiu-Ling Chen, Hsueh-Liang Fan, Chin-Chung Tsai[11]. The research title is The Role of Community Trust and Altruism in Knowledge Sharing: An Investigation of a Virtual Community of Teacher Professionals. The dimensions of knowledge management behaviour, in this research, are knowledge management intention and knowledge sharingbehavior.

Other research that supports the theoretical study of knowledge management behavior was carried out by Nora Obermayer-Kovacs, Edit Komlosi, CintiaSzenteleki, Erika Viktoria Toth[12]. The research title is Exploring Emotional Intelligence Trait Enablers for Knowledge Sharing: An Empirical Study. The dimensions of knowledge management behaviour in this research are exchanging ideas and Cooperates.

Similar research that also supports the theoretical study of knowledge management behavior was carried out by SakinehShahhosseini and Mohammad Ali Nadi[13]. The research title is AnalyzingThe Relationship of Organizational Trust and Organizational Culture with Knowledge Sharing Behavior in Teachers of Second Intermediate Period. The dimensions of knowledge management behavior in this researchisknowledge sharing behavior.

Next, the theoretical study of knowledge management behavior was also carried out by Mehdi Abzari, Arash Shahin, Ali Abasaltian[14]. The research title is Developing A Conceptual Framework for Knowledge Sharing Behavior By Considering Emotional, Social and Cognitive Intelligence Competencies. The dimensions of knowledge management behavior in this research are mutual process of knowledge and knowledge generation.

A research that also supports the theoretical study of knowledge management behavior is carried out by J. Scott Holste and DailFields[15]. The research title is Trust and Tacit Knowledge Sharing and Use. The dimensions of knowledge management behavior in this research are the dimension of willingness to share tacit organizational knowledge and the willingness to use tacit organizational knowledge.

Other research that supports the theoretical study of knowledge management behavior was carried out by Carmen Claudia Arustei and Romano Diana Leon[16]. The research title is Organizational Citizenship Behavior - An Instrument For Tacit Sharing Knowledge. The dimensions of knowledge management behavior in this research is the tacit knowledge sharing behavior.

Similar research that supports the theoretical study of knowledge management behavior was carried out by Syahri Nehru Husain and Yasir SyamHusain[17]. The title of his research is the Mediating Effect of OCB on Relationship Between Job Attitudes and Knowledge Sharing Behavior. The dimensions of knowledge management behaviorare knowledge donations and knowledge collection dimensions.

Next research that also supports the theoretical study of knowledge management behavior was carried out by Hasan Ali Al-Zubi[18]. The research title is Organizational Citizenship Behavior and Impacts on Knowledge Sharing: An Empirical Study. The dimensions of knowledge management behavioris knowledge exchange.

Based on literature review, it can be synthesized that knowledge management behavior is an individual activity of collecting, managing, applying, sharing and updating knowledge, as a dynamic humanist process in order to achieve organizational effectiveness and optimization of knowledge as organizational assets. The dimensions of the knowledge management behavior based on the opinions of experts are creating, sharing and updating knowledge.

The dimensions of the knowledge management behavior are knowledge creation, knowledge sharing and knowledge updating, (1) the indicators of creating knowledge is an activity in gathering information to be able to understand problems, using data and facts in making decisions, doing some observations, finding solutions, finding new information to innovate, anticipating changes, looking for many sources of information to gain knowledge, asking the experts, learning from experiences, learning from mistakes, (2) the indicators of knowledge sharing is an activity in sharing knowledges and expertises with others, sharing knowledge to help others, working together to find solutions, applying knowledge that owned, building networks with experts and colleagues, documenting knowledges and information that are ready to use, providing a chance to implement new ideas, choosing solid teamwork inwardly, choosing to be more excellent than competititors and outsiders, learning continuously, working together to develop knowledges, deepening special knowledges, improving working ability , (3) the indicators of knowledge updating is an activity inupdating knowledge, working together to update knowledge, sharing knowledge to make the information more updated, recycling past experiences to update knowledges. The knowledge management behavior parameters in this study is the combination of explicit knowledges and tacit knowledges.These behaviorsare parts of knowledge management and can have impacts on organizational learning or self-directed learning of each organization's members.

3. Research Methodology

The research instrument was developed based on the theoretical framework. The questioner divided knowledge management behaviour into three dimensions. First, knowledge creating dimension with the indicators measured are gathering information to understand problems, using data and facts to get new information, making observations to get new knowledge, looking for the most appropriate solution to overcome problems, looking for new information to be able to innovate, anticipating change in order to gained new knowledge, looking for various sources of information to gain knowledge, asking the experts to get the right knowledge, learning from experiences, learning from mistakes.

Second, knowledge sharing dimension with the indicators measured are sharing knowledge and expertise with others, sharing knowledge and expertise to help others, collaborating to find the most appropriate solution, practicing the knowledge, building a network with experts to exchange information, documenting the knowledge owned so that it can be easily used by others, preparing ready-use information, testing new ideas, building collaboration inside the organization, benchmarking with other organization.

Third, knowledge updating dimension with the indicators measured arelearning continuously to develop personal knowledge, working together to develop present knowledge, deepening expertise, increasing the ability to work more optimally, working together to renew the present work processes, updating present knowledge through experiences, recycling past experiences, learning from mistakes to remake present knowledge better, looking for various sources of information to renew present knowledge, asking experts to renew present knowledge.

The research method uses correlational surveys. Samples for testing knowledge management behaviour instruments were given to 20 educators in South Tangerang private schools. Data collection techniques with a Likert scale questionnaire of 1 to 5. The calibration results of knowledge management behaviour instruments to 20 educators as a respondent with criteria of 0.444. The calibration results show that out of the 30 items planned, after construct validity with item response theory produces 9 items as a valid instrument description through the calculation of Orthogonal Iteration twice and each

indicator of the variable represented at least 1 item. And it produces a reliability index of 0.787. The data analysis is using descriptive inferential to validate the significance level of the research.

4. Research Analysis

The respondent of this research is 134 respondents, but only 105 respondents gave the valid answers. The respondents consist of 25% male respondents and 75% female respondents. The age of respondents range from less than 30 years old until more than 50 years old, 18% respondents' age is less than 30, 25% respondents' age range between 31 and 40 , 46% respondents's age starts from 41 years old until 50 years old and only 11% of the respondet's age is more than 50 years old. The tenure of being an educator varies as well. 15% respondents have less than five years tenure, 23% respondents have the tenure as an educator between five until ten years, 49% respondents have eleven until twenty years tenure and 13% respondents have more than 20 years tenure. The educational level of respondents are spread 1% highschool graduates, 2% diploma graduates, 69% bachelor degree graduates and 23% master degree graduates.

First, the researcher determined 3 (three) categories of KMB, namely: (1) not implementing KMB, (2) partially implementing KMB, and (3) fully implementing KMB. Data analysis was performed with a confidence interval at a significance level of 5%, and a lower and upper bound was generated at 12.0228 to 12.5562. Based on the results of the analysis above, it can be concluded that educatorsat private schools in South Tangerang tend to implement KMB in part significantly at $\alpha <0.05$.

Table 1. The results of a trend analysis of conditions in the population of private school educators in South Tangerang regarding the implementation of KMB

Descriptives

			Statistic	Std. Error
KMB	Mean		12.2895	.13462
	95% Confidence Interval for Mean	Lower Bound	12.0228	
		Upper Bound	12.5562	
	5% Trimmed Mean		12.3148	
	Median		12.0000	
	Variance		2.066	
	Std. Deviation		1.43733	
	Minimum		7.00	
	Maximum		15.00	
	Range		8.00	
	Interquartile Range		1.00	
	Skewness		-.232	.226
	Kurtosis		1.059	.449

Second, the researcher set 3 (three) categories about Create Knowledge (X1), namely: (1) not implementing create knowledge, (2) partially implementing create knowledge, and (3) fully implementing create knowledge. Data analysis was performed with a confidence interval at a significance level of 5%, and a lower and upper bound was produced at 16.4543 to 17.1422. Based on the results of the analysis above, it can be concluded that educators at private schools in South Tangerang tend to implement create knowledge in part significantly at $\alpha <0.05$.

Table 2. The results of a trend analysis of conditions in the population of private school educators in South Tangerang regarding the implementation of Create Knowledge

Descriptives

			Statistic	Std. Error
Create_KMB	Mean		16.7982	.17363
	95% Confidence Interval for Mean	Lower Bound	16.4543	
		Upper Bound	17.1422	
	5% Trimmed Mean		16.8928	
	Median		17.0000	
	Variance		3.437	
	Std. Deviation		1.85386	
	Minimum		8.00	
	Maximum		20.00	
	Range		12.00	
	Interquartile Range		2.00	
	Skewness		-1.226	.226
	Kurtosis		4.850	.449

Third, the researcher determined 3 (three) categories about Share Knowledge (X2), namely: (1) did not implement Share Knowledge, (2) partially implementing share Knowledge, and (3) fully implementing share Knowledge. Data analysis was performed with a confidence interval at a significance level of 5%, and a lower and upper bound was produced at 6,2385 to 6.7615. Based on the results of the analysis above, it can be concluded that educators at private schools in South Tangerang tend to implement Share Knowledge in part significantly at $\alpha < 0.05$.

Table 3. The results of a trend analysis of conditions in the population of private school educators in South Tangerang regarding the implementation of Share Knowledge

Descriptives

			Statistic	Std. Error
Share_KMB	Mean		6.5000	.13201
	95% Confidence Interval for Mean	Lower Bound	6.2385	
		Upper Bound	6.7615	
	5% Trimmed Mean		6.5458	
	Median		6.5000	
	Variance		1.987	
	Std. Deviation		1.40951	
	Minimum		3.00	
	Maximum		9.00	
	Range		6.00	
	Interquartile Range		2.00	
	Skewness		-.405	.226
	Kurtosis		-.431	.449

Fourth, the researchers determined 3 (three) categories of Update Knowledge (X3), namely: (1) not implementing update knowledge, (2) partially implementing update knowledge, and (3) fully implementing update knowledge. Data analysis was performed with a confidence interval at a significance level of 5%, and a lower and upper bound was generated at 12.0228 to 12.5562. Based on the results of the analysis above, it can be concluded that educators at private schools in South Tangerang tend to implement the Knowledge Update in full significantly at $\alpha < 0.05$.

Table 4. The results of a trend analysis of conditions in the population regarding private school educators in South Tangerang regarding the implementation of Update Knowledge

Descriptives

			Statistic	Std. Error
Upadate_KMB	Mean		12.2895	.13462
	95% Confidence Interval for Mean	Lower Bound	12.0228	
		Upper Bound	12.5562	
	5% Trimmed Mean		12.3148	
	Median		12.0000	
	Variance		2.066	
	Std. Deviation		1.43733	
	Minimum		7.00	
	Maximum		15.00	
	Range		8.00	
	Interquartile Range		1.00	
	Skewness		-.232	.226
	Kurtosis		1.059	.449

5. Discussion

Based on the research results it can be noted that educators like updating their knowledge since it is proven significantly at $\alpha < 0.05$. It means that educators know that updating knowledge can improve their intellectual capital to be better of being an educator.

Competitive advantage is one way to maintain the sustainability of an organization in a competitive era like today. Knowledge management is one possibility to maintain the organization's life span and it is also one way of many other ways to achieve competitive advantage since knowledge management is keeping the existed knowledge within the organization fresh. Organizational experiences (best practices) can be collected and turned into valuable resources, especially the onesthat are not easily duplicated. Since knowledge management is a part of of human resource management, namely learning and development, knowledge management can be used as a basis for the career development of educators who will be promoted. It aims to gather the knowledge possessed by educators through their tenure. This collection of knowledges can be a powerful asset and can be disseminated to other educators. The best way to collect knowledge is through knowledge sharing among members of the organization.

Knowledge sharing awareness among educators is an inseparable part of the human capital development. It can have a significant impact for themselves and organizations. Considering the process of knowledge management is a good step in protecting intellectual capital. By disseminating knowledge of each individual, it can be turned into organizational knowledge and eventually can be gathered as organizational capital. At this stage the role of organizational leadership is very important since the leader must be able to maintain the organization sustainability. Maintaining the continuous flow of its knowledge is very crucial so that the organization will not lose valuable knowledge eventhough the organization's member has left. Keeping the knowledge as a useful reservoir for the next organization's members.

Besides being a reservoir of the organization, knowledge management, specifically knowledge management behavior, also shapes learning culture in an organization. The prominent consideration of training and development is how to build the willingness of each people as a member of the organization to keep improving themselves based on free will. It is well known as continuous learning and self-development and this activity is the primary basis for building organizational learning in organization.Continuous learning will produce innovative actions in organization, and it is the significant impact of having knowledge-based resources in organization.

Knowledge-based resources are resources that consist of skills, abilities, learning abilities and knowledge, expertise, adaptability and the ability to receive new information. Therefore,each individual in the organization can have knowledge-based resources through experience and training. This

knowledge resource has developed as a reservoir that can be an important strategy in the organization. As a result, many people in the organization will keep their knowledge only for themselves in order to make themselves an important asset for the organization. Consequently, they are afraid of sharing knowledge to others yet in factthe unique characteristic of knowledge is when it is disseminated, the knowledge itself will not diminish and it is getting richer and broader in content shared. By sharing knowledge, individuals are required to continue learning and seeking the latest knowledge (the most up to date). One way to motivate knowledge sharing is making a periodic group activitysuch as making alearning history method as the applied knowledge management behavior.

Information technology is initially believed to be at the core of knowledge management. Many organizations are building the most sophisticated technology based on enterprise-wide networks. Surprisingly, most organizational members remain reluctant to share knowledge even though the organization has installed various information technology tools to facilitate these activities. Researchers in the field of human resource management (HRM) are expected to be able to find other variables that directly influence the knowledge management behavior. One variable that can be used for further research is leadership because the leader's example is the movement of knowledge management activities from each member of the organization. Another variable is the social environment in the organization that encourages everyone to want to share knowledge. Previous experts examine that there are other social factors that can encourage the willingness of individuals to share knowledge such as Organizational Citizenship Behavior (OCB) and emotional intelligence since the knowledge sharing process requires intrapersonal abilities and interpersonal abilities. Both of these capabilities are part of emotional intelligence.

Referred to literature review, it is known that knowledge management is closely related to human capital management and organizational learning, so to understand and develop knowledge management, researchers will examine the relationship of knowledge management with human capital management and organizational learning. Based on theoretical studies, it is known that the manifestation of organizational capital, also called structural capital, is in the form of databases and manuals or work procedures that the organization has. As it is also known that organizations consist of individuals who have intellectual capital, namely knowledge and skills, social capital, namely networks of relationships within and outside the organization, norms, trusts. While the concept of organizational learning explains the learning process that occurs in organizations and learning organization is a form of organization that facilitates individual learning in the work environment. Based on the close relationship between the concepts above it can be said that knowledge management behavior is a way to explore intellectual capital, social capital and organizational capital, which supports organizational learning from each member of the organization through an individual learning process. In the end it will create a learning organization that will create learning culture as an organizational culture. When the knowledge management behavior has become part of individual and organizational learning it will create a learning culture within the organization. Learning culture that supports organizations to achieve sustainable competitive advantage.

6. Conclusion and Suggestion

As mentioned previously, knowledge management behavior is an individual activity of collecting, managing, applying, sharing and updating knowledge. Based on data analysis, it can be concluded that :
1. Educators at private schools in South Tangerang tend to partially be implementing knowledge management behaviour, significantly at $\alpha < 0.05$.
2. Educators at private schools in South Tangerang tend to partially implementing Knowledge Creation, significantly at $\alpha < 0.05$.

3. Educators at private schools in South Tangerang tend to partially implementing Knowledge Sharing, significantly at α <0.05.
4. Educators at private schools in South Tangerang tend to fully be implementing Knowledge Updating, significantly at α <0.05.

The research data shows that educators at private school in South Tangerang partially implementing knowledge management behavior such as knowledge creation, knowledge sharing and knowledge updating.

Separated data analysis shows that educators at private school in South Tangerang partially implementing knowledge creation. It means educators should be trained more and put knowledge creation as a good habit when facing the problems during the accomplisment of the duties. Educators are expected to gather information first to be able understanding problems, using data and facts, making observations, finding solutions, finding new information to innovate, anticipating change, looking for sources information to gain knowledge, asking the experts, learning from experiences, mistakes, and best practices. Those behaviors are parts of knowledge creation.

Furthermore, based on separated data analysis educators at private school in South Tangerang partially implementing knowledge sharing. It means educators should be arised the willingness of sharing knowledge and expertise with others, sharing knowledge to help others, working together to find solutions, applying the knowledge that is owned, building networks with the experts, documenting knowledge and lesson learnt, preparing information that is ready to use, providing an assessment of new ideas, choosing work collaboration inwardly, choosing to excel with the competitors, learning continuously, working together to develop knowledge, deepening special knowledge, improving work ability.

The last data analysis also shows that educators at private school in South Tangerang fully implementing knowledge updating. It means educators are willing to work together in updating the existed knowledge, share knowledge in order to make the information more updated, recycle past experiences to make the knowledge more updated. These behaviors as parts of knowledge management can have impacts on organizational learning or self-directed learning of each organization's members. If all organization's members have the awareness of implementing knowledge management behaviour, it might lead the attainment of sustainable competitive advantage.

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