

Knowledge Sharing at Government Agency: Case study at Correspondence and Archive Section of Batam Indonesia Free-Zone Authority

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Abstract. Knowledge is an intangible asset that is important in organizations because the organization's competitive power can be developed by the knowledge of employees and groups in the organization. Organizational sustainability, which is increasingly complex and full of challenges in this ICT era, requires knowledge and skills to maintain the organization's continuity that is facing the challenges of the times. This study uses a qualitative method with a case study approach. To collect the data, the researcher used interviewing, observing, and documenting the study with data triangulation analysis to get comprehensive results. Researchers conducted interviews with five people who are employees at BIFZA. Researchers conducted participant observation and added to the study documentation. This research takes place in the BIFZA Correspondence and Archives Section. BIFZA is an institution established by the central government to manage land, investment, and free trade on the island of Batam. The results of this study show that knowledge sharing occurs naturally and has been well carried out in the Correspondence and Archives section, utilizing knowledge assets tacit and explicit using two sub-processes, namely socialization and exchange.

Keywords: Knowledge Sharing, Knowledge Management, Batam Indonesia Free-Zone Authority.

1 Introduction

In the current era of technological advancement, information and communication, intangible capital and intellectual capital called knowledge are considered critical

factors in organizations. In other words, the organization will win against changes and transformations that can increase and develop its knowledge (Akhavan et al., 2013). In the era of today's professionals' information such as archivists, librarians, documentalists, and administration for innovative and creative in supporting policies that are always on-influenced data, information, and knowledge in order to always appropriately managed.

Archivists and administrators can be said to be 'knowledge workers' because they rely on their knowledge and skills in their work. Cong et al. (2007, p.259) state that 'knowledge workers' are professionals and the frontline staff. Yusuf (2020) states that knowledge is a habit of expertise or expertise, skills, understanding or understanding obtained from training experience or through a learning process, or even expertise obtained through a person's efforts and particular talents.

Knowledge is the only sure source of competitive advantage for organizations operating in the new age economy. Rapid, dramatic, and unpredictable changes characterize today's business environment. Therefore, employees must be high performers in the traditional sense and fast and adaptive learners. Public attention to information and knowledge is increasing as a result of the high demand for information and knowledge by 'knowledge workers' in current community training or obtained through specific training (Drucker, 1993; Mushtaq & Rizwan, 2018; Parirokh et al., 2008)

According to Nawawi in Yusuf (2020, p.2), Knowledge in an organization can be obtained from individuals or groups of people who know. Knowledge can also be obtained from routines or activities carried out in the organization. Knowledge is explicit or tacit, and some knowledge can be written, worked on, and formulated in sentences or expressed in pictures. Nonaka (1994) regards knowledge as a 'message flow,' although knowledge also depends on data and is justified by one's beliefs.

Nonaka & Takeuchi (1995) asserted that there are two natural pieces of knowledge, namely explicit knowledge and tacit knowledge. Explicit knowledge is structured knowledge that can be stored and easily communicated, which involves a commitment by a specific person. Tacit knowledge is difficult to formalize, meaning it is codified and challenging to capture and communicate to others because it is conditioned by intangible factors such as socio-cultural context. Tacit knowledge is experiential, consisting of lessons learned while carrying out tasks/projects and insights gained from continuous problem solving (North & Kumta, 2014).

For organizations, this knowledge is essential because this knowledge is obtained at the cost of the organization's investment, either in the form of job training or obtained through specific training (Mushtaq & Rizwan, 2018). Employee performance will achieve maximum results if it is supported by the knowledge they have. Each employee is expected to continue to explore their knowledge and not only depend or be fixated on the existing system, so it can be said that every employee has a role in improving the organization (Arilaha & Nurfadillah, 2018).

The Batam Indonesia Free-Zone Authority, starting now referred to as BIFZA, is a public institution that has the right to manage land and investment on the island of Batam. These organizations have 21 directorates, bureaus, and representative offices. To carry out its internal administration, BIFZA has a work unit that focuses on implementing information management, namely correspondence and archive section under the general bureau. The correspondence and archive section responsibility about document, and an archiving unit that manages records in all BIFZA work units. Because correspondence and archives are jobs that rely on knowledge and skills, the knowledge sharing process occurs in that section naturally in employee work activities.

Knowledge plays a vital role in many organizations. Employees who have felt the competitive advantage resulting from knowledge over the past few decades, to maintain and gain a sustainable competitive advantage or strength, many companies devote mass organizational resources to building knowledge management systems and promoting knowledge sharing within their organizations (Yang & Wu, 2008).

Drucker (1993) proposed that applied knowledge is only practical if it is highly specialized. Highly specialized knowledge workers mean that teams become units of work rather than individuals themselves. Because archivists and administration use applied knowledge so that there is the harmonization of performance effectiveness, knowledge sharing is held with employees. Knowledge sharing is the act of transferring knowledge from one individual to another individual or group. This may include work-related documents, organizational rules, work procedures, or personal experience (Rauf, 2016)

Sharing knowledge increases the level of learning, which is directly related to organizational productivity with time. Knowledge sharing among employees in the organization is essential to achieve competitive advantage and organizational sustainability (Rauf, 2016). Donnelly (2018) also asserts that knowledge sharing is directly related to human resources, and effective human resource management provides a significant competitive advantage for companies. Knowledge sharing refers to providing task information and knowledge to help others and collaborating to solve problems, develop new ideas, or implement policies or procedures (Wang & Noe, 2010)

Organizations have focused substantial resources on initiating and maintaining innovation management systems to capture and exploit the knowledge of their employees in pursuit of innovation (Bansemir et al., 2012). Sharing knowledge is a tool to pursue these innovations, but in reality, on the ground, there are still obstacles in the process of sharing knowledge. According to Bibi & Ali (2017), Most public sector employees believe that knowledge sharing decreases their authority, supremacy, respect, influence, and recognition, negatively impacting their career success. Unlike employees in private companies, most civil servants do not have a strong motivation for profit ya (Yao et al., 2007). The state of knowledge sharing is complex in public organizations or governments because there is rarely an official forum to encourage it

and then acknowledge and reward for spreading knowledge to other individuals. This is a distinctive public sector culture and has to do with the nature of government organizations (Cong et al., 2007)

Although knowledge is a critical factor in organizations, there are still obstacles to sharing knowledge. Based on the statement of Mushtaq & Rizwan (2018), many employees in organizational culture are hesitant or unwilling to share their knowledge for specific reasons or their objections. Based on the statement of Sandhu et al. (2011), he made three categories of barriers to knowledge sharing, namely: a) individual level, b) organizational level, c) technology level.

Individual-level barriers refer to personal barriers, including lack of communication skills, lack of social networks, cultural differences, lack of time, lack of trust, lack of motivation, lack of awareness, lack of interaction, and fear of not receiving recognition. At the organizational level, according to Riege (2005, p.23), barriers tend to be associated with, for example, economic viability, lack of infrastructure and resources, accessibility of formal and informal meeting rooms, and the physical environment. Technological level barriers are lack of technical support, the reluctance of people to use IT systems, lack of training for the introduction of IT systems and processes, and so on (Raza & Awang, 2020)

Problems that arise in the management of information, documents, and archives, mainly when associated with Knowledge Management issues, are the gaps in knowledge and different skills in terms of information management. This shows an indication, such as a study conducted by Liebowitz & Chen in (Amayah, 2013) that they find that it is more difficult to share knowledge in public sector organizations because most people associate knowledge with power and their promotion opportunities. Inequality of understanding about the creation and preservation of information is feared to disrupt the information management process. It is perilous for violations such as transparency and accountability, resulting in corruption, collusion and nepotism (Hendrawan & Pramudyo, 2020), leakage and loss of information within the BIFZA work unit.

Therefore, this research is based on several studies, namely by Yusuf (2020). This research is undergraduate thesis research that aims to describe and analyze the implementation of knowledge sharing, supporting and inhibiting factors, and efforts to increase the implementation of knowledge sharing carried out by the Malang Corruption NGO. Watch. This study tries to describe organizational activities in the form of knowledge sharing that has been carried out by the NGO Malang Corruption Watch both formally and informally.

Then the research conducted by Amayah (2013) investigates the effect of knowledge sharing on public organizations and using a quantitative methodology with a survey method by e-mail to 1738 civil servants working in the Midwest. The researcher tries to examine the factors that determine the sharing of knowledge and the willingness of employees to share knowledge. The previous research conducted by

Abdul Manaf et al. (2020) aims to identify differences in knowledge-sharing and personality-sharing mechanisms among experts, typical and novices in the Malaysian public sector. Strengthening the knowledge-sharing function is critical to enabling public institutions around the world to be more productive.

This study focuses on the knowledge sharing process of employees in BIFZA's Correspondence and Archives Administration. This research uses a case study qualitative approach. According to Pickard (2017), Case study research is a method designed to study a particular context and has a particular purpose. The research subjects are individuals, groups, institutions and communities. The purpose of the case study is to provide a specific description of the background, characteristics and characteristics of the case, or the status of the individual, which is then based on the characteristics and characteristics of the individual. The typical character above will become a general thing. For data collection, researchers used interviews, observation and documentation studies. In analysing the data, the researcher uses triangulation to test credibility, transferability, and verifiability. As a public institution, BIFZA has many activities in managing information, including public services. This research is expected to theoretically add to knowledge management, especially knowledge sharing in government organizations, and practically help BIFZA's Archives and Correspondence department streamline employee performance to achieve organizational goals. Therefore, this research was conducted to provide recommendations and suggestions for future organizational policies.

2 Literature Review

DIKW Hierarchy

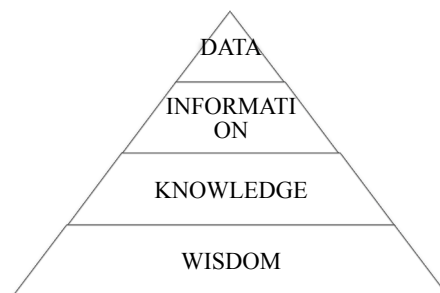


Fig 1. (Source: Rowley, 2007)

The knowledge hierarchy or knowledge pyramid is the foundation of the information systems research paradigm that discusses the relationship between data, In-

formation, knowledge, and wisdom. According to Rowley (2007), *Data* is defined as a symbol that represents an object, event, and environment. They are the product of observation. Data has no meaning or value because it is without further context and interpretation. Information is Data that has been shaped into a form that is meaningful and useful for humans. The difference between data and Information is functional, not structural. According to Gu & Zhang (2014), Information is Data given meaning through relational connections. Information is inferred from the data. Knowledge is a collection of precise Information so that its purpose is practical. Knowledge is a deterministic process, and knowledge can be acquired through transmission from others who possess it, by instruction, or by extracting from experience. Wisdom is an extrapolative, non-deterministic, and non-probabilistic process. Wisdom adds value, which requires the mental function we call judgment. These implied ethical and aesthetic values are inherent in individuals who are unique and personal.

3 Knowledge Management Process Model

According to Fernandez-Becerra & Sabherwal (2015), Knowledge Management is the activity involved in discovering, capturing, sharing, and applying knowledge to enhance the impact of knowledge in a cost-effective manner. In achieving the goals of the work unit/division. Looking at Figure 2 will be explained four knowledge management processes with seven sub-processes. This model transforms the spiral model introduced by the spiral model (Nonaka & Takeuchi, 1995), which is a form of conversion of tacit knowledge and explicit knowledge consisting of socialization (socialization), externalization (externalization), combination (combination), internalization (internalization.), then added with Exchange (Exchange), Direction (direction), and Routines (routines). To support the process of activities in the organization and increase the effectiveness of resources in an organization, the following is a form of description of the knowledge management (KM) model.

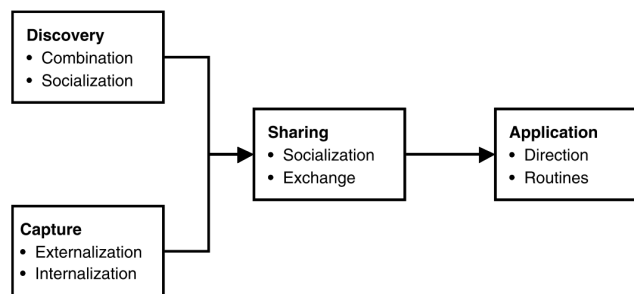


Fig 2. (Source :Fernandez-Becerra & Sabherwal, 2015)

This knowledge spiral model describes four continuous knowledge management processes between the sharing and conversion of knowledge by individuals, groups, and the organization itself.

4 Knowledge Sharing

According to Donnelly (2018), knowledge sharing is directly related to human resources, and effective human resource management provides a significant competitive advantage for companies. Then Wang & Noe (2010) stated that knowledge sharing refers to providing information and knowledge "know-how" to help others and collaborate to solve problems, develop new ideas, or implement policies or procedures.

Knowledge sharing is a process by which explicit or implicit knowledge is communicated to other individuals. Knowledge sharing means an effective transfer so that the recipient of knowledge can understand it well enough to act on it. Then what is shared is knowledge, not recommendations based on knowledge. Truran (1998) revealed that knowledge could be shared through face-to-face interactions. It can also be shared through channels such as telephone or email, Amayah (2013) adds that knowledge sharing includes conversations over coffee and other exchanges to help colleagues get things done more efficiently. Better and in a more efficient way.

Exchange

The exchange focuses on sharing explicit knowledge. It is used to communicate or transfer explicit knowledge between individuals, groups, and organizations. In essence, exchanging explicit knowledge is no different from the process used to communicate information. According to Grant (1996), in essence, exchanging explicit knowledge is no different from the process used to communicate information. An example of an exchange is a product design manual that one employee transfers to another, who can then use the explicit knowledge contained in the manual. Exchanging documents can also be used to transfer information.

Socialisation

“Socialization” is the process by which individuals share experiences (Individual to Individual), which also includes creating and sharing perspectives, views, and mutual trust (trust). The form of the process of sharing information is directly face-to-face and in the form of social interaction. According to Fernandez-Becerra & Sabherwal (2015), socialization synthesises tacit knowledge between individuals, usually through shared activities rather than written or oral instructions. For example, transferring ideas and pictures helps new people, such as apprentices, see how others think. (p, 61)

According to North & Kumta (2014), socialization transfers tacit knowledge from one person to another. It is a process of sharing experiences, thereby creating tacit knowledge such as mental models and technical skills. Socialization occurs when a novice observes an expert when a newly recruited consultant is integrated into the project group and learns through observation, imitation, and practice.

Public Institution.

State institutions or sometimes government institutions are institutions formed by the government to support state administration. In the context of Indonesia, state institutions are formed by laws and regulations intended for the administration of government. The administration of this state is included in the study of public administration. The administration of this state is included in the study of public administration. According to Farazmand (2009), public administration is the study of the state in action, that is, the administration of the state as contrasted with the political, economic, and social aspects of the state as an institutionalized collective force.

Rosenbloom in Muluk (2008, p.3) argues that public administration includes activities related to politics and policymaking. It tends to be centered on the executive branch of government. In contrast to Rosenbloom, Frederickson in Muluk (2008) explains formulating public administration as governance. This concept of governance actually brings public administration away from politics, government, and bureaucracy. Frederickson in Muluk (2008) describes the scope of governance, which describes very diverse types of organizations and institutions bound together and involved in public activities. The term governance marks a positive step for administrative science because it is a symbol that public administration needs due to the fusion of popular literature on government reform, organizational politics, and modern administrative theory. (Muluk, 2008). State institutions or government institutions are formed based on or because the Constitution gives them power. Some are formed and get their power from the Law, and some are even formed only based on Presidential Decrees. (Asshiddiqie, 2010). State institutions or government institutions are subdivided into state ministry institutions, non-ministerial government agencies, non-local government agencies, public broadcasting institutions, structural institutions under ministries and regional institutions.

5 Conclusions

This study examines how sharing of knowledge contributes to state/public institutions, in this case, the BIFZA Correspondence, and Archives section. This research uses the case study research method, trying to systematically disclose starting from

revealing how the knowledge of executives to share and translate information management strategies in the main program in the Correspondence and Archives section, then the role of leaders in the implementation of information governance, problems that occur in governance. Manage information, promote its implementation and share knowledge in the information governance process. The findings of this study obtained using various methods, namely, interviews with informants who work in the Correspondence and Archives section, namely R1, R2, R3, R4, and R5, observations based on observations, and documentation studies conducted in the field.

Knowledge-sharing activities in the Correspondence and Archives section were initially started by the leadership by utilizing knowledge tacit assets, namely knowledge dissemination. Starting from what conditions require knowledge sharing and what methods are used by informants to share knowledge within BIFZA's Correspondence and Archives Department. Regarding the actions and efforts made for sharing knowledge, this can be obtained through R1 as the vital informant.

"[...] is direct in nature, meaning that in the preparation of official documents, of course, there will be direct corrections. For example, making an official note, the staff makes the official note, the draft is submitted to a level 4 official, whether it's the head of sub-section or sub-section if it's been corrected, the approval is in the form of initials, on the left and goes up again from sub-section to head, and I'll correct it if there's something wrong, I'll immediately correct. It turns out that maybe there is an error in the KKA. I will circle it for correction, meaning that the correction process is a coaching process and the capacity for knowledge transfer. I'm afraid that's not right at archive code clasification. It's a bit difficult; it's different from the official correspondence number, well, after that it goes through meetings such as briefings" (R1)

Then a statement from R2 how he shares knowledge in his work unit.

"[...] I usually talk directly to the staff regarding problems. If we need to discuss them together until we find a solution, we cooperate directly. If there are problems broadly, direct coordination to the Head of the Section" (R2)

R3 also carried out the statement of knowledge sharing activities in his work unit.

"[...] involves staff in supervision, socialization and information management development activities at BIFZA. So we always carry out surveillance in all BIFZA units we involve to increase their knowledge" (R3).

Statements of sharing knowledge to archivists were also stated by R4 and R5

"I share knowledge with them directly while working" (R4)

"When doing my assignment at RC, I was given knowledge by BIFZA archivists about archives, archiving technicalities and division of tasks to organize archives" (R5)

Based on informants' responses regarding knowledge sharing using tacit knowledge assets, it seems that knowledge sharing is carried out directly. During observations, the researchers also found the same thing, namely sharing knowledge directly and unscheduled. This makes it easier for employees to absorb knowledge

directly. This follows one of the knowledge-sharing processes in the SECI model (Nonaka & Takeuchi, 1995), where socialization is a process of sharing knowledge, experience, and technical abilities. BIFZA's Correspondence and Archives Section, to share knowledge within work units, has taken several actions, including those disclosed by R1 as the key informant and four other informants. This can be seen in conducting supervision, brainstorming, and discussions with staff to implement information governance following applicable regulations. This is done to make it easier for staff to understand information management following applicable regulations. R1, as always, carries out face-to-face supervision and consultation to make it easier for staff to understand information management in the preparation of official documents. This is as revealed by Vlachos et al. (2019, p 6)) with the behavior carried out by BY as a leader, such as building trust and empowering employees directly, making the process of sharing knowledge easily.

Not much different from R1, R2 also revealed that he constantly supervises and talks directly to his staff in knowledge-sharing activities. According to him, this method makes it easier for him to coordinate with employees related to information management. Then if a problem occurs, he chooses to directly coordinate with the Head of the Correspondence and Archives Section. The action taken by R2 is following what was conveyed by Lee & Al-Hawamdeh (2002). Sharing knowledge with employees face-to-face, such as direct coordination, makes employees motivated.

R3, as the Head of the Archives and Libraries Subsection, revealed that in the knowledge sharing process, he always gave a briefing first, there was a sharing of tacit knowledge (socialization). When he supervised his staff and involved them in the process, this made them learn directly related to information management. The knowledge-sharing process carried out by R3 is similar to that expressed by Masrek et al. (2011) that the socialization process is how knowledge is passed on through training, guidance, imitation, and observation. The knowledge socialization process carried out by R3 forms staff trust in the leadership as evidenced by the expressions R4 and R5, and this is similar to the factors affecting knowledge sharing expressed by Mushtaq & Rizwan (2018, p. 295) that the knowledge sharing process cannot be forced and trust in people, helps in the process of sharing knowledge.

Then the utilization of explicit knowledge assets. This section will specifically discuss knowledge sharing from an exchange perspective, which means utilizing tacit to explicit knowledge aspects—sharing tacit knowledge from person to group. R1 and two informants explained a sharing of knowledge in the BIFZA Administration and Archives section the leaders carried out leaders to the staff.

"[...] If the meeting was scheduled, in those meetings more or less, I also attended the meeting replacing the leadership, that one week there must have been something like that [... ..] See what meeting this was, that is the goal. The first minutes are given to the leader. First, we have to report our duties, and the minutes become an appendix to whom else, to the relevant work units. For example, a meeting at the General Bureau, a meeting about archives at the record centre, right? It is only limited to the Head of the General Bureau, the minutes are reported, and what is there to remind us again. What we say at the meeting we must convey to the leadership" (R1)

R2 is the explanation of employees in sharing knowledge using the exchange process.

"Meetings in my section are rare. We go directly to the Head of Section [...] to discuss and interact every day, for example discussing things that are not according to the procedure, it could be every day" (R2)

Then R3 explained specific knowledge sharing activities on the exchange process in the Correspondence and Archives section.

"The meeting is incidental. If there is a new case, we will meet. If the routine is mandated by the rule that twice a year it must be carried out.... there is a classification of the meeting. There is open, ordinary or limited. If it is open, our public consigners will be published on the announcement portal. Everyone can read it. If we keep it a secret, we may not circulate it" (R3)

Based on the statements of R2 and R3 above, it is explained that knowledge sharing, specifically in the exchange process, occurs in the Correspondence and Archives Section. In the process, the results of sharing knowledge on tacit aspects are converted into explicit knowledge, from one persona to group knowledge. However, this process is different from the statement from R1, who prefers to share people-to-people knowledge and coordinate directly with the head of the division rather than holding a special meeting in his sub-section. This is because there are obstacles, namely the room facilities of the Correspondence Sub-section.

From the observation findings, it can be seen that some of the actions taken by the BIFZA Correspondence and Archives section are an effort to support knowledge sharing activities within the work units in the Correspondence and Archives section of BIFZA. This follows one of the knowledge-sharing processes in the SECI model modified by Fernandez-Becerra & Sabherwal (2015). There are two aspects, namely socialization by Nonaka & Takeuchi (1995) and exchange by Grant (1996), where This exchange is a process of sharing knowledge from personal to group explicit knowledge.

BIFZA's Correspondence and Archives Section, to support knowledge sharing activities within work units, has taken several actions, including those disclosed by R1 as a key informant and R3 by conducting supervision and coordination meetings with staff for the implementation of information governance following applicable regulations. . Formal meetings are held to integrate knowledge, where there is an interaction between staff and leaders and the results of the meeting are made into minutes or reports which, if classified, may be opened to other units, and will be included in the BIFZA web portal.

Then, through the researcher's observations, every formal meeting of each interested section makes minutes and distributes them to their teammates. These minutes can be in a written document report or a digital document distributed on the BIFZA portal. Supar et al. in (Al-Adaileh & Al-Atawi, 2011) reveal that to make knowledge valuable for an organization, it must be exchanged, distributed, and shared among organizational members. The knowledge shared in the context of this exchange is explicit. Holste & Fields (2010) explained that explicit knowledge is articulated knowledge where codification is reflected in documents, reports, formulas, patents, databases, or guidelines. This includes the knowledge contained in the web portal. Mack et al. (2001) define a web platform that allows a single point of access to information, ap-

plications, or people (i.e., to exchange knowledge) in an organized manner for a specific target audience. This is also expressed by Quinn et al. (2014) that web portals have emerged as information technology systems that can facilitate knowledge management because they can help people find the information they need when they need it. This is similar to the expression of Mitton et al. (2007) that knowledge exchange emerged as a result of growing evidence that successful absorption of knowledge requires more than one-way communication rather than genuine interaction between decision-makers and stakeholders other interests

Knowledge Sharing Model

Based on the previous discussion, the researcher concludes that there is a knowledge-sharing model in the BIFZA Correspondence and Archives section, according to the characteristics of the work unit. According to Masrek et al. (2011), knowledge sharing is a process that involves the exchange of knowledge between individuals and groups. *Knowledge sharing* is when individuals exchange their knowledge with two activities: bringing (contributing) knowledge and gaining (gathering) knowledge. Knowledge sharing promotes trust and mutual respect and facilitates the flow of one's knowledge assets to be capitalized for performance improvement. By utilizing aspects of tacit knowledge for socialization and explicit knowledge for exchange, it is utilized for the information management process in the BIFZA Correspondence and Archives Department.

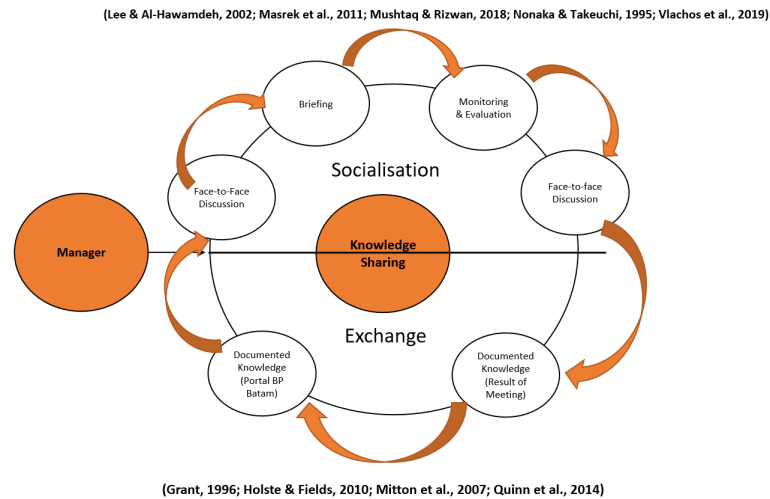


Fig. 3. Knowledge Sharing Model at Correspondence and Archives Section (Source: Researcher Construction)

Starting with a leadership role that supports the knowledge-sharing process (Islam et al., 2018; Smallwood, 2013), utilizing tacit-explicit knowledge assets is naturally

sustainable into a unique feature in BIFZA's Correspondence and Archives section. Utilization of tacit assets begins with the coffee morning method, which is a casual conversation between the leadership and staff (Supanitchaisiri et al., 2020; Vlachos et al., 2019), then activity briefing, monitoring-evaluation, and candid discussion during information management activities (Edmonson, 2010; Yang & Wu, 2008), this knowledge sharing activity is called socialization because it utilizes tacit knowledge assets to share knowledge. Utilization of explicit assets or the exchange process, namely sharing knowledge utilizing codified knowledge starting with holding a formal meeting so that knowledge is formed communally (individually-to-group) and the results are codified in the form of documents or submitted to the Batam Employment Agency employee portal to become broader group knowledge. (Amayah, 2013; Grant, 1996; Quinn et al., 2014)

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