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KNOWLEDGE MANAGEMENT IN SCHOOL LIBRARIES IN INDONESIA

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Abstract
This study aims to analyze the implementation of knowledge management (KM) in school libraries in Indonesia, focusing on three key indicators: people (human resources), process, and technology. Using a mixed-methods approach with an explanatory sequential design, data were collected from 399 respondents via a questionnaire and supplemented with interviews and observations. The results indicate that KM implementation generally falls into the "good" category with a grand mean of 3.65. The "people" indicator received the highest score (4.03), followed by the "process" indicator (3.79), while the "technology" indicator received the lowest score (3.15). These findings reveal an imbalance in the knowledge ecosystem; although librarians and educational staff demonstrate high proactivity in sharing knowledge, technological infrastructure support remains limited to basic administrative functions and has not yet reached the level of a systematic knowledge repository. The lack of technological support results in KM practices in school libraries being person-dependent (relying on individuals), thereby risking the creation of "ephemeral knowledge" that is easily lost during staff turnover. This study concludes that policy reforms are needed to prioritize the standardization of digital infrastructure and the enhancement of librarians' digital competencies in order to transform school libraries from collection circulation units into institutional memory centers.
Keywords: Knowledge Management, School Library, People, Process, Technology, Knowledge Sustainability.

INTRODUCTION

Digital transformation and the abundance of information in the knowledge era have shifted the way educational organizations manage their intellectual resources. In this context, knowledge management (KM) is no longer understood merely as a normative concept, but as a strategic approach to ensure that knowledge can be systematically identified, managed, and utilized to support institutional goals. School libraries, as learning support units, play a crucial role in addressing these challenges as they serve as a bridge between information sources, the learning process, and educational stakeholders. According to Fakomogbon, Bada, and Omiola in Akparobore (2020), this is because school libraries must support the school curriculum and teaching and learning activities by providing a variety of relevant, high-quality, and up-to-date information sources so that teachers and students can keep up with new developments.

Conceptually, knowledge management refers to a series of processes that encompass the creation, storage, distribution, and utilization of knowledge within an organization (Nonaka & Takeuchi in Gholiyah & Hadiapurwa, 2023). In a school library setting, this practice can be realized through the management of print and digital collections, the documentation of institutional knowledge, and mechanisms for knowledge sharing among librarians, teachers, and students. However, the application of KM in school libraries is not automatic. Its implementation is highly dependent on institutional readiness, human resource capacity, clarity of work processes, and adequate information technology support. This is what creates a wide gap between global demands and the reality of governance on the ground.

In Indonesia, school libraries face relatively complex structural challenges. Previous research findings indicate that many school libraries still grapple with limited human resources, inadequate technological infrastructure, weak policy support, and the lack of integration of knowledge management practices into library governance (Wardhana, Nur Aisyah, & Laksmi, 2023). This situation creates a gap between the demands of digital transformation and the actual capacity of school libraries to manage knowledge systematically. In other words, although the discourse on knowledge management has been widely discussed, the level of readiness and implementation at the operational level of school libraries has not yet been clearly mapped out.

The urgency of implementing knowledge management (KM) is also closely linked to information literacy initiatives and sustainable development programs (Sustainable Development Goals). Referring to the American Library Association (ALA) declaration in July 2000 in Chicago (in Jankowska, Smith, and Buehler, 2014), libraries must serve as engines of sustainable development by providing collections that support the progress of their regions. In this context, KM acts as an operational bridge so that literacy initiatives do not merely become a pile of data, but rather practical knowledge that enhances the quality of learning. This indicates that the implementation of knowledge management in school libraries aims to optimize the utilization of information and knowledge held by the library.

The people, process, and technology approach is considered relevant for a comprehensive analysis of knowledge management implementation. Bhatt, as cited in Aprilianto, Setiyadi, Retnoningsih, & Atmojo (2018), emphasizes that the success of KM depends not only on technology but also on people as knowledge producers and users, as well as on the processes that govern the flow of knowledge creation and distribution. The people element emphasizes competencies, roles, and a culture of knowledge sharing among librarians and school stakeholders. The process element encompasses formal and informal procedures for capturing, storing, and disseminating knowledge. Meanwhile, the technology element serves as an enabler that allows KM processes to run more effectively through information systems, databases, and digital platforms. This framework provides an analytical foundation that is not only conceptual but also operational in examining KM practices in school libraries.

Although theoretically very promising, school libraries in Indonesia face significant challenges in digital transformation. Classic issues such as limited human resources, budgets, and bureaucratic obstacles remain major barriers. Research gaps were identified in previous studies. First, Charolina's (2022) study titled "Implementation of Knowledge Management and SWOT Analysis in High School Libraries." This study employed a literature review. The results indicate the importance of understanding KM concepts and facility support within high school libraries; however, the study remains conceptual and does not yet depict broader empirical conditions. Second, the study by Gholiyah & Hadiapurwa (2023) titled "The Correlation Between Knowledge Management and Innovation Among Library Staff at SMPN 29 Bandung." The study's

analysis indicates a significant relationship between KM activities and library staff innovation in a single school case study; however, its focus remains limited to correlation and does not address the library's structural readiness. Third, a study by Rodin (2013) titled "The Application of Knowledge Management in Libraries (A Case Study at the STAIN Curup Library)." This study examines the application of KM in a university library, whose institutional context differs from that of a school library. In general, these studies tend to be partial.

Based on this review, a research gap has been identified: there is currently no comprehensive empirical overview of the level of knowledge management implementation in Indonesian school libraries using indicators that integrate people, processes, and technology. Furthermore, few studies have explicitly linked the challenges of digital transformation and school library governance capacity to existing KM practices.

Therefore, this study aims to analyze the implementation of knowledge management in Indonesian school libraries from the perspectives of people, process, and technology. This study is expected to provide an empirical contribution to mapping the level of readiness and KM practices in school libraries, while also serving as a foundation for formulating school library development strategies that are more adaptive to the demands of the knowledge era.

RESEARCH METHOD

This study employs a mixed-methods approach. According to Sugiyono (2019), mixed-methods research is conducted to determine the values of independent variables whether one or more without making comparisons or establishing relationships between variables. This research method also combines quantitative and qualitative methods for use simultaneously in a study. The objective is to obtain data that is more comprehensive, valid, reliable, and objective. Mixed-method research allows researchers to leverage the strengths of each approach, resulting in richer and more in-depth findings. The mixed-methods research design used in this study is the explanatory sequential design. According to Cresswell (2014), the explanatory sequential design is a data collection method that begins with quantitative data collection, followed by qualitative data collection to assist in analyzing the quantitatively obtained data, so that the results of research using this design provide an explanatory overview (generalization). The mixed-methods research design used in this study is the explanatory sequential design. According to Cresswell (2014), the explanatory sequential design is a data collection approach that begins with quantitative data collection, followed by qualitative data collection to aid in the analysis of the quantitative data; thus, the results of research using this design provide an explanatory overview (generalization). This design allows researchers to begin the study with a broad survey to identify general trends, which are then explored in greater depth through qualitative insights to explain the "why" and "how" of these patterns. This ensures that the research results are not only comprehensive but also possess strong contextual depth.

The population in this study consists of all school libraries in Indonesia, totaling 144,191 libraries (National Library, 2024). Given the very large and heterogeneous population—in terms of educational levels (from elementary to high school), geographic location, and infrastructure capacity—the researcher used the Slovin formula with a 5% margin of error to determine a minimum sample size of 399 units. To address the assumption of homogeneity, which is often a weakness of the Slovin formula, the sampling technique employed was stratified random sampling. This step was taken to ensure the representation of every library category based on accreditation level and region, so that the diversity of digital transformation challenges across

various regions could be accurately captured. Respondents were selected purposively, involving librarians or library managers, library directors, and library users consisting of teachers and students. Librarians or library managers served as the primary sources regarding the technical processes of knowledge management. Library directors provided perspectives on policies, governance, and institutional support. Library users—comprising teachers and students—served as additional informants to verify the effectiveness of services and the direct impact of literacy.

Data collection took place over a period of 9 months, from March to November 2025, and consisted of quantitative and qualitative phases. The quantitative phase involved distributing questionnaires to 399 respondents to measure the people, process, and technology indicators. Validity and reliability testing was conducted not only as a technical prerequisite but also to ensure that the instrument could robustly measure knowledge management constructs within the local Indonesian context. The qualitative phase involved in-depth interviews, non-participant observation, and document analysis of a selected sample that demonstrated extreme results (very high or very low) in the first phase.

Quantitative data analysis techniques use descriptive statistics to map the percentages and characteristics of KM implementation trends nationwide. Qualitative (thematic) analysis involves the processes of coding, open coding, axial coding, and selective coding. The coding process begins by identifying initial concepts from interview transcripts. Axial coding is used to organize codes into categories and subcategories (e.g., technological barriers, human resource competencies). Selective coding is used to establish main themes to explain the quantitative findings. Verification is conducted to draw final conclusions that integrate both types of data to construct a comprehensive narrative regarding the reality of knowledge management in Indonesian school libraries.

RESULT AND DISCUSSION

Questionnaires must be well-designed as data collection instruments; therefore, validity tests are necessary to determine the extent to which the questionnaire is capable of measuring what it is intended to measure (Santoso and Asari, 2005). Validity testing can be performed using the Product Moment formula (Arikunto in Supriyanto & Machfud, 2010). The instrument is deemed valid if the calculated r is greater than the table r (rhitung > rtabel) due to a significant difference (Sugiyono, 2013). In this study, the validity test of the questionnaire was conducted on 30 respondents with a 5% error margin and a 95% confidence level. The r-table value for 30 respondents at a 5% error rate and a 95% confidence level is 0.361 (Sugiyono, 2013). The results of the questionnaire validity test in this study were analyzed using SPSS for Windows version 31. Based on the calculations, it was found that for each item in the School Library Knowledge Management Questionnaire in Indonesia, the corrected item-total correlation was greater than the r-table value, or the calculated r was greater than the r-table value (calculated r > r-table) at a 5% error rate and a 95% confidence level for 30 respondents, specifically 0.361. Thus, the items in this questionnaire are valid, and the valid questionnaire items can be used as an instrument for research.

In addition to validity testing, surveys or questionnaires must also undergo reliability testing. According to Arikunto (2013), the purpose of reliability testing is to demonstrate that the instrument used is reliable for use as a data collection tool, as it has been properly developed.

Arikunto (2013) notes that reliability testing can utilize Cronbach's Alpha. In this study, reliability testing was conducted using SPSS version 31 for Windows.

Based on the table above, it can be seen that the Cronbach's Alpha value for the 37-item questionnaire administered to 30 respondents is 0.941. According to Ghazali (2009), if the Cronbach's Alpha value is less than 0.6, it falls into the category of poor reliability; between 0.7 and 0.8, it is considered acceptable; and above 0.8, it is deemed good. Thus, the reliability test of the entire set of 37 questionnaire items is considered reliable, as the Cronbach's Alpha value of 0.941 is greater than 0.6 (0.941 > 0.6).

The questionnaire in this study was completed by 399 respondents consisting of librarians, library administrators, and school library users in Indonesia. These respondents came from 92 high schools, 56 junior high schools, and 34 elementary schools, as illustrated in the following diagram:

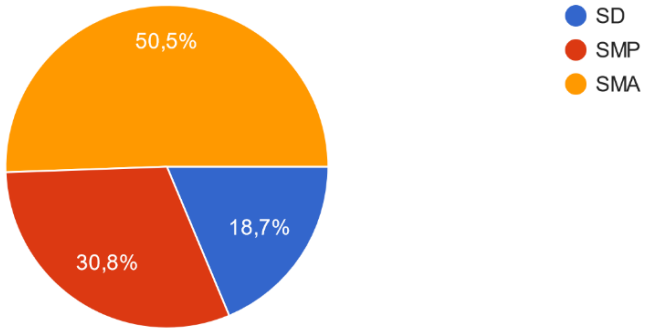

Figure 1. Clusters of School Levels of Research Respondents
Source: Researcher, 2025

Based on the questionnaire results, the total average scores for the indicators of people (Human Resources), process (Process), and technology (Technology) are as follows:

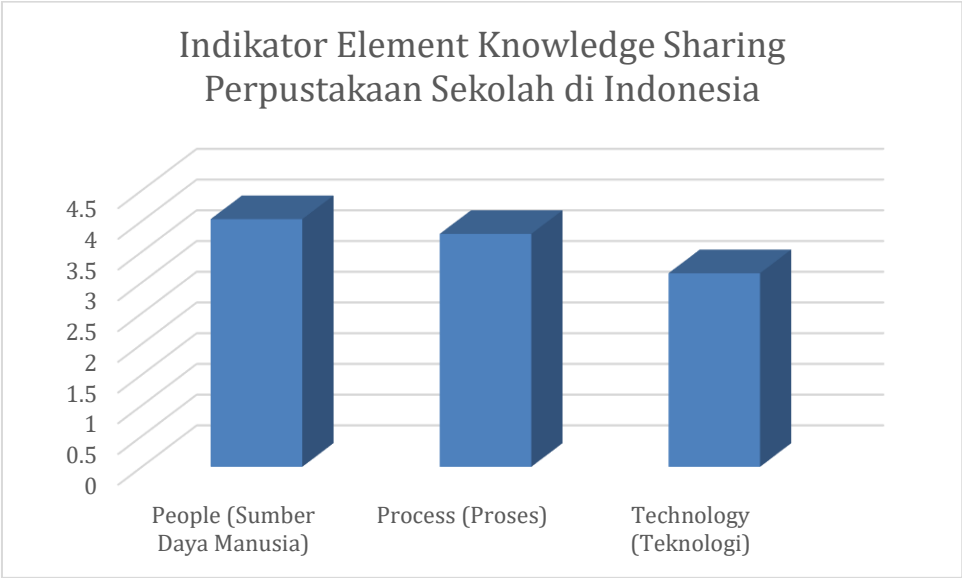

Figure 2. Mean Values of Each Indicator
Source: Compiled by the researcher, 2025

Based on the data in Figure 2, it is evident that the mean value for the "people" (human resources) indicator is 4.03. This mean value falls within an interval scale range of 0.80, specifically between $3.40 < X \leq 4.20$. Based on the position of the total mean value within this scale range, it can be concluded that respondents agree that the "people" (human resources) indicator is necessary for the implementation of knowledge sharing in the library.

In the "people" indicator, the high average score reflects the central role of librarians and library administrators as human enablers within the school library's knowledge management ecosystem. Librarians are no longer viewed merely as collection managers, but as strategic actors who play a role in facilitating knowledge creation, knowledge sharing, and the utilization of knowledge through various literacy programs and collaborations with teachers and students. The high level of librarian involvement in fostering the creation of knowledge demonstrates that knowledge management practices in school libraries remain heavily rooted in the human dimension and social relationships, making them participatory and community-based. This underscores that the effectiveness of knowledge management is significantly influenced by the capacity, initiative, and commitment of the individuals involved, particularly librarians as the primary drivers. These findings are reinforced by the results of an interview with Kholif as follows:

> *"The presence of library administrators or librarians is crucial to implementing knowledge management in libraries. They play a key role in initiating and driving school literacy programs. They are also responsible for communicating library programs to teachers and students, ensuring that teachers and students are aware of and can contribute to these activities. The involvement of teachers and students is also essential in producing knowledge resources that can be managed by the library."* (Interview, Kholif, July 30, 2025).

Theoretically, the librarian's role as a mediator and communicator aligns with the personal competencies of librarians as defined by the Special Libraries Association (SLA), which identifies communication and mediation skills as key elements in knowledge management (Nurjanah, 2021). Additionally, librarians also serve as information literacy trainers, whose role is to enhance users' capacity to access, evaluate, and produce knowledge (Wheeler & Pamela McKinney in Distianti & Pramudyo, 2024). These roles demonstrate that librarians act as the primary driving force in activating the "people" dimension within KM practices in school libraries.

However, from the perspective of Nonaka and Takeuchi's SECI model, the dominance of the librarian's individual role indicates that the knowledge creation process remains at the Socialization stage—that is, the exchange of tacit knowledge through direct human interaction. Knowledge is largely transmitted through informal communication, mentoring, and personal collaboration, but has not yet been fully documented and institutionalized into the system (Externalization and Combination). This condition creates a person-dependent risk, where the sustainability of knowledge management practices is highly dependent on the presence and motivation of specific individual librarians. If not supported by structural and systemic mechanisms, the sustainability of KM programs is potentially at risk when those individuals are no longer in the institution.

Figure 3. Student Artwork

Thus, although the "people" indicator shows high performance, theoretical analyses of KM and SECI underscore the need for a transition from practices oriented toward personal relationships to a more institutionalized approach to knowledge management. Strengthening the dimensions of Externalization, Combination, and Internalization is crucial so that the knowledge generated by librarians, teachers, and students does not rely solely on social interactions, but is also documented, integrated, and sustained within the school library's knowledge management system.

Based on the data in Figure 2, it is evident that the mean value for the process indicator is 3.79. This mean value falls within the interval scale range of 0.80, specifically between 3.40 and 4.20. Based on the position of the total mean value within this scale range, it can be concluded that respondents agree that the process indicator is necessary in the implementation of knowledge sharing in the library.

Measurement results for process indicators show relatively positive outcomes, indicating that most school libraries have established fairly clear knowledge management workflows, covering the stages of knowledge creation, dissemination, and utilization. Collaboration among librarians, teachers, and students is a crucial element in ensuring that the knowledge generated does not stop at the production stage but is also widely utilized by the school community. Nevertheless, the research findings reveal that the systematic storage of knowledge is still suboptimal. This situation indicates the need to strengthen policies and establish more structured documentation mechanisms so that the knowledge generated is not temporary but can be accessed and utilized sustainably. This statement is reinforced by the following interview with informant Nur Riani:

> *"In knowledge management, there needs to be a process for creating knowledge that will later be managed by the library. In schools, for example, librarians collaborate with teachers and students to create works that can be used as part of the library's collection, placed on library shelves, and borrowed by library visitors, so that the information contained in these works can be disseminated. Librarians can also create specialized information resources that can be used by students and teachers." (Interview, N*ur Riani, October 1, 2025).

Based on the results of these interviews, it is clear that the knowledge management process requires integrated stages, ranging from knowledge creation to knowledge storage. This aligns with Bhatt's (as cited in Aprilianto et al., 2018) view, which states that knowledge sharing rests on four main pillars: knowledge creation, knowledge transfer, knowledge utilization, and

knowledge storage. In the context of school libraries, the stages of knowledge creation and utilization have been proceeding quite well, particularly through collaborative projects between librarians, teachers, and students.

This implementation is evident in the various forms of knowledge produced, such as novels, poems, academic papers, and instructional materials managed as library collections, as well as efforts to disseminate information through curated information services tailored to the specific needs of teachers and students. However, the main gap in the process indicator lies in the aspect of knowledge preservation, which has not yet been managed optimally and systematically. Much of the knowledge produced remains ephemeral because it is not documented in a robust database or storage system. Without adequate codification and preservation mechanisms, the knowledge that has been generated risks becoming difficult to access again and utilize sustainably by future generations.

Based on the data in Figure 2, it is also evident that the mean value for the technology indicator is 3.15. This mean value falls within the 0.80-point interval scale, specifically between 2.60 and 3.40. Based on the position of the total mean value within that scale range, it can be concluded that respondents somewhat agree that the technology indicator is necessary for knowledge sharing in school libraries.

Unlike the people and process indicators, the technology indicator received a lower average score. These results indicate that technological support for the implementation of knowledge management in school libraries remains at a moderate level. This aligns with the following statement from informant Marwiyah:

> *"Many school libraries today are already automated and use the SLIMS application and library websites. Moreover, there are now many training courses, workshops, and seminars related to SLIMS that are easily accessible to librarians. This automation also simplifies librarians' work and improves services for library users." (Interview, Marwiyah, October 1, 2025).*

Based on the results of the interview above, it is evident that the use of technology in the form of the SLIMS application is currently limited to administrative functions (such as visitor attendance tracking and book circulation). The technology has not yet reached the substantive level of knowledge management—that is, serving as a platform for knowledge integration or a digital repository that facilitates intellectual collaboration. In other words, the library has merely been technically digitized but has not yet undergone a knowledge-based transformation. Low scores on technology indicators suggest that the digital divide and infrastructure limitations remain significant challenges. This finding aligns with the perspective of Rahman, Asha, and Fakhruddin (2024), who state that schools in non-urban areas still face various obstacles, particularly unstable internet access and the lack of independent servers. These conditions limit librarians' mastery of digital competencies, particularly those related to the ability to systematically manage information architecture. Yet, as emphasized by Nurjanah (2021), librarians—as library managers in the current era—are required to possess skills in utilizing relevant information technology to acquire, organize, and disseminate information effectively. The gap between these competency demands and on-the-ground conditions leads schools and librarians to position technology primarily as an operational support tool, rather than as a strategic ecosystem for knowledge management and dissemination. A further consequence of this situation is that knowledge produced by teachers and students, such as written works or instructional materials, risks being temporary because it is not systematically documented within a system that enables broad access and long-term sustainability.

The grand means for the people (human resources), process, and technology indicators are as follows:

Table 1. Grand Means for the People (Human Resources), Process, and Technology Indicators

No	Indicator	Average	Category
1	*People*	4,03	Agree
2	*Process*	3,79	Agree
3	*Technology*	3,15	Somewhat Agree
	Jumlah	10,97	

Source: Researchers, 2025

Grand mean calculation = 10,97/3 = 3,65

Based on the data analysis results, the overall average (grand mean) was found to be 3.65. This value falls within the 0.80 interval scale, specifically in the category $3.40 < X \leq 4.20$. Given this position, the grand mean indicates that respondents generally expressed agreement with the implementation of knowledge management in school libraries. This finding indicates that knowledge-sharing practices have begun to be internalized within library activities, particularly through the active role of librarians and collaborative processes involving teachers and students as part of the school community. However, to achieve a more mature and sustainable implementation of knowledge management, further strengthening is needed in the technological aspect, whether through improvements in digital infrastructure, the development of knowledge storage systems, or the enhancement of librarians' technological competencies.

The high grand mean score of 3.65 was primarily driven by the "people" indicator (4.03) and the "process" indicator (3.79). This indicates that, from a cultural and operational standpoint, the school ecosystem is relatively well-prepared to support knowledge-sharing practices. Librarians have served as active mediators, while collaborative processes in the production of knowledge-based works between teachers and students have also been functioning quite well. However, this high score has the potential to be illusory if it is not balanced by adequate strengthening of the technology pillar. Theoretically, this condition indicates that the implementation of knowledge management in school libraries still tends to be person-dependent—that is, reliant on individuals—rather than system-dependent, which relies on established system support.

The dominance of human roles—which is not balanced by robust technological systems—poses the risk of knowledge loss when key individuals, such as librarians or active teachers, are no longer present in the school environment. As a result, the knowledge generated tends to be temporary or become "ephemeral knowledge" because it is not systematically documented in digital platforms that enable mass access and long-term sustainability. Therefore, strengthening the technological aspect is a critical prerequisite for transforming knowledge management practices from being individual-dependent to a more institutionalized and sustainable system

CONCLUSION

The results of this study indicate that the implementation of knowledge management in school libraries in Indonesia is in a critical transitional phase. Human resource readiness (people) and the effectiveness of collaborative processes (process) have improved significantly; however, these achievements have not been matched by adequate technological support. This

disparity results in knowledge management practices remaining person-dependent, making the sustainability of institutional knowledge vulnerable to the turnover of key individuals. Strengthening technological capacity must be understood not merely as the provision of hardware, but as a primary prerequisite for the systematic codification, storage, and dissemination of knowledge. Without the support of an institutionally established digital repository, the knowledge generated by teachers and students risks remaining temporary and unsustainable. These findings indicate the urgency of reforming school library management to prioritize technology as a strategic focus. Education policies should aim to strengthen equitable minimum standards for information technology infrastructure to reduce the digital divide across regions, while simultaneously driving the transformation of school libraries from collection circulation units into institutional centers for digital data and knowledge management. Well-planned technology investments will strengthen long-term institutional learning capacity through the accumulation of intellectual capital, so that effective learning practices can be documented, passed on, and continuously developed. Thus, strengthening the technological dimension is key to creating a resilient, adaptive, and sustainable educational ecosystem capable of facing the dynamics of future educational changes.

SUGGESTION

Based on the research findings, the recommendations are as follows: first, enhancing technological support. Libraries need to optimize their technological facilities and infrastructure, such as developing digital information systems and providing knowledge-sharing platforms that are more interactive and easily accessible to all stakeholders. Second, developing human resource competencies. To maintain a high level of HR support, it is recommended that there be regular training on knowledge management and the strengthening of a culture of information sharing through incentives or rewards. Third, future research is advised to include other variables that influence the implementation of knowledge sharing, such as organizational culture, leadership, or individual motivation, to provide a more comprehensive picture.

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