KNOWLEDGE SHARING MOTIVATION AND BENEFITS IN FACULTY OF SOCIAL SCIENCES LESSON STUDY COMMUNITY (KLS) UNIVERSITAS NEGERI MALANG.

MOTIVASI DAN MANFAAT PERILAKU BERBAGI PENGETAHUAN DALAM KEGIATAN KOMUNITAS LESSON STUDY (KLS) FAKULTAS ILMU SOSIAL UNIVERSITAS NEGERI MALANG

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Abstract: Lesson study is a process to better understand the learning process that carried out together in purpose to create more effective learning. Lesson study a familiar activity for lecturer at the Faculty of Social Sciences Universitas Negeri Malang (FIS UM) because LS activities have been practiced since 2012. In 2016 the faculty took the initiative to set up a community to sustain LS activity in the FIS UM. This research aims to understand the motivation and benefits of the lecturer that join to the FIS UM LS community and also its obstacles. The method used in this research is descriptive qualitative while the instrument used to collect research data were questionnaires and interviews. The study found that the motivation of lecturers following LS community is not only to develop themselves but also to provide better services to students. LS community FIS not only useful to improve learning quality for students but also beneficial for junior lecturer to learn from their senior colleague. Knowledge and inspiration from senior lecturer are able to establish junior lecturer confidence in teaching. Constraints faced by LS community member to full join the community are activities that usually collide with LS activities. When this happens the strategy done by community member are performing priorities scale. LS community allow its members to follow the activities flexibly so enabling the lecturer to join the community without disrupting their teaching role in university.

Keywords: motivation, benefits, share knowledge, Lesson study
1. INTRODUCTION

Knowledge sharing is human behavior that conducted from childhood to adulthood. Most human gained knowledge from interaction with others. Sergeeva (2015: 1) defines the knowledge sharing as an interaction between individuals where conversation and mutual acceptance of knowledge happen between one another.

For teachers, the knowledge sharing is very important because education is always changing and evolving. Runhar (2015:2) says that sharing information between teachers is important for the science development considering that technology have improved the ability of students to access information related to learning materials. In improving teacher capabilities, teachers can learn individually by reflecting on the learning that has done, updating knowledge by information on literature or by trying new teaching methods. The other thing to do is to learn from another teacher through learning communities or communities of practice. Sharing knowledge among teacher are beneficial because ideas can be synthesized to produce new knowledge.

Although knowledge sharing are important, it is very rarely done among teachers. Obembe (2012) explains that the reason why the knowledge sharing often fails in adult situation is because a sense of dilemma between giving knowledge for the common good or knowledge keeping for personal achievement. In line with Obembe, Kim (2015: 600) also explains that knowledge sharing is difficult to do because it opposed to a personal ratio. Rational person would not allow knowledge available for everyone, especially for those who do not contribute in building of knowledge. In organizational level the willingness to share knowledge is considered as a risk behavior and harm to be done because it can make people lose the opportunity to gain advantage in compete with others.

Runhaar (2015: 2-5) collects some of the constraints often prevent behavior knowledge sharing among teachers. Some of these obstacles are:

1. Feeling too confident in solving the problems
2. Fear of negative feedback from others. Negative feedback can reduce the confidence of teachers that then makes the teacher hesitated sharing knowledge .
3. Risk to losing the authority. Junior teachers who share their knowledge or give idea to senior teachers can lower the authority of senior teachers

Runhaar (2015: 13) emphasizes “the risk of losing one’s unique value, being taken advantage of, or receiving negative feedback can make people hesitant to engage in knowledge sharing”.

Motivation Knowledge Sharing

Although there are many barriers to the sharing of knowledge, there are some things that can motivate a person to share knowledge. Chen (2015: 824) says that the sharing of knowledge will occur when feelings of love becomes something bigger than rational motive. Lopez (2014: 476) agreed to this, the motive to share information one can be altruistic. Feeling helpful and being able to help others, naturally become a high satisfaction for someone to share information for the benefit of others.

For providing welfare to another person or a wider audience then Saxena (2015: 116) says that sharing knowledge is a manifestation of prosocial behavior. Definition of prosocial behavior is a person’s voluntary action to improve the welfare of others.

In addition to the voluntary or altruistic sense, Merson (2015: 256) says that the knowledge sharing behavior also is in need of confidence (trust). In order for the sharing of knowledge can happen then each party should have three forms of trust, namely; (1) trust the giver of knowledge, (2). confidence in recipients of knowledge, and (3) confidence in the quality of knowledge given. In line with Merson, Kim (2015: 600) also shows that the level of trust, fairness and cooperation culture are several positive factors to bring a sense of willingness to share his knowledge with others.

Besides motivation, Chen (2015: 813-814) suggests three categories are supporting the knowledge-sharing behavior, namely:

1. Knowledge Characteristics to be shared, whether such knowledge is valuable, useful for completing tasks and easily articulated.
2. The opportunity to share knowledge (situational factors). Included in this category are as a culture in the workplace, vision and goals, and the availability of information technology supporting the most important managerial support.

3. The motivation to share, there are three types of motivation to share that concern the loss of power, the desire to get behind the gain or reward for sharing, and the hope of further relationship with the recipients of knowledge.

Support On Knowledge Sharing Event

Knowledge sharing among teachers cannot be done without the support of the institution where the teacher works. Runhar (2015: 15) explains that in order to encourage the knowledge sharing among teacher, the workplace atmosphere and support facilities are needed. School leaders must allow and facilitate teachers to learn together and always give positive feedback on the knowledge sharing activities they do.

Chen (2015: 825) suggests that the managers or leaders must support knowledge sharing activities by build a sense of security and justice among employees. This will foster a sense of interpersonal trust for knowledge sharing activities. All of this, then should be support by facilities such as information and communication technology (IT).

2. RESEARCH METHODOLOGY

This paper was written based on research to understand motivations and benefits gained by lecturer at the Faculty of Social Sciences, State University of Malang (FIS UM) in participating and sharing knowledge in Komunitas Lesson Study (KLS). The method used in this research is descriptive qualitative and data collecting instruments were questionnaires and interviews. The subjects are 15 lecturer member of KLS FIS UM. During the research documentation done by taking notes, photos, audio and video recording.

3. RESULTS AND DISCUSSION

Lesson study (LS) is a process to understand the learning process by lesson planning, observing and reflection (plan, do, see) done by group of learners. The aim is to made the lesson more effective for students. At the Faculty of Social Sciences Universitas Negeri Malang (FIS UM), LS activities is a familiar thing because it has been practiced since 2013. Starting with the financial support on LS implementation by government through Batch V LEPDISTI program. At 2016, in order to maintain the continuity of LS in FIS UM, lecturers who had once gain benefitted from LS practice, took initiative to establish Komunitas Lesson Study (KLS). KLS aim is maintaining the continuity of LS in the FIS UM in order to formulate the effective learning format on social sciences and humanities study.

KLS FIS agenda is conducting open class once a month with alternated lecturer model from every department on FIS UM. Lesson planning activities carried out every week in first and second week of a month. Third week is stabilization and preparation of all object required in open class include the readiness of the classroom, schedules, student worksheets, presentation, observation sheets, camera and sound recorders. The last, week four is the implementation of activities open class that ended by reflection activities(do, see).
Motivation to follow KLS

After interviews to 15 lecturer, members of KLS FIS it found various reasons and benefits that lecturer gain during the KLS activities. For the young junior lecturers that never learn about education strategies, KLS provides a place to learn about education from colleagues. For senior lecturers KLS help them to gain ideas and strategies from another.

Lecturer motivation joining KLS is largely to develop the quality of self. The others was to provide benefits to the others. Two lecturers claimed that they follow KLS because they want to improve their teaching quality in order to provide better services to students.

KLS benefits

For senior lecturers who had teaching experience, KLS is a medium to meet colleagues and share problems encountered in teaching and look for a solution together. In junior lecturer, KLS is place to adapt. Through KLS, the junior lecturer could gain knowledge from experienced senior lecturer. By observing senior lecturer, junior lecturer can get additional knowledge and ideas for more confident in teaching.

KLS FIS member have different educational background. This made the KLS activities can become media to know the development of another social science field. Through sharing knowledge, insights from all member are combined so they can look at problems comprehensively and find solutions effectively through a wide range of scientific viewpoints discussion.

Motivation Knowledge Sharing in KLS

Lesson study mechanisms which all lesson are planning together made KLS member willing to become a lecturer model. In open class phase, lesson study emphasizes that member must observed student to gain lesson, not lecturer. This mechanism makes the lecturer models can carry off teaching without fear to blame. Mistakes on lesson study are not understood as lack of capabilities but as a learning media that is should not be repeated in the future.

It found some reasons why the lecturer want to share the knowledge with others. Four lecturers share ideas because wanting to get corrections and perspectives of others in order the made the lesson more perfect. Sharing ideas is not going to make someone miss ideas but actually get more than one idea to develop insights. One lecturer added that knowledge sharing to other people would not make their competence loss but it can demonstrate their competence better to others.

In addition to the above reasons, one lecturer has a different motivation in sharing knowledge. This lecturers want to share knowledge because driven by his religion beliefs. In teachings of Islam it is believes that sharing of knowledge is a practice that give human unstoppable blessing.

The existence of individuals who first willing to share knowledge made the other lecturers share their knowledge in return. One KLS member say that through KLS he has got a lot of knowledge from colleague so then he wanted share knowledge for the benefit of others.
Despite the willingness of sharing knowledge is important for the community, but this will not work if KLS members do not have the ability to hear. One KLS members emphasized that in effort to sharing knowledge, not only a willingness to share knowledge it si important but also the ability of listener to hear. The presence of KLS member who want to listen friend's opinion made KLS member do not hesitate in sharing knowledge.

Means of Support on KLS FIS

KLS activities can be done because support of the existing infrastructure at the Faculty. Faculty of Social Sciences through first vice Dean (Wakil Dekan 1) support KLS activities by providing classrooms that roomy and clean especially to conduct KLS activities every Friday afternoon.

In addition to the support of the institution, the existence of communication media through whatsapp messenger that owned by each member of KLS also makes it easier to coordinate. Through this information medium, KLS activity and schedule can always be update and monitored by member. Every each activity completed, members of KLS are asked to sharing photos so the other members that unable to attend can know the progress in KLS. By information technology medium, KLS activity that be consistently implemented in accordance to agenda agreed.

Obstacles Faced by KLS

Although the agenda of KLS is set in time that not collide with teaching agenda of lecturers (Friday afternoon), often KLS collide with meeting agenda in department. To overcome this constraints lecturer member of KLS confessed to have strategic priorities. He join activities that more important and then leave activities that are not too important. One lecturers said that KLS activities is a part of his academic activities so the other academic activities that are not too important can be rescheduled in order to follow KLS.

The next obstacle is KLS activities is done on the 3rd floor of the building so making it difficult for members who have physical barrier such as pregnancy to follow the KLS activities continuously. Regarding this difficulties KLS members hope that faculty is willing to give classroom that more accessible in the first floor so all lecturers can follow it.

In order to become better, KLS members also hoped that KLS can be opened to public so the members is not only from lecturer but also school teacher. By this, knowledge sharing activities can occur better and more comprehensive.

4. DISCUSSION

Results of the study found that the motivation of lecturers followed KLS caused not only to develop themselves her but also altruistic motive in order to provide better service to others (student).
KLS who routinely did Lesson study is not only beneficial to improve the lecturer quality of learning but also become the media for junior lecturer study the knowledge and experience of senior lecturers. Through the activities of KLS, junior lecturer can see senior lecturer open class so they can be inspired and establish themselves in their new profession as a lecturer.

The existence of KLS for FIS lecturers is very important because it function to be a knowledge sharing media and experience among lecturers that have different social science background. Through the knowledge sharing, lecturers can know the progress of other science and problems can be seen in full perspective by variety of social science viewpoint.

The knowledge sharing in the KLS happen starting from individuals who want to share their problems and get feedback from other. The other people response as result of their desire to help. The discussion that followed provide new knowledge to all of members in the community that makes them all willing to share knowledge as means of reciprocity. Knowledge sharing activities in KLS was not only concerned with the ability to share knowledge, but also need the ability of KLS members to listen to the knowledge of others. Through sharing and listening knowledge, knowledge sharing activities can be benefit to all. KLS members did not worry about knowledge sharing that can make someone losing ideas or competence. They believe through knowledge sharing will make the ideas to flourish by gain response from other.

The constraints faced by the FIS lecturers in following the activities of KLS is often the agenda of the KLS collide with other academic activities such as meetings. If it is happen, the strategy of lecturers is to determine the priority scale. Means support such as existence of modern information technology is crucial for the continuation of activities KLS. By means of this modern communication technology KLS activities can be coordinated and communicated better, so all KLS members can monitored the implementation KLS agenda.

Someone will remain in a community if it always give benefit from them. Lopez (2014: 477) found that the more people split a negative emotion in the forum, the smaller satisfaction gaining by people in the forum. Based on this it can be said that future continuation of KLS are depend on how KLS giving benefit to its members. KLS should always be able provide valuable things that are positive for members.

5. CONCLUSION

The existence of knowledge sharing community such as KLS FIS UM is important to education institution. KLS forum primary function as a medium to share knowledge and experience from senior lecturer to junior lecturers vice versa and also means to improve the teaching quality.

Corresponding to the view of experts that community will not survive unless it continue to provide positive benefits for members. Therefore it required the creativity of community manager in order to KLS activities not become stagnant and monotonous.

6. BIBLIOGRAPHY


