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## *The Role of Social Inclusion Programs at Batu City Public Library in Building Knowledge Sharing Activities*

## *Peran Program Inklusi Sosial Pada Perpustakaan Umum Daerah Kota Batu dalam Membangun Aktivitas Knowledge Sharing*

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### **Abstract**

**Background of the study:** Batu City Public Library has adapted by organizing a social inclusion program in building an inclusive environment until in 2022, this library received an award as the best social inclusion-based library implementer at the national level from the National Library of the Republic of Indonesia. In its implementation, there are many knowledge sharing activities starting from planning process to evaluating social inclusion activities.

**Objective:** To provide a clear picture of all social inclusion activities that have been carried out at the Batu City Regional Public Library. This then becomes the main source for analyzing and exploring the knowledge sharing process activities that occur.

**Method:** Using a qualitative approach, this research conducted observations and interviews with all parties involved in the process of organizing social inclusion, starting from leaders, librarians, to community representatives as participants in social inclusion activities.

**Findings:** The research results show a number of internal and external knowledge sharing activities that occur when viewed from the process of organizing social inclusion activities there. Apart from that, the analysis of who is involved in each knowledge sharing activity and also the knowledge products produced, is also discussed in this research.

**Conclusion:** Knowledge sharing process in this library, is an information sharing activity in the internal and external environment that is produced by a process of organizing social inclusion activities. The occurrence of this activity cannot be separated from the role of the leadership and also the work culture of this institution which is open and always holds regular discussions during every activity carried out in the institution.

**Keywords:** social inclusion, knowledge sharing.

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### **Abstract in Indonesia**

**Background of the study:** Perpustakaan Umum Daerah Kota Batu telah beradaptasi dengan menyelenggarakan program inklusi sosial dalam membangun lingkungan yang inklusif hingga di tahun 2022, perpustakaan ini mendapatkan penghargaan sebagai pelaksana perpustakaan berbasis inklusi sosial terbaik tingkat nasional dari Perpustakaan Nasional Republik Indonesia. Pada pelaksanaannya banyak terjadi aktivitas berbagi pengetahuan

yang dimulai sejak proses perencanaan sampai dengan evaluasi kegiatan inklusi sosial.

**Purpose:** Memberikan gambaran yang jelas tentang seluruh kegiatan inklusi sosial yang pernah dilaksanakan di Perpustakaan Umum Daerah Kota Batu. Hal inilah yang kemudian menjadi sumber utama dalam menganalisis dan menggali aktivitas proses knowledge sharing yang terjadi.

**Method:** Menggunakan pendekatan kualitatif, penelitian ini melakukan observasi dan wawancara pada seluruh pihak yang terlibat dalam proses penyelenggaraa inklusi sosial mulai dari pimpinan, pustakawan, hingga pada perwakilan masyarakat sebagai peserta kegiatan inklusi sosial.

**Findings:** Hasil penelitian menunjukkan sejumlah aktivitas knowledge sharing internal dan eksternal yang terjadi jika dilihat dari proses penyelenggaraan kegiatan inklusi sosial disana. Selain itu, analisis tentang siapa yang terlibat dalam setiap aktivitas knowledge sharing dan juga produk pengetahuan yang dihasilkan, juga menjadi bahasan dalam penelitian ini.

**Conclusion:** Proses knowledge sharing yang terjadi di lingkungan Perpustakaan Umum Daerah Kota Batu merupakan aktivitas berbagi informasi di lingkungan internal maupun eksternal yang dihasilkan oleh satu proses penyelenggaraan kegiatan inklusi sosial. Terjadinya aktivitas ini tidak luput dari peran pimpinan dan juga budaya kerja lembaga ini yang terbuka dan selalu menyelenggarakan diskusi secara berkala pada setiap pelaksanaan kegiatan di lembaganya.

**Kata Kunci:** inklusi sosial, knowledge sharing.

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## Introduction

The Batu City Public Library is one of the institutions that has provided information and provided public services as a form of implementing its role in supporting educational, research, preservation, information sources, and recreation facilities. This cannot be separated from its goal of increasing the intelligence and empowerment of the Batu City community. On its journey, this library actively organizes various programs and activities to maximize its function. Some of the programs that have been implemented at the Batu City Public Library since its inception until now are, Babeku Program (reading and creating in library visits), book review, Si Boling, reading level survey (TGM) and social inclusion.

Until finally the transition and adaptation in the library environment continued to grow, social inclusion became one of the new adaptations that were rampant in the library. Likewise, the Batu City Regional Public Library has also adapted by organizing a social inclusion program as an aspirational step and building an inclusive environment regardless of individual backgrounds. The social inclusion program that has been held at the Batu Regional Public Library is one of the flagship programs that has been implemented since 2020. The Batu City Regional Public Library has set a progressive agenda to support the social inclusion program as a response to current social phenomena. In increasing its relevance for the citizens of Batu City, the government has actively developed and implemented various training activities in the social inclusion program since 2020.

The social inclusion program is one of the leading programs among other programs, some of the activities that have been carried out from the program are: writing training, canva training, *beauty class*, digital marketing training and others. These activities target the wider community ranging from students, lecturers, PKK women's groups, communities, non-governmental organizations (NGOs) and similar institutions. This method offers an inclusive approach that meets the needs of every member of the general public without requiring them to reveal their background or identity. Until 2022, Batu City Regional Public Library joined the National Library of the Republic of Indonesia to start a social inclusion-based library program. The seriousness of the Batu City Regional Library in organizing a social inclusion program eventually resulted in an award, namely the best social inclusion-based library implementer at the national level. This award was given by the National Library of the Republic of Indonesia in 2022 to 2023, with the main focus of the inclusion activities in question being for literacy and community welfare.

If observed further, every activity program carried out by every organization certainly experiences an exchange of information in it. Likewise with the Batu City Regional Library in running this flagship program. This sharing and exchange process has the same concept as *knowledge sharing*, which by definition can be interpreted as a systematic process of transmitting, distributing, and disseminating knowledge and multidimensional contexts from a person or organization to other people or organizations in need through

varied methods and media (Widuri, 2018). Knowledge sharing can also be used as a means by which organizations access their own and other organizations' knowledge (Olan et al., 2016). Therefore, it can be concluded that *knowledge sharing* is the process of sharing experiences and knowledge between individuals and organizations through established communication.

The *knowledge sharing* process at the Batu City Regional Library occurs through a series of processes involving librarians, experts in certain fields, the people of Batu City and the role of the leadership to become an interrelated unit. This also agrees with Imran's opinion, sharing knowledge or *knowledge sharing* among individuals in the organization and requiring them to collaborate with each other to increase knowledge and organizational success (Imran et al., 2021). The implementation of social inclusion activities as one of the flagship programs in this library is a scope limitation in exploring *knowledge sharing* activities that occur in the Batu Regional Library. This is the purpose of this research, namely to explore and understand more deeply the role of the social inclusion program at the Batu Regional Public Library in building *knowledge sharing* activities. Thus, this research will focus on analyzing how the process of sharing, disseminating, and transmitting knowledge, information, and experiences between various parties involved in social inclusion activities at the Batu Regional Public Library. This research is expected to provide a deeper insight into the practices in implementing *knowledge sharing* at the Batu Regional Public Library, so that it can make a greater positive contribution to education and community development, especially in Batu City.

## **Method**

This research was conducted using a qualitative approach which is used to investigate situations where the object of research takes place naturally. The researcher acts as the main instrument in this process, data is collected using a variety of different sources to ensure reliability, data analysis is deductive, and the main focus in qualitative research is on deep understanding rather than the search for generalizations (Abdussamad, 2021). The selection of informants was carried out by setting certain criteria for all informants used. Some of the considerations made include informants who are involved and most influential in the implementation of the social inclusion program at the Batu Regional Library, informants who understand the process of running the social inclusion program, to informants who are actors and are directly affected by the implementation of this social inclusion. Based on these considerations, several informants were determined, such as the Head of the Batu Regional Library Division who is considered to represent the decisions or policies taken so that the social inclusion program that takes place at the Batu Regional Public Library runs and succeeds, librarians who are directly involved in organizing social inclusion, presenters in one of the social inclusion activities, and participants in social inclusion activities who have a direct and successful impact on the social inclusion activities organized. In addition to in-depth interviews, researchers also made direct observations to the field to be able to understand and study the state of the objects studied. Some documentation was also carried out to ensure that the data or findings obtained were clear.

Furthermore, the data analysis technique is carried out by describing the findings in the field and then drawing conclusions from the data and information obtained. Analysis of data acquisition is carried out by describing the answers of various informants who have been interviewed. The analysis was then carried out by displaying the answers of the informants as well as a comprehensive explanation of the findings of observations and interviews (Miles B, Matthew, Huberman, A Michael, 2016). This in-depth research on the implementation of the social inclusion program in the library will be analyzed by referring to Mangkunegara's (2016) opinion on training instruments. This is done because during the 2023 period, the social inclusion activities that were carried out were entirely training activities. Therefore, the analysis of the implementation of social inclusion is based on the goals and objectives instruments, instructors or teachers, materials delivered, delivery methods, and social inclusion training participants.

Meanwhile, the *knowledge sharing* activities arising from the entire process of implementing the social inclusion program at the Batu City Regional Library will be described through 2 (two) parts, namely internal and external *knowledge sharing*. Data analysis in this method is inductive, in this study the method used by researchers is descriptive qualitative research, with the aim of describing the characteristics of the topic under study in the form of data in the form of sentences, experiences of a person and the like that are not numerical (Harahap, 2020).

## **Result and Discussion**

Social inclusion-based libraries offer people the opportunity to improve their knowledge and skills

regardless of cultural diversity and the desire to lead change, protect and fight for human rights and see all visitors as socially equal. Social inclusion-based libraries are one way libraries can provide services that focus on improving the quality of life and well-being of human resources, especially for the people of Batu City.

Social inclusion itself is actually a program where a person, group of people, or community can participate in social activities such as economic activities, education, innovation, and even health. In other words, social inclusion is an effort to encourage people to become better through resources provided by the government to improve people's welfare (Handyana et al., 2022). The Batu City Regional Public Library in designing each of its activity programs first searches and determines the needs of the community. This activity certainly requires a thorough understanding of the profile of community members, which includes their background, interests and level of understanding of the topic to be discussed.

In its implementation, the social inclusion activities initiated by the Batu City Regional Library in 2023 were all in the form of training activities. During this period, there were 14 programs that had been held, by including the Batu City community in each implementation. Therefore, in studying it, researchers refer to the elements of training by Mangkunegara which consists of several instrument components, namely: 1) Goals and objectives, where a training must improve the skills and perspectives of trainees and improve the ability of participants to develop action plans and set goals, this relates to the expected results of the training organized. 2) Instructor or teacher, referring to a person or team with adequate competence and material in providing education or training to employees known as instructors or teachers, this plays an important role in improving the ability of individuals in the organization or related institutions. 3) Materials, must be tailored to the training objectives that the organization or institution wants to achieve. In the implementation of the material should always be updated so that participants can understand the problems that occur today. 4) Appropriate training methods must be provided in order to ensure that activities take place better if they are suitable for the type of material and elements learned by participants. 5) Participants, which is the number of individuals who can take part in training with relatively the same background and number of ideas to ensure the smooth running of the training (Mangkunegara, 2016).

These components are used to describe the details of the Batu City Regional Library's social inclusion activities, so that the work results and work processes of each social inclusion activity can be seen. This picture is used by researchers in analyzing the *knowledge sharing* activities that occur, apart from of course based on in-depth interviews with the parties involved. Table 1, is a breakdown of the social inclusion activities of the Batu City Regional Library based on the instrument components that have been determined by the researcher.

No	Activity	Goals and Objectives	Material	Method	Participant	Presenter
1	Decoupage Training	Help creativity group Mother	Decorate jar	Stare advance	DWP Batu City Manpower Service	Librarian Batu City Library
2	English Workshop	Equip participant with Skills Language English through this digital media	English Learning for the digital era	Stare face and offline	General public	Solution Consultant Pearson Indonesia Malaysia
3	Training batik necklace	Help creativity group Mother	Make batik necklace	Stare advance	General public	Craftsman batik necklace
4	Trainingn automation library	Equip knowledge librarian	Automation digital library	Stare advance	General public	UIN Malang Library Lecturer
5	Training shawl jumputan	Help creativity group Mother	Jumping technique	Stare advance	General public	Craftsman shawl jumputan
6	Training authorship	Practice authorship	Writing technique	Stare advance	General public	Writer and Lecturer
7	Counseling service information	Equip knowledge for student	Service information library	Stare advance	Student apprenticeship	Librarian Batu City Library
8	Plant souvenir training secondary	Equip knowledge for student	Craft plant secondary	Stare advance	Student apprenticeship	Librarian Batu City Library
9	Training bag webbing	Help creativity group Mother	Creation bag webbing	Stare advance	General public	Craftsman bag webbing
10	Training processing rubbish	Help creativity public	Socialization rubbish <i>bio compound</i>	Stare advance	Batu City waste bank community	Perpetrator manager waste <i>bio compound</i>
11	Training processing rubbish	Help creativity public	Sociali rubbish <i>biopori enzyme.</i>	Stare advance	Batu City waste bank community	Perpetrator manager waste <i>biopore enzyme</i>
12	Training make noodles Healthy	Help creativity group Mother	Make noodles Healthy	Stare advance	General public	Maker noodles Healthy Soldier
13	Training make bracelet ethnic	Help creativity group Mother	Craft bracelet ethnic	Stare advance	General public	Librarian Batu City Library
14	<i>Beauty class</i>	Help creativity child young	Beauty, fashion, model	Stare advance	General public	Actress make-up

Table 1. Matrix Activity Inclusion Batu City Library Service Social Service in 2023 based on training instruments Mangkunegara (2016)

The entire implementation of social inclusion when viewed from the training instrument, involves many parties both internal to the institution and external to the institution as presenters or participants. Meanwhile, based on the results of interviews with related parties ranging from the Head of the Library Division, team implementers, cooperation partners, to training participants, it shows a careful process of planning inclusion activities to evaluation which becomes a new activity planning cycle. All of these activities, if analyzed further, show the existence of knowledge sharing activities between one another.

Miller, Christopher W Orban and G Anne in their writing state *knowledge sharing* in the concept of *knowledge management* which has been defined by the *American Productivity and Quality Center (APQC)* as a systematic approach that helps the emergence and flow of information and knowledge to the right people at the right time to create value (Miller & Orban, 2014). The knowledge sharing process is an organizational activity in managing knowledge as an asset that requires efforts to convey the right knowledge to the right people at the right time. As described in the table of details of social inclusion activities at the Batu City Regional Library, it can also be seen that the knowledge sharing process is carried out between librarians and the community, as well as between librarians themselves in the process of planning their activities. In activities at the Batu City Regional Public Library, librarians act as facilitators or organizers as well as channeling ideas to the community. This is one part of knowledge sharing.

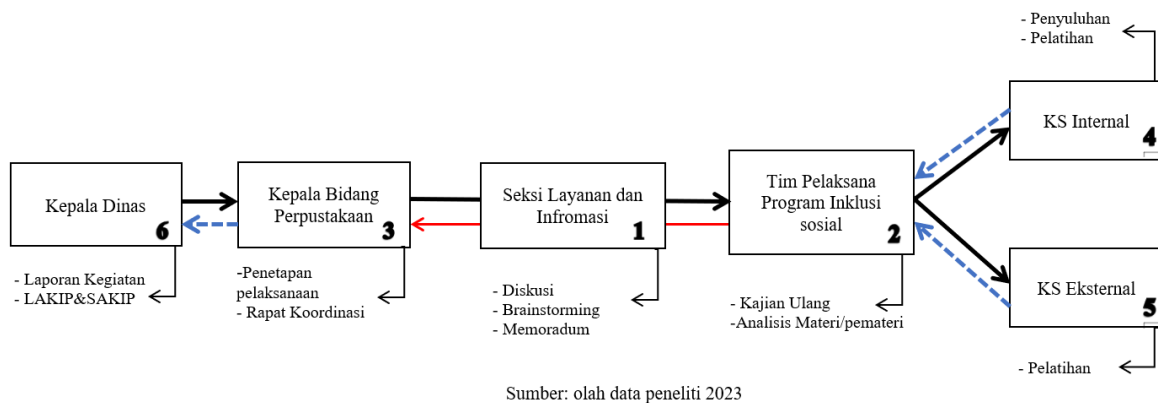


Figure 1. Flow of knowledge sharing in the implementation process inclusion social services at the Batu City Library Service

The flowchart above is the process of sharing knowledge through the implementation of social inclusion activities organized by the Batu City Regional Library. The initial initiation was in the Services and Information Section, this section carried out the initial stages by holding meetings and discussions so that there was a process of exchanging ideas, ideas and possibilities that emerged in the minds or minds of each librarian staff. Each employee at this stage conveys what they want to propose in training activities in the social inclusion program, until they find and determine the most likely training activities and have been adjusted to the current trend, then they determine the team implementing the training activities that have been determined.

Based on the *knowledge sharing* process in the form of *tacit knowledge* where individuals convey something that is in their mind or something that is not visible to the eye which can then become knowledge or just new information for other individuals. *Tacit* is personal knowledge that is mainly obtained through education, training, and experience (Addis, 2016). Agree with Merlin that *tacit knowledge* is a form of knowledge transfer in the form of experience, skills, and understanding. Example: a worker who works for several years and has experience in his field, before he retires. The company creates a worker module from the worker's field so that it can be utilized for the next worker (Wati et al., 2020). The *brainstorming* process is a fairly long stage of the process because various proposals and ideas are accommodated and then *brainstormed* until they find the most feasible proposal by looking at the feasibility, situation, conditions, and trends at that time. So at this stage, a rough outline of an idea or training activity is produced in the form of meeting minutes or memoranda.

After the field team or the team implementing the training activities in the social inclusion program is formed, the *second* process is carried out by the implementation team that has been formed then conducts a team discussion where they review the meeting conducted by the library services and information section. The implementation team will review what training activities have been determined. In addition, the review is also carried out at the time of determining the presenters, from internal or external parties of the Library Service, whether the activity is relevant and fully

ready to run until finally the implementation team has decided on a mature plan before coordinating with the Head of the Library Division.

The *third* process is that the implementation team, which has held discussions in a coordination meeting with the Head of the Library Division, then begins to confirm the speakers and training materials that have been determined. Determining whether the participants and presenters are from outside or within the office is also determined by the Head of the Library Division during the coordination meeting. The program plan must be aligned with its implementation, and this stage is an important step to ensure the availability of resources necessary for the success of the program.

The *fourth* and *fifth* processes are the stages of implementing training activities in the social inclusion program, there are two types of activities that occur in the implementation of training activities, namely *internal knowledge sharing* and *external knowledge sharing*. As the concept of knowledge sharing is divided into internal and external, the transfer of information between systems, individuals, groups, and organizations through real or virtual environments is known as *internal knowledge sharing*. In improving the effectiveness of knowledge management, organizations build databases. The information contained in this database is applied in other departments, used for problem solving, and decision making. This database is only useful for companies that give their staff members the opportunity to create a knowledge sharing environment that enhances the knowledge exchange process. Whereas *external knowledge sharing* is the exchange of knowledge with other institutions in the same sector, participating organizations bring new knowledge, new technologies, and new perspectives back to their organizations through knowledge distribution and participation in conferences and ceremonies of other organizations. Technological innovation is driven by knowledge exchange between external partners (Imran et al., 2021).

Information sharing activities in this process involve many parties ranging from individuals, certain groups, or with other organizations/institutions. *Internal knowledge sharing*, for example, occurs in the following activities: 1) The process of program planning discussions involving librarian staff from the Library Services and Information Section which is carried out regularly every month, carried out in informal meetings, and produces knowledge products in the form of discussion reports and meeting notes. 2) *Brainstorming* as well as preparing a rough design of social inclusion activities carried out by the implementation team that has been formed by the Library Services and Information Section, the Head of the Batu City Archives and Library Office, and the Head of the Library Division, with the results of *knowledge* products in the form of meeting minutes, meeting reports, program implementation schedules, program implementation team composition, and activity materials. 3) Internal resource mapping by identifying the *knowledge*, skills, and experience of internal librarian staff, the resulting *knowledge* product is a profile or description of each existing librarian starting from information about qualifications, specializations, work experience, and relevant records of each member of the librarian staff at the Batu City Regional Public Library Service, 4) Implementation of training where the speakers and participants are staff within the Batu City Regional Public Library Office, namely training in making souvenirs, information service counseling, library automation training, *decoupage*, and making secular plants, exchange of ideas and information occurs when there is a question and answer discussion and responses from participants, as for the knowledge products produced are training materials, modules, lists of training participants, records of training activities, training reports, products / items produced from training and *feedback* from training participants. 5) Evaluation is carried out through coordination meetings after completing training activities, this activity allows all staff to gain an understanding of new experiences, challenges, new learning, share strategies for organizing activities with the results of *knowledge* products in the form of meeting minutes, and activity implementation reports.

Each individual in the library environment has their own role to play, and these roles become one of the references for the progress of *internal knowledge sharing* within the Batu City Regional Public Library. Each member must know their own abilities as well as other staff so that they can easily communicate with each other when staff discuss the same problem or need advice. The production of several knowledge products from this internal sharing clearly indicates that products such as meeting minutes, activity reports, feedback forms from participants, materials, and activity evaluation reports, are not only administrative processes, but also key elements in effective *internal knowledge sharing* practices.

Meanwhile, *external knowledge sharing* within the Batu City Regional Library in the context of

implementing the social inclusion program appears in the following activities: 1) the discussion process that takes place between the social inclusion program implementation team and presenters from outside the institution, from this process insights, new perspectives, innovative solutions, and a deeper understanding of various strategies and practices related to social awareness will be obtained through training activities in the social inclusion program, and produce discussion notes, minutes, program designs, reports on coordination meeting activities, module designs and program presentation materials presented as a result of collaboration. 2) Implementation of training activities where the participants and presenters are from outside the library institution, namely in writing training, batik necklace making, jumputan scarf making, woven bag making, waste cooking oil to candle making, ethnic bracelet making, *English learning education*, and *beauty class*, This process facilitates the exchange of *knowledge* and experience between external and internal participants with *knowledge* products produced in the form of craft products, anthology books from the *English learning* program, modules and presentation materials that can be used as references and further learning materials, notes and transcripts of training sessions that record discussions and interactions during the event, and activity reports that include a summary of results, evaluation and recommendations. 3) *Feedback*, criticism, suggestions and opinions from participants of training activities on social inclusion programs at the Batu City Public Library as evaluation material in the form of electronic forms which are then compiled into activity evaluation reports.

The collaborative process carried out in this external *knowledge sharing* activity enables the exchange of knowledge and experience between various stakeholders, strengthening networks that support the dissemination of information or sustainable *knowledge sharing*. Some of its activities produce knowledge products that are important and crucial to be able to strengthen and improve program success. Evaluation activities, for example, produce activity evaluation reports that can be used as guidelines in organizing future activities so that they can be carried out better. Information exchange and knowledge sharing with the external environment, especially the Batu City community involved in social inclusion activities, can influence their lives about knowledge and skills. Some trainings such as processing waste, writing, and other handicraft trainings are considered by participants to be able to improve the skills of the Batu City community so that it provides changes to their lives. Some participants managed to turn their handicrafts into economic commodities, some participants who participated in writing training managed to publish their writings in a collection of writings in the Batu City Regional Public Library. This shows the positive impact of the knowledge sharing process involving the external environment.

The sixth stage in Figure 1 regarding the flow of *knowledge sharing* in the process of implementing social inclusion in the Batu City Library Office is the final process of *knowledge sharing* activities. In the implementation of the social inclusion program, the activity that occurs is the reporting of training activities in the social inclusion program to the Head of the Batu City Archives and Library Service through LAKIP (Government Agency Performance Accountability Report) and SAKIP (Government Agency Performance Accountability System).

The Batu City Archives and Library Office has succeeded in carrying out social inclusion activities well due to the role of leaders who are open to input, a trusting work situation with *knowledge* exchange, and a discussion process that is held regularly, especially in the process of planning and evaluating activities, which is clearly a factor in creating *knowledge sharing* activities in this institution. In addition, a form of democratic governance and management of the institution is also evident from this series of knowledge exchanges.

Still based on the picture in the diagram, almost all stages involving the head of the field always have a reciprocal line with the activity implementation team. This shows that the exchange of ideas, ideas and innovations always occurs in the process of planning and evaluating an activity. Not only in the internal environment, the knowledge exchange process also occurs by involving parties outside the institution. Knowledge sharing through training, through discussions of agreement on the determination of materials, to discussions of proposals for the next activities needed by the community. This whole process can certainly be realized in sharing methods, direct discussions or through other media such as survey forms or technological devices. Knowledge sharing clearly requires certain media to ensure that the information can be received and responded to properly by each party involved.

In the end, *knowledge sharing* activities, if carried out consistently for each implementation of



the institution's work program, will certainly produce an organizational culture. Building a *knowledge sharing* culture and activities depends on fostering trust among staff members, between staff and the organization, and between staff and leadership. Trust is essential for open knowledge sharing, both among coworkers and with management (Anna, 2010).

## Conclusion

The *knowledge sharing* process in this study occurs between agencies, librarians, presenters and the community consists of a series of stages of organized social inclusion activities within the Batu City Regional Library Service. Libraries can serve as a center for sharing knowledge with individuals or community groups to improve their skills and improve their quality of life. This *knowledge sharing* process can even discover new interests and talents, develop innovations, and gain a broader understanding of various relevant topics. Through the implementation of its flagship program of social inclusion, this library institution produces *internal knowledge sharing* activities where knowledge transmission occurs between staff within the library itself and also *external knowledge sharing* involving cooperation partners, individuals, and the general public outside the library institution.

Each of these knowledge sharing activities ultimately produces knowledge products that are valuable to all parties involved in the implementation of social inclusion activities. Some of the knowledge products produced include discussion notes, presentation materials, employee profiles, evaluation notes, training modules, teaching materials, and even some training products in the form of crafts and books. However, through dialogue, exchanging ideas, and joint evaluation, all staff of the Batu City Regional Library Office can increase individual understanding and confidence while focusing on making improvements for a more profitable future.

In addition, knowledge sharing with external parties such as those outside of the library can yield significant benefits in terms of improving the quality of programs and offering innovative solutions from the perspective of other institutions or cooperation partners. Collaboration between internal and external parties will ultimately have a broader impact not only about disseminating information and adding skills to the community, but also about strengthening people's capacity to actively participate in their social and economic development processes. By improving access to knowledge and strengthening collaboration between certain organizations or institutions, training activities in social inclusion programs can become a sustainable engine of positive change for the people of Batu City and an effective *knowledge sharing* practice.

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