INVESTIGATING THE KNOWLEDGE SHARING ACTIVITIES AMONG POSTGRADUATE STUDENTS USING SOCIAL MEDIA TOOLS

**Submitted By**

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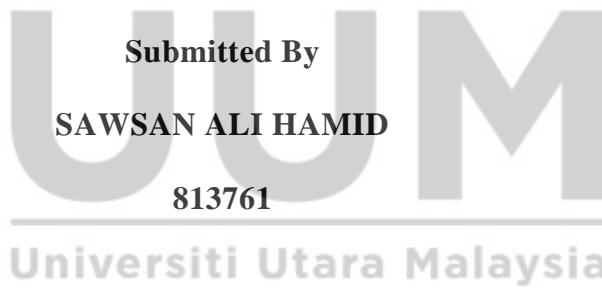
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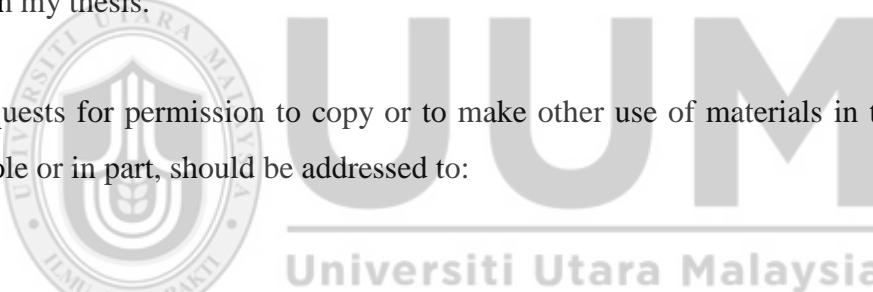
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Abstrak

Perkongsian pengetahuan adalah satu proses di mana individu saling bertukar-tukar pengetahuan dan bersama-sama mencipta pengetahuan baharu. Pada masa kini, selain daripada berinteraksi secara bersemuka, para pelajar didapati turut berkongsi pengetahuan melalui perkakasan media sosial. Media sosial dianggap sebagai nilai utama bagi memudahkan perkongsian pengetahuan dan tugas-tugas utama bagi menyokong komunikasi harian dalam kampus. Masih terdapat banyak dimensi perkongsian pengetahuan dalam persekitaran media sosial yang belum dikaji. Banyak juga persoalan yang masih tidak terjawab dan perlu diterokai daripada keseluruhan perkakasan media sosial yang berbeza ini. Oleh itu, kajian ini bertujuan untuk meninjau aktiviti perkongsian pengetahuan dalam kalangan pelajar pasca siswazah tempatan dan antarabangsa di Universiti Utara Malaysia (UUM) serta mengenal pasti manfaat dan halangan dalam penggunaan perkakasan media sosial bagi tujuan perkongsian pengetahuan. Data dikumpulkan melalui pendekatan kualitatif. Seramai 12 orang pelajar pasca siswazah telah ditemuramah dan jawapan diterima melalui temu bual semi-struktur. Kaedah analisis tafsiran telah digunakan untuk mencari tema dengan menggunakan perisian NVivo. Keputusan kajian ini merangkumi empat seksyen berdasarkan teori Nonaka dan Takeuchi, dalam seksyen pemasyarakatan, dapatan kajian menunjukkan bahawa aktiviti-aktiviti pelajar termasuklah pertukaran pengalaman dan perspektif mengesahkan kepentingan media sosial dalam mengatasi masa, jarak geografi dan kos yang menghalang perkongsian pengetahuan serta menyediakan lebih keyakinan bagi para pelajar untuk berkongsi idea. Selain itu, beberapa halangan masih menjadi isu untuk berkongsi pengetahuan seperti kekurangan simbol matematik dan budaya. Dalam seksyen penzahiran (*externalization*), dapatan kajian menunjukkan mereka bentuk gambar rajah dan mendokumenkan fail sebagai aktiviti pelajar serta menggambarkan kepentingan penggunaan media sosial dalam kerja mendokumentasi untuk menyimpan fail dan gambar rajah dalam talian serta meningkatkan penguasaan bahasa Inggeris dan melindunginya daripada virus. Sementara kekangannya pula ialah limitasi dalam kerja memuat turun. Dalam seksyen kombinasi dapatan kajian menunjukkan pengubahsuaian dan refleksi sebagai aktiviti dalam kalangan ahli kumpulan dan menggambarkan manfaat media sosial semasa menggabungkan kerja untuk menyiapkan tugasan dan projek adalah mudah untuk digunakan dan menjimatkan kos kertas. Sementara kekangannya pula ialah limitasi dalam kerja memuat turun. Dalam seksyen penghayatan atau internalisasi dapatan kajian menunjukkan semakan semula dan refleksi sebagai aktiviti dalam kalangan pelajar. Manfaatnya termasuk mencipta idea baharu dan memperoleh pemahaman yang mendalam, manakala kekurangan interaksi peribadi dan kelewatan untuk menjawab merupakan kekangan dalam perkongsian pengetahuan. Kajian ini memberikan sumbangan melalui penggunaan model Nonaka dan Takeuchi dengan institusi-institusi pengajian tinggi. Dalam konteks yang sama, terdapat beberapa kajian empirikal yang memberikan tumpuan kepada penggunaan teknologi maklumat (IT) dengan perkongsian pengetahuan. Oleh itu, penyelidikan ini diperlukan sebagai tambahan kepada literatur dengan mengetengahkan kekangan dan manfaat melalui penggunaan teknologi baharu untuk berkongsi pengetahuan dalam kerja berpasukan.

Kata kunci: Perkongsian pengetahuan, media sosial, siswazah, kerja kumpulan, institusi pengajian tinggi

ABSTRACT

Knowledge sharing is a process where individuals mutually exchange their knowledge and jointly create new knowledge. Recently, it is found that besides face-to-face interactions, students also share their knowledge through social media tools. Social media is considered as the key value in the campus to facilitate knowledge sharing and the main tasks in order to support the daily communication. Many dimensions of knowledge sharing in social media environments have not yet been examined. Also many questions are still unanswered and need to be explored across different social media tools. Thus, this research aims to explore the knowledge sharing activities among local and international postgraduate students at Univirsiti Utara Malaysia (UUM) as well as find the benefits and barriers through using social media tools during sharing knowledge. Data were collected through qualitative approach. A total of 12 postgraduate students were interviewed and received answers from them through semi-structure interview. Interpretive analysis method was used to find the themes by using Nvivo software. The results for this study included four sections based on Nonaka and Takeuchi theory, in the socialization section the findings show the activities for students include exchange experience and perspective as well as confirmed the important of social media in overcome time, geographical distance and cost that is a barriers to share knowledge as well as provide more confident to share ideas for students. As well as, some barriers that still issues to sharing knowledge such as lack of math-symbol and culture. In externalization section, the findings show the design the diagram and document the files as activities as well as show the important of using social media in documentation to save the files and diagram online as well as enhance English language and protect from viruses. While the barriers include uploading limitation. In combination section the findings show the modification and reflection as activities among group member and show the benefit of social media during combine the work for assignment and project is easy to use and saving paper cost. While, the barriers is downloading limitation. In internalization section the findings show the review and reflection as activities among student. The benefits include create new idea and acquiring in depth understanding while lack of personal interaction and late in answering as barriers to share knowledge. This study contributed by using the Nonaka and Takeuchi model with higher educational institutions. In the same context, there is few empirical studies focused on the IT with share knowledge, therefore this research sought to add information into the literature by shed light the barriers and the benefits through utilize the new technologies for share know among the team work.

Keywords: Knowledge sharing, social media, postgraduate, group work, higher education institution

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Table of Contents

i

Universiti Utara Malaysia

List of Figures

List of Table

List of Abbreviations

SOC: School of Computing

CMC: Computer Mediated Communication

IT: Information Technology

ICT: Information Communication Technology

KM: Knowledge Management

SECI: Socialization, Externalization, Combination, Internalization

SNS: Social Network Site

UUM: Universiti Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Recently, there has been a growing attention in treating knowledge as an important institutional resource. Regardless of the knowledge forms, it has been increasingly recognized as an important asset in any modern organization (Saad & Haron, 2013). Knowledge is an essential factor and successful application that helps institution to create services and provide products (Adhikari, 2010). Knowledge can be defined as a combination of values, experience, expert idea and context of information that helps to assess and incorporate new information and experience (Akhavan & Hosnavi, 2010).

Since early 1990's, many institutions have been implementing Knowledge Management (KM) to achieve competitiveness (Suhaimee, Zaki, Bakar, & Alias, 2006). KM is known in general as a discipline for identification, collection, storage, and sharing of knowledge and its application. In addition, knowledge and KM have become increasingly the significant features of the management research literatures in recent years. Moreover, the importance of KM and learning subjects are increasing in many institutions to present opportunities and challenges for academic centers (Akhavan & Hosnavi, 2010).It helps the institutions to improve the teaching and learning environment (Adhikari, 2010).

Thus, over the past ten years, several institutions, including higher education institutions, have adopted KM effectively because it is considered as an essential tool

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136

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142

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145

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