

KNOWLEDGE SHARING IN IMPROVING POLICE HUMAN RESOURCES (STUDY ON POLICE LANGUAGE SCHOOL)

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Abstract. Knowledge sharing is an important element in human resource development in the contemporary era. Sebasa Polri, as a language education institution for police officers, requires a knowledge sharing strategy to improve coordination of student recruitment, competence of teaching staff, and optimization of student placement after education. This study aims to analyze the implementation of knowledge sharing with the SECI model at Sebasa Polri. The research method uses a literature study with secondary data sources from academic journals, publications, and other relevant sources. The results show that the implementation of the SECI model can increase the effectiveness of coordination and knowledge sharing, but its implementation has challenges in terms of coordination, collaboration in improving learning, and post-education evaluation systems. The implications of this research focus on the need for a structured strategy within Sebasa Polri to support the implementation of more integrated and adaptive knowledge sharing.

Keywords: knowledge sharing; seci model; hr development, Sebasa Polri

I. INTRODUCTION

In carrying out the main tasks and functions of the Indonesian National Police (Polri), namely to protect, protect, serve and enforce the law which is projected on its service as a public organization to the community, the ability of Polri personnel is required to always be optimal and professional. To support the improvement of the professionalism of Polri personnel, there is the Polri Education and Training Institute (Lemdiklat Polri) which focuses on developing Polri human resources. The development of Polri education is very important for Polri personnel in improving performance in fulfilling various tasks in the community, international missions, and handling transnational crimes. (Uliana et al., 2022).

In carrying out their main duties and functions, Polri personnel are required to maintain security and order and are in direct contact with the community. The presence of the National Police in the community is carried out to provide a sense of security to all elements of society including foreign nationals residing in the local community. (Santoso et al., 2018). In micro conditions, police personnel are required to be able to communicate with foreign nationals residing in a community area, and in macro concepts, police personnel must be able to master foreign languages in order to communicate in international forums with various world police organizations. (Manullang, 2019). In terms of foreign language mastery, it is an important aspect in supporting communication and collaboration, both in relation to the

community, foreign nationals and with international police personnel in the global arena. (Tlonaen et al., 2022).

Foreign language skills are an important aspect for Polri personnel in their strategic role, both on a micro and macro scale in the context of social environment relations. In an effort to develop foreign language competence, Polri has an education center that specifically focuses on teaching and improving foreign language skills, namely the Polri Language School (Sebasa Polri). Sebasa Polri focuses on ensuring that Polri personnel master foreign languages and teach aspects of foreign culture that are adaptive to global dynamics, and play an active role in international cooperation. (Sukemi et al., 2024).

In the context of foreign language mastery, the framework for mastery of language competence is the professional side of Polri personnel who can abstract their thoughts with language symbolization. In factual conditions, not a few Polri personnel whose foreign language skills are still not optimal. This is in line with Subiyanto's research, which describes Polri personnel as having difficulty expressing their opinions in English, either because they do not know the form of vocabulary or are unable to use the sentence structure correctly. (Subiyanto et al., 2017). In this case, ideally mastery of a foreign language is a requirement for the professionalism of Polri personnel in the performance of their duties as well as its use as a language of business and technology.

Sebasa Polri, in its main task of organizing education and training programs, has made efforts to improve foreign

language competence for Polri personnel. In its implementation, the program is oriented to optimally develop foreign language skills for students. The reality is that Sebas Polri in providing education and training programs has not been able to provide optimal and smooth competency improvement for students. (Margana et al., 2019). This is in accordance with Samual and Kasim's research, which describes the language skills of police First Officer personnel who took the IELTS (International English Language Testing Systems) test at Sebas education in 2017 showing unsatisfactory results, out of 233 participants, only 6% or 15 participants could be optimal in mastering English, while in 2018 the percentage increased to 11% but was limited to only 13 out of 115 participants who were optimal. (Samual & Kasim, 2021).

In the complexity of Sebas Polri's organizational governance, there is a systemic management process starting from the recruitment of students, the education process, to the graduation of students after Sebas education. In this context, Polri personnel after undergoing education at Sebas Polri will be placed in accordance with their respective work units. (Simbolon & Prasajo, 2019). As Sebas Polri is a developmental education program, the students are active police personnel who need foreign language skills for their duties. On the recruitment side, ideally a proper selection should be made regarding the personnel who want to carry out education at Sebas Polri, so that the teaching and learning process can be effective, improve the quality and abilities and skills of the personnel. (Alsunah, 2019). In terms of recruitment, coordination between Polri work units in determining personnel who will participate in Sebas Polri is often constrained by administrative and communication aspects.

The Sebas Polri education and training process is closely related to Sebas Polri educators and the course of the education process, this is the essence of the Sebas Polri teaching pattern in providing competency development in foreign language skills through a variety of methods prepared. (Suarha et al., 2023). With the challenges of students' lack of mastery of the English language according to the research described, the pattern of education becomes an interesting side to analyze, as it relates to the professionalism of police personnel. In this case, professionalism is associated with the characteristics of the ability to think abstractly and academically, and has a strong association with the work for which it is responsible. (Indriyanto, 2017). In this context, there are challenges to the competence of teaching staff, where Sebas Polri is required to always improve the quality of teaching. The existence of challenges in the human resource development system within Sebas Polri can hinder the optimization of teaching staff.

After Sebas Polri education, personnel are returned to their original work units, the main challenge lies in the placement strategy for personnel who have completed education at Sebas Polri. At the time of post-education, the placement of personnel is authorized by the Human Resources Bureau. (Umiati et al., 2022). In order for such personnel to contribute optimally in their duty environment, it is important

that proper mapping projections are made according to the skills acquired. However, in the absence of a system that encourages the coordination of proper mapping to their placement, the benefits of education at Sebas Polri cannot be fully optimized. (Sitorus et al., 2023).

To respond to the challenges posed by the factual conditions, and as a step towards more synergized integration, it is necessary to coordinate the management of the recruitment system up to post-education. There is a need to develop mutual competence and coordination through knowledge transfer between work units in the Police organization in a comprehensive manner. The existence of challenges in the coordination pattern has led to the problem of not optimizing the output of the program carried out by Sebas Polri. Sebas Polri needs a way to manage the coordination of the entire system from recruitment to post-education. There is no development pattern to improve competence through knowledge sharing between work units of the Polri organization, so it is assumed that learning is only conventional and as a routine. (Margana et al., 2019).

As a strategic step to integrate the system between Sebas Polri and the human resources bureaus of other Polri work units, it requires complex knowledge management to bridge the long bureaucracy. Knowledge management is focused on knowledge sharing. In the strategic management of human resources, it is oriented towards aligning strategies within the organization, as well as focusing on integrated systems, so that synergy here can be in the form of coordination between interconnected human resource management practices. The integration between work units that focus on developing these human resources, it is hoped that the capacity of individuals in the organization can develop adaptively. (Armstrong, 2006). Abstraction about strategic steps in developing a pattern system at Sebas Polri, one of the suggestions is through knowledge management in the context of knowledge sharing, where in this process systematically shares, sends, distributes and disseminates knowledge and multidimensional contexts from a person or organization to people or organizations in need, through varied and adaptive methods and media. (Nugroho, 2020).

The context of knowledge sharing actualized by the SECI process (socialization, externalization, combination, internalization) of Nonaka and Takeuchi (1995) offers a framework that can be applied in the knowledge sharing process at Sebas Polri. The process explains how tacit and explicit knowledge can be converted continuously through four main stages. In the socialization stage, tacit knowledge is shared through direct interaction, such as informal discussions and experiential knowledge-based mentoring. In the externalization stage, tacit knowledge is converted into explicit form through concretization with documentation or written instructions. The combination stage allows diverse entities of explicit knowledge to be combined to produce new, more structured information. Furthermore, the internalization stage allows adapting and applying new knowledge in the work context. (Nonaka & Takeuchi, 1995).

On the conceptual side, improving the quality of the National Police based on the quality of human resources starts

from an integrated system that takes into account various challenges and opportunities so that existing resources can be competitive. Effective and efficient implementation of human resource management functions is oriented towards achieving ideal human resource productivity. (Lestari et al., 2023). In reality, these management aspects have not addressed the needs of the organization to improve its quality. From this gap, it is focused on the application of knowledge sharing to improve the quality of Sebasa Polri. Therefore, it is necessary to conduct research that focuses on how knowledge sharing is implemented in Sebasa Polri? Through this paper, researchers will discuss and analyze the application of knowledge sharing with the SECI model, as well as its challenges in Sebasa Polri.

II. RESEARCH METHOD

This research uses a qualitative approach with a literature study, which aims to analyze the application of knowledge sharing in improving Polri human resources with the SECI model approach at Sebasa Polri. In this case, the data is obtained, classified and associated with the theoretical framework approach used. Research writing uses descriptive writing (Creswell & Creswell, 2018), with the aim of describing the problem under study in depth. The data from this study comes from secondary sources in the form of scientific journals, publications from Polri institutions, and other relevant data sources. The theoretical framework in this study is used as a tool for readers in understanding the analysis presented by the researcher.

III. RESULT AND DISCUSSION

Abstract Knowledge Sharing at Sebasa Polri

In the theoretical context, knowledge sharing is needed as a fundamental concept in optimizing knowledge management within the Polri organization. The SECI model adopted in this context not only functions as a conceptual framework, but also as a practical tool for transforming knowledge from the individual level into strategic organizational knowledge that is in line with the overall vision of the organization. (Zhang et al., 2020). In this regard, the abstraction of knowledge sharing helps bridge the gap between tacit knowledge that is scattered in the personal experience of individuals and explicit knowledge that can be documented as a concrete matter and then disseminated widely and systematically. (Nonaka & Tekeuchi, 1995).

In the context of the Police organization, where coordination between work units, increasing the competence of teaching staff, and personnel placement are crucial aspects in maintaining organizational performance to remain adaptive to global developments and maintain organizational performance. The implementation of the SECI model can make a relevant contribution. On the conceptual side, knowledge sharing, which exists in the scope of knowledge management, can gain new dimensions when applied to public organizations, in this case in public organizations with strict command hierarchies. (Holmes et al., 2023). In this context, the knowledge expressed is not a static thing, but a

dynamic that continues to develop along with the interaction between individuals in the group. (Nonaka, 1994). On the knowledge sharing side, it is perceived as effective when it can create an organizational culture that is more agile, adaptive, innovative, and responsive to challenges, especially in the era of globalization disruption.

The application of knowledge sharing with the SECI model in Polri organizations cannot be separated from the contextual side. In this case, the context of the Polri organization, a public organization with a strict hierarchical structure, a highly normative work culture, and high demands for professionalism, makes a broader abstraction of the knowledge sharing side. Knowledge sharing is more often applied in private organizations that are agile and more flexible. (Holmes et al., 2023).

In the perspective of Sebasa Polri, the use of knowledge sharing with the SECI model can bridge the length of bureaucracy and the rigidity of regulations that are more adaptive to the times. In the recruitment phase, it is illustrative that incentivized coordination between work units is a key prerequisite for creating optimal synergy. (Jefferson, 2006), SECI model can help overcome communication barriers that often arise due to differences in organizational culture between work units, resulting in a more coordinated and integrated recruitment process. (Saraswati, 2018). On the other hand, in the learning phase, knowledge transfer is needed by educators in adopting collaborative learning, in this context that educators who are actively involved in knowledge sharing activities (Lartey et al., 2021), even though informally, tend to be better able to respond to changes that can be projected to improve the quality of education at Sebasa Polri. In the post-education phase, the SECI model allows for more targeted mapping of personnel placements, according to the feedback obtained by students during the education process. In this perspective, the SECI model is assumed to be able to improve the effectiveness of human resource management in the Polri education environment.

Interpretation of the description of knowledge sharing in the Sebasa Polri system pattern from recruitment, learning, post-education provides a comprehensive abstraction. That the SECI model in each of these phases can be perspective knowledge can be managed effectively and can be a major driver in improving organizational performance (Romadona et al., 2024). Abstract Knowledge sharing theoretically emphasizes the importance of dynamic and adaptive knowledge transformation in facing internal and external challenges. A structured knowledge sharing strategy not only contributes to improving operational efficiency, but also shapes organizational culture that encourages sustainable collaboration. (Yu & Takahashi, 2021). Abstract Knowledge sharing can be used as a reference for policy makers and practitioners in Polri organizations in designing recruitment, education and placement strategies based on knowledge sharing, on the one hand, the renewal of knowledge management approaches is considered important so that organizations can always be adaptive to change. In this case, the Sebasa Polri organization can optimize knowledge

transfer and knowledge processing in each work unit to produce synergy between work units.

Challenges in Implementing Knowledge Sharing

The implementation of knowledge sharing with the SECI model through the socialization, externalization, combination, and internalization stages conceptually optimizes the systemic process at Sebasa Polri, both in the recruitment, education, and post-education phases. In the existing knowledge sharing in its application in the Sebasa Polri organization, as well as other Polri work units, there are challenges in its application to be carried out optimally.

In terms of recruitment, in this context, there are differences in organizational culture between work units that make knowledge transfer misaligned. This difference in organizational culture is related to differences in values and norms between work units, resulting in varying interpretations of information, making it difficult to create harmony in the interpretation of information. (Ahmad et al., 2022). Then there are limitations of communication infrastructure and information technology between work units that often hinder the process of knowledge externalization, in this context that tacit knowledge must be codified in the form of documents, standard operating procedures (SOPs) or guidelines together. The lack of uniformity in the format and standard of information between work units causes the information obtained is not always consistent. The challenge is also associated with a rigid hierarchical system, so that formal communication flows tend to dominate and suppress informal knowledge sharing initiatives. (Nabila et al., 2024).

In terms of learning conducted at Sebasa Polri, improvements that focus on developing the human resources of educators with the SECI model can encourage a collaborative and innovative learning environment. Implementationally, there are challenges in the form of resistance to change and reluctance to share knowledge because it is within a certain social circle. (Edwards & Kakavelakis, 2022). Then the next obstacle in this context is the tendency to maintain conventional methods that have long been applied, thus inhibiting the adoption of new methods that are more adaptive and innovative (Tang & Martins, 2021). Educators in articulating tacit knowledge into explicit forms such as practical notes are often hampered by time constraints and workloads that do not support optimal knowledge sharing, especially if quantitative targets are prioritized over qualitative ones. The different standards of each educator's work unit, providing different standards and different interpretations of educational theory among various work units, thus encountering obstacles in creating a comprehensive and responsive curriculum. (Anjani & Fauziah, 2021).

After the education that has been carried out from Sebasa Polri, there is a challenge that there are differences in perceptions between the results of educational evaluations and operational needs in the field. In this context, the difference in perception, especially in operational needs after undergoing education at Sebasa Polri, is a challenge in mapping the placement of these personnel. On the implementative side, mapping is carried out to actualize

language skills in the context of duties, so that the development of foreign language skills can be accommodated. The crucial challenge in the post-education phase is the implementation of knowledge sharing into the mapping plan and strategic placement decisions, in factual conditions still limited to sectoral situations. (Edwards & Kakavelakis, 2022). In this case, the placement side is the domain of the work unit's human resources bureau, so Sebasa Polri no longer has access to monitoring and evaluation of these personnel. In this case, the monitoring and evaluation system for post-education students is still under development at Sebasa Polri.

Interpretation of the challenges in implementing knowledge sharing in the Sebasa Polri system illustrates that there is good potential to optimize the existing system at Sebasa Polri, but in terms of implementation, there are still various challenges. The challenges come not only from technical limitations, but also coordination and communication patterns. More specifically, there are differences in organizational culture between work units, as well as resistance to change inherent in the hierarchical organizational structure. To achieve effectiveness in implementing knowledge sharing requires a holistic strategic approach, which can integrate technological reforms, culture, and managerial patterns. (Yu & Takahashi, 2021). In this context, the application of the SECI model is not only on the side of improving the quality of recruitment, learning and post-education, but is oriented towards shaping an organizational culture that is adaptive, innovative, collaborative and responsive to change.

Implementation of Knowledge Sharing with the SECI Model at Sebasa Polri

In the context of applying the SECI model as a knowledge sharing framework within Sebasa Polri, it can be focused comprehensively on the operational phase of recruitment coordination patterns, learning patterns that focus on improving the competence and performance of educators, and post-placement coordination patterns for students. In this context, the study focuses on providing a conceptual description of the SECI model in transforming tacit knowledge into explicit, and focuses on the organizational dynamics of Sebasa Polri and other work units. From the results of the document study at Sebasa Polri, the implementation of knowledge sharing at Sebasa Polri, in the coordination pattern during recruitment, is a strategic component in uniting various Polri work units to achieve objective selection criteria that are in line with the overall objectives of the Polri organization. The implementation of the SECI model in socialization to internalization focuses on the exchange of experiences and best practices between work units in the Polri organization. This interaction supports the creation of a shared understanding of competency standards and organizational core values, which should form the basis of the recruitment process so that they share a common vision.

In the context of coordination regarding recruitment through a series of tests, this can be analyzed against the SECI model, in socialization there is a critical analysis of the differences in organizational culture between work units that often hinder knowledge homogeneity, where each work unit

has a different interpretation of its operational perspective. (Octaria & Ermatita, 2017), So that with this interest and talent screening program, the direction of goals can be synchronized from the point of view of each work unit when sending students who want to be educated at Sebasa Polri. In the context of externalization, efforts to transform tacit knowledge into explicit in the form of written policies, which are sometimes hindered by the unilateral assumptions of work units, can be uniformed by means of knowledge sharing, so that in this context the form of policy pouring can be more relevant to the joint program. On the combination and internalization side, the focus is on strengthening shared knowledge to run in harmony and harmony in order to form a new perspective that is in line with a shared vision. In this case, Sebasa Polri implements knowledge sharing in a coordination pattern regarding recruitment with an orientation to increase the capacity of students to face global challenges in accordance with the interests and talents of students who are netted through a series of tests.

In the context of learning patterns, which focus on improving the competence and performance of educators, the implementation of knowledge sharing can be used as a means to encourage educator innovation. Educators at Sebasa Polri, implement knowledge sharing by informal means through discussion activities among educators. Based on a document study at Sebasa Polri, there is an Upgrading Teacher program which is implemented periodically and limited every year. In the implementation of more relevant knowledge sharing, educators at Sebasa Polri carry out informal discussion forums to discuss development issues with native speakers who are from the Embassies of a number of countries, so it is possible to get more credible knowledge. Informally, educators at Sebasa Polri also conduct micro teaching of new educators, to be given internal training within the work unit, then encouraged to register for certification.

The implementation of knowledge sharing in the context of learning which is focused on improving the competence of educators is carried out more intensively in an informal way. In relation to this, analyzed using SECI on socialization, interaction between educators, both experienced and new educators, acts as a forum for sharing practical knowledge that cannot be easily externalized such as teaching experience, international assignment experience, and other knowledge experiences. In this case, activities such as discussion forums, mentoring, and weekly meetings can be an effective means of internalizing values and adaptive learning strategies. In the context of externalization, the focus is on educators' strategies to convert tacit knowledge into explicit forms through the preparation of teaching materials or learning designs as well as concrete things about best teaching practices. In the concretization process, it is expected to provide output that focuses on outcomes that can be utilized in learning progress. On the combination side, the integration of concretized material with modern educational theory and adaptive curriculum policies is focused on being responsive to the dynamics of global development, so that the internalization of the application of teaching materials that have been explicitly compiled can be applied in learning

practices, adapted to the specific needs of students. (Triana & Rugaiyah, 2023). In its actualization, it can be supported by policy reforms that accommodate informal forums and capacity building for educators as a whole.

In the post-education coordination pattern at Sebasa Polri, the SECI model can play an important role in synchronizing information on the evaluation and placement of personnel who have completed their education between Sebasa Polri and other work units. Sebasa Polri, in the post-education period, has made a report on the results of education addressed to Lemdiklat Polri, then from Lemdiklat it is forwarded to the Human Resources Staff and Divhubinter Polri, this is a system to provide a formal coordination existence.

In the post-education pattern, the implementation of knowledge sharing at Sebasa Polri is in coordination with other Polri organizational work units in the form of making reports on education results. The preparation of the report is an effort to provide information to other work units, but related to placement mapping remains in the authority of the human resources bureau, no longer in Sebasa Polri. In this context, in terms of socialization, it is possible to express the momentum to exchange information about expectations and conditions in the field between Sebasa Polri and other work units. In this case, it aims to unite perceptions between the results of educational evaluations and operational needs. At the externalization stage, students can articulate the experience and knowledge gained during the educational process into the reality of work operationalization, in this case so that the educational process can be made into a concrete pattern. The combination focuses on the synchronization of information, which is oriented towards the decision to place students to be able to implement the learning outcomes at Sebasa Polri. Furthermore, the internalization side focuses on the adaptation of information resulting from the combination of information actualized in the post-placement monitoring and evaluation mechanism between Sebasa Polri and the human resources bureau in other Polri work units. In the post-education coordination pattern, the SECI model provides a strong concept to unify various aspects of post-placement coordination, which can be oriented towards the development of information systems and evaluation mechanisms that are responsive to operational changes. (Zahedi et al., 2024).

The implementation of the SECI model can be adjusted according to the contextual organization of Sebasa Polri, in this context that the SECI model can accommodate communication dynamics that tend to be rigid and hierarchical, where formality often overrides creativity in knowledge sharing, of course, this condition is a challenge that must be given a solution. Its implementation needs to be strengthened through flexible, adaptive discussion forums, as well as organizational structural support. The implementation of knowledge sharing here also needs cultural reform, that cultural transformation is not only about technical matters, but also focuses on changing paradigms and perspectives on the value of knowledge. This must be supported by clear structural policies, and supported by the active role of leaders in the Polri work unit who are transformational. Focusing on

human resource development, the focus should not be solely on improving technical skills, but also on improving communication, collaboration and critical analysis skills.

The application of knowledge sharing with the SECI model in Sebasa Polri provides various strategic potentials, which provide a comprehensive conceptual framework for transforming tacit knowledge into explicit and supporting more effective coordination in the recruitment, learning and placement process. The context for the success of the SECI model can also be supported by organizational readiness in overcoming existing challenges, such as differences in organizational culture, limited infrastructure, and resistance to change. Improving human resources through effective knowledge sharing at Sebasa Polri requires a holistic approach, which combines cultural reform, technological capacity building, integrated system development to change the paradigm to be adaptive and transformative. In this case, the holistic approach is not only about adopting new technologies and procedures, but also focuses on cultural transformation and increasing the capacity of human resources.

IV. CONCLUSIONS

The implementation of knowledge sharing based on the SECI model at Sebasa Polri has a crucial role in improving coordination in the recruitment process, increasing human resources in teaching staff, and placing students after education. Through socialization, externalization, combination, and internalization mechanisms, Sebasa Polri can optimize coordination between work units in recruiting students. Then in terms of learning, with the SECI model for knowledge sharing, it can develop learning methods that are more adaptive and collaborative and oriented to global needs with a mentoring system or informal means in discussion forums. In post-education with the SECI mechanism, it can also ensure that post-education students at Sebasa Polri are mapped according to the expertise of foreign language skills that have been obtained. In its implementation, there are still challenges in the aspects of coordination across work units, resistance to a collaborative knowledge sharing culture, and integrated monitoring and evaluation mechanisms in mapping former students. Therefore, a deeper understanding of the integration of knowledge sharing in the context of a learning organization is needed, which can be the key to strengthening the strategic role of the National Police and increasing the professionalism of Polri human resources in the era of globalization.

In order for knowledge sharing to be optimally implemented in Sebasa Polri, strategic steps can be recommended, namely in the recruitment pattern, Sebasa Polri needs to build a structured coordination system to ensure that students to be recruited meet their interests and talents. In the learning pattern, strengthening technology adaptation and blended learning as a result of SECI can be a solution to increase the involvement of educators in a more interactive and practical knowledge sharing process. In the pattern of student placement, it is necessary to build an evaluation system to participate Sebasa Polri in placement mapping, and

provide feedback for improving the curriculum and learning methods in the future. Sebasa Polri not only focuses on producing competent professionals, but also focuses on becoming an institution that continues to develop as a learning organization that is adaptive to global challenges.

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