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IMPLEMENTATION OF KNOWLEDGE SHARING PROGRAM AT YAYASAN TABU INDONESIA BERDAYA

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Abstract: *Tabu.id is a foundation-based community that actively practices knowledge sharing. Since 2017, Tabu.id has focused on advocating for the rights of Indonesian youth in the field of sexual and reproductive health and related education. This research aims to evaluate and improve the efficiency of knowledge sharing. The focus of this research is to describe the knowledge sharing process, known as socialization, that occurs at Yayasan Tabu Indonesia using the SECI model. Using a qualitative case study approach, the data were collected through observation, interviews, and literature review. Yayasan Tabu Indonesia Berdaya (Tabu.id) implements a knowledge sharing strategy among its members as part of a community development effort aimed at creating knowledge about comprehensive sexuality education. The knowledge sharing methods employed by Tabu.id encompass various activities and factors that contribute to the success of knowledge sharing. These activities include coordination meetings, informal discussions, and SRHR & SBCC training. During these sessions, members exchange knowledge and experiences, resulting in new insights for other members. The primary factor driving the success of knowledge sharing activities at Tabu.id is the collective awareness of the importance of managing comprehensive sexuality education knowledge, given Indonesia's significant need for this information.*
Keywords: *knowledge sharing, knowledge management, comprehensive sexuality education*

INTRODUCTION

Knowledge sharing is an activity carried out with the aim of transferring and disseminating knowledge, ideas, and experiences to certain individuals or groups. Fatimah, in Anwar et al. (2023), defines knowledge sharing as a culture of social interaction that involves the exchange of knowledge, experience, and expertise between employees across various divisions or throughout the entire organization. Yusup (2012) adds that knowledge sharing aims to support self-improvement and development in each member of the organization. Knowledge sharing activities focus on an individual's ability to explain, encode, and communicate knowledge to other people, groups, and especially to fellow members within a particular organization [2]. In knowledge sharing, the experiences gained by each individual can collectively be used to refine thoughts and ideas [3].

Knowledge is a valuable asset in the modern social context, playing an important role both individually and within groups or organizations. Thus, the management and utilization of knowledge become crucial. To maintain organizational sustainability, the concept of knowledge management is essential for advancing organizational development. Knowledge management is a structured process for organizing and optimizing the knowledge an organization possesses, with the aim of creating added value and increasing competitive advantage. [4].

Through knowledge management, organizations can identify and utilize their knowledge to improve the performance of their members and encourage innovation and the creation of new knowledge. To achieve such innovation and new knowledge, organizations need a system to conduct experience-sharing activities, which are an integral part of knowledge management. By effectively implementing knowledge sharing activities in the knowledge management process, organizations can continually improve their performance and produce creative and innovative work on an ongoing basis, enabling them to face dynamic environmental changes.

One organization that is active in knowledge sharing activities is Yayasan Tabu Indonesia Berdaya (Tabu.id). Since 2017, Tabu.id has focused on advocating for the rights of Indonesian youth in the field of sexual and reproductive health and related education. As a non-profit organization, Tabu.id envisions creating an Indonesian society educated about sexual and reproductive health. To realize this vision, Tabu.id carries out several missions, including increasing public knowledge through the media, overcoming stigma related to sexual and reproductive health topics by normalizing discussions through the media, raising awareness about the importance of sexual and reproductive health through media campaigns and advocacy, and improving the sexual and reproductive health of Indonesian youth through counseling services, clinics, and collaboration with various parties.

The existence of the non-profit organization Tabu.id shows that comprehensive sexuality education is lacking in Indonesia. Tabu.id seeks to raise awareness among young people that this issue must be addressed to prevent disruptions and damage to the quality of life and health of individuals within families or communities. Comprehensive sexuality education is a topic that should be openly discussed in formal educational institutions. It provides individuals with the opportunity to obtain comprehensive, accurate, evidence-based, and age-appropriate information about sexuality.

In the context of Indonesian society, this discussion is considered taboo because it intersects with cultural norms in some situations, leading many parties to avoid discussing the topic freely. However, it is very important to implement sex education from an early age as a starting point. Ironically, many schools do not explicitly discuss comprehensive sex education. On the other hand, sex remains a physiologically regulated activity in teenagers' lives.

Problems such as unwanted pregnancies, adolescents infected with sexually transmitted infections (STIs), sexual harassment and violence, gender-based violence, gender discrimination, and other issues can be addressed through comprehensive knowledge. It is expected that all young people in Indonesia will be able to obtain comprehensive sexual education knowledge. Comprehensive sex education is essential for adolescent development. It provides the knowledge, skills, and values needed to make responsible decisions about sexual and social relationships, including understanding the body, building healthy relationships, and making informed decisions regarding adolescent sexual health.

Comprehensive sexuality education plays an important role in empowering young people to understand their rights and make healthy decisions, stay in school, and thrive. It can help reduce unintended pregnancies and HIV transmission, challenge harmful gender norms, and promote gender equality. Additionally, comprehensive sexual education supports the efforts of parents, families, healthcare providers, and governments in informing and protecting young people, benefiting not only individuals but also society as a whole.

There is a need for supporting institutions to overcome the taboos and stigmas still attached to comprehensive sexual education in Indonesia. Yayasan Tabu Indonesia Berdaya (Tabu.id) aims to provide reliable information, build awareness and understanding, encourage open dialogue, educate about consent and boundaries, provide resources and references, and accommodate various needs related to the spectrum of sexuality and sexuality education. This is achieved through various programs such as social media content, inter-community knowledge sharing, project implementation, socialization with school children, and knowledge creation.

The activities carried out by Yayasan Tabu Indonesia Berdaya reflect the process of sharing knowledge and creating new knowledge. This aligns with the definition of knowledge sharing according to David Gurteen in Khoyrudin et al. (2020), which states that knowledge sharing describes interactions between individuals involving more than two people in a communication process that aims to improve and develop the knowledge of each individual.

Previous research conducted by Umaroh et al. (2023) Yayasan Tabu Indonesia Berdaya, or Tabu.id, found that @tabu.id provides reproductive health information that is easy to understand, explicitly delivered, non-judgmental, and tailored to the needs of adolescents, with some messages produced in video form. The sexually active informants in this study revealed that the content helped them become more aware of using contraceptives, practicing safe sex, and accessing consultation services. This indicates that the knowledge packaged and produced by Tabu.id has undergone effective knowledge management stages.

Additionally, research conducted by Rani et al. (2024) with the same focus on knowledge management revealed that despite challenges such as platform limitations, knowledge management has become an integral part of virtual communities of practice and has achieved various successes in its implementation. This finding encouraged the author to conduct research at Yayasan Tabu Indonesia Berdaya, a virtual community of practice focused on sexual and reproductive health, which actively disseminates and creates knowledge about comprehensive sexual education.

Based on theoretical foundations and previous studies, there has been no specific research reviewing the knowledge sharing and creation practices conducted by Yayasan Tabu Indonesia Berdaya. Therefore, it is important to investigate the extent to which Yayasan Tabu Indonesia Berdaya conducts knowledge sharing efforts in disseminating knowledge about comprehensive sexual education to young people. This research aims to evaluate and improve the efficiency of knowledge sharing. The focus of this research is to describe the knowledge sharing process, known as socialization, that occurs at Yayasan Tabu Indonesia using the SECI model.

RESEARCH METHODS

The determination of the method used is based on phenomena observed in the field. This research does not require hypothesis testing of a theoretical study but aims to comprehensively describe an event on the topic under study, with no correlation between variables included. Therefore, the appropriate research methodology for this study is a qualitative approach using a case study method. This qualitative research applies an inductive perspective, focuses on individual meanings, and translates the complexity of the problem, as described by Creswell (2010: 5) in [21].

Case study research explores a problem through one or more cases within a limited system (context). The analytic approach in case study research involves a detailed description of the case, situating the case within its contextual conditions and presenting it in a non-chronological manner. This method builds a deep and contextualized understanding of the case, relying on multiple data sources rather than individual stories, as is common in narrative research [22].

The subject chosen for this study is one of the founders and members of the Yayasan Tabu Indonesia Berdaya. The founders and members of this foundation are considered vital sources of information for obtaining the complete data and information needed. The object of this research is the knowledge sharing activities conducted by the Yayasan Tabu Indonesia Berdaya. Primary data is obtained directly by researchers in the field through respondents via observation, interviews, and documentation. Secondary data is used to support primary data and includes written sources from journals, books, other internet sources, reports, and others relevant to this research.

Data collection techniques include observation, interviews, and literature studies. The data analysis technique involves data reduction, which includes summarizing, selecting the main and important aspects, and classifying them according to the focus of the problem in this study. Additionally, the data presentation stage involves organizing the relevant data into a narrative form, allowing it to become information that can be concluded and given a specific meaning.

RESULT AND DISCUSSION

Yayasan Tabu Indonesia Berdaya conducts socialization activities both formally and informally through discussions, coordination meetings, and gatherings among members, such as town halls using digital platforms. In its effort towards knowledge creation, Yayasan Tabu Indonesia Berdaya carries out knowledge sharing activities, consisting of internal and external activities. Internal activities include knowledge sharing among fellow members, while external activities involve the wider community, especially those who follow the Tabu.id's social media accounts, such as Instagram.

Yayasan Tabu Indonesia Berdaya has several departments and divisions, each with its own duties and responsibilities. Each division has different requirements for conducting regular meetings but generally holds meetings at least once a month. Additionally, there is an overall board meeting held once every 2 or 3 months, as well as informal discussions that are not listed in the discussion agenda. Knowledge creation activities involving external parties are carried out through Instagram, using interactive features such as question boxes in Instagram Stories. There are five forms of socialization or knowledge sharing practices carried out by the Yayasan Tabu Indonesia Berdaya, described as follows.

1. **Regular Coordination Meeting**

   Coordination meetings are conducted by Tabu.id internally, involving inter-division, inter-division heads, and overall management coordination meetings. Coordination meetings between divisions are held according to the needs of each division but are generally conducted once a month. Coordination meetings between division heads are routinely held once or twice a month, depending on the needs at hand. Finally, coordination meetings for the entire board are generally held every 2-3 months.

   Coordination meetings use the brainstorming method, starting with an opening statement from the meeting leader, followed by updates on news and progress, along with any obstacles faced. The core of the meeting involves discussing the main topics. Management can provide responses through ideas and suggestions, which are recorded by the minutes taker. After reaching a conclusion, the discussion results are reviewed by the minutes taker or chairman to ensure that no topics are missed. The meeting concludes with a prayer, after which members can leave the meeting room.

   The coordination meeting is a form of socialization because, during these activities, each board member shares knowledge and experience and responds to the opinions of others. This process involves the exchange of knowledge and experience to solve the problems discussed in the meeting. The socialization that occurs in coordination meetings is marked by face-to-face interactions, both offline and online, which facilitate the exchange of knowledge between individuals, resulting in new insights.

2. **Unscheduled Informal Discussion**

   Socialization activities, which involve the process of transferring tacit knowledge to tacit knowledge, also occur during unscheduled informal discussions. These discussions are conducted informally to address various ongoing issues within the community, including topics related to sex and sexuality being discussed in online media. Informal discussions can take place in person, through online meetings, chat groups, or even voice calls. These discussions employ a brainstorming method that encourages members to freely express their opinions. Often, these informal discussions extend beyond the immediate needs of the community or foundation, but members acknowledge that these discussions help them gain experience and knowledge they did not previously possess.

   These informal discussions typically arise when there is a widely discussed phenomenon about sex and sexuality on social media. One member usually shares news links or information to initiate the discussion. The discussion then continues for an indefinite period, as it is informal and often includes jokes and diverges from the main topic.

Figure 1. Unscheduled Informal Discussion Example

Informal discussions can be considered a form of socialization because they involve the exchange of knowledge and experience on various issues, allowing each individual to gain a clearer understanding of the knowledge. This knowledge is then shared among the members involved or with Instagram followers, resulting in new insights.

3. **Training SRHR and SBCC**
The mandatory series that new members must complete at the beginning of each management period includes attending SRHR and SBCC training. Sexual and Reproductive Health and Rights (SRHR) and Social and Behavior Change Communication (SBCC) are fundamental areas of knowledge required for all Tabu.id members. The goal is to ensure that all members have a shared knowledge base and a unified concept of thinking. This training is conducted online, presented by the Co-founder of the Yayasan Tabu Indonesia Berdaya, and utilizes Zoom Meeting as the medium. SRHR training can be conducted up to six times in one management period, while SBCC training is conducted only once per management period.

This training can be considered a form of socialization because it involves the conversion of tacit knowledge to tacit knowledge on specific topics and issues, enabling each individual to gain a clear understanding of the knowledge. This knowledge is conveyed through lectures by the Co-founder to the new Tabu.id members, resulting in the creation of new knowledge.

4. **Interactive Instagram Stories Content**
Tabu.id has an agenda for producing Instagram Story content aimed at providing specific information and interacting with its followers. Most of the content produced is informative, while content designed for interaction with followers is created twice a month.

Instagram Story content allows account owners to engage with their followers using features such as question boxes and polls. Followers can directly reply to interactive content by typing their responses. Tabu.id creates Instagram Story content using question boxes and polls to gauge followers' reactions to various topics. They also enable the "allow message replies" feature on their Instagram Story content, providing an opportunity for followers to discuss the topic via direct messages.

Figure 2. Instagram Stories Content that Addresses Relationship Topic

Selected reactions, such as opinions or personal stories shared in the question box, are addressed by Tabu.id either by creating new Instagram Story content or by sending a personal message to the account owner who provided the reaction. This process involves an interaction where knowledge and experiences are shared, leading to the creation of new knowledge, especially in the realm of comprehensive sexual education.

5. **Social Media Listening**
   This activity involves external parties of Tabu.id, namely followers of Tabu.id's social media accounts, especially Instagram, which serves as the primary platform for disseminating knowledge. Tabu.id frequently engages in intentional or unintentional discussions with its followers on topics related to sex and sexuality, using content uploaded by Tabu.id as triggers. These discussions occur non-verbally through Instagram direct messages and/or comment sections.
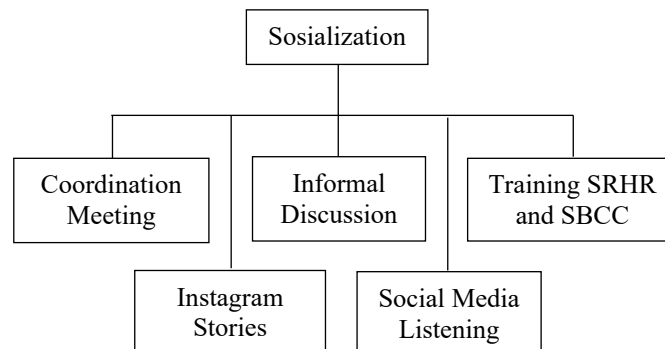
   This activity is referred to as social media listening because it enables Tabu.id to record all discussions held with its followers. It helps Tabu.id generate future content by considering the opinions and ideas conveyed by its followers, who are the main target audience for knowledge dissemination. This process identifies the information and knowledge needs of Tabu.id's followers.

   Social media listening activities encompass socialization and externalization. In these activities, members from the communication team share knowledge and experiences, and respond to opinions from external parties of Tabu.id. This process facilitates the exchange of knowledge and the creation of new information. Externalization involves converting insights from social media listening into explicit knowledge in the form of documents.

Figure 3. Active Discussion through Comments on Instagram Posts

The Tabu.id community, which operates on a voluntary basis, leverages rapidly developing digital media technology. This allows Tabu.id members to conduct their duties and activities online using suitable digital and internet communication tools. Activities such as routine coordination meetings, unscheduled informal discussions, and socialization efforts to transfer tacit knowledge are all conducted through an online system. Occasionally, face-to-face meetings are necessary for certain activities, but they occur online via platforms such as Zoom Meeting, supported by other media like WhatsApp, Google Meet, and Instagram.

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Since its inception until its current status as a legal entity, Tabu.id has effectively exchanged tacit knowledge among members despite the lack of in-person meetings. This aligns with Daneshgar and Parirokh in [23] concept that various information and communication technologies, such as telephone, email, online discussion forums, and social media, support interactions for knowledge sharing. Lumantobing (2007) also asserts that knowledge management tools facilitate the creation of knowledge through virtual forums like Communities of Practice (CoP) and Special Interest Groups.

During regular coordination meetings, town halls, SHRH, and SBCC training sessions, each board member contributes to knowledge exchange through effective communication skills. This encourages members to voice opinions, address challenges, and propose creative ideas using brainstorming techniques to support comprehensive sexuality education. This principle resonates with Iskoujina & Roberts (2015) assertion that successful knowledge sharing hinges on effective communication that conveys essential information within an organization.

CONCLUSION

Yayasan Tabu Indonesia Berdaya (Tabu.id) implements a knowledge sharing strategy among its members as part of a community development effort aimed at creating knowledge about comprehensive sexuality education. The knowledge sharing methods employed by Tabu.id encompass various activities and factors that contribute to the success of knowledge sharing. These activities include coordination meetings, informal discussions, and SRHR & SBCC training. During these sessions, members exchange knowledge and experiences, resulting in new insights for other members. The primary factor driving the success of knowledge sharing activities at Tabu.id is the collective awareness of the importance of managing comprehensive sexuality education knowledge, given Indonesia's significant need for this information.

The following are the researcher's suggestions for Yayasan Tabu Indonesia Berdaya to enhance its knowledge sharing activities.
1. Consider conducting face-to-face knowledge sharing activities. Although this community is online-based, offline meetings can be organized during major events, allowing members to explore knowledge sharing in greater depth.
2. Facilitate knowledge sharing with external parties by collaborating with schools and youth communities, conducting face-to-face sessions more frequently.
3. Extend the duration of volunteer service for members from 6 months to 1 year, ensuring that all members have ample opportunity to explore and engage in consistent knowledge sharing practices.

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