
KNOWLEDGE SHARING FROM THE PERSPECTIVE OF MIDDLE EASTERN DOCTORAL STUDENTS STUDYING AT A MALAYSIAN ISLAMIC UNIVERSITY

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ABSTRACT

People have many reasons to further their studies in foreign countries. One of the prominent reasons is to gain knowledge and experience that might be lacking in their homeland. The other major reason is to share knowledge with others. The purpose of this research is to explore the views on knowledge sharing among university students. Five doctoral students from five Middle Eastern countries studying in an Islamic university in Malaysia were interviewed to get their views on knowledge sharing. The researcher analysed the responses from the interviews using inductive thematic analysis. From the analysis, fifty-seven (57) codes were obtained and later they were reduced into eleven (11) categories and finally resulted in four (4) major themes: concepts, importance, process, and factors influencing knowledge sharing. The findings showed that all five respondents have almost similar views on the knowledge-sharing concepts and importance. On the knowledge-sharing process, they posited the need to have the eco-system (bi'ah) in the university that facilitates the process. Factors that influence knowledge sharing include the university ecosystem

(bi'ah), financial resources, aptitude, cultural diversity, and political stability. The results of this study will help universities to determine what they should focus on to increase knowledge- sharing while creating the appropriate environment and to raise the reputation of the universities. This is also in line with Sustainability Development Goal number 4 (Quality Education). Most importantly, the findings will contribute vehemently to the Muslim nations.

Keywords: Muslims, Knowledge, Knowledge Sharing, Process, Ecosystem.

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1. INTRODUCTION

Islam advocates for the dissemination of knowledge from those who possess it to others, with the aim of enabling everyone to get advantages from it. According to scholars adhering to the Muslim tradition, it is believed that all types of knowledge originate from Allah (Fauzi, et al., 2019).

Numerous scholarly investigations have been conducted on the subject of knowledge sharing (KS) among academic and student communities. Numerous studies have examined the overarching KS process and its significance in maintaining the quality of higher learning institutions (HLIs) (Fauzi et al., 2018). However, there is a dearth of research specifically investigating KS within the context of Muslim academics or students.

According to Islamic teachings, Muslims are obligated to fulfill their responsibility by offering exemplary service to the community, with a particular emphasis on the intellectual sphere. The establishment of a distinct brand by the Muslim community is of utmost significance, as it serves to convey to individuals of varying beliefs, ethnicities, and socio-demographic backgrounds that Islam is a religion that offers optimal provisions for everyone (Wilson and Liu, 2011; Ashraf Fauzi, et al., 2019).

The KS with thought-provoking conversation and discussion among existing and new students is essential to contribute to a better world. These days, the ability of students in the education system to share knowledge among them is considered an important contributing factor to success. Today learning is now considered as a joint effort (Yuen et al., 2007).

Not only does it create motivation and commitment, but also it builds relationships and identity that are essential for KS and better performance (Georgiadou et al., 2006). The students should realize the certainty that the world is now gradually becoming a learning organization. It can increase the capabilities of students by incorporating knowledge into their daily lives. Nowadays, KS is also essential to keep a running and flourishing economy (Gremm et al., 2018). This paper addressed the KS of students who have an Islamic identity, such as students from Middle Eastern countries, and to know the motives and beliefs of their behavior in KS among them.

In the Islamic religion, adherents are encouraged to seek guidance from those who possess expertise and insight. It is emphasized that individuals with knowledge are not permitted to withhold their information, but rather are encouraged to actively share and disseminate it (Murtaza et al., 2016). Furthermore, it has been said by the Prophet that the most valuable bequests and inheritances that an individual may leave behind are a dutiful offspring, continuous acts of philanthropy, as well as knowledge and wisdom, which will continue to serve society even after one's demise (Hamid, 2011; Murtaza et al., 2016; Suryani et al., 2021).

Universities are essential instruments of social, and economic change and environment to KS. Their current position has gradually introduced connections with business and more widely with society to the conventional teaching and study missions (Kapetaniou and Lee, 2017).

On the one hand, KS is a dynamic and constantly changing phenomenon dependent on many stakeholders' experiences.

Via KS operations, universities may address different priorities, such as delivering faculty resources, improving creativity and the realistic application of study findings, creating additional revenue sources, fostering local economic growth, compliance with national and institutional policies, and promoting public value (Bozeman et al., 2015).

In recent years, scholarly attention has been directed toward the role of social interactions in the process of acquiring skills and knowledge (Babajani-Vafsi et al., 2019). Therefore, the act of KS is widely recognized as a very effective and innovative approach to facilitating collaborative learning (Murphy et al., 2017). The prevailing belief among individuals is that knowledge is widely accessible and can be freely exchanged and obtained within professional contexts. However, it is important to acknowledge that knowledge and skills are not uniformly distributed across students within the universities. Furthermore, it is crucial to recognize that individual knowledge does not automatically or easily translate into organizational knowledge (Curtis and Taylor, 2018).

The phenomenon described is seen only when an individual demonstrates a willingness to actively participate in the process of obtaining and disseminating knowledge with the intent of generating novel concepts (Islam et al., 2022). The act of KS is widely recognized as a kind of social interaction inside an organization, when students engage in the shared of their experiences, abilities, and knowledge across the whole organization (Lee et al., 2021). Hence, it may be posited that this phenomenon constitutes a mode of societal engagement whereby individuals engage in the sharing and cultivation of

novel knowledge amongst themselves (Islam et al., 2021). Based on the earlier explanation, the research aimed to answer the following questions:

1. What is the concept and importance of knowledge-sharing to university students?
2. How is the process of knowledge sharing within universities?
3. What are the reasons for the success of the knowledge-sharing process?

2. REVIEW OF LITERATURE

Knowledge is often seen as a culture of organization, expertise, credibility, intuition, and codified philosophy that influences human actions and reasoning (Hall and Andriani, 2003). Centered on the convenience of coding and transfer of the available knowledge, (Nonaka, 1991) categorized knowledge into "Tacit" and "Explicit" knowledge. Explicit knowledge is readily transferable and coded, while implicit knowledge inside the enterprise is profoundly embedded in the structure. Knowledge is worthless in its passive state, but it may contribute to excellent results when enabled by innovative processes for implementation, replenishment, and sharing. The method of enabling passive knowledge for the good of organizations and achieving a strategic advantage is knowledge management (Duffy, 2000; Van Buren, 1999).

According to Nasr (1989), Islam establishes a hierarchical structure for knowledge and the means by which information is acquired. This structure encompasses several levels of intellectual and intuitive capacities, which converge in an

individual's understanding. This concept is derived from the combination of sensory perception and rational thinking, leading to the development of intellectual understanding and interior insight into the knowledge of the heart (Al-Ghazali, translated by Faris, 1962; Al-Haddad, translated by Al-Badawi, 2005; Nasr, 1989).

In order to get a comprehensive understanding of the interconnections between intellect, reason, and intuition within the context of Islam, it is imperative to examine the Islamic intellectual viewpoints that have effectively manifested diverse intellectual, spiritual, and formal potentials included within the Islamic revelation. The disciplines included under this category consist of religious sciences, such as the study of the Qur'an and Shari'a, theology, several philosophical systems, and ultimately Sufism (Guenon, 2001).

Managers are saddled with the duty to guide their organizations to accomplish targets and defined priorities. From different viewpoints, the word "knowledge" has been interpreted and described. knowledge is a combination of qualitative knowledge, framed expertise, expert experience, and meaning, according to (Davenport and Prusak, 1998), which results in creativity and pristine experience.

2.1 Knowledge Management

Knowledge management (KM) may be defined as the introduction of an extensive structure that enhances the development of the knowledge of a company (Salisbury, 2003). KM, according to another approach, is an organized and structured method that involves files, records, rules, and

processes, including existing expertise and experience and relates to the determination, monitoring, and sharing of all enterprise information assets (Çakar and Yıldız, 2010).

The knowledge-intensive sector, exemplified by universities, is characterized by the significant use and generation of intellectual capital and technology. The function of this sector is becoming more significant in contemporary advanced countries, with its contribution to the business value-added of developed economies consistently expanding. The knowledge-based sector engages in activities that need a high level of knowledge and expertise, as shown in their occupational structures. Organizations functioning within this sector are characterized by their ability to integrate and use knowledge in order to identify, investigate, and respond to changes in the environment (Consoli and Elche, 2013; Zheng et al., 2011).

In general words, the efficacy of KM may be viewed as the effectiveness of a company in managing the expertise gained, sharing, and implemented by its workers (Ling Tan and Nasurdin, 2011). It is also a meticulous approach to the optimization of the knowledge economy of a firm.

2.2 Knowledge Sharing

The concept of KS may be described as the act of exchanging information, ideas, proposals, and expertise among a community of persons (Liou et al., 2016). Davenport and Prusak (1998) propose that KS behaviors may be seen as the foundation of a process that encompasses endeavors to convey knowledge, including the facilitation of successful transfer and

the recipient's ability to assimilate the information (Suryani et al., 2021).

The Quran and Sunnah have recommended the promotion of diverse KS behaviors. According to the Quran, it is advised to seek guidance from someone of superior knowledge when one lacks knowledge oneself (Quran 14:43). The Quran asserts that those who conceal the proof and instruction that has been revealed to humanity in the Book, subsequent to its clear exposition, are deserving of attention. According to the Quran, verse 2:159, these are the individuals who have incurred the curse of Allah and the one who invokes curses (Suryani et al., 2021).

On the one hand, KS refers to an activity through which knowledge mainly information, skills, or expertise is Shared among people, friends, communities, and families. According to (Wang et al., 2010) it is the arrangement of information and know-how to help other people and to work together with others to take care of issues, grow new thoughts, or execute approaches or strategies. It cannot be constrained, however must be empowered, and encouraged (Gibbert et al., 2002). Knowledge sharing is viewed as an action including risk for the information supplier, as he or she risks losing a competitive advantage over the other by uncovering important information (Sankowska, 2012).

2.3 The Organizational Environment and Knowledge Sharing Behaviour

KS is a vital conduct in the facilitation of various processes KS. KS is not an automatic action but is heavily influenced by human

factors (Castaneda, Pardo, & Toulson, 2015; Castaneda & Toulson, 2013; Storey & Barnett, 2002).

KS is comprised of voluntary interactions between human agents, with knowledge serving as the raw material (Helmstadter, 2003). Will and motivation are required for this behavior (Dougherty, 1999; Scarbrough & Carter, 2000; Wah, Loh, Menkhoff, & Evers, 2005; Villamizar Reyes & Castaeda Zapata, 2014). What an individual share in the organization is not just what they know, but also how they know it, why they know it, and what they know it for. They also offer their experiences, contextual knowledge, values, ideas, beliefs, and insights.

According to Wang and Ahmed (2003), there are many optimal environments in which organizational knowledge is formed and disseminated. The first context pertains to the nature of the connection or the organizational setting. The promotion of knowledge sharing inside an organization is facilitated by the presence of certain attributes such as trust, empathy, a willingness to share information, and accessibility to assistance (Hsu, 2012). The second context pertains to the policies and activities implemented by managers. The implementation of policies that facilitate the generation and dissemination of information would effectively encourage workers to actively participate in these activities. According to a comprehensive examination of scholarly works (Hsu, 2008; Lee, et al., 2015), it has been observed that organizations that effectively leverage knowledge-sharing mechanisms experience various advantages. These advantages encompass enhanced individual and organizational performance, augmented accumulation of

collective knowledge within the organization, acquisition of valuable competencies, and increased capacity for innovation (Swanson, et al., 2020).

2.4 Intent to Knowledge Sharing

There are two types of knowledge: tacit knowledge and explicit knowledge (Nonaka, 1991). Tacit knowledge is frequently a subjective method that involves mental models formed as a result of an individual's experiences, attitudes, and worldview. This form of knowledge may be incorporated into a corporation by creating an organizational atmosphere that encourages individuals to share ideas on a personal level (Nonaka, 1991). It can occur as a result of interdepartmental task forces, information social groups, and interpersonal relationships (Marquardt, 1995). While explicit knowledge is the formal and systematic information that individuals can formulate and officially share with others in the form of product specifications, scientific formulas, figurative data, or written procedures, implicit knowledge is the informal and unstructured information that individuals can develop and share with others (Nonaka, 1991).

According to Scott (2000), tacit knowledge is transmitted through personal discussion, observation, and practice. Unlike tacit knowledge, explicit knowledge is the act of acquiring information through time and being able to visualize it to another person in order for that person to grasp the knowledge (Jia, 2008). The majority of studies looked at knowledge sharing as a whole, regardless of knowledge kind. In this study, knowledge sharing is based on knowledge that may be

formalized in verbal explanation or written form and is important to systematic knowledge management.

2.5 Trust and Knowledge Sharing

Trust is one of the most critical factors that appears to impact knowledge sharing (Davenport & Prusak, 1998). Trust is a psychological term that determines a person's behavior and intentions. It has an impact on the acquisition and dissemination of knowledge, as well as on knowledge-sharing activities (Webster & Wong, 2008).

Furthermore, trust entails trusting that one's coworkers are trustworthy and will remain trustworthy in unpredictable conditions (McEvily et al., 2003; Mayer et al., 1995; Schoorman et al., 2007). When trust is created, the recipient is expected not to take advantage of the position, regardless of the incentives presented (Chiles & McMackin, 1996; Mayer et al., 2013). According to Davenport and Prusak (1998), financial reasons alone are insufficient to stimulate knowledge sharing among employees; trust is the most powerful effect in a social exchange relationship.

Trust, according to Mayer et al., (2013) and Colquitt, Scott, & LePine (2007), is critical in striving to increase employee performance. Employees who are trusted are more likely to share their knowledge and learn from others (Lorenz, 2008). Relationships built on trust result in increased knowledge sharing because people are more eager to offer useful knowledge and are more eager to listen to information from others (Mooradian et al., 2006). However, the perceived utility

of knowledge gained is determined by the parties' level of trust in each other's expertise (Abrams et al., 2003).

In short, trust is important to facilitate the emergence of a relationship between the parties to the KS process, especially between students, especially since the target sample is students from the Middle East studying in Malaysian universities, and the nationalities present are different from what students are accustomed to in their country, and this makes them attempts to form and establish trustworthy relationships with students. others to facilitate the process of sharing knowledge among themselves.

3. METHODOLOGY

A case study approach was employed in this study because the approach provides an understanding of a phenomenon by studying in-depth individual cases in an institution. Students at the International Islamic University of Malaysia (IIUM) were chosen because of the Islamic concept used by the university. Furthermore, the university has diverse Muslim students who come from various countries. Since the emphasis is on knowledge sharing, doctoral students were targeted as the respondents. The students came from five different Middle Eastern countries. Below are the questions asked in the interview:

1. What do you know about knowledge?
2. What do you know about knowledge sharing?
3. What is the importance of knowledge sharing among university students?

4. What is the student's role in knowledge sharing with each other?
5. What is the role of the university in knowledge sharing among students?
6. What are the students' motives for sharing knowledge?
7. What are the most important subjective factors (related to the person himself) influencing knowledge sharing among university students?
8. What are the most important internal factors (available within the university) affecting the sharing of knowledge among university students?
9. What are the most important external factors (available outside the university) affecting knowledge sharing among university students?

The verbal interview was conducted individually. The responses were recorded and transcribed. Since all 5 respondents were Arab students, the transcriptions were done in Arabic language and then translated into English by a competent translator who is conversant in both Arabic and English.

Once the transcription into English was done, a content analysis was used to identify the keywords by using these three steps - open coding, axial coding, and then selective coding, which subsequently grouped into categories. Based on the categories, the major themes were identified.

4. ANALYSIS

Questions 1, 2, and 3 focused on understanding and knowing the meaning of knowledge among the respondents. Some respondents said knowledge is information and others said that it is experiences and habits acquired from the student's surroundings. One respondent defined it as the student's awareness and awareness of what is going on around him, and R5 said:

It is what the student acquires from the skills and experiences that are based on his experiences and learning, and knowledge is a person's awareness of the facts and information that he acquires through his experiences, or through his knowledge of the experiences and conclusions of others.

R5 said that the method of sharing knowledge varies according to its type. Explicit knowledge can be shared through training, while tacit knowledge is more difficult to get. One respondent (R1) said:

Knowledge itself has two types. There is tacit knowledge and explicit knowledge. There are different ways of knowledge sharing between them. For example, tacit knowledge is usually shared through face-to-face training. As for explicit knowledge, it is easier to share it from the Internet in the institution or university or from websites. Electronic, the ways to share it easier.

All respondents considered that sharing knowledge is very important, and it is a reason for students to increase their knowledge, develop their skills, and gain new experiences. A respondent (R3) said that sharing knowledge in its simple sense is an exchange of information, where he said:

Knowledge sharing in its simplest form is usually the general human framework, meaning people share the information they know and the science they learn and make sure that it is the correct information that they share with the people concerned, with colleagues at work, study, etc.

The respondents' classifications about the form of the knowledge-sharing process varied, some of them considered it an individual process, others considered it collective, and some of them combined the two, and other different classifications according to different criteria, but (R4) included it that it may be between the students themselves, or between the students and their professors, and she (R4) said:

It is the sharing of information in groups or more between individuals, for example, a professor to his students, verbal colleagues among them, or owners who may share information.

When trying to discover the importance of the process of sharing knowledge among university students, the responses indicated a difference in the opinions of the respondents in terms of the degree of its importance. Everyone sees it as important for the student, but some of them consider it pivotal and essential, and it is the basis for gaining information at the university. and this is what he (R1) said:

For me, knowledge sharing is a basic and pivotal thing, about which the student at the university revolves, especially graduate students, because the student's main goal from entering the university is to receive knowledge.

As for some respondents, they considered it a reason to increase their knowledge. For example, it was considered (R5) that sharing knowledge develops students' skills, as he said:

Knowledge sharing among students increases students' information, and may contribute to developing their skills, developing their knowledge, expanding their information, and adding to this, increasing their professional value.

R2 and R3 agreed that the form of the knowledge-sharing process today differs from that of 20 years ago, due to its different tools and the lack of tremendous technological development like today, especially with regard to social networking sites. R2 said:

Knowledge sharing is very important, if we go back in time to ten or twenty years before the means of communication, knowledge sharing was weak, and information exchange was weak, not at the level of individuals but at the level of societies, and between countries. But now the sharing of knowledge has become very big and very powerful and very fast.

Based on the transcription of the answers for questions 1, 2, and 3, twenty-one (21) keywords were coded which included "information", "exchange of information", "knowledge of participants" and "skill". These keywords have been grouped into four (4) major categories that are labeled as "knowledge components", "forms of knowledge", "type of knowledge" and "knowledge output". Subsequently, from these four categories, two major themes were identified – "the concept of knowledge sharing" and "the importance of knowledge sharing".

Based on the responses to questions 4, 5, and 6, the research tried to understand how the process of sharing knowledge takes place, the different roles that cause this process, and the students' motives to do this process. With regard to the role of students, opinions differed, but all respondents agreed that the intention to share knowledge is an essential thing in this process, because it cannot begin without the student's intention to share knowledge with others, and this was confirmed by (R2) for example, where he said:

The main role of the student is that he does not refrain from sharing the experience he has acquired during his life, he must share it and pass it on, this is a very important thing.

Also, more than one respondent believes that the process of sharing knowledge is a responsibility that falls on the individual himself, whether implementing it or bearing its results or the type of knowledge he shares and the extent of its validity and accuracy because the responding student does not know what is correct, and when the student participating in knowledge practices. This process will affect the other party, so he must have a positive impact and make sure of all the references of knowledge he wants to share so as not to cause harm to others, and this is what she emphasized (R4) where she said:

The student must provide information from reliable sources or Reliable references. When you acquire information, the receiving student must make sure that the information is correct.

These practices enhance the students' sharing of knowledge among themselves. When each student shares his knowledge with other students, this will motivate and encourage students

to share what they have, and thus the process succeeds and becomes reciprocal, and this is what R3 said:

but the student must know that whenever he shares knowledge with his colleagues, he will certainly encourage his colleagues to share the knowledge that they have, and therefore he himself will be the first beneficiary and will obtain a greater amount of this knowledge, so the role of students A self-initiated role and a very important role to be effective share.

As for the role of the university in this process, everyone agreed that providing the appropriate environment for this is a key factor for the continuation of this process and its implementation from the ground up because without this environment the conditions would not be suitable for anything. Some of them considered it related to the infrastructure of the university from technical logistics such as the Internet and this was confirmed by R1 who said:

The university has a key role in that it creates an appropriate infrastructure for sharing knowledge. It is possible to create a website or platforms and others. If the university does not provide a strong infrastructure to share this knowledge, such as a slow internet, you will not be able to share knowledge in it.

Some of them considered it related to the buildings and services provided at the university, or the preparation of classrooms, libraries, and scientific laboratories. There are also other roles entrusted to the university from the respondents' point of view, such as holding knowledge competitions, or establishing specialized clubs, whether for reading, speaking, discussion, literary, or otherwise, as well as motivating students

to practice this process and enacting laws and regulations that facilitate this, and encourage students to and this is done through several ways and this was R1's answer:

The university must basically provide the appropriate fertile environment for knowledge sharing, they can provide it through internal websites, such as magazines, previous lessons, etc., and they can also create accounts or groups on social networking sites for students to share with each other. With this information, they can also allow the creation of clubs, such as reading clubs, speaking clubs, discussion clubs, etc., or holding knowledge competitions at the university.

Among the motives that help motivate students to do the process of sharing knowledge is to develop themselves and acquire new skills, in addition to helping other students who suffer from poor concentration in their studies. It is noteworthy that the respondent (R1) considered that earning money is one of the most important motives for sharing knowledge with others when he said:

The financial motive, as many students It spread among them that they like to share knowledge to make money, for example, they do private lessons or others to get money.

Likewise, the most important motive that the respondents agreed upon is self-realization because the student, by the process of sharing knowledge, increases his self-confidence. He also appears to others that he is a distinguished and superior student with great abilities and skills, as R5 said:

The student's motive may be his love of learning, exploration, or his love of self-realization and achievement, and to obtain scientific appreciation.

Some of them linked it to the religious and spiritual aspect, as R2 and R4 agreed that the student must have an objective in life to help others, stand by them, teach them because Islam commands to do so. R4 emphasized:

Alhamdulillah, we are Muslims, and Allah has commanded us to recommend knowledge, meaning whoever acquires information to recommend it, every student must share information with his fellow students.

The transcribed responses to questions 4, 5, and 6 produced fourteen (14) keywords such as “student sharing”, “suitable environment”, “sharing tools” and “increase knowledge”. These keywords were later grouped into four (4) categories – “roles of students in knowledge sharing”, “role of the university in knowledge sharing”, “sharing tools” and “students’ motivation for knowledge”. All the four categories reflected one common theme that is “the process of knowledge sharing”.

For questions 7, 8, and 9, the focus was on factors that led to the success of knowledge sharing. With regard to the subjective factors related to the person himself, which are a reason for the success of the process of sharing knowledge, he is good faith and his love to help others, and this was confirmed by most of the respondents, as well as the student’s conviction that practicing this process has benefits for him and is a reason to achieve the goals that he seeks to achieve during his study at the university, for example, R5 said:

The person himself, I think, must have the desire, love, and intent to share knowledge, and the necessary and required skills for research work, cognitive development, or acquiring a skill, and this is one of the important incentives for the person himself.

However, some factors may be related to the student's ability to practice this process, so the success of the knowledge-sharing process is affected by the student's abilities and skills that qualify him to make this process successful. R3 said:

Some factors are related to the ability to participate effectively, because some students have few attainment abilities, and consequently their cognitive output is low. Therefore, he cannot share a large amount of knowledge, because he does not have an abundant or large amount of knowledge, and his ability to achieve knowledge is limited. Thus, he will have an obstacle in the subject of cognitive achievement in one way or another.

At the university level, there are many factors that help in the success of the knowledge-sharing process, the most important is the university's awareness of the importance of students practicing this process. It is also contributing to improving the university's ranking. This was mentioned by most respondents. R3 said:

If the university is not concerned and not interested in a more precise sense of knowledge sharing, it will certainly negatively affect the sharing of knowledge among students, since this share needs an environment that helps and encourages it, in order to share knowledge more, and in a broader way that helps students to acquire more knowledge. If the university does not create the conditions and does not help the students, then the sharing

process will be negatively affected, weaken and become at its lowest level.

Among the internal factors that affect the success of the process of sharing knowledge among students is the establishment of research and learning development centers, and laboratories, as well as providing financial support to students to help them complete and publish their research so that the benefit of all students, As well as providing a human cadre capable of helping students, guiding them and directing them to the best ways for the success of the knowledge-sharing process, and this was confirmed by more than one study, for example, R1 said:

The employment of qualified staff and therefore It will transfer knowledge well, as well as attention to the moral infrastructure by providing everything that encourages and motivates the student to share knowledge.

Finally, with regard to the external factors that affect the sharing of knowledge among students. The most important factor that all respondents focused on was the country's political conditions, and the laws and regulations in force in the state. If the state supports freedom of expression and allows them to exercise their freedom to say what they want, this will enhance the chances of success of the process of sharing. In some cases, people are arrested and have to do jail time as R4 said:

Political stability, When the political stability in a country we find members of society acquire knowledge to a higher degree than those who are not politically stable, and when the state is open and

follows secular and scientific curricula, we find that the citizens of that state acquire knowledge more than the state that is not,

There are other external factors that contribute to the process of sharing knowledge among university students, including the family, because it is the source of the student and the place in which he is brought up and from which he acquires habits, values, and morals. Knowledge, as well as cultural diversity, plays an important role in that as R4 said:

In Malaysia, we find a lot of different cultures. This thing distinguishes the state of Malaysia. I mean, they respect all religions and respect all cultures, and this is one of the things that encourages the sharing of knowledge.

R4 mentioned that financial support for research contributes to the success of the process of sharing knowledge among students, and it has a key role in alleviating the burdens on students and helping them complete their research with the best quality. Further R4 said:

also, the economic and financial conditions affect the sharing of knowledge because scientific research takes a lot of money When I personally want to conduct research, I must bear the expenses related to all this research, and after the analysis and reaching the results that I have done and the experiments, and after all this, I can share this knowledge with another student, if I do not have the money or the economic conditions are not either for the individual or for the state is good, man cannot share knowledge, nor can he do research in order to share information with other people.

Here emerges the role of the state in supporting scientific research and approving incentive policies for students,

universities, and research centers to complete their distinguished research without fear of costs, because in the end, this will benefit the state, in overcoming obstacles and problems that the state may face or solving crises that may the state is going through with the least losses and costs.

For questions 7, 8, and 9, the responses generated nineteen keywords which included “trust”, “infrastructure”, “financial support”, “politics” and “cultural diversity”. The nineteen keywords reflected three major categories – “subjective reasons for successful knowledge sharing”, “internal reasons for successful knowledge sharing” and “external reasons for successful knowledge sharing”. All the 3 categories signified one theme called “the reasons for the success of knowledge sharing”.

5. DISCUSSION

The findings showed that all five respondents have almost similar views on the knowledge-sharing concepts and importance. Knowledge sharing requires awareness and interaction with people which necessitate the use of the human senses that combine sensory perception and rational thinking which result in the development of intellectual understanding and emotional intelligence (Nasr, 1989). Factors that influence knowledge-sharing success include the university ecosystem (bi’ah), financial resources, aptitude, cultural diversity, and political stability.

The need to have the eco-system (bi’ah) in the university or organizations that facilitate the process is pertinent. According to Hsu (2008) and Lee et al (2015), a conducive ecosystem is

critical to allow people to share and exchange information with ease. The organization should provide the infrastructure (such as transportation systems, communication networks, sewage, water, and policies). In the university for example, there must be sufficient facilities such as classrooms, libraries, mahallah, and mosque as well as financial support for students coming from underprivileged countries.

One interesting finding is when the respondents mentioned about cultural diversity and political stability as the key factors influencing knowledge sharing. Possibly the students coming from countries where freedom of speech that is heavily regulated, they posited the need to have a safe platform to channel their views and opinions. Doctoral students specifically are adults who have the ability to synthesize information from various sources. But if the sources of information are restricted, their ability to synthesize and then create new knowledge will be affected. Muslim countries particularly are in need of innovative minds who can produce new knowledge; be it new theories or new technology for humans. As posited by Gremm et al (2018), innovative minds can flourish the economy.

6. CONCLUSION

This research explores the process of sharing knowledge among university students, and how the practice of this process by students benefits them and the university. The concept of knowledge was also addressed, as well as the concept of knowledge sharing and its importance for students.

The process of sharing knowledge with its components was also addressed by the students and the university, the role of each of them in this process, and finally the most important reasons that contribute to the success of the knowledge-sharing process, both reasons related to the person himself.

The results of this study will contribute to enhancing the process of sharing knowledge through its accurate and clear understanding. It will also draw the attention of policymakers and educational institutions to emphasize providing the appropriate environment for the success of this process and its enhancement for students, as this has great benefits for students, the university, and even the country itself. This is also in line with Sustainability Development Goal number 4 which aims to achieve quality education for the people.

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