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Systematic Literature Review of Knowledge Management in Students Based on Education Level in Indonesia

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***Abstract*— Knowledge Management (KM) is a rapidly developing concept across various disciplines and business practices. KM encompasses the collection, storage, dissemination, and utilization of knowledge to enhance learning effectiveness. This study aims to examine the implementation of knowledge management in education across different educational levels using the Systematic Literature Review (SLR) method to analyze a number of related articles. The research findings indicate that the implementation of KM is significantly more prevalent in secondary (approximately 65%) and tertiary education levels (around 70%) compared to basic education (about 30%). Key factors influencing the success of KM implementation include the availability of infrastructure, student participation, support from teachers and staff, and a learning culture that fosters collaboration.**

***Index Terms*— Implementation of Knowledge Management; Educational Level; Systematic Literature Review**

I. INTRODUCTION

In the current era of globalization, characterized not only by rapid innovation but also by significant advancements in science and technology, education emerges as a critical sector for development in every country. The ability of educational institutions to leverage science and technology is essential for helping students access and manage information effectively. To achieve national education goals, there is a pressing need for effective, competitive education management, especially in Indonesia [1].

Education, as a fundamental sector in national development, must adapt to the evolving demands of society and the changes of the times. It is imperative that education produces individuals who are not only recipients of information but also capable of processing, adapting, and developing that information. However, in the educational landscape, challenges often arise, such as the lack of continuity and quality in education during structural changes or the loss of key individuals [2].

Knowledge Management (KM) refers to the processes of collecting, storing, disseminating, and utilizing knowledge to enhance learning effectiveness and educational development. Each educational level, from elementary to tertiary, presents unique challenges and characteristics in managing knowledge. At the elementary level, the focus is primarily on developing foundational skills and social competencies, while at the secondary level, the emphasis shifts toward preparing students for higher education or the workforce. In higher education, KM strategies are crucial for producing competitive graduates prepared to excel in a global market [3].

Despite extensive research on KM in education, there remains a gap in understanding how to effectively apply KM practices tailored to different educational levels. This study aims to analyze the application of KM among students using the Systematic Literature Review (SLR) approach. SLR is a rigorous research methodology designed to identify, review, and synthesize relevant literature in a specific field using clearly defined steps. By synthesizing existing literature, this study aspires to provide a deeper insight into the implementation of KM across various educational levels and to identify the factors that contribute to its success [4].

A comprehensive understanding of KM applications is vital for educational institutions to optimize their resources and enhance the quality of learning, thereby better preparing students for future challenges. Furthermore, the findings of this study are expected to contribute to the broader discourse on KM in education, highlighting Indonesia's role in the global educational landscape.

II. METHOD

The Systematic Literature Review (SLR) approach is used in this study. SLR means identifying, assessing, and interpreting research evidence relevant to the subject being studied [5]. The purpose of the Systematic Literature Review is to search, find, and synthesize all existing research articles or literature systematically according to the research topic being conducted.

A. Systematic Literature Review Stages

The research is based on articles to analyze the application of Knowledge Management (KM) to students based on education levels. The stages in the Systematic Literature Review are planning, conducting, and reporting.

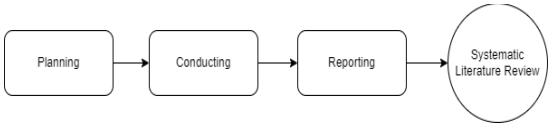

Fig. 1 SLR stages [6]

1) Planning

In this section, the researcher determines the Research Question (RQ) first. This literature study aims to determine the application/implementation of knowledge management in educational institutions.

- RQ1: How is knowledge management applied to students at the primary level?
- RQ2: How is knowledge management applied to students at the secondary level?
- RQ3: How is knowledge management applied to students in higher education?
- RQ4: What are the factors that influence the success of implementing knowledge management at an educational level?

2) Conducting

In this section, the researcher determines the source of the journal database to be used, namely using Google Scholar. After the article search database is determined, the researcher then determines the keywords for the related articles. The search method used is done by keyword searching, namely searching by entering one or more keywords regarding the literature being searched for. By using Boolean Operator terms such as OR, AND, and NOT. The search uses a combination of one or more keywords in Indonesian and English. The keywords used are "Implementation Knowledge Management OR Implementation of Knowledge Management" AND "Knowledge Management Education OR Knowledge Management Education" AND "Implementation Knowledge Management in School OR Implementation of Knowledge Management in Schools", "Knowledge Management in Students", "Knowledge Management in Elementary Education", "Knowledge Management in Secondary Schools", "Knowledge Management in Higher Education".

Inclusion and Exclusion Criteria:
The criteria used for article selection are as follows:

- Inclusion Criteria:
  - Articles published within the last 10 years.
  - Articles discussing the implementation of Knowledge Management in educational institutions from primary to higher education levels.
  - Articles written in Indonesian.
- Exclusion Criteria:
  - Articles that do not focus on the implementation of Knowledge Management in education.
  - Articles not available in full text.
  - Theses, dissertations, and research reports not published in peer-reviewed journals.

3) Reporting

Then, this is the section that contains the writing of the results of the Systematic Literature Review.

III. RESULT AND DISCUSSION

The following are the results of the article search that have undergone a filtering process as seen in Figure 2.

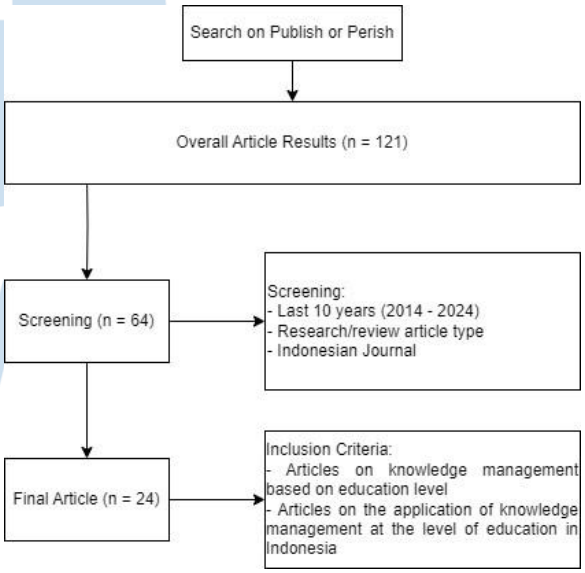

Fig. 2 Inclusion Criteria

Then, Table I shows the results of the search process which are then grouped based on the selected title to facilitate the type of data or articles that have been obtained.

TABLE I. GROUPING SELECTED ARTICLES

No.	Level of Education	Title
1.	Primary	Implementation of Knowledge Management in MI Nurul Huda 2 Mojokerto City

No.	Level of Education	Title
2.		Implementation of Knowledge Management in Muhammadiyah Elementary School
3.		Evaluation of Knowledge Management System (KMS) Based E-Learning Program at ST Joseph International Primary School Jakarta (Program Evaluation Using Modified Hammond Model)
4.		Implementation of Knowledge Management in Al-Azhar 31 Islamic Elementary School Educational Institution Yogyakarta
5.	Junior Secondary	The Influence of Independence and Effectiveness of Knowledge Management on Student Learning Achievement of Private Junior High Schools in Medan City
6.		Junior High School Student Management Counseling System with Knowledge Management System Approach
7.		Knowledge Management System Analysis on the Design of Sipsiba Application at SMK Muhammadiyah 10 Jakarta
8.		Evaluation of the Implementation of Knowledge Management System for E-Learning Application in Senior High Schools
9.		Factors Affecting the Readiness of Knowledge Management Implementation: A Case Study of Senior High Schools in Palembang
10.	Senior Secondary	The Influence of Knowledge Management on the Quality of Education at SMK Kasatrian Solo Sukoharjo
11.		Implementation of Knowledge Management at SMK Diponegoro Depok
12.		UI/UX Design on the Prototype Knowledge Management System for High School Learning Using the Design Thinking Method
13.		Analysis and Implementation of Knowledge Management System: A Case Study at Senior High School 1 Bayang
14.		Knowledge Management-Based E-Learning System at SMK Generasi Madani Cibinong
15.	College	Implementation of Knowledge Management in College Libraries
16.		Analysis of the Implementation of Knowledge Management System with Task-Technology Fit at Parna Raya Manado College of Informatics and Computer Management
17.		Empowerment of Knowledge Management as a Strategy to Improve Learning Achievement of Electronics in Higher Education
18.		Knowledge Management as an Effort of Learning Organization at Yogyakarta Islamic College
19.		Design and Development of Collaborative Learning Resource Application Through Knowledge Management System for Colleges
20.		Implementation of Knowledge Management at NurulFikri Integrated Technology College for Academic Activities
21.		Design of Knowledge Management Model to Monitor Student Academic Achievement at Colleges
22.		Implementation of Knowledge Management at Colleges
23.		Knowledge Management Mapping in Improving College Capabilities
24.		Knowledge Management for Improving Academic Services at Colleges

A total of 24 selected articles have been classified including the type of education level, author name, and article title. The articles above were selected based on their relevance to the search keywords used by the researcher.

RQ1: How is the application of knowledge management to students at the primary level?

TABLE II. KNOWLEDGE MANAGEMENT AT PRIMARY LEVEL

No.	Content
1.	MI Nurul Huda 2 Mojokerto City students get better access to information and knowledge through innovative learning methods, the result of collaboration

No.	Content
	between teachers and other schools. KKG activities create a collaborative atmosphere where students can learn from various methods and approaches introduced by teachers who continue to develop their knowledge. Through the transfer of knowledge and learning innovations applied, MI Nurul Huda 2 Mojokerto City students can develop critical and creative skills needed in the modern era [7].
2.	Students at Muhammadiyah Elementary School Banguntapan have easier access to information and learning materials, both explicit (e.g. books and documents) and tacit (teacher experience and knowledge). The results of the application of knowledge management are seen in students' academic and non-academic achievements. For example, students have succeeded in achieving high rankings at the Bantul Regency level and its surroundings, often participate in science competitions and receive awards, and many more [8].
3.	Joseph International Primary School Jakarta implements the Knowledge Management System (KMS) to improve the effectiveness of the e-learning program. Students can access learning materials online anytime and anywhere. They feel that e-learning makes learning more interesting than conventional methods, helping them understand the lessons better because the content provided is structured and easy to follow [9].
4.	Students at the Al-Azhar 31 Islamic School in Yogyakarta are involved in the socialization process, where they share experiences and knowledge in social interactions. In addition, students can learn from the experiences of teachers and classmates, which enriches their understanding of the subject matter. Activities such as training, workshops, and seminars held at the school provide opportunities for students to actively participate in learning [2].

RQ2: How is knowledge management for students at the secondary level?

TABLE III. KNOWLEDGE MANAGEMENT AT THE SECONDARY LEVEL

No.	Content
5.	The implementation of knowledge management in private junior high schools in Medan City has had a positive impact, as seen from the increasing academic achievement of students, many students participating in competitions such as olympiads and winning awards, learning independence, collaboration between students, and skill development. This shows that effective knowledge management can improve the quality of education and student achievement [10].
6.	The implementation of knowledge management provides benefits in terms of access to information, more effective counseling support, increased self-awareness, development of social skills, and better problem management. With the knowledge management system, students get more focused support from guidance and counseling teachers (BK). Through interaction with counseling teachers and peers in counseling sessions, students develop social and communication skills. All of this contributes to a more positive learning experience and increased student achievement at the secondary level [11].
7.	The implementation of knowledge management in the context of PPDB at SMK Muhammadiyah 10 Jakarta provides easy access, efficient data management, and better support from the school. With an integrated online system, students feel calmer because the registration process is more structured and transparent. Overall, students of SMK Muhammadiyah 10 Jakarta felt a more positive and enjoyable experience in the PPDB process thanks to the implementation of an effective knowledge management system [12].
8.	Through the e-learning platform, students can interact with teachers and classmates. Discussions in forums and class discussions facilitate the exchange of knowledge, which is important in knowledge management. Students are more likely to use smartphones to access e-learning, indicating their adaptation to technology in the learning process. This reflects the implementation of effective KM, where technology is used to improve access and management of knowledge [13].
9.	Senior high school students in Palembang can access various sources of information and learning materials through the implemented system, which allows them to learn independently and flexibly. The implementation of KM in Senior High Schools in Palembang creates a more conducive learning environment for students to develop their knowledge and skills. Students have expectations about how KM can improve the quality of their

No.	Content
	learning. If KM is implemented well, students can feel improvements in learning outcomes [14].
10.	Students at SMK Kasatrian Solo Sukoharjo feel the benefits of using information technology in learning. With access to digital learning devices and resources, they can understand the material better. They are also encouraged to share knowledge with their friends. This creates a collaborative learning culture in the classroom [15].
11.	Students at SMK Diponegoro Depok feel that the existence of a knowledge management system makes it easier for them to access the information and learning materials they need. With the sharing of knowledge, they can learn from the experiences and knowledge of teachers and friends. Students are involved in discussions and knowledge sharing as well as training programs and seminars. However, some students feel challenges in using information technology, especially if internet access is limited or if they are not familiar with the platform. The use of social media such as Instagram has also not been optimally utilized for sharing knowledge [16].
12.	The implementation of a system that supports gamification helps students feel more motivated in learning. Features such as quizzes and discussion forums create a more interactive and interesting learning method. They tend to be more involved in the learning process when there is a game element. However, some students may have difficulty adjusting to new technologies [17].
13.	Students of SMAN 1 Bayang find it easier to access learning materials, even when they cannot attend class. This system allows them to get information and materials from teachers online. With a platform for sharing information, students can interact and discuss with their classmates and teachers [18].
14.	Students find it easier to access learning materials through the e-learning system. This allows them to learn anytime and anywhere. With the discussion and chat features, students can interact more easily with classmates and teachers. Students feel that this system can improve the quality of learning, because the information available is more organized and easy to access [19].

RQ3: How is knowledge management for students in higher education?

TABLE IV. KNOWLEDGE MANAGEMENT AT THE COLLEGE LEVEL

No.	Content
15.	Students feel that the implementation of knowledge management makes it easier for them to access relevant and up-to-date knowledge, thus supporting their learning process. Students can interact more effectively with librarians and fellow students through activities such as book reviews and knowledge sharing, which strengthen their understanding of the material [20].
16.	STMIK Parna Raya Manado students have easy access to information provided through a website-based knowledge management system. This makes it easier for them to obtain learning materials, academic information, and campus-related news. Knowledge management supports interaction between students and lecturers, as well as between students themselves with a platform that facilitates knowledge sharing [21].
17.	The results of the study indicate that students who learn using KM experience a significant increase in learning achievement compared to the traditional learning model (Direct Instruction). This shows that KM is more effective in supporting academic achievement [22].
18.	Knowledge management at STAIYO aims to improve student competence. Students are involved in regular discussions and seminars that require them to share knowledge. Students are encouraged to conduct research every year and publish their results in internal journals [23].
19.	The implementation of collaborative learning resource applications encourages students to actively participate in the learning process by sharing their own materials and experiences. The use of this application helps students develop digital skills and curation abilities, which are important in today's information age [24].
20.	With an integrated academic website, students can easily access important academic information, such as exam procedures, Final Projects, and campus activity information. Discussion forum facilities and social media that support communication between students and lecturers can facilitate the exchange of knowledge and experience [25].
21.	With the KM model, students can find out about their academic progress through available information, such as KHS and GPA. With an integrated system, high-

No.	Content
	achieving students can easily get information about available scholarships. For students who experience a decline in achievement, the KM system recommends mediation with a counselor [26].
22.	Students participate in the knowledge sharing process through social interaction. They can share experiences and tacit knowledge gained from daily activities, such as group discussions or collaborative projects. Students are also involved in research that is part of the tridharma of higher education. Students have the opportunity to provide input regarding knowledge management policies on campus, so that they feel included in the development of the institution [27].
23.	STAIN Gajah Putih students are actively involved in the learning process through platforms such as WhatsApp, Facebook, and e-learning. The availability of facilities such as SIAKAD (Academic Information System) and e-learning helps students access academic information and carry out administration online, thus facilitating the learning process [28].
24.	Students can access academic information quickly and efficiently through an integrated information system. Through knowledge sharing, students participate in discussions and seminar or workshop activities. This gives them the opportunity to share their experiences and knowledge [29].

RQ4: What factors influence the success of implementing knowledge management at an educational level?

TABLE V. SUCCESS FACTORS FOR IMPLEMENTING KNOWLEDGE MANAGEMENT

Educational Level	Factors
Primary School	• Infrastructure Availability: Access to an effective knowledge management system, such as an e-learning platform, is essential to help students better access learning materials. • Learning Culture: An environment that encourages collaboration and sharing of experiences among students can increase their engagement and understanding of the material being taught.
Secondary School	• Infrastructure Availability: An integrated online system makes it easier for students to access information and learning materials, making the learning process more efficient. • Student Participation: Active involvement of students in discussion activities and knowledge sharing greatly contributes to deeper and more collaborative learning. • Teacher and Staff Support: The role of teachers and staff in providing guidance and counseling support can help students manage knowledge and improve their academic performance. • Technology Adaptation: Students' ability to adapt to new technologies plays an important role in the effectiveness of KM implementation, especially in the use of digital tools for learning.
College	• Infrastructure Availability: Easy access to web-based knowledge management systems allows students to quickly obtain learning materials and academic information. • Student Participation: Student involvement in discussions, seminars, and knowledge sharing activities strengthens their understanding and creates a wider learning network. • Lecturer and Staff Support: Good interaction between students and lecturers through discussion forums and academic guidance is essential to support effective learning. • Human Resource Quality: Student competence in managing and utilizing knowledge, as well as lecturers' ability to support the learning process, influences the success of KM implementation. • Institutional Policy: Policies that support KM implementation and provide clear direction for all parties in educational institutions can

Educational Level	Factors
	increase the effectiveness of knowledge management. • Availability of Learning Materials: Easy and structured access to learning materials and academic information allows students to learn independently and efficiently.

The implementation of Knowledge Management (KM) in the realm of education is a strategic step to improve the quality of learning at various levels. This study aligns with the findings of Z. Nuryana (2017), which states that KM can function as a driver in creating an effective learning organization. In the context of education, KM not only manages information but also builds a culture of collaboration among students, teachers, and educational staff. This is crucial, especially in the era of globalization that demands high adaptability and innovation from individuals.

Based on the results of the study, it is evident that the implementation of KM is more dominant at the secondary and tertiary levels compared to basic education. This indicates that higher education institutions have more complex needs regarding knowledge management. This aligns with K.W. Chu's (2016) perception that at higher educational levels, KM plays an important role in supporting a more interactive and adaptive learning process. At the elementary level, the challenges faced are primarily related to the development of basic skills and social understanding, which often leads to suboptimal KM implementation.

While the findings are promising, a critical perspective is needed regarding the current practices of Knowledge Management (KM) implementation. The studies reviewed often focus on specific contexts, which may not be generalizable across different educational settings. Future research should encompass diverse geographical and socio-economic backgrounds to provide a more comprehensive understanding of KM's effectiveness. Despite the highlighted benefits, significant gaps remain in the application of KM at the basic education level. Challenges such as inadequate infrastructure and a lack of teacher training hinder optimal KM practices, making it essential to address these gaps to improve KM in foundational education.

Moreover, the importance of a collaborative learning culture cannot be overstated; however, many institutions struggle to foster such an environment. Enhancing organizational culture and providing adequate educator training are critical steps that require further attention. Future studies should investigate the long-term impact of KM on student outcomes and explore innovative strategies for effectively integrating KM practices at all educational levels. This could include leveraging technology, building community partnerships, and adopting interdisciplinary approaches.

IV. Conclusion

This study demonstrates that the implementation of Knowledge Management (KM) across educational levels, from elementary to tertiary, plays a significant role in enhancing the quality of learning. Through the Systematic Literature Review (SLR) approach, it was found that many educational institutions have adopted various methods and systems to manage student knowledge effectively. The findings indicate that KM implementation is more prevalent in secondary schools and higher education institutions compared to elementary schools, reflecting the differing needs at each educational level.

The success of KM implementation is influenced by several factors, including the availability of infrastructure, student participation, support from lecturers and staff, and a learning culture that encourages collaboration. Most educational institutions utilize Explicit Knowledge types to effectively manage their knowledge, as evidenced by the use of e-learning platforms, educational websites, and structured digital resources that facilitate student access to information and learning materials.

For future research, it is recommended that studies explore the long-term impact of KM on student outcomes in various educational contexts. Additionally, future investigations should consider developing innovative strategies for the effective integration of KM practices at all educational levels. This could include leveraging cutting-edge technology, building community partnerships, and adopting interdisciplinary approaches. With these steps, it is hoped that KM can be optimized to support sustainable education that is responsive to the evolving demands of society.

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