

KNOWLEDGE SHARING MODEL TO IMPROVE QIRA'AH SKILLS FOR LIBRARIANS OF IAIN PEKALONGAN

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Abstrak

Penelitian ini bertujuan merumuskan model *knowledge sharing* berbasis SECI, khususnya pada tahap sosialisasi dan eksternalisasi, untuk meningkatkan maharah qira'ah (kompetensi membaca bahasa Arab) bagi pustakawan IAIN Pekalongan dalam pengelolaan koleksi berbahasa Arab. Latar belakang penelitian menunjukkan bahwa penguasaan bahasa Arab merupakan kebutuhan mendasar di perpustakaan PTKI, namun berbagai kesalahan dalam pengadaan, penelusuran, dan pengolahan koleksi masih terjadi akibat keterbatasan kemampuan membaca pustakawan. Dengan menggunakan pendekatan kualitatif studi kasus, data dikumpulkan melalui wawancara semi-terstruktur, observasi partisipatif, dan studi dokumentasi terhadap enam pustakawan serta dua informan pendukung. Pada tahap sosialisasi, penelitian menemukan lima kendala tacit *knowledge* yang paling menonjol: kesulitan membedakan jenis koleksi Arab, kesulitan membaca teks Arab tanpa harakat, ketidakpahaman terhadap istilah bibliografis, kesulitan membaca angka Arab—terutama format ribuan—serta ketidakmampuan mengidentifikasi informasi bibliografis pada buku yang rusak atau tidak lengkap. Temuan ini menunjukkan bahwa keterbatasan maharah qira'ah berdampak langsung pada ketepatan katalogisasi dan layanan informasi. Pada tahap eksternalisasi, seluruh kendala tersebut dikonversi menjadi kebutuhan *explicit knowledge* berupa materi analisis bibliografis, kaidah dasar membaca Arab gundul, daftar istilah teknis, materi angka Arab, serta teknik identifikasi cepat buku rusak. Proses ini menghasilkan rancangan materi pembelajaran yang sesuai dengan kebutuhan nyata pustakawan. Penelitian menyimpulkan bahwa dua tahap awal model SECI mampu membangun dasar pengembangan kompetensi membaca pustakawan secara terstruktur serta membuka jalan bagi penyusunan model *knowledge sharing* yang lebih komprehensif pada tahap berikutnya.

Kata Kunci: Knowledge Sharing, Maharah Qira'ah, Pustakawan.

Abstract

This study aims to formulate a SECI-based *knowledge sharing* model, specifically in the socialization and externalization stages, to improve maharah qira'ah (Arabic reading competence) for librarians at IAIN Pekalongan in managing Arabic language collections. The background of the study shows that proficiency in Arabic is a fundamental requirement in PTKI libraries; however, various errors in acquisition, searching, and processing of collections still occur due to librarians' limited reading abilities. Using a qualitative case study approach, data were collected through semi-structured interviews, participant observation, and documentation studies with six librarians and two supporting informants. At the socialization stage, the study found five prominent tacit *knowledge* constraints: difficulty distinguishing types of Arabic collections, difficulty reading Arabic text without diacritics, lack of understanding of bibliographic terms, difficulty reading Arabic numerals—especially in

the thousands format—and inability to identify bibliographic information in damaged or incomplete books. These findings indicate that limitations in maharah qira'ah directly affect the accuracy of cataloging and information services. At the externalization stage, all these constraints were converted into explicit knowledge needs in the form of bibliographic analysis materials, basic rules for reading unvowelled Arabic, a list of technical terms, Arabic numeral materials, and techniques for quickly identifying damaged books. This process produces a learning material design that aligns with the real needs of librarians. The study concludes that the first two stages of the SECI model are capable of building a structured foundation for developing librarians' reading competencies and paving the way for the formulation of a more comprehensive knowledge sharing model in the subsequent stages.

Keywords: *Knowledge Sharing, Maharah Qira'ah, Librarian.*

INTRODUCTION

Language is the most important communication tool for humans to convey thoughts and ideas (Maghfiroh, 2022). The Arabic language, for example, has long been used by Muslim scholars to express thought and produce intellectual works. This can be seen from the thousands of Arabic-language scientific works stored in various digital repositories, such as the Digital Islamic Library, which contains around 3,600 book titles. (Rifauddin & Halida, 2023). Arabic-language literature holds an important position for academics at Islamic Higher Education Institutions (PTKI) because it serves as the main source of Islamic studies. (Tahir, 2012). This condition demands professional personnel who are able to accurately disseminate information in Arabic.

Librarians, as information managers, are responsible for ensuring the availability, accuracy, and accessibility of literature for users. According to the general definition, librarians not only manage collections but also carry out processing, information retrieval, and reference services. (Basuki, 2013). In the PTKI environment, mastery of the Arabic language is a fundamental necessity because most core Islamic literature uses this language. At the IAIN Pekalongan Library, this need is even more evident from the number of collections: in 2019, there were 3,101 titles of literature in Arabic, far more than the English literature, which only amounted to 792 titles. (Pekalongan, 2019). This data shows that proficiency in Arabic is more urgent than mastery of other foreign languages.

Although the need for Arabic language competence is quite high, various preliminary findings indicate that librarians at IAIN Pekalongan still experience difficulties in mahārah al-qirā'ah. Several mistakes were found in the collection development process. Based on an interview with one of the library users (Eswoyo, 2021), The proposal to acquire the book *al-Asybah wa al-Nazhair* by an author other than al-Suyuthi was not fulfilled because the librarian purchased another edition by al-Suyuthi. A similar mistake also occurred in the search service, such as when a request for the literature *al-Muwāfaqāt fī Uṣūl al-Syarī'ah* was fulfilled instead with a different

work, *al-Muwāfaqāt fī Uṣūl al-Aḥkām*. Even the request for the book *al-Iḥkām* by al-Amidi was mistaken because the librarian provided the book *al-Aḥkām*.

The problems were not only found in the acquisition of collections and research, but also in the processing of library materials. During the observation, the researcher found that the literature *al-Khaṭṭu al-‘Arabī* was placed in the Islamic socio-cultural class with the call number RF 2X6.76 KAY k, whereas it should have been placed in the language class with the number RF 492. This discrepancy indicates a weakness in the librarian's understanding of the content of Arabic-language literature. These findings are in line with the opinion (Masruri et al., 2016) which emphasizes that proficiency in the Arabic language is one of the basic skills that must be possessed by librarians in Islamic religious institutions.

One approach that can be used to improve librarians' Arabic language competence is knowledge sharing. This concept refers to the process of sharing knowledge between two or more people to develop individual and organizational capacity. (Easa & Fincham, 2012). Knowledge sharing can be done formally or informally, either through planned meetings or casual discussions. (Daud, 2019). This approach becomes relevant because it can provide contextual learning that meets needs.

Seeing this condition, this research is important to conduct in order to formulate a knowledge sharing model that can enhance the *mahārah al-qirā’ah* competency for librarians at IAIN Pekalongan. This approach is expected to produce a learning process that is guided, sustainable, and aligned with the actual needs of librarians in carrying out their professional duties in managing Arabic-language literature.

METHOD

This research uses a qualitative approach with a case study type, as it aims to deeply understand the process of improving Arabic reading and writing competencies for IAIN Pekalongan librarians through knowledge sharing activities. This approach was chosen to explore experiences, perceptions, and the learning dynamics that occur during the process of sharing knowledge.

The research subjects included six librarians from IAIN Pekalongan and two supporting informants (library users and Arabic language experts). The researcher acted as the primary instrument, collecting data through three main techniques: semi-structured interviews, used to

obtain information related to the need for Arabic language competencies, experiences participating in knowledge sharing activities, as well as librarians' perspectives on the effectiveness of those activities. Participatory observation is conducted to observe the involvement of librarians in the knowledge-sharing process, interactions among participants, as well as learning strategies that naturally emerge during the activities, and documentation study, which includes analysis of activity notes, examples of librarians' written work, as well as documents related to the processing and procurement of Arabic-language collections.

The data obtained were analyzed using the Miles & Huberman interactive analysis model, which includes the stages of data reduction, data display, and drawing conclusions. (Baltacı & Bakanlıđı, 2017). The validity of the data is maintained through source and method triangulation, member checking, as well as enhancing the researcher's diligence in observation (Muhammad, 2022). Through this approach, the research is expected to be able to comprehensively illustrate how knowledge sharing can serve as an effective strategy in helping librarians enhance *mahārah al-qirā'ah*.

RESULTS AND DISCUSSION

Provision of Arabic Language Material through the SECI Model

a. Socialization: Identification of Librarians' Tacit Knowledge

The first stage in the SECI model is socialization, which is the process of exchanging tacit knowledge through direct interaction (Easa & Fincham, 2012). At this stage, the researcher conducted in-depth discussions with all librarians at IAIN Pekalongan to explore their work experiences and the challenges they face regarding Arabic language competencies. Based on observations and interviews, it was found that the librarians' reading skills (*mahārah qirā'ah*) in managing Arabic-language collections still face various fundamental challenges. These challenges affect the accuracy in the cataloging process, bibliographic data entry, and even collection identification. The following description provides a comprehensive overview of the issues experienced by the librarians.

First, some librarians have difficulty distinguishing between different types of Arabic language collections. This problem arises because librarians are not yet able to recognize the Arabic terms used on covers or title pages, so types of collections such as dictionaries, encyclopedias, textbooks, and indexes are often mixed up. For example, (Junaeti, 2021) admitted that they could not accurately distinguish which collections were considered textbooks and which were Arabic language encyclopedias. This situation indicates that a lack of understanding of basic Arabic vocabulary directly affects the quality of collection management.

Secondly, the most common obstacle is the difficulty in reading Arabic script without diacritical marks (bare Arabic). Bare Arabic, which is the standard in the majority of library collections, prevents librarians from accurately recognizing titles, author names, or other information. Nani, Rosi, and Khusnu are examples of librarians who face this challenge. The three of them require more time to read Arabic texts and sometimes cannot complete the identification process, thus needing to ask for assistance from colleagues. (Khusnu, 2021; Nuryani, 2021).

Third, there is also a found inability to understand bibliographic terms in Arabic, particularly technical terms commonly found in Middle Eastern academic books. Terms such as mu'allif (author), nasyr (publisher), muhaqqiq (editor), and mufatih kalimat (keywords) are not well understood by some librarians. Nora, for example, is unable to recognize the abstract, keywords, bibliography, or author because they are all written in Arabic. This obstacle results in low accuracy of bibliographic entries.

Fourth, some librarians also face difficulties in reading Arabic numerals, especially the thousands digits often used for publication years or volume numbers. (Angga, 2021b) is one of the librarians who expressed confusion when reading Arabic numbers in the thousands format, so the process of verifying the publication year requires additional assistance or must be done repeatedly to ensure data accuracy.

Fifth, there are obstacles in identifying bibliographic information in damaged or missing books. For collections with torn or incomplete title pages, librarians need to read the remaining information, which is usually only fragments of text in Arabic. However, due to limited reading skills, important information such as the title, author's name, publisher, or year of publication cannot be recognized. (Angga, 2021a), for example, experiencing difficulties when having to input data on damaged or lost books because unable to read the bibliographic information on the remaining pages.

Overall, these findings indicate that librarians' *mabārah qirā'ah* (reading skills) are still at a basic level, making it difficult for them to carry out the technical tasks of managing Arabic collections optimally. This situation underscores the importance of developing a structured, participatory knowledge sharing model that is oriented towards gradually improving Arabic reading skills. Through a knowledge-sharing mechanism, these obstacles can be minimized, allowing technical competencies in managing Arabic collections to increase significantly.

Table 1. Identification of Arabic Language Competency Barriers of IAIN Pekalongan Librarians at the Socialization Stage (SECI Model).

No.	Constraint Category	Description of Found Issues	Case Example from a Librarian
1.	Difficulty distinguishing types of Arabic collections	The librarian has not been able to identify the types of collections such as dictionaries, textbooks, encyclopedias, and indexes because of the Arabic terms on the book covers.	Junaeti has difficulty distinguishing between books and Arabic-language encyclopedias
2.	Difficulty reading Arabic script without diacritical marks (unvoweled Arabic)	Librarians cannot read titles, author names, or other information without punctuation.	Nani, Rosi, and Khusnu have difficulty reading unvowelled Arabic script
3.	Inability to understand bibliographic terms in Arabic	Terms such as mu'allif (author), nasyr (publisher), muhaqqiq (editor), mufatih kalimat (keywords) are not yet understood.	Nora does not understand abstract terms, keywords, bibliographies, and authors in Arabic
4.	Difficulty reading Arabic numerals (especially thousands)	Difficulty reading the publication year because the Arabic numeral format is different from the Latin numbers.	Angga is confused reading Arabic numerals in the thousands for the book's publication year
5.	Inability to identify bibliographic information on damaged or missing books	Cannot read the title, author, publisher, or year of publication on a damaged or incomplete book	Angga has difficulty entering data for damaged or lost books because he is unable to read the information.

These findings indicate that librarians' tacit knowledge of the Arabic language is still limited and has not yet become an established work competency. The librarians are not able to process library materials correctly due to their limited knowledge of Arabic. As a result, the classification and cataloging carried out are not entirely accurate. This makes the socialization process an important foundation for formulating material needs in the next stage.

b. Externalization: Transforming Tacit Knowledge into Explicit Knowledge

The externalization stage is the process of transforming the librarian's tacit knowledge acquired through socialization into explicit knowledge that is documented in the form of learning materials (Zakaria, 2015). At this stage, the researcher prepares materials that directly address the Arabic reading competency needs arising from the work experience of librarians. This process is carried out by grouping the obstacles into the required competencies.

Research findings indicate that the process of strengthening the qirā'ah skills of librarians at IAIN Pekalongan needs to be based on identifying the real challenges (tacit knowledge) they face in their daily work activities. (Quadri & Garaba, 2019). These obstacles are then mapped into learning needs (explicit knowledge) that must be provided through a knowledge sharing model so that competence improvement can take place in a directed manner (Anna, 2013). Here is a complete explanation of the relationship:

First, some librarians have difficulty reading titles, author names, and publisher information in Arabic-language collections. This barrier arises because librarians are not yet accustomed to recognizing the writing patterns of bibliographic elements in Arabic. To address this, learning materials are needed in the form of Arabic bibliographic analysis, particularly regarding the identification of titles ('unwān), authors (mu'allif), publishers (nāshir), place of publication, and the standard structure of title pages. (RAHMAN, 2023). The provision of such materials will help librarians identify the main information of a work more quickly and accurately.

Secondly, the majority of librarians face difficulties reading unvoweled Arabic texts, that is, texts without diacritical marks. This difficulty causes the process of identifying library materials to be slow and often mistaken. In this context, librarians need materials on the basic rules for reading unvoweled Arabic. (Rois & Izani, 2019), such as the concept of ta'rif (the definite article al-), the idāfah pattern (possessive phrase) (Lutfiah Hafisah & Shirly Amalia Hanum, 2021), the relationship between na't and man'ūt (adjective and the described) (Permana, 2020), as well as an introduction to letters and their functions (Budi, 2021). Mastery of these basic rules is very helpful in guessing the meaning and structure of sentences even without diacritical marks.

Third, it was also found that many librarians do not understand bibliographic terms in Arabic. Technical terms such as *mu'allif* (author), *muḥaqqiq* (editor), *nāshir* (publisher), volume or part, and terms related to keywords are often not translatable by them, which hinders the catalog data entry process. This difficulty commonly arises because these terms do not always have direct equivalents in Indonesian cataloging practices and sometimes vary in form depending on the manuscript tradition or publishing style. Therefore, a list of Arabic bibliographic terms along with their translations and usage examples is needed. Such a list would not only clarify the meaning of each term but also help standardize their use in library cataloging workflows. This material is important as a practical guide for understanding Arabic metadata that appears on the front and back pages of books, ensuring that librarians can interpret bibliographic descriptions accurately and consistently.

Fourth, some librarians have difficulty reading Arabic numerals, especially numbers in the thousands format commonly used in writing the year of publication, the number of volumes, or serial numbers. This difficulty affects the accuracy of recording the year of publication in cataloging (RAHMAN, 2023). Therefore, it is necessary to provide learning materials on reading Arabic numerals from tens to thousands, including exercises for reading the common variations of numerals found in publications from the Middle East.

Fifth, there is a challenge related to librarians' inability to identify bibliographic information in books that are damaged or partially missing. The condition of incomplete books requires librarians to be able to read the remaining text, understand the pattern of information placement, and identify the small clues that remain. In situations like this, librarians must rely not only on general cataloging skills but also on their ability to interpret fragmentary information and recognize subtle textual indicators that usually appear in classical or contemporary Arabic works. Such competence ensures that even minimal surviving content can still be analyzed to extract essential bibliographic elements.

To meet this need, quick identification materials for bibliographic information based on the general structure of Arabic books are needed, such as the location of the title, author's name, edition, publisher, and year of publication. The availability of these materials will help librarians work more efficiently by providing a reference framework for reconstructing data from incomplete sources. With these aids, librarians can systematically restore missing bibliographic details and ensure the accuracy of catalog records even when the physical condition of the book does not provide complete information.

Table 2. Conversion of Librarian Constraints into Material Requirements (Tacit → Explicit)

No.	Arising Challenges (Tacit Knowledge)	Learning Material Needs (Explicit Knowledge)
1.	Difficulty reading the title, author, publisher	Material for Arabic bibliographic analysis (title, author, publisher, city of publication)
2.	Difficulty reading unvowelled Arabic	Basic rules material for reading unvowelled Arabic (ta'rif, idāfah, na't-man'ūt, hamzah letters)
3.	Has not yet understood the term Arabic bibliography	List of Arabic bibliographic terms (author, editor, publisher, volume, part, keywords)
4.	Difficulty reading Arabic numerals (thousands)	Arabic numerals from tens to thousands
5.	Unable to read information in damaged/missing books	Quick identification material for bibliographic information based on common placement in Arabic books

Overall, this mapping shows that every tacit knowledge constraint has a corresponding explicit knowledge that can be designed into learning materials within a knowledge sharing model. Thus, the process of enhancing librarians' maharah qirā'ah can be carried out systematically, purposefully, and according to the actual needs of their work.

CONCLUSION

This study shows that the SECI-based knowledge sharing model, particularly Socialization and Externalization, is effective in improving the qirā'ah skills of librarians at IAIN Pekalongan in managing Arabic language collections. The results of the socialization phase revealed that the librarians' tacit knowledge was still at a basic level, so they faced various challenges, ranging from reading unvowelled Arabic texts, understanding bibliographic terms, distinguishing types of collections, reading Arabic numerals, to identifying information in damaged books. These obstacles directly affected the accuracy of cataloging and the quality of library services.

The externalization stage then transforms these various constraints into explicit knowledge in the form of learning materials arranged systematically and relevant to the needs of librarians. This material includes Arab bibliographic analysis, rules for reading texts without harakat, a list of technical terms, reading Arabic numerals, and techniques for quickly identifying bibliographic information. The design of this material becomes an important foundation in a systematic effort to improve librarians' technical skills in reading and understanding the structure of Arab books.

Theoretically, this study contributes to the development of knowledge management and Arabic language education within the context of Islamic education. The SECI model emphasizes that competency improvement relies not only on formal teaching but also on collaborative, reflective, and experiential processes. Practically, this study offers a model for continuous training for librarians at Islamic higher education institutions in managing Arabic collections, while also strengthening the role of libraries as centers of Islamic scholarly literacy. Thus, this study also supports the sustainability of Islamic educational practices by enhancing human resources competencies in the preservation and management of Arab-Islamic scholarly treasures more professionally.

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