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KNOWLEDGE MANAGEMENT TO IMPROVE TEACHER'S PERFORMANCE: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

Knowledge management is an activity carried out by teachers in educational institutions to organise, share, and implement knowledge so that it can be utilised for institutional advancement. This activity includes identifying, developing, sharing, applying, and disseminating knowledge. The aim of this research is to review on how teachers' knowledge management practices contribute to individual performance and school development. The research employed a Systematic Literature Review (SLR) with a qualitative descriptive design and was carried out systematically by applying PRISMA's guidelines for analysing and summarising systematic reviews. On the basis systematic search of Google Scholar database, there were 45 articles were eligible and 6 articles were included. The review also highlights that the discussion of knowledge management in education draws on several theoretical fields, including knowledge creation theory (Nonaka & Takeuchi). The findings indicate and consistently show that effective knowledge management enhances teachers' capacity to innovate, collaborate, and adapt to change, which in turn strengthens teaching strategies, professional competence, and overall work performance.

Keywords: knowledge management, performance, teacher

1. INTRODUCTION

Education in the era of the 5.0 industrial revolution, which relies on cyber-physical systems, supported by advances in technology, information bases, knowledge, innovation, and networks, marks the dawn of a creative age. It emphasises the development of rational, knowledgeable, IT-based individuals, encouraging teachers to continuously improve their competencies as individuals who play a vital role in advancing education (Ahmad et al., 2023).

In the age where information grows exponentially, classrooms no longer merely transmit facts, they engage with rapidly changing knowledge, technology, and societal expectations. For teachers, managing knowledge well has become not just a competitive advantage, but a necessity. Strong Knowledge Management (hereinafter abbreviated as KM) enables teachers to keep up with new pedagogies, integrate research into practice, collaborate effectively, and improve both student

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outcomes and their own professional growth (Fitri et al., 2025).

KM is an important tool and process to assist, collect, and share knowledge experiences teachers to prevent errors in creating innovative designs, which is the focus of KM. It should be used as a portal for internal and external information to connect stakeholders (Ali et al., 2023). The focus of KM is on Sharing: as an effective means of sharing internal and external information and knowledge, which will reduce excessive effort and reduce the burden of reporting (Yi, 2016).

Key reasons and urgency of teacher's knowledge management is that curriculum standards, technologies, and student needs evolve fast. Teachers need to acquire, evaluate, and adapt knowledge continuously so their instruction remains relevant. Without effective KM practices, there's a risk of falling behind, teaching outdated material, or failing to address contemporary challenges (Coker et al., 2023).

Another reason is about complexity and uncertainty. Issues like digital learning, differentiated instruction, social-emotional learning, and inclusion require teachers to coordinate many sources of knowledge, formal research, peer experiences, contextual knowledge of students, and evolving policy. KM helps them make sense of this complexity by organizing, filtering, sharing, and applying knowledge in purposeful ways.

In addition, teacher's KM is also about collaboration and collective professionalism. Teaching seldom happens in isolation. Communities of Practice (CoPs), lesson studies, peer coaching, and school-wide professional development all depend on teachers sharing and reusing knowledge effectively (Antinluoma et al., 2021). KM frameworks support these interactions by providing common repositories, shared assumptions, and practices.

Moreover, educational stakeholders: schools, families, policymakers: expect measurable outcomes. Teachers who manage their knowledge well are better positioned to plan lessons informed by evidence, reflect on what works, and adjust accordingly. This improves both teaching effectiveness and institutional performance (Ahmed et al., 2023).

In short, for teachers, knowledge management is urgent because the teaching profession is transforming. Teachers must deal with constant change, greater complexity, and higher expectations, not just from students, but from the systems around them. Theories of KM, dimensions of KM cycles, and empirical studies support that KM isn't optional, it's central to teaching quality, teacher well-being, and student success. Without it, teachers risk burnout, redundancy, and stagnation (Gorain & Kalhotra, 2024).

In the field of education, teachers play a central role in shaping learning quality and school improvement. However, many studies indicate that teachers' knowledge management (KM) practices remain low, limiting their ability to optimise teaching performance and professional growth. Low KM practices often appear in the form of limited sharing of teaching experiences, inadequate documentation of instructional strategies, and weak collaboration in knowledge exchange (Supermane & Tahir, 2018). When teachers fail to acquire, store, and share knowledge effectively, valuable insights and innovations remain individual rather than institutional assets, reducing the school's overall learning capacity (Alavi & Leidner, 2001).

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This issue directly affects teachers' work performance, as limited access to collective knowledge restricts their ability to adapt to curriculum changes, integrate technology, and implement effective learning strategies (Sudibjo et al., 2022). According to Nonaka and Takeuchi's (1995) knowledge creation theory, continuous interaction between tacit and explicit knowledge is essential for professional improvement and innovation. Therefore, when teachers' KM practices are weak, both individual creativity and organizational learning decline, leading to stagnant performance and slower institutional development. Addressing this problem requires schools to cultivate a culture that supports knowledge sharing, collaboration, and reflective practice as the foundation for continuous improvement in teaching and learning.

Although numerous studies have examined teachers' KM and its influence on performance, several research gaps remain. Conceptually, many studies treat KM as a general process without integrating multiple theoretical perspectives, such as knowledge creation (Nonaka & Takeuchi, 1995), most research relies on cross-sectional survey data and self-reported measures (Sudibjo et al., 2022), offering limited insight into how KM practices evolve over time or affect real classroom outcomes. Empirical studies also tend to overlook the mediating and moderating factors, such as school culture, leadership, and technological infrastructure, that shape the relationship between KM and teacher performance (Sudibjo et al., 2022; Supermane et al., 2018). Contextually, existing literature is concentrated in specific regions or education levels, limiting generalization across settings (Alayda et al., 2022). Furthermore, the role of digital technologies and ethical issues in knowledge sharing remains underexplored. To address these gaps, future research should develop integrated theoretical models, employ longitudinal and mixed-method approaches, and evaluate practical interventions that link KM practices directly to teaching innovation, collaboration, and measurable improvements in performance.

2. LITERATURE REVIEW

Generally, knowledge management as a broad organizational capability that integrates technology, processes, and people to improve how knowledge is created, shared, and applied. They emphasize that KM should be seen not just as an information system initiative but as a strategic effort to enhance organizational learning, innovation, and performance. A successful KM requires both technological infrastructures to store and distribute knowledge and cultural mechanisms that encourage collaboration and trust. In this view, knowledge is a critical resource that, when effectively managed, strengthens decision-making and overall effectiveness. Applied in schools, this perspective suggests that teachers who engage in systematic KM practices—supported by digital tools and collaborative cultures—are better positioned to improve their professional performance and contribute to school development (Grover & Davenport, 2001).

"Knowledge Management is the approach to manage knowledge from people and process of an organization. Each organization usually capture, codify, or render tangible and intangible knowledge in the shape that we know as tacit or explicit knowledge" (Nonaka & Takeuchi, 1995). Another defined that Knowledge

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Management is the application of management skills, decision making skills, learning and innovation, and communication skills. KM focuses on how knowledge is created by the right people and ensuring that an organisation can learn, acquire, and use its knowledge assets as needed. The six dimensions of KM are: a) knowledge discovery and detection: the process of discovering and detecting knowledge, b) knowledge organisation and assessment: the compilation and assessment of knowledge, c) knowledge sharing: opportunities for members of an organisation to share their knowledge, techniques, experiences and ideas with other members, d) knowledge reuse: the reuse of existing knowledge to complete work and aid in the search for new knowledge, e) knowledge creation: the process of creating new knowledge within an organisation as a result of processing knowledge from various other members of the organisation, and f) knowledge acquisition: the process of acquiring knowledge from various sources (Mohanta & Thooyamani, 2009).

Knowledge Management is an important tool/ process to assist, collect, and share experiences and knowledge among team members to prevent errors in creating innovative designs, which is the focus of Knowledge Management. Knowledge management should be used as a portal for internal and external information to connect stakeholders. The focus of KM is on Sharing: as an effective means of sharing internal and external information and knowledge, which will reduce excessive effort and reduce the burden of reporting (Yi, 2016).

Another view is that Knowledge Management is the acquisition of knowledge in the right way at the right time by the right people. There are four types of Knowledge Management: a) acquisition: the acquisition of knowledge from knowledge sources, b) storing: the documentation and storage of various knowledge files, c) evaluating: the evaluation of the relevance and usefulness of knowledge, d) disseminating: the dissemination/ distribution of information about the successful application of knowledge, and e) applying: easy-to-follow instructions for applying knowledge (Jennex, 2008).

The process of producing, disseminating, utilizing, and overseeing knowledge and information inside an organization is known as knowledge management, and it refers to a multidisciplinary strategy for accomplishing organizational objectives by optimizing knowledge. The indicators in KM are: a) Identifying: identifying what the company (organisation) knows and what its core competencies are, b) Leveraging: utilising knowledge assets throughout the organisation, c) Building: building the right knowledge and expertise to meet strategic needs, and d) Isolating and removing: isolating and removing obsolete knowledge (Indumathi, 2016).

Related to job performance, teachers who actively engage in personal knowledge management—such as acquiring, storing, sharing, and applying knowledge—are more capable of adapting to changes in pedagogy and technology, which in turn improves their teaching performance. (Sudibjo et al., 2022)

Moreover, knowledge distribution and sharing are crucial aspects of knowledge management that strengthen teachers' professional competence and have a direct influence on their job performance. Knowledge becomes impactful when it is continuously created, shared, and applied

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within an organization, suggesting that effective knowledge management among teachers contributes to both individual and collective performance. (Supermane & Tahir, 2018).

Viewing knowledge as a strategic resource, the resource-based perspective suggests that when teachers manage and share their expertise effectively, schools gain a sustainable advantage in improving teaching quality and performance (Garcia-Perez et al., 2019). Teachers' work performance in schools improves when knowledge is effectively created, shared, and applied. Moreover, personal knowledge management practices—such as acquiring, sharing, and applying knowledge—enable teachers to adapt to pedagogical and technological demands, which directly enhances their effectiveness in the classroom.

Based on the above definitions, it can be synthesised that Knowledge Management is a series of individual activities within an organisation to identify, organise, share, and implement knowledge so that it can be utilised for the advancement of the organisation. The dimensions and indicators involved are: a) Identifying Knowledge, which is the activity of identifying the value of knowledge from various sources of knowledge, by means of: 1) knowledge recognition and 2) knowledge understanding; b) Developing Knowledge, which is the activity of adding to and modifying knowledge with new ideas, with the following indicators: 1) knowledge development and 2) knowledge combination; c) Sharing Knowledge, which is the activity of sharing knowledge among members of the organisation through: 1) the exchange of ideas and information and 2) the exchange of understanding and experience; d) Applying Knowledge, which is the activity of applying the knowledge that has been discovered, such as: 1) the use of knowledge and 2) the utilisation of knowledge; e) Disseminating, which is the activity of distributing acquired knowledge with the following indicators: 1) contribution, which is the alignment of knowledge with the organisation's goals and objectives, including science and decision-making systems and workflow management, and 2) leveraging, which is the utilisation of knowledge assets throughout the organisation.

In recent years, multiple studies have demonstrated a strong link between effective knowledge management practices among teachers and improved professional performance. For example, Juniarni et al., (2023) found that teachers' ability to identify, reflect on, share, and use knowledge significantly influenced their performance, with professional competence acting as a mediating variable. Similarly, Triana & Rugaiyah, (2023) showed that tacit knowledge sharing among teachers—i.e., sharing experiences, insights, and best practices, was positively correlated with teacher performance in Indonesian schools. These findings align with foundational theory: according to the resource-based view, knowledge is a strategic asset, and when organizations (in this case schools) facilitate knowledge acquisition, storage, sharing, and application, they enhance human capital and performance (The Impact of Knowledge Management on Teacher Performance…, 2024). Thus, when teachers engage in systematic KM processes, they are better positioned to adapt to curriculum changes, integrate technology, innovate pedagogy, and ultimately deliver higher performance.

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Moreover, the role of KM in fostering innovation and responsiveness in teaching practice is underscored in the literature. Gulwani & Aggarwal (2024), found that teachers who participated in knowledge management system-based training showed marked improvements in instructional quality, efficiency, and learner outcomes, suggesting that formalized KM initiatives translate into tangible performance gains. Meanwhile, Sukmanasa & Novita (2023), reported that knowledge management, not only in sharing but in evaluating and applying knowledge, was significantly associated with teacher innovation (r = 0.652) and thus indirectly with improved performance outcomes. The theoretical underpinning here includes organizational learning theory, which posits those continuous cycles of knowledge generation and application lead to mastery and enhanced performance (Argyris & Schön in Malone, 2002). Together, these studies make a compelling case that KM is not an optional extra but a critical lever in improving teacher performance, especially in contexts where educational demands, technology, and student needs are evolving rapidly.

3. RESEARCH METHOD

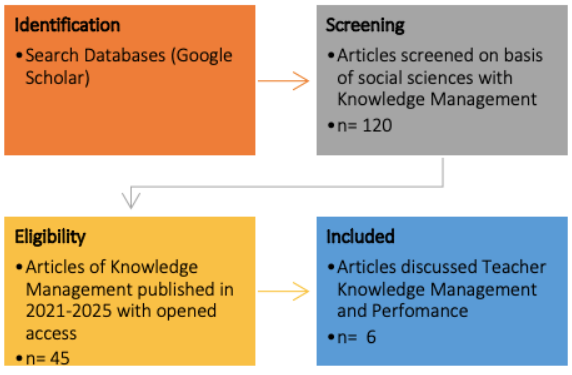

Figure 1. PRISMA Protocol

This research adopted the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to perform a systematic literature review. The PRISMA 2020 statement provides updated reporting items and a flow diagram to document study identification, screening, eligibility, and inclusion—strengthening reproducibility and reader appraisal (Page et al., 2021). In this research, a systematic literature review was carried out on a large literature database.

Systematic literature review (SLR) is a structured, transparent, and reproducible method for identifying, appraising, and synthesizing all relevant evidence on a specific question. Unlike a narrative review, an SLR uses pre-specified eligibility criteria, exhaustive search strategies, and explicit procedures for research selection and data extraction to reduce bias and increase reliability (Aromataris & Munn, 2020).

SLR theory positions synthesis not only as a way to summarize findings but also as a method to identify evidence gaps, test theoretical propositions, and produce practice relevant recommendations, making it especially appropriate for applied fields such as education and teacher knowledge management (Higgins et al., 2022).

The research began by finding articles related to the research topic, namely Teacher's Knowledge Management. The SLR examines issues by identifying, evaluating, and selecting specific issues and asking clearly defined questions based on defined criteria. This involves reviewing previous research relevant to the research questions. The stages in this research are:

1. Answer the question, how does the school manage teacher knowledge?
2. The data in this research are articles that focus on Teacher's Knowledge Management to improve performance.

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The literature search began by using data found on Google Scholar.

3. Analysing in detail the five relevant articles found that are in line with the theme of this research, which will be presented in the result and discussion section.

4. RESULT AND DISCUSSION

4.1 Result

Teacher knowledge management is crucial in improving school performance because through effective knowledge management, teachers are able to acquire, store, share, and apply relevant information and experiences to support the learning process. Teachers who are accustomed to managing their knowledge are not only quicker to adapt to changes in curriculum and technology, but are also able to create learning innovations that meet the needs of students. Furthermore, the practice of knowledge sharing among teachers fosters a collaborative culture in schools, which ultimately improves teaching effectiveness, decision quality, and student learning outcomes. In other words, knowledge management is the foundation for teachers to continue to develop professionally while improving overall school performance (Bhatt, 2001; Ode & Ayavoo, 2020). The following table shows the results of the analysis of teachers' knowledge management based on five related articles.

Table1. Result of Teacher's Knowledge Management and Performance

Articles	Objective	Result
1. Suparsa, I. M., Setini, M., Asih, D., & Telagawathi, N. L. W. S. (2021). Teacher performance evaluation through knowledge sharing and technology during the COVID 19 pandemic. Management.	Although teacher employability in Indonesia relies solely on qualifications, many teachers lack the knowledge and education to meet higher education standards. Furthermore, they lack adequate training, negatively impacting their performance. This study seeks to evaluate teaching and how much influence knowledge and training has on teacher performance	Teachers in Kupang and Bali are constantly encouraged to share knowledge with their peers. Sharing knowledge significantly improves their ability to work (teach) more effectively. Sixty percent of teachers are male, and 55% of the 200 interviewees were aged 31–40. This is in line with research (Jekauc et al., 2021; Nguyen et al., 2020; Li & Huo, 2021; Basińska-Zych and Springer, 2021; Pursio et al., 2021).
2. Sahibzada, U. F., Jianfeng, C., Latif, K. F., Shafait, Z., & Sahibzada, H. F. (2022). Interpreting the impact of knowledge management processes on organizational performance in Chinese higher education: mediating role of knowledge worker productivity: Studies in Higher Education, 47(4), 713-730.	The purpose of this study is to fulfill the identified knowledge gap related to KM in PT. Thus, it can provide some theoretical contributions to the literature by assessing the relationship between KOL, KM processes (creation, acquisition, storage, sharing, utilization), KWP (job autonomy, timeliness, task efficiency), and OP. Then there is a relationship between the KM process and OP in mediating KWP. This can help the mediation mechanism of the KM process	This study states that the KM process; acquisition, creation, storage, sharing, and utilization of knowledge accelerates KWP to validate Drucker's theory (Drucker 1999; Kianto et al. 2019; Shujahat et al. 2019). Referring to previous studies, it is proven that only the sharing, acquisition, and utilization of knowledge are indirectly related to OP and validate the KBV theory (Gold, Malhotra, and Segars 2001; Grant 1996; Iqbal et al.

	in providing a basis for PT performance. With significantly limited research on the role of KM in Chinese HEIs, the study would significantly help in understanding and highlighting the role of KM in Chinese HEIs. The research study endeavors to contributes to the field of KM in HEIs and further understandings towards the theory of Drucker (1999) who believed that KWP is the biggest of the twenty-first-century management challenges and Knowledge-Based View (KBV) (Grant 1996) literature that stresses knowledge as a critical organizational resource leading to improved OP.	2019; Shih, Chang, and Lin 2010; Wang, Sharma, and Cao 2016). While empirically, this study shows that not only knowledge sharing, but also knowledge creation and storage can encourage increased OP through KWP at PT. Knowledge-focused leadership and KM Processes can be considered to be critical factors for facilitating the right conditions for KWP that could lead to improved performance of HEIs. Focusing on KOL will help the organizations expand the knowledge base, which has the capacity to improve the productivity of the employees and attain superior performance.
3. Gakuru, R. N. (2025). Knowledge Management Practices and Teacher Performance in Public Secondary Schools in Murang'a County, Kenya. Human Resource and Leadership, 5(1), 12-25.	This study examines the impact of knowledge management practices on teacher performance in public secondary schools in Murang'a County, Kenya. It aims to examine the influence of knowledge acquisition and knowledge conversion on teacher performance. Despite the public secondary schools suffer a high turnover of teachers who do not leave tacit knowledge in the institutional memory for use by the incoming teachers (Zurina, 2020). According to the Ministry of Education, Murang'a County lost200 teachers voluntarily representing a 5% turnover rate which portrays a worrying situation (Mwangi and Kamau, 2022).	This study found that the knowledge acquisition coefficient was β=0.2550, p=0.000<0.05, which was positive and significant at the 5 percent level. Further analysis showed that knowledge acquisition significantly predicted teacher performance in public secondary schools in Murang'a Regency. The results further show that an increase in knowledge acquisition would result in to increase in teacher performance in public secondary schools in Murang'a County by 0.2550units. Based on these findings, the study rejected H01: There is no significant effect of knowledge acquisition on teacher performance in public secondary schools in Murang'a County, Kenya. The finding supports. Markus (2023) found that knowledge acquisition positively affects firm performance. Similarly, Papa (2019) agrees that knowledge acquisition positively

		affects innovation performance and that human resource management moderates the relationship between knowledge acquisition and innovation performance.
4. Mohammadi, M., & Faskhodi, A. A. (2022). Modeling the dynamics of knowledge management in educational institutes: A system dynamics approach. Education and Self Development, 17(2), 86-104.	This study examines the impact of knowledge management on teaching staff performance; as educational organizations are organizations that require a diverse group of individuals with diverse work skills to anticipate, prepare, create, and provide various services for the educational environment and its primary beneficiaries to achieve their goals. Knowledge management is the most important tool used by teachers to guide schools and students toward their stated goals.	The effect of KMP on creative performance (β = 0.49, p < 0.001) was proven significant. That in this study the implementation of an effective KMP is very helpful in improving the creative performance of PT personnel. Thus, it shows that KMP in Pakistani PT can improve academic research results, academic and operational efficacy, curriculum development, as well as timely and effective responses to modern challenges. In the context of PT, these results also confirm the rationality of the knowledge-based view so that effective management of knowledge
		resources can facilitate employee and organizational creativity. Furthermore, this study lends support for KM initiatives in HEIs in developing nations such Pakistan, which will, consequently, play a prominent role in enhancing HEIs incumbents' autonomy and responsibility, growth and creative performance.
5. Edopkolor, J. E., & Osifo, K. E. (2022). Knowledge management and job performance of business studies teachers: The mediating effect of work engagement. Management Review: An International Journal, 17(1), 27-64.	For business studies teachers to perform their jobs effectively in relation to the descriptions of their jobs, there is need to possess appropriate knowledge of the job because knowledge is a key determinant factor of high work engagement (WE) dimensions and better JP components. In other words, business studies teachers who exert high cognitive engagement, emotional	Overall, the results of the study indicate that the dimensions of knowledge management (KM), including knowledge acquisition (F = 3.931, p = 0.168, p = 0.05) and knowledge dissemination (F = 4.287, p = 0.175, p = 0.05), are significant positive predictors of business studies teachers' task performance. However, responsiveness to knowledge (F = 1.411, p = 0.101, p = 0.05), is not significantly While

	engagement and physical engagement through the integration of knowledge management (KM) dimensions are more successful in acquiring job relevant knowledge, which could help them to accomplish better job-related performances.	responsiveness to knowledge is found not to be a significant predictor of task performance of business studies teachers.
6. Sidharta, I. (2023). The Effect of Motivation on Teacher Performance: Mediating Role of Knowledge Sharing. Jurnal Ekonomi, Bisnis & Entrepreneurship (e-Journal), 17(1), 183-194.	This study investigates the potential mediating impact of knowledge sharing on the relationship between motivation and teacher performance. Based on observations of one of the study objects, current teacher performance has yet to reach its maximum potential. Work results were not appropriately achieved because teachers needed to complete their responsibilities: teachers are mild in preparing teacher administrative completeness such as syllabus and learning implementation plans.	Data analysis showed a mediating effect of 0.337 on knowledge sharing, accounting for 33.7% of the variance in the relationship between teacher motivation and performance. This finding indicates that knowledge sharing significantly influences the relationship between teacher motivation and performance.

4.2 Discussion

On the basis of the above relevant articles, teacher's knowledge management has a direct effect on performance because it determines how effectively teachers acquire, organize, share, and apply knowledge in their professional practice. When teachers engage in systematic knowledge management, they are better prepared to integrate new pedagogical strategies, adapt to curriculum changes, and implement innovative approaches that improve classroom instruction. Teacher's knowledge management enhances teachers' ability to use information and technology for effective teaching and sharing significantly strengthen teachers' professional competence. These findings highlight having a well-structured knowledge management among teachers brings a positive impact on performance because it ensures that valuable information, teaching strategies, and experiences are not only stored but also shared and applied in daily practice. When teachers manage their knowledge effectively, they can make better instructional decisions, collaborate more productively with colleagues, and respond more quickly to educational challenges. This leads to improved teaching quality, stronger professional competence, and better student learning outcomes. In other words, good knowledge management equips teachers to continuously grow and innovate, which directly contributes to higher individual performance and overall school effectiveness. Knowledge management is not a peripheral activity but a core driver of

teacher effectiveness and overall performance.

However, in the process of developing teacher knowledge management, its impact on teacher performance must be tested for validity to determine its effectiveness. This test also covers the dimensions of knowledge management and its comprehensive impact on teacher performance.

From the analysis of the above article, apart from the positive results that have been proven through empirical study, there are still shortcomings and weaknesses in the study. Based on the research by Suparsa et al., (2021), focused of the study was limited to the context of the COVID-19 pandemic, making it difficult to generalise the results to normal or post-pandemic situations. The variable of knowledge sharing is only viewed as a technological activity (through digital media), without exploring the aspects of tacit knowledge and cultural barriers in knowledge sharing. The study does not explain in depth the causal relationship between knowledge sharing and improved teacher performance. Therefore, a longitudinal study is needed to assess whether digital knowledge sharing practices continue and have a long-term impact on teacher performance after the pandemic.

The weaknesses and gaps in the research by Sahibzada et al., (2022) focused on the higher education sector, not primary/secondary education, so the findings are less relevant to the context of school teachers. The variable of knowledge worker productivity is treated as a single mediator; the study does not consider contextual factors such as organisational culture or school technology support. The purely quantitative approach results in a less in-depth qualitative understanding of knowledge sharing behaviour. However, this opens up future research on exploring a combination of methods (mixed-method) to understand the dynamics of knowledge at the individual teacher and primary/secondary education institution levels.

Furthermore, in Gakuru's (2025) study was contextual and regional in nature, limited to one area (Murang'a County, Kenya), making it difficult to generalise the results globally. There has been no integration of strong theories such as Nonaka's SECI model or organisational learning theory in analysing KM practices. The research is more descriptive in nature, not explaining the cause-and-effect relationships or mediators/moderators that influence teacher performance. Further research should add theoretical dimensions and test conceptual models with structural analysis (SEM) to strengthen empirical validity.

Next, the results of Mohammadi & Faskhodi's (2022) research, which focused on dynamic system models, make this research more theoretical and simulative in nature, rather than based on empirical field data. It does not specifically examine the impact of KM on individual teacher performance, but rather on the education system in general. It does not sufficiently consider human behavioural factors (e.g. motivation, sharing culture, resistance to change) in its dynamic model. The opportunity for this research is to combine the dynamic system model with empirical data from teacher practice so that the model is more realistic and applicable.

From the research by Edopkolor and Osifo (2022), focused on business studies teachers limits generalisation to other fields

(e.g., science or language teachers), only examining work engagement as a mediator; other variables such as organisational commitment, learning culture, or digital literacy have not been tested. The research does not explore the dimensions of knowledge creation or knowledge application in depth. Opportunities from this research include expanding the model with other contextual variables and applying a comparative approach between teacher disciplines.

Finally, Sidharta's (2023) study only placed knowledge sharing as a mediator of motivation on performance, thereby neglecting other KM dimensions (such as knowledge storage or application). Furthermore, the data was collected from a single period (cross-sectional), failing to illustrate changes in teacher behaviour over time. It did not explore aspects of organisational learning culture that could strengthen the relationship between motivation and knowledge sharing. Therefore, expanding the conceptual model to include the entire KM cycle (acquisition, sharing, application) and conducting longitudinal analysis to observe the dynamics of teacher performance could be opportunities for future research.

Generally, the six studies showed that the relationship between teacher knowledge management and performance has been extensively studied, but there are still several gaps in the research. The limitations of the context, where most studies focus on specific areas or sectors, mean that there are no comparative studies across countries or levels of education. In terms of theoretical limitations, there are not many studies that integrate the theories of Nonaka, Argyris & Schön, or the Resource-Based View in the context of education. Methodologically, there is a dominance of descriptive quantitative approaches without qualitative triangulation. In addition, there is a lack of focus on the actual practices of teachers, with most studies discussing institutions or organisations rather than the behaviour of individual teachers in managing knowledge.

5. CONCLUSION

The analysis of six articles reveals that teacher knowledge management (KM) plays a crucial role in improving teacher's performance by enabling educators to acquire, organize, share, and apply knowledge effectively. Teachers who engage in structured KM practices demonstrate better instructional decision-making, adaptability to curriculum changes, and integration of technology and innovation in their teaching. This not only enhances individual teacher competence but also contributes to overall school effectiveness and student learning outcomes. Therefore, KM should be viewed as a central element in educational improvement, rather than an additional or optional process.

Future research should aim for broader and more comparative studies across countries and educational levels to enhance generalizability. Researchers should also adopt a mixed-methods approach to capture both the measurable effects of KM and the contextual, behavioral dynamics behind teachers' knowledge practices. Integrating established KM and organizational learning theories would strengthen conceptual models and help explain not only what relationships exist but why and how they occur.

Educational institutions should develop comprehensive KM frameworks

that include the full KM cycle—knowledge acquisition, storage, sharing, and application—supported by technology and a collaborative learning culture. School leaders should also encourage teachers to participate in continuous professional learning communities and provide institutional mechanisms for sharing and documenting tacit knowledge.

Theoretically, this review highlights the need to refine the conceptual understanding of KM within the teaching profession by combining insights from management, organizational behaviour, and educational psychology. Practically, it underscores the importance of fostering a culture of knowledge sharing and collaboration among teachers as a driver of innovation and improved performance. Policymakers and school administrators can use these findings to design teacher development programs that integrate KM as a strategic tool for professional growth and educational reform.

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