

# Influencing Success Factors Lah!: Orchestrating Malaysia's Handicraft Heritage Through the Symphony of Knowledge Transfer

Razifah Othman<sup>1a,b</sup>, Othman Ibrahim<sup>2</sup>, Siti Nur-Ila Mat Kamal<sup>3</sup>  
and Zailani Shafie<sup>4</sup>

<sup>1a,2</sup>Department of Information System, Faculty of Management, Universiti Teknologi Malaysia, 81310 Johor Bahru, Johor, Malaysia, <sup>1b,4</sup>Information Science Studies, College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM) Negeri Sembilan Branch, Rembau Campus, Malaysia, <sup>3</sup>Information Science Studies, College of Computing, Informatics and Media, Universiti Teknologi MARA (UiTM) Johor Branch, Segamat Campus, Malaysia

Corresponding Author Email: [razif879@uitm.edu.my](mailto:razif879@uitm.edu.my)

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i1/20548>

DOI:10.6007/IJARBSS/v14-i1/20548

**Published Date:** 14 January 2024

## Abstract

This article provides a thorough examination of the critical challenge in maintaining Malaysia's Handicraft Heritage (HH) via effective Knowledge Transfer (KT). The research synthesises key aspects contributing to successful knowledge transfer using a rigorous process that included a thorough assessment and abstraction of 16 scholarly contributions. Organisational culture, mentorship programmes, supportive policies, education and training initiatives, cultural background, and economic sustainability are examples of these elements. The study emphasises the need for tacit and explicit knowledge, the critical master-apprentice relationship, supportive learning environments, and rigorous documentation of tangible and intangible HH aspects. It also emphasises the need for public engagement and market access in sustaining HH. The essay concludes by recommending promising future study areas and emphasising the joint efforts required to ensure the long-term preservation of Malaysia's rich and diversified HH for the benefit of present and future generations.

**Keywords:** Knowledge Transfer, Handicraft Heritage, Cultural Heritage, Influencing Factors, Malaysia

## Introduction

Preserving cultural heritage is a crucial endeavour that not only safeguards the rich legacy of a nation but also contributes to the broader cultural landscape. In the context of Malaysia, the preservation of its diverse and complex Handicraft Heritage (HH) holds a special

significance. The artistry and craftsmanship embedded within Malaysia's HH reflect the nation's history, traditions, and cultural identity. To ensure the continued survival and relevance of this heritage, effective Knowledge Transfer (KT) becomes imperative. Knowledge Transfer involves the sharing of tacit and explicit knowledge from one generation to another, ensuring the continuity of skills, techniques, and cultural insights that underpin the creation of these handicrafts. The importance of the handicraft sector goes beyond its cultural and artistic relevance. It also provides a vital source of income and employment for both rural and urban residents. Many artisans and craftspeople rely on their craft abilities as a form of support for themselves and their families (Yang et al., 2018). Furthermore, the business helps local economies through selling handicrafts to domestic and international markets, as well as through tourism activities centred on cultural heritage (CH). According to Alves (2021), Suaib et al. (2020), and Husna et al. (2021), the Malaysian handicraft industry is facing several challenges, including a decline in traditional craft skills, a lack of knowledge transfer, and the growing popularity of mass-produced and imported products. As a result of these issues, the country's handicraft history is in risk of losing essential traditional knowledge and skills.

### **Literature Review**

A wide body of scholarly literature on handicraft heritage, spanning 16 significant contributions to the critical importance of essential elements that permit successful knowledge transfer has been identified and analysed. The important factors identified include of organisational culture, thorough support systems, solid policy frameworks, ongoing learning programmes, culture-sensitive parts, skilled methods and mechanisms, and a carefully planned learning space with lots of resources and strong infrastructure (Suaib et al., 2020). The deep effect of organisational culture stands out among these elements as a pillar in the area of knowledge transfer within the handicraft legacy (Alves et al., 2021). An organization's culture that promotes openness, collaboration, and a real sense of community can spark employees or masters to freely share their unspoken knowledge, which is an important part of keeping handicraft traditions alive (Ali, 2019).

This is also why robust systems of support like well-designed mentorship programmes, active communities of practise, and cutting-edge knowledge-sharing platforms are necessary for knowledge transfer projects to be successful (Che, 2021). These support systems are very helpful because they let workers learn from each other, build dynamic master-apprentice relationships, and make it easier for specific knowledge to spread across the company's complex network (Enoch, 2019). While this is going on, organisational policies have a big impact on how information is shared. Transparent and empowering policies that not only encourage knowledge sharing but also give credit to people who add to the organization's knowledge base can motivate employees to take an active role in the knowledge transfer process, which will strengthen efforts to keep knowledge alive as a whole.

Additionally, investing in strong employee education and training programmes and always learning new things becomes an important plan (Mohd, 2020). These programmes not only improve the skills and techniques of employees, but they also give them the freedom to adapt to changing scenarios, that lets them to do their best work, which is an important part of preserving handicraft tradition. Understanding the societal importance of certain pieces of knowledge is a big part of how well knowledge transfer efforts work in handicraft heritage. This recognition hits home, making sure that the transfer process is not only technically sound but also in line with the values of the history that is being protected.

Last but not least, the ways and means used to share knowledge have a big impact on the results of attempts to protect handicraft heritage. Choosing and using these methods in a way that is appropriate for handicraft history is key to their success. It determines how well preservation efforts work and how long they last.

**Results and Discussions**

According to the matrix analysis (see Table 1), all research indicated tacit knowledge as a critical factor leading to KT success in HH Preservation. The formulation of the element and influencing factors were calculated as follows.

$$KTSuccess = \sum^n Factor_i$$

Description:

- *KTSuccess* = represents the overall success of Knowledge Transfer in preserving Malaysia's Handicraft Heritage.
- *n* = is the total number of influencing factors.
- *Factor<sub>i</sub>* = represents each individual influencing factor, such as Tacit Knowledge, Explicit Knowledge, Skills, Techniques, Support, Policy, Awareness, Engagement, Economy Sustainability, Communication, Best Practice, Mentoring, Technology, Training, Structural Equivalence, Trust, Context, Significance, Legacy Continuity, Document & Preservation, Resource Infrastructure.

This formula encapsulates the additive contribution of each influencing factor to the overall success of Knowledge Transfer in the context of preserving Malaysia's Handicraft Heritage.

**Table 1**  
*Matrix Analysis for factors influencing KT Success in HH Preservation*

Element	Knowledge-related Element				Organization related Element					Mechanism/ Method					Relation-ship -related Element		Cultural-related Element		Learning related Element			
	Factors				Factors					Factors					Factors		Factors					
Study	Tacit	Explicit	Skills	techniques	Support	Policy	Awareness	Engagement	Economy sustainability	Communication	Best practice	Mentoring	Technology	Training	Structural equivalence	Trust	Context	Significant	Legacy continuity	Document & preservation	Resource	infrastructure
Wong et al., 2020	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Amaral, 2021	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Nguyen, 2021	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Henaio-Garcia, 2021	✓	✓						✓		✓	✓	✓	✓		✓				✓	✓	✓	✓
Zheng, 2020	✓	✓			✓					✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓
Ahmed S, 2020	✓	✓	✓	✓	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ársekúshvíð, 2022	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
M Asrar, 2016	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alves, 2022	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Husna et al., 2017	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Kurniawati, 2016	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Umi et al., 2019	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Abdullah K et al., 2020	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Ali, 2019	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Bhutto et al., 2020	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>9</b>	<b>12</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>15</b>	<b>15</b>	<b>8</b>	<b>11</b>	<b>8</b>	<b>12</b>	<b>6</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>

Table 1 provides a detailed review of the different critical criteria that influence knowledge transfer (KT) success in the context of handicraft heritage (HH) preservation. This matrix classifies these factors according to various elements, such as knowledge-related, organization-related, mechanisms or methods, relationship-related, cultural-related, and learning-related. Factors such as tacit and explicit knowledge, skills, and techniques emerge as universally acknowledged contributors to the success of KT among the knowledge-related elements. This shows that people understand how important a good environment is for sharing information. In addition to highlighting notable similarities, the matrix illustrates variations in the extent to which various elements are addressed in the reviewed studies. Different levels of research have been done on cultural factors, relationship interactions, and

specific learning-related factors. This shows that KT is multidimensional in HH preservation. As a result of putting together the different articles, a clear picture of the factors that affect how well information is shared in the area of handicraft heritage (HH) perspectives becomes clear. The following Table 2 carefully shows the many aspects that include knowledge, relationships, the learning environment, resources, infrastructures, and more. It's important to recognise that different features and factors manifest in different ways across the various studies, each with its own unique contributions to highlight.

Table 2

Summary of Element and factors influencing Knowledge Transfer Success in HH

Element	Factors	Description	Recommendations
Knowledge	Tacit, explicit, skills and techniques	Handicraft heritage involves a combination of tacit knowledge (difficult to articulate skills and techniques in HH) and explicit knowledge (easily documented and transferred). Both forms are crucial for effective knowledge transfer.	Establish knowledge transfer and sharing platforms or networks where artisans can exchange tacit and explicit knowledge with each other.
Relationship	Master-apprentice relationship- Society structure and trust	The relationship between experienced artisans (masters) and apprentices is vital for knowledge transfer. It is related to society structure and trust between participants and artisan	Facilitate apprenticeship programs that connect aspiring artisans with experienced masters to foster knowledge transfer.
Learning	Resources, infrastructure, education	Creating supportive and interactive learning environments fosters knowledge transfer. Collaboration, knowledge sharing, and a sense of community among artisans and learners facilitate the exchange of skills and expertise.	Organize workshops, seminars, and skill-sharing events to encourage collaboration and the transfer of knowledge among artisans.
		Documenting and preserve appropriate techniques (audio-visual recordings, written manuals, etc.) aid in preserving and transferring knowledge. The choice of methods should consider craft-specific requirements.	Develop standardized documentation methods and guidelines for capturing and preserving both tacit and explicit knowledge.
		Adequate resources and infrastructure (tools, materials, funding, technology, etc.) are necessary for effective knowledge transfer and handicraft preservation.	Advocate for increased funding and support for artisans to access necessary resources and infrastructure for their craft.
		Structured programs tailored to different skill levels and audiences (artisans, apprentices, students) are vital for sustaining knowledge transfer in handicraft heritage preservation.	Collaborate with educational institutions to develop comprehensive training programs that cover both technical and cultural aspects.
Cultural	Cultural context, significance and legacy continuity	Recognizing and respecting the cultural context and significance of handicraft heritage ensures the preservation of authenticity and the transfer of cultural essence alongside technical skills	Incorporate cultural appreciation and understanding into educational programs to instill a sense of cultural significance among learners.
Organization	Support, policies and institutions	Supportive policies, frameworks, and initiatives from government and non-governmental organizations create an enabling environment and provide necessary support for artisans and heritage practitioners.	Advocate for policies that protect and promote the preservation of handicraft heritage, including funding support and legal protections.
	Economic sustainability	Facilitating market access, promoting entrepreneurship, and connecting artisans with buyers contribute to the viability and long-term preservation of handicraft heritage.	Create platforms or marketplaces to connect artisans with potential buyers and customers, ensuring fair trade practices and sustainable pricing.
	Awareness and engagement	Raising awareness and engaging the public through exhibitions, festivals, workshops, and outreach programs generates support for knowledge transfer and preservation of handicraft heritage.	Organize public exhibitions, events, and cultural festivals to showcase and promote handicraft heritage, encouraging public participation and support.
Method/Mechanism	Communication, best practice, mentoring, technology and training	a strategic means through which the invaluable wisdom of handicraft heritage is disseminated, preserved, and continued.	Embrace technology in providing platforms to foster seamless interaction, repository of best practices, including manuals and videos, to preserve techniques and aid artisans and learners. Also, implement structured mentorship programs

**Tacit and Explicit Knowledge**

Based on the analysis, the knowledge factors in HH are made up of both implicit and explicit knowledge. Humans acquire tacit knowledge, sometimes called implicit knowledge, via context and firsthand experience (Ali, 2019). If pressed, this is the information that would be most difficult to write down, express, or communicate in concrete terms. (Rahoo et al., 2020). It is advised that knowledge-sharing platforms or networks be established where artisans can exchange both tacit and explicit information with one another in order to support effective knowledge transfer in handicraft traditions. These platforms may include workshops, collaborative initiatives, online communities, and mentoring programmes. It is possible to

keep both explicit and implicit knowledge alive, grow, and pass it on to future generations by giving artists chances to work together and share their skills. The suggestion stresses how important it is to make a safe space where artists can share their skills, experiences, and knowledge without any restrictions. It supports the creation of platforms or networks that make it easier for both explicit and implicit knowledge to be shared. This way, artisans can learn from each other, work together, and help keep and develop HH as a whole.

### **Master-Apprentice Relationship**

The master-apprentice relationship plays a fundamental role in the knowledge transfer process of handicraft heritage. This relationship involves experienced artisans, known as masters, who possess deep expertise in their craft, and aspiring artisans, called apprentices, who seek to learn and develop their skills. It is built on trust, effective communication, shared experiences, and mentorship, all contributing to the successful transfer of knowledge (Areekkuzhiyil, 2022; Abatte et al., 2022; Husna et al., 2023). To foster knowledge transfer in handicraft heritage, it is recommended to establish apprenticeship programs that connect aspiring artisans with experienced masters. These programs provide valuable opportunities for apprentices to closely work with masters, benefit from their expertise, and gain practical hands-on experience. By creating structured mentorship programs, workshops, or apprenticeship schemes, formal or informal channels can be established to facilitate the creation of these relationships (Othman et al., 2021; Zheng et al., 2021).

### **Learning Environments and Communities**

Creating conducive learning environments and nurturing vibrant communities among artisans are paramount for effective knowledge transfer in handicraft heritage. These environments foster collaboration, enabling artisans to share skills and expertise while building a sense of fellowship (Husna et al., 2021). To facilitate knowledge transfer, it is advisable to organize workshops, seminars, and skill-sharing events that allow artisans to come together, showcasing their skills, learning from one another, and creating a supportive network. One of the most well-known programs in nurturing environment for artisan and community alike is the Santa Fe Traditional Arts and Cultural Program in New Mexico. The Craft Development Program initiated by the Ministry of Tourism, Arts and Culture (MOTAC) exemplifies this approach, bringing artisans from diverse craft disciplines to collaborate, learn, and exchange insights. Such events promote not only skill transfer but also community-building, fostering an ecosystem that nurtures handicraft heritage preservation (Alves et al., 2021).

### **Documentation and Preservation**

In addition, documenting and preserving knowledge in handicraft heritage are essential. Capturing both tacit and explicit knowledge using audio-visual recordings, written manuals, photographs, or other mediums ensures that valuable expertise is passed down (Abd et al., 2017). The documentation of both tangible and intangible elements of handicraft heritage plays a vital role in ensuring the successful preservation of this rich cultural legacy. Let's delve into how each facet contributes to this endeavor.

#### **Tangible Element Documentation**

The preservation of handicraft tradition depends greatly on the documenting of its tangible components. A detailed blueprint for duplication and restoration is developed by methodically documenting the precise features of physical artefacts, materials, and crafting

procedures (Abd et al., 2020). This is especially important when it comes to protecting fragile or rare artefacts. Using these documented records, artisans and specialists can recreate or restore artefacts with authenticity and precision, ensuring that the essence of the original craftsmanship is preserved over time (Ahmad, 2022). Additionally, documentation of physical elements is an important way for future generations of artisans to learn. The methods, styles, and designs that have been written down can be used to learn new things and improve existing ones (Ahmad, 2021). The dynamic nature of this transfer of knowledge ensures that these arts and techniques continue to develop and adapt to meet the needs of the modern world. The fact that tangible element data can be kept for a long time also helps to keep historical context. Artefacts often have stories, cultural meanings, and historical accounts built into them. By properly documenting these artefacts and situating them within their historical context, researchers, historians, and enthusiasts gain insight into the larger cultural, social, and economic dimensions of the cultural heritage. This contextual awareness helps appreciate and preserve these crafts as cultural memories (Akhavan, 2009; Ali et al., 2016 & 2019).

### **Intangible Element Documentation**

The comprehensive record-keeping of intangible aspects inherent in the domain of handicraft heritage plays a fundamental role in ensuring the successful safeguarding of its intrinsic value. The term "intangible elements" refers to a broad variety of factors, such as inherited cultural practises, rituals, myths, and traditional abilities. Documenting these intangible features is critical for preserving traditional knowledge and practises from the disasters of time. The heritage community preserves crucial skills and expertise by collecting and documenting these features, enabling artisans to sustain the creation of artworks that are deeply entrenched in traditional processes (Alves, 2022). Moreover, the recording of intangible heritage plays a significant role in the dissemination of cultural values and the preservation of communal identities (Anand et al., 2021). These intangible components frequently represent cultural beliefs, values, practices and stories where future generations can learn more about the customs and personalities of their ancestors. According to Guzman et al. (2014), the process of transmitting cultural values plays a crucial role in cultivating a sense of belonging and reinforcing cultural continuity. This process is particularly important for communities as it enables them to preserve their distinct identity amongst the rapid transformations occurring around the globe. By utilising multimedia resources such as videos, oral histories, and interactive platforms, it becomes possible to disseminate these intangible elements to a worldwide audience, thereby stimulating curiosity and nurturing intercultural comprehension. The sharing of knowledge in this context serves to increase awareness regarding the wide range of handicraft traditions, while also fostering dialogue and collaboration between diverse cultures. This, in turn, contributes to the enrichment of the global cultural landscape (Ejakpomewhe, 2017). Contemporary craftsmen have the opportunity to derive inspiration from these well-documented practices, thereby incorporating novel ideas and techniques into their own artistic endeavours. The combination of tradition and innovation in this context promotes the continued vitality and development of handicraft legacy as a cultural form, attracting both those who uphold traditional practices and contemporary audiences (Edwards, 2022).

### **Master-apprentice Relationship**

The relationship between a master and an apprentice is one of the most significant components of how knowledge is passed down in handicraft heritage. This symbiotic bond between masters and eager novices plays a critical role in ensuring the continuity of traditional craftsmanship. This relationship is built on trust, good communication, shared experiences, and mentorship (Wong, 2020). Setting up organised apprenticeship programmes that connect experienced masters with aspiring artisans is suggested as a way to make this model work well (Amaral, 2021). These programmes are very helpful because they give trainees direct access to the masters' vast knowledge and experience. Apprentices learn both technical skills and the intangible differences that make each craft practice unique through hands-on interaction and practical learning experiences (Nguyen et al., 2021). The programmes range from structured apprenticeships to more flexible mentorship arrangements. All of them help build this important connection. Setting up workshops, mentorship programmes, and craft-based programmes would also help people make these kinds of important connections. It is possible for a dynamic ecosystem of skill transmission to grow when masters are ready to share their knowledge and apprentices fully absorb what they are taught (Henaó-García et al., 2021). By doing this, Malaysia can make sure that artisanal knowledge is passed down smoothly while also encouraging new ideas and changes within its handicraft tradition.

### **Cultural Context and Significance**

In cultural context and significance, recognizing and respecting the cultural context and significance of handicraft heritage is essential for the preservation and transfer of knowledge (Zheng et al., 2021). Handicraft heritage is deeply intertwined with the cultural identity, traditions, and values of a community or region. Preserving the authenticity of handicrafts goes beyond technical skills; it also involves transmitting the cultural essence associated with the craft (Ahmed, 2020). This includes understanding the historical, social, and symbolic meanings embedded in the craft, as well as the cultural practices and rituals surrounding it. To promote knowledge transfer in Malaysian handicraft heritage, it is recommended to incorporate cultural appreciation and understanding into educational programs. This can be achieved by designing educational initiatives that emphasize the cultural significance of handicrafts alongside the teaching of technical skills (Asrar et al., 2016). Educational programs should include components that delve into the historical background, cultural symbolism, and traditional practices associated with the craft. By instilling a sense of cultural significance and appreciation among learners, the transfer of knowledge becomes more holistic, encompassing both technical skills and the cultural essence of the craft (Othman et al., 2021).

### **Access to Resources and Infrastructure**

Adequate access to resources and infrastructure is essential for effective knowledge transfer and the preservation of handicraft heritage (Kurniawati et al., 2021). Resources encompass a wide range of elements, including tools, materials, funding, technology, workspace, and other necessary resources specific to each craft (Husna et al., 2019). Access to these resources enables artisans to practice their craft, experiment with techniques, and engage in continuous learning. Infrastructure refers to the physical spaces, workshops, studios, and supportive environments where artisans can create and develop their crafts (Abdullah et al., 2020). To promote knowledge transfer in Malaysian handicraft heritage, it is recommended to advocate for increased funding and support for artisans to access the necessary resources and infrastructure for their craft (Johari & Ali, 2015; Thwaites et al., 2019). This can be achieved

through collaborative efforts involving governmental agencies, non-governmental organizations, and craft associations. By advocating for increased funding, grants, and subsidies, artisans can access the tools, materials, and technology needed to sustain their craft practices. Additionally, support can be provided in the form of shared workspaces, studios, or craft centers that offer a conducive environment for artisans to create, collaborate, and engage in knowledge transfer (Che Soh & Omar, 2017; Johari & Ali, 2015; Suaib et al., 2020).

### **Education and Training Programs**

Education and training programmes are very important for keeping the knowledge of handicraft tradition alive. These programmes are made for people with a range of skill levels and interests, such as students, workers, and artists. They offer structured and all-around educational opportunities that cover not only the technical side of the craft but also its cultural significance and role in history. People can learn and improve their craft skills through education and training programmes that also help them understand and respect traditional values. To promote knowledge transfer in Malaysian handicraft heritage, it is recommended to collaborate with educational institutions and cultural groups to develop comprehensive training programs. It will allow the programmes to be tailored to the needs of individuals with varying levels of skill and those who want to participate. To give participants a well-rounded learning experience, they should combine theoretical information with hands-on training. This helps to give artisans, apprentices, and students the skills, knowledge, and cultural understanding they need to carry on the tradition of traditional crafts and make sure that handicraft heritage will be around for future generations (Enoch Olalere, 2019; Khalis et al., 2017; Mohd, 2020; Suaib et al., 2020).

### **Supportive Policies and Institutions**

Supportive policies, frameworks, and initiatives from both government and non-governmental organizations are crucial in creating an enabling environment and providing necessary support for artisans and heritage practitioners involved in the preservation of handicraft heritage. The goal of these policies and frameworks are to safeguard, promote, and maintain handicraft tradition by providing financial aid, legal protections, and institutional frameworks that make it easier to pass on (UNESCO, 2005, 2021). To help people learn more about Malaysian handicraft heritage, it is suggested that people support laws that protect and encourage the preservation of handicraft heritage. This can be done by working together with culture groups, craft associations, and government agencies to push for policies that offer funding, legal protections, and institutional frameworks. To get lawmakers and other important people to support handicraft heritage, advocacy should focus on its cultural, economic, and social importance. HH agencies and other stakeholders in the Malaysian handicraft sector create a supportive environment that helps knowledge sharing and the preservation of handicraft history by pushing for policies, frameworks, and initiatives that are helpful. These efforts help the craft industry stay alive and grow, and they also protect the cultural heritage that is woven into Malaysian products (UNESCO, 2019, 2021).

### **Economic Sustainability**

Facilitating market access, promoting entrepreneurship, and connecting artisans with buyers are crucial factors that contribute to the viability and long-term preservation of handicraft heritage. By providing artisans with opportunities to showcase and sell their crafts, they can



generate income, sustain their craft practices, and preserve their cultural traditions. Market access ensures a broader reach for artisans, enabling them to connect with a diverse customer base and gain recognition for their craftsmanship. To promote knowledge transfer in Malaysian handicraft heritage, it is recommended to create platforms or marketplaces that connect artisans with potential buyers and customers. These platforms should be designed to facilitate fair trade practices and sustainable pricing, ensuring that artisans receive a fair share of the value for their crafts (Bora et al., 2013; UNESCO, 2021). Additionally, efforts should be made to educate buyers about the cultural significance and value of handicraft heritage, fostering appreciation and supporting the preservation of traditional crafts. By creating platforms and marketplaces, ensuring fair trade practices, and promoting entrepreneurship, HH agencies can support artisans in accessing market opportunities, sustaining their craft practices, and preserving handicraft heritage. Also educating buyers about the cultural significance and craftsmanship behind each product, fostering a deeper understanding and appreciation for Malaysian handicraft heritage (Johari et al., 2015; Thwaites et al., 2019).

### **Awareness and Public Engagement**

Raising awareness and engaging the public are crucial factors in the preservation of handicraft heritage. By organizing exhibitions, festivals, workshops, and outreach programs, stakeholders can showcase and promote handicraft heritage, creating opportunities for the public to learn, appreciate, and actively support the preservation of traditional crafts. Public engagement fosters a sense of community involvement and generates support for knowledge transfer efforts. To promote knowledge transfer in Malaysian handicraft heritage, it is recommended to organize public exhibitions, events, and cultural festivals that highlight and celebrate the richness of the country's handicraft traditions (Geng, 2016; Veerawat & Alias, 2015). These platforms serve as opportunities to showcase various crafts, share knowledge, and engage the public. Furthermore, workshops and outreach programs can be organized to provide hands-on experiences, allowing participants to learn craft techniques and appreciate the skills required. Collaborations with tourism agencies to incorporate handicraft experiences into cultural tourism packages for instance can create opportunity for tourists to engage with artisans, witness craft demonstrations, and even participate in craft workshops. These experiences create immersive encounters with Malaysian handicraft heritage, raising awareness and fostering a connection between visitors and the crafts (Johari & Ali, 2015; Mohd, 2020;).

### **Future recommendations**

While this study provides a thorough examination of the elements impacting knowledge transmission in Malaysia's Handicraft Heritage (HH) preservation, numerous key routes for future research should be pursued. One critical area of research is the influence of cultural context and cultural sensitivity in determining the knowledge transfer process within Malaysia's various groups. Understanding how varied cultural origins influence the transmission of craft traditions and the effectiveness of knowledge exchange might enlighten on difficult preservation tactics. Another critical area of investigation is the incorporation of digitization and technology into the knowledge transfer process. Examining the effectiveness of virtual workshops, online tutorials, and interactive platforms in engaging artisans and learners may provide insights for modernizing traditional practices while maintaining authenticity. Furthermore, understanding the economic sustainability of artists involved in

HH preservation and how knowledge transfer affects their livelihoods is critical to the survival of these crafts. Another exciting area of research is the impact of changing consumer patterns on knowledge transfer and the usefulness of handcraft legacy. Investigating how artists adjust to changing customer expectations while conserving the cultural character of their skills may give light on how to preserve the delicate balance between tradition and innovation. Finally, cross-cultural comparative research could shed light on various ways to knowledge sharing in HH preservation. Comparing Malaysian practices to those of other nations with rich craft histories may provide a broader perspective on effective solutions and distinct obstacles in different cultural contexts. Following these study directions can help us better understand the dynamics of knowledge transfer and contribute to the long-term preservation and evolution of Malaysia's valuable handicraft heritage.

### **Conclusion**

Several significant topics have developed throughout this investigation. The interaction of tacit and explicit knowledge highlights the duality of expertise required for HH preservation. The supply of resources and infrastructure lays the framework for craftsmen to thrive, paving the way for successful knowledge transfer. Education and training programs serve as beacons of growth, preparing the next generation of craftsmen with skills and an appreciation of the cultural fabric that connects various traits. Supportive policies and institutions lend structural strength to this task, fostering a learning environment. Economic sustainability arises as means and end results. By allowing market access and encouraging entrepreneurship, HH preservation not only provides economic opportunity for craftsmen but also ensures the future of these crafts. The final brushstrokes are public knowledge and engagement, as the public's involvement becomes a critical thread in the drape of preservation. Finally, the journey to sustain Malaysia's HH through knowledge transfer is collaborative. It necessitates the commitment of artisans, the assistance of institutions, and the acceptance of cultural aficionados. The history of Malaysia's handicraft heritage continues to grow as each element weaves into the delicate design of preservation, going from one generation to the next. The mix of history and innovation, the protection of culture and the embrace of the future all work together to ensure that the rich colors of HH stay vivid on Malaysia's cultural identity canvas.

### **Acknowledgments**

Authors wish to thank Kementerian Pengajian Tinggi, Malaysia under Fundamental Research Grant Scheme (FRGS/1/2021/SSI0/UTM/02/7) and Universiti Teknologi Malaysia for funding and supporting this research to be delivered successfully.

### **References**

- Abbate, S., Centobelli, P., Cerchione, R., Oropallo, E., & Riccio, E. (2022). Investigating healthcare 4.0 transition through a knowledge management perspective. *IEEE Transactions on Engineering Management*.
- Abd, H. N. F. (2017). *The sustainability of malay traditional craftsmanship as a tourism product in Melaka* [MA thesis]. Universiti Sains Malaysia.
- Abdul, G. S., Abdul Rahman, H. F., Ugih Echoh, D., & Rosli, A. (2020). Issues and challenges in the production of handicrafts by Iban and Orang Ulu Women in Central Sarawak. *Borneo Journal of Social Sciences and Humanities*. <https://doi.org/10.35370/bjssh.2019.1.2-10>

- Abdullah, Khan, S. M., Pieroni, A., Haq, Z. U., & Ahmad, Z. (2020). Mazri (Nannorrhops ritchiana (Griff) Aitch.): A remarkable source of manufacturing traditional handicrafts, goods and utensils in Pakistan. *Journal of ethnobiology and ethnomedicine*, 16, 1-13.
- Ahmad, M. S., & Anuwar, M. Y. S. (2022). Terengganu brassware handicrafts industry and globalisation: A review (Industri Dan Globalisasi: Kraftangan Tembaga Terengganu: Sebuah Ulasan). *Asian Journal of Environment*, 6(2), 121–130.
- Ahmad, S., S. Jones, D., Zakaria, A. Z., & Mohd Hussain, N. H. (2021). Mining cultural landscape as potential heritage to Malaysia? Insight lens: The perspective of Kinta Valley residents. *Malaysian Journal of Sustainable Environment*, 8(1), 157.  
<https://doi.org/10.24191/myse.v8i1.12666>
- Ahmed, S. (2020). Geographical indicator product of Bangladesh, Jamdani: Possibilities of community development for the weavers of traditional cottage handloom industry. *International Journal of Applied Arts Studies (IJAPAS)*, 5(2), 61-86.
- Akhavan, P., Hosnavi, R., & Sanjaghi, M. E. (2009). Identification of knowledge management critical success factors in Iranian academic research centers. *Education, Business and Society: Contemporary Middle Eastern Issues*.
- Ali, A. (2020). Dynamics of Pakistan China trade through Khunjerb border. Available at SSRN 3619393.
- Ali, A. A., Paris, L., & Gunasekaran, A. (2019). Key factors influencing knowledge sharing practices and its relationship with organizational performance within the oil and gas industry. *Journal of Knowledge Management*.
- Ali, A., Nor, R. N. H., Abdullah, R., & Murad, M. A. A. (2016). Developing conceptual governance model for collaborative knowledge management system in public sector organisations. *Journal of Information and Communication Technology*, 15(2), 171-191.
- Alves, Regycleia B. C., and Paulo Pinheiro. (2022). Factors influencing tacit knowledge sharing in research groups in higher education institutions. *Administrative Sciences*, 12, 89.  
<https://doi.org/10.3390/admsci12030089>
- Amaral, V. B. (2021). Peoples' art and cultural memory: A critical dialogue between Latin America and Oceania. *Journal of Iberian and Latin American Research*, 27(2), 285-301.
- Anand, A., Muskat, B., Creed, A., Zutshi, A., & Csepregi, A. (2021). Knowledge sharing, knowledge transfer and SMEs: Evolution, antecedents, outcomes and directions. Personnel review.
- Areekkuzhiyil, S. (2022). Determinants of knowledge sharing practices among teachers working in higher education sector of Kerala. *Knowledge Management in Higher Education Institutions; Manipal University Jaipur: Rajasthan, India*, 134.
- Asrar-ul-Haq, M., & Anwar, S. (2016). A systematic review of knowledge management and knowledge sharing: Trends, issues, and challenges. *Cogent Business and Management*, 3(1). <https://doi.org/10.1080/23311975.2015.1127744>
- Basu, P. (2020). An 'authentic' performance?: The cultural politics of 'folk' in Bengal and Bangladesh' (Part 2). *South Asian History and Culture*, 11(2), 150-227.
- Bora, L., Paul, V., Bam, J., Saikia, A., & Hazarika, & D. (2013). Handicraft skills of Yak Pastoralists in Arunachal Pradesh. *Indian Journal of Traditional Knowledge* (Vol. 12, Issue 4).
- Che Soh, M., & Omar, S. K. (2017). Journey of indigenous knowledge for sustainable livelihood: Story from East Coast, Malaysia. *Journal of ASIAN Behavioural Studies*, 2(5), 27.  
<https://doi.org/10.21834/jabs.v2i5.216>
- Edwards, J. S. (2022). Where knowledge management and information management meet: Research directions. *International Journal of Information Management*, 63, 102458.

- Ejakpomewhe, R., & Uk, A. (2017). ScholarWorks influence of succession planning on knowledge transfer CORE View metadata, citation and similar papers at core. <https://scholarworks.waldenu.edu/dissertations>
- Olalere, E. F. (2019). Intangible cultural heritage as tourism product: The Malaysia experience indigenous knowledge view project gender-based violence in South Africa. *African Journal of Hospitality, Tourism and Leisure*, 8(3). <http://www.ajhtl.com:https://orcid.org/0000-0003-1083-7907>
- Geng, X. (2016). Study on the inheritance and development of Chinese Pewter Art in Malaysia.
- Guzman, P., Roders, A. P., Guzmán, P. C., & Roders, P. (2014). Bridging the gap between urban development and cultural heritage protection. <https://doi.org/10.13140/2.1.4633.7923>
- Henao-García, E., Arias-Pérez, J., & Lozada, N. (2021). Fostering big data analytics capability through process innovation: Is management innovation the missing link? *Business Information Review*, 38(1), 28–39. <https://doi.org/10.1177/0266382120984716>
- Husna, N., Rahmi, S., Fauziati, P., & Dirmayanti, S. (2023). Capital analysis, human resource professionalism and technology on income of Small Medium Industry (SMI) crafts in Padang City. *Jurnal Manajemen Universitas Bung Hatta*, 18(1), 76-85.
- Johari, M. D. M., & Ali, A. M. (2015). The business web genre: A genre analysis on the websites of selected Malaysian Small and Medium Enterprises (SMEs). *Islamic perspectives relating to business, arts, culture and communication* (pp. 383–404). Springer Singapore. [https://doi.org/10.1007/978-981-287-429-0\\_36](https://doi.org/10.1007/978-981-287-429-0_36)
- Khalis, F. M., & Mustaffa, N. (2017). Cultural inspirations towards Malaysian animation character design. *Jurnal Komunikasi: Malaysian Journal of Communication*, 33(1), 487–501. <https://doi.org/10.17576/jkmjc-2017-3301-32>
- Kurniawati, D. T., Pramono, S., Ayuni, R. F., & Adila, I. (2021). Community empowerment by strengthening the tourist village and education. *Erudio Journal of Educational Innovation*, 8(1), 26-32.
- Mohd, F. Z. (2020). 2187-Article Text-6108-1-10-20200701. *International Journal of Applied and Creative Arts*.
- Nguyen, T. L., Nguyen, T. B. H., Nguyen, T. H., & Le, V. L. H. (2021). Environmental protection policies at craft villages in Hanoi in the context of sustainable development. In E3S web of conferences (Vol. 258, p. 05014). *EDP Sciences*.
- Othman, R., Ahmad, M., Ibrahim, O., Sa'ari, H., Kamal, S. N. I. M., & Darami, A. I. (2021, December). Overview of UX/UI via virtual reality project in preserving the intangible cultural heritage of Negeri Sembilan, Malaysia. In *2021 IEEE 9th Conference on Systems, Process and Control (ICSPC 2021)* (pp. 180-185). IEEE.
- Suaib, N. M., Ismail, N. A. F., Sadimon, S., & Yunos, Z. M. (2020). Cultural heritage preservation efforts in Malaysia: A survey. *IOP Conference Series: Materials Science and Engineering*, 979(1). <https://doi.org/10.1088/1757-899X/979/1/012008>
- Thwaites, H., Santano, D., Esmaili, H., & See, Z. S. (2019). A Malaysian cultural heritage digital compendium. *Digital Applications in Archaeology and Cultural Heritage*, 15. <https://doi.org/10.1016/j.daach.2019.e00116>
- Ulm, S., McNiven, I. J., Aird, S. J., & Lambrides, A. B. (2019). Sustainable harvesting of *Conomurex luhuanus* and *Rochia nilotica* by Indigenous Australians on the Great Barrier Reef over the past 2000 years. *Journal of Archaeological Science: Reports*, 28, 102017.
- UNESCO. (2019). Indigenous people's traditional knowledge must be preserved, valued globally, speakers stress as permanent forum opens annual session. Online.

- UNESCO. (2021). Challenges and opportunities for indigenous peoples' sustainability. [https://www.un.org/development/desa/dspd/wpcontent/uploads/sites/22/2021/04/PB\\_101.pdf](https://www.un.org/development/desa/dspd/wpcontent/uploads/sites/22/2021/04/PB_101.pdf)
- Veerawat Sirivesmas, & Alias Yussof. (2015). Malaysia-Thailand, Beyond the New Ornamentalism in Contemporary Jewelry.
- Wong, R. B. (2020). Historical lessons about contemporary social welfare: Chinese puzzles and global challenges. *History, historians and development policy* (pp. 101-114). Manchester University Press.
- Zheng, Y., & Zhu, J. (2021). The application of bamboo weaving in modern furniture. *BioResources*, 16(3), 5024.