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Chairunnisa_CHALLENGES OF LIBRARY MANAGEMENT TO IMPROVE STUDENT READING

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CHALLENGES OF LIBRARY MANAGEMENT TO IMPROVE STUDENT READING

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Abstract

Generally, in Indonesia read the students in school remains low interest, facts proved of research results in some place SDN in the territory of the central Jakarta (2017) have that the interest publication low student, this have consequence to the poor awareness of the needs of reading consciousness children of school age distinguished, not yet considers read the needs of primer. Any research to see low interest read in schools easily to be in measuring instruments of the list visits students to the school library still very skimpy meal. Unisco on 2012 report that the interest of the Indonesia punctuation just reaching figures 0,001, does that mean every 1000 people there is only one person has an interest punctuation. Compare with everage index read developed countries residing in between figures 0,45 up to 0,62. Around the countries in the region Asiatic the spirit of spirit read the Indonesia pertained skimpy meal. Reality of this will happen when the apprehensive on the child's and teenagers who will be next generation. The Low of interest will read influence on the quality of human resources lower when compared with other nation in the world. The management of the school's library in optimize contribution, human material and the budget to achieve the purpose of libraries are still having various challenge, could not walk, so as expected . The challenge the derived from two aspect, namely, the aspect structural, in the sense of less attention from the school management obtains and aspects of technical urgently required by the school library, as human resources, means of infrastructure, and the budgeting.

Keywords: Interest punctuation studentts, Management library professional.

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Introduction

To manage a library, good management skills are needed, so that the direction of activities is in accordance with the desired vision, mission and goals. Management capability is needed to maintain a balance of different goals and can be carried out efficiently and effectively. Basic knowledge in managing the library so that it can run well is science of management. Therefore, management is very important in various lives to regulate the steps needed in all elements of the library.

³ Management is the process of planning, organizing, directing, and supervising, the efforts of members and the use of other organizational resources to achieve the organization's stated goals (Stoner 1982). When the entire process is not carried out properly, the process of achieving the objectives will be disrupted and fail.

In general, in Indonesia students' reading interest in school is still low. The facts has proven from the results of research in several public elementary schools in Central Jakarta (2017) have revealed that students' reading interest is low, this has consequences for the low awareness of children's reading needs schools that have not considered reading as a primary need. Other studies say that to see the low interest in reading in schools can easily be measured from the list of student visits to the school library that is still very minimal. Unisco in 2012 reported that Indonesia's reading interest index only reached 0.001, meaning that in every 1,000 Indonesians there is only one person who has a reading interest. Compare with the ² average index of reading in developed countries that are between the numbers 0.45 to 0.62. Among other Asian countries, the impetus of reading Indonesian citizens is minimal. This reality will be even more alarming if it happens to children and adolescents who will become the next generation. The lack of interest in reading will affect the quality of human resources which is lower than other nations in the world. The management of the school library in optimizing human, material and budget contributions to achieve the goals of the library is still experiencing a variety of challenges, so it cannot run as expected. The challenge comes from two aspects, namely the structural aspect, in the sense of not getting the attention of the school management, and the technical aspects that are needed by the school library, such as Human Resources, infrastructure and budget.

The Implementation in the library, Bryson (1990) stated that library management is an effort to achieve goals by utilizing human resources, information, systems and sources of funds while paying attention to management functions, roles and expertise.

Library is an institution that manages a collection of written works, printed works, and / or record works ⁶ in a professional manner with a standard system to meet the needs of education, research, preservation, information, and recreation of the visitors (UUN. 43/2007 concerning Library, Article 1, paragraph1).

Definition about Library develops from time to time, in the 19th century the library was defined as a building, space or a number of rooms that contained a collection of books that were well maintained, could be used by a particular community or particular community. Then the American Library Association uses the term library to become broader, including the understanding of media centers, learning centers, education resource centers, information centers, decommissioning centers and referral centers. Whereas according to RI Presidential Decree No. 11 stated that the Library is one of the means of preserving library materials as a cultural result and has a function as a source of information on science, technology and culture in order to educate the life of the nation and support the implementation of national development.

In general, school libraries in Indonesia still encounter various obstacles. As a consequence, the management of the school library cannot be implemented properly. These obstacles come from two aspects, namely the structural aspect, in the sense that the existence of the school library does not obtain the attention of the school management. Second is from the technical aspect, meaning that the existence of the school library has not been supported by technical aspects such as personnel, funds, and infrastructure. The constraints experienced by the school:

1. Lack of operational funds for school libraries.
2. Limited human resources who are capable of managing the school library and having a good development vision.
3. Concerns about the management of the school towards the development of the library that is still low.
4. Limited facilities and infrastructure needed to support the existence of the school library.
5. Government policy in this case the Ministry of Education and Culture about the school library has not become a point of concern. School libraries are still

considered as a complementary means, for student learning activities not as the heart of the school to drive the learning process.

6. Unregulated or difficult is regulated in a curriculum about special hours for students for various activities to use and or activities in the school library. There is no specific hour that is integrated with the curriculum, so that the function of the school library is presumably only as an exchange for books borrowing for students during school breaks. Students never have time to linger in the school library because there is no time allocation specifically for the activity.

Types of Library, according to Law No. 43 of 2007 article 20 are:

- a. The National Library, besides serving the community, it also utilized as a deposit library; b. Public Library, serving all levels of society,
- b. Library of Schools / Madrasah, serving the community specifically for a school;
- c. College Library, serving a special community of a university;
- d. Special Library, serving a homogeneous community group that has special interests and needs for information.

School / Madrasah libraries according to Government Regulation No.24 of 2014 article 1, paragraph 1 is a library which is an integral part of learning activities and functions as a center of learning resources to support the achievement of educational goals based in schools / madrasah.

Another definition says that the school library is a library that is in a school whose position and responsibility are to the principal, and serves the school's academic community.

The school library is a library held at a school, managed, fully by the school concerned, with the main objective of supporting the implementation and achievement of school goals and educational goals in general. The school is a place where the teaching and learning process takes place, instilling and developing various values, knowledge, and technology, skills, art, and insight in order to achieve national education goals. Therefore, the school library is not just a place to store library materials (books and non-books), but there are efforts to make use of it so that the existing collections are utilized by the users to the fullest. This was confirmed in Minister of Education Decree No. 053 / U / 2001 dated April 19, 2001 concerning Preparation of Guidelines for Minimum Service Standards for the Implementation of Schooling at the Kindergarten, Elementary and Senior High School / Vocational High Schools, that the existence of the library. School is a requirement in the minimum service standard (SPM). In relation with this so

that library materials can be utilized maximally in accordance with the objectives and functions of the school library, of course, an adequate school library management is needed.

School / Madrasah libraries according to Law No.43 of 2007 Article 23 say:

- Whereas each school / madrasah organizes a library that meets national library standards by taking into account National Education Standards.
- The library as referred to in paragraph (1) is obliged to have a collection of textbooks that are stipulated as required textbooks in the relevant Education unit in sufficient quantities to serve all students and educators.
- The library as referred to in paragraph (1) develops other collections that support the implementation of the Education curriculum.
- School / madrasah libraries serve equality education students who are implemented in the relevant Education unit.
- Schools / madrasahs allocate funds at least 5% of the school / madrasah operational budget or goods expenditures outside of personnel expenditure and capital expenditure for library development.

Library Resources

•Collection:

- The school / madrasah library nonfiction collection consists of textbooks, general reading, references and periodicals (PP 24/2014 article 12 paragraph 4).
- Collection of props, practices, and / or games (PP 24/2014 article 12 paragraph 7).

• Library staff

- Library staff consists of librarians and library technical staff (PP 24/2014 article 32).
- Librarians have the lowest academic qualification of diploma two (D-II) in the library field (PP 24/2014 article 33 paragraph 1).

- **Facilities and infrastructure** (PP 24/2014 article 9 paragraph 3b).

School Library Management

(1) Library Human Resource Management

- Human Resource Management (HRM) School Libraries according to the National Library School Standards (SNP) in 2011 have three categories:
 - a. Good category, is when you have a minimum level of education diploma II librarian in Library Science.
 - b. Sufficient category, is when having a library staff is not a librarian, but has received training in library science.
 - c. Less category, is when the library staff is not a librarian and has not attended training on library science.
- Competencies that need to be possessed by a School Librarian:
 - a. Teaching and learning, curriculum, learning and teaching design;
 - b. Program management-planning, development / design, implementation;
 - c. Evaluation / improvement;
 - d. Collection, storage, organization, search;
 - e. Process and behavior of information-literacy, information literacy, digital literacy;
 - f. Engagement in reading activities (reading engagement);
 - g. Knowledge of the literature of children and adolescents;
 - h. Knowledge about disability that affects reading;
 - i. Communication and collaboration skills;
 - j. Education and media skills;
 - k. Ethics and Responsibilities;
 - l. Services for the public - accountability to the public / community;
 - m. Commitment to lifelong learning through sustainable professional development;
 - n. Introduction to the field of school librarianship and history and its values.
- Human Resources (HR) or library management staff is the main keys in the success of a library. In addition to the 14 competencies mentioned above, librarians need to have them, innovations and creative ideas will be able to bring the library into a library that is efficient and also comfortable to be used by students and teachers. Therefore, library management requires teachers or managers who understand about library management problems, and work professionally.

In general, school libraries in Indonesia, especially at the primary education level do not have human resources as library managers properly and adequately. In fact, it shows that most of the school libraries in elementary schools are managed by a teacher or administrative staff (TU), even probably at an elementary school, the school library is not properly managed. This situation indicates that most school libraries do not have employees who have a library education background. A teacher or school administration staff assigned as manager and operating a school library, must understand about library management, be able to follow the development of the curriculum, have the ability / soul to educate and apply it, in the form of reading guidance, and must be able to carry out matters / technical matters of library management.

- Some Human Resource in the School Library:
 - a. A Librarian teacher, is a person who is fully responsible for the library. Librarian teachers must have the ability to manage the library, understand the vision and mission of the school, and also understand the curriculum, which is applied in the school library.
 - b. Supporting Staff: usually taken from staff who have technical skills in the library field, which will help librarians manage libraries in their daily lives.
 - c. Division staff: usually a staff member who has special abilities in library management, such as in cataloging, management of reference collections, Multimedia Collection Management, Special Program Design such as "reading ability", and so on.
 - d. Librarian students: students or students can also be used as library managers, especially if there are limited human resources at school. School can recruit students to become librarians given short training, so that they can help at least library services.

However, librarians can explore their own needs as well as other matters regarding this facility, depending on the ability and willingness of the school in the development of the school library.

2) Library collection management:

- Collection policies and procedures for management.
Good category if you have a collection of 1000 new book titles from the type of library material collection both physical, non-physical, printed and non-printed, and audio-visual collections; The category is sufficient if the library has an old

stock book and has all types of printed and non-printed material collections plus new subject books and does not have an audio visual collection; Less category if the library does not have 1000 book titles.

- Inventory.

Library materials that are already owned by librarians, whether obtained by buying, gifts, grants, exchanges or borrowing, must be recorded in the master book or library inventory book, this is intended to facilitate the preparation of reports on the development of collections owned by School library. The inventory activities include entering into the master book, and giving ownership stamps.

- Cataloging

The library as an information system serves to store knowledge in various forms and settings in such a way that the information needed can be quickly and accurately written, so that the information contained in this school library needs to be processed with a cataloging system. For cataloging guidelines using the standard Anglo American Cataloging Ruler 2: Revised (1988) (AACR2R), with various physical forms of catalogs, such as: (1) Card Catalog (Card Catalog), size 7.5 cm x 12.5 cm ; (2) File catalog (Sheaf Catalog), size 10 cm x 20 cm; (3) Print Catalog or book catalog (Printed Catalog); (4) OPAC Catalog (Online Public Access Catalog).

- Classification

Grouping can be done by type, size (height, short, large, small), warn an alphabet title, author alphabet (artificial calcification) and also use a grouping system based on the subject (fundamental classification). Most use the fundamental classification system:

(a) DDC (Dewey Decimal Classification). The division of knowledge starts from the general to the special. Consists of 10 main classes, 100 divisions, 1000 sections and 10,000 sub-sections, the following is the division of subjects with the DDC system:

000 = General Works	500 = Pure Sciences
100 = Philosophy	600 = Applied Sciences
200 = Religion	700 = Arts and Sports
300 = Social Sciences	800 = Literature
400 = Languages	900= History and Geography

(b) UDC (Universal Decimal Classification): This system is a simplification and expansion of the DDC system, which includes all branches of science which are divided into ten branches, along with branch division in UDC:

0 = General Works	5 = Pure Sciences
1 = Philosophy, metaphysics, logic	6 = Applied Science
2 = Religion	7 = Art, Sports and architecture
3 = Social Sciences	8 = Literature
4 = Language / Philology	9=History, Geography, and Biography

▪ Physical Book Completeness:

The types of physical equipment for books are, among others: (1) Book labels, pasted on the back of the book below (size 3 cm x 4 cm); (2) The date sheet is re-affixed to the last page; (3) Book Card: placed on the last page or in the book cover; (4) A book card pocket, placed at the end of the book page to place a book card.

(3). Library Financing Management:

In accordance with Law No.43 / 2007 about National Library and School Library Standards to allocate at least 5% of the operational budget of the school or shopping goods in foreign spending on personnel and maintenance and building maintenance.

Some things that need to be considered in library financing are:

- Consider the costs of shipping, repackaging costs, taxes, and so on.
- Keep the procurement of library materials 30% physical, and 70% of non-physical, but need to be adapted to the needs of school students, for example, for elementary students may be the comparison can be different from the junior high school students, because it is usually for elementary students in need of books that are easy to understood.
- A financing plan must be combined from year to year.
- Adjust to school policy
- Input financing for books or collections that are damaged or lost;
- Every expenditure of funds is recorded properly, for the purposes of accountability
- Create a flowchart diagram that describes all processes for 1 year.

- Make a financing plan with the objectives of the school curriculum and program.

(4). Library Service Management:

Library service activities are an effort from the school library (School Librarian) to provide opportunities for library users to empower existing library materials. Library Services School of potential services include circulation (the process of lending and borrowing books), reference services (books to be borrowed corresponding author), and counseling services to students to optimize the function of the library as the media and other means of learning with a vulnerable time during study hours school still active, not only open library services during breaks.

Role of Human Resources (HR)

In the management of the school library, likewise the availability of these facilities, the factor of human resources (HR) is very decisive in managing the library. In general, school libraries in Indonesia, especially at the primary education level do not have human resources as library managers properly and adequately. Reality in the field shows that most school libraries in elementary schools are managed, by a teacher or administrative staff (TU).

Even from the results of the research, there was an SDN in the Central Jakarta area, the school library was not properly managed. This condition indicates that most school libraries do not have employees with library, documentation and information education background (pusdokinfo). Besides, it is disproportionate in placing personnel as school library managers.

As a result, these school libraries cannot be relied upon to provide library services well and maximally. If the service provided is low, consequently the use of library collections by users is also low. Hence, all the collection of a school library which is not supported by quality services will cause the collection be less maximized. Therefore, to achieve this function and purpose, school is expected to places staff as managers in the school library. Libraries must be truly capable of managing, and operate a library.

They have serious duties and responsibilities compared to executors. Technical administration, in general, is a teacher or School administration personnel who are assigned as managers and operate school libraries must be able to master library management, be able to follow curriculum development, have the ability / soul, educate and apply it. in the form of reading guidance. And, must, be able to carry out matters / technical matters of library management. That means less attention from the school

management, and the technical aspects that are needed by the school library, such as Human Resources, infrastructure and budget.

Library Budget

Budget is the main element. To run the library, without the library budget, it cannot be managed and operationalized perfectly, even though the system and the librarian qualification is good. So, every librarian must be willing and able to take part in planning the costs required.

To operate a library, at least for a year purposes, each library must make a plan, budget and submit it to its parent institution, or institution which is obliged to provide a budget to the library.

Details on the use of library budget in general. It groups into several parts such as:

- a. Library operations such as telephone payments, electricity, water
- b. Procurement of office equipment
- c. Procurement and processing of library materials
- d. Library
- e. Information dissemination
- f. Library marketing and promotion services
- g. Official travel
- h. Building repairs and maintenance
- i. Repair and maintenance of tools.

METHOD

The research method used is qualitative, using four research techniques, namely participant observation; in-depth interview, documentation and triangulation. Data analysis in this study was carried out continuously from the beginning to the end of the study. Subjects in this study were principals, teachers and students of SDN Pasar Baru 01 morning.

FINDINGS AND DISCUSSION

Findings

In general, school libraries in Indonesia, especially at the primary education level do not have human resources as library managers properly and adequately. Facts in the

field shows that most of the school libraries in elementary schools are managed by a teacher or administrative staff (TU), maybe even at an elementary school, the school library is not properly managed. This situation indicates that most school libraries do not have employees who have a library education background. A teacher or school administration staff assigned as manager and operating a school library, must master library management, be able to follow the development of the curriculum, have the ability / soul to educate and apply it, in the form of reading guidance, and must be able to carry out matters / technical matters of library management.

Discussion

Some HR in the School Library: (a) Librarian teacher, is a person who is fully responsible for the library. Librarian teachers must have the ability to manage the library, understand the vision and mission of the school, and also understand the curriculum, which is applied in the school library. however, the fact is librarian teachers do not understand about library management; (b) Supporting Staff: usually taken from staff who have technical skills in the library field, which will help librarians manage libraries in their daily lives; (c) Division staff: usually a staff member who has special abilities in library management, such as in cataloging, management of reference collections, Multimedia Collection Management, Special Program Design such as "reading ability", etc.; (d) Students of Librarians: students or students can also be used as library managers, especially if there are limited human resources at school, can recruit students to become librarians by being given short training, so that they can help at least library services, but from school research results do not recruit students to become librarians; However, librarians can explore their own needs as well as other matters regarding this facility, depending on the ability and willingness of the school in the development of the school library.

Library service activities are an effort from the school library (School Librarian) to provide opportunities for library users to empower existing library materials. Library Services School of potential services include circulation (the process of lending and borrowing books), reference services (books to be borrowed corresponding author), and counseling services to students to optimize the function of the library as the media and other means of learning with a vulnerable time during study hours' school still active, not only open library services during breaks.

The task of the library manager is the responsibility of the Principal as the leader or leader of Education at the school level, so that a library's progress in school can be

used as an indicator of the success of the Principal's leadership. The students at his school felt happy reading textbooks and entertainment in the school library, can search for literature sources assigned by the teacher in the library.

But from the results of research at SDN located in Central Jakarta, there is still a library management that is not optimal.

CONCLUSIONS AND SUGGESTIONS

¹ In the management of the school library, in addition to the availability of facilities, it is also a factor of human resources (HR) that is crucial in managing the library. In general, libraries in Indonesia, especially at the primary education level, do not have professional human resources, as the results of research by Connie et al (2017).

In addition to the constraints of human resources, who manage libraries inadequately and tend to less prepared, the main obstacle is not enough funds allocated for libraries. Consequently, the library is just like a school warehouse.

Supervision conducted by the Education Office has not traced library management in primary and secondary schools, whereas students' reading interest can be started from the provision and management of the library in schools.

When the library is managed professionally as stated above, it is expected that it can increase students' interest in reading, especially in elementary schools which is the basis for a child thinking to build a habit in reading culture.

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