



Dedicated:
Journal of Community Services
(Pengabdian kepada Masyarakat)
<https://ejournal.upi.edu/index.php/dedicated/>



Strengthening school literacy programs with support from library collection development

Ghina Afifah Safiinatunnajah¹, Dina Siti Logayah²

^{1,2}Universitas Pendidikan Indonesia

ghinaafiifa@upi.edu¹, dina.logayah@upi.edu²

ABSTRACT

Literacy is a skill that everyone must own. This literacy skill includes processing, understanding, and interpreting information about matters in specific fields. The information was obtained as support and survival. The urgency of cultivating literacy is becoming an increasingly important topic to be intensified at this time. Various ways are done so the community can fully master that literacy. One of them is by empowering the school library. Empowerment of the school library in this activity focuses on collection development. The development of school library collections is an activity schools must carry out to support student learning facilities. However, several schools still need to implement library collection development. One of them is the UPI Literacy Thematic KKN activity, namely at the Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School, which is located in Bogor Regency. Based on these problems, the author seeks to design a community service program in the Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School library to support the school's literacy program. The service method implemented is strengthening the school literacy program with support for developing library collections. The results of this program are a concern and the starting gate for the sustainability of literacy activities at the Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School.

ARTICLE INFO

Article History:

Received: 30 Mar 2023

Revised: 8 Jun 2023

Accepted: 16 Jun 2023

Available online: 21 Jun 2023

Publish: 22 Jun 2023

Keyword:

Boarding school library; collection development; school library; strengthening school literacy

Open access

Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat) is a peer-reviewed open-access journal.

ABSTRAK

Literasi merupakan keterampilan yang harus dimiliki oleh semua orang. Keterampilan literasi ini mencakup mengolah, memahami, serta memaknai informasi mengenai hal-hal di bidang tertentu. Informasi tersebut didapatkannya sebagai penunjang serta kecakapan hidup. Urgensi pembudayaan literasi menjadi topik yang semakin penting untuk digencarkan saat ini. Berbagai cara dilakukan agar literasi dapat sepenuhnya dikuasai oleh masyarakat. Salah satunya dengan pemberdayaan perpustakaan sekolah. Pemberdayaan perpustakaan sekolah pada kegiatan ini berfokus pada pengembangan koleksi. Pengembangan koleksi perpustakaan sekolah merupakan kegiatan yang wajib dilakukan oleh sekolah untuk menunjang sarana belajar siswa. Namun, terdapat beberapa sekolah yang belum melaksanakan pengembangan koleksi perpustakaan. Salah satunya adalah tempat kegiatan KKN Tematik Literasi UPI yaitu di Pesantren Tahfidzul Qur'an Al-Ishlah Putri yang beralamatkan di Kabupaten Bogor. Berdasarkan permasalahan tersebut, penulis berupaya merancang program pengabdian di perpustakaan Pesantren Tahfidzul Qur'an Al-Ishlah Putri dapat mendukung program literasi sekolah. Metode pengabdian yang dilaksanakan yaitu penguatan program literasi sekolah dengan dukungan pengembangan koleksi perpustakaan. Hasil program ini menjadi perhatian dan gerbang awal bagi keberlangsungan kegiatan literasi di Pesantren Tahfidzul Qur'an Al-Ishlah Putri.

Kata Kunci: Pengembangan koleksi; penguatan literasi sekolah; perpustakaan sekolah; perpustakaan pesantren

How to cite (APA 7)

Safiinatunnajah, G. A., & Logayah, D. S. (2021). Strengthening school literacy programs with support from library collection development. *Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat)*, 1(1), 117-126.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



Copyright

2023, Ghina Afifah Safiinatunnajah, Dina Siti Logayah. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: ghinaafiifa@upi.edu

INTRODUCTION

Literacy is a skill acquired by an individual in processing, understanding, and interpreting information about specific fields that they develop as support and life skills. Information itself refers to a notification or explanation regarding something, such as news or other matters. The literacy ability has become urgent, especially in this industrial era. Society can disseminate information easily with the technology available today. According to [Holzinger et al. \(2022\)](#), this makes information increasingly uncontrollable and difficult to contain. With the ease of information dissemination, it is quite beneficial. However, it is not uncommon for many people to quickly get influenced by information whose truth is still in question. The urgency of promoting literacy culture has become an increasingly important topic to be emphasized at this time. By engaging in literacy activities, the community can carefully analyze and accurately interpret information.

Various methods and activities are undertaken to ensure that literacy is fully mastered by the community. At least there are six basic literacies that individuals must master from an early age, especially to face the advancements of the 21st century. The six literacies include language and literature literacy, numerical literacy, scientific literacy, economic or financial literacy, digital or information and communication technology literacy, as well as cultural and citizenship literacy ([Yuningsih, 2019](#)). One of the methods is to establish a library in a place where individuals seek new information through educational methods, namely schools. A library is an institution that manages collections, whether in the form of written works, printed works, or recorded works, professionally and systematically, to meet the educational, research, preservation, information, and recreational needs of its users. This is stated in Undang-Undang Nomor 43 tahun 2007 on Perpustakaan.

Literacy is an integration of the abilities to write, read, listen, speak, and think critically. Literacy, which includes many of these abilities, fundamentally aims to enhance the capacity to understand information critically, creatively, and reflectively. Therefore, with this goal in mind, literacy can serve as a foundation for learning in schools ([Suyono et al., 2017](#)).

The goal of literacy in schools becomes both a general goal and a specific goal. The primary goal of literacy is to nurture and develop students' character by cultivating a school literacy environment that fosters lifelong learning ([Wandasari et al., 2019](#)). Then more specifically, the goals of literacy include cultivating school literacy, improving the quality and capacity of human resources in schools to become literate human resources, making schools a pleasant learning environment so that human resources in schools, especially students, can manage the knowledge they acquire from the learning process, and ensuring the continuity of the learning process by providing reading materials or literature in schools and manifesting various reading strategies.

Schools have a great responsibility in imparting positive values to the nation's children, including promoting literacy culture ([Ichsan, 2019](#)). The implementation of literacy activities in schools should ideally be a collaborative effort among multiple parties to ensure their success. In the context of education in Indonesia, the government is increasingly recognizing the importance of literacy as one of the solutions to address the declining quality of education in the country, which is considered to have not yet addressed the issues of national character ([Hidayah, 2017](#)). The library is one of the institutions that can contribute to literacy activities, especially in schools. [Merga et al. \(2021\)](#) noted that librarians in school libraries play a crucial role as instructors in literacy activities. Another article also mentioned that one key to implementing optimal literacy activities in schools is to involve the library as the center of the literacy movement within the school ([Yanto et al., 2020](#)).

The procurement of materials for the school library takes place within the school setting. In one of the collection development activities for the library, there is an activity that ensures the library can adjust its materials to meet the needs of its users. The name of the activity is user analysis. Therefore, in procuring

the school library, we must first understand the needs of the school students (library users) for the school library that will be established.

The school library is a library located within the formal education unit of a senior high school/madrasah aliyah, an integral part of the school's activities that serves as one of the learning resource centers to support the achievement of the school's educational goals. This is stated in the Peraturan Kepala Perpustakaan Nasional Republik Indonesia Number 12 of 2017 on Standar Nasional Perpustakaan Sekolah Menengah Atas/ Madrasah Aliyah. As stated in the policy, the school library is a vital component of the school environment. To meet the information needs of all human resources at the school, particularly students and teachers, the school must establish a library as a means to support the achievement of these goals. Furthermore, [Akbar and Aplisalita \(2021\)](#) in their study mentioned that the school library is also part of the series of teaching and learning activities; therefore, the library is an inseparable part of the educational program at the school level.

The existence of school libraries is important, as stated in the Undang-Undang Republik Indonesia Number 20 of 2003 on Sistem Pendidikan Nasional, which states that every educational unit, both formal and non-formal, must provide facilities and infrastructure that meet educational needs by the growth and development of students' physical potential, intellectual intelligence, social, emotional, and psychological aspects. The facilities and infrastructure include libraries. [Loh et al. \(2021\)](#) mentioned that the perspective of the principal and teachers towards the library will influence the role of the library itself in the school. Therefore, good support is very much needed for the library services to run optimally.

The establishment of a school library is not merely a space for collecting and storing books; it is also a vital resource for students. With the establishment of a school library, it should serve as a support that enhances the teaching and learning process between students and teachers at the school. Therefore, when setting up a school library and developing its collection, the primary consideration is the usefulness or relevance of the library materials to the teaching and learning process within the school. To ensure its implementation, it is necessary to align the school curriculum with the preferences of the school library users. [Soulen and Tedrow \(2022\)](#) also noted that students who frequently visit the library tend to have better academic performance compared to those who never visit the library at all.

Examining the procurement of school libraries, which remains uneven across various regions, reveals several underlying reasons for these obstacles. These reasons include limited budgets or funds, causing most schools to prioritize other areas over the school library; the limited availability of qualified human resources to manage the school library; and the diverse needs of library users not being adequately matched by the facilities provided in the school library. Referring to [Mushtaq et al. \(2021\)](#), the reading habits of Generation Z are already good; however, they require support from libraries as a user-based service. One of which is by meeting the information needs of users using opportunities to provide various types of library collections. According to [Gunawan \(2017\)](#), library collection development can be defined as the activity of providing adequate library materials based on the needs of library users, as an effort to improve the quality of library services to achieve excellent service. Collection development in libraries encompasses several activities, including selecting library materials by identifying the needs of library users and expanding the library's collections. Then, evaluation activities are conducted to ensure that the library collection aligns with the applicable policies and meets the needs of the users ([Wince, 2017](#)).

More specifically, Edward G. Evans in [Ardyawin \(2020\)](#) stated that there are six stages of collection development, including the analysis of community needs as library users, establishing collection development policies, selecting library materials, procuring library materials, weeding library materials, and evaluating library materials. Additionally, there are processing activities. This activity aims to ensure that library users can easily perform information retrieval activities in the library. The establishment of a

school library is an essential activity that schools must undertake to support the learning facilities for their students.

However, there are several schools whose libraries are not yet optimal or do not even have a library at all, due to several reasons. One of them is the Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School located in Kampung Cimenyan, Sukadamai Village, Sukamakmur District, Bogor Regency. Based on the observations conducted by the UPI 2021 Thematic Literacy KKN service team, this Islamic boarding school has the opportunity to develop literacy activities by optimizing the role of its library. To support the program, the literacy program was strengthened by acquiring and developing the library's collection.

The library procurement and collection development activities in the UPI 2021 Thematic Literacy KKN program aim to support the Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School in improving its students' literacy. A well-equipped library will serve as a potential resource for students to develop their literacy skills. Based on this issue, the service team strives to ensure that the establishment of a library at the Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School can be successfully implemented in line with the UPI Thematic KKN theme, with one of the program activities being to assist the administration in matters related to literacy in the school.

METHODS

This service focuses on mentoring to strengthen literacy programs in schools. Accompaniment is an activity that involves accompanying an individual or a group of people to achieve the expected goals. In this case, the accompaniment is carried out in the school library to ensure that the school library's management system complies with the School Library Management Guidelines. (Handayani & Hartatik, 2021). This activity is conducted as part of the UPI Thematic Literacy KKN Community Service program. The service team obtained information about field issues based on observations and analysis of library collection needs.

RESULTS AND DISCUSSION

As a form of support for the implementation of literacy programs in schools, school libraries need to perform their role as the key to organizing literacy activities. To prepare the library for conducting literacy activities, schools need to pay special attention to the procurement of library materials before they are managed. Tang (2022) explained that at least good fund management is necessary for the process of developing the library's collection to run optimally, in collaboration with the principal, teachers, students, and parents (Srirahayu *et al.*, 2021). If the library is well-managed, librarians will find it easier to maximize their roles in literacy activities by optimizing the library's role. In some cases, school librarians can even become instructors who provide primary and supplementary learning resources to support the implementation of the learning process in schools (Knapp, 2019).

Library System Management

One of the main tasks of the library is to provide search services as part of information services. Purnomo and Arifin (2021) stated that searching is an activity of tracing or rediscovering the needed information through an information retrieval system. To maximize this service, library management must start transitioning from a manual system and begin implementing information technology in its management. Bustari (Almas, 2017) contends that the function of applying information technology in libraries (library automation) includes, among other things, serving as a library management information system that includes procurement, inventory, cataloging, circulation, member management, and statistical data

available in the library. Then, as a means or medium to obtain and disseminate information available in the library in digital form (digital library).

The transition from manual to technology-based library management systems is known as library automation. According to Singh in Doni (2018), library automation can be defined as a form of information technology implementation in library management, particularly for administrative tasks that include the procurement of library materials, circulation of library materials, inventory management, weeding of library materials, integrated cataloging, and membership management. Library automation aims to improve the efficiency and effectiveness of library management, both in terms of operations and services to users. Library automation enables libraries to continuously enhance their services, thereby providing excellent service to users (Nunekpeku, 2019).

In the library procurement, the actions taken by the service teams involve installing SLiMS (Senayan Library Management System). The Senayan Library Management System, often abbreviated as SLiMS, is one of the web-based Free Open Source Software (FOSS) systems that can be used to build a library automation system. As software, SLiMS can run perfectly within the system, both on a local network (intranet) and on the internet. (Azwar, 2013; Purnomo & Arifin, 2021). In addition, Cahyani *et al.* (2022) applied SLiMS in their research as an effort to implement library automation in elementary schools, achieving good results from the implementation. This, in turn, encouraged the service team to use SLiMS with a different version, namely version 8 Akasia, which was first released in 2015.

The use of SLiMS in managing this library, as illustrated in Figure 1, is considered to have a positive impact on the school library's performance. The work of library staff becomes more effective and efficient, and repetitive tasks can also be done more easily. The use of SLiMS can enhance the overall performance of the school library, as the performance provided by the library staff becomes more optimal. (Aini, 2022).

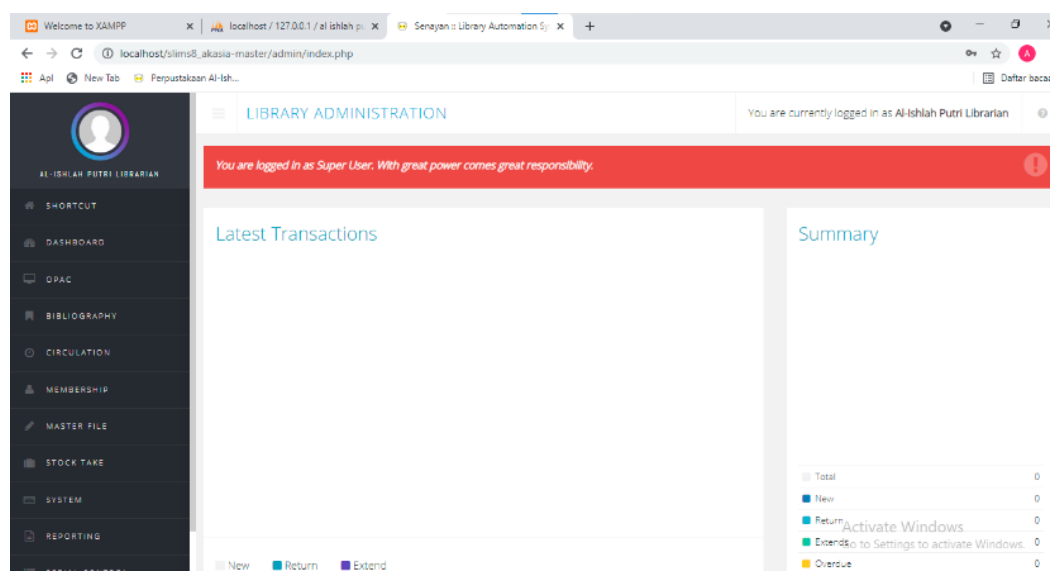


Figure 1. The first step is to download SLiMS.
Source: Author Documentation 2023

Library Material Weeding

The next step is to carry out the weeding process, which will become part of the library's collection. (Look at Figure 2.) According to Kaharudin and Zulaikha (2022), collection weeding is an effort to refresh or renew the library's collection by weeding out outdated materials or creating empty space that can be filled with new, more suitable, and relevant collections. This weeding activity is carried out based on the physical

condition and subject relevance that align with the environment where the library is located. The results of the previous observations showed that the library in the pesantren requires a large number of library materials on religious subjects. This aligns with the statement by Beutelspacher and Meschede (2020) that by directly observing the needs in the library, the library will be more effective in making decisions about the collection, in collaboration with publishers who work with the library to procure the collection. Furthermore, [Ashiq et al. \(2021\)](#) also mentioned that library collection development activities can stimulate creativity, especially in managing funds, resources, locations, and the interests of colleagues as library users.



Figure 2. Library material weeding activity
Source: Author Documentation 2023

Library Materials Classification

After the weeding activity is completed, the next task is to classify the library materials. The classification activity is carried out to make it easier for users to find library materials on the bookshelves, as they have been grouped according to specific criteria. There are several classifications of library collections, namely (1) Artificial Classification, which is the collection of library materials based on their characteristics or properties. For example, according to the author, book size, cover color, and so on, (2) Utility Classification is the grouping of library materials based on their utility and type. For example, children's reading books, adult reading books; and (3) Fundamental Classification, the grouping of library collections based on the subject characteristics or main issues discussed in a book, which consists of three systems, namely UDC (Universal Decimal Classification), LCC (Library of Congress Classification), and DDC (Dewey Decimal Classification).

The service team in classifying library materials uses the DDC (Dewey Decimal Classification) edition 23. DDC is considered for use in the classification system at the Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School's library because it is commonly used in Indonesia. However, in practice, the service team classified the materials at Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School only based on the primary classes. Except for the subject of Islamic religion, because the library collection at Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School mainly consists of Islamic religious books, the team made it more detailed.

Cataloging

The next task undertaken by the author is cataloging library materials in the source book. (Look at Figure 3.) The data recorded in the master book includes the Registration Number, Date of Book Receipt, Author, Book Title, Publisher, Year of Publication, Source of the Book (Gift, Purchase, or Cooperation), Language, Number of Copies, Price, and other remarks. To save time, the author directly proceeds to input the data into SLiMS for the online catalog or OPAC (Online Public Access Catalogue).

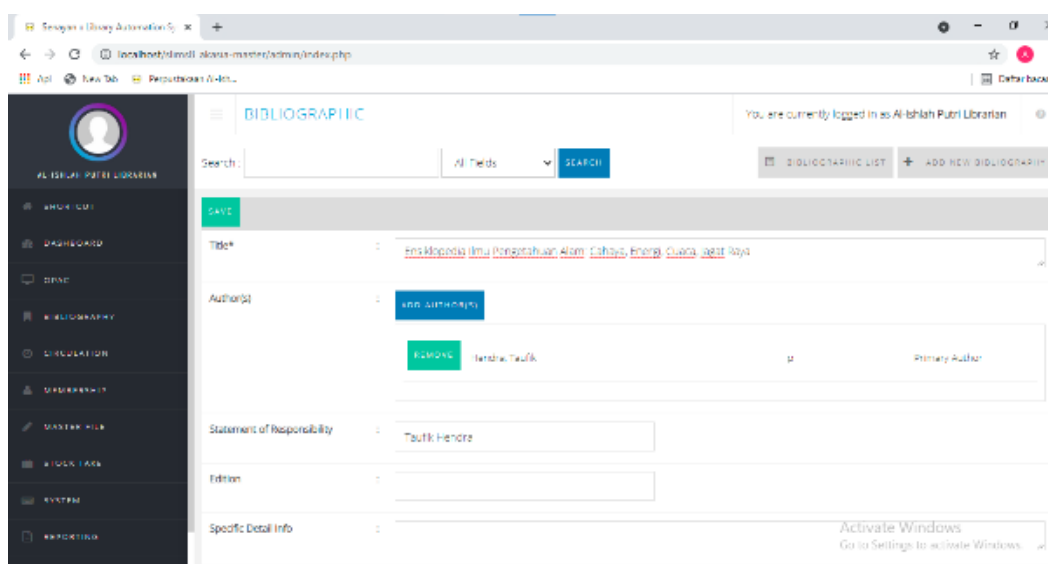


Figure 3. Inputting data for OPAC purposes

Source: Author Documentation 2023

Circulation

In addition to being used for cataloging, the author also utilizes SLiMS as a tool for book circulation transactions in the library. This aims to enable future library managers to easily carry out service activities in the library.

User Education

After completing the main library activities, the author then conducts user education activities. User education aims to ensure that students who will become future library users can understand the rules, borrowing and returning procedures, as well as guidelines for searching for library materials. User education activities are efforts made by the library to inform users or the community as prospective users about the benefits of the library in meeting their needs and explain how to maximize the use of the library's collection. Besides user education, another activity carried out is the creation of a guidebook for library managers as part of the cadre or change agent formation program to follow up on the activities that have been conducted.

CONCLUSION

In fulfilling the mission to improve student literacy, the procurement of adequate libraries and the development of school library collections can be carried out. To support this procurement, during the UPI 2021 Thematic Literacy KKN activities, the service team had the opportunity to participate in managing the library. Starting with the establishment of an integrated library system using SLiMS, the development of library collections encompassed classification, cataloging, and weeding of library materials, as well as user education activities for school residents as library users. It is hoped that the establishment of the

library, the development of collections, user education activities, and the guidebooks that have been created will strengthen the sustainability and cultivation of literacy activities at Tahfidzul Qur'an Al-Ishlah Putri Islamic Boarding School.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors affirm that the data and content of the article are free from plagiarism.

REFERENCES

- Aini, Q. (2022). Penerapan aplikasi Senayan Library Management System (SLiMS) dalam pengelolaan bahan pustaka di perpustakaan sekolah. *Bibliotika: Jurnal Kajian Perpustakaan dan Informasi*, 6(1), 43-56.
- Akbar, A., & Aplisalita, W. O. D. (2021). Fungsi perpustakaan sekolah terhadap prestasi belajar siswa sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 203-212.
- Almas, H. (2017). Manajemen sistem informasi di Perpustakaan SMK Negeri 3 Malang. *Bibliotika: Jurnal Kajian Perpustakaan dan Informasi*, 1(1), 91-100.
- Ardyawin, I. (2020). Urgensi pengembangan koleksi sebagai upaya menyediakan koleksi yang berkualitas di perpustakaan. *Jurnal Adabiya*, 20(1), 86-108.
- Ashiq, M., Rehman, S. U., & Mujtaba, G. (2021). Future challenges and emerging role of academic libraries in Pakistan: A phenomenology approach. *Information Development*, 37(1), 158-173.
- Azwar, M. (2013). Membangun sistem otomasi perpustakaan dengan Senayan Library Management System (SLiMS). *Jurnal Ilmu Perpustakaan & Informasi Khizanah Al-Hikmah*, 1(1), 19-33.
- Beutelspacher, L., & Meschede, C. (2020). Libraries as promoters of environmental sustainability: *Collections, tools and events*. *IFLA Journal*, 46(4), 347-358.
- Cahyani, R. G., Rukmana, E. N., & Rohman, A. S. (2022). Penerapan software SLiMS dan INLIS Lite dalam kegiatan katalogisasi di Dinas Kearsipan dan Perpustakaan Kota Banjar. *Libria*, 13(2), 156-183.
- Carden, K. (2021). Library acquisition, delivery, and discovery for a creative university. *Future Directions in Digital Information* 1(1), 217-222.
- Doni, S. (2018). Implementasi automasi perpustakaan: Studi kasus di Fakultas Adab dan Humaniora Universitas Islam Negeri Imam Bonjol. *Shaut Al-Maktabah: Jurnal Perpustakaan, Arsip, dan Dokumentasi*, 10(1), 95-102.
- Fulkerson, M. (2021). The use of data in publishing and library acquisition strategies. *Libraries, Digital Information, and COVID*, 1(1), 161-168.
- Gunawan, A. (2017). Pengembangan koleksi pada perpustakaan Pusat Penelitian dan Pengembangan Perikanan. *Jurnal Pari*, 2(1), 31-42.
- Handayani, T., & Hartatik, E. S. (2021). Pendampingan pencatatan koleksi perpustakaan di SD Negeri Manyaran 01 Semarang. *Harmoni: Jurnal Pengabdian Kepada Masyarakat*, 5(2), 70-80.
- Hidayah, L. (2017). Implementasi budaya literasi di sekolah dasar melalui optimalisasi perpustakaan: Studi kasus di sekolah dasar negeri di Surabaya. *JU-Ke (Jurnal Ketahanan Pangan)*, 1(2), 48-58.
- Holzinger, A., Dehmer, M., Emmert-Streib, F., Cucchiara, R., Augenstein, I., Del Ser, J., ... & Díaz-Rodríguez, N. (2022). Information fusion as an integrative cross-cutting enabler to achieve robust, explainable, and trustworthy medical artificial intelligence. *Information Fusion*, 79, 263-278.
- Ichsan, A. (2019). Gerakan literasi sekolah di sekolah Islam (sebuah analisis implementasi GLS di MI Muhammadiyah Gunungkidul). *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 10(1), 69-88.

- Kaharudin, R. G., & Zulaikha, S. R. (2022). Penyiangan koleksi perpustakaan umum sebagai dedikasi dan tanggung jawab pustakawan. *Anuva: Jurnal Kajian Budaya, Perpustakaan, dan Informasi*, 6(3), 255-268.
- Knapp, N. F. (2019). Using technology to foster "real reading" in the school library and beyond. *Knowledge Quest*, 48(1), 54-60.
- Loh, C. E., Sundaray, S., Merga, M., & Gao, J. (2021). Principals and teachers' perspectives of their school libraries and implications for school library policy. *Journal of Library Administration*, 61(5), 550-571.
- Mehta, D., & Wang, X. (2020). COVID-19 and digital library services-a case study of a university library. *Digital Library Perspectives*, 36(4), 351-363.
- Merga, M. K., Roni, S. M., Loh, C. E., & Malpique, A. (2021). Revisiting collaboration within and beyond the school library: New ways of measuring effectiveness. *Journal of Library Administration*, 61(3), 332-346.
- Mushtaq, S., Soroya, S. H., & Mahmood, K. (2021). Reading habits of generation Z students in Pakistan: Is it time to re-examine school library services?. *Information Development*, 37(3), 389-401.
- Nunekpeku, P. (2020). Establishing clients' satisfaction levels with automated library based services: A case study at University of Cape Coast library, Ghana. *Digital Library Perspectives*, 36(1), 8-20.
- Purnomo, E., & Arifin, Z. (2021). Pengoptimalan Perpustakaan Sekolah SMP Batik Program Khusus Surakarta melalui aplikasi SLIMS. *JUPI (Jurnal Ilmu Perpustakaan dan Informasi)*, 6(2), 274-286.
- Soulen, R. R., & Tedrow, L. (2022). Students' frequency of access to school library materials in transformative times. *Journal of Librarianship and Information Science*, 54(4), 622-639.
- Srirahayu, D. P., Kusumaningtyas, T., & Harisanty, D. (2021). The role of the school librarian toward the implementation of the School Literacy Movement (Gerakan Literasi Sekolah) in East Java. *Library Philosophy and Practice*, 1-15.
- Suyono, Harsiati, T., & Wulandari, I. S. (2017). Implementasi gerakan literasi sekolah pada pembelajaran tematik di sekolah dasar. *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, 26(2), 116-123.
- Tang, X. (2021). Why were the budget management and library acquisition module in ILS so important?. *Journal of Library Resource Sharing*, 30(3-5), 95-99.
- Wandasari, Y., Kristiawan, M., & Arafat, Y. (2019). Policy evaluation of school's literacy movement on improving discipline of state high school students. *International Journal of Scientific & Technology Research*, 8(4), 190-198.
- Wince, E. (2017). Kajian pentingnya stock opname dalam pengembangan koleksi perpustakaan. *TIK Ilmeu: Jurnal Ilmu Perpustakaan dan Informasi*, 1(1), 79-88.
- Yanto, A., Rusmana, A., Rachmawati, T. S., Sinaga, D., & Anwar, R. K. (2020). Information literacy competence of elementary school teacher-librarians. *Library Philosophy and Practice*, 1-9.
- Yuningsih, Y. (2019). Pendidikan kecakapan abad ke-21 untuk mewujudkan Indonesia emas tahun 2045. *Pedagogik Pendidikan Dasar*, 6(1), 135-152.

This page is intentionally left blank.