



DEVELOPMENT OF A DISABILITY-FRIENDLY AN INCLUSIVE IN SEBELAS MARET UNIVERSITY LIBRARY

PENGEMBANGAN UPT PERPUSTAKAAN UNIVERSITAS SEBELAS MARET YANG RAMAH DIFABEL DAN INKLUSIF

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ABSTRACT

Higher education libraries generally provide library material collection needs for non-disabled users, while disabled users also need the same. The purpose of this study was to determine the policy governance of the development of the UPT library at Sebelas Maret University, Surakarta, which was friendly and inclusive, and student responses to the policy governance of the development of the UPT library at Sebelas Maret University, Surakarta, which was pleasant and inclusive. The research method uses qualitative and quantitative descriptive involving 33 respondents. Researchers used questionnaires and interviews to obtain data. The results of this study indicate that the management of library UPT development policies includes information resource management policies, collection development for disabled users, and facilities and infrastructure policies for disabled users. The results of student responses to information resource management policies are high, 63.6%, responses to collection development policies are medium, 36.4%, and answers to facilities and infrastructure development policies are very low, 54.5%. Overall, the student response to the policy of developing the UPT library at Sebelas Maret University, Surakarta, which is disability-friendly and inclusive, is shallow, at 39.4%. The conclusion from these results is that the development of the Disabled and Inclusive UNS Library UPT is essential for improvement, especially policies in the field of facilities and infrastructure.

Keyword: Disabled, Inclusive, Library Development

ABSTRAK

Perpustakaan Perguruan Tinggi pada umumnya menyediakan kebutuhan koleksi bahan pustaka bagi pengguna non difabel sementara pengguna difabel juga membutuhkan hal yang sama. Tujuan penelitian ini untuk mengetahui tata kelola kebijakan pengembangan UPT perpustakaan Universitas Sebelas Maret Surakarta yang ramah difabel dan inklusif, respon mahasiswa terhadap tata kelola kebijakan pengembangan UPT perpustakaan Universitas Sebelas Maret Surakarta yang ramah difabel dan inklusif. Metode penelitian ini menggunakan deskriptif kualitatif dan kuantitatif yang melibatkan 33 responden. Peneliti menggunakan kuisioner dan interview untuk mendapatkan data. Hasil dari penelitian ini menunjukkan bahwa tata kelola kebijakan pengembangan UPT perpustakaan meliputi kebijakan pengelolaan sumber daya informasi, pengembangan koleksi bagi pemustaka difabel serta kebijakan sarana dan prasarana bagi pemustaka difabel. Hasil respon mahasiswa terhadap kebijakan pengelolaan sumberdaya informasi adalah tinggi yaitu 63,6%, respon terhadap kebijakan pengembangan koleksi sedang yaitu sebesar 36,4%, dan respon terhadap kebijakan pengembangan sarana dan prasarana sangat rendah yaitu sebesar 54,5%. Secara keseluruhan respon mahasiswa terhadap kebijakan pengembangan UPT perpustakaan Universitas Sebelas Maret Surakarta yang ramah difabel dan inklusif adalah sangat rendah, yaitu sebesar 39,4%. Dari hasil tersebut dapat disimpulkan bahwa pengembangan

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UPT Perpustakaan UNS Ramah Difabel dan Inklusif sangat diperlukan perbaikan khususnya kebijakan dalam bidang sarana dan prasarana.

Kata Kunci : *Disabilitas, Inklusif, Pengembangan Perpustakaan*

A. INTRODUCTION

A library is an institution that manages collections in the form of written works, printed displays, or recorded documents following a standard system that can fulfil the needs of education, preservation, information, research, and recreation for its users ([UU RI No 43 Tahun 2007](#)). In general, the user who attends the library is an academic community member who has normal physical and mental health. However, there are also users from people with disabilities. This is stated in Government Regulation No 72 of 1991 that a person with a disability has a physical, mental, or behavioural disorder. ([Setyaningsih & Gutama, 2016](#)) The number of people with disabilities in Indonesia, according to the Ministry of Health until January 13, 2021, through the Information System for Management of Persons with Disabilities (SIMPD), recorded a total of 209,604 people ([Kominfo, 2021](#)). These disabilities include physically disabled, deaf, speech impaired, mentally retarded, mentally retarded, and those with abnormalities in body parts such as feet or hands. People with disabilities also have the right to access information in the library to improve their literacy.

The academic library generally only provides materials that can only be used for non-disabled users, while disabled users also need the same rights as students. Based on this description, it is essential to have inclusive and disability-friendly library management, especially at the Library Unit of Sebelas Maret University, Surakarta. Mr. Bambang H., as Sub-Coordinator for

services, said that "librarians need to develop competence in serving users with special needs and providing equipment." Likewise, the students majoring in PLB (MSB) said, "the librarians who are at the UNS Library UPT need to be trained to serve users with special needs so that all the information submitted can be received." Therefore, the development of library management for people with disabilities is essential. Thus, librarians can provide services to users with special needs properly.

Good governance will provide a form of disability-friendly and inclusive service. Thus, disabled users can improve their abilities and self-confidence and foster enthusiasm for a better life. The objectives of this study are: (1) To find out how the policy management for developing the UPT library of the University of Sebelas Maret Surakarta is friendly and inclusive. (2) To find out how students respond to the policy management of the development of the UPT library at Sebelas Maret University, Surakarta, which is friendly and inclusive.

B. LITERATURE REVIEW

1. Disability-Friendly and Inclusive Library Governance

The library is an information resource institution that has a strategic role in the intellectual life of the nation's children. Thus, it is necessary to develop good governance. The word manage is to control or organize ([Kemen PUPR, 2016](#)). Then the library can also be defined as a room that could keep the book that is stored and arranged according to a specific

arrangement so that readers can use them ([Hartono, 2019](#)).

Within the library, there are library policies which include: (1) The legal basis of the library issued by the competent authority regarding the reasons and considerations for the establishment, organizational structure, aims, and objectives, as well as duties and functions. (2) Determination of library users. (3) Determination of standard or standardized library processing systems, (3) Policy on service systems. (4) Terms of use of library collections. (5) Policies for fostering and developing collections. (6) Preparation of work systems. (7) Formulation of policies for the guidance and development of libraries. (8) Technology application policy. (9) Information resource management policies in university libraries are carried out by source classification, source storage, system and search media, user and source adjustment methods, and document packaging and presentation methods ([Rahmah & Tesiani, 2013](#)). Of course, they are redeveloping these policies to be more friendly for people with disabilities.

An inclusive library is a library that can be accessed by all students, both non-disabled and disabled. The legal basis for library services as inclusive rights is enshrined in Article 5 of Law Number 43 of 2007 concerning libraries which regulates the rights and obligations of the community towards libraries (1) The district has the same rights to obtain services and utilize library facilities. (2) People in remote, isolated, or underdeveloped areas, due to geographical factors, are entitled to special library services. (3) People with physical, emotional, mental, intellectual, or social disabilities or disorders have the right to obtain library services tailored to their

respective abilities and limitations (Woro Titi Haryanti, 2019).

2. Types and Characteristics of Disabled Users

The term disability in Law no. 4 of 1999 is for those with physical or mental disorders, which are obstacles and obstacles for them to perform correctly, consisting of people with physical disabilities, people with mental disabilities, and people with physical and mental disabilities ([Lib, 2020](#)). People with disabilities are divided into four, namely: visually impaired (visual impairment), deaf (hearing impaired), physically disabled (body limb disorders), as well as mental disorders. ([Aziz, 2014:41](#)). Thus, to develop inclusive library management, libraries must provide services and infrastructure according to the capabilities of each library with disabilities.

Some facilities needed for accessible services for disabled users include talking books, talking newspapers, talking periodicals, large print books, video/DVD books with subtitles and/or sign language, and tactile picture books. Accessibility to services for the deaf can be by presenting service instructions in sign language via video, e-mail, SMS, and information via the library website ([Isrowiyanti, 2014](#)). Librarians must understand the characteristics of people with disabilities so that they can interact with and provide facilities to them appropriately.

Facilities in the library for disabled users must be adjusted to the type of disability (handicap). Libraries are also required to pay attention to several physical accesses, which include: (1) Library room, (2) Reading and listening room for disabled users, (3) Parking area, as well as the environment, and the entire library area

must be accessible for people who have disabilities. Using a wheelchair, walker, or other mobility aid, (4) Entrance doors, i.e., revolving doors should be able to open automatically and lift buttons should be at the correct height for people in wheelchairs, and automatic doors should be able to stay open long enough, (5) Computer, (6) Circulation Desk, (7) restroom, (8) Children Department ([Aziz, 2014 : 75-77](#)).

C. METHOD

The research design in this study used a qualitative and quantitative descriptive approach. The subjects of this study were students with disabilities, with a total of 33 respondents spread across several faculties at Sebelas Maret University (UNS) Surakarta, Central Java, who had come to the UPT Library of UNS. The researcher also gave a questionnaire to 33 respondents to obtain data which was then processed with SPSS 25.0. Researchers also conducted observations, in-depth interviews with informants from inside and outside, and documentation. The presentation of data analysis in this study is the Miles and Huberman model. In addition, the validity of the data used in this study is data triangulation. Descriptive analysis, cross-tabulation data analysis, problem tree analysis, and SWOT analysis were also carried out.

D. RESULT AND DISCUSSION

1. Policy Governance for Development of UPT Library at Sebelas Maret University, Surakarta, is Disabilities Friendly and Inclusive.

Seeing the growth in the number of students and the need for diverse information, based on the Decree of the Chancellor of the Sebelas Maret University dated August 14, 1980, by Government

Regulation No. 51980, the Technical Implementation Unit of UPT Libraries was established. The UPT Sebelas Maret University Library has occupied a new building that has recently been massively renovated. Six sub-sectors manage the library administration at the UNS Library UPT under the respective Field Coordinators; namely the Coordinator of Service Sector, Coordinator of Processing Sector, Coordinator of Public Relations and Cooperation, Coordinator of IT-K Sector, Coordinator of P4M Sector and Coordinator of Quality Assurance.

The researcher discusses the improvement of library development policies through 3 indicators as follows: (1) Information resource management policies, (2) collection development policies, and (3) Facilities and infrastructure development policies. Based on the discussed means very necessary for people with disabilities because they also need the same access as users quickly. However, this is constrained by the students' physical limitations, the library's limited equipment, and the librarian's competence in service to disabled users.

So they cannot access the information they need quickly and precisely. For example, there is no scanner tool for translating information material for disabled users. Disabled users also need privacy when accessing information. So they need to be given easy access to information. The statement is in line with research from [Grassi \(2018\)](#) that communication, respecting privacy, and encouraging the independence of persons with disabilities are very much needed.

At the UNS Library UPT, collection development has been carried out for special-needs users. However, this has not

been maximized due to library managers' lack of service training in showing the direction to get the collection. These results align with research by [Khan & Bhatti \(2016\)](#) that collection development is a factor that must be developed in the library.

Meanwhile, the UPT Library of UNS Surakarta has not provided complete facilities and infrastructure for the disabled. From the results of observations and interviews with disabled users from postgraduate PLB (MSB) majors, in the library, there are no computers, printers, or

scan tools that can be used for disabled users, especially blind users.

2. Student Response to Policy Management for the Development of the Sebelas Maret University Library, Surakarta, Disabilities Friendly, and Inclusive.

Data on the characteristics of respondents with special needs at Sebelas Maret University spread across several faculties for the 2019/2020 period can be seen in table 1 below.

Table 1.
Characteristics of Respondents with Special Needs

No.	Characteristics of Disabled	Total	%
1.	Blind	12	36,4
2.	Deaf	10	30,3
3.	Physically Disabled	9	27,3
4.	Color blind	1	3
5.	Autism	1	3
	Total	33	100

Sources: Research data processing (2021)

The table above shows that the students who have the most types of blindness disabilities are 12 people or 36.4%. While students with colour blindness and autism each only one person or by 3%.

Then, the responses of students with disabilities regarding the development of

governance policies are pretty diverse. The reactions of students with disabilities regarding the outcome of information resource governance policies can be seen in table 2 below.

Table 2.
Student Response to the Development of Information Resource Management Policy Governance

No	Category	Value	Total	(%)
1.	Very high	>34	3	9,1
2.	High	31-33	21	63,6
3.	Moderate	28-30	5	15,1
4.	Low	37-38	0	0
5.	Very low	< 36	4	12,1
	Total		33	100

Sources: Research data processing (2021)

The student's response to the development of information resource management policy governance is categorized in the high category, with 21 respondents or 63.6%. The result shows that the student response to the government

of information resource management policies is quite good.

Then, the responses of students with disabilities regarding the management of collection development policies can be seen in table 3 below.

Table 3
Student Response to the Development of Collection Development Policy Governance

No	Category	Value	Total	(%)
1.	Very high	> 65	2	6,0
2.	High	62 – 64	6	18,1
3.	Moderate	59 - 61	12	36,4
4.	Low	56 – 58	3	9,1
5.	Very low	< 55	10	30,4
Total			33	100

Sources: Research data processing (2021)

The student's response to the development of information resource management policy governance is moderate, with 21 respondents or 36.6%. The result has proven that collections for special-needs users have been available.

However, they have not been able to access it optimally.

Then, the responses of students with disabilities regarding the development of facilities and infrastructure governance policies can be seen in table 4 below.

Table 4
Student Response to Policy Development for Provision of Facilities and Infrastructure

No	Category	Value	Total	(%)
1.	Very high	> 46	1	3,0
2.	High	40 – 45	6	18,2
3.	Moderate	34 - 39	3	9,1
4.	Low	28 - 33	5	15,1
5.	Very low	< 27	18	54,5
Total			33	100

Sources: Research data processing (2021)

The student's responses to the development of information resource management policies can be in the moderate category, with a total of 21 respondents or 36.6%. The result proves that collections for special-needs users have been available so far. However, they have not been able to access it maximally.

The data shows that students' response to governance regarding the policy of providing facilities and

infrastructure for special needs is shallow, namely 18 people or 54.5%. The statement before means that the facilities and infrastructure for special-needs users are not yet fully available.

The research results above can be used as an evaluation for the library to improve the policy governance of the development of the UNS Library UPT, which is disabled-friendly and inclusive. The categories of government for the

development of the UNS Library UPT that are disabled-friendly and inclusive can be

seen in table 5 below.

Table 5
Student Response to Policy Governance for the Development of UNS Library UPT that is Disabilities Friendly and Inclusive

No	Category	Value	Total	(%)
1.	Very high	>135	1	3,0
2.	High	128 - 134	5	15,0
3.	Moderate	121 - 127	8	24,2
4.	Low	114 - 120	6	18,2
5.	Very low	< 113	11	39,4
Total				100

Sources: Research data processing (2021)

Based on the table above, it can be concluded that the overall management of the policy for the development of the UNS Disability-Friendly and Inclusive Library UPT is currently in the shallow category, which is 11 people or 39.4%.

So, in this case, it can be said that most of the respondents stated that the development of the UNS Library UPT, which is Disabilities Friendly and Inclusive, is essential. Likewise, the PLB study program's students at UNS stated that the UNS Library could not provide information for blind students because of problems with equipment. For example, books are available for students who want to find a developmental psychology book. However, the information cannot be reached or read because of the unavailability of the tools provided by the UNS Library UPT. In addition, there are also no competent librarians in the field of developmental psychology—services to users with special needs. Thus, librarians qualified to serve students with special needs are also needed. This is in line with [Herlina \(2017\)](#) and [Falloon \(2015\)](#) research that librarians who understand information technology, communication, information organizations, cooperation, psychology, innovation, and

creativity are needed to serve users with special needs.

SWOT Analyze Result

The results of the swot analysis used in analyzing governance policies for the development of the UPT Library for the disabled and inclusive at the UPT Library UNS are as follows:

The advantages;

there is road access, there is an elevator, there is a disabled room, there is a collection of library materials that non-disabled users can access, and there are bookshelves that disabled users can use. Disadvantages; There are no special collections such as Braille reading materials and others., no competent librarian in terms of service, and no certain facilities such as computers, printers, and other audiovisuals for disabled users.

Opportunity;

There need to be special collections such as Braille reading materials. A competent librarian in terms of service is required, and there need to be certain facilities that can support reading and listening tools such as computers, printers, and audiovisuals—others for disabled users.

The challenge;

The UPT of Sebelas Maret University Library must be ready to provide disability-friendly and inclusive services for special-needs users, considering that the number of students with disabilities at UNS March is increasing.

E. CONCLUSION

Based on the discussion above, the Policy Governance for the Development of the UNS Library UPT Diffable-Friendly and Inclusive consists of three indicators: the information resource management program,

the collection development policy program, and the policy program for the provision of facilities and infrastructure. This means that the development of the UNS Library that is Disabilities Friendly and Inclusive is very much needed, especially in terms of providing facilities and infrastructure. Infrastructure for users with special needs, both in terms of collections and supporting equipment for users with special needs. For this reason, further research is needed to create a disability-friendly and inclusive library.

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