Library Services in Supporting the Curriculum according to the National Standards of Library at Elementary School

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ABSTRACT

This study aims to describe the implementation of the national library standard, especially the point of integration of the school library with the curriculum at SDIT At-Taqwa Surabaya, and the relationship between these standards and the satisfaction of the user community. This research is a qualitative method based on case studies. Data collection using observation, semi-structured interviews, and literature studies that take the subject from the SDIT At-Taqwa Library Surabaya. Researchers used purposive sampling to select informants with criteria relevant to the research objectives so that the librarian suitable became an informant. This finding explains that the eight points in integrating elementary school libraries with the curriculum based on SNP 10:2017, are half relevant to the existing standard. Meanwhile, the other four points still do not conform with the current standards because several reasons influence them. Future research is expected to be able to review aspects of elementary school library integration with the curriculum in the National Library Standards for the coming year and its relationship to user community satisfaction.

A. INTRODUCTION

Surabaya is predicted to be a Literacy City, making the government strive for all people to have a high interest in reading, including elementary school-aged children. Children's love for the world of literacy does not just appear like a magic show but needs to go through a long habituation process (Primadesi, 2018). Therefore, elementary school libraries are responsible for printing and fostering the spirit of a generation of lifelong learners by providing access to information.

The 2013 curriculum, which is currently being implemented at various levels of education, serves as a means to realize the objectives of the learning program. Of course, the curriculum cannot stand alone but must be supported by several factors, such as the competence of teaching staff, facilities, and infrastructure of learning resources (Astuti, et al., 2018; Halimah, 2016; Suluh & Ate, 2019). As an institution engaged in collecting, managing, and providing access and services in the field of information, including student learning resources (Mahwasane, 2017), elementary school libraries should have a strategic role in supporting the vision and mission and supporting the implementation of the applicable curriculum.

The existence of these institutions not only aims to provide services in supporting learning activities such as information retrieval and circulation of library collections but also plays a role in facilitating the exploration of the user community for new things considering elementary school-aged children who have high curiosity (Huang & Shieh, 2021). It is appropriate that the institution can advocate for implementing the learning curriculum through the resources owned by the library.

The high demands on school libraries are often not accompanied by the existence of the appropriate quality to realize these expectations. In reality, not all elementary school libraries have ideal standards and quality in terms of infrastructure, managerial to employment (Diana, & Fadelina, 2021; Kusumaningrum et al., 2019). Also, libraries are often dissatisfied with the user community's performance of library services, the cause of which is allegedly due to the non-fulfillment of standards in carrying out library duties and functions (Hidayati, 2014). Not surprisingly, problems often arise, especially the quality of service that does not satisfy users.

Libraries are often ignored because of the stereotype of society that considers libraries to be gloomy, remote places and managers with no scientific library background. At the same time, elementary school libraries can be an alternative non-formal learning resource because the resources offer information and knowledge that is sometimes not taught in formal education with teachers.

Inadequate services and facilities are suspected of causing the low quality of school libraries. In addition, if examined further, elementary school libraries have the most quantity compared to other libraries, namely 76,063 (Satudata Perpusnas, 2018). It is appropriate that this amount is balanced with quality so that the library's presence has positive implications for the user community. The quality indicators in the library include several things such as buildings, spatial planning, collections, library staff, and library services to integrate with the curriculum.

As an integral part of the parent institution, the library has a position to support the optimization of curriculum implementation in elementary schools. Therefore, the library's performance will improve if it implements the applicable standards. National Library Standard Number 10 of 2017 as a standard in elementary school libraries, is functional as a quality indicator to achieve excellent service quality. These standards generally include indicators regarding collections, infrastructure, services, personnel, organization, and management of libraries (National Library, 2017). In connection with the existence of the elementary school library as a supporter of smooth learning, the integration of the library into the curriculum is a crucial aspect that deserves to be studied more deeply.

The integration points of the curriculum with the library contained in SNP 10:2017 are further broken down into several subs, such as activities to foster a love of reading in the user community, which includes a collection of various formats, learning activities in libraries and teaching about information technology, as well as information literacy program education. Not only that, but this article also examines assistance by libraries to teachers in terms of accessing information and compiling learning tools. We will discuss these points in depth in the following discussion.

SDIT At-Taqwa became a place for case studies by researchers to identify the implementation of SNP 10:2017 integration points of elementary school libraries with the applicable curriculum. And examine the correlation between the suitability of an elementary school library to the standard and the user community's satisfaction. The elementary school is an Islamic Education Institution established in 2001 and was addressed at Jalan Griya Babatan, Mukti Wiyung District, Surabaya. As one of the leading elementary schools in the city of Surabaya, it is relatively aggressive and proactive in promoting the utilization of library services. Therefore, the elementary school library was deemed appropriate to test conformity with applicable standards.

The curriculum is defined as a set of learning materials to realize educational goals, namely the achievement of an intellectual generation whose output through a diploma as a symbol has finished receiving education at a certain level. The 2013 curriculum, which is currently applied in learning at various levels of education, emphasizes a scientific approach to lessons (Fitri, et al,

2021; Lubis, 2018) which is predicted to create a golden generation in 2045 that can answer the nation's challenges (Sinambela, 2017). The curriculum guides students to have competence in knowledge, skills, and attitudes. Therefore, we can say that curriculum implementation plays a crucial role in the success of a level of education.

Implementing the curriculum requires the library's role as a provider of access to information to support learning activities. Examines students' perceptions of the part of the library at SMP Negeri 94 Jakarta in the smooth implementation of the 2013 curriculum (Hidayah, 2017) The research found that the user community considered the library's role to be good, which was implemented through the provision of supporting collections relevant to student learning. Regarding human resources, we can say that librarians play an active role in helping obstacles in finding information and advocating for the education of library users. However, library services that support the success of the 2013 curriculum still need to be improved, especially in promoting information literacy.

In general, the library's ultimate goal is to provide satisfaction to the user community. Although user satisfaction is relative, libraries should strive to optimize services to achieve advanced and ever-growing libraries (Pahlevy & Hasan, 2021). Therefore, the library's conformity to applicable standards closely correlates with user satisfaction because standards are set to ensure quality to create a performance that can meet the needs of the user community. This study aims to describe the implementation of SNP 10:2017, especially the point of integration of the school library with the curriculum at SDIT At-Taqwa Surabaya and the relationship between the conformity of these standards and the satisfaction of the user community.

B. METHODOLOGY

Based on a case study-based qualitative method, the author tries to describe the relationship between the suitability of the SNP 10:2017 SDIT At-Taqwa Library, especially in the point of integration with the curriculum on the satisfaction of the user community in utilizing library services. Qualitative research is interpretive, which can also be interpreted as researchers conducting analysis and synthesis of data extracted through data sources (Creswell, 2014; Nassaji, 2020). Case studies are conducted to find out in detail and depth about an activity to a program within an organization to obtain in-depth information about the event (Rahardjo, 2017; Winarni, 2018).

Observations were made to capture the implementation of integration with the curriculum at the case study location through sensing. These observations include statements through the library's social media platform Instagram and the Kemdikbud Learning Center website. The semi-structured interview method was carried out to explore in-depth information from informants so that they could find interesting additional information beyond the main questions asked by the researcher. There were 8 (eight) questions posed to informants to study further the implementation of SNP 10:2017 in the school library.

C. RESULT AND DISCUSSION
The Role of Libraries to Encourage Students' Love of Reading

SDIT At-Taqwa is quite active in fostering students' love for the world of literacy which is implemented through the Literacy Movement for the Compulsory Reading Curriculum. This activity is carried out by giving the theme of reading material by the librarian, who changes every two months. From October to December, students are reading technology-themed books. The change in the composition of the reading material is intended to expand children's treasures in

science and minimize boredom.

The activity was sparked by assistance from the East Java Provincial Library Service in 2015 to socialize the activities of the School Literacy Movement in the Compulsory Reading Curriculum program. Technically, the program has its time allocation, namely before the first lesson starts, which lasts about 15 minutes and is carried out every day. The mentoring carried out for a year resulted in a positive impact, namely that the elementary school students have continued cultivating these activities. The library's journey to activating children's love for the world of literacy did not run smoothly. One of them was when the pandemic hit Indonesia, this activity was temporarily vacuumed. However, not long ago, the action was re-enacted online, although it was still in the adaptation stage.

Monitoring activities are carried out through the provision of monitoring cards by the library, which students must fill out about the collections that have been read later at the end of each theme, the card is reported to the librarian as evaluation material. Evaluation is an important stage because it is used to assess the suitability of reading books with themes and reading charts and as an instrument to monitor students' seriousness or to fill in.

Figure 1. Giving awards to students
(Sources: Instagram @perpus.sdattaqwa, 2019)

As a form of appreciation, the student who reads the most books at the end of each theme is given an award, as illustrated in Figure 1. The awards are in the form of certificates, trophies, and gifts from the librarian to students. The urgency of evaluation at the end of the program to assess the shortcomings that need to be addressed as well as the advantages of the program in the form of giving awards to students who are most active in reading books on each theme carried out. (Teguh, 2017)

During the last two years, reading together in one physical place has not been able to be carried out due to the pandemic situation that has changed the average life of the community. Most elementary school students still do distance learning, and only grade 6 students do face-to-face learning. However, before the pandemic hit, group reading activities were carried out and

got separate time allocations in the library just before teaching and learning activities began.

Regarding the joint storytelling activity, on October 20, 2021 to coincide with the commemoration of the birthday of the Prophet Muhammad SAW, the elementary school carried out storytelling activities. Technically, telling stories is an activity of reading stories and stories of the life of the Prophet Muhammad SAW in spreading Islamic teachings by local teachers to all students. At the end of the event, a reflection activity requires students to identify examples and moral messages from the speakers' stories. These activities are considered to positively impact building children's interest in the world of literacy. Not only that, the existence of Storytelling activities gives students knowledge and love for the Prophet Muhammad SAW.

The activities implemented by the school library align with the government's program, which requires the compulsory reading curriculum to align with the success of Surabaya as a Literacy City (Hidayah, 2017). The mandatory reading curriculum was initiated by the Ministry of Education and Culture and was contained in an official program called the School Literacy Movement. The program is a participatory activity, so its realization requires contributions and involvement from various elements such as students, staff, communities, and stakeholders.

Not only encouraging the print-based traditional literacy culture, but the library also promotes multi-literacy activities that use electronic-based media such as e-books and multi-contexts that are not limited to one field of science. The library must provide electronic reading to respond to needs and develop technological advances (Ezeokwuora & Ifechukwu, 2021; Suharso, 2019). With the proliferation of digitization, the SDIT At-Taqwa library has adapted itself by strengthening digital literacy. Especially in the pandemic, where most students are doing distance learning, it encourages libraries to be more aggressive in introducing and familiarizing the user community with digital literacy.
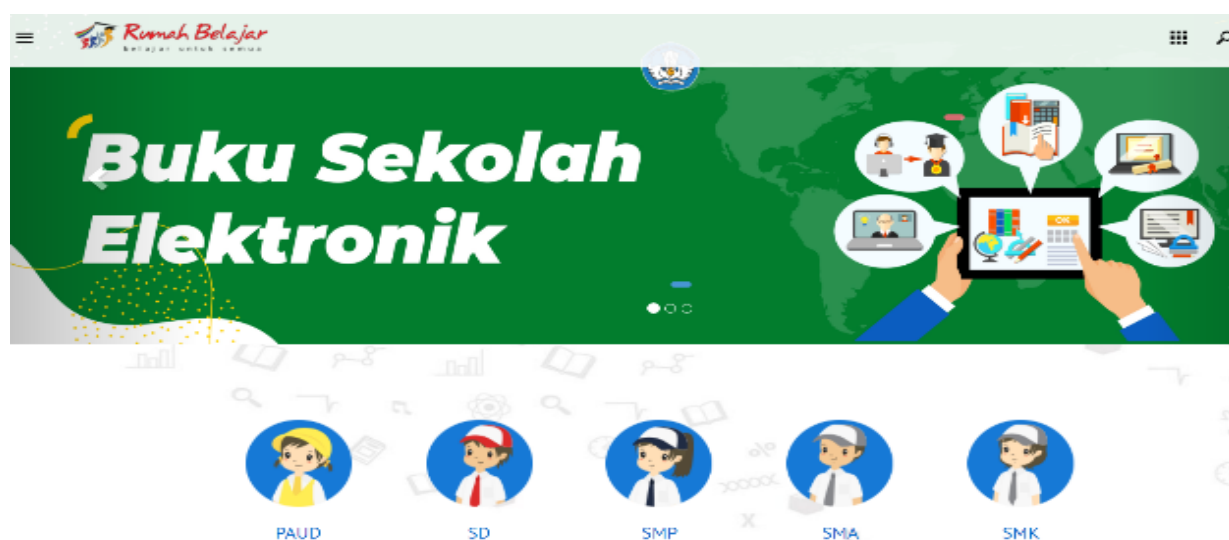

Figure 2. Home View BSE Web Home Learning
(Sources: Kemdikbud, 2019)

To facilitate the needs of these students, the Ministry of Education and Culture initiated the Learning House Website, which contains a collection of electronic-based learning support books, as illustrated in Figure 2. The website also features virtual classes, learning resources, virtual laboratories, question banks, and digital modules so that they can be said to be complete and on target (Kemdikbud, 2019). The website is considered to positively impact student accessibility to obtain electronic school books that support learning materials and other recreational collections.

The digital modules are available from preschool to high school levels. This website allows students to read and download digital books as needed without the hassle of going to the library when mobility is limited.

The librarian said that the pandemic had a significant impact on the dissemination and shifting of the collection format served by the library. Until now, the use of digital collections by the community of elementary school library users has experienced a drastic increase compared to before the pandemic. This can not be separated from the advantages of e-books compared to textual collections, such as availability and faster access, so they become a particular choice to support the best learning when the pandemic hits. Undeniably, digital literacy development and widespread trend are driven by digital reproduction facilities (Fatmawati, 2017; Kateryna, et al., 2020; Kulikova, 2020). The realization of the Mandatory Reading Curriculum for library materials in various formats implemented by the SDIT At-Taqwa Library is considered to have met SNP 10:2017.

Learning Activities in the Library and Teaching About Information Technology

The existence of the library as an alternative place for teaching and learning activities was greeted with high enthusiasm by the school's students. Learning activities in the library accompanied by librarians and teachers are arranged based on a particular schedule that the librarian has set. Scheduling is done so that visits are more systematic and less noisy, considering that from grades 1 to 6, there are 29 classes. The stop-and-study movement in the library is deemed adequate for optimizing services in the library (Suharyadi & Saputra, 2020), and is considered a recreational event for students due to the change in the learning atmosphere from the classroom. One of the learnings in the library is education about the types of library collections the librarian, which is depicted in Figure 3.

Figure 3. Learning Activities in the Library
(Sources: Instagram @perpus.sdattaqwa, 2019)

In addition, learning activities in the library are filled with varied activities, such as reading together and practicing writing short stories and letters to poetry. The variety of activities is designed to instill the idea that the library is not just a place to borrow library materials but a place to learn new things and do fun things. During the learning activities in the library, librarians

and teachers always accompany students so that the atmosphere is more conducive and the objectives of the activities are achieved optimally. The librarian said the enthusiasm and interest in visiting the library increased on Thursday because new collections were being served.

The efforts made by the library are clever in capturing the user community's interest in the new fiction genre collection. The novelty of the group and the variety of library activities make the attractiveness of students to visit the library high. The provision of an outstanding collection of fiction in terms of quantity and user needs has proven to be effective in increasing visiting interest and instilling a stereotype in the user community that libraries are fun to see (recreational) (Hastoro & Rumani, 2016). In conclusion, the elementary school library solved the problems that occurred in most libraries in the form of low interest in visiting learning activities.

Relation to learning about information technology in the library. Libraries are known to have internet access services via computers, so they are often used as places to study subjects that smell like information technology. The use of technology in library institutions is not limited to searching for information in the library but also includes the use of social media such as Instagram (Suharso & Muntiah, 2020; Young & Rossmann, 2015), which is used as a medium of communication between librarians and students and parents of students. In practice in schools, information technology-based learning occurs not only in the library but also in a particular room, namely the Computer Laboratory.

However, students who wish to use internet-connected computer services in the library are still allowed, provided they are used as needed and not used for playing games. Librarians argue that the cause information technology-based learning is carried out in the Computer Laboratory instead of the library because computer facilities are more adequate in numbers, can accommodate more students, and do not interfere with circulation activities in the library, especially during rush hours.

Educate Students on Literacy Programs

Based on the informant's narrative regarding the program to strengthen student information literacy, it is not carried out directly under the auspices of the library. The information literacy education program is integrated with the counseling guidance learning program. In this activity, students are taught how to use information wisely, considering that the data flowing rapidly requires the ability to be critical and not swallow all the circulating information. The information literacy program under the guidance of the BK includes activities in the form of education about age-appropriate content, especially shows or videos, to prevent students from watching what they shouldn't overlook. In addition, this activity is also a place to exchange information between teachers and students about the problem of puberty.

Although this activity is not under the care of the library, the librarian admits that he continues to monitor the success of these activities. This can be feedback for the library that it has a strategic role in providing habituation and education to the urgency of the information literacy competence of its user community. Ideally, information literacy activities are under the library's direct auspices and provide basic literacy skills such as tracing, knowing access and location, utilizing information wisely, and considering the validity of information sources (Gündüzalp, 2021; Kuglitsch, 2015; Prakoso, 2021).

Assisting Teachers in Accessing Information and Developing Learning Tools

The informant claimed that most of the teachers at the school were judged to have been able to access and utilize the circulating information. Until now, assistance through tutorials for accessing public information for teachers is not needed. The library's position as a partner of its

user community should not only provide information but also advocate guiding the user community in accessing information (Suharso, Arifiyana & Wasdiana, 2020).

However, this does not mean that the library turns a blind eye to the possibility that, in the future, the library will carry out an educational activity about the strategy of tracing digital information. The flood of information caused because everyone can produce it quickly makes searching for information challenging. It takes carefulness and a specific approach to quickly find relevant and credible search results.

Designing learning devices based on informants' information becomes the subject teacher's full authority. The librarian is not involved in writing the learning device plans because, according to him, it is the authority of the subject teacher in question. But of course, the teacher cannot fight alone to make the learning device plan a success but requires the librarian's contribution. In this case, librarians are involved in providing learning media such as textbooks and other library resources to support learning activities that will take place.

The Role of Libraries in Identifying Learning References

Libraries play a strategic role in supporting learning activities by providing library materials. This is realized by the part of the SDIT At-Taqwa library, which serves collections that support learning. Technically, when needed, the teacher will contact the librarian regarding the title of the display or the type of reference collection needed to keep learning. One example is when a subject is about geography, the lesson teacher has a lesson plan about geography, the teacher will contact the library to ask for a reference such as an atlas with a certain number of copies.

Reference service, as one of the library's main activities, aims to bridge users' needs for the required collections. Based on this statement, it is appropriate that the library can provide an array of references according to the requests and needs of users (Kalsum, 2016).

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D. CONCLUSION

The implementation of SNP 10:2017 in integrating the SDIT At-Taqwa library with the curriculum obtained varying results. Four points are considered relevant to the standard, and the other four are incompatible with the applicable standards. Four issues are in line with the average, including the role of libraries in encouraging a love of reading, learning activities in libraries, digital literacy activities, and the involvement of librarians in identifying learning references. The relevance to the existing standards also contributes to the user community's satisfaction with utilizing the library's services.

It does not mean that points that have not been implemented following the standards are the library's fault, but there is an opportunity that the applicable criteria are no longer relevant, and a recommendation for renewal is needed. As is the case with user community education points about literacy programs, involvement in planning learning tools with teachers, and technology-based learning. In addition, the point of mentoring teachers in searching for and utilizing public information has not been realized because the user community is considered not to need education about it.

What's more, the standards currently in force are the output of 2017, as well as rapid technological changes, and the pandemic can't be denied changing the way of life of user communities and institutions. Therefore, further research is expected to be able to review aspects of the integration of elementary school libraries into the curriculum in the National Library Standards for the coming year and its relationship to user community satisfaction.

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