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Dynamics of Special Collection Development in Islamic Civilization Literacy

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A B S T R A C T	**A R T I C L E I N F O**
The dynamics of the development of special collections at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region have certain uniqueness, ranging from searching for information through religious leaders, authenticating data, hunting to regions, to selling values that are too high. But this is undoubtedly also experienced by the Sultan Agung Islamic University Library, especially the special collections developed not only in Indonesia but also covering Southeast Asian countries. The research method used is qualitative with a case study approach. The data collection methods used are observation, interviews, and document studies. The study results show that the dynamics of collection development can be seen through the relationship between each stage of collection development. It means that starting from the basis of the implementation of activities, the analysis of the needs of the parent institution, the process of selecting collections, acquisition efforts, and evaluations affect each other. Special collection development activities do not stop after the evaluation activities are completed, but return to the basis of implementing activities and collection selection.	

1. INTRODUCTION

Academic libraries have a very important role in supporting the duties of the institutions that oversee them (Junaeti & Arwani, 2016). It is because academic libraries are technical implementing units that implement the Tridharma of higher education. Tridharma is the obligation of higher education to organize education, research, and community service (Republik Indonesia, 2012). Tridharma obligations impact the library, which is responsible for providing support so that these activities run well (Nelisa & Ardoni, 2018). The library provides support for Tridharma by collecting, selecting, processing, serving, and preserving information sources for parent institutions (Perpustakaan Nasional Republik Indonesia, 2024). Thus, all resources available in academic libraries must be useful in providing services to parent institutions.

The form of collection representation is the most fundamental aspect in academic libraries because it is useful for research interests. In this case, the effort to support academic libraries is through providing cutting-edge library materials, both primary and secondary, as materials for conducting research and providing scientific literature for researchers (Perpustakaan Nasional Republik Indonesia, 2024).

One of the provisions of library materials that are representative of the parent institution for research needs is special collections. That are collections that receive special treatment because they are considered to have something of more value than other collections. Social collections in each library can be of different types and forms (Mathar et al., 2021). Special collections can be grouped based on specific characteristics such as their historical value, physical format, uniqueness/rarity, or the institution's commitment to long-term preservation and access. It also have various types, such as rare books, manuscripts, books, or institutional archives.

In order to increase the utilization of collections, libraries must develop collections (Anthony & Atanda, 2018; Oktavia, 2019). The National Library defines collection development as a series of activities to increase the number of library collections by paying attention to selective aspects and evaluation (Priatna & Pratiwi, 2021). Collection development is also defined as the process of identifying the strengths and weaknesses of a collection of library materials in relation to the needs of users and community resources in a timely and economical manner (Patel, 2016; Yakubu, 2021). In addition, collection development is defined as an activity aimed at keeping library collections up-to-date and according to users' needs. Evans describes the development of collections as a cycle of "dynamics of collection development" consisting of six components: user analysis, collection development policies, selection, acquisition, weeding, and evaluation.

Evans' opinion on the development of a collection that is a cycle is in line with the concept of dynamics. Dynamics means always moving, developing, and being able to adapt to circumstances to show interaction and interdependence between one another (Khan & Bhatti, 2016). Another definition is that dynamics is a system of interconnected bonds that mutually influence one element and another (Volz et al., 2025). If one system element changes, the other elements will change. Thus, the concept of dynamics can be applied to the concept of collection development, where any change in collection development can affect the overall development of the collection.

The Sultan Agung Islamic University Library is one of the academic libraries that has served and developed special collections. It can be seen through the "Center for the Study of Islamic Civilization Literacy in the ASEAN Region" service. It is a reading corner service that provides a special collection in the form of books, manuscripts, and anthology books on the biographies

of scholars. The library has even independently published the anthology collection of ulama biographies. This special collection comes from various Islamic scholars who are spread throughout Indonesia and cover the Southeast Asian region. This service was initiated with the intention that the library can be a forum for researchers to discuss and explore information about the development and civilization of Islam in Indonesia to Southeast Asia.

The dynamics of the development of special collections at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region have certain uniqueness, ranging from searching for information through religious leaders, authenticating data, hunting to regions, to selling values that are too high. This is undoubtedly also experienced by the Sultan Agung Islamic University Library, especially the special collections developed not only in Indonesia but also covering Southeast Asian countries. The Center for the Study of Islamic Civilization Literacy in the ASEAN Region does not have a policy or guidelines regulating the development of special collections. In addition to hindering the development of special collections after the change of leadership, this also resulted in the absence of standardization for user selection, acquisition, weeding, evaluation, and analysis activities.

2. METHODS

The research method used in this study is qualitative with a case study approach. Qualitative research is designed to gain an in-depth understanding of a phenomenon through descriptive language and naturalistic methods (Maxwell, 2021). This study employs a case study approach to uncover, understand, excavate, and approach the objects and subjects of the research. This approach entails exploring and investigating real-life phenomena through a contextual analysis (Delgado-Hito & Romero-García, 2021; Yadav, 2022). This research is suitable for using qualitative methods because it aims to understand the dynamics of the development of special collections at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region and describe it.

This study used three data collection methods: observation, interview, and document study. Observations in this study are carried out straightforwardly, meaning that the observed party already knows the researcher is conducting research (Khoa et al., 2023). The researchers observed the special collection development activities at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region at the Sultan Agung Islamic University Library. The interview technique used in this study is a semi-structured interview. Interviews were conducted with three informants, they are: one person in charge of the service of the Center for Literacy Studies Islamic Civilization and two librarians in the collection development team. We used interview guidelines as a reference but are not binding on the questions. Researchers can adjust and develop questions according to the situation and the informant's response. The document study was used to complete the interview and observation methods. Documents are data sources used to complete research, either in written sources, films, images, or monumental works, which can provide information for the research process.

The data that has been obtained is then analyzed using thematic analysis. Thematic analysis is a method of data analysis that aims to identify patterns or to find themes based on the data that has been collected (Clarke & Braun, 2012). This method is very effective for research that explores the qualitative data possessed to find relationships in a phenomenon. There are six stages in conducting thematic analysis, including familiarization with the data, compiling the initial code, searching for themes, reviewing themes, defining and naming themes, and writing reports.

3. RESULTS AND DISCUSSION

3.1 Basis for Implementation of Activities

The basis for implementing special collection development activities at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region starts from the policy factor in the form policy of the university leader (rector) handed down to the library. The Rector's Decree states that the library must develop collections regarding Islamic civilization so that, in the long term, the Sultan Agung Islamic University Library can become the centre of discussion on the development of Islam. However, the Sultan Agung Islamic University Library has never obtained official documents from the university leader. This means that instructions regarding collection development activities still need a sufficient foundation to build services.

Special collection development activities at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region do not have a written policy in the library environment. The implementation of special collection development activities here is more based on the orders of the leader or the person in charge of the service. The basis for implementing special collection development activities at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region is conveyed in oral form to the parties involved and is contextual in nature. Contextual, in this case, means that the command is adjusted to the circumstances that are happening at the time. It means that collection development activities can be carried out anytime if basic needs such as collection targets, budgets, and time have been met. It also means that collection development activities can occur at any time, not limited to a certain timeline.

3.2 Parent Institution Needs Analysis to Develop Services

The Sultan Agung Islamic University Library conducts various analyses to determine the needs of the parent institution and the service they will be provided. After the rector's decision was issued, the head of the library then gathered experts on Islamic civilization or, in this case, lecturers from the Faculty of Islamic Religion. In this discussion, the library determined that the development of Islamic civilization collections will be limited to the territory of Indonesia which is drawn to the ASEAN region. This limitation results from the historical, cultural, and archaeological similarities between Islamic civilizations in the ASEAN region. From these similarities, the Sultan Agung Islamic University Library needs to look at Islamic civilization from a literacy perspective because these similarities can be seen through the works that developed in the region.

After these limitations, the library built a service called "Center for the Study of Islamic Civilization Literacy in the ASEAN Region." Furthermore, the name of the service will be referred to when developing services or collections. This means that the development of the service will only focus on the works of scholars developing in the Southeast Asian region to see the development of Islam from the perspective of literacy. The establishment of the ASEAN Regional Islamic Civilization Literacy Study Center service is to realize policies and support educational activities in parent institutions. In addition, establishing this service is also expected to improve the quality of the Islamic Civilization History Study Program at Sultan Agung Islamic University.

3.3 Collection Selection Process

The collection selection process for the Center for the Study of Islamic Civilization Literacy in the ASEAN Region is carried out by the person in charge of the service and the Islamic Literacy Corner Team. The Islamic Literacy Corner Team consists of the person in charge, experts on Islamic civilization or lecturers in the History of Islamic Civilization at the Faculty of Islamic Religion, Sultan Agung Islamic University, as well as several librarians. The process of selecting collections is carried out through discussion and is very open to recommendations submitted by experts. At this stage of discussion, librarians have not been involved much because librarians play a more role in the technical implementation of the library.

Discussions were vital because the person in charge of the service had limited information related to works developing in the community, so that experts can provide a wider range of information. One of the difficulties in the selection of collections to be developed is the need for more information about the works of scholars who are developing in society. This then underlies the formation of the Islamic Literacy Corner Team so that it is hoped that the library can find "hidden" works through these experts.

The Sultan Agung Islamic University Library had set several specific criteria for selecting collections to be developed at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region. The following were the criteria set by the library to be acquired at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region: Works or figures that flourished in Southeast Asia in the form of manuscripts or books, influential figures in a region.

The Center for the Study of Islamic Civilization Literacy in the ASEAN Region will acquire collections of Islamic works evolving in Southeast Asia (ASEAN). The collection development is carried out from the smallest area, namely the city, residency, province, country, and then the last one to go abroad. The collection is based on recognizing shared Islamic traditions in Southeast Asian countries, including similarities in cultural and doctrinal interpretations and in their history. Therefore, the library hopes to be able to capture these equations through the perspective of evolving literature.

Manuscripts and books are the types of collections that developed at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region. The two collections were chosen because libraries needed to view Islam's development from a literacy perspective. Manuscripts and books are forms of works that display the intellectual property of a scholar so that the thoughts of the figure can be reflected in his works. The book is the work of scholars that has usually been collected as a book. Thus, manuscripts and books are very appropriate for development in this service. The criteria for manuscripts and books to be acquired are those that are not widely known.

In addition to manuscripts and books, the library also developed an anthology book of biographies of scholars. The book contains biographies of scholars in a region but does not have written works, meaning their thoughts and knowledge are only passed down orally. This is one of the reasons the library developed this kind of collection, so that the public can access the knowledge the figure possesses. This collection is created independently by the library, so the development is a little more complex.

First, the team made a list of writers who would write a biography. This writer is based on people who understand Islamic civilization, such as lecturers in the History of Islamic Civilization. After that, the writer would research the selected Islamic figures. Research could be done in several ways, such as interviews. The interview process also sometimes faced obstacles because the figure that wanted to write was no longer there. Therefore, the Islamic Literacy Corner team must have a list of people who were considered to have sanad or

relationships with the figure to be researched. It means there is an alternative if the figure to be researched is gone, namely with a source considered to be the heir of the figure. Among them are other figures who are also influential in the region, relatives, or students who inherit knowledge from these figures.

In addition to collection criteria, libraries also have their own considerations related to the works to be acquired. This is mainly related to the library's budget, which is quite important in the development of special collections in this service. This means that even though the collection selection activity has been completed, the next activity cannot be carried out if the budget has not been reduced.

3.4 Procurement Efforts

A unique collection development team carried out the acquisition at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region. This team consists of the person in charge and several librarians. Acquisitions in this service can be categorized into four categories: purchases, grants, documentation, and self-publishing. (i) *Purchase*. acquisitions through purchases are made for collections already in the hands of the publisher or works that can be purchased. Purchases can be made for the acquisition of manuscripts and books. The acquisition procedure through purchase is carried out through: make a list of collection proposals, the head of the library makes a letter of submission for the purchase of the collection to the university leadership (rector), the rector then submits it to the foundation, and the foundation submits it to the finance department, if approved, two things can happen, namely being bought directly by the foundation or the budget going down to the library to be spent independently, make a purchase, can come directly to the collection location or contact the publisher, and provide accountability reports.

The acquisition method through purchase is a very long process because it must go through top management before the budget drops. The collection development team has even purchased it, given a budget considering the limitations of the collection. (ii) *Grants*. acquisitions through grants can be made for the acquisition of manuscripts and books. Grants can be made through applying or without an application. However, the grant the collection development team has completed is without application. Even though it is done informally, the library still has specific procedures for the donated works, that is, even if the author gives his work for free, the library must still provide a receipt letter for the party who has donated his collection. (iii) *Documentation*. acquisition through documentation is the last option if the work they want to acquire is not allowed to be purchased or granted. Efforts to document the work are carried out by taking pictures only. (iv) *Independent publishing*. development through independent publishing is complicated, from collecting writing materials to publication. Independent publication at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region is carried out for a collection of anthology books on the biography of scholars. After determining the primary and alternative sources, the research activity was transferred to the author responsible for writing his biography. After completing the research, the author then writes it in the form of an executive summary. An executive summary is a biography about life experiences, thoughts, ideas, and their influence on society, and it looks like a paper or research article. The executive summaries that have been written are then collected with the results of other authors' research before being made into a full paper (book).

3.5 Appraisal of the collection development process

The appraisal of special collection development activities at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region involves conducting evaluation meetings, editing and publishing anthology books on scholar biographies, and writing a letter of accountability. (i) *Conduct an evaluation meeting*. the evaluation meeting is a follow-up to all acquisition activities that have been carried out previously. This meeting was held after completing the acquisition by involving people in collection development activities. However, evaluation meetings can be held at any time. Several points were discussed during this meeting. Among them is to determine the next target, namely to determine the works that will be acquired on future occasions and to discuss the sustainability of the collections that have been acquired. (ii) *Editing and publishing anthology books of ulama biography*. Editing and publishing is a follow-up to the collection of executive summary writings carried out previously. Here, the collection development team, assisted by library translators, makes edits, starting from the writing format, adding covers, translating into foreign languages, and so on, until it is ready in book form. After completion, the biography anthology book of the cleric will be published through launching. However, the finished book has never been launched because it has not received instructions. (iii) *Make a letter of responsibility and receipt letter*. as mentioned in the acquisition through purchase section, libraries must make a letter of responsibility if the purchase is made independently. The library should report the expenditure of funds obtained from the foundation. The receipt letter is made for the collections obtained through grants. This is intended as a requirement for the internal administration of the library as well as a sign of gratitude for the owner who is willing to donate related works.

3.6 Sustainability of Special Collection Development Activities

After the evaluation activities are completed, one of the points at the evaluation meeting is to determine the next target of the collection development activities. This indicates that once a round of the collection development cycle is complete, the development of the collection will start all over again. After evaluating the collection, the foundation would be established based on the parent institution's needs, the selection process, and other relevant factors. The evaluation meeting or launch of the scholar biography anthology book would inform this process. Some of the points discussed in the next cycle of collection development are certainly different from the previous cycle.

What also needs to be considered is the sustainability of the development of special collections at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region, which is related to the collections that have been acquired. The library revealed that since it was first established at the end of 2019, the Center for the Study of Islamic Civilization Literacy in the ASEAN Region has never conducted weeding and has no plans to weed in the future. It is because the collections that have been collected at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region are selected collections, meaning that it is very irrelevant if collections that have been selected in such a way that they can even be categorized as rare collections are removed from the shelves.

Each stage of the ASEAN Center for Civilization Literacy Studies's development activities reveals the dynamics of the development of special collections. These stages are the basis for implementing activities, analyzing the parent institution's needs to develop services, selecting collections, and acquiring, evaluating, and sustaining special collection development

activities. The six activities have continuity, forming a cycle that continues to rotate and influence each other (Lantzy et al., 2020).

The development of special collections began with the emergence of the basis for the implementation of activities. The basis for implementing the activity is only known by the leadership (Cox, 2021), without the introductory provisions being known by the collection development team. The lack of this written statement makes collection development activities undirected and less effective (Handisa, 2024). In addition, this also makes the services of the Center for the Study of Islamic Civilization in the ASEAN Region unclear in setting the targets to be achieved. Ultimately, collection development activities may only dwell on that without the Islamic Literacy Corner Team realizing it. The basis for implementing collection development activities in the library environment should be outlined as a written policy that all parties agree upon and know.

The activity then continued with an analysis of the needs of the parent institution to develop the services of the Center for the Study of Islamic Civilization Literacy in the ASEAN Region. The needs analysis at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region can be said to be not wholly appropriate, because the collection of information related to user needs does not directly involve prospective service users but only considers input from the lecturers involved. Nonetheless, in the context of college libraries, the community or users served is the parent institution (Dixit et al., 2024). Thus, the need to fulfil the parent institution's leader decision is correct. In addition, coupled with the opinion that libraries must be able to provide collections, that represent their parent institution (Husna, 2017; Kurnia, Johan & Rullyana, 2018). It can also be one of the reasons for the formation of services without looking at user needs.

After analyzing the needs of the parent institution, collection development activities continue by selecting collections. The collection selection process must meet at least one of three criteria: works or figures developed in Southeast Asia, works in manuscripts or books, and figures who influence a region. Even though there are already selection criteria, the absence of policies in the previous stage certainly has much influence on this selection stage (AlAbdullatif et al., 2018). One of them is that when there is a leadership change, it will take longer to convey the selected collection criteria to the new leader (Zhao et al., 2016). It can be minimized if there is a clear basis for implementation at the previous stage. However, some findings show that the collection selection efforts are what they should be.

In the process of selecting collections, libraries have involved various parties (Ambrosone et al., 2023). It is following the opinion that libraries can form a selection team consisting of librarians, representatives of parent institutions, representatives of other related work units, and user representatives (Laksmi, 2025). Although not all of them are involved, at least the library gets much input from parties outside the library. It supports the research states that the selection of library materials at the UIN Library Prof. K.H Saifuddin Zuhri Purwokerto involves the entire academic community in conducting the selection of library materials (Rosydiana & Zulaikha, 2022). It can be done by lecturers, researchers, students, administrators, and librarians by submitting proposals chosen for the collections.

After selecting a collection, the next activity is the acquisition of collections. The acquisition efforts mostly have similarities with other studies, such as the study that states two libraries in Tawang Monastery have methods of acquiring purchases, gifts, and publishing religious collections (Laloo & Sumnyan, 2017).

After the acquisition, the library must conduct an evaluation (Olubiyo, 2023). The evaluation of collection development activities at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region shows that the library has carried out evaluation of

the process and the results. The process evaluation is shown by an evaluation meeting discussing the previous stages. In contrast, the evaluation of the results is carried out through the publication of an anthology book on the biography of scholars. The evaluation at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region has also fulfilled various objectives, such as determining the works to be acquired on future occasions and making letters of accountability and receipts. The evaluation objectives are to increase library funding, determine the quality of work done by the collection development staff, and determine future collection development policies (Kamau & Elegwa, 2022; Moustapha & Abubakar, 2023).

After the evaluation activities were completed, developing special collections at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region did not stop there. It then creates a dynamic in collection development. The dynamic can be seen in the evaluation activity; one point discusses the next target. This means special collection development activities continue after the evaluation activities are completed. After that, it will be carried out to determine the basis for the development of the collection, analyze the needs of the parent institution, and so on, based on the results of evaluation activities. This means that the evaluation activities' results greatly influence how libraries determine future collections development (Johnson, 2016; Majidah & Rullyana, 2024). In addition, it can be concluded that the absence of a written collection development policy impacts subsequent activities. Some of the selection criteria are not clearly defined because they have not been patented in writing, or there are no specific targets. This lack of clarity leads to confusion about determining achievements. It shows that all activities in the development of the collection are interrelated.

The forms of sustainability and responsibility of the library after acquiring the collection is that the library also does not weed or make efforts to remove the collection from the library shelves. There are some collections that should not be weeded out, such as historical works in the field of children's literature, have illustrations, works by local authors, illustrators or editors, depict local history or personality, collections that are gifts, collections that are still significant with other books that are still the same subject, and collections that are still widely used by library users (Rokusek, Bernier, & Brown, 2024). From this opinion, it can be concluded that the library's decision not to weed at the Center for the Study of Islamic Civilization Literacy is correct. It is because the unique collection is a collection of historical value, even in some collections obtained through grants (gifts). This absence of weeding shows that a cycle of collection development activities obtains valuable and much-needed collections (Edwin & Banleman, 2015).

Another thing related to the sustainability of the development of special collections at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region is the use of the collection. According to the data obtained, the collections that have been successfully acquired have never been used by the target service users. It is undoubtedly related to the needs analysis that was carried out previously. The lack of involvement of potential service users makes the acquired collection not necessarily needed by potential users. A potential user of a library is anyone who use its resources.

4. CONCLUSION

The dynamics in the development of special collections at the Center for the Study of Islamic Civilization Literacy in the ASEAN Region can be identified through several stages forming a cycle. These stages are the basis for the implementation of activities, analysis of the

needs of the parent institution, the process of selecting collections, and efforts to acquire, evaluate, and maintain collection development activities. The dynamics can be seen through the absence of a basis for implementing activities in writing and the points discussed in the evaluation. The absence of a basis for implementing activities in writing makes the activities after that float because they do not have clear standards. In addition, the dynamics are also seen through the evaluation point where after the evaluation activity is completed, the collection development activity does not stop there but continues to the basis of the implementation of the activity, the analysis of the needs of the parent institution, the collection selection process, and so on.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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