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May 2022

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Suryaningtyas, Trilastiti and Rengganingtyastuti, Perwitasari, "The Role of the Librarian of the DI. Yogyakarta Library and Archives Service in the Success of the Accreditation of School Libraries in the Regiaon" (2022). *Library Philosophy and Practice (e-journal)*. 7048.

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# **The Role of the Librarian of the DI. Yogyakarta Library and Archives Service in the Success of the Accreditation of School Libraries in the Region**

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## **Abstract**

DI Yogyakarta Province has a development priority, namely to make Yogyakarta a leading cultural-based education center in Southeast Asia by 2025. To achieve this, the library is an important element in the process. DI Yogyakarta Provincial Library and Archives Service has a responsibility to develop libraries in its territory, one of which is to make the libraries under construction in accordance with national library standards. To find out that the library is in accordance with national standards, it is necessary to hold library accreditation activities. The success of library accreditation activities cannot be separated from the role of the librarian of the DI Yogyakarta Regional Library and Archives Service.

*Keywords: Accreditation, Librarian, Motivation, Advocacy, Mentoring*

## **I. Introduction**

Education is one of the three main pillars of development in the Special Region of Yogyakarta, in addition to tourism and culture. These three pillars are development priorities implemented by the Yogyakarta Special Region Government (DIY) and become the vision of DIY development, namely the realization of Yogyakarta as the leading culture-based education center in Southeast Asia by 2025 synergistic and not separated from one another means that the management of education remains culturally based and applies increasingly sophisticated technology. Libraries are an important element in the educational process, both formal and non-formal education processes. Libraries have a role in supporting the educational process in schools.

The development of technology and information requires librarians to continue to compete in the face of increasingly modern challenges. Government Regulation number 14 of 2014 explains that the school library is an integral part of learning activities and functions as a learning resource center to support the achievement of educational goals located in schools. The *stigma* negative about the library is that the room is in the form of a pile of books, boring, always in a hidden location with unfriendly staff, so the presence of a library that is comfortable, complete, innovative both in terms of uniqueness and service, as well as a library that is up to date according to the national library standards must be presented every school.

The school library has many roles, one of them as an important factor in improving the quality of the learning process in schools. Quality schools must be supported by quality libraries. A good library must carry out its role well. The role of the school library has a close relationship with the development of the school curriculum, the selection of learning methods in schools, the fulfillment of national and local standards and criteria, meeting the personal development and learning needs of students and, the need for education personnel for staff, increasing the level of success (IFLA/UNESCO), 2006:6).

To support development priorities by the Regional Government of DI. Yogyakarta as the center of the leading cultural-based education center in Southeast Asia in 2025, the DI. Yogyakarta Provincial Library and Archives Service has a responsibility to develop libraries in its territory, one of which is to make the libraries under construction in accordance with national library standards. To find out that the library is in accordance with national standards, it is necessary to hold library accreditation activities. Accreditation is carried out as a form of measuring the quality of a library. Accreditation in general is to provide an objective, transparent and sustainable assessment of the services of an educational program and unit based on predetermined criteria.

## **II. FORMULATION OF THE PROBLEM**

### **Problem**

Based on the background mentioned above, the problem to be discussed in this research is how the role of librarians in carrying out their responsibilities to develop libraries in their area to comply with national standards through accreditation activities.

### **Research purposes**

The purpose of this study was to find out what activities were carried out by the librarians of the DI Provincial Library and Archives Service. Yogyakarta in the success of school library accreditation in its region

### **Benefits of research**

With this research, it is hoped that it can provide input and knowledge for librarians in other areas to foster libraries in their area through accreditation activities

## **III. LITERATURE REVIEW**

### **School Libraries**

According to Lasa (2009:20) the school library is a work unit that collects, manages, and presents intellectual property for the benefit of education, research, preservation, information and recreation to educate the nation's life. Meanwhile, Suherman (2009:39) argues that the school library is a service aimed at all members of the school community: students, teachers, staff, school committees and parents.

Therefore, the school library is an important part of the school-level education program which has the functions and benefits to support the implementation of the school library. According to Yusuf (2005:4), the school library has four general functions, as follows:

- 1) The educational function is that all facilities, facilities and infrastructure of the school library, especially collections, can help students in the learning process;
- 2) The informative function of the school library is to seek to provide collections that are informative on matters relating to the interests of teachers and students;
- 3) The function of creation is not the main function, but its position is very important in efforts to increase intellectual and inspiration;
- 4) The research function makes the collections in the school library as material for conducting research or simple research.

Meanwhile, according to Cella (2012) the benefits of the existence of a school library are to stimulate reading interest in both teachers and students, is the closest source of literature, the library is a central source of information and a source of learning to write. Based on the benefits and functions of the school library, the school library can be referred to as a learning resource center as regulated in Law Number 2 of 1989 concerning the National Education System. Where in article 35 of the law it is stated that every educational unit of school education, whether organized by the government or by the community, must provide learning resources. In the explanation of Article 35 it is stated that one of the most important learning resources but not the only one is the library.

Therefore, for the realization of a school library that has functions and benefits as a center for learning resources, every school library is expected to organize a library efficiently and effectively. According to Yusuf (2005:9) matters related to the organization of the library are: library collections and procurement, collection processing, library services, and library facilities and infrastructure. The school library is an integral part of the school-level education program. The school library can be used as a source of student learning both in the process of teaching and learning activities formally and non-formally to assist schools in achieving educational goals at the school.

According to Darmono (2011:1-2), the nature of the school library is a center or source of learning and a source of information for its users (students). The library also functions as recreation to support the hobbies and imagination of visitors. The library is also useful as a research center, which means the library is an institution that supports related research activities and is available in the library, and the last is the deposit function, which means the function of storing and preserving all printed and recorded works. But there are still very few who have awareness of the importance of reading, this is due to several obstacles, namely the lack of school library facilities which result in the low growth of student and teacher interest in reading which ultimately hampers the growth and development of students' critical thinking patterns as a model for the creation of scientific thinking conditions in the school environment (Hermawan, 2003:3).

### **Library Accreditation**

According to O' Brian (2010:65), library accreditation is a quality assurance process that is controlled by standards, policies, and procedures in a library. The basis for library accreditation is Law Number 43 of 2007 article 18 that every library is managed in accordance with national library standards. As well as Law Number 43 of 2007 article 23 that every school/madrasah organizes a library that meets the national library standards by taking into account the national education standards. The purpose of the accreditation is to increase public trust (users) on the performance of the library and ensure the consistency of the quality of the activities of the library concerned and to ensure the implementation of good library services in each educational unit. Accreditation is designed to ensure that the minimum standards of the library are met so that the quality of the library can be increased. The benefit of library accreditation is to increase the motivation of library institutions, including human resources, to improve their performance. Accreditation of school libraries as a necessity that concerns the lives of many people and especially those that are directly related to the implementation of education and the future of students needs to get serious attention from various related parties such as: government, public and private schools, as well as stakeholders.

## **IV. DISCUSSION**

Each level of the school library has its own standards in accordance with the respective components and indicators that have been set by the National Library of Indonesia. The importance of implementing national school library standards applies to all school libraries, both private and public, therefore libraries must apply standards in school library management to improve the quality of library services. National Library Standards are the minimum criteria used as a reference for the organization, management, and development of libraries in the jurisdiction of the Unitary State of the Republic of Indonesia. National Library Standards (SNP) Schools include library collection standards, library facilities and infrastructure standards, library service standards, library staff standards,

### **Accreditation Stages**

Library accreditation is an activity carried out by the DI Yogyakarta Library Service as part of the development of libraries in its area. Library accreditation is carried out as an effort to improve the quality of libraries in order to provide excellent service, which in the end is expected to support the vision and mission of the Yogyakarta Special Region Government (DIY) as a center for culture-based education.

The stages of accreditation carried out by the DI Yogyakarta Library Service are as follows

- a. The Library Service submits an application letter to the Center for Secondary Education to appoint a school to be accredited. It is very important to know the readiness of each school to be accredited
- b. The Center for Secondary Education followed up by proposing schools to be accredited, by providing a list of school libraries that were ready to be accredited
- c. The Library Service conducted a survey to the list of school libraries provided by the Center for Secondary Education to see the state of the library directly regarding readiness to face accreditation
- d. After seeing firsthand the condition of the library to be accredited, the Library Service held an accreditation workshop so that the school library is ready to face accreditation
- e. After the workshop activities, it was followed by Technical Guidance for library managers, this was carried out as a form of assistance to school libraries in preparing physical evidence of each component in the accreditation instrument, as well as providing consultation regarding the assessment components in accreditation.

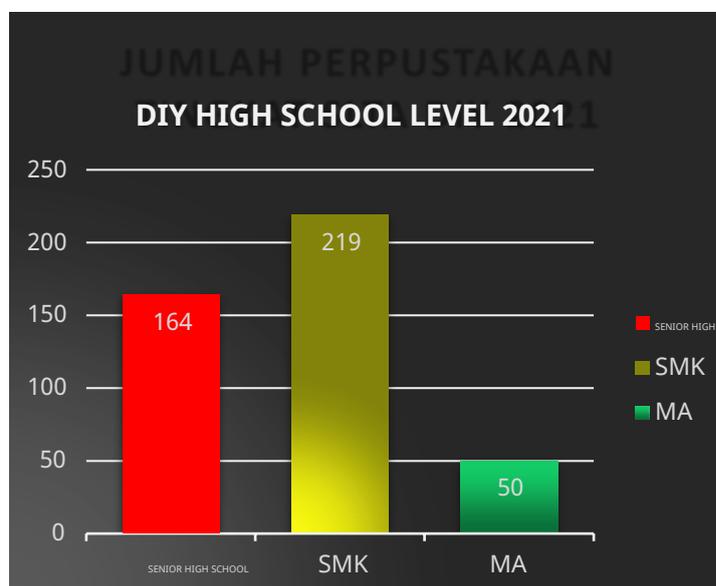
The process of implementing school library accreditation is carried out through an assessment of the 6 (six) components of the library accreditation assessment as follows

1. The library collection component is related to the management of the existing collections in the library;
2. The components of library facilities and infrastructure are closely related to the existing physical facilities and are needed by the library, starting from the library building, tables, chairs, computers, and other supporting tools;
3. The component of library services is closely related to the heart of library activities, namely circulation and reference activities,
4. The library staff component relates to human resources, in this case the head of the library, technical staff (services and information technology)
5. Components of organizing and managing libraries are related to the management and development of libraries starting from funding sources and administrative legality of a library; as well as
6. The reinforcing component is a complement to the existing 5 (five) components, namely the potential to create creativity and innovation in the library. This component is considered as a benchmark for the implementation of the school library that has been carried out.

Library accreditation is carried out by directly observing the condition of the library in question and conducting an assessment of each component of library accreditation. The value of each element of library accreditation is calculated based on the multiplication of the weight of each component with the results of the assessment. The accreditation procedure is a process of examination, testing, and assessment by the Library Accreditation Institute (LAP-PNRI) of the proposed accreditation proposal file so as to produce an accreditation value that describes the condition of a library (National Library, 2012: 11). In carrying out accreditation, a library must fill out the instruments that have been provided by attaching any evidence of questions in the assessment instrument to get a minimum score in accordance with the National Standard.

Predefined library. The DIY Regional Library and Archives Service, in accordance with the laws and regulations and applicable authorities, is obliged to carry out the main tasks and functions by providing guidance and assistance to libraries throughout the Special Region of Yogyakarta, especially high school libraries and equivalents in order to create a library that meets standards.

According to PP No. 18 of 2016 concerning Regional Apparatuses, which are government affairs in the field of libraries at the provincial level which are the authority of the province, namely the High School/Madrasah Aliyah Library and Special Libraries. The DIY Regional Library and Archives Service, which is the builder library, facilitates the implementation of Library Accreditation at the SMA/SMK/MA level in the DIY region. Based on the information and data collected by the DIY Regional Library and Archives Service, the division of the school area in DIY is divided into 4 Regencies/1 Cities. The number of high school level schools in DIY, whether public or private, is 433 schools/libraries. The writing of this paper focuses on the Accreditation of School Libraries at the high school level and equivalent in Sleman Regency.



Source: Data recap of the DIY Regional Library and Archives Service: 2021

### **Obstacles to Implementation of Accreditation**

The condition of the High School/Madrasah Aliyah Libraries in DI Yogyakarta Province is very different, there are libraries that are well managed and there are also libraries whose conditions are very poor. The number of libraries that are in very poor condition is far more than those that are well managed. With the school library accreditation activities, it is hoped that the poor condition of the library can be improved, so that the distance between good and bad libraries is not too far away.

Some of the obstacles faced in the implementation of accreditation are as follows

- a. Lack of coordination between the Center for Secondary Education and the school library appointed to participate in accreditation activities, so that when the librarian team from the Library Service was present to carry out the survey, the response was not good.
- b. The number of students who are different in each school is very influential on the accreditation assessment, this is related to the data on the number of borrowers and visitors. Another obstacle is due to the pandemic, many schools are carrying out online learning
- c. Lack of support from the school, in this case the principal, teachers, and employees at the school because they still think the school library does not have an important enough role
- d. The school library does not have Human Resources (HR) with a library background, so the library is not managed properly in accordance with library management. Most of the library managers come from the teacher element because of the shortage of teaching hours
- e. School libraries are afraid to face accreditation related to the budget, and during the covid-19 pandemic they are unable to prepare physical evidence of accreditation due to the busy schedule of teachers and employees.
- f. The collections they have are still very minimal, they have not reached 1000 titles outside of package books according to the standards that have been set
- g. Some school libraries do not yet have a library building, only using makeshift classrooms or rooms, sometimes the location is also far from the school gate, hidden behind, and far from the classroom or teacher's room
- h. The library's facilities and infrastructure are still far from standard
- i. The library has not been considered important by some people, so that the library is only used as a place for storing books, the services provided are also only for the circulation of borrowing package books.

### **Librarian's Role**

To realize a standard library, accreditation activities are needed as a form of formal recognition of the organization of a standardized library. Technically, the librarian has a role in fostering and assisting every library that will carry out library accreditation. The process that must be carried out by a librarian in fostering a library to be accredited is surveying the location of the library, conducting socialization in equalizing the perception of all school members regarding the importance of a library that meets standards, carrying out assistance for accreditation instruments in the form of physical evidence and administrative documents.

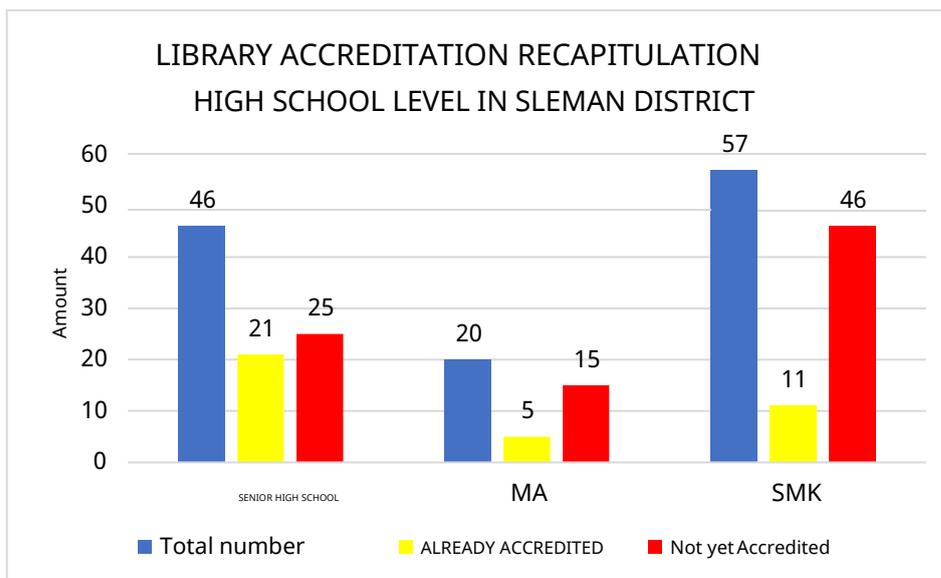
There are three strategies implemented by librarians in fostering libraries that will participate in accreditation activities, which are commonly referred to as MAP (Motivating, Advocating, and Mentoring). Motivation formulated as behavior aimed at the target. Motivation relates to the level of effort made by a person in the manager of a goal. Motivation is closely related to worker satisfaction and job performance (Gomes, 2003: 177). In addition, motivation is an impulse or stimulus that makes a person do the work he wants willingly without feeling forced so that the work done can run well or produce something satisfying. So in this case it is related to the role librarians in providing enthusiasm and support to every element in the school in the successful implementation of library accreditation activities according to national standards. Support from various parties is very much needed for the realization of smoothness, and mutual progress in library development and implementation of accreditation.

Technically, the role and function of the librarian is expected to be able to foster and assist every library that will carry out library accreditation. The success of implementing library accreditation cannot be separated from the process that must be passed and prepared by the school library. When the librarian has started technically in the field, it cannot be separated from several obstacles faced. There are several stages carried out by librarians in preparing for the accreditation process, including surveying the location of the library, conducting socialization in equalizing the perception of all school members about the importance of libraries according to standards, then providing assistance to accreditation instruments both physically and administratively.

The second strategy is advocacy. Advocacy is the action of individuals or organizations to influence policies at the local level or higher levels to support policy changes or budgeting in order to support library policy. According to Sheila Espine Vilalaz (2008), advocacy or advocating is a strategic and integrated action carried out by individuals and groups to provide input on issues or problems into policy designs and plans. The purpose of advocacy is to support the quality of library services that have an impact on improving the quality of their users. Advocacy given by librarians in preparation for accreditation is to provide socialization about the importance of libraries in schools, librarians do advocacy to school principals and the academic community to participate in supporting accreditation activities. This support is needed to facilitate all affairs in library development and readiness to face library accreditation. In this case, the librarian tries to advocate for all elements of the school that are focused on the policy makers in the school, namely the principal in giving positive influence to carry out library accreditation activities.

The third strategy is mentoring. Mentoring is part of the activities of librarians in providing assistance as well as guidance to libraries, not only for libraries that are in the process of implementing accreditation. Another purpose of implementing this accreditation assistance is to find out how ready the school library is in preparing complete data and administrative files related to the fulfillment of accreditation forms. Assistance in this case relates to the implementation of the duties and functions of the Regional Library and Archives Service as a coach and assistant in the development of a library that is in accordance with standards, but as a companion in providing direction regarding what procedures and strategies must be carried out and equipped with school libraries in facing library accreditation.

The following is the data from mapping the process of assisting SMA/SMK/MA library accreditation in the Sleman Regency area.



Source: Data from the DIY Regional Library and Archives Service, Yr. 2021

Based on the above recapitulation, it can be concluded that, with the 3M . method *Mentoring, Motivating, and Advocating* can give influence to the library in following the implementation of library accreditation.

## V. CLOSING

Library accreditation is sometimes still a scary thing for some librarians or library managers in schools because all obligations in fulfilling instruments are imposed on one particular element, namely the librarian or school library manager. The success of the implementation of library accreditation cannot be separated from the support from various parties in developing and realizing a library that meets standards. The implementation of library accreditation cannot be separated from various obstacles faced by school elements and librarians who are tasked with assisting and fostering libraries according to their main tasks and functions.

Strategies in dealing with accreditation are needed to achieve smoothness and the realization of libraries that are in accordance with MAP standards (*Motivating, Advocacy and Mentoring*) to realize DIY as a leading education center in Southeast Asia by 2025 through library development and accreditation.

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