

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

Fall 2021

Multicultural Perspective in Public Library Services

Sutan Aulia Akbar

sutanaulia15@gmail.com

Taufik Asmiyanto

Universitas Indonesia, tasmiy@ui.ac.id

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

Akbar, Sutan Aulia and Asmiyanto, Taufik, "Multicultural Perspective in Public Library Services" (2021).

Library Philosophy and Practice (e-journal). 5291.

<https://digitalcommons.unl.edu/libphilprac/5291>

Multicultural Perspective in Public Library Services

Sutan Aulia Akbar¹, Taufik Asmiyanto²

¹ Author, Undergraduate Student (graduated in January 2021), Department of Library and Information Science, Faculty of Humanities, Universitas Indonesia, Depok, 16424, Indonesia
sutanaulia15@gmail.com¹

² Corresponding author, Lecturer in Department of Library and Information Science, Faculty of Humanities, Universitas Indonesia, Depok, 16424, Indonesia
tasmiy@ui.ac.id²

Abstract

This article discusses the service of public libraries with multicultural perspective. This study aims to identify the role of public libraries in providing services to multicultural communities. The literature study method is used in seeing various views related to the topic by reviewing national and international journal articles in the last five years (2016-2020). The results show that public libraries play a role in fulfilling the information needs of multicultural communities, especially in supporting the adaptation process to a new environment while maintaining their original identity and culture. The development of special services is a fulfillment solution through the provision of specific information, multilingual collections, and collections that have local value from immigrants and natives. The provision of common space for joint activities can bridge the problems of cultural differences that often result in tensions and prejudice between a cultural community. Librarian collective policy and awareness are the main determining factors in supporting the success of public libraries in providing services and information needs of multicultural communities. In addition, the librarian's ability to understand cultural diversity, or what is known as cultural competence, is a requirement. This means that librarians must be able to understand the diverse needs of society and this ability must be developed in line with the dynamics of change in a multicultural society.

Keywords: Public libraries, Multiculturalism, Immigrant, Diversity, Equality

Introduction

Public libraries are public services that provide services to the public. The IFLA manifesto (1994) states that public libraries are open to every age, race, gender, religion, and social status so that they can be accessed equitably by individuals and groups with different backgrounds. Public libraries that are located in a heterogeneous country consisting of people of various ethnicities, religions and cultures have challenges in paying attention to and determining access to information needed by users. The multicultural society is important because of the segmentation of diversity information which is culture.

Multicultural society is formed by the times and history of a country in the form of globalization, migration, and colonization. By looking at this impact, public libraries can improve service quality by making efforts to provide services that are not discriminatory, determining appropriate sources of information, and making policies that can accommodate the needs of different users. The IFLA / UNESCO Multicultural Library Manifesto (2012) serves a variety of interests and community groups, which function as centers of learning, culture and information. In addressing the diversity of cultures and languages, library services are driven by their adherence to the principles of fundamental freedom and equal access to information and knowledge for all, in terms of cultural identity and values.

Public libraries' attention to cultural diversity allows various ethnic groups to use public libraries as a forum to recognize, know and understand their own culture and the cultures of other ethnic groups. According to Kymlicka (2002, 13) that modern society is increasingly faced with minority groups who demand recognition of their identity, and acceptance of their cultural differences. With this perspective, Multiculturalism is seen in everyday reality as an

acknowledgment of the existence, acceptance, or compromise of cultural differences in a particular social system. Chadnoya's research (2012) explained that modern Russian libraries use the term "multicultural library" which means libraries that serve not only ethnic but also cultural and linguistic minority groups. These groups include indigenous groups, migrants and refugees (asylum seekers). In addition, Chadnoya (2012) also sees that the library is a representation of the value of tolerance. Therefore, public libraries in Russia try to instill a value of tolerance by presenting a different culture to the younger generation. This seriousness is divided into two main objectives, namely fulfilling the needs of information for indigenous and immigrant groups. Indigenous groups such as the Ural people have a series of activities with the aim of developing and preserving their culture. In addition, immigrant groups are concerned with the development of multilingual collections.

This view makes public libraries accessible to all levels of society with different backgrounds without any sense of alienation or hegemony over the identities possessed by certain groups. Utilization of public library access and facilities can allow meetings between different groups of people, build social relations and protect knowledge of the community cultural heritage. According to Kymlicka (2002, 39) there are at least three forms of rights in specific groups, namely the right to self-government, polyethnic rights, and special representative rights. The right to self-government emphasizes the existence of a special form of special territorial autonomy which is controlled by a minority of nations within a country. With the existence of this special government, the minority groups can make decisions on certain problems and goals without having to worry about the larger society. In addition, polyethnic rights emphasize more policies on immigrant groups in a country to provide space to defend the group's culture without being discriminatory with the aim of integrating themselves in society at large. Special representative right is an idea that is intended to create fair representation such as in a legislative body that can represent every element of society, including groups that are marginalized in a particular social order.

In contrast to Kymlicka, according to Parekh (2008, 29) Multiculturalism is not only about the idea of minority rights in one view of culture. Multiculturalism is a view or term that builds relationships between different cultural communities in the form of fair norms and involves open inter-cultural dialogue. Every cultural community is facilitated in the form of dialogue to solve socio-cultural conflicts and provide awareness of living together in this diversity. With these two multiculturalism figures, this study uses an operational definition of a multicultural perspective in public library services, namely a view of the condition of a society consisting of two or more cultural communities, especially minority groups, that are accommodated in various forms of different needs in order to achieve inner equality and also support intercultural dialogue to express freedom in cultural differences

As a matter of fact, libraries can accommodate different needs and are non-ethnocentric, homogeneous or discriminate against a particular ethnic group. Public libraries can be a place for multicultural education that teaches the value of respecting differences and providing comfort for those differences. In understanding cultural diversity, one of the characteristics required by librarians is cultural competence. Cultural competence is a concept that describes certain professional skills to be able to know and understand the needs of a diverse population and these skills continue to increase in order to give respect for cultural differences and be able to resolve these difference problems competently (Overall 2009).

Public libraries in addressing cultural diversity assume the presence of special services to meet the needs of each community group. So based on the background described above, the research questions posed are how public libraries meet the information needs of multicultural communities, how public libraries provide services to multicultural communities, and how public library policies accommodate the needs of multicultural communities. The purpose of this study is to identify the role of public libraries in providing services to multicultural communities. The term multicultural itself will be limited using the theory put forward by Will

Kymlicka (2002: 26), namely multiculturalism that arises because national and ethnic differences are not included in the culture within the sphere of modern social movements such as LGBTQ, women, working class and others.

Research Method

This research is qualitative research using literature study methods. This method aims to critically examine and summarize the literature on the selected topic by identifying previous theories and research (Redley 2012). The techniques for collecting information and data are taken from various sources, namely books, articles, and various journals related to the topic of discussion. These various sources are used to provide an overview and identify literature sources related to public library services to multicultural communities with restrictions on the last 5 years (2016-2020). Based on the defined criteria limitation, 14 literatures were obtained as literature sources.

Discussion

Services to Immigrant Groups / Ethnic Minorities

Polyethnic countries have many immigrants who come to leave their home countries for certain interests such as work, study, settlement and various other motives. Generally, newcomers will face problems in adapting to the new community environment. Public libraries as information and cultural centers have a role to meet information needs through activities, collections, and facilities in public libraries. In this case, the public library in providing services to immigrants seems to be divided at the level of objectives, namely meeting adaptive information needs, and maintaining its own culture.

To provide information in the first stage is evident from the efforts of public libraries to help immigrants adapt to their daily lives. Immigrant groups try to adapt and mingle with the new environment by seeking information related to the needs of life in a new environment. This first need is related to the adjustment of the language, law, philosophy and culture of the local area. The role of libraries is crucial in helping immigrants adapt to new environments. In Lin & Boamah's (2019) study, the Auckland Public Library provides services to immigrants in the form of special information such as schools, jobs, community services, and business opportunities. This information can help immigrants determine the right place for their children to attend school and assist in finding a job that matches the interests and abilities of an immigrant. In addition, the problem of using everyday language is one of the factors that are considered by providing training and teaching English classes. Correspondingly, in Williamson's study (2020, 547), the Campsy Sydney Library offers English classes, and public information sessions on a number of specific topics such as lease rights, settling tax returns, the role of Australian police in society, crime prevention strategies for local residents. This is essential as a "newcomer" to know basic knowledge in order to adjust to the new destination country.

The second stage is the fulfillment of information needs which are influenced by the need for information regarding the identity of immigrants. At this stage, the need for information is not only to adapt to a new environment, but also to learn about culture regarding self-identity. The learning includes various things such as ideology, religion, history, philosophy, literature, news, language and other things. Branyon's research (2017) shows the need for an immigrant not only to try to integrate with society, but also to try to maintain knowledge of ethnic culture by coming to the public library. In his findings, mothers from immigrant groups expect their children to maintain their native culture and language. With this motive, mothers from ethnic minority groups in America visit public libraries with the hope of imparting the cultural and linguistic values of the group by using the resources available in public libraries. In addition to the need for information about their own culture, immigrants also come to find out about news that is happening in their country. Research by Williamson (2020,

547) and Robinson (2020, 567) explain that the Campsy Sydney Public Library and the Thornton Library London provide newspapers with various languages to meet the information needs of immigrants to find out about the latest news information happening in their home countries. This activity attracts many visitors, especially parents to visit and access the information. Williamson's research (2020, 548) explained that storytelling activities using the native language of immigrants really help children feel more at home. Interest in the country of origin is inherent in the group. Dali's research (2016) suggests librarian's efforts to understand the needs of multicultural communities, especially ethnic minorities, by looking at the historical values possessed by readers to understand their needs. The historical value is meant in the form of understanding the reasons for the initial interest of immigrants to read. By taking Russian immigrant respondents who reside in Canada, research results show that there has been a change in reading interest among immigrants in Canada. This preference is influenced by dynamic circumstances and times which make immigrants tend to be more open to reading literature from various countries. However, literature with Russian writings and writers, especially classical and religious literature, has its own appeal for immigrants who, according to one of the research informants, can explore past and present life. The problems faced regarding the availability of collections related to immigrant identity tend to be limited (Dali, 2016, 528; Branyon, 2017, 194; Lin & Boamah, 2019, 596; Tandé, 2020, 2071)

This form of service is a form of support for immigrant groups to be able to adjust to the new destination country. For countries that have a high level of arrival of immigrant groups, this service is the right way and can be adopted by looking at the needs of the immigrant group and facilitating things that are not yet known by these community groups. National language learning recognized by the state is one of the basic things to communicate with the population of the country and as an uninformed migrant, public libraries are places that provide facilities for basic learning to survive in a new place by providing specific information regarding: education, economy, employment, law and other things. This information has the potential to help immigrant groups who are facing difficulties in their new environment. In addition, immigrant groups have a tendency to defend their culture. The form of public library attention by developing multilingual collections and newspapers related to immigrant countries is an option. The existence of special services is a form of public library concern to maintain the identity of minority groups and is crucial to fulfill their cultural needs as well as the concept of polyethnic rights, namely immigrant groups to be able to integrate themselves into the wider community without having to lose their own culture (Kymlicka 2002, 45).

Services to Indigenous / Minority Communities

Public libraries in providing sources of information for minority communities or indigenous peoples aim to preserve the cultural information of a group and form of recognition of their ethnic existence. This activity is carried out to ensure that minority groups or indigenous peoples can maintain their rights to access information about their culture. In this case, the public library in presenting services to indigenous groups is divided into two, namely active involvement and passive involvement. Active involvement is the involvement of librarians and indigenous groups in preserving indigenous peoples' knowledge. Passive involvement does not directly seek and record indigenous knowledge and involve indigenous groups but use other methods such as purchasing. The method of purchase is carried out by taking into account the conditions of the surrounding indigenous communities (Johnson 2009, 129).

Public libraries perform various ways to attract attention and provide excellent service to indigenous peoples. Blackburn (2017, 292) explains that the Alice Springs Public Library provides services to Aboriginal communities by holding Kulini-Kulini and Akaltye Antheme programs. The meaning and purpose of the Kulini-Kulini program is a call to invite Aboriginal community groups to come to the Public Library with the aim of creating a space that encourages Aboriginal youth to use the library more and Kulini-Kulini means "Listen, listen,

listen". The second program, namely the Akaltye Antheme Collection, is an effort by public libraries to protect the rights of aboriginal people to obtain information about their history and culture. "Akaltye Antheme" is translated into English as "Giving Knowledge", indicating the agreement between the Arrernte indigenous groups and other Aboriginal groups to be involved in the creation of collections that offer local culture in their own language. This activity attracted indigenous groups to come to the Alice Springs Public Library and the number of visitors increased by 30%. The Akaltye Antheme collection by involving Aboriginal indigenous groups to develop the collection by displaying local cultural works has a positive impact. According to Blackburn, the involvement of Aboriginal community groups was instrumental in providing input to public library services at the Alice Springs library. In line with that, in Jain & Jibril's (2016) study, it was identified that the collection of information on indigenous knowledge in Botswana was carried out by public libraries involving indigenous groups. The collection of indigenous knowledge uses a strategy, namely by visiting tribal chiefs, being interviewed, and videotaped. The preservation of indigenous knowledge is aimed at understanding the origins of the community for indigenous groups and also making it a tourist attraction that attracts tourists. The form of media used for capturing and preserving indigenous knowledge is through CD.

In addition, to provide a source of information that users can use, efforts are needed to understand the reading culture of a group. Unlike the dominant community groups, ethnic minority groups in a country tend to have low reading interest. In Mhlongo & Ngulube's research (2019), public libraries in South Africa see indigenous groups as having very low reading interest. By looking at these conditions, public libraries make innovations by providing sources of information that can be used by Aboriginal groups. Apart from books, formats such as digital versatile disc (DVD), compact disc (CD), and electronic books (e-books) are part of the library collections which are often used by indigenous groups. Provision of information in different formats is used with a response to see low reading interest so that it requires an affirmative approach to attract the attention of South African indigenous groups to visit the Public Library. In addition, the choice of language is also an important factor for indigenous groups to come to the library. With the choice of language that is adjusted to the use of everyday language by indigenous people, it is hoped that they can visit and read in the public library. The problems faced in providing literature that can be read with the adjustment of the language of indigenous peoples are still very few because collections in these languages are generally published independently and are not conducted and have not been peer reviewed.

With the involvement of public libraries in preserving the language and knowledge of indigenous peoples, it means that this public service does not reject diversity. Minority groups are accommodated to capture activities, language, beliefs, and traditional values inherent in their identity in the form of media that can be accessed by indigenous groups and the public. These activities can be seen as a form of concern for diversity in general and cultural heritage in particular. This attention to indigenous groups is an act of responding to the threat of domination by national groups and globalization that form a homogeneous society, namely a society consisting of a single identity. The members of each national minority group are not discriminated against by providing equal access to information and supporting the recording of knowledge as a form of maintaining knowledge of the desired group identity. Activities that involve indigenous groups to develop collections and participate are ideal activities to meet their information needs.

Restrictions on Access to Information Sources

Searching and obtaining information sources are part of Human Rights. The Human Rights Declaration (1948) states that everyone is free and has the right to express their opinions and express themselves; this right includes certainty of having an opinion without interference and being able to seek, receive and disseminate information and ideas through any media indefinitely. However, to get all open access information actually has limits that are determined

by collective or unilateral agreements between majority and minority groups in a country. Public libraries have censorship policies to limit access to information by certain individuals or groups. This limitation of access to information occurs due to concerns over misuse of information that could lead to potential problems or new conflicts. In Blackburn's research (2017, 293), it is identified that the Alice Springs Public Library has quite a large collection of history with the theme of cultural aspects of Aboriginal indigenous groups. The collection specifically has a theme that has requirements, namely if it is accessed or discovered by a party who is on purpose or accidentally finds the collection, it can cause problems for individuals or groups. To avoid this problem, the Alice Springs Public Library carries out knowledge management while still keeping the Aboriginal people's collection "Indigenous Knowledge" in a locked cabinet. To access this collection, permission is required, so there are restrictions on accessing information that is considered sacred by Aboriginal groups.

Censorship activities are also sometimes requested by certain groups in relation to library collections that are against the culture or moral standards they believe and practice. As in Tandé's research (2020, 2072), it identifies a person (newcomer) who is studying French at the Nantes Public Library who complains about a scene with elements of "Nudity" in a film that is shown in the public library. Librarians' response to the problem is to refuse to comply with what they perceive to be censored. In this case there is a disagreement about the standard "censorship" which is the limit to certain activities. So in this case, the general view that is held firmly in a group of immigrants cannot yet become a standard that can be set by the dominant group in a country. In this case, this is the principle of freedom, unity and equality which has been adhered to by the French State for a long time.

Public Library Activities as Intercultural Dialogue

Cultural activities in the library are an effort to create a space for dialogue between cultures. Participants in cultural activities can carry out various activities such as gathering, interacting, and working on joint activities. This activity is open to everyone with different backgrounds. In his research, Johnston (2017) explains that the Norwegian Public Library, to be precise in the City of Oslo, Moss, and Horton, provides a language cafe. The language cafe is a place for semi-structured conversation activities carried out by local volunteer workers and is aimed at immigrant groups. The theme usually raised in this activity can be related to culture, traditions, current problems or daily activities. With these activities, Johnston's findings can convey a positive meaning, namely getting to know the culture between newcomers and local residents and eliminating prejudice against others. For the participants or immigrant groups feel part of the multicultural Norwegian community by participating in these activities and have a great influence on them, namely being able to speak comfortably to groups with different cultures. The intercultural dialogue activity also triggers the integration process.

Robinson (2020) explains the Heath Public Library, London has a community room that works on knitting activities together. According to Robinson, these activities are everyday multicultural activities. Through a joint activity, namely knitting, a group of old women consisting of various kinds of different cultural backgrounds carry out joint activities and dialogue about various things. The role of the librarian in these activities is as a facilitator who guides the participants and shares knowledge skills about knitting activities. In line with that, Lin & Boamah's research (2019, 592) identified that there are cultural activities at public libraries in New Zealand. Activities include a reading club, a chess club, and celebrations of multicultural festivals, such as the Chinese Mid-Autumn Festival and the Indian Diwali Festival. These activities, according to immigrant groups, really help ease the burden on immigrant groups as migrants and create opportunities to interact with different groups of people.

In addition, cultural activities can also increase the interest of indigenous groups or national minorities to visit the library and increase their reading interest. Ndumu & Mon (2018) described Nicaragua as a country that is still trying to recover after the civil war conflict, the Bluefield Public Library does not yet have services and sources of information specifically regarding the knowledge of indigenous peoples. Seeing the high cultural awareness by the indigenous groups, Ndumu & Mon thought there was an opportunity for the Bluefields library to take advantage of the public's interest in Costen Costo's cultural heritage. Such activities are not only to celebrate community, but also promote reading, information literacy, and lifetime. By seeing the awareness of the Costenõ group that pays attention to cultural heritage by holding festivals and celebrations of cultural heritage and many institutions conducting research and cultural preservation. Public libraries can make innovations by working with local cultural groups and adopting cultural activities in the library.

Public libraries have become an active cultural space by holding activities that involve participants with different cultural backgrounds. This form of activity provides an opportunity to reduce the gap between groups with the result of encouraging integration between groups, creating mutual respect, and getting to know each other's existing cultures. This has become a public library as a public space conceptualized by Parekh (2008, 357), namely bridging intercultural dialogue to resolve conflicts and get to know each other. For this reason, by holding activities in public libraries, it can be a solution to solve the problems, namely the problem of cultural differences which greatly causes tension and prejudice between a cultural community. Semi-structured conversation activities that involve intercultural groups are ideal activities to do by connecting different groups and exchanging views on their respective cultural differences. However, the problem is that these actions are limited by the number of participants who can take part in these activities.

Library Service Policy for Multicultural Society

In providing services to multicultural communities, special policies are needed to accommodate the interests of these communities. The formulation of this policy is influenced by the government of a country which triggers the collective awareness of librarians in an institution. Policy makers define goals that reflect values in solving socio-cultural problems. State policies in addressing socio-cultural diversity have a great influence on public library service activities, especially on services and provision of information sources. In his research, Tandé (2020) explains that there is an influence between state and city policies on services in public libraries in France, especially in three big cities, namely Bordeaux, Rennes and Nantes. The city has an ethnic minority group (immigrants) with a large population. In France, there is a cultural policy known as the "French Integration Model", which is a policy that assimilates the culture of immigrant groups by adjusting French national values. On the other hand, Bordeaux, Rennes and Nantes declare themselves as cities that are open to diversity. In the results of this study, the French Integration Model policy and the value of diversity in the slogan in the city are balanced. The public library implements French cultural values, namely by conducting French language learning classes and also provides a collection of native languages for immigrant groups by establishing partnerships with immigrant group associations regarding their needs. The public library provides a collection in the original language spoken by immigrants, although it is not large enough and only covers certain countries.

Blackburn (2017) identifies that there is agreement for Aboriginal and Torres Strait Islander that were created for libraries, archives and other information services. This agreement becomes a reference in service activities related to the Aboriginal and Indigenous groups of the Torres Strait Islands, including information about "them". This was done due to an increase in collections regarding the history and culture of Aboriginal people and the Torres Strait Islander Indigenous People. This agreement was drafted by librarians who engaged Aboriginal and non-Aboriginal groups as part of the reconciliation movement in Australia in 1990. The

reconciliation aims to provide a sense of unity and respect between Aboriginal groups, Torres Strait Islander Indigenous people and non-Indigenous Australians. The agreement generally includes recognition of the group for their indigenous knowledge, issues of access to information centers and involvement of Aboriginal and Torres Strait Islander Indigenous peoples in the management and operation of libraries (ATSILIRN 2012).

The policies used in dealing with this diversity have two main focuses, namely for indigenous groups and immigrants. Public library policies in France, especially Bordeaux, Rennes and Nantes pay more attention to immigrant community groups by helping to integrate themselves into the wider community. This step was taken as a solution to socio-cultural problems, namely barriers to adjusting to the national language, namely French as the main asset for communicating in various activities in the French environment. In addition, French public libraries pay attention to the identity of immigrant groups by providing collections associated with these groups. In addition, Australian policy has a protocol policy as part of a movement to improve relations between white groups and Aboriginal people. This is also reflected in the preservation of indigenous knowledge as a form of recognition of the knowledge possessed by Aboriginal groups as an attraction for these indigenous groups and also the attractiveness of Australia.

Public library services to multicultural communities in Indonesia

In Indonesia, the meaning of the multicultural concept is awareness, freedom, and respect for the diversity of national cultures as stated in Article 32 of the 1945 Constitution (before the reformation era) that Indonesian culture is the pinnacle of culture in the region. Furthermore, there was a change because it was amended in the post-reformation era in the 1945 Constitution in Article 32 paragraph (1) and (2) which stated that it guarantees the freedom of the community in maintaining and developing their cultural values as well as respecting and preserving regional languages. In the context of libraries, the meaning of multiculturalism is stated in Law 43 of 2007 Article 8 Point (f) which states that the obligation of Provincial and District / City public libraries is to organize and develop regional public libraries based on regional uniqueness as research centers and references on cultural wealth in its territory. In this case, public libraries provide access opportunities with the availability of local cultural information sources to express, appreciate, maintain, and inculcate cultural values. In granting this cultural right, the policy taken is still using a decentralized system, which is that national culture is accommodated in different territorial spheres to infuse noble values in accordance with local culture and have the freedom to learn about the local culture.

Referring to this policy, recognition of diversity is specifically recognized and accommodated in certain areas as part of national identity. Rosyid & Rukiyah (2019) explains that the Banten Province Library and Archives states that there is a Banten Corner room that provides a special collection of local content regarding history, culture, customs, and Banten (Baduy) indigenous groups. Ratnaningrum & Yoga (2018) explained that at the Regional Archives and Libraries Office of Banyumas Regency, collections with the theme of local content were still few and the collection of local content themed collections had a different view. In practice, these collections are compiled under the category of works from Banyumas original authors and collections that discuss Banyumas culture. In line with that research, Pertiwi & Prasetyawan (2018) stated that local content held at the Salatiga City Library and Archives in three categories: collections published by Salatiga publishers, the author is a Salatiga resident and the theme of Salatiga city. However, it does not mean that there is discrimination against collections with certain cultures other than local local cultures. Local culture is a form of regional cultural identity that is part of the development of these community groups and cannot be eliminated. With the attention to local indigenous groups, it is also followed by actions to develop collections with the theme of other cultural communities. Attention to different cultural communities needs to be done and at this time there has been no

research related to migrant groups in the context of public libraries in Indonesia. This needs to be considered in order to realize the Indonesian motto, namely *Bhineka Tunggal Ika*.

Discussion

To create a multicultural space in a public library requires attention to two groups of people, namely the “newcomers” group and local indigenous groups, as stated in the Multicultural Library Manifesto that special attention must be given to groups who are often marginalized in culturally diverse societies such as minority groups, asylum seekers and refugees, residents with temporary residence permits, migrant workers, and indigenous peoples.

The immigrant group itself also indicates people from a different ethnicity and groups from outside the territory of a country. Public libraries can adapt a form of concern for immigrant groups by seeing the urgency of their need for their own cultural identity by providing non-discriminatory collections, helping to support, integrate and create cultural events with the theme of dialogue or celebrations of different cultural holidays.

This attention is a form of acknowledgment of differences, accommodating the needs of immigrant groups, and resolving differences issues that promote intercultural dialogue. With the existence of collections related to personal cultural identity, public libraries provide the right to information about the culture of each party and visitors have equal opportunity and freedom to study and defend their own culture. The higher the level of cultural and linguistic diversity in a country, it becomes a challenge for public libraries to accommodate each cultural community. In other words, when it is related to the concept of equality, each cultural community has the same opportunity to access information about the culture of their respective groups. In that context, an awareness of differences (cultural competence) is needed to be able to see real differences and provide access to each culture in the form of developing collections that reflect differences in regional areas. In addition, activities that are based on dialogue followed by cross-cultural communities have a positive impact on getting rid of anxiety or prejudice against outgroups as a form of conflict resolution and providing a place to express and acknowledge one's identity to get to know each other.

Symbols of regional culture need to be considered in public libraries by providing an inclusive place that can reflect the diversity that exists in one region. These symbols can be represented by language symbol objects in the form of words or other cultural objects placed in the library. This symbol can represent the value of tolerance for diversity by paying attention to every culture that exists in a country and also to implant historical values regarding the culture that is owned by each different community. The procurement of cultural symbols in public libraries will have its own charm in recognizing the differences in local cultures of immigrants and natives. With this attention, it can reduce the gap between diverse groups of people and create harmony between different groups in unity without having to eliminate the identity of a group.

CONCLUSION

The complexity of problems that arise in multicultural societies has become a daily life in the modern era. Public libraries are pointed out as institutions capable of playing an important role in dealing with the dynamics of differences that emerge in the midst of a multicultural society. The variety of service forms to multicultural communities created by public libraries is aimed at meeting the needs of diverse communities by looking at the differences. The provision of a free and non-discriminatory cultural space is able to create an ideal multicultural space as a representative place for cultural diversity identity and also dialogue, specifically being able to teach diversity values and respect for one another. In particular, public libraries develop a form of service to immigrant groups with three objectives, i.e. adaptation, integration (with cultural activities), and provision of collections related to the identity of immigrant groups.

Meanwhile, services to indigenous groups are attempted through the preservation of indigenous knowledge, language, and participation in cultural activities, either directly related to their traditions or not. Finally, librarians' collective policy and awareness have a big impact on public libraries in carrying out their activities to accommodate the needs of community groups. The variety of public libraries' attention to multicultural society allows various groups of people to learn, recognize and maintain their group identity without being accompanied by a sense of identity loss and have the same opportunity to access information on their respective cultures.

REFERENCES

- ATSILIRN. 2012. *ATSILIRN Protocols for Libraries, Archives and Information Services*. Accessed Desember 1, 2020. <https://atsilirn.aiatsis.gov.au/protocols.php>.
- Blackburn, Fiona. 2017. "Community Engagement, Cultural and Two Australian Public Libraries and Indigenous Community." *IFLA Journal* 288–301. doi:10.1177/0340035217696320.
- Branyon, Angela P. 2017. "'A Home for Me When I Am So Far from Home': Home": Perceptions of Libraries by Immigrant Mothers in Language Acquisition and Cultural Acclimation." *Public Library Quarterly* 185-198. doi:10.1080/01616846.2017.1316147.
- Chadnoya, Irene. 2012. "Library Services to Multicultural Communities: Russian Best Practice." *Slavic & East European Information Resources* 239-244. doi:10.1080/15228886.2012.727159.
- Dali, Karen. 2016. "Readers' histories as a way of studying and understanding multicultural library communities." *Library Review* 519-534. doi:10.1108/LR-04-2016-0035.
- IFLA/UNESCO. 2012. *IFLA/UNESCO Multicultural Library Manifesto*. Maret. Diakses September 17, 2020. <https://www.ifla.org/node/8976>.
- . 1994. "IFLA/UNESCO Public Library Manifesto 1994." *IFLA*. Diakses September 17, 2020. <https://www.ifla.org/publications/iflaunesco-public-library-manifesto-1994>.
- Indonesia. 2003. "Undang Undang Dasar 1945." *Mahkamah Konstitusi Republik Indonesia*. Diakses Desember 10, 2020. <https://www.mkri.id/index.php?page=web.PeraturanPIH&id=1&menu=6&status=1>.
- . 1959. "Undang Undang Dasar 1945." *Mahkamah Konstitusi Republik Indonesia*. Diakses Desember 1, 2020. <https://www.mkri.id/index.php?page=web.PeraturanPIH&id=1&menu=6&status=1>.
- . 2007. "Undang-Undang Republik Indonesia Nomor 43 Tahun 2007 tentang Perpustakaan." *JDIH BPK RI: Database Peraturan*. Diakses [September 17](#), 2020. <https://peraturan.bpk.go.id/Home/Details/39968/uu-no-43-tahun-2007>.
- Jain, Priti, dan Lynn Jibril. 2016. "Expanding Library Services for Indigenous Community Posteri: A Case of Selected Public Libraries in Botswana." *IFLA WLIC*. IFLA WLIC. 1-19. <http://library.ifla.org/1445/1/168-jain-en.pdf>.
- Johnson, Peggy. 2009. *Fundamentals of Collection Development And Management*. Chicago: American Library Association.
- Johnston, Jamie. 2017. "Friendship potential: Conversation-based programming and immigrant integration." *Journal of Librarianship and Information Science* 1-19. doi:10.1177/0961000617742459.
- Kymlicka, Will. 2002. *Kewargaan Multikultural Teori Liberal Mengenai Hak-Hak Minoritas*. Jakarta: LP3ES.
- Lin, Win Xia, dan Erick Boamah. 2019. "Auckland libraries as a Multicultural Bridge in New Zealand Perception of New Immigrant Library User." *Global Knowledge, Memory and Communication* 581-600. doi:10.1108/GKMC-04-2019-0046.

- Mhlongo, Maned, dan Patrick Ngulube. 2019. "Resource provision and access to indigenous knowledge in public libraries in South Africa." *Information Development* 271–287. doi:10.1177/0266666919841095.
- Ndumu, Ana, dan Lorraine Mon. 2018. "An investigation of the experiences of Nicaraguan Costen~o librarians." *IFLA Journal* 106–118. doi:10.1177/0340035218764496.
- Overall, Patricia Montiel. 2009. "Cultural Competence: A Conceptual Framework for Library and Information Science." *The University of Chicago Press* 175-204. doi:10.1086/597080.
- Parekh, Bikhu. 2008. *Rethinking Multiculturalism Keberagaman Budaya dan Teori Politik*. Yogyakarta: Kanisius.
- Pertiwi, Awanda Rahma, dan Yanuar Yoga Prasetyawan. 2018. "Pengelolaan Koleksi Local Content Sebagai Upaya Pelestarian Kearifan Lokal di Dinas Perpustakaan dan Kearsipan Kota Salatiga." *Jurnal Ilmu Perpustakaan* 241-250.
- Ratnaningrum, Ema, dan Prasetyawan Yoga. 2018. "Ketersediaan Koleksi Local Content Sebagai Pelestarian Budaya Daerah Di Dinas Arsip dan Perpustakaan Daerah Kabupaten Banyumas." *Jurnal Ilmu Perpustakaan* 71-80.
- Redley, Diana. 2012. *The Literature Review A Step-By-Step Guide For Students*. London: SAGE Publication.
- Robinson, Katherine. 2020. "Everyday Multiculturalism in The Public Library : Taking Knitting Together Seriously." *Sociology* 556–572. doi:10.1177/0038038519899352.
- Rosyid, Syahrizal Fahu, dan Rukiyah Rukiyah. 2019. "Pengelolaan Koleksi Local Content (Muatan Lokal) Banten Corner di Dinas Perpustakaan Kearsipan Banten." *Jurnal Ilmu Perpustakaan* 61-70.
- Tandé, Alexandre. 2020. "Cultural policies mixing commonality and difference? The case of public libraries in French cities." *Ethnic and racial studies* 2062–2079. doi:10.1080/01419870.2020.1743334.
- United Nations. 1948. "Universal Declaration of Human Rights." *United Nations*. Diakses September 20, 2020. <https://www.un.org/en/universal-declaration-human-rights/index.html>.
- Williamson, Rebecca. 2020. "Learning to Belong: Ordinary Pedagogies of Civic Civic Belonging in a Multicultural Public Library." *Journal Of Intercultural Studies* 543-558. doi:10.1080/07256868.2020.1806801.