Proceedings the 5th International Conferences on Cultural Studies, Udayana University
Towards the Development of Trans-Disciplinary Research Collaboration in the Era of Global Disruption
Thursday August 29th, 2019

WHO DECIDES THE CHAMPION AND WHAT THE DECISION ABOUT?
(Case Study of The High School Library Champions In Singaraja, Bali)

Luh Putu Sri Ariyani[1] ; Wahyu Supriyanto[2]

[1]Universitas Pendidikan Ganesha; [2]Universitas Gajah Mada
putu.sri77@gmail.com

A school library has a special character that differs from that of other library. It can be seen from its location within the school and is not an independent unit. This position causes many schools to pay less attention to the library. The library is only used as a complementary tool for schools and is only arranged when needed. The school seems reluctant to manage the library seriously. They argue they do not have financial capital in its management. But from the reluctance of schools to develop their libraries, there is always a school that is considered worthy represent Bali at the national level. The purpose of this paper is to explore who and what decide the success of high school library in Singaraja and what capitals are developed to be selected as representative of Bali at the competition of national level. Case study was held in two schools that win the predicate as the best three last years. The schools are SMAN 1 & 4 Singaraja and SMAN 4 Singaraja, Bali. Final remarks highlight that become a champion in school library competition needs more than library building and big collections. There are several parties who helped determine whether or not a school library champion, including headmasters, school librarian, library-teacher, ICT-teacher, pupils, school commitee, alumni association, the municipal library authorities, the municipal education authorities. The school library activities include creating an aesthetically pleasing and practical environtment, providing access to all kind of resources and encouraging reading for pleasure.

Keywords: school library, champion, library competition.

INTRODUCTION

A library is one of human kind's greatest inventions and is at the heart of our culture. The library is believed to liberate and educate people in order to look beyond the boundaries and give a sense of place in the wider world. Children in particular need libraries and the services library offer. There are some kinds of library like academic library or university library, public library, special library, school library and so on. A school library has a special character that differs from that of other library. It can be seen from its location within the school and is not an independent unit. School library is a subsystem within the school, so its management is depended on the school management itself. The school library is an important tool in the teaching and learning process for teachers and students. The school library also has special functions such as educative, informative, research and recreation (Yusuf and Yaya, 2007).

The importance of the role of libraries as sources of information and learning centers, making it imperative for schools to have them. The government is trying to increase the level of information literacy by launching a school literacy movement from elementary to high school level. The aim is to increase the Indonesian children's love of reading. One of the ways taken by the government to improve the quality of school library development is to hold a school library competition. The competition was held from the district, provincial to national level. But often the winner selection cannot be done maximally because the participants do not meet the criteria. This causes the winners who should compete with other schools can not attend these stages because the quality of libraries between one school and another is not the same.

There are even schools that have not been well utilized by students or teachers. This causes the competition to be attended by the same school in a row through appointment or designation. If the stage of the race goes well, then all school libraries in the province of Bali should be involved. However, in reality only certain schools were appointed to represent the district and then passed on to the provincial library office. If deemed appropriate will be made a representative of the province, they will be fostered to represent Bali to the national level. This condition certainly raises questions about how the condition of other school libraries so that they have never been involved in participating in library competitions.

Proceedings the 5th International Conferences on Cultural Studies, Udayana University
Towards the Development of Trans-Disciplinary Research Collaboration in the Era of Global Disruption
Thursday August 29th, 2019

Research on school libraries, especially high schools, was conducted in Singaraja City in 2016 which found that high school libraries have not been managed optimally due to various reasons such as lack of financial support, lack of librarians and lack of adequate space used for library development (Ariyani et al, 2016). This condition is one of the factors why it is difficult to hold competitions among libraries. The unequal condition of the school library does not allow all schools to enter the competition.

This article tries to trace the process of selecting a school to become a contestant as well as the components of the competition assessment that determine a school deserves to be sent to the national level representing the province of Bali. This paper will also explain which parties determine one school to become the representative of the province of Bali to the national level. The high school library used as a case study in this paper is SMAN 1 Singaraja, which has twice represented Bali in the latest national high school library competition in 2017 and SMAN 4 Singaraja representing Bali in 2019.

ASSESSMENT OF HIGH SCHOOL LIBRARY COMPETITION

School library competition is annual activity. The selection is done first at the district level. Before a high school or SMA / MA were under the supervision of the Provincial Library Office, high school libraries were under the guidance of the district library and archive services. School library competition is an annual activity whose implementation starts at the district, provincial and national levels. But for Buleleng regency, the selection is done by way of appointment.

The Provincial Library Service will ask the Buleleng district library service to appoint one of the most suitable schools to represent the province of Bali to the national level. The school will and if they agree, the school library will be sent to represent Bali. Law no. 23 year 2014 which states that SMA / MA is under the Provincial Education Office, the SMA / MA library is under the guidance of the Provincial Library and Archives Office. To select a prospective school library that represents Bali at the national level is determined by the readiness and willingness of the school designated to take part in the competition and visited during an assessment by a team from the national library of the Republic of Indonesia.

School library readiness is determined by the completeness of the facilities that are close to all components of the competition evaluation. Based on the results of interviews with Mr. Duwika, staff of the library and archives service of the Buleleng regency, representatives from Buleleng always came from high school and never came from vocational high school. This indirectly shows that the libraries in vocational schools have not been managed optimally so that they have not been considered eligible to be included in the library competition.

In attending the school library competition there are several criteria that must be prepared. In the high school library competition there are nine components assessed, nine of which are library organizations, library buildings, facilities and infrastructure, library budgets, library management personnel, library collections (print and electronic), library services and collaboration and library promotion, library programs and activities, and library reinforcement components. Each component has its own type of assessment consisting of 4 to 20 types of assessment. The organizational component evaluates 4 aspects including the institution, founding basis, work program, and activities arranged.

Building or library room has aspects of assessment in the form of building area, location of library buildings, room elements and the capacity of the building to accommodate visitors. Facilities and infrastructure include bookshelves, table chairs, LCD, DVD players, lockers, security, etc. Library budget consists of the provision of the budget by the school, the source of the budget, as well as the amount or nominal budget that is owned. For the assessment of library management staff consists of elements of the number of staff owned, qualifications of library staff and the head of the library as well as the employment status of library managers. For library collections, the assessment includes the number of collections owned both printed and digital, the percentage of fiction and nonfiction collections, the completeness of special collections, collection selection tools, collection processing, collection development policies, weeding, stock taking, preservation, transfer of library material media and access and collection resources.

76

Proceedings the 5th International Conferences on Cultural Studies, Udayana University
Towards the Development of Trans-Disciplinary Research Collaboration in the Era of Global Disruption
Thursday August 29th, 2019

From interviews with SMAN 4 Singaraja librarians, the collection assessment component still needs to be improved because there are still many components that are not yet owned by the school library such as the transfer of media library materials and weeding activities that have not been carried out due to fear from the school and librarians that the collection unused will still be inspected by higher authorities. This caused a buildup of book collections in the school warehouse. The same thing also happened in almost all SMA / MA libraries in the City of Singaraja.

Library services and collaboration and library promotion assess the following: opening hours of library services in a day, loan systems, collection circulation, number of library members, visitor statistics, and types of services, service systems, and collaboration with other libraries, types of cooperation, promotions and frequency of promotions. Two school libraries observed in Singaraja City showed that library promotion to attract students visiting and reading in the library was very lacking. Promotion is only done when admission of new students through the introduction of the school by the student council (OSIS).

Meanwhile collaboration with other libraries is only done with fellow school libraries. It is rare for a school library to collaborate with a university library or other types of library. Library programs and activities revolve around library education, story telling, literacy movements, and compulsory writing programs for students, teleconferences, film screenings, and making bulletin boards. School literacy movement is a mandatory activity carried out by all school members, namely reading activities for 15 minutes before the lesson begins.

Among these programs, the most common activities carried out in schools include library education and story telling. Library education is carried out at the time of admission of new students, while storytelling is done routinely according to the time available at school. The last component of the high school library assessment is the library reinforcement component that assesses the ownership of class libraries and the collaboration of librarians with teachers in learning. In both schools they have reading corners in their classrooms, reading corners in the classroom are used to make the school literacy movement a success. Collaboration between teachers and librarians is not too much done. The teacher is still preparing all of his own teaching needs and feels that they do not need to involve the librarian yet. The librarian is also busy with their administration and librarianship activities.

PARTIES INVOLVED IN SUCCESSING THE COMPETITION

The progress of a school is determined by many stakeholders such as school principals and teachers, parents, government, alumni, school committees and so on. Likewise, library development requires the care and involvement of various parties so that the school has sufficient resources to be good and advanced. For SMAN 1 Singaraja, the school library is supported not only by schools, education offices and library services as supervisors, but there are also parties such as alumni who support the SMAN 1 library program through book donations every year as well as other supports such as digitizing collections, collecting books alumni works, and so on. SMA Negeri 1 utilizes all the capital it has to support the progress of its school library to deliver its library to the national level competition. The SMAN 1 library is a school library that is always ready when appointed to represent its region. This is because the activities in the library are always going well. Daily lending and repayment activities are supported by barcode technology so students get fast service. This, according to students, is very helpful in the process of borrowing and returning books in the midst of the limited time available. Judging from the infrastructure, both of these school libraries have facilities and infrastructure that are quite complete, the facilities and infrastructures in the library of SMAN 1 and SMAN 4 Singaraja also meet the minimum standards of school library facilities and infrastructure based on the SNP of SMA / MA.

Participating in the competition is an activity that requires special preparation so that the school tries as much as possible to prepare to take part in the national school library competition since it is appointed by the Provincial Library and Archives Service. The preparations made by the SMAN 1 and SMAN 4 Singaraja Libraries are more directed at the creation and implementation of library work programs such as the school literacy movement program and adding library material content that can be accessed as easily as possible by

Proceedings the 5th International Conferences on Cultural Studies, Udayana University
Towards the Development of Trans-Disciplinary Research Collaboration in the Era of Global Disruption
Thursday August 29th, 2019

students. One way to add to the collection content, school libraries download various library-related applications such as iPusnas which were launched by the National Library of the Republic of Indonesia in 2016. This application allows Indonesian people to read collections owned by national libraries. All forms of lending are done online. The iPusnas application has been enjoyed by students of SMAN 1 Singaraja since March 2017.

In addition to adding to the variety of collections, SMAN 1 and SMAN 4 Singaraja also succeeded in the success of the government program, the school literacy movement. The school literacy movement is done by requiring students to read before lessons begin. With this program, schools try to increase the number of collections from year to year to enrich their collection so the students do not get bored quickly. In addition to the school literacy movement, the Library of SMAN 1 and SMAN 4 Singaraja held a wall magazine competition among students. In addition to what was stated above, the Library of SMAN 1 and SMAN 4 Singaraja also tried to add to the library's print collection by asking alumi to donate their work. These works were also displayed during the competition assessment by the jury of the national library. This condition shows that the school is able to utilize social capital in the form of social networks as a resource to meet the needs of its library (Bourdieu, 1991). From all the explanation above, these two high schools have the principle that a good library is not a library with a large building and a large collection. What is more preferred is how the library becomes the center of activity of all school members in obtaining information and knowledge in order to facilitate the teaching and learning process in schools. Libraries are about books, but they're also about much more than books. They're about ideas and invention and imagination and play and curiosity and wonder and hope. Yes, libraries are all about hope. For this reason, all parties must be involved in advancing the school library.

Principals and teachers are the spearhead for the success of the services of a school library. The teacher can be triggering and encourage students to enjoy reading. All library resources can be used to increase student curiosity about everything. The teacher can also use the library as a primary learning resource because in the library students can develop knowledge beyond what is obtained in class. For teachers, the school library can be a place for discussion to capture students' knowledge, remembering that in the era of digitalization, students can be more knowledgeable than their teachers if they are diligent in reading, while teachers only read textbooks. In addition to school principals and teachers, the role of librarians is also very important. Librarians are partners of the library users, so they can work together in order to educate school students. In these two schools, librarians are not only based on library education, they also come from teachers who get additional assignments as librarians in the library.

Students also have a very important role for students. The breadth of millennial generation insight can be an arena of information exchange in libraries. Students can exchange information related to the latest facts about the world of education and youth. The ability to share information must be facilitated by the library so that all students are updated. The role of the school committee cannot also be ignored, because the committee can decide on programs implemented by the school. In the case of SMAN 1 Singaraja, the role of alumni plays a very large role in improving library services at SMAN 1 Singaraja. When a library automation program no longer works well, schools can discuss the solution with alumni, so alumni with a variety of resources will offer a new automation program that may be acceptable to the condition of the library of SMAN 1 Singaraja. The contribution of printed books is also done by alumni once a year. This helps the library to increase the number of printed book collections. Meanwhile for electronic books, alumni also contributed to the subscription online book application for all citizens of SMAN 1 Singaraja. All is paid by alumni as part of supports.

CONCLUSION AND RECOMENDATION

Being a good library is determined by all stakeholders, not just relying on the principal, teacher, or librarian. The library must be supported by all stakeholders in the school. This requires good cooperation between all stakeholders. Teachers and librarians must develop good cooperation so that the teaching and learning process can be completed on time or even before the time is up. That way students can develop themselves with useful things such as sharpening writing skills, public speaking skills, dancing, sports and other activities. Likewise

Proceedings the 5th International Conferences on Cultural Studies, Udayana University
Towards the Development of Trans-Disciplinary Research Collaboration in the Era of Global Disruption
Thursday August 29th, 2019

the cooperation of teachers and students and librarian teachers will create a good learning atmosphere because all parties have a variety of information and knowledge to be shared with each other.

Considering that very few schools have libraries that are in line with national library standards (SNP), the government and various parties must encourage and provide maximum assistance so that the right of students to obtain information and knowledge through library services can be realized. If this has been realized, then the process of determining the championship will no longer be through appointment but truly with preparation by all schools at the sub-district, district and provincial levels. There is no longer a term that the champions is always the same school. This hope is certainly not easy to realize, therefore all components of society must be involved, especially at the level of parents must continue to encourage their children to love reading activities in order to expand insight and knowledge.

The library is able to realize the equality of knowledge between the rich and the poor because in the library anyone can enjoy reading material without having to pay. This will certainly create justice in access to information while realizing the goal of welfare. Where the library is fully integrated into the life and ethos of the school, the potential benefits that a good professional partnership with the teaching staff can bring to the quality of teaching should not be underestimated. In other words, within any school, student engagement in reading matters more than student socio-economic background in predicting reading proficiency.

REFERENCES

Ariyani, LPS, et all. 2016. "Manajemen Perpustakaan Sekolah Pada SMA/SMK Negeri Se Kota Singaraja: Permasalahan dan Solusi Pemecahannya". *Jurnal Lentera Pustaka Vol. 2 No. 2. Pp 123-133. Dec 2016.*

Bourdieu, P. 1991. Language and Symbolic Power. Cambridge: Harvard University Press.

Departemen Pendidikan Nasional. 2013. *Kamus Besar Bahasa Indonesia.* Jakarta: PT Gramedia.

Perpustakaan Nasional Republik Indonesia. 2013. *Standar Nasional Perpustakaan: Sekolah Menengah Atas/Madrasah Aliyah.* Jakarta: Perpustakaan Nasional RI.

Yusuf, Pawit M dan Yaya Suhendar. 2007. *Pedoman Penyelenggaraan Perpustakaan Sekolah.* Jakarta: Kencana.

Disdik Bandung. 2017. Gerakan Literasi Sekolah. Downloaded at https://disdik.bandung.go.id/ ver3/ gerakan-literasi-sekolah/