



Collection development analysis in school library

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ABSTRACT

Collections, as one of the supporting aspects of libraries, must be managed and developed well. This can be done by developing collections. All activities that take place in libraries need to be standardized with regulations, one of which is Peraturan Kepala Perpustakaan Nasional Republik Indonesia Nomor 12 Tahun 2017 tentang Standar Nasional Perpustakaan Sekolah Menengah Atas/Madrasah Aliyah. This research aims to determine the condition of the collection in the SMA Negeri 2 Library regarding the collection development activities carried out and to design recommendations for the Cimahi SMA Negeri 2 Library regarding collection development activities. The method used to obtain data is observation through a descriptive qualitative approach. Data was obtained through observation and interviews with the Head of the Library at SMA Negeri 2 Cimahi. The results show that the Cimahi 2 State High School Library has a fairly good collection, but the number does not meet the National High School/MA Library Standards standards. Therefore, the Cimahi 2 State High School Library needs to improve and develop its collection development activities for the better.

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ABSTRAK

Koleksi sebagai salah satu aspek penopang perpustakaan perlu dikelola dan kembangkan dengan baik. Hal ini dapat dilakukan dengan pengembangan koleksi. Segala kegiatan yang berlangsung di perpustakaan perlu distandarisasi dengan regulasi, salah satunya dengan Peraturan Kepala Perpustakaan Nasional Republik Indonesia Nomor 12 Tahun 2017 tentang Standar Nasional Perpustakaan Sekolah Menengah Atas/Madrasah Aliyah. Penelitian ini bertujuan untuk mengetahui kondisi koleksi di Perpustakaan SMA Negeri 2 berkenaan dengan kegiatan pengembangan koleksi yang dilakukan, serta merancang rekomendasi bagi Perpustakaan SMA Negeri 2 Cimahi terkait kegiatan pengembangan koleksi. Metode yang digunakan untuk memperoleh data adalah observasi melalui pendekatan kualitatif deskriptif. Data diperoleh melalui kegiatan observasi dan wawancara dengan Kepala Perpustakaan SMA Negeri 2 Cimahi. Hasil menunjukkan bahwa Perpustakaan SMA Negeri 2 Cimahi telah memiliki koleksi yang cukup baik, namun untuk jumlahnya belum memenuhi standar yang ada di Standar Nasional Perpustakaan SMA/MA. Maka dari itu, Perpustakaan SMA Negeri 2 Cimahi perlu memperbaiki dan mengembangkan kegiatan pengembangan koleksinya menjadi lebih baik.

Kata Kunci: pengembangan koleksi; perpustakaan sekolah; sumber belajar

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INTRODUCTION

School libraries, as one of the functional units within a school, serve to provide information that supports learning activities for both educators and students. Libraries at each educational level implement different library management systems, which depend on the regulations and standards in use, as well as the policies of the respective schools acting as the governing institutions for their libraries. At the national level, senior high school or madrasah aliyah libraries can refer to Law No. 43 of 2007 concerning Libraries and the Regulation of the Head of the National Library of the Republic of Indonesia No. 12 of 2017 on the National Standards for Senior High School/Madrasah Aliyah Libraries. Each regulation provides detailed provisions on how an ideal library should be established and managed, with “enlightening the nation” as one of its primary objectives.

School libraries aim to collect, organize, and serve as a repository of information and knowledge. In addition, school libraries support students in developing skills, enhancing creativity, fostering critical thinking, and improving language proficiency, while guiding students in the efficient use of library collections to facilitate independent learning (Janah *et al.*, 2022; Rodin *et al.*, 2021). This aligns with the definition of a school library as stated in Peraturan Kepala Perpustakaan Nasional Republik Indonesia Nomor 12 Tahun 2017 tentang Standar Nasional Perpustakaan Sekolah Menengah Atas/Madrasah Aliyah, which defines an SMA library as “a library within a formal educational unit at the senior high school/madrasah aliyah level, which is an integral part of the school’s activities and serves as one of the learning resource centers to support the achievement of the school’s educational goals.” Therefore, to ensure that a school library operates in accordance with expectations and achieves its objectives, its implementation must consider the curriculum applied by the parent school.

Library collections constitute an essential component that must be present in any library. Collections form a foundational structure of the library; when they are adequate, high-quality, and well-maintained, they foster users’ reading interest and culture, while simultaneously representing the library’s commitment to providing optimal service to its patrons (Maysyaroh & Sawiji, 2023). Meeting the information needs of library users is a primary objective of library management. Consequently, collection development is a critical activity that ensures the library’s holdings remain relevant, up-to-date, and supportive of users’ informational needs. Collections are one of the key structural elements of a library, alongside personnel, facilities, and infrastructure, and funding, serving as the fundamental asset and principal factor underpinning library operations. In the context of school libraries, collections play a vital role in supporting learning processes. These instructional collections are designed for both educators and students, encompassing a range of materials, including printed and non-printed resources such as reading books, reference books, and subject-specific learning materials (Janah *et al.*, 2022). To maintain accessibility and relevance, school libraries must actively engage in the acquisition and development of their collections.

Collection development, as a critical activity in library management, must adhere to established standards and regulations, particularly those governing school libraries. Essentially, collection development involves identifying the strengths and weaknesses of a library’s holdings to ensure alignment with the informational needs of its users (Ardywin, 2020; Safiinatunnajah & Logayah, 2023). In this process, the primary focus is on the library’s print and non-print materials, which form the core of its resources. The foundation of collection development is the information needs of the library’s users, including both educators and students, while also taking into account ongoing advancements in information and communication technology. Since these needs vary among individual users, school libraries must plan and implement collection development with care and precision. Ideally, library collections should remain up-to-date, relevant, and comprehensive to consistently meet the diverse needs of users (Addin *et al.*, 2024). However, in practice, achieving this ideal is often challenging due to a range of internal and external factors that influence the process.

Analyses of collection development processes in school libraries have been conducted by various researchers, yielding differing results influenced by distinct contextual factors. For instance, at SMA Negeri 2 Bantul, collection development followed several stages: policy documentation, collection selection, and acquisition (Akhsanti, 2018). This study emphasized the importance of establishing a dedicated collection development policy and urged library policymakers to ensure that collections align with the proportional needs of a high school library. In contrast, research on SMP 22 Kota Jambi indicated that its collection development practices were generally sound and consistent with Evans' framework in Developing Library and Information Center Collections (Hikmat, 2019). The process at SMP 22 Kota Jambi comprised five stages: user analysis, collection selection, acquisition, weeding, and evaluation. The study recommended maximizing available facilities to compensate for limitations in funding or the absence of formal collection development and selection policies. Comparing these two studies illustrates that while each school library implements collection development according to its capacities, both encounter specific shortcomings that require strategic improvements. This highlights the necessity for libraries to adapt their policies and resources in a manner responsive to their users' needs while addressing internal and external constraints.

However, the previous studies did not clearly elaborate on solutions to the identified issues. Therefore, this study aims to present the results of observations conducted at the SMA Negeri 2 Cimahi Library, along with proposed solutions and recommendations to enhance the library's quality, particularly in the area of collection development. The objectives of this research are to examine the collections held by the SMA Negeri 2 Cimahi Library, analyze the processes involved in collection development, and formulate recommendations to improve collection management and development practices..

LITERATURE REVIEW

School Library

A library is one of the institutions or organizations that provides information by offering collections and services to its users (patrons). A library can be defined as a room, a section of a building, or an entire building used as a place to store books and other published materials that serve as information sources, organized according to specific arrangements in both print and electronic media so that they can be accessed by patrons (Ardywin, 2020). According to the ALA website (see: <https://libguides.ala.org/library-definition>), the definition of a library is as follows:

"A library is a collection of resources in a variety of formats that is 1) organized by information professionals or other experts who; 2) provide convenient physical, digital, bibliographic, or intellectual access; 3) offer targeted services and programs; 4) with the mission of educating, informing, or entertaining a variety of audiences; 5) and the goal of stimulating individual learning and advancing society as a whole."

This definition also indirectly outlines the general roles of libraries. Another definition is taken from Indonesian regulations, namely Law Number 43 of 2007 concerning Libraries, which defines a library as follows:

"Institusi pengelola koleksi karya tulis, karya cetak, dan/atau karya rekam secara profesional dengan sistem yang baku guna memenuhi kebutuhan pendidikan, penelitian, pelestarian, informasi, dan rekreasi para pemustaka,"

The implementation of libraries is categorized based on their types. In Chapter VII, concerning Types of Libraries, Article 20 states that one type of library is the school/madrasah library.

The management of libraries needs to consider and comply with established standards (Galih, 2020). In Indonesia, these standards are set by the national library and the government. The standards for school libraries are regulated in Peraturan Kepala Perpustakaan Nasional Republik Indonesia Nomor 12 Tahun

2017 tentang Standar Nasional Perpustakaan Sekolah Menengah Atas/Madrasah Aliyah. This regulation states that a School Library is

“Perpustakaan yang berada pada satuan pendidikan formal di lingkungan pendidikan sekolah menengah atas/madrasah aliyah yang merupakan bagian integral dari kegiatan sekolah yang bersangkutan, dan merupakan salah satu pusat sumber belajar untuk mendukung tercapainya tujuan pendidikan sekolah yang bersangkutan,”

As a support for teaching and learning activities in schools, the library becomes a crucial educational resource whose existence must be considered to ensure it remains operational and well-managed (Hikmat, 2019). Programs organized by school libraries need to provide learning opportunities for students and enable them to access information effectively and efficiently.

In its implementation, a school library needs to align its programs and services with the curriculum used by the host school, while still adhering to the primary objective of the school library, which is to actively contribute to the achievement of the school's educational goals (Alimi *et al.*, 2019). In addition, the library pursues other specific objectives through its operations, including: supporting and accelerating students' reading proficiency, fostering students' interest in reading, providing diverse information resources for students, offering avenues for healthy recreation, and supporting students in their learning and reading activities (Suryanto, 2021).

The urgency of establishing a school library lies in fostering students' love for reading, instilling habits of independent learning, and providing learning experiences beyond the classroom (Nukhbatillah *et al.*, 2023). Additionally, there are several key reasons for maintaining a school library: 1) the school library serves as a supporting component within the learning system; 2) it functions as one of the educational resources in the school; 3) it underpins the quality of education; and 4) it acts as a learning laboratory that helps students expand and refine their reading, writing, thinking, and communication skills (Hikmat, 2019). This underscores the significant contribution of school libraries to the national effort of fostering an enlightened and educated society (Galih, 2020). The standardization of libraries based on the National Standard of School Libraries serves as a benchmark for assessing the quality of a school library. When the collection, services, staffing, administration, facilities, and funding meet these standards, the school library can be considered of high quality.

Collection Development

Collections, as one of the essential aspects of a library, must be managed appropriately. This management can be carried out through activities known as collection development. Collection development is defined as activities related to library collections, encompassing the processes of selection, establishing selection policies, assessing user needs, reviewing collection usage, managing budgets, identifying requirements, and designing shared resources (Setiyawati, 2021). Collection development is also understood as a series of processes that bridge library users with the information they need within the library context. This process consists of several stages, including policy formulation, selection, acquisition, maintenance, promotion, weeding, and evaluation of collections (Pitri, 2021). These processes in collection development must be carried out appropriately and adequately, in accordance with the library's needs, with the expectation of achieving effective and efficient collection development (Setiyawati, 2021). Furthermore, collection development is defined as a process of fulfilling the information needs of the community in a timely and efficient manner by utilizing information resources managed by the library itself or by other libraries (Khariroh, 2023).

In brief, collection development is understood as the process of identifying the strengths and weaknesses of a library's collection, particularly in terms of meeting the needs of its users, as well as efforts to address those weaknesses. One of the objectives of collection development is to ensure that the library's

collections remain relevant and up-to-date with the evolving needs of its users (Yuniar, 2021). To acquire these collections, a library cannot rely solely on its existing holdings. Therefore, collaboration is necessary to address these gaps in collection. This aligns with point 5h of the National Standard of Schools/Libraries (SNP SMA/MA), which states that library development can be carried out through cooperative efforts with public libraries, other school libraries, library forums, professional librarian organizations, foundations, or corporate institutions.

In detail, the collection development process can be referred to as the framework presented by Evans and Saponaro in their book, *Developing Library and Information Center Collections*, which outlines the process as follows (Figure 1).

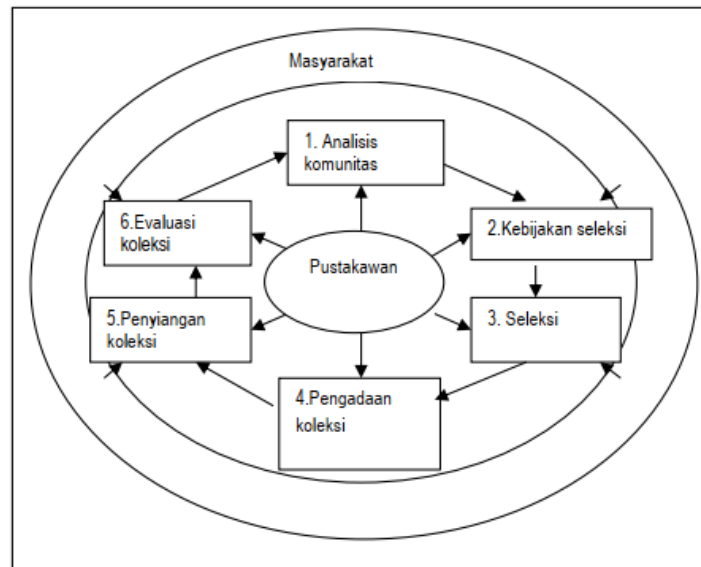


Figure 1. Collection Development Process According to Evans & Saponaro
Source: Laksmi in the Module "Pengembangan Koleksi" 2019

Evans and Saponaro outline the collection development process in six (6) stages, as follows.

1. Community Analysis

Community analysis, also known as user needs analysis, is a process that emphasizes understanding the needs and behaviors of library users in relation to the information they use. User needs refer to the requirements of library patrons in seeking or retrieving the information they require through various library service facilities (Hutapea, 2021). To facilitate librarians in identifying the needs of students, it is essential to gather input directly from the students themselves, as they are best positioned to understand what they require (Nurlia *et al.*, 2020). At this stage, librarians can determine the types and forms of information needed by users, enabling them to prepare adequate library materials or collections.

2. Selection Policy

Formulating collection policies constitutes a critical stage, as the policies developed subsequently serve as a guideline for all ensuing activities. Library collection development policies are documented directives that provide librarians with a reference and foundation for selecting library materials that will significantly influence the growth of the library's collection (Sari *et al.*, 2023). The design of such collection development policies should adhere to principles of relevance, comprehensiveness, currency, and collaboration (Rusmin, 2022). These policies may take the form of either written or unwritten regulations, depending on how librarians choose to establish them.

3. Selection of Library Materials

The collection selection stage is the process of identifying candidate library materials to be incorporated into the library's holdings. The selection of materials determines the quality of a library, as it reflects whether its collection aligns with and fulfills the needs of its users. This process involves authorized parties who form a selection committee comprising librarians, representatives of the parent institution, other relevant units, and user representatives. Authorized selectors must possess extensive knowledge of library collections across various formats ([Rosydiana & Zulaikha, 2022](#)). In this selection process, it is also essential to establish specific criteria for library materials by considering the needs of the library undertaking collection development. Generally, these criteria include the authority and credibility of the author, scope, target readership, and the level, structure, form, or format, as well as currency and relevance. These criteria may vary depending on the type of collection, including both its content and format.

4. Collection Acquisition

Collection acquisition is the subsequent stage following the selection of library materials. At this stage, the library procures or provides the materials that have previously undergone the selection process. Libraries may acquire collections through various means, including purchase, donation or gift, deposit, exchange, collaboration or consortium arrangements, and even by creating or publishing their own materials, such as clippings or in-house publications ([Hermawan, 2021](#)).

5. Collection Weeding

After the library has acquired its collections, the next stage is collection weeding. Collection weeding is the process of separating certain materials from the library's holdings and assessing their relevance to users' needs. In essence, it involves evaluating whether users are still utilizing the materials. This process is carried out to ensure that the collection remains current by periodically making room for new materials. The importance of collection weeding lies in optimizing space, saving financial resources, creating room for new acquisitions, and facilitating easier access for users to locate relevant materials ([Pebriani & Jumino, 2019](#)).

6. Collection Evaluation

The final stage in the collection development process is collection evaluation. Collection evaluation is the process of assessing library materials in terms of their availability and utilization. This activity can be conducted systematically and periodically, depending on the library's policies and regulations. The purpose of this process is to ensure that the collection continues to meet the evolving information needs of users. Librarians may employ two main evaluation techniques: the first focuses on the content and characteristics of the library materials. In contrast, the second emphasizes how users particularly utilize the library's collections ([Widodo & Syahri, 2022](#)). Evaluation activities serve as a basis for determining whether a collection is effective, ultimately influencing decisions about whether to increase or reduce the quantity of certain materials.

These six stages are carried out systematically, beginning with the community analysis stage and concluding with the evaluation of the collection. The specific implementation of each process, however, ultimately depends on the conditions and regulations of the respective library.

Monitoring and Evaluation

Monitoring and evaluation constitute a series of activities designed to assess the continuity and effectiveness of a program. Although they are interrelated, monitoring and evaluation are conceptually distinct. Monitoring refers to activities aimed at understanding the progress of program implementation and school administration by assessing the alignment between plans, programs, and established standards, as well as identifying obstacles in implementation so they can be promptly addressed (Karyati, 2020). Monitoring is essentially a process that examines the relationship between program execution and its outcomes (Nurfaidah *et al.*, 2024). The primary objective of monitoring is to determine whether the program aligns with predetermined standards and to observe the program's environment in order to identify and resolve barriers that hinder its effective operation.

Evaluation is a systematic series of activities conducted to assess and understand the condition of an object through the use of specific instruments, the results of which are then compared with established indicators to draw conclusions and make decisions (Ardiansah *et al.*, 2022; Maulana *et al.*, 2024). In general terms, evaluation can be defined as a structured process of assigning value to a particular subject. Furthermore, evaluation is also understood as a decision-making activity aimed at assessing the value of an object, condition, event, activity, or program under observation (Faiz *et al.*, 2022). The primary purpose of evaluation is to obtain accurate data and information to serve as a basis for decision-making regarding the program being implemented.

METHODS

This study employs a descriptive qualitative approach, with data collected through observation, interviews, and questionnaires. The descriptive qualitative method was chosen because the researcher aims to examine the quality of relationships, activities, and situations in the field, which are then described in detail within the study. Observation and interviews were selected as data collection methods to allow direct engagement with the field, enabling the researcher to understand real-life situations based on participants' accounts and to describe each event objectively (Fadli, 2021).

The observation was conducted by directly visiting the Library of SMA Negeri 2 Cimahi, located at SMA Negeri 2 Cimahi, JL. KPAD Sriwijaya IX, Karangmekar Subdistrict, Cimahi Tengah District, Cimahi City, West Java Province, 40524. The interview took place at the exact location, involving the Head of the Library of SMA Negeri 2 Cimahi as the primary informant. Meanwhile, questionnaires were distributed to students of SMA Negeri 2 Cimahi, who were identified as library users. The instruments for observation and questionnaires were developed based on the framework outlined in the previously designed monitoring and evaluation guidelines. The monitoring and evaluation indicators refer to the Regulation of the Head of the National Library of the Republic of Indonesia Number 12 of 2017 concerning the National Standards for Senior High School/Madrasah Aliyah Libraries.

RESULTS AND DISCUSSION

The results and discussion should be presented within a single, coherent, and concise section. The discussion should emphasize the significance and implications of the research findings rather than merely repeating the results. Tables or figures must present original data accompanied by appropriate sources. The analyzed data should be reliable and capable of effectively addressing the research problem. References cited in the discussion should not duplicate those used in the introduction or literature review. Furthermore, comparisons with findings from previous studies must be included to contextualize the results.

Description of the Library of SMA Negeri 2 Cimahi

The Library of SMA Negeri 2 Cimahi is a school library situated within SMA Negeri 2 Cimahi, located at Jl. KPAD Sriwijaya IX, Karangmekar Subdistrict, Cimahi Tengah District, Cimahi City, West Java Province, 40524. The library is situated in a dedicated building at the center of the school complex, surrounded by classrooms, the school courtyard, and the main lobby. This location can be considered strategic, as its central position within the school environment makes the library easily accessible to both students and teachers.

The Library Building of SMA Negeri 2 Cimahi consists of a single floor that serves as the center of all library activities. It includes a librarian's desk, an administrative area, a reading space for users, bookshelves, and computer facilities available for public use. Since all activities take place on the same floor, the library space feels relatively limited. The library is managed by a head librarian and one librarian who oversee all divisions, including technical services, information systems, administration, and user services. The library operates from 07:30 a.m. until the end of the school day.

Collection of the Library of SMA Negeri 2 Cimahi

The observation and interview conducted at the Library of SMA Negeri 2 Cimahi were based on Regulation No. 12 of 2017 from the Head of the National Library of the Republic of Indonesia, concerning the National Standards for Senior High School/Madrasah Aliyah Libraries. These observations and interview activities served as forms of monitoring and evaluation of the library, with this study focusing specifically on the collection aspect. The description of the library's collection aligns with the aspects and indicators outlined in the aforementioned regulation, as well as the observation instruments previously developed.

The Library of SMA Negeri 2 Cimahi holds a total of 2,457 titles and 8,735 copies of materials, excluding textbooks and curriculum-support books. The collection consists of textbooks, supplementary curriculum materials, general reading books, reference works, magazines, newspapers, video recordings, and electronic resources (e-resources). Based on the results of observation and interviews, the library currently lacks an audio recording collection, as there has been no user demand for such materials, which in turn affects the acquisition process for this type of resource. The existing e-resources primarily consist of electronic books in PDF format. Additionally, the Library of SMA Negeri 2 Cimahi is developing a program called "Independent Digital Library", which enables students to submit their works independently. The program collects the five best works from each class, creating a digital compilation similar to an anthology.

Curriculum-support materials in the library consist of subject textbooks provided for students, particularly those in grade 12, with a ratio of nine copies per student. However, for specialized subject textbooks, which are available in limited quantities, not all students can obtain individual copies. To ensure equitable access, these specialized textbooks are distributed to approximately half of the total number of students in each class, allowing shared use among learners.



Figure 2. Textbook Collection for Grade XII Subjects
Source: Author's Documentation

During the observation, the visit coincided with the day designated for the return of textbooks by grade XII students (**Figure 2**). The librarian organized the returned books according to students' attendance numbers rather than by subject. This was evident from the numbered slips placed on top of each stack of textbooks. The return process was conducted through a single entrance supervised by the librarian, who verified each student's name, class, and the completeness of the returned materials..

The Library of SMA Negeri 2 Cimahi holds a collection of periodicals, including magazines and newspapers. The library subscribes to three magazine titles: Mangle, National Geographic, and Juara. Each magazine features distinct types of content. Mangle is a Sundanese-language magazine that includes content on current trends, lifestyle, short stories, and issues related to Sundanese culture. Juara magazine provides updates and news related to school activities, while National Geographic contains general knowledge and scientific content.



Figure 3. Magazine Rack of the Library of SMA Negeri 2 Cimahi
Source: Author's Documentation

The magazine collection at the Library of SMA Negeri 2 Cimahi is placed on a designated rack containing the subscribed magazines (**Figure 3**). The magazines are not organized by title or topic; instead, they are stored and stacked as available. The rack is an open-shelf type located in the center of the library, making it easily visible and accessible to users..

The Library of SMA Negeri 2 Cimahi also holds a considerable number of reference materials. Its reference collection includes 1) General Language Dictionary: Oxford Dictionary; 2) Subject Dictionary: Chemistry Dictionary; 3) Encyclopedias: Islamic Encyclopedia, Indonesian Encyclopedia; 4) Geographical Resources: Globe; 5) Sacred Texts: Al-Qur'an; 6) each Reference Materials: Teacher's Handbook.. However, compared to the National Standards for Senior High School/Madrasah Aliyah Libraries (SNP SMA/MA), the library lacks several types of reference materials, such as a Regional Language Dictionary, Regional Statistics, Directories, and Legal Regulations.



Figure 4. Reference Collection Storage Cabinet
Source: Author's Documentation

The storage of reference collections is divided into two sections. The first section consists of materials stored inside a cabinet. The reference materials stored in this cabinet include general foreign language dictionaries and specialized dictionaries for specific subjects. The cabinet used for storing these reference materials is a transparent glass cabinet that remains unlocked (**Figure 4**). The transparency of the glass allows students to easily view and identify the collections stored inside. Additionally, a globe is placed on top of the reference cabinet..



Figure 5. Reference Collection Shelf
Source: Author's Documentation

The other reference materials are stored on open wooden shelves located on another side of the library building (**Figure 5**). The collections stored on these shelves include encyclopedias and sacred texts. The encyclopedias are organized and grouped by title. This open-shelf arrangement allows users to access

the materials easily. A note displayed at the top of the shelf, stating “Not for Loan,” serves as a clear reminder to users that reference materials are not available for borrowing and may only be read within the library.



Gambar 6. Buku Bacaan Novel
Source: Author's Documentation

In addition to nonfiction materials related to education, the Library of SMA Negeri 2 Cimahi also holds a collection of fiction books, specifically novels, which students can enjoy as a form of entertainment (**Figure 6**). This novel collection has its own designated area, stored in a special cabinet exclusively for novels. The available titles are diverse, offering students a wide range of options to choose from based on their reading interests..

Collection Development at the Library of SMA Negeri 2 Cimahi

One of the efforts undertaken by the Library of SMA Negeri 2 Cimahi to maintain and enhance its quality is through the development of its collection. Based on observations and interviews, the library's acquisition process can be considered relatively adequate, as reflected in the up-to-date materials available in its holdings. This collection development is oriented toward meeting the informational needs of users while remaining aligned with the library's vision and mission.

According to Evans and Saponaro, collection development consists of six stages, one of which is the acquisition stage. Based on an interview with the Head of the Library at SMA Negeri 2 Cimahi, the library's acquisition process includes a “book donation” program for non-academic materials contributed by students at the beginning of each academic year. This program encourages students to donate books as a form of charitable contribution to the library. The primary objective of this initiative is to broaden students' horizons through collections unrelated to formal subjects, enabling them to acquire knowledge beyond the classroom context. Consequently, this practice provides a refreshing learning experience for students who may become fatigued by conventional instructional materials.

Additionally, there is a program called the “Perpustakaan Jujur,” also known as the Honesty Library, which allows students to store one personal book in the library for as long as they are enrolled at SMA Negeri 2

Cimahi. This collection is designed to support a peer-to-peer book exchange system, allowing students to share reading materials. To prevent loss or misplacement, students are instructed to write their personal details, such as name, class, and year of enrollment, inside the book. Upon graduation, the student may either reclaim the book or leave it as a contribution to the library's collection.

Fundamentally, the procurement of library collections is financed through the School Operational Assistance (BOS) fund. However, the library also utilizes money collected from overdue fines, set at Rp 500 per day, as an additional source of funding to purchase novels requested by students. This practice demonstrates that the SMA Negeri 2 Cimahi Library conducts a user needs analysis by accommodating students' book requests, ensuring that the collection development process aligns with their reading interests and informational needs.

Another stage in the collection development process is weeding or inventory review. The library of SMA Negeri 2 Cimahi last conducted an inventory review in 2019 as part of its accreditation preparation. This activity has not been carried out regularly due to a significant constraint, namely, the limited number of human resources available to manage it. The main criterion used in the weeding process is the physical and informational condition of the materials: collections deemed obsolete or heavily worn are removed from the shelves and stored in the archive room. In contrast, materials that are still in demand and frequently used by patrons are retained on the shelves. This determination is based on circulation data and borrowing records.

Discussion

To effectively fulfill its role as an information provider and educational support system for both students and teachers, a library must ensure the proper management of its resources and operations. This includes the management of its collection, where continuous development is essential to maintain the relevance of available materials to users' informational needs. Based on the observations previously described, several aspects of the collection development process currently implemented at SMA Negeri 2 Cimahi's library show potential for improvement and further enhancement to optimize the library's overall performance and service quality.

Several challenges encountered by the Library of SMA Negeri 2 Cimahi in implementing collection development are primarily technical in nature. For instance, the inventory or collection re-evaluation process is not scheduled regularly but conducted conditionally, as in 2019, when it was carried out solely for accreditation purposes. Another issue concerns the "Honesty Library" collection, which tends to deteriorate due to the librarians' limited capacity to monitor the books effectively and is poorly maintained. These technical problems largely stem from the shortage of human resources, particularly the insufficient number of librarians responsible for managing and maintaining the library's operations.

Community Analysis

The library can conduct a survey regarding the information needs of students at SMA Negeri 2 Cimahi by considering questions such as.

1. What topics are of interest to the student?
2. What changes are occurring in the students' environment?
3. What do the students expect from the library? Is it a complete and up-to-date collection, a comfortable reading space, or a diverse range of materials?
4. What potential development might occur among the students and the school library in the near future?

By considering these questions, librarians can design and develop survey instruments to identify the information needs of students. The survey may take various forms, such as printed or digital questionnaires (e.g., Google Forms). In addition, librarians can also provide a traditional suggestion box in the library to allow students to share feedback and suggestions regarding the library's collections. However, it would be more effective if the library conducted these surveys periodically and focused specifically on the collection aspect, so that the results would not be conflated with other factors such as services or library facilities.

Formulating a Collection Policy

A collection policy, as a guideline for implementing collection development, must be carefully designed and formulated while considering various aspects. These aspects include the types of collections, user analysis, the scope of subjects, as well as the types and quantities of materials (MS, 2021). Based on this, the following outlines the key aspects related to collection development policy at SMA Negeri 2 Cimahi:

1. Types of Collections

The types of collections at the Library of SMA Negeri 2 Cimahi are generally quite comprehensive. However, several types of materials are still not available, such as audio recordings and specific reference materials, including directories, regional statistics, and legal regulations. For audio recordings, the library could consider collaborating with education-themed podcasters to incorporate their content into the library's database and make it accessible to students. Alternatively, the library could involve students in creating their own podcasts on topics aligned with current trends and previously discussed themes. This approach aligns with the library's existing "Independent Digital Library" program, with the variation that the collection format would be audio recordings.

2. User Analysis

User analysis can be conducted using supporting data as a reference. Such data can be obtained through student book requests and surveys regarding user needs, collected via records, questionnaires, or written feedback. The analysis of user suggestions functions similarly to dynamic archives, which are continuously compiled by library staff for collection acquisition. This analysis is important as a basis for collection development planning and budgeting for the following year (Yuliani, 2020). Examples of user analysis data include differences in subject interests between male and female students, subject preferences between students in science (IPA) and social studies (IPS) tracks, and the specific needs of grade 12 students, who require more books for exam preparation and practice.

3. Scope of Subject

By considering the number and types of subjects, the library can determine the quantity of textbooks and supplementary curriculum materials that need to be provided. To ensure adequacy, the library can organize discussions with subject teachers to determine the required books. Subject teachers can provide recommendations on which materials are necessary to support and enhance the learning process.

4. Types and Quantity of Collection

The types of collections in a school library can be aligned with the subjects taught in the curriculum. Regarding the quantity of collections, in addition to considering the number of students, it is important to recognize that the budget plays a significant role in the acquisition process. Budgeting is closely linked to institutional planning, as resources and activities require funding to achieve the objectives of the library or information center (Anshari & Silviana, 2022). The number of books the library can provide

depends on the available budget. In this context, librarians can also consult with subject teachers to determine alternative quantities of books that would adequately meet students' needs.

As an institution guided by a vision and mission, all activities within the library, whether related to management or services, must align with its stated objectives. Therefore, the formulation of a collection policy should also refer to the library's vision and mission. The development of this policy may involve senior librarians, the head librarian, subject teachers' representatives, and the school principal. To maximize the effective implementation of the policy, the competencies of the responsible librarians should be enhanced, particularly in terms of digital technology skills ([Arya *et al.*, 2024](#); [Maharani & Hadiapurwa, 2023](#)).

Collection Selection

The collection selection process must adhere to a clear selection policy. The following aspects should be considered within the collection policy ([Suryanto, 2021](#)).

1. Pemilihan Collection and selection should be conducted carefully and meticulously, focusing on priority, efficiency, and utility;
2. Pemilihan Collection and selection must consist of the most recent, up-to-date, current, and relevant materials;
3. The selected subjects should be composed and categorized to meet the users' needs, meaning that the allocation for each subject should be carefully balanced.

Librarians need to have a thorough understanding of these aspects to carry out collection selection effectively and acquire the appropriate materials. In this process, the library can establish a selection team comprising librarians, subject teachers, and students as users. By involving these three distinct groups, the selection of materials can consider multiple perspectives, ensuring a more balanced and user-centered collection.

Collection Acquisition

At the acquisition stage, the library can continue to maintain previously implemented programs, such as book donations, using the allocated School Operational Assistance (BOS) funds, and utilizing fines to purchase new books. However, it would be even more beneficial if the library established collaborations with other libraries or institutions outside the school. For instance, the library could partner with the Regional Library Office to acquire collections that are not easily obtainable or collaborate with community organizations that provide lending materials. Building such partnerships not only supports the acquisition of collections but also expands the library's network. Additionally, these collaborations can help prevent duplication of materials, simplify the processes of book selection and ordering, and contribute to budgetary efficiency ([Grahita & Rachmawati, 2023](#)).

Collection Weeding

The collection weeding process requires consideration of whether materials are still being used and utilized by library patrons. Items that are outdated or no longer in use should be removed from the shelves and stored separately. Over time, this storage may accumulate as new materials are added to the collection. Therefore, the library could consider alternative methods for storing outdated materials, rather than keeping them in the archive alone. This can be achieved through consultation and discussion with school leadership to determine the most appropriate way to manage and preserve older collections.

Collection Evaluation

The collection evaluation stage can be conducted by surveying students regarding their satisfaction with the library's existing collections. The results of this evaluation can then be used to inform and guide future collection development.

CONCLUSION

The collection is a critical component in the operation of a school library, serving as both a learning support for students and teachers and a source of recreational reading. The Library of SMA Negeri 2 Cimahi possesses a relatively strong collection when compared to the National School Library Standards (SNP) for senior high schools. Although there are some deficiencies, these can be addressed through systematic collection development. This development follows six stages: analyzing user needs, formulating a collection development policy, selecting materials, acquiring resources, weeding, and evaluating the collection. Recommendations for the Library of SMA Negeri 2 Cimahi include encouraging librarians and the head librarian to be more proactive in advocating for the library's rights and addressing its users' needs.

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