THE ROLE OF SCHOOL LIBRARY IN LEARNING PROCESS AT THE STATE ISLAMIC SENIOR HIGH SCHOOL YOGYAKARTA III (MAYOGA)
A Constructivism Approach

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Abstrak

Tulisan ini mencoba melihat peran perpustakaan MAN Yogyakarta III (MAYOGA) dalam mendukung proses pembelajaran yang diadakan di madrasah tersebut. Sangat jelas bahwa perpustakaan MAYOGA telah memberikan sumbangsih yang sangat besar dalam proses dimaksud dengan melihat beberapa program strategis yang dilakukannya. Penelitian ini menggunakan pendekatan konstruktivisme untuk melacak peran tersebut. Berdasarkan pendekatan ini, peneliti melihat lima aspek yang terlibat di dalamnya, yaitu: dasar konseptual pengelolaan informasi oleh perpustakaan, perspektif pengguna/siswa(i), proses kognisi perpustakaan dalam pengelolaan informasi, pengalaman empiris pengguna terhadap layanan perpustakaan, dan terakhir adalah pendekatan praktek yang digunakan oleh perpustakaan dalam pencapaian pelayanan prima di perpustakaan.

Keywords: Library Role, Learning Process, MAN Yogyakarta III, MAYOGA, Constructivism Approach

A. Background

School library is a fundamentally important element in learning process at schools. Therefore, its existence and role in all levels of schools must be developed and given a lot of attention in order to contribute to the learning process optimally. In relation to this, IFLA/UNESCO has provided certain policy to school libraries so that its implementation in school communities can be referred and become a basic component to the empowerment of education in any country around the world,

particularly in under-developed countries having encountered difficulties in achieving good education.[1]

In 2000, IFLA/UNESCO published a manifesto concerning on school libraries "IFLA/UNESCO School Library Manifesto: the School Library in Teaching and Learning for All." It mentions that the government, through its ministers, is responsible for education and they are required to develop a strategy, policy, and planning following the principals of the manifesto. It is expected that the existence of the manifesto can increase the image and function of the school libraries, which enable them to reach their vision as a center for providing information and related things becoming a basic framework to build informed and educated society around the world. School libraries equip students with skills of independent learning and creativity of imagination needed to live as responsible citizens. This mission is similar to the act, number 20/2003 on Indonesian National Education System "developing capabilities and forming character and civilized culture in terms of developing intellectual life of the nation and of aiming to develop the potential of learners in order that they are believing and devouting to only one God, being moralized, healthy, devout, capable, creative, independent, democratic, and responsible."[2]

In order to achieve such ideal mission, all components of society need to be open-minded to address a variety of changes, particularly in realtion to education environment. The term "change" in some societies, however, is sometimes associtaed with optimism and doubt, for instance, reformers are always optimistic in proposing and running various different ideal programs for the advancement of communities, while others (groups of status-quo) are afraid and doubt to the change. The strong idealism to pull off the encountering of the change, there are two main issues that must be taken into account.

1. Awareness of Time Change

Time change stimulates the need of change. Education has always developed and changed through the history of human civilization, from traditional to modern ways of teaching, for instance, the use of unpretentious tools and of sophisticated technology such as multimedia and electronic communication. Based on the different approaches mentioned, the teachers have become as not the only source for learning, and this means that they cannot be expected to know everything. Another side, the administration staff should be fast responding the change so that the learning process can be competitively running side by side together with the change. In philosophical perspective of education, such competition is called balancing between content and process. The term "content" is meant to text book and examination, while the "process" is meant to the ways of using various different resources in the learning

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[1] See *IFLA/UNESCO School Library Guidelines*.
[2] Anonim, "Pidato Peran Perpustakaan Sekolah".

process, such as library services.

2. Philosophical Change of Education

The change of philosophical perspective in education will automatically change the pedagogical aspect of learning.

1. From teacher centered to student centered. Students have become more active and teachers have only become as facilitators.
2. From text book based-learning to resource based-learning. Students have been instructed to become researchers other than to become memorizers.
3. From summative assessment of products to formative assessment of process. If the pedagogical aspect of education is changed, the role of libraries in the learning process at school will be significantly seen in the following.

    - The library is changed from only functioning as providers of supportive services to functioning as partners of learning process.
    - The library is changed from only providers of printed materials to providers of dinamic multimedia consisting of all information supporting school curriculum

Those changes will motivate librarians to become actively involved in the learning process at schools. If the education is designed from learning product to learning process, which will result in outcome, the role of librarians will be more extremely significant in the education. The act, number 20/2003 on the national education system, article 39, point (1) mentions that "the staff of education works for administration, management, development, control, and technical service in order to support the process of education at the education unit." Its interpretation says that "the staff of education consisting of the manager of education unit, supervisor, teacher, controller, researcher, developer, librarian, laboratory assistant, and technician."

In order to adress such change comprehensively, the management of school libraries must be professionally handled by library-educated staff, professional librarians. It is, here, sorry to express that to some extent so far, there are still a lot of school libraries managed by un-qualified staffs bringing un-qualified libraries. Therefore, the existence of the mentioned-act actually indicates, if not instructs, that there need for professional recruitment for librarians who are going to work for the school libraries. In such circumstances, the model of coordination in the construction of modern education can be seen below.
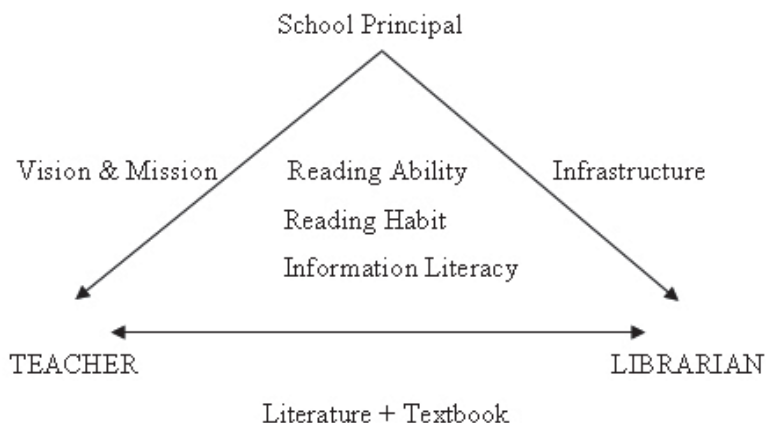
The main role of librarians is actively involved in contributing to the achievement of vision and goals of schools including evaluative procedures. Together with the principals and teachers, the librarians are involved in the development of planning and the implementation of curriculum. The librarians are required to have knowledge and skill in terms of providing information and to have capable of proposing good solution for all problems in information field. Besides, they are also expected to be able to fulfil the needs of school communities. Basically, the librarians are exteremely important in relation to the campaign of reading hobby and the promotion of children literature, media for learners, and cultural protection. The librarians are, furthermore, being a part of school management and they must be regarded as members of the professional school staffs deserved to be involved in the collaboration among other school members. The librarians have to collaborate with the teachers in terms of developing and evaluating the learning process for the school learners; developing and evaluating the knowledge and skill of information for the learners; developing the plan of learning; preparing the program of reading; integrating the information technology and curriculum; and telling the parents of students about the role of libraries.[3]

IFLA/UNIESCO–School Library Guidelines mention that the roles of libraries are extremely a lot. In the school level, the roles of librarians are mostly related in the following issues, namely: analysing the resources and the needs of information; deciding a policy for the development of library services; assisting the pupils and teachers in using information resources and information technologies; building partnership with the other institution, particularly with the public libraries; having involved in the learning evaluation of the pupils; and managing and training the library workers.

The hope is coming to forward, if the new development of learning process at schools can be implemented consistently, it is absolutely believed that the school

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[3] Anonim, "Pidato Peran Perpustakaan Sekolah (Oration of the Role of School Libraries)".

libraries will be significantly playing a role in the learning process. One of the roles is the improvement of reading hobby among students as can be seen in the increasing number of circulation services. Talking about libraries, especially school libraries, there are several requirements that should be taken into consideration. *Firstly*, the availability of room(s) with their equipments, including interesting reading rooms. *Secondly*, the availability of good collection, particularly, selected-materials for school libraries. *Thirdly*, the availability of trained staffs (librarians) designed for school libraries; this point has been proposed to the creation of staffs mastering education as well as librarianship, and they are, particularly, highly skilful staffs trained and appointed to work at the school libraries, the so called Teacher-Librarians.

The other important issue is pro-active services meaning that the librarians are not only waiting for and looking forward the pupils coming to the libraries but also doing a sort of "force" such as inviting "requiring" the Grade One and Two accompanied by their teachers to come to libraries for introducing them about collection which is fundamentally important for their studies as well as hobbies, this is the so called reading guidance. The next interesting activity is story telling by which teachers or librarians choose and read attractive story books to them. For the higher Grades, the teachers should propose a lot of questions leading the pupils to come and use the library sources such as dictionary, atlas, encyclopedia (there is now encyclopedia entitled *Ensiklopediku yang Pertama* (my first encyclopedia) special for children) and other handbooks. Every student for Grade Four on is required to read one book per-month and write synopsis under the supervision of teachers.[4]

Based on this approach, the student of elementary school is expected to read about thirty five books through out his/her studies at the school, this is the highest achievement. The most important thing for the approach is that the students are designed to have reading habit, which is fundamentally important to build their intelligence to be more involved in lifelong education. If such learning process is succesfully achieved, the students who further their studies to Junior High School and, or Senior High School will have skills to use the libraries, at least they have already addicted to read, good reading habit. This shows that the school libraries have directly contributed to the learning process at schools. This indicates that the libraries are not only as a supporting element but include more fundamental one, extremely crucial in the learning process.[5]

Based on the above-background, I would like to discover the constructivism process of roles which are performed by the library of State Islamic Senior High School (MAYOGA) as just explained. In referring to such background, the school

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[4] Tairas, "Perpustakaan dan Krisis Ekonomi".

[5] Anonim, "Pidato Peran Perpustakaan Sekolah".

libraries become fundamental in the learning process at schools; this means that the schools without libraries will create a crisis moment, called the "ruin of the bridge" linking the students to the information and knowledge around the world. Therefore, the school should be aware of the importance of libraries in the learning process both in class room or outside class. In relation to this issue, the theory of contructivism is going to use to find out to what extent the role of libraries in the learning process and the final achievement in the school.

B. The Trace of Theoritical Frameworks

In order to discover the roles of the library in the learning process at the school, the researcher employs a constructivism approach. The constructivism in educational context concentrates on the thinking process involving pupils or students to build an understanding in information and knowledge environment.[6] While, Kuhlthulu's concept[7] in the librarianship context argues that it seeks to find out the constructive process regarding the emergence of potential roles of libraries in the learning process and/or in the increasing achievement of pupils at schools through several aspects as follow.

a) Theoritical Basics for Library and Information Services

This theoritical basics are believed as a fundamental component in providing information due to their relation to information access, also called as public knowledge which is then called personal ignorance. The public knowledge is a world view that should be collectively constructed for certain period of time, while the personal ignorance is the individual need of information that should be provided access to various different sources. Therefore, all policies concerning the development of library system should be based on the understanding of society to information. In such circumstances, there should be a uniform approach between the way of finding information and library system of providing information. This means that the model of information system management should design the planning steps of need, job analysis and human resources, modelling user profile, and use design.

b) Understanding the User Perspective

The user perspective is a crucial element in library management because it gives librarians new understanding or real need of users about why they seek information and how they use it. This understanding will lead the librarians to be professionally responding the demand of users. There is a research concerning the human interaction in information system which reveals that there are some stressing

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[6] Jean Donham, *Inquiry-Based Learning: Lessons from Library Power* (Ohio: Linworth Publishing, 2001), p. 1.

[7] Carol Collier Kuhlthau, *Seeking Meaning: A Process Approach to Library and Information Services* (London: Libraries Unlimited, 2004), p. 1-12.

shifts from cocncentration on document bibliography paradigm or text representation and searching techniques to user studies in information searching environment. This approach focuses on the user problem in information searching process and user valuing towards the utilisation of information for problem solving. It is concluded that the constructive process in information searching is to discover the information regarding the user's perspectives in order to create a new perspective.

c) Cognitive Process in Information Searching

The literatures of library science and information reveal that information seacrhing is an intellectual process. Some researchers found that information need is the development of obscure awareness of missing thing which is in culmination level contributing to the understanding. The basic point of the cognitive view is like what DeMey[8] referred as the model of world information processor. Some researchers referred to the constructs created by individuals as knowledge structure; some others discribed them as a cognitive model changing following conceptual development. The processing steps have occured in three phases, namely: information seeking, information gathering, and information giving.

d) Affective Experience in Information Searching

The three classical elements consisting of mind (cognitive), action (physical), and emotion (affective) which are unified in constructivism process are often studied in relation to the information searching behavior. Even though the cognitive element, nowadays, is regarded as a fundamental component to know the information use, the affective approach still becomes neglected element due to the less number of people believing the emotional expression of users can become an important point in studying the information searching behavior. Based on this point, MacMullin and Taylor[9] concludes that the model that presents the process of user sense-making in information searching should combine three fields of activities: physical, real action done; affective, emotion experienced; and cognitive, mind reflecetd in creating thought.

e) Theory to Practice

With regard to the "theory to practice" the service provided in libraries is to mediate the information use consisting of reference service and library instruction. Nevertheless, the service nowadays shows that there is a change (1) to accomodate, not only finding information and (2) to create a way mediating information use.

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[8] M. DeMey, "The Relevance of the Cognitive Paradigm for Information Science" in *Proceeding of the International Research Forum in Information Science* (Copenhagen: The Royal School of Librarianship, 1977).

[9] Lihat S.E. MacMullin dan R.S. Taylor, "Problem Dimensions Information Traits" in *The Information Society*, 3 (1984: 91-111).

e.1 Reference Service

Katz defines that the reference service consists of three levels, namely: conservative or minimum service which aims to show the location where certain sources can be found; moderate or middle service which means that the librarians make certain efforts to instruct ceratin users for using the sources and to answer their questions; and liberal or maximum service which means that the librarians always provide answers needed by the users. They only offer the liberal or maximum service when it is wanted.

e.2 Instruction

Bibliographic instruction at the university library consists of three models or aproaches as revealed by Tuckett and Stoffle,[10] that is library tool approach, conceptual framework approach, and theory based approach. These approaches are related to the library school instruction which also covers three approaches, namely: resource approach, pathfinder approach, and process approach.[11] Resource or tool approach aims to help students use certain libraries as well as certain resources by learning information retrieval skills. Pathfider or conseptual framework approach purposes to teach searching strategies concerning information retrieval and resource uses. While, theory based approach consists of use, interpretation, and information learning.

Based on this constructivism approach, the roles of school libraries are easily explored to know how they are established to become a power in the learning process at school. As a theoritical base, IFLA/UNESCO School Library Guidelines reveal that the school libraries can be used for several activities covering: traditional homework; project assignment and problem solving task; information searching and using; and writing report to be presented in the class. Besides, searching activity by internet is also an important element in school libraries by which it can contribute to improve the function and increase the role of the libraries in the learning process at school.

C. Overview of Library of State Islamic Senior High School of Yogyakarta III (MAYOGA library)

1. Historical Glance

The library of the State Islamic Senior High School of Yogyakarta III which is often called "MAYOGA library" is not directly coming as a Number One in national

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[10] Lihat H.W. Tuckett dan C.J. Stoffle, "Learning Theory and the Self-Reliant Library Users" dalam *Reference Quarterly*, 24 (1984: 58-66).

[11] C.C. Kuhlthau, "An Emerging Theory of Library Instruction" in *School Library Media Quarterly*, 16 (1987: 23-28).

level as it is known currently but it has experienced a period of evolution dinamically.[12] This can be seen that the library in 1985 was the library of the State Islamic Teacher Education/PGAN (Pendidikan Guru Agama Negeri) located in a small room (2.5x6 m2) by using close-access system. It provided collection, particularly text books for students of PGAN and State Islamic Elementary School/MIN (Madrasah Ibtidaiyah Negeri). It had operated in a simple way until 1990 when the PGAN was changed to become a State Islamic Senior High School/MAN (Madrasah Aliyah Negeri) based on the decree of Minister of Religious Affairs, number 64 in 1990. During two years, since the change, the library still used the name of PGAN because it still had a lot of students under its administration. Afterwards, in 1992 the library was officially changed to become MAYOGA library based on the decree of school principal, Drs. Budi Sudjodo.

Six years after, the room of the library was enlarged (7x8 m2), equipped with 32 study carrels, and managed by 2 staffs (honorers). Such circumstances had lasted from 1998 to 2001. The year 2001 is very historical in the development of the library because, the time based on the policy of school principal, Drs. H. Sukardi, it was moved to a strategic place located on front building consisting of two rooms (7x8 m2 each). The rooms were equipped with collection shelves, book display, reading desk, and various collections (fiction and non-fiction/popular and serious). In addition to that, the library applied an open-access system. The other important change is that the head of the library was positioned at the same level with other departments which are directly under the school principal. In such circumstances, the principal announced 18 steps to develop library service, which attracted Directorate General of Institutional Supervision of Islam, Dr. Husni Rahim, to visit the library.

By having a great enthusiasm to the development of library in 2002, the library was given another room 7x8 m2 which was designed for reference and audio-visual room equipped with reference collection, TV, VCD, and small table. While the two other old rooms were merged to make more place to arrange interior including AC which aims to create the room more confortable and condusive for library service. This year was also called as a historical time for the library because the Minister of National Education, Prof. Drs. H.A. Malik Fajar, M.Sc. visited the MAYOGA library. Then, in 2003 the toilet, storehouse, and reading veranda were integrated to the library. In addition, the acquisition of computers for students, front desks for circulation service, AC for designing conducive room, and building the internet tower which are created to be prepared for automation era, online, e-library, and the internet for library users.

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[12] A period of evolution is meant as a sort of difficult moment in order to be established as a representative school library, when it has been managed in various different ways until the coming as a model of school library in national level.

In 2004, the new school principal, Dra. Sri Suwartiyah made a significant effort to develop the library by increasing number of facilities, such as building processing room and storehouse. Three years later in 2007, the long-term hard work showed the highest achievement in national level, by which the MAYOGA library was selected, by the national committee of education, as the best school library in Indonesia. Because of the highest achievement, the MAYOGA library got a big fund, the so called Block Grant Fund.[13]

2. Library Management

Management is one of the most important components in libraries because by having a good management, the libraries will be capable of fulfilling the needs of users in a maximum way. The capability of providing and serving what the users need is crucially important in terms of the existance of the libraries. The existance of management will be more feeled if the certain institutions , particularly libraries, become bigger and more complex. Therefore, the MAYOGA library have given greatest attention to its management. This can be seen in its strategic planning for 2006 to 2011. The strategic planning designs various different programs which are kown as short-term, middle-term, and long-term programs.

In relation to that, the library concentrates on the development of staffing and service which are expected to maximalize the use of the library. Through the concentration, it creates several programs such as the establishment of book lover community, friendly service, and so on. Internal direction, coordination, and cooperation in the library as well as in the school organisation have become a routine which results in awareness and commitment among people involved so that the library is able to chance the challenge to become opportunity. Consequently, this approach had given the MAYOGA library a dynamic potential to reach the achievement in 2007.

Based on the interview with some librarians, I found that the library has a great and competent librarians as indicated, firstly, in their educational qualification, secondly, they are clearly mapped in their job responsibilities which are very important for creating conducive reading environment. The other important point is that the users said that the librarians are very friendly in answering their questions and fulfilling their needs of information.

3. Collection Development

Library collection is a fundamental element that should be payed attention. It is a source of information and knowledge which is essentially needed by users so

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[13] See *Profil Perpustakaan MAN Yogyakarta III* (2007), pp. 6-7 and also the library brochure of *Brosur Perpustakaan MAN Yogyakarta III*.

that without its existence no library. A great building, excellent facility, strategic location, and other elements may not be able to fulfill the user's needs without good collection. Based on such perspective, the MAYOGA library provides collection of book by 38.919 items and of non-book by 4.792 items. Both collections cover printed and non-printed, referential and non-referential, informational and recreational, fictional and non-fictional, and so on. In relation to the improvement of the collections, the library designs various ways such as through project, regular (routine) acquisition, and gift. Besides, there is the other important way to provide good collection which is called wakaf (donation).[14] This approach is an effective method to involve the parents of the students by which they are invited to donate books to the library. In this school, using the religious language has potentially attracted the interests of many components, among them, students and their parents, other institutions, teachers, and staffs, to be involved in donating books to the library.[15]

4. Services

The MAYOGA library applies good management, as far as I am concerned, which can be seen from several systems and processes of services. This perception can be examined from two aspects as follow.

1. Technical

Technical service is professionally designed for working on the processing of information that will be sent to the public. This processing is created to provide information effectively and efficiently. The technical service consists of collection development, information organisation, preservation and conservation, and so on. This part is not directly connected to the users, but it is created to play a role in providing information which is ready to use in the other department. If it fails to do its activities, the public service will automatically fail to reach its goals.

2. Public

Public service is a part designed to mediate between users and collections (information). The part decides about the kind of systems that will be used in delivering information. The systems could be open or closed. The former one is created to give users a big chance to have open access which enables them to explore and browse the information without librarians or library staffs. While, the latter one is designed to serve the users through closed access which means that they could not

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[14] Wakaf is an Islamic concept - which means donation - teaching that the Muslims who are doing such activities will be given a good and great rewards from Allah. So, the use of such term is strategically marketable for having a good development of library collection.

[15] Interview with Mrs. Rodatun Wijayati, M.Pd. (the Head of MAYOGA Library) on Friday, the 5th of October 2007 and see also the Profile and various different Brochures published by the library in 2007.

find the collections by themselves, but they have to, first, use catalogues or other tools provided to know where the information located.

D. Discussion

Before analysing the findings of the research, I would like to explain how the data were collected through methodological approach as below.

1. Data Validity

In order to make sure whether or not the data found is valid and reliable, the researcher employs a triangulation method, through cross-checking the data collected between the techniques of data collection, such as between observation and documentation or between documentation and interview. Based on this method, it is academically believed that the data collected is valid to answer the questions formulated in the research.[16]

2. Data Analisys

To discover the roles of MAYOGA library, there are at least five significant points that should be explored, namely: conceptual basis, user perspective, cognitive process in information searching, user affective experience, and practice approach. Those five become a theoritical framework to find out the roles of MAYOGA library in realtion to the improvement of learning at the school. Based on the use of constructivism approach, all of the points will become guides to find out to what extence the library has played significant roles in the learning process.

a. Conceptual Basis of MAYOGA Library Development

The conceptual basis is meant as an theoritical approach and intellectual paradigm to be establishing a professional performance in playing certain roles which become a responsibility of the library. Based on the approach and paradigm, there are two crucial themes that will be explored in discussion, namely: library management and user insight. A library system or management becomes a must to produce a good and professional library as experienced by the MAYOGA library.

In order to build a strategic and professional management in MAYOGA library, eight staffs consisting of teachers, librarians, administration staffs, and technological experts have been appointed to work for the library.[17] The involvement of the various expertise among them has been collaborated in order to play the role of the library which is here known as eight characters of roles, namely:

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[16] See Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2006), pp. 306-311.

[17] Interview with Mrs. Rita Susanti and Mr. Eko Ismanto (both are staffs of the library of MAYOGA) on Friday, the 5th of October 2007 at the library.

1) Resource Agent.

As a resource agent, the library are designed to provide information which is always up-to-date and significantly related to curriculum design of the school. Such circumstances give MAYOGA library a greatest responsibility to play important roles for the improvement of students' achievement in the school. Beside of the achievement, it is also aimed to influence the teachers and administration staffs to redefine themselves as the actors for the school.

2) Literacy development Agent.

As a agent for literacy development, the MAYOGA library is designed to be able to attract the attention of students, teachers, and administration staffs in order to be highly skilled in finding, evaluating, and choosing information for the building of academic environment and intellectualism movement among the affected people, particularly students, of the school.

3) Knowledge Construction Agent.

It is believed that the MAYOGA library functioning as a agent for knowledge construction tries to produce strategic approach which is expected to be able to play a role as a developer and promoter for information literacy program in the school. The program is designed to motivate MAYOGA students to be capable of finding, evaluating, and using information in a right way as well as getting knowledge and communicating it to others.

4) Academic Achievement Agent.

As a agent for academic achievement, the MAYOGA library is designed to play a significant role to increase the ranking of students' achievement. In such circumstances, the library works for facilitating the students' needs in relation to the learning process. The facilitation is very fundamental way of implementing a variety of missions of libraries around the world, particularly the MAYOGA library.

5) Independent Reading and Personal Development Agent.

As a agent for independent reading and personal development, the library plays a significant role in the development of reading habit and of self regulation which functions to stimulate the personal creativity in terms of reading interests. The existence of this agent is to motivate the nature of independence among students that is a fundamental element needed to develop and to maximalize the roles of the MAYOGA library. The development of roles are based on several ways, such as the establishment of MAYOGA Book Lovers (MBL) and the Development and Reasoning for Reading Habit (Pengembangan dan Penalaran Minat Baca, PPMB).

6) Technological Literacy Agent.

As a agent for Technological Literacy, the MAYOGA library is of effort to promote the use of technology in the learning process, both formally and informally.

The utilization of technology becomes an important way in facing globalization era which is full of technological issues.

7) Rescue Agent.

This role is designed to enable the MAYOGA library to give all demands a quick response and to solve all problems emerged so that the students and their teachers are able to integrate their learning into the library. This agent is really provided to build a good image which labels to the library concerning the provision of information and related things.

8) Individualized Learning Agent.

The MAYOGA library is designed to develop and campaign the reading culture and individual-competitive creativity for all users, particularly the students and teachers. This creativity is hoped to be able to produce self-awareness and personality-building which is capable of making educated and informed people, through the contribution of the good service of the library.[18]

Based on the strategic approaches, the MAYOGA library is able to develop and invent its self to become a number one in a national context in 2008 and to be promoted as a national model for school libraries. If such environment is always developed and given a dynamic access, the library may become as a model for international community schools. It is of important to reveal here that the implementation of good (or open?) management[19] to the library, there is no doubt that it has a greatest opportunity to become an excellent and imagined library for all users, especially for all students of MAYOGA.

In regard with this context, the MAYOGA library has already proved to public that it is a professional library, which is modelized by other libraries around the national stage. This highly prestigious achievement does not make the library lost its awareness, but such facts lead it to become more professional and motivated to develop its excellence. This efforts can be seen from several aspects, such as staffing and networking. The former one is clearly handled professionally by which it has reqruited eight persons with different backgrounds and expertises to be responsible for bringing the library to reach the highest involvement in the contribution for achieving

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[18] See the *Profile of the MAYOGA library*, 2007.

[19] Referring to the results of the interview with the librarians of the MAYOGA library saying that the school principal and the library head have really built a good cooperation and commitment with all aspects of society, covering internal and external components. Internal one is from the principal, staffs, librarians, and students, and all internally involved in the school. While external one is from parents of the students, publishers, and all externally affected in the library. Based on such circumstances, the library is open to suggestion, correction, inputs, critics, and so on that are expected to lead the library to become imagined library among them.

the highest level among the students of the MAYOGA. The eighth staffs consist of four teachers and three staffs which are appointed to work for cataloguing, circulation, and reference departments. The other one is assigned to work for an information technology department.[20] In the effort of empowering the roles, functions, and services of the library, it tries to build cooperation with various different institutions[21] to get inputs and helps, both in material and non-material matters, like the suggestions and recommendations to certain things for the improvement of library performance in facing a variety of demands from users, particularly the MAYOGA students.

In relation to the conceptual bases of the library, the users' knowledge towards libraries is a fundamental element that should be explored in order to understand the libraries regarding their users. Hence, without comprehending the users' understanding towards libraries, the librarians will have difficulties to design the right direction about what should be done for building good libraries. It is believed that the existence of libraries due to the users. This belief, therefore, should be considered as a crucial issue, which is expected to be able to open a dynamic process in playing roles for the contribution of educational achievement among students.

As far as my research, I found that the users of the MAYOGA library who were interviewed said similar arguments. They generally feel that there are several reasons motivating them to come to the library. The first one is that the environment of the library becomes an important element which attracts them to go to the library. The environment, covering the condition, appearance, and facility, is interesting among them because it is more fashionable. Another reason is that the information provided is able to meet their needs and interests which are significantly important for their daily activities. The other one is that the staffs or the librarians have a good personality to encounter the students coming to the library.[22]

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[20] Interview with Rita Susanti, A.Md. and Eko Ismanto (both are Library Staffs) on Monday, 26 September 2007 and with Rodatun Widayati, M.Pd. (Library Head) dan Rini Utami, S.Pd. on Friday, 5 October 2007.

[21] The collaboration covers internal element, namely: all those elements who are directly in MAYOGA like teachers, school staffs; external includes the parents of the students, other government institutions, librarianship associations, publishers, and other educational institutions such as the Department of Library and Information Studies, Faculty of Letters UIN Sunan Kalijaga Yogyakarta. The cooperation with the latter institution can be seen from such activities as Field Practicum of Diploma Sutudents at this library as well as the volunteer activivities (apprenticeship) both the Diploma and Undergraduate Degree, called S1 in Indonesian, having a lot of contribution to the library of MAYOGA. According to the interview, such activities done based the existence of the agreement of cooperation between the both which produce the letter, called MoU (Master of Understanding) between the MAYOGA Library and the Department of Library and Information Studies Faculty of Letters UIN Sunan Kalijaga Yogyakarta.

[22] Interview with the staffs and students who are active reading at the library.

b. User's Perspective

After getting some information concerning the users' understanding on the MAYOGA library, it is interesting to explore the other related things, namely: why the users search for information, how they do it, and how they know and percieve what is belonging to the library. It is clearly founded that they have several reasons incouraging them to use the library. The first question is that why the users look for information will be elaborated in the following. The library as a center for information is a fundamental issue revealed by the users. According to them, it has given them a lot of accesses to have information for their academic and non-academic needs. They feel that going to the library gave them opportunities to understand a lot of things because they can find more collection and borrow it by free. Besides, coming to the library gave also a chance to have a lot of friends because the library has a group[23] which promote reading habit and use of the library.

The second question is that how the users use the information is becoming more highlighting issues in terms of the users' perspectives at the library. In responding such question, the researcher tries to explore the issues based on the interview with the users by which it was found that they use for their educational activities to reach the highest achievement at the MAYOGA. Beside of the educational point, they reveal that the information got from the library is very usefull to develop their basic personality and to widen their knowledge which then build their optimistic in encountering the world. The last one is that they come to the library to provide themselves to be able to be existed in the community through confident behavior.

The other question is to explore the development of users' information that aims to discover the capabilities of users to master information living around them. As far as my research, the users told that they found themselves to become informed people because they can follow the flows of information all over the world. Furthermore, they felt that the existence of the library providing a lot of information enabled them to be involved in many information forums, both formally and informally.

c. Cognitive Process in Information Searching

Based on the cognitive method for searching information, the MAYOGA library implements several ways to be able to develop and improve the services to the users. The initial one is an effort of seeking information through different approaches. Building comunication with the publishers is very fundamental by which the library can provide a wide range of topics and up-to-date collections. Besides, it also involves the parents of the students to contribute to the development of the library collections which then result in promoting collection donations (in Islamic concept,

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[23] This group is a community that facilitates the users to come together to exercise their reading and learning in the MAYOGA library.

called as *wakaf*) from the parents.

Moreover, the process of gathering the information or collections is another way of the cognitive approach by which the library applies the modern concept of librarianship such as collection development and cataloguing. After the gathering, the library provides various ways to give the information to the users or students, such as circulation and reference. The former one is provided aspecially for transaction between the users and the librarians concerning the books that will be borrowed as well as returned. The circulation of the collection needs a certain method to be professionally giving excellent services to the users. The latter one is a process for receiving all books lent out to the users. In this point, the MAYOGA library is professionally recording the all process through the use of technological devices.

d. Affective Experience of User

Affective experience of users is one of the important elements that should be explored to build an understanding of the roles of libraries. In line with the issue, the researcher tries to investigate the experiences of the active users at the MAYOGA library. The exploration of the affective element may open the public understanding to what extent the library has played significant roles in providing information for the educational activity at MAYOGA. As far as I am concerned, I found that the issue contributes a great influence in showing the existence of the libraries, particularly the MAYOGA library.

Here are the important points that will be seen in relation to the affective experiences coming from the interview with the users. Based on my findings, the students coming to the library said that they have felt happy when they have visited the library for several reasons, firstly, they told that the environment of the library was very conducive to read and learn in it. The air condition is really kept for its functioning which makes the users more comfortable to stay longer in the library. Secondly, the colorful environment is one important aspect that attracts them to enjoy reading and studying. The other reason is that the friendly librarians or staffs have made them be settled to visit and read in the library.[24]

e. Practice Approach

This approach was used to investigate several aspects concerning the empirical realities of the students' ways to access the MAYOGA library. For this issue, there are two methods empoyed by the library to guide the students to use the library. It is found that the students in the MAYOGA are very active and dynamic for responding the issue of the library, so that the approach is believed to be able to reveal the realities happening in the library. In regard with the issue, the library has professionally

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[24] Interview with the librarians of the MAYOGA library.

managed the process of the practice approach in order to stimulate the students in using all information provided in the library.

The first method involved in the theoritical framework of this topic is called as a reference approach which aims to enable the students to know how the information tools can be used to find out information. The method has been applied by three ways, namely: guiding the students where the information can be found; teaching certain users to answer their questions regarding their needs of information; and showing the availability of librarians to aswer all questions. In the case of MAYOGA, there are a lot of ways to do this approach. The first important one is that the library has involved teachers to have consultations for certain lessons that open to all students during the opening hours. The emergence of book lover group is also becoming significant way to promote and provide students with knowledge to be attracted to come to the library. The other important one is that it is a regular program to provide a list for all new collections coming to the library.

In addition to that, the MAYOGA library provides user education regularly which is given to new students every new academic year. This program is designed by the school in cooperation with the library so that the teachers as well as staffs and librarians contribute to give skills and insights for the students. By providing this, it is extremely expected that they will be able to understand the importance of the library for their learning and how to use it for supporting their studies at the school. Furthermore, the library also opens for questions among the students or users during the working hours, both collectively and individually.

E. Conclusion

As far as I am concerned, the research found that the MAYOGA library has built a good performance which led it to become as a model for school libraries in the national context. As a result, the national commitee for library competition appointed it as the best library among school libraries around the Indonesia. Based on this circumstances, the library was found to have played significant roles in the learning process at the MAYOGA. In order to comprehend the roles, there are several aspects that will be proposed as a conclusion. Firstly, the conceptual basis is a fundamental aspect for the development of the library, which places it as an agent for resource, literacy development, knowledge construction, academic achievement, independent reading and personal development, technological literacy, rescue, and individualized learning. All of these have become a great approach to build the MAYOGA library.

Another aspect is to understand the perspectives of the students to discover the real wants and image of the users affected by the library. The next aspect is a cognitive process in information searching by the library in which the researcher

investigated the efforts of the library regarding the collection, processing, and circulation of information provided for students. Affective experience of the students is one of the important element to explore the roles of the library in supporting the learning process at the MAYOGA. The last aspect is that the library implements the practice approach to know the empirical realities of the students' ways to use information provided at the library.

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c) Field Source

   1. Observation

   2. Documentation

   3. Interview