

**THE ROLE OF THE LIVING COLLECTION IN UIN SUNAN KALIJAGA
LIBRARY IN SUPPORTING THE IMPLEMENTATION OF INCLUSIVE
EDUCATION**

THESIS

Submitted to the Library Science Study Program, Faculty of Adab and Cultural Sciences, State Islamic University Sunan Kalijaga Yogyakarta to Fulfill One of the Requirements in Obtaining a Bachelor's Degree in Library Science



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FACULTY OF ADAB AND CULTURAL SCIENCES
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STATEMENT OF ORIGINALITY

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I declare that the thesis entitled “The Role of the Living Collection of UIN Sunan Kalijaga Library in Supporting Inclusive Education” is truly my own work and not a plagiarism of other people's work. If, in the future, it turns out that my statement is not true, then I am willing to accept the applicable academic sanctions.

Thus, I make this statement truly to be used as appropriate.

Yogyakarta, July 31, 2024

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OFFICIAL NOTE

Subject : Thesis
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Dear Sir,
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Assalamu 'alaikum Wr. Wb

After reading, correcting, and suggesting improvements as necessary, I, as the supervisor, am of the opinion that his thesis:

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Thank you.

Wassalamua 'alaikum, Wr.Wb

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MOTTO

كُلُّ مَنْ عَلَيْهَا فَانٍ

Kullu man ‘alaihâ fân

Every being on earth is bound to perish (QS. Ar Rahman:26)

“Inclusive education is a dynamic, ever-evolving approach that requires ongoing reflection and continuous enhancement.” (Dennis D. Munk & Thomas L. Dempsey)

“Disability is not always visible, you have to be nice to everybody.” (Special Library Association, Cleveland, 2019)

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DEDICATION

All praise to Allah and gratitude to Him for giving me the health and ability to complete this thesis. I dedicate this thesis to:

1. Me, Fadlan Agustina Firdaus, who has completed this thesis despite experiencing several obstacles, as a form of implementation of education in the field of Library Science.
2. Family, Mr. Hapid, Mrs. Nunung, and siblings who helped provide material and immaterial support in completing an undergraduate education in Library Science at UIN Sunan Kalijaga.
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8. Library science study program of UIN Sunan Kalijaga is a form of educational dedication that helps develop knowledge in their fields.



ABSTRACT

THE ROLE OF THE LIVING COLLECTION IN UIN SUNAN KALIJAGA LIBRARY IN SUPPORTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION

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The Living Collection at UIN Sunan Kalijaga is a program that features experienced resource person in science that are inclusive and unique, making it a living collection that readers can utilize. This research aims to explore the implementation of the Living Collection at the UIN Sunan Kalijaga Library and its role in supporting inclusive education. The researcher used descriptive qualitative research methods with a case study approach to detail the implementation and role of the Living Collection in supporting inclusive education at UIN Sunan Kalijaga. Data was collected through interviews, observation, and documentation involving the initiators, librarians, and resource person of Living Collection at the UIN Sunan Kalijaga Library. The researcher analyzes data using data reduction, presentation, conclusion, and verification. Trustworthiness tests will also be performed using source triangulation, member checking, and persistence enhancement. Implementation of the Living Collection at the UIN Sunan Kalijaga Library begins with team coordination to identify and contact the resource person, followed by preparation, processing, publication of recordings, and access to Living Collection services. This program aims to encourage inclusive practices in society, expand the types of library collections, and preserve knowledge. Living Collection is expected to be an effective program that creates an inclusive environment that respects and understands social diversity and preserves rare knowledge for future use.

Keywords: Human Library, Living Collection, Inclusive Education.

ABSTRAK

PERAN LIVING COLLECTION DI PERPUSTAKAAN UIN SUNAN KALIJAGA DALAM MENDUKUNG PENYELENGGARAAN PENDIDIKAN INKLUSIF

Fadlan Agustina Firdaus
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Living Collection di UIN Sunan Kalijaga merupakan program yang menampilkan tokoh-tokoh berpengalaman dalam bidang ilmu pengetahuan yang inklusif dan unik, sehingga menjadi koleksi hidup yang dapat dimanfaatkan oleh pemustaka. Penelitian ini bertujuan untuk mengeksplorasi implementasi Living Collection di Perpustakaan UIN Sunan Kalijaga dan perannya dalam mendukung pendidikan inklusi. Peneliti menggunakan metode penelitian kualitatif deskriptif dengan pendekatan studi kasus untuk mendeskripsikan secara rinci implementasi dan peran Living Collection dalam mendukung pendidikan inklusi di UIN Sunan Kalijaga. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan penggagas, pustakawan, dan tokoh-tokoh Living Collection di Perpustakaan UIN Sunan Kalijaga. Peneliti menganalisis data dengan menggunakan reduksi data, penyajian, kesimpulan, dan verifikasi. Uji kepercayaan juga akan dilakukan dengan menggunakan triangulasi sumber, member check, dan penguatan ketekunan. Implementasi Living Collection di Perpustakaan UIN Sunan Kalijaga diawali dengan koordinasi tim untuk mengidentifikasi dan menghubungi tokoh, dilanjutkan dengan persiapan, pelaksanaan, dan publikasi rekaman, serta akses layanan Living Collection. Program ini bertujuan untuk mendorong praktik inklusif di masyarakat, memperluas jenis koleksi perpustakaan, dan melestarikan pengetahuan. Living Collection diharapkan menjadi program yang efektif dalam menciptakan lingkungan inklusif yang menghormati dan memahami keragaman sosial serta melestarikan pengetahuan yang langka untuk digunakan di masa depan.

Kata kunci: Human Library, Living Collection, Pendidikan Inklusif.

PREFACE

All praise is due to Allah SWT, who has bestowed His mercy and grace, enabling the author to complete this thesis entitled “The Role of the Living Collection of UIN Sunan Kalijaga Library in Supporting the Implementation of Inclusive Education.” Writing this thesis is a requirement for completing the undergraduate program in Library Science at the Faculty of Adab and Cultural Sciences, Sunan Kalijaga State Islamic University Yogyakarta. This thesis represents both an academic achievement and the author's contribution to Library Science.

The preparation of this thesis was not without challenges and obstacles. However, thanks to strong determination and support from various parties, the author could finally complete this work successfully. Throughout the writing process, the author received great help, guidance, and support from various individuals who generously dedicated their time, energy, and expertise.

Pada kesempatan ini, penulis ingin menyampaikan rasa terima kasih yang sebesar-besarnya kepada:

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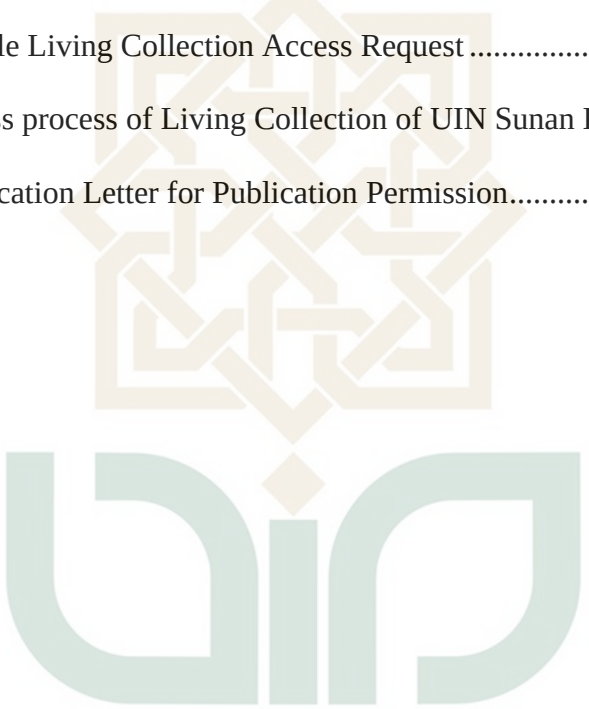
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CHAPTER I

INTRODUCTION

1.1 Background

Inclusiveness is still an issue that is considered in various sectors, one of which is the education sector. Inclusive education in Indonesia refers to the policy of Law 1945 article 28H section (2), which mentions that everyone has the right to receive facilities and special treatment to obtain equal opportunities and benefits to achieve equality and justice. Furthermore, it is strengthened by Law No. 20/2003 on the National Education System, chapter IV Article 5, paragraph (1) that every citizen has the same right to obtain quality education, and paragraph (2) that citizens who have physical, emotional, mental, intellectual and social abnormalities have the right to obtain quality education. The basis is comprehensive instruction for formal and informal education institutions to organize inclusive education.

Inclusive education is designed to integrate children with disabilities into mainstream education by placing them in regular classrooms. Its primary goal is to promote social justice and equality, ensuring that all students, regardless of their abilities, have access to the same educational opportunities (Akbarovna, 2022, p. 1). Inclusive education involves schools and other learning settings working inclusively to offer services to all learners, regardless of their different cultural backgrounds, ethnic groups, and learning abilities (Alzahrani, 2020, p. 1). The inclusive education approach is developed as a series of planned teaching-learning processes without distinguishing gender, intellectual capacity, physical, racial, and

human mobility conditions, and having the opportunity to engage and remain in regular classes to follow the learning process (Villafuerte, 2020, p. 3). Thus, it can be concluded that inclusive education is a formal learning process that integrates students from various backgrounds and conditions.

Guidelines for inclusive education in 2022 state that the objectives of inclusive education are (a) to provide opportunities for all learners who have physical, emotional, mental, and social abnormalities or have special intelligence and talent potential to be able to obtain quality education and according to their needs and abilities, and (b) to realize the implementation of education that respects diversity and does not discriminate against all learners (Kemendikbud, 2022)

As implementers of higher education, universities are also involved in promoting inclusive education in Indonesia. One form of organizing inclusive education in higher education is by providing equal opportunities for persons with disabilities to continue their education, and all academicians must participate in creating equality in the educational process while in higher education. Implementing inclusive campuses at several Islamic universities in Indonesia emphasizes a pluralism curriculum that focuses on ethnic, cultural, religious, and other forms of diversity. This is achieved by establishing gender and child institutions, Pancasila study centers that promote the concept of Bhinneka Tunggal Ika (Unity in Diversity), and by fostering campuses based on religious moderation. Additionally, these universities provide opportunities for prospective students from religious backgrounds other than Islam to pursue their education on campus (Ismail, 2022, p. 10–14).

UIN Sunan Kalijaga Yogyakarta is first of the campus that supports the implementation of educational equity through an inclusive campus. Reported from (www.uin-suka.ac.id) that the implementation of an inclusive campus has been outlined in the core values of UIN Sunan Kalijaga point 3 which reads “Inclusive-Continuous Improvement: open, accountable, and committed to change and sustainability”. In the implementation of an inclusive campus, UIN Sunan Kalijaga is committed to providing equal opportunities for anyone to become a student of UIN Sunan Kalijaga Yogyakarta, including people with different abilities (disabilities).

The realization of an inclusive campus at UIN Sunan Kalijaga is supported by the establishment of a Disability Service Center (PLD), which aims to assist students with disabilities in effectively participating in the learning process. Additionally, efforts have been made to enhance infrastructure facilities, although not comprehensively. These efforts include the installation of elevators in each faculty, accessible pathways with sidewalks and paving blocks, crosswalks, access ramps to the convention hall, religious laboratories, and other buildings. UIN Sunan Kalijaga also integrates inclusive issues into the curriculum of various programs, such as the Inclusive Library courses in the Library Science study program. Furthermore, it offers a concentration on Disability and Inclusive Education within the Postgraduate Interdisciplinary Islamic Studies Masters Program (Aisyah & Maftuhin, 2020, p. 79).

In realizing the success of organizing an inclusive campus at UIN Sunan Kalijaga Yogyakarta, all parts incorporated in it must participate in the process, one

of which is the library. The library is an institution at the university that also helps realize the vision and mission of the university, so it must contribute to the success of organizing this inclusive campus. Libraries provide a strategic role in the field of education as the preservation of knowledge by collecting, maintaining and developing knowledge (IFLA, t.t.).

The library is a source of academic and scientific information that can be accessed conventionally or digitally and provides a social space that supports interaction between users. George Emberhart (2010) A library is defined as a collection of resources in various formats, organized by professionals in information or other fields. It provides physical, digital, bibliographic, or intellectual access and offers targeted programs and services to users with the mission of educating, informing, or entertaining visitors, and aims to stimulate learning for individuals and visionaries in advancing society as a whole. According to the International Federation of Library Associations and Institutions (IFLA), a library is an organization, or part of an organization, whose primary purpose is to facilitate the use of information resources, services, and facilities necessary to meet the information, research, educational, cultural, or recreational needs of its users (IFLA, t.t.).

A university library is a library affiliated with a university to help realize the goals of the university which are summarized in the Tri Dharma of Higher Education namely education, research, and community service (Basuki, 2010, p. 2.17). Academic libraries have a triangular relationship between librarians, students and teachers, i.e. students and teachers are directly related to librarians in searching

and browsing information. In general, the objectives of higher education libraries include (1) meeting the information needs of the academic community, (2) providing reference collections at all academic levels, (3) providing learning spaces for users, (4) providing lending services for the needs of diverse users, and (5) providing active information services in the information retrieval process by not being limited to information in the university environment. (Basuki, 2010, p. 2.18).

Libraries in the academic realm are also closely related to their role as a learning resource by striving to maintain and improve the efficiency and effectiveness of the learning process, as well as providing informal educational facilities in assisting the achievement of education. (Eskha, 2018, p. 17). Thus, libraries must be able to adapt to provide information services to remain relevant and effective according to the needs and desires of users.

The presentation of information in the library is shown by the provision of library collection materials. Library collections adapt to technological developments, starting with the existence of paper or books as printed collections, which were previously in the form of papyrus scrolls and vellum scrolls. Library collections can be categorized into print and non-print collections. Print collections include books and serialized publications (Yulia & Sujana, 2009, p. 1.23-1.28). The non-print collections that began to appear in the 20th century include sound recordings, films, video recordings, graphic materials, cartographic materials, and electronic materials such as e-books, e-journals, CD ROM (Compact Disc Read Only Memory) (Evans & Saponaro, 2005, p. 5). This change in the format of library

collections follows the habits of users in using existing technology. This shows that libraries play a unique role in the innovation ecosystem.

Libraries as information access providers and facilitators of knowledge development encourage people to innovate. There is a large body of scholarly literature that focuses on academic libraries and innovation for the needs of their academic community by providing maker spaces, innovation centers, technology and tools (such as 3D printers or Arduino kits); creating collaborative and co-working spaces for patrons, as well as teaching users to find patent information and use business databases (Pellack, 2022, p. 2).

Living Collection is a new form of innovation in library collections. Based on the results of pre-research interviews, it was stated that the Living Collection at UIN Sunan Kalijaga is an adaptation of the Human Library, which originated in Denmark. This initiative provides a collection of living objects, namely humans that users can borrow to obtain information on specific topics. These topics focus on discriminated groups, minorities, marginalized individuals, and those who receive unfavorable stereotypes in society. According to the website (<https://humanlibrary.org/about/>), human libraries have spread to 85 countries worldwide, including Indonesia, under the name Human Library Indonesia, located in Jakarta.

UIN Sunan Kalijaga Library is the only university library in Indonesia that adopts the concept of a Human Library with the name of a living collection, which aims to minimize the stigma of society towards certain groups that become minorities. Based on the website (<https://lib.uin-suka.ac.id/2022/04/18/living->

[collection-perpustakaan-uin-sunan-kalijaga-yogyakarta/](#)), the existence of a Living Collection at UIN Sunan Kalijaga is one of the library's efforts to assist the university in organizing inclusive education. This initiative provides opportunities for direct dialogue on topics related to ethnicity, nationality, physical conditions, and various social conditions that differ from the majority of the academic community at UIN Sunan Kalijaga. These dialogues are facilitated by presenting individuals with experience or expertise in the discussed topics.

Based on this, the research is crucial as it contributes to the successful implementation of inclusive education at UIN Sunan Kalijaga, particularly by examining the library's role in creating equal educational opportunities for all groups. This study explores the Living Collection as a novel innovation in Indonesian libraries, focusing on topics that promote knowledge and attitudes toward appreciating various forms of diversity in individuals' backgrounds and conditions, thereby supporting an inclusive campus. The findings of this research are expected to serve as a reference for other higher education libraries aiming to adopt Living Collection services to advance inclusive education within their own institutions.

1.2 Research Question

Based on the background description above, the research questions raised by the researcher is as follows:

1. How is the implementation of the Living Collection program at UIN Sunan Kalijaga library?

2. What role does Living collection play in supporting an inclusive campus at UIN Sunan Kalijaga?

1.3 Research Objective

The objectives of this research are:

1. To know the implementation of the Living Collection program at UIN Sunan Kalijaga library.
2. To know the role of the Living Collection program at UIN Sunan Kalijaga library.

1.4 Research Benefit

The benefits that will be obtained through this research include:

1. Academic Benefit: Providing ideas and in-depth explanations regarding the implementation of the Living collection program at UIN Sunan Kalijaga library, which can then be used as input for the development of library science regarding innovative renewal in several aspects of the library.
2. Practical Benefits: Providing input and recommendations for higher education libraries to help organize inclusive campuses by making libraries inclusive by providing various facilities that can be used by all users. Living Collection can be an innovative collection that can be adopted by various types of libraries to support inclusive libraries.

1.5 Writing System

The writing systematic is used to make it easier for readers to understand this thesis. The systematic writing in this thesis is as follows:

CHAPTER I Introduction

This chapter contains background, problem formulation, research objectives, research benefits and writing systematics.

CHAPTER II Literature Review and Theoretical Basis

This chapter contains a literature review and theoretical basis which is used as a theory and reference to previous research regarding the topics discussed by researchers.

CHAPTER III Research Methods

This chapter contains the type and approach of research, place and time of research, subject and object of research, research instruments, data sources, informants, data collection techniques, data validity testing, and data analysis.

CHAPTER IV Results and Discussion

This chapter contains an overview of the research site (UIN Sunan Kalijaga Library). The research discussion contains the concept, implementation, and role of the Living Collection of UIN Sunan Kalijaga Library.

CHAPTER V Closing

This chapter contains the conclusions of the research and the researcher's suggestions on the theme under study.

CHAPTER V

CLOSING

5.1 Conclusion

UIN Sunan Kalijaga Library's Living Collection is an adaptation of the Human Library concept, emphasizing inclusiveness and integrating knowledge management principles. This initiative features resource person who embody inclusiveness and possess unique knowledge, presented as a human collection available for user interaction. The individuals selected as resource person of Living Collection meet specific criteria set by the library, including relevance to inclusive issues, possession of unique knowledge, a solid educational background, relevant experience, and effective communication skills.

The implementation of the Living Collection program is structured through several stages to ensure its orderly and effective execution. The stages of implementing the Living Collection at UIN Sunan Kalijaga Library are as follows:

1. Coordinate the Living Collection team to determine the Living Collection theme and characters.
2. Contacting resource person to be part of the Living Collection of UIN Sunan Kalijaga Library.
3. Preparation of recordings with the Living Collection.
4. Recording process with Living Collection.
5. Publication of the recording on YouTube, and promotion of Living Collection through Instagram, Website and OPAC.

6. User access services to UIN Sunan Kalijaga's Living Collection.

The Living Collection is a new innovation in the world of libraries in Indonesia, presenting resource person who have insights, experiences, and knowledge regarding inclusiveness and unique thinking for dialogue between users and resource person of Living Collection. This program plays a significant role for the UIN Sunan Kalijaga library in the following ways: Promoting Inclusive Practices to the Community, Enhancing the type of library collection, and implementing knowledge preservation.

5.2 Recommendation

Suggestions and input from various parties are needed to improve the quality of a program. Some suggestions that will be submitted by researchers are as follows.

1. Conduct an open search for resource person

The researcher recommends that the library seek individuals or groups through organizations or community networks that are connected to the desired resource person. To broaden the outreach, the library should consider publicizing the program through various social media platforms. By offering formal and open invitations, the library can encourage eligible individuals to join UIN Sunan Kalijaga's Living Collection. Promotional materials related to inclusivity or unique knowledge, such as flyers or short videos, should be created to attract and inform potential participants. This approach will help in expanding the pool of resource person of Living Collection and enhancing the program's diversity and effectiveness.

2. Effective utilization of social media

In addition to promoting the Living Collection through YouTube, the library's website, Instagram, and OPAC, it is advisable to leverage TikTok is a trending platform popular across various demographics. The library could create engaging content for TikTok, such as short videos or photos showcasing the Living Collection's activities and introductions. Researchers also recommend establishing a dedicated Living Collection playlist on YouTube and featuring highlights on Instagram. These measures would facilitate easier access and navigation for users seeking to explore the Living Collection across social media platforms.

3. Create a Living Collection program in the form of a Talkshow

UIN Sunan Kalijaga Library could consider hosting live talk show sessions with resource person of Living Collection centered around the themes they represent. These sessions would offer a dynamic and interactive experience for both librarians and users, allowing for direct engagement with the featured characters. The talk show recordings could be edited and published on YouTube, providing an engaging synopsis of each resource person and their respective topics for users who are unable to attend in person. Additionally, the library might explore the possibility of organizing forums featuring multiple Living Collection personalities discussing a shared theme, even if their individual topics differ. This approach would facilitate a rich and diverse dialogue, enabling users to gain a range of perspectives in a single session.

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