

**EVALUATION OF LIBRARIAN COMPETENCE IN SERVING *DIFABEL*
USERS: A CASE STUDY AT SLB N 1 GUNUNGKIDUL LIBRARY**

THESIS

Submitted to the Library Science Program,
Faculty of Adab and Cultural Science,
State Islamic University Sunan Kalijaga, Yogyakarta
as a Requirement for Obtaining a Bachelor's Degree in Library Science



Written by:

Nadiya Wahyu Utami

21101040012

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

LIBRARY SCIENCE STUDY PROGRAM

FACULTY OF ADAB AND CULTURE SCIENCES

STATE ISLAMIC UNIVERSITY OF SUNAN KALIJAGA

YOGYAKARTA

2025



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA
FAKULTAS ADAB DAN ILMU BUDAYA

Jl. Marsda Adisucipto Telp. (0274) 513949 Fax. (0274) 552883 Yogyakarta 55281

PENGESAHAN TUGAS AKHIR

Nomor : B-1111/Un.02/DA/PP.00.9/07/2025

Tugas Akhir dengan judul : Evaluation of Librarian Competence in Serving Disabled Users: A Case Study at SLB N 1 Gunungkidul Library

yang dipersiapkan dan disusun oleh:

Nama : NADIYA WAHYU UTAMI
Nomor Induk Mahasiswa : 21101040012
Telah diujikan pada : Kamis, 12 Juni 2025
Nilai ujian Tugas Akhir : A

dinyatakan telah diterima oleh Fakultas Adab dan Ilmu Budaya UIN Sunan Kalijaga Yogyakarta

TIM UJIAN TUGAS AKHIR



Ketua Sidang

Marwiyah, S.Ag., S.S., M.LIS.
SIGNED

Valid ID: 686b56ba650f6



Penguji I

Muhammad Solihin Arianto, S.Ag., S.S.,
M.LIS.
SIGNED

Valid ID: 686b5e0bce88f



Penguji II

Lilih Deva Martias, M.Sc.
SIGNED

Valid ID: 68667eab1b053



Yogyakarta, 12 Juni 2025
UIN Sunan Kalijaga
Dekan Fakultas Adab dan Ilmu Budaya
Prof. Dr. Nurdin, S.Ag., S.S., M.A.
SIGNED

Valid ID: 686c81efa4ce6

STATEMENT OF ORIGINALITY

Assalamu'alaikum Wr. Wb

The undersigned:

Name : Nadiya Wahyu Utami
ID : 21101040012
Study Program : Library Science
Faculty : Adab and Cultural Sciences

Stating that the thesis entitled "Evaluation of Librarian Competence in Serving *Difabel* Users: A Case Study at SLB N 1 Gunungkidul Library" is the result of the researcher's thoughts not the result of plagiarism from the work of others, except in certain parts that the researcher uses as reference material and has been cited following scientific principles and listed in the bibliography. If it is proven in the future to be plagiarism from the work of others, all responsibility lies with the researcher.

Thus, this statement is made and used as appropriate.

Wassalamua'alaikum Wr. Wb

Yogyakarta, May 2025

Who declares



Nadiya Wahyu Utami

21101040012

OFFICIAL MEMORANDUM

Marwiyah, S.Ag., S.S., M.L.I.S.
Lecturer of Library and Information Science Study Program, Faculty of Adab and
Cultural Sciences, State Islamic University Sunan Kalijaga Yogyakarta

OFFICIAL NOTE

Subject: Thesis of Ms. Nadiya Wahyu Utami
Attachment: 1 (one) copy
To:
Dean of the Faculty of Adab and Cultural Sciences
State Islamic University Sunan Kalijaga Yogyakarta

Assalamu 'alaikum Wr. Wb.

After reviewing, correcting, and confirming the necessary revisions, I hereby
state that the thesis of the student:

Name : Nadiya Wahyu Utami
Student ID : 21101040012
Study Program : Library Science
Title : Evaluation of Librarian Competence in Serving Difabel
Users: A Case Study at SLB N 1 Gunungkidul Library

Has been properly revised and is therefore eligible to be submitted as one of
the requirements for obtaining a bachelor's degree in Library and Information
Science at the Faculty of Adab and Cultural Sciences, State Islamic University
Sunan Kalijaga Yogyakarta.

I kindly request that the student be granted permission to proceed with the
thesis defense.

Wassalamu 'alaikum Wr. Wb.

Yogyakarta, May 19, 2025
Thesis Supervisor



Marwiyah, S.Ag., S.S., M.L.I.S.
NIP 19690905 200003 2 001

MOTTO

“Indeed, with hardship [will be] ease.”

[Al-Insyirah: 5]

"And plan for you, Allah makes plans. And Allah is the best of planners."

[Ali-Imran: 54]

*Flowers need time to bloom, just as you do. Stop comparing your process
with others.*



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

DEDICATION

Bismillahirrahmanirrahim...

First and foremost, I would like to express my deepest gratitude to Allah SWT, the Almighty, whose infinite mercy and blessings have been the guiding light throughout my journey. By His grace alone, I have been able to complete this thesis with patience, perseverance, and humility. Without His divine guidance, this accomplishment would not have been possible.

I realize that this achievement is not mine alone but the result of many wonderful people's support, encouragement, and prayers. Therefore, I would like to extend my heartfelt thanks to:

- 1) My beloved parents, to whom I dedicate this thesis with all my love and respect. Although they never had the opportunity to pursue higher education themselves, their unwavering sacrifices and endless support have given me the chance to pursue my dreams. Their strength and love have been my greatest inspiration and foundation.
- 2) To my dear younger sibling, Rayi, who is truly special and has unknowingly inspired me to choose this thesis topic. Your presence in my life has been a source of joy and motivation, reminding me daily of the importance of dedication and care.
- 3) To my late grandfather, whose memory continues to encourage me to strive for excellence and never give up. Your belief in the value of education has deeply influenced my path and strengthened my resolve to keep moving forward.

- 4) To my two grandmothers, whose prayers, encouragement, and wise advice have been my spiritual anchors. Your constant reminders to stay close to Allah have helped me maintain focus and resilience in the most challenging times.
- 5) To my college friends Hida, Liza, and Nafrida, thank you for being my pillars of support. Your kindness, assistance, and encouragement have lightened the burdens of this journey and made it more meaningful.
- 6) To my childhood friend Ira, who has never stopped praying for me and cheering me on from afar. Your faith in me has been a source of comfort and strength.
- 7) To my cousin Albina, thank you for standing by me through the highs and lows of completing this thesis. Your companionship has been invaluable and truly appreciated.
- 8) To someone special whose name I cannot mention explicitly but whose presence has been a quiet yet powerful source of comfort and support during this process, thank you from the bottom of my heart.
- 9) Lastly, I want to thank myself for enduring the doubts, the struggles, and the moments of uncertainty, yet still finding the strength to complete this thesis. Though at first, I questioned my path, I am now grateful to have reached this milestone. May I always be blessed with Allah's greatest mercy and guidance, and may I grow into a person worthy of being a role model to my younger siblings and all those around me. *Aamiin.*

ABSTRACT

EVALUATION OF LIBRARIAN COMPETENCE IN SERVING *DIFABEL* USERS: A CASE STUDY AT SLB N 1 GUNUNGKIDUL LIBRARY

Nadiya Wahyu Utami

NIM. 21101040012

This research is titled “*Evaluation of Librarian Competence in Serving Difabel Users: A Case Study at the Library of SLB N 1 Gunungkidul.*” The purpose of this study is to evaluate whether the librarian at SLB N 1 Gunungkidul has adequate competence in providing services to users with disabilities. This study uses a descriptive qualitative method with a case study approach. Data collection techniques include in-depth interviews, participatory observation, and documentation. Data analysis refers to *Peraturan Perpustakaan Nasional Republik Indonesia Nomor 11 Tahun tentang Standar Nasional Perpustakaan Sekolah Luar Biasa* (SLB) and librarian competence theories across three aspects: managerial, socio-cultural, and technical.

The findings reveal that in terms of managerial competence, the librarian designs services based on the needs and interests of students with disabilities, using adjusted reading materials and learning media. Although strategic planning is not formally documented, the approach remains flexible and participatory. In the socio-cultural aspect, the librarian demonstrates adaptive interpersonal communication, understands the characteristics of students with disabilities, and has participated in training such as sign language. Technically, the librarian manages inclusive collections (including braille and audiobooks), uses the SLiMS automation system, and integrates technology tools like computers and projectors.

Overall, the librarian shows commitment and capacity in developing inclusive library services, despite challenges such as limited facilities and the need for ongoing professional development. Therefore, this research recommends the necessity of ongoing training for librarians, particularly in the areas of information literacy and the optimization of technology use in the library. Strong institutional support and continuous training are expected to enhance the quality of library services at SLB, making them more effective in meeting the needs of difabel users.

Keywords: librarian, users with disabilities, librarian competence, inclusive library, special needs school.

INTISARI

EVALUASI KOMPETENSI PUSTAKAWAN DALAM MELAYANI PEMUSTAKA DIFABEL: STUDI KASUS DI PERPUSTAKAAN SLB N 1 GUNUNGKIDUL

Nadiya Wahyu Utami

NIM. 21101040012

Penelitian ini berjudul Evaluasi Kompetensi Pustakawan dalam Melayani Pemustaka Difabel: Studi Kasus di Perpustakaan SLB N 1 Gunungkidul. Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana pustakawan di SLB N 1 Gunungkidul memiliki kompetensi yang sesuai dalam memberikan layanan kepada pemustaka difabel. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode studi kasus. Data diperoleh melalui wawancara mendalam, observasi, dan dokumentasi. Analisis data mengacu pada Peraturan Nomor 11 Tahun 2021 tentang Standar Nasional Perpustakaan SLB, serta teori kompetensi pustakawan yang mencakup aspek manajerial, sosio-kultural, dan teknis.

Hasil penelitian menunjukkan bahwa pada aspek manajerial, pustakawan mampu merancang dan menyesuaikan layanan berdasarkan minat dan kebutuhan siswa difabel, meskipun belum terdokumentasi secara formal. Dalam aspek sosio-kultural, pustakawan menunjukkan kepekaan sosial dan budaya, termasuk kemampuan berkomunikasi secara adaptif, keterlibatan dalam kegiatan pendampingan, serta keikutsertaan dalam pelatihan bahasa isyarat. Sementara itu, pada aspek teknis, pustakawan telah menyediakan koleksi inklusif seperti buku braille dan audiobook, memanfaatkan teknologi informasi seperti sistem SLiMS dan Kahoot, serta menata ruang perpustakaan agar ramah bagi pemustaka difabel.

Secara keseluruhan, pustakawan di SLB N 1 Gunungkidul telah menunjukkan komitmen yang kuat dalam menciptakan layanan perpustakaan yang inklusif dan ramah difabel. Meskipun demikian, masih terdapat tantangan yang perlu diatasi, seperti keterbatasan fasilitas dan kebutuhan untuk pengembangan kompetensi lanjutan. Oleh karena itu, penelitian ini merekomendasikan perlunya pelatihan berkelanjutan bagi pustakawan, khususnya dalam bidang literasi informasi dan optimalisasi penggunaan teknologi di perpustakaan. Dukungan kelembagaan yang kuat serta pelatihan yang berkelanjutan diharapkan dapat meningkatkan kualitas layanan perpustakaan di SLB, sehingga lebih efektif dalam memenuhi kebutuhan pemustaka difabel.

Kata kunci: kompetensi pustakawan, pemustaka difabel, perpustakaan inklusif, SLB, layanan perpustakaan.

PREFACE

Alhamdulillah rabbil'alam, with all respect and gratitude to Allah Subhanahu Wa Ta'ala, the author presents this preface as part of the final thesis entitled "Evaluation of Librarian Competence in Serving *Difabel* Users: A Case Study at SLB N 1 Gunungkidul Library". This thesis is prepared as one of the requirements for obtaining a Bachelor of Library Science degree at UIN Sunan Kalijaga Yogyakarta.

The writing of this thesis aims to present the results of research and related analysis, appropriate librarian competence to serve *difabel* users at SLB N 1 Gunungkidul Library. The research process involved literature review, observation, interviews, data collection, and analysis, including the entire series to answer the research questions.

The author wishes to express gratitude to all those who have provided support, guidance, and inspiration during the process of writing this thesis. The following individuals are to be thanked for their contributions:

1. Prof. Dr. Nurdin Laugu, S.Ag., S.S., M.A., as the Dean of the Faculty of Adab and Cultural Sciences, State Islamic University Sunan Kalijaga Yogyakarta.
2. Muhammad Ainul Yaqin, S.Pd., M.Ed., as the Head of the Library Science Study Program, Faculty of Adab and Cultural Sciences, State Islamic University Sunan Kalijaga Yogyakarta.
3. Mrs. Marwiyah, S.Ag, S.S., M.LIS, as the supervisor of the author's thesis, has guided and provided advice so that the thesis can be completed properly.

4. All Lecturers of the Library Science Study Program, Faculty of Adab and Cultural Sciences, Sunan Kalijaga State Islamic University, Yogyakarta, who have provided valuable knowledge and insight.

5. The author's parents (Mr. Widayat and Mrs. Kunarsih Wahyudiyani), who always provide financial support and earnest prayers.

6. Friends of Library Science students, especially the class of 2021, who have provided support and enthusiasm in the process of preparing the proposal.

7. All parties who contributed and supported in various forms during the process of preparing this thesis proposal.

Hopefully, this thesis can benefit and contribute to the development of knowledge in the field of library and information science. Finally, I hope this research can be used as a reference and inspiration for further research.

Yogyakarta, January 13, 2025

Author

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

TABLE OF CONTENTS

ATTESTATION LETTER.....	ii
STATEMENT OF ORIGINALITY	iii
OFFICIAL MEMORANDUM.....	iv
MOTTO.....	v
DEDICATION.....	vi
ABSTRACT.....	viii
INTISARI.....	ix
PREFACE	x
TABLE OF CONTENTS	xii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Research Problem.....	4
1.3 Objectives and Benefits of the Research.....	4
1.3.1 Research Objectives.....	4
1.3.2 Benefits of the Research	4
1.4 Writing Systematics	5
CHAPTER II LITERATURE REVIEW AND THEORETICAL FRAMEWORK	7
2.1 Literature Review.....	7
2.2 Theoretical Framework	10
2.2.1 Library.....	10
2.2.2 Librarian Competence.....	11
2.2.3 <i>Difabel</i>	14
CHAPTER III RESEARCH METHODOLOGY	16
3.1 Type of Research.....	16
3.2 Place and Time of Research	16
3.3 Subject and Object of Research	17
3.4 Research Instrument.....	17
3.5 Data Source	20

3.6	Informant.....	20
3.7	Data Collection Techniques	23
3.7.1	Guidelines for Data Collection.....	25
3.8	Data Validity.....	28
3.8.1	Triangulation	28
3.8.2	Member Check.....	30
3.9	Data Analysis Techniques	31
CHAPTER IV RESULTS AND DISCUSSION		33
4.1	General Overview of SLB N 1 Gunungkidul.....	33
4.1.1	School Identity	33
4.1.2	History of Establishment.....	34
4.1.3	Vision and Mission.....	36
4.1.4	Profile of SLB N 1 Gunungkidul Library	37
4.1.5	Organizational Structure	38
4.1.6	Profile of the head library	39
4.1.7	Profile of the librarian	40
4.1.8	Library Services and Facilities.....	41
4.1.9	Library Collection.....	41
4.1.10	Description of SLB N 1 Gunungkidul Library	42
4.2	Results and Discussion.....	42
4.2.1	Managerial Competence.....	42
4.2.2	Sosio Cultural Competence.....	54
4.2.3	Technical Competence	64
CHAPTER V CONCLUSIONS AND SUGGESTIONS		74
5.1	Conclusions	74
5.2	Suggestions	75
REFERENCE.....		77
APPENDICES.....		82
CURRICULUM VITAE		96

LIST OF FIGURES

Figure 4. 1: Organizational Structure.....	38
Figure 4. 2: Flowchart Organizational Structure.....	39
Figure 4. 3: Library Collection Data.....	41
Figure 4. 4: Library Collection Data.....	72



LIST OF APPENDICES

Appendix 1: Interview Transcript – Librarian	82
Appendix 2: Interview Transcript – Companion Teacher	88
Appendix 3: Interview Transcript – Students	90
Appendix 4: Member Check	93
Appendix 5: Documentation of this Research	94



CHAPTER I

INTRODUCTION

1.1 Background

The presence of libraries is an important matter, especially in formal educational environments. Libraries play a role as institutions that educate the nation to help achieve mastery of certain knowledge and as providers of interesting information (Herlina, 2017). As stated in Law No. 43 of 2007, a library is defined as an institution that manages written and printed works as well as recorded works that are managed professionally according to standard criteria that align with the education system, preservation, news, and user recreation.

Schools are one example of educational institutions. Every school must have a library as a learning resource so that education can be conducted and its goals achieved. A school library is a library that has been integrated into the school and is managed by that school (Aziz & Difabel, 2014). The purpose of establishing a school library is to serve as a learning resource that provides reading materials and information that support teaching and learning activities. In addition, it also functions to help foster students' interests and develop their talents, as well as to solidify the strategies of the teaching and learning process (Khasiati, 2021).

Special Schools (Sekolah Luar Biasa, SLB) are educational institutions that must have libraries to support the achievement of their educational objectives. The library in a Special Needs School (SLB) must ensure that children with special needs receive basic services that will assist them in accessing educational opportunities (Mislonika & Yoliadi, 2023, p. 192). Children with special needs

require different treatment compared to typically developing children, necessitating distinct learning management strategies. For the library in a Special School to successfully fulfill its mission, the individual responsible for its management must possess the necessary skills or competencies to provide appropriate services to *difabel* patrons.

Competence can be defined as an individual's ability to achieve success in performing tasks that encompass knowledge, skills, attitudes, and behaviors within an organization. According to Amelia, competence refers to the knowledge and skills required to support and perform value-added work within an organization (Amelia, 2017, p. 7). This competence is related to various factors. Lasa HS (2016, p. 7) identifies important competency factors that individuals and organizations must possess to achieve success, including personal competence, management competence, service competence, and knowledge competence. Libraries are institutions that operate in the service sector, providing users with access to information that is accurate, timely, and secure. Therefore, every individual working in a library needs to have good interpersonal skills to interact effectively with users, as well as managerial skills to manage available resources and services (Indriyani & Masruri, 2024).

A librarian is an individual who works in managing and providing services in a library. A librarian can be defined as someone competent in the field of library and information science, acquired through library education, and is responsible for delivering and managing services by the institution where they are employed (Effendi, 2014). A librarian is expected to act professionally and uniquely in their

profession, to communicate effectively, to be friendly, responsive to issues that arise, and to possess prosocial traits when interacting with other librarians. Additionally, in performing their duties, librarians require specific competencies to serve *difabel* patrons, as they will encounter unique users who differ from the general patron population (Rizka et al., 2023). *Difabel* patrons are individuals with physical, mental, and sensory limitations that affect their ability to engage in activities and access information (Nugraha, 2021). *Difabel* patrons have varying limitations that should be addressed by librarians with adequate competencies. Applying the necessary skills by library managers can enhance service quality (Herlina, 2017). Therefore, special attention is needed for *difabel* patrons to ensure they can access information and participate fully in society (Nararais, 2019).

In the context of this research, the selection of SLBN 1 Gunungkidul as the research location is considered appropriate because it is by the provisions of Peraturan Perpustakaan Nasional Republik Indonesia Nomor 11 tahun 2021 tentang Standar Nasional Perpustakaan Sekolah Luar Biasa, which states in point 6.1 that library staff must have at least one library staff member and have the ability to serve library users according to the type of disability (Perpustakaan Nasional, 2021). This indicates that librarians in special schools encounter distinct challenges in delivering services to users with disabilities. Given the limited number of librarians, it is essential to examine their competencies in serving users with disabilities and identify opportunities for enhancing the quality of services in this specific environment.

These considerations have led the researcher to be interested in studying the competencies of librarians in serving a diverse range of special needs patrons. The researcher will use SLB N 1 Gunungkidul, located in Kapanewon Wonosari, Gunungkidul Regency, as the research site. The choice of this library as a research location is based on the fact that the librarian at this school holds a degree in Library Science but does not come from a background in special education. The collaboration between teachers and librarians is also not yet optimal, particularly for students with hearing impairments (Hidayah, 2020). Furthermore, the library at this school has not fully met the criteria established for an ideal library. Therefore, the role performed is more appropriately referred to as a library manager rather than a librarian.

1.2 Research Problem

The research problem to be examined in this study is: How competent are the librarians at the SLB N 1 Gunungkidul library in serving *difabel* patrons?

1.3 Objectives and Benefits of the Research

1.3.1 Research Objectives

The objective of this research is to determine whether the librarians at the SLB N 1 Gunungkidul library possess the appropriate competencies to serve *difabel* patrons.

1.3.2 Benefits of the Research

With the achievement of this objective, the expected benefits of this research are as follows:

1. For the researcher, it is hoped that this study will enhance the researcher's knowledge regarding the competencies required by librarians to provide services to *difabel* patrons.
2. For the library, it is anticipated that this research will serve as a consideration when recruiting specialized librarians for special schools (SLB).
3. For the community, it is expected that this research will provide a reference for future studies.

1.4 Writing Systematics

CHAPTER I: INTRODUCTION contains the background of the research to be discussed and the results that underpin the formulation of the problem, objectives, and benefits of the research, as well as an outline of the research methodology.

CHAPTER II: LITERATURE REVIEW AND THEORETICAL FRAMEWORK serves as the main reference in conducting the research. The literature review includes studies with similar themes, followed by the theoretical framework, which consists of the basic concepts used to analyze the research conducted by the researcher.

CHAPTER III: RESEARCH METHODOLOGY includes the location and time of the research, subjects and objects of the study, informants, data collection techniques, and data validity. This section also contains the data analysis techniques used in the research.

CHAPTER IV: GENERAL DESCRIPTION AND DISCUSSION presents the results of the research conducted by the researcher, starting with a general overview of the research site, followed by a discussion of the research findings.

CHAPTER V: CONCLUSION contains the conclusions and recommendations based on the results of the research conducted by the researcher.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducting interviews and observations regarding the competence of SLB N 1 Gunungkidul librarian in serving *difabel* users, the results can be concluded as follows:

a. Managerial competence

Librarian have shown the ability to manage library services for users with disabilities in a simple way, such as involving users in planning collection procurement, coordinating with accompanying teachers, and organizing library space to be more disability-friendly. However, the library's human resources, particularly in terms of staff quantity, still require improvement to enhance service delivery for students with disabilities.

b. Socio-Cultural competence

The librarian can build effective communication with *difabel* users, understand their diverse backgrounds and needs, and establish positive relationships with accompanying teachers. This competency has generally worked quite well. However, in terms of developing the information literacy skills of people with disabilities (*difabel* users), especially in the process of searching, evaluating, and using information independently, there is still room for improvement.

c. Technical competence

In technical competence, a librarian has basic skills in managing and organizing collections, circulation services, and providing information relevant to the needs of users with disabilities. Librarian also show a friendly, adaptive attitude and try to make an interpersonal approach to the users. However, the utilization of information technology in the library still needs to be improved, so that it is not only limited to collection management, but also supports ease of access in searching for information more thoroughly.

5.2 Suggestions

Based on the research results and conclusions that have been presented, the suggestions that can be given are as follows:

a. Increasing human resources in the library

The head librarian is expected to pay attention to the needs of human resources in the library, both through the addition of librarian and through continuous training, so that the management of services to *difabel* users can run more optimally.

b. Development of information literacy skills for *difabel* users

Librarian need to join training related to information literacy development, especially in assisting users with disabilities in the process of searching, evaluating, and using information independently. Additionally, it is essential to design literacy development programs tailored to the characteristics and needs of individuals with disabilities.

c. Optimizing the use of information technology

The library management needs to increase the utilization of information technology in the library, not only for collection management, but also to provide wider and more inclusive access to information. One of the urgent needs is the procurement or repair of LCD monitors as a means of playing educational videos that suit the needs of students. This is important because previously, the library monitors were damaged, and the use of computer screens as an alternative was considered less effective in terms of display and convenience. In addition, it is also important to develop a disability-friendly online catalog, provide assistive technology devices, and provide digital skills training to students with disabilities. Additionally, it is necessary to develop a disability-friendly online catalog and provide digital skills training for library users.

d. Suggestions for further research

This research still has limitations, including the scope that only focuses on the competence of librarians in terms of services to *difabel* users in one school, namely SLB N 1 Gunungkidul. Therefore, for future research, it is suggested to expand the scope of research to more institutions or compare several SLB libraries in different areas, so that a more comprehensive picture of librarian competence in serving *difabel* users can be obtained.

REFERENCE

- Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems: The role of organisational cultures and leadership. *International Journal of Inclusive Education*, 14(4), 401–416. <https://doi.org/10.1080/13603110802504903>
- Al Baihaqy, M. (2025). *Evaluasi Kualitas Layanan Perpustakaan Dengan Menggunakan Metode Libqual+TM (Studi Kasus Pada Perpustakaan Iain Zawiyah Cot Kala Langsa)* [PhD Thesis, Universitas Islam Negeri Ar-Raniry Banda Aceh]. <https://repository.ar-raniry.ac.id/id/eprint/42364/>
- Amelia, F. (2017). *Kompetensi Pustakawan di Badan Perpustakaan Provinsi Sumatera Selatan* [PhD Thesis, UIN Raden Fatah Palembang]. <https://repository.radenfatah.ac.id/966/1/Fera%20Amelia%2012290021.pdf>
- American Library Association. (2023). *ALA core competences of librarianship*. <https://www.ala.org/educationcareers/careers/corecomp/corecompspecial/knowledgecompetencies>
- Arikunto, S. (2010). Prosedur penelitian suatu pendekatan praktek. (No Title). <https://cir.nii.ac.jp/crid/1130000795354347648>
- Atanda, L. A., Olafimihan, C. O., Gbotosho, A. S., & Olukayode, V. A. (2025). Organizational Management and the Evolving Roles of Librarians in the 21st Century. *The Arab Journal For Quality Assurance in Higher Education*, 18(64), Article 64. <https://doi.org/10.20428/ajqahe.v18i64.2460>
- Aulia, T. (2023). *Teknik Analisis Data: Pengertian, Jenis dan Cara Memilihnya – UPT Jurnal*. <https://uptjurnal.umsu.ac.id/teknik-analisis-data-pengertian-jenis-dan-cara-memilihnya/>
- Aziz, S., & Difabel, P. R. (2014). *Mengelola Layanan Informasi bagi Pemustaka*. Yogyakarta: Ar-Ruzz Media.
- Azwar, S. (1998). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar. <https://scholar.google.com/scholar?cluster=12942473069035684613&hl=en&oi=scholar>
- Breeding, M. (2015). The future of library resource discovery. *Information Standards Quarterly*, 27(1), 24–30.
- Bungin, B. (2007). *Penelitian Kualitatif edisi kedua*. Jakarta: Prenada Media Group. <https://scholar.google.com/scholar?cluster=14153919497865309525&hl=en&oi=scholar>
- Creswell, J. W. (2007). *Second Edition Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (2nd ed.). SAGE Publications. <https://revistapsicologia.org/public/formato/cuali2.pdf>

- Daimul, K. (2014, November 22). Perpustakaan, Pustakawan dan Kepustakawanan. *PERPUSTAKAAN*. <https://lib.ub.ac.id/pustakawan/opini/perpustakaan-pustakawan-dan-kepustakawanan/>
- Difabel dan Penyandang Disabilitas*. (n.d.). Retrieved January 2, 2025, from <http://pld.uin-suka.ac.id/2014/09/difabel-dan-penyandang-disabilitas.html>
- Effendi, M. (2014). Kode Etik Dan Profesionalisme Pustakawan. *UPT Perpustakaan Negeri Padang*.
- Elkin, J., Train, B., & Denham, D. (2003). *Reading and reader development: The pleasure of reading*. Facet Pub.
- Fatmawati, S. (n.d.). *BAB 14 Validitas dan reliabilitas penelitian kualitatif*. Retrieved January 2, 2025, from https://www.academia.edu/9621510/BAB_14_Validitas_dan_reliabilitas_penelitian_kualitatif
- Gagah, D., & Sopiati, P. (2024, Agustus). *Pengumpulan Data Penelitian | J-CEKI : Jurnal Cendekia Ilmiah*. <https://journal-nusantara.id/index.php/J-CEKI/article/view/5181>
- Herlina, L. I. (2017). *Kompetensi Pustakawan dalam Melayani Pemustaka Berkebutuhan Khusus di Perpustakaan Yayasan Mitra Netra Jakarta* [bachelorThesis]. <https://repository.uinjkt.ac.id/dspace/handle/123456789/34508>
- Hidayah, A. N. (2020). *Peran Pustakawan dalam Kegiatan-kegiatan Perpustakaan di Dinas Perpustakaan dan Kearsipan Kabupaten Gunungkidul* [Skripsi, UIN Sunan Kalijaga Yogyakarta]. <https://digilib.uin-suka.ac.id/id/eprint/43798/>
- Indriyani, M., & Masruri, A. (2024). Kajian kompetensi pustakawan pada layanan prima di Perpustakaan STIKES Tri Mandiriri Sakti Bengkulu. *Pustaka Karya : Jurnal Ilmiah Ilmu Perpustakaan Dan Informasi*, 12(1), 31–41. <https://doi.org/10.18592/pk.v12i1.10874>
- Jailani, M. S. (2023). Teknik pengumpulan data dan instrumen penelitian ilmiah pendidikan pada pendekatan kualitatif dan kuantitatif. *IHSAN: Jurnal Pendidikan Islam*, 1(2), 1–9.
- Kallos, A. (2023, March). *What You Need To Know About Member Checking*. Eval Academy. <https://www.evalacademy.com/articles/what-you-need-to-know-about-member-checking>
- Khasiati, N. (2021). Peran Perpustakaan Sekolah Dalam Mendukung Proses Pembelajaran Di Smpit Alfarisi Sleman DIY. *Jurnal Khazanah Intelektual*, 5(1), Article 1. <https://doi.org/10.37250/newkiki.v5i1.91>
- Kurniawati, C. N., Saragih, G., & Djajanegara, S. (2021). Reading Habits and Grammar Mastery Impact on EFL Student's Descriptive Writing Skills. *INFERENCE: Journal of English Language Teaching*, 3(3), 184–190.

- Lasa, H. S. (2016). Manajemen perpustakaan sekolah/madrasah. *Yogyakarta: Ombak*.
<https://scholar.google.com/scholar?cluster=7464562598523980268&hl=en&oi=scholar>
- Lau, J. (2006). *Guidelines on information literacy for lifelong learning*.
<https://repository.ifla.org/items/9b11eb30-799e-4fd2-a3e5-628204b12ac3>
- Luthfiyah, M. F. &. (2018). *Metodologi penelitian: Penelitian kualitatif, tindakan kelas & studi kasus*. CV Jejak (Jejak Publisher).
- Maulana, R. A., & Wasisto, J. (2019). Peran Sentra Advokasi Perempuan Difabel Dan Anak Terhadap Kaum Difabel Dalam Pemenuhan Aksesibilitas Informasi. *Jurnal Ilmu Perpustakaan*, 8(3), 272–281.
- McNicol, S. (2016). The role of the librarian in the research process: A qualitative study of academic librarians' perspectives on their role in supporting research. *Journal of Librarianship and Information Science*. *Journal of Librarianship and Information Science*, 48(3), 227–238. <https://doi.org/10.1177/0961000614558440>
- Mislonika, C., & Yoliadi, D. N. (2023). Analisis Kompetensi Pengelola Perpustakaan Dalam Melayani Siswa Tunagrahita Di Perpustakaan Sekolah Luar Biasa (SLB) Negeri 1 Lima Kaum Kabupaten Tanah Datar. *JIPIS: Jurnal Ilmu Perpustakaan Dan Informasi Islam*, 2(2), 191–198.
- Moleong, L. J. (2014). Metode penelitian kualitatif edisi revisi. *Bandung: PT Remaja Rosdakarya*, 5(10).
- Mustofa, M. B., Febrian, M. K., & Wuryan, S. (2023). Strengthen Interpersonal Communication in Improving Library Services for People with Disabilities. *Wasilatuna: Jurnal Komunikasi Dan Penyiaran Islam*, 6(02), 64–75.
- Nararais, D. (2019). *Presepsi Pemustaka Difabel terhadap Pelayanan di Perpustakaan SD Tumbuh 1 Yogyakarta berdasarkan IFLA Acces to Libraries for Person with Disabilities Checklist* [Skripsi, Universitas Islam Negeri Sunan Kalijaga].
<https://digilib.uin-suka.ac.id/id/eprint>
- Nasriah, H. (2023, May 26). Penelitian Studi Kasus: Definisi & Tantangan. *Ebizmark Blog*.
<https://ebizmark.id/artikel/mengenal-metode-penelitian-studi-kasus/>
- Nielsen, G. S., & Irvall, B. (2001). *Guidelines for library services to persons with dyslexia*. IFLA Headquarters.
- Noviyanti, T. (2024). Peran Perpustakaan SLB dalam Meningkatkan Pengelolaan Perpustakaan sesuai Standar Nasional Perpustakaan (SNP): Studi Analisis Perpustakaan SLB Anak Mandiri Serang, Provinsi Banten dan Perpustakaan SLB Bina Anak Bangsa Kota Pontianak, Provinsi Kalimantan Barat. *VISI PUSTAKA: Buletin Jaringan Informasi Antar Perpustakaan*, 26(3), Article 3.
- Nugraha, S. H. B. A., Ni Putu Premierita Haryanti, A. A. Bagus Surya Widya. (2021). Pemanfaatan Layanan Difabel di Perpustakaan Sastra Mangutama Dinas Kearsipan dan Perpustakaan Kabupaten Badung. *Jurnal Ilmiah Ilmu Perpustakaan Dan Informasi*, 1(1), 1–9.

- Nugrahani, F. (2014). *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*. Publisher. <http://eprints.itn.ac.id/13583/>
- Perpustakaan Nasional, R. I. (2021). *Peraturan Perpustakaan Nasional Republik Indonesia Nomor 11 Tahun 2021 tentang Standar Nasional Perpustakaan Sekolah Luar Biasa*. 12.
- Perpustakaan Nasional Republik Indonesia. (2023). *Pedoman Pemberian Fasilitas Layanan Library | PDF*. <https://id.scribd.com/document/739749180/pedoman-pemberian-fasilitas-layanan-library>
- Rahardjo, M. (2011). *Metode pengumpulan data penelitian kualitatif* [Teaching Resources]. <http://repository.uin-malang.ac.id/1123/>
- Rizka, F., Zakiah, D. M., & Arifin, M. (2023). Peningkatan Kompetensi Pustakawan dan Optimalisasi Teknologi Informasi untuk Meningkatkan Pelayanan bagi Pengguna Difabel di Perpustakaan Perguruan Tinggi. *Jurnal FPPTI*, 29–42.
- Saputro, B. I., & Amir, C. (2018). Kompetensi pustakawan perpustakaan khusus: Studi kasus di perpustakaan Kementerian Pendidikan dan Kebudayaan. *Baca: Jurnal Dokumentasi Dan Informasi*, 39(2), 207–2018.
- Sari, L. W., & Ibadati, Z. (2023). Analisis Kompetensi Pustakawan dalam Penerapan Teknologi Informasi dan Komunikasi di Perpustakaan Khusus Kementerian/Lembaga. *Media Pustakawan*, 30(1), Article 1. <https://doi.org/10.37014/medpus.v30i1.3492>
- Sejarah SLB Negeri 1 Gunungkidul – SLB Negeri 1 Gunungkidul*. (n.d.). Retrieved May 17, 2025, from <https://slbn1gunungkidul.sch.id/sejarah/>
- SLB Negeri 1 Gunungkidul – Melayani dengan Sepenuh Hati*. (n.d.). Retrieved April 30, 2025, from <https://slbn1gunungkidul.sch.id/>
- Sugiyono, P. (2011). Metodologi penelitian kuantitatif kualitatif dan R&D. *Alfabeta, Bandung*, 62, 70.
- Sugiyono, P. (2015). Metode penelitian kombinasi (mixed methods). *Bandung: Alfabeta*, 28(1), 12.
- Sugiyono, P. (2016). Metode penelitian kombinasi (mixed methods). *Bandung: Alfabeta*, 28(1), 12.
- Sugiyono, P. D. (2012). Metode Penelitian Kuantitatif Kualitatif dan R&D, Cet. Ke-12. *Bandung: Alfabeta*. <https://scholar.google.com/scholar?cluster=722606137671848615&hl=en&oi=scholar>
- Via, A. (2023). *Peran Pimpinan dalam Meningkatkan Kualitas Santri pada Pondok Pesantren Nurul Muhajirin El-Dauli di Kabupaten Lampung Utara* [PhD Thesis]. UIN RADEN INTAN LAMPUNG.
- Visi, Misi, Tujuan, dan Sasaran – SLB Negeri 1 Gunungkidul*. (n.d.). Retrieved May 17, 2025, from <https://slbn1gunungkidul.sch.id/visi-misi/>

Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>

What is User Centered Design (UCD)? — Updated 2025. (2025). The Interaction Design Foundation.

Winarko, B. (2017). Membangun Profesionalisme Pustakawan Abad ke-21. *Jurnal Perpustakaan Pertanian*, 26(1), 39–45. <https://doi.org/10.21082/jpp.v26n1.2017.p39-45>

