Development Of Digital Library Through Student Empowerment Scholarship Of NU Smart Program

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Abstract: This study aims to 1) empower students who get the NU Smart scholarship program by providing soft skills about the knowledge and capabilities of school digital library literacy, 2) Establishing digital libraries as scientific centers and efforts to foster a culture of literacy for teachers and students, and 3) Opening teachers’ horizons and library staff in NU schools in 3 districts / cities for digital information sources provided in the school library. This study is a Participatory Action Research (PAR) which involves all relevant parties (stakeholders) in reviewing the ongoing actions, including: 1) The Library and Regional Archiving Office of the City of Metro as the authority in the literature and literacy, 2) Institutions NU Ma'arif Education Lampung Province as a policy holder in the school environment under the auspices of the Lampung provincial NU, 3) Head of the Education Unit. The study also involved school librarians and Library Ambassadors of NU Smart students as staff who would assist library staff in each NU school that was targeted for research. This research uses quantitative research methods by analyzing data with a survey approach to describe the characteristics and how to use the Senayan Library Management System (SLIMS) on the system of cataloging, membership and library circulation of NU schools. The results of field analysis showed that empowering students who received the NU Smart scholarship program by providing soft skills about the knowledge and literacy skills of the school digital library. The growth of the literacy culture of teachers and students in NU schools

Index Terms: Digital Library, NU Smart, Literacy Culture

1. INTRODUCTION

Nahdlatul Ulama (NU) is the largest Islamic organization in Indonesia even in the world. His success in carrying out missionary mission in the community was proof that NU was an inseparable part of the development of the Indonesian nation[1]. NU has a very significant role in the process of modernizing education in Indonesia, especially Islamic education. Because basically the NU movement initiated by the Ulama was an educational movement held throughout Indonesia[2]. NU has become a religious social organization which since its founding has contributed greatly to the integrity of the Indonesian nation. The independence and realization of the Pancasila and the reflexive 1945 Constitution were evident over the love and sense of consistency of NU in realizing the Indonesian government[3]. In addition, by referring to the Islamic principles of Ahlus Sunnah wal Jama'ah, Khittoh NU, and Mabadi Khoiru Ummah, NU has succeeded in showing Islam rahmatan lil'alamin and requires a conducive climate for the creation of harmony among religious people. The Amil Zakat Infaq and Shodaqah Nahdlatul Ulama Institution (LAZISNU) is one of the institutions that aims to channel funds to empower students who received the NU Smart scholarship program by providing soft skills about the knowledge and literacy skills of the school's digital library. The growth of the literacy culture of teachers and students in NU schools comes from the internal school, among others, the ability of teachers and school library staff in the field of information literacy is inadequate, there is no school policy about information literacy programs, and there is no information literacy program in the school library so that students do not have the ability to search, browse, process, and evaluate information. effective and efficient. The low level of information literacy among students also has an impact on the proliferation of plagiarism in the school environment. Therefore, teachers as educators and school library personnel as education staff must have good information literacy skills to be able to teach information literacy skills to students. Director of Family Education Development Ministry of Education and Culture (Kemdikbud) Dr. Sukiman, M.Pd, conveying digital literacy is very urgent to do at school. Efforts to involve children in filling the virtual world with positive content, for example by encouraging children to campaign against problems experienced or observed through the internet, can be one of the topics that are worthy to be conveyed to children[7].

One of the biggest challenges in the application of information literacy in NU schools comes from the internal school, among others, the ability of teachers and school library staff in the field of information literacy is inadequate, there is no school policy about information literacy programs, and there is no information literacy program in the school library so that students do not have the ability to search, browse, process, and evaluate information. effective and efficient. The low level of information literacy among students also has an impact on the proliferation of plagiarism in the school environment. Therefore, teachers as educators and school library personnel as education staff must have good information literacy skills to be able to teach information literacy skills to students. Director of Family Education Development Ministry of Education and Culture (Kemdikbud) Dr. Sukiman, M.Pd, conveying digital literacy is very urgent to do at school. Efforts to involve children in filling the virtual world with positive content, for example by encouraging children to campaign against problems experienced or observed through the internet, can be one of the topics that are worthy to be conveyed to children[7].

Based on Minister of Education and Culture No. 23 of 2015 concerning Character Growth. One of the activities is 15 minutes of reading non-learning books before the learning begins[8]. Literacy activities are synonymous with reading and writing activities. While the notion of school literacy in the context of the School Literacy Movement is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, writing,
and/or speaking [9]. The fact is that the internet is indeed more a trend than textbooks. NU schools can now easily find internet access. Users are not only teachers but also students. Because of the ease with which teachers have a tendency to assign their students to collect learning resources, and make it a reference in completing lesson assignments. It didn’t stop there, and even Google launched the Google Apps for Education program which reached out to all learning elements and was very easy to use, taking the example of Google Class Room[10], Google Books and Google Scholar. Likewise the students who often access the internet network at every opportunity. Technological advances seem to have a negative impact on the library. Libraries are now obsolete and less desirable. The intensity of reading activities among students in NU schools is not so great. From the results of a randomized survey, 37% of students read 1 to 5 books a day. Then 23% of students claimed to never read books every day. But there are 8% of respondents who read more than 5 books every day, and 32% of respondents are not sure how many books they read. Apart from that, 2% of respondents read e-books. More ironic when it is confirmed that it is more important to read a book or browse the internet, as much as 70% say it is more important the internet than reading a book. According to some students using the internet provides more material. The internet is also practical, instant, fast, and inexpensive. Broader coverage and according to them usually books are also sourced from the internet. According to them all books are not very complete, when compared to what is obtained on the internet. Nevertheless there are 25% of students who state that books are more important than the internet. This gives an impact to the poorly maintained school library, which can be a silent witness to how far away the school is from the culture of literacy. As a library automation software, SLiMS is able to facilitate various library administration management activities. Looking for modules provided by SLiMS, this software is capable of running various administrative management functions in the library. Processing, borrowing, returning, collecting, member management, barcode printing facilities (barcode collections and member cards) and various types of reports. Through a fairly complete reporting module, SLiMS can be considered as a policy for library development. All of these activities can be carried out using modules available at SLiMS, including bibliographic modules, circulation, membership, OPAC (Online Public Access Catalog) [11], inventory inventory, system master files, reporting, and serial problem control[12]. The importance of efforts to empower students given NU Smart scholarships to be educated and equipped about scientific literacy in an effort to form a digital library of NU schools in Lampung in boosting the culture of literacy for the advancement of education especially among NU residents with the aim of: 1) Empowering students who get NU Smart scholarship program by providing soft skills about knowledge and literacy skills of the school's digital library; 2) Establish a digital library as a center of science and an effort to foster a culture of literacy for teachers and students; and 3) Opening insights for teachers and library staff in NU schools about digital information provided in the school library.

2 THEORY OF STUDY

2.1 Senayan Library Mana

A well-integrated computerized library system, starting from library material procurement systems, library material processing, library material retrieval systems, circulation systems, membership, slow final arrangements, and library activity reporting systems with various choice parameters[13]. One example of a computerized library system with features that accommodate library needs in full, both from procurement, processing, searching, and member and circulation management is the SLiMS library computer system with open source library management system software licensed under GPL v3. This application was first developed and used by the Ministry of National Education Library. Over time, this application was later developed by the community of SLiMS users and activists. SLiMS application is built using PHP, MySQL database, and git version[14]. In this study, the SLiMS feature that will be examined is the cataloging system, membership system and circulation system. This SLiMS application was built for libraries that have collections, many members and staff on web-based and multi-platform intranet and internet networks. Senayan is designed in accordance with library collection management standards, for example the standard ISBD catalog description is also in accordance with the Anglo-American Cataloging Regulations. SLiMS has a service service feature Z39.50 is a well-known data exchange protocol, Z39.50 is an interactive protocol. Z39.50 is a client-server-based standard protocol that allows client computer computers to find and get information to a data server. To be able to use the Z39.50 service very easily, the requirement is a computer where SLiMS is installed can access the internet. P2P (Peer to Peer) services are in principle the same as the Z39.50 service, which is used to copy catalogs from other libraries. What distinguishes P2P from Z39.50 is the source of the catalog copied by fellow SLiMS application users whose catalog has been online on the internet. So the summary is copying catalog information from libraries that use SLiMS. P2P services use XML to exchange data. Label and Barcode Printing Services. Collection processing tasks besides data entry, cataloging, classification and also recording the number of copies of each collection is to make a label to attach to the back of the collection and make a barcode so that it can be used for loan transactions and collection returns.

2.2 Culture of Literacy

Digital literacy skills and competencies enable students to use digital tools to enrich their educational experiences and improve them for society and lifelong learning. Literacy can be interpreted as the ability to read and write. At present there is a broad meaning about literacy, namely, technology literacy, information literacy, critical thinking, sensitivity to the environment and politics. This meaning emerged as the distribution of types of literacy in several types such as computer literacy, media literacy, technological literacy, economic literacy, information literacy to moral literacy[15]. The opinion above refers to the results of the 2003 Prague Conference. The Prague Conference in 2003 renewed the idea of literacy. The meaning of literacy, which was initially limited to the ability to read and write, also meant covering how someone communicated in society. Literacy also means practices and social relations related to knowledge, language, and culture (UNESCO, 2003). This new meaning of literacy is known as information literacy. The researcher interpreted literacy as an activity that not only read and write, but also included thinking skills using existing sources of knowledge, both in print, visual, digital and auditory. Literacy skills are obtained through various activities such as reading, seeing,
writing, listening, and / or speaking. Someone is said to be literate, if someone can understand something because of the right information and can do something from the information obtained. There are two main elements in literacy skills, namely how one obtains the information needed from the right source and how one uses the information[16]. In order for schools to be at the forefront of developing literacy culture, Beers in the Principal Guidelines for Literacy Instruction, presents several strategies for creating a positive literacy culture in schools [17], a) Easy to read physical environment; b) Social and affective environment as a model of educated communication and interaction; c) Creating a school as an educated academic environment.

2.3 Empowering NU Smart Program Students
LAZISNU has several programs launched, NU Smart is a program in the form of scholarships, the NU Care program is a program in the form of health care for poor people whose health is disrupted, the NU Preneur program is a program in the form of providing social capital and empowerment assistance. LAZISNU with IAIMNU Metro, through the NU Smart program scholarships for outstanding students, underprivileged students and students recommended by the Autonomous and Latjnah Agency of NU[18]. Director of the National Zakat Amil Agency (BAZNAS) Moh Nasir Tajang said that, through several scholarship programs, we continue to strive and play an active role in advancing national education, among others by opening access through BAZNAS Scholarship Scholarships (BCB) [6]. In Lampung region there are students who get scholarships from NU Smart to enter university. NU Smart should not only finance education needs, but also must be able to empower various student soft skills, these students can be named as education ambassadors for the advancement of NU's education. As a form of caring commitment to the education sector, in 2017 NU Care- LAZISNU launched the NU Smart Scholarship program. This scholarship targets Diploma III, Diploma IV, Undergraduate and Strata 2 students. The target of this program is students studying in boarding schools; and outstanding students in the intra or extra-curricular field but with economic limitations. To get NU Care, prospective recipients must meet general requirements and special requirements. Duta Library is intended as a model of activity whose implementation consists of several selected students who are ready to be at the forefront of the success of reading culture. Duta Pustaka consists of student students with criteria for perseverance and tenacity, inviting their friends to like libraries as a place to borrow and read books. Duta Library aims that students have knowledge, skills, and appreciative attitudes towards school libraries[19]. This idea was inspired by the lack of empowerment of students who received NU Smart scholarships which prioritized giving scholarships to underprivileged students. With Duta Pustaka, students receiving assistance were given the knowledge and skills in the development carried out to NU schools to succeed in the culture of literacy in schools. Student skills in helping the loan circulation service, record borrowing and returning books quickly and accurately. With this inspiration, there is a discourse that is thought to develop the function of the role of students would be better if it was developed with a new identity with a name that is more familiar with the world of libraries and more widely known as Duta Pustaka. Duta Pustaka can be developed more broadly in its usefulness and function and provides a proud effect and superior image for the promotion of other students for reading interest, although one of the functions of helping services can be maintained for schools empowered by digital libraries to provide services to schools.

3 DISCUSSION OF DATA / RESEARCH FINDINGS.
The NU school in Lampung has more than 10,000 teachers but not many schools have staff who come from disciplines that are involved in their fields. NU schools in Lampung have not yet had one school that has implemented a digital library system in an effort to foster a culture of literacy, library staff is limited to the use of books manually, resulting in students' weaknesses in the love of reading. So that students can access the book well by utilizing information technology media such as the creation of school digital libraries, emphasizing the modular learning process. Teaching and learning is the process of interaction between students and educators and learning resources in the learning environment. Teaching and learning are assistance provided by educators so that the process of gaining knowledge and knowledge can occur, and the formation of attitudes and believe in students[20]. In the teaching and learning process, it is always demanded that the learning material from the teacher can be mastered by the students well. So that subject matter can be more easily accepted by students.

4 MEDIA DEVELOPMENT ACTIVITIES
The development of digital libraries requires a variety of preparations that must be prepared by the teacher. In this training the ultimate goal is to provide skills for library staff in NU schools, in preparing material and designing the process of utilizing digital learning libraries for schools by carrying out practical activities to have a higher level of firmness or skills [21]. The practice method of providing educational material uses tools or objects, as shown, in the hope that students become clear and easy while at the same time being able to practice the material in question and sometime later [22]. On this occasion, teachers and library staff were guided in preparing and compiling the SLIMS digital library media development process. Giving material about digital libraries is divided into 3 stages. The first stage is the process of installing SLIMS software, cataloging and circulating library activities. The second stage is the application of product results developed by each library staff in schools to the SLIMS software that can be operated in each school's digital library. While the third stage is an evaluation survey about the use of SLIMS at the stage of cataloging, membership and digital library circulation. At this stage the researcher observes the progressivity of the use of activities as well as any obstacles experienced by each school. To find out the evaluation of the development of digital libraries in NU schools, conduct surveys directly to schools as a result of evaluating the success of the program. The survey focused on the use of digital libraries with categories including: Cataloging of books and library collections, 2) Providing services to members of the library (membership), and surveys about the circulation of the use of digital libraries in the form of borrowing, returning books and others.
Based on the results of the research of all the variables studied, the SLiMS feature that is the most optimal use by library users of the entire NU schools is the cataloging variable with a percentage of 79%, while the variable that still needs to be improved is the membership variable with a percentage of 74%. The results obtained from the most optimal variables used are circulation variables with a percentage of 85%.

5 OBSTACLES TO DEVELOPING DIGITAL LIBRARIES IN NU SCHOOLS

The obstacle that occurs in the development of digital digital libraries in NU schools is the limited human resources that take care of digital libraries. With the limitations of this human resource, work productivity is greatly reduced, for example in searching for digital collections with only one officer, it will take longer because the officer has another job in a conventional library. Another obstacle that occurs is that there are still limited digital collections available, in addition to these limitations are virus disorders that sometimes attack digital collection storage systems which result in corrupted files and some even missing. The effort that will be made to overcome the obstacles is by forming a Duta Library team among students who get NU Smart scholarships to help manage digital libraries that have been built in each school, members of this team are equipped with scientific expertise in the computer field and know about library science. Other efforts were made to overcome the obstacles by adding digital collections in accordance with those needs for the limitations of digital collections, while for viruses that attack the system is to back up data as often as possible and select data that has been contaminated with viruses so as not to attack other files.

REFERENCE


[6] “BAZNAS Tebar 1,250 Beasiswa Cendekia - Duta.co Berita Harianto Terkini.”.


