

CHAPTER I

INTRODUCTION

1.1. Background of the Study

One of the resources needed in optimizing schools' performance and quality is a library. The National Education System Law no. 2 of 1989 states that a library functions as a learning hub and in the 35th chapter emphasizes on the importance of school libraries to accommodate it (Wahyuni & Sukri, 2023, 1085). Unfortunately, not every library is fully equipped and ready for this nowadays. In the context of school libraries in Indonesia, many units struggle to adapt to the changes and adaptations of the education system such as the shortage of students' literacy levels. Some school libraries have low accreditation with the percentage of accredited libraries being less than 1% (Pratama, Roemintoyo, & Sumarni, 2018, 84). Despite the need to support students' reading skills being emphasized in the country, many schools lack adequate facilities to support students' reading interests. This shortage is exacerbated by the limited access to quality reading materials, which Firmansyah explains as influenced by the school's negligence to its importance by prioritizing "textbooks rather than other collections" (Firmansyah, 2022, 281). Some people see libraries as "outdated" and simply an "attic for books" (Wahyuni & Sukri, 2023, 1087). This neglect has significant implications for the educational outcomes of Indonesian students, who are already struggling with low reading abilities, as evident from the poor performance in the 2019 PISA assessments as low as the bottom 10 rank out of 70 countries (Febianti, 2021, 83).

In addition, the adaptation of technological resources in libraries raises concern. The spike in digitalization of learning has influenced the use of library resources and services.

Wójcik in Igiriza et al. (2021, 3) explains that libraries's innovations are a challenge due to cost and technological factors. Indonesia is no stranger to this issue: libraries are considered a hub of information to academic staff, teachers, and students, thus its services need to shift from traditional methods to digital approaches (Nasrullah, Tawakkal, & Hasibuan, 2022, 851). Access to technology is still something that Indonesia still struggles with, especially shown through its libraries. Nafisah (2022, 160) pointed out that some library collections are still carried out by paper. Also, due to the rise of globalization, most people are not as enthusiastic anymore to access information from the library but rather straight from the internet (Arianto & Subhan, 2012, 2). Without significant investment in technology and innovation, Indonesian libraries risk becoming irrelevant and failing to meet the evolving needs of students and educators in the digital age.

Librarians in Indonesia face numerous challenges that hinder their ability to effectively support the educational needs of students and educators. Many librarians operate in environments with limited resources and outdated facilities, making it difficult to provide comprehensive services. This hinders their overall professional development, shown through these articles (Widagdo & Safitri, 2021; Fitriyani & Pramusinto, 2018). To address these challenges, there is a need for increased recognition of the crucial role librarians play in the education system, alongside investments in resources, technology, and training to enhance their capacity to foster a culture of learning and information literacy.

The concept of teacher librarians have risen in the Western world, as shown being prevalent in Australia and the United States (American Library Association, 2017; Australian School Library Association, 2001). Teacher librarians take on both teacher and librarian responsibilities, such as information literacy specialists, curriculum specialists, and information-related services managers (ASLA, in Margono & Putri, 2023, 237). As information literacy specialists, they help students develop critical skills in finding, evaluating,

and using information effectively. As curriculum specialists, they collaborate with other teachers to integrate information resources into the curriculum, enhancing the learning experience. Additionally, by managing information-related services, they ensure that students and staff have access to a wide range of resources and support, facilitating a more enriched and well-rounded education. The absence of this profession means that many schools are missing out on the unique benefits that these professionals can provide, such as developing students' critical thinking and research skills.

The Indonesian education system has implemented these key roles, namely; teachers who deliver the curriculum, school principals who manage operations, the Ministry of Education and Culture which sets standards and policies, counselors support student well-being, and parents, community members, as well as NGOs who contribute to enhancing educational environments through collaboration and supplementary programs. Currently it has not adopted the concept of dual professions yet, including teacher librarians. The lack of teacher librarians can be attributed to several factors, one of which is how the profession lacks attention from schools around the country. Mashuri (2015, 154) describes teacher librarians as “separate”, or rather teachers who have been given extra work as the head of library without any formal training. In addition, he added that qualifications to be a teacher librarian are doubled: a bachelor’s degree in education and a state-recognized certification in librarianship, or even a master’s degree in library science (155). While there are programs for training teachers and librarians separately, there are very few, if any, programs specifically designed to equip individuals with the skills necessary to be effective teacher librarians in Indonesia. This gap in professional preparation means that many librarians lack the pedagogical skills needed to support instructional activities, and many teachers are not trained in the effective use of library resources to enhance their teaching.

The absence of teacher librarians impacts the overall quality of education in Indonesia. Students may not receive adequate instruction in information literacy, a critical skill for success in the 21st century. Furthermore, teachers may not have the support they need to effectively integrate library resources into their curriculum, leading to a lack of quality learning experiences. Currently, there is limited research and development of training curriculum specifically designed for teacher librarians in Indonesia, as the majority of research and development projects specify to librarians or teachers only (Putri Andita & Silvana, 2024; Nilma, Nuzulah, & Mardika, 2022; e-Guru TV, 2024; e-Guru TV, 2024), or addressing a framework of development (Lusianai, et al., 2022). Addressing this gap involves not only recognizing the importance of teacher librarians but also developing and implementing a training curriculum that equips them with both pedagogical and library management skills.

To investigate the novelty and the urgency of this topic, the researcher went to ONE UPH Library, who has plans to conduct a training program for teachers, librarians, and staff from non-teaching and non-librarian backgrounds regarding this matter. Based on an informal interview with the Head of ONE UPH Library, Dhama Gustiar Baskoro, S.S., M.Pd. on July 1, 2024, teacher librarians are a novelty in the Indonesian education sphere. He mentioned that even the National Library of Indonesia has acknowledged this but has yet to conduct a training program for the said profession. His team has formulated the Teacher Librarian Academic Program, or TLAP for short, as a prototype in hopes to establish a framework of teacher librarian training. With the curriculum and modules made by his team, the program has yet to have a comprehensive handbook to help participants navigate modules, assignments, capstones, and necessary information.

A handbook can be highly beneficial in addressing the challenges highlighted in the background of the study, particularly in the context of the lack of teacher librarian roles and formal training programs in Indonesia. Colman (2022) states that a handbook is used to

improve the quality of an employee's tasks, job, or process in the workplace to necessitate their access to tools and information at hand. Additionally, Enaohwo & McGab (2024) explains that a training handbook is a valuable resource for continuous learning and reference, extending its usefulness beyond the training phase. It allows learners to revisit the material whenever needed to reinforce their skills and knowledge. A handbook serves as a practical and structured resource to tackle these issues systematically, as Smuk (2024) explains that it helps to give step-by-step instructions to the participants, to ease the understanding of the material and integrate it to their jobs practically.

With all of these in mind, the author finds this as motivation to conduct research with the title **“DEVELOPING A TECHNOLOGY-INTEGRATED MODULAR HANDBOOK FOR TEACHER LIBRARIAN ACADEMIC PROGRAM (TLAP) USING ADDIE MODEL”** to fulfill the gap in this project with the development of an integrated handbook for participants of the Teacher Librarian Academic Program (TLAP) and to help them develop their skills to become an equipped teacher librarian.

1.2. Problem Identification

The background highlights some issues related to the lack in quantity and quality of teacher librarians in Indonesia. These issues can be summarized as follows:

1. Inadequate library resources

Many school libraries in Indonesia are not fully equipped to function as learning hubs, as mandated by the National Education System Law. There is a shortage of quality reading materials, with schools often prioritizing textbooks over diverse collections, limiting students' access to enriching content. In addition, libraries are perceived as outdated and underutilized, affecting students' reading skills and educational outcomes.

2. Technological issues

The integration of technological resources in libraries is lagging, despite the growing digitalization of learning. Many libraries still rely on traditional methods, such as paper-based collections, and struggle with adapting to digital approaches due to cost and technological barriers. In addition, there is a lack of enthusiasm among students and teachers to use library resources, with a preference for obtaining information directly from the internet.

3. Lack of librarian professional development

Librarians have significant issues in professional development due to the limited or outdated facilities present. This is also a result of poor management from the school, as financial and time constraints can be the determining hindrance to fix this problem.

4. Lack of teacher librarian roles in Indonesia

While teachers and librarians are prevalent in Indonesian schools, the specific role of teacher librarians, which integrates teaching and library management skills, is significantly underrepresented. The lack of teacher librarian roles means that schools are not fully benefiting from the unique contributions that teacher librarians can offer.

5. Quantitative and qualitative lack of teacher librarian training programs

There is a notable quantitative and qualitative deficiency in formal training programs specifically designed for teacher librarians. Existing programs focus separately on training teachers and librarians but do not address the intersection of these roles. In terms of material, the programs available are those that focus more on the improvement of library management and information literacy, and very few have focus on the pedagogy side of teacher librarianship. This gap results in librarians who lack pedagogical skills and teachers who are not trained in the effective use of library resources.

1.3. Scope of Study

Based on the background of the study and problem identification of this research, the author formulated the scope of the study as developing a specialized training program with a comprehensive academic-slash-training technology-integrated handbook for future teacher librarians.

1.4. Research Questions

Based on the background, problem identification, and scope of the research mentioned above, the author has formulated a series of research questions as follows.

- 1) What are the needs of participants in the Teacher Librarian Academic Program (TLAP), and how can these be incorporated into the handbook?
- 2) What core components does the Teacher Librarian Academic Program (TLAP) handbook include to develop the participants' knowledge and skills in pedagogy, library management, and information literacy?
- 3) How is the significance is the handbook in equipping participants in the Teacher Librarian Academic Program (TLAP) with the knowledge and skills in pedagogy, library management, and information literacy?

1.5. Purpose of the Study

In line with the research questions, the purposes of this study are as follows.

- 1) To elaborate the needs of a teacher librarian training program for teachers, librarians, and library staff of the Teacher Librarian Academic Program (TLAP) and how those needs lead to the design of the handbook.

- 2) To explain the core components that the handbook must include to develop participants' knowledge and skills in the Teacher Librarian Academic Program (TLAP).
- 3) To describe the implementation and impacts of the Teacher Librarian Academic Program (TLAP) and handbook towards the participants' knowledge and skills in pedagogy, library management, and information literacy.

1.6. Significance of the Study

1.6.1. Theoretical Significance

From a theoretical standpoint, this research will hopefully be a foundation for the development of teacher librarians' critical learning through information literacy skills and support libraries as a learning hub in schools. Furthermore, this research will help create future teacher librarians as administrative and management specialists and pedagogical innovators in the education sector.

1.6.2. Practical Significance

From a practical standpoint, this research will hopefully be able to give benefit towards the ONE UPH Library, teachers, librarians, and library staff (non-teachers and non-librarians), as follows.

- 1) ONE UPH Library
 - a) To establish a framework of teacher librarian training for the library towards institutions or schools.
 - b) To produce a self-learning technology-integrated training handbook and module for future teacher librarians across Indonesia.
- 2) Teachers, Librarians, and Library Staff

- a) To help teachers, librarians, and library staff who are interested in teacher librarianship to understand the scope of the field.
- b) To produce a technology-integrated training handbook and module to help equip future teacher librarians for the role.

1.7. Organization of the Thesis

This thesis will consist of five chapters which explanations are given below.

Chapter I contains the overall background of why this research was conducted, based on the observation done in the Teacher Librarian Academic Program (TLAP) execution. Continued by the identification of problems that coincides with the background which includes the lack of teacher librarian training in Indonesia, lack of teacher librarian awareness, and shortage of competencies of being a teacher librarian. Scope of research is also discussed here, where the identification then will be focused in the Teacher Librarian Academic Program participants. Based on these three things, some research questions are determined and will be answered through a series of research which are intended to elaborate the needs of the teacher librarian training program, to understand the design and development of the training handbook, and to describe the overall results of the handbook for teachers, librarians, and library staff in the program.

Chapter II consists of the theoretical framework explaining each variable present in the research, which are teachers librarians, training and development, curriculum, modules, and handbooks. All literature used in this chapter is used to explain the theory about all those variables.

In the third chapter, the research methods used here will be elaborated further. Research design, steps, instruments, data collection, and analysis methods will be discussed. This research will use the research and development (R&D) method and will analyze needs through

needs analysis and approaches such as surveys, multiple choice tests, worksheets, and presentation scores. In addition, the research setting, subject, and time will also be discussed here, which will be the coordinator of this training program as well as teachers, librarians, and library staff in the Teacher Librarian Academic Program held in 25th of October 2024.

The fourth chapter discusses the research findings and discussions of the needs analysis, design and development of the handbook, as well as the implementation and evaluation results of the handbook usage in the program to its participants.

Chapter five contains the conclusion from the research and suggestions for ONE UPH Library and further studies.

