Redefining School Libraries for the Digital Age: Developing Comprehensive Digital Collection Strategies

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Abstract: *This study aims to analyze the strategy for developing digital collections in school libraries. The method used is qualitative research with data collection techniques including observation, interviews, and documentation. The research was conducted at the Widura Library of Vocational High School 3 Yogyakarta. The study involved three informants, consisting of the head librarian and school library staff. The results show that the school library already has a digital collection as part of its development. The process of developing digital collections in school libraries includes analyzing user needs, mapping digital collection sources, and evaluating development. The development of digital collections is still limited to obtaining electronic school book collections from the Ministry of Education. Some strategies that can be implemented by school libraries include collaborating with other libraries and downloading digital collections that are available for free from digital collection providers.*

Keywords: *school libraries, digital collection, collection development*

I. INTRODUCTION

School libraries play a vital role in supporting student education and learning. School libraries are not only a repository of knowledge, but also a place where students can explore their interests and develop critical thinking skills. The existence of a school library ensures access to various information resources such as books, magazines, newspapers, and digital materials for students. Through collaboration with teachers, school libraries can provide relevant resources with the curriculum and support learning in the classroom (Syam et al., 2021). School library as an organization at schools needs to be developed in line with the times (Mansyur, 2021).

Recently, the development of school libraries moves forward with a paradigm shift from conventional to modern libraries that prioritize technology. Now, school libraries offer a wider and more diverse digital collection such as access to online databases, e-books, and multimedia resources. Besides, school libraries also function as learning center that offers

various learning programs and academic assistance that can assist students in acquiring new knowledge and skills. Strong collaboration between school principals, teachers, and library staff is needed in identifying student needs and planning appropriate library development strategies to achieve the goal of developing an effective school library. The development of the right school library is expected to have a positive impact on student academic success and improve the quality of education in schools.

To adapt to the times and increase the effectiveness of library services, it is important to integrate digital technology into the 21st-century school library. Utilization of digital technology in school libraries can help increase accessibility and speed in finding information, facilitate distance learning, and enrich student learning experiences through the use of multimedia and online resources. Besides, the integration of digital technology can also help optimize collection management and increase efficiency in library operations. Digital technology integration in school libraries covers the use of library management software, integration of digital databases, creation of websites, and the use of online learning platforms. The integration of digital technology into school libraries is important to provide the best service and relevant information to students and support innovative and modern learning processes.

Digitalization both towards hybrid libraries and digital libraries is highly suggested for school libraries to increase the effectiveness and efficiency of library services as well as meet the needs of students to access information quickly and easily. A hybrid library is a combination of physical and digital collections in one library service enabling students to access information from various sources, both in physical and digital form (Rahma, 2022; Ridwan et al., 2021). Meanwhile, a digital library is a library service that provides information sources digitally enabling students to access information from anywhere and at any time without the time and space restrictions (Mehta & Wang, 2020). The development of hybrid libraries or digital libraries helps school libraries provide broader and more diverse access to information, increase effectiveness in the utilization of collections, and facilitate the management of library collections. Thus, school libraries need to continue to innovate and develop in facing the digital era to provide optimal library services which are relevant to the needs of students to achieve an effective learning process.

In its development, school libraries have to consider one element, namely the collection. Digital collections are a necessity for school libraries today considering the rapid development of information and communication technology (Wahdah, 2020). Digital collections provide various advantages for school libraries, such as expanding access to

information and enriching collections, as well as facilitating the management and utilization of library collections. In the digital era, students need fast and easy access to information, as well as varied and up-to-date sources of information. Thus, school libraries need to consider students' needs in accessing information through quality digital collections that are relevant to learning needs.

The utilization of digital collections can enrich student learning experiences through the use of multimedia resources, such as video, audio, or animation, which can increase the attractiveness and effectiveness of the learning process (Andayani, 2013). Besides, the development of digital collections can increase the efficiency and effectiveness of library operations, as well as assist the management and organization of library collections. Thus, digital collections are an important element for school libraries. School libraries need to continue to develop their digital collections to provide the best service to students and support innovative and modern learning processes (Fahrizandi, 2020; Widayanti, 2015).

Despite the advantages of digital collection at school libraries, the development of digital collections faces some problems such as limited budget and technology infrastructure. Quality digital collections require substantial costs to obtain licenses or purchase access to digital information resources. Besides, school libraries have to ensure sufficient technological infrastructure, such as internet networks and software for smooth and safely accessing to the digital collection. Moreover, school libraries need to ensure the reliability of the digital information sources used to avoid misinformation or misuse of data. In other words, the development of digital collections in school libraries requires careful and continuous management to provide the best service and meet the needs of students and teaching staff.

II. METHODS

The study used a descriptive qualitative approach to gather and describe data in words or sentences related to the strategy for developing digital collections in the school library. This study was conducted at the Widura Library of Vocational High School (SMK) 3 Yogyakarta, located on R.W. Monginsidi Street No. 2, Cokrodiningratan, Jetis Sub-district, Yogyakarta City, DI Yogyakarta 55233. This study involved three subjects consisting of the head of the library and two librarians.

Data were collected through semi-structured interviews, observation, and documentation. Data were then analyzed using some techniques including data reduction, data presentation, conclusions, and verification.

III. RESULTS

3.1 The need for digital collections in the school library

Based on the results of observations, the school library has a total of 4,129 titles and 6,140 copies of conventional or printed collections. This library also has 4,140 digital or electronic books. Besides, it has periodicals such as magazines and newspapers. The library is also equipped with a reference collection of 616 collections consisting of atlases, dictionaries, encyclopedias, handbooks, guidelines, manuals, biographies, statistics, and directories. It also has a collection of fiction with a percentage of 25%. Some of the superior collections of the library are rare books in the form of Javanese century manuscripts and special collections of school members' works with a total of 344 titles.

The results of the study also showed that the school library already manages digital collections/electronic collections as part of the school library collection. The digital collection is one of the main features owned by the school library which is served to students and teachers. This means that library users do not only use conventional collections/materials but have shifted to digital collections.

School librarians seek information related to the types of school library collections. Collections that are considered necessary to be developed or added to the library will be followed up through collection development activities. Although the school library develops more conventional collections, digital collections have also been part of its development recently..

This is supported by the results of interviews with the school librarians:

"Now the trend moves towards that direction; we also have digital collections as we feel this is important and in accordance with our vision and mission. Thus, our library is not left behind and can be a solution to our limited quantity of printed collections"

The quote from the interview above emphasizes that the school library has a vision and mission of developing the library towards digitalization. The digital collection is one of the components developed by the library to achieve the library's vision and mission. The existence of digital collections is a solution to the problem of the lack of printed collections in libraries, especially textbook collections. Concerning the existence of digital collections in the library, the library staff expresses the following idea.

> "Widura Library has digital or electronic collections. Although the number of the collection is not high, they have indirectly supported the direction of our library development towards digitalization."

Therefore, digital collections have become part of the school library collection. This is in line with the school's vision of "realizing an up-to-date library ". This vision is realized through the missions and objectives such as "to become the leading ICT-based school library in Yogyakarta, a center for science and technology, and learning resources for school members to support teaching and learning activities and realize the vision and mission and the success of school programs". One of the school's strategic goals, namely pioneering an electronic library (e-library) that leads to a digital library and implementing ICT-based library services, is in line with the library's steps in developing digital collections.

3.2 Strategies for developing digital collection

In this study, the school library carried out routine collection development to increase and increase the quantity and quality of its collections. Based on library observations, collection development is carried out annually by adding the collection in forms of types, titles, and copies as conveyed by the school librarian:

> "The percentage of collection addition is 10.52% per year covering printed books ranging from textbooks, handbooks, and digital textbooks. We also develop periodicals such as magazines and newspapers, but this type of collection is only printed"

The process of developing digital collections in the Widura library starts with user analysis to identify the needs of library users. This stage is carried out through a survey regarding the preferred reference information in the form of semi-formal interviews and questionnaires. Based on the results of the study, the school library does not optimally analyze needs, especially in digital collections due to the problem in the collection procurement which is quite difficult compared to conventional/printed collections.

The school library's strategy in developing digital collections comes from only one source. School libraries do not have access and sufficient funds to procure digital collections. The school library only relies on digital collections provided by the Ministry of Education and Culture of the Republic of Indonesia in the form of Electronic School Books (BSE) as conveyed by the following informant:

> "The development of our digital collection is very limited. We only rely on digital book collections from the Ministry of Education and Culture in the form of Electronic

School Books (BSE). We upload and store the available collection there for our library to be used by teachers and students"

The procurement of other digital collections only relies on donations from external parties or when other sources in accordance with the analysis of user needs. Thus, the Widura library's digital collection development strategy is limited, even though the steps taken have involved users.

The Widura library faces some obstacles in developing digital collections. The main obstacle is the funding, especially for purchasing digital collections as not all digital collections can be downloaded for free. Besides, the availability of information technology devices capable of supporting the utilization of digital collections is also required. The school library still has limited facilities for utilizing digital collections by users. The last obstacle is the user. Users are dominated by students and most of them do not make optimal use of existing digital collections. Students or teachers are more likely to independently explore and seek their own information needs. Therefore, the school library is considered necessary to accommodate these needs.

IV. DISCUSSION

Digital collections play an important role in today's school libraries. In this digital era, the use of digital media is common so the existence of digital collections is important for school libraries in providing services to students and educators. Moreover, the need for school libraries from conventional to digital libraries, cannot be separated from electronic resources (Ridwan et al., 2021). School libraries through digital collection can provide access to various types of digital information sources such as e-books, journals, articles, and online databases. Besides, digital collections allow students and educators to access information sources anytime and anywhere. Therefore, school libraries can provide more effective and efficient services in meeting the information needs of students and educators. Suprihatin (2022) reveals that electronic book services in school libraries are expected to make it easy for users to obtain information without directly visiting the library.

Besides providing access to digital information sources, the existence of digital collections can increase the quality and quantity of school library collections. Digital collections have various types of information that may be difficult to obtain in physical forms such as books, magazines, or journals. School libraries can have more varied and comprehensive collections from the digital collection. Thus, it is important in improving library performance and facilitating the search for sources of information by students and

educators. Moreover, school libraries with their digital collection can improve service quality, develop collections, and facilitate access to information for students and educators (Aan & Heriyanto, 2013).

It is important to develop digital collections in school libraries in order to provide more complete and quality services to students and teaching staff (Fadhli et al., 2021). It can be done by collaborating with related parties such as publishers, digital data storage institutions, or other digital libraries. Besides, school libraries can also develop digital collections through direct purchases from digital information resource providers.

In the process of developing digital collections, school libraries need to consider the types and quality of digital information sources that will be accessed by students and educators. The development of digital collections is not much different from the development of electronic collections which must be adapted to the needs and interests of students and the applicable curriculum (Agusta, 2019; Dahlia, 2021). By developing appropriate digital collections, school libraries can effectively provide better service and meet the information needs of students and educators.

The lack of digital collections faced by school libraries can be solved by various strategies. The choice of strategy considers the condition of the library and determines the opportunities and weaknesses of each strategy. Strategies for developing digital collections in school libraries can be carried out internally or externally. Internal strategies utilize existing resources in the school, while external strategies are carried out by outsiders.
Internally, the development of digital collections focuses on school resources such as school principals, teachers, students, and parents of students (Sari et al., 2022). Schools can independently create digital collections such as digital clippings, digital problem sets, or digital teacher modules (Qurthubi, 2021). The internal strategy can be a step towards overcoming the lack of school library funding. Besides, digital collection development can also be done by collaborating with parents of students who can donate to the library's digital collection.

The development of digital collections can be done by developing school library support facilities. School libraries are also encouraged to have supporting facilities for utilizing digital collections and developing digital collections. One form of facility development is a scan tool in the form of a scanner to digitize collections in the form of local school library content. It is expected that the school library can develop its collection independently.

The external strategy for developing digital collections is through collaboration to provide access to fast and up-to-date information, exchange data, share library resources and optimize library services (Sharif, 2020). Library collaboration is made up of two or more libraries that have an agreement to share profits.

External collaboration can be done with other school libraries that have more complete digital collections. The partners are not only limited to school libraries but can also be public libraries, college libraries, writers, or publishers. Collaboration with other libraries can be done by exchanging digital collections that have copyright-free licenses or Creative Commons licenses. The process of dissemination and use needs to consider the ethics or policies of the respective authors and publishers. Meanwhile, digital collections are protected by copyright and cannot be distributed or shared without the permission or license of the copyright owner. Therefore, the library needs to obtain permission in advance from the authorities because it can lead to legal consequences.

Cooperation with publishers can have a positive impact on libraries, especially by increasing the amount of library electronic information easily (Husna, 2017). Besides publishers or other libraries, school libraries can also collaborate with other parties/third parties. Indeed, the school library offers some advantages to collaborating with partners. Furthermore, collaboration with school libraries does not only can add digital collections but also develop facilities, library resources, or other elements that have been agreed upon. Finally, it can improve the quality of school library resources and services.

In the process of collaboration with partners in developing digital collections, the school library needs to consider and do some actions below:

1. Conducting needs analysis. It is commonly done at the beginning of the collection development process to see the library user segment (Fatimah, 2021).

2. Analyzing partners who will be invited to work together in the process of developing digital collections in the school library.

3. Preparing a plan for organizing collaboration with partners for the development of digital collections. When planning has been systematically arranged, the school library needs to consult with the school principal regarding the implementation of the collaboration that will be carried out in order to develop digital collections.

4. After getting the approval for the plan, the school library can invite potential partners who will be invited to work together and hold talks or discussions regarding the points that are part of the collaboration to develop digital collections in the school library.

5. In the collaboration process between the school library and cooperation partners, it is necessary to sign a memorandum of understanding or agreement as a form of official cooperation agreement.

6. The collaboration process to develop digital collections in the library can be carried out according to the agreement that has been made between the two parties.

7. The school library has to prepare a report regarding the implementation of collaborations with partners.

Those strategies can be optimized by the school library in developing digital collections, especially to overcome major obstacles to collection development such as funding. Thus, the availability and diversity of collections in the school library can accommodate the information needs of the school.

V. CONCLUSION

School library collections have an important role to provide the information needed by all school members. The rapid development of technology and information requires school libraries to adapt by procuring digital collections. Based on the results of the study, it can be concluded that the digital collections in the school library of Vocational High School 3 Yogyakarta are still limited and ineffective because digital collections only come from the government.

Therefore, strategies are needed to develop digital school library collections. Strategies for developing digital collections can be carried out internally and externally. Internal strategies cover maximizing school resources such as principals, teachers, students, and parents of students, while external strategies include collaboration with partners from related institutions such as other libraries, book authors, publishers, or even third party/profit organizations. This collaborative process is expected to increase the availability of digital collections in the school library.

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