

INSTRUCTIONAL DESIGN COLLABORATION OF LIBRARIANS IN THE SCHOOL LITERACY MOVEMENT

KAJIAN PRAKTIK BAIK PENGALAMAN LAPANGAN MAHASISWA: KOLABORASI PUSTAKAWAN DALAM GERAKAN LITERASI SEKOLAH

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Abstrak. Melakukan aktifitas pembelajaran perpustakaan di kelas merupakan salah satu tugas dan tagihan dalam kegiatan Praktik Pengalaman Lapangan (PPL) bagi seluruh mahasiswa program studi Perpustakaan dan Ilmu Informasi Universitas Pendidikan Indonesia. Metode penelitian praktik baik menjadi salah satu alternatif pilihan dalam mendeskripsikan langkah-langkah yang dapat dilakukan dalam kegiatan Praktik Pengalaman Lapangan (PPL) para mahasiswa program studi Perpustakaan dan Ilmu Informasi Universitas Pendidikan Indonesia, yang nantinya bisa menjadi satu produk kolaborasi antara calon pustakawan sekolah dengan guru di sekolah, dan juga dapat menyajikan satu produk desain pembelajaran perpustakaan sekolah. Berkolaborasi dalam kegiatan Gerakan Literasi Sekolah (GLS) menjadi salah satu produk tagihan yang mesti ada dalam program tersebut, dimana setiap mahasiswa program studi Perpustakaan dan Ilmu Informasi Universitas Pendidikan Indonesia diharuskan untuk: 1) Mampu menyiapkan desain kolaborasi pembelajaran di kelas bersama dengan guru pembimbing, 2) Mampu melaksanakan praktik pembelajaran perpustakaan, dan 3) Mampu mendeskripsikan Hasil Penelaahan Praktik. Melalui praktik pengalaman lapangan (PPL) ini diharapkan para mahasiswa program studi Perpustakaan dan Ilmu Informasi Universitas Pendidikan Indonesia dapat memperoleh kompetensi yang relevan dengan bidangnya secara optimal untuk berkiprah di dunia kerja, terutama di dalam bidang perpustakaan sekolah.

Kata kunci: Desain Kolaborasi, Gerakan Literasi Sekolah (GLS), Pembelajaran Perpustakaan, Penelitian Praktik Baik, Praktik Pengalaman Lapangan (PPL)

Abstract. Conducting library learning activities in the classroom is one of the tasks and receivables in the Field Experience Practice (PPL) activities for all students of the Library of Education and Information Sciences University of Indonesia. Good practice research methodology is one of the alternative choices in estimating the steps that can be taken in the Field Experience Practice (PPL) program of students of the Library of Education and Information Sciences University of Indonesia, which will later become a product of collaboration between the school librarians and teachers at school, and can also present a school product design school learning product. Collaborating in the School Literacy Movement (GLS) activities is one of the bills that must be present in the program, wherein every student of the Library and Information Sciences University of Education program students is required to: 1) Be able to prepare the classroom learning collaboration design with coaching teachers, 2) Able to implement library learning practices, and 3) Able to describe

Practical Review Results. Through the field experience (PPL) practice, the students of the Library of Education and Information Sciences University of Indonesia's Education program are able to obtain competencies relevant to their field in an optimal way to work in the workplace, especially in the field of school libraries.

Keyword : collaboration design, school literacy movement (GLS), library learning, practice research, field experience practice (PPL)

INTRODUCTION

In the world of education especially in school library, professional librarians' existence is needed in order to further improve the quality of education. Meeting the challenge to produce professional librarians, students of library and information science study program must meet the standards of librarian competencies as regulated in the applicable legislation that is Minister of Education and Culture Decree No. 25 Year 2008.

The implementation of field experience program is considered as one of the determining indicators of competencies of student librarians in fulfilling one of the prerequisites as a professional librarian because experiences allow for authentic real process which imply learning process, practice, and reflection. Student librarians have the opportunity to balance the mastery of content knowledge with practical knowledge and other relevant disciplines.

The essence of field practice program is creation and persistent professional improvement in the form of academic competence application which become contextual prerequisites for students in work practice. In the implementation, field experience program involves teacher supervisor, lecturer advisor, and student librarians. Teacher supervisor is teacher librarian who serves as a field supervisor

and who monitor the process of professional skills development of student librarian in library environment while lecturer advisor serves as a mentor from the university or from the study program.

Interconnectedness of interaction between teacher supervisor, lecturer advisor and student librarian in the field experience program is based on understanding, knowledge sharing and experience instead of judging the practice conducted by student librarian because "the main strength of the growth of professional competence is the change from within the students which comes from the ability of student librarians in reflecting on learning activities when practicing their competence in accordance with the theory" (2012: 46). Hence, field experience program for a student librarian is very important in developing their professionalism. In line with this view, UNESCO (1987) stated that "The goal of library education is to develop professionals who are qualified to establish, manage, operate and evaluate user-oriented information systems and services" (Large, 1987). In other words, field experience program can help realizing the purpose of the planned library education.

Previous researches on field experience program can be found in Intership Report of the Department of Information Science and Library Management, University of Dhaka (2013)

which states that “In LIS profession, internship or practical training is of utmost importance. Above all the discipline of Information Science and Library Management is a wonderful combination of theoretical and practical knowledge and professional skill. That's why internship is emergently crucial for the professionals of Information Science and Library Management or the apprentice of the same”.

Powell suggests that in general there are two different types of apprenticeship schemes, frameworks and standards. “Apprenticeship frameworks are being progressively phased out and replaced by the newer apprenticeship standards. Almost 900,000 funded apprentices participated on an apprenticeship in the 2015 to 2016 academic year, and up to 28,000 apprenticeship vacancies are available online at any one time” (2017:3). This phenomenon suggests that intership opportunities are widely open for every individual including librarian.

Intership in an institution or library through field experience program will help identifying the needs of school library and the work competencies of students that correlate each other. In conducting the intership, students are not only required to utilize academic knowledge and skills acquired during lecturing but also to develop creative and innovative work attitudes in accordance with the profession.

The featured program of field experience program of library and information science study program in odd semester 2017 is the school literacy movement program in which every student is required to design their own school literacy program activities which are different from the routine program that has been conducted in each school. The expected result is that students acquire practical experience instead of solely managing the aspects of library activities based on Minister of National Education Decree No. 25 Year 2008 (Tea of Library and Information Science Study Program, 2017) and that they are also expected to become teacher librarians that apply the school literacy program to school students. The study of the actualization of the practice of field experience program which can be designed and implemented by the students, especially regarding the tasks performed as school librarian, is therefore based on the expected achievement.

Field Experience Program

Field experience program is an intracurricular activity that must be followed by students of Library and Information Science Study Program which is conducted in the eighth semester. The activities are more practical and applicative as the students implement concepts and principles acquired from lectures. The time allocated for the

program equals 16 session course with four credit hours which include theoretical discussion activities, preparation and arrangement program, comprehensive study and panel discussion, field experience program implementation activities and ended with seminar of program results and activity report.

The implementation of field experience program for school librarians is intended for the establishment of library and information education professionalization and therefore well planned field experience program is paramount. As explained before, the field experience program has the same goals as Continuous Development Program (CPD) so that it can be said that the field experience program is a small scope or initial step of CPD in higher education to form professionalization of school librarians.

Likewise, the British Computer Society (BCS) in Sudarsono (2010:49) asserts that the definition of CPD refers to a planned instruction and reflection of career development of a professional. This assertion implies that CPD has the same goals and activities which relate to planned learning activities.

Library Collaboration Program and Integration with Curriculum

The national education leads to the development of curriculum which is supported by the existence of school

libraries, which is one of the important elements of learning resources intended to fulfill a variety of objectives related to the following: information literacy skills, preparing information resources for students at all levels of education, and opened to dissemination of information and knowledge for all students as a form of the actualization of democratic right and human rights (Rachmananta, 2006).

School libraries should cover extensive educational activities and play an important role in achieving the school vision and mission which as a whole should focus on serving potential users within the school community and meeting the unequal needs of various school academia (Rachmananta, 2006). Such variety of programs and activities should be designed through collaboration on learning activities which outline curriculum and close collaboration with school principals, teachers, support personnel, and students.

Principals and School Libraries

Principals as school leaders and main personnel who compile the framework and atmosphere to implement the curriculum should consider the importance of appropriate school library services and encourage their utilization. Principals work closely with libraries in designing development plans, particularly in the area of information literacy and reading promotion programs.

Principals should also ensure that there is cooperation between teachers and library staff by verifying that school library staff participate in teaching activities, curriculum planning, ongoing personnel development, program evaluation and student learning assessment. In the overall school evaluation, principal should involve library evaluation and prioritize solid school library services in achieving predetermined educational standards.

Teachers and Library

Teachers with progressive thinking and open educational ideology are more likely to be keen library users. The teacher position library as a place of learning and by so doing, they will shift from conventional learning methods. Efforts to keep students active in learning process and to develop independent learning skills, teachers work cooperatively with libraries in the following activities:

- Information literacy which fosters motivation in asking questions from students and indirectly educating students to use information critically and creatively.
- Working in groups and undertaking project tasks.
- Cultivating reading motivation at all levels both individually and in groups.

Teachers as facilitators give students flexibility to search, find and use information from information sources

available in the library. It is essential for library to be aware of its role as support services linked to the curriculum. Some useful strategies to foster partnership in learning within the framework of traditional thinking can be realized by providing library services especially for teachers (Rachmananta, 2006). The main points to consider in providing library services for teachers are as follows:

- The ability of library in providing resources for teachers will broaden their knowledge of sciences in thematic studies or improving learning methodologies.
- The ability of library to become a partner in planning tasks that can be carried out in classroom.

The ability of library to assist teachers in handling various classroom situations by providing assistance through the provision of study spaces and giving more stimulation to take advantage of library as well as learning resources integrated in the library.

Students and Library

Students are the main focus group of school libraries. It is important to cooperate with other school communities because it is for the benefit of students. Students can use the library for various purposes. The use of libraries should be perceived as fun, free, and open learning environment where students can perform all tasks, both individually and in groups.

Students' activities in the library generally include the following:

- Finishing homework
- Doing project work and problem solving tasks
- Searching and using information

Writing report and other works to be presented in front of teacher or other students.

Collaboration between Teachers and School Librarians

Rachmananta (2006) revealed that teachers and school librarians collaboration is an important element to maximize the potential of library services that are integrated with the curriculum. Teachers and library staff work together to accomplish the following:

- Design learning.
- Train and evaluate students' learning within cross-curriculum scope.
- Develop and evaluate students' skills and information knowledge.
- Prepare and carry out specific project work in a wider learning environment, including in the library.
- Prepare and implement reading program and cultural activities.
- Integrate information technology into the curriculum.
- Explain to parents about the importance of school libraries.

Librarians should be able to stimulate interest in reading and organize reading promotional programs to develop the appreciation in the literature. Activities aim at encouraging reading interest should cover cultural and learning aspects. There

is a direct link between level of reading ability and learning outcome.

The approach used by librarians should be pragmatic and flexible when providing reading materials to users and allow individual reader's preferences by recognizing individual right of users. Through literature reading in the form of fiction and non-fiction in accordance with their needs and levels, students are stimulated in the process of socialization and personality development.

Libraries can be used informally as a beautiful, cultured and stimulating environment that has resources which include magazines, novels and other publications as well as audio-visual or other non-printed forms. There are important events that can be held in the library, such as exhibitions, author visits and international literacy day. Where sufficient space is available, students may perform reading-inspired performances in front of parents and other students and library staff can organize book review and story telling for younger students.

School Literacy Movement

Today the development of literacy concept and practice are so widespread in the world that it becomes the need of the global community that must adapt technological progress and modernity. The United Nations (UNESCO, 2003) then organized this literacy culture by formulating Information Literacy (I-

Literacy) which later gave birth to the Prague Declaration (2003) which explains that the concept of information literacy in general includes basic literacy, ability to research and use references (library literacy), ability to use information media (media literacy), technology literacy, and the ability to appreciate graphics and visual texts (visual literacy).

Throughout the year 2017, the School Library Movement has been widely applied in various levels of formal education in Indonesia. This movement is a “program that involves the citizens of the school as an effort to cultivate students' reading habit” (Kemdikbud, 2016). Focusing on the literacy abilities to be considered to support the School Library Movement, it is necessary to understand the conceptual description of literacy abilities, which can be distinguished as follows:

- Early Literacy; emphasizes the acquisition of learners' experiences in communicating stories. Parties that play an active role to improve learners' ability are parents, teachers, and caregivers. This is because the target of this early literacy is early childhood learners, such as those in preschool, kindergarten and elementary school.
- Basic Literacy; focuses on listening, speaking, writing, and counting skills so that learners are able to make decision based on the

information they get both from external and personal experiences.

- Library Literacy (User Education); focuses on improving learners' understanding of activities undertaken in the library, such as how to distinguish fiction and nonfiction collections, understand DDC classification activities, use catalogs or organize information, and educate individuals through available information resources.
- Media Literacy; emphasizes knowledge development related to various forms of media that can be used for learning activities, such as printed media and non-printed media or other types of media.
- Technology Literacy; highlights knowledge development related to equipment that facilitate the work or tasks of everyday human activities in 21st century, such as the use of computers, printers, softwares, etc.
- Visual literacy; focuses on an understanding of media literacy and technology literacy, in which learners are trained to be able to use technology and media as needed. It also involves innovative creation using both literacy abilities as a means to channel learners' talents and help them in learning, such as the ability to use audio-visual learning materials.

The exemplary program for the

movement reading habituation which takes 15 minutes before learning starts, but it can also take other skills tailored to the condition of the school. Every school can create a fun school literacy movement activities for students based on the literac concept that should be developed in each student. The School Literacy Movement is not only about reading but also listening, story telling, and watching without stressing so that students feel as if they were playing and learning while in fact they are sharpening their skills.

METHOD

Every individual and institution around the world is looking for innovative ways that are more effective and efficient to complete work or solve problems. Each innovative idea generated in an organization may come from the individual within the organization, or from other people and some relevant experiences elsewhere. Knowing, understanding, and learning from these related endeavors can provide a preliminary picture for fostering our initiative as researcher.

In the simplest terms, research on current good practice is an organized effort to learn from experiences of others or problems faced by an institution or individual. A research can be conducted to explore the complexities and to know if the same problems happen elsewhere, whether in the public, private, or nonprofit

sectors. The research is followed by identifying and evaluating solutions developed by other institutions or individuals, which is an important step in the planning of a project or an activity. This experience can explain what works and what cannot be successful in the early stages of project development or what action should be taken to resolve the problem.

The next step is to identify the lack factor or failure that should not be done by future researchers, or make a clearer description of the mistake as this could be the cause of success.

Conducting latest research and best practice are essential in developing a full understanding of the problem and all its components from a diverse perspective. Reading and talking with people who have completed or tried to solve similar problems tend to provide useful insight into the causes, strategies for change and expected problems along the way. Egnele (2003) argues that conducting latest best practice research generally involves three basic steps: the formulation of activity needs or problems, describing the implementation of the practice, and describing the information resulted from the stuy.

This best practice research was conducted at a religious school in the city of Bandung and the participants consisted of two students taking field experience program, one library staff, one school

library head, one principal, and six classes containing 38 students in each class. The School Literacy Movement in the field experience program of Library and Information Science Study Program was conducted in one school in 60 working days once a week as agreed in the program design of the school.

The topics presented in the library learning collaboration are designed by analyzing the needs of the movement program and the existence of the school library in supporting reading activities, discussion, and knowledge sharing with school academia. The importance of promoting School Literacy Movement activities to audiences with different concept becomes the basis of this research. It is expected that the School Literacy Movement activities that have been implemented in the field experience program become inspiration for others and can be implemented in other schools.

RESULT AND DISCUSSION

The Need for Preparing the Design of Classroom Learning Collaboration with Teacher Supervisor

Every student taking field experience program prepares the design of library learning that will be performed to fulfill other form of activities in implementing the School Literacy Movement. The design of the learning follows the standard format given in curriculum and learning course of library and information science study program of

Universitas Pendidikan Indonesia, which consists of the following elements: identity of activities, objectives or learning outcomes that learners will gain after taking the lesson, learning contents and details, method or the way student librarians deliver the materials, media, tools and materials, steps and procedures of activities that describe how three stages of learning are performed and identified from assignments given to student librarian and learners involve in the program, followed by the process of evaluating the activities and establishing references used in designing the library learning.

The method used by the student librarians in delivering the materials and in designing the learning was varied. Hamalik (in Fanani, 2014:173) stated that method is a way to deliver learning materials in order to achieve curriculum objectives. Some of the methods that can be used include: conducting lectures and directing brainstorming for students, guiding discussion sessions, assigning media-based research, and presentation of work result descriptions.

Teachers and school librarians work cooperatively in order to achieve the following: develop learning design; develop, train, and evaluate students' skills and information knowledge, prepare and undertake special project work in a wider learning environment, including in the library. These activities are carried out by referring to the principles of Models of Librarian and Teacher Collaboration (TLC) in the form of Integrated Instruction as suggested by

Montiel-Overall and Patricia (2005:36), “Integrated Instruction reflects a deeper level of involvement and commitment by the librarian and teacher and also a deeper level of trust. This model involves thinking together, planning together, and integrating innovative learning opportunities that reflect teacher's and librarian's expertise in subject content and library science curricula in order to improve students' understanding of instruction”.

The next process is to discuss the materials design and the availability of time with the teacher supervisor (usually the head of the school library) to lead the interaction pattern among student librarians through the following design.

Design of Library Learning Collaboration/Library Literacy	
School Name	: MAN Bandung City
Kelas/Semester	: X IIK
Core Knowledge	: Media Literacy
Time Allocation	: 40 Minutes
Time of Execution	: Selasa, 10 Oktober 2017; Pukul 08.15-08.55 WIB
Involved Parties	: Librarian (ANH-Student Librarian) Teacher Supervisor, Learners
I. Indicators of Program Implementation Achievement	
a.	Learners explain the concept of media literacy.
b.	Learners identify the media based on the classification, namely entertainment media, business media, learning media and news media.
c.	Learners analyze the criteria of media according to the classification of media groups.
d.	Learners do presentation.
II. Program Materials Media Literacy	
a.	Definition of media literacy
b.	Function of media literacy
c.	Types of applications/ media in general in Indonesia
d.	The impact of media for teenagers
e.	Tips of using media for teenagers
III. Delivery Method	
Brainstorming, discussion, assignment with media, and presentation of work result descriptions.	

I. Media, Tools, and Materials
Video playback with information literacy information media grouping covering social media application, entertainment media, business media, instructional media, news media, literacy tree in the pot
V. Steps/Procedures of Activities
a. Introductory Activity (10 Minutes)
Internship Librarians:
1) Condition the class based on groups
2) Play video about media literacy
3) Direct the process of responding to the video
Learners:
1) Search and make groups
2) Watch video about media literacy
3) Respond to the video
b. Core Activity (20 Minutes)
Internship Librarians:
1) Deliver media literacy materials
2) Give students opportunities to search information and identify various media applications based on the groups: news media, entertainment media, social media, and business learning media
Learners:
1) Listen to librarian explaining media literacy
2) Look for information and identify various media applications based on the groups: news media, entertainment & social media, and business and learning media
c. Closing Activity (10 Minutes)
1) Student librarian guides learners conclude on the lesson delivered.
2) Student librarian motivates learners to utilize media in learning to obtain new learning resources
II. Evaluation Activity
a. Assign learners to analyze every form of information media (social media) use in everyday life.
b. Learners present to class with representative from each group information media analyzed.
c. Attach leaves (containing group information media) to literacy tree.
VII. References
Adi, Endarta. 2016. Literasi Media Literasi Teknologi Literasi Visual. Diperoleh dari http://duniapendidikan.putrautama.id/literasi-media-literasi-teknologi-literasi-visual/ Diakses pada 08 Oktober 2017

Description of Library Learning Practice Implementation

Library learning is an effort to guide users on how to use available library collections efficiently (Soedibyo, 1987: 121). The purpose of library learning is to introduce to users that library is a system in which there are collections and other sources of information (Rahayuningsih, 2005).

Thus, the goals of library learning

implementation include: (1) Help learners love reading world more; (2) Introduce the library more deeply to learners; (3) Give learners understanding about the functions and everything that is in the library; (4) Help learners to be active in doing activities in the library; (5) Open learners' eyes and heart that the library is the heart of the school; (6) Give guidance to learners so that the materials can be delivered in accordance with learning objectives.

In this case the library learning activities were presented within the framework of School Literacy Movement aimed at providing a clear description of the various services and facilities provided by the library so that library users know for certain how information is obtained and utilized in an effective and efficient manner. In addition, it is also aimed to improve the literacy skills of library users in meeting the information needs and utilize all facilities of the library.

The following is the description of activity steps in the library learning that have been done and that direct learners' the ability of student librarians in implementing the library learning with the pattern designed in a systematic context consisting of the opening or introduction, continue with main activities and end with closing activities.

a. Topic of discussion

Media literacy activities based on literacy tree.

b. Opening activity

In the opening activity, all parties interact with each other involving librarians and learners and the class was conditioned based on groups. This includes preparation to identify learners' initial ability, giving flexibility to learners to work in groups and preparing to receive learning.

This activity was carried out to raise learners' spirit before literacy activities began. Librarians chanted slogans which were then followed by the learners. This became encouragement for learners when the situation got uncondusive. After the learners were settled, librarians (student librarians) introduce the material focus they wanted to convey, things they were going to do and the end of the literacy movement.

It started by playing a video by NET.Z entitled "Social Media Has Great Influence, These are the 5 Fact!". Learners were then given opportunities to share what was the video about so that they could be critical towards phenomena around them, including the phenomenon of social media use among teenagers.

a. Main Activity

In the main activity, student librarians elaborated the ability to convey concept, knowledge and skills of learners including understanding of the various ways and

learning approaches/methods that can be used in presenting the materials and in library learning series. The following is the description of the activities undertaken by describing the materials and process of librarians and learners interaction.

Student librarians then responded to the opinion of learners and made conclusion based on the video material presented, followed by explaining about media literacy which include the following materials: 1) The impact of media, especially the internet, both positive and negative; 2) Concept of media literacy, which begins with notion of media literacy and the urgent reason why teenagers need media literacy.

Afterward, student librarians introduced types of media that existed in Indonesia. The media presented were focused to applications that could be used by learners in everyday life which was divided into 4 types of media groups: 1) Entertainment media, 2) News media, 3) Instructional media, and 4) Business media.

Student librarians distribute information leaves which contain the image or logo of an application. Learners were challenged to briefly describe the usefulness of the applications listed and decided which type of media it belonged to.

Learners were allowed to open and use gadget to obtain information related to the media application they got. In 10 minutes,

learners are required to be able to classify the types of media obtained and describe it directly by writing on information leaves, right on the back side of the media image/logo display.



Picture 1: Format of information leaf modified by intership librarians and sample of review results

In this main activity, the learners were given opportunity to hone their ability to communicate by explaining to their peers the reason for the media classification and giving brief description of the usefulness of each media type.

Next, the student librarians gave conclusion on various types of media reviewed and tips in using various applications that fit the needs of teenagers especially school students. This brought the sense that books are the main support of learning and media use connected to the internet as supplementary support. Rochmawati (2012) revealed that “the success of children learning comes from books and supported by the internet”, not otherwise.

Learners hung the leaves of information reviewed which formed a complete tree with leaves containing

pictures of applications that could be seen by other learners. It is expected that the various types of media reviewed will be used by learners and allow them to obtain the necessary information according to the function of the media listed.



Picture 2: Literacy Tree by Students of X IPA C; Result of School Literacy Movement of internship exam

Student librarians give learners understanding about the linkage between library and media literacy movement. Library as a source of information should be able to keep up with current technology development which allows information to be accessed anywhere and anytime so that user education is needed because the validity of information on the internet is still questionable. This is of course different from collections available in the library which is tailored to the needs of users so that the content presented will be filtered first. A book, for example, will not pass for publication and enjoyed by the public. It is unlike the internet in which even elementary school students can run a personal blog.

b. Closing Activity

Student librarians guide learners to conclude the materials that they have learnt and motivate the learners to learn more about library learning conveyed.

c. Evaluation and Reflection Activities

The library learning achievement was reviewed by giving simple assignment, short presentation or other forms of evaluation activities. After reviewing, learners reflected on the library learning process through self-assessment that describes the process from the beginning up to the things that should be emphasized for improvement by the school librarians.

The opening activity should be made interesting and instructions should be conveyed using formal language but still can be understood by learners and raise their spirit. This can be done by greeting the learners and asking about current issues or information that may support the materials to be delivered.

In the process of delivering the materials, right after the video presentation, the background of the computer screen was less optimal because it stopped functioning. Therefore we recommend the use of logo or icon of media literacy in the form of application image or other forms that are more supporting.

In managing the class, librarian should not stay in one position and should be

agile and lively so that learners does not get bored and will not be difficult to move their focus from the initial learning position.

The media used is based on literacy tree and therefore should use dry tree or tree branch. The alternative solution is to create an artificial tree made from wire or other materials.

Learners should be patient and persistent in making the literacy leaves as well as smart in selecting popular applications that can be used by learners in senior high school level and the equivanlent.



Picture 3: Media Literacy Activity at Islamic Senior High School 1 Bandung City

Student librarians should be careful in showing their facial expressions. They should smile and show happy expression because tense expression will make learners feel depressed.

The words used should be formal and do not create confusion among learners. In addition, the instructions should be clear and audible to all learners.

Description of Result of Practice Study

The practice of library learning conducted by the student librarians have given opportunities for the school librarians to make innovation in making the learners learn and in collaborating with teachers, library staff and school principal. Classroom learning practices provide actual experiences in managing the class, developing the program needed by the users, and identifying needs, supporting factors, and obstacles if the collaboration practice will be repeated in the future. The review process of the practice was conducted collaboratively in order to detect learning success and weaknesses from opening to closing activities. The student librarians realized that the review process would help improve the future practice.

The development of library learning program design in this field experience program has followed the standard format of library learning set by Library and Information Science Study Program of UPI. The planning and discussion about the material design and the availability of time to carry out the practice were conducted together with the teacher supervisor (the head of school library). The program design used an interaction pattern which allows student librarians and all school communities perform the activities together.

The library learning implementation was performed by using systematic design consisting of opening activity, main

activity, and closing activity. The student librarians started the collaboration practice by uplifting learners' motivation and spirit before beginning the learning process and continued with delivering the materials. Afterwards, the learners were guided to express their perspective on the materials presented.

All this time, library learning has been focusing on fostering the awareness of the importance of library as explained by Trinanda (2015), "library learning is carried out to introduce library by conveying materials on the meaning of library, the purpose of library, the functions of library, types of library collections, layout of library, ways of searching library collections, library services, and rules in the library.

This practice study is more directed towards developing library learning practice in a wider scope, which is to make students learn by way of literacy skills that are integral and need to develop with the help of librarians. Library learning does not only make students more active to develop their potentials but also it makes student librarians aware of the importance of individual touch in introducing library to school students.

Several descriptions of practice studies are derived from comparisons of library learning practices that have been implemented in various universities. The result of the study at the library of State University of Padang shows that library

learning, which in this case is known as user education, can be scheduled or unscheduled. Scheduled learning takes one month while unscheduled learning can be performed everyday (Trinanda, 2015:20). Library learning or better known as user education program at the library of Islamic University of Sultan Syarif Kasim Riau emphasizes on library learning for freshmen and on the results of the program especially on finding out how big the influence of user education program on library use (Tawaf, 75).

Practice studies of library learning have also been conducted in schools. In the school library of Cikal School in Jakarta, user education is really needed because the school library is the information center for its members so that making students understand about the library will help them in obtaining information relevant to their needs (Witriani, 2015:73). This practice is not much different from what is conducted at Kornita Labschool Senior High School in Bogor that implement user education by introducing users to the good and proper use of library so that they can get information they need (Muhammad, 2014:53).

The above practices, both in universities and in schools, put emphasis on introducing information sources and learning materials that can be accessed and utilized for leaning purposes. The design of library learning may vary and

should be directed to provide as much information as possible for learning needs.

If examined carefully, the library learning practices conducted by student librarians in the field experience program is a good practice of collaboration between student librarians, school teachers and other school communities to work in synergy to implement school literacy movement. This study describes other alternative to design learning program conducted by school librarians with a focus on introducing the library through the packaging of other related materials which needs any form of information and assistance from the library.

The school literacy movement program can be exploited by school librarians to simultaneously assist the school's effort to develop literacy and introduce the potential of library and the performance of librarians by providing quality reading resources.

CONCLUSION

The success of school libraries and school librarians can be measured through the ability of school libraries in establishing and determining the needs of individual and groups of users as well as the ability in developing a variety of library services by reflecting on the changing needs of the school communities which are supported by the development

of librarian resources. As future librarians, student librarians must have optimal qualifications and competencies as professional librarians. Best practice is an option in describing the steps undertaken in the activities of field experience program that becomes a collaborative product between future school librarians and teachers by presenting one product design of library learning in school with the following practical steps: 1) Prepare a collaborative design of library learning in the classroom together with teacher supervisor, 2) Implement the library learning practice, and 3) Describe the result of the practice study.

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