



## The Role of Libraries and Special School Library Staff in the Implementation of the School Literacy Movement (GLS) for Blind Students

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ABSTRACT	ARTICLE INFO
<p>This research aims to determine the implementation of Gerakan Literasi Sekolah (GLS) and the role of libraries and library staffs of special school in implementing Gerakan Literasi Sekolah for Visually Impaired Students at SLBN-A Citeureup Kota Cimahi referring to the Minister of Education and Culture Regulation No. 23 of 2015 concerning manners. The research method used in this study is a qualitative research method with a case study approach. Data collection techniques were carried out through observation, interviews, literature studies and documentation. The results of this study indicate that the role of the library of extraordinary school in the implementation of GLS at SLBN-A Citeureup is to provide facilities and infrastructure for residents in the school environment to carry out literacy by procuring a collection of books, CDs, tools for literacy and placing reading corners at strategic places. and the role of library staff in implementing GLS at SLBN-A Citeureup is to become a facilitator in carrying out GLS program policies and preparing everything related to the needs of GLS activities in schools.</p> <p>© 2023 EduLib</p>	<p><b>Article History:</b> <i>Submitted/Received 27 Jul 2023</i> <i>First Revised 31 Aug 2023</i> <i>Accepted 15 Oct 2023</i> <i>First Available online 22 Oct 2023</i> <i>Publication Date 01 Nov 2023</i></p> <hr/> <p><b>Keyword:</b> <i>Gerakan Literasi Sekolah, Library of Special Needs School, Visually Impaired Students, Librarians</i></p>

## 1. INTRODUCTION

Sekolah Luar Biasa Negeri (SLBN) Citeureup was established in 1984 as part of SLB Negeri Pajajaran in Bandung City, which was then based on the Decree of the Minister of Education and Culture of the Republic of Indonesia designated it as SLB Negeri Section A Citeureup Cimahi. In SLBN-A Citeureup is included in section A, namely for the blind. The inclusive education program is made a policy in the Regulation of the Minister of National Education of the Republic of Indonesia number 70 of 2009, namely the implementation of inclusive education is carried out for all students who have physical, emotional, mental, and social disabilities according to the needs and abilities of students. Inclusive education is used as an effort to eliminate discrimination in the world of education so that it can be a means for humans to obtain education fairly and equally.

In response to this problem, in 1990 at the Jomtien Conference in Thailand, UNESCO declared "Education for All (EFA)," which means that education is provided equally to all children, adolescents and adults with a quality and adequate environment to improve education through learning in schools and educational institutions. This also applies to people with disabilities who require special attention in pursuing knowledge, so that access to education for all categories of people with disabilities is the same as other children.

Children or students who are included in the category of people with disabilities usually demand education in special schools such as Special Schools (SLB). In SLBN-A Citeureup there are 5 types of ABK including ABK with visual impairments (blind), ABK with hearing impairments (deaf), physical disabilities, mental retardation, and autistic children. Children with special needs (ABK) usually have different characteristics from one to another according to their respective disabilities, including blind children. With the right and appropriate learning and literacy activities, students such as blind children can read in various ways, one of which is modifying reading texts into Braille so that blind children can read like other children. Due to the limitations of these blind children, there is an obstacle in carrying out the learning process. However, this obstacle can be overcome by having a library in special schools.

The library of the SLBN-A Citeureup special school is located in the SLBN Bagian A Citeureup area of Cimahi City which was established on December 22, 1986. Special schools have different learning methods from regular schools, through this special school library, students from the SDLB, SMPLB, and SMALB levels can learn with special teaching materials in the form of library collections that support the literacy and information needs of their students, namely various collections of braille books, braille atlases, braille magazines and story books, braille Al-Qur'an, talking books on CDs, and video magnifiers, namely tools that use cameras and LCD screens to enlarge reading materials such as text in books or images. This tool is used for the blind who have low vision or still have residual vision. In addition to students at the school, the special school library also facilitates teachers with a collection of books of materials for student learning. Teachers usually come to the library to borrow books of learning materials or come to accompany students. These facilities can support the literacy activities of blind children in the special school library.

Literacy activities carried out by children with special needs at SLBN-A Citeureup, Cimahi City are handled differently. Because they have visual impairments, literacy activities or programs provided to blind children are not the same as other ABK. Literacy activities carried out for blind children at SLBN-A Citeureup are generally the same as regular schools, namely the School Literacy Movement (GLS) which is implemented in accordance with the

Regulation of the Minister of Education and Culture Number 23 of 2015 in the form of reading non-subject books for 10-15 minutes before class starts. The main purpose of this activity is to foster interest in reading and improve the reading skills of students, including blind children. This GLS is also carried out to improve low literacy in Indonesia. Data shows that in one year Indonesia only publishes 72 million books with a total of 24,000 book titles produced per year. When compared to the population of Indonesia, which is 240 million people, this means that on average one book is only read by three or four people. This is not in accordance with UNESCO standards which ideally set one person to read at least seven books per year (Kompas, January 16, 2014). The fact that students' low interest in reading is also supported by the results of the 2021 Progress in International Reading and Literacy Study (PIRLS) which stated that Indonesia was in 61st position out of 65 countries. Then in 2015 at the World Education Forum in South Korea, the OECD (Organization for Economic and Development) stated that countries in Asia were ranked in the top five in the category of high-achieving schools. However, Indonesia is not included in the list of high-achieving schools. Meanwhile, PISA (Program for International Student Assessment) in 2012 showed data that students in Indonesia were ranked 64th in literacy. This literacy test shows that students in Indonesia are classified as low ranking.

Based on the data described, the Indonesian government took action through the Indonesian Ministry of Education and Culture (Kemendikbud) by launching the GLS program, namely the School Literacy Movement. The definition of the School Literacy Movement is a program or effort that involves school residents such as teachers, students, principals, educators, school supervisors, parents, school committees and others that are participatory. GLS was launched as an answer to the low interest in reading in Indonesia based on data from literacy tests through PIRLS and PISA. The habituation of the GLS program which is carried out for 15 minutes includes activities such as: (i) Reading silently; by students reading their own books that have been selected in a calm condition. In this process, assistance is also needed from educators to accompany students in reading and after that students write the title and author of the book and the page of the book in a daily journal. (ii) Reading aloud; this activity is assisted by teachers as people who are responsible for choosing good and useful books by considering moral values, messages contained, literature, and relevance to students. From the various activities, in addition to the habit of reading for 15 minutes, special literacy activities are also carried out by SLBN-A Citeureup, namely watching movies, listening to CDs, or storytelling. This activity is organized by the library staff and is held once a week, precisely every Wednesday in each class or the school hall. On average, 5 blind children participate in this activity from each class. In addition, SLBN-A Citeureup also routinely sends its students to participate in competitions such as the National Student Arts Festival and Competition (FLS2N) and the National Student Skills Competition for Children with Special Needs (LKSN-ABK) and competitions are held on commemoration days such as August 17 and Heroes' Day on October 28 such as reading competitions, making poetry, making essays, reading the proclamation text, reading the Constitution, and storytelling about the history of the struggle.

In addition to literacy activities that support the GLS program, the implementation of GLS at SLBN-A Citeureup is also supported by the presence of a reading corner in each class which is held specifically for blind students to support the implementation of the School Literacy Movement in the form of reading books that are already in braille format that have been facilitated by the school library. So students can read reading books that have been borrowed from the school library or read books in the reading corner of each class. Blind children usually carry out literacy activities every day using media and library materials such

as CDs for general learning and knowledge CDs. Reading materials are what distinguishes the literacy activities of blind children from other ABK, for blind children the reading materials are in the form of braille books, audiobooks, and electronic books. At SLBN-A Citeureup, blind children live in dormitories so that the time to visit the school library can be done 2 times a day or more often than other ABK children. This makes it easier for the blind to use the library as a place to carry out literacy activities and borrow reading books that have been adjusted so that they can be borrowed to be read in the dormitory or school yard or read on the spot.

Through the implementation of GLS, reading skills can be improved to gain knowledge, skills and character building in blind children. The School Literacy Movement Program is carried out by considering the readiness of schools in Indonesia which includes the readiness of the availability of facilities and infrastructure as well as school libraries as educational institutions that serve students, teachers, and all those within the scope of the school can improve the quality of education by helping to follow the development of science and technology.

In addition to the role of the special school library, the success of the GLS implementation is supported by library staff who are tasked with providing all facilities related to the procurement of reading materials and services. To increase students' enthusiasm for reading, adequate and good school library staff are needed, as well as assistance from librarians and teachers who are responsible and guide the learning process of students at school. The SLB library is used as a means of supporting education for blind students at SLBN-A Citeureup because it provides facilities and infrastructure as well as procurement of collections that can be used by blind students in meeting their learning needs. In this process, library staff and teachers play an important role in helping school students and blind students get easy and accurate information. To be able to help their students, library staff and teachers must have good and competent abilities, especially in carrying out information literacy.

Information literacy skills are mandatory for librarians and educators. However, the problem is that not all librarians and educators have good and appropriate information literacy skills. This can affect the services provided in the library so that the impact is that school students do not get maximum service and if educators are less competent in teaching, blind students also get poor learning outcomes. The skills that must be possessed by library staff in the information literacy program as stated in the Regulation of the Minister of National Education of the Republic of Indonesia No. 25 of 2008 concerning School Library Personnel standards which require library staff to provide guidance in the information literacy process include: (i) identifying information literacy skills in users; (ii) compiling materials to guide users in meeting information literacy needs; (iii) assisting users in achieving information literacy; (iv) evaluating the achievement of guidance on information literacy; (v) motivating and increasing students' interest in reading at school; 6) assisting in the development of school libraries. However, the library staff at SLBN-A Citeureup has not met these standards due to inadequate human resources. In SLBN-A Citeureup, there are no library staff who have a deep understanding of libraries, especially SLB libraries. Therefore, human resources are needed who understand how to manage a library according to the characteristics of special school children so that services can be carried out optimally for blind children.

Efforts made by SLBN-A Citeureup related to this HR problem are to include library staff in special training such as Technical Guidance to improve HR competency. This is important

because the handling in public libraries and SLB libraries is different. The absence of librarian graduates from the library science department is an obstacle for the SLBN-A Citeureup library in implementing GLS because blind children cannot be equated with children in general. In addition, the SLB library also conducts comparative studies to other SLB libraries as an effort to improve the quality of HR. The competencies of library staff needed in SLB libraries include those who understand the characteristics of blind children and adjust their reading books according to the child's age and are required to be able to help blind children in visualizing illustrated reading books such as comics and fairy tales and accompany children who visit the library so that they do not make mistakes in choosing reading books. Library staff are also needed to compile reading books and book layouts according to good standards so that blind children do not have difficulty when visiting the library. Based on the GLS implementation guideline book in Special Schools, the human resources of the SLBN-A Citeureup library have not met the standards and are still at 40% from the word perfect. So, things that need to be improved to help the implementation of GLS are hard skills and soft skills obtained through workshops, seminars, workshops, education and training. In this era of information technology, library staff do not only provide services in the collection section but are required to be able to manage information to help users and librarians when they need information (Rohmadi, 2016).

The researcher also contacted the person in charge of the SLBN-A Citeureup Library in Cimahi City who stated that the library in special schools and library staff play an important role in the implementation of the School Literacy Movement (GLS) program including adapted learning activities and the provision of literacy facilities for children with special needs such as blind children. Therefore, the author is interested in conducting a study entitled "The Role of Libraries and Library Staff in Special Schools in the Implementation of the School Literacy Movement (GLS) for Blind Students".

The research method used by the author is a qualitative research type. Reviewed from the data collected in the form of words, pictures, not numbers (Danim, 2002). Then Sugiyono (2011, p. 9) stated that qualitative research is a research method where researchers are used as key instruments and used to research natural objects. While the approach used by researchers in this study is a case study approach, where researchers want to know in detail and comprehensively how the role of libraries and library staff in the implementation of the School Literacy Movement (GLS) at SLBN-A Citeureup. This research was conducted at SLBN-A Citeureup, Cimahi City, especially at the SLBN-A Citeureup Library located at Jalan Sukarasa No.40 Citeureup, Cimahi City. The following is a further explanation of the profile of SLBN-A Citeureup, Cimahi City. In this study, the subjects were all residents at SLBN-A Citeureup, Cimahi City, especially those related to the SLB Library. This is in accordance with what Arikunto (2002) stated that what is meant by research subject is the research target.

## 2. METHODS

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The determination of informants in this study was carried out by snowball sampling because in certain situations, the number of research subjects involved can increase because the subjects or informants of the research that have been determined have not met the information needed or something happens that cancels the researcher from obtaining information sources. The author determines several criteria, from these criteria, research subjects are obtained who are considered to meet the characteristics, namely the Head of the SLBN-A Citeureup Library, staff or personnel of the SLBN-A Citeureup Library, Teachers and students with disabilities at SLBN-A Citeureup. Data collection was carried out by interviewing the determined informants, observation, and literature study.

### **3. RESULTS AND DISCUSSION**

#### **The Role of Libraries in the Implementation of the GLS Program for Blind Students at SLBN-A Citeureup, Cimahi City**

The involvement of libraries in the implementation of GLS at SLBN-A Citeureup, Cimahi City plays a very important role. The library is used as a driver of the GLS program as a means for students to carry out literacy and the literacy materials are also managed by library staff so that the implementation and success of the School Literacy Movement cannot be separated from the role of the SLBN-A Citeureup library. Programs and innovations are made by the SLB library as a form of involvement in supporting the implementation of GLS. According to Mr. Darman as the principal of SLBN-A Citeureup, the library must support the school since the first time this school was established. However, its development stage must follow the times, especially in fulfilling reading books, braille books, and other educational supplementary facilities.

Blind students have visual impairments so that Special Schools have a special learning system in the process of learning and teaching activities for students at school. This also applies to its library. With this visual impairment, of course, the SLBN-A Citeureup library has a special collection to meet the needs of blind students, namely braille books, braille atlases, braille magazines, braille Al-Quran, and talking books in CD form. The CDs in the SLB library contain children's stories and fairy tales as well as learning CDs. In addition, there is also a screen reader monitor that can be used for low vision.

The existence of a library in an educational institution is very important for those who are studying. This is because the library is used as an integral part of a school. This opinion is supported by the definition of a School Library according to the Indonesian National Standard (2009) which states that a school library is a library located in a formal education unit in the elementary and secondary education environment which is an integral part of the activities of the school concerned and is a center for learning resources to support the achievement of educational goals in the school concerned. The library provides all information related to the teaching and learning process at school and is a supporting facility for students to develop their potential at school.

The SLBN-A Citeureup Library is located in the SLBN-A Citeureup school environment in Cimahi City. SLB is divided into several types, one of which is SLB-A which is specifically for students who have visual impairments or are blind. SLBN-A Citeureup was first established

on December 22, 1986 in Cimahi City which includes SDLB, SMPLB, and SMALB. The establishment of SLBN-A Citeureup was accompanied by the existence of the SLB Library. Through the school library, students' abilities and talents in reading are developed. The school library plays a role in enriching students' knowledge, sharpening the brain, helping to find and develop students' hobbies at school.

Despite having a relatively small library space, the SLBN-A Citeureup library has ± 1300 collections of braille books and books for children in general. This number is quite large because the number of students at SLBN-A Citeureup is only 205 students in total. Responding to this, Mrs. Arliana Wijayanti, S.Sos., M.Hum as a Librarian at the National Library said that according to the National Education Standards from SLB which were released in 2022, all libraries including SLB libraries must have a minimum of 1000 collections. This collection was obtained through purchases with BOS funds and assistance from the Mitra Netra Foundation, an institution that helps blind children. The support provided is in the form of software, general learning CDs, novels, and story books. The library must support the school from the first time this school was established. However, the development stage must follow the times, especially in fulfilling reading books, braille books, and other educational supplementary facilities. So that the collection in the SLBN-A Citeureup library is sufficient to meet the needs of blind students as well as deaf, physically disabled, mentally retarded, and autistic children.

In addition to the procurement of collections and books, the facilities and infrastructure at SLBN-A Citeureup, Cimahi City are adequate to support and facilitate the implementation of the GLS program. Based on the School Literacy Movement Guidelines at SLB, in order for the implementation of GLS to run well, it is necessary to pay attention to the facilities and infrastructure that schools must have, namely 3-dimensional objects, braille books, audio CDs, computers, tape recorders, flash drives, reglets, writing paper, talking computers, display boards, and reading corners. According to the research results, SLBN-A Citeureup already has these facilities and infrastructure. The SLB library has a large collection of braille books with various types of books such as learning books, fiction books and non-fiction books. At SLBN-A Citeureup there is also a braille book printing shop so that when there is a new book collection that is still in the form of general books, it can be immediately converted into braille books. This is done to meet the needs of blind students in carrying out GLS. In addition, the SLB library provides learning CDs and other CDs that have been labeled with braille letters so that blind students can easily find the desired CD collection. This CD can be listened to by blind students who visit the library through the Audio Player in the library. Then, the Wi-Fi service can make it easier to access audio-based applications, namely Job Access With Speech (JAWS) and NonVisual Desktop Access (NVDA) on computers or access internet services in the library. The library collection is also often updated to attract students' interest in visiting.

With the provision of collections and facilities in the SLB library, it has a positive impact in the form of an increase in visitors to the SLB library. The number of visitors can increase from 5-10 students per month. The total number of students at SLBN-A Citeureup is 205 students based on data in 2021. Usually, this increase in student visits is due to the presence of new book collections in the SLB library, making students enthusiastic about coming to the library. The SLBN-A Citeureup Library is a means for students to carry out literacy activities, this is in accordance with the function of the school library, namely meeting the information needs of students at school with reading materials that are tailored to school children.

Based on the research results, the SLBN-A Citeureup library is a learning resource that supports the GLS policy in schools. Libraries and literacy cannot be separated because

sources of knowledge and learning are mostly obtained through books available in the library. This makes the library encourage and accelerate students in reading at school with all the facilities and infrastructure available in the SLBN-A Citeureup library. There are also educators and teachers who support the implementation of GLS as facilitators by having the ability to read and write in Braille so that learning for blind students can run well with the assistance of teachers who are competent in their fields. Before the existence of Permendikbud No. 23 concerning the Development of Character, one of the programs of which is reading books 15 minutes before learning begins, blind students at SLBN-A Citeureup already had this reading program so that when there was a program from the government, teachers and school residents did not have too much difficulty adjusting to the new policy. The habit of reading in the school environment has been carried out by students long before the existence of the Permendikbud No. 23 program which made SLBN-A Citeureup have the preparation and experience in implementing these reading activities.

The library is also used as a place for students to learn besides in the classroom and in the school environment. The school library must be involved in all forms of literacy in the school. Cooperation is needed between teachers and library staff, for example in providing learning materials for students and what books must be provided by the library according to the request of the teacher concerned so that it is in accordance with what the students should read. Teachers usually assign students to go to the library to do the assignments given. Blind students are guided by their teachers to make summaries of books or materials in the library. Library staff are tasked with supervising students in the library to ensure that students' learning needs are met. This is in accordance with the purpose of the school library in helping to write creatively under the guidance of teachers or librarians.

In addition, the purpose of the library is to help develop students' reading interests and habits at school. What is done is to adjust the characteristics of children in choosing reading materials, the SLB library is also tasked with creating a program in the form of scheduling visits to the library for students routinely and mandatory. This special scheduling to the library is in order for students to get used to reading and doing literacy. In the SLB library, the reading books are quite complete, including religious books to support GLS activities so that literacy and religious activities can be carried out in the library. The involvement of the SLB library also plays a very important role in helping by often offering the latest story books and providing recommendations for good book collections. In addition, the library also gives prizes to students who often visit the library. This is a form of contribution from the library in order to increase students' interest in reading at SLBN-A Citeureup.

In the National Literacy Movement Guidebook on the implementation of GLS, it is stated that the strategy that must be carried out in the implementation of GLS is expanding access to student learning resources. To fulfill the purpose of the school library, namely to provide various sources of information that can be used in implementing the curriculum in schools, the SLBN-A Citeureup library strives to provide reading corners in strategic places such as in each classroom, place of worship, and student dormitory and create an environment that supports reading by providing a comfortable atmosphere for reading anywhere in the school environment. So that students do not have difficulty in finding learning resources because they have been provided by the SLB library.

In addition, the school library also aims to encourage students and give them the spirit of reading and learning. To provide encouragement, in the SLBN-A Citeureup library there are usually rewards or awards for students who often visit the library. This award is given at the end of the semester when distributing student report cards, the prizes of which can be



books or goods. This habit is quite effective in increasing students' interest in visiting the SLB Library. Non-academic literacy activities are also carried out so that literacy is not only reading and writing, but can be in the form of literacy activities outside of class hours. This activity is routinely carried out once a month for blind children in the form of watching together. This activity is called Bioskop Keren, which is a special activity for the blind in the form of watching together in a talking cinema made for the blind. Bioskop Keren plays films that are adjusted to the abilities of blind children and are not too complicated so that they are easy to understand.

The SLB library also has general collections such as fiction books, non-fiction books, learning books, story books, and novels. The SLB library is tasked with purchasing books that are needed and have been adjusted to the characteristics of the child. Adjustments according to these characteristics, for example, children should not be bought books that are difficult to understand, but light illustrated books that are easy to read by students with disabilities. Here, the reading materials are also quite complete so that students can make good use of the library. The SLB library also has tools for low-vision so that they can read books that are enlarged with special tools. The SLB library also pays attention to the comfort of visitors by providing a reading place in the form of tables and chairs for sitting and carpets for sitting on the floor so that they can read comfortably. So that it is in accordance with the purpose of the school library, namely to expand and deepen knowledge by learning to read books and other library materials that have been provided by the school library.

### **The Role of Library Staff in the Implementation of the GLS Program for Blind Students at SLBN-A Citeureup, Cimahi City**

The role of library staff in the implementation of the GLS program at SLBN-A Citeureup also plays an important role in addition to the role of teachers. The main tasks and functions of library staff in the implementation of GLS include supporting the success of the GLS program by managing the library well. There must be a librarian who drives the main tasks and functions of this library so that it cannot run without the involvement of SLBN-A Citeureup library staff. Therefore, library staff are needed who have the competencies or basic abilities to manage school libraries. Things that library staff must have include managerial competencies, information management competencies, educational competencies, personality competencies, social competencies, and professional development competencies.

School library staff or librarians in the Republic of Indonesia Law No. 43 of 2007 concerning Libraries are defined as someone who has competencies obtained through education and/or training of library staff and has the duties and responsibilities to carry out library management and services. In the Regulation of the Minister of National Education of the Republic of Indonesia Number 25 of 2008 concerning School Library Staff Standards, it is stated that each school library has at least one school library staff who is qualified as a high school graduate or equivalent and has a certificate of competency in managing school libraries from an institution designated by the government. The SLBN-A Citeureup Library has 8 library staff consisting of the technical library and library service sections. However, there are 5 people who are often on duty, namely Mr. Yedi Maryadi, Mr. Anwas, Mrs. Nurul, Mrs. Amel, and Mrs. Agustine. None of the library staff at SLBN-A Citeureup are graduates of the Library Science study program. Responding to the problem of the absence of library science study program graduates at SLBN-A Citeureup, according to Mrs. Arliana Wijayanti, S.Sos., M.Hum, library staff who are not graduates of library science study programs can still become library staff on the condition that they must attend education and training or

BIMTEK. It is hoped that by attending Diklat, BIMTEK, and others, library staff can understand library sciences well and be able to manage their libraries. That has become a requirement to become a manager in a school library. All library staff at SLBN-A Citeureup are self-taught by often attending workshops, seminars and BIMTEK to improve the quality of library staff and gain knowledge related to how library staff manage a good library. This is in accordance with government regulations on library staff standards, namely having competencies that can be obtained through training.

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UNESCO-IFLA library guidelines define library personnel as qualified and professional educational personnel responsible for planning and managing the school library, working with all members of the school community, and liaising with the public library and other libraries. In addition, there are support staff such as teachers, technicians, parents and volunteers. School librarians must be professionally trained and have additional training in educational theory and learning methodology. Therefore, the SLBN-A Citeureup library always includes its library personnel to attend workshops to gain knowledge and materials about the library so that the previously messy book storage can be reorganized according to the correct provisions. Although there are no graduates of the library science program, the library personnel at SLBN-A Citeureup try their best to provide the best service for their students.

According to [Prastowo \(2013\)](#), the success or failure of a library is highly dependent on the capacity of human resources (HR) in the library. This was emphasized by Soejono Trimo, who stated that the success or failure of library services depends on three factors: 5% for library facilities, 20% for the completeness of library material collections, and 75% from library staff directly or indirectly ([Prastowo, 2013](#)). From the results of the study, it is known that SLBN-A Citeureup has fulfilled these factors, especially in the readiness of library staff who play an important role in the implementation of GLS by trying as much as possible to

facilitate students and ensure the completeness of library materials so that blind students do not have difficulty when visiting the library.

According to [Lasa HS \(2013\)](#), the duties and responsibilities of school library staff are based on the competencies and qualifications they have. School librarians must consider several responsibilities, namely procuring library materials, managing library materials, empowering information materials, and library administration staff.

According to the research results, library staff in procuring library materials at SLBN-A Citeureup have done various ways by purchasing library materials that have been adjusted to the characteristics of blind students so that the books purchased are useful and useful to be used as a means of student literacy. Then, library staff independently procure braille books for blind students by having their own braille book printing so that new book collections can be easily and quickly converted into braille that attracts students to visit the library with the latest braille book collections. In addition, library staff collaborating with other parties to obtain grants and book exchanges to add to the library collection.

In managing library materials, the library staff at SLBN-A Citeureup also conducts inventory activities by checking collections, grouping collections, and stamping, classification, data input (cataloging, cover scanning, and barcoding), labeling, and shelving. Usually, old book collections will be selected and replaced with the latest book collections so that reading materials in the SLBN-A Citeureup library are always up-to-date and keep up with the times. Library staff are also responsible for cataloging and labeling books and CD collections in braille so that blind students do not have difficulty when finding the reading materials they need.

Then, the role of library staff in empowering information materials is to provide information services, reference services, circulation services, literature information searches, and internet services. Of all these services, the library staff at SLBN-A Citeureup have provided everything as much as possible so that users get their needs. Library staff promptly serve students who need information and provide reference services in the form of dictionaries, encyclopedias, and biographies. As for internet services, Wi-Fi is also available in the library so that students can access the internet network on their computers or smartphones in the area around the library to support literacy activities.

Finally, SLBN-A Citeureup also has special library staff who are responsible for carrying out administrative tasks in the library. These administrative tasks are in the form of responsibility for recording the process of borrowing and returning library collections, making work reports, managing matters related to finance, and managing facilities and infrastructure in the library. Although still done manually, the library staff at SLBN-A Citeureup have carried out these tasks so that the library runs and is managed properly so that evaluations of library services and programs can be carried out.

According to [Bafadal \(2009, p. 182\)](#), the definition of library staff competence is the basic ability that must be possessed by someone in managing a school library. The head and staff of school/madrasa libraries have 6 (six) competency standards, namely managerial, information management, educational, personality, social, and professional development competencies.

According to the research results, the library staff at SLBN-A Citeureup have met most of the standards of competency that library staff must have. From the managerial competency aspect, the library staff at SLBN-A Citeureup have implemented their policy, namely implementing the School Literacy Movement program by the Ministry of Education and Culture. Then, collection maintenance is also carried out by paying attention to damaged books and conducting detailed examinations so that damaged books will be checked in the

book inventory with evidence. The books in the library are also neatly covered so that they are not easily damaged and dirty

In terms of information management competency, as has been explained in the previous sub-chapter, the library staff of SLBN-A Citeureup always strives to develop library collections by purchasing new book collections for their students so that students are interested in visiting the library and collaborating with educational institutions to enrich the collection. In addition, the library staff are also child-friendly and always ready to meet the needs of visitors to the library by always paying attention to what students are looking for when they visit. If assistance is needed, the library staff will help find information or supervise students so that the information sought is in accordance with the characteristics of the students.

The library staff of SLBN-A Citeureup does not have a bachelor's degree in library science, but their educational insight does not reduce the services provided to students. The library staff there have sufficient experience to provide services for blind students because they are accustomed to the characteristics of students with various disabilities. Therefore, the services provided in school libraries in general cannot be equated with special needs school libraries. This is an advantage of the library staff there because not all librarians can understand children with special needs. On average, the library staff at SLBN-A Citeureup are in the realm related to ABK and do not make the lack of library science graduates an obstacle because they also continue to develop their skills by attending training and workshops on library management and information utilization.

Meanwhile, in terms of personality competency, the library staff at SLBN-A Citeureup certainly have high integrity and work ethic by always being consistent and committed to their work as library staff and making decisions based on honesty in accordance with applicable ethics and morals. In addition, they also have a high work ethic such as being disciplined when working and respecting time. The library staff also work hard in running the GLS program by arriving on time to prepare the needs of the GLS implementation, namely preparing books to be read and helping teachers in preparing materials.

The library staff of SLBN-A Citeureup always work together with teachers, principals, parents and other educators in implementing the GLS program. Library staff often communicate with teachers in terms of providing reading books for students to suit the children's learning materials. The role of library staff is as a facilitator in the implementation of GLS who also checks and supervises students when reading in the library and ensures that students' reading is appropriate for their age and characteristics. As well as making innovations for students by holding literacy activities and competitions that can be participated by all school residents. This is a form of social competence, namely building social relationships with residents in the school environment and building communication with good coordination and cooperation.

Then, the library staff of SLBN-A Citeureup also continues to develop their knowledge by participating in various training and comparative studies to large libraries such as the National Library or visits to schools that have good libraries so that the SLB library can add knowledge by duplicating things that are in accordance with the characteristics of the SLBN-A Citeureup library. The knowledge gained will be applied in the SLB library. In addition, literacy habits are carried out by holding routine activities such as storytelling and conducting educational activities that support literacy. This proves that library staff have professional development competencies.

#### **4. CONCLUSION**

Based on the results of research and discussion of research conducted by researchers regarding the implementation of GLS at SLBN-A Citeureup and the role of libraries and library staff in the implementation of GLS, the author found that the implementation of GLS at SLBN-A Citeureup has been running in accordance with the policy. In addition, the role of libraries and SLB library staff also have an important contribution to the success of the implementation of the GLS program at SLBN-A Citeureup. It can be concluded from the results of the research that has been conducted that the SLBN-A Citeureup library plays an important role in the implementation of GLS at SLBN-A Citeureup. The sustainability of the implementation of GLS activities depends on the library, therefore the involvement of the SLBN-A Citeureup library in the implementation of GLS plays a major role. The SLBN-A Citeureup library as a means of student learning has sufficiently fulfilled the function and purpose of the school library, namely providing facilities and infrastructure for residents in the school environment to carry out literacy by procuring book collections, learning CDs, and literacy support tools and placing reading corners in strategic places. In addition, the SLB library also supports the GLS program by providing innovations and literacy programs and services that are quite in accordance with the goals and functions of the school library. Along with the development of the times, the SLB library continues to improve quality and positive changes in order to support learning and carry out its role as a means of literacy at SLBN-A Citeureup, Cimahi City.

Meanwhile, the role of library staff can be said to be a factor in the success of the implementation of the School Literacy Movement at SLBN-A Citeureup. This is due to the contribution and role played by the SLBN-A Citeureup library staff in implementing the GLS implementation policy by the Ministry of Education and Culture. The role of library staff in the implementation of GLS at SLBN-A Citeureup is to be a facilitator in implementing the GLS program policy and preparing everything related to the needs of GLS activities at school. Library staff must have the competence and qualifications to manage the SLB library. The SLBN-A Citeureup library staff has met the qualifications according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 25 of 2008 concerning School Library Staff Standards and has fulfilled the duties and responsibilities as library staff. It's just that there are no library staff who come from library science study program graduates. The success of the GLS program at SLBN-A Citeureup will not be realized if there is no dominant role from the SLB library staff who help improve the literacy culture at SLBN-A Citeureup. GLS will also not be realized if there is no cooperation between library staff, teachers, and stakeholders at SLBN-A Citeureup. Parents of students also play a role in supporting their students in the implementation of the School Literacy Movement at SLBN-A Citeureup. So it can be concluded that the role of library staff is important in the implementation of GLS for blind students at SLBN-A Citeureup.

## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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