



The Role of Library and the Library of Special Needs School Staff in the Implementation of the Gerakan Literasi Sekolah (GLS) for Visually Impaired Students

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ABSTRACT	ARTICLE INFO
<p>This research aims to determine the implementation of Gerakan Literasi Sekolah and the role of libraries and library staffs of extraordinary 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 (1) 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. (3) 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>Article History: <i>Submitted/Received 27 Jan 2023</i> <i>First Revised 10 Feb 2023</i> <i>Accepted 10 Mar 2023</i> <i>First online 11 Mar 2023</i> <i>Publication date 31 May 2023</i></p> <hr/> <p>Keyword: <i>Library of Special Needs School, Library Staffs, Gerakan Literasi Sekolah, Visually Impaired Students.</i></p>

1. INTRODUCTION

SLBN Citeureup was established in 1984 as part of SLB Negeri Pajajaran in Bandung, which then based on the Decree of the Indonesian Minister of Education and Culture established it as SLB Negeri Section A Citeureup Cimahi. In SLBN-A Citeureup, it is included in section A, which is for those visually impaired. This inclusive education program itself is regulated 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 organized for all students who have physical, emotional, mental and social abnormalities according to the needs and abilities of students. Inclusive education is used as an effort to unleash 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)," statement which means that education is provided equally to all children, youth and adults with a quality and adequate environment to improve education through learning in schools and educational institutions. This is also no exception for people with disabilities who need special attention in studying, so that the access to education for all categories of people with disabilities is equal to other children.

Children or students who are considered people with disabilities usually demand education in special schools such as Sekolah Luar Biasa (SLB). In SLBN-A Citeureup, there are 5 types of children with disabilities, including children with visual impairments (visually impaired), children with hearing impairments (deaf), quadriplegics, tunagrahita, and autistic children. Children with special needs (ABK) usually have different characteristics from one another according to their respective disabilities, including visually impaired children. With appropriate learning and literacy activities, students such as the visually impaired, can read in various ways by modifying reading text into Braille writing so that visually impaired students can read just like the other children. Because of their limitations, there is an obstacle in carrying out the learning process. However, this obstacle can be overcome by the existence of libraries in special schools.

The SLBN-A Citeureup special needs school library is located in the SLBN Part A Citeureup, Cimahi which was established on December 22, 1986. Special needs schools have different learning methods from ordinary schools. Through this special needs school library, students from SDLB, SMPLB, and SMALB education levels have the ability to experience learning process 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 storybooks, braille Al-Qur'an, talking books contained on CDs, and video magnifiers, which are tools that use cameras and LCD screens to enlarge reading materials such as text in books and images. This tool is used for visually impaired people who have low vision or those who have residual vision. In addition to students at school, the special needs library also facilitates teachers with a collection of material books for student learning. Teachers usually visit the library to borrow books of learning materials or to accompany the students. These facilities can support the literacy activities of visually impaired children in special needs school libraries.

Literacy activities carried out by children with special needs in SLBN-A Citeureup Cimahi are handled in different ways. Because they have visual impairments, the literacy activities or programs given to them are not the same as children with other disabilities. Literacy activities carried out for visually impaired children at SLBN-A Citeureup are generally the same as ordinary schools, namely the existence of the School Literacy Movement (GLS) which is carried out in accordance with the Regulation of the Minister of Education and

Culture Number 23 of 2015 in the form of reading non-lesson books for 10-15 minutes before the class starts. The main purpose of this activity is to develop the student interest in reading and improve the reading skills of students, including visually impaired children. GLS is also carried out to improve the low literacy situation in Indonesia. Data states that in one year, Indonesia only publishes 72 million books with a total of 24,000 book titles produced per year. When compared to Indonesia's population of 240 million, this means that on average, one book is only read by three or four people. This does not meet the UNESCO standard that stated, ideally one person should read at least seven books per year ([Harususilo, 2021](#)). The fact that students' interest in reading is low is also supported by the results of the Progress in International Reading and Literacy Study (PIRLS) in 2021 which stated that Indonesia was in the 61st position out of 65 countries. Then in 2015 the OECD (Organization for Economic and Development) stated that the top five of the lists is occupied by Asian countries in the category of outstanding schools. However, Indonesia is not included in that list. While PISA (Program for International Student Assessment) data in 2012 showed that the students in Indonesia ranked 64th in terms of literacy competencies. From this literacy test, it shows that students in Indonesia belong to the lower rank.

Based on the results of the data mentioned above, 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 School Literacy Movement is a program or effort that involves all the elements in schools such as teachers, students, principals, educators, school supervisors, parents, school committees and others who are participatory in nature. GLS was launched as an answer to the low reading interest situation 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: 1) Reading silently; this means the learners reading their respective books that have been selected in a calm condition. In this process, the educator should assist the students in writing the title, the author of the book and the book page in their daily journal. 2) Reading aloud; this activity is assisted by the teacher as the person responsible for choosing good and useful books by considering moral values, contained messages, literature, and relevance to students. From these various activities, in addition to the 15-minute reading habit, special literacy activities organized by SLBN-A Citeureup are also carried out in the form of watching movies, listening to CDs, or storytelling. This activity is organized by the library staff and held once every week, precisely every Wednesday in their respective classes and the school hall. The average visually impaired child who participates in this activity is 5 people from each class. In addition, SLBN-A Citeureup also routinely sends its students to participate in competitions such as the National Student Art Festival and Competition (FLS2N) and the National Student Skills Competition for Children with Special Needs (LKS2N-ABK) as well as competitions held on commemorative days such as August 17 and October 28 Heroes' Day such as reading competitions, making poems, making essays, reading proclamation texts, reading the Constitution, and storytelling about the history of Indonesian struggle in the past.

In addition to literacy activities that support the GLS program, the implementation of GLS at SLBN-A Citeureup is also supported by the existence of reading corners in each class which are held specifically for visually impaired students to support the implementation of the School Literacy Movement in the form of reading braille books facilitated by the school library. So the students can read books that they have borrowed from the school library or read the books in the reading corners of each class. Visually impaired children usually carry out literacy activities every day using media and library materials such as CDs for general

learning and knowledge CDs. The reading material is what distinguishes the literacy activities of visually impaired children from other children with disabilities. The reading material served to the visually impaired students is in the form of braille books, audiobooks and electronic books. In SLBN-A Citeureup, visually impaired children live in dormitories so the school library visiting schedule can be done twice a day or more often than other children with disabilities. This makes it easier for them to utilize the library as a place to do literacy activities and borrow books that have been adapted so that they can be borrowed to be read in the dormitory or school yard or read on the spot.

The implementation of GLS can improve the reading skills aspect that are carried out to gain knowledge, abilities, and character building in visually impaired children. The School Literacy Movement program is carried out by considering the readiness of schools in Indonesia which includes the availability of facilities and 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 keep up with the development of science and technology. In addition to the role of special needs school libraries, the successful implementation of GLS is supported by library staff whose task is to provide all facilities related to the procurement of reading materials and services. To improve students' love of reading, adequate and good school library staff are needed as well as their assistance and teachers who are responsible in guiding the learning process of students at school. The SLB library is used as a means of supporting education for visually impaired students at SLBN-A Citeureup because it provides facilities and infrastructure as well as the procurement of collections that can be used by visually impaired students in meeting learning needs. In this process, library staff and teachers take an important role in helping school students and visually impaired students to get easy and precise information. To be able to help their students, library staff and teachers plays an important role in helping school students and visually impaired students to get information easily and accurately. To be able to help their students, library staff and teachers must have good and competent skills, especially in conducting information literacy.

Information literacy skills must be mastered by library staff and educators. However, the problem is that not all library staff 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 then visually impaired students also get poor learning outcomes. The abilities that must be owned by library staff in the information literacy program listed in the Regulation of the Minister of National Education of the Republic of Indonesia No. 25 of 2008 concerning the standards of School Library Staff which requires library staff to provide guidance on the information literacy process include: (i) identification of 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 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 the library, especially the SLB. Therefore, human resources who understand how to manage the library according to the characteristics of special school children are needed so that services can be carried out optimally for visually impaired children.

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

is important because handling public libraries and SLB libraries is different. The absence of library staff graduates from library science majors is an obstacle for the SLBN-A Citeureup library in implementing GLS because visually impaired children cannot be generalized with children in general. In addition, SLB libraries also conduct comparative studies to other SLB libraries as an effort to improve the quality of human resources. The competencies of library staff needed in the SLB library include those who understand the characteristics of visually impaired children and adjust their reading books according to the age of the child and are required to be able to assist them in visualizing illustrated reading books such as comics and fairy tales as well as accompanying children who visit the library so that they choosing the right books. Library staff are also needed to arrange the collection books and book layouts according to the standards so that visually impaired children do not have difficulties when visiting the library. Based on the guidebook for the implementation of GLS in Special Schools, the SLBN-A Citeureup library human resources have not met the standards and are still at 40% to the ideal standard. So, the 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 activities. In this era of information technology, library staff are not only required to perform services in the collection section but are also expected to be able to manage information in order to help users and library patrons when they need information (Rohmadi, 2016).

The researcher also contacted the person in charge of the SLBN-A Citeureup Library in Cimahi who stated that libraries in special needs schools and library personnel 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 visually impaired children. Therefore, the author is interested in conducting research with the title "The Role of the Library and the Library of Special Needs School Library staff in the Implementation of the School Literacy Movement (GLS) for Visually Impaired Students".

2. METHODS

The research method used by the author is the type of qualitative research. In terms of the data collected in the form of words, pictures, not numbers (Salsabila, Syamsir, Putri, and Rahmayanti, 2022). Then Abdussamad and Sik (2021) stated that qualitative research is a research method in which the researcher is used as a key instrument and is used to examine natural objects. While the approach used by researchers in this research is a case study approach, where researchers want to know in detail and thoroughly how the role of libraries and library staff in implementing the School Literacy Movement (GLS) at SLBN-A Citeureup. This research was conducted at SLBN-A Citeureup Cimahi, especially at the SLBN-A Citeureup library which is located on Jalan Sukarasa No.40, Citeureup, Cimahi city. The following is a further description of the profile of SLBN-A Citeureup Cimahi. In this study, the subjects were all residents in SLBN-A Citeureup Cimahi, especially those related to the SLB Library. This is in accordance with Riyanto (2023) that what is meant by the subject of research is the target of research.

The determination of informants in this study was carried out by snowball sampling because in certain situations, the number of research subjects involved could increase because the research subjects or informants who had been determined had not fulfilled the information needed or something happened that canceled the researcher to get a source of information. The author determines several criteria, from these criteria obtained research subjects who are considered to meet the characteristics of the SLBN-A Citeureup Library

Head, SLBN-A Citeureup Library staff or personnel, teachers and students with disabilities at SLBN-A Citeureup. Data collection was carried out by interviewing informants who had been determined, observation, and literature study.

3. RESULTS AND DISCUSSION

3.1 The Role of the Library in the Implementation of the School Literacy Movement (GLS) for Visually Impaired Students

The involvement of the library in the implementation of the GLS implementation at SLBN-A Citeureup Cimahi is very important. The library is the driving force of the GLS program as a means for students to do literacy and the literacy materials are also managed by library staff so that the implementation and succession of the implementation 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 school was established. However, its development stage must follow the times, especially in the fulfillment of reading books, braille books, and other complementary educational facilities.

Services and programs from SLB libraries also play an important role in supporting the implementation of GLS. The standards of facilities and infrastructure in this education sector must include learning spaces, places of worship, laboratories, playgrounds, sports venues, places of creation, and other learning spaces. This also includes the library as a means of student learning at school. The school library is expected to be a place for the provision of information and knowledge in supporting learning activities for students at SLBN-A Citeureup. Library services are an important element because in this place there are information dissemination activities, services, and utilization of library facilities. This service can be delivered directly or through library personnel who are tasked with assisting students in meeting their needs in the library.

Visually impaired students have visual impairments, so special needs schools have a special learning system in the process of learning and teaching activities for students at school. This also applies to the library. With this visual impediment, of course the SLBN-A Citeureup library has a special collection to meet the needs of visually impaired students, namely braille books, braille atlases, braille magazines, braille Al-Quran, and talking books in the form of CDs. 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 those who have low vision.

The existence of a library in an educational institution is a very important thing for those who are studying. This is because the library is an integral part of a school. This opinion is supported by the definition of school library according to Indonesian National Standards which states that a school library is a library located in a formal education unit in primary and secondary education which is an integral part of the school activities concerned and is a learning resource center to support the achievement of educational goals in the school concerned (Wahyuningsih, Rahardjo, Widiyanto, dan Sasmita, 2021). The library provides all information related to the process of teaching and learning activities at school and is a supporting tool for students to develop their potential at school.

SLBN-A Citeureup library is located in the SLBN-A Citeureup school environment in Cimahi. SLB is divided into several types, one of it is SLB-A which is specifically for students who have visual impairments or blindness. SLBN-A Citeureup was first established on December 22, 1986 in Cimahi which includes SDLB, SMPLB, and SMALB. The establishment

of SLBN-A Citeureup was accompanied by the SLB library. Through the school library, students' ability and talent for reading are developed. The school library plays a role in enriching students' knowledge, sharpening the brain, helping to find and develop students' interests in school.

Although it has a relatively small library room, the SLBN-A Citeureup library has no less than 1300 collections of braille books and books for children in general. This number is large because SLBN-A Citeureup only has 205 students in total. Responding to this, Mrs. Arliana Wijayanti, S.Sos., M.Hum as the library staff at the National Library said that according to the National Education Standards from SLB released in 2022, all libraries including SLB libraries have a minimum of 1000 collections. This collection is obtained through purchases with BOS funds and assistance from the Mitra Netra Foundation, an institution that helps visually impaired children. The support provided is in the form of software, general learning CDs, novels, and storybooks. The library has supported the school since the school was first established. However, the development stage must follow the times, especially in the fulfillment of reading books, braille books, and other complementary educational facilities. So that the collection in the SLBN-A Citeureup library is enough to meet the needs of visually impaired students as well as deaf, disabled, disabled, and autistic children.

In addition to the procurement of collections and books, the facilities and infrastructure in SLBN-A Citeureup Cimahi are adequate to support and facilitate the implementation of the GLS program. Based on the Guidelines for the School Literacy Movement in SLB, the implementation of GLS runs well by paying attention to the facilities and infrastructure that must be owned by the school, namely in the form of 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 infrastructure facilities. 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 so that when there is a new collection of books that are still in the form of general books, they can be directly converted into braille books. This is done to meet the needs of visually impaired students in conducting GLS. In addition, the SLB library provides learning CDs and other CDs that have been labeled with braille letters so that visually impaired students can easily find the desired CD collection. This CD can be listened to by visually impaired 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 Non Visual Desktop Access (NVDA) on computers as well as accessing internet services in the library. The library collection is also frequently updated to attract students.

With the procurement of collections and facilities in the SLB library, it has a positive impact in the form of an increase in visitors in the SLB library. The number of visitors can increase from 5-10 students per month. There are a total of 205 students in SLBN-A Citeureup based on data in 2021. Usually this increase in student visits is due to the new book collection in the SLB library so that it makes 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 the fulfillment of students' information needs at school with reading materials tailored to school children.

Based on the research results, the SLBN-A Citeureup library is a learning resource that supports the GLS policy at school. Libraries and literacy cannot be separated because the source of knowledge and learning is mostly obtained through books found 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 visually impaired students can run well accompanied by teachers who are competent in their fields. Before the existence of Permendikbud No. 23 concerning Cultivation of Budi Pekerti, one of the programs is reading books 15 minutes before learning begins, visually impaired students at SLBN-A Citeureup already had this reading program so that when there was a program from the government, teachers and school community had no difficulty adjusting the new policy. The habit of reading in the school environment has been carried out by students long before the Permendikbud No.23 program which makes SLBN-A Citeureup have preparation and experience in implementing these reading activities.

The library is also used as a place to learn for students other than in the classroom and in the school environment. The school library must be involved in all forms of literacy in the school. It takes cooperation between teachers and library staff for example in providing learning materials for students and what books should be provided by the library according to the request of the teacher concerned to match what students should read. Teachers usually assign students to go to the library to do the assignments given. Visually impaired students are guided by their teachers to make summaries of books and materials in the library. Library staff are responsible for supervising students in the library to ensure that their learning needs are met. This is in line with the purpose of the school library in assisting creative writing under the guidance of teachers and library staff.

In addition, the purpose of the library is to help develop students' interest and reading habits at school. The thing that is done is adjusting 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 on a regular and mandatory basis. 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 is also very helpful by often offering the latest storybooks 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 says that the strategy that must be carried out in the implementation of GLS is the expansion of access to student learning resources. To fulfill the purpose of the school library, which is to provide a variety of information sources that can be used in implementing the curriculum at school, the SLBN-A Citeureup library seeks to provide reading corners in strategic places such as in each class, place of worship, and student dormitories and create a supportive environment for reading by providing a comfortable atmosphere for reading anywhere in the school environment. So that students have no 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 students 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 at the distribution of student report cards whose prizes can be in the form of 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. These activities are routinely carried out once a month for visually impaired children in the form of watching movies together. This activity is called *Bioskop Keren*, which is a special activity for the visually impaired in the form of watching together in a talking theater made for the visually impaired. *Bioskop Keren* plays movies that are adapted to the abilities of visually impaired 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 novel books. The SLB library is in charge of buying books that are needed and have been adapted to the characteristics of children. 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 who have disabilities. Here is also quite complete for reading material so that students can make good use of the library. The SLB library also has tools for low-vision to read books that are enlarged with special tools. The SLB library also pays attention to the comfort of visitors by providing a place to read in the form of tables and chairs to sit and carpets for *lesehan* so that they can read comfortably. So that it is in accordance with the purpose of the school library, namely expanding and deepening 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 GLS Program for Visually Impaired Student in SLBN-A Citeureup Cimahi

The role of library staff in the implementation of the GLS program at SLBN-A Citeureup also plays an important role besides 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 properly. There must be a library staff who moves the main tasks and functions of this library so that it cannot run if there is no involvement from the SLBN-A Citeureup library staff. Therefore, library staff is needed who have the competence or basic ability to manage the school library. Things that must be owned by library staff include managerial competence, information management competence, educational competence, personality competence, social competence, and professional development competence.

School library personnel or library staff in the Law of the Republic of Indonesia No. 43 of 2007 concerning Libraries are defined as someone who has competencies obtained through education and/or training of library personnel and has 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 said that each school library has at least one school library staff with high school qualifications or the equivalent and certified competency in school library management from an institution established by the government. The SLBN-A Citeureup library has 8 library staff consisting of library technical and library services. But 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 graduated from the Library Science study program. Responding to the problem of the absence of graduates of the library science program at SLBN-A Citeureup, according to Mrs. Arliana Wijayanti, S.Sos., M.Hum, library staff who are not graduates of the library science program can still become library staff on condition that they must attend education and training or BIMTEK. It is hoped that by participating in training, BIMTEK, etc. Library staff can know library sciences well and can manage their libraries. It has become a requirement to become a manager in the school library. Library staff at SLBN-A Citeureup are all 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.

The UNESCO-IFLA library guidelines define library personnel as qualified and professional education personnel responsible for planning and managing the school library, working with all members of the school community, and liaising with public and other libraries. In addition, there are support staff such as teachers, technicians, parents and volunteers. School library staff should be professionally trained and have additional training in educational theory and learning methodology. Therefore, the SLBN-A Citeureup library always includes its library staff to take part in workshops in order to gain knowledge and material about libraries so that previously the storage of books was still messy, then the storage was arranged again according to the correct provisions. Although there are no graduates of the library science program, library staff at SLBN-A Citeureup make every effort to provide the best service for their students.

According to Afifah, Erwina, dan Rohman (2020), the success or failure of a library is highly dependent on the capacity of human resources (HR) in the library. This is confirmed by Soejono Trimo, who revealed that the success or failure of library services depends on three factors: 5% for library facilities, 20% for the completeness of the collection of library materials, and 75% from library staff directly or indirectly (Rukmana dan Marimin, 2017). From the research results, 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 making every effort to facilitate students and ensure the completeness of library materials so that visually impaired students have no difficulty when visiting the library.

The duties and responsibilities of school library personnel according to Wahyuni (2015) based on their competencies and qualifications, school library staff must consider several responsibilities, namely procuring library materials, managing library materials, empowering information materials, and library administration personnel.

According to the results of the research, 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 visually impaired students so that books purchased are useful and useful to be used as a means of student literacy. Then, library staff independently procure braille books for visually impaired students by having their own braille book printing so that new book collections can be transferred easily and quickly into braille form which attracts students to visit the library with the latest braille book collection.

In addition, collection procurement is carried out by library staff by cooperating with other parties to obtain grants and exchange books to add to the library collection. In managing library materials, library staff at SLBN-A Citeureup also carry out inventory activities by checking collections, grouping collections, and labeling, classification, data input (cataloging, scanning covers, and barcoding), labelling, and shelving. Usually the old book collection will be selected and replaced with the latest book collection so that the reading material in the SLBN-A Citeureup library is always up to date and keeps up with the times. Library staff are also responsible for cataloging and labelling books and CD collections in braille so that visually impaired students do not have difficulties when looking for the reading materials they need.

Then, the role of library personnel in empowering information materials is to provide information services, reference services, circulation services, literature information searches, and internet services. Of all these services, library staff at SLBN-A Citeureup have

made every effort to provide everything so that users get their needs met. Library personnel readily 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 computers or on their respective smartphones in the area around the library to support literacy activities.

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

According to [Rumani \(2014\)](#), the definition of library staff competence is the basic ability that a person must have in managing a school library. The head and staff of the school/madrasah library have 6 competency standards, namely managerial competence, information management, education, personality, social, and professional development.

According to the results of the research, library staff at SLBN-A Citeureup have met most of the standards of competence that library staff must have. From the aspect of managerial competence, SLBN-A Citeureup library staff have carried out their policies, namely implementing the School Literacy Movement program by Kemdikbud. Then, collection maintenance is also carried out by paying attention to damaged books and a detailed inspection is carried out so that the damaged book 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 competencies, as has often been explained in the previous sub-chapter that SLBN-A Citeureup library staff always try to develop library collections by buying 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, library staff are also child-friendly and always ready to meet the needs of library users who visit the library by always paying attention to what students are looking for when they visit. If assistance is needed, library staff will help find information or supervise students so that the information sought is in accordance with the characteristics of the student.

The SLBN-A Citeureup library staff does not yet 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 visually impaired students because they are familiar with the characteristics of students with various disabilities. Therefore, it is not possible to equate the services provided in school libraries in general with special school libraries. This is an advantage of the library staff there because not all library staffs can understand children with special needs. The average library staff at SLBN-A Citeureup is in the area related to children with disabilities and does not make the absence 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.

While in terms of personality competence, 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 discipline when working

and respect for time. Library staff also work hard in carrying out the GLS program by arriving on time to prepare the needs of GLS implementation, namely preparing books to read and assisting teachers in preparing materials.

SLBN-A Citeureup library staff always cooperate with teachers, principals, parents and other educators in running the GLS program. Library staff often communicate with teachers in terms of providing reading books for students to match children's learning materials. The role of library staff is as facilitators in the implementation of GLS who participate in checking and supervising students when reading in the library and ensuring that student reading is in accordance with their age and characteristics. As well as making innovations for students by holding literacy activities and competitions that can be participated in by all school members. 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, SLBN-A Citeureup library staff also continue to develop their knowledge by attending various kinds of training and comparative studies to large libraries such as the National Library or visits to schools that have good libraries so that SLB libraries 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 habituation is 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 the research and discussion of the research that has been conducted by the researcher regarding the implementation of GLS at SLBN-A Citeureup as well as the role of the library 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 SLB libraries and library personnel also has an important contribution in the successful implementation of the GLS program at SLBN-A Citeureup. It can be concluded from the results of the research that the SLBN-A Citeureup library plays an important role in the implementation of GLS at SLBN-A Citeureup. The continuity of GLS implementation activities depends on the library, therefore the involvement of the SLBN-A Citeureup library in the implementation of GLS plays a big role. The SLBN-A Citeureup library as a means of student learning has adequately fulfilled the functions and objectives 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 sufficiently in accordance with the purpose and function of the school library. Along with the times, the SLB library continues to improve its quality and make positive changes in order to support learning and carry out its role as a literacy tool at SLBN-A Citeureup Cimahi.

Meanwhile, the role of library staff can be said to be a success factor in the implementation of the School Literacy Movement at SLBN-A Citeureup. This is due to the contribution and role played by SLBN-A Citeureup library staff in implementing the GLS implementation policy by Kemdikbud. The role of library staff in the implementation of GLS at SLBN-A Citeureup is to be a facilitator in carrying out the GLS program policy and preparing everything related to the needs of GLS activities at school. Library staff must have

competence and qualifications in managing the SLB library. The SLBN-A Citeureup library staff has met the qualifications in accordance with 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 of 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 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 visually impaired students at SLBN-A Citeureup.

5. AUTHOR'S NOTE

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

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