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Exploration of School Library Services for Students with Disabilities

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Abstract

To implement inclusive education, schools need to provide a range of services for students with disabilities. One component that must be adapted is the school library, which must also create an inclusive environment so students with disabilities can access it. This research aimed to examine and explore school libraries' readiness to provide services for students with disabilities. This was qualitative research. The research was conducted in five school libraries in the Special Region of Yogyakarta. Data were collected through library accessibility checklist forms from IFLA, in-depth interviews, and documentation analysis. Ten informants participated, while documentation was examined from school-owned documents, websites, and school library profile videos. The results showed that only two school libraries were well prepared to provide services for students with disabilities, one of which already provided special services for people with disabilities. In contrast, other libraries have not provided services for students with disabilities because there is no need for internal schools. However, some of the school libraries have done mapping and planned the needs for developing disability services to optimize library services.

Keywords: school library, library service, accessibility, students with disabilities

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1. Introduction

The concept of Inclusive education is an innovative education service system and a strategy to expand access to education for students, one of whom is a student with disabilities, by providing regular education settings [1], [2]. Implementing inclusive education will undoubtedly make schools achieve a higher education system quality, fair, and equitable. There are many things that schools need to prepare for inclusive education, one of which is facilities. In educational facilities, accessibility is one of the issues for students with disabilities. The accessibility of educational facilities relates to schools' ability to provide easy access to education for students with disabilities from building and school layout issues, services, and other aspects [3].

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The school library, as one of the educational facilities, is an integral part of a school. The existence of the school library serves as an information resource center for students in the school. Also, it becomes one of the strategic elements in disseminating information and knowledge for students. A well-organized and systematic school library, directly or indirectly providing convenience for the learning process of teaching in schools [4]. In the implementation of inclusive education, schools must adapt to school libraries. School librarians must be reliable and create an inclusive environment accessible for students with disabilities [5]. School libraries are essential in providing a welcoming, comfortable, and accessible environment for students with disabilities [6]. Added by Murray, librarians should also be aware and sensitive to the presence of students with disabilities in schools as libraries can meet their information needs [7].

The Special Region of Yogyakarta is currently considered one of Indonesia's province that also pay attention to disability groups—proven by The Local Regulation No. 4 of 2012 on the Protection and Fulfillment of disability rights. In formal education, there are currently 163 high schools spread across the Special Region of Yogyakarta, consisting of 69 public schools and 94 private schools. Statistical data of high school, the number of schools in the Special Region of Yogyakarta shows the largest percentage in Indonesia of 101.23% with details of 163 schools with the number of libraries as many as 165. Based on the statistical data, school libraries' conditions in the Special Region of Yogyakarta found that 51.51% of high school libraries are in good condition, and 40% are in mild damage [8].

Historically, several school libraries in The Special Region of Yogyakarta have won the national school library competition. The library and archive office of Yogyakarta Special Region also regularly provides mentoring and coaching to school libraries in the Special Region of Yogyakarta. Therefore, this study wants to identify and analyze how school libraries provided services in The Special Region of Yogyakarta.

2. Related Works/Literature Review

Accessibility is defined as the convenience provided for people with disabilities in order to realize equality of opportunity. Furthermore, accessibility rights for people with disabilities include the right to utilize public facilities and obtain decent accommodation as a form of accessibility for individuals. Several research on library accessibilities has been conducted in Indonesia.

Research tends to assess accessibility in public libraries as done in Diana, Dewiki, and Igiriza research; the study was conducted at public libraries in South Sumatra using IFLA

checklist standards with qualitative methods. The results showed an accessibility rate of 41.17%. Accessibility constraints faced by libraries are funding and human resources that do not yet have particular competencies [9]. Furthermore, the research was conducted by Handari at the public library in Banjarnegara Regency, Central Java. This research was conducted using a quantitative method that aims to evaluate the implementation and factors that affect library services for disabilities. The results found that the library has not been entirely successful in realizing good accessibility for disabilities. It because there are no disability-friendly facilities in the library yet. In addition, the collections that are served are also not well available for disabled people. The obstacles faced are funding and things related to bureaucratic pathologies [10].

Several related studies were also conducted in the educational environment. One of the studies was conducted with qualitative design at one of the universities. This study aims to analyze the accessibility of disabilities in the academic library building. This study shows the need to prepare friendly facilities for students with disabilities in the library building, such as ramps, toilets, doors, and parking areas [11]. In addition, research in the school library has also been conducted such as research in one of the high schools in Yogyakarta. This study aims to describe the process of developing services for the person with disabilities with qualitative methods. The study results mentioned that the school library had developed public services in services for library users, especially visually impaired students from other schools. However, the study has not been identified concerning the accessibility of library services specifically [12]. Another study, analyzing the library services of a special school in Yogyakarta with qualitative methods. The results found that the study was more likely to assess the accessibility of services from the physical building and library facilities

This study aims to map how services in five school libraries are in the context of service accessibility for students with disabilities. In other studies, it was only conducted in public libraries. While in school libraries, the context of research is limited to physical accessibility or library buildings only.

3. Material & Methodology

The research method applied in this study is qualitative. The research data collection was conducted at the High School Library in the Special Region of Yogyakarta. Five schools focus on this research, where each school is a representative of each region in the Special Region of Yogyakarta. Data collection is conducted from June to October 2020. In this study, the informants had ten people consisting of the head of the school

library, librarians, and teacher-librarians in each school library. Research data is also obtained through document studies and observing school libraries using checklist form by IFLA to access libraries for the person with disabilities checklist [13]and programs/activities conducted by libraries. The data collection techniques in this study use observation and in-depth interviews. The data validity technique used is a triangulation technique. In comparison, the analysis technique performs data reduction, presentation of data, and withdrawal of conclusions.

4. Results and Discussion

This study's service aspect refers to service and communication that has coverage regarding the service and communication procedures provided by the school library to people with disabilities [13]. The components assessed in this aspect consist of:

TABLE 1: Items on Service and Communication

No	Sub Aspects	Items
1	Training for librarians/staff	3
2	Special Services for Disabled Users	4
3	How to provide information for visually impaired people	4
4	How to provide information for hearing impaired persons	4
5	How to provide information for a person with reading difficulties	3
6	How to provide information for a person with physical disabilities	2
7	How to provide information for a cognitively disabled person	3
8	Information to patrons with disabilities: media format required	5
9	Website	8
10	Cooperate with disability organizations and individuals	6
Total item of service and communication aspects		**48**

Based on the results of the researchers' observations, the following table presented a comparison of the level of conformity of aspects of service and communication in the school library:

TABLE 2: The aspect of service and communication in this research

No	School	service and communication aspects
1	School A	53,84%
2	School B	69,23%
3	School C	53,84%
4	School D	38,46%
5	School E	38,46%
Average		50,76%

Based on the table above, school libraries' service and communication aspects in The Special Region of Yogyakarta are mostly above 50%, namely School A, School B, and School C. The importance of developing the services and communication in the library is explained that all librarians should know the type of disability and provide the best service for people with disabilities [14]. This study's service and communication aspects consist of training provided by the library for staff, special services for people with disabilities, how to provide information for people with disabilities, websites, and partnerships built by libraries with disability organizations as detailed in table 1.

School B library became a well-prepared school library in providing services for people with disabilities in this study because it had the highest percentage of this study. It is seen from observations and document studies conducted. Some partnerships have been built and carried out by school libraries with existing disability organizations to utilize library services. Related programs have been developed by the School B Library for services for people with disabilities. Here are the results of the interview with the Head of Library as follows:

> "We have held competitions for them (people with disabilities, assisted by KOMPUSTA or The Cadet Librarian Community such as singing competitions, poetry reading competitions, Jingle Competitions, and providing services for their reading needs (as they wish, we will provide the right collection). There is also a program whispering cinemas, those who are visually impaired can watch movies assisted by KOMPUSTA." (IS, October 15, 2020)

Observations also support these results through library profile videos known that School B Library is actively involved in providing services for the disability community. In the video, the library organizes a whispering cinema program by optimizing the mini-theater space in the library where the library cadre students accompany blind friends to watch cinemas. Also, the School E library has been working with outstanding schools in providing braille collection services, although it is not yet routine. In developing services and communication in the library, Library School E has established a partnership with organizations with disabilities such as special schools or the library's central organization, namely the regional public library. In general, however, libraries do not yet provide special services for people with disabilities. The following interview excerpt indicates this:

> "The library does not yet provide special services for people with disabilities.
> This particular service does not exist because there are no students with

special needs, and School E does not include inclusive schools." (IK, October 15, 2020).

However, the library still provides optimal service if there are people with disabilities who are public or other than the school community. Thus, the library has also provided a special computer for the visually impaired form of library commitment. While in other school libraries, it is found that the service and communication aspects of the library still do not meet the IFLA standards. This shows that the library has not provided maximum service for the users, especially those with disabilities. However, some libraries are already planning to develop services for people with disabilities, even though there are no disabled people in the school library. It is seen in the interview results in the School A library as follows:

> "Because in School A, there are no students with special needs, so the library has not conducted a specific needs survey related to disability. Nevertheless, we already have a desire for services for people with disabilities by working with the regional public library for the procurement of braille books, and we have built an easy library entrance for people with wheelchairs." (AN, October 21, 2020).

The findings above are in line with Irval & Nielsen, which explains the importance of partnership between libraries and disability organizations is indispensable to serving all educational groups and improving the credibility of school libraries in terms of services and programs [13]. Some programs that can be done are to conduct meetings, create joint projects and visits, where some of these things have been done by several school libraries in the Special Region of Yogyakarta. School library partnership with other organizations, especially disability organizations, is one of the new things today. School library cooperation with other organizations, especially disability organizations, is one of the new things today. The implementation of this partnership activity is influenced by several factors, namely the leadership of the principal and head of the library, culture of innovation, development of expertise and knowledge of employees and work teams and partnerships, innovation performance, and library network [12]. Through the partnership with disability organizations, will provide optimal services and can increase the credibility of the library [15].

5. Conclusion

The provision of service and communication aspects of school libraries in The Special Region of Yogyakarta has not been optimal. It is shown with an average observation score of all five schools using a checklist sheet of only 50.76%. The observation item that has been good in this aspect is the partnership that has been done by the school library, while other items have not been maximal. It is known that only two school libraries have cooperated with existing disability organizations, while others only work with public organizations such as public libraries and nearby school libraries. One of the schools already providing good service and communication by collaborating with a blind foundation to whispering cinema services is one of the library's flagship programs. The main reason is not the school library's maximum service because there are no students with disabilities so that the library has not provided special services. However, some libraries are already planning for the optimization of services for disabilities in the library.

Acknowledgment

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