

# ICoASL 2013



**Special Libraries towards Achieving Dynamic,  
Strategic and Responsible Working Environment**

**April 10-12, 2013**

**Philippine International Convention Center  
Pasay City, Philippines**

<http://units.sla.org/chapter/cas/ICoASI-2013.htm>



# **ICoASL 2013**

## **Souvenir Program**

### **(Electronic Version)**

**Special Libraries towards Achieving Dynamic,  
Strategic and Responsible Working Environment**

**April 10-12, 2013**

<http://units.sla.org/chapter/cas/ICoASI-2013.htm>



**Learning Commons Initiative as a strategy to improve Library Services:  
A Case Study of Sampoerna Corner in Diponegoro University-Indonesia**

**Sugeng Priyanto<sup>1</sup>**

Librarian

Diponegoro University  
Jl. Prof Soedharto, Tembalang  
Semarang, Indonesia

Email : [su\\_enk76@yahoo.co.id](mailto:su_enk76@yahoo.co.id)

**Lis Setyowati<sup>2</sup>**

Librarian

Faculty of Engineering  
Diponegoro University  
Jl. Prof Soedharto, Tembalang  
Semarang, Indonesia

Email : [alis\\_sala3@yahoo.com](mailto:alis_sala3@yahoo.com)

**Harini Desi Utami**

Librarian

Yogyakarta State University  
Jl. Colombo, Karang Malang, Yogyakarta 55281  
Yogyakarta, Indonesia

Email : [desiutami@gmail.com](mailto:desiutami@gmail.com)

**Abstract**

Education world has tremendously changed in the past few decade, including in higher education. This is due to a new learning paradigm; the rapid growth of technology, and the rise of the digital natives. New approach in education need to be done accordingly. One way to do this is by transforming all the supporting units, including the library. Such changes becomes a concern not only for the library itself but also for other stakeholders, such as corporations. Through their Corporate Social Responsibility (CSR) program, corporations took their part in supporting library transformation. This can be seen in the initiative done by PT HM Sampoerna, a giant cigarette industry in Indonesia. PT. HM Sampoerna has established Sampoerna Corner (SC) in 7 university libraries in Indonesia, including in Diponegoro University. SC came up with learning commons, a relatively new concept in library services not only for Diponegoro University, but also for most libraries in Indonesia. The implementation of such new concept will surely raise some questions : *how is learning commons implementation in the SC in Diponegoro University, how's the progress and what are the barriers of its development? These questions will be answered through a study of the establishment of the common.*

---

<sup>1</sup> To whom all correspondences should be addressed

<sup>2</sup> Currently enrolled at the Library and Information Management Program – The Graduate School of Gadjah Mada University, Yogyakarta, Indonesia



Keywords : Corporate Social Responsibility; learning commons; customer care; sampoerna corners, Diponegoro University

## **Introduction**

There has been huge changes in academic landscape in the last decade, including in higher education. This is due to the rise of a new paradigm in learning theory; technology development and the emergence of the new generation, the digital natives (Brown in Oblinger and Oblinger, 2005). A new learning theory, the constructivist paradigm, views learning as a way to built understanding, and that new understanding construction is done by assimilating new information to an existing knowledge. Other factor that affects the academic landscape is the rapid development of information technology. Information technology, such as computers, projectors, mobile devices, internet, etc. are commonly used as pedagogical tools. Not only that, as technology becomes more innovative, cheaper, and more accessible, thus becomes more and more widely used, including by much younger generations. These young generations, who are familiar with technology, becomes new students in the universities now. They are called the digital natives, those who are born with digital technology as part of their life. Their characteristics are described as : digital literate, always connected, demand immediate response, prefer learning by doing, high social interaction, prefer collaborative activities, prefer structure, demand high of interactivity, prefer images than text, able to multitask, prefer games to “serious” work (Oblinger & Oblinger, 2005; Prensky, 2001). With such characteristics, they need different pedagogical methods.

All the above factors caused a new education paradigm approach in education need to be done accordingly. One way to do this is by transforming all the supporting units, including the library. Library, which serves as an information source within an academic institution, have to adapt its environmental changes. They have to facilitate the implementation of the new pedagogical approach; to provide the technology needed by their patrons, and beyond this, to facilitate access to information.

Access to information becomes an issue as the library should be aware of, since there has been a change in users' information behavior, that is, of the digital natives'. With their characteristics, digital natives have different needs and wants, including in information

provision. They prefer instantly available information, such as digital information, and are willing to share it through collaborative activities. For them, a space which accommodate collaborative activities, provide technology facilities such as free high-speed internet access, availability of information resources in various formats, comfortable seating, cool aired room and also entertainment facilities becomes very attractive. These phenomena drive the emergence of a new concept in library services, that is learning commons.

### **Literature Review**

Learning commons is a term that is getting more often to hear nowadays. Weiner, Doan and Kirkwood described the term as

“a place that fosters the development of the twenty-first century scholar and practitioner by integrating the library and other campus student support units. It is a multifunctional, flexible space that deeply integrates the library into the lives of students in collaboration with other campus departments and services. It is a neutral space that brings partners together to support learning initiatives. It is a workplace for students that may include formal and informal areas. It is a location for collaborative work, knowledge generation, and innovation.” (Weiner, Doan and Kirkwood, 2010).

The term itself is often used interchangeably with information commons (Bailey, 2008). According to Lippincot both share the following things in common: access to content (print and electronic), access to power, hardware and software, and lastly access to assistance in the use of technology and content (Dale, Beard and Holland, 2011).

Referring to Bailey, Miller listed the characteristics of information commons/learning commons, those are : physically located in a library; access to traditional library services; technology rich environment; integrated into traditional library services; access to full range of software; collaborative learning and workspaces (Miller, 2006).

Those characteristics reflect the shift of library philosophical foundations. Learning commons shows not only the shift of library function from being the protector of information resources to being the facilitator for access to information resources (Harland, 2011: xiv) but beyond that, it shows that library is no longer valued merely as physical space where people can come to read books, but more of an intellectual space, where people from different discipline can gather and collaborate, or even facilitate the process of contribution sharing among the academic and public communities (Council on Library and Information Resources, 2005: 76).

Such philosophical changes definitely affect library management, including the facilities, services, the human resources and the library regulation.

### **Learning Commons development: taking the help from corporations**

The establishment of a learning commons requires the commitment of the library for facilities provision and information access. However libraries often face another dilemma that is budgetary issues. With the lack of fund, libraries find it difficult to accommodate the provision of facilities and information access.

This problem is faced by most Indonesian libraries. In this case, the library doesn't have to face it alone. Private sectors offer the help to overcome the problem. Corporations' concern over library as an education facility, has led them to give support for library development through their Corporate Social Responsibility program. They regard it not only as part of their business principles of balancing profit (business), people (community) and planet (environment) (Elkington, 1994) in order to gain sustainable business, or as part of their social obligation for the community, and beyond that, there is an awareness that it is the right thing for the companies to do. It is deemed as a contribution that corporations can make for community development.

Corporations contributions for community development in Indonesia can be seen from library empowerment. A research conducted by Irawati and Rachman showed that banking corporations has made contribution in empowering university libraries in Indonesia (Irawati and Rachman, 2012). Banking corporations along with corporations from other sectors played significant role : as a provider of technical assistance to libraries; a facilitator by giving non technical assistance; a motivator by promoting reading habit and encouraging the community members to get involved in library development; an enabler that helped libraries and library users for better information access; and as empowerment agent that encourage libraries and community members to optimize their potency (Rahayuningsih and Setyowati, 2012).

One of the initiative done by corporations in library development is by developing learning commons in university libraries in Indonesia. We provide Sampoerna Corners (SC) as an example for private sector initiatives to develop learning commons in Indonesia.



### **Sampoerna Corners : learning commons in a small package**

In Indonesia, the growth of learning commons within higher education can be traced back in 2004. It was initiated by American Embassy who established American Corners, in partnership with several university libraries in Indonesia. Other learning commons began to emerge since then, those are : Sampoerna Corners,

BNI Corners, National Building Corners, etc.

As one of learning commons initiatives, Sampoerna Corners, were developed in Indonesia since 2005. These corners were established by PT HM Sampoerna, as part of their Corporate Social Responsibility program. The corporation's concern over education as the key to solve the problem of Indonesian human resources made them carried out "Sampoerna Goes to Campus" program. They try to make real contribution for education, by holding several activities. One of the activities is by supporting university libraries development. They believe that library, as part of education supporting unit, should be highly valued. Library facility provision should gain high priority because they are an absolute necessity to support learning activities. Therefore, they establish SC at several university, as part of library facilities.

SC is established in partnership between each university and PT. HM Sampoerna. The first SC to establish was in Brawijaya University (Malang – East Java) in 2005. The success of SC in Brawijaya University encourage HM Sampoerna Tbk to replicate it in 6 universities throughout Indonesia, those were Sriwijaya University (Palembang-Sumatra), Institut Teknologi Bandung (Bandung-West Java), Pajajaran University (Bandung-West Java), Gadjah Mada University (Yogyakarta-Special Region of Yogyakarta), Diponegoro University (Semarang-Central Java), and Institut Teknologi 10 November Surabaya (Surabaya-East Java).



### **Sampoerna Corners in Diponegoro University**

Sampoerna Corner in Diponegoro University library was established since 2006, under Memorandum Of Understanding between Rector of Diponegoro University and PT. HM Sampoerna Director. The joint program was designed as a 5 year contract. Diponegoro University provides the space in the library, including the staff to deliver the services, while PT. HM Sampoerna provides the facilities within the area also information resources, such as books, audiovisuals collections and internet access and also the operational cost. The corner was designed to encourage students to get involved in entrepreneurial activities, therefore the collections and the activities carried out by them are mostly related to business and management. In Diponegoro University, SC is the first corner established through private sectors' CSR



programme. The corner brought new atmosphere to the library of Diponegoro University. It gave a less formal image for the library. This new image can be instantly seen since the corner is located in the very front side of the library. The exterior is designed with big windows, allowing the passer by to see the facilities and the activities in the corner. The interior itself looked modern and different from other parts

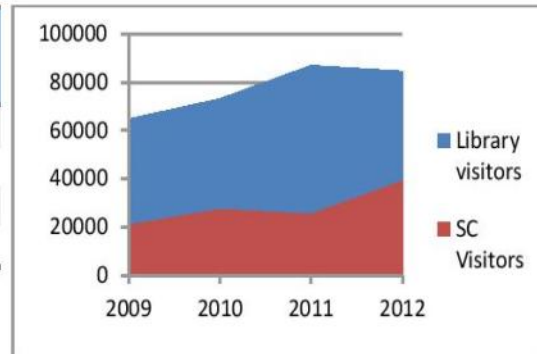
of the library. These gave more attraction of the corner among library visitors.

Library visitor's interest to use the facilities provided by the corner can be seen from the number of its visitors. For the past four years, the average percentage of SC visitors is 36.07 % of the total library visitors.



Year	Number of Library Visitors	Number of SC Visitors	Percentage
2009	64,781	20,702	31,96 %
2010	73,150	27,249	37,25 %
2011	86,984	25,217	28,99 %
2012	84.604	38,974	46,07 %

Table 1. Data of Library Visitors



It is interesting to notice that in 2012, there was significant increase of SC visitors. SC visitors was almost half of the total library visitors. This showed that library visitors interest to access SC was still higher than their interest to access other library facilities.

### SC Services

SC services are available from 08.00 AM to 04.00 PM. and at 10.00 AM to 02.00 PM, SC will be at its busiest hours. SC is regularly too crowded during those hours, making it less enjoyable for the visitors. But this doesn't make them less enthusiastic to visit the library, since they can access various services provided. The services provided include :

#### 1. Access to SC facilities

Although SC is quite small, only 72 m<sup>2</sup>, it provides many facilities that are not widely available at the library, such as air conditioned room, carpeted floor, comfortable coach.

- Free internet access

This seems to be the main attraction for the users. Although SC has already provide computers to facilitate the users in accessing the internet, there are more and more visitors who use their own



mobile devices to access the internet.

- Comfortable room

SC provides comfortable room to facilitate various activities. SC visitors can have a group discussion or even just watching cable TV with their friends.

- SC collections.

SC visitors can access SC collections, which consist of 916 popular books; 137 DVDs and 1 CDs. These collections were then developed with E-book collections in 2010. These E-books are mostly on business, banking, law and management, with a total of 488 titles. All of these collections helped the library in information provision and helped the users who wanted to get information in many the subjects related to economics. SC would be a one stop study center for anyone to learn more about economics, particularly about entrepreneurship.

- entertainment facilities

SC visitors can access audiovisual collections, even cable TV which serves not only for educational purposes, but also for entertainment.

## 2. Access to help desk

SC visitors can ask the help from the staff on : library research, such as access to electronic collections such as e-journals and e-books; how to find books, etc. They can also take the benefits from the computer support service, where they can ask about software or wireless network.

They can access the learning support services as well, this is particularly learning support on entrepreneurship. SC carried out various workshops, such as training on eBook access which was held on 21 June 2010; entrepreneurship seminar entitled “Strategi Peluang Usaha ‘Kesempatan dan Tantangan’” which was held on 18 January 2011; and also “Creative Prenuer” workshop entitled “ Aku bisa, Kamu Juga Pasti Bisa” which was held on 8 June 2011.

These activities, facilitated by Yayasan Pengembangan Perpustakaan Indonesia (YPPI), were not carried out in a formal setting. SC combines both education and entertainment to attract more students to join the activities, such as by having popular

singer as a guest in the event and inspirational young entrepreneur as a speaker who share their experience and motivate students to become entrepreneur.

These activities can also be seen as a commitment of SC to facilitate students to learn about entrepreneurship. Just providing books and audiovisual collections is not enough in to get them engaged with SC, therefore SC developed many programs to get the students involved in SC activities. Through these programs, it is hoped that SC can develop its own community, those who are interested in entrepreneurial activities.

As part of the commitment to provide better services for library user, SC staff gathered inputs and complaints from the visitors. The suggestions they make are: to provide more computers, bigger bandwidth for better internet access, more popular book collections, new



regulations that allow users to borrow SC collections. But such suggestions could not be responded by PT. HM Sampoerna as quick as possible since evaluation is not regularly held. The problem with evaluation was then solved with the role of YPPI as a mediator between SC and Sampoerna Foundations, a no-profit organization who manage CSR funds from PT. HM Sampoerna since 2011. At the end of the 5

year programme an evaluation was conducted, recommending the continuation of SC, improvement of SC facilities and also a mediator which serve as a communication channel between SC and SF.

### **Conclusion and Recommendation**

Cooperation between libraries and corporations through CSR programs should be encouraged to be done. Although other institutions might regard certain companies, including tobacco companies, should not be involved in such cooperation, Diponegoro University has its own policy to embrace CSR from them. Diponegoro University has strick rules though, by not allowing marketting campaign within university area.



Such policy benefits library development. SC is the an example of how CSR has helped library to grow. SC brought new atmosphere for Diponegoro University atmosphere. Not only it introduce new services but beyond that, a new concept, that is learning common. Although SC is quite small and and only facilitate access to information on limited subjects, it has proved its roles in fulfilling library user needs. Therefore, learning commons which was initiated by SC could be a model for further development. It should be adopted by the university for a broader scope. The university should develop a learning commons in a spacious area, so that it can facilitate more students to do their various activities comfortably in the library. The university not only should provide the technologies that the user need and facilitate information access, but also prepare the qualified staff to manage the learning commons. Attention should also be given to library interior, to attract more users to come and to make them enjoy being in the library. For such development, the university may consider the help from private sectors.

As for the development of SC itself, regular evaluation should be carried out and follow up actions must be taken to prove the CSR commitment of the corporations. Further CSR role can be played by encouraging and supporting libraries to hold various activities, to give a more dynamic atmosphere for the learning commons.

### **Bibliography**

- Bailey, D. Russel and Barbara Gunter Tierney. 2008. Transforming Library Services Through Information Commons: case studies for the digital age. Chicago : American Library Association
- Bennet, Scott. The information or learning commons : Which will we have? Available at <http://www.libraryspaceplanning.com/assets/resource/Information-or-Learning-Commons.pdf> accessed on 19 September 2012
- Council on Library and Information Resources (2005). Library as place: Rethinking Roles, Rethinking Space. Available at <http://www.clir.org/pubs/reports/pub129/pub129.pdf>. Accessed on 12 January 2011.
- Dale, Penny, Jill Beard and Matt Holland. 2011. University Libraries and Digital Learning Environment. Farnham: Ashgate Publishing.
- Harland, Pamela Colburn. 2011. The learning commons: seven simple steps to transform your library. California: Libraries Unlimited.
- Irawati, Indira and Yeni Budi Rachman. 2012. Library Empowerment Program Through Corporate Social Responsibility: A Study on Banking At University of Indonesia. A Paper presented for the 15<sup>th</sup> CONSAL Meeting and General Conference. Bali, 28-31 May 2012. Indonesia
- John Elkington, "Towards the Sustainable Corporation: Win-Win-Win Business Strategies for Sustainable Development," California Management Review 36, no. 2 (1994): 90–100.



- Miller, Michael D (2006) Learning Commons: The University of Michigan Experience. Available at [http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=lib\\_dean](http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=lib_dean) accessed on 19 September 2012
- <http://www.pustakaindonesia.org/2009/02/28/sampoerna-corner/>  
<http://perpustakaanindonesia.blogspot.com/2009/11/sampoerna-corner-undip.html>
- Oblinger, Diana G. and James L. Oblinger. 2005. Educating the Net Generations. Available at <http://net.educause.edu/ir/library/pdf/pub7101.pdf>. Accessed on 19 September 2012
- Prensky, Marc (2001). Digital Natives, Digital Immigrants. Available at [http://www.albertomattiacci.it/docs/did/Digital\\_Natives\\_Digital\\_Immigrants.pdf](http://www.albertomattiacci.it/docs/did/Digital_Natives_Digital_Immigrants.pdf) accessed on 5 October 2011
- Rahayuningsih and Lis Setyowati. 2012. It's Time to Give Back : The role of Corporate Social Responsibility in Supporting Library Development in Indonesia. A Paper presented for the 15<sup>th</sup> CONSAL Meeting and General Conference. Bali, 28-31 May 2012. Indonesia
- Sharon Weiner, Tomalee Doan, and Hal Kirkwood, 2010. The Learning Commons as a Locus for Information Literacy. Available at [http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1161&context=lib\\_research](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1161&context=lib_research), Accessed on 11 September 2012

#### **Acknowledgement**

The ideas presented in this paper have benefited from discussions with Ida Fajar Priyanto. Authors also would like to express gracious acknowledgement to Prof. L. Sulisty-Basuki who read and comment this paper.