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The Collaboration System between Library Managers and Teachers during the Covid-19 Pandemic in Supporting Learning in Indonesia

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Abstract

The COVID-19 pandemic has impacted various aspects of life. One aspect affected is the educational aspect, where the learning process must be carried out through online learning. Given that online learning has never been implemented before, all available learning resources will significantly help schools achieve learning goals. The school library is the closest learning support source to provide a smooth online learning process. SDN Karya Mulya library implements collaboration between the library manager and teachers, especially in supporting student learning during the Covid-19 pandemic. This study aimed to determine the collaboration system between the library manager and SDN Karya Mulya teachers during the Covid-19 pandemic supported learning. The research method used was qualitative with a descriptive approach. Informants in this study were six people, including the library manager, teachers, and school principal. Data collection was performed through observation, interviews, and documentation. Data analysis techniques used were data reduction, data presentation, and concluding. Results showed that the library manager and SDN Karya Mulya teachers collaborated in meeting the needs of student learning resources. Collaboration occurred a lot when borrowing and returning learning resource books. More collaboration occurred with the homeroom teacher. In this collaboration, there was a division of responsibilities based on the main tasks and functions, in which there was also communication, so there were no significant obstacles. Collaboration runs efficiently due to the support from the principal and students' parents, making learning more effective. The library manager, teachers, parents, and school principal synergize to achieve learning objectives.

Keywords: collaboration system, school library, library manager, Covid-19 pandemic, online learning

INTRODUCTION

The SDN Karya Mulya library was established in 2012 and is located at SDN Karya Mulya, Tanimulya Village, Ngamprah District, West Bandung Regency, West Java, Indonesia. The library room is simple, with an area of ±56 m². This library is managed by one teacher assigned as a library manager. The collection of books owned by SDN Karya Mulya library is quite large, namely ± 2288 titles of books that are very useful for all school members (educators, students, and teaching staff). The extensive collections make it easier for the library manager to provide excellent service as part of the School Literacy Movement.

Libraries in the service area implement collaboration between library managers and teachers, especially in supporting student learning during the Covid-19 pandemic. This collaboration is carried out because there are differences in how libraries fulfill this. Before the Covid-19 pandemic, students could directly meet their learning resource needs by visiting the library. Currently, students are prohibited from visiting the library to minimize the transmission

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of the Covid-19 virus. Thus, a collaboration between teachers and the library manager is carried out so that the learning process can be successful as expected.

Meeting the needs of learning support resources for teachers and students becomes the library's focus. However, even though the library focuses on meeting the needs of learning support resources, during the Covid-19 pandemic, the library manager takes part in helping teachers make the learning process more effective. The library manager also discusses using social media such as Instagram to send teachers' assignments in images and videos. Moreover, teachers usually provide advice and input to the library manager on the required teaching aids and learning companion books. In fact, according to Harysanty (2019), it is critical to foster collaboration between teachers and libraries by assigning tasks that can be completed in the library or providing motivation to benefit libraries. Obviously, library staff must be proactive in supporting the activity, such as preparing information sources and facilities to support the educational activity.

Furthermore, library managers and teachers coordinate to lend learning resources to students to fulfill learning resource needs. However, for borrowing, students are prohibited from going to school. So, parents or guardians of students must take the learning book. This causes a division of responsibilities between library managers and teachers. The division of responsibilities is adjusted to each profession, such as model B (cooperation or partnership), which Montiel-Overall initiated. According to Montiel-Overall, in cooperation, there is a division of tasks according to the field of expertise (Craig, 2013). Model B (cooperation or partnership) is one of the four models proposed by Montiel-Overall includes model A: coordination, model B: cooperation, and high-level efforts include model C: integrated learning, and model D: integrated curriculum. The division of tasks in collaboration between library managers and teachers will facilitate the fulfillment of learning resource needs.

Besides, schools need learning resources to support the learning process. Given that online learning has never been carried out before, all available learning resources will significantly assist schools in achieving learning goals. The number of available learning resources will affect the learning process. During the pandemic, teachers and students can use various learning resources from multiple websites such as those provided by the Ministry of Education and Culture. In Circular (SE) Number 15 of 2020 regarding guidelines for implementing LFH (Learning from Home) during the Covid-19 emergency, the Ministry of Education and Culture of the Republic of Indonesia provides recommendations for 23 website pages that can be used as learning resources. However, in supporting learning, the school library is the closest source of learning. The collection of books owned by the library is a source of learning for teachers and students in accordance with the subject matter being studied. A school library is a source of information on learning activities, like completing teacher-assigned homework, enriching student learning experiences, and training students to learn independently (Srirahayu, Harisanty & Anugrah, 2021). The library collections are chosen based on the objectives. This does not imply that the school library only contains textbooks used in the

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teaching-learning process since there are also materials for recreation, popular science, and others (Harisanty, 2019).

The need for learning resources during this pandemic is not just textbooks but internet quota, supporting devices, and a stable network. This is very supportive of the learning process. Thus, the library's role as a provider of information and educational support facilities must provide learning support resources based on needs. Collaboration between library managers and teachers is required to optimize the utilization of the available learning resources. It is in line with what Sinaga states in Setiani and Silvana (2016)that collaboration with various parties is needed to provide good services for school library users, such as school principals, subject teachers, guidance staff, and parents. Besides, library managers as social beings need the help of others to achieve the library's vision and mission and the institutions that support it. In meeting the sources of supporting learning for teachers and students, library managers need to work together or collaborate with related parties to achieve this. Cooperation from the academic community, comprised of the school's principal, the librarian as chairman, the teacher as supervisor, and the students as implementers, is required to reach the development stage (Srirahayu, Kusumaningtiyas & Harisanty, 2021).

Previous studies on collaboration between library managers and teachers show the importance of collaboration. The study by Setiani dan Silvana (2016) shows that collaboration between library managers and teachers in services is essential to optimize the potential of school library services. Meanwhile, Rofika's research (2015) shows that collaboration can increase students' reading interest, create interesting learning methods, and increase information for students and teachers. Moreover, a study by Fatmawati (2015) also shows that synergy or collaboration between library managers and teachers is essential in supporting the learning process in schools. The utilization of the books available in the school library is expected to improve student achievement. The three previous studies show that collaboration is vital in achieving goals. Based on this background, this research is essential to produce a learning process during the Covid-19 pandemic. The researcher is interested in conducting research to determine **the collaboration system between the library manager and SDN Karya Mulya teachers during the Covid-19 pandemic in supporting learning in Indonesia.**

RESEARCH METHODS

This study used a qualitative descriptive research method. The researcher selected qualitative research methods to understand and observe the collaboration system between the library manager and SDN Karyamuya teachers during the Covid-19 pandemic in supporting learning. The research location was at SDN Karya Mulya, Tanimulya, Ngamprah District, West Bandung Regency, West Java, Indonesia. As stated by Auerbach and Silverstein in Sugiyono (2020), qualitative research methods are research that examines and interprets texts and interviews to know the meaning of an event. Rakhmat (2017) states that the descriptive method is to study the problems and procedures that apply in society and certain situations to

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systematically describe phenomena, facts, or characteristics of particular populations or specific fields factually and carefully.

The subjects in this research were informants who knew the situation and condition of the research background. Determination of informants as data sources was carried out by purposive sampling, selected with specific considerations and goals. The informants selected as subjects in this study were people who met the following criteria:

1. Understand the policy on the fulfillment of teaching materials and learning resources for teachers and students during online learning.
2. To be directly involved in the collaborative process during the pandemic to support student learning.

The six informants were selected based on these criteria, including teachers, the library manager, and the school principal. The object of this research was the collaboration between the library manager and SDN Karya Mulya teachers during the pandemic in supporting learning. Later, the researcher would focus on the collaboration process between the library manager and teachers, the division of responsibilities, and the obstacles in the collaboration process.

The types and data sources in this study were primary and secondary data. Primary data was obtained directly from the previously mentioned informants as research subjects through interviews and field observations related to collaboration between the library manager and SDN Karya Mulya teachers during the Covid-19 pandemic in supporting learning. Secondary data was obtained through pre-existing sources, such as books, journals, works, writings, internet sources, and documents related to collaboration between the library manager and teachers in supporting learning sources whose validity was guaranteed.

The data collection procedure in this study was through observation, interviews, and documentation. The researcher made observations by going directly into the field to observe the collaboration between the library manager and SDN Karya Mulya teachers in supporting learning during the Covid-19 pandemic. Interviews were conducted to explore the collaboration system between the library manager and SDN Karya Mulya teachers during the Covid-19 pandemic in supporting learning. The researcher obtained the documentation of this study from the SDN Karya Mulya Library, such as the school profile, infrastructure data, organizational structure, and others. The data obtained could help complement research data related to collaboration between the library manager and teachers in supporting learning at SDN Karya Mulya during the Covid-19 pandemic.

The data validity was tested by using the source triangulation technique. Researchers compared the results of interviews with documents obtained from the study. In addition, the researcher did a member check with a school librarian, namely Mrs. Maryani Koswara, a school librarian of Victory Plus, Bekasi. Meanwhile, the data analysis technique in this study was carried out through three paths, namely data reduction, data presentation, and concluding. Reducing data was carried out by focusing on collaborative activities between the library manager and teachers in supporting learning during the Covid-19 pandemic. The answers obtained from the informants were observed and checked again to find the actual reality; besides,
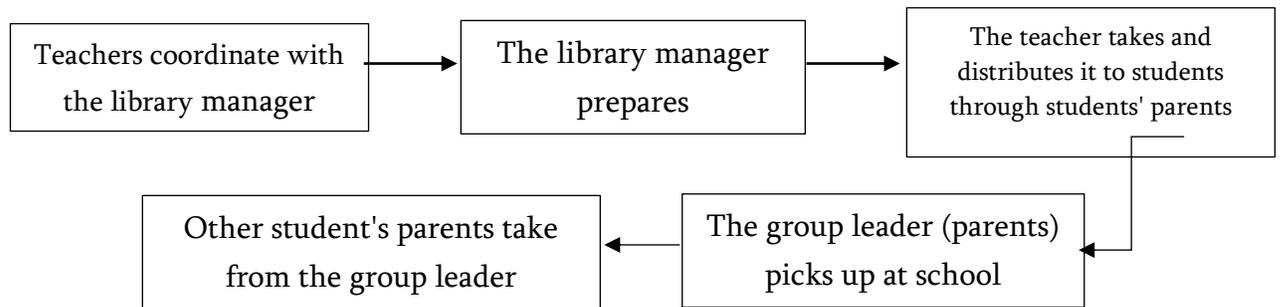
the data presented in this study used text descriptions, charts, and tables. The conclusion was drawn from the research data referring to the research focus.

RESULTS AND DISCUSSION
a. The Collaborative Process Between the Library Manager and Karya Mulya Elementary School Teachers during the Covid-19 Pandemic to Support Learning

One of the collaborative processes occurred when borrowing and returning learning books, namely textbooks, which were executed in several stages, including:

Chart 1. Flow of the process of borrowing textbooks for students

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┌──────────────────────┐      ┌──────────────────────┐      ┌──────────────────────────┐
│ Teachers coordinate  │ ───▶ │  The library manager │ ───▶ │  The teacher takes and   │
│  with the library    │      │      prepares        │      │  distributes it to       │
│     manager          │      │                      │      │  students through        │
│                      │      │                      │      │  students' parents       │
└──────────────────────┘      └──────────────────────┘      └──────────────────────────┘

┌──────────────────────┐      ┌──────────────────────┐
│ Other student's      │ ◀─── │ The group leader     │ ◀───
│ parents take from    │      │ (parents) picks up   │
│ the group leader     │      │ at school            │
└──────────────────────┘      └──────────────────────┘
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The flow of borrowing learning support resources was that the teacher (homeroom teacher) first coordinated with the library manager regarding the number of theme books used by the number of students in the class. After the teacher coordinated regarding their needs, the library manager would prepare the readiness of books for borrowing, such as preparing the number of books needed and ensuring that the books to be loaned were suitable for use. The homeroom teacher or teacher could immediately pick them up at the library if they were ready.
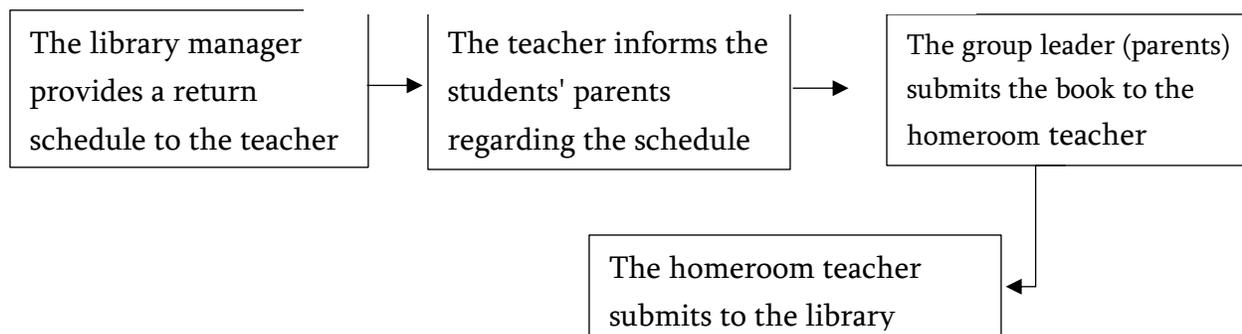
The book given to students was an integrative thematic book that implements the 2013 curriculum as a substitute for the Education Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan* - KTSP). The theme book contains various subjects such as Citizenship Education

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(PKn), Indonesian Language, Mathematics, Cultural Arts and Crafts (SBP), Physical Education, Sports and Health (PJOK), Natural Sciences education (IPA), and Social Sciences education (IPS) (Pintar, 2019). Integrative thematic books for grade 1 to grade 3 students consist of 8 thematic books, while for grades 4 to 6, there are nine integrative thematic books. For grades 1 to 3, books that are not included in the thematic books are Physical Education, Sports and Health (PJOK), and English. Meanwhile, for grades 4 to 6, books that are not included in the thematic books are Mathematics. Sundanese Language Books, Sundanese Cultural Variety (RBS), Islamic Religious Education (PAI), and Environmental Education (PLH) are books that are not included in thematic books. This thematic book integrates attitudes, skills, and knowledge in the learning process. Students no longer learn with partial concepts (separating the presentation of material based on their respective subjects or separately and not tied to other topics). The sub-themes of learning in thematic books are related to nature and human life (Depay, 2020).

The teacher then distributed the thematic books that the homeroom teacher obtained from the library through the student's parents class coordinator. Each class was divided into several groups (parents), where each group had a group leader in it and one class coordinator. Class coordinators and group leaders were formed based on the initiative of teachers and parents to facilitate coordination between teachers and parents. One of the coordination was borrowing and returning books to support student learning. The teacher provided information about borrowing and returning learning support books through the WhatsApp group. At the time of borrowing and returning, parents must fill out a book return form provided by the librarian as evidence for the library. Regarding the borrowing and returning of books needed during self-study, the library manager provided a schedule to avoid crowds.

Books were returned when the integrative thematic books studied had been studied. After being returned, the next integrative thematic book would be distributed. So, it could be said that borrowing and returning books were given simultaneously. Books were usually returned once a month except for textbooks, which were not included in integrative thematic books because returns were carried out at the end of the learning year. Parents could only get the next integrative thematic book if they had returned the previously borrowed book. The return system was similar to borrowing through the coordinator or group leader. The following is the flow of the return of integrative thematic textbooks from students to the school:

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Chart 2. Integrative thematic package book return flow

| The library manager provides a return schedule to the teacher | → | The teacher informs the students' parents regarding the schedule | → | The group leader (parents) submits the book to the homeroom teacher |

| The homeroom teacher submits to the library |

The teacher double-checked the books before submitting them to the library. Besides, in the delivery, the teacher coordinated with the library manager to find out who had and had not returned it so that the teacher could convey it to the parents of students. The teacher submitted them to the library if it initially followed the book borrowing data.

If learning support sources were lacking, mainly textbooks, the library manager and teachers had their way of dealing with these deficiencies. The library manager would suggest photocopying the books that were lacking; later, the coordinator gave the book to the homeroom teacher. Then the homeroom teacher advised the parents of students to make photocopies. However, the decision to overcome the shortage of books was reverted to the teacher concerned. However, in reality, not all teachers give instructions for photocopying. Each teacher has the initiative in overcoming this.

Meanwhile, especially the library manager coordinated with the principal regarding the shortage of learning support books. The need for books could be fulfilled by asking him to order books that were lacking. However, the fulfillment process was not fast due to operational cost constraints. During learning, the teacher also asked students to take advantage of other learning resources provided by the library to support learning, such as instructing children to use online learning resources through educational sites or learning applications recommended by the government. The teacher also asked the children to use the closest environment as a learning resource. In addition, smartphones owned by students or parents, with the help of internet quota/data from the government, could provide access to various information to increase students' knowledge (Harisanty, Srirahayu, Anna, Mannan, Anugrah, & Dina, 2021).

The need for learning support resources during online learning is not only textbooks but also includes internet quota, signal strength, learning media, and gadgets. The learning process can be effective if teachers and students have an internet quota, a stable signal, and a supporting device. Thus, the library manager himself responded to this need by providing Wi-Fi services in the library if teachers wanted to do online learning or look for learning videos from the internet. In responding to students who did not have a smartphone or their device that did not support the learning process, did not have an internet quota, or the network did not support it, the teacher

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would teach these students at school by following the applicable health protocol or the teacher visited the students' house.

b. Sharing of Collaborative Responsibilities Between the Library Manager and Karya Mulya Elementary School Teachers during the Covid-19 Pandemic to Support learning

The library manager and teachers provided learning support resources based on their professional responsibilities. There was no official division of responsibilities between the library manager and SDN Karya Mulya teachers regarding the fulfillment of learning support resources. In fact, in interviews conducted by the researcher, both teachers, and the library manager only realized that the division of responsibilities in supporting learning only occurred during the distribution of learning resources to students through parents. The library manager took care of the readiness and availability of books later given to students. Meanwhile, the teacher here could be an intermediary in borrowing and returning learning support resources between the library manager and students because teachers were directly involved in the learning process and knew the needs of learning resources in the learning process. The library manager coordinated with teachers and the school principal, while teachers coordinated with parents or guardians. The parents of students were borrowing and returning books during the Covid-19 pandemic to minimize the spread of the virus.

In collaborating between the library manager and teachers during the Covid-19 pandemic in supporting learning, it was not realized that there was a division of responsibilities other than just borrowing and returning books. It also occurred when the library manager and teachers worked together to meet the needs of other learning support resources. Considering this pandemic period, the need for learning resources was books and internet quota, gadgets, learning media, and internet networks. Not all students owned devices that supported online learning. Also, not all students had internet quotas and networks that supported them. In addition, not all parents could facilitate their children in learning. In this case, teachers and the library manager worked together to meet or facilitate student learning support needs. Teachers in helping to overcome the problems their students faced during learning were by knowing the obstacles they faced in advance. The teacher helped and ensured that the students could continue to follow the lesson. Meanwhile, the library manager here was responsible for helping to facilitate all the needs required during learning.

The division of responsibilities related to meeting the needs of these learning resources was more familiar to homeroom teachers and library managers. Especially in borrowing and returning books, it was mainly on the integrative thematic book. Homeroom teachers used integrative thematic books in teaching their students. Meanwhile, the intensity was less frequent with partial subject teachers because the book was used for one year. Teachers did not collaborate much with the library manager, while the library manager thought that collaboration between the two was the responsibility of the library manager and was mandatory. Similar to a study by Montiel-Overall and Jones (2011), which shows that teachers generally do not feel that

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they are often involved in collaborative efforts, which school library managers consider as an integral part of the school librarian's responsibilities. This could be seen in SDN Karya Mulya teachers; they thought that the division of responsibilities only occurred when borrowing and returning textbooks for students. The library manager, who was also a teacher (homeroom teacher), could be a force to maximize the fulfillment of student learning resource needs and make learning more effective by:

1) Collaborate in evaluating student learning outcomes;
2) Discuss the ability and information needs of students;
3) Share opinions on activities, use resources effectively, build critical thinking and creative thinking skills;
4) Determine the assessment procedure and who will be responsible for each activity;
5) Evaluate in terms of effectiveness to achieve the expected results.

The division of responsibilities between library managers and teachers in meeting the needs of student learning resources was also inseparable from the assistance and support from students' parents who carried out their responsibilities as parents. This could be seen from the collaboration of parents, which formed class coordinators and group leaders so that children continued to get learning books during this Covid-19 pandemic. Parents took learning books while protecting their children from exposure to the Covid-19 virus. Parents also carried out their responsibilities as primary educators, guiding their children in learning and participating in learning, assisting teachers in achieving learning goals. Moreover, they also helped the library manager get learning support facilities for children provided by the school. Collaboration, complementing each other and contributing according to their respective capacities, limitations, and domains will facilitate the learning process and help students get comfortable learning even though they are only studying at home (Halijah, 2020). In addition, teachers can provide recommendations related to learning resources in the library as stated by Anna and Harisanty (2019) that Indonesian children are more likely to use the library to complete schoolwork, study with friends, relax in a comfortable environment and accept their teachers' recommendations.

c. Obstacles in Collaboration between the Library Managers and Karya Mulya Elementary School Teachers during the Covid-19 Pandemic in Supporting Learning

There were no coordination problems between teachers and the library manager regarding the fulfillment of learning support resources. The absence of these obstacles occurred because teachers, library managers, school principals, and parents of students synergized to meet the learning needs of students. In addition, there were clear roles, division of responsibilities, a sense of mutual need, and communication in it. According to Yanto, Rusmana, Rachmawati, Sinaga, & Anwar (2020), the school librarian's role in developing a literacy program begins with library instruction activities. It makes the library the center of the literacy movement in schools can play a role in growing the environment.

This is supported by Vangrieken et al., in Kasmawati (2019). They state that collaboration will be effective if the team or people involved have clear roles such as fair responsibilities, innovation, and communication between parties involved in the collaboration.

The research results in Kasmawati (2019) state that collaboration can overcome various school problems. The collaboration itself provides an opportunity for the parties involved to solve all the issues they face.

The collaboration between the library manager and SDN Karya Mulya teachers was good for supporting learning resources during the Covid-19 pandemic. Even though this was the first time online learning was conducted, the library manager and teachers tried to make learning run optimally. Assistance from the student parents also had an important influence on the smooth collaboration of teachers and the library manager in meeting the needs of students' learning resources during online learning. This is in line with several journals stating how important the synergy between parents and teachers is in learning, especially during the Covid-19 pandemic. Bahri and Budiyono's (2020) study also states that the synergy between teachers and parents must be carried out continuously to overcome the shortcomings during online learning.

Support from the principal as the holder of library service policies strongly encouraged the collaboration of the library manager with teachers in meeting the needs of learning support resources during the Covid-19 pandemic. The principal who has a decisive role in the procurement of books significantly influences the course of the learning process. If the infrastructure in the library were fulfilled, especially concerning sources of support for student learning, it would certainly facilitate the learning process and realize the learning goals that we aspired to together. In this case, the principal of SDN Karya Mulya encouraged the collaboration of the library manager with teachers in supporting learning by supplying the shortage of learning books through BOS (*Bantuan Operasional Sekolah* - School operational assistance) funds and coordinating with the library manager regarding this fulfillment.

Furthermore, collaboration in meeting the needs of learning resources could run smoothly because the library manager, teachers, and the school principal considered that this collaboration was essential in meeting the needs of learning resources. So, coordination could run well. This was acknowledged by the library manager and the teacher concerned. The library manager considered collaboration with teachers an obligation to facilitate both parties and make learning more effective. It is supported by Dwi's statement in Elita (2020), which states that collaboration is essential for library managers because it can help expand the impact. In collaborating, we can achieve the same goals by carrying out their respective roles. Besides, collaboration requires views and professionalism to achieve common goals. If there are differences of opinion in collaboration, these differences can be enriching. However, if one shares the same view, it can strengthen collaboration.

The collaboration between the library manager and teachers in supporting student learning during the Covid-19 pandemic had appropriately run based on their respective roles and responsibilities so that there were no significant obstacles. However, it would be better if the library manager could develop his professional skills as a teacher-librarian. The library manager at SDN Karya Mulya, had not received library science education following the procedures set for

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librarian teachers. The library staff in schools have provisions for at least one school librarian who has the latest high school education qualification or equivalent with a certificate of competence as a school library manager determined by the government (Mashuri, 2015). Realizing the role and function of school libraries requires management that follows national standards (Efrina, Sasongko, dan Zakaria 2017). In that way, the SDN Karya Mulya library could operate more optimally, with the library manager acting as a librarian teacher.

According to Bafadal in Arias and Fatmawati (2013), essentially, the school library is managed by two parts: the head of the library, a librarian or librarian teacher, and several members of the library staff. The library manager at SDN Karya Mulya managed the library alone, and his profession was also as a teacher. It would be more optimal if the library management was not run by one person but was assisted by another officer, who was purely a librarian or a library manager who received training in library science. So that when carrying out their duties, they did not interfere with each other. Besides, so that the management process and its services could run smoothly, it would be better managed by a librarian.

CONCLUSION

In conclusion, the library manager and SDN Karya Mulya teachers have collaborated to meet the needs of learning resources during the Covid-19 pandemic, mainly package books. The collaboration is carried out through several stages when borrowing and returning the books. On borrowing, the homeroom teacher first coordinates the books needed and the number of students in the class. Then, the library manager prepares; when ready, the teacher takes the books to the library to give to students through several group leaders (parents) in each class. The other student's parents pick up the books at the group leader to avoid crowds.

Meanwhile, the parents hand it over to the group leader to be delivered to the homeroom teacher at the time of return. Once all of them have been collected, they will be handed over to the library. If there is a shortage of books, the library manager coordinates with the principal. While waiting for the books, the library manager and teachers take the initiative to overcome this by photocopying the book. The division of responsibilities is carried out based on the main tasks and functions. The library manager is responsible for meeting all the needs of learning resources. At the same time, the teacher is responsible for the students to participate in learning and get learning support facilities. There are no obstacles between the library manager and teachers in meeting the needs of learning resources. The collaboration process is going well because the library manager and teachers carry out their responsibilities. In addition, teachers, the library manager, the school principal, and parents synergize to produce learning during the Covid-19 pandemic.

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