

## Cultivating Diversity: Multicultural Representation in Collection Development at Tumbuh 2 Elementary School, Yogyakarta

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### **Abstract**

*SD Tumbuh 2 prioritizes multiculturalism, necessitating the integration of multicultural values throughout its curriculum, school environment, and library resources. In terms of library services, the development of library collections is fundamental, necessitating the school's diligent engagement in collection development activities to ensure their proper curation and enhancement. Hence, it is imperative to address how multicultural values are infused into the collection development process within the library of SD Tumbuh 2. This research aims to explore the manifestation of multiculturalism values within the collection development practices at Tumbuh 2 Elementary School Library in Yogyakarta. Employing a qualitative method with a descriptive approach, the study focuses on the Tumbuh 2 Elementary School Library as the subject, examining how multiculturalism values are represented in its collection development practices. The research employs a combination of data collection techniques, including non-participant observation, semi-structured interviews, and documentation. Data analysis follows Miles and Huberman's model, comprising reduction, data display, and verification stages to ensure comprehensive examination and validation of findings. The findings of this study reveal that the collection development practices at Tumbuh 2 Elementary School in Yogyakarta effectively reflect multiculturalism values. These findings underscore the school's commitment to fostering an environment that aligns with its vision and mission, demonstrating a coherent approach to promoting diversity and inclusivity within its educational framework. The portrayal of multiculturalism values in the collection development practices at the library reflects an ethos of inclusivity, characterized by openness and a commitment to fostering dialogue. Furthermore, it embodies humanistic principles, tolerance, democratic ideals emphasizing justice, and egalitarianism, thereby promoting equality within the school community.*

**Keyword:** *Multiculturalism, Collection development, School library*

### **Abstrak**

Penelitian ini bertujuan untuk mengeksplorasi bagaimana nilai-nilai multikulturalisme tercermin dalam praktik pengembangan koleksi di Perpustakaan SD Tumbuh 2 di Yogyakarta. Menggunakan metode kualitatif dengan pendekatan deskriptif, penelitian ini fokus pada Perpustakaan SD Tumbuh 2 sebagai subjek, mengkaji bagaimana nilai-nilai multikulturalisme direpresentasikan dalam praktik pengembangan koleksinya. Penelitian ini menggunakan kombinasi teknik pengumpulan data, termasuk observasi non-partisipan, wawancara semi-struktural, dan dokumentasi. Analisis data mengikuti model Miles dan Huberman, yang terdiri dari tahap reduksi, penyajian data, dan verifikasi untuk memastikan pemeriksaan menyeluruh dan validasi temuan. Temuan penelitian ini mengungkapkan bahwa praktik pengembangan koleksi di SD Tumbuh 2 di Yogyakarta secara efektif mencerminkan nilai-nilai multikulturalisme. Temuan ini menekankan komitmen sekolah untuk membina lingkungan yang sejalan dengan visi dan misinya, menunjukkan pendekatan yang konsisten dalam mempromosikan keragaman dan inklusivitas dalam kerangka pendidikannya. Pencitraan nilai-nilai multikulturalisme dalam praktik pengembangan koleksi di perpustakaan mencerminkan etos inklusivitas, yang ditandai oleh keterbukaan dan komitmen untuk membina dialog. Selain itu, hal ini mencerminkan prinsip-prinsip humanistik, toleransi, idealisme demokratis yang menekankan keadilan, dan egalitarianisme, sehingga mempromosikan kesetaraan dalam komunitas sekolah.

**Kata Kunci:** Multikulturalisme, Pengembangan koleksi, Perpustakaan sekolah

## INTRODUCTION

The diverse array of cultures, ethnicities, religions, and local languages in Indonesia plays a crucial role in cementing national unity and fostering solidarity among its populace. Despite differences in culture, language, and religion, there exists a unifying ideology and philosophy of life that binds Indonesians together in the pursuit of national and societal progress. This shared perspective enables the convergence of diverse elements, facilitating unity and cohesion within the nation and its state affairs (Indonesia.go.id, 2018). This perspective on how Indonesian people view all cultures with the same values and place all cultures in an equal position is what has come to be called multiculturalism (Baidhawiy, 2009, p. 4). In simple words, multiculturalism means various culture (AH Sanaky, 2016).

By its inherent nature, multiculturalism acknowledges and respects the inherent dignity of individuals residing within communities characterized by their distinct cultures. This recognition underscores the value of each person's cultural identity, affirming their worth and contributions within a diverse society (Mahfud, 2006, p. 75). Thus, people will feel valued and aware that they are responsible for living with their community. A diverse culture can be defined as multicultural, while when it comes to a movement, understanding, or action, it can be called multiculturalism (Rustandi, 2022, p.15). Multiculturalism includes various types of cultures that coexist in a particular community space; the establishment of mutual respect for existing cultural diversity, tolerance, dialogue, and cooperation, and fostering mutual trust and understanding is a guarantee that international peace and security can be created (Zănescu, 2018, p.1).

Multiculturalism in Indonesia has been reflected in five principles of Pancasila as well as explicitly shown in Bhinneka Tunggal Ika written the picture of the country emblem (burung Garuda), which means that although there is diversity in terms of ethnicity, religion, and language, Indonesia remains one. The plurality in Indonesia is due to socio-cultural and vast natural conditions (Rustandi, 2022, p.1).

In multicultural life, to understand the implementation of multiculturalism, one must internalize the principles of multiculturalism through interactions in social structure life including social, economic, business aspects, and politics (Ibrahim, 2013, p. 134). The library is one of the places to store various national cultures so that one can recognize and understand these human cultures (Rifai, 2007, p. 3). Library also has an essential role in preserving treasures of hu-

man culture. The more accommodating a library's policy is to culturally diverse sources of information, the more it demonstrates its concern for multiculturalism (Rifai, 2007, p. 7).

The representation of multiculturalism in library collections aligns with the manifesto of the International Federation of Library Associations and Institutions (IFLA), which underscores that the diverse array of cultures and languages constitutes a shared human heritage. According to the manifesto, these cultural and linguistic variations should be acknowledged, respected, and safeguarded for the collective benefit of humanity (Schultz & Jones, 2015, p. 12). As one of the educational functions, libraries also a vital play a role in introducing the nation's cultural values both through library programs and collections. Therefore, the form and values of multiculturalism in library collections become a significant issue in school libraries (Kristiningsih & Laksmi, 2021, p. 224). The values of ethnic, racial, religious, and racial diversity should be shown to children through books with an educational approach (Naidoo, 2014, p. 3). Through multicultural collections, school library users can understand the various cultures. The educational institution is responsible for educating children early on about multiculturalism (Naidoo, 2014, p. 5).

SD Tumbuh 2 Yogyakarta is one of the schools in Yogyakarta whose great concern is inclusive, as stated in the vision and mission of the school values (<https://sekolahumbuh.sch.id/sd-tumbuh-2/profil>) that also promote multiculturalism. SD Tumbuh 2 Yogyakarta (Tumbuh Primary School) is an educational institution that runs formal education, works with parents, children, and the community in implementing the spirit of education for all, appreciates and respects differences, grows in religious, economic, and socio-cultural diversity, and social uniqueness. Sekolah Tumbuh determines the vision in which children will grow and develop as learners with personal solid character, respect for diversity, pride as Indonesian citizens, appreciation of local wisdom, and awareness as a global community. Based on the vision, the school promotes inclusive and multiculturalism, Educational Spirit, and a global perspective on all its educational aspects. Consequently, as a part of the educational process, the library has to support the school's philosophy as a leading institution. In turn, the library implements the principles of inclusive values regarding library services and collections. As collections play an essential role in promoting multiculturalism, it is also vital to ensure that multiculturalism values are involved in the collection development practice.

Collection development activity in a library that involves collaboration with external parties has the potential to determine the quality of the collection if it is

based on mere business matters (Laugu, 2015, p.217). Practically, collection development should consider multiculturalism values to avoid the domination of a particular group of people. Decision-making in collection development practices needs to be free from the "power contestation" of an individual or group interest. As a school that promotes multiculturalism, the library is also mandated to foster multiculturalism values in library activities, including collection development. Hence, it is essential to explore how multiculturalism values are represented in the collection development process in SD Tumbuh 2 library.

## METHODS

This study follows a descriptive qualitative research design, utilizing observation, interviews, and documentation as primary methods for data collection. Through these methods, the researchers aim to gain a comprehensive understanding of the phenomenon under investigation and to explore the perspectives and experiences of participants in relation to the research topic.

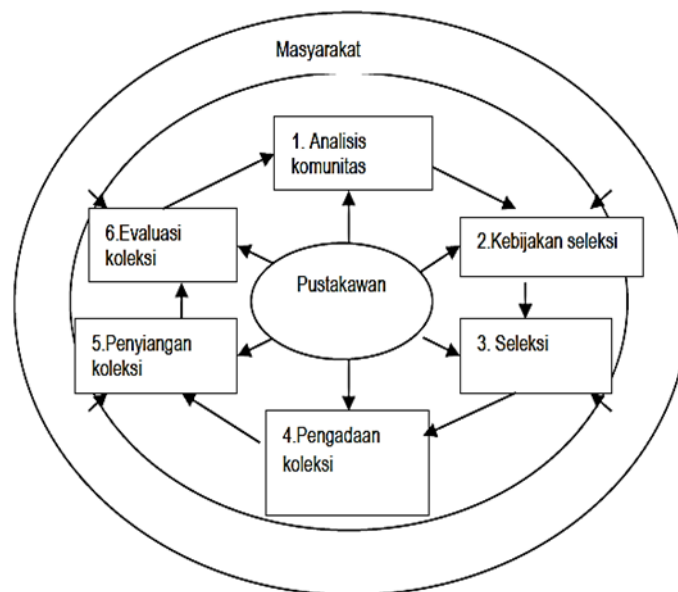
Four informants, the principal, educators, and library staff, are chosen for interviews. Criteria for the informant to determine informant uses purposive sampling technique is set; people involved in collection development. The research focuses on exploring the representation of multiculturalism values in the collection development practice. Therefore, this research uses the concept of collection development and multiculturalism as a tool to address the research question by using the theory related to collection development developed by Evans (Yulia, 2007, p. 1.9), as shown in Table 1 below:

**Table 1.** The Component of Collection Development

No	Activities	Description
1	Community Analysis	This activity focuses on how to understand the information needs of communities and user behavior relating to information.
2	Policy	This activity is related to determining policy based on principles: relevance, user need-oriented, completeness, currency, and cooperation
3	Seleksi	Process to identify library materials to be added to the library collections. This stage also includes determining criteria for selection

4	Acquisition	The methods applied to acquire library collections include purchasing, exchanging, gift, consortium, deposit, and making library collections by the librarian. Basic principles of acquisition are based on community needs (students and teachers/ educators).
5	Weeding	It includes evaluating whether the library collections are still relevant to current
6	Evaluation	This is an activity related to evaluating library collections in terms of the availability and usage of the collections.

Figure 1 below shows the process or component of collection development (Evans & Saponaro, 2005, p. 8)



**Figure 1.** Component of Collection Development

Source : Evans & Saponaro, 2005

The collection development practice in SD Tumbuh 2 library is then analyzed using the multicultural theory that is applied as a standard for multicultural education. Concerning the use of this standard in the practice of collection development, seven indicators to implement multiculturalism values are applied, they are inclusive values, dialogic (active) values, humanity values, tolerance values, values of helping, democracy, and egalite values (Rustandi, 2022, p. 19). Table 2 below describes the multicultural aspects.

**Table 2.** Component of Multicultural Aspects

No	Aspects	Description
1	Inclusive Values (openness)	It is a value that arises from sensitivity to the various possibilities of uniqueness that may exist. Inclusive values provide an understanding that the truth is considered absolute by one's group and other groups have the same assumption. Therefore, respecting each other is required.
2	Dialogic (active) values	Each group of people can learn, respect, and trust each other through a dialog process to reach a common agreement. This value provides an understanding that a dispute or difference of opinion can be reconciled through dialog.
3	Humanity values	This value recognizes pluralism, heterogeneity, and diversity in terms of ideology, religion, paradigm, ethnicity, way of thinking, and other issues. This value views humanism attitude toward everyone is very important, diversity among people is not an issue to be debated.
4	Tolerance Value	This value relates to a tolerant attitude which means respecting others. This value provides an understanding that prioritizing tolerance generates open-minded people who respect people's freedom.
5	Values of helping	This value views helping each other among people in social life as a basic and main foundation for establishing relationships with others.
6	Democracy Values	This value indicates that everyone will get what they need equally
7	Egalite Values	This value relates to equality in which differences in ethnicity, race, religion, and ethnicity must be upheld as a unity in the nation.

For data analysis, Miles and Hubberman model is applied in which qualitative data is employed in interactive and continuing manner until the data process is completed (Sugiyono, 2016, p. 246). In practice, researchers carry out data analysis by means of data reduction, data presentation and conclusions. Triangulation and membercheck are used for data validity test.

### **Results and Discussions**

Collection development activity in SD Tumbuh 2 Yogyakarta is one of the library activities involving six collection development aspects: community analysis, the policy of library collections, acquisition, weeding, and evaluation of collections, as discussed below.

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### **1. Community Analysis**

The community analysis aspect emphasizes understanding people's needs and behavior toward information. SD Tumbuh 2 Yogyakarta's library was built to provide services for 135 users, including staff, teachers, and students. The users are diverse in terms of ethnicity and religion. This is in line with the values embraced by Sekolah Tumbuh, namely multicultural. In 2022 - 2026, SD Tumbuh 2 Yogyakarta was led by a Javanese ethnic principal from Temanggung, Central Java. In managing and developing the SD Tumbuh 2 Yogyakarta library, the principal directly supervises one librarian or teacher Librarian at SD Tumbuh 2. This teacher librarian has a Javanese ethnic background and comes from the Sleman area, Yogyakarta Special Region. As for the students, they are more diverse in terms of ethnicity. Currently, some users have Balinese, Dayak (Kalimantan), Nias, Makasar (Bugis), and other ethnic backgrounds such as Indian and Japanese descendants. Most users have a Javanese background, but some are mixed Javanese, such as Javanese-Padang, and Javanese-Bali.

Based on data gathered from observation during research, it found that multiculturalism at SD Tumbuh is not only shown by the ethnic diversity of students, staff, and teachers but also by the beliefs/religions adopted by SD Tumbuh 2 Yogyakarta, namely Islam (majority), Catholicism, Protestantism, and Hinduism. In addition, as a school that not only promotes multiculturalism but is also inclusive, SD Tumbuh also has students with special needs such as ADHD, autism, and slow learners. So, the community served by SD Tumbuh Library is very diverse in terms of ethnicity, tribe, religion, and disability. This means the community served by SD Tumbuh Library is very diverse in terms of ethnicity, tribe, religion, and disability.

Therefore, the library should consider diversity in its collection development activities. In addition, the curriculum is an important aspect that must be considered in collection development because the library's function is to support teach-



ing and learning activities. One unique aspect of SD Tumbuh 2's curriculum is the literacy program curriculum, which contains the stages of school literacy implementation, literacy skills, materials, focus of literacy activities, and indicators of literacy achievement. The type of reading materials used in this literacy curriculum allows learners to choose the reading they need, as stated in the statements in the Principles of reading activities at the habituation stage that must be considered by the librarian teacher:

- a. The book read or being read is a reading or trade book, not a textbook
- b. Books that are read are books that the child is interested in. Children are allowed to bring books brought from home.

## 2. Policy on the Collections

In formulating collection development policies, libraries must consider seven aspects, including library institution programs, user groups, user needs, types of collections, criteria for library materials, number of copies, and library materials collected collected (Yulia, 2007, p. 2.13). Although the school has students from diverse backgrounds, various reading interests, and library programs, SD Tumbuh 2 Yogyakarta does not have a guideline for collection acquisition.

The collection policy that the librarian uses as the guideline for acquisition is determined by the privilege theme since the school runs as a thematic school. However, in deciding the type of collection, SD Tumbuh 2 Yogyakarta still considers collections that align with literacy materials that refer to the literacy curriculum. The library should have collections for reading with specific subjects to support learning topics and textbooks published by the Indonesian government. Furthermore, considering that SD Tumbuh 2 also uses the CIPP (Cambridge International Primary Program) curriculum, the collection's focus is also aimed at fulfilling the needs of teaching books and subject maps. According to an informant, the library should provide collections for teaching (instruction books) related to learning subjects (e.g., mathematics, English, etc.). Also, the SD Tumbuh 2 Yogyakarta library provides a forum for students to create book collections. This is stated in the literacy curriculum at the literacy development stage.

This collection policy has an impact on the quality of the library. Based on the observation, in terms of quality, the SD Tumbuh 2 Yogyakarta collection has met the library users' needs. Meanwhile, based on criteria of library material and the number of copies, SD Tumbuh 2 Yogyakarta library has 3124 collections consisting of 1080 (35%) fiction collections, 945 (30%) textbooks, 578 (19%) non-fiction, and 547 (17%) reference sources. This figure indicates that the number of collection comparisons does not meet the criteria stated in the Regulation

of the Head of the Elementary/Madrasah Ibtidaiyah School Library on the number of collections number 1 point 2, namely the availability of informative books with a ratio of 60% nonfiction and 40% fiction.

### 3. Policy on the Collections

Based on information obtained from an interview with an informant, SD Tumbuh 2 Yogyakarta always identifies collection needs based on the curriculum in the selection process. Instruction books on learning subjects, thematic collections, and literacy curricula are used as considerations and guidelines in the acquisition of library collections. SD Tumbuh 2 Yogyakarta also accommodates materials with content related to diversity, for example, "Pendidikan *Multikultural Strategi Mengelola Keberagaman di Sekolah*", "Tetangga dari Korea" and books about various religions such as Islam, Catholic, and Hindu.

Furthermore, the teacher librarian SD Tumbuh 2 Yogyakarta, as an informant, describes selection tools for acquiring library collection as can be seen in Table 3 below:

**Table 3.** Selection Tool

No.	Selection Tools	Description
1.	Book review in printed media and social media	To check <i>up-to-date</i> posts about book reviews and information on new publications/ books for example using Instagram BBW (Big Bad Wolf) Jogja, an annual international big book fair.
2.	Library Catalog	Book reviews, indexes, and library catalogs also are used as a selection tool.
3	Feedback from teachers	The teacher/ educator will give feedback to the librarian related to the subject they teach. Teachers will provide a list of titles to be bought by the library

Source: Dokumentasi Peneliti

Concerning the budget planning for library collection at SD Tumbuh 2 Yogyakarta, several stages, such as the school budget plan meeting, must be passed. The budget allocated specifically for collection purposes must also go through several stages. The Sekolah Tumbuh Foundation hold a meeting to discuss the Sekolah Tumbuh program that will be carried out during the principal's term. After the work plan program is presented and evaluated, the budget for each school has become the right of each principal in its implementation, including the col-

lection budget.

#### **4. Acquisition**

Acquisition is the implementation of collection selection decisions that include all activities to obtain library materials that have been selected by purchasing, exchanging, and gifts, including completing the administration (Yulia, 2007, p. 5.2). SD Tumbuh 2 Yogyakarta acquires library collection through purchase, gift, and consortium or collaboration with other institutions. For purchasing, the library will buy books during significant events such as the BBW book bazaar (Big Bad Wolf Books), an international book bazaar held in several cities as an annual event. In addition to purchases through significant events, SD Tumbuh 2 Yogyakarta also purchases books through bookstores such as Gramedia, Togamas, and Kaizen Publishers. For the gift method, SD Tumbuh 2 Yogyakarta gets collections through grants or gifts. Some institutions that had given book grants to SD Tumbuh 2 Yogyakarta included the DIY Regional Indonesian Broadcasting Commission (KPID DIY), the United States Embassy, and the nearest vendor from the JNM Bloc area. Individual grants are obtained from the owner of the Tumbuh School Foundation KPH Mangkunegoro.

In addition to making purchases, collaboration, and gifts, CSIE or the Center for Study on Inclusive Education at SD Tumbuh 2 Yogyakarta helps procure collections by making anthology books and making SD Tumbuh 2 Yogyakarta educators as authors. Books by educators and staff are also used as library collection materials.

Creative collaboration was also applied to acquisition a book collection in Tumbuh 2 Yogyakarta. This collaboration involves other parties other than Sekolah Tumbuh Foundation. Egalitarianism attitude and respecting diversity are shown in the books written collaboratively with Sekolah Tumbuh teachers that can be seen in these titles: "Menjadi Guru Kreatif", "Pendidikan Multikultural", dan "Inspirasi dari Kelas Inklusi". Books published by CSIE always consider multiculturalism aspects, primarily inclusive and tolerant.

#### **5. Weeding**

Weeding removes library collections due to the physical condition and irrelevant or out-of-date content (Yulia, 2007, p. 9.26) to provide more space for library collections. The practice of weeding in SD Tumbuh 2 performed by the teacher librarian does not use specific written criteria. However, according to the teacher librarian, weeding will be performed based on the common principles of weeding, such as irrelevant subjects, out-of-date collections, and poor physical condition. Thus, the library will keep relevant collections and remove books that have

physical damage. When deciding to remove the collection, the teacher librarian must discuss it with educators.

The Teacher Librarian executed the practice of weeding in SD Tumbuh 2 library in Yogyakarta without involving educators. There are no specific criteria or guidelines for weeding library collection. However, the teacher librarian always considers the rules of the general criteria for weeding collections, such as subjects that no longer meet users' needs, obsolete library materials, and library materials that have been damaged beyond repair. Books that have been damaged or inappropriate will be sold, which is done if the book's condition cannot be restored and is no longer relevant to the needs of the library users.

## **6. Evaluation**

Evaluation is an activity of assessing the library's collection in terms of availability and utilization. Collection evaluation needs to be carried out periodically and systematically to ensure that the collection keeps up-to-date with changes and developments in the community's information needs. SD Tumbuh 2 Yogyakarta library has yet to conduct an evaluation related to the collection specifically. Instead, the library evaluated the librarian's performance and reported on library developments through digital reports. This means the library of SD Tumbuh 2 Yogyakarta has indirectly implemented one of the standard implementation methods (Yulia, 2007, p. 3.39) by listing the report that shows the ability of the library to deliver documents and record benefits where the teacher librarian fills the evaluation result using the journal rubric. The rubric journal column contains the librarian's activities in one day and evaluation notes from the librarian. The rubric column of the journal contains the activities the librarian has done in one day and evaluation notes from the librarian.

### **Representation of Multiculturalism values in collection development practice**

The school library is one part of the actualization of multiculturalism values to create a school community that respects each other and upholds the values of peace. This is the result of the library's collection development. Based on the analysis results that incorporate multiculturalism values, it can be concluded that the SD Tumbuh 2 Yogyakarta Library applies multiculturalism values such as inclusive values, democratic values, and egalitarian values in its collection development practices as described in detail.

#### **1. Inclusive Values (openness)**

The inclusive value considers that one's group entirely considers the truth. Other

groups have the same assumption, so they must respect each other (Rustandi, 2022, p. 19). In the case of SD Tumbuh 2 Yogyakarta, the aspect of community analysis in collection development represents the inclusive value where the school is very open to various ethnic and religious backgrounds among both students and staff. The entire school's academic community recognizes and accepts differences in backgrounds and beliefs well. Currently, the school community has four different religions: Islam, Catholicism, Christianity, and Hinduism. This indicates that the role of the library of SD Tumbuh 2 reflects the existence of inclusion or openness activities. This condition is in line with the inclusive or open value that exists in a multicultural society. The value recognizes diversity in a community or group to foster sensitivity to various possibilities (Akbar & Taufik, 2021, p.1-11).

## **2. Dialogic values Nilai (Active)**

Dialogic value is one of the multiculturalism values indicators, which means that dialog in determining mutual agreements can create harmony between groups and individuals in society. (Rustandi, 2022, p. 19) This means the value prioritizing dialogue emphasizes the importance of communication to establish agreement. This is reflected in the selection and evaluation stages of the collection. At the selection stage, SD Tumbuh 2 Yogyakarta also uses internal selection tools, namely feedback and suggestions from the teachers concerning the collections to acquire.

For the collection evaluation component, the librarians actively fill in the librarian journal rubric as a medium to communicate daily evaluations of library activities as a report, which the report will be submitted to the principal once a month. As for the results of the librarian's evaluation through the librarian's daily journal rubric, apart from being a medium of communication, it will also be the basis for determining agreements between the principal and the librarian related to library improvement or librarian duties.

## **3. Humanity values**

Humanity values is a humanitarian view toward people for their differences or diversity (Rustandi, 2022, p.19).). Kamus Besar Bahasa Indonesia (KBBI) explains humanists as people who yearn for and strive for the realization of a better living relationship based on the principles of humanity. Relating to the practice of collection development in SD Tumbuh 2 library, humanity values are reflected in the community analysis process where the library users have a great interest in humanity-related collections on the topic of special needs children.

#### **4. Tolerance Values**

According to Kamus Besar Bahasa Indonesia (KBBI) tolerance means the nature or attitude of tolerance. A sense of tolerance or respect for others is an acknowledgment of the existence of that person to make a person open-minded, respectful, and not easily refuted (Rustandi, 2022, p.22). That meaning resembles the value of inclusiveness, which provides the truth is that considered by oneself has the same importance as the absolute truth believed by others. This indicates that the value of tolerance is also reflected in community analysis, where the academic community of SD Tumbuh 2 Yogyakarta is very open to all backgrounds, both ethnic and religious backgrounds.

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The value of tolerance is also reflected in the selection and procurement component of the collection, where the library accommodates and considers collections containing diversity. Among the collections containing diversity are collections entitled Pendidikan Multikultural Strategi Mengelola Keberagaman di Sekolah, "Ensiklopedia Negeriku," "Jelajah Dunia," "Pendidikan Karakter Bangsa," dan "Tetangga dari Korea." ("Multicultural Education Strategies for Managing Diversity in Schools," "Encyclopedia of My Country," "Explore the World," "Education for National Character," and "Neighbors from Korea"). This collection contains education about differences that encourage readers to be open-minded, respectful, and not easily refute, which is inherent in the value of tolerance.

#### **5. Democratic Values**

Kamus Besar Bahasa Indonesia (KBBI) explains that democracy refers to the nature of democracy. In simple terms, democracy can be interpreted as a way of thinking, behaving, and acting by respecting the rights and obligations of themselves and others equally. In the collection development at SD Tumbuh 2 Yogyakarta Library, democratic values are recognized in the collection policy component.

Democratic values can be seen in the working meeting sessions that involve school principals of 6 Sekolah Tumbuh and under the auspices of Sekolah Tumbuh, aiming to discuss the respective school programs, one of the programs that the Library will run. One of the agendas discussed in this meeting is the Budget Plan. The Cost Budget Plan in the working meeting will be used as a benchmark or guideline in planning collection purchases. Although it does not involve the teacher librarian in practice, the library will benefit from the result of the meeting regarding the budget plan in terms of collection development. Practically, the acquisition of library collections will involve the head of finance, principals, and

the teacher-librarian, where the teacher-librarian will execute the acquisition of collections.

The democratic value in the budgeting plan is shown in formal democratic planning, the emergence of a planning process that accommodates all units to compile and determine development plans within a certain period or as scheduled (Kristiningsih & Laksmi, 2021, p.238). Formal democratic planning is a planning system that emphasizes democratic values and focuses the source of ideas on individuals and individual units (Johnson, 2004, p.67). Collection development aspects that support democratic values are also reflected in the collection selection process. The collection selection process carried out by the SD Tumbuh 2 Yogyakarta Library also uses feedback from educators or teachers as an internal selection tool.

The contribution and cooperation of educators through suggestions to the Teacher Librarian regarding collections to be acquired is one form of democratic value reflected in the development of collections in the SD Tumbuh 2 Yogyakarta Library. The democratic value of this activity enriches the collections to meet the users' needs.

#### **6. Egalitarian Values (equality)**

To sum up the representation of multiculturalism value in the practice of collection development in SD Tumbuh 2 Yogyakarta, Table 4 shows the mapping of the result.

Kamus Besar Bahasa Indonesia (KBBI) defines the term egalitar as the same or equal. Equality provides the freedom or opportunity to be different and treats people equally (Parekh, 2008). Egalitarian values are found in collection development in the acquisition process, which involves collaboration among teachers/educators, administration staff, and people from other institutions to write collaborative books. Center for Study of Inclusive Education (CSIE) initiates the idea of making shared work by inviting people interested in inclusive issues and is funded by the Sekolah Tumbuh Foundation. Authors come from different institutions, such as lecturers from Duta Wacana University and Sanata Dharma University, Paguyuban Penggerak Pendidikan Inter-Religious PAPIRUS (Interfaith Community), and teachers from Muhammadiyah High School. This collaboration represents the value of egalitarianism in which all authors from different religions, educational backgrounds, and types of institutions have the same opportunity to share their ideas in a shared work to produce a book. This egalitarian value of equality is crucial in developing library collections. A view of equality can help the library to be more open in acquiring collections for all users.

To sum up the representation of multiculturalism value in the practice of collection development in SD Tumbuh 2 Yogyakarta, Table 4 shows the mapping of the result.

**Table 4.** The Mapping of the result

Component of Multiculturalism Values	Collection Development stages	Result/ Description
1.1 Represent inclusive values (openness) 1.2 represent tolerant values	Community Analysis	Library users have diverse backgrounds, either ethnicity or religion they adhere.  Users have an interest in collections about humanity such as <i>special needs children</i>
2.1 Represent democracy	Collection Development Policy	The collection development policy was built based on discussion among a teacher librarian and educators in SD Tumbuh 2
3.1 Represent tolerant values 3.2 Represent values that support dialogue (dialogic values)	Selection	Library collections accommodate diversity-based content.  The library does not have a selection team but receives feedback on collections from educators as selection tools
4.1 Represent egalitarian values (equity) 4.2 Represent egalitarian values (equity) 4.3 Represent Tolerant Values	Acquisition	Library builds mutual and beneficial cooperation such as social activists, writers, and educators (teachers) to provide sound collections.  The library and cooperation partners are two institutions that support multiculturalism values. One example is PAPIRUS Paguyuban <i>Penggerak Pendidikan Inter-Religious</i> , an interfaith institution that promotes diverse religions. The library also considers the acquisition of collections relating to cultural diversity, for example, books entitled "Neighbor from Korea" (Tetangga dari Korea) and "Pendidikan Multikultural Strategi Mengelola Keberagaman di Sekolah."



<p>5.1 Does not indicate multiculturalism values</p>	<p>Weeding</p>	<p>The teacher librarian does not discuss with others when removing collections for weeding. The library also does not provide weeding criteria.</p>
<p>6.1 Does not indicate multiculturalism values</p> <p>6.2 Merepresentasikan nilai mengutamakan dialog (aktif)</p>	<p>Evaluation</p>	<p>Evaluation</p> <p>The teacher librarian still needs to implement evaluation of library collections, either the usage of the collections or the quality of the collections. However, the teacher librarian regularly checks the collections and reports the results using a rubric as a medium to communicate with the principal.</p>

Source : Dokumentasi peneliti, 2023

Table 4 above shows that in the development collection, multiculturalism values are applied to four activities: community analysis, determining policy, selection process, and acquisition. The teacher librarian involves other parties in these activities, such as educators and the community outside SD Tumbuh. Discussion and cooperation are implemented to obtain other viewpoints representing multiculturalism perspectives. This contributes to the implication of the collection development process to the library collections, as can be seen from the book titles acquired by the library, such as Pendidikan Multikultural Strategi Mengelola Keberagaman di Sekolah, which is an essential source for educators to enrich their understanding of multiculturalism in education. Other books that allow students to explore other countries can be found in the library, for example, Jelajah Dunia and Tetangga dari Korea (Neighbor from Korea), which introduce Korean culture to readers. This means that representing multiculturalism in the practice of collection development will impact the library collection of SD Tumbuh 2.

**CONCLUSION**

Representation of multiculturalism values in collection development practices at Sekolah Tumbuh Library reflects six indicators: inclusive values (openness), dialogic values (Active), tolerance values, humanism values, democratic values, and egalitarian values. The community analysis in the collection development component represents the value of inclusiveness and tolerance, as shown by the diverse backgrounds of library users and

interest in humanitarian-themed collections. Furthermore, the collection policy component represents democratic values by prioritizing deliberation in the decision-making process. The selection component represents the value of tolerance and prioritizes dialogue by considering collections containing diversity. In this process, the library also invites teachers to give suggestions for book titles to be purchased by the library as library collections. The acquisition of library collections also represents egalitarian and tolerant values, and the library involves collaboration with partner institutions and consideration of multicultural collections.

Meanwhile, two weedings in SD Tumbuh have yet to indicate multiculturalism values. In the last component of collection development, namely evaluation, the library has yet to evaluate the collections specifically. Instead, the teacher librarian performs general evaluation. This evaluation shows that the library has implemented dialogic values through the librarian's daily journal rubric report, which contains the librarian's evaluation as an accountability to the principal.

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