

Use Of E-Ddc to Improve Library Administrative Understanding in MI Jampang – Pangadaran

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ABSTRACT

A collection of books with different genres, students can explore various kinds of knowledge. A well-managed book collection can make it easier for students and even school residents to read. The problem found in this school was the lack of teachers who understood the management of library administration so that the arrangement of book collections does not run properly. The role of teachers and librarians who understand in library management is very important so that book collections are recorded and well organized. For this reason, through community service activities, the authors intend to assist teachers in understanding the management of library administration. The activities carried out on August 16 - September 3, 2022. The target of this community service activity is teachers at MI Jampang who can become teachers as well as librarians who can manage library administration in the future. This community service method was in the form of involving several students in rearranging/sorting book collections. The forms of this activity were reordering/sorting books according to genre, classifying books using e-DDC, providing samples of book classification and socializing the use of e-DDC to teachers. This program had three objectives, namely to improve the quality of the library, provide education on how to manage library administration and to facilitate the search for users. The result of this service activity was that teachers could understand how to manage library administration so that in the future, collections that increased and could only be managed properly. In conclusion, the existence of a library administration management work program at MI Jampang could help teachers to manage book collections in the library so that if it was managed properly, students could easily read books according to the genre they wanted to read.

Keywords: Administration, e-DDC, Library, library, management.

INTRODUCTION

The library is one of the facilities that must be owned by every school. Based on Law No. 43 of 2007 concerning Libraries: Libraries function as a vehicle for education, research, preservation, information, and recreation to increase the intelligence and empowerment of the nation. According to Irawan in (Karima, 2021) states that the library with the main elements of books conveys students as individuals to the wider world. In line with what was said by (Munawarah, 2020), the library is an important part of elementary schools because at this time students can get used to being creative and innovative by seeking various sources of information. Therefore, the library is expected to be a facility and infrastructure in supporting the learning process.

(Qibtiyah, 2022), states that there are two factors that influence the school library as an underutilized learning resource, namely internal and external factors. (Ramadhanty, 2022) describes these two factors into examples of phenomena that occur in reality. The internal factors are the condition of the library such as books that are available in inappropriate conditions or books that are old, the location of the library is inconvenient, and the service is lacking. While reading comfort and service are also important things in reading activities. The external factor is the development of science and technology.

According to Towa P. Hamakonda in (Iqbal, M. F., & Husna, 2014), classification is a systematic grouping of a number of objects, ideas, books, or other objects into certain classes or groups based on the same characteristics. The classification of books according to certain criteria is very important in classifying library materials. According to Sulistyo in (Rahman Shalaby, F. A., Misroni, M., & Wahidi, 2019) states that in the field of libraries the notion of classification is the systematic arrangement of books and other library materials, or catalogs, or index entries based on subject, in a way that is useful for those who read or seek information. From the above understanding, it can be concluded that classification has a function, namely: as an arrangement of books on shelves, as well as a means of compiling bibliographic entries in catalogs, bibliographies and indexes in a systematic arrangement.

As a means of arranging books on shelves, classification has two advantages, namely: (1) Helping library service users identify and localize library materials based on document call numbers; (2) Grouping similar library materials into one row or adjacent. These two advantages are very possible because in class determination, the approach used is the subject approach or the scope of knowledge from a library material. (Rahman Shalaby, F. A., Misroni, M., & Wahidi, 2019)

The purpose of classification is to organize library materials in a certain system so that they are easy to find and return to storage. The objectives can be detailed as follows: (1) Generate useful sequences. The main purpose of classification is to produce a sequence or arrangement of library materials that are useful for library staff and for library users; (2) Precise placement. If library materials are needed by the user, the desired library is easy to find and easily returned by officers to a definite place in accordance with the classification system used; (3) The mechanical arrangement of new library materials is easily inserted between existing library materials. Likewise, withdrawing library materials (because they are borrowed) will not disrupt the arrangement of library materials in the ranks. (Rahman Shalaby, F. A., Misroni, M., & Wahidi, 2019)

There are several classification systems, including:

1. Artificial Classification, namely a system in the form of grouping library materials based on other characteristics or characteristics, for example grouping according to author, or based on physical characteristics, for example size, cover color, and so on.
2. Utility Classification, namely the grouping of library materials that are differentiated based on their use

and type. For example, children's reading books are distinguished from adult reading. The student handbook at school is distinguished from the teacher's handbook. Reference collection books are distinguished from circulation collections (based on their uses).

3. Fundamental Classification, namely the grouping of library materials based on the characteristics of the subject or the content of the issues discussed in a book. (Rahman Shalaby, F. A., Misroni, M., & Wahidi, 2019)

Grouping library materials based on this system has several advantages, including:

1. Library materials with the same or nearly the same subject, are located close together.
2. It can be used as a material consideration in assessing collections owned by looking at which subjects are weak and which are strong.
3. Facilitate users in searching for information by subject.
4. Make it easy to make a bibliography according to the subject matter.
5. To help weeding or weeding collections. (Rahman Shalaby, F. A., Misroni, M., & Wahidi, 2019)

There are many types of fundamental classifications used by large and small libraries. In this system books are grouped by subject, making it easier for users to browse for information. DDC classification (Dewey Decimal Classification) is one of the fundamental classifications. DDC is a classification system that is popular and widely used. In its development, this classification uses the Arabic numeral decimal system as its notation symbol. (Rahman Shalaby, F. A., Misroni, M., & Wahidi, 2019)

According to a teacher at MI Jampang, the library is still visited by several children. However, if children have finished reading, it is stored anywhere so that when children want to return to reading the same book, they have to look for it again. Because the library is still attached to the teacher's room, sometimes if children want to read books they have to go elsewhere. In addition, there are several collections of books that have no covers, torn pages, and books that are dusty. In addition, the absence of librarians or teachers/educational staff who understand the management of library administration is one of the inhibiting factors that does not work library administration.

The use of e-dcc in the classification of books in the library has the advantage that the collection of books can be arranged systematically and neatly which makes it easier for users to find the information they need. Therefore, classifying book collections at school can help and guide students in finding the books they need. So that the use of book collections in the school library becomes efficient for students and teachers/educational staff. Based on the problems faced by the MI Jampang library, the Muhammadiyah University of Tasikmalaya Regular Thematic KKN Group 23 compiled a work program by carrying out activities to revive the library by improving the library administration management system. The purpose of this work program is to assist teachers in managing the school library and support the school literacy movement.

RESEARCH METHOD

Data collection was carried out by means of literature studies, direct field observations and interviews with several informants to be one way for researchers to collect data. To get the results and achieve the desired goals, the authors use the classification method which is a method of grouping books according to the field of science and in the form of socialization related to library administration management to teachers.

The work program to revive the library by improving the library administration management system was carried out at MI Jampang, Jampang Hamlet, Kertaharja Village, Cimerak District, Pangandaran Regency which was carried out from 16 August 2022 to 3 August 2022. This work program was carried out through several stages, namely (1) Arrangement/re-sorting of books according to genre; (2) Classification of books using e-DDC; (3) Provide samples of book classification; and (4) Socialization of the use of e-DDC.

No.	Types	Participant	Activity Problem Solution
1.	Arrangement/re-sorting of books according to genre	KKNTR Group 23 students and MI Jampang students	Sorting books that are not worth reading, sorting books according to genre, rearranging books onto shelves according to genre.
2.	Classification of books using e-DDC	KKNTR Group 23 students	Classifying books with e-DDC according to the genre that has been sorted
3.	Provides a sample book classification	KKNTR Group 23 students	Paste the call number that already has the e-DDC classification code on the book
4.	Socialization of the use of e-DDC	KKNTR Group 23 students and MI Jampang students	Provide a presentation to teachers about the new book collection management system, an explanation of the importance of grouping books according to genre, an explanation of how to use e-DDC for classification of books for new collections in the future, an explanation of the call number system for book identity, provision of modules that made by students to the school to facilitate the classification of book collections using e-ddc in the future

RESULT AND DISCUSSION

From the results of the activities carried out, it can be seen the benefits of classifying, rearranging books and socializing the use of e-DDC to teachers. The first activity we did was interview and direct observation by looking at the condition of the library. Then, on August 19, 2022, students were assisted by several MI Jampang students grouping books according to genre. This aims to be more interested in students visiting and looking for collection materials at the MI Jampang Library. So students don't need to sort out books because they are neatly arranged and named according to their area of expertise and students no longer mess up books because they are neatly arranged according to their field of knowledge.



Figure 1. Arrangement/re-sorting of books according to genre

After rearranging/re-sorting the book collections in the library, Group 23 KKNTR students then classify and code books using the e-DDC application. This activity was carried out at the group 23 post. After knowing the classification of books, a book code was generated which would become the identity of the book in the library. After the book has a classification code from e-DDC, students move the code to the call number that has been made. This call number is useful for making it easier to recognize and easy to trace on library shelves.



Figure 2. Example of a Call Number

If the book collection already has a call number, then the next step is to print the call number with a printer and paste it on the appropriate book collection.



Figure 3. Book Coding Results



Figure 4. Photo of the Library Room After Sorting and Coding of the Book Collection

On September 3, 2022, KKNTR Group 23 students carried out socialization activities on the use of e-DDC to MI Jampang teachers. In this activity, student representatives explained the importance of classifying books according to genre, explaining how to use e-DDC to classify books for new collections in the future, and explaining the call number system for book identities. This activity aims to enable teachers to know and apply book classification in a simple and easy way to do if there are new books in the library.



Figure 5. Socialization of the Use of e-DDC for Library Management to Teachers

CONCLUSION AND SUGGESTION

By implementing the activities of sorting/re-sorting books according to genre, classifying books using e-DDC, providing samples of book classification and socializing the use of e-DDC in the MI Jampang library. Thus, students find it easier to find library materials in the library. The collection of books in the library will be neater and more organized according to their respective fields of knowledge so that they can assist teachers in managing library administration. After classifying and arranging/sorting books according to genre, it is hoped that MI Jampang students will be more active and often visit the school library. It is expected that teachers can manage the library if there are new book collections in the future properly after socialization of the use of e-DDC.

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