

Library Service Productivity in Building Learning Communities

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Abstract

Productivity is a measure of success that states the results bigness (target) ratio of both quantity and quality within a certain period of time is produced. The greater the ratio achieved, the higher the level of productivity. The productivity measurement was expressed in an indirect qualitative with the filled checklist items associated with the expected total item. Based on this approach, the formula P is equal to or greater than 1 ($P \geq 1$), means the teaching and learning process is productive, but if P is smaller or equal to 1 ($P \leq 1$), means the teaching and learning process is not productive. From the conducted research, it was found that 1) the expectations of students (users) on the service productivity in building the learning community environment in each dimension of service quality were in very important category; 2) the feelings of students (users) on the service productivity in building the learning community environment in each dimension of service quality were in productive category; and 3) the productivity of library services in shaping the learning community almost filled the expectations of users (students). It was said as almost filled the expectations of users because it viewed from the gap between what was expected and what the students got in forming a learning community around 0.20. The gap was very small, so that the library seemed very helpful for students in shaping the learning community in supporting their studies. In the context of learning community, the library must function itself professionally and proportionally. Library have to be born as a center of learning that become the source big thoughts being born, a tool for self-actualization, a forum for developing creations and innovations. The library must form pleasant learning communities, such as the literary community, opinion community, community reviews, book surgery community, race communities and other communities with positive and constructive activities that encourage the creation of a scientific learning environment and fun for the development process of potency and skill.

Keywords: library service, productivity, learning community

I. Introduction

College library is a part of the university itself which has strategic function as learning source and information source in supporting continuity of education. The library has a vital role as a breaker of intellectual freezing of students in achieving an achievement. The library have to form pleasant learning communities, such as the literary community, opinion community, review community, book surgery community, race community, and other communities with constructive positive activities that encourage the creation of

a scientific and fun learning environment for development process of potency and skill. Management of the library must be transparent and accountable in forming learning communities, so that they can provide maximum and satisfying service for users. (Aulawi, 2005) states that library services are not only limited in borrowing library materials, but also provide a pleasant learning environment, supported by the completeness of relevant collections and competent library officers.

Seem from the tasks of college library above, what is always become a problem today is a matter of service (Nurochman, 2014), because providing quality services to visitors in reality is not an easy matter. (Rachmawati, 2017) stated that library service activities are one of the activities that deal directly with users, in service activities the library staff will face various characters and habits of diverse library users. HR (human resources) and physical resources that are not optimally available directly or indirectly will cause the level of student visits the library to be low.

Look at the reality, based on preliminary observations through statistics on student visits at Library of Undiksha Singaraja in 2017, there were 9,036 FE students visited Library for 1 year. If we see from the monthly average, the number of students visited the library reached 753 people (26.34%). From these data the authors assessed that, the level of utilization of libraries in order to build learning communities by students was still low.

Many factors are thought to be the cause of the low level of library utilization by students, including: lack of socialization on how to use information technology in information retrieval process, lack of service to students as visitors especially in the form of supporting infrastructure in obtaining the information needed, and lack of promotion in attracting students to visit library in order to create reading interest for students. In addition, the assignment of lecturers in making students to utilize the library is not optimal yet. It is caused by the lack of synergy / collaboration that has been established between the educator / lecturer and the library both in terms of providing books collection and other library supporting books so there is a reality that each other running individually.

Based on that phenomenon, the researcher considered that a research on the "Library Service Productivity in Building Learning Communities on Faculty of Economics Students at Undiksha" was needed. This research was conducted by describing the productivity assessment result

of library services that carried out by using a measuring instrument in the form of a checklist in terms of the administrator's production function approach that focuses attention on managerial functions (administration) related to various services for user needs seen from tangible, reliability, responsiveness dimensions, assurance, and empathy. Productivity measurement was expressed in an indirect qualitative with the filled checklist items associated with the expected total item. Based on this approach, the formula P is equal to or greater than 1 ($P \geq 1$), the teaching and learning process is productive, but if P is smaller or equal to 1 ($P \leq 1$), the teaching and learning process is not productive.

II. LITERATURE REVIEW

A. College Library

College library is a supporting element in universities, which together with other supporting elements, participate in carrying out the achievement of the vision and mission of the college (Anonim, 2004). Basuki's definition was confirmed (1993: 51) which states that the college library is a library located in universities, subordinate bodies, and institutions affiliated with universities, with the main objective of helping universities achieve their goals. According to (Trimo, 1992) the library is a vital tool in every education, teaching and research program for every educational and scientific institution. In addition, it is also stated in Presidential Decree No. 11 year 1989 states that "Library is one of the preserving literature material means as a source of information on science, technology, and culture in order to educate the life of nation and support the implementation of national development. (Nurochman, 2014) states that the library systems and information assets that are served to users become the backbone of the role of information technology.

B. Learning Community

Learning community is defined as an organization where its members develop their own capacity continuously to achieve desired results, encourage new and broad mindset, and continue to learn how to learn together. The formation of a learning community is an important concept in the development of culture and the college quality. Several studies show that the role, function, and influence of the learning community can help the academic achievements of students and improve the college quality.

The core message to be conveyed from the idea of building a learning community is the importance of collaboration of all knowledge sources and the importance of making students as independent subjects that must be developed their potency as capitals to face a complex future which full of challenge. Collaboration is the synergy of various forces into one entity. There is an atmosphere of togetherness and cohesiveness that is fostered for one purpose, namely mutual success. Collaboration comes to counteract the strong phenomenon of individual egoism

which necessitates the existence of unhealthy cooperation, because of attacking each other to get the best rank. Learning community as a tool for collaboration for various abilities will improve the quality of learners in socializing, adapting, sharing and helping each other to achieve the same goals. The biggest benefit is the balance of intellectual intelligence as potency of left brain, as well as emotional and spiritual intelligence as potency of right brain. In practice, there are many obstacles accompany this learning community. However, sincerity and unyielding spirit in building a learning community will produce exciting results. Both obstacles include low learning spirit, non-supportive family, free environment, inconsistent mentors and limited budget, the spirit of building a learning community should not be extinguished.

C. Library Functionality in Building Learning Communities

Library has a vital role as a breakthrough in the intellectual freezing of students in achieving an achievement. The library is useful in making students to love reading, enriching the learning experience of students, growing independent learning habits in students, facilitating students in completing tasks, and helping students, lecturers in following the development and advancement of knowledge and technology. The library also has various functions.

In the context of learning community, library must be functioning itself professionally and proportionally. Library have to be born as a center of learning that become the source big thoughts being born, a tool for self-actualization, a forum for developing creations and innovations. Library must form pleasant learning communities, such as literary community, opinion community, reviews community, book surgery community, race community and other communities with positive and constructive activities that encourage the creation of a scientific learning environment and fun for the development process of potency and skill.

In terms of optimizing the creation of services productivity, students also expect library staff to be able to pay attention on the characteristics of students as users. As we all know that each student certainly has different characteristics from one another. Even if it is look like, it is not exactly the same, it might have a little difference. The characteristics of students that have to be known by the staff in order to be able to provide good service are as follows. 1) Students who want to be fulfilled their wants and needs, 2) Students who want to be cared.

Management organizer of the library must be transparent and accountable, so they can provide maximum and satisfying service for students. The librarian also have to be a figure who actively fetches the ball, such as actively disseminating new books, making interesting pamphlets for new books, and of course completing the library with modern technology tools, such as multimedia. This is absolutely necessary if the library wants to appear as a center for scientific development, research and expertise.

The implication if the library be able to play this strategic role, the quality of students will increase sharply. The insights of students also will be broadened, their thinking far ahead, and their lifestyles become organized, because they focus on their purpose and dreams of life that must be fought seriously and totally.

D. Productivity

Productivity is an activity related to the whole process of planning, structuring and utilizing resources to release the goals of education effectively and efficiently in terms of three points like administrative, psychological and economic. Dimension of service productivity developed by Thomas, J. Alan in (Engkoswara, 2010) as follows.

- 1) The Administrator Production Function (PFI); namely managerial (administration) function that gives attention on the customer satisfaction related to various services for the needs of students seen from the dimensions of tangible, reliability, responsiveness, assurance and empathy. The elaboration of each dimension can be explained in the following table.

No	Dimension	Question Items
1.	<i>Tangibles</i> or physical appearance	Quality of equipment and technology,
		Condition of facilities,
		Physical condition of staffs
		Alignment of physical facilities with the provided service
2.	<i>Reliability</i>	Compatibility of conducted service with the schedule that has been prepared
		Reliability of staffs in giving service,
		Time services accurate with the appointment, and
		Accurate documents handling
3.	<i>Responsiveness</i>	Clear information in service,
		Willingness of staff to help user in difficulty,
		Staff time to respond problems in service
4.	<i>Assurance</i>	Staff knowledge,
		Comfortable feeling along the service given,
		Patience of staff, dan
		Leader support in service
5.	<i>Empathy</i>	Personal empathy of staff to the students,
		Ability in understanding position and rules

Source : adapted from Engkoswara, 2010: 45

- 2) The Psychologist's Production Function (PPF); namely behavioral (psychological) function

that focuses on the changes students' behavior as learning outcomes.

- 3) The Economic Production Function (EPF); namely economic function (economical) that measures the benefits of productivity or benefits obtained by students after sacrificing time, energy, money and others.

Based on this description, productivity is a measurement of success that states the ratio of outcomes magnitude (target) both quantity and quality within a certain period of time is produced. The greater ratio achieved, the higher level of productivity. Theoretically, productivity assessment needs to be done by examining all components that interact each other in an integrated manner to support learning that must be mastered by students.

III. RESEARCH METHOD

Seem from the approach, this study used an empirical approach (ex-post facto) that conducted study to examine the events that have occurred and then look back to find out the factors that can cause these events (Sugiyono, 2005). According to (Sukardi, 2004), by using the ex-post facto approach, researchers relate to variables that have occurred and researchers do not need to give treatment to the variables under study. This study aimed at determining the value or performance of the service productivity of Undiksha Library, by using a checklist indicator size in terms of the administrator's production function approach that focusing the attention on managerial functions (administration) relating to various services for the needs of students (as the users) seen from some dimensions, such as tangible, reliability, responsiveness, assurance and empathy. Productivity measurement is expressed in an indirect qualitative with the filled checklist items associated with the expected total item. Based on this approach, if the formula P is equal to or greater than 1 ($P \geq 1$), the library service is productive, but if P is smaller or equal to 1 ($P \leq 1$), the library services are not productive.

IV. RESULTS AND DISCUSSION

A. Results

The service productivity of Undiksha Library in building a learning community in FE's environment can be measured by comparing two main factors, namely students' perceptions of their perceived service with actual expected / expected services in five major departments in the FE Undiksha Singaraja environment. If the service received / felt exceed than what is expected by the students, the service can be said very good, whereas if the received service is not in accordance with the expectations of the students, the service can be said not good. The results of research can be seen on the table below.

Table 4.3:
Service Productivity of Undiksha Library in Building Learning Communities in the FE's Environment Seem from the Comparison between Hope and Feelings of Students

No.	Dimension	Major	Harapan		Perasaan		Produktifitas		Kesenjangan	
			Score	Category	Score	Category	Gap	Category	Score	Gap
1.	Tangible	Economic of Education	1525	Really important	1180	Productive	0,77	Less Productive	345	0,23
	Reliability		1220	Really important	949	Productive	0,78	Less Productive	271	0,22
	Responsiveness		915	Really important	695	Productive	0,76	Less Productive	220	0,24
	Assurance		1220	Really important	954	Productive	0,78	Less Productive	266	0,22
	Empathy		610	Really important	465	Productive	0,76	Less Productive	145	0,24
Total			5490	Really Important	4243	Productive	0,77	Less Productive	1247	0,23
2.	Tangible	Management S1	2025	Really important	1527	Productive	0,75	Less Productive	498	0,25
	Reliability		1620	Really important	1246	Productive	0,77	Less Productive	374	0,23
	Responsiveness		1215	Really important	961	Productive	0,79	Less Productive	254	0,21
	Assurance		1620	Really important	1258	Productive	0,78	Less Productive	362	0,22
	Empathy		810	Really important	625	Productive	0,77	Less Productive	185	0,23
Total			7290	Really Important	5617	Productive	0,77	Less Productive	1673	0,23
3.	Tangible	Accountancy S1	2575	Really important	2030	Really Productive	0,79	Less Productive	545	0,21
	Reliability		2060	Really important	1622	Productive	0,79	Less Productive	438	0,21
	Responsiveness		1545	Really important	1225	Productive	0,79	Less Productive	320	0,21
	Assurance		2060	Really important	1655	Productive	0,80	Less Productive	405	0,20
	Empathy		1030	Really important	817	Productive	0,79	Less Productive	213	0,21
Total			9270	Really important	7349	Productive	0,79	Less Productive	1921	0,21
4.	Tangible	Accountancy D3	500	Really important	433	Really Productive	0,87	Kurang produktif	67	0,13
	Reliability		400	Really important	337	Really Productive	0,84	Less Productive	63	0,16
	Responsiveness		300	Really important	257	Really Productive	0,86	Less Productive	43	0,14
	Assurance		400	Really important	349	Really Productive	0,87	Less Productive	51	0,13
	Empathy		200	Really important	173	Really Productive	0,87	Less Productive	27	0,13
Total			1800	Really important	1549	Really Productive	0,86	Less Productive	251	0,14
5.	Tangible	Hospitality D3	500	Really important	386	Productive	0,77	Less Productive	114	0,23
	Reliability		400	Really important	308	Productive	0,77	Less Productive	92	0,23
	Responsiveness		300	Really important	230	Productive	0,77	Less Productive	70	0,23
	Assurance		400	Really important	302	Productive	0,76	Less Productive	98	0,24
	Empathy		200	Really important	150	Productive	0,75	Less Productive	50	0,25
Total			1800	Really important	1376	Productive	0,76	Less Productive	424	0,24

Source: Table 4.1 and 4.2 Students' Expectations and Feelings on Five Major in the Faculty of Economics Undiksha Singaraja.

Fact in table 4.3 shows that the service productivity of Undiksha Library in building the learning community in Economic Education Major is about 0.77 categories as less productive with the gap between what is expected with the reality of library services in building a learning community is 0.23; in Management Major also 0.77 and categories as less productive with the gap between what is expected with the reality of library services in building a learning community is 0.23; in S1 Accounting Major is 0.79 also categories as less productive with the gap between what is expected with the reality of library services in building a learning community is 0.21; in D3 Accounting Major is 0.86 still categories as less productive with the gap between what is expected with the reality of library services in building a learning community is 0.14; in Hospitality Major the number is 0.76 and categories as less productive with the gap between what is expected and the reality of library services in building a learning community is 0.24.

Looking at the obtained results of the research, it can be said that the productivity of library services in shaping the learning community is almost meet the expectations of the users (students). Can be said as almost meet the expectations of the users because when viewed from the large gap between what is expected and what students get in forming a learning community is around 0.20. The gap is very small, so that the library has been very helpful for students in shaping the learning community in supporting their studies.

B. Discussion

The gap between what is expected and what students get in shaping the learning community shows that there is a gap in the form of a gap between perceived services and expected services. This gap occurs when service users measure the performance of a library in different ways. An action that intends to meet the expectations of visitors is basically just an attempt to avoid dissatisfaction of visitors. Based on the results of the filling out questionnaire distributed in the study, revealed that library facilities are very important to build a learning community. However the number of books in the library are limited and incomplete. It also reflects that what has been expected by users (students) so far has not been achieved, so it become the caused of the productivity of library services can not be fully categorized as productive.

In the context of learning community, the library must function itself professionally and proportionally. Library have to be born as a center of learning that become the source big thoughts being born, a tool for self-actualization, a forum for developing creations and innovations. The library must form pleasant learning communities, such as the literary community, opinion community, community reviews, book surgery community, race communities and other communities with positive and constructive activities that encourage the creation of a scientific learning environment and fun for the development process of potency and skill.

In terms of optimizing the creation of services productivity, students also expect library staff to be able to pay attention on the characteristics of students as users. As we all know that each student certainly has different characteristics from one another. Even if it is look like, it is not exactly the same, it might have a little difference. The characteristics of students that have to be known by the staff in order to be able to provide good service are as follows.

1) Students who want to be fulfilled their wants and needs

One of the reasons is that students come to the library because they have problems that they want to solve, of course the problems related to books that are the part of filling the needs of the learning community. It means that the arrival of students to the library is the desire of being able to use the facilities and infrastructure is fulfilled. Thus the role of employees who have good ability and knowledge as well as the existence of supporting infrastructure is really helpful in reaching a quality library service productivity.

2) Students who want to be cared.

Students who come to the library essentially want to get attention. Never underestimate students, give full attention so that students and lecturers really feel that they get the attention. The attention given to students is starting from students and lecturers to come to obtain services until the end of the services provided.

V. Conclusion

- A. Overall the research shows that the expectations of students (users) on the service productivity of Undiksha Library in building the learning community in FE environment in each dimension of service quality are in a very important category. This shows that students really need Undiksha Library in building a learning community in the FE environment.
- B. Totally, each dimension shows that the feelings of students (users) on the service productivity of Undiksha Library in building the learning community in the FE environment in each dimension of service quality are in the productive category. However it does not mean that it is productive to fully fulfill all the expectations of students (users) in building a learning community.
- C. It can be said that the productivity of library services in shaping the learning community is almost meet the expectations of users (students). It is said as almost meet the expectations of the users because when viewed from the gap between what is expected and what students get in forming a learning community is around 0.20. The gap is very small, so that the library seemed very helpful for students in shaping the learning community in supporting their studies.

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