



EVALUATION OF EDUCATION SECTOR LIBRARY COLLECTION BY CONCEPTION METHOD IN LIBRARY

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ABSTRACT

The library collection evaluation of education based on the conceptus method aims to determine the conditions of the distribution scope, chronological scope, language scope, depth, strength, and weakness of the education collection. This study used a quantitative evaluative approach and to obtain data that supported this method, researchers conducted surveys, document analysis and interviews. Analysis of the data is done by matching the title, year of issue, information content, and use of the language of the collection, to the standards present in the conceptus. The actual level of the educational subject collection will also be matched or compared to the level expected by the evaluator to know the level gap. The evaluation of the distribution scope of the collection in the education sector has not been evenly distributed, but it is in accordance with the needs. The evaluation of the chronological scope of the education field collection is not yet up to date. The evaluation of the scope of language collection in the education sector is still in the range of level I to W with predominantly level I. The evaluation of the depth of the collection in the education sector is in the range of 0 to 4 levels, which is dominated by 1b levels. The strength of the education collection is in class numbers 371 and 378, while the weaknesses are in class numbers 376 and 377.

INTRODUCTION

Libraries become institutions engaged in the field of service. Therefore, the quality of the library is crucial. An evaluation action is required to maintain good

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performance of the library. (Tuflasa & Tambotoh, 2022), stated that the evaluation was carried out with the aim of making the library provide good services to users. Thus, evaluation becomes inseparable from library institutions.

Evaluation is important because the value of the usefulness of an object or an activity program can be assessed by performing an evaluation. In line with (Munthe, 2015) statement that the evaluation is considered a systematic investigation to know the value and benefits of an object. The results of the evaluation will reveal the deficiencies and advantages of an object so that it can determine the steps that should be taken for improvement and quality improvement. In addition, evaluation can be utilized to be something considered in decision-making or to make better policies in the future.

The library's book collection becomes an object that contains the information in it. According to (Yim et al., 2020). "Patrons regard those collections is important library resource". When translated, the library considers the collection an important source of libraries. On the one hand, the information presented must be accurate and relevant to the current state of the era. The library developed a collection to make this happen.

The Patron Community Cycle (Ari & Madeten, 2019) mentions evaluation as one of the steps in the development of the collection. However, the evaluation stage that becomes the last step of collection development is often not carried out by the library. Even though the evaluation of the collection cannot be separated from the cycle of collection development and its implementation is carried out repetitively. (Rahmawati, 2016) stated that if the evaluation is carried out continuously and periodically, it can be known whether the existing collection is compatible with the transformation and growth of user needs. In addition, according to (Novita Ernaningsih & Nurma Dewi, 2016), collections that are not up-to-date and irrelevant can degrade the quality of the library. If the library collection contains unqualified information, then the role of the library as an up-to-date information provider can be questioned. Therefore, evaluation of the collection is an urgent matter to maintain there levance between collection materials and the development of the times and the needs of library users.

Library book collections can be classified in several types, one of which is by subject. The collection of books in the field of education is worth discussing. On the one hand, Conspectus' method is one of several ways that can be applied to evaluate collections. The use of the conceptus method is considered appropriate because it maps collections to levels whose levels are measured based on the quality and quantity of library literature material (Novita Ernaningsih & Nurma Dewi, 2016). (Kelisanan

Dalam..., Rahman, FIBUI, 2011, 2011) also added the following statement: "The combination of data to get collection's strength and weakness can be preserved from the more accurate, unbiased, and objective view of collection development". That is, changing the landscape of collection development requires a more accurate and unbiased approach and an objective view of library ownership using a combination of data collection to provide an overall picture of the strengths or weaknesses of the collection. In short, evaluating the quality and quantity of the collection through its strengths and weaknesses is also necessary to carry out development. The quality of the collection will affect the quality of the information presented to the user. Therefore, the use of the conceptus method for collection evaluation is the right choice because it can review the strengths and weaknesses of the collection, not only in quantity but also in quality, making it more effective to be the basis for collection development.

Library Collection

Under Law 43 of 2007 concerning Libraries, library collections are defined as all information in the form of written works, printed works, and/or recorded works in various media that have educational value, collected, processed, and operated. (Badriyah, 2007) added an important aspect of the collection that the latest collection has been published in the last 5 years. The last five years of field collection have a minimum standard of 10%. The distribution or distribution of collection subjects must have a balance between the available collections and their users (Supriyana & Taftrikhudin, 2021).

Evaluate Library Collection

According to (Yusuf, 2021), the aspects reviewed in the evaluation include the scope of the subject, the diversity and depth, and the strengths and weaknesses of the collection. In addition, (Maryam, 2015) mentioned in the collection evaluation, several aspects will be known, such as the number of prints of each title and subject, collection format, collection age and state, diversity and sharpness of the collection, the language used, and information of both used and unused collections. In the context of this study, the aspects reviewed in the evaluation are the scope of the subject, age of the collection, language used, depth, strength and weaknesses of the collection.

Conspectus Method

According to the WLN or Western Library Network (Nazim, 2016), the conceptus method is constructed of structures, standard codes, language coverage codes, and evaluator comments. The structure in the method of conceptus is further divided into three levels: division, category, and subject. Standard codes serve to classify collection levels in numerical levels. The scale of the assessment is in the range of 0-5. Language coverage codes serve to identify language variations, so they are still correlated in determining collection levels. Evaluators appointed to provide comments may be from within the agency or outside the relevant agency. Evaluators are required to provide comments in the form of collection activities, special power drawings, and subject area boundaries to be used as complementary to the assessment of the collection. In the context of this study, researchers are concurrent as evaluators at once because to emphasize the role of researchers who are not limited to data collectors, but also to be the parties to the analysis.

The advantages of the conspectus method, according to (Kelisanan Dalam..., Rahman, FIBUI, 2011, 2011), are not only able to see the strengths and weaknesses, but also the advantages of the conspectus method. but also collection emphasis; collection rationalization; possibility of sharing; prioritizing preservation; increasing librarian knowledge and expertise; linking between teaching and research conducted; supporting collection budget priorities; more specific collection descriptions; codes describing patterns and collection development can be developed; values in conceptus can be accessed in online or printed form; can expand cooperation in the field of collection improvement and protection; and can be a reference in applications for accreditation. On the one hand, there is still a weakness behind the method of conceptus, which is the tendency to be subjective in the assessment; it is too burdensome to apply by individually managed libraries; and barriers to defining appropriate codes for small-scale libraries.

METHOD

For the approach used, quantitative evaluatives are considered appropriate. In evaluative research, clear standards, benchmarks, and criteria are used to measure each evaluated indicator so that its strengths and weaknesses are known carefully (Sugiyono, 2016). In the context of this study the standard in question is conceptus.

The existing collection is measured by this standard and notated in alphanumeric form.

In this context, the population that will be discussed is the collection of education books numbered DDC 370-379 in the 2017-2024 procurement year. Samples are taken using proportional stratified random sampling techniques. The determination of samples using Slovin's formula resulted in 305 collection titles obtained from 1,278 populations and 5% precision. Due to precision or margin of error of 5%, the percentage of confidence is 95%.

The research instruments were composed of the profile of the conceptus and its spreadsheet. The WLN (Western Library Network) and the IFLA (International Federation Library Association) modification contained standard tables of numbers and letters used and an explanation of how to use them. The standard code table in the conceptus profile serves as a guide for measuring collection depth levels. In addition, language code tables are used to measure the extent of the language variety of collections.

Code	Level	Scope
0	<i>Out of scope</i>	Not collecting, not collecting, or even planning to collect subjects.
1	<i>Minimal level</i>	A collection of major works that will be reviewed periodically for up-to-date information.
1a	<i>Minimal level uneven coverage</i>	The collection of major works is small with a non-systematic scope of subjects.
1b	<i>Minimal level even coverage</i>	The collection of major works is limited. The core works were written by the main author and sufficiently represented the scope of the subject.
2	<i>Basic information level</i>	Dictionaries or encyclopedias of the field of science; access to databases; selected editions of major works in the discipline concerned; important research on historical aspects; handbooks; and major scientific journals in the discipline concerned.
2a	<i>Basic information level (introductory)</i>	Textbooks; historical studies of the development of a subject; general works dealing with major topics on a subject with tables, schemes, and illustrations; and selected scientific journals.
2b	<i>Basic information level (advanced)</i>	Textbooks; historical studies; reference literature materials relate to specific topics of a subject; and selective scientific journals.
3	<i>Study/ instructional support level</i>	Major works in various formats; several retrospective materials of classical value; a complete collection of authors' works of particular importance on a discipline; selected collections for secondary authors' works; selected journals for subject

		coverage; access to CDROM databases; and primary reference materials containing the following: bibliography supporting the subject in question.
3a	<i>Study/ instructional support level, introductory</i>	Karya-karya utama dari suatu bidang disiplin ilmu dalam berbagai format; bahan literatur retrospektif klasik; jurnal-jurnal utama dari suatu subjek; akses menuju pangkalan data CD ROM; dan bahan rujukan yang mencakup informasi bibliografis yang berhubungan dengan bidang disiplin ilmu yang bersangkutan. Koleksi sudah cukup dalam mendukung kebutuhan informasi program sarjana dan program kajian mandiri.
3b	<i>Study/ instructional support level advanced</i>	Major works of a discipline field in various formats; classical retrospective literature materials; major journals of a subject; access to the CDROM database; and reference materials that include bibliographic information relating to the discipline concerned. The collection is enough to support the information needs of undergraduate programs and self-study programs.
4	<i>Research level</i>	Unpublished literature materials (theses, research reports, new findings, scientific experimental results, research results, crucial information to support research, important references, select monographs, scientific journals with improved scope and diversity and dissertations). Aimed at a doctorate and pure research program.
5	<i>Comprehensive level</i>	Literature material covering all existing collections at previous levels is available in a wider variety of formats and language coverage.

Table 1

In addition to the standard code table, the collection quality measurement using the conceptus method also involves language codes that will determine the scope of the collection language. The criteria for each language scope shall be listed in the following table.

Code	Kind	Coverage
I	<i>Indonesia</i>	The dominant literary material uses Indonesian and works in other languages do not exist much or are not even available.
F	<i>Selected non-Indonesia language</i>	Literature materials were selected that were not Indonesian and supported the Indonesian language library collection.
W	<i>Wide selection language</i>	Literature that uses multiple languages is widely selected and there is no regulation restricting collection according to a

		particular language.
Y	<i>One non-Indonesia language</i>	Collection with languages other than Indonesian became the most dominant.

Table 2

RESULT AND DISCUSSIONS

Evaluation of Distribution Scope

The distribution of educational books is most common in classification number 371 of the subjects of the Institution of Education, Schools, and Activities with a percentage of 40% including 122 collection titles. The second position is occupied by class number 370 of Education subjects with only 10% difference from the most subjects, which is 30% with 91 titles. Although the Elementary Education subject with class number 372 ranks third in the most distribution of 43 titles, the percentage is only 14%, which means it has a considerable margin compared to class number 370. The distribution of the other subjects below 3 had a percentage of less than 10%. Class number 378 of university subjects with 28 titles received a percentage of 9%. Curriculum subject number 375 is ranked next with 3% of a total of 10 titles. In 1% difference from class number 375, class number 379 subject to the Education Regulations has 7 collection titles with a percentage of 2%. Meanwhile, the subjects of Advanced School Level Education number 373 and Adult Education number 374 are next with a percentage acquisition of 1% and 2 collection titles each. Unfortunately, class numbers 376 and 377 in the form of subjects that have not been used cannot be taken for the sample and therefore do not have a percentage of distribution.

Based on (Supriyana & Taftrikhudin, 2021) what needs to be considered from the distribution of the collection is the comparison of the number of collection users with the existing collection. In a sense, there must be a balance between the library collection and its users. According to the existing findings, the distribution of the collection of Education Sector at UNISMA already has a balance. This is because potential users from the book collection of Education Sector are students and lecturers of PG-MI and PG-RA study programs. The users are 358 students and 6 lecturers for PG-MI study program and 130 students and 5 lecturers in PG-RA study

program. If evaluated, the collection of the topics of the Institution of Education, Schools, and Activities; the topic of Education; and the topic of Elementary Education are the most suitable subjects for the study program topic and the largest number of distributions, then collection availability is very suitable for study programs.

However, other subjects that fit the topic of the study program, namely the Curriculum number 375 and the Education Regulations number 379 are still in fifth and sixth place in the distribution scope due to the small number of collections, none other than 3% and 2% only. Therefore, both subjects need to experience an increase in quantity.

In addition, evaluators also commented that there was a marked gap in the distribution of book collections in the field of Education. The gap is significant in the first order of class number 371 subject to the Institution of Education, Schools, and Activities with the last order of class numbers 376 and 377 which have not been used. Based on information from sources who support the findings of the results, the two subjects only have 1 collection each because the topics on Women's Education and Islamic School Education are classified into other DDC numbers outside of the Education Sector. Therefore, the collection of class numbers 376 and 377 must undergo development. Although, the library has a rational reason that the collection with the topic of Women's Education and Education in Islamic Schools has been classified to other subjects outside of Education, namely the field of Islamic Religion, still maintains the balance of the distribution of the collection is important. Moreover, this Institution of Universities has an Islamic background so the collection of books on the Islamic Religion is more than the collection in Education. Therefore, all collections with the topic of Women's Education and Education in Islamic Schools should not be charged with Islamic Religion because there are still class numbers 376 and 377 which still have 1 collection so that the subject can be used. Not only subjects in class numbers 376 and 377, collections with class numbers 373, 374, 375, 378, and 379 also need to undergo collection development because each percentage does not even reach 10%.

Chronological Evaluation of Scope

Educational books published between 2003 and 2013 are the most dominant educational collection with 138 juz and 45%. The next order is a collection published in 2014 to date with a total of 61 juz and a 20% percentage. Third place was achieved by educational books published from 1992 to 2002 with 49 collection titles and a 16% percentage. This was followed by educational books published between 1981 and 1991 totaling 38 juz and 12% of the total. Although it has been published over a very long year and in the last chronological order, the collection of books published before 1981 is still available at 18 juz with a 6% percentage.

(Badriyah, 2007) stated that the collection can be considered up to date if published in the last 5 years. The percentage of publication collections in the last 5 years has a minimum standard of 10%. Meanwhile, researchers classified the collection per 10 years which resulted in information that the collection published in the last 10 years reached a percentage of 20%. However, researchers reviewed the collections published in the last 5 years and obtained the results of the total number of collections published in the last 5 years with a 13 juz cap and the percentage was only 4%. (2007) and (Supriyana & Tafrikhudin, 2021), the Education Sector collection is not yet available, so it is called up-to-date because it has not met the standard requirements of at least 10%.

In addition, the Librarian for Processing said that the title of the collection published before 1981 is still maintained due to the large number of collection procurement. According to him, collection procurement is held once a year and the library is experiencing problems regarding funds. If these collections are packed, of course, the collection of books in the Education Sector will be less. Therefore, the library still retains old collections. However, evaluators commented that in addition to quantity, the quality of the collection must also be considered. The update of the collection must be maintained to provide actual information and support the needs of visionary learning and the latest research of the academic community.

Therefore, until now, the collection of publications in 2019 needs to be increased by at least 6%. On the one hand, collections of publications prior to 1981, 1981-1991, 1992-2002, 2003-2013 need to be used to maintain information updates.

Evaluation of Coverage Language

In class numbers 370, 371, and 372, the language of W sub-district level expansion is due to the wide variety of language in the same subject. In addition, according to the information obtained from Librarians in the Collection Processing Sector, the library does not implement any special policy that restricts the type of language used. Indonesia level I is given to class numbers 373, 374, 375, and 379 because the number of collections is still dominated by Indonesian language books and very few collections are redundant. Class Noor 378 is given a level F (Selected Non-Indonesian Language) because the collection is dominated by English buk which supports the Indonesian Language Collection. Concluding that, although not implementing a definite policy in selecting the subject used, the library usually holds collection titles with 3 main languages, namely Indonesian, English, and Arabic.

Librarians also state procuring language collections as well as adjusting requests from librarians. Evaluators are in the field of commentary that the collection of books in Education should be to augment collections that use foreign languages, especially Arabic. This is due to the background of Islamic religion-based colleges. In addition, the condition of universities that have established many collaborations with State Universities should be able to work to enrich language collections. Then the Arabic collection should be added again.

The addition of an outside language collection, namely Arabic and English, is mainly required in Advanced School Level Education subject class 373, Education subject for adults' number 374, Curriculum subject number 375, and Education for Adults number 375. and subject to Education Regulation number 379 so that the language level can rise from level I (Indonesia) to level F (Selected non-Indonesian language). In addition, the University Higher Education subject class 378 only needs to add a collection of foreign languages outside of English without a policy restricting the use of the language. That way, the language level of class number 378 which was originally at level F (Selected non-Indonesian language) can rise to level W (Wide selection language). In addition, class numbers 370, 371, and 372 even though it is the subject with the highest language level compared to other subjects, it is not impossible to raise the scope of the language to the level Y (One non-Indonesian language). For class numbers 376 and 377 whose language level has not been identified, it can start with the procurement of collections on the subject with

Indonesian or level I collections.

Evaluation of Collection Depth, Strength, and Weakness

Education Subjects with class 370 number receive an actual Minimum 1b Level Coverage Activity. That is, the subject has a collection of several major works and works written by the main author and adequately represents the scope of the subject. The main job is still low, which is 19 juz and the percentage is 21% of the total 91 juz. On the other hand, the work written by the main author, and I quite represent the scope of the sub-district subject has a percentage of the Great One, which is 79% with a total of 72 juzul collections. Research the expected collection level by increasing the sitting from day to day of the actual collection level. This was done because they considered the condition of library funds for the allocation of collection development when they hoped to improve the quality and quantity of the collection. Therefore, the expected level of class number 370 is race 2 or Basic Information Level.

Meanwhile, class number 371 with Institution of Education, Schools, and Activities subjects has a real level of 2 stones or a Basic Advanced Information Level. This means that the collection of educational books on the subject has met the characteristics of historical studies, evidence, selective scientific journals, and reference literature related to specific topics of the subject. Of the total collection of 122 juz, the collection of evidence holds the largest percentage of 112 juz. The history of research is 5 juz with a percentage of 4%, the reference literature material with a specific topic is 3 juz with a percentage of 2%, and the selected scientific journal is 2% or 2 juz. Class collection number 371 is expected to be at level 3 or Level 3 of Instructional Learning/Help.

Education Subjects with class number 372 obtained an actual level of 1b Minimum Level of Coverage Event. That is, the subject matter has a collection of few major works and works written by the main author and quite represents the scope of the subject. The main work is 5 collections with 12% percentage of the total sample, which is 43 juz. Subsequently, works written by the main author sufficiently represented the subject's scope of 38 titles with an 88% percentage. Subject As a result of the above obtaining an actual level of 1 stone or minimum coverage even, then the expected collection basis of the subject of Primary Education is class

number 372 which is level 2 or Level of Basic Information.

The subject of Advanced School Level Education number 373 is at level 1a aka Minimum Level of Uneven Coverage. The collection of class numbers has few major works yet to be systematic in scope. The collection of class number 373 about Advanced School Higher Education has only 2 samples and both samples but has not yet floated the scope of the subject systematically. That way, the research hopes that the collection level of the subject can rise to level 1 brick Minimum Level of Coverage Event.

Class numbers 374 and 375 with subjects of Education for Villagers and Curriculum occupy the average coverage of 1b Minimum Level Event. Because both above subjects have a collection of few major works; core works are written by the main author and represent the scope of the subject. Thus, collections numbered 374 and 375 are expected to increase his level to level 2 of Basic Information Level).

In addition, the class numbers 376 and 377 cannot be sampled because each class number has only 1 collection title, namely the Women's Education and Islamic School Education collection, thus obtaining a level of 0 or Out of Scope. Nevertheless, both subjects are still expected to improve in their quantity and quality. The expected levels of class numbers 376 and 377 are level 1 or Minimum Level which have characteristics in the form of main collections that are reviewed continuously for the latest information.

University Higher Education Institution subject number 378 succeeded in reaching that level. Level 4 coverage of unpublished literature material includes thesis, research reports, new findings, scientific experimental results, research results, critical information to support research, important references, select monographs, scientific journals with improved scope and diversity, and dissertations. In addition, the collection at this level is used for undergraduate education and pure research. Although the researcher assessed level 4 or Research Level, not all levels could be met. A dissertation of 1 title with a percentage of 4%, an important reference of 5 titles with an 18% percentage, and important information for research purposes of 22 titles with a percentage of 78%. It is expected that the collection in class number 378 can be increased to level 5 or Comprehensive Level.

Class number 379 of the subject of the Education Regulations is at level 1a

aka Minimum Level of Uneven Coverage. The collection of class numbers has the characteristics of minor major works with an unsystematic scope of subject matter. Collection number 379 has 7 samples, all of which are works that have not yet interpreted systematic coverage. That way, researchers hope that the collection level of the two subjects can rise to level 1b or Minimum Coverage Event Level.

The strength of the collection in the field of education lies in the University Higher Education subject class 378 which obtained 4F depth results and the Education, School, and Activities Institution subject class 371 which received 2bW grades. Meanwhile, other subjects became weaknesses, i.e. subject of Education number 370 and Elementary Education class number 372 with a predicate of 1bW; subject of Education for Adults class number 374 and class number 375 Curriculum with an assessment of 1bI; class number 379 Education Regulations and class number 373 Advanced School Level Education with an assessment. No. 1aI; and class numbers 376 and 377 are rated 0.

CONCLUSIONS

The distribution of books in the Education Sector at the Malang Islamic University Library (UNISMA) cannot be said to be even because it has a significant gap, but it is enough according to the needs of the users. Based on its chronological scope, the books for Education at the Malang Islamic University Library (UNISMA) are still classified as not up to date because the percentage of issues in the last 5 years is below 10%. The Education Sector Collection must still be evaluated by meeting the remaining 6% to achieve the minimum standard of the latest collection percentage. In terms of language coverage, the Education Sector collection ranges from level I (Indonesia) to W (Wide Selection Language) and is still dominated by language code I, which means that the number of collections is still dominant in Indonesian and very few in foreign languages. The procurement of English and Arabic language collections still needs to be improved. The depth of the dominant Education Sector collection is at level 1b. The subjects who achieved the best depth were the University Higher Education subjects numbered 378 who received level 4 or Research Level, while the subjects with the lowest depth were class numbers 376 and 377 who got level 0. The strength of the Education Sector collection is in the University Higher Education subject class 378 which has a 4F depth result and the Education, School, and Activities Institution subject class 371 which has a grade of

2bW. Meanwhile, other subjects became weaknesses, i.e. subject of Education number 370 and Elementary Education class number 372 with a predicate of 1bW; subject of Education for Adults class number 374 and class number 375 Curriculum with an assessment of 1bI; class number 379 Education Regulations and class number 373 Advanced School Level Education with an assessment. No. 1aI; and class numbers 376 and 377 are rated 0.

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