The Role of Teacher-Librarian in Building Lifelong Learning for Students

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Abstrak

Teacher Librarian is usually a teacher who also acts or is responsible as a librarian in the school library. Teachers who have a minimum education in the field of library science Diploma two (D-II) at an accredited university or complete a minimum Diploma two (D-II) education which is then continued with training and learning in the library field. However, in Indonesia, there is often a phenomenon of teacher-librarians who do not have scientific provision in the library field so that in some cases in real life, the management of the library system becomes less than optimal and cannot be utilized by users properly. In contrast to other countries, it is known that many schools in Europe use teacher-librarians as school library staff. This is so that teacher-librarians can collaborate with teachers to improve the quality of learning as well as the literacy skills of their students. School libraries should also have interesting and effective programs because this can affect students' learning achievement. Lifelong Learning is learning that is carried out throughout life without coercion on one's part to improve their abilities and knowledge so that they can create good competitiveness for their environment. Students who act as lifelong learners need proper guidance, namely with the help of Teacher-Librarians and also teaching teachers during the learning process. This article uses a literature review method that critically reviews ideas or findings in academically oriented literature.

Kata Kunci: Teacher-librarian; lifelong learning; students

A. Introduction

In life, consciously or not humans continue to experience learning activities both formally in school and non-formally. The knowledge gained during learning is not only related to the academic field, but also in the fields of art, health, social, and so on. This learning is experienced by every human being due to various internal and external factors. One example of external factors is due to the development of the times that continues to occur so that technology and information in the community also changes. This change causes an individual human being, must carry out learning activities in order to fulfill their needs and achieve their goals in everyday life. Rapid changes in people's behavior are influenced by information itself, so it can be said

that the role of information is very strong and inseparable from various aspects of people's lives.

The internal factor that causes a person to continue learning is because of an individual's curiosity about something and also the desire to develop personal abilities on an ongoing basis so that later it can facilitate the work done. Humans continue to learn during their lifetime or lifelong learning. The concept of lifelong learning is education as a system that contains organizing principles with the aim of developing knowledge through learning or education. In his opinion Sudarsana (2016), said that learning is a continuous process carried out for life, which starts from the time an individual is born into the world until the end of his life which is carried out openly and contains various important meanings in it.

As the times develop, many changes occur including in the world of education. Education is provided with various types and ways of delivery but still based on the four pillars of education, including: a) Learning to know something, b) Learning to do, c) Learning to live together, and d) Learning to be someone / something. From these pillars, it can be seen that learning carried out by humans is not only limited to academic knowledge, but also learning to become a better individual in the social environment of society. Therefore, the school also develops various facilities and activities that can be followed by students to prepare students in the future social environment. Some of the activities provided by the school for students to participate in are extracurricular activities, student councils, and various competitions held within a certain period of time.

In many schools, activities involving students are usually held in the school library. This aims to create a habit for students to visit the library, either to borrow collections or utilize the facilities there. In addition, involving the school library in various activities can help the library fulfill its function in accordance with what is written in Government Regulation Number 10 of 2017 concerning National Library Standards (SNP) for Elementary Schools / Madrasah Ibtidaiyah, namely the school library as a place of learning resources and the school library as a place for creative, imaginative, inspiring, and fun activities.

Based on this function, utilizing the school library as a location for various active and creative student learning activities outside of academic learning is valid. Of course, these activities are carried out while still considering certain restrictions so that other library users do not feel disturbed and remain comfortable while utilizing the facilities and services available in the school library. If the utilization of the school library as a place for non-academic learning is not managed properly and does not have certain restrictions, it can make the school library not run according to its function so that the benefits of services and facilities that should be received by users are not well conveyed.

Therefore, school libraries need library staff to manage and carry out their duties and functions. In Government Regulation No. 10/2017 on National Library Standards (SNP) for Elementary/Madrasah Ibtidaiyah Schools, schools must provide a library staff of at least one person to manage the school library. If there are six study groups in the school, then at least two library staff must be available. Library staff and librarians in school libraries have at least a Diploma II (D-II) education in the field of library or bachelor's degree in library science.

The phenomenon of subject teachers or sports teachers who then become librarians in school libraries can have positive and negative impacts on students who have the role of students and also users of school libraries. Based on Perka Number 10 of 2017 concerning Elementary/Madrasah Ibtidaiyah School Libraries, it has been stated that library personnel are allowed to have educational experience in fields other than the library field and then undergo education and training in the library field. Even abroad, library personnel, namely school librarians or teacher librarians, collaborate with educators. This means that both teachers and school librarians are able to contribute to building a good education and learning system for their students. The learning process carried out by students is actually not only done while at school, but also in the environment of family, friends, and the surrounding community. Learning will continue to be done by human beings as long as their lives last.

B. Methods

The method used in the preparation of this article is a literature review. A literature review will critically review ideas or findings in academically oriented literature. In Cahyono et al (2019), a literature review is said to be a study of a scientific field that focuses on one predetermined topic. Syaibani (2012) said that literature reviews are various efforts made by researchers to collect various information that is closely related to the topic or problem being studied. This information can be found through scientific books, various research reports, regulations, encyclopedias, and can also be obtained through electronic or digital sources. The purpose of using a literature review is to provide an overview of the chosen topic. According to Cronin et al (2018), the content of the discussion in the literature review can differ from one literature to another, but all stages carried out in the literature review have similar stages and steps. A good literature review does not only summarize various scientific or academic works, but is also able to analyze and provide critical evaluation on the chosen topic so that the information produced will be clearer (Hart, 2018).

There are several steps taken to use the literature review method, namely:

a. Search and find various scientific literature relevant to the chosen topic. This literature can be found through Google Scholar or specialized websites that

provide journals and scientific articles locally and internationally. Searching and finding scientific literature is done to find the data needed.

b. Evaluating the sources used in the literature review. After finding various relevant literature, researchers must read the article or journal. Researchers can re-evaluate whether the literature obtained is relevant to the intended topic. In addition, researchers also ensure that the literature used contains quality information and has high credibility.

c. Identify topics or themes and gaps that exist between theory and real conditions. Researchers must be able to understand the relationship or connection that exists between the literature that has been obtained because this will be an assessment and is one form of contribution from researchers to the development of certain scientific fields (Rowley & Slack, 2004).

d. Creating a literature review structure. This structure is made to make it easier for writers to understand the chosen topic or theme and also makes it easier for researchers to work on scientific papers in stages.

e. Organize the literature review. In compiling the review, several important parts are needed to be considered, namely the introduction, content, and conclusion.

C. Results and Discussion

School Library

According to its definition, a school library is a library provided in the school area to support teaching and learning activities in formal educational institutions at primary, secondary and tertiary levels (Bafadal, 2008). The purpose of the school library is closely related to the purpose of school education as a whole, which is to provide knowledge and develop students' abilities. The collection of library materials owned by the school library must be able to meet the information needs of users and be able to support the teaching and learning process carried out at the school. This is in accordance with the opinion of Prastowo (2012), namely that by reading various media reading materials that have been available in the school library, students and teachers will know a lot about various things that happen in the world. In addition, through reading, one can penetrate the boundaries of space and time.

In his opinion, Lasa (2007) states that the existence of a school library should have a function as a learning support medium, a place or location for student learning, simple research, a place that familiarizes the use of information technology, an alternative space, and as a source of various information. Teachers can search and find the learning materials they need to convey to students and can find important information from various parts of the world to support personal knowledge and as information that can be shared with students. Then, students in the school can also obtain appropriate reading as a form of self-learning as well as entertainment that they enjoy. A school library that is able to realize the school's educational goals

means that the library has successfully operated well, effectively and has provided many benefits to the school community.

Many studies have shown that there is a strong relationship between improved student achievement and an effective school library program (Lindsay, 2005). In order for school libraries to develop and have effective programs, it is necessary to have librarians or teacher-librarians who act as leaders in running the school library management system better and also directed. The Australian School Librarian Association (ASLA) states that teacher-librarians support and implement the school's vision by creating effective information and library services through programs that impact or contribute to lifelong learning (Fatmawati, 2015).

Teacher-Librarian

The term teacher-librarian in Indonesia is still not widely used, in contrast to Western countries where it has been widely used and there is even a special education level for teacher-librarians. When discussing the teacher-librarian profession in Indonesia, what comes to mind is a teacher who has dual duties and responsibilities as a librarian in a school library. This is not an easy task because a teacher-librarian must carry out two different tasks, namely teaching in the classroom while managing the school library. The risk that can occur is that the library management system in terms of services and facilities cannot be managed optimally because teacher-librarians will prioritize their main job as teachers and only develop school library management in their spare time (Eliana, 2003).

With the two identities they have, teacher-librarians are expected to plan an appropriate budget to develop the school library and can create a positive and conducive atmosphere to build a learning culture in schools (Fatmawati, 2015). The role of teacher-librarians in library management and all its programs is very important. Some important roles of teacher-librarians are 1) Play an active role in developing and implementing literacy-based curriculum and information search; 2) Having a role as a partner in teaching and learning activities at school; 3) Have an important role as an expert in the field of information; 4) Have a role as a manager to manage programs in the school library. The Australian School Library Association (ASLA) mentions three main roles of a teacher-librarian, namely the role of an appropriate curriculum creator, a specialist in the field of information, and a manager who provides information-related services.

Lifelong Learning

Lifelong Learning is a whole series of formal, non-formal, and informal learning processes that include knowledge, skills, and attitudes and behaviors obtained by a person from daily life experiences (Dunn, E. 2003). Formal education is learning that is carried out based on the applicable curriculum at the elementary

school, junior high school, high school, and college or university levels. Then non-formal education is an educational service that is followed voluntarily. Non-formal education is usually conducted to support a person's formal knowledge in order to achieve lifelong learning. Meanwhile, informal type education is learning that is carried out throughout a person's life in their environment to gain knowledge, values and attitudes through daily life experiences (Mursalim, M. 2019).

The curriculum in formal education prioritizes general knowledge for students so that knowledge in skills and life experience in the actual social environment will be obtained through informal education which is obtained independently from various sources, including: a) Learning centers in an institution, namely learning with media available in museums and various types of libraries; b) Learning centers in cultural contexts such as mosques, certain communities, parks, and others; c) Mass media, namely learning received through television, radio, newspapers, books, and magazines. Formal education in Indonesia is an obligation. Children in Indonesia have an obligation to receive formal education at school for 12 years starting from elementary school (SD) to senior high school (SMA). The motivation to carry out formal education comes from outside or external and the motivation for non-formal and informal education usually comes from within the individual or internal motivation.

According to Hildebrand (2008), some of the benefits that can be obtained by someone in lifelong learning are:

a. Helps sharpen the mind and improve one's memory
b. Increase self-confidence in the ability to learn and share information with others
c. Improve interpersonal skills in learning and sharing information with others
d. Expanding career opportunities because lifelong learning becomes someone who has more developed knowledge and skills than before so that it automatically expands opportunities in the career field.
e. Improve communication skills through reading, writing and listening skills during lifelong learning.

The Role and Efforts of Teacher-Librarians to Build Lifelong Learning

In his opinion, Fullan (1999) said that schools must actively develop their students' abilities in the field of information technology used to communicate and create and develop various new knowledge. Therefore, schools must be "information literate", by involving teachers as well as students in decision-making on problems faced together. Student tasks given by the school are done using high thinking skills. Students learn to get used to searching, finding, selecting and analyzing information in the minimum time possible. The curriculum used by schools should also include the application of information literacy appropriate for

each grade level (MacKenzie, 1998). Therefore, to support the development of students' learning quality and curriculum improvement, it is necessary to involve the role of teachers and teacher-librarians, both in school library programs and student learning programs in classrooms.

To build lifelong learning in students, the role of teacher-librarians must be optimized. Teacher-librarians are often considered to have poor skills in managing a library when compared to a librarian. Therefore, teacher-librarians must be able to prove their ability and commitment in being a librarian as well as a teacher because this can actually be an advantage for teacher-librarians when doing their job. When the role of teacher-librarian is considered to lack professional status in a school environment, the teacher-librarian must be proactively involved to change the environment (Lance, 2001). According to Fatmawati (2015), there are several ways to optimize the role of teacher-librarians as school librarians, namely:

1. Having competencies related to school library management. Competencies or abilities that must be possessed are broad knowledge, professional attitudes, and skills. In addition, there is a need for understanding and interest in the field of school library management.
2. Have a broad mastery of various aspects of educational science to support the student learning process. This means that teacher-librarians also support the school's vision in the form of providing effective information services to support students' lifelong learning.
3. Foster a professional attitude as a worker in the field of information as a form of support in the learning process.
4. Owning and developing the skills they have. Hard skills that are applied when teaching subjects in the classroom and soft skills that are applied outside the classroom to educate and provide direction as a librarian.
5. Understand the competencies needed to manage student learning systems, design and implement learning according to what has been agreed, evaluate student learning outcomes so that they can effectively assist the learning process in the school environment.
6. Understand well the things in the field of library science so that teacher-librarians can provide learning while being able to manage the library by providing the information services needed.
7. Increase the attractiveness of the library and students' interest in reading to increase visits to the school library.

Then, another aspect that needs to be considered is the collaboration between teachers with teacher-librarians and school librarians. To make students a generation that applies lifelong learning, it cannot only be done by one party alone, but must be done together through collaboration. Lance (in Lindsay, 2005) mentioned that teachers as educators in the classroom need to see teacher-librarians as firm leaders and involve them in the school before finally collaborating together. By doing so,

the top priority for teacher-librarians will be their leadership role in the school (Branch & Oberg 2001, in Lindsay 2005). A teacher-librarian can apply their leadership through several areas, such as technology, information technology planning in the library, and also in the field of educators or teachers.

An effective teacher-librarian collaboration with teachers can build a community of actively engaged and passionate learners, improve the quality of existing programs in schools and school libraries, and provide strong support for library programs in school settings (Lindsay, 2005) Friend & Cook (1999) mention several characteristics of collaboration, among others:

a. Collaboration is voluntary or without coercion.
b. In conducting collaboration, there needs to be a balance between the parties involved in it.
c. Collaboration is done to achieve a common goal.
d. Collaboration is a shared responsibility where all parties can participate in making and taking certain decisions.
e. Collaboration means that each party will share resources and share what results are obtained.

Collaboration between teachers and teacher-librarians provides many benefits. By bringing together these two important roles, the learning carried out by students through knowledge and skill sharing activities can be maximized. This can happen if there is a fair share between the two roles to provide learning and guidance to students. According to Buzzeo (2002), in collaboration there needs to be a clear division of roles for each party participating in collaboration. The division of roles is also included in the planning section to provide clear boundaries for each role. This is in accordance with what was stated in Fatmawati (2015) that planning has an important role during the collaboration process between teachers and teacher-librarians, some of which are:

1. Collaboration to evaluate student learning outcomes
2. Discussing information needs and student abilities
3. Sharing opinions on activities implemented, effective and efficient use of existing resources, creating critical and creative thinking
4. Discuss to make decisions related to assessment standards and division of roles and responsibilities for each activity to be implemented
5. Conduct joint evaluation from the perspective of effectiveness in order to obtain the desired goals and results.

D. Conclusion

The term teacher-librarian in Indonesia itself is not widely used, but in real life there are many teachers who have additional duties, namely by becoming a

school librarian. There are many cases where a teacher-librarian prioritizes his/her duties as a teacher so that he/she is less concerned about his/her duties and responsibilities as a school librarian. As a result, the school library is less able to function optimally, the collection materials owned cannot meet the information needs of users, and the programs run are not effective. In contrast, teacher-librarians in other countries are able to better utilize their opportunities as teachers and librarians to improve the quality of learning for their students.

The learning done by students is not only formal learning, but also informal and non-formal learning. These learnings will lead them to become lifelong learners. Various knowledge provided by teachers and teacher-librarians can influence the students' lifelong learning. Therefore, teachers and teacher-librarians need to collaborate so that their roles can help students to learn optimally. This means that students not only learn in the classroom with teachers, but also get guidance from teacher-librarians to search and find other information they need, especially in the field of information technology, and can improve their information literacy skills through information literate school programs.

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