

Integration of Islamic Values in Children's Collection Selection Criteria: A Case Study at Al Azhar 30 School Library in Bandung

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ABSTRACT

Purpose Research: This study analyzes the collection development process at the Al Azhar 30 Islamic School Library, Bandung, using the Evans & Saponaro (2005) model. It specifically examines how Islamic values are integrated into selection criteria and how collaboration occurs between the sole librarian and teaching staff. **Research Method:** A qualitative single-case study was employed. Data were gathered through in-depth interviews with librarian, participant observation, and documentation. **Analysis Data:** Data were analyzed using the interactive model by Miles, Huberman, and Saldaña (2014). **Results:** The findings reveal that the selection process follows a systematic flow from needs analysis to evaluation. Islamic values act as a "primary filter" to exclude content containing violence, sensuality, or doctrinal deviations. However, this process relies heavily on informal collaboration and "tacit knowledge" due to the absence of a formal written collection development policy. **Conclusions:** It is concluded that the internalization of religious values as tacit knowledge compensates for the absence of a written policy. The study recommends formalizing selection policies and establishing specific criteria for digital collections to meet modern educational needs.

Keywords: *children's literature, collection development, collection selection, islamic values, school library*

A. INTRODUCTION

School libraries play an important role in supporting the learning process and literacy development for children, especially in Islamic schools. As a primary source of information, it is important for libraries to provide collections that are not only of high quality and relevant, but also tailored to the needs and characteristics of their users, namely children in Islamic schools. Moreover, Islamic schools have a curriculum for shaping the faith and character of students. Although many studies have discussed collection development in school libraries, most focus

on the quantity and relationship of materials to the national curriculum. However, few have specifically examined the collection selection process in Islamic school libraries that takes into account the principles of Islam, especially in the context of early childhood education. Several studies have been conducted, such as Galih (2020) study on collection development in the East Java Madrasah Ibtidaiyah Library, which did not explain the process of selecting madrasah collections that take Islamic values into account.

The process of selecting information collections for children requires special consideration so that the available reading materials not only support academic programs but also align with the Islamic values believed by educational institutions. According to Suryanto (2021), the policy for selecting collections in school libraries needs to consider the number and type of existing collections, their relevance to the curriculum, and also language and other aspects, so that they comply with the specified collection standards. Similarly, the Al Azhar 30 Bandung Islamic Kindergarten & Elementary School Library pays attention to the selection process in procuring its collections. Hereinafter referred to as the Al Azhar 30 Bandung Islamic Kindergarten & Elementary School Library.

The theoretical basis of this study applies the Collection Development Theory proposed by Evans & Saponaro (2005). This theory highlights the importance of considering the relevance, accuracy, ease of access, and needs of users when selecting collections for libraries. To meet the information needs of users, libraries need to be able to recognize and analyze their user base, determine the type of information needed, strive to provide access to services when needed, and attract customers to utilize existing resources (Yolanda, 2025).

Collection development is a dynamic activity aimed at effectively and efficiently meeting the information needs of library users, using information sources from both within and outside the organization (Damayanti, 2019). According to Evans & Saponaro (2005), collection development activities include several stages, namely user needs analysis, selection policy, selection, acquisition or procurement, weeding or pruning, and evaluation (Yudisman & Rahmi, 2020). Each stage is designed to ensure that the library collection remains relevant, up-to-date, and able to meet user needs.

The collection development process is interrelated and must be carried out continuously so that the collection remains relevant to the development of information needs and the characteristics of library users, including children in Islamic elementary schools (Suryadi, 2022). In Fadilla (2019) research conducted in special schools, it was explained that structured collection development involving user needs analysis, selection, and evaluation can increase the relevance and appeal of the collection for students, while also serving as a sustainable reference for school library management.

Previous research on the selection of children's information sources in school libraries by (Pratiwi, 2018), which studied the Pacitan Vocational School Library, explains that the process of selecting library sources consists of three

stages, namely identification, subject evaluation, and selection of library sources based on user criteria. Another finding by Valentino et al. (2023) explains that the selection of collections at the Pekik Nyaring Bengkulu Village Elementary School Library has considered the collections to be provided so that they are in accordance with the needs of students as library users and relevant to the elementary school education system, namely the Merdeka Curriculum and Curriculum 13. Unlike previous studies that tended to focus on the technical aspects of selection in general, this study specifically analyzed how Islamic values were deeply integrated as the main criteria in maintaining moral and religious quality in children's reading materials.

The urgency of this study is further reinforced by the empirical conditions on the ground, where the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung operates as a single-staffed organization. The choice of this location is particularly noteworthy due to the contradiction between the institution's limited human resources and its primary responsibility to instill moral values and religious beliefs in students through reading materials. This study fills a gap in the literature by exploring how collection development strategies can still be carried out effectively and accountably under the authority of a single librarian. This exploration of the dynamics of selection within these personnel constraints is expected to serve as a reference for other Islamic school libraries facing similar challenges in implementing an integrated curriculum.

Therefore, the main objectives of this study are to analyze the collection selection process using the Evan & Saponaro model, identify specific criteria based on Islamic values in the selection of children's information sources, and explore the mechanisms of collaboration between the single librarian and educators at the Al Azhar 30 Islamic Kindergarten & Elementary School Library in Bandung.

B. METHODS

This study uses a qualitative approach with a single case study design. According to Munawir et al. (2022), the qualitative method is an approach that involves investigation to explore and understand a commonly occurring phenomenon. This design was chosen based on the unique characteristics of the unit of analysis, namely the Al Azhar 30 Islamic Kindergarten & Elementary School Library in Bandung, which implements an integrated curriculum standard.

The research subject refers to a person, object, or living being that serves as a source of information during data collection (Subhaktiyasa, 2024). The research subject was selected using purposive sampling, by identifying a key informant. This informant is a library director who also serves as a librarian. The researcher considered this single informant to be qualified and to meet the established criteria because this key informant has served for approximately 13 years and has a background in library science. Consequently, the informant

possesses full authority, comprehensive understanding, and responsibility throughout the entire collection development cycle at the research site.

The collection techniques were carried out through:

1. In-depth interviews; conducted in a structured manner with key informants to explore the philosophical and technical criteria for collection selection.
2. Participatory observation; direct observation of operational processes and the physical condition of the collection on the library shelves.
3. Visual documentation; taking representative photographs of the selected collection to ensure the accuracy of the data obtained in the field.

Data validity was tested using triangulation techniques, namely by comparing and correlating data from the interviews with the results of field observations. Furthermore, the data was analyzed using the Miles, Huberman, & Saldaña (2014) interactive model, which included data reduction, data presentation, and conclusion drawing.

C. RESULT AND DISCUSSION

The Process of Selecting Children's Information Sources at the Al Azhar 30 Islamic Kindergarten & Elementary School Library in Bandung

I. Needs Analysis

The initial stage in the collection development cycle at the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung begins with a needs analysis. Research findings indicate that this process is carried out through a collaborative mechanism involving librarians, teachers, and the school principal as the supervising authority. Given the library's single-staffed organizational structure, cross-unit collaboration serves as a vital tool to address personnel limitations. This aligns with the view of Kurnianingsih et al. (2017), who emphasize that synergy between teachers and library staff is an absolute prerequisite for integrating information literacy into the school's learning ecosystem.

The active involvement of teachers in this process is considered crucial given the library's single-staffed structure. As the sole librarian who also holds managerial responsibilities, informal collaboration mechanisms with educators serve as the primary strategy to ensure that every selected information resource maintains its quality and relevance, despite personnel limitations.

The needs analysis naturally involves the students, who are the primary target audience as library users. It was explained that students at Al Azhar 30 Islamic Kindergarten and Elementary School in Bandung who wish to recommend

reading materials, such as novels, must first submit their recommendations through their classroom teachers. This communication channel serves as a preventive filter, allowing educators to assess the appropriateness of the content for the children's developmental stage before forwarding it to the librarian. Needs analysis for library collection acquisition is heavily influenced by both patrons and librarians, as patrons' preferences and requests regarding the library collection are communicated to the librarian (Shintawati, 2018).

In addition to this method, librarians conduct needs analysis based on usage data by observing circulation trends and borrowing frequencies of the collection. By identifying patterns of students' reading interests in specific genres, librarians can assess the strengths of the collection while determining acquisition priorities to meet the ideal collection quota. Conceptually, the needs analysis process applied aligns with the framework proposed by Evans & Saponaro (2005), where an understanding of the characteristics of the user community serves as the primary foundation for determining the direction of collection development.

2. Collection Selection

Selecting information sources for children is a fairly complex process that requires consideration of user needs as well as the library's budget (Prasetyawan, 2019). Research findings indicate that the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung does not have a formal written selection policy. In practice, librarians at the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung navigate this complexity by relying more on experience and holding informal discussions in forums such as staff meetings with school administrators. This underscores that while the process does not formally align with Evans & Saponaro's theoretical framework, it remains functionally accountable through collective oversight.

The Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung has established several collection selection criteria to guide its collection selection process. The collection selection activities carried out at the Al Azhar 30 Bandung Islamic Kindergarten & Elementary School Library have been adapted to the three curricula used by Al Azhar 30 Bandung Islamic Kindergarten & Elementary School, namely the Al Azhar Curriculum, the Merdeka Curriculum, and the Cambridge Curriculum. Because the Al Azhar 30 Bandung Islamic Kindergarten & Elementary School Library has its own Al-Azhar curriculum, the Al-Azhar headquarters provides special interactive digital books for children so that they can be a good source of learning information. School libraries can determine selection activities for their collections by considering the curriculum implemented by the school (Rianti & Dewakanya, 2018).

Based on these guidelines, substantive selection criteria were established, focusing on educational value, age appropriateness, and character development. Librarians apply a strict filtering system to content containing elements of violence,

sensual scenes, or narratives deemed foreign and irrelevant to the institution's identity. In line with (Novitasari (2024) opinion, the selection criteria for children's reading books in Islamic schools can include interesting stories, stories with long plots, moral values, age appropriateness, familiar stories, and cultural introduction. Hastoro & Rumani (2016) also argue that in terms of the quality of its collection, a library should avoid providing collections that contain SARA, pornography, provocative content, and the like.

In addition, selection criteria were also evaluated based on visual aspects, such as writing style that aligns with students' developmental levels (see Figure 1). For students from kindergarten through second grade, priority was given to books with prominent illustrations, minimal text, and large-sized typography to stimulate early reading interest. In line with the opinion of Ayuni et al. (2022), children are generally considered to prefer information sources that are easy to understand, simple, and also capture their attention. Conversely, for students in 3rd grade and above, the collection is provided in a more varied manner, including comics, the Kecil-Kecil Punya Karya (KKPK) series, and light novels that have undergone a curation process in accordance with the school's internal standards. Elementary school students prefer storybooks with illustrations that are appropriate for their grade level (Imanugroho & Ganggi, 2019).



Figure 1. Organizing Children's Collections on the Shelves of the Al Azhar 30 Islamic Kindergarten & Elementary School Library in Bandung.

Source: Personal documentation

3. Collection Procurement

Evans & Saponaro (2005) theory explains that one of the stages of collection development is collection acquisition. This activity is central to the collection development stage, which covers all processes from purchasing collection materials, donations or grants, or other matters related to administration (Hermawan, 2021). The Al Azhar 30 Islamic Kindergarten & Elementary School Library in Bandung also acquires collections through purchases and donations. The Al Azhar 30 Islamic Kindergarten & Elementary School Library in Bandung makes purchases through School Operational Assistance, referred to as BOS. The BOS treasurer will provide funds to the Al Azhar 30 Islamic Kindergarten & Elementary School Library in Bandung with a specific budget.

Librarians make purchases and receive donations at the same time, once a year, at the end of the year in September or October. This is because in October, an event commemorating language month is held at Al Azhar 30 Islamic Kindergarten & Elementary School in Bandung. Similarly, BOS is provided at the end of the term in accordance with regulations. Therefore, both activities are carried out simultaneously.

4. Weeding

Weeding, or selection and removal, can be defined in Evans' theory as the activity of selecting and removing library materials that are no longer considered relevant to library users (Romadhon et al., 2023). The Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung conducts a stock take during this weeding activity. The informant explained that the stock-taking activity is carried out by first looking at which collections are truly damaged. After that, the damaged books will be written down in a deletion book. This stock-taking activity is usually carried out in June at the start of the new school year.

Collection selection efforts during the inventory process at the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung indicate that collection maintenance is conducted routinely to ensure the reliability of information sources. In theory, collection selection is not merely the activity of discarding library materials, but a strategy to optimize storage space and improve access to collections that still hold value. Suryanto (2021) emphasizes that collection selection is an important part of the collection life cycle, with the aim of ensuring that only accurate, up-to-date, and relevant information is available to library users.

The practice of documenting damaged books on the weeding list at the start of each new academic year demonstrates the library's commitment to responsible asset management. Although carried out in a simple manner, this procedure helps librarians identify gaps in the collection that need to be filled during the next acquisition process. Organized weeding activities allow librarians

to comprehensively assess the strengths and weaknesses of the collection, so that the school library can continue to support the evolving curriculum without being burdened by materials that are outdated both physically and in content (Prasetyawan, 2019).

5. Evaluation

The final stage in the collection development cycle, according to the framework by Evans & Saponaro (2005), is evaluation. Evaluation is a crucial tool for librarians to measure the effectiveness of collection acquisition and ensure its ongoing relevance to users' needs. At the Al Azhar 30 Islamic Kindergarten & Elementary School Library in Bandung, the evaluation mechanism is carried out through a combined approach that is both informal and situational. This process involves gathering direct feedback from educators during staff meetings and monthly meetings. Additionally, there is a spontaneous evaluation approach where teachers observe students' behavior and tendencies regarding their needs for specific literature in the classroom.

This collaborative and participatory evaluation approach aligns with the principles of collection evaluation, which emphasize dynamic adaptation based on user needs. This is crucial to ensure that library collections are not merely static but capable of adapting to developments in information. In line with the findings of Zein et al. (2023), evaluation in school libraries should ideally include both formative and summative approaches to identify opportunities for comprehensive improvement in collection quality. By integrating input from teachers as expert users, librarians have indirectly conducted monitoring aimed at meeting information needs standards within the school environment. This reinforces the view of Fitriani et al. (2024) that periodic and planned collection reviews enable libraries to remain relevant and responsive to changes in user needs.

The Importance of Islamic Values in Collection Selection at the Al Azhar 30 Bandung Islamic Kindergarten & Elementary School Library

Al Azhar 30 Islamic Kindergarten and Elementary School in Bandung is an Islamic-based school. Therefore, Islamic values serve as a crucial foundation for evaluating the suitability of the collection provided at the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung. In line with the framework proposed by Evans & Saponaro (2005), there are specific criteria that the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung prioritizes. In practice, the library enforces an automatic rejection policy for library materials containing visual representations that contradict Islamic law, such as inappropriate physical affection scenes, clothing that exposes private parts, or teenage romance narratives that exceed age-appropriate boundaries.

The publisher can also be a benchmark, such as books from the Mizan publishing house, which has a sub-division called Dar! Mizan has published the

KKPK series of books, which are considered more trustworthy because they are considered safe. In addition, collections recommended directly by students will be validated by teachers who will ask about the content of the book. Even so, the Al Azhar 30 Islamic Kindergarten & Elementary School Library in Bandung will still provide teen novels such as those written by Tere Liye. Not a few materials in the collection, both printed and non-printed, contain elements that are not appropriate. Therefore, before the collection is displayed, librarians must first carry out a selection process (Rianti & Dewakanya, 2018).

Although the results of the study show that the selection criteria are applied quite strictly, it should be noted that the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung has not yet formalized these criteria into an official written policy document. However, the absence of an official document does not hinder the effectiveness of the selection process. This is because Islamic values and curriculum standards have been embedded as tacit knowledge in the collective memory of librarians and teachers, so that the principles of selection remain consistent through continuous verbal coordination.

The absence of written selection policies at the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung, a situation addressed through verbal coordination, indicates the existence of explicit knowledge that has been internalized into tacit knowledge. This aligns with the findings of Suryanto (2021), who argues that in school library settings, selection policies are often influenced by librarians' deep understanding of collection standards and curricular relevance, even though these are not always strictly documented.

E. CONCLUSION

This study shows that the Al Azhar 30 Islamic Kindergarten and Elementary School Library in Bandung has systematically implemented the five stages of the Evans & Saponaro model. Key findings reveal that although a written selection policy is not yet available, collection quality standards are maintained through the integration of Islamic values as the primary filter for students' moral and religious beliefs. The operational uniqueness of this library lies in the utilization of tacit knowledge through informal collaboration between the sole librarian, teachers, and school administrators, which has proven effective in overcoming staffing limitations to ensure curricular relevance. As a recommendation, the library needs to formalize selection criteria into a written policy document to ensure the sustainability of quality standards in the future. Additionally, future research could explore collection digitization strategies that are adaptive to an integrative curriculum without neglecting religious values.

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