

Developing South Korean Model of Small Library Program Service as Learning Resource for Rural Community in Malang, Indonesia

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Abstract: *The South Korean model of small library is a new model of non-formal education which strives to achieve a balanced regional education, providing holistic educational programs as the learning resource center. This service is managed by public support and participation. Such programs to improve the capability of searching for books or information needed, developing literary skills, creativity, integrity, and environmental awareness were developed and implemented for children as individuals, while mobile library and village bulletin distribution programs were implemented to accommodate the needs of the community. The other program of 18 National Character Values was implemented to support the surrounding schools. Results from the individual, society, and scholastic programs were indicated that these programs are suitable to be implemented in Indonesian rural areas.*

Key words: small library, non-formal education, character, South Korean model

INTRODUCTION

Since Indonesia has gained its Independence over 70 years ago, Indonesia has been developing to become more developed country. For this, Indonesia needs to share improvements in several sectors. There are several criteria to become a developed country; one is the level of excellence of library infrastructure which is to show the quality of education and culture of the country. The existence of these criteria is that as a developed country should be capable of storing and using the knowledge generated in the country and able to organize the core roles as the center of education and welfare to resolve the information deficiency on the community¹. Therefore, in preparation for a developed country, Indonesia should have reformation on its education sector, and one of the measures taken is the development of the revolutionary approach on library services. The development of libraries in various regions in Indonesia may significantly assist the educational growth of the Indonesian citizens.

In the reality, however, public libraries are commonly established in urban areas; meaning people in rural areas do not have access opportunity to the libraries and cannot improve the quality of education through libraries. Although a small library like Community Library or the Village Library (PD) was established in rural areas to resolve these problems, this cannot meet the needs of education in rural areas due to the significance and roles as well as the implementation of the educational programs through the library. Such issue is due to lack of support from the government, limitation of the legislation to the library system, lack of public awareness to the importance of library, and the lack of performance quality and professionalism of librarians in the (existing) libraries².

The main purpose small libraries in Indonesia is for the development of knowledge and the eradication as well as illiteracy, and also increases capacity of learning communities through increased interest in reading. In country such as South Korea, small libraries have been established in the certain area where the community with low economic level or such rural and underprivileged areas since 20 years ago; this aims to make reading and accessing information through the small library, and the community may grow their lifelong education³. This program is also to improve the quality of education of rural communities and develop educational programs holistically, or referred to a well-rounded education, for the children and play a role to support the formal school education, to eradicate the problems of inequality of education between urban and rural areas, for the community to find their identity, purpose and the meaning of life through engagement among community, to find and build spiritual values and the natural environment.

Based on the Operational Situation Report on Small Libraries in Korea in 2012⁴, there were 4,251 small libraries nationally in South Korea. As the existence of these small libraries has significant positive role in South Korea, the main objective of this dissertation is derived from that idea that is to determine whether South Korean model of small library can play similar positive role in rural areas in Indonesia. The situation in Indonesia is indeed different with South Korea in many factors. The program of South Korean model of small library needs to be adapted to the situation in Indonesia (situational adaptation) in order to be able to serve as a learning resource center⁵.

The South Korean model of small library services has three kinds of education categories, namely individual, communal, and natural. What is meant by this individual is that each person should grow fully to achieve as a human being, while communal category deals with the group of people where the individuals should interact together, and natural category means that the group of individuals should be alive. The three types of these categories has three places of education which is referred to as the individual user-community-school, in other words the small library services provide educational programs for the three types of these categories. The special things from the South Korean model of small library services is that this model of small library does not provide specific programs for schools as every school in South Korea has its own library and it is actively managed by their own staffs and programs.

This South Korean model of small library services were provided to the community through the establishment of the small library services in village of Karangwidoro because the village is located in the border area of City of Malang, where there is blended characteristics of rural and urban lives and cultures. Additionally, this village does not have established small library belongs to the Indonesian government program. As this village is located in rural area, most of local people work as farmers or traders, while most of the female communities work in urban areas as domestic servants or factory workers. The impact of this situation is that the children left at their own home live without any supervision from their parents.

Based on the mentioned issues, there should be a product to solve the problem especially related to the shortage of role of Indonesian small libraries (e.g. village library) in improving the quality of education for the community as well as resource center of lifelong learning for the community. To overcome this problem, there should be a product that plays an active role in the educational process of rural communities in Indonesia. Some of the assumptions in the development of this product are the participants attended each program applied to them faithfully, the participants had no any difficulties in carrying out the activities undertaken through this program, the librarians already have sufficient knowledge about education and the

ability to make planning and materials activities for the library, library management should be familiar with the condition of the village (the participants of the program) in which a small library is located, the resulting product can improve the quality of education of the rural communities, the resulting product can be applied in all villages in Indonesia with some small changes adjusting the conditions of the existing villages.

The types of data obtained in this development activity were data obtained from observations, questionnaires and interviews. Data from the observations were mainly about the effectiveness of the product to student learning, questionnaire data were given to the teachers and parents to assess the products that have been tested, and particularly the interview data were obtained from children who have not been able to fill out the questionnaire.

The instruments used to collect data were questionnaire, which was used to as an instrument of expert assessment or evaluation, evaluation from parents and teachers, in the form of comment section as well as open questions for comments and suggestions; the second instrument was the record from the field used to record data from interviews and observations. In accordance with the development of research instruments, the data obtained were processed and analyzed. The data obtained made up of data from the public research field, the data results of the review of the validation and field trial data.

Data obtained from the assessment of the experts and data assessment from the participants were analyzed by using quantitative descriptive analysis. This technique was done by grouping the information from the quantitative data. Analysis of this data was used as the basis for revising the product. The data assessment from the participants for the program (small library) was individually processed by using descriptive and qualitative analyses because the age of the participants was still young or they have not been able to provide assessment questionnaire or feedback to the product.

In order to give meaning and decision making for the value of the product of the experts, developers used conversion rate of achievement scale of 5 as shown in Table 1.

Table 1. Conversion rate of achievement scale of 5 and qualification

Achievement levels	Qualifications
5	Very good
4	Good
3	Enough
2	Bad
1	Very bad

METHOD

This study used Gall, Gall, and Borg's method⁶ called as Research and Development (R and D). R and D is a research design that aims to develop and validate the educational program. The procedures of this development were follows: (1) research and need analysis, (2) planning the program design and developing the initial program, (3) analysis of the validation, (4) revision of the program, (5) field trials, (6) final revision of the program and disseminating.

On the first step, it was analyzed the reasons why there should be South Korean model of small library in rural areas. The analysis was taken particularly related to educational needs in specific areas. The survey and analysis of small libraries before being implemented in Sub-district of Dau were conducted through literary study, internet sources, field surveys,

questionnaires, interviews, etc. In the second step, the program or small library with South Korean model were developed. It was important to pay attention on the circumstances of the local community in Indonesia who would become main subject for these programs. In the third step, the programs were validated by two library experts and education experts. The validation activities included ratings, comments, suggestions, and criticisms towards the programs being developed. The next step was the revision of the programs based on the assessment and feedback from the experts. This procedure was to correct the programs before being tried on the research site. In step five, the revised programs were implemented directly in the field where there were three target groups, namely individuals who use the small library, local community where the small library was established, and schools around the small library.

This South Korean model of small library service programs were developed as follows. The first was the program for the individual as the user of the small library. The program consists of five parts, like program development for the ability to search for information needed. Children in the rural areas have not had the experience to find the books they want through the library. The program aims to improve the children's ability to find the books as they want. For this case book compartmentalizing was done and adapted to the ability of children in rural areas by using the Dewey's Decimal Classification as well as the provision of a different color for each sub category classification and numbers.

The next is program development for language skills such as reading and writing. As the children in rural areas frequently use local language instead of Indonesian language, this makes a lot of rural children do not understand well about Indonesian language. For this, program development was conducted which deal with ability to read and write. As the children are not used to having reading culture, the most important thing in this program is to get them into the habit of reading books. In order to increase the interest of the children in reading books, Educational Properties for children who have read the books. Every day they came to the small library to read and write the contents of the book in certain book by using their own language. This program requires a long period of time in practices. To increase their motivation in participating in this program, some prizes were provided for children who have completed the program.

The other program development was good character building. Children learn about the honesty through the explanation of thematic concept, singing songs and watching videos related to the themes, listening to and reading the story through the slide presentations, and following special activities that match the theme of the program.

The other program was to improve creativity. Through the creation of characters according to the story books they have read, children may improve their creativity in creating, improving, and gaining their courage to speak in front of their friends when they retell the story they have read using the characters from the beams or boxes they created as the property. The last program development was environmental awareness. This program is intended for children to pay attention to their environmental condition in their village and learn how to influence other community members to conserve the environment well. This program itself has six types of sub-programs, namely "World Pollution and Garbage", "Visits to Garbage Bank in Malang", "Water Pollution", "Air Pollution", "Land Pollution" and "exhibition".

The second program was designed for the local community where small library is located. There are two types of programs for the community, namely mobile library program and village bulletin program. For mobile library program, it was implemented when the parents taking their babies participating in *Posyandu* (integrated health service center) activities carried out in the

local village. Several picture books and educational properties were provided for this program, and as the toddlers and babies still cannot read the books, it was their parents who read the book for their toddlers and babies, letting the kids learn until they left the health center. Another program was to make the village newsletter or bulletin and distribute it across the village. Through this village newsletter, new knowledge and information about the village, family, and education can be provided to the community. The distribution of small library bulletin is intended to improve the quality of life of the community by providing a wide range of new information for every part of their lives.

The third program was the educational program in collaboration with the surrounding schools as formal educational institutions. The compiled program is character education program based on the theme of “18 Values of Nation Character” compiled by the Ministry of Education and Culture of Indonesia. Of the 18 existing themes, four themes were selected in relation to the implementation of this program. The program focused on the collaboration between teachers, parents and students, that the three components of these schools can be integrated in this program.

Subjects of the trials of each program for individual participant were 20 children; the subjects for the program for community were 20 women and their babies who were joining *Posyandu* for mobile library and 50 villagers for the distribution of village newsletter. For the program in collaboration with the surrounding schools, the subjects were 2 teachers and 20 parents of the kindergarten students. The data obtained in the development activities were obtained from the observations, observations, questionnaires and interviews. In particular of the assessment of the program, the observation was conducted for the program for individual participants because children participating in the program were assumed unable to assess the program objectively. For the data collected through observation were analyzed through qualitative descriptive analysis. The data of program for community and collaboration with school program were obtained through questionnaires and analyzed by quantitative descriptive method.

FINDINGS

Surveys were conducted in the rural areas of Karangwido where the small library services with South Korean model were held; the programs being developed had been validated and assessed by the experts. After revisions based on the expert validation, the trials were carried out in the field. Data collection and analyses of the program were carried out in three sections as follows: programs for the individuals, program for the community, and program for the surrounding schools.

Findings of Program for Individuals

Program Development to Improve Ability to Search for Books

In the implementation of the program to improve the ability to search for information, the participation, level of understanding, and level of achievement of the participants were good. Most of the participants were successfully to perform the activities in accordance with the tasks given during the program to them; exception was only for kindergarten students and first grade students. This indicates that the method used in this program development is successful.

Program Development for Reading and Writing Ability

The implementation of this program was as follows: such as the title of the program was “20 books of 200 pages program” which the program implementation period was two months and the participants may do daily activities at any time during the small library services were being operated. The program services were attended by anyone from age toddlers to sixth grade students. Format of activities specifically does not exist, but in general the participants do reading and writing, and for children who cannot read, they can be read by children who have been able to read. To increase motivation and their enthusiasm in participating in the activities, they are allowed to play with APE after the event they follow.

Reading habit is still considered as rare culture to the rural community in Karangwidoro. This is because the people prefer to watch TV at home instead of reading books; it was very hard to start the program of reading book habit in this situation. Such program integrated in this small library, however, would instill new mindset of the importance of reading habits within children in the village. The benefits are huge such as while they are reading the book, they are gaining more knowledge, and at the same time their character is also being shaped so that their habits are also being changed into better personality. Moreover, they may feel joyful of reading books to their friends.

Program Development for Character Building – Honesty

Simple program for character building is through honesty related to daily lives. Before the project was implemented, the small library has also asked the children to tell about things that they honestly or dishonestly they have done. This approach helps children to express their thoughts and their knowledge freely as well as practicing the concept of honesty.

This activity is expected to be conducted continuously, not such incidental event. Continues activities may help the children to have them as their habit, which being honest. If they are asked to do such activities one time, this awareness may only last for two days and they may return to previous habits, which were likely about doing dishonest actions. This activity could also teach the participants to have a good character as a citizen of Indonesia, and will teach participants to appreciate honesty.

Program Development for Creativity Building

The works created by the participants were such as miniatures of houses, a bull, cars, etc. Children who attended the program were easier to make what they want with the beams and blocks rather than imagining the objects they wanted to create or demonstrate. These beams or blocks were not only used as toys for the children, but also have the advantages to increase the power of imagination, the power of awareness and sensitivity about various forms, and physical development. This program should be conducted continuously to increase power of creativity, and thus this program could be applied in accordance with reading activities.

Program Development for Environmental Awareness

Program theme –1: World Pollution and Garbage

This activity was mainly about the provision of knowledge related to the situation of the world especially the surrounding areas that are polluted due to human behavior with less awareness to the nature. Through these activities the children learn how to prevent pollution, especially by not littering the environment, and they learn how to classify the garbage around them in accordance with their criteria whether degradable or non-degradable garbage. As they understand how to classify the garbage, and then they know that certain garbage can be used

again or reproduced into other more useful products. This activity did not stop on classifying the garbage. Days after the program until now, in the small library it is provided with two pieces of bags for paper garbage and plastic garbage, also provided a trash bin for waste that cannot be used again and food disposal or garbage from plants. As the training continues, children today are more accustomed to disposing the garbage in a proper place as well as in accordance with the criteria of the garbage.

Program Theme –2: Visiting Garbage Bank in Malang

By visiting the garbage bank in Malang, the children came to understanding towards the importance of classifying garbage according to its characteristics, whether it is recyclable or non-recyclable. Additionally, the children know how to utilize the garbage into more useful way, not just simply throwing away, but can also be recycled. The children also understand how to classify the garbage according to the criteria set by the garbage bank in Malang and they might gain more knowledge about the benefits of garbage management by distributing them to garbage bank in Malang.

Program Theme –3: Water Pollution

Two major activities in this program werewashing the rice and making organic soap. Washing rice activities were intended to give new experience for the children about the importance of rice-washing disposals, which may cause water pollution if it is thrown away, and while it also has benefits for the plants; this information would be written in the village bulletin to provide more knowledge to the community. Similarly, creating organic soap activities were intended to teach the participants how to prevent water pollution by using waste cooking oil (palm oil). For this activity in particular, the goals have been achieved with very well, and the participants could follow the activities properly. The explanations given were easily understood by the participants as they often did direct practice for the product creation so that they were easier to understand even though there were some problem such as limited raw materials and insufficient time for the implementation of these activities.

Program theme –4: Air Pollution

The participation of children in getting engaged this activity was very high. They are interested in all activities conducted in this program and have better awareness to keeping their environment, such as getting accustomed to taking care of the environment by not littering the environment, reminding their friends who litter the environment to dispose of waste in the available dustbin, as well as classifying garbage into recyclable and non-recyclable ones. Some of them had resolved to tell their parents about the importance of caring for the environment. The material on this activity can also be written in the newsletter to be read by the community around, members of the Household Welfare Association, and also mothers during *Posyandu*. With these strategies, the children not only gained new knowledge, but also empower themselves of taking care of the environment.

Program theme –5: Land Pollution

The activities carried out in this program were entirely to help children to be aware of the condition of their environment around hem and learn to love the environment from the early age. There were some implementations of the program such as utilization of organic fertilizer, planting trees, making a pot from bottles and hung on the fence, etc. All of these activities

provide opportunities for the children to take real action in environmental sustainability. Through the training from the young age, it will make the children love the environment by keeping their environment through activities that they can do from childhood so that later as adults they will become citizens with good awareness with the environment. These activities were to increase the focus, interest, and participation of the participants in this program so that the entire program objectives could be achieved.

Program Theme –6: Happiness Day

This program was the peak activity of previous five themes. In this activity, the participants were reminded and asked to reflect of the materials that have been presented at previous meetings so that they should keep the understanding of the materials and their concern for the environment. This activity also presented the documentations of the previous activities. In addition, children were given a certificate of participation and presents. The participants were very eager to follow this activity and increase their motivation to conserve the environment in the future. But all activities had to be repeated so that participants were more accustomed to preserve their environment.

Results of the Programs for the Community

Mobile library and distribution of village bulletins for the community were part of the programs of the small library for the community. After the implementation of these programs, opinions from the respondents were analyzed based on the opinions towards the programs obtained by using a questionnaire. The data were analyzed by using statistical analysis. The criteria for the analysis were such as age, education level, occupation, number of children, monthly income, the number of books at the home, gender, position in the village and others. Determination of the respondents was carried out on each of these programs in a comprehensive manner.

Mobile Library Program

Table 2. Results of the analysis of respondents towards mobile library program

		Frequency	Percent	Valid Percent	Cumulative Percentage
Valid	Very low	-	-	-	-
	Low	-	-	-	-
	Enough	2	9.5	9.5	9.5
	Good	14	66.7	66.7	76.2
	Very good	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

Based on the data presented in Table 2, more than half of the respondents considered the activities integrated with the mobile library programs have done well, while the second highest result was very good with a value of as much as 23.8%. According to the data that has been obtained, it can be concluded that this program can be accepted by the society.

Creating and Distributing Bulletin Program

Table 3. Result of the analysis of the respondents towards program of creating and distributing

village bulletin		Frequency	Percent	Valid Percent	Cumulative Percentage
Valid	Very low	-	-	-	-
	Low	-	-	-	-
	Enough	16	32.7	32.7	32.7
	Good	31	63.3	63.3	95.9
	Very good	2	4.1	4.1	100.0
	Total	49	100,0	100,0	

In the table above, it is mentioned that the majority of respondents (63.7%) considered that the distribution of village bulletin has been conducted well. It is corroborated that the distribution of bulleting to rural communities was already well-executed and accepted by the village community in Karangwido.

Results of Program for Local Schools

This program was the cooperation of small library with local schools to implement character education for the students at those schools. This program was implemented in two kindergartens in village of Karangwido by taking utilizing four of the “18 National Character Values” themes which have been prepared by Ministry of Education and Culture.

Character Education Program: Theme -1 “Curiosity”

The result shown in Table 4 was obtained from the respondents based on the assessment by the parents of the students involved in this program.

Table 4. Result of the analysis of the character education program “Curiosity”

		Frequency	Percent	Valid Percent	Cumulative Percentage
Valid	Very low	-	-	-	-
	Low	-	-	-	-
	Enough	-	-	-	-
	Good	20	100.0	100.0	100.0
	Very good	-	-	-	100.0
	Total	20	100.0	100.0	

According to the Table 4, it can be concluded that all respondents in this program, the parents of the kindergarten students gave good score to the program cooperated with the schools. This shows that this program can be concluded to be well-applied at the kindergartens in the village of Karangwido.

Character Education Program: Theme -2 “Social Awareness”

The result shown in Table 5 was obtained from the assessment to the parents of the students involved in the program.

Table 5. Result of the analysis of respondents’ social awareness

		Frequency	Percent	Valid Percent	Cumulative Percentage
Valid	Very low	-	-	-	-
	Low	-	-	-	-

Enough	-	-	-	-
Good	20	100.0	100.0	100.0
Very good	-	-	-	100.0
Total	20	100.0	100.0	100.0

Table 5 shows that 100% of respondents (the parents of the kindergarten students) considered that the program is implemented well at the schools, so it can be concluded that this program can be accepted and implemented in other local schools in the surrounding areas.

Character Education Program: Theme – 3 “Mutual Respect”

The result shown in Table 6 was obtained from the assessment to the parents of the students involved in the program.

Table 6. Result of the analysis of respondents' mutual respect

		Frequency	Percent	Valid Percent	Cumulative Percentage
Valid	Very low	-	-	-	-
	Low	-	-	-	-
	Enough	1	5,6	5,6	5,6
	Good	16	88,9	88,9	94,4
	Very good	1	5,6	5,6	100,0
	Total	18	100,0	100,0	

According to the Table 6, it shows that 94.4 % of the respondents rated the character education program about “mutual respect” held at the kindergarten schools was implemented well, so that it can be concluded that the program is well to be implemented at other local schools.

Character Education Program: Theme – 4 “Environmental Awareness”

Table 7. The results of the analysis of respondents' environmental awareness through character education activities based on the assessment by the subject to the product.

		Frequency	Percent	Valid Percent	Cumulative Percentage
Valid	Very low	-	-	-	-
	Low	-	-	-	-
	Enough	2	11.8	11.8	11.8
	Good	14	82.4	82.4	94.1
	Very good	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Almost all of the respondents filling the questionnaire (94% of respondents) gave positive response to the program implemented. This shows that this program can be implemented at other local schools.

The conclusion on the level of total assessment and the total score of different each of the respondents to the six programs is as follows.

Table 8. Conclusion on the level of total assessment and total assessment of different test from each of the respondents to the six programs

TOTAL RESPONDENTS' ASSESSMENT						
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Mobile library	21	117.4762	12.02755	2.62463	87.00	130.00
Bulletin Program	49	131.6939	15.13578	2.16225	104.00	155.00
Parents on Curiosity	20	156.0000	7.24750	1.62059	139.00	166.00
Parents on Social Awareness	20	169.3500	6.31852	1.41286	150.00	177.00
Parents of Kindergarten on Mutual Respect	18	126.3889	10.32495	2.43361	103.00	145.00
Parents of Kindergarten on Environmental Awareness	17	161.8824	11.92624	2.89254	140.00	184.00
Total	145	141.0621	21.63916	1.79703	87.00	184.00

DISCUSSION

Based on the description of the findings of the development that has been described on the previous section, it can be stated that the service program as integrated part of South Korean model of small library as a learning resource center for rural communities in Karangwido can be applied in rural areas in Indonesia. As Indonesia has a wide range of ethnicities and languages as well as cultural backgrounds, these programs can be applied to any area and places and product development should have some procedural changes by considering the local situation of the areas.

Program services established in rural area in Karangwido through South Korean model of small library have been implemented in three different categories of participants. Program for individuals was carried out which involved students from kindergartens and elementary school typically used a small library in the village. The program was developed into five kinds of parts, namely a way of compartmentalizing the books so that the children for those whose have not used to deal with library. The children are able to find the books as they want to read easily search for books, and the children learn these things to make them able to search for desired something or information. The classification of the books was basically following the Dewey Decimal's Classification. By adding colors on each category of the Dewey Decimal's Classification, the children were able to search for the books easily through the colors, and information about suitable age for readers and the language used in the book might be useful tool for the children in searching the books they want. In the implementation of this program, most of the participants had good results in accordance with the criteria given, except for the kindergarten and first grade students who have not been able to speak Indonesian well. After the implementation of this program, children were constantly encouraged to find the books they want independently.

In the program for reading and writing the book, the main and imminent problem is that children (and might be the community) in the village have not been accustomed to reading. Children like this increase should be introduced with reading habit, establishing good character through books they have read and improving the ability to acquire new knowledge and information. These three things are not so easily achieved by common children. The method employed to increase reading habits of the children was through educational games called the

educational tools. Such method has not been experienced by the children in the village, and thus could be used as the motivation for the children to improve their reading habit, that only those who have read more than three books or for more than 20 minutes were allowed to play with the educational tools. The program that has been implemented is commonly called as “20 books 200 pages”; this program requires a long period of time and effort for the children to read books. The children strived on their own for this achievement, and therefore motivation and gift certificates are important to encourage the children to achieve this.

Additionally as Javanese language is commonly used in everyday life, it is important for our education to introduce Indonesian language for lower grade students and also kindergarten students. In this program, children who have not been accustomed to using Indonesian language, the practice was writing down the stories they have read in their own book, while for those who have been familiar with Indonesian language were required to rewrite the contents of stories they have read in their own words. This practice could give tremendous impact for the children, especially for those who have not been accustomed to using Indonesian language. Through this program, the ability of the children of using Indonesian language becomes more advanced. For books that were regularly classified accordingly with the theme of characters of “18 National Character Values” were placed in the small library, giving an opportunity for the children to read books and shape their character better through the contents of the book.

Character building program chose “honesty” as the theme among 18 types of national character values. The program consisted of explanations of theme, learning songs that relate to these characters, reading a book through PowerPoint slides, sharing stories about self-honesty, and specific activities for the implementation of the concept of honesty along with setting the examples through videos related to honesty. Participants participated well in the program held for about 2 hours. As it is not easy to change someone’s character in only one meeting program, it is necessary to have further and continues educational activities with the similar themes. This program has great meaning in sharing together the importance of honesty in the correlation of everyday life.

The other program for individuals was a program to develop creativity. This program relates to the activities of reading and activities to create forms through creative blocks. For children, it was referred to the development of creativity which is a very important part in the future lives of the children; such program, however, was supposed to be set in such short-term program. The objective of this development was to integrate reading and creativity activities, and observe how the children receive this integration for their development. Although the ways to develop children’s creativity are many, such specific activity for the small library that has a good reading material (book), thus the program development employed “the development of creativity through reading”. The implementation of this program is expected to be sustainable.

Environmental issues become one of the most important problems to be faced by humans in imminent time. To this time, the development of the humans over nature is described as progress and modernization; the humans, however, should face the demand of current development in the future which is how to live in harmony with nature. Indonesia is now also increasingly participating in the world environmental movement that is to increase the environmental awareness in the field of education and social activities. However, the information related to environmental awareness in rural areas in Indonesia is still limited. Such awareness is any relationship possessed by humans in relation to the environment, the correlation of human with garbage, soil, water, air and others, as well as the effects of what was inflicted to each of these things.

In relation to this, South Korean model of small library implements environmental education to the children through the small library. Garbage as we all know has very bad impact on the environment where humans live together; the small library provided information how to recover the garbage through recycling and may gain economic advantage by selling the garbage to garbage bank for example. For real learning experience, children were visiting garbage bank in Malang and observing how the garbage is classified and sold; the money from the selling of the garbage is put into the deposit of garbage bank. Besides environmental information, the activity can also be a lesson in economical aspect for the participants. In addition to environmental education, the children were introduced about the importance of water which is definitely needed to maintain human life. They learn how to contaminated water used in daily life may pollute the environment. In a study program about air pollution, it was discussed the closest things to the daily activities. As in South Korea, for example, all vehicles should be tested their emission level annually; if the emissions from the vehicles are not in accordance with the standards applied, the vehicle may be prohibited to use anymore. This rule is done to prevent air pollution. In terms land pollution, organic fertilizer made of organic waste is used as a substitute for chemical fertilizers for the plants. This new experiment in relation to environmental experience has significant impact on raising the awareness of the children to the environment and also new things which are well-applied in their daily lives.

Mobile library is a good mechanism to increase the reading habit in rural areas in Indonesia. Especially if the main users of the small libraries are children, the mobile library in cooperation with *Posyandu* program can be a good opportunity to spread the reading habit to the adult community as well (the parents). The program provided to the kids and parents who visited *Posyandu* for medical checkup may strengthen the awareness of the community towards the importance of reading habit to the adult community, while the educational tools may increase the emotional closeness between mothers and the kids at the location of the medical checkup as the mother will be reading the book for their kids; this will be further enable the movement of the brain of the kids in early age⁷.

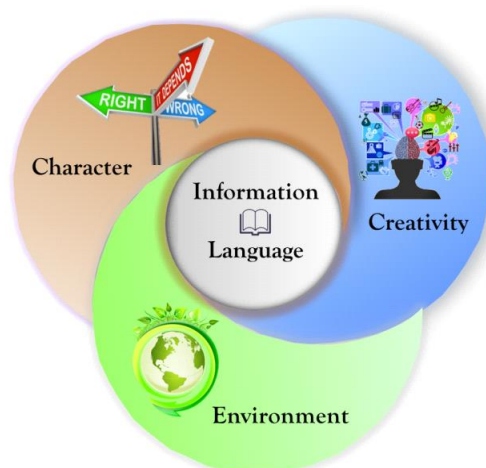
The feedback from the participants towards the mobile library was more than 90% which is good and very good. At the beginning of its implementation, women from rural areas were not familiar with the mobile library, but through subsequent implementation, it was increasingly applied well in their daily lives. The program for creation and distribution of village bulletin as one of the service programs of South Korean model for small library in cooperation with mobile library has an important role to improve and actualize communication to the communities. Additionally, it also provides new important knowledge and information for the households about health, environment, and education as well as for their children development. In this case, the distribution of bulleting providing new important knowledge and information to the public would not be successful if the people are not familiar with the reading habit. In order to accommodate this constrain, specially designed “quiz” is provided in every edition of the village bulletin, and the quiz key answer can only be answered if the people read entirely the village bulletin. The winners of the quiz were decided through lottery and it also plays an important role for the development and motivates reading habit of the community. In response to this program, the score of 32.7% was obtained which means good enough, while the score amounted to 67.4% was for good and very good. It shows that the program for the village bulletin has given a bigger burden in a society where they are not familiar with reading habit.

Small library service programs for schools were conducted at two kindergartens in villages of Karangwidoro by choosing four themes of the “18 National Character Values” which

has been prepared by Ministry of Education and Culture, namely curiosity, social awareness, mutual respect, and environmental awareness. All these programs had the same activities for each which was 2 hours for singing songs with videos, explaining the concept of the themes using PowerPoint slides, storytelling by using slides with the plot was performed by the parents and teachers; some kinds of specific program activities were to practice these themes. Most parents as the assessors who gave a very positive assessment of the programs so it can be concluded that small library education program to support surrounding schools can be accepted by the schools.

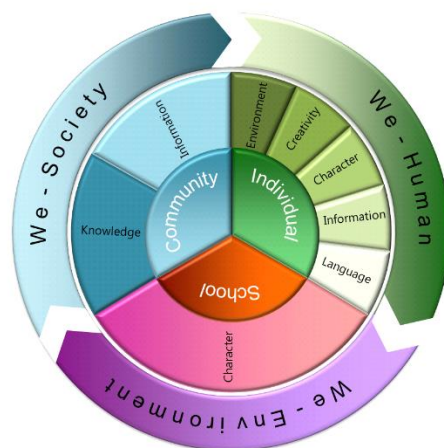
Programs for individuals in the small library consisted of five main themes, namely the developing ability of searching for information, developing reading and writing ability, developing good character building, developing creativity and developing environmental awareness. Among themes small library education programs, developing ability of searching for information and developing reading and writing ability are basic capacity for other three kinds of other themes. This is illustrated by the following diagram:

Figure 1. Structure of Program for Individuals Diagram



The programs being served in the small library have an educational structure called as “Mankind-Nature-Community” in large structures. These programs not only provide knowledge and information, but also teach how one develops as an individual, how to grow as a society, and how to relate to the environment as a member of the natural world that was created for the future of humanity. This is illustrated by Figure 2.

Figure 2. Diagram Structure of South Korean model of small library program



CONCLUSION AND SUGGESTION

Conclusion

South Korean model of small library is a non-formal educational institution established in the community. Its role is as a learning resource center for the community through at the same time serves as the public library, which is to provide educational programs with well-rounded education approach for the users of the small library, communities, and also the surrounding schools. Programs for individuals as users consist of five types of programs, namely: program for capacity building to find the information, development program for language skills to read and write, development from for good character building, program for creativity improvement, and developmental program for environmental awareness. Among these programs, the development program of environmental awareness has six types of sub-programs. The programs for community have two types of programs, namely mobile library program and the creation and distribution of the village bulletin program. Programs for local schools have been implemented by choosing four types of “18 National Character Values” compiled by Ministry of Education and Culture, namely curiosity, social awareness, mutual respect, and environmental awareness. The results obtained after the programs show that these programs can be accepted and implemented in the rural area in Karangwido, Dau. And it is believed that these programs can be applied in other villages in Indonesia, of which should be adjusted to the local situations of the village.

Suggestion

The service programs through the small library should be more active and more developed according to the following suggestions. This South Korean model of small library program service should have place for education as a “individuals-community-schools” as an integral educational program to educate the people that could support other small libraries by the Indonesian government. This integration should be able to make the activities more active in the community. There should be further discussion to create an association consisting of several small libraries in one region. The association is expected to help the small libraries to share and

discuss programs each other that can be applied and adjusted to the local conditions of the existing small libraries. In order to have such cooperation, book or manual that contains information about program services by the South Korean model of small library should be distributed.

The service programs at the small library should not end up in one session. There should be continues programs to be developed and implemented for the improvement of public education. The key factor to determine the continuity of these programs is the roles of manager of the small library. The manager should perform professionally to education development and to be committed to the community² and serve like as a bridge that connects the small library with the community⁸.

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