



The Attitude of Teacher Librarians in Sekolah Dasar Tumbuh in Facing Workloads for Creating Conduciveness of Learning

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Abstract. Teacher-librarian (TL) is a general term for librarians in school libraries, where librarians have qualifications as teachers and library managers. One of the implementations of TL is at the SD Tumbuh Library located in Yogyakarta City. TL SD Tumbuh has two main tasks that must be carried out, namely carrying out teaching and connecting with the library. The American Library Association states that TLs have three unique main roles, namely as curriculum leaders, information specialists, and information services managers. Even though it is considered exceptional, this double task also has the potential to cause attitude adjustments, both directly and indirectly, towards the double workload. This research aims to determine the attitudes that TL SD Tumbuh has in facing the burden of learning and motivation for TL in general. Researchers conducted this research using qualitative descriptive methods. Then, data collection was carried out through interviews and observations, and the results were analyzed using thematic analysis to obtain research results. The research results show that TL has the main task of making learning plans regarding information literacy for elementary school students and creative library management. TL SD Tumbuh has a good attitude of acceptance of the workload they have and overcomes difficulties that occur with open communication with leaders and colleagues based on their respective experiences.

Keywords: *Teacher-Librarian*; workload ; elementary school; SD Tumbuh Yogyakarta.

1 Introduction

It is known that librarians have various terms based on their parent institutions, such as academic librarian, public librarian, and school librarian/teacher-librarian. Teacher librarians are professionals qualified as teachers and library managers. According to the Australian School Library Association (ASLA), teacher librarians have roles as Curriculum Leaders, Information Specialists, and Information Service Managers. The teacher Librarian profession is owned by Sekolah Dasar Tumbuh (SD Tumbuh) Yogyakarta. SD Tumbuh is divided into four schools with teacher librarian concepts referring to Cambridge International Curriculum and International Primary Curriculum (IPC Like).

Each Tumbuh Elementary School has a librarian as a supporter of the learning system implemented, not all have a basic education in Library and Information Science. The inclusive concept carried by the school gives a unique touch to the role of librarians.

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As an inclusive school, librarians assist students with special needs by understanding their diverse characteristics. This condition is a challenge for librarians in carrying out their duties, where they must be able to provide treatment according to the student's condition amidst the complex main role. Librarians are not sufficiently equipped with library competency, and personal attitudes must also be a concern so that the condition of the learning environment is maintained.

Although teaching is not the main task, the mandate as a teacher has been carried out appropriately to support the absorption of literacy materials for students. Dealing with students requires attitude control to maintain student enthusiasm for learning, especially librarians who have fluctuating levels of feelings. This complexity attracts researchers to research the attitudes of teacher librarians in dealing with workloads with research objects at Tumbuh Elementary School (SD) in Yogyakarta. This study aims to determine how librarians regulate attitudes in managing libraries, teaching, and interacting in the school environment. The researcher hopes that this article can be a scientific communication that produces new knowledge to improve the quality of teacher librarians.

The research adopted the Teacher Librarian concept developed by the Australian School Library Association (ASLA). ASLA defines a Teacher Librarian as a professional with teaching and library management qualifications. Teacher librarians act as cross-sector liaisons in implementing the SD Tumbuh vision and strengthening lifelong learners. The implementation of its duties prioritizes the 3 roles established by ASLA, namely:

1. Teacher Librarian as Curriculum Leader, divided into 8 sub-roles that prioritize information literacy activities and involvement in curriculum planning, school curriculum committees, and collaboration with teachers in ensuring effective integration of information sources and technology into student learning;
2. Teacher Librarian as Information Specialist, divided into 5 sub-roles which prioritize providing access to information sources and providing special assistance to students in using information service facilities;
3. Teacher Librarian as Information Service Manager, divided into 7 sub-roles which prioritize collecting information sources according to the curriculum, providing services responsive to student or teacher needs, and providing services that simultaneously focus on students and help demonstrate student learning achievements [1].

A study stated that school principals are encouraged to appreciate the role of teacher librarians in teaching and managing libraries and the presence of teacher librarians is an added value for schools [2]. Even though it contributes to the added value of school

institutions, the double workload is not easy to implement. Their work requires collaboration to ensure cross-sectional cooperation, commitment to student skill development, and coordination of student activity schedules [3]. This explanation is the teacher librarian's view in determining their attitude to complete the task well.

Attitude was defined as a way of viewing or evaluating to determine emerging tendencies (positive or negative) towards certain ideas, objects, people, or situations [4]. Work attitudes have three components, namely cognitive, teacher librarian beliefs or related to the value of an object or situation; affective, affective responses influence the teacher librarian's determination of the type of attitude (positive/negative); behavior, the tendency of actions carried out by Teacher librarians towards a condition [5]. Meanwhile, employee attitude is defined as "the affective responses to and cognitive evaluations of job experiences and the job situation" [6]. In scientific literature, employee attitudes towards motivation practice differ significantly between different demographic characteristics, where career development opportunities and job security are advantages in improving employee performance [7]. Work attitudes can be constructed by several aspects,

1. Job Involvement, defined as the enthusiasm or dedication of teacher librarians which encourages their performance in teaching and managing libraries. This means that teacher librarians make their duties an important part of their lives;
2. Job Satisfaction, defined as teacher librarians' emotional expression based on the assessment or work experience they have gained. This means that teacher librarians will be more motivated in their work when they have supporting elements; And
3. Organizational Commitment, defined as the commitment of teacher librarians in supporting the goals and achievements of educational institutions. This means that this aspect emphasizes the teacher librarian's willingness to contribute and collaborate in the learning process in educational institutions [8].

2 Methods

The research was conducted using qualitative-descriptive methods to reveal the attitudes of teacher librarians in carrying out the tasks assigned to them. Data collection was carried out by researchers by conducting interviews with teacher librarians at each Growing Elementary School and conducting a review of related literature. The interview emphasized the combination of the role of teacher librarian with aspects that construct employee attitude. After data collection, the researcher analyzed the information conveyed by the teacher librarian using thematic analysis techniques to

find discussion themes which were composed of meaning codes from the relevant informant's answers [9]. Discussion of research results was carried out descriptively based on the themes that emerged.

3 Result and Discussion

3.1 Teacher Librarian's Calmness in Working Environment Conditions

The work environment is not far from fluctuating situations, such as the density of activities, a person's character, and accidental situations that trigger changes in working conditions. The Covid 19 pandemic, is an example that has changed many working conditions quickly and suddenly prepared. This condition forces people to switch work systems from Work From Office to Work From Home, or even Hybrid (a combination of both). The pandemic event is an external factor, whereas in organizations or work changes more often arise from internal parties, such as the physical or non-physical environment and leadership style [10]. *In carrying out their duties, teacher librarians encounter changing conditions and require an attitude that is appropriate to the new situation.*

3.1.1 Emotional Control of Work Situations

This section will reveal the attitude of Teacher librarians in responding to problems based on emotional feelings and communication/solving strategies. Problems appeared from various sources such as health conditions, educational background, and interactions between people. The librarian teacher anticipates the issue, maintaining the conduciveness of learning at the Sekolah Dasar Tumbuh. Based on the workplace at SD Tumbuh 1/2/3/4, each has different problems and is a lesson for other places so that similar things don't happen. Apart from that, SD Tumbuh position as an inclusive school is also a consideration because it has complex diversity.

Teacher librarians revealed that they prioritize controlling their emotions with patience because they deal with students with varying psychological needs. They said that patience required a higher level because they were found to be overwhelmed in their activities and also because their target was regular students and special needs students who needed different treatment. These conditions make it clear that emotional intelligence plays a subtle and important role in effective behavior at work [11]. Being patient is the most important part, such as distractions from visitors who knock too loudly on the door during the interview process. Even though there is written information, students still need explanations. Apart from the situation caused by the user, the teacher librarian also makes environmental adjustments to the current leadership style.

Not only do they prioritize patience, but they also try not to involve their emotions in the work environment. Teacher librarians try to remain professional against personal problems, such as instability during menstruation. The U.S. The Department of Labor explains that effective and appropriate communication is carried out by professionals who always try to be productive at work [12]. The librarian teacher at SD Tumbuh has carried out his duties professionally, trying to separate personal problems from work. The separation of boredom from responsibility is also anticipated positively, namely by acting creatively by redesigning the library environment to update the theme. Furthermore, they also have their way of proving their work commitment to SD Tumbuh.

They carry out this work commitment not because of income but a simple, embedded motivation, namely by enjoying the process and liking their work. This action is an attitude of feeling satisfied with the results obtained or Qana'ah (in Islam). Motivation comes not only from oneself but also from parents who advise them to focus on work by enjoying it and not doing other work even if they are not busy. The nature of Qana'ah according to Anisa Kumalasasi, Dean of the Faculty of Psychology, Muhammadiyah University, Prof. Dr. Hamka (Uhamka), someone who does not feel enough and does not have his desires come true will trigger feelings of stress in him [13]. Qana'ah is also related to gratitude, where they are grateful for the clear portion of work.

The activities of teacher librarians are assisted by administrative staff, they are grateful because they do not have to carry out practical and administrative tasks. Their motivation is also built from gratitude for being able to work during the COVID-19 pandemic, considering that these conditions create difficulties in getting work. They have a good distribution of duties between teacher librarians and administrative staff, and they are assisted by staff in administrative matters. This means that feeling satisfied with what you have obtained is a positive suggestion to stay happy by thinking positively and eliminating negative feelings. Enjoying children makes it easier to enjoy work because it is part of passion.

3.1.2 Communication in Problems Solving

Peace at work also comes through the form of communication that is built between co-workers and leaders. Teacher librarians explained that they found it easy to open communication to express their feelings about the work conditions they faced. Psychologically, dialogue between employees and leaders has a significant influence on employee commitment [14]. Feedback between teacher librarians and leaders increases trust in sharing feelings to resolve unsupportive situations mutually. Their freedom of expression at SD Tumbuh is an effort to foster creative ideas and reduce prolonged conflict.

Efforts to communicate their feelings are also facilitated by the presence of a psychologist at SD Tumbuh. Psychology becomes a place to share feelings if some things are difficult to resolve and teacher librarians feel feelings about problems are reduced. The culture of communication conveyed is part of the Principal's efforts to increase the retention of teacher librarian staff. Communication is the key to staff retention, the Principal must continue to listen to problems in the task to find the right solution [15]. This means that in determining a solution, mutual understanding must first be achieved with a good approach to get a solution that is accepted by both. So that teacher librarians are not too burdened by problems that they are not yet capable of solving.

3.2 Teacher Librarian in literacy teaching and library management

It is not uncommon to hear the term Solo Librarian at the school library level in Indonesia, as well as the position of Teacher Librarian in the Perpustakaan SD Tumbuh. As a single fighter, librarians have various duties to ensure the support and usefulness of libraries for school institutions. To continue their duties, Teacher Librarians at SD Tumbuh have a management and collaboration strategy with all parties in the school to carry out the planned literacy program. The School Literacy Movement (GLS) is a superior program owned by SD Tumbuh 1, literacy is carried out through learning and packaged through certain activities. In 2023, SD Tumbuh 1 will hold World Radio Day celebration activities in collaboration with Library Event[16].

3.2.1 Teacher Librarian's Attitude Toward Teaching The School Literacy Movement (GLS)

GLS is a challenge for librarian teachers because teaching literacy at SD Tumbuh 3 has a high level of difficulty, the position of inclusive schools has a diversity of abilities, including students who still experience speech delays and have difficulty spelling or writing[17]. The hardship mentioned is addressed by providing collaborative literacy learning, which has been integrated into the curriculum. The concept of a teacher is different from that of a school educator, the librarian's teaching burden lies in delivering literacy material to students. The convenience they face does not dampen their enthusiasm and they are more motivated to learn to handle students with special learning needs. In this context, it is understood that school culture helps guide and help change the behavior of all individuals within it with certain goals [18]. It means that the goal of inclusive schools, which provide opportunities to obtain quality education regardless of physical disabilities, has the potential to encourage teacher librarians to continue to develop their abilities.

School culture also fosters behavioral principles. Teacher librarians are always active in doing something without waiting for orders or having an initiative attitude. They

consider that teaching includes efforts to be adaptive in learning new skills. An article reveals that adaptive coping and emotional abilities have positive relations, high emotional intelligence has an increasingly positive impact on teacher librarians' ability to adjust to stressful situations [19]. The adaptive form is shown when facing the new curriculum from Singapore, they have to learn new things to understand and find resources for implementation. Relationships with students also become adaptive, which requires them to make adjustments to the needs of each student, especially those who require special treatment. The last is their adaptive form of adjusting their duties between teaching and managing the library.

3.2.2 Challenges for Teacher Librarians in Carrying Out Library Management

Library management is the main task, they do it alone, from procurement to the shelf process, including getting suggestions from students through a more attentive approach. The teacher librarian's form of effort in fulfilling the requirements is by making a priority plan for activities. One of them at SD Tumbuh 1 is making a list of things to do the next day, before going to bed for the night. Teacher librarians feel that work problems can be solved by writing down an agenda of work to be carried out, although some must be done multitasking. Research found that multitasking does not reduce work efficiency by knowing how much the maximum task load is to avoid a decrease in performance, each person has a strategy to face and respond to the need for multitasking[20]. The attitude of teacher librarians shows the same theoretical point of view, where determining their attitude is the key to a good level of performance.

Another article revealed that performance increases/decreases depending on the intensity of a person's distractions, visual, or auditory distractions, or triggering content that attracts attention and cannot be performed during important tasks[21]. This aspect is a concern for all parties to be able to understand the work system that allows multitasking and vice versa to reduce a person's level of distraction at work. Planned prioritization actions by Teacher Librarians are a strategy for mapping important tasks that need to be carried out with greater concentration, each detail of the work has a different level of importance. When a task cannot be achieved personally, the action taken is to collaborate with other parties who better understand problem-solving.

Obstacles in library management are addressed by asking for help from someone who better understands the problem area. For example, if there is a student's level of nosiness that cannot be resolved, the teacher librarian asks for help from others to help resolve the annoyance. In other cases, when there are problems with the automation system (SLiMS), they ask for help from someone who understands more details in fixing it. They usually discuss all forms of resolution with a teacher librarian coordinator at SD Tumbuh 1-4 and currently, the policy has changed. The resolution of current problems is communicated to the Principal as the person responsible. However, the existence of teacher librarians at each of the SD Tumbuh forms a communication group for

developing library. For example, at SD Tumbuh 1 there was a problem, so it became a concern for other library managers so that something similar didn't happen.

4 Conclusion

The expression Teacher Librarian is inseparable from the organizational culture found in SD Tumbuh. As professionals, they carry out the burden assigned by adapting to the current situation and conditions. The attitudes implemented in dealing with the workload are patience in dealing with the diversity of student characters; receiving the results of work for the efforts carried out; initiative to carry out positive and necessary activities; determining activity priorities; and sharing experiences and knowledge among fellow Teacher Librarians. The diverse interactions that occur at the SD Tumbuh also motivate teacher librarians to be able to continue learning to face unexpected challenges. Like students, the assignments given are a motivation to continue learning and not make it an excessive workload.

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