

# Checklist Method for Evaluation of Library Collection

**Dian Hafsera<sup>1</sup>, Lailatur Rahmi<sup>2</sup>, Fadhila Nurul Husna Zalmi<sup>3</sup>, &  
Ilham Kamil Harahap<sup>4</sup>**

<sup>1,2,3</sup>Lecturer in Library and Information Science, Universitas Islam Negeri Imam Bonjol Padang, Indonesia

<sup>4</sup>Student in Library and Information Science, Universitas Islam Negeri Imam Bonjol Padang, Indonesia  
Correspondence email: [dianhasfera@uinib.ac.id](mailto:dianhasfera@uinib.ac.id)

DOI: [10.24252/kah.v10i1a8](https://doi.org/10.24252/kah.v10i1a8)

(Submitted: 11-05-2022, Revised: 27-05-2022, Accepted: 28-05-2022)

## ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis ketersediaan koleksi bahan ajar mata kuliah wajib pada Program Diploma Ilmu Perpustakaan untuk memenuhi kebutuhan dosen dalam mendukung kurikulum pembelajaran. Penelitian ini dilakukan dengan menggunakan pendekatan kuantitatif melalui metode checklist. Data penelitian berasal dari daftar bacaan RPKS/Silabus mata kuliah wajib pada program dan hasil wawancara. Hasil penelitian ini memuat penjelasan koleksi berdasarkan jenis subyek koleksi, bahasa koleksi, dan persentase ketersediaan koleksi terhadap kebutuhan dosen pada program. Hasil penelitian ini menunjukkan bahwa jenis koleksi yang digunakan dosen pada tahun ajar 2018/2021 yakni 75% menggunakan buku ajar berbahasa Inggris dan pedoman khusus terkait ilmu perpustakaan khususnya dalam pengolahan koleksi baik internasional maupun dari Perpustakaan Nasional. Analisis data menyimpulkan bahwa jumlah daftar bacaan dari 22 mata kuliah wajib adalah 172 judul dengan rata-rata 1-2 eksemplar yang bersumber dari pembelian dan hadiah jika lebih dari 10 eksemplar. Telaah data dokumen menghasilkan jumlah ketersediaan daftar bacaan pada 22 mata kuliah adalah 64 judul (37,2%) tersedia dan tidak tersedia sebanyak 108 judul (62,7%).

**Kata kunci:** Metode checklist; pengembangan koleksi; evaluasi koleksi

## ABSTRACT

This study aims to identify and analyze the availability of a collection of teaching materials for compulsory subjects in the Diploma in Library Science Program to meet the lecturers' needs in supporting the learning curriculum. This research was conducted using a quantitative approach through the checklist method. The research data were gathered from the reading list of RPKS/Syllabus for compulsory study programs and interviews. The results of this study contain an explanation of the collection based on the type of subject of the collection, the language of the collection, and the percentage of the availability of the collection to the lecturers' needs. The study found that the type of collection used by the lecturers for the 2018/2021 academic years, where 75% used English textbooks and special guidelines related to library science, especially in processing collections both Internationally and from the National Library. The data analysis concluded that the number of reading lists of the 22 compulsory subjects of the program was 172 titles with an average of 1 to 2 copies came from purchases and gifts if more than 10 copies. Furthermore, the number of available reading lists in 22 subjects, with the number of available collections being 64 titles (37.2%) and 108 titles (62.8%) were unavailable.

**Keywords:** Checklist method in library; collection development; collection evaluation



## 1. INTRODUCTION

Academic libraries play an important role as providers of reliable and useful information in the success of the learning process, and academic achievement. They are centers of learning, teaching, and research institutions. Brophy in [Corralla \(2019\)](#) said that *"academic libraries exist to enhance learning in all its forms, both for students and those who focus on research. Library services, which were originally designed to prioritize library services, are now shifting to make librarians accept the duties and responsibilities as "non-academics" in supporting the learning process, especially in the current digital era in e-learning-based learning. Libraries and librarians play a role in learning and teaching in the global higher education sector which is can fast-changing.*

According to [Law 43 of 2007 concerning Library](#), Article 24 Paragraph 2 stated that the number of titles in the academic libraries to support the education is calculated based on the need for compulsory reading, supporting reading, and reading enrichment of scientific insight related to the subjects presented. It is calculated according to mandatory reading, supporting reading, and enrichment reading. Therefore, teaching materials are valuable that has tremendous benefits for the academic community. [Crawford \(2005\)](#) stated that it is an essential source of information, support, and a structure of learning. The Higher Education Library Guidelines (2004) also confirm that books or teaching materials are one of the types of collections that are most needed by libraries to meet their users' needs. Furthermore, the academic library guidelines stated that in supporting the learning process the library has the responsibility to fulfill teaching resources up to 80% of the reading list used in the learning process of all subjects. Each reading list is provided by the library with as many as 3 copies per 100 students, one copy is on short-term loan status and two copies on long-term loan status ([Academic Library: Guidebook, 2004](#)). Ifdon in [Okolo \(2019\)](#) sayed is "Beautiful buildings, well trained librarian and modern information storage and retrieval systems can only be appreciated if excellent services are given to users.

UIN Imam Bonjol Padang Library is an academic library. The library stored various types of collections which are classified from classes 000 to 900, according to Dewey Decimal Classification (DDC). The collections are mostly dominated by Islamic religious subjects. This library has human resources consisting of the head of the library, the administration, procurement, processing, circulation, and multimedia sections. On this campus, there is the Library Science diploma program which was founded in 1998 and the number of students continues to grow every year. Based on the analysis of documents related to the curriculum and observations of the learning process that the quality of learning in this program that has been carried out so far is very specific in the realm of the library with various kinds of scientific practicum courses. Therefore, the availability of reading materials for this program in the library is important to measure.

[Phuong Chi \(2016\)](#) through his article explains that evaluating library collections is an important activity that must be carried out by every library in the process of developing library collections. Through a series of activities in the development of this collection, the library can describe, analyze, and measure library collections both quantitatively and qualitatively to determine the relevance of the availability of existing collections as a source of teaching materials with the purpose of the library and the information needs of library users. In addition, evaluating library collections can see the scope, depth, quality, strengths, and weaknesses of library collections. Evaluation helps the library determine the effectiveness of the library's collection policy development and find ways to improve the library's ability to meet user needs.

The checklist method is a technique of evaluating library collections qualitatively. Librarians can compare library collections with one or more lists of selected titles. This type of list is an authoritative source that has been recognized by the library by referring to the library catalog or standard list for evaluating library collections. The results of the comparison between library collections and the list will give the percentage of collections found in the library. If the checklist results in high points, it means that the library collection development process is successful, and vice versa. The results are useful for identifying the strengths and weaknesses of library collections and for compiling a list of collection titles to be purchased.

Library materials can be developed by increasing the type and quantity. [Evan and Margaret \(2005\)](#) define the term "collection development" as a process to find out the map of strengths and weaknesses or weaknesses of library collections so that a plan will be created to improve the map of weaknesses and maintain the strengths of the collection. According to [Adam and Bob Noel \(2008\)](#), collection development is one of the most important factors to improve the quality of a library and is the most expensive aspect of operating a library. According to [Jhonson \(2009\)](#), a library without a collection development policy is like running an organization without a plan. This means that if an organization runs without a plan, then every activity that will be carried out cannot run with direction.

[G. Evan and Margaret \(2005\)](#) said there are some stages in collection development are user analysis, policy, selection, acquisition/procurement, weeding, and evaluation. Community analysis is a systematic process for collecting, organizing, and analyzing data about a community and the libraries in that community. In the selection unit within the library, personnel or groups deemed to have the capability to select library materials include librarians, subject specialists, bookstores, and library commissions. Therefore at the academic library, authorities who carry out the selection are the university leadership, deans, heads of departments/study programs, and lecturers.

Therefore, it is necessary to evaluate the collections of the UIN Imam Bonjol Padang Library to examine the availability of collections to the faculty members in the learning process, particularly teaching materials for special scientific courses in the program. This is important because the suitability of collections both in quantity and quality is an important requirement, especially in supporting the achievement of the curriculum applied by the program and the university. Thus, the availability of collections is very necessary for further research, especially for teaching materials that are of course used in the learning process contained in the syllabus. Furthermore, this study will provide the results of evaluating the availability of collections and the proposed collection development policy design for the UIN Imam Bonjol Padang Library so that the collection development process can be based on the provisions in library science theory.

## 2. METHODS

[Arikunto \(2002\)](#) said the research method is the method used by researchers in collecting research data. This study used mixed-method; quantitative and qualitative. This study is aiming to describe the relationship between the availability of library collections at the library and the information needs of the lecturers in the Diploma in Library Science program, Faculty of Adab and Humanities, UIN Imam Bonjol Padang academic year 2018/2021. The study used all lists of collections of teaching materials that are included in the Reading List for each schedule or syllabus from 1<sup>st</sup> to 6<sup>th</sup>-semester batches of 2018-2021, totaling 20 syllabi. The research sample was focused on the schedule or syllabus for library science courses, totaling 180 titles. The standard bibliography uses a reading list of teaching materials listed in each syllabus for the

compulsory courses in the 2018-2021 academic year. The list is a reference for measuring the availability of collections used in the library.

In this study, the citation data used is a bibliography written on the syllabus for each course which will be made in tabular form. The stages are as follows:

1. Searching for data on the list of subjects taught at the study program in the 2018-2021 academic year.
2. Collecting Syllabus for each subject either by file duplicating method or by requesting syllabus files to all lecturers.
3. Collection of referenced bibliography as supporting material for lectures in a tabular form complete with authorship, title, and publication of references
4. Matching the recorded citation data with the library collections through OPAC search.

After all the data was collected, the researchers analyzed the data using percentages. The steps are as follows:

1. Re-checking the data that has been filled in on the Microsoft Excel worksheet table
2. Determine the presentation of the availability of the collection. Then, a descriptive analysis is carried out
3. All data referred to or cited are grouped with the online catalog of the UIN Imam Bonjol Library
4. The calculation results are percentages and presented in tabular

### 3. RESULTS & FINDINGS ANALYSIS

#### *UIN Imam Bonjol Padang Library profile*

The UIN Imam Bonjol Padang library was established along with the inauguration of UIN on 29<sup>th</sup> November 1966. The head of the library at that time was directly occupied by the Rector, Prof. Mahmud Yunus. The location is on the second floor of the PGA 6, PGAI building, while most of the collections belong to the Tarbiyah Faculty Library, including the personal collection of Prof. Mahmud Yunus. In 1970, the head office of UIN Imam Bonjol Padang, including the library, was moved to the Nurul Iman Mosque. In 1972 the head office of UIN Imam Bonjol and its library occupied a new building at Jalan Jendral Sudirman No. 15 Padang. In 1974, the library had government assistance from the Ministry of Religion of the Republic of Indonesia. In 1986, the library was moved to the Lubuk Lintah Campus at UIN Imam Bonjol Padang. Currently, the number of collections for textbooks is 20,746 titles based on 2021 data.

#### *The availability of compulsory subjects collections in the library*

It seems from table 1, which listed the number of reading lists of the 22 compulsory subjects offered by the Diploma in Library Science Program in UIN Imam Bonjol Padang were 172 titles with an average of 1 to 2 copies coming from purchases and gifts if more than 10 copies. Based on the data, it showed that of the 22 compulsory courses offered, there were 64 titles (37.2%) available in the library. Meanwhile, the remaining 108 titles (62.8%) are not available.

**Tabel 1. List of the compulsory subjects**

No.	Courses	Number of reading lists	Available (√)	Not available (x)
<b>Semester 1</b>				
1	Introduction to Library Science	15	9	6

2	Fundamentals of Information Organization	4	4	0
<b>Semester 2</b>				
3	Basic Profession Arabic	3	2	1
4	Selection and Collection Development	10	3	7
5	Library Management and Administration	15	5	10
<b>Semester 3</b>				
6	Electronic Resource Management	6	2	4
7	Basic Cataloging	5	2	3
8	Basic Classification	8	3	5
9	Library Automation	9	3	6
10	Reference and Information Services	9	2	7
<b>Semester 4</b>				
11	Promotion and Marketing of Library Services	8	1	7
12	Advanced Cataloging	7	1	6
13	Advanced Classification	8	3	5
14	Bibliographic Tools	6	1	5
15	Programming and Web Design	10	2	8
16	Digital Library	15	5	10
<b>Semester 5</b>				
17	Librarian Professional Ethics	5	3	2
18	Multimedia	3	2	1
19	Indexing and Abstracting	6	1	5
20	Statistics	9	3	6
21	Library Material Preservation	7	3	4
22	Library Services	4	4	0
<b>TOTAL</b>		<b>172</b>	<b>64</b>	<b>108</b>
<b>TOTAL (%)</b>			<b>37,2%</b>	<b>62,7%</b>

*The semester one*

- ✓ *Introduction to Library Science* course consists of 15 reading lists where 9 reading lists (62.5%) are available and the remaining 37.5% are unavailable. Worthy to note that the latest issue was in 2009 and there were still reading materials used as a source of teaching materials from 1985, 1991, and 1992. The two books with the most copies are entitled *Introduction to Libraries* and *Library Psychology*. The collections came from donations.
- ✓ *Fundamentals of Information Organization* course consists of 4 reading lists, of which all are available at the library. The latest issue is in 2016 but each list only includes 1 copy per title. This condition is very disproportionate to the number of students who will use this collection, wherein two study programs in the level of diploma and degree will use it.

*The semester two*

- ✓ *Basic Profession Arabic* course consists of 3 reading lists where 2 reading lists are available in the library. The latest publication is in 2010 and there are also reading materials used as a source of teaching materials from 1991 and 1997.
- ✓ *Selection and Collection Development* course consists of 10 reading lists. Out of 10 lists, there are only 3 reading lists (36%) available in the library. The latest issue is in 2014

and there are also reading materials that are used as a source of teaching materials from 1985 and 1972.

- ✓ *Library Management and Administration* course consists of 15 reading lists where 5 reading materials are available in the library. The latest publication is in 2018 and there are also reading materials used as teaching materials published in 1993 and 1997. The book with the highest number of copies is *Library Management* written by Priyono Darmanto with 7 copies.

The semester three

- ✓ *Electronic Resource Management* course consists of 6 reading lists where only 2 reading lists are available in the library. The latest issue is in 2013. The book with the highest number of copies is *Studies in Library and Information Science: Managing Electronic Government Information in Libraries: Issues and Practices* by Andrea M. Morrison with 4 copies published in 2008.
- ✓ *Basic Cataloging* course contains 5 reading lists. Out of all, 2 reading materials are available and one of them is published in 1997. The average collection available only consists of 2 copies and is disproportionate to the number of students.
- ✓ *Basic Classification* course contains 8 reading lists. Out of all, 3 reading lists are available and one of them is published in 1976. The average collection available only consists of 2 copies and is disproportionate to the number of students.
- ✓ *Library Automation* course contains 9 reading lists. Out of all, 3 reading lists are available and one of them is published in 1990. The average collection available only consists of 1 copy and is disproportionate to the number of students.
- ✓ *Reference and Information Services* course contains 9 reading lists. Out of all, only 2 readings are available in the library and one of them is published in 1992. *Anchovies and Practice of Searching for Information: Information Retrieval* by P. Sumardji is a collection with the highest number of copies in this course, which are 16 copies available. The book came from presents not purchased. The reading list with the longest year is a book entitled *Basic Reference Source: An Introduction to Materials and Methods*, written by Louis Shores in 1954.

The semester four

- ✓ *Promotion and Marketing of Library Services* course contains 8 reading lists. Only one reading material is available which is published in 1997. Most of the reading sources for this course use English books and of course, it challenges the students when searching for these original English sources. Meanwhile, the availability of various reading lists for this course is not sufficient.
- ✓ *Advanced Cataloging* course contains 7 reading lists and almost all the reading lists are not available in the library. It is only 1 reading list available which is the 2009 edition and only 1 copy is available. Based on the interviews, it is stated that this course is a practicum course, due to the lack of availability of teaching materials in the library, especially the guides used in lecture practices, which made lecturers buy the materials from abroad through online publisher sites, like *amazon.com* with the title of *The RDA Workbook: Learning The Basics of Resources Description and Access* by Margaret Mering, Ed. in 2014 at personal expense. Then, to make practicum easier, the lecturer made a Lecture Guidance Module for this course because of the condition of the availability of the collection.

- ✓ *Advanced Classification* course contains 8 reading lists where 3 reading lists are available in the library. The oldest publication is in 2000 and the average availability of only 2 copies. Based on the interviews, it is stated that this course is a practical course, due to the availability of teaching materials in the library, especially the guides used in practical lectures using English in general and the number of copies is also limited, the lecturer made a Lecture Guide Module for this course.
- ✓ *Bibliographic Tools* course contains 6 reading lists and only one reading list is provided in the library which is the 1997 edition with the availability of 5 English copies. Based on the interviews, it is stated that this course is a practical course, due to the lack of availability of teaching materials in the library, especially the guides used in practical lectures, making the lecturers make Lecture Guide Modules for this course.
- ✓ *Programming and Web Design* course in the syllabus contain 10 reading lists where almost all the reading lists are not available in the library. It is only 2 reading lists are available. It is also a practical course.
- ✓ *Digital Library* course contains 15 reading lists. There are only 5 items available. The oldest collection was published in 2003 with the average collection written in English. It is also difficult for students to read and understand the material from the source. This condition certainly makes the supporting lecturers provide an additional reading from articles and journals with Indonesian language delivery so that students can easily understand the material provided.

#### The semester five

- ✓ *Librarian Professional Ethics* course contains 5 reading lists where 3 of which are available in the library.
- ✓ *Multimedia* course is a practical course. It contains 3 reading lists. Interviews with course lecturers stated due to the lack of availability of teaching materials in the library, especially the guides used in lecture practice, making lecturers sometimes find their reading materials and videos in digital form to serve as a guide for students in lecture practice.
- ✓ *Indexing and Abstracting* course contains 6 reading lists and almost all are not available in the library. It is only 1 reading list available. Interviews with subject lecturers stated that this course is a practicum course, due to the lack of availability of teaching materials in the library, especially the main guide used in practical lectures, like *the 2012 National Library of Indonesia Subject List* and several English textbooks, making the lecturers make the Lecture Guidance Module for this course is due to the lack of availability of collections.
- ✓ *Statistics* course contains 9 reading lists used in lectures where only 3 on the list are available in the library. The oldest material is published in 1974.
- ✓ *Library Material Preservation* course contains 7 reading lists where only 3 lists are available in the library. The oldest material is published in 1992. After further exploration, one of the collections with the highest number of copies is a book entitled *Preservation and Conservation of Library Materials* by Yeni Budi Rachman in 2017 with a total of 41 copies sourced from the price in the procurement process in the library.
- ✓ *Library Services* course contains 4 reading lists and all of them are available. The oldest collection was provided by the library back in 1994.

Edem, 2010; Johnson, 2009 in [Ameyaw \(2020\)](#) states that university libraries exist to serve the needs of their institutions, therefore support for higher education tri dharma activities, be it

education, research and community service, needs to be supported by the availability of collections through effective collection development policies. The Collection Development Policy certainly functions to develop collections that are scalable, robust and can meet the needs of the parent institution.

#### 4. DISCUSSION

It is common that libraries have a strong type of user group and regularly visit the library, for example, in the academic or college libraries. However, there are generally more non-users in all the communities or organizations the librarian serves. Needs assessment studies regarding collection development can be aimed at information professionals getting to know their users, but the demographics of any community will change over time. This change may not necessarily increase the number of non-users if information professionals do not recognize the need to change or expand their services and collections. Community analysis as part of needs must be done regularly. It is almost impossible, and also not necessary, to gather information about all aspects of the service community. However, some research results show that knowledge of the information needs of the user community provides a solid basis for effective collection development policies and procedures. Another reason for collecting data about the user community is that with limited resources to serve multiple interests, one must have a good database of client information to prepare an effective collection of development and management plans. The data collected about users is invaluable in policy formulation, selection activities, and evaluation evaluations (Evans & Saponaro, 2005, 2012; Evans & Zarnosky, 2004; Gregory, 2011 in [Ghalib and Rubina, 2020](#)).

The International Federation of Library Associations and Institutions (IFLA) in Ari, Rajat (2017) states that collection acquisition and development activities should ultimately focus on themes and methods that are relevant and related to print library acquisition techniques and other forms of procurement methods such as purchases, exchanges, gifts, and others of course. This is appropriate by observing licenses in purchasing electronic information resources. Afua [Frempong \(2021\)](#) states that every type of library is certainly established to meet the information needs of users and of course to support the mission of the institution. Procurement of collections at the College Library is one of the technical obligations of the librarian so that the availability of collections can meet the needs of users. Ameen and Haider (2008) revealed that a number of university libraries still use conventional methods regarding the selection of collections to the library. Ameen's research results also state that libraries and faculties still find injustice in selecting library collections.

([Jan, Sumaira 2019](#)) said that collection development activities carried out by many university libraries, especially in developing countries, are still in conventional form. Several research results also show that there are factors that cause collection development to be less effective due to the unavailability of policies, the lack of selection and acquisition processes, assessment of user needs that have not been maximized, collection evaluation practices that have not been consistent, weeding and preservation that have not been carried out regularly. However, there are also certain studies that contradict these findings by confirming the ideal practice followed by college libraries which apparently show progressively adopting transformations in order to best meet the ever-changing information needs of users.

Through a series of activities in the development of this collection, the library can describe, analyze, and measure library collections both quantitatively and qualitatively to determine the relevance of the availability of existing collections as a source of teaching materials with the purpose of the library and the information needs of library users. In addition, evaluating library collections can see the scope, depth, quality, strengths, and weaknesses of library collections.

Evaluation helps the library determine the effectiveness of the library's collection policy development and find ways to improve the library's ability to meet user needs. The checklist method is a technique of evaluating library collections qualitatively. The librarian can compare the library collection with one or more lists of selected titles. This type of list is an authoritative source that has been recognized by the library by referring to the library catalog or standard list for evaluating library collections. The results of the comparison between library collections and the list will give the percentage of collections found in the library. If the checklist results in high points, it means that the library collection development process is successful, and vice versa. The results are useful for identifying the strengths and weaknesses of library collections and for compiling a list of collection titles to be purchased.

## 5. CONCLUSION

The types of collection used by lecturers in the program were 75% of English textbooks and Special Guidelines related to library science. It figured out that the number of reading lists from the 22 compulsory subjects offered by the diploma program was 172 titles with an average of 1 to 2 copies coming from purchases and gifts if more than 10 copies. Meanwhile, the number of available reading lists in 22 subjects, that resulting as many as 172 titles on the list. Worthy to note that 64 titles (37.2%) were available in the library while the remaining 108 titles (62.8%) were not available.

Various problems might hinder effective collection development and management and consequently can cause problems for users' communities to get and access the right piece of information. Some of these problems may include a lack of proper interest by library management and their inadequate efforts to play ineffective collection development management and as well as the absence of proper library committees and policies for the development and management of collections as well a lack of coordination from the faculty, administrative problems with the authorities, and lack of resources. The library must formulate collection development and management policies. The intent and purpose of collection development must be mentioned in policies and procedures regarding collection development and management. Collection development and management policies should be developed in consultation with faculty and administration. Libraries should take a solid initiative to formulate a Collection Development Policy for libraries in higher education institutions. Marketing provides an opportunity to provide information to potential users about library collections and services. University libraries must adopt tradition (university publications, annual reports, events, etc.) and modern techniques (social media, email alerts, university websites, library websites, etc.) to market collections and services to users.

## REFERENCES

- Academic Library (2004): *Guidebook. Pedoman Perpustakaan Perguruan Tinggi*. Depdiknas. 2004. Perpustakaan dan Masyarakat. Jakarta
- Ameyaw, S. (2020). *Effective use of Collection Development Policy in Academic Libraries: A Case Study of Ghana Technology University College, Accra Campus*. *ADRRI Journal of Arts and Social Sciences*, Ghana: Vol. 17, No.5 (5), Pp.96-115, E-ISSN: 2343-6891, 30th June, 2020.] <https://www.journals.adrri.org/>
- Arikunto. (2002). *Metodologi Penelitian Suatu Pendekatan Prposal*. PT. Rineka Cipta.
- Brian, A and Bob, N (2008), "Circulation Statistics In The Evaluation Of Collection Development" (Emerald group publishing limited), 71

- Corralla, Sheila dan Jolly, Liz (2019). *Innovations in Learning and Teaching in Academic Libraries: Alignment, Collaboration, and the Social Turn*. *New Review of Academic Librarianship*, 25(2-3), pp. 113-128.
- Crawford, Alan & Mathews, Samuel & Makinster, Jamie & Saul, E.. (2005). *Teaching And Learning Strategies For The Thinking Classroom*.
- Duong Thi Phuong Chi (2016). *Understanding Public Library System In Vietnam*. *International Journal of Development Research* Vol. 06, Issue, 11, pp.10248-10250, November.
- Frempong-Kore, Afua, "The Relevance Of Collection Development Policy In The Collection Development Of Maranatha University College And Ghana Christian University College Libraries" (2021). *Library Philosophy and Practice* (e-journal). 4997. <https://digitalcommons.unl.edu/libphilprac/4997>
- Ghalib Khan & Rubina Bhatti (2020): *Collection Development and Management in the University Libraries of Pakistan: A Survey of Users' Satisfaction*. *International Information & Library Review*, DOI: [10.1080/10572317.2020.1830739](https://doi.org/10.1080/10572317.2020.1830739)
- G. Evan dan Margaret Zarnosky (2005), "Developing and information center collection" (London: Libarries),7
- Jan, S. & Ganiae, S. A. (2019). "Trends In Collection & Collection Development Practices In University Libraries With a Particular Reference To India And Other Developing Countries: A Review Of Literature" *Library Philosophy and Practice* (e-journal). 2510. <https://digitalcommons.unl.edu/libphilprac/2510>
- Jhonson, P. (2009). *Fundamentals of collection depelopment and management*. American Library Association.
- Okolo, S. E.; Eserada, R. E.; Ugboh, P. N.; & Ngbo, D. L., (2019). "Collections and Collection Development Exercise in Libraries: A Perspective in View. *Library Philosophy and Practice* (e-journal). 2244. <https://digitalcommons.unl.edu/libphilprac/2244>
- Rajat Ari (2017). *The Collection Development Process With Significance To Libraries: An Overview*. *Journal of Interdisciplinary Studies Online* ISSN: 2456-1681 Vol.2:2017 105
- Undang-Undang Nomor 43 Tahun 2007 Tentang Perpustakaan.