Community engagement through Library and Information Science teaching- learning activities at Islamic higher education in Indonesia

Labibah[1], Marwiyah[2], Nita Siti Mudawamah[3], Anindya Gita Puspita[4], Siwi Anjarwati[5]

[1,2,5]Department of Library and Information Science, Universitas Islam Negeri Sunan Kalijaga
[3,4]Department of Library and Information Science, Universitas Islam Negeri Maulana Malik Ibrahim
[1]Jl. Laksda Adisucipto, Yogyakarta, 55281
[2]Jl. Gajayana No.50, Dinoyo, Malang 65144
e-mail: labibah@uin-suka.ac.id

ABSTRAK

Pendahuluan. *Community engagement* atau pelibatan masyarakat merupakan salah satu sarana untuk mempertemukan dunia akademis dengan masyarakat. Penelitian ini bertujuan untuk mengeksplorasi kegiatan pembelajaran mata kuliah Program Studi Ilmu Perpustakaan sesuai dengan tujuh prinsip utama pelibatan masyarakat.
Metode penelitian. Penelitian ini adalah penelitian kualitatif dengan pendekatan studi kasus pada penerapan pembelajaran pelibatan masyarakat di UIN Sunan Kalijaga Yogyakarta dan UIN Maulana Malik Ibrahim Malang.
Data Analisis. Hasil pengumpulan data pada penelitian ini dianalisis dengan menggunakan *cross-case analysis.*
Hasil dan Pembahasan. Hasil penelitian menunjukkan bahwa kedua Program Studi Ilmu Perpustakaan sudah melakukan program pelibatan masyarakat dalam perkuliahannya sesuai dengan tujuh prinsip utama pelibatan masyarakat.
Kesimpulan. Dalam hal pelibatan masyarakat, UIN Maulana Malik Ibrahim Malang mempunyai hubungan yang lebih intensif dengan masyarakat karena kegiatan meraka melibatkan masyarakat dengan berbagai latar belakang. Sedangkan dalam hal keterlibatan masyarakat yang berkelanjutan, Program UIN Sunan Kalijaga Yogyakarta lebih tertata karena dosen mewajibkan mahasiswa membuat rencana strategis dan SOP yang harus diserahkan kepada perpustakaan yang dikelola agar kegiatan tetap terlaksana meskipun mahasiswa sudah tidak berada di lokasi. Kegiatan pelibatan masyarakat yang dilakukan oleh UIN Yogyakarta dan UIN Malang juga menjadi sarana pelaksanaan misi pengabdian masyarakat bagi universitas.

Kata kunci: *Community Engagement; Library and Information Science; Library and Information Science Curriculum.*

ABSTRACT

Introduction *Community engagement is one of the ways to connect between academic environment and community. This research aims to explore community engagement as part of the course in the Library Science Study Program to match with the seven main principles of community engagement.*
Research Method. *This is qualitative research with a case study approach on how community engagement concept is implemented in the learning and teaching activities at UIN Sunan Kalijaga Yogyakarta and UIN Maulana Malik Ibrahim Malang.*
Data analysis. *The data was analyzed by using cross-case data analysis.*
Results and Discussion. *The results show that the two LIS Programs have conducted community engagement effectively in their learning and teaching by referring to the main seven principles of community engagement.*

A. INTRODUCTION

University is an educational institution responsible not only for the development of education in an academic milieu, but also for the development of community, either through its research project or by involving communities in a productive activity. The main functions of a university basically concern with three activities: research and innovation; teaching-learning activity; and community development. The community, on the other hand, also demands that universities be more proactive in the development, operationalization, implementation, and presentation of their relationship with society, and even be responsible for linking their primary activities through mutually beneficial partnerships to social and cultural needs in society. It is, therefore, important for a university to benefit the community and take it as a partner in the teaching-learning processes through university-community engagement (UCE). As an implementation of third function of higher education (community service), UCE refers to activities which are conducted in the community by a university by expanding its role as passive provider of knowledge to an active participant – . In addition, universities are intellectual and scientific centers that become "houses of expertise" for various sectors and provide services that have the potential to contribute to society through various social activities. And this reinforces the function of a university's Missions, which includes three areas: education, research, and service.

The term "community engagement" (CE) here refers to an impactful collaboration between a university and a community which in turn will develop into a civic engagement. For a university, community engagement is a sustainable network, partnership, communication media, and activity between HEIs and communities at local, national, regional, and international levels. CE can also be treated as part of the teaching-learning activities that can be implemented in many study programs including Study Programs of Library and Information Science.

Study Program of Library and Information Science (LIS) is potential to implement CE concept in its teaching-learning activities. This is because this study program can play an important role in a community development, like promoting reading habits and providing library collections and access to information that makes up public libraries serve as a catalyst for sociocultural and educational development . The library is an institution that aims to serve the community, so that community development and CE follow what was developed by the American Library Association, which has a civic and community engagement program . LIS prepares students to become professionals in the field of library and information so that students must learn to be more involved with the community which can be done through the library. This is in accordance with , which clearly state that knowledge and skills are complementary as are theory and application, and CE programs contribute to learning through practice.

It is important to see how LIS Programs plays its role in a community development process through the subjects it offers. There are some courses that motivate students to do CE, for example, the subjects of *Kuliah Kerja Nyata* (KKN/Community Service) and *Praktek Pengalaman Lapangan*/ PPL (Field Practice). These two subjects, however, have different characteristics. KKN is an out-campus learning activity in the form of community service activities to make a contribution to the community development. In this activity, the students' focus is not only to provide library development services but also to perform some other social services to the community. The case is different with PPL. It is a subject to enable the LIS students to practice working as professionals and learn more than what they learn in the class.

Based on the above discussion and thoughts, this research will explore on how the concept of CE is practiced out through the teaching-learning processes in LIS under Islamic Higher Education. It is important to note, there are primary seven principles to follow in the implementation of CE, as stated by Mathews in, they are: planning and preparation; inclusion and demographic diversity; collaboration and shared purposes; openness and learning; transparency and trust; impact and action; and sustained engagement and

participatory culture. This research is important to do because it gives us insights and a new knowledge on the importance of CE in the process of learning and teaching. The research result will expectedly benefit the other LIS Programs that will implement CE in their teaching-learning activities.

B. LITERATURE REVIEW

The implementation of CE in university activities has been done by O'Brien et al. (2022) who examined the development of the pilot program of European framework for community engagement in universities. This program is designed to develop a community engagement agenda in European context using TEFCE Toolbox, which covers seven aspects of CE. The research result shows that TEFCE Toolbox is helpful in the implementation of specific context in universities with different socio-economic milieus. By combining various views expressed by the practitioners, students, and representative communities, TEFCE Toolbox have been successfully implemented in universities of different profiles and missions.

In the meantime, Ngui et al. (2017) try to relate CE with learning processes by using three types of learning to characterize the students' experience, they are, instrumental learning, dialogic learning, and self-reflective learning, as reflected in the students' learning description of the community partner. Using thematic analysis, they found things related to the implementation of CE, they are, challenges in implementing social enterprise, diversity management, and values and beliefs that constitute one's identity and perception. In the context of LIS program, Caspe & Lopez (2018) in their research found out that there are three main goals for the preparation of the next generation of family and CE, namely, providing librarians with knowledge of families and CE, promoting relationship-building skills, and encouraging the mindset that the librarians are professional. Furthermore, Caspe and Lopez recommended to integrate CE into the existing curriculum. This research is intended to see the integration of community engagement into LIS curriculum under Islamic Higher Education in Indonesia.

Community Engagement (CE)

CE is a process of a collaborative work with geographically-affiliated group of people, with people of special interest or similar situatiation, to deal with the issues affecting the well-being of those people. Such CE is crucial and can be a medium to initiate changes in social behaviors which in turn promotes the health of the community and its members (Department of Agricultural Economics, Sociology and Education, 2022). The CE activity may take any form that encourage the people to speak up of their various problems, ranging from that of safety matter to that of decision- making sharing. In practice, CE program involves various disciplines such as anthropology, psychology, social sciences and other disciplines. In addition, CE is also practiced and developed by various sorts of institutions/organizations, each in a way that is in concord with its different missions.

Every organization/institution develops different core values of CE. Mathews in Department of Agricultural Economics Sociology and Education (2022) develops seven core principles, they are: 1) Planning and careful preparation; this is to say that an inclusive, proper preparation will expectedly lead to a harmony between design, organization, and service process organizing which reflect the goals and the needs of both sides. 2) Inclusion and demographic diversity; this principle includes equitably incorporate diverse people, voices, ideas, and information to lay the groundwork for quality outcomes and democratic legitimacy. 3) The same goals and collaboration to support and motivate participants, government, community institutions, and others to work together to advance the common good. 4) Openness and learning; this openness principle is an important element to do in order that people listen to each other, come with new ideas, learn and implement information, the process of which will lead them to new alternatives and effective evaluation. 5) Transparency and trust; the steps to follow should be clear and be recorded for public and for everybody involved in the program. 6) Impact and action; participatory activities may ignite different opinions and participants should understand and anticipate this. 7) Sustained

engagement and participatory culture; this last principle is for promoting participatory culture with programs and institutions supporting the on-going community engagement program.

CE in Higher Education

A university is an important part of a community. Running with its three missions (education, research, and community service), a university should be helpful for knowledge preservation and application, and be focused to a strategy for sharing the knowledge. Its third mission, that is, social services, demands that academicians take part in social services, and this has made a university potential to carry out CE program, in which academicians respond the social needs and concerns of a community. Such collaborative work, between a university and a community, may take such forms as policy research and initiatives, volunteer activities, interventions, and direct services to address a range of community needs and social concerns (Thompson & Hood, 2016). CE is, therefore, a crucial element in higher education.

CE also refers to a partnership between a university and external societies, like civic society, business society, and society in general for satisfying social needs (O'Brien et al., 2022). In the context of university, CE is a sustainable network and partnership, a communication medium, and a cooperative activity between a university and a community, formally or informally, either on local level, national level, or international level (Jacob et al., 2015). CE activity may take various forms, like building relationship, initiating a collaboration, business cooperation, co-sponsored meeting, conference, sport events, research projects Jacob et al. (2015).

In CE programs, students also perform community services in the form of researches or other empowering activities that involve community. Eventually, CE program becomes a medium to relate academic world to community. Therefore, community engagement in higher education is all about bridge building (Jacob et al., 2015).

A learning activity in which a community is involved is also called academic service learning, which is a popular form of university-community engagement in which students participate in organized activities that deal with specific needs (Ngui et al., 2017). Such learning system enables students to accomplish the expected learning outcomes, and at the same time, to build a sense of civic responsibility. This gives positive impacts and service learning challenges to students, faculty, university and community partner. Service Learning subject demands an interaction with out-class world, and the main challenge faced by the lecturers resides on how they can maintain the students' engagement with social, relevant issues.

LIS Curriculum and CE

LIS Department is an institution responsible for producing professional librarians who will give library services to all members of society. Concerning the public sector, IFLA (2022) states that a library serves the community based on access equality principles for all, regardless of age, race, sex, religion, nationality, language, and social status. A library even has to perform services for those who do not have regular access, such as minority people, disabled people, and hospitalized or prisoned people. To a high degree, this commitment shows that LIS is concerned with society development. Therefore, LIS Programs must prepare a curriculum that supports this commitment and is based on social needs. According to the IFLA guidelines, LIS Program has to accommodate the core eleven components of the library curriculum in its curriculum. In addition, it also has to carry out such programs as library practice, internship, or fieldwork to strengthen students' capacity. This out-class program is even highlighted by Kurikulum Merdeka (Freedom Curriculum), which accommodates the element of practice for some important subjects. Because of this element, students must do either in-class or out-class practice.

In the LIS context, students are also assigned to do out-campus practices to enrich what they get in the classroom. This activity demands that students develop or even build a library. Such activity, in addition, can also be a medium of knowledge transfer. Even though knowledge transferring may take some other forms of

activity, such as collaborative research, licensing, consultation, advice and training for clients, sharing knowledge through setting up a business, and knowledge transferring through an internship program that involves students (Maazen et al., 2019). This type of CE puts its emphasis particularly on social and community development, in which students are encouraged to take part in various social activities.

C. RESEARCH METHODS

This research will explore how CE is practiced through the teaching-learning processes in LIS Programs under Islamic Higher Education. This research is qualitative and it is inductive. In this research, a case study approach is used to see the implementation of the community engagement concept in the teaching-learning process in the LIS Program of State Islamic University Sunan Kalijaga Yogyakarta and in the LIS Program of State Islamic University Maulana Malik Ibrahim Malang. Based on the Whassap Group conversation on the Association of Indonesia - LIS Islamic Higher Education in February 2022, these two institutions were chosen because they are the only LIS Programs in Indonesia Islamic Higher Education that implement CE in their Curriculum

In a qualitative research, data collecting can be done by using several methods, such as logic, ethnography, discourse analysis, case study, open-ended interview, participant observation, counseling, therapy, grounded theory, biography, comparative method, introspection, casuistry, focus group, literary criticism, meditation practice, historical research, etc. (Mohajan, 2018). Data collecting technique used in this research is interview. It is done by involving students, librarians/library managers, and parent institutions leaders (UIN Sunan Kalijaga Yogyakarta and UIN Maulana Malik Ibrahim Malang). In addition, data are also collected through observations. These observations are done at UIN Sunan Kalijaga Yogyakarta, at the libraries used for the students' field practice (Al Imdad Islamic Boarding School Library, Pustaka Loka Village Library Sleman, Sleman Mosque Library, Sinduadi Elementary School Library, Baitul Makmur Junior High School Library

Malang), documentation (teaching plan, assignment results, data from websites and social media). All of the collected data were analyzed using cross-case analysis, a method that facilitates the comparison between similarities and differences in the events, activities, and processes, which are the units of analyses in case studies (Cruzes et al., 2015). In this research, cross analysis is used to compare the CE done by LIS of UIN Sunan Kalijaga Yogyakarta and the CE done by LIS of UIN Maulana Malik Ibrahim Malang, to figure out the similarities and differences of these two community engagement programs and their concordance with seven core principles: 1) Planning and careful preparation 2) Inclusion and demographic diversity 3) shared goals and collaboration 4) Openness and learning 5) Transparency and trust 6) Impact and action 7) Sustained engagement and participatory culture. The research process can be described as follows:

D. RESULTS AND DISCUSSION
Description of Subject Teaching and Learning

The teaching-learning process in both UIN Sunan Kalijaga Yogyakarta and UIN Maulana Malik Ibrahim Malang enables the students to bring their theoretical knowledge (that they get from in-the-class-room learning) into practice through library activity programs relevant with both the subject being taught and the social need of the community, where the students are doing their field work. This research puts its focus on this process. In LIS Program, this type of activity is embedded in the curriculum, which then becomes the reason for them to send their students to communities. In this case, as a form of community engagement implementation, LIS of UIN Sunan Kalijaga and LIS of UIN Maulana Malik Ibrahim send their students to libraries and communities for the purpose of practicing their knowledge (library science) in the context of the subject they are learning.

In the case of LIS of UIN Sunan Kalijaga Yogyakarta, the CE activity is performed through the teaching-learning process of Library Management subject, in which the students are given assignment to develop or "renovate" libraries that do not run well or "almost-dead" libraries. In other words, the community

engagement program is used here to provide the students with a medium to practice their knowledge of library management in society. In this research, the researchers take as sample five places of community engagement activities: 1) Sinduadi Elementary School Library in Sleman; 2) Al Imdad Islamic Boarding School Library in Bantul; 3) Al Imdad Mosque Library in Sleman; 4) Emha Ainun Najib Community Library in Yogyakarta; 5) Condong Catur Village Library in Sleman.

In the LIS of UIN Maulana Malik Ibrahim Malang, the CE activity is done through the teaching-learning process of Information Literacy subject, in which the students are given assignment to practice their knowledge of information Literacy in school libraries and communities. In the LIS of UIN Maulana Malik Ibrahim Malang, the subject of Information Literacy consists of two parts, they are, Information Literacy 1, which is offered in semester 3; and Information Literacy 2, which is offered in semester 4. Each is completed with information Literacy practice in order that the students implement information Literacy theories by performing information Literacy services to society. For Information Literacy 1, the students decide which community they want to serve, while for Information Literacy 2, they have to do the practice in school libraries. This Information Literacy practice values as much as 1 credit. Based on this credit value, Information Literacy subject is considered representative as the focus of this research.

Implementation of Core Principles of CE

The results of the evaluation of CE implementation in the LIS of UIN Sunan Kalijaga Yogyakarta and in the LIS of UIN Maulana Malik Ibrahim Malang are as follow:

Planning and Preparation

CE activities should be planed and prepared properly and inclusively to ensure that the design, organization, and convening of the process serve both a clearly defined purpose and the participants' needs. In this preparation phase, the two LIS Programs have done everything needed for CE programs, like making a teaching-learning plan in the beginning of the process, which will serve as the guidelines to do the teaching-learning activities. This teaching-learning plan describes in general how the teaching-learning process will go, including the material (which covers relevant theories), assignments (related to the preparation of CE programs), exercises of strategic plan making, and CE program planning to be presented in the class. Then, when the CE activities are about to begin, the students start involving the community to make a program that suits the community's social needs through discussions and observations. Planning and preparation help the students to make the program well managed and at the same time they learn how to integrate the theories they got in the class and the user's need. This process is what Ramachandra and Naha Abu Mansor called as university-community engagement (2014).

Inclusion and Demographic Diversity

This second principle is concerned with diversity. It deals with diverse people, voices, ideas, and information to lay down the groundwork for quality outcomes and democratic legitimacy. Referring to the CE principles, the community being the target of the CE activity is selected for the fact that it needs help. The LIS Program of UIN Sunan Kalijaga Yogyakarta chooses libraries for practicing places, and in accordance with inclusivity principle, the libraries being chosen are ones that are not running well, located in various parts of Yogyakarta (mostly in suburban areas). The types of these libraries vary: school library, mosque library, community library, Islamic library, and village library. Each is situated in different types of society in terms of age, library user, gender, social and geographic condition.

In the context of area coverage, the CE program by the LIS of UIN Maulana Malik Ibrahim Malang covers all communities where the students live, such as Sukorejo Wetan, Redjotangan Tulungagung, school libraries (Senior High School 2 Malang, Junior High School Baitul Makmur Malang, Junior High School Ampel Gading Malang) Islamic Boarding School, and village communities. Various community members, like young people, teachers, and village officials, participated in the program.

In the LIS Program of UIN Sunan Kalijaga Yogyakarta, the students hold discussions with the library managers (librarians) to decide which program suits the library needs. They listen to what the library society say about what to do in dealing with the library needs. The community, where the CE program is carried out, is involved, even as partner to do the activities, like running a literacy club in a school, for which the students involve mostly school teachers and students. In Maazen et al words, this process called linking their primary activities in campus into social and cultural needs (2019)

Collaboration and Shared Purpose

This principle is meant to encourage, as well as support, the community, government, social institution, and other related organizations (people) to advance the common good. The success of CE programs mostly depend on collaboration and cooperation. Therefore, the students have to be good at collaborating and cooperating with various sides. For school library activities, the students work in collaboration with internal side and external side. In an internal collaboration, the students will work with school library managers, like teachers or even the headmaster, each having a different authority, and if the students can manage a good collaboration with them, they will do the community engagement program in an easier way. At the same time, the students also have to be good at collaborating with the external side, like when they are doing collection development activity by collaborating with the publishers. Here, the collection development program is made for the fact that most school libraries have only very limited collections. In addition, the students also make a cooperation with some other bigger libraries, such as university libraries and public libraries, to gain more library collections.

In this CE program, the students, who will do a literacy activity in a school, collaborate with the teachers in preparing the material and in doing the evaluation. In doing mosque library activities, the students collaborate with the mosque organizers and with some other people in the community who are interested in mosque libraries. The students also collaborate with the village officials for activities in a village library. However, in doing the activity for health literacy program in Sukorejo Village, the students also collaborate with additional, relevant sides, like Midwifery Academy students to verify the information concerning diabetes mellitus medication, and Society Health Center for information of COVID-infected persons and for socialization of COVID and diabetes mellitus medications. The students also collaborate with some other persons in the community to encourage the community members to participate in the program. It is important to note that the collaboration runs well because both the students and the community share the same goals, such as improving library's functions, promoting reading habits and increasing the community's awareness of health particularly in the pandemic time.

Openness and Learning

In CE programs for learning purposes, openness and willingness to learn are crucial. These principles (attitudes) are helpful for both the students and the community when they are in search of possible alternatives, through which new ideas and information can be properly implemented in the society. The CE programs by the two LIS Programs deal with these ethical principles through several activities. For making suitable library programs, for instance, the student would firstly hold discussions with the library managers (librarians), make a SWOT analysis, and then propose some programs they consider suitable, and the librarians, in response, would make some comments about them. The same thing goes with how they make the social program programs for the community. The students discussed with the related sides in the community, such as the Village Principle and the organizers of Karang Taruna (Young Villagers Organization) to figure out how the activities will be done in terms of time, place, material, participants, and execution. In the LIS Program of UIN Maulana Malik Ibrahim Malang, the students in cooperation with school teachers (as community representatives) even evaluate the students work results. In such activities, openness is needed in order that everybody in the project shares the same view of the activities.

In addition, both the students and the community learn some lessons during the

program. As we know, village libraries, community libraries, and school libraries are not always run by professional librarians, and the students' presence in these libraries becomes a learning source for those who work in the libraries. For the student part, this community engagement program enable the students to learn how to work in team, to make programs, to understand the society and work with it. However, the program evaluation has not yet done well, particularly concerning whether or not the program has succeeded as they expect.

Transparency and Trust

As explained earlier, openness principle has lead the students and the community into clear description of how the program will go. Other than this, the students also have to implement transparency principle in managing the public record as the program result. During the program, the students have produced documents, such as strategic plan, Standard Operational Procedure (SOP). As done by An Namiroh Mosque Library, Al Imdad Islamic School Library, and Pustaka Loka Village Library, these documents are then kept in those libraries and function as guidelines for doing library activities. In addition, the students have also produced some other documents in the forms of videos, such as the records of health literacy activities and of literacy club activities, which are also kept in the libraries as library collections and are used as reference when needed. The transparency principle is also implemented by the students when they work on program location identification, and on SWOT analysis, in which they use the community data for making programs suitable to the social needs of the community.

Impact and Action

Based on a survey and interviews, the students' activities leave positive impacts on the libraries development. The survey result and the interviews with five libraries taken as a sample in this research show positive impacts on the community. The program has made contributions in developing library collection, library design, and automation-based library (in the case of the library of State Elementary School 1 Sinduadi Sleman). The program also has brought the library into a better condition: manageable library

collections, more comfortable library rooms, interesting library for teachers and students. A school library which looks good physically and administratively is an important capital for a library accreditation preparation. The same things go to the other libraries, such as the Islamic Boarding School Library and the Mosque Library. Before the program, these two libraries are in a very poor condition.

In this Library Management learning process, in which community engagement is implemented, the students develop poor libraries through several programs, such as library collection processing, automation-based library developing, collection development through collaborations with various parts, specific collection processing, like what they do at Emha Ainun Najib Community Library, library designing, and motivating library users to make more frequent visit to library. The impact of these activities is that the community feels that the libraries become more interesting and comfortable and that the library users visit the libraries more often. This is what happens to Al Imdad Islamic Boarding School Library and An Namiroh Mosque Library. With its good administration, a library is ready for a library accreditation.

The CE programs by the LIS Program of UIN Maulana Malik Ibrahim Malang putting its emphasis more on teaching health literacy to the community also leave positive impacts on the community. An interview with a student reveals that the program of health literacy in Tulungagung increases the community's awareness of health. It even leaves a bigger impact as it reduces the number COVID-infected persons in the community. The Society Health Center data show the number of COVID-infected persons, including those infected to death, is 20 persons, before the COVID socialization program. After the COVID socialization program, however, the number of those infected to death decreases to 0 (D, Interview, September 22, 2022). This shows that the COVID socialization activities leave positive impact and that the students have effectively taught how to use information ethically and with responsibility, which is an important element of information literacy.

Sustained Engagement and Participatory Culture

This seventh principle contains two important elements, they are, sustainability and participatory culture promotion. In the aspect of sustainability, the students, in this community engagement program, have tried to motivate the participants to continue what they have done by preparing what is needed to run a library, leaving the supporting documents, such as strategic plan, manual, and SOP (in the case of community engagement program by State Islamic University Yogyakarta). Some of the libraries, such as AL Imdad Islamic Boarding School Library and An Namiroh Mosque Library, consistently continue the programs initiated by the students. In the case of Al Imdad Islamic Boarding School Library, the students' programs are kept going on because the library has a librarian to do them. While in the case of An Namiroh Mosque Library, the students' programs are kept going on because, during the CE programs, the students have trained the library worker to run the library, and because the students give the library worker important documents for running a library.

However, the CE program by UIN Maulana Malik Ibrahim does not show its sustainability. The lecturer of Information Literacy at this university says that the CE program has not been completed with a monitoring program, which is why they do not know what happens after the program is finished. The community does not seem ready to continue the students' program, partly because the time spent on literacy activities is limited. Health literacy, for example, is carried out only for three days. In other words, the program sustainability is not achieved apart from the students' accomplishment of the program targets. Based on observation and this explanation, the researchers find that there are two kinds of sustainability: first, the community takes benefits from the students' programs and leaves the execution of the program to the students. Only some persons in the community take part in the program's execution. The student's presence benefits the community. It contributes to library development and library accreditation. After the program is finished, the community does not really continue the program. Second, the community continues the programs initiated by the students, and the program sustainability is achieved in places like Al Imdad Islamic Boarding School Library, Pustaka Loka Village Library, and An Namiroh Mosque Library. While the CE program by LIS of UIN Maulana Malik Ibrahim Malang is not completed with a monitoring program. So, when the program is finished, neither students nor lecturers know whether the program is sustainable. The community follows the students' programs, but when the programs end, the community does not care much about them. The process of cross-case analysis can be seen as follows:

E. CONCLUSION

The CE activities done by LIS of UIN Sunan Kalijaga Yogyakarta and LIS of UIN Maulana Malik Ibrahim Malang through a subject practicing have been done in line with David Matthew's seven core principles of community engagement. The program planning and preparation have been done since the beginning of teaching-learning activities. Regarding the second principle, Inclusion and Demographic Diversity, LIS of UIN Sunan Kalijaga Yogyakarta chooses different locations and institutions covering various library types. The program locations also vary geographically, covering multiple places in the villages and cities (urban and sub-urban areas). In community participation, the students have involved the communities in the program. However, LIS students of UIN Maulana Malik Ibrahim Malang have done it with a higher intensity because they make direct contact with the community members. Relating to principle number five, the community engagement program is carried out transparently. Furthermore, the program leaves positive impacts on the community. Finally, on the aspect of sustainability, the community engagement program by LIS of UIN Sunan Kalijaga Yogyakarta makes stronger sustainability by providing the community with Strategic Plan and SOP, with which the community can independently manage the library. To sum up, the seven core principles of community engagement are related and are essential in making the program successful. This

CE program also serves as a learning medium through which students practice/implement their knowledge of library and information in society. On the one hand, the community takes advantage of the activities the students offer; on the other hand, the students learn many such things. So, the CE program has become not only a learning medium for the students but also a medium for the university to perform its social service, which is the third mission of a university.

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FIGURE LIST

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┌─────────────┐   ┌─────────────┐   ┌─────────────┐   ┌─────────────┐   ┌─────────────┐
│ Documenting │ → │ Interviewing│ → │ Doing       │ → │ Cross       │ → │ Result and  │
│ Teaching    │   │ Lectures and│   │ Observation │   │ CaseAnalysis│   │ Disscusion  │
│ Plan        │   │ the students│   │ and         │   │             │   │             │
│             │   │ involved in │   │ Interviewing│   │             │   │             │
│             │   │ this program│   │ Community   │   │             │   │             │
│             │   │             │   │ involved    │   │             │   │             │
└─────────────┘   └─────────────┘   └─────────────┘   └─────────────┘   └─────────────┘
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Figure 1 Research Process

TABLE LIST

Table 1 Implementation of community engangement in UIN Sunan Kalijaga and UIN Maulana Malik Ibrahim

Aspect	UIN Sunan Kalijaga	UIN Maulana Malik Ibrahim
Planning and Preparation	Making a Teaching Plan as a guideline for teaching-learning activities, delivering teaching material in the class, making a program planning to be presented in the class, a strategic plan made by students based on observation and discussions with society/community.	Lecturer prepares teaching-learning activities by making a Teaching Plan, consultation with lecturer about the program plan, location surveys, presenting a proposal in front of the lecturer before it is implemented in the community.
Inclusion and Demographic Diversity	Social diversity such as school library, mosque library, community library, Islamic boarding school library, and village library. In term of geography, the locations spread throughout Yogyakarta territory, in term of age, the community members being the target of the program varies, ranging from children to old people.	Community being the target of the program of literacy for society covers all communities where the students live in, such as Sukorejo Wetan, Redjoteangan, Tulungagung, school library (Senior High School 2 Malang, Junior High School Ampel Gading, Junior High School Baitul Makmur Malang), Islamic boarding schhol, communities, covering young villagers organization of Sukorejo Wetan. Community members taking part in the program activities varies: teachers, young citizens, village officials, depending on where the program is carried out.
Collaboration and Shared Goals	For realizing library development, the students collaborate particularly with library managers, such as school library: with the librarians and school principle, mosque library: mosque boys and girls, mosque organizers, village library: library managers and village officials.	Assignments to collaborate with the teacher of History subject at Islamic Junior High School Baitul Makmur Malang, assignment to collaborate with the teacher of Pancasila at State Junior High School Ampel Gading Malang, collaboration with Society Health Centre and Karang Taruna (Young Villagers Organization) of Sukorejo Wetan Village, Tulungagung.
Openness and Learning	The students hold discussions with library managers (librarians) to make programs, make SWOT analysis, make a program considered suitable to the social needs, and the librarians make some comments on it as much as needed. Program evaluation has not been properly done yet, particularly on measuring whether or not the program reaches the target.	Taking ideas on noni juice production from Tuluangung hospital for overcoming COVID-19, making an evaluation on material understanding using Big Six model, consultation with teachers to design literacy activities, doing observation before defining the topic of information literacy activity and before carrying it out.
Transparency and Trust	Students carry out the community engagement program as defined in the procedure and they have to do it in a transparent, from its early stage to its execution stage. Documents produced by the students can be easily accessed by the community (action plan for 5 years to go, SOP for library activities, and videos of the program activities uploaded in social media).	Transparent process, from the beginning, from applying for an observation permit letter, observation in the location chosen for the activities. Students make a communication and a coordination with the sides to involve. Activity/program result is presented in the form of activity reports or videos accessible to the community.
Impact and Action	The school library collections are well processed in a Slim system. The collections are properly placed in the shelves on the basis of their classification numbers. SOP is available for doing some main library activities. The libraries are run with long-term library activity plans.	Impact: Mortality rate due to COVID decreases. School students understand the functions of a school library and its collections.
Sustained Engagement and Participatory Culture	There are two types of sustainability: The community members leave the program execution more on the students, and when the program end, they are not really passionate to continue what has been done by the students. The community members do continue what has been initiated by the students, making the students' programs sustainable.	Sustainability: The community members only participate in the students' programs, but when the programs end and the students leave, they do not do anything with the programs. The quick community engagement program does not enable the community members to learn adequately to continue the program.

Source: Primary data processed, 2022