

***Strengthening The Role and Function of Library in Supporting Scholarly Communication in The State Islamic Institute of Curup***



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### **Abstract**

**Problem statement:** Libraries have not played an optimal role in supporting Scholarly communication in a university. **Purpose:** This study aims to analyze the strengthening of the role and function of libraries in supporting Scholarly communication at IAIN Curup. **Method:** This type of research is descriptive qualitative. Data collection was carried out by means of interviews, documentation and surveys. **Result:** The results of this study indicate that there are several efforts to strengthen the role and function of libraries including 1) optimizing user education and information literacy activities by adding facilities for these activities; 2) conducting online research skills training for the IAIN Curup academic community; 3) providing e-resources; 4) conducting routine focus group discussions and book reviews. Strengthening the traditional role includes adding to collect quantity and quality, disseminate information, and preserve. Strengthening the role of university libraries in a broader way is through information literacy programs, the materials of which are packaged, expanded and harmonized with the dynamics and scope of Scholarly communication. **Conclusion:** A library is an integral part of a university, therefore its existence must be strengthened. This strengthening can be done from all aspects, including facilities, human resources, and others.

**Keywords:** library, scholarly communication, IAIN Curup

### **Abstrak**

**Permasalahan:** Perpustakaan selama ini belum berperan secara optimal dalam mendukung komunikasi ilmiah pada suatu perguruan tinggi. **Tujuan:** Penelitian ini bertujuan untuk menganalisis penguatan peran dan fungsi perpustakaan dalam mendukung komunikasi ilmiah di IAIN Curup. **Metode:** Jenis penelitian ini adalah deskriptif kualitatif. Pengumpulan data dilakukan dengan cara wawancara, dokumentasi dan survey. **Hasil:** Hasil penelitian ini menunjukkan bahwa ada beberapa upaya penguatan peran dan fungsi perpustakaan meliputi: 1) optimalisasi kegiatan user education dan literasi informasi dengan menambah fasilitas untuk kegiatan tersebut; 2) mengadakan pelatihan online research skill bagi sivitas akademika IAIN Curup; 3) menyediakan e-resources; 4) rutin melakukan kegiatan focus group discussion dan bedah buku. Penguatan peran tradisional meliputi penambahan collect secara kuantitas dan kualitas, disseminate informasi, dan preserve. Penguatan peran perpustakaan perguruan tinggi secara lebih luas adalah melalui program-program information literacy, yang materi-materinya dikemas, diperluas dan diselaraskan dengan dinamika dan ruang-lingkup komunikasi ilmiah. **Kesimpulan:** Perpustakaan merupakan bagian integral dari suatu perguruan tinggi, oleh karena itu keberadaannya harus diperkuat. Penguatan tersebut bisa dilakukan dari segala segi, baik sarana prasarana, sumber daya manusia, dan lain-lain.

**Kata kunci:** perpustakaan, komunikasi ilmiah, IAIN Curup

## I. INTRODUCTION

**Background.** Libraries as information and science management institutions, are tasked with facilitating or providing Scholarly communication facilities for researchers. Thus the library does not only accept journals that are ready for consumption by the user community, in this case students, lecturers, and researchers, but also becomes a forum or provides a means for the continuity of Scholarly communication. This is in accordance with the mandate of Law number 43 of 2007 Article 24, that university libraries develop library services based on information and communication technology, so in the management of Scholarly communication facilities, university libraries should utilize information technology as a supporting tool. Because Scholarly journals that are managed in college libraries should be based on electronics. Scholarly communication is the answer to how to manage Scholarly publications in universities. Scholarly communication can work well if the link is going well. The chain includes lecturers, researchers, librarians, students, and of course supported by libraries as a means of Scholarly communication.

**Problem Statement.** The role of libraries, as Shearer and Birdsall call it, is collect, disseminate, and preserve. Collect can mean acquisition, holding (buying, subscribing to, providing) Scholarly journals which generally have been packaged by publishers in an online journal database (Shearer & Birdsall, 2005). While the role of disseminate (disseminating Scholarly journals) is generally carried out through technical training sessions on online journal database searches that have been subscribed to by the library. This kind of training is generally aimed at users or consumers with the aim that it can be used for the purposes of creating even more recent researches.

The role of university libraries as described above can be categorized as a traditional role which only touches a small part of the 'area' of Scholarly communication. Higher education libraries are more dominant only as information consumers (information users), namely collecting and organizing Scholarly information that is easily retrieved by the academic community (students, lecturers, researchers). In this role, higher education libraries focus mostly on user education programs (library instructions) which aim to socialize library collections / resources and their search strategies, especially those that are online or electronic. This role has only touched a small area of scholarly communication, namely discovery and dissemination.

This traditional role is not sufficient because the landscape and environment of Scholarly communication has undergone extraordinary changes as mapped above. This change must be realized by libraries with the aim of being able to carry out a strategic realignment of the roles of libraries and librarians to enter the "areas" of scholarly communication more broadly. In this way, college libraries can expand roles (extended roles) that really touch the needs of students, lecturers and researchers at each stage in the Scholarly communication cycle (scholarly communication cycle) or research lifecycle (Harliansyah, 2017).

**Previous Literature Review.** University libraries can build a forum for Scholarly communication by creating an electronic journal portal that is managed in collaboration with academics in each field of science. Because it is hoped that in the future, university libraries will not only accommodate Scholarly journals that are ready for consumption, but also be involved in the process of creating Scholarly journals through a forum facilitated by the library as a means of Scholarly communication (Bachtiar, 2016). Further research with the title Mendeley: Teaching Scholarly Communication and Collaboration through Social Networking, explains that the purpose of this study is to determine the productivity and collaboration of reference management literacy programs using Mendeley. The results of this study are students who use Mendeley have good productivity and collaboration. Mendeley becomes a medium of Scholarly communication between students (MacMillan,



2012). Higher education libraries also have a role in the Scholarly communication process, namely by providing a forum in the form of an electronic journal portal. Because electronic journals are a trend in the era of information technology which is continuously developing. In practice, the library will embrace academics or scientists as peer reviews of writing that is entered on the electronic journal portal that has been created. Thus, the Scholarly communication process will rotate in the library, which can indeed become a new object for university libraries in facilitating or accommodating Scholarly communication (Hazrati, 2017). Related to the open access movement, librarians also have a role in distributing information. As professionals, librarians are expected to sharpen IP&I scholarly education programs, ongoing programs in the form of training and refresher on Scholarly communication in college libraries, Librarians actively promote Institutional Repositories, be involved in the development and change of Scholarly publication systems and ensure policy support from universities and libraries as a shelter for librarians who drive the policy of open access to information (Sahidi, 2017).

The library can provide a collection of e-resource resources for scientists. Thus the library can really function as a link in the process of Scholarly communication. Another thing that is no less urgent is increasing the provision of e-resources in the form of e-books and e-journals, as well as strengthened by subscribing to online journals. Journals are the main means for a researcher to disseminate his research results. Through journals, research results can be accessed directly by readers (Rodin, 2018). Strengthening the role of Bung Karno's library in developing Scholarly communication to be very strategic, especially related to the production of knowledge on the subject of Bung Karno. Strengthening this role that needs to be done is to build open access, is to build repositories that provide access to and archive data and digital documents produced from research results and for the benefit of Bung Karno's library and build a synergy of communication components. Scholarly between libraries, publishers, authors and building domestic and foreign cooperation related to the development of access to Sukarno information sources from various media (Hartono, 2019).

Basically, the journals published by the State University of Malang have contributed to the users of the level of demand for primary literature and the frequency of publication of journals published by the State University of Malang has not been perfect and their publication is occasional or even irregular (Ansor & Setiawan, 2016). Scholarly publications motivate and inspire lecturers of STIKes Insan Cendekia Medika Jombang to write Scholarly papers and research. This can be seen from the lecturers' interest in publishing articles in the OJS journal system and institutional repositories as well as the increase in the acquisition of lecturers' research grants at STIKes Insan Cendekia Medika Jombang. The library of STIKes Insan Cendekia Medika Jombang has developed an institutional repository as a means of managing the collection of Scholarly works of the academic community in digital form. This is done so that the Scholarly work of the academic community is published online and can be used by the public (Nuriana, 2019). Scholarly communication is a librarian's core competency that can assist library service development programs. These core competencies include the librarian's ability to organize digital literacy and Scholarly literacy programs in libraries, such as user education programs, publications or research, education or training, focus group discussions, Scholarly meetings, and research corner services. As a recommendation, the librarian parent institution (especially academic libraries and research institutions) should make librarian Scholarly competency development programs such as science journalism, library Scholarly communication, publications and research in the field of librarianship (Nashihuddin, 2019). The role of the UNS Library as a means of Scholarly communication,

namely: (1) providing e-journal content, digital libraries, institutional repositories, journals and publications of the UNS community; and (2) information literacy, through educational activities, librarian collaboration with lecturers, information retrieval services, and regular training (Anawati, 2019).

The ability of a librarian as an intermediary need to be continuously improved, and this is not only related to competence in the utilization of information technology facilities but also in communicating with the librarian. Thus the infrastructure, the type of e-resource collection and the librarian's ability will position the library as a component that plays a role and functions in a series of Scholarly communications. So that users do not have difficulty in finding information in libraries, and libraries are an inseparable part of Scholarly communication. Pemustaka is the last reader of Scholarly work that is distributed.

**State of The Art.** The author conducts different research and has not been carried out by previous research, where the object of research carried out is related to strengthening the role and function of libraries in supporting Scholarly communication in tertiary institutions as an effort to strengthen the position and strategic role of libraries in academic activities.

**Purpose.** This research is cutting-edge research because it highlights how to strengthen libraries in supporting communication in higher education institutions. Usually so far, the library is only considered as a complement to sufferers. With this strengthening, it is hoped that libraries will truly be recognized as an integral part of higher education. Based on the description above, the problem in this research is what are the problems in the library in supporting Scholarly communication, and how to strengthen the role of libraries in supporting Scholarly communication at IAIN Curup. So that this paper is expected to provide solutions to the problems of scholarly communication at IAIN Curup.

## II. METHOD

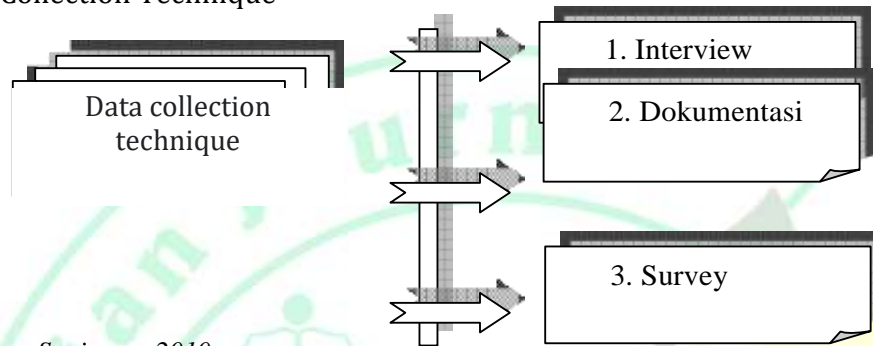
This study uses a qualitative method. Bogdan and Taylor define "qualitative methods" as follows: "A research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior. According to them this approach is directed at the background and the individual as a whole (Moloeng, 2009)(Moleong, 2002). The basis for researchers using a qualitative approach is that researchers want to know in depth about the roles and functions of the IAIN Curup Library in the context of developing Scholarly communication among the IAIN Curup academicians.

Moleong describes research subjects as informants, which means that people in research backgrounds are used to provide information about the situation and conditions of the research background. Research subjects as people who are observed as research targets. Based on this understanding, the subject of this study is the role and function of libraries in supporting Scholarly communication. The object of research is the point of attention of a study. The point of attention is in the form of the substance or material being researched or the problem solved using theories related to the object under study, namely Scholarly communication. In qualitative research, researchers have a special position, namely as planners, data collection implementers, analysts, data interpreters, and reporters of their research results (Moloeng, 2009). The position of the researcher makes the researcher a key instrument or key instrument that collects data based on understood criteria. Therefore, researchers directly play an active role in the research process. This was done in order to obtain data in accordance with the research objectives.

Sugiyono states that in qualitative research, data collection is carried out in natural settings and data collection techniques are more on participant observation, in-depth interviews, and documentation. Referring to this definition, the researcher defines data

collection techniques as a way to obtain data through several steps or stages, namely: interviews, documentation and surveys. These steps serve to facilitate researchers in the process of obtaining data. The following is a chart of data collection techniques (Sugiyono, 2010).

**Figure 1**  
Data Collection Technique

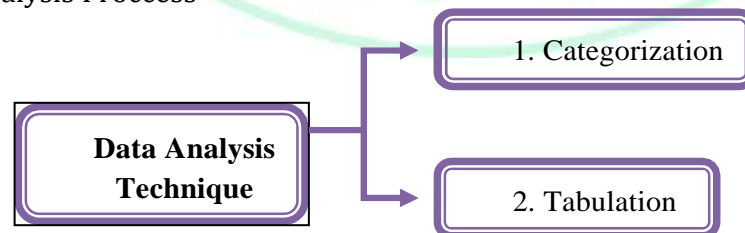


Sources: Sugiyono, 2010

There are various kinds of data collection techniques used in the research process, but the data collection techniques used in this study are as follows: 1) Interview or interview; is a conversation with a specific purpose. This conversation was conducted by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question. This method is used to obtain data about what roles and functions have been performed by the IAIN Curup Library in building Scholarly communication. Interviews were conducted with the leadership of higher education, especially the vice rector I in academics and the vice rector II in the field of infrastructure, then the interviews were conducted with 3 (three) librarians and 1 (one) head of the library. Furthermore, interviews were conducted with several lecturers as library users. 2) Documentation is a method used to find data about things or variables in the form of notes, transcripts, books and so on. The data obtained from this method is a documentation of activities or records of activities that have been or will be carried out. 3) survey, namely the method used to collect data related to problems and Scholarly communication practices among the IAIN Curup academicians.

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation. The data analysis process in this study is shown in the chart below (Sugiyono, 2010).

**Figure 2**  
Data Analysis Process



Sources: Sugiyono, 2010

Data analysis is the process of organizing and sorting data into patterns, categories and basic descriptions so that themes can be found and work hypotheses can be formulated as suggested by the data. Data analysis that has been proposed by the methodological experts above, can be concluded, that data analysis is a step to simplify research results by using sharp and systematic analysis with the intention that the resulting research can be easily understood in depth and comprehensively.

### III. RESULTS AND DISCUSSION

**Role of Libraries in Scholarly Communication.** The role of libraries, as Shearer and Birdsall call it, is collect, disseminate, and preserve. Collect can mean acquisition, holding (buying, subscribing to, providing) Scholarly journals which generally have been packaged by publishers in an online journal database (Shearer & Birdsall, 2005). While the role of disseminate (disseminating Scholarly journals) is generally carried out through technical training sessions on online journal database searches that have been subscribed to by the library. This kind of training is generally aimed at users or consumers with the aim that it can be used for the purposes of creating even more recent researches.

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Scholarly communication is a strategic "area" to enter college libraries. In early 2003, the Association of College and Research Libraries (ACRL) developed an initiative to enter a broader area of scholarly communication as a form of developing the tasks, functions and roles of academic libraries. Then in 2005, ACRL launched the Scholarly Communication Toolkit which aims, first, to help librarians integrate synergistic library programs and services with the scholarly communication framework and, second, to study and present important issues related to scholarly communication that academics need to understand and understand. academic librarian. Through this initiative, ACRL intends to build awareness and understanding of university librarians of the scope of scholarly communication so that it can spur their involvement and contribution in developing a scholarly communication environment that is conducive to the development of science.

One of the entry points that can be used by university libraries in touching the "area" of scholarly communication more broadly is information literacy programs, whose materials are packaged, expanded and harmonized with the dynamics and scope of scholarly communication. In the framework of enriching this information literacy material, ACRL prepared a white paper entitled *Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment* (Association of College & Research Libraries, 2013). In addition, ACRL also published an anthology book entitled *Common ground at the nexus of information literacy and scholarly communication* (Davis-Kahl & Hensley, 2013). These two manuscripts are excellent for reference by libraries and academic librarians anywhere, including Indonesia.

Libraries as "established" institutions need to respond to this as a "support" for Scholarly communication. Furthermore Lewis said the library can play a role in Scholarly communication through the following ways: a. Digitization of special collections. Currently, several university libraries have digitized their collections and the results can be accessed easily; b. Build repositories that provide access to and archive data and digital documents produced from research results and for the benefit of the university; c. Provide infrastructure for publications with open access (open access), especially access to Scholarly journals. This activity is closely related to the university publisher, but if the university publisher does not do it, it can be done without their interference (Lewis, 2007).

The above process has been implemented by several universities in the form of an institutional repository, by digitizing existing collections. Institutional repository is Scholarly work produced by the academic community of a university, both in printed and non-printed form, and works about a university and contains the historical value of higher education. In general, as described above, the function of the repository is to facilitate Scholarly communication (Koler-Povh et al., 2014). More specifically, many studies have focused on examining the usefulness of the repository from various aspects, both for authors (researchers, writers) and universities.

For higher education, the repository can provide benefits, among others, as a means of showcasing (showing superior research results), increasing prestige (the fragrant name of the institution) and increasing visibility. Top university researches can be disseminated



easily and quickly through the repository. The recognition of the world academic community for these researches will make the institution proud (prestige). In turn, this prestige can attract many prospective students to study at the tertiary institution. The uniqueness and excellence of this research can also potentially attract researchers from outside the institution to carry out collaborative research. Repositories can increase the level of visibility of a research or Scholarly work because the world community can easily access it either directly or through academic search engines such as Google Scholar, BASE, CORE and others. Several studies reveal that repositories have considerable potential to increase global visibility (Repanovici, 2011).

In the Webometrics ranking methodology or Ranking Web of Repositories ([repositories.webometrics.info](http://repositories.webometrics.info)), the visibility aspect has the largest portion of the assessment (i.e. 50%) compared to other aspects, Scholar, Rich Files, Size (the total portion of the assessment for these three aspects is 50%). This aspect of visibility is none other than the impact factor, calculated from the number of people who cite a research or Scholarly work stored in the repository. Thus, the repository also has significant potential to contribute to the achievement of Webometrics ranking (Ranking Web of Universities) at the university level (Arlitsch & O'Brien, 2012). Repositories can also function to inform the audience of a lecturer's expertise. In the repository, each lecturer can have an account to store Scholarly papers. The repository visitors can see the results of each lecturer's Scholarly and research activities. Through a repository feature like this, visitors can get expert information, the research interest of the lecturers. Based on the explanation above, it can be understood how important the role of libraries is in Scholarly communication, especially higher education libraries in academic and Scholarly environments, of course libraries must be at the forefront of providing Scholarly information needed by academics and readers.

**Efforts to Strengthen the Role and Function of Libraries in Scholarly Communication.** Based on interviews with several informants, data was obtained that user education should be more about practice, not just theory, so that it is not just like a seminar activity, but rather training and practical use of existing facilities in the library. In my opinion, user education activities so far seem less effective, because at IAIN Curup there are still many students who still don't understand how to use library facilities, how to return books to the shelf after reading. Then there are still many students who don't know about the ethics in the library, so there is still frequent noise and commotion in the library room. There are still many people who do not understand the use of OPAC. There are still many who do not understand how to find books. So it should be more practical and not just theory (Lia, personal communication, 15 Nov, 2019).

Furthermore, according to Gita, user education activities are very beneficial for students, especially new students, because user education itself is a training that is conducted to provide information in using existing facilities and infrastructure in libraries. Then the benefits of user education activities are that students can find out information about the library, about how the service system, facilities and infrastructure are so that when students go to a library they can adapt or adapt to the service system of the library itself. The advantage of this user education activity is that students get information directly, because usually this activity is held for new students, so that before starting lectures they already get information about how to use facilities and services and find out about collections in the library. This, in my opinion, for the overall deficiency in the time sector, discipline should be improved, because usually this activity is carried out in 2 sessions for each class or study program.

Based on the above problems, Gita suggested that the material presented should be closely related to the information needed by new students, about how to use or make good

use of the library, so that they can understand the service system in the library and can utilize / use the information. as a guide for them to visit the library.

The IAIN Curup library always takes a strategic role as an effort to support Scholarly communication at IAIN Curup. The efforts to strengthen the roles and functions that will be carried out by the IAIN Curup Library are optimizing user education and information literacy, online research skill training, provide e-resources (electronic sources), and focus group discussion (FGD), Focus Group Discus (FGD).

**Optimizing User Education and Information Literacy.** Basically, the purpose of forming a library is so that existing collections can be used by users effectively and efficiently. Therefore, in supporting educational activities, libraries have the task of providing, managing and providing information services. With this role, libraries need to be supported by a good management system. The problem is that many library users do not have basic knowledge of library use. Moreover, with the development of knowledge that is getting faster along with the entry of technology and information into the library, on the other hand users do not have the knowledge to dig up information in the library. Therefore, the librarian's job is to socialize to its users, where one form of socialization is through user education activities.

In addition, information literacy is closely related to the main task of library services. During its development, librarians, especially librarians in school and college libraries, generally view the skills to be developed in an information literacy program as non-problematic skills. This means that a person's ability to search and find information is in the form of a series of skills transferred from librarian to user for the purpose of facilitating service and so as not to trouble the librarian. Furthermore, after a student or student acquires these skills, he is expected to develop critical thinking skills and solve problems, and in turn increase motivation to learn. Subsequent developments, information literacy training programs were expanded to become training on the world of text in general, namely how to effectively and efficiently search and find documents from libraries, further coupled with the growth of digital culture to be able and accustomed to accessing various electronic information resources . Access to electronic information resources is now a necessity considering that the volume of information in electronic format currently available is estimated to far exceed the information available in printed format. As a result, the learning process must make use of information in an electronic format.

User Education or Library Instruction is instruction or teaching given to users about libraries so that the resources of library information can be utilized properly. User education for new students aims to introduce and instill an understanding of the IAIN Curup library, both in terms of collections, facilities and services. By participating in user education, it is hoped that new students will be able to best understand all library facilities and services, and can use and make the most of them to support the success of their studies.

The IAIN Curup library has been holding user education activities since 2018. This activity was carried out to introduce more deeply about what facilities can be used by users (especially new students) that are available at the IAIN Curup Library. Not only introducing the facilities, but also explaining how to use them so that students can use them effectively and efficiently. In general, the purpose of holding user education is listed in the College Library: Guidelines as follows: Improve user skills in order to be able to take advantage of library facilities and resources independently; equip users with adequate and appropriate techniques for finding information in a particular subject; increase the use of library resources and services; promote library services; and prepare users to anticipate developments in science and technology (Basuki, 2004). The goal of user education is to

develop the user's skills needed to use a library or documentation center, develop these skills to identify information problems faced by users, formulate their own information needs (users), identify a range of possible sources of information. available to meet its needs, assesses the accuracy, strengths and weaknesses of each information source and most importantly is able to deal with inequalities of information provided by different sources and assimilate, collect, present and apply information.

Based on some of these opinions, it can be seen that the purpose of holding user education in libraries is mainly to increase user interest and skills so that library users will realize the importance of utilizing the library more optimally, which means that users are expected to have a critical nature of all information absorbed and able to objectively assess the information so that he can be more selective in applying the type of information into his life. The following is a documentation of user education activities for new students in 2019.

**Figure 3**

User education activities for new students



*Sources: Documentation, 2019*

Furthermore, information literacy is often referred to as information literacy or information literacy. In the field of library and information science, information literacy is often associated with the ability to properly access and utilize available information. The most frequently quoted definition of information literacy is the notion of information literacy from the American Library Association (ALA): "Information literacy is a set of abilities requiring individuals to" recognize when information is needed and have the ability to locate, evaluate, and use effective needed information ". That is, information literacy is defined as a person's ability to identify the information he needs, access and find information, evaluate information, and use information effectively and efficiently (Naibaho, 2007). The definitions of information literacy are numerous and continue to evolve according to the conditions of time and field developments.

In general, information literacy is defined as literacy or information literacy. According to the English Dictionary, literacy is literacy or the ability to read and information is information. So information literacy is literacy towards information. This term is still very foreign in society, although this term is usually associated with the ability to use libraries and use of information technology. The term information literacy was first introduced by Paul G. Zurkowski, Chairman of the American Information Industry Association in 1974 in

his proposal to The National Commission of Libraries and Information Science in the United States. Paul G. Zurkowski uses this phrase to describe "techniques and abilities", namely information literacy, namely the ability to utilize various information tools and primary sources to solve their problems. The term information literacy includes computer literacy, library skills and critical thinking as a support for the development of information literacy. Another definition is given by Verzosa that information literacy can be defined as a skill in accessing and evaluating information effectively to solve problems and make decisions. A person with this expertise knows how to learn to learn because they know how to manage information, evaluate, sort and use it according to the prevailing ethics (Verzosa, 2008).

As for Doyle in Apriyanti states that someone is said to have information literacy skills if that person: able to realize the information needs, being able to realize accurate and complete information is the basis for making correct decisions, able to identify potential sources of information, able to build the right search strategy, able to access various sources of information including other basic technologies, able to evaluate information, able to manage information to apply / practice it, able to integrate new information with the old knowledge they already have, able to use information critically and to solve problems (Apriyanti, 2010). Based on the above opinion, it can be said that information literacy is the ability to find the information needed, understand how libraries are organized, be familiar with available resources including information formats and digital search tools), knowledge and techniques commonly used in information retrieval. This includes the ability to evaluate information and use it effectively as well as an understanding of technology infrastructure in the transfer of information to others, including the social, political, cultural, economic, legal and impact contexts.

Today's in digital era, users face changes in learning. Information technology enables students for distance learning and web-based learning. In this era, educated graduates are not people who have a lot of information, but people who know how to find, evaluate and use the information they need. Libraries as a component of higher education need to be involved in the learning process, including creating programs to improve information literacy skills for users that are more directed at forming them to be information literate. Here the library has an important role through teaching information skills that can be implemented in information literacy programs.

Based on the results of the FGD with the head of the IAIN Curup Library, information was obtained that the IAIN Curup Library has planned in the future that starting in 2020 it will hold regular information literacy class activities. In the information literacy class, several materials related to the ability of users to manage information will be presented, including how to use a reference manager, how to cite, online research skills, and so on.

Apart from that, several activities can be carried out by the library in cooperation with the faculty for the implementation of information skills activities in the curriculum, namely: 1. Attending meetings held by the institute, faculty and department; 2. Visiting departments, this is a great way to meet students and faculty to find out their questions and interests; 3. Studying the faculty's research and teaching activities; 4. Contact the faculty each new academic year to schedule library orientation, library tours and instructions as well as convey the services the library offers. In addition, the library can also send email to the faculty about the services available in the library; 5. To describe library instruction services, the faculty must know that there is a library instruction program that can be used; 6. Collaborating with lecturers on certain subjects such as research methodology, in which librarians can take part in teaching students internet-based information search techniques or searching for information needed on a topic when



conducting research (Apriyanti, 2010). Collaboration as mentioned above is one of the efforts that can be made by libraries in order to improve information competence in the learning process.

**Online Research Skill Training.** Online Research Skill Training is one of the important agendas of the IAIN Curup library in order to broaden the knowledge of the academic community, and also to increase the spirit of research and strengthen Scholarly communication. This training aims to introduce participants to online resources that can be used for Scholarly activities. And also introduced about skills using Zotero, Mendeley and other online information search tools. On July 15, 2019, the IAIN Curup library held an Online Research Skill training for the IAIN Curup academic community. The event took place at the IAIN Curup TIPD room. The following is a documentation of the activities.

**Figure 4**  
ORS Activity Documentation



*Sources: Documentation, 2019*

Figure 4 shows several people participating in Online Research Skill training activities. Given the limited space, this activity is followed by lecturers and students in turns. According to the Head of the IAIN Curup Library, "the ability of our lecturers and students in finding online sources is still very low. Therefore, hopefully with this training it is hoped that the ability of our lecturers and students in making Scholarly works will increase and have quality ". This activity is in line with Diao's explanation that libraries must improve information skills and literacy in such a way that users can take advantage of information and communication technology (ICT) to access and utilize information critically, as well as record, publish or share knowledge efficiently (Diao, 2003).

**Provide e-resources (electronic sources).** E-resources must be provided by the library in order to support campus academic activities. The e-resources provided can be in the form of e-books, ejournal, and institutional repositories. This is consistent with what Diao expressed that libraries must collect and provide access to information and knowledge as well as sources that are scattered in multi-formats (including tacit) (Diao, 2003). The e-resources in the IAIN Curup Library are:

a) Institutional Repository

Libraries have an important position in increasing the publication of national Scholarly works. If it is connected with the institutional repository (IR), of course there is a close

relationship with the university library. It can be seen that: 1) The institutional repository is a forum for managing and preserving the intellectual assets of the institution. 2) The institutional repository is a place for storing and disseminating information or material published by the parent institution, 3) The institutional repository aims to obtain, preserve and provide access to the work (intellectual assets) of an institution. Institutions here can be in the form of organizations, research institutes, universities, and so on. The college library as a part of the Tri Dharma of Higher Education must certainly support all forms of research activities and the publication of Scholarly research results. Institutional repositories are very useful in managing digital collections in universities. Government provisions must be carried out properly. Harliansyah explained that the development of institutional repositories is a challenge and a very important new role for university libraries. This role has been carried out by many university libraries in developed countries. To embody this new role, university libraries must equip some related knowledge and technical skills. Looking at the data from Forlap Dikti (2016) about the number of universities in Indonesia, of course we can see that there is a huge potential for Indonesia to be able to compete with other countries. It can be imagined that if each or every higher education institution in Indonesia (which is officially registered in the Dikti database) has and manages its institutional repositories to the fullest, then Indonesia will very likely be able to compete with developed countries in the world in terms of Scholarly publications. This of course requires the support and cooperation of all elements in this country. It is impossible to achieve it if you just walk independently and without a clear direction and purpose. Therefore, the role of university libraries with support from the government is expected. Of course this will also return to the common goal of increasing the intelligence of the nation and making this country at the forefront of the publication of Scholarly works. The IAIN Curup library already has an Institutional repository with the web address <http://repository.iaincurup.ac.id/>. The following is the display of the IAIN Curup institutional repository.

### Figure 5

#### Display The IAIN Curup Repository



Sources: <http://repository.iaincurup.ac.id/>

Based on the data that the authors found in the browse by year menu, it was found that currently there are 35 items of data. For more details, see the following data.

**Tabel 1.**

IAIN Curup Repository Collection 2007-2019

No	Tahun	Jumlah item karya
1	2019	10
2	2018	8
3	2017	10
4	2016	3
5	2015	3
6	2007	1

Sources: IAIN Curup Institute Repository, 2019

The IAIN Curup repository is a forum for the academic community of IAIN Curup to show the academic activities of the academic community both in the form of research results and other Scholarly papers. Therefore, the existence of this repository is certainly one form of library roles and functions in the development of Scholarly communication at IAIN Curup.

**Figure 6**

The IAIN Curup Repository Collection 2015-2019



Sources: IAIN Curup Institute Repository, 2019

b) E-Theses. Basically, this e-theses are sources of Scholarly information in electronic form, which are owned by the IAIN Curup Library. To access it, you can go to the link: <http://e-theses.iaincurup.ac.id/view/year/>. The available collections to date are 551 collection items available.

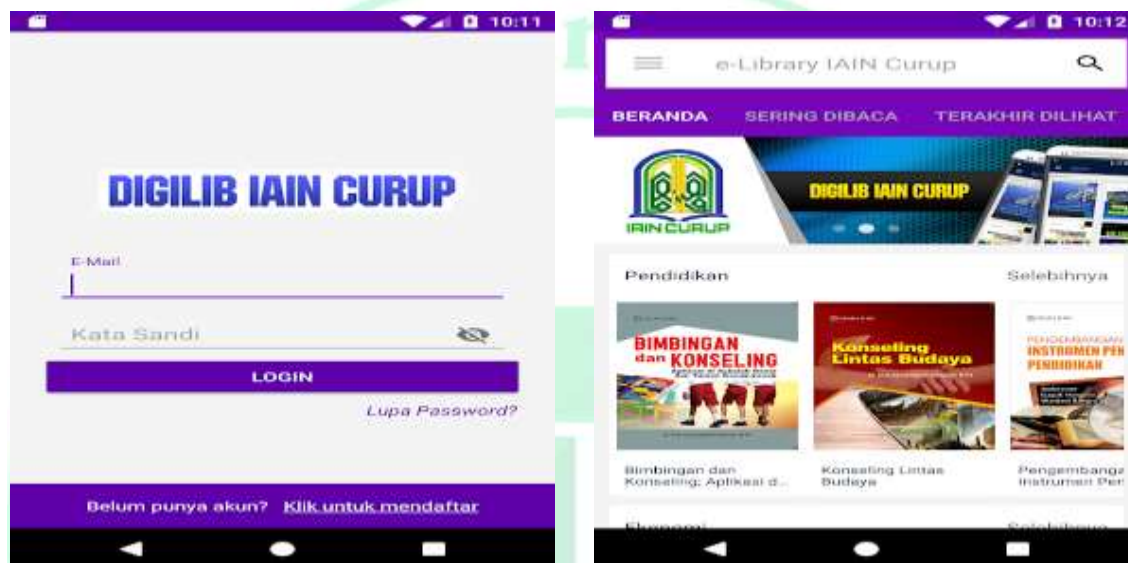
c) IAIN Curup Digital Library. The IAIN Curup library also provides search services for online sources to databases such as Moraref, Ebsco, Proquest, Cengage (Gale). Currently, OER (Open Educational Resources) services are also being developed in collaboration with Syiah Kuala Aceh University. Which can be accessed at <http://oer.iaincurup.ac.id>. With this collaboration, the learning resources owned by Syiah Kuala University and other open learning sources can be accessed free of charge via the IAIN Curup campus wifi. Then the IAIN Curup Library also collaborates with the National Library of Indonesia in the form of IOS (Indonesia One Search) services which can be accessed through the website page [http://onesearch.id/Repositories/Library?institution\\_id=2824](http://onesearch.id/Repositories/Library?institution_id=2824). On the other hand, the



IAIN Curup Library already has Android-based digital collections and services. The collection includes a variety of subjects totaling: 1064 titles. To access this digital collection, users must register at the IAIN Curup Library. Because, in Scholarly communication activities, digital collections greatly influence the development of university libraries as a source of education, research and Scholarly development. The following is a display of the digital services of the IAIN Curup Library.

**Figure 7**

Login View and Access View IAIN Curup Digital Library 2020



Sources: IAIN Curup Digital Library, 2019

The Figure 7 describe a login display and a display of the IAIN Curup digital library access. On the very first page after installing the application, a login page appears for registered members. Users can enter their member id and password to log in. For users who don't have an account, you can create a new account via the registration button. Although in fact in an article the author has made a conclusion that there is still need to make efforts to optimize this digital service because the quantity of the collection is still very lacking, and on the other hand, from a user perspective there is still very little if it is seen that the number of Curup IAIN students is close to 4000 students while the users are only 199 people (Rodin, 2018). In the future, this digital library collection will be strengthened by various strategies that will be carried out by the library.

d) Open Educational Resources. Open Educational Resources (OER) is a term agreed upon by various organizations. UNESCO, one of the international organizations that participated in providing a definition of OER, namely: Teaching materials or research results that are available in various media openly (applying an open license) and free of charge to be accessed, reused or adapted, and redistributed by its users can be referred to as OER. OER is usually in the form of textbooks, curriculum, syllabus, notes, sample assignments, sample tests provided in audio format, video tutorials and animations. Learning resources are now available in a wide variety ranging from printed textbooks to digital books, images, videos, infographics, video games and other media. Along with the development of internet technology, these learning resources can now be easily accessed online so that their distribution is wider and faster. Not only that, production and



distribution costs can also be reduced. However, not all learning resources in cyberspace can be accessed for free. Some learning resource providers charge users a fee if they want to access these educational resources. On the other hand, more and more people are now sharing their knowledge by making learning resources accessible online and free of charge. In fact, they invite other teaching material makers to participate in developing these learning resources and allow users to use and redistribute it with the author's direct permission which is stated in a license provision so that there is legal certainty. Because in essence the right to obtain knowledge is the right of everyone. These learning resources are called Open Educational Resources (OER) in English. The IAIN Curup library has designed and developed this OER model. So that later it is hoped that the existence of this OER will certainly strengthen the role and function of libraries in developing Scholarly communication at IAIN Curup.

**Focus Group Discus (FGD).** FGD is one of the means to build and develop a Scholarly community, especially in the library area. With the room facilities available in the IAIN Curup Library, this activity is a routine activity held every week. Where the goal is to share knowledge.

**Figure 8**

Librarians are Conducting Focus Group Discussion (FGD) at IAIN Curup



Sources: Documentation, 2019

In Figure 8 above, a librarian can be seen giving FGD material in the context of knowledge sharing. This activity is carried out regularly every month in the context of developing the campus Scholarly community. The materials and presenters were given in turns.

**Book review activities.** This activity is an activity that is still in the planning stage. Where this activity will certainly support Scholarly communication. Through book review activities, the information contained in a book will be known and explored in depth. Where books are Scholarlyally peeled.

#### IV. CONCLUSION

Scholarly communication is a strategic 'area' to enter college libraries. Because libraries now do not only play a traditional role which so far only touch a small part of the Scholarly communication area, namely collect, disseminate, and preserve, but it is one of the entrances that can be used by university libraries in touching the wider 'area' of Scholarly communication. is through information literacy programs, the materials are packaged, expanded and harmonized with the dynamics and scope of Scholarly communication. The IAIN Curup Library continues to strive to strengthen its role and function in the development of Scholarly communication at IAIN Curup, so that by strengthening these roles and functions, it is hoped that the library can make a positive contribution to academic activities on campus.

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