

Role of inclusive school libraries for children with down syndrome

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Abstract

The existence of libraries in inclusive schools is regulated in Indonesian legislation. Its management needs to be considered so that its existence can support each student with various special needs. This study aimed to identify the role of the library in helping to foster the speaking skills of students with Down syndrome (DS) with a qualitative approach and case study method. Data were collected through observation of one student with DS, interviews with one teacher in charge of the library, one class teacher, and one principal, and voice recording documentation from three informants. Triangulation data analysis was conducted to examine findings of data sources from observations and interviews, and reference documentation in the form of inclusive school library management standards. The inclusive school library provided collections of fiction, non-fiction, serial publications, and reference collections. Children with DS most often used fiction collections in the form of picture storybooks. The facilities and infrastructure of the inclusive school library are similar to school libraries in general. The predominant service provided and carried out by library staff – who are also teachers, is storytelling – telling stories from books chosen by students with DS to help develop an interest in reading and foster verbal communication. The library is used by teachers in learning activities, carrying out motor skills such as arranging books, thickening lines in books provided at school, playing on computer tablets, coloring, and developing cognitive abilities to recognize letters and connect letters; this helps foster speaking skills of students with DS.

Keywords: Down syndrome; Inclusive school library collection; Inclusive school library services; Inclusive school library facilities; Inclusive school library staff

Peran perpustakaan sekolah luar biasa untuk anak down syndrome

Abstrak

Keberadaan perpustakaan di sekolah inklusi diatur dalam perundangan yang berlaku di Indonesia, terdapat pengelolaan yang perlu diperhatikan, sehingga keberadaannya dapat mendukung setiap siswa dengan beragam kebutuhan khususnya. Penelitian ini bertujuan untuk mengidentifikasi peran perpustakaan dalam membantu menumbuhkan kemampuan berbicara siswa Down syndrome (DS), dengan pendekatan kualitatif dan metode studi kasus. Data dikumpulkan melalui observasi pada satu orang siswa DS, wawancara dengan satu orang guru yang bertugas di perpustakaan, satu orang guru kelas dan satu orang kepala sekolah, serta dokumentasi rekaman suara dari tiga informan. Analisis data triangulasi dilakukan untuk mengkaji temuan sumber data hasil observasi dan wawancara, serta dokumentasi acuan berupa standar pengelolaan perpustakaan sekolah inklusi. Perpustakaan sekolah inklusi menyediakan koleksi fiksi, non-fiksi, terbitan berseri, dan koleksi referensi, dan yang lebih digunakan oleh anak-anak DS adalah koleksi fiksi dalam bentuk buku cerita bergambar. Sarana dan prasarana perpustakaan sekolah inklusi yang tersedia tidak berbeda dengan perpustakaan sekolah pada umumnya. Dominasi layanan yang disediakan dan dilakukan oleh tenaga perpustakaan – yang juga adalah guru, adalah layanan bercerita – menceritakan buku yang dipilih oleh anak-anak DS, untuk membantu dalam mengembangkan ketertarikan terhadap bacaan dan menumbuhkan komunikasi verbal. Perpustakaan dimanfaatkan oleh pengajar dalam kegiatan pembelajaran, melakukan aktivitas motorik seperti menyusun buku, menebalkan garis dengan buku yang disediakan di sekolah, bermain tablet komputer, mewarnai, menumbuhkan kemampuan kognitif mulai mengenal huruf dan menyambungkan huruf, hal ini membantu menumbuhkan kemampuan berbicara siswa DS.

Kata kunci: Down syndrome; Koleksi perpustakaan sekolah luar biasa; Layanan perpustakaan sekolah luar biasa; Fasilitas perpustakaan sekolah luar biasa; Tenaga perpustakaan sekolah luar biasa

INTRODUCTION

Data from the Bandung City Central Statistics Agency for 2021 recorded that the number of people with *tunagrahita* disabilities in Cempaka Village was 32 people, with various types of people with *tunagrahita* disabilities. One of them was a student with Down Syndrome (DS), who had physical and mental retardation. The presence of students with DS in public places often becomes the center of attention due to their unique physique. They usually have difficulty speaking and have difficulty receiving lessons, as well as conducting social interactions with others (Renawati et al., 2017). The uniqueness of students with DS sometimes becomes the subject of ridicule from their peers. Regardless of the uniqueness of students with DS, they deserve the same rights as other normal humans, both in obtaining information, education, public services, and others. Law number 6 of 2016 concerning persons with disabilities stipulates the rights of persons with disabilities that must be fulfilled and implemented (Abriansyah et al., 2019).

Inclusive schools (SLB) are educational institutions intended for students with special needs, one of which is students with down syndrome. The purpose of special education is to develop their abilities optimally so that they can be independent and able to adapt to their surrounding environment. For example, to foster the speaking skills of students with down syndrome so that they can smoothly communicate with their peers (Azorín & Ainscow, 2020). The facilities available at inclusive schools must support these special education goals. Libraries are one of the facilities available in inclusive schools to help achieve special education goals (Widyaningsih, 2020).

It is expected that the existence of libraries in inclusive schools can help develop DS students' speaking skills. The library can certainly direct students with DS to help with things like reading materials so they can hone their speaking skills. The guidelines for organizing school libraries (2015) stipulate that the purpose of school libraries is to develop and foster reading interest, information literacy, talent and intelligence (intellectual, emotional and spiritual) of students, educators and education personnel in order to support national education goals through the provision of learning resources (Triwaty & Assjari, 2017).

Inclusive schools are divided into several types, namely SLB-A for visually impaired students, SLB-B for deaf students, SLB-C for mentally disabled students, SLB-D for Quadriplegics or physically disabled students, and SLB-E for *tunalaras* or socially retarded students. SLB Widi Asih in Bandung City is a type C SLB for students with disabilities located in Cempaka Village, Bandung City (Cheriasari, 2018). Initial observations at SLB Widi Asih included 18 students with various types of disabilities, such as mental retardation or intellectual disability, autism and down syndrome. Currently, there are three students with DS with different characters at SLB Widi Asih. The three students have speech problems; this can be seen from their lack of ability to master vocabulary and pronunciation. In addition, the teaching staff at SLB Widi Asih consists of one principal and eight teachers who come from special education and psychology majors. SLB Widi Asih has a library room with various library collections available to support learning activities. The collections available in the

SLB Widi Asih library consist of storybooks, atlases, and encyclopedias.

Previous research conducted by Widyaningsih (2020) concluded that the library at SLB Negeri 2 Yogyakarta is utilized as a source of information by teachers and literacy guidance for students, and in other research, students visit the library due to teacher orders. A study on the social interactions of students with DS at SLB Puspa Suryakanti Bandung with the social environment revealed that the limited mindset of students with DS causes them to have difficulty interacting with other people (Renawati et al., 2017).

The study conducted by Widyaningsih (2020) does not explain the effectiveness of using libraries as educational institutions in fostering learning outcomes for students with disabilities. Likewise, the study conducted by Renawati et al. (2017) needs to explain the use of libraries as an educational function in fostering interaction skills in students with down syndrome and their peers. This is the background to the study of the role of libraries in helping foster the speaking skills of students with down syndrome, with the National SLB Libraries Standards from the National Library used as a reference regarding library management. This study aimed to identify the role of libraries in helping foster the speaking skills of students with down syndrome (DS).

Inclusive education is education that serves students with special needs to be able to study in the nearest regular school with other normal students. Meanwhile, segregated education is education for students with special needs, which is carried out separately in terms of its implementation, teaching staff, and curriculum. Segregated education

implementation is usually found in inclusive schools, special elementary schools, and integrated schools (Moriña, 2017).

Inclusive schools provide education for students who have obstacles in participating in learning activities due to physical, emotional, mental and social limitations and having special intelligence and talents (Arnaiz Sánchez et al., 2019). Children with down syndrome can attend SLB-C, which is intended for children with disabilities. Teaching and learning activities for students with down syndrome are usually carried out in the classroom with a special mentor and classmates who have similar abilities. Classrooms for students with DS must be safe because they sometimes make uncontrolled and unstable movements. In addition, the classroom for students with down syndrome must be comfortable and easy to use (Yosiani, 2014).

The implementation of learning for students with down syndrome needs to adapt to the characteristics of these students. Therefore, teachers need to pay attention to the following: a) form the structure of students' daily lives; b) be patient in educating students with down syndrome, which takes a long time; c) provide examples when teaching so that students can easily understand the lesson; d) teach by repeating instructions until students understand; e) use simple sentences, so that students can understand the explanation; f) explain one by one slowly; g) give praise when students complete a task; and h) limiting assignments according to the student's abilities, so that the student completes assignments (Paseka & Schwab, 2020).

Down syndrome is a genetic disorder caused by an extra chromosome on

chromosome 21 (Pelleri et al., 2019). Children with down syndrome have special characteristics that make it difficult for them to be in public places (Foley & Killeen, 2019). The development of children with DS is hampered when they enter preschool age 4-6 years; they experience obstacles in psychomotor, cognitive and affective development. In psychomotor development, children with down syndrome are hampered in doing various things, such as sitting, walking, going through puberty, and others. (Rvachew & Folden, 2018).

Most students with down syndrome usually experience speech difficulties, so they have difficulty receiving lessons and interacting socially with other people. Regardless of the uniqueness of children with down syndrome, they deserve the same rights as other normal humans in obtaining information, education, public services, and much more (Wilson et al., 2019). Special education for children with down syndrome can be carried out in the form of inclusive or segregated education (Francisco et al., 2020).

Libraries as public services need to provide knowledge and information regardless of differences, race, gender, age, religion, nationality, language, status, and educational growth (Crouch et al., 2019). SLB library is a library that is incorporated and managed by the SLB. Generally, SLB libraries do not have a special building or room. However, the procurement of a building or space for the SLB library will be prioritized if the school has been accredited or is about to be accredited (Supriyatna & Dewi, 2019).

Hardianty and Harun (2018) note the purpose and function of the SLB library, namely supporting the learning process, developing students' interests and talents,

developing teachers' and students' interest in reading, being a source of information for the school community, and providing entertainment. In fostering students' interest in reading, down syndrome libraries need to implement strategies, including 1) providing supporting infrastructure, 2) collaborating with regional libraries, 3) organizing new and interesting collections, and 4) collaborating with teachers to invite students to visit the library (Purnamayanti & Putri, 2020).

The implementation of the SLB library needs to provide an adequate collection for students with down syndrome so that the existence of the library can be maximally utilized. The SLB library needs to organize library services that are integrated with the learning process and utilize information and communication technology with the types of library services including at least circulation services and reference services. SLB libraries need to conduct literacy development activities that are integrated with the learning process by utilizing the resources available in the library (Supriyatna & Dewi, 2019).

Library collections are library materials that are collected, managed, and stored under certain conditions. SLB library collection management is adjusted to learning needs, size, and number of collections. Meanwhile, procurement of library collections can be carried out in various ways, namely purchasing, exchanging, granting, and self-publishing. The purpose of procuring library collections is to complete library collections that are not yet available or replace damaged collections (Jorgenson & Burress, 2020). Before carrying out library procurement, it is necessary to make a collection development policy that begins

with a needs analysis, selection policy, procurement policy, source sharing, weeding, and collection evaluation (Turner & Billings, 2019).

Rahmah (2018) revealed that library services are the provision of information and facilities so that users can fulfil their information needs. Likewise, SLB library services are provided so that users with disabilities can obtain the information they need. The library service that is usually often found in SLB libraries is the circulation service, which is a service for borrowing library materials owned by the library; reference services are services provided by libraries for special collections such as dictionaries, encyclopaedias, directories, yearbooks containing technical information; and the reading room service is a place to carry out reading activities in the library.

The SLB library can be used to assist the teaching and learning process and develop students' talents. However, this is inseparable from the role of library staff who guide and encourage students to use the library (Mahmood et al., 2021). Hence, the success of library services depends on smooth interactions between library staff and users (Vaidya et al., 2022).

RESEARCH METHODS

This research used a qualitative approach with a case study method, which is an in-depth study of the uniqueness of a group (Yuliani, 2018). This method was used to examine, more specifically, the library's efforts in providing services for students with down syndrome. According to Creswell (2014), researchers who will conduct case study research should consider the right case and choose the case under study that can be studied from various aspects. Furthermore, Creswell

(2014) mentioned that case study research involves collecting more than one piece of data because researchers try to create an in-depth picture of a case. Assyakurrohim et al. (2022) explained that the purpose of case study research is to reveal the uniqueness of the case under study.

The data collection process in case studies is an effort to collect research data using various techniques, such as observation, interviews, and documentation. Researchers carried out the data collection process from February 13, 2022, to February 21, 2022, because the data that had been collected was saturated. The data collection techniques used were: 1) observation, researchers made observations and even involved in activities to facilitate students with down syndrome directly, then researchers recorded the results of observations on teaching and learning activities for students with down syndrome; 2) interviews, researchers conducted face-to-face interviews with three informants, namely library staff, one teacher, and one principal. Interviews were conducted by asking structured questions from general to specific related to the role of the library to informants. The researcher prepared an interview guide by first identifying the concept of down syndrome and the standard reference for organizing SLB libraries. Furthermore, it was reduced to a grid and questions about the types of library collections, library services, library staff, library facilities and infrastructure, and visits by students with down syndrome to the library; 3) documentation, researchers used notebooks, image recordings, and audio recordings in collecting research results (Creswell, 2014).

Data processing was conducted with triangulation techniques as an effort to test

the trustworthiness of research data obtained by checking data through various sources. The triangulation technique was carried out by comparing observation data with interview results. Furthermore, the results of the research are combined so as to produce accurate and complementary data (Jentoft & Olsen, 2019).

Data analysis was carried out through the process of organizing and sorting data in patterns, categories, and basic descriptions so that themes and hypotheses could be found before entering the field, during the field, and after completion in the field. These aspects were then analyzed through three stages, namely 1) data reduction, carried out by selecting data and simplifying raw data from interviews and observation results; 2) data presentation, carried out by presenting data from interviews and observation results in the form of narratives and images; 3) concluding and verifying data, researchers concluded from the data collected based on informants' answers regarding the role of the library in fostering the speaking skills of students with down syndrome and the theories of experts. Then, researchers verified the conclusions to check the truth of the data. The researcher verified the data by matching findings in the field and interview results (Çelik et al., 2020).

RESULTS AND DISCUSSION

The role of the SLB library began with an analysis of the provision of library collections that were favored by students with down syndrome, thereby helping them develop their speaking skills. Hermawan et al. (2020) state that library collections are all library materials collected and managed by the library, which are obtained through purchase,

donation, exchange, or self-production with the aim of being used by all users. Likewise, the library collection at SLB Widi Asih Bandung is provided to meet the needs of students with down syndrome and support educational goals. In interviews with researchers, the informants revealed that the collections provided by the inclusive school library were of various types:

"The collections available in the library consist of storybooks, magazine copies, official books, encyclopedias, and atlases. The magazine copies available here are Bobo magazines. Meanwhile, the official books available are textbooks, special learning books for inclusive school C." (S. Lesmana, Interviewed, March 14, 2023).

"Books available in the library are books for students with down syndrome, learning books, story books, and encyclopedias." (A. N. Intan, Interviewed, October 16, 2023).

"The available library materials consist of books about students with special needs, thematic books, story books, and encyclopedias." (F. P. Ditha, Interviewed, October 17, 2023).

The type of collection available in the library is not just one type; there are collections of fiction, non-fiction, and periodicals. The fiction books available are storybooks. Meanwhile, non-fiction books available are textbooks, special books for SLB-C, encyclopedias, and atlases. Sari et al. (2018) defined an encyclopedia as a work that contains a collection of human knowledge or other

specialized fields. Serial publications provided by Bobo magazine are in line with the opinion of Tirtawati (2021), which states that magazines are reference collections that are published regularly and contain the latest information.

Library collections must have four functions based on a statement from Islamey (2020); library collections must have four functions, namely reference functions, curricular functions, general functions, and research functions. The

library collection must have a reference function, meaning that the collection contains quick, precise, and accurate references for users so that users are directed and guided to acquire information quickly, precisely, and accurately. Library collections with curricular functions are library materials that support the curriculum so that they assist ongoing learning activities in schools, as can be seen in Figure 1.



Figure 1. The library collection of inclusive school Widi Asih Bandung

Source: Research Results, 2023

A library collection with a general function means that the library collection is related to the preservation of library materials and is expected to be useful for human life forever. According to Hermawan et al. (2020), library collections with a research function mean that the library materials provided must be able to answer the curiosity of the users. Therefore, a diverse library collection will make it easier for users to meet their information needs because each user has different needs. Informants also said that students with down syndrome were not interested in the collections available in the library:

"Students with down syndrome themselves are not yet interested in reading these books, even though the library has provided many types of collections. This is due to the

limitations that students with down syndrome have, causing them to experience reading difficulties. However, the teacher overcomes this by reading stories to students with down syndrome to train their cognitive abilities." (S. Lesmana, Interviewed, March 14, 2023).

"There is no favorite book because they have difficulty in understanding the contents of the book." (A. N. Intan, Interviewed, October 16, 2023).

"Books that are popular with students with down syndrome so far do not exist because they have difficulty understanding the contents of the book." (F P. Ditha, Interviewed, October 17, 2023).

Students with down syndrome did not have an interest in reading the

collection provided due to the limited cognitive abilities of students with down syndrome, so it was not easy to accept the contents of the book. Therefore, library staff in inclusive schools used the storytelling method with storybooks available in the library to train the cognitive abilities of students with down syndrome. The storytelling method can cause students with down syndrome to repeat the language they hear, but this is not easy because it requires extra patience to train students with down syndrome speaking skills (Ridwan & Bangsawan, 2021).

The library staff used a storytelling method for students with down syndrome by utilizing a collection of fiction, which was read slowly and repeatedly so that students with down syndrome could understand and slowly follow the words in the story being read. This storytelling method is supported by the availability of a collection of storybooks to develop the speaking skills of students with down syndrome, which is in line with the opinion of Oktavianto and Suliyati (2019), who stated that the number of titles and the number of copies of books in the school library need to be considered in accordance with the situation and conditions of the school in order to avoid books provided not being used by the library users.

The role of the SLB library was analyzed from the provision of library facilities and infrastructure that supported students with down syndrome to visit the library. Endarti (2022) states that library facilities are expected to help the efficiency and effectiveness of all library services because library facilities function to support the entire implementation of library services, especially facilities and

infrastructure in inclusive school libraries, needed to pay attention to the comfort and safety of these students.

Furthermore, SLB library managers need to consider library facilities and infrastructure to support the effectiveness and efficiency of library services. Library facilities consisting of library space and library equipment must, of course, be comfortable and safe in order to make students feel at home in the library, especially for students with down syndrome who like a quiet room.

This was in line with the informants' statements in interviews with researchers that:

"The library room of SLB Widi Asih Bandung is located above the classroom with bookshelves and magazine facilities to store library collections. SLB Widi Asih library itself consists of a book room and reading room." (S. Lesmana, Interviewed, March 14, 2023).

"There are tables, chairs, bookshelves." (A. N. Intan, Interviewed, October 16, 2023).

"The library is on the top floor, not adjacent to the classroom. Books, tables, shelves, and chairs are the facilities and infrastructure available in the library so that students feel comfortable in the library." (F. P. Ditha, Interviewed, October 17, 2023).

SLB library facilities and infrastructure supported student learning. The library room was located upstairs, not adjacent to the classroom, so the library room was quiet and could make students with down syndrome feel comfortable and safe. In line with Endarti's (2022) report,

the arrangement of library space must be well-planned so that the library space can be utilized optimally by users. The

facilities and infrastructure of the SLB Widi Asih Bandung library are shown in Figure 2.



Figure 2. The library facilities of SLB Widi Asih Bandung
Source: Research Results, 2023

The library space consists of a reading room and a book room to meet the user's needs. This is in line with the opinion of Endarti (2022), which states that school libraries need to consider the procurement of library space; this is very necessary because the library is a media center and learning facility. Meanwhile, the equipment available consisted of bookshelves and magazines for storing library collections. The informant also said that other facilities were also available in the inclusive school library.

"In the library of SLB Widi Asih Bandung, there are also tables and chairs available for students to read books; sometimes, the teachers here invite students to visit the library." (S. Lesmana, Interviewed, March 14, 2023).

"Usually, students like to be invited by the teacher to study in the library." (A. N. Intan, Interviewed, October 16, 2023).

In addition, inclusive school libraries provide tables and chairs to support

student learning activities. Students with down syndrome could use the available tables and chairs to read library materials with the help of library staff. The facilities and infrastructure provided could help students with down syndrome in learning with the storytelling method so that students with down syndrome could master more vocabulary. This is in line with Maulidiyah and Roesminingsih (2020), who state that the smooth running of school library services is supported by adequate library equipment, such as chairs, tables, bookshelves, and other equipment. In addition, the color selection of school library equipment needs to be considered, for example, the selection of colors that are not striking so as not to make the library users' eyes tired quickly. Inclusive school libraries choose the color of library equipment that is not flashy so that students' eyes do not get tired quickly.

The role of SLB libraries was analyzed from the provision of library services, especially reading and storytelling services that encouraged in

developing the speaking skills of students with down syndrome. Huradju et al. (2020) state that school library services are an effort on the part of the school library to provide opportunities for library users to utilize library collections and facilities available in the library optimally. Services provided in inclusive school libraries must certainly support student learning activities. Reading and storytelling services helped the learning process of students with down syndrome. As informants expressed in interviews with the researchers:

"The library is usually utilized by teachers in learning activities, usually using library collections, such as storybooks, to help develop interest in reading and foster students' verbal communication. Teachers also invite students to study in the library room." (S. Lesmana, Interviewed, March 14, 2023).

"Utilize the books that are there, adapt them to learning, such as arranging books, thickening lines with books provided at school, starting to recognize letters and connect letters, like games on the tab, like coloring." (A. N. Intan, Interviewed October 16, 2023).

"Usually teachers like to use books in the library as a source of learning information." (F. P. Ditha, Interviewed October 17, 2023).

The library provided reading room services so that students could read and learn using the library collection available in the library; students with down syndrome could enjoy the services provided by the library. However, students with down syndrome needed

supervision from teachers or library personnel in using the services provided by the library; they needed people who could read or tell about the contents of the book they chose.

The services provided by library staff to down syndrome students by reading storybooks were called reading and storytelling services. According to Pebly et al. (2019), reading and storytelling services are services developed as opportunities for students with down syndrome to develop their speaking skills. Reading and storytelling services for students with down syndrome need to be carried out with a loud voice and a voice that instructs students to focus on the story so that students will focus on the story (Cahill et al., 2022). Reading and storytelling activities can help students with down syndrome develop their reading skills (Burnett & Merchant, 2020).

Regarding the development of down syndrome students' speaking abilities, the informants said that:

"The storytelling method applied to students with down syndrome brings good development; this can be seen from their mastery of language and vocabulary. Previously, the down syndrome student could only speak in Sundanese, but now the student can use Indonesian and master the vocabulary of numbers 1 to 4." (S. Lesmana, Interviewed, March 14, 2023).

"We, the library staff, read books from the library, and the students listen; after one year, the students can spell from not being able to read." (A. N. Intan, Interviewed, October 16, 2023).

"Assisted reading by the library staff, but here there is no training for library staff, only utilizing reading sources from the internet by the library staff." (F. P. Ditha, Interviewed, October 17, 2023).

The development of students with down syndrome after applying the storytelling method using the library collection available in the SLB library showed positive results for one year of activity. Students with down syndrome could master the Indonesian language, while previously, they could only speak Sundanese. In addition, students with down syndrome also mastered the pronunciation of vocabulary numbers 1 to 4.

Library staff could continue this storytelling method in order to help develop the speaking skills of students with down syndrome in inclusive schools. Therefore, library personnel played an important role in successfully organizing school libraries. Abidin (2019) stated that the success or failure of organizing a school library depends on the ability of the school library staff. However, library personnel have yet to participate in training organized specifically for school library personnel.

This inclusive school also implemented a school literacy movement program, which was revealed by the informants as follows:

"SLB Widi Asih Bandung library held a literacy movement program to foster students' abilities. The literacy movement of SLB Widi Asih Bandung is carried out as follows: students choose the book they like, then students write a review of the book, and next, students attach the

results of the review to the geulis tree. Most students choose storybooks for their reviews. However, students with down syndrome do not participate in this review activity; they only attend when their friends read their review results." (S. Lesmana, Interviewed, March 14, 2023).

"There is a literacy movement, and there is even a banner called the geulis tree; every student who has read a book writes a review and attaches it to the geulis tree." (A. N. Intan, Interviewed, October 16, 2023).

"Yes, there is a literacy movement that is still running. Usually, the literacy movement is carried out before learning activities or during breaks." (F. P. Ditha, Interviewed, October 17, 2023).

The SLB library literacy movement supported learning activities by utilizing library materials in the form of available storybooks. Hastuti and Lestari (2018) stated that the school literacy movement (GLS) is a mandatory activity in every school as an effort to foster students' interest in reading. Students with down syndrome were not fully active in this literacy movement because students with down syndrome needed help understanding stories in books. They only listened to their friends telling stories during the literacy movement activities, so their vocabulary mastery increased by listening to the stories. Therefore, library services that down syndrome students could optimally utilize were reading guidance services assisted by library staff.

The role of the SLB library was analyzed from the procurement of library

staff who understood the character of students with down syndrome, making it easier for them to carry out reading and storytelling services. Abidin (2019) explains that the duties of school library personnel are quite numerous because school librarians have a role in managing the library and serving every service they have. Library personnel are needed to manage the library, maintain and protect library collections, and provide library services. The services provided by SLB library staff for students with down syndrome were different from other students, as revealed by informants in interviews with researchers:

"Teachers who double as library staff in SLB have extra patience in providing services to students with down syndrome because they need other people to help them understand reading." (S. Lesmana, Interviewed, March 14, 2023).

"The librarian also doubles as a teacher, so he is patient and understands the character of students with down syndrome too." (A. N. Intan, Interviewed, October 16, 2023).

"SLB Widi Asih Bandung teachers double as library staff who help students read story books, so we already understand the characteristics of all students. Students with down syndrome like to use Sundanese and hit, so we have to be patient in dealing with them." (F. P. Dhita, Interviewed, March 14, 2023).

The SLB teacher doubled as a library worker, so they already understood the characteristics of each down syndrome

student. This made it easier for library staff to provide appropriate guidance to them, such as reading and storytelling services that helped foster the speaking abilities of students with down syndrome. In line with Farmer's opinion, which states that school library personnel can design storybook reading programs for students with special needs by grouping students based on their age, before starting the activity, library personnel are required first to read the storybook that will be read (Salmon, 2022).

Sinaga (2022) states that SLB libraries have library staff, and many of them need library knowledge. Most teachers duplicate SLB library staff, so this can affect the form of library management and services. The presence of SLB librarians who have educational qualifications and an understanding of SLB can carry out their duties well in managing the library, but their presence needs to receive attention in the world of education (Merga, 2019).

SLBs need to procure librarians who are proficient in their field and have attended disability services training so they know how to support students with special needs (Pebly, 2019). The presence of librarians can innovate in developing disability-friendly library programs that help foster students' literacy skills (Cahill et al., 2022). In addition, librarians can establish good relationships with teachers to support each other in making learning activities for students with down syndrome a success (Soulen, 2020).

CONCLUSION

Schools need to provide libraries to fulfill the information needs of their students in learning activities. Likewise, the existence of a library in inclusive

schools is needed to assist the learning activities of students with disabilities. For example, one of the inclusive school libraries in Bandung City has a role, especially for students with down syndrome. The role of inclusive school libraries is demonstrated through library collections, library facilities and infrastructure, library services, and library staff who assist in developing down syndrome students' speaking skills. To make down syndrome students utilize the inclusive school library collection, the library provides a type of fiction collection in the library collection, to make it easier for them to understand and master the vocabulary in the books. Teachers in inclusive schools utilize the library collection available in the library in learning activities for students with down syndrome through storytelling methods that can train the speaking skills of students with down syndrome because students with down syndrome have speech impediments. In addition, students with down syndrome can utilize the facilities available in the inclusive school library, such as tables and chairs, to read the library collection with the help of library staff. The selection of colors in the SLB school library equipment is appropriate by choosing colors that are not striking so as not to cause the eyes of students with down syndrome to get tired quickly. Reading guidance services with storytelling methods provided by inclusive school libraries can also be utilized to increase the vocabulary of students with down syndrome. Reading and storytelling services can utilize storybooks available in the library to make it easier for students with down syndrome to understand the vocabulary in books, in contrast to

encyclopedia books, which contain many scientific terms that can cause students with down syndrome to have difficulty understanding the vocabulary. Teachers in inclusive schools double as library staff who help students with down syndrome practice their speaking skills so that library staff already understand the character of students with down syndrome. The best efforts are needed to provide library staff who have competence in presenting library services and management. Inclusive school libraries hold literacy movements to support student learning. Students with down syndrome have not been actively involved in this activity because of their limitations in digesting the contents of the books; due to students with down syndrome having limitations in speaking, they only listen to the contents of the books the library staff read. Therefore, an inclusive school library will be better if the library collection is supplemented with an audio-visual collection of student story books, making it easier for students with down syndrome to understand the contents of the books. Recommendations for further research relate to program design, library services that implement learning designs for reading aloud, telling stories from pictures and designing library guides for students with other disabilities.

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