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ORGANIZATION CULTURAL IN THE UNIVERSITY OF ISLAMIC STUDIES (PTKIN) LIBRARY OF INDONESIA

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Abstract

The library is a service unit that operates in managing knowledge and always intertwined with the culture in society, including the organizational culture of the library as an organization. This research focuses on the cultural analysis of library activities outlined in the Ministry and Institution Activity and Budget Plan (RKAKL). The study employs a qualitative research method using interviews, observations, and documentation as data collection tools. The findings of this research indicate that, firstly, the library activities of State Islamic Universities (PTKIN) in Central Java Province have various interesting activities. However, repetitive activities from previous years are still found, emphasizing their importance and necessity. Secondly, library activities from the perspective of organizational culture involve three aspects: the artefact aspect (symbol) in the forms of symbols or written documents as a measure of its activities; the value aspect related to pedagogical, moral-ethical, and socio-cultural values; and the aspect of assumptions including beliefs, convictions, or thoughts as the basis for decision-making in conducting activities

Keywords: Organizational culture, pedagogical value, moral-ethical value, socio-cultural value

A. INTRODUCTION

A library is an organization that manages and provides services for knowledge, so it has essentially become the center of knowledge. It is an institution that manages information related to the library itself or other fields. With various types of information within, the library provides opportunities for users to utilize it extensively to generate new information. The information which is collected,

selected, and shared by the library can be used in such a way as new knowledge.¹

¹ Wiji Suwarno, *Organisasi Informasi Perpustakaan* (Jakarta: Rajawali Press, 2019).

Despite the significant role of libraries in the current era, there is still a misconception that a library is merely a place, a room, or an institution responsible for managing books. People with such conception are still fixated on old memories and experiences that negatively shaped their perception of the library's role.

Shiyali Ramamrita Ranganathan, a librarian from India, philosophized the existence of the library in 1936, presenting the Five Laws of Library Science. Ranganathan is recognized as the father of library science in India, and he developed an ideal framework for library services. These thoughts are known as the Five Laws of Library Science, which continue to serve as a reference in library literature. These laws also form the philosophical foundation of library science, namely

1. Books are for use
2. Every reader has a book to read
3. Every book must have readers
4. Save the time for readers
5. The library is a growing organism²

Kausik (2023) have opinion about library five law in Massive open online courses (MOOCs) approach. He said that the five law are:

1. Massive open online courses are for use
2. Every learner his/her massive open online course
3. Every massive open online course its learner
4. Save the time of learner
5. Massive open online course is a growing organism.³

These five laws of MOOCs are an adaptation of the five laws of libraries, where both libraries and MOOCs are objects that emphasize the character of a library. Between Ranganathan and Kausin have the same spirit in the context of their characters. If Ranganathan sees books to be used, then Kausik sees these MOOCs that have the potential to always be used. If Ranganathan sees every reader has a book to read, then Kausik sees every learner has an online learning area. If Ranganathan sees every book has its readers, then Kausin sees every online learning area, there must be learners. If Ranganathan sees readers who must be given time, then in these MOOCs according to Kausin, learners need to be given time. If Ranganathan sees the library as a developing organism, then Kausin in his MOOCs approach sees that these MOOCs are also a developing organism.

World development leads to changes in human thinking. The evolving technology influences attitudes towards this development. In this digital era, computers as an iconic tool of development and the internet also dominates aspects of life, especially social life related to networks, data relations, etc. Gorman attempts to engage in a dialogue between conventional and modern library conditions. Gorman's ideas stimulate the development of libraries directed towards technology-based development. Gorman's thoughts on libraries are categorized into five things, which are then known as Gorman's Laws.

Gorman attempts to contextualize Ranganathan's ideas in contemporary terms. He argues that:

² Alireza Noruzi, "Application of Ranganathan's Laws to the Web," *Webology* 1, no. 2 (2004): 2, <http://eprints.rclis.org/handle/10760/7252>.

³ Anna Kaushik, "Five Laws of Library Science in MOOCs Environment," *Library Hi Tech News* 38, no. 1 (March 22, 2021): 6–8, <https://doi.org/10.1108/LHTN-12-2019-0094>.

1. Libraries serve humanity
2. Respect all forms by which knowledge is communicated.
3. Use technology intelligently to enhance service
4. Protect free access to knowledge; and
5. Honor the past and create the future.⁴

Gorman observes the dynamic development of libraries, emphasizing their continuous adaptation to advancements in science, technology, information, and culture. Present-day library activities in private or public universities are likely based on the evolving culture of their institutions, particularly the culture within the library itself. Upon deeper inspection, the cultural elements that color every library activity as a service unit to the community become apparent. It is in line with the role of technology to support the preservation of past culture while simultaneously developing present and future cultures.

Focusing on the organizational culture within the library environment, such as the management of historical documents and the creative development of futuristic documentation, is crucial. In this context, the organizational culture is intertwined with the thought processes inherent in the library's daily routines the library culture including the planning of library activities. The author sees intriguing aspects of organizational culture allowing for the gathering of data on the organizational culture underpinning library activities.

B. PROBLEM STATEMENT

How is the cultural analysis of library activities of State Islamic Universities (PTKIN) in Central Java in 2022?

C. RESEARCH OBJECTIVE

Based on the previous description, this research has two main objectives: first, to uncover the activities of the PTKIN Libraries in Central Java in 2022; second, to understand the underlying principles behind the creation of these activities and their implementation throughout 2022

The benefits of this research encompass at least three aspects: theoretical, institutional benefits, and social benefits. Firstly, in terms of theoretical benefits, this research aims to contribute theoretically to the academic and research development in the field of library science. Secondly, institutional benefits refer to the research's contribution to the general development of library institutions and specifically to state Islamic university libraries (PTKIN). Thirdly, the research findings can practically serve as a reference for further research.

D. PREVIOUS RESEARCH

The scope of this research is on library activities from a cultural perspective. The previous research related to the culture of libraries is as follows:

First, the study on "Analysis of Students' Perceptions on the Impact of Library Organizational Culture during the Pandemic Era," conducted by Fira Aini Mumtaz, examines library services from the student's perspective. The research findings indicate the

⁴ G.E Gorman and Peter Clayton, *Qualitative Research For The Information Professional: A Practical Handbook*, 2nd ed. (London: Facet Publishing, 2005).

presence of innovative library services triggered by the COVID-19 pandemic.

Second, the research conducted by Riska Damayanti on "Building Information Literacy Culture for Campus Communities" shows that one of the functions of the library is an informative function. To maximize its function, specific efforts are required to improve the quality of the library as a source of information. The information society provides easy access to information without spatial and temporal limits. The increasing information society is accompanied by the widespread use of information technology, and this is one of the various criteria for the formation of the information age.

Third, the research conducted by Nurohmah Hidayah on "Library Efforts in Preserving Local Cultural Heritage" informs about the research results that, to preserve local culture, the "HAMKA" library preserves culture in the form of cultural knowledge. This involves cultural preservation by creating a cultural information centre through the library, allowing students to explore culture through literature available in the library. Additionally, the library can serve as an educational facility for Condongcatur Muhammadiyah Elementary School students who are interested in Javanese local culture, such as puppetry, Javanese script, batik, traditional farming tools, and so on.

This research is different from the previous ones by examining the perspective of organizational culture related to the activities throughout the academic year 2022, conducted in the PTKIN libraries in Central Java. In contrast, the previous research has discussed culture, but they have not addressed the library activities specifically.

E. LITERATURE REVIEW

1. The Culture in the Library

The culture within the library environment is always changing and evolving in response to the evolving needs and services of the library. The development of needs refers to the changing requirements of library users, considering that each user has a different orientation of needs compared to other users

The development of services means that the library constantly strives to provide dynamic services that are oriented towards the needs of its users. It is not about the library forcing users to follow its desires in the context of needs or information services.

In line with this idea, M Rafi and Jianming suggests that in providing services to users, there are at least five things that constitute the working culture of libraries in general:

- Collect Information
- Acquire Information
- Organize Information
- Retrieve Information
- Disseminate Information.⁵

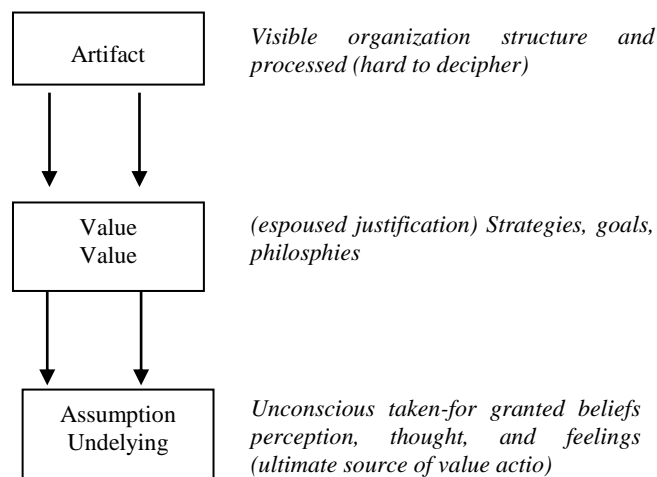
2. Organization Culture

Culture is a pattern of basic assumptions discovered, developed, or built by a particular group used to deal with external and internal adaptation problems. Culture has been considered functional and

⁵ Muhammad Rafi, Zheng JianMing, and Khurshid Ahmad, "Digital Resources Integration under the Knowledge Management Model: An Analysis Based on the Structural Equation Model," *Information Discovery and Delivery* 48, no. 4 (2020): 237–53.

valid, and therefore, it is taught to new members of the organization as the proper way to achieve and feel related to the current problems.⁶

Organizational culture is the culture possessed by an organization, where each organization will have its own culture in running its operations. This is where Edgar Schein tries to see organizational culture as part of the culture generally understood as a form of actualization of thought, feeling, and will. Schein views this culture in three major parts. The dimensions of culture emphasized by Schein are:



Gb.1. The Layers of Organizational Culture⁷

To Edgar, the outermost layer of culture is an artefact. This layer represents the visible and tangible aspects of culture that are easy to observe from the outside of the organization but often challenging to decipher. Artefacts are the products of human activities and serve purposes such as problem-solving or meeting needs, and they have a physical existence. Artefacts are tangible and audible as the results of activities that are embedded in values and assumptions.

The second layer is espoused values, which are the expected values that support social validation, including acknowledgement or acceptance from organizational members regarding the solutions provided by leaders in addressing the organization's challenges.⁸ Simply put, values are formulated as principles, philosophies, goals, and social standards that are considered beneficial.

The third layer is basic underlying assumptions, which are fundamental beliefs and thoughts that underlie actions. Assumptions that are considered true by organizational members based on their experiences with the solutions or decisions provided by leaders.

⁶ Asier Ipinazar et al., "Organizational Culture Transformation Model: Towards a High Performance Organization," *Journal of Industrial Engineering and Management (JIEM)* 14, no. 1 (2021): 25–44.

⁷ Andrew D Brown, "Identities in and around Organizations: Towards an Identity Work Perspective," *Human Relations* 75, no. 7 (July 2022): 1205–37, <https://doi.org/10.1177/0018726721993910>.

⁸ Edgar Schein, "Organizational Culture Theory and Process Consultation," *Organizational Behavior 2: Essential Theories of Process and Structure* 2 (2006): 332.

Culture in the form of basic assumptions formulates what organizational members should pay attention to, the meaning of something, how to react emotionally to what is happening, and what actions to take in various situations. In line with this notion, MacQueen assumptions as representing accepted beliefs about reality and the nature of humanity.⁹

F. THE RESEARCH CONTEXT

This research was conducted for 4 months, starting from the pre-research phase in April 2023 and concluding in October 2023. The study took place at four locations: the Library of Abdurahman Wahid State Islamic University in Pekalongan, the Library of Kudus State Islamic Institute, the Library of Raden Mas Said State Islamic University in Surakarta, and the Library of Walisongo State Islamic University in Semarang.

This location was chosen based on a preliminary survey, and the initial data confirmed that each library had organized activities as part of librarian initiatives to develop scholarly and librarian competence.

G. DATA POPULATION

This research utilized three main techniques for data collection, namely:

1. Interview

Qualitative research is situated between art and science. Conducting interviews means the interviewer is playing two roles: as an artist and as a scientist.¹⁰ For example, during an in-depth interview, the researcher must ask relevant questions, consider inquiries that may not be pertinent to the topic under investigation, manage notes or recordings effectively, and be a good listener while actively engaging as a conversation partner with the interviewee.¹¹

In this research, in-depth interviews were conducted with the heads of the libraries at each research location to reveal data about ideas or concepts that led to library activities. The interviews were conducted with open-ended and structured questions, utilizing recording tools such as a tape recorder and other recording devices.

2. Observation

This observation involves direct observations made by the researcher regarding library activities at the research locations. The researcher participated directly in the library activities and also reviewed documents recorded by each library to gather sufficient facts for the research.¹²

⁹ Jim MacQueen, *The Flow of Organizational Culture: New Thinking and Theory for Better Understanding and Process* (Cham: Springer International Publishing, 2020), <https://doi.org/10.1007/978-3-030-25685-2>.

¹⁰ Gorman and Clayton, *Qualitative Research For The Information Professional: A Practical Handbook*, 194.

¹¹ Patrik Aspers and Ugo Corte, "What Is Qualitative in Research," *Qualitative Sociology* 44, no. 4 (December 2021): 599–608, <https://doi.org/10.1007/s11133-021-09497-w>.

¹² Lynn Silipigni Connaway and Marie L. Radford, *Research Methods in Library and Information Science* (Bloomsbury Publishing USA, 2021),

Observation in this research is also used as a data collection tool regarding the implementation of library activity programs.¹³ The researcher actively participated in the librarians' work locations and took notes of various events observed around the target libraries.

3. Documentation

Documentation is the collection of data based on recorded information. This method is used to gather data about activities generated by the research subjects. Collecting data through documents is important to obtain documented information about the library.

H. DATA ANALYSIS

Celik and friends figure several stages in analyzing data, which include four stages: data collection, data reduction, data presentation, and conclusion or verification.¹⁴ These four stages need to be carried out by researchers, so the collected data from the research can be analyzed effectively. Data reduction is the activity of directing the dataset by filtering data that is considered inappropriate for the target of the study.

Meanwhile, in the second stage, data presentation involves presenting or providing structured and organized data that facilitates the initial conclusions. Verification is the process of dialoguing data with facts to draw preliminary conclusions. These conclusions are not permanent but can change if there is stronger data or information. The next step is drawing a final conclusion through the stages of interpretation and meaning construction.¹⁵ The interpretation of data is carried out to understand the data more extensively and deeply than the data or facts presented directly by the informant. This interpretation is also necessary to develop structures and the meaning relationships between data recorded or still in the form of raw data or interview transcriptions.¹⁶

I. THE ANALYSIS OF ORGANISATIONAL CULTURE ON THE ACTIVITY PROGRAMS IN THE STATE ISLAMIC UNIVERSITIES (PTKIN) IN CENTRAL JAVA

The library activity program is always budgeted in each fiscal year. It is outlined in the Work Plan and Budget of the Ministry and Institutions (RKAKL) prepared by the head of the library and librarians, which is then agreed upon for implementation. This work program, in the context of organizational culture, can be viewed from aspects:

1. The activity variety of the PTKIN libraries in Central Java

Library activities are the actions undertaken by the library to realize its vision and mission, supporting the achievement of the

¹³ Norman K. Denzin et al., *The Sage Handbook of Qualitative Research* (Sage publications, 2023).

¹⁴ Hilal Çelik, Nur Başer Baykal, and Hale Nur Kılıç Memur, "Qualitative Data Analysis and Fundamental Principles," *Journal of Qualitative Research in Education* 8, no. 1 (2020), <https://www.enadonline.com/index.php/enad/article/view/1290>.

¹⁵ Denzin et al., *The Sage Handbook of Qualitative Research*.

¹⁶ Monique Hennink, Inge Hutter, and Ajay Bailey, *Qualitative Research Methods* (Sage, 2020), \

goals of its main unit of the institution. These activities are well-planned and officially approved by the university leader, i.e. the rector.

According to informant one (a.k.a. INSA), library activities are planned in the form of a document known as the Work Plan and Budget of the Ministry/Institution (RKAKL).

The RKAKL contains all the activities that have been planned and agreed upon for one fiscal year. This plan includes budget predictions for implementation, as well as the implementing components that have been arranged by input cost sources. Therefore, each institution does not deliberate to determine the budget, but it has to adhere to the SBM (Standard Budgeting Mechanism) approved by the ministry.

INSA provided further information that at the University Library where they work, the RKAKL is prepared by all librarians along with qualified expert staff who can collaborate in realizing the planned work program. The activity planning and operational budget that have been prepared will be determined by the university leaders as a proposal for the activity plan to the ministry until the approval of the activities to be implemented. However, the proposed activities may be repetitions from the previous year due to institutional interests and routines that need to be carried out by the library. One example is user education, which is considered a routine and important activity related to various fundamental operational aspects and library services to users.

According to informant two (a.k.a. INDU), the statement is similar to INSA, confirming that the library's activities already have an RKAKL. This document encompasses various activities that have been planned and agreed upon for the fiscal year.

Slightly different from INSA, in terms of RKAKL preparation, INDU explained that the entire library staff is involved in the preparation of the library's RKAKL because the work is considered to be the shared responsibility of all staff. INDU stated that the RKAKL is prepared with the aim that the library's activities are in line with the budgetary capabilities of the institution. Therefore, every year, activity planning and operational budgeting are carried out to provide the university leaders with considerations for approving or rejecting the proposed activities.

INDU also explained that in the RKAKL, there are several recurring activities from the previous year, such as collection development, workshops to improve students' soft skills, online research skills, and the development of facilities and infrastructure.

The repetition of these activities is considered important for students and routine, with new students as the beneficiaries of these activities. In addition to improving student skills, these activities are also beneficial for raising the satisfaction index of library users.

Not different from the previous informant, informant three (a.k.a. INTI) provided information that their institution or library has been using RKAKL for conducting activities. RKAKL at INTI's library is prepared by the university leaders, the planning department, and the head of the library.

According to INTI, RKAKL is prepared to realize the vision and mission of the library by developing fresh, new activity plans to create dynamic movement within the library to help achieve the institution's overall goals, even though there are also activities that repeat previous ones, such as collection development.

RKAKL serves as a document that needs to be adhered to in carrying out library activities for one fiscal year. According to informant four (a.k.a. INEM), it is mentioned that the library where they work has its RKAKL to carry out activities. RKAKL at INEM's library is collaboratively prepared by the head of the library, the library team, library staff of administration, planners, the internal supervision unit (SPI), finance, and institutional leaders.

According to INEM, RKAKL is prepared to plan activities based on a budget that complies with regulations and to ensure that the implementation of activities is directed according to the programmed work plan. RKAKL still includes activities that are routinely carried out every year, such as subscribing to plagiarism detection applications, user education, and national-level review competitions. RKAKL includes the repetition of activities because these activities are considered necessary to be carried out every year. User education aims to equip new students with knowledge of utilizing the library, while competitions are conducted to build the library's branding in the community.

The work program should be present in all institutions as a guiding point for activities to align with the plan. This holds true for libraries as well, as it needs to be done as a manifestation of planned work. RKAKL is one of the pieces of evidence of the work plan document. According to informant five (a.k.a. INMA), their library's RKAKL already exists, and typically, during its preparation, several stakeholders are involved, such as the head of the library, librarians, vice-rector II, planning department, and purchasing inventory unit (ULP/UPBJ).

The purpose of preparing RKAKL, according to INMA, is to budget the library's activities for one year, including the inclusion of former activities such as user education, processing and maintenance of library materials, and the compilation of guidebooks.

The inclusion of these activities is based on the assumption that the library and librarians are fully aware that these activities are important, continuous, and never-ending.

It was obtained that there are several activities intentionally repeated every year as a form of routine activities, always included in the program of activities. User education is one example of a repetitive activity in each budget year.

The implementation of activities is to ensure that they are carried out within the allocated budget. The budget amount, outcome, and risks are following the plan.

2. Library Activities from the Perspective of Organizational Culture

Every organization, including libraries, possesses its character and culture. Each organization has distinct characteristics and uniqueness that set it apart from others. Similarly, one library will differ from another. This organizational culture is inherent to the institution that hosts the library. Every decision made within an organization influences its organizational culture, where individuals act as the organization's actors.¹⁷ These actors, with their behaviours, thoughts, attitudes, and cultures, constitute the primary elements that colour the organizational culture. At least

¹⁷ Katarzyna Koziol-Nadolna and Karolina Beyer, "Determinants of the Decision-Making Process in Organizations," *Procedia Computer Science* 192 (2021): 2375–84.

three factors affect the organizational culture related to these decisions: (1) solidarity and cohesion among organizational members; (2) delegation of tasks and authority, and (3) the emphasis on implementing the organization's vision, mission, goals, and values.

Observing the activities of the PTKIN libraries in Central Java, the activities outlined in the RKAKL become an organizational obligation (read: library) to carry out as a mission towards achieving its vision accompanied by the instillation of values embedded in each activity. It requires a sense of togetherness or collaboration, and solidarity among library personnel, to ensure that the goals of these activities can be achieved successfully. The solidarity, cohesion, and unity among library staff (including librarians and other library personnel) will significantly influence the decision-making of the leader (library head) who plays a leading role in the implementation of these activities.

In line with the above explanation, activities that have been meticulously planned in the library's RKAKL, from the perspective of organizational culture, will reinforce three important aspects: artefacts (symbols), values, and assumptions.

a. Artefact (Symbol)

An artefact is a sign or symbol that can be seen as an object of study or serve as a reference/guide/focus point.¹⁸ The types of symbols in the PTKIN library in Central Java in the context of this research take the form of strategic plans (Renstra), standard operating procedures (SOP), structure, job descriptions, RKAKL, vision and mission, quality targets, Development Master Plan (RIP), library guidelines, accreditation results, rector's decree (SK Rektor), Proceedings, and user polls.

These symbols serve as references for the implementation of activities outlined in the RKAKL. INSA, INDU, INTI, and INEM also conveyed that if activities have no reference, library activities become unregulated and will be poorly measured.

Meanwhile, the above guidelines serve as the basis for organizing library activities so that the process can run smoothly. One of the informants also explained that the culture of implementing university library activities felt different from several previous years. In line with the national development goals (nawacita) proclaimed by the President of Indonesia, all activities must refer to the vision and mission of the President, which is translated into the planning of activities in the ministry, then passed down to universities, and each university further translates it to faculties and units under it.¹⁹

Thus, library activities must be adjusted to achieve the vision and mission of the overseeing university.

b. Value

Values refer to the ethical, moral, and normative aspects embedded in every activity or organizational operation. These values are then developed as the uniqueness of the organization that needs to be

adhered to and implemented by all participants within the organization.²⁰

From the results of interviews with informants, including informant one (INSA), informant two (INDA), informant three (INTI), and informant four (INEM), information related to values was obtained as follows:

1) Pedagogic Value

In the context of Indonesian Law No 14 of 2005, specifically mentioned in Article 10, pedagogy is defined as the ability to manage learning (transfer of knowledge) that is both academic and formal, oriented towards character and social education.²¹

Pedagogical values refer to the educational values that individuals possess in the context of developing thinking, skills, and knowledge that lead to the improvement of character and social competence.²² These pedagogical values indicate the importance of librarians or other library staff to master methods, knowledge, and insights well before disseminating them to library users.

Therefore, with well-planned activities by the library, there are positive impacts on the existence of librarians in enhancing competence, skills, knowledge, insights, as well as personal character development and social abilities.

INSA stated that training influences the improvement and development of insights, knowledge, and experience for librarians. INDU added that librarians should strive to improve their competence by attending seminars or similar events. The culture established in the institution where INDU is affiliated has a tradition of presenting the results of participation in activities for librarians. He mentioned this tradition as part of the effort to ensure that knowledge and other competencies can be mastered by librarians. In other words, before knowledge or education is taught to learners, the instructors must first master and be able to teach that knowledge to themselves. If they cannot do so, librarians are assigned the task of delving into the results of seminars, workshops, or training to be implemented in the library.

INTI also has the view that participants sent to activities will always have new information. Participants are sometimes required to give presentations in front of library staff to convey the results/materials from seminars, workshops, and similar events.

2) Ethic-Moral Value

The ethical-moral values are agreements or norms applied in the community and religion, so that librarians always avoid negative actions, remain loyal to the institution where they work, and are responsible and disciplined in carrying out their duties.²³

²⁰ Wiji Suwarno, "Attitudes and Roles of Librarians in the Modern Era (an Ethical and Cultural Approach)," *International Journal of Library and Information Science* 10, no. 4 (2018): 41–44.

²¹ "UU No. 14 Tahun 2005," accessed December 18, 2023, <https://peraturan.bpk.go.id/Details/40266/uu-no-14-tahun-2005>.

²² mediaindonesia.com developer, "Pedagogik Adalah: Pengertian, Kompetensi, Fungsi, Manfaat, dan Tujuan," accessed December 18, 2023, <https://mediaindonesia.com/humaniora/557922/pedagogik-adalah-pengertian-kompetensi-fungsi-manfaat-dan-tujuan>.

²³ Wiji Suwarno, "Islamic Ethic As Moral Regulation in Library Writing Productivity," accessed October 20, 2024, <https://ejournal.unair.ac.id/JPERPUS/article/download/41747/23681>.

¹⁸ Schein, "Organizational Culture Theory and Process Consultation."

¹⁹ Ramona Quattrini et al., "Digital Interaction with 3D Archaeological Artefacts: Evaluating User's Behaviours at Different Representation Scales," *Digital Applications in Archaeology and Cultural Heritage* 18 (2020): e00148.

The Librarian Code of Ethics serves as a moral and ethical guide for librarians in Indonesia, encompassing various moral and ethical rules. This code binds the behaviour of librarians while performing their duties, including their relationships with superiors, the profession, colleagues, and the community.

The researcher explored through interviews with informants regarding the attitudes of librarians after being delegated as library ambassadors to participate in various librarian meetings or seminars. INSA mentioned that the implementation of such activities (such as seminars, workshops, or other activities) has a psychological impact on the mental condition of the delegated librarians. As observed by INSA, those who have attended these seminars appear to be more loyal and confident because they feel entrusted to develop themselves, gain additional knowledge, and expand their networks for collaboration. Employees/librarians who were previously focused on their work will remain loyal to their duties and disciplined in terms of time after attending such activities.

On another occasion, INDA has a different perception regarding this delegation. INDA feels that seminars and similar activities do not have a significant impact. Employees/librarians who were not very loyal would remain disloyal because it is their inherent character. Conversely, librarians who already have good character and responsibility might remain loyal and dedicated to the institution they serve.

3) Cultural Social Value

The socio-cultural values are the characteristics inherent in the social life of the community, manifested in the customs or culture prevalent in society as a focal point. This culture applies in society, serving as a medium for the development of various activities packaged in dynamic, humanistic, and community-engaging social interactions, which can also serve as a platform for individual development, including career advancement.

The library, as a community institution, plays a crucial role in the development of the social and cultural aspects of society. Among its strategic functions are education, research, and cultural development.²⁴

In terms of questions related to library activities that contribute to their career as a librarian, INTI stated that there still needs to be improvement and enhancement in the quality of activities. Although, in general, the activities listed in the RKAKL help develop the career of librarians, considering that librarians are always involved in the preparation of the RKAKL.

In line with the above thoughts, INEM also mentioned that the activities planned and outlined in the RKAKL, directly or indirectly, will be quite helpful for librarians in advancing their careers. INEM expressed the opinion that:

"The library's program of activities is very helpful. Activities such as benchmarking library services, workshops, and journal publications can assist librarians in advancing their careers. Benchmarking library services can inspire to emulate (administratively or technically/methodologically) services that align with librarians' duties. Meanwhile, workshop activities will support librarians in their work, leading to improved

performance with strong supporting data as evidence. As for journal publication, it is expected to stimulate librarians to be enthusiastic about conducting research and writing scholarly journal articles." (INEM, October 2023).

It can be concluded that library activities are essential for librarians as a space to provide opportunities for career development. For example, benchmarking activities contain a message to generate ideas by observing, imitating, and modifying something useful. Thus it produces something new and unique as a program.

c. Assumption

An assumption is a belief, trust, perception, feeling, or thought that serves as the basis for consideration in making a decision. The intended decision is an action decision in the context of carrying out activities that support the implementation of a value and allow the emergence of new values. Subsequently, the values that are initiated will be manifested in various products (artefacts).²⁵

On one occasion, some informants responded to questions about the background of the activities outlined in the RKAKL. They conveyed that:

The library plans its activities based on the needs of users, often conducting questionnaires through the submission of activity proposals by users. Thus, in one year, the activities can prioritize those proposed by users such as user education, librarian seminars, book reviews, etc. User ideas are considered very helpful for the library to innovate and provide services tailored to user needs (user-oriented).

The motivation to complete the planned programs and meet achievement targets, becomes the reason for the library to carry out activities. This reason indicates the symbolic force that compels the library to move, pursue targets, and align with its institutional vision and mission. The response to its implementation strategy starts from planning, outlined in the framework of work reference or TOR (Term of Reference), then implemented in action, followed by evaluation and criticism, and packaged as a document in the form of an activity report.

Another perspective is that these activities are carried out based on a prioritization scale according to needs divided into three semesters, simultaneously addressing user requests. The term used is "listen to your user," listening to the voices of users to inventory the needs that the library must fulfil. The spirit of creating activities comes from these user requests, often obtained by the library from user inputs about activities that need to be organized. These suggestions are inventoried from verbal communication and also written suggestions on critique and suggestion forms prepared by the library. Although the majority of critiques and suggestions are directed at the lack of collections that can represent the needs of users.

"Students can be unpredictable, suddenly proposing unique activities beyond expectations, like suggesting the library to organize a 'library got talent' or something like that..." (INSA, October 2023)

"Listening to the voices of users, other user communities, and even suggestions from librarians, users, and stakeholders, various

²⁴ Wiji Suwarno, *Psikologi Perpustakaan* (Jakarta: Sagun Seto, 2009).

²⁵ Wiji Suwarno, "Novel Traditions of Library as Societal Culture Conservation," *PUSTABIBLIA: Journal of Library and Information Science* 1, no. 1 (2017): 111–20.

activities are proposed. The strategy is to prepare or create proposals/Terms of Reference (TOR), set the implementation time (from preparation, process, implementation, and review), hold meetings to discuss the technical details and workflow, form a committee, and conduct checking and coordination, which will be organized by the coordinator delegated from Activity Reviewer Officers." (INDA, October 2023)

"The scale of prioritizing activities needed by users must be implemented, and there are also rules from the institution that require all activities to be completed in October. For example, journal subscriptions, and plagiarism check subscriptions must be subscribed in the early trimester because the process is lengthy." (INTI, October 2023)

"In my library, the implementation of activities is based on achievement targets. Indeed, proposals from users are also considered, but the achievement targets and synchronization with the institution's vision-mission become the more important factors. If it does not match, it will not be paid. But not only that, we have the spirit of developing the library so that our library has bargaining power and a positive position in the eyes of the academic community, and more broadly in society." (INEM, October 2023)

From the informant statements, it can be concluded that factors related to the assumptions of the library leaders in making decisions regarding the implementation of activities in RKAKL are more dominantly influenced by several factors: first, addressing the aspirations of users/readers; second, achieving targets according to the plan; third, implementing the scale of priority for the activity plan; Fourth, aligning activities with the institution's vision and mission; Fifth, fostering a spirit to make the library have strong bargaining power in the eyes of university leaders, academic community, and the wider community.

The discussion and findings indicate that organizational culture is not the content of decisions that determine decision-making, but rather the aspirations and needs of users as the primary considerations. On the other hand, there may be differences between the content of decisions and aspirations, resulting in policy inconsistencies.

The nature of a sustainable organizational culture creates a phenomenon where changing the culture will lead to changes in decision-making, while changing the content may not necessarily change the culture. For practitioners, this statement implies that the effectiveness or quality of decision-making depends on the values of those making the decisions.

The organizational culture and embedded values may be the causes of variations in the success or "goodness" of an organization. If the same group of people remains in power for an extended period, the organization may develop vulnerabilities to an organizational culture that enhances rigid decision-making patterns and management. Therefore, the suggestion is that a change in decision-makers may alter the dynamics of management and decision-making.

CONCLUSION

The conclusions that can be drawn from this research are as follows:

First, the variety of library activities in State Islamic Universities (PTKIN) in Central Java is quite diverse. However, there are also

repetitive activities because these activities have value for the competence and experience of students, especially for new students.

Second, the library activities listed in the RKAKL of PTKIN libraries in Central Java Province, from the perspective of organizational culture, have three aspects: artefacts, values, and assumptions.

Third, artefacts serve as symbols or guidelines that direct the implementation of library activities, such as manual books, standard operational procedures, strategic plans, job descriptions, and other documents that serve as references for the implementation of activities.

Fourth, library activities have values that serve as the essence of library activity implementation including pedagogical, moral-ethical, and socio-cultural values.

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