



LITERACY INCLUSION IN REALIZING DISABILITY-FRIENDLY LIBRARY SERVICES: A NARRATIVE LITERATURE REVIEW

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ABSTRACT

People with disabilities struggle to live independently and work like the general public due to inaccessible public facilities, especially libraries. Literacy inclusion in libraries aims to create a disability-friendly environment. This study explores how literacy inclusion helps libraries meet the needs of people with disabilities and develop inclusive services. Using a narrative literature review, the study finds that literacy inclusion involves technical and service aspects, community engagement, identity formation, inclusive pedagogy, and advocacy.

INTRODUCTION

The high disability according to the results of the Coordinating Ministry for FMD currently causes 22.97 million people with disabilities in 2023 or around 8.5%. The phenomenon of the existence of disability is always associated with access to public facilities and services in all areas of life. The problem of people with disabilities in Indonesia is that it is difficult to get accessibility and proper public service facilities in everyday life, one of which is library services.

Libraries, as cultural and educational institutions, have a crucial role in providing access and dissemination of information for all levels of society. In carrying out its duties as a library literacy center, it is required to be inclusive, in 2020-2021 the National Library claims that the Inclusion-Based Library Transformation Program is considered effective

and provides benefits in an effort to improve community welfare with a program effectiveness value of 4.09 from a scale of 1-5 and considers the diversity of individuals and special needs, including people with disabilities. Within this framework, literacy inclusion becomes an important concept that reflects deep efforts to ensure that every individual, regardless of background or limitation, can benefit from library services.

The concept of inclusion in the context of literacy involves efforts to create an environment that supports the development of reading, writing, and information comprehension skills for all individuals. In this case, literacy is not only defined as the ability to read and write alone, but also involves mastering information skills, technological skills, and critical thinking skills. Kirsch & Jungeblut in the book *Literacy: Profile of America's Young Adult* define literacy as a person's ability to use information to develop knowledge so that it brings a benefit. Literacy inclusion encapsulates the diversity of readers' needs and abilities, including those who may have physical, sensory, or cognitive challenges.

People with disabilities, as a group that often faces barriers to access to various aspects of life, including literacy, require special attention in the context of libraries. Along with the development of technology, libraries have a great opportunity to improve the accessibility of information for people with disabilities. According to Rika Verry Kurniawan (2023) said that the use of screen reader software, digital libraries, and disability-friendly physical space design is the first step to creating an inclusive literacy environment.

However, literacy inclusion is not only limited to technological aspects. It also requires a deep understanding of the needs of people with disabilities and the provision of holistic services. According to *Library Science and Islamic Information*, it is explained that the training of library staff in communicating and serving people with disabilities, as well as understanding the diversity of disability needs, is the main foundation in realizing a truly disability-friendly library. Therefore, the library is not only a place to store books, but also an inclusive space that respects and enriches each individual.

In this context, this introduction will further explore the concept of literacy inclusion in libraries, outlining the challenges and opportunities faced in realizing disability-friendly library services. By integrating literacy, inclusion, and disability

perspectives, this introduction will present a strong conceptual foundation to guide further analysis of inclusive library practices focused on literacy for people with disabilities.

METHOD

This research uses the narrative literature review method, which is the activity of finding written sources both from books, archives, magazines, journals and other documents related to the problem of the topic to be studied. The literature review will involve searching a variety of sources, including scholarly articles, books, and research reports discussing the implementation of literacy inclusion programs in libraries around the world. Through this approach, insights can be gained on the best strategies that can be adopted to improve the accessibility and sustainability of library services for people with disabilities.

Research methods can include a comprehensive analysis of library policies related to literacy inclusion and services for people with disabilities. The literature study will explore various library policies, both at the local, national, and international levels, that have been implemented to support literacy inclusion. In addition, this study will evaluate the impact and effectiveness of these policies in creating truly disability-friendly libraries. This policy analysis can provide a more in-depth look at the challenges and potential solutions that libraries can adopt to improve literacy inclusion for people with disabilities.

Literature research will involve synthesizing findings from multiple sources to build a comprehensive conceptual framework. The integration of these findings will form a strong conceptual foundation for designing recommendations and practical guidelines for libraries looking to improve literacy inclusion. By utilizing the literature study method, this study aims to generate a deep understanding of the factors that support literacy inclusion in the context of library services, as well as provide concrete guidance for implementing effective inclusive practices for people with disabilities.

DISCUSSION

The provision of library information services to support the learning process relies heavily on the development of an integrated learning environment, which includes general principles such as motivation, context, directionality, social relationships, individualization, discovery, and problem solving. In addition, specific principles are

tailored to the unique characteristics of each user. With optimal information services and effective learning approaches in the library, it is expected that users with disabilities can utilize the information and knowledge gained to learn and explore information sources independently, according to their abilities.

The characteristics of disabled users are certainly different from other users, which sometimes makes them less confident in socializing with other users. Therefore, extra attention is needed so that disabled users can develop themselves optimally. The fulfilling of measures to meet the accessibility needs of disabled users is very important so that they feel comfortable and can easily find the information they need.

Modern libraries must be inclusive spaces capable of reaching and serving the entire community, including individuals with special needs or disabilities. The concept of literacy inclusion is an important key in efforts to create library services that are friendly and in-depth for people with disabilities. In this case, literacy is not just about reading and writing, but includes mastery of various skills, such as information understanding, technological skills, and critical thinking skills. Through this discussion, it will be analyzed how literacy inclusion can be the foundation for libraries to meet the needs of people with disabilities and develop services that are in accordance with the principles of inclusion.

First of all, it is important to discuss the role of technology in supporting literacy inclusion in libraries. Strengthening information content according to community needs such as improving the quality of information through books, computers and the internet. The use of screen reader software, digital libraries, and other accessibility technologies can open the door to access to information for people with disabilities. The analysis will focus on the implications of these technologies in improving accessibility and disability engagement in library services. In addition, it is also necessary to discuss the challenges that may arise along with the use of this technology, including staff training and maintenance of necessary devices.

Furthermore, in discussing literacy inclusion, it is necessary to raise aspects of training and increasing awareness of library staff related to the diversity of disability needs. Library staff play a crucial role in shaping the user experience, and their understanding of disability needs can transform a library into a truly inclusive place. Staff must be competent and have concern for the disabled, the staff in question are those who

work to manage the library, both librarian and librarian functional personnel. Library staff are expected to attend training to have a good understanding of aspects surrounding people with disabilities such as the meaning of disability, psychological aspects, attitudes in serving, and the ability to operate various adaptives. The analysis will involve evaluating existing training programs and recommending effective strategies to improve staff's understanding and skills in serving people with disabilities well.

Finally, this discussion will explore the role of libraries as community literacy centers that contribute to social empowerment and inclusion. By strengthening infrastructure to make it easier to provide information that can be accessed by the community, for example in designing inclusive literacy programs, libraries can become agents of change that promote equal access to knowledge and information. Through case study analysis and a critical approach to literature, this discussion will illustrate how libraries can be a positive force in overcoming literacy inequalities experienced by people with disabilities.

Overall, this discussion will provide an in-depth understanding of the significance of literacy inclusion in the library context, highlight the challenges and opportunities faced, and present practical recommendations for improving disability-friendly library services. By integrating the dimensions of literacy, inclusion, and disability, this discussion is expected to provide comprehensive guidance for libraries that are committed to being truly inclusive places and supporting literacy development for all individuals.

In continuing the discussion on literacy inclusion in realizing disability-friendly library services, the focus will be placed on community involvement in efforts to create an inclusive library. Communities play an important role in designing, implementing, and maintaining library services that are responsive to the needs of people with disabilities. By exploring literature related to community participation, we can evaluate how libraries can collaborate more effectively with communities and integrate disability perspectives in decision-making related to literacy services.

First of all, in involving the community, it is necessary to pay attention to how libraries can be a forum for active participation for people with disabilities. Literature analysis will highlight collaborative initiatives involving people with disabilities in the

design of literacy programs or in decision-making processes related to library policies. Fostering a sense of belonging and engagement of people with disabilities can create libraries that are more responsive and relevant to their needs.

Furthermore, the discussion will deepen understanding of the impact of inclusive literacy programs on the formation of disability identity and independence. Through literature, we can investigate how participation in literacy programs helps increase self-confidence, open educational and employment opportunities, and shape positive perceptions of oneself among people with disabilities. A deep understanding of the social and psychological impact of literacy can be the basis for designing more impactful and relevant programs.

In the context of literacy inclusion, it is also important to discuss the implementation of inclusive pedagogy in libraries. By understanding the various approaches and learning methods that are effective for people with disabilities, libraries can develop literacy programs that are more personalized and support individual development. An understanding of diverse learning styles and inclusive strategies will be a key element in improving the quality of literacy services in libraries.

No less important, the discussion will detail the role of advocacy in encouraging literacy inclusion. Advocacy can include library efforts in voicing the interests of people with disabilities in public policy, supporting positive changes in society, and fighting for literacy access rights for all. Through literature analysis of proven effective advocacy practices, libraries can develop stronger, more focused strategies to increase literacy inclusion at both the community and policy levels.

Thus, this discussion underscores the complexity of literacy inclusion in the library context and views it as a concept that involves not only technical and service aspects, but also community engagement, identity formation, inclusive pedagogy, and advocacy. Through a holistic approach, libraries can realize the vision of becoming a truly inclusive literacy institution and empowering people with disabilities to reach their full potential in literacy life and society as a whole.

CONCLUSION

In drawing conclusions, it is important to highlight important results and findings that have been discussed throughout the discussion on literacy inclusion in realizing

disability-friendly library services. First of all, literacy should not be narrowly defined as reading and writing skills, but rather includes various aspects, such as technological skills, information understanding, and critical thinking skills. Literacy inclusion, therefore, is an effort to ensure that every individual, including people with disabilities, can access, understand, and use information effectively.

Technology plays a crucial role in supporting literacy inclusion, especially for people with disabilities. Screen reader software, digital libraries, and other accessibility technology solutions provide broader access to information. Despite this, the technical challenges and training of library staff are still important factors in ensuring that technology is used effectively to support the needs of people with disabilities.

The importance of involving the community, both disabled and the general public, in the design and implementation of library services is a central theme in this discussion. The community acts as a catalyst for inclusion, ensuring that literacy policies and programs truly reflect the needs and aspirations of people with disabilities. By involving people with disabilities in decision-making, libraries can become more responsive, relevant, and inclusive places.

The discussion on the implementation of inclusive pedagogy and diversification of learning strategies in libraries emphasized the importance of designing literacy programs that can accommodate various learning styles and needs of people with disabilities. By understanding this diversity, libraries can provide a learning environment that supports literacy development for all individuals.

Advocacy plays a crucial role in promoting literacy inclusion at the policy and community levels. Libraries, as institutions that represent literacy interests, have a responsibility to fight for literacy access rights for people with disabilities and ensure that public policies support literacy inclusion.

In closing the conclusion, it should be noted that literacy inclusion is not the end goal, but an ongoing journey. Libraries must continually adapt, learn from experience, and continually improve inclusive practices. Only by engaging people with disabilities, community, technology, and advocacy holistically can libraries become true agents of change, creating a more inclusive and equitable literacy society for all individuals. Thus,

literacy inclusion is not just the responsibility of libraries, but a shared responsibility to create a more inclusive and meaningful literacy future.

RECOMMENDATION

Seeing literacy inclusion as an ongoing process, libraries should regularly assess and adjust their practices, learning from experience to improve inclusivity. Engaging people with disabilities, the wider community, technology and advocacy efforts holistically will help libraries become true agents of change, creating an inclusive and equitable literacy society for all.

It is hoped that library managers and policy makers can implement these recommendations to improve literacy inclusion. Future research should focus on exploring innovative strategies and technologies that can support this goal. Collaboration between libraries, educational institutions and disability advocacy groups is essential to developing comprehensive and effective inclusion programs. By fostering a culture of continuous improvement and inclusivity, libraries can become leading examples of how public institutions can adapt to meet the needs of diverse communities. Ultimately, these efforts aim to create a more inclusive, well-informed and empowered society, where everyone has equal access to literacy resources and opportunities.

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