

Collection Development of Library Materials at Universitas Pendidikan Nasional

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ABSTRACT

Purpose: This article examines the stages of library-material collection development implemented at the Universitas Pendidikan Nasional (Undiknas) Library in Denpasar, Bali. **Design/methodology/approach:** The study uses a descriptive qualitative single-case design. Data were obtained through direct observation, structured interviews with the head librarian, library staff, and students, and document analysis of collection records, development procedures, and institutional policy documents. The analysis was organized through data reduction, thematic coding, cross-source comparison, and interpretation using the collection development cycle proposed by Evans and Saponaro. **Findings:** Collection development at the Undiknas Library is implemented through six interrelated stages: user-needs analysis, policy orientation, selection, procurement, weeding, and evaluation. The library has built a hybrid collection consisting of printed books, theses, textbooks, magazines, e-books, and institutional digital repository materials. The findings show that collection decisions are strongly shaped by curriculum relevance, lecturer and student requests, donations, grants, and borrowing statistics. However, the study also identifies three areas requiring strengthening: the formulation of an internal written collection development policy, more sustainable acquisition funding, and more systematic evaluation of digital and print collections. **Originality/value:** The article contributes case-based evidence from an Indonesian private university library and demonstrates how international collection-management theory can be operationalized in a local institutional context.

Keywords:

collection development; collection management; academic library; university library; user-needs analysis; weeding; Indonesia

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INTRODUCTION

Academic libraries are strategic knowledge infrastructures that mediate access to scholarly information, support teaching and learning, and strengthen research productivity within higher education institutions. Their relevance depends not merely on the number of resources owned, but on the extent to which collections are systematically planned, selected, acquired, maintained, evaluated, and aligned with the changing needs of users. In contemporary higher education, this responsibility has become more complex because academic communities increasingly require hybrid access to printed resources, electronic resources, institutional repositories, research data, and open-science materials (Jain & Behera, 2023; Tzanova, 2020).

Collection development is therefore a central function of academic library management. It refers to the planned and continuous process through which libraries identify user needs, formulate collection policies, select appropriate resources, acquire materials, remove obsolete or damaged items, and evaluate collection relevance and use

(Evans & Saponaro, 2012; Johnson, 2018). The process also involves professional judgement under resource constraints. No library can acquire all available materials; librarians must balance curricular priorities, institutional mission, user demand, budget availability, collection diversity, format suitability, and long-term preservation needs.

The relationship between libraries and their collections is mutually constitutive. Libraries require collections as their core service assets, while scholarly and literary works require libraries as access institutions that organize, preserve, and disseminate knowledge. In the university context, collections must support the Tri Dharma Perguruan Tinggi: education, research, and community service. Consequently, collection relevance is an indicator of how well a university library supports academic activities, lifelong learning, and institutional knowledge production.

Digital transformation has expanded the scope of collection development. University libraries are increasingly expected to provide access not only to printed books and journals but also to e-books, online databases, e-journals, repository materials, digitized institutional works, and open educational resources. Recent studies on academic library futures show a movement toward hybrid library models that combine conventional collections with technology-mediated access, collaborative services, and user-centred information retrieval (Jain & Behera, 2023; Tzanova, 2020). These developments make collection development policy more important because written policies guide selection, deselection, gift acceptance, digital resource management, and accountability to stakeholders (Bentil, 2025; Tokarz, 2024).

The Universitas Pendidikan Nasional (Undiknas) Library functions as an academic support unit for students, lecturers, researchers, and staff. Its collections include printed books, undergraduate theses, graduate theses, textbooks, magazines, e-books, and institutional scientific works stored in a digital repository. The library acquires materials through institutional procurement, grants, donations, and student contributions. These practices indicate an active collection development process, yet they also require systematic evaluation to determine whether existing stages are consistent with recognized theories and standards of collection management.

This article focuses on the collection development stages implemented at the Undiknas Library. The study uses the collection development framework associated with Evans and Saponaro as the main analytical lens. The framework is appropriate because it conceptualizes collection development as a cyclical and continuous process consisting of community analysis, policy formulation, selection, acquisition, weeding, and evaluation (Evans & Saponaro, 2012). By comparing this framework with actual practices at the Undiknas Library, the article identifies both strengths and improvement priorities.

The central research question is: What stages of library-material collection development are implemented at the Universitas Pendidikan Nasional Library? The objective is to describe, analyse, and interpret the collection development process at the library, while also formulating recommendations for strengthening collection policy, acquisition strategy, collection maintenance, and evaluation.

Literature Review And Theoretical Framework

1. Academic Libraries and Collection Development

Academic libraries are embedded in the intellectual life of universities. Their collections must respond to the curriculum, research agenda, institutional vision, and information behaviour of the academic community. Collection development is not a one-time activity, but a continuing management cycle that links users, institutional policy, budgets, scholarly communication, and resource accessibility (Johnson, 2018). In this sense, collection development differs from simple acquisition: acquisition concerns obtaining materials, whereas collection development includes the broader planning, policy, evaluation, and maintenance processes that determine what should be acquired, retained, digitized, shared, or withdrawn.

The contemporary literature also emphasizes the shift from collection ownership to collection access. Academic libraries increasingly combine local holdings with e-resources, repositories, interlibrary cooperation, open-access resources, and digital platforms. Such transformation requires librarians to maintain balanced collections across formats and to use evidence from circulation records, user requests, course reading lists, and research needs when making collection decisions (Bentil, 2025; Tzanova, 2020).

2. Evans and Saponaro's Collection Development Cycle

Evans and Saponaro's collection development cycle remains a widely used conceptual model in library and information science. The model consists of six main processes: community or user analysis, collection development policy, selection, acquisition, weeding, and evaluation (Evans & Saponaro, 2012). The model is cyclical rather than linear because evaluation findings should inform subsequent needs analysis, selection criteria, budget priorities, and policy revision.

Community analysis identifies the characteristics, needs, and information-seeking behaviour of the user community. Collection development policy provides a formal framework that guides decisions on subject coverage, formats, gifts, donations, digital resources, weeding, preservation, and reconsideration. Selection applies criteria such as relevance, authority, currency, academic level, language, format, and cost. Acquisition involves obtaining materials through purchase, gifts, exchange, deposit, institutional production, or cooperation. Weeding removes or relocates materials that are damaged, outdated, inaccurate, duplicated, or rarely used. Evaluation assesses the usefulness, relevance, accessibility, and balance of the collection using quantitative and qualitative evidence.

3. Collection Development Policies in Hybrid Academic Libraries

A written collection development policy is an instrument of professional accountability. It clarifies the objectives, subject scope, selection criteria, format priorities, gift and donation procedures, deselection principles, and evaluation mechanisms used by a library. IFLA guidelines emphasize that a collection development policy helps libraries describe collection strengths and weaknesses, coordinate decision-making, and communicate priorities to users and stakeholders (IFLA, 2001). Similarly, recent studies of university library policies show that collection development policies should be explicit, regularly reviewed, and responsive to changes in curriculum, publishing, technology, and user demand (Bentil, 2025; Tokarz, 2024).

Weeding and evaluation are particularly important in hybrid collections. The American Library Association recommends that collection maintenance be based on objective criteria such as physical condition, circulation history, publication date, availability of updated resources, and community relevance (American Library Association, n.d.). These criteria are important for preventing overcrowded shelves, reducing maintenance costs, improving discovery, and maintaining intellectual reliability. In academic libraries, weeding should not be interpreted as simply discarding books; rather, it is a professional process of preserving collection quality and ensuring that users can find accurate and relevant resources.

METHOD

This study employed a descriptive qualitative design to examine collection development practices at the Undiknas Library. A qualitative approach is appropriate when the research seeks to understand institutional processes, meanings, practices, and contextual factors rather than to test statistical hypotheses (Busetto et al., 2020). The design was used to produce a detailed description of the stages, actors, documents, and decision-making processes involved in collection development.

The research was conducted at the Universitas Pendidikan Nasional Library in Denpasar, Bali, Indonesia. The library occupies facilities in Building A, located in the southern part of the campus at Jalan Bedugul No. 39, Sidakarya, South Denpasar. The site was selected because it actively manages both printed and digital collections and provides services to students, lecturers, staff, and researchers.

The primary informants consisted of the head librarian, library staff, and students of Universitas Pendidikan Nasional. These informants were selected because they represent managerial, operational, and user perspectives on collection development. Secondary data were obtained from library documents, collection records, development procedures, inventory data, and institutional information related to library vision, mission, services, and collection types.

Data were collected through three complementary techniques: observation, structured interviews, and document study. Observation was used to examine the physical and digital collection environment, service procedures, and collection arrangement. Structured interviews were conducted to obtain information on user-needs analysis, selection procedures, procurement channels, weeding practices, and evaluation mechanisms. Document study was used to validate interview and observation findings through institutional records, collection statistics, and policy-related documents.

The data analysis followed a descriptive qualitative procedure consisting of data reduction, data display, thematic organization, and conclusion drawing. Interview notes, observation results, and document findings were reduced into relevant categories. The categories were then organized according to the six stages of Evans and Saponaro's collection development cycle. Thematic interpretation was used to compare field practices with the theoretical framework. The analytical process was informed by qualitative thematic-analysis principles, including familiarization with the data, coding, theme development, review, and interpretation (Braun & Clarke, 2006; Nowell et al., 2017).

Trustworthiness was strengthened through triangulation across observation, interviews, and document analysis. Cross-checking among these sources reduced the risk of relying on a single data stream and made it possible to identify consistencies and

discrepancies in the collection data. For journal submission, the authors should add a formal statement on informed consent, confidentiality, and institutional ethical approval according to the requirements of the target journal.

RESULTS AND DISCUSSION

1. Institutional Profile of the Undiknas Library

The Undiknas Library is an academic library that supports teaching, learning, research, and community service at Universitas Pendidikan Nasional. The library was previously located at the campus on Jalan Tukad Yeh Aya, but it was later moved to Building A on Jalan Bedugul No. 39, Sidakarya, South Denpasar. The relocation was driven by the need for improved space and more suitable facilities to accommodate growing service demands and an increasing number of students.

The library's vision is to become a centre of reference and scientific information that supports Undiknas Denpasar as a centre of excellence with competitive advantages at local, national, and international levels. Its mission includes providing actual and relevant science and technology information, improving the management and dissemination of institutional scientific assets, disseminating information on the latest collections through information and communication technology, and collaborating with domestic and international libraries and institutions to improve access to information.

This vision and mission show that the library positions collection development as part of institutional academic competitiveness. The emphasis on scientific information, information technology, and inter-institutional collaboration is consistent with contemporary expectations that university libraries operate as hybrid knowledge centres rather than merely book-storage facilities.

2. Collection Profile and Services

The Undiknas Library provides printed and digital resources to support the academic community. The collection consists of reference books, undergraduate theses, graduate theses, textbooks, magazines and newspapers, e-books, and institutional scientific works in the digital repository. These resources are intended to support curriculum implementation, independent learning, research writing, academic reference needs, and institutional knowledge preservation.

Table 1 presents the collection data reported in the study documents.

Table 1. Collection Data at the Universitas Pendidikan Nasional Library

No.	Type of Collection	Number of Titles	Number of Copies
1	Books	7,409 titles	15,031 copies
2	Undergraduate theses (Skripsi)	10,839 titles	11,028 copies
3	Textbooks	1,100 titles	1,256 copies
4	Magazines	1,457 titles	-
5	E-books	848 titles	850 copies

The library also provides circulation services, reference services, reading-room services, digital collection services, computer and internet services, and information retrieval services through the library information system and catalogue. These services indicate that collections are embedded in broader information-service practices. A collection that is difficult to retrieve or poorly integrated into services will not effectively meet user needs even when the number of titles is large.

A critical issue emerging from the source documents is the presence of two slightly different book-collection figures. Table 1 reports 7,409 book titles and 15,031 copies, while the procurement subsection records 7,372 titles and 14,972 copies. Rather than treating this as a substantive contradiction, the difference should be interpreted as an inventory-control issue that requires metadata reconciliation. A journal-standard version of the study should state the date of data extraction and distinguish between total collection statistics and program-level inventory statistics.

3. Collection Characteristics

The collection characteristics identified at the Undiknas Library can be grouped into five categories: relevance, diversity, currency, utility, and policy alignment. Relevance refers to the extent to which collections meet users' educational, research, recreational, and knowledge-development needs. Diversity refers to the availability of different formats and resource types, including books, journals, newspapers, magazines, e-books, and theses. Currency refers to the regular updating of resources in line with the growth of knowledge and technological development. Utility refers to the practical value of collections for learning, decision-making, research, and reading activities. Policy alignment refers to the compatibility between collection management, institutional vision and mission, library regulations, and service objectives.

These characteristics are consistent with international collection-management principles. A collection is not judged solely by size; it must be accessible, balanced, authoritative, current, and aligned with the institution's academic priorities. The presence of e-books and institutional repository materials indicates that Undiknas Library is developing toward a hybrid collection model. However, the effectiveness of this model depends on whether digital and printed collections are governed by written policy, evaluated with reliable usage data, and integrated into teaching and research workflows.

4. Stages of Collection Development at the Undiknas Library

a. Community and User-Needs Analysis

The collection development process begins with identifying the information needs of students and lecturers. The library collects user input through informal communication, cloud-based surveys, and the analysis of circulation data. The results indicate that students most frequently access literature related to the curriculum of their respective study programs. This finding confirms the centrality of curriculum alignment in academic library collection development.

From an Evans and Saponaro perspective, user-needs analysis is the foundation of the entire collection development cycle. Without systematic knowledge of user demand, selection and procurement may become supply-driven rather than need-driven. The Undiknas Library has already conducted user-oriented practices, but these practices would be stronger if survey instruments, circulation analytics, course-reading-list mapping, and faculty recommendations were documented and reviewed periodically.

b. Collection Development Policy

The library currently relies on national library standards when formulating collection development decisions. It also applies an inclusive access principle in which staff and lecturers may use library collections on site. This approach supports access equity within the academic community and reinforces the library's role as a shared knowledge facility.

Nevertheless, the absence of an internal written collection development policy is a major improvement priority. A formal policy would clarify subject priorities, user segments, selection authority, gift acceptance criteria, digital-resource criteria, weeding rules, preservation principles, and evaluation schedules. International guidance emphasizes that collection development policies should be explicit, current, and reviewed regularly to remain relevant to institutional needs and technological change (IFLA, 2001; Tokarz, 2024). For Undiknas, an internal policy should be developed as a practical manual that translates national standards into campus-specific procedures.

c. Selection of Library Materials

Selection at the Undiknas Library is conducted through proposals and recommendations from study programs, lecturers, students, library staff, and the head librarian. Each study program is asked to compile a list of book titles needed by students. The selection team then filters proposals using criteria such as relevance to the curriculum, publication year, print quality, author relevance, and suitability to the information needs of the academic community.

This selection process demonstrates a participatory model because it involves both library managers and academic users. The strength of the model lies in its responsiveness to actual teaching and learning needs. However, the process would become more transparent if the library used a written selection rubric. The rubric could include subject relevance, academic level, author or publisher authority, edition currency, language, format, price, availability of digital alternatives, and expected use. Such a rubric would make selection decisions more consistent and easier to audit.

d. Procurement and Acquisition

The procurement process is implemented after materials have been selected. The Undiknas Library obtains materials through purchasing, grants, donations, and student contributions. Recent examples include donations from Universitas Mahaganesha, textbook grants from the International Office, and student book donations submitted as part of graduation preparation. Student donations are required to align with each student's study program so that the donated books remain relevant to academic needs.

The library's program-level inventory includes Management (1,718 titles, 3,883 copies), Public Administration (368 titles, 822 copies), Law (1,604 titles, 2,772 copies), Civil Engineering (526 titles, 1,099 copies), Communication Studies (396 titles, 750 copies), Electrical Engineering (457 titles, 1,048 copies), Information Technology (70 titles, 111 copies), Environmental Engineering (7 titles, 18 copies), and Pharmacy (515 titles, 671 copies). The figures show a varied distribution across study programs and suggest that collection growth is influenced by program size, curriculum demand, and availability of donations or grants.

All acquired materials undergo processing, data entry, and placement according to classification numbers based on the Dewey Decimal Classification. The library also uses an internally developed cloud-based system to support processing and retrieval. Lecturers routinely submit digital textbook files to be uploaded to the internal campus cloud system, enabling students and lecturers to search for and retrieve materials more easily. This digital support strengthens access, but it should be accompanied by clear policies on copyright, licensing, metadata standards, preservation, and access permissions.

The main challenge in procurement is limited budget capacity. The library compensates by relying on donations, grants, and student contributions. While these channels are useful, overreliance on donations may reduce collection balance if gift materials are not guided by strategic selection criteria. A sustainable acquisition strategy should combine institutional funding, targeted grants, interlibrary collaboration, consortial access, open educational resources, and evidence-based purchasing.

e. Weeding and Collection Maintenance

Weeding at the Undiknas Library is conducted every three years. Materials that are physically damaged, visually unsuitable, or too old are removed from shelves or the cloud system and replaced with more current materials. The objective is to create space for new collections, maintain shelf quality, improve discoverability, and reduce unnecessary maintenance costs.

The three-year weeding cycle is a positive practice because it shows that the library treats collections as dynamic assets rather than static holdings. However, journal-standard reporting should specify the weeding criteria used. International practice recommends that weeding decisions consider physical condition, circulation history, publication date, availability of newer editions, accuracy, duplication, and continuing relevance to users (American Library Association, n.d.). The Undiknas Library should therefore formalize its weeding criteria and maintain a weeding log that records title, reason for withdrawal, decision-maker, disposal route, and replacement status.

f. Collection Evaluation

Collection evaluation is conducted by examining borrowing statistics and identifying patterns of use through the library system. This enables librarians to determine which materials are frequently used and which subjects require additional support. Evaluation is necessary because user needs change in response to curriculum revision, new research areas, digital learning practices, and technological development.

The existing evaluation practice is useful but should be expanded. In addition to borrowing statistics, the library could use catalogue search logs, e-book access data, repository download data, user satisfaction surveys, faculty consultations, syllabus mapping, and gap analysis. Evaluation results should directly inform subsequent stages of collection development, especially selection, procurement, weeding, and policy revision.

5. Alignment between Undiknas Practice and Evans and Saponaro’s Model

Overall, collection development at the Undiknas Library is broadly aligned with the Evans and Saponaro model. The library conducts needs analysis, follows policy orientation through national standards, selects materials based on user and curriculum relevance, acquires materials through multiple channels, performs weeding every three years, and evaluates use through circulation statistics. Table 2 summarizes the alignment between the theoretical model and empirical practice.

Table 2. Alignment between Collection Development Theory and Undiknas Library Practice

Stage	Practice at Undiknas Library	Analytical Interpretation	Improvement Priority
User-needs analysis	Surveys, circulation data, and listening to student and lecturer needs.	User demand is considered, especially curriculum-related literature.	Document survey instruments, map needs to course syllabi, and analyze usage periodically.

Policy	Uses national standards and inclusive access practices.	Policy orientation exists but is not yet fully internalized in a campus-specific written document.	Develop an internal collection development policy and operational manual.
Selection	Study programs propose titles; librarians and the head librarian review relevance, year, print quality, and author suitability.	Selection is participatory and curriculum-sensitive.	Create a transparent selection rubric and approval workflow.
Procurement	Materials are obtained through purchase, donations, grants, International Office support, and student contributions.	Multiple acquisition channels support collection growth despite budget limitations.	Build sustainable funding, cooperation, and evidence-based acquisition mechanisms.
Weeding	Conducted every three years; damaged or outdated materials are removed or replaced.	Collection maintenance is recognized as a routine function.	Formalize weeding criteria, logs, and replacement decisions.
Evaluation	Borrowing statistics are used to identify reading patterns.	Usage data supports collection relevance assessment.	Add e-resource analytics, repository data, satisfaction surveys, and gap analysis.

6. Challenges and Strategic Improvement Priorities

The study identifies four strategic challenges. First, the absence of a written internal collection development policy limits procedural consistency. Although the library refers to national standards, an institutional policy is needed to translate those standards into operational rules suitable for Undiknas. Second, budget limitations constrain the optimal acquisition of new and updated materials. Donations and grants are valuable, but they cannot fully replace strategic institutional investment in collections.

Third, the library needs stronger integration between print and digital collection management. The internally developed cloud system is a promising innovation, but it requires explicit policies on copyright, metadata, access control, digital preservation, and version management. Fourth, collection evaluation should move beyond circulation statistics. In a hybrid library, usage is not limited to physical borrowing. Searches, downloads, digital access, repository activity, and course integration also indicate collection value.

To address these challenges, the library should develop a campus-specific collection development policy, strengthen acquisition planning, build partnerships with other libraries and institutions, use evidence-based selection tools, formalize weeding criteria, and implement integrated collection analytics. These actions would increase transparency, sustainability, and relevance in the collection development cycle.

CONCLUSION

The Universitas Pendidikan Nasional Library has implemented collection development as a structured process that supports the academic information needs of students and lecturers. The process includes user-needs analysis, policy orientation, selection, procurement, weeding, and evaluation. These stages are broadly consistent with Evans and Saponaro's collection development cycle, indicating that the library already applies major principles of professional collection management.

The library's strengths include its responsiveness to student and lecturer needs, curriculum-based selection, multiple acquisition channels, use of an internal cloud-based system, routine three-year weeding, and evaluation through borrowing statistics. Its collections also demonstrate a hybrid profile, combining printed books, theses, textbooks, magazines, e-books, and digital repository materials.

Despite these strengths, the study also reveals improvement needs. The most urgent requirement is the development of an internal written collection development policy. The library also needs more sustainable acquisition funding, clearer gift and donation criteria, stronger digital-resource governance, standardized weeding documentation, and broader collection evaluation indicators. Addressing these issues would improve service quality, accountability, and long-term collection relevance.

5.1 Theoretical Implications

The study supports the relevance of Evans and Saponaro's collection development cycle in analysing academic library practice in an Indonesian university context. The case demonstrates that the six-stage model remains applicable, but it should be adapted to hybrid collection environments where digital resources, institutional repositories, and cloud-based access systems are increasingly important.

5.2 Practical Implications

For library managers, the findings indicate that collection development should be managed as an evidence-based cycle. User needs, curriculum priorities, acquisition decisions, weeding, and evaluation should be documented and connected. For university leaders, the findings highlight that library collections require sustainable funding and policy support because they directly affect learning quality, research support, and institutional academic reputation.

5.3 Limitations and Future Research

This study is limited to a single institutional case and relies on qualitative data from observation, interviews, and documents. Future research could compare collection development practices across several university libraries, examine user satisfaction quantitatively, analyse the cost-effectiveness of acquisition channels, or evaluate digital collection usage using system analytics.

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