

The Utilization of PJJ Corners Feature to Support Academic Environment in the Field of Distance Education

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Abstract *This paper aims to provide an overview of utilisations of PJJ Corner, a feature of Universitas Terbuka's (UT) digital library, developed through digital preservation projects to support a reading culture in the context of distance education. There are 156 digital references and 466 book collections of distance learning. This paper examines the data on the use of digital preservation in the context of distance learning in the academic context at UT. A total of 125 respondents participated in completing a questionnaire regarding digital preservation for UT's digital library. The results show that 98% of respondents already know about UT's digital library products; 80% of respondents know that there is a PJJ Corner catalog; and only 31% have accessed and utilised the PJJ Corner. Most of the access in the PJJ Corner aims to add insight related to PJJ by 33%, become a reference source by 26%, and be used for research purposes by 16%. The findings highlight the significant role of PJJ Corner in fostering reading interest and supporting academic activities, although its popularity remains lower compared to other features like Ruang Baca Virtual and UTTV. Furthermore, the PJJ Corner is making a good contribution to the development of distance learning in Indonesia through the reading activities that seek information about distance learning fields. The academic community believes that PJJ Corners can assess various reading sources online anytime and anywhere including the most recent resources and current information, as a result of the digital preservation of distance learning reference materials. Furthermore, the digital preservation of distance learning references helps them increase their reading*

activity for knowledge and research purposes, reference sources, and teaching materials. This study underscores the need for further promotion to enhance the utilization of PJJ Corner and the importance of digital preservation in ensuring long-term accessibility to educational materials. The results are expected to guide other institutions in developing similar initiatives to strengthen the reading culture and knowledge accessibility within academic communities.

Keyword Distance learning, digital preservation, reading activity

INTRODUCTION

The advent of digital technologies has significantly transformed the way libraries manage and preserve their collections. Since the introduction of computers and their introduction into libraries, librarians have raised concerns about digital preservation (Rathika et al., 2020). This activity encompasses the action of preserving all digital content, whether it is born digital, electronic files, or anything that has been digitised from analogue material (Conway, 2010). Digital preservation, encompassing the safeguarding of born-digital and digitized content, has become an integral activity within academic institutions (Masenya & Ngulube, 2019). Its purpose extends beyond merely storing digital content to ensure its accessibility and usability for current and future generations. As a result, digital preservation in libraries has become an inseparable part of the process of developing library collections and is an important part of academic institutions, particularly university libraries (Masenya & Ngulube, 2019; Samiei, 2020; Putra, 2013).

In the field of distance education, the role of digital preservation becomes even more pronounced. Distance education relies heavily on accessible, reliable, and up-to-date reference materials to ensure the effectiveness of independent learning. Universitas Terbuka (UT), Indonesia's pioneer in distance higher education since 1984, has been at the forefront of efforts to support distance learning through innovative library services. One such initiative is the development of the *PJJ Corner*, a dedicated feature within UT's digital library aimed at preserving and disseminating resources specifically tailored for distance education (<https://pustaka.ut.ac.id/lib/>, accessed June 10, 2023).

Furthermore, since the introduction of the *PJJ Corner* feature in the UT digital library, there has been a dearth of research that investigates its potential for utilisation and advantages particularly with regard to the enhancement of reading engagement within the context of distance learning. Hence, it is vital to conduct research and investigation pertaining to the *PJJ Corner* feature in order to provide valuable contributions towards the advancement of the UT Library. Therefore, this study seeks to address this gap by evaluating the role of *PJJ Corner* in supporting the academic community at UT. Specifically, it aims to explore the utilisations, awareness, usage patterns, and perceived importance of this feature among lecturers, students, and administrative staff. By identifying the strengths and challenges associated with *PJJ Corner*, the study hopes to provide actionable insights for enhancing the feature's accessibility, relevance, and overall impact. Furthermore, the findings are expected to contribute to the broader discourse on digital preservation and its implications for fostering reading habits and knowledge dissemination in distance education environments.

LITERATURE REVIEW

A. Utilisation of Digital Libraries

Digital libraries play critical roles in improving access to information and resources in academic environments. Their utilisation not only provides immediate access to a broad spectrum of materials but also supports educational institutions in fostering knowledge dissemination and collaborative learning. Digital libraries integrate advanced technologies such as cloud computing, data analytics, and user-friendly interfaces to improve accessibility and user engagement (Witten et al., 2009). Moreover, the utilisation of digital libraries extends beyond resource access; it encourages independent learning and supports academic research. As noted by Tenopir et al. (2012), frequent use of digital libraries correlates with increased academic productivity, enabling researchers, educators, and students to retrieve, evaluate, and apply knowledge efficiently. In the context of distance education, digital libraries play a critical role in bridging the gap caused by geographical barriers. For instance, Kofi et al. (2018) emphasized the importance of digital libraries in providing equitable

access to high-quality educational materials for remote learners. Furthermore, features like searchability, multimedia integration, and digital preservation significantly enhance the learning experience, making digital libraries indispensable in modern education systems. In the case of UT, the PJJ Corner exemplifies the utilisation of digital libraries for supporting distance education. While it is a newer addition compared to other features like Ruang Baca Virtual (RBV), its targeted focus on distance learning materials highlights the tailored approach needed for specific academic needs. However, as data from this study suggests, the utilisation of PJJ Corner remains underdeveloped, underscoring the need for better promotion and integration within the academic ecosystem.

B. Digital Preservation

Collection is an important element in a library (Musrifah, 2017). This collection can be in the form of written works (handwriting), printed works (book, journal, magazine), and/or recorded works in various media that have educational value and are collected, processed, and served (Lasa, 2009). Therefore, without a good and adequate collection, a library will not be able to provide good services to its users. Library collections can be spared for several items, one of which is digital collection. S. Lazinger (2001, 26) believes that the collection of libraries is separated into two groups: The first group is collections that were born on digital, where this collection is collected on digital, or already digital, and the second group is the group of collections that were converted from physical to electronic or digital. This group includes preservation activities, and Musrifah (2007) believes that digital preservation includes various forms of activity, ranging from the simple activity of creating a replica (replica or copy) of digital material for storage, to digital transformation activities which tend to be complex. This digital preservation activity is a strategy to ensure that digital library collections and objects are available and can be used now and, in the future, (Nur Pramudyo & Perdani, 2022). Digital preservation has become a necessity in the academic environment of institutions (Masenya & Ngulube, 2019), not only for documentation needs but also for future generations regarding the available information (Routhier Perry, 2014). This activity is planned and managed to ensure that the digital materials can

continue to be used for as long as possible (Musrifah, 2017). Brand (1999) believes that preservation serves the purpose of keeping information available and usable for future generations, which requires much more complex actions. In addition, future users will be able to access that information, be able to tell whether it is accurate and maintained as intended and use it in the way it was intended (Routhier Perry, 2014). As a result, preservation is a strong reason for academic libraries to rethink their structure, operations, and services to remain relevant in this digital era, especially in digital preservation (Masenya & Ngulube, 2019). Of course, deciding what should be preserved and where the content will be used for the long term and utilised for a long time internally in accordance with applicable norms, rules, and codes of ethics is one of the objectives of holding digital preservation activities (Shu Liu, 2013; Mustafa, 2008). Besides that, digital preservation has some functions, such as protective function, preservation function, health function, educational function, social function, and so on (Musrifah, 2017).

C. Digital Preservation at the UT Library

Universitas Terbuka (UT), established in 1984, has been recognised as a trailblazer in the field of distance higher education (DHE). The institution provides opportunities for individuals to engage in distance and independent learning (Setiani et al., 2022). UT has indirectly been a reference in the development and references linked to distance learning in Indonesia. One form of reference that has been developed is by providing library facilities related to the distance learning reference field. The UT library is one place to collect references regarding distance learning field that with one of activities is digital preservation to source of distance learning field. It is hope that the result of digital preservation can be widely accessed by the academic community in the UT environment through feature the PJJ corner.

Activities of digital preservation for distance learning sources are continued step by step, with the result of this being the digital library name <https://pustaka.ut.ac.id/lib/>. Feature PJJ Corner in the Digital Library UT is the same as the physical corner of the library. It can be interpreted as a place or corner in a room that is used to organise learning resources and other references in order to increase interest in reading and learning for academics through

engaging reading activities (Rizqan, 2017). The function and aim of this reading corner are to increase academics' interest in reading, so that with high reading interest, it is hoped that academics will be more motivated to learn and explore knowledge (Rizqan, 2017).

The UT Library has carried out digital preservation activities for the UT reference collection. At first, the UT Library was starting digital preservation on a module. This activity results in a product named *Ruang Baca Virtual* (RBV UT). As a result, Civitas Academic can be widely accessed through the UT digital library. This activity continues with another field, one of which is distance learning field. The management team and librarians have decided that the collection must be digital. This is one part of formulating a digital preservation mechanism for existing collections (Pendit, 2009). Digital preservation on distance learning field was produced by a product named PJJ Corner that can be accessed on the UT digital library. The feature PJJ Corner was introduced on the UT digital library website in early March 2023 on the page <https://pustaka.ut.ac.id/lib/pjj-corner/>. This feature is one of many in the digital feature and digital collection that the UT Library has (<https://pustaka.ut.ac.id/lib/>, accessed June 10, 2023). The collection of features in PJJ Corner consists of e-book free access, e-book limited access, and textbook collections and books published by UT. The digital preservation of the distance learning field was created by librarians. There are numerous actions that librarians have taken, such as the scanning cover and content list book that the UT library purchased and the digital collection of distance learning that UT has published. Other digital preservation activities in the distance learning field were published in a feature distance learning subject e-book by a third party. This action produced a number of digital preservations, consisting of 156 digital collections on distance learning fields and 466 book collections on distance learning subjects. All the results are published as a feature on PJJ Corner. There are levels of access on feature PJJ corner. The UT library made level access to this feature consist of civitas academic from UT and public. This is due to several reasons that rule, norms, and ethics that apply. In accessing it, there are restrictions for the wider community and academics outside the campus environment. This is because in digital preservation activities, there are several

rules, norms, and ethics that apply (Shu Liu, 2013; Mustafa, 2008).

METHOD

This study employed a quantitative approach in the form of an online survey. There are three types of respondents involved in this study: lecturers, students, and academic administrators from Universitas Terbuka. The total number of participants was roughly 125. The data on participants shows that 53% of participants in this research were administrators from offices in central UT. Second, the majority of participants are lecturers (around 36%), and students (11%) are participants. Data was obtained between June and July of 2023. The distribution of participants may be seen in the diagram below. There are 12 questions referring to the digital library (UT) and the PJJ Corner feature, where the instruments are checked and analysed by subject specialists to determine the questions' adequacy in clarifying and achieving the study's objectives.

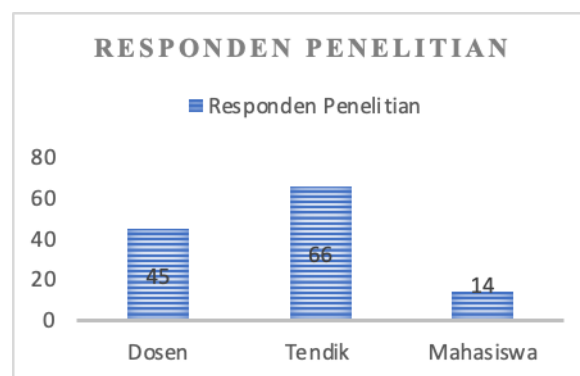


Figure 1. Distribution of respondents

Further, the data analysis conducted by the researcher was descriptive analysis by using the NVIVO application to help the researcher to analyse the data. The researcher conducted an in-depth analysis by examining participants' usage patterns for distance learning references and seeking for. The result and discussion will be reported further.

RESEARCH RESULT & DISCUSSION

A. Research Result

Several points are earned from this research that provide an overview

feature PJJ Corner in building a reading culture in the field of distance education. There are 12 questions relating to the digital library (UT) and feature PJJ Corner. The question starts by asking a general question about demographics and job positions. Further, UT digital library knowledge-based questions were posed. Besides that, respondents answer the question around the utilisation of the feature PJJ corner as part of the digital preservation result. The analysis flow starts by providing a general question and 125 respondent responses, then continues to go deep into knowledge-based and utilisation feature of PJJ Corner to foster reading interest, with 39 respondents using feature PJJ Corner for academic purposes. However, the discussion results and literature review will be present in the next subsection.

The demographic respondents spread out into three categories: lecturers, students, and administrators. The first question asks about ownership of an official email. The majority (98%) have campus email with ut.ac.id, and less than 2% do not have official email. Chart number 1 indicates that the majority of the academic community utilises a UT email as their primary email for academic purposes. It will be shown in further questions. Moreover, this is important to ask for researcher because respondents can explore UT's digital library more. Respondents who have an official email address are questioned further. The question asks about the most frequently visited feature in UT's digital library. Respondents may select more than one option for the desired answer. The data show that the most frequently access are *Ruang Baca Virtual* (RBV) (95 respondents), *Suaka UT* (74 respondents), UTTV (72 respondents), *repositories* (58 respondents), e-resources (54 respondents), and PJJ Corner (27 respondents).

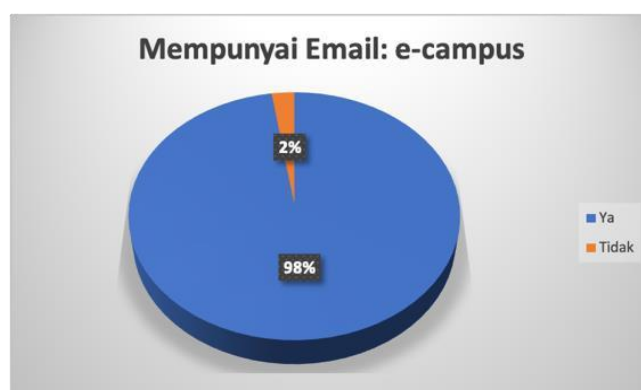


Figure 2. E-campus email ownership

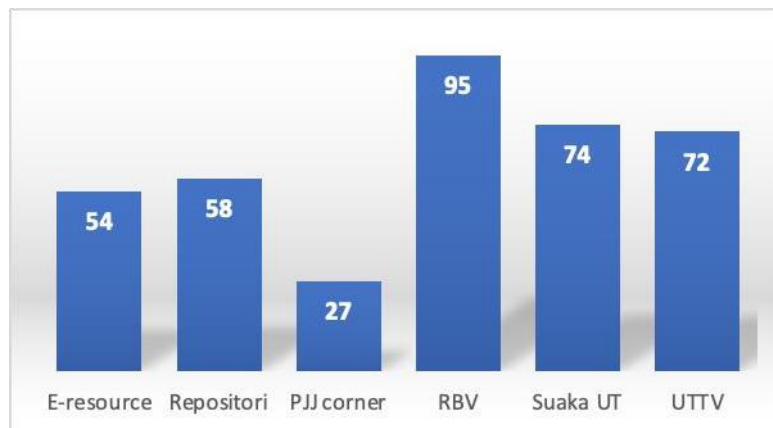


Figure 3. Digital Library UT Product that access from respondents

B. Utilisation of Digital Libraries in Academic Activities

Digital libraries play a pivotal role in supporting academic activities by offering immediate access to a broad range of educational resources. As noted in previous studies, the utilisation of digital libraries enhances learning outcomes, fosters independent study habits, and provides critical support for academic research. Universitas Terbuka's digital library demonstrates this through its variety of features, including Ruang Baca Virtual, Suaka UT, and PJJ Corner, which cater to diverse academic needs. The role of digital libraries extends beyond merely storing information; it enables the academic community to engage with up-to-date materials, conduct research efficiently, and develop a deeper understanding of various subject areas. For example, the frequent utilisation of Ruang Baca Virtual (RBV) by 95 respondents highlights its effectiveness as a primary resource for academic purposes. Similarly, PJJ Corner, although accessed by fewer users, serves as a specialised resource aimed at supporting distance learning by providing curated materials such as e-books and textbooks specific to this field.

C. Awareness and Access to PJJ Corner

When the question asked about whether respondents knew about the reference feature for distance learning named PJJ Corner, the data shows that 96 respondents said they knew about feature references related to distance learning, and only 20% said they did not. The majority of respondents (75%) believe that digital preservation for distance learning references is important, and less than 1% said that it is not the main field of digital preservation. More

in-depth questions asked the majority of respondents whether they had ever accessed the PJJ Corner feature in UT's Digital Library. The data show that around 39 respondents (41%) accessed it, and 59% did not yet.

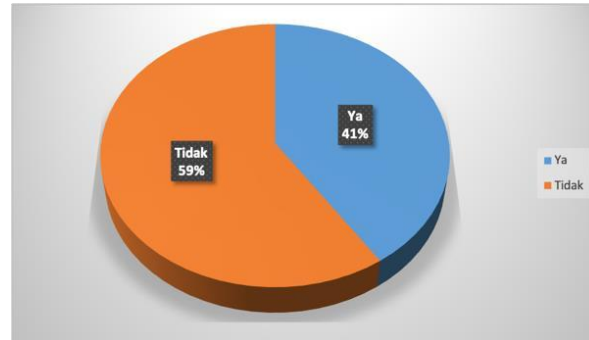


Figure 4. Number of access features: PJJ Corner

D. Patterns of Utilization

The respondents who claimed that they accessed the PJJ Corner feature in UT's Digital Library were divided into three groups consisting of 10 lecturers, 23 administrative academic teaching personnel, and 6 students. Further in-depth questions were asked of the respondents, which were related to their reading interest in distance learning materials and the need to access the PJJ Corner feature. The data shows that 64% of respondents sometimes access it, 33% rarely access it, and only 1% of respondents said they always access the PJJ Corner feature in UT's Digital Library. In addition to specific utilisation patterns, respondents indicated various purposes for accessing the PJJ Corner. These include gaining insight into distance learning- based knowledge (33%), using it as a reference source (26%), supporting research purposes (16%), and other academic needs (17%), such as teaching preparation (8%).

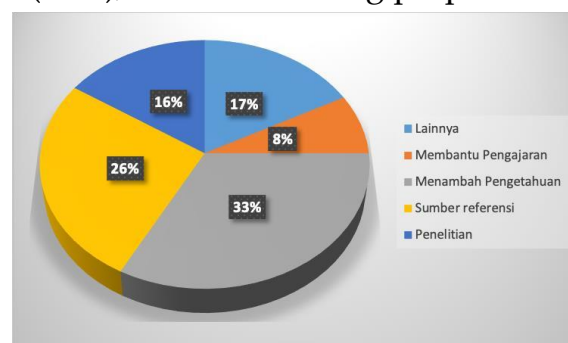


Figure 5. The purpose of accessing PJJ Corner

E. Importance of PJJ Corner in Supporting Academic Activities

Despite its relatively lower popularity compared to other features, PJJ Corner is recognised as an essential tool for enhancing academic engagement in distance learning. Approximately 44% of respondents indicated that PJJ Corner is very important for searching distance learning references, while 54% believe it is important. Only 2% of respondents considered it less important. Similarly, its role in fostering interest in reading related to distance learning was acknowledged, with 39% stating it is very important and 56% rating it as important.

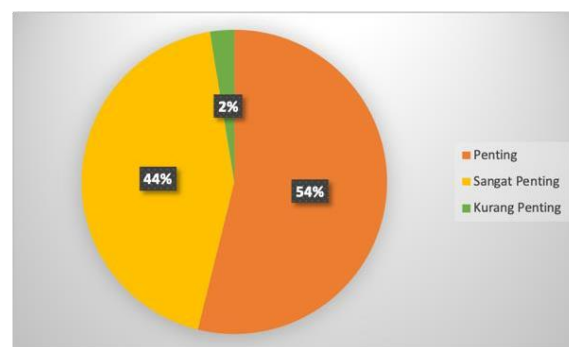


Figure 6. Number of respondents in response to search distance learning field through PJJcorner

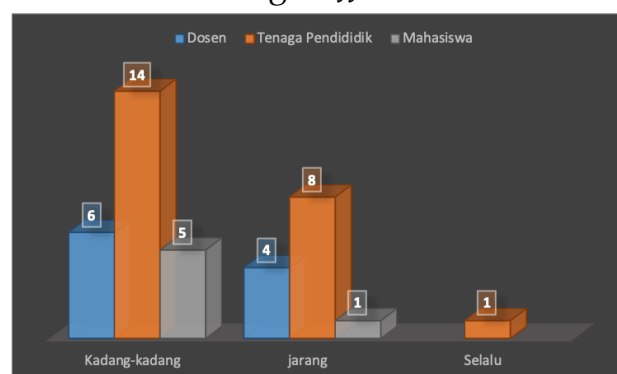


Figure 7. Number of access features PJJ Corner by respondents' group

Regarding how important the features of PJJ Corners are to help find information related to distance learning references. The data shows that 21 respondents (54%) said it was important to look for reference materials, 17 respondents (44%) said it was very important, and the rest of the others said it was less important.

Analysis in-depth more to look who is majority rarely access the feature PJJ Corner in UT's Digital Library, show that majority is administration position (56%). The same thing happened where educational staff, 61% of the 13

respondents who said they rarely accessed the PJJ corner catalog, were greater than lecturers. If we look at the lecturer respondents, it shows that 60% said sometimes and 40% said they rarely accessed the PJJ corner.

Furthermore, an examination was conducted about the significance of the feature PJJ Corner to foster and help reading activities related to distance learning fields. The data shows that 22 respondents (56%) said the importance of featured PJJ Corners in fostering interest in reading related to distance learning field. Meanwhile, 15 respondents (39%) said that it was very important and the remaining only 2 respondents (5%) believe that it was less important in increasing demand for reading related to distance learning field.

F. Challenges and Opportunities

While the PJJ Corner has demonstrated its utility in supporting distance education, its limited usage underscores the need for strategic initiatives to enhance its visibility and accessibility. Factors such as its relatively recent launch (March 2023) and competition with more established features like Ruang Baca Virtual (RBV) may contribute to its underutilisation. Addressing these challenges through targeted promotion, user training, and integration into academic workflows could significantly boost its impact on UT's academic community.

If we delve deeper into the needs of each group of respondents, where each respondent can select multiple options, the data analysis is as follows:

1. Lecture

There are ten respondents in this category. The purpose of accessing the feature PJJ Corner in UT's Digital Library is research purpose (70%) followed by insight knowledge based and source of reference (50%), and rest of other is teaching purposes (30%)

2. Administration academic

The same question was asked similarly to other groups so that they can select more than one answer. Six respondents from this group. There are 6

respondents who said that it is giving insight knowledge, and 7 respondents said it is for source of reference and other.

3. Students

There are 3 respondents involved in these questions. 3 respondents said that the purpose to access PJJ corner for source of reference and 2 answer that for research purpose.

Moreover, the findings of this study will be afterwards analyses by the review of other research or methods in next subsection.

DISCUSSION

The main function of the UT Library is to satisfy the information demands of UT's academic community by providing, managing, and preserving digital collections. (Putra, 2013). The digital preservation on distance learning reference through feature PJJ Corner has good responds from academic atmosphere. Even though, Feature PJJ Corner is not popular as other features such as Ruang Baca Virtual (RBV), Suaka UT, Universitas Terbuka Televis (UTTV), repository, dan e-resource but is still access in academic atmosphere in distance learning ecosystems. The data result shows that RBV used the most civitas an academic compared to other features, and PJJ Corner is less used. However, the majority of academics at UT know about this feature, even though only one-third access it.

There are several reasons why this feature of PJJ Corner is less famous. Refer to the website of UT, where PJJ Corner was published in March 2023. It is probably the reason why this feature is less famous and accessible. Even though most academics know about this feature, it is probably the place of the feature in the same place as other features. This activity got a good response even though not many people used this product in comparison to other features such as Ruang Baca Virtual (RBV), Suaka UT, Universitas Terbuka Televis (UTTV), repository, and e-resource.

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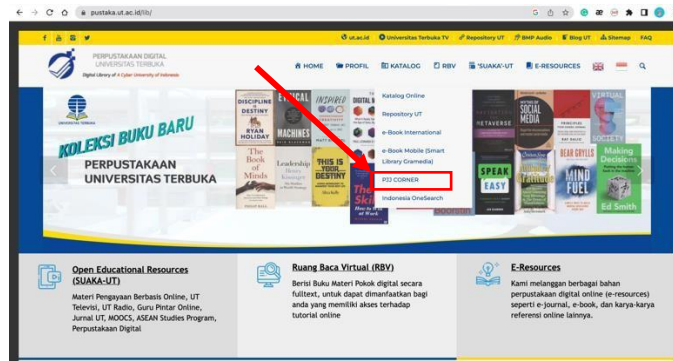


Figure 8. The place of feature PJJ Corner in digital library UT

The unpopularity of the feature PJJ Corner compared to other features does not indicate that it is an undesirable feature. Regarding the respondent's view, it is important to preserve distance learning fields for digital preservation for a long purpose, for the next generation's and easy to access. This finding is consistent with digital preservation goals, which are aimed at ensuring that digital library collections and objects are available and can be used now and, in the future, (Nur Pramudyo & Perdani, 2022) and there is an effort to maintain intellectual and cultural resources so that they are utilized for as long as possible (Putra, 2013). The PJJ Corner aligns with the broader objective of ensuring continuous access to essential academic resources, as emphasized in prior studies (Kofi et al., 2018).

The feature PJJ Corner is one of the academic corners digital for academics to assist distance learning reference. This aligns with the national priorities of the national library in order to provide obvious access to information, knowledge, and education for the social community (Saputri, 2021). Furthermore, one of the functions of the UT Library is to offer information and academic purposes, particularly those pertinent to UT study programs, as well as references to gather knowledge in conducting the tri-dharma of higher education (Putra, 2013). It is shown that the data users from the feature PJJ Corner are using this not only to improve their insight and knowledge regarding distance learning but also to help in research and reference to teaching and learning.

In addition, Feature PJJ corner assists civitas academics in fostering an enthusiasm for reading, particularly for distance learning reference, thereby

generating an intense fascination with reading. Putra (2013) argues that an absence of access to reading materials can hinder endeavors to promote reading. However, Feature PJJ Corner proves that interest in reading related to distance learning content is increasing. This can be seen from the responses from respondents, the majority of whom said that the PJJ corner was very important in fostering interest in reading related to distance learning materials and helping in finding those materials for academic purposes. It can be shown that the academic administration was most interested in reading it, in order to enhance knowledge and insight on distance reference content in comparison to lectures and students. However, lecture majorities said that reference at the PJJ corner is very important to add knowledge and insight in the distance learning field.

CONCLUSION

The advancement of digital technology has revolutionized the preservation and utilization of academic resources, making digital libraries indispensable in modern education systems. Universitas Terbuka (UT) has pioneered this transformation by establishing the *PJJ Corner* feature within its digital library. This initiative specifically addresses the unique needs of distance education, aiming to provide accessible, relevant, and up-to-date resources that foster a reading culture and support academic activities. Digital libraries, as discussed in the literature, play a crucial role in democratizing access to information, particularly in distance education where geographical barriers often hinder equitable access. Features like *PJJ Corner* exemplify this potential by offering curated resources tailored to the needs of UT's academic community. However, despite the integration of advanced technologies for digital preservation, the underutilization of *PJJ Corner* highlights the importance of strategic dissemination and targeted engagement with users.

Furthermore, the *PJJ Corner* aligns with the broader goals of digital preservation, ensuring the long-term accessibility and usability of educational materials. By digitizing collections such as e-books, textbooks, and distance learning resources, UT has created a sustainable model that not only supports independent learning but also enhances academic productivity. This is evidenced by the role of digital libraries in fostering a culture of knowledge-

seeking, as seen in the increased engagement of students, lecturers, and administrative staff with digital resources like *Ruang Baca Virtual* and *PJJ Corner*.

In conclusion, UT's *PJJ Corner* represents a vital step in leveraging digital libraries to support distance education. Its strategic focus on digital preservation offers a robust framework for addressing both current academic demands and future information needs. However, to fully realize its potential, UT must implement targeted promotional strategies, improve accessibility, and integrate user feedback to enhance engagement. By doing so, the *PJJ Corner* can serve as a benchmark for other institutions, showcasing how digital libraries can transform education, foster lifelong learning, and ensure equitable access to knowledge in a rapidly digitizing world.

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